San Felipe Del Rio CISD

Annual Report 2023-2024

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Chapter 1—Accountability Overview

About this Manual

The *Accountability Manual* is a technical guide that explains how the Texas Education Agency (TEA) uses the accountability system to evaluate the academic performance of Texas public districts. Districts include public school districts and open-enrollment charter schools. The manual describes the accountability system and explains how TEA processes information from different sources to produce accountability data reports. The processes outlined in this manual apply beginning with the 2024 accountability year and remain in place until otherwise notified.

Accountability Advisory Groups

Educators, school board members, business and community representatives, professional organizations, and legislative representatives from across the state have been instrumental in developing the current accountability system.

Texas Accountability Advisory Group (TAAG) includes representatives from school districts, legislative offices, and the business community. Members identify issues critical to the accountability system, make recommendations, and provide feedback on major policy issues.

ESC Accountability Group (EAG) includes representatives from each regional education service center (ESC) in the state. Members identify issues critical to the accountability system and make recommendations/provide feedback on major policy issues.

The accountability development proposals and supporting materials that were reviewed and discussed at each advisory group meeting are available online at https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting/2024-accountability-development-materials.

Overview of the Accountability System

The overall design of the accountability system evaluates performance according to three domains:

Student Achievement evaluates performance across all subjects for all students on both general and alternate assessments; College, Career, and Military Readiness (CCMR) indicators; and graduation rates.

School Progress measures outcomes in two areas:

- Part A: Academic Growth
  - Percentage of students who grew at least one year academically as measured by STAAR results (Annual Growth).
  - Percentage of students who earned Did Not Meet Grade Level in the prior year and Approaches Grade Level or above in the current year (Accelerated Learning).
- Part B: Relative Performance
  - The achievement of students relative to campuses with similar economically disadvantaged percentages.
  - For AEA campuses, Part B: Retest Growth is the percentage of students who earned Approaches Grade Level or above on an EOC retest during the accountability cycle.

Closing the Gaps uses disaggregated data to demonstrate differentials in progress to interim and long-term goals among racial/ethnic groups, socioeconomic backgrounds, and other factors. The indicators

included in this domain, as well as the domain's construction, align the state accountability system with the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA).

Who is Rated?

Districts and campuses that report students enrolled on the Fall Snapshot date in the accountability year are assigned a state accountability rating. For example, for the 2024 accountability year districts and campuses that report students enrolled on the Fall Snapshot date of the 2023-2024 school year are rated. For this purpose, students are considered enrolled if they are in membership. In order for a student to be in membership they must be scheduled to attend at least two hours of instruction each school day or participate in an alternative attendance accounting program.

Students instructed virtually are included in accountability calculations in the same manner as in-person students. Students enrolled in virtual courses under an agreement described by Texas Education Code (TEC), Section 29.9091, are considered enrolled in the sending district or school for purposes of average daily attendance and accountability.

Districts

School districts are rated beginning the first year they report fall enrollment. Districts without any students enrolled in the grades for which STAAR assessments are administered (3–12) are assigned the rating label of *Not Rated*. Districts are rated using proportionally weighted domain scores of each campus, based on the number of students enrolled in grades 3–12 at each campus in the Texas Student Data System/Public Education Information Management System (TSDS PEIMS) October Snapshot. Please see "Chapter 5—Calculating Ratings" for more on District Proportional Domain Methodology.

State-administered school districts, including Texas School for the Blind and Visually Impaired, Texas School for the Deaf, Texas Juvenile Justice Department, and Windham School District, are not assigned a state accountability rating.

Campuses

Beginning the first year they report fall enrollment, campuses, including alternative education campuses (AECs), are rated based on the performance of their students. To assign accountability ratings, campuses that do not serve any grade level for which the STAAR assessments are administered are paired with campuses in their district that serve students who take STAAR. Please see "Chapter 7—Other Accountability System Processes" for information on pairing.

Rating Labels

Districts and campuses receive an overall rating, as well as a rating for each domain. The rating labels for districts and campuses are as follows.

- ***A, B, C, D, or F:*** Assigned for overall performance and for performance in each domain to districts and campuses (including those evaluated under alternative education accountability (AEA)) that meet the performance target for the letter grade.
- ***Not Rated:*** Indicates that a district or campus does not receive a rating for one or more of the following reasons:
    - The district or campus has insufficient data to assign a rating.
    - The district operates only residential facilities.
    - The campus is a juvenile justice alternative education program (JJAEP).

- The campus is a disciplinary alternative education program (DAEP).
- The campus is a residential facility.
- The commissioner otherwise determines that the district or campus will not be rated.

- ***Data Under Review*** indicates that a district or campus was issued a compliance review related to data concerns and the concerns were not resolved. In this case, the matter may be referred to TEA's Special Investigations Unit for review as a special investigation and TEA may elect to assign the district or campus with a temporary *Data Under Review* label. This label may be applied at any point, including to either a preliminary or final rating. TEA will take the response provided by the district or campus into consideration before making any final determination about possible wrongdoing. For more information, see "Compliance Reviews and Special Investigations Related to Data Concerns" in the "Ensuring Data Integrity" section of this chapter.
- ***Not Rated: Data Integrity Issues*** indicates that a special investigation has found data accuracy or integrity have compromised performance results (whether intentional or not), making it impossible to assign the district or campus a rating. The assignment of a *Not Rated: Data Integrity Issues* label is permanent.
- ***Not Rated: Annexation*** indicates that the campus is in its first school year after annexation by another district and, therefore, is not rated, as allowed by the annexation agreement with the agency.

See "Chapter 9—Responsibilities and Consequences" for more information on how these ratings impact sanctions and interventions.

Distinction Designations

Districts and campuses that receive acceptable accountability ratings are eligible to earn distinction designations (acceptable performance is defined as an overall rating of *A, B,* or *C*). Distinction designations are awarded for achievement in several areas and are based on performance relative to a group of campuses of similar type, size, grade span, and student demographics. Districts are eligible for a distinction designation in postsecondary readiness. Please see "Chapter 6—Distinction Designations" for more information.

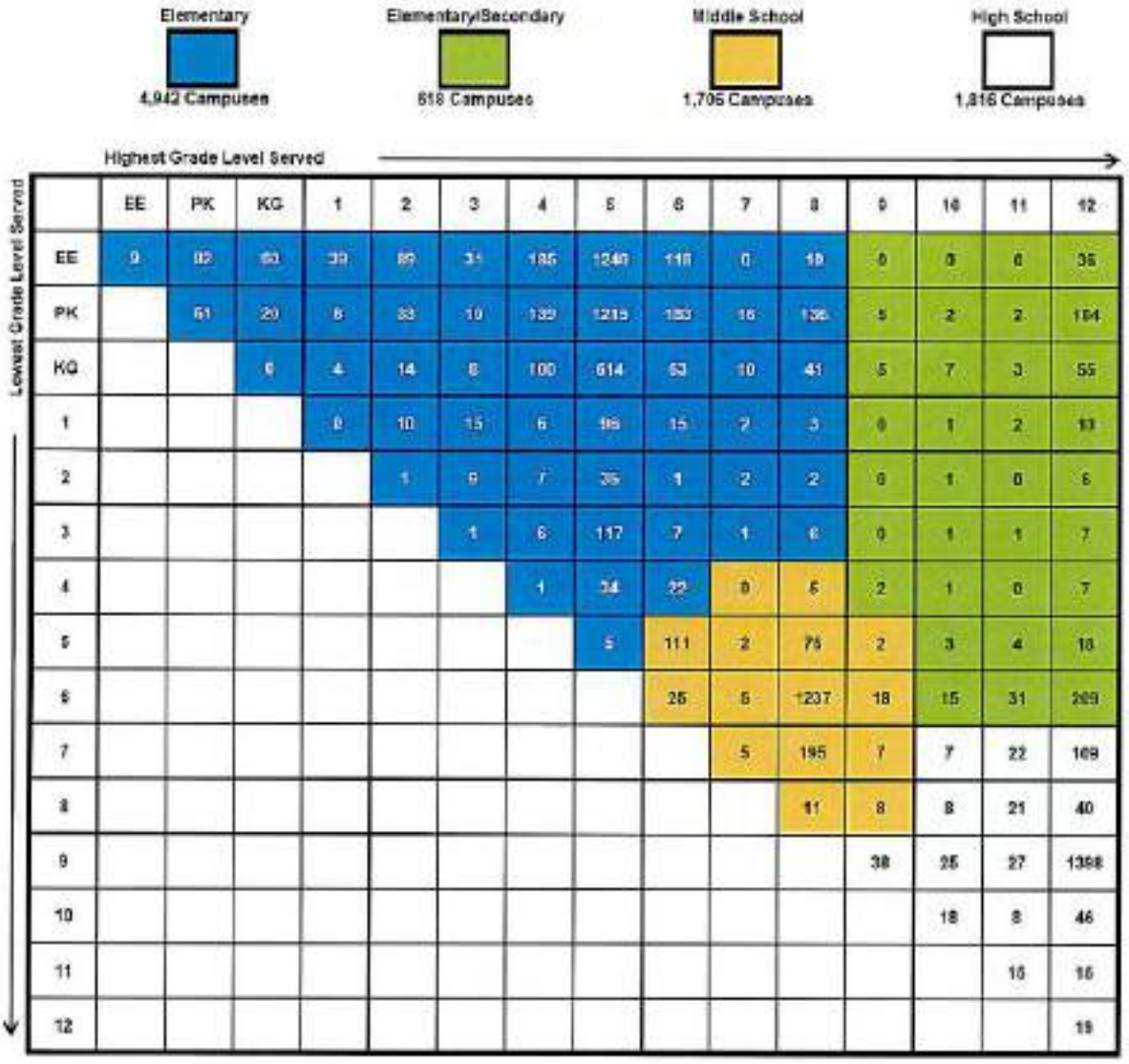
Accountability System School Types

Every campus is labeled as one of four school types according to its grade span based on enrollment data reported in the fall TSDS PEIMS submission. The four types—elementary school, middle school, elementary/secondary (also referred to as K-12), and high school—are illustrated by the following table. The table shows combinations of grade levels served by campuses in Texas. The shading indicates the corresponding school type.

To find out how a campus that serves a certain grade span is labeled, find the lowest grade level reported as being served by that campus along the leftmost column and the highest grade level reported as being served along the top row. The shading of the cell where the two grade levels intersect indicates which of the four school types that campus is considered. For example, a campus that serves early elementary (EE) through grade four is labeled elementary school. A campus that serves grades five and six only is labeled middle school. Below is an example for 2024 accountability, for the number of campuses that serve each of those combinations in future accountability cycles, see "Appendix E—School Types and Campus Comparison Groups".

2024 Accountability System School Types

(9,982 Total Campuses)



	EE	PK	KG	1	2	3	4	5	6	7	8	9	10	11	12
EE	9	82	69	39	89	31	185	1240	118	0	19	0	0	0	35
PK		61	20	6	33	10	139	1215	183	16	136	5	2	2	184
KG			6	4	14	8	100	614	53	10	41	5	7	3	55
1				0	10	15	6	96	15	2	3	0	1	2	11
2					1	9	7	35	1	2	2	0	1	0	6
3						1	6	117	7	1	6	0	1	1	7
4							1	34	22	0	5	2	1	0	7
5								5	111	2	75	2	3	4	18
6									25	5	1237	18	15	31	209
7										5	195	7	7	22	169
8											11	8	8	21	40
9												38	25	27	1358
10													18	8	46
11														16	16
12															19

TEA Division of Performance Reporting

STAAR-Based Indicators

Accountability Subset Rule

A subset of assessment results is used to calculate each domain. The calculation includes only assessment results for students enrolled in the campus in a previous fall, as reported on the TSDS PEIMS October snapshot (for additional information see section in this chapter on TSDS PEIMS-Based Indicators). The accountability subset rules apply to the STAAR performance results evaluated across all three domains.

Three assessment administration periods are considered for accountability purposes:

- Grades 3–8: campuses are responsible for students in the spring assessment results reported as enrolled in the fall (referred to as TSDS PEIMS October Snapshot).
- End-of-Course (EOC): campuses are responsible for
  - summer assessment results from the summer prior to the current accountability year for students reported as enrolled in the prior year TSDS PEIMS October Snapshot;
  - fall assessment results from the fall of the current accountability year for students reported as enrolled in the fall TSDS PEIMS October Snapshot; and
  - spring assessment results for students reported as enrolled in the fall TSDS PEIMS October Snapshot.

For example, the 2024 accountability year uses student assessment results from summer 2023 for students in the TSDS PEIMS October 2022 Snapshot and student assessment results from fall 2023 and spring 2024 for students in the TSDS PEIMS October 2023 Snapshot.

Accountability Year	STAAR results are included in the subset of district/campus accountability	If the student was enrolled in the district/campus on this date:
2024	EOC summer 2023 administration	October 2022 enrollment snapshot
	EOC fall 2023 administration	October 2023 enrollment snapshot
	EOC spring 2024 administration	
	Grades 3–8 spring 2024 administration	

STAAR EOC Retest Performance

The opportunity to retest is available to students who have taken EOC assessments in any subject.

EOC retesters are counted as passers based on the passing standard in place when they were first eligible to take any EOC assessment.

Step 1: Find the best result from each administration for each subject retested (Summer 2023, Fall 2023, and Spring 2024).

Step 2: Determine whether the result is part of the accountability subset (was the student enrolled at Snapshot and tested on the same campus).

Step 3: If the result meets the accountability subset, then it is included. If the result does not meet the accountability subset, then it is not included.

If all results have the same level of performance, then the most recent result is selected for performance calculation. If they have a prior and current year test, then they will be eligible for their growth to be

included under School Progress, Part A: Academic Growth. The following charts provide examples of how the accountability subset is applied to EOC retesters.

2024 Accountability Subset Examples for EOC Retesters in STAAR Based Indicators

Enrolled SY 22-23	*Tested SY 22-23*	*Enrolled SY 23-24*	*Tested SY 23-24*	*Tested SY 23-24*
October 2022 Snapshot **Campus A**	Summer 2023 **Campus A**	October 2023 Snapshot **Campus A**	Fall 2023 **Campus A**	Spring 2024 **Campus A**
The best result is selected. Each result meets the accountability subset rule.				

The best result is found for performance (most recent result) and growth (only available), considered separately. The selected result is only applied to the campus that administered the assessment if the student meets the accountability subset rule (discussed above).

Enrolled SY 22-23	*Tested SY 22-23*	*Enrolled SY 23-24*	*Tested SY 23-24*	*Tested SY 23-24*
October 2022 Snapshot **Campus A**	Summer 2023 **Campus B**	October 2023 Snapshot **Campus B**	Fall 2023 **Campus B**	Spring 2024 **Campus C**
The best result is selected. Only the fall 2023 result meets the accountability subset rule. If spring 2024 was selected as the best result, the result would not meet the accountability subset rule for inclusion at Campus B or Campus C.				

SAT/ACT Inclusion in STAAR Based Indicators—Accountability Subset

The SAT/ACT results of accelerated testers (or the non-participation of accelerated testers in SAT/ACT) are attributed to the campus at which the student was reported as enrolled on the current TSDS PEIMS October Snapshot. Please see "Chapter 2—Student Achievement Domain" for additional information on accelerated testers and the inclusion of SAT/ACT results.

TSDS PEIMS-Based Indicators

One of the primary sources of data used in the accountability system is the Texas Student Data System/Public Education Information Management System (TSDS PEIMS) data collection. The TSDS PEIMS data collection has a prescribed process and timeline that offers school districts the opportunity to correct data submission errors or data omissions discovered following the initial data submission. These timelines are strict, and the data submitted during the corrections window are final. TSDS PEIMS submission timelines can be found at https://tealprod.tea.state.tx.us/TWEDS/103/0/0/0/DataSubmission/TimeLine/1823.

TSDS PEIMS data provided by school districts and used to create specific indicators are listed in the 2024 example below. For more information see the Accountability Data Sources webpage at https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting/accountability-data-resources and Appendix H.

TSDS PEIMS data used for accountability indicators	Data for 2024 accountability
4-year Longitudinal Graduation Rate	Class of 2023
5-year Longitudinal Graduation Rate	Class of 2022
6-year Longitudinal Graduation Rate	Class of 2021
Annual Dropout Rate	2022–23 school year
Graduate with Completed IEP and Workforce Readiness	
Graduate Under an Advanced Diploma Plan and be Identified as a Current Special Education Student	
Earn an Industry-Based Certification	Earned from grade 9 through July 2023 administration
Complete College Prep Course*	
Dual Credit Course Completion	
Earn an Associate Degree	

*For 2024 and 2025 accountability, successfully completing and earning credit for a college prep course in grades 9-12 will still earn CCMR credit. For 2026 accountability, courses completed in the 11th or 12th grades will be eligible for CCMR credit. For 2027 accountability and subsequent years, only courses completed in the 12th grade will be eligible for CCMR credit through college prep.

Other Indicators

The CCMR component of the accountability system includes data from ACT, Advanced Placement (AP), International Baccalaureate (IB), SAT, Texas Success Initiative (TSI) assessment results, OnRamps, and level I and level II certificates. For more information see the Accountability Data Sources webpage at https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting/accountability-data-resources and Appendix H.

Other data used for College, Career, and Military Readiness	Data for 2024 accountability reported for examinations taken as of
ACT college admissions test	Tests from grade 9 through July 2023 administration
AP examination	Tests from grade 9 through 2022-23 school year
IB examination	Tests from grade 9 through May 2023
TSI assessment	Tests from June 2013 through October 2023 administration
SAT college admissions test	Tests from grade 9 through June 2023 administration
OnRamps dual enrollment course completion	Courses completed from grade 9 through 2022-23 school year
Level I and level II certificates	Certificates earned from grade 9 through 2022-23 school year
Military Enlistment	Department of Defense (DoD) Form 4 Submissions from LEAs for military enlistment as of December 31, 2023.

Ensuring Data Integrity

Accurate data is fundamental to accountability ratings. The system depends on the responsible collection and submission of assessment and TSDS PEIMS information by school districts. The Texas Education Data Standards (TEDS) describe the data reporting requirements, responsibilities, and specifications and are published annually at https://www.texasstudentdatasystem.org/TSDS/TEDS/TEDS_Latest_Release. Per 19 TAC §61.1025(b), these data standards shall be used by districts to submit data to the agency. Responsibility for the accuracy and quality of data used to determine district and campus ratings, therefore, rests with local authorities. The Texas Education Code (TEC) provides specific authority for TEA to monitor TSDS PEIMS data integrity (TEC, §7.028). An appeal that is solely based on a district's submission of inaccurate data will likely be denied.

Because accurate and reliable data are the foundation of the accountability system, TEA has established several steps to protect the quality and integrity of the data and the accountability ratings that are based on that data.

- **Campus Number Tracking:** Requests for campus number changes may be approved with consideration of prior state accountability ratings. Ratings of *D or F* for the same campus assigned two different campus numbers may be considered as consecutive years of unacceptable ratings for accountability interventions and sanctions, if the commissioner determines this is necessary to preserve the integrity of the accountability system.

- **Data Validation System:** Data Validation is a data-driven system designed to confirm the integrity of district submitted data. Annual data validation analyses examine districts' leaver and dropout data, student assessment data, and discipline data and may also validate other district submitted data. Districts identified with potential data integrity concerns engage in a process with the Data Reporting Compliance Unit (DRCU) within the Information Technology Customer Relationship Management and Data Standards Department at the agency to either validate the accuracy of their data or determine that erroneous data were submitted. This process is fundamental to the integrity of all the agency's evaluation systems and is authorized by Texas Education Code (TEC §39.308, §37.008, §39.003). For more information, see the Data Validation Manual at http://tea.texas.gov/pbm/DVManuals.aspx.
- **Test Security:** As part of ongoing efforts to improve security measures surrounding the assessment program, the TEA Student Assessment Division uses a comprehensive set of test security procedures designed to assure parents, students, and the public that assessment results are meaningful and valid. Among other measures, districts are required to implement seating charts during all administrations and maintain certain test administration materials for five years. All testing personnel are required to be trained in test security and administration procedures at least once. However, annual test administration training is strongly encouraged, especially for policies and procedures that have changed. Detailed information about test security policies for the state assessment program is available online at https://txassessmentdocs.atlassian.net/wiki/spaces/ODCCM/pages/2793212784/Test+Security.
- **Compliance Reviews and Special Investigations Related to Data Concerns:** TEA's compliance reviews are a collaborative review process with districts to ensure they are acting in accordance with state law and other regulatory requirements. A district or campus may be issued a compliance review if they have data that fell outside of an expected range or have otherwise been identified for having local practices potentially inconsistent with TEA guidelines which could impact performance results within TEA's discretion to identify. The reviews are based on data submitted by districts (or other sources) that could impact performance data, including information used in the state accountability system, such as (but not limited to) data related to CCMR indicators, graduates and leavers, individual graduation committee (IGC) reviews, or STAAR. The Self-Reported Data Unit (SRDU) within the Compliance and Investigations Department at the agency requests documentation and other information from districts to validate the data reported and then reviews and determines whether there has been a violation and commonly works with the districts to bring them into compliance and/or to establish better local practices. The agency will regularly update or clarify guidance to the field as a result of these reviews to ensure that districts have access to the information and tools necessary to establish better local practices and accurately report data to the agency.
    - TEA may take any of the following actions as a result of compliance reviews:
        - TEA may close its review with no further action if the district's response satisfies TEA's concerns;
        - TEA may work with the district to complete corrective actions to ensure more accurate information is provided and/or appropriate policies are implemented in the future; and/or
        - TEA may enter into an agreement with the district to issue a rating consistent with the actual performance of the district.
    - If the compliance reviews do not resolve the concerns raised, TEA may elect to open a special investigation under TEC §39.003 to review these more consequential concerns.

- If TEA makes a preliminary determination that the accuracy and/or integrity of performance results may have been compromised (whether intentional or not), TEA may issue a temporary ***Data Under Review*** label at any point, including on either a preliminary or final rating. If the results of a special investigation determine that the accuracy and/or integrity of performance results have been compromised (whether intentional or not), TEA may elect to issue the district or campus a ***Not Rated: Data Integrity Issues*** final accountability rating label. A *Not Rated: Data Integrity Issues* accountability rating label does not break the chain of consecutive years of unacceptable accountability ratings for accountability sanctions and intervention purposes. All districts and campuses with a final rating label of *Not Rated: Data Integrity Issues* are automatically subject to desk audits the following year. As a result of a special investigation, TEA may elect to take actions and interventions under Texas Education Code Chapters 39 and 39A, including (but not limited to) lowering an accountability rating.

- These steps can occur either before or after the ratings release, and sanctions can be imposed at any time. To the extent possible, ratings are finalized when updated ratings are released following the resolution of appeals. A rating change resulting from an imposed sanction as a result of a compliance review and/or subsequent special investigation will stand as the final rating for the year, and will be reflected on all final accountability rating data files and reports (including TXschools.gov and the district's Texas Academic Performance Reports (TAPR)), with a statement representing this change, "Overall score or rating updated as a result of a Data Compliance Review". Accountability data are subject to scrutiny by the Office of the State Auditor.

Interpretation of the Manual for Ratings and Distinction Designations

The *Accountability Manual* attempts to address all possible scenarios; however, because of the number and diversity of districts and campuses in Texas, there could be unforeseen circumstances that are not anticipated in the manual. If a data source used to determine district or campus performance is unintentionally affected by unforeseen circumstances, including natural disasters or test administration issues, the commissioner of education will consider those circumstances and their impact in determining whether or how that data source will be used to assign accountability ratings and award distinction designations. In such instances, the commissioner will interpret the manual as needed to assign the appropriate ratings and/or award distinction designations that preserve both the intent and the integrity of the accountability system.

Guidelines

December 2024

2023–24 Texas Academic Performance Report

These guidelines intend to help districts fulfill their legal responsibilities regarding the annual report of their educational performance and the Texas Academic Performance Report (TAPR). Please read these guidelines carefully.

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

These guidelines are not a substitute for districts' knowledge and full understanding of the Texas Education Code (TEC), §39.306 and §39.362, or 19 Texas Administrative Code (TAC), §61.1022. TEC, §39.306 requires each district's board of trustees to publish an annual report that includes the PDF TAPR as well as the information summarized below under "Annual Report".

Statute, TEC §39.306, requires that each district's board of trustees hold a public hearing to discuss the district's annual report. Commissioner rule, TAC §61.1022, indicates this hearing for public discussion of the Texas Academic Performance Report must be held within 90 calendar days of receiving the PDF TAPR. Winter breaks do not count toward the 90 days. Within two weeks following the public meeting, each district must widely publish its annual report, in the same format as it was received from TEA.

1. **Annual Report** The PDF TAPR comprises the main part of the district's annual report, and it must be published in the same format as provided by TEA. Districts may promote the online reporting system as well, but the annual report must use the PDF TAPR.
    a. According to TEC, §39.306, in addition to the PDF TAPR, a district's annual report must include the campus performance objectives and the progress toward those objectives, information on violent or criminal incidents and prevention and intervention policies, findings that resulted from evaluations conducted under the Safe and Drug-Free Schools and Communities Act of 1994, information on the performance of the previous year's graduates in their first year of college as reported by the Texas Higher Education Coordinating Board (THECB) and the progress of the district and each campus in the district toward meeting the goals set in the district's early childhood literacy and mathematics proficiency plans adopted under TEC, §11.185; and college, career, and military readiness plans adopted under TEC, §11.186. Districts may include supplemental information, such as a narrative describing their schools; additional data, charts, and diagrams; or an explanation of the data prepared by TEA.
    b. As of December 2024, the PDF TAPR does not include *A–F* ratings or Distinction Designations.

    Districts are encouraged to provide a copy of the *TAPR Glossary*. The glossary provides definitions, describes methodologies, and lists sources for each data point in the TAPR. The Spanish version of the glossary is scheduled for release in early 2025. Other materials provided by TEA, such as these guidelines, are intended for district or campus use but may be shared with the public.

2. **PEIMS Financial Standard Reports (2022–23 Financial Actual Reports)** The financial section of the TAPR is provided by the State Funding Division. These reports can be accessed from a link on the last page of the TAPR or at http://tea.texas.gov/financialstandardreports/.

    For more information on the financial reports, please contact the State Funding Division at (512) 463-9238.

3. **District Accreditation Status** *District accreditation statuses for the 2023-24 and 2024-25 school years have not been issued as the issuance of the A–F ratings under the 2023 and 2024 rules are pending and subject to change.* Each district's annual report must instead include the 2022-23

accreditation status. Information on accreditation status is available online at http://tea.texas.gov/accredstatus/.

4. **Campus Performance Objectives** TEC, §11.253, requires each campus to have an improvement plan with performance objectives and to measure progress toward meeting these objectives. Both the objectives of each campus and each campus' progress toward meeting those objectives must be included in the district's annual report.

5. **Special Education Determination Status** *(district PDF TAPR only)* The annual report must include the district's special education determination status. The special education integrated intervention stage/determination status for each district is on the cover page of the report.
6. **Report on Violent or Criminal Incidents** The annual report must include information about violent or criminal incidents that occur on each campus. Each district determines the format of its report but must include the following:

    - The number, rate, and type of violent or criminal incidents that occurred on each campus, to the extent permitted under the Family Educational Rights and Privacy Act
    - Descriptions of school violence prevention and violence intervention policies and procedures used to protect students
    - Findings from evaluations conducted under the Safe and Drug-Free Schools and Communities Act

    For more information about the reporting of violent or criminal incidents during the Office of Civil Rights data collection, please visit https://ocrdata.ed.gov/.

7. **Student Performance in Postsecondary Institutions** TEC, §51.403(e), requires postsecondary institutions in Texas to report student performance during the first year of enrollment after high school graduation to the high school from which students graduated. Districts must include this information in the annual report.

    The THECB publishes a report listing this information for each high school in Texas (sorted by county and district) on its website. The first page explains the purpose of the report and data calculation methods. Please note THECB anticipates releasing an updated report mid-January 2025.

    If data for a district are masked due to small numbers of students, that district should still publish its section of the report, showing the masked data, just as it would publish any data that are masked in the TAPR. Questions about accessing these reports should be directed to the THECB at (512) 427-6153.

8. **Progress Toward Meeting HB 3 Goals** TEC, §39.306(a)(8) states the Annual Report is to include the progress of the district and each campus in the district toward meeting the goals set in the district's:
    (A) early childhood literacy and mathematics proficiency plans adopted under Section 11.185; and

    (B) college, career, and military readiness plans adopted under Section 11.186.

9. **Public Hearings** Statute requires that districts hold a hearing for public discussion of the annual report within 90 calendar days of the date of the release of the PDF TAPR. Districts may combine the hearing with a regularly scheduled meeting of the local board of trustees. Districts must notify property owners, parents, and others in a parental relationship to students of the hearing. This notification, which can be in the form of a press release, must be made available to local print and

electronic media (i.e., newspaper, radio, and television). It must clearly state the date, time, and place

10. **Accessing the PDF TAPR** The TAPR is available on the TEA public website (https://tea.texas.gov/perfreport/tapr/index.html). The PDF TAPR is designed to allow for two-sided printing. Blank pages have been added after the cover page and where needed to ensure that each report is an even number of pages.

11. **Publishing the Report** A district can upload its PDF TAPR to the district website or direct others to the TAPR on the TEA website. To accommodate those without internet access, a copy of the annual report should be made available in public places, such as school offices, local businesses, or public libraries. Districts may also distribute copies through email, standard mail, or by sending the reports home with students. *Each district is responsible for finding the most efficient method of making the annual reports widely available to the public.*
12. **Requirement for Notice on District Website** TEC, §39.362, requires each district to post the most recent PDF TAPR on its website by the 10th instructional day of the school year. This responsibility is ***separate*** from widely releasing the annual report to the public. This means for the 2024-25 school year, the 2022-2023 TAPR was posted on District websites as it is the most recent.

13. **Data Modification** By the time the TAPR is published, the window to correct inaccurate data submitted by a district has already closed. Districts must correct PEIMS data used in the TAPR per the procedures described in the *Texas Education Data Standards*. Districts must submit corrections for STAAR results, college admissions test data, Advanced Placement tests, or International Baccalaureate tests to the appropriate testing contractor. Districts are also afforded an opportunity to correct data associated with College, Career, and Military Readiness (CCMR) via the CCMR Verifier prior to finalization. A district may include in its annual report an explanation of any discrepancies between the TAPR and locally computed data.

14. **Summary Report** In addition to publishing the complete PDF TAPR in its annual report, a district can develop and release a summarized report showing performance on key indicators. This summary must clearly indicate where and how to obtain a copy of the full report.

15. **Common Questions** Districts are encouraged to make a copy of the *TAPR Glossary* available locally. The glossary provides definitions, describes methodologies, lists data sources, and answers many of the most commonly asked questions. Following are some of the most common causes of perceived inaccuracies in the TAPR or discrepancies between state and local data.
    - **Time Frame** The time of data collection varies from indicator to indicator. For example, test scores for the ACT and SAT may be from tests taken when graduating seniors were juniors, or even sophomores. The *TAPR Glossary* provides additional information on data sources.
    - **PDF and Online System Data Sources** The PDF TAPR compiles data sets at a specific point in time to create an annual statistic. Districts that maintain cumulative or dynamic sets of similar information, such as student enrollment, may show different results.
    - **The Accountability Subset** The PDF TAPR includes the 2023 and 2024 STAAR results of only those students enrolled in the campus or district as of the previous PEIMS October snapshot. See the *TAPR Glossary* for a more complete explanation of the accountability subset criteria.

- **Masking** The TAPR applies masking rules to STAAR assessment results and other performance indicators when needed to comply with the federal Family Educational Rights and Privacy Act. For more information on masking rules and symbols, please see the explanation of masking on the TEA website at https://rptsvr1.tea.texas.gov/perfreport/tapr/2024/masking.html.

16. **Recommended Meetings Beyond** the requirement to widely publish the district annual report and PDF TAPR, a superintendent may encourage principals to meet with staff to discuss their campus report and, following public discussion, schedule presentations of the information at meetings of local parent-teacher organizations.

2023–24 Texas Academic Performance Report (TAPR) Glossary

Cover Page

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

2024 Armed Services Vocational Aptitude Battery (ASVAB) Test (Career Exploration) *(districts serving grades 10–12):* Senate Bill 1843 requires that each school year, each school district and open-enrollment charter school provide students in grades 10–12 the opportunity to take the ASVAB and consult with a military recruiter.

Performance

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

Other Important Information:

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

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

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

Masking. STAAR performance rates are masked when necessary to comply with FERPA. For more information, see the Explanation of Masking at https://rptsvr1.tea.texas.gov/perfreport/tapr/2024/masking.html.

STAAR Performance (2023–24)

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

2023–24 Texas Academic Performance Report (TAPR) Glossary

STAAR Subjects by Grade:

Grade 3 – Reading Language Arts (RLA) and Mathematics

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

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

Grade 6 – Reading Language Arts (RLA) and Mathematics

Grade 7 – Reading Language Arts (RLA) and Mathematics

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

STAAR End-of-Course (EOC) Subjects:

English I

English II

Algebra I

Biology

U.S. History

Accelerated Testers:

SAT/ACT

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

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

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

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

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

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

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

2023–24 Texas Academic Performance Report (TAPR) Glossary

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

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

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

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

Bilingual Education/ESL

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

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

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

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

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

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

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

- *EB/EL with Parental Denial*. Students identified as emergent bilingual (EB) students/English learners (ELs) whose parents have denied all bilingual and ESL program services.
- *Never EB/EL*. Students who have never been identified as EB students/ELs (non-EB/non-EL students).
- *Total EB/EL (Current)*. Students currently identified as EB students/ELs, including those served in a standard or alternative bilingual or ESL program as well as those with a parental denial of services.
- *Monitored & Former EB/EL*. Students who were once identified as EB students/ELs but have reclassified as English proficient, including students within their four years of state and federal monitoring and those beyond monitoring years.

STAAR Participation (2023–24)

This Texas Academic Performance Report (TAPR) provides the State Assessment participation rate as used in State Accountability. This participation rate includes students who are considered participants

for state reporting purposes but are excluded from the federal participation rate. The report details the participation rate by All Tests, Reading, Mathematics, Science, Social Studies, and Accelerated Testers and which assessments and students are included or excluded from accountability.

Assessment Participants

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

Included in Accountability:

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

Not Included in Accountability:

- *Mobile:* Refers to the percentage of assessments excluded from the "Included in Accountability" rate because the students enrolled in the district or campus after the Texas Student Data System (TSDS) Public Education Information Management System (PEIMS) fall snapshot date.
- *Other Exclusions:* Refers to the percentage of assessments excluded from the "Included in Accountability" rate for the following reasons:
  - STAAR Assessments (STAAR and STAAR Alternate 2) with score codes "A" or "O" that do NOT have a corresponding TELPAS or TELPAS Alternate assessment with a score code of "S."
  - STAAR Alternate 2 assessments with a score code of "N."
  - Answer documents of students who are an Emergent Bilingual/English learner (EB/EL) who has been in school in the U.S. for one year.
  - Other exclusions specified in the 2024 Accountability Manual — Appendix G.

Not Tested

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

2023–24 Texas Academic Performance Report (TAPR) Glossary

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

Attendance, Graduation, and Dropout Rates (2023–24)

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

Attendance is calculated as follows:

$$\frac{\text{total number of days that students in grades 1–12 were present during the 2022–23 school year}}{\text{total number of days that students in grades 1–12 were in membership during the 2022–23 school year}}$$

(Data source: PEIMS 42400)

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

$$\frac{\text{total number of K–12 students enrolled for at least 10 days and absent for 10 percent or more days during the 2022–23 school year}}{\text{total number of K–12 students enrolled for at least 10 days during the 2022–23 school year}}$$

(Data source: PEIMS 42400)

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

- Is ordered by a court to attend a high school equivalency certificate program but has not earned a high school equivalency certificate
- Was previously reported to the state as a dropout (previous dropout exclusions do not apply to completion measure calculations for AEA campuses)
- Was in attendance but not in membership for purposes of average daily attendance (i.e., students for whom school districts are not receiving state Foundation School Program [FSP] funds)
- Was initially enrolled in a school in the United States in any grade 7 through 12 as an unschooled refugee or asylee as defined by TEC §39.027(a-1)
- Attends a district exclusively as a function of having been detained at a county detention facility and is not otherwise a student of the district in which the facility is located or is being provided

services by an open-enrollment charter school exclusively as the result of having been detained at the facility

- Is incarcerated in a state jail or federal penitentiary as an adult or as a person certified to stand trial as an adult
- Is a student who has suffered a condition, injury, or illness that requires substantial medical care and leaves the student unable to attend school and assigned to a medical or residential treatment facility
- Is a student in a Texas Juvenile Justice Department facility or residential treatment facility served by a Texas public school district
- Is at least 18 years of age as of September 1 and has satisfied the credit requirements for high school graduation; has not completed his or her individualized education program (IEP); and is enrolled and receiving IEP services
- Is a student who (a) is at least 18 years of age and under 26 years of age; (b) has not been previously reported as a dropout; and (c) has not been enrolled in school during the previous nine months before enrolling in a high school equivalency program, a dropout recovery school, or an adult education program provided under a high school diploma and industry certification charter school program (previous dropout/previous dropout exclusions do not apply to completion measure calculations for AEA campuses)

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

$$\frac{\textbf{number of dropouts in grades 7 and 8 during the 2022–23 school year}}{\textbf{number of students in grades 7 and 8 in attendance at any time during the 2022–23 school year}}$$

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

$$\frac{\textbf{number of dropouts in grades 9–12 during the 2022–23 school year}}{\textbf{number of students in grades 9–12 in attendance at any time during the 2022–23 school year}}$$

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

Note that with all annual dropout rate calculations, a cumulative count of students is used in the denominator. This method for calculating the dropout rate neutralizes the effect of mobility by including in the denominator every student ever reported in attendance at the district or campus throughout the school year, regardless of length of enrollment. For a more complete description of dropout rates and exclusions, see the Secondary School Completion and Dropouts in Texas Public Schools, 2022-23 reports, available on the TEA website at Completion, Graduation, and Dropout | Texas Education Agency.

For detailed information on data sources, see Appendix H in the *2024 Accountability Manual*. *(Data source: PEIMS 40203, 40110, 42400, and 42500)*

2023–24 Texas Academic Performance Report (TAPR) Glossary

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

For the *4-Year Longitudinal Rate*, the cohort consists of students who first attended ninth grade in 2019–20. They are followed through their expected graduation with the Class of 2023.

For the *5-Year Extended Longitudinal Rate*, the cohort consists of students who first attended ninth grade in 2018–19. They are followed for five years and included if they graduated within a year after their expected graduation with the Class of 2022.

For the *6-Year Extended Longitudinal Rate*, the cohort consists of students who first attended ninth grade in 2017–18. They are followed for six years and included if they graduated within two years after their expected graduation with the Class of 2021.

Additional Information on Cohorts:

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

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

A student does not change cohorts if he or she repeats or skips a grade. A student who begins with the 2019–20 ninth-grade cohort remains with that cohort. A student who started the ninth grade in 2019–20 but takes 5 years to graduate (i.e., graduates in May 2024) is still part of the 2023 cohort; he or she is not switched to the 2024 cohort. This student would be considered a continuing student and counted as part of the Continued HS number for the Class of 2023. This is also true for the five-year and six-year extended longitudinal cohorts.

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

4-Year Longitudinal Rate

(1) *Graduated:* The percentage who received their high school diploma in four years or fewer by August 31, 2023 for the 2023 cohort.

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

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

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

number of students in the 2023 cohort*

(3) *Continued High School:* The percentage of the 2023 cohort still enrolled as students in the fall after his or her anticipated graduation. It is calculated as follows:

number of students from the cohort who were enrolled in the fall of the 2023–24 school year

number of students in the 2023 cohort*

(4) *Dropped Out:* The percentage of the 2023 cohort who dropped out and did not return by the fall of the 2023–24 school year. It is calculated as follows:

number of students from the cohort who dropped out before fall of the 2023–24 school year

number of students in the 2023 cohort*

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

number of students from the 2023 cohort who received a high school diploma by August 31, 2023 plus number of students from the cohort who received a TxCHSE by August 31, 2023

number of students in the 2023 cohort*

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

number of students from the cohort who received a high school diploma by August 31, 2023
plus
number of students from the cohort who received a TxCHSE by August 31, 2023
plus
number of students from the cohort who were enrolled in the fall of the 2023–24 school year

number of students in the 2023 cohort*

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

5-Year Extended Longitudinal Rate

(1) *Graduated:* The percentage who received their high school diploma by August 31, 2023, for the 2022 cohort. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2023

number of students in the 2022 cohort*

(2) *Received TxCHSE:* For the 2022 cohort, the percentage who received a TxCHSE certificate by August 31, 2023. It is calculated as follows:

number of students from the cohort who received a TxCHSE by August 31, 2023

number of students in the 2022 cohort*

(3) *Continued High School:* The percentage of the 2022 cohort still enrolled as students in the fall of the **2023–24** school year. It is calculated as follows:

number of students from the cohort who were enrolled in the fall of the 2023–24 school year

number of students in the 2022 cohort*

(4) *Dropped Out:* The percentage of the 2022 cohort who dropped out and did not return by the fall of the **2023–24** school year. It is calculated as follows:

number of students from the cohort who dropped out before fall of the 2023–24 school year

number of students in the 2022 cohort*

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

number of students from the cohort who received a high school diploma by August 31, 2023
plus
number of students from the cohort who received a TxCHSE by August 31, 2023

number of students in the 2022 cohort*

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

number of students from the cohort who received a high school diploma by August 31, 2023
plus
number of students from the cohort who received a TxCHSE by August 31, 2023
plus
number of students from the cohort who were enrolled in the fall of the 2023–24 school year

number of students in the 2022 cohort*

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

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6-year Extended Longitudinal Rate

(1) *Graduated:* The percentage who received their high school diploma by August 31, 2023, for the 2021 cohort. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2023}}{\text{number of students in the 2021 cohort*}}$$

(2) *Received TxCHSE:* For the 2021 cohort, the percentage who received a TxCHSE certificate by August 31, 2023. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a TxCHSE by August 31, 2023}}{\text{number of students in the 2021 cohort*}}$$

(3) *Continued High School:* The percentage of the 2021 cohort still enrolled as students in the fall of the **2023–24** school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who were enrolled in the fall of the 2023–24 school year}}{\text{number of students in the 2021 cohort*}}$$

(4) *Dropped Out:* The percentage of the 2021 cohort who dropped out and did not return by the fall of the **2023–24** school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who dropped out before fall of the 2023–24 school year}}{\text{number of students in the 2021 cohort*}}$$

(5) *Graduates & TxCHSE.* The percentage of graduates and TxCHSE recipients in the 2021 cohort. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2023 plus number of students from the cohort who received a TxCHSE by August 31, 2023}}{\text{number of students in the 2021 cohort*}}$$

(6) *Graduates, TxCHSE & Continuers.* The percentage of graduates, TxCHSE recipients, and continuers in the 2021 cohort. It is calculated as follows:

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

plus

number of students from the cohort who were enrolled in the fall of the 2023–24 school year

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number of students in the 2021 cohort*

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

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

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

Additional Information about Federal Graduation Rates

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

(1) *4-Year Federal Graduation Rate.* Cohort of students who first attended ninth grade in 2019–20. They are followed through their expected graduation with the Class of 2023. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2023

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number of students in the 2023 cohort**

(2) *5-Year Extended Federal Graduation Rate.* Cohort of students who first attended ninth grade in 2018–19. They are followed for five years to see if they graduated within a year after their expected graduation with the Class of 2022. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2023

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number of students in the 2022 cohort**

(3) *6-Year Extended Federal Graduation Rate.* Cohort of students who first attended ninth grade in 2017–18. They are followed for six years to see if they graduated within two years after their expected graduation with the Class of 2021. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2023

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number of students in the 2021 cohort**

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

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

For further information on these rates, see the Secondary School Completion and Dropouts in Texas Public Schools, 2022-23. *(Data source: PEIMS 40203 and Texas Certificate of High School Equivalency Information File)*

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

RHSP/DAP Graduates (Longitudinal Rate) (Class of 2023) The percentage of graduates who, after four years, satisfied the course requirements for the Recommended High School Program or Distinguished Achievement Program.

$$\frac{\text{number of graduates in the Class of 2023 who complete a 4-year RHSP or DAP}}{\text{number of graduates in the Class of 2023 with reported graduation plans (excludes graduates with FHSP graduation plans)}}$$

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

$$\frac{\text{number of graduates in the Class of 2023 who complete a 4-year FHSP-E}}{\text{number of graduates in the Class of 2023 with reported FHSP graduation plans}}$$

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

$$\frac{\text{number of graduates in the Class of 2023 who complete a 4-year FHSP-DLA}}{\text{number of graduates in the Class of 2023 with reported FHSP graduation plans}}$$

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

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$$\frac{\text{number of graduates in the Class of 2023 who complete a 4-year RHSP or DAP or FHSP-E or FHSP-DLA or Texas First-DLA}}{\text{number of graduates in the Class of 2023 with reported graduation plans}}$$

RHSP/DAP Graduates (Annual Rate) (2022-23) The percentage of graduates who satisfied the course requirements for the Recommended High School Program or Distinguished Achievement Program.

$$\frac{\text{number of graduates in SY 2022-23 reported with graduation codes for RHSP or DAP}}{\text{number of graduates in SY 2022-23 with reported graduation plans (excludes graduates with FHSP graduation plans)}}$$

FHSP-E Graduates (Annual Rate) (2022–23) The percentage of graduates who satisfied the course requirements for the Foundation High School Program with an endorsement.

$$\frac{\text{number of graduates in SY 2022–23 who earn an FHSP-E}}{\text{number of graduates in SY 2022–23 with reported FHSP graduation plans}}$$

FHSP-DLA Graduates (Annual Rate) (2022–23) The percentage of graduates who satisfied the course requirements for the Foundation High School Program at the distinguished level of achievement.

$$\frac{\text{number of graduates in SY 2022–23 who earn an FHSP-DLA}}{\text{number of graduates in SY 2022–23 with reported FHSP graduation plans}}$$

Texas First-DLA Graduates (Annual Rate) (2022-23) The percentage of graduates who satisfied the requirements for the Texas First Early High School Completion Program. Graduates under this program are considered to have earned a diploma with a distinguished level of achievement under Texas Education Code §28.025.

$$\frac{\text{number of graduates in SY 2022–23 who earn a Texas First-DLA}}{\text{number of graduates in SY 2022–23 with reported graduation plans}}$$

RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Annual Rate) (2022–23) The percentage of graduates who satisfied the course requirements for the Recommended High School Program, Distinguished Achievement Program, the Foundation High School Program with an endorsement or at the distinguished level of achievement, or the Texas First Early High School Completion Program.

$$\frac{\text{number of graduates in SY 2022–23 reported with graduation codes for RHSP or DAP or FHSP-E or FHSP-DLA or Texas First-DLA}}{}$$

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number of graduates in SY 2022–23 with reported graduation plans

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

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

Graduation Profile

Annual Graduates: The count and percentage of students who graduate at some time during the school year. It includes summer graduates and is reported by districts in the fall of the following school year. It includes all students in grade 12 who graduated, as well as graduates from other grades. Students served by special education who graduate are included in the totals. Counts of students graduating under the following graduation types in 2022–23 are also shown:

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

(Data source: PEIMS 40203)

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

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

number of graduates in the 2022–23 school year eligible for free or reduced-price lunch or other public assistance

total number of graduates in the 2022-23 school year

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

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

number of graduates in the 2022–23 school year considered as at risk

total number of graduates in the 2022-23 school year

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

College, Career, or Military* Readiness (CCMR) (2023–24)

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

College Readiness

1) **Texas Success Initiative (TSI) Criteria:** Meet Texas Success Initiative (TSI) Criteria in RLA and Mathematics. A student meeting the TSI college readiness standards in both RLA and mathematics; specifically, meeting the college-ready criteria on the TSIA1 and/or TSIA2 assessment, SAT, ACT, or by successfully completing and earning credit for a college prep course as defined in TEC §28.014 and TEC §51.338, in both RLA and mathematics. The criteria for successful completion of a college prep course should be in alignment between an LEA and the partnering IHE(s). In accordance with TEC §51.338(e), upon successful completion of a college prep course, students earn a TSI exemption from the partnering IHE(s) in that content area. Students should only be reported as successfully completing a course if they have met TSI exemption requirements. The assessment results considered include TSIA1 and/or TSIA2 assessments through October 2023, SAT and ACT results through the July 2023 administration, and course completion data via TSDS PEIMS. See Appendix H for additional information. A student must meet the TSI requirement for both RLA and mathematics but does not necessarily need to meet them on the same assessment. For example, a student may meet the TSI criteria for college readiness in RLA on the SAT and complete and earn credit for a college prep course in mathematics. *(Data source: PEIMS 43415, THECB, College Board, and ACT, Inc.)*
2) **Earn Dual Course Credits:** A graduate completing and earning credit for at least three credit hours in ELA or mathematics or at least nine credit hours in any subject. *(Data source: PEIMS 43415)*
3) **Meet Criteria on Advanced Placement (AP)/International Baccalaureate (IB) Examination:** A graduate meeting the criterion score on an AP or IB examination in any subject area. Criterion score is 3 or more for AP and 4 or more for IB. *(Data source: College Board or IB)*
4) **Earn an Associate Degree:** A graduate earning an associate degree by August 31 immediately following high school graduation. *(Data source: PEIMS 40100)*
5) **Earn OnRamps Course Credits:** A graduate completing an OnRamps dual enrollment course and qualifying for at least three hours of university or college credit in any subject area. *(Data source: OnRamps program)*
6) **Graduates under an Advanced Diploma Plan and Identified as a current Special Education Student:** A graduate who is identified as receiving special education services during the year of graduation and whose graduation plan type is identified as a Recommended High School

Plan (RHSP), Distinguished Achievement Plan (DAP), Foundation High School Plan with an Endorsement (FHSP-E), Foundation High School Plan with a Distinguished Level of Achievement (FHSP-DLA), or Texas First Early High School Completion Program (Texas First-DLA) *(Data source: PEIMS 40203 and 40110)*

Career/Military Readiness

7) **Earn an Industry-Based Certification:** A graduate earning an IBC under 19 TAC, §74.1003. See Appendix J for a complete list of approved IBCs. The sunsetting IBC limit applied within the Student Achievement and School Progress, Part B: Relative Performance domains is not applied within Closing the Gaps. *(Data source: PEIMS 40100)*

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

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

10) **Enlist in the Armed Forces** A graduate enlisting in the U.S. Army, Navy, Air Force, Coast Guard, Marines, or Texas National Guard *(Data source: DD Form 4 - Enlistment/Reenlistment Document Armed Forces of the United States).*

College, Career, or Military Ready Graduates

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

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

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

College Ready Graduates

College Ready: The percentage of annual graduates who demonstrated college readiness by meeting criteria 1, 2, 3, 4, 5, or 6 described in *College, Career, or Military Readiness.* This percentage includes graduates who may have met career or military ready criteria 7, 8, 9 or 10. *(Data source: PEIMS 43415, THECB, College Board, ACT, IB, and PEIMS 49010)*

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

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

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

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	Combination	Score ≥ 945 on the ELAR CRC on the TSIA2	AND		Score ≥ 5 on the TSIA1 essay	
		OR				
		Score < 945 on the ELAR CRC on the TSIA2	AND	Score ≥ 5 on the diagnostic on the TSIA2	AND	Score ≥ 5 on the TSIA1 essay
Mathematics	TSIA1	Score ≥ 350 on Mathematics				
	TSIA2	Score ≥ 950 on the Mathematics CRC				
		OR				
		Score < 950 on the Mathematics CRC	AND	Score = 6 on the diagnostic		

The percentages are calculated as follows:

English Language Arts.

$$\frac{\text{number of 2022-23 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2, SAT, ACT, or by successfully completing and earning credit for a college prep course in ELA}}{\text{number of 2022-23 annual graduates}}$$

Mathematics.

$$\frac{\text{number of 2022-23 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2, SAT, ACT, or by successfully completing and earning credit for a college prep course in mathematics}}{\text{number of 2022-23 annual graduates}}$$

Both Subjects.

$$\frac{\text{number of 2022-23 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2, SAT, ACT, or by successfully completing and earning credit for a college prep course in both ELA and mathematics}}{\text{number of 2022-23 annual graduates}}$$

Any Subject.

$$\frac{\text{number of 2022-23 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2, SAT, ACT, or by successfully completing and earning credit for a college prep course in ELA or mathematics}}{\text{number of 2022-23 annual graduates}}$$

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

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$$\frac{\text{number of 2022-23 annual graduates who earned a 3 or more on an AP examination or a 4 or more on an IB examination}}{\text{number of 2022-23 annual graduates}}$$

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

$$\frac{\text{number of 2022-23 annual graduates who earned an associate degree by August 31 immediately following high school graduation.}}{\text{number of 2022-23 annual graduates}}$$

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

$$\frac{\text{number of 2022-23 annual graduates who completed and earned credit for nine or more hours of dual credit in any subject or three or more hours in ELA or mathematics}}{\text{Number of 2022-23 annual graduates}}$$

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

$$\frac{\text{number of 2022-23 annual graduates who completed an OnRamps course and qualified for three hours of college credit before graduation}}{\text{number of 2022-23 annual graduates}}$$

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

$$\frac{\text{number of 2022-23 annual graduates who graduated under an advanced diploma plan and were identified as a current special education student}}{\text{number of 2022-23 annual graduates}}$$

Career/Military Ready Graduates

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

Approved Industry-Based Certification: The percentage of annual graduates who earned an approved industry-based certification. For additional information, see Chapter 2 of the *2024 Accountability Manual*. *(Data source: PEIMS 48011)*

$$\frac{\text{number of 2022-23 annual graduates who earned an approved industry-based certification}}{\text{number of 2022-23 annual graduates}}$$

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

$$\frac{\text{number of 2022-23 annual graduates who earned a level I or level II certificate}}{\text{number of 2022-23 annual graduates}}$$

Graduates with Completed IEP and Workforce Readiness: The percentage of annual graduates who received a graduation type code of 04, 05, 54, or 55. For additional information, see Chapter 2 of the 2024 Accountability Manual. *(Data source: PEIMS 40203)*

$$\frac{\text{number of 2022-23 annual graduates who received a graduation type code of 04, 05, 54, or 55}}{\text{number of 2022-23 annual graduates}}$$

U.S. Armed Forces Enlistment (Annual Graduates): The percentage of annual graduates who enlist in the U.S. Army, Navy, Air Force, Coast Guard, Marines, or Texas National Guard (Data source: DD Form 4 - Enlistment/Reenlistment Document Armed Forces of the United States).

$$\frac{\text{number of 2022-23 annual graduates enlisting in the U.S. Armed Forces or Texas National Guard by December 31 immediately following high school graduation}}{\text{number of 2022-23 annual graduates}}$$

CCMR-related Indicators (2023–24)

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

English Language Arts.

$$\frac{\text{number of 2022-23 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2 in ELA}}{\text{number of 2022-23 annual graduates}}$$

Mathematics.

$$\frac{\text{number of 2022-23 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2 in mathematics}}{\text{number of 2022-23 annual graduates}}$$

Both Subjects.

$$\frac{\text{number of 2022-23 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2 in both ELA and mathematics}}{\text{number of 2022-23 annual graduates}}$$

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

English Language Arts.

$$\frac{\text{number of 2022-23 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in ELA}}{\text{number of 2022-23 annual graduates}}$$

Mathematics.

$$\frac{\text{number of 2022-23 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in mathematics}}{\text{number of 2022-23 annual graduates}}$$

Both Subjects.

$$\frac{\text{number of 2022-23 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in ELA and mathematics}}{\text{number of 2022-23 annual graduates}}$$

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

All Subjects.

$$\frac{\text{number of students in grades 11 \& 12 in the 2022-23 school year who took at least one AP or IB examination}}{\text{total students enrolled in grades 11 \& 12}}$$

English Language Arts.

$$\frac{\text{number of students in grades 11 \& 12 in the 2022-23 school year who took at least one AP or IB examination in ELA}}{\text{total students enrolled in grades 11 \& 12}}$$

Mathematics.

$$\frac{\text{number of students in grade 11 \& 12 in the 2022-23 school year who took at least one AP or IB examination in mathematics}}{\text{total students enrolled in grades 11 \& 12}}$$

Science.

$$\frac{\text{number of students in grade 11 \& 12 in the 2022-23 school year who took at least one AP or IB examination in science}}{\text{total students enrolled in grades 11 \& 12}}$$

Social Studies.

$$\frac{\text{number of students in grade 11 \& 12 in the 2022-23 school year who took at least one AP or IB examination in social studies}}{\text{total students enrolled in grades 11 \& 12}}$$

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

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

All Subjects.

$$\frac{\text{number of 11th and 12th graders in the 2022-23 school year with at least one AP or IB score at or above criterion}}{\text{number of 11th and 12th graders with at least one AP or IB examination}}$$

English Language Arts.

$$\frac{\text{number of 11th and 12th graders in the 2022-23 school year with at least one AP or IB score at or above criterion in ELA}}{\text{number of 11th and 12th graders with at least one AP or IB examination in ELA}}$$

Mathematics.

$$\frac{\text{number of 11th and 12th graders in the 2022-23 school year with at least one AP or IB score at or above criterion in mathematics}}{\text{number of 11th and 12th graders with at least one AP or IB examination in mathematics}}$$

Science.

$$\frac{\text{number of 11th and 12th graders in the 2022-23 school year with at least one AP or IB score at or above criterion in science}}{\text{number of 11th and 12th graders with at least one AP or IB examination in science}}$$

Social Studies.

$$\frac{\text{number of 11th and 12th graders in the 2022-23 school year with at least one AP or IB score at or above criterion in social studies}}{\text{number of 11th and 12th graders with at least one AP or IB examination in social studies}}$$

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

AP/IB Results (11th & 12th Graders >= Criterion): The percentage of students enrolled in grades 11 and 12 with at least one AP or IB score at or above the criterion score. This denominator includes students enrolled in grades 11 and 12 who did not take AP or IB examination. High school students may take one or more of these examinations, ideally upon completion of AP or IB courses, and may receive advanced

placement or credit, or both, upon entering college. Generally, colleges will award credit or advanced placement for scores of 3, 4, or 5 on AP examinations and scores of 4, 5, 6, or 7 on IB examinations. Requirements vary by college and by subject tested. *(Data source: College Board and IB)*

All Subjects.

$$\frac{\text{number of 11th and 12th graders in the 2022-23 school year with at least one AP or IB score at or above criterion}}{\text{total students enrolled in 11th and 12th grades}}$$

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

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

$$\frac{\text{number of 2022-23 graduates who took either the SAT or the ACT}}{\text{number of 2022-23 graduates reported}}$$

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

$$\frac{\text{number of 2022-23 graduating examinees who scored at or above the criterion score on either the SAT or the ACT}}{\text{number of 2022-23 graduates reported}}$$

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

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

$$\frac{\text{sum of SAT total scores (evidence-based reading and writing + mathematics) of all 2022-23 graduates who took the SAT}}{\text{number of 2022-23 graduates who took the SAT}}$$

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

$$\frac{\text{sum of SAT evidence-based reading and writing scores of all 2022-23 graduates who took the SAT}}{\text{number of 2022-23 graduates who took the SAT}}$$

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

$$\frac{\text{sum of SAT mathematics scores of all 2022-23 graduates who took the SAT}}{\text{number of 2022-23 graduates who took the SAT}}$$

(Data source: College Board and PEIMS 40203)

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

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

$$\frac{\text{sum of ACT composite scores of all 2022-23 graduates who took the ACT}}{\text{number of 2022-23 graduates who took the ACT}}$$

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

$$\frac{\text{sum of ACT English and reading combined scores of all 2022-23 graduates who took the ACT}}{\text{number of 2022-23 graduates who took the ACT}}$$

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

$$\frac{\text{sum of ACT mathematics scores of all 2022-23 graduates who took the ACT}}{\text{number of 2022-23 graduates who took the ACT}}$$

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

$$\frac{\text{sum of ACT science scores of all 2022-23 graduates who took the ACT}}{\text{number of 2022-23 graduates who took the ACT}}$$

Other Postsecondary Indicators (2023–24)

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

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

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

Any Subject.

$$\frac{\text{number of students in grades 9–12 in 2022-23 who received credit for at least one advanced/dual-credit course}}{}$$

$$\frac{\text{number of students in grades 9–12 who received credit for at least one course in 2022-23}}{\text{number of students in grades 9–12 who received credit for at least one course in 2022-23}}$$

English Language Arts.

$$\frac{\text{number of students in grades 9–12 in 2022-23 who received credit for at least one ELA advanced/dual-credit course}}{\text{number of students in grades 9–12 who received credit for at least one ELA course in 2022-23}}$$

Mathematics.

$$\frac{\text{number of students in grades 9–12 in 2022-23 who received credit for at least one mathematics advanced/dual-credit course}}{\text{number of students in grades 9–12 who received credit for at least one mathematics course in 2022-23}}$$

Science.

$$\frac{\text{number of students in grades 9–12 in 2022-23 who received credit for at least one science advanced/dual-credit course}}{\text{number of students in grades 9–12 who received credit for at least one science course in 2022-23}}$$

Social Studies.

$$\frac{\text{number of students in grades 9–12 in 2022-23 who received credit for at least one social studies advanced/dual-credit course}}{\text{number of students in grades 9–12 who received credit for at least one social studies course in 2022-23}}$$

(Data source: PEIMS 43415)

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

$$\frac{\text{number of graduates during the 2021-22 school year who attended a public or independent college or university in Texas in the following academic year}}{\text{number of graduates during the 2021-22 school year}}$$

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

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

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

Student Information (2023–24)

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

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

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

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

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

Total Students: The total number of public school students who were reported at any grade from early childhood education through grade 12. *(Data source: PEIMS 40110)*

Students by Grade: The count of students in each grade divided by the total number of students. *(Data source: PEIMS 40110)*

Ethnic Distribution: The number and percentage of students who are identified as belonging to one of the following groups: African American, Hispanic, white, American Indian, Asian, Pacific Islander, and two or more races. *(Data source: PEIMS 40100, 30040, 30050, 30090)*

Male/Female: The number and percentage of students who are identified as male or female. *(Data source: PEIMS 40100)*

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

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

(Data source: PEIMS 40100 and TEA Student Assessment Division)

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

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Section 504 Students: The count and percentage of students identified as receiving section 504 services. *(Data source: PEIMS 40110)*

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

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

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

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

For 2023–24, the following 19 disciplinary action codes are included as disciplinary placements: 02, 03, 04, 07, 08, 10, 12, 13, 14, 15, 51, 52, 53, 54, 55, 57, 59, 60, and 61. *(Data source: PEIMS 44425)*

Students with Dyslexia: The count and percentage of students identified with Dyslexia. *(Data source: PEIMS 40100)*

Foster Care: The count and percentage of students identified as in the conservatorship of the Department of Family and Protective Services (DFPS). *(Data source: PEIMS 40100)*

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

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

(B) includes —

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

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

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

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

(Data source: PEIMS 40100)

Immigrant: The count and percentage of students identified under the definition found under Title III of the No Child Left Behind Act of 2001 (NCLB), where the term 'immigrant children and youth' is defined as, "individuals who are aged 3 through 21; were not born in any state; and have not been attending one or more schools in any one or more states for more than 3 full academic years." The term 'State' means each of the 50 States, the District of Columbia, and the Commonwealth of Puerto Rico. *(Data source: PEIMS 40100)*

Migrant: The count and percentage of students that meet the following criteria: Student is (ages 3-21), or the student's parent, spouse, or guardian is a migratory agricultural worker, including a migratory dairy worker, or a migratory fisher, and who, in the preceding 36 months, in order to obtain, or accompany such parent, spouse, or guardian in order to obtain, temporary or seasonal employment in agricultural or fishing work: 1) has moved from one school district to another; or 2) resides in a school district of more than 15,000 square miles, and migrates a distance of 20 miles or more to a temporary residence to engage in a fishing activity. *(Data source: PEIMS 40100)*

Title I: The count and percentage of students participating in a program authorized under Elementary and Secondary Education Act (ESEA), Title I, Part A of the Improving America's Schools Act. *(Data source: PEIMS 41461)*

Military Connected: The count and percentage of students who are dependents of an active duty or former member of the United States military, the Texas National Guard, or a reserve force of the United States military, or who are dependents of a member of the United States military, the Texas National Guard, or a reserve force of the United States military who was killed in the line of duty. *(Data source: PEIMS 40100)*

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

$$\frac{\textbf{number of students in the 2023–24 school year considered as at risk}}{\textbf{total number of students}}$$

(Data source: PEIMS 40110)

Student by Instructional Program:
The count and percentage of students served in programs and/or courses for special education, career and technical education, career and technical education (grades 9– 12 only), bilingual/ESL education, or gifted and talented education. The percentages do not total to 100 because students may participate in more than one of these programs. (Data source: TSDS PEIMS 40110, 41163 and 41169)

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

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

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

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

- 01—Orthopedic Impairment (OI)
- 03—Auditory Impairment (AI)
- 04—Visual Impairment (VI)
- 05—Deaf-Blind (DB)
- 09—Speech Impairment

Students with Autism (PEIMS disability code 10)

- 10—Autism (AU)

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

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

Students with Noncategorical Early Childhood (PEIMS disability code 14)

- 14—Noncategorical Early Childhood (NCES)

(Data source: PEIMS 41163)

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

$$\frac{\text{number of mobile students in 2022–23}}{\text{number of students who were in membership at any time during the 2022–23 school year}}$$

This rate is calculated at the state, region, district, and campus level and is disaggregated by race/ethnicity, economically disadvantaged status, special education status, and emergent bilingual students/English learner status. The mobility rates shown are based on the count of mobile students identified at the campus level. The district mobility rate reflects school-to-school mobility within the

same district or from outside the district. The region mobility rate reflects school-to-school mobility within the same region or from outside the region. *(Data source: PEIMS 42400)*

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

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

$$\frac{\textbf{number of students enrolled in fall 2022 – number of students who returned in fall 2023}}{\textbf{number of students enrolled in fall 2022}}$$

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

Retention Rates by Grade: The percentage of students in Texas public schools who enrolled in fall 2023 in the same grade in which they were reported for the last six-week period of the prior school year (2022–23).

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

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

The TAPR and TPRS show retention rates only for grades K–9. Retention rates for all grades can be found in Grade-Level Retention in Texas Public Schools, 2022-23 available from TEA. *(Data source: PEIMS 40110)*

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

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

public school district, or returned to the district by the end of the school start window. (For 2022–23 the end of the school-start window was September 30, 2023)

$$\frac{\text{number of underreported students}}{\text{number of students in grades 7–12 who were served in the district in the 2022–23 school year}}$$

(Data source: Texas High School Equivalency Certificate Information File; PEIMS 40100, 40110, 42400, and 42500)

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

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

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

The following rules apply to the average class sizes:

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

(Data source: PEIMS 30090)

Staff Information (2023–24)

Total Staff: The total count of staff which includes professional staff (teachers, professional support, administrators), educational aides, and (on the district profile) auxiliary staff. *(Data source: PEIMS 30040, 30050, and 30090)*

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Professional Staff: The full-time equivalent (FTE) count of teachers, professional support staff, campus administrators, and on the district profile, central office administrators. Staff are grouped according to roles as reported in PEIMS. Each type of professional staff is shown as a percentage of the total staff FTE. See Appendix B for all PEIMS Role IDs. *(Data source: PEIMS 30040, 30050, and 30090)*

Educational Aides: The count and percentage of paraprofessional staff who are reported with a role of 033 (Educational Aide) or 036 (Certified Interpreter). The FTE counts of educational aides are expressed as a percentage of the total staff FTEs. See Appendix B for all PEIMS Role IDs. *(Data source: PEIMS 30090)*

Auxiliary Staff *(not on campus profile)*: The count of full-time equivalent (FTE) staff reported in PEIMS employment and payroll records who are not reported in the PEIMS 30090 Staff – Responsibilities record. The auxiliary staff (and educational aide who performs routine classroom tasks under the general supervision of a certified teacher or teaching team) are expressed as a percentage of total staff. For auxiliary staff, the FTE is the value of the percentage of day worked. *(Data source: PEIMS 30060 and 30090)*

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

Librarians and counselors are headcounts, not sums of FTEs. The district headcount is not a sum of the campus headcount. For example, a counselor spends 50 percent of their time at the elementary (0.50 FTE) and 50 percent of their time at the high school (0.50 FTE). On each of the campus reports, this counselor will be reflected as 1.0 part-time counselor. On the district report, the counselor will be reflected as 1.0 full-time counselor since the FTE count is greater than .85 (0.50 FTE plus 0.50 FTE=1.0 FTE). See Appendix B for PEIMS Role IDs (Professional Support Staff). *(Data source: PEIMS 30040, 30050, and 30090)*

Total Minority Staff: The total count of minority staff is the sum of the FTE counts for all non-white staff groups (African American, Hispanic, American Indian, Asian, Pacific Islander, and Two or More Races). The minority staff FTE count is expressed as a percentage of the total staff FTE. *(Data source: PEIMS 30040, 30050, and 30090)*

Teachers by Ethnicity and Sex: The counts of teacher FTEs by ethnic group and by sex. Counts are also expressed as a percentage of the total teacher FTEs. *(Data source: PEIMS 30040, 30050, and 30090)*

Teachers by Highest Degree Held: The distribution of degrees held by teachers. The FTE counts of teachers with no degree, a bachelor's degree, a master's degree, or a doctorate are expressed as a percentage of the total teacher FTEs. *(Data source: PEIMS 30040, 30050, and 30090)*

Teachers by Years of Experience: The FTE count of teachers by total years of experience for the individual, not necessarily years of experience in the district or campus. Teacher counts within each range of experience are expressed as a percentage of total teacher FTEs. Teachers are reported with zero years of experience (first year teachers), 1–5 years, 6–10 years, 11–20 years, 21–30 years, and over 30 years. *(Data source: PEIMS 30040, 30050, and 30090)*

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Number of Students per Teacher: The total number of students divided by the total teacher FTE count. *(Data source: PEIMS 30040, 30050, and 30090)*

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

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

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

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

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

(Data source: PEIMS 30050)

Average Years Experience of Teachers: The average number of completed years of professional experience, regardless of district. Weighted averages are calculated by multiplying each teacher's FTE coefficient (1 for a full-time teacher, .75 for a three-quarter-time teacher, and .5 for a half-time teacher, for example) by his or her years of experience. These amounts are added together and divided by the sum of all teachers' FTE coefficients. *(Data source: PEIMS 30040, 30050, and 30090)*

Average Years Experience of Teachers with District: The average number of years employed in the district regardless of any interruption in service. Weighted averages are calculated by multiplying each teacher's FTE coefficient by his or her years of experience in the district. These amounts are added together and divided by the sum of all teacher's coefficients. *(Data source: PEIMS 30050)*

Average Teacher Salary by Years of Experience (regular duties only): Total pay for all teachers in each category divided by the total teacher FTE count in that category. For the purpose of this calculation, the total actual salary amount is pay for regular duties only and does not include supplemental pay. For teachers who also have non-teaching roles, only the portion of time and pay dedicated to classroom responsibilities is factored into the average teacher salary calculation. Teachers are reported with zero years of experience (first year teacher), 1–5 years, 6–10 years, 11–20 years, 21–30 years, and over 30 years. *(Data source: PEIMS 30060)*

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

Teachers. Teachers, special duty teachers, and substitute teachers. Substitute teachers are either temporarily hired to replace a teacher or hired permanently on an as-needed basis. The District

Teacher Salary Report and Graph also uses this definition in creating counts for various salary ranges.

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

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

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

Instructional Staff Percent *(district profile only)*: The percentage of the district's FTEs whose job function was to provide classroom instruction directly to students during the 2022–23 school year. The instructional staff percent is a district-level measure and is calculated as follows:

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

Contact the Division of Financial Compliance at (512) 463-9095 for further details about this measure. *(Data source: PEIMS 30040, 30050, and 30090)*

Turnover Rate for Teachers *(not on campus profile)*: The percentage of teachers from the fall of 2022–23 who were not employed in the district in the fall of 2023–24. It is calculated as the total FTE count of teachers from the fall of 2022–23 who were not employed in the district in the fall of 2023–24, divided by the total teacher FTE count for the fall of 2022–23. Staff who remained employed in the district but not as teachers also count toward teacher turnover. *(Data source: PEIMS 30040 and 30090)*

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

Shared Services Arrangement (SSA) Staff are staff who work in schools located in districts other than their employing district or whose assigned organization (in PEIMS) shows a code of 751, indicating that they are employed by the fiscal agent of an SSA. Only the portion of a person's total FTE amount associated with the school in another district (or with the 751 organization code) is counted as SSA. SSA staff are grouped into three categories: Professional Staff (which includes teachers, administrators, and professional support); Educational Aides; and Auxiliary Staff. Note that SSA Auxiliary Staff are identified by the type of fund from which they are paid.

Contracted Instructional Staff (District and Campus Profiles) refers to counts of instructors for whom the district has entered into a contractual agreement with some outside organization. Through the contract, the outside organization has committed to supplying instructional staff for the district. They are never employees of the reporting school district. *(Data source: PEIMS 30055 and 30060)*

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Contracted Instructional Staff: The count of individuals who are not regular classroom teachers who have signed a contract with a district, nor are they shared services arrangement employees. Rather, these are instructors for whom the district has entered into a contractual agreement with an outside organization. Through the contract, the outside organization has committed to supplying instructional staff for the district. They include, but are not limited to, speech therapists, occupational therapists, and any other professional contracted staff working in a classroom on a dedicated basis. *(Data source: PEIMS 30055)*

Teacher Incentive Allotment (TIA): The headcount of teachers who received incentive allotment per House Bill 3 and TEC Sec. 48.112 and average TIA payout by categories of Recognized, Exemplary and Master for the 2023-24 school year. *(Data source: Division of District Talent Systems)*

Teachers by Program *(population served)*: The FTE count of teachers categorized by the type of student populations served: regular, special, compensatory, bilingual/ESL, gifted and talented education students, and other populations. Teacher FTE values are allocated across population types for teachers who serve multiple population types. Percentages are expressed as a percentage of total teacher FTEs. *(Data source: PEIMS 30040, 30050, and 30090)*

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Appendix A
Advanced Academic Courses

- All courses shown were for the 2022–23 school year.
- An "A" prefix indicates a College Board Advanced Placement course.
- An "I" prefix indicates an International Baccalaureate course.
- Dual credit courses are not specifically shown on this list.

English Language Arts	
03221100	RESEARCH/TECHNICAL WRITING
03221200	CREATIVE WRITING
03221500	LITERARY GENRES (LIT GENR)
03221600	HUMANITIES (FIRST TIME TAKEN)
03221800	INDEP STUDY/ENGLISH (1ST TIME)
03231000	INDEP STUDY/JOURNALISM (1ST)
03231902	ADV BROADCAST JOURNALISM III
03240400	ORAL INTERPRETATION III
03240800	DEBATE III (DEBATE 3)
03241100	PUBLIC SPEAKING III (PUBSPKG3)
03241200	INDEP STUDY/SPEECH (1ST TIME)
A3220100	AP ENGLISH LANGUAGE AND COMP
A3220200	AP ENGLISH LITERATURE AND COMP
I3220500	IB LNG A: LANG & LIT STD LEVEL
I3220600	IB LNG A: LANG & LIT HIGH LEVL
I3220700	IB LNG A: LITERATURE STD LEVEL
I3220800	IB LNG A: LITERATURE HIGH LEVL
I3220900	IB LITERATURE & PERF STD LEVEL
I3366010	IB PHILOSOPHY STANDARD LEVEL

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Mathematics	
03101100	PRECALCULUS (PRE CALC)
03102500	INDEP STUDY IN MATH (1ST TIME)
03102501	INDEP STUDY IN MATH (2ND TIME)
03102502	INDEP STUDY IN MATH (3RD TIME)
03580370	DISCRETE MATH FOR COMP SCIENCE
12701410	APPLIED MATH FOR TECH PROFNALS
13001000	MATH APPL IN AG/FOOD/& NAT RES
13016700	ACCOUNTING II
13016900	STAT & BUSNESS DECISION MAKING
13018000	FINANCIAL MATHEMATICS
13020970	MATH FOR MEDICAL PROFESSIONALS
13032950	MANU ENGINEERING TECHNOLOGY II
13036700	ENGINEERING MATHEMATICS
13037050	ROBOTICS II
13037600	DIGITAL ELECTRONICS
A3100101	AP CALCULUS AB
A3100102	AP CALCULUS BC
A3100200	AP STATISTICS (APSTATS)
A3580110	AP COMPUTER SCIENCE A - MATH
A3580120	AP COMPUTER SCIENCE A - LOTE
I3100500	IB MATH ANALYS & APRCH STD LVL
I3100600	IB MATH ANALYS & APRCH HGH LVL
I3100700	IB MATH APS & INTERPT STD LVL
I3100800	IB MATH APPS & INTERPT HGH LVL
I3580310	IB COMP SCI A - HIGHR LVL MATH
I3580320	IB COMP SCI A - HIGHR LVL LOTE
03101100	PRECALCULUS (PRE CALC)
03102500	INDEP STUDY IN MATH (1ST TIME)
03102501	INDEP STUDY IN MATH (2ND TIME)
03102502	INDEP STUDY IN MATH (3RD TIME)

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Career and Technology Applications	
03580200	COMPUTER SCIENCE I
03580300	COMPUTER SCIENCE II
A3580300	AP COMPUTER SCIENCE PRINCIPLES
I3580200	IB COMPUTER SCIENCE STD LEVEL
I3580400	IB INFO TECH-GLOBL SOC STD LVL
I3580500	IB INFO TECH-GLOBL SOC HGH LVL

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Fine Arts	
03150400	MUSIC IV, BAND IV
03150800	MUSIC IV, ORCHESTRA IV
03151200	MUSIC IV, CHOIR IV
03151600	MUSIC IV, JAZZ ENSEMBLE IV
03152000	MUSIC IV, INSTRUMENTL ENSEM IV
03152400	MUSIC IV, VOCAL ENSEMBLE IV
03250400	THEATRE IV, THEATRE ARTS IV
03251000	THEATRE IV, THEATRE PROD IV
03251200	TECHNICAL THEATRE IV (TH4TECH)
03502300	ART IV, DRAWING III
03502400	ART IV, PAINTING III
03502500	ART IV, PRINTMAKING III
03502600	ART IV, FIBERS III
03502700	ART IV, CERAMICS III
03502800	ART IV, SCULPTURE III
03502900	ART IV, JEWELRY III
03503100	ART IV, PHOTOGRAPHY III
03830400	DANCE IV, PRINCIPLS OF DNCE IV
A3150200	AP MUSIC THEORY
A3500100	AP ART HISTORY
A3500300	AP STUDIO ART:DRWING PORTFOLIO
A3500400	AP STUDIO ART:2-DIM DSGN PORTF
A3500500	AP STUDIO ART:3-DIM DSGN PORTF
I3250200	IB MUSIC SL
I3250300	IB MUSIC HL
I3600100	ART, IB VISUAL ARTS HL
I3600200	ART, IB VISUAL ARTS SL
I3750200	THEATRE, IB THEATRE SL
I3750300	THEATRE, IB THEATRE HL
I3830100	DANCE, LEVEL III, IB DANCE I
I3830200	DANCE, LEVEL IV, IB DANCE II
I3830300	IB FILM STANDARD LEVEL
I3830400	IB FILM HIGHER LEVEL

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Science	
13000700	ADVANCED ANIMAL SCIENCE
13002100	ADV PLANT & SOIL SCIENCE
13020600	ANATOMY & PHYSIOLOGY
13020700	MEDICAL MICROBIOLOGY
13020800	PATHOPHYSIOLOGY
13023000	FOOD SCIENCE
13029500	FORENSIC SCIENCE
13036400	BIOTECHNOLOGY I
13036450	BIOTECHNOLOGY II
13037100	PRINCIPLES OF TECHNOLOGY
13037200	SCIENTIFIC RESEARCH & DESIGN
13037210	SCIENTIFIC RESEARCH & DESGN II
13037220	SCIEN RESEARCH & DESIGN III
13037300	ENG DESIGN & PROB SOLVING
13037500	ENGINEERING SCIENCE
A3010200	AP BIOLOGY
A3020000	AP ENVIRONMENTAL SCIENCE
A3040000	AP CHEMISTRY
A3050003	AP PHYSICS 1: ALGEBRA BASED
A3050004	AP PHYSICS 2: ALGEBRA BASED
A3050005	AP PHYSICS C: ELECTR&MAGNETISM
A3050006	AP PHYSICS C: MECHANICS
I3010201	IB BIOLOGY STANDARD LEVEL
I3010202	IB BIOLOGY HIGHER LEVEL
I3020000	IB ENVIRN SYS & SOC STND LEVL
I3030001	IB DESIGN TECHNOLOGY STD LEVEL
I3030002	IB DESIGN TECHNOLOGY HIGHR LVL
I3040002	IB CHEMISTRY STANDARD LEVEL
I3040003	IB CHEMISTRY HIGHER LEVEL
I3050002	IB PHYSICS STANDARD LEVEL
I3050003	IB PHYSICS HIGHER LEVEL
I3060001	IB SPRTS EXERS&HLTH SCI ST LVL
I3060002	IB SPRTS EXERS&HLTH SCI HGH LV

2023–24 Texas Academic Performance Report (TAPR) Glossary

Social Studies/History	
03310301	ECONOMICS ADV STUDIES, 1ST TME
03380001	SOCIAL STD ADV STDYS (1ST TME)
03380021	SOCIAL STD ADV STDYS (2ND TME)
A3220300	AP INTERNATIONAL ENGL LANGUAGE
A3310100	AP MICROECONOMICS
A3310200	AP MACROECONOMICS
A3330100	AP U.S. GOVERNMENT & POLITICS
A3330200	AP COMPARATIVE GOVT & POLITICS
A3340100	AP UNITED STATES HISTORY
A3340200	AP EUROPEAN HISTORY
A3350100	AP PSYCHOLOGY
A3360100	AP HUMAN GEOGRAPHY (WRLD GEOG)
A3360200	AP HUMAN GEOGRAPHY (ELECTIVE)
A3370100	AP WORLD HISTORY
I3301100	IB HISTORY STANDARD LEVEL
I3301200	IB HIST AFRICA&MIDEAST HGHR LV
I3301300	IB HIST OF AMERICAS HIGHER LVL
I3301400	IB HIST ASIA&OCEANIA HIGHR LVL
I3301500	IB HIST OF EUROPE HIGHER LEVEL
I3302100	IB GEOGRAPHY STANDARD LEVEL
I3302200	IB GEOGRAPHY HIGHER LEVEL
I3302300	IB SOC & CULTRL ANTHRO STD LVL
I3302400	IB SOC & CULTRL ANTHRO HGH LVL
I3302500	IB GLOBAL POLITICS STAND LEVEL
I3302600	IB GLOBAL POLITICS HIGHER LVL
I3303100	IB ECONOMICS STANDARD LEVEL
I3303200	IB ECONOMICS HIGHER LEVEL
I3304100	IB PSYCHOLOGY STANDARD LEVEL
I3304200	IB PSYCHOLOGY HIGHER LEVEL
N1130026	AP SEMINAR
N1290325	IB BUSINESS & MGT STANDARD LVL

2023–24 Texas Academic Performance Report (TAPR) Glossary

Foreign Language	
03110400	LANG O/T ENGLISH IV - ARABIC
03110500	LANG O/T ENGLISH V - ARABIC
03110600	LANG O/T ENGLISH VI - ARABIC
03110700	LANG O/T ENGLISH VII-ARABIC
03110910	SEM LOT, ADV 1ST TIME, ARABIC
03110920	SEM LOT, ADV 2ND TIME, ARABIC
03110930	SEM LOT, ADV 3RD TIME, ARABIC
03120400	LANG O/T ENGLISH IV - JAPANESE
03120500	LANG O/T ENGLISH V-JAPANESE
03120600	LANG O/T ENGLISH VI - JAPANESE
03120700	LANG O/T ENGLISH VII-JAPANESE
03120910	SEM LOT, ADV 1ST TME, JAPANESE
03120920	SEM LOT, ADV 2ND TME, JAPANESE
03120930	SEM LOT, ADV 3RD TME, JAPANESE
03400400	LANG O/T ENGLISH IV - ITALIAN
03400500	LANG O/T ENGLISH V - ITALIAN
03400600	LANG O/T ENGLISH VI - ITALIAN
03400700	LANG O/T ENGLISH VII-ITALIAN
03400910	SEM LOT, ADV 1ST TIME, ITALIAN
03400920	SEM LOT, ADV 2ND TIME, ITALIAN
03400930	SEM LOT, ADV 3RD TIME, ITALIAN
03410400	LANG O/T ENGLISH IV - FRENCH
03410500	LANG O/T ENGLISH V - FRENCH
03410600	LANG O/T ENGLISH VI - FRENCH
03410700	LANG O/T ENGLISH VII - FRENCH
03410910	SEM LOT, ADV 1ST TIME, FRENCH
03410920	SEM LOT, ADV 2ND TIME, FRENCH
03410930	SEM LOT, ADV 3RD TIME, FRENCH
03420400	LANG O/T ENGLISH IV - GERMAN
03420500	LANG O/T ENGLISH V - GERMAN
03420600	LANG O/T ENGLISH VI - GERMAN
03420700	LANG O/T ENGLISH VII - GERMAN
03420910	SEM LOT, ADV 1ST TIME, GERMAN
03420920	SEM LOT, ADV 2ND TIME, GERMAN
03420930	SEM LOT, ADV 3RD TIME, GERMAN
03430400	LOTE CLASSIC LNG, LVL IV LATIN
03430500	LOTE CLASSIC LNG, LVL V LATIN
03430600	LOTE CLASSIC LNG, LVL VI LATIN

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Foreign Language	
03430700	LOTE CLASSIC LNG LVL VII LATIN
03430910	CLS LNG SEM, ADV 1ST TME LATIN
03430920	CLS LNG SEM, ADV 2ND TME LATIN
03430930	CLS LNG SEM, ADV 3RD TME LATIN
03440400	LANG O/T ENGLISH IV - SPANISH
03440440	SPANISH FOR SPAN SPEAKERS LVL4
03440500	LANG O/T ENGLISH V - SPANISH
03440600	LANG O/T ENGLISH VI - SPANISH
03440700	LANG O/T ENGLISH VII - SPANISH
03440910	SEM LOT, ADV 1ST TIME, SPANISH
03440920	SEM LOT, ADV 2ND TIME, SPANISH
03440930	SEM LOT, ADV 3RD TIME, SPANISH
03450400	LANG O/T ENGLISH IV - RUSSIAN
03450500	LANG O/T ENGLISH V - RUSSIAN
03450600	LANG O/T ENGLISH VI - RUSSIAN
03450700	LANG O/T ENGLISH VII-RUSSIAN
03450910	SEM LOT, ADV 1ST TIME, RUSSIAN
03450920	SEM LOT, ADV 2ND TIME, RUSSIAN
03450930	SEM LOT, ADV 3RD TIME, RUSSIAN
03470400	LANG O/T ENGLISH IV PORTUGUESE
03470500	LANG O/T ENGLISH V PORTUGUESE
03470600	LANG O/T ENGLISH VI PORTUGUESE
03470700	LANG O/T ENGLISH VII-PORTUGUES
03470910	SEM LOT, ADV 1ST TIME, PORTUGE
03470920	SEM LOT, ADV 2ND TIME, PORTUGE
03470930	SEM LOT, ADV 3RD TIME, PORTUGE
03490400	LANG O/T ENGLISH IV - CHINESE
03490500	LANG O/T ENGLISH V - CHINESE
03490600	LANG O/T ENGLISH VI - CHINESE
03490700	LANG O/T ENGLISH VII-CHINESE
03490910	SEM LOT, ADV 1ST TIME, CHINESE
03490920	SEM LOT, ADV 2ND TIME, CHINESE
03490930	SEM LOT, ADV 3RD TIME, CHINESE
03510400	LNG OTH THN ENG LVL IV VIETNAM
03510500	LNG OTH THN ENG LVL V VIETNAM
03510600	LNG OTH THN ENG LVL VI VIETNAM
03510700	LNG OTH THN EN LVL VII VIETNAM
03510910	SEM LOT, ADV 1ST TIME, VIETNAM

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Foreign Language	
03510920	SEM LOT, ADV 2ND TIME, VIETNAM
03510930	SEM LOT, ADV 3RD TIME, VIETNAM
03520400	LANG OTHR THN ENG LVL IV HINDI
03520500	LANG OTHR THAN ENG LVL V HINDI
03520600	LANG OTHR THN ENG LVL VI HINDI
03520700	LANG OTH THN ENG LVL VII HINDI
03520910	SEM LOT, ADV 1ST TIME, HINDI
03520920	SEM LOT, ADV 2ND TIME, HINDI
03520930	SEM LOT, ADV 3RD TIME, HINDI
03530400	LOE, LEVEL IV - URDU
03530500	LOE, LEVEL V - URDU
03530600	LOE, LEVEL VI - URDU
03530700	LOE, LEVEL VII - URDU
03530910	SEM LOT, ADV 1ST TIME, URDU
03530920	SEM LOT, ADV 2ND TIME, URDU
03530930	SEM LOT, ADV 3RD TIME, URDU
03980400	LANG O/T ENGLISH IV - ASL
03980910	AMER SIGN LNG ADV STD 1ST TIME
03980920	AMER SIGN LNG ADV STD 2ND TIME
03980930	AMER SIGN LNG ADV STD 3RD TIME
03996000	OTHER FOREIGN LANGUAGES IV
03996100	OTHER FOREIGN LANGUAGES V
03996200	OTHER FOREIGN LANGUAGES VI
03996300	OTHER FOREIGN LANGUAGES VII
11401400	LANG OTH ENG/LVLIV/TURK
11401500	LANG OTH ENG/LVLV/TURK
11401600	LANG OTH ENG/LVLVI/TURK
11401700	LANG OTH ENG/LVLVII/TURK
11401910	SEM LOT, ADV 1ST TIME, TURKISH
11401920	SEM LOT, ADV 2ND TIME, TURKISH
11401930	SEM LOT, ADV 3TD TIME, TURKISH
11403200	LANG OTH ENG/LVLIV/KOR
11403300	LANG OTH ENG/LVLV/KOR
11403400	LANG OTH ENG/LVLVI/KOR
11403500	LANG OTH ENG/LVLVII/KOR
11403610	SEM LOT, ADV 1ST TIME, KOREAN
11403620	SEM LOT, ADV 2ND TIME, KOREAN
11403630	SEM LOT, ADV 3RD TIME, KOREAN

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Foreign Language	
A3120400	AP LANG & CULTURE - JAPANESE
A3400400	AP LANG & CULTURE - ITALIAN
A3410100	AP LANGUAGE & CULTURE - FRENCH
A3420100	AP LANGUAGE & CULTURE - GERMAN
A3430100	AP LATIN
A3440100	AP LANG & CULTURE - SPANISH
A3440200	AP LITER & CULTURE - SPANISH
A3490400	AP LANGUAGE &CULTURE - CHINESE
I3110300	IB LANGUAGE AB INITIO STD LEVL
I3110400	IB LNG B MODRN LANG SL- ARABIC
I3110500	IB LNG B MODRN LANG HL- ARABIC
I3120400	IB LNG B MODRN LNG SL-JAPANESE
I3120500	IB LNG B MODRN LNG HL-JAPANESE
I3410400	IB LNG B MODERN LANG SL-FRENCH
I3410500	IB LNG B MODERN LANG HL-FRENCH
I3420400	IB LNG B MODERN LANG SL-GERMAN
I3420500	IB LNG B MODERN LANG HL-GERMAN
I3430400	IB LNG B CLASSIC LANG SL-LATIN
I3430500	IB LNG B CLASSIC LANG HL-LATIN
I3440400	IB LNG B MODRN LANG SL-SPANISH
I3440500	IB LNG B MODRN LANG HL-SPANISH
I3450400	IB LNG B MODRN LANG SL-RUSSIAN
I3450500	IB LNG B MODRN LANG HL-RUSSIAN
I3480400	IB LNG B MODERN LANG SL-HEBREW
I3480500	IB LNG B MODERN LANG HL-HEBREW
I3490400	IB LNG B MODRN LANG SL-CHINESE
I3490500	IB LNG B MODRN LANG HL-CHINESE
I3520400	IB LANG B MODERN LANG SL-HINDI
I3520500	IB LANG B MODERN LANG HL-HINDI
I3996000	IB LANG B, MODRN LANG SL OTHER
I3996100	IB LANG B, MODRN LANG HL OTHER

Other	
I3305100	IB WORLD RELIGIONS STANDRD LVL
N1290317	GIFD & TAL IND STUD MENTOR III
N1290318	GIFD & TAL IND STUD MENTOR IV
N1290322	IB THEORY OF KNOWLEDGE

2023–24 Texas Academic Performance Report (TAPR) Glossary

Appendix B
PEIMS Role Identifications

(In Alphabetical Order by Label)

CENTRAL ADMINISTRATORS

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

CAMPUS ADMINISTRATORS

003	Assistant Principal
020	Principal

EITHER CENTRAL OR CAMPUS ADMINISTRATORS*

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

PROFESSIONAL SUPPORT STAFF

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

2023–24 Texas Academic Performance Report (TAPR) Glossary

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

TEACHERS

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

EDUCATIONAL AIDES

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

AUXILIARY STAFF

Employment record, but no responsibility records.

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

Texas Education Agency

2023-24 STAAR Performance (TAPR)

State

	School Year	State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level															
Grade 3 Reading															
At Approaches Grade Level or Above	2024	74%	64%	69%	84%	75%	91%	77%	81%	49%	77%	75%	70%	66%	66%
	2023	76%	68%	71%	86%	76%	92%	76%	83%	51%	78%	77%	74%	69%	68%
At Meets Grade Level or Above	2024	48%	38%	41%	61%	48%	77%	47%	57%	25%	49%	50%	44%	38%	38%
	2023	50%	40%	43%	63%	50%	77%	45%	59%	28%	49%	51%	48%	40%	40%
At Masters Grade Level	2024	21%	13%	15%	28%	20%	47%	19%	26%	7%	20%	21%	18%	13%	15%
	2023	20%	13%	15%	27%	17%	45%	14%	25%	7%	17%	20%	18%	13%	15%
Grade 3 Mathematics															
At Approaches Grade Level or Above	2024	70%	57%	66%	80%	72%	91%	70%	76%	46%	75%	72%	66%	62%	67%
	2023	73%	60%	69%	83%	75%	92%	72%	78%	52%	78%	74%	70%	66%	70%
At Meets Grade Level or Above	2024	42%	29%	35%	55%	41%	75%	38%	50%	25%	47%	44%	38%	32%	37%
	2023	45%	30%	38%	58%	43%	76%	39%	52%	28%	48%	46%	41%	35%	38%
At Masters Grade Level	2024	15%	8%	11%	22%	15%	43%	11%	20%	7%	17%	16%	13%	9%	12%
	2023	19%	10%	13%	27%	17%	49%	12%	24%	9%	20%	19%	17%	11%	14%
Grade 4 Reading															
At Approaches Grade Level or Above	2024	81%	74%	76%	89%	79%	94%	81%	87%	55%	85%	82%	78%	74%	72%
	2023	77%	69%	72%	87%	79%	93%	81%	84%	51%	80%	78%	76%	70%	69%
At Meets Grade Level or Above	2024	51%	40%	44%	64%	49%	79%	49%	60%	24%	53%	53%	48%	41%	43%
	2023	48%	36%	41%	61%	48%	77%	50%	57%	25%	47%	49%	45%	37%	39%
At Masters Grade Level	2024	23%	15%	17%	32%	21%	52%	19%	29%	6%	22%	24%	21%	14%	17%
	2023	22%	13%	16%	31%	21%	50%	22%	28%	7%	20%	22%	20%	13%	15%
Grade 4 Mathematics															
At Approaches Grade Level or Above	2024	69%	54%	65%	79%	69%	90%	68%	73%	43%	75%	71%	64%	61%	66%
	2023	71%	56%	67%	81%	75%	91%	74%	75%	45%	76%	72%	67%	63%	67%
At Meets Grade Level or Above	2024	46%	31%	40%	57%	42%	78%	41%	51%	24%	52%	48%	41%	36%	42%
	2023	48%	32%	42%	60%	50%	78%	51%	54%	28%	52%	50%	44%	38%	43%
At Masters Grade Level	2024	21%	11%	16%	28%	20%	52%	17%	24%	7%	24%	22%	18%	13%	18%
	2023	22%	11%	16%	31%	22%	52%	22%	27%	9%	24%	23%	19%	14%	18%
Grade 5 Reading															
At Approaches Grade Level or Above	2024	79%	70%	75%	87%	79%	94%	81%	84%	48%	83%	80%	76%	72%	74%
	2023	81%	72%	77%	89%	80%	94%	81%	85%	50%	84%	82%	79%	74%	76%
At Meets Grade Level or Above	2024	55%	43%	48%	67%	55%	83%	52%	63%	25%	57%	56%	51%	44%	46%
	2023	57%	45%	50%	69%	56%	84%	53%	64%	27%	56%	58%	53%	46%	48%

	School Year	State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2024	29%	19%	22%	38%	27%	62%	27%	37%	8%	29%	30%	26%	19%	21%
	2023	28%	19%	22%	38%	26%	60%	24%	35%	9%	26%	30%	26%	19%	21%
Grade 5 Mathematics															
At Approaches Grade Level or Above	2024	77%	64%	74%	85%	77%	94%	80%	80%	53%	82%	79%	72%	70%	75%
	2023	80%	68%	78%	88%	79%	96%	81%	83%	60%	84%	82%	76%	74%	78%
At Meets Grade Level or Above	2024	50%	35%	44%	62%	50%	82%	48%	55%	27%	57%	53%	45%	40%	46%
	2023	51%	34%	45%	64%	49%	84%	50%	56%	28%	56%	54%	46%	41%	47%
At Masters Grade Level	2024	19%	10%	14%	28%	19%	54%	17%	24%	7%	23%	21%	17%	12%	15%
	2023	21%	10%	15%	31%	19%	57%	17%	26%	9%	24%	23%	18%	13%	17%
Grade 5 Science															
At Approaches Grade Level or Above	2024	58%	44%	51%	73%	61%	83%	57%	67%	34%	64%	60%	55%	48%	49%
	2023	65%	49%	59%	80%	65%	87%	64%	73%	42%	70%	67%	62%	55%	57%
At Meets Grade Level or Above	2024	28%	16%	20%	41%	25%	55%	21%	35%	17%	30%	29%	25%	18%	19%
	2023	36%	21%	28%	51%	36%	64%	32%	44%	23%	40%	37%	32%	25%	26%
At Masters Grade Level	2024	11%	5%	7%	18%	10%	30%	9%	16%	5%	13%	12%	10%	6%	6%
	2023	16%	6%	10%	25%	13%	37%	14%	20%	8%	18%	16%	14%	9%	10%
Grade 6 Reading															
At Approaches Grade Level or Above	2024	77%	69%	72%	86%	76%	94%	76%	83%	44%	80%	78%	73%	69%	67%
	2023	77%	68%	72%	87%	76%	94%	78%	83%	46%	79%	78%	75%	69%	69%
At Meets Grade Level or Above	2024	57%	46%	49%	70%	56%	86%	54%	65%	25%	59%	59%	52%	45%	44%
	2023	52%	41%	44%	67%	51%	84%	54%	61%	24%	53%	54%	49%	41%	41%
At Masters Grade Level	2024	26%	17%	18%	36%	25%	60%	21%	33%	7%	25%	27%	23%	16%	16%
	2023	22%	14%	15%	32%	20%	58%	22%	29%	7%	22%	23%	20%	13%	14%
Grade 6 Mathematics															
At Approaches Grade Level or Above	2024	72%	60%	67%	83%	71%	94%	72%	77%	45%	77%	74%	68%	64%	66%
	2023	75%	64%	71%	86%	76%	94%	78%	81%	51%	79%	77%	73%	68%	70%
At Meets Grade Level or Above	2024	39%	26%	31%	53%	39%	78%	37%	46%	19%	44%	41%	35%	28%	32%
	2023	40%	25%	31%	55%	40%	78%	40%	47%	22%	44%	41%	36%	28%	31%
At Masters Grade Level	2024	14%	7%	8%	20%	13%	48%	9%	18%	5%	15%	15%	12%	7%	10%
	2023	16%	8%	10%	24%	15%	52%	17%	20%	8%	18%	16%	14%	8%	11%
Grade 7 Reading															
At Approaches Grade Level or Above	2024	74%	66%	69%	85%	73%	94%	74%	81%	39%	77%	76%	71%	66%	64%
	2023	78%	70%	74%	88%	77%	95%	81%	85%	46%	80%	80%	76%	71%	69%

	School Year	State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2024	54%	44%	46%	68%	52%	86%	57%	63%	21%	55%	56%	50%	42%	41%
	2023	55%	43%	46%	69%	52%	86%	58%	64%	25%	55%	56%	51%	43%	41%
At Masters Grade Level	2024	29%	20%	21%	40%	26%	67%	27%	37%	6%	29%	31%	25%	18%	18%
	2023	27%	17%	20%	39%	25%	64%	27%	35%	8%	27%	29%	24%	17%	16%
Grade 7 Mathematics															
At Approaches Grade Level or Above	2024	56%	41%	50%	71%	56%	88%	60%	62%	32%	61%	58%	53%	47%	49%
	2023	63%	50%	57%	78%	62%	91%	67%	71%	38%	67%	64%	61%	54%	54%
At Meets Grade Level or Above	2024	34%	21%	28%	48%	34%	76%	38%	40%	18%	39%	36%	31%	25%	26%
	2023	37%	24%	30%	53%	37%	77%	40%	44%	21%	41%	38%	34%	27%	27%
At Masters Grade Level	2024	11%	5%	7%	18%	12%	47%	13%	13%	5%	12%	12%	10%	6%	7%
	2023	11%	6%	7%	17%	12%	47%	11%	14%	7%	13%	12%	10%	6%	7%
Grade 8 Reading															
At Approaches Grade Level or Above	2024	81%	74%	76%	89%	77%	95%	84%	86%	48%	81%	82%	77%	74%	71%
	2023	83%	76%	80%	91%	82%	96%	87%	89%	52%	83%	85%	81%	77%	74%
At Meets Grade Level or Above	2024	56%	45%	48%	70%	53%	87%	59%	65%	23%	56%	59%	51%	45%	42%
	2023	58%	45%	50%	72%	56%	87%	58%	67%	25%	55%	59%	53%	46%	42%
At Masters Grade Level	2024	29%	20%	21%	41%	26%	69%	30%	38%	7%	29%	31%	25%	18%	17%
	2023	28%	18%	20%	40%	27%	65%	27%	36%	7%	26%	29%	24%	18%	15%
Grade 8 Mathematics															
At Approaches Grade Level or Above	2024	72%	61%	68%	81%	69%	93%	74%	77%	46%	76%	74%	68%	65%	68%
	2023	76%	66%	72%	86%	74%	95%	79%	81%	49%	78%	78%	73%	69%	70%
At Meets Grade Level or Above	2024	43%	29%	36%	55%	38%	80%	46%	49%	22%	47%	45%	38%	33%	35%
	2023	46%	32%	39%	61%	45%	83%	47%	54%	24%	51%	48%	42%	36%	36%
At Masters Grade Level	2024	16%	7%	11%	23%	12%	56%	14%	20%	7%	18%	17%	14%	9%	11%
	2023	17%	8%	12%	26%	14%	59%	15%	22%	8%	20%	18%	15%	10%	11%
Grade 8 Science															
At Approaches Grade Level or Above	2024	70%	58%	63%	84%	71%	93%	77%	78%	40%	74%	72%	65%	60%	58%
	2023	74%	63%	69%	87%	73%	94%	79%	82%	46%	77%	76%	70%	66%	64%
At Meets Grade Level or Above	2024	44%	30%	35%	60%	46%	81%	46%	53%	20%	48%	47%	38%	31%	30%
	2023	47%	32%	39%	64%	48%	83%	47%	57%	24%	52%	50%	41%	35%	33%
At Masters Grade Level	2024	17%	8%	11%	26%	18%	53%	16%	23%	5%	20%	19%	13%	9%	9%
	2023	17%	8%	11%	27%	14%	51%	13%	23%	6%	20%	19%	13%	9%	8%
Grade 8 Social Studies															

Texas Education Agency

2023-24 STAAR Performance (TAPR)

State

	School Year	State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2024	60%	48%	52%	74%	59%	89%	66%	69%	32%	65%	62%	55%	49%	46%
	2023	62%	49%	55%	76%	62%	90%	62%	70%	34%	66%	64%	58%	51%	48%
At Meets Grade Level or Above	2024	33%	22%	24%	46%	31%	71%	33%	42%	17%	38%	35%	28%	21%	19%
	2023	33%	22%	25%	46%	31%	71%	29%	41%	19%	38%	35%	29%	22%	20%
At Masters Grade Level	2024	17%	10%	11%	26%	16%	49%	15%	24%	7%	21%	18%	14%	9%	8%
	2023	16%	9%	11%	25%	15%	49%	14%	22%	9%	20%	18%	14%	9%	8%
End of Course English I															
At Approaches Grade Level or Above	2024	70%	63%	65%	84%	69%	91%	73%	79%	36%	66%	72%	65%	63%	55%
	2023	72%	63%	68%	85%	73%	92%	76%	81%	37%	67%	74%	68%	65%	58%
At Meets Grade Level or Above	2024	52%	40%	44%	71%	50%	84%	55%	65%	20%	47%	55%	46%	41%	33%
	2023	52%	40%	45%	70%	53%	85%	53%	64%	21%	46%	54%	47%	41%	32%
At Masters Grade Level	2024	16%	9%	10%	27%	14%	50%	15%	24%	4%	11%	17%	13%	9%	6%
	2023	13%	7%	8%	24%	13%	47%	12%	20%	5%	9%	15%	11%	7%	4%
End of Course English II															
At Approaches Grade Level or Above	2024	75%	68%	71%	87%	76%	92%	76%	83%	40%	71%	78%	69%	69%	59%
	2023	74%	66%	69%	87%	77%	92%	74%	83%	39%	69%	76%	70%	67%	56%
At Meets Grade Level or Above	2024	58%	47%	51%	75%	59%	86%	58%	70%	23%	51%	62%	50%	48%	36%
	2023	54%	42%	46%	73%	54%	83%	55%	67%	22%	45%	56%	48%	43%	29%
At Masters Grade Level	2024	9%	4%	5%	14%	8%	33%	8%	13%	4%	5%	10%	6%	4%	2%
	2023	9%	4%	5%	16%	8%	31%	8%	14%	5%	5%	9%	7%	4%	2%
End of Course Algebra I															
At Approaches Grade Level or Above	2024	81%	72%	78%	88%	79%	96%	82%	84%	55%	80%	83%	76%	76%	77%
	2023	79%	70%	77%	87%	78%	96%	82%	83%	53%	78%	81%	75%	74%	74%
At Meets Grade Level or Above	2024	43%	29%	37%	56%	41%	83%	45%	50%	18%	45%	46%	36%	33%	34%
	2023	43%	29%	38%	57%	40%	84%	46%	51%	19%	44%	46%	37%	34%	34%
At Masters Grade Level	2024	24%	13%	18%	34%	21%	68%	25%	30%	7%	27%	28%	19%	16%	17%
	2023	23%	12%	17%	34%	21%	68%	22%	30%	7%	25%	25%	18%	15%	16%
End of Course Biology															
At Approaches Grade Level or Above	2024	91%	87%	90%	96%	91%	98%	91%	94%	76%	90%	92%	89%	88%	87%
	2023	88%	82%	86%	95%	89%	97%	88%	93%	68%	86%	89%	86%	84%	80%
At Meets Grade Level or Above	2024	56%	43%	48%	75%	57%	88%	55%	68%	26%	56%	59%	50%	45%	39%
	2023	56%	41%	48%	75%	57%	88%	59%	69%	27%	53%	58%	50%	44%	36%

	School Year	State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2024	19%	10%	12%	30%	17%	57%	15%	27%	6%	19%	20%	15%	10%	8%
	2023	21%	11%	14%	35%	21%	62%	21%	31%	7%	20%	23%	17%	12%	9%
End of Course U.S. History															
At Approaches Grade Level or Above	2024	96%	93%	95%	98%	97%	99%	97%	97%	83%	95%	96%	94%	94%	91%
	2023	94%	90%	93%	97%	94%	98%	95%	96%	77%	92%	94%	93%	92%	88%
At Meets Grade Level or Above	2024	69%	57%	63%	82%	70%	90%	71%	78%	37%	65%	71%	62%	59%	47%
	2023	70%	58%	64%	83%	73%	91%	72%	80%	39%	66%	72%	64%	60%	46%
At Masters Grade Level	2024	37%	25%	29%	52%	38%	68%	38%	48%	13%	34%	39%	30%	26%	16%
	2023	38%	26%	30%	53%	40%	69%	34%	50%	15%	35%	40%	33%	27%	17%
SAT/ACT All Subjects															
At Approaches Grade Level or Above	2024	88%	82%	81%	95%	90%	98%	88%	93%	61%	80%	89%	78%	80%	70%
	2023	90%	84%	84%	96%	93%	99%	97%	95%	67%	83%	91%	81%	83%	73%
At Meets Grade Level or Above	2024	59%	46%	42%	75%	61%	91%	54%	73%	35%	56%	61%	42%	40%	28%
	2023	61%	47%	44%	77%	64%	91%	70%	74%	39%	52%	62%	44%	42%	26%
At Masters Grade Level	2024	12%	4%	4%	14%	10%	47%	7%	18%	7%	14%	13%	5%	3%	2%
	2023	12%	4%	3%	14%	9%	47%	10%	19%	9%	13%	13%	5%	3%	2%
All Grades All Subjects															
At Approaches Grade Level or Above	2024	75%	65%	70%	85%	74%	93%	76%	80%	47%	77%	77%	71%	67%	66%
	2023	76%	67%	72%	86%	77%	94%	78%	82%	49%	77%	78%	73%	69%	68%
At Meets Grade Level or Above	2024	48%	36%	41%	62%	47%	81%	48%	57%	23%	49%	51%	43%	38%	36%
	2023	49%	36%	42%	64%	49%	81%	49%	58%	25%	49%	51%	44%	38%	36%
At Masters Grade Level	2024	20%	12%	14%	29%	19%	53%	18%	26%	6%	21%	21%	17%	12%	12%
	2023	20%	11%	14%	30%	19%	53%	18%	26%	8%	20%	21%	17%	12%	12%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2024	76%	68%	71%	86%	75%	93%	78%	83%	45%	78%	78%	72%	69%	65%
	2023	77%	69%	72%	87%	77%	93%	79%	84%	46%	78%	78%	74%	70%	66%
At Meets Grade Level or Above	2024	54%	43%	47%	68%	53%	84%	54%	63%	23%	54%	56%	49%	43%	40%
	2023	53%	41%	46%	68%	53%	83%	53%	63%	24%	51%	55%	49%	42%	38%
At Masters Grade Level	2024	22%	14%	16%	32%	20%	55%	20%	29%	6%	22%	23%	19%	13%	13%
	2023	20%	12%	14%	30%	19%	52%	19%	28%	7%	20%	21%	18%	12%	12%
All Grades Mathematics															
At Approaches Grade Level or Above	2024	72%	60%	68%	82%	72%	93%	73%	77%	46%	76%	74%	68%	65%	68%
	2023	75%	63%	71%	85%	75%	94%	77%	80%	50%	78%	77%	71%	68%	70%

	School Year	State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2024	43%	29%	36%	56%	42%	80%	42%	50%	22%	48%	46%	38%	33%	36%
	2023	45%	30%	38%	59%	44%	81%	45%	52%	24%	48%	47%	40%	34%	37%
At Masters Grade Level	2024	17%	9%	12%	25%	16%	53%	15%	22%	6%	20%	18%	15%	10%	13%
	2023	19%	10%	13%	27%	17%	55%	17%	24%	8%	21%	20%	16%	11%	14%
All Grades Science															
At Approaches Grade Level or Above	2024	75%	65%	70%	85%	75%	91%	76%	80%	50%	75%	76%	71%	67%	66%
	2023	77%	67%	73%	88%	77%	93%	78%	83%	52%	77%	78%	74%	70%	68%
At Meets Grade Level or Above	2024	43%	31%	35%	59%	44%	75%	41%	52%	21%	43%	46%	38%	32%	30%
	2023	47%	33%	39%	64%	48%	78%	47%	57%	25%	47%	49%	42%	36%	32%
At Masters Grade Level	2024	16%	8%	10%	25%	15%	47%	13%	22%	5%	17%	17%	13%	8%	8%
	2023	18%	9%	12%	29%	16%	50%	16%	25%	7%	19%	20%	15%	10%	9%
All Grades Social Studies															
At Approaches Grade Level or Above	2024	78%	71%	74%	86%	78%	94%	81%	83%	55%	76%	80%	74%	71%	67%
	2023	78%	70%	74%	87%	78%	94%	79%	82%	54%	75%	80%	74%	71%	66%
At Meets Grade Level or Above	2024	51%	40%	44%	65%	50%	80%	51%	59%	26%	48%	54%	44%	40%	32%
	2023	52%	40%	45%	65%	52%	81%	51%	60%	28%	48%	54%	45%	41%	31%
At Masters Grade Level	2024	27%	17%	20%	39%	27%	59%	26%	36%	10%	26%	29%	22%	17%	12%
	2023	27%	18%	21%	39%	27%	59%	24%	35%	12%	26%	28%	23%	18%	12%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above															
3rd Graders															
Reading and Mathematics	2024	35%	24%	28%	47%	34%	69%	30%	44%	19%	37%	36%	31%	25%	27%
	2023	37%	25%	30%	50%	36%	70%	30%	45%	22%	37%	38%	34%	26%	29%
Reading and Mathematics Including EOC	2024	35%	24%	28%	47%	34%	69%	30%	44%	19%	37%	36%	31%	25%	27%
	2023	37%	25%	30%	50%	36%	70%	30%	45%	22%	37%	38%	34%	26%	29%
Reading Including EOC	2024	48%	38%	41%	61%	48%	77%	47%	57%	25%	49%	50%	44%	38%	38%
	2023	50%	40%	43%	63%	50%	77%	45%	59%	28%	49%	51%	48%	40%	40%
Math Including EOC	2024	42%	29%	35%	55%	42%	75%	38%	50%	25%	47%	44%	38%	32%	37%
	2023	45%	30%	38%	58%	43%	77%	39%	52%	28%	48%	46%	41%	35%	39%
4th Graders															
Reading and Mathematics	2024	38%	26%	31%	50%	36%	72%	34%	45%	18%	41%	40%	35%	28%	32%
	2023	38%	25%	31%	51%	38%	71%	41%	46%	20%	39%	40%	35%	27%	30%
Reading and Mathematics Including EOC	2024	38%	26%	31%	50%	36%	72%	34%	45%	18%	41%	40%	35%	28%	32%
	2023	38%	25%	31%	51%	38%	71%	41%	46%	20%	39%	40%	35%	27%	30%

Texas Education Agency

2023-24 STAAR Performance (TAPR)

State

	School Year	State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading Including EOC	2024	51%	40%	44%	64%	49%	79%	49%	60%	24%	53%	53%	48%	41%	43%
	2023	48%	36%	41%	61%	48%	77%	50%	57%	25%	47%	49%	46%	37%	39%
Math Including EOC	2024	46%	31%	40%	58%	42%	78%	40%	52%	25%	52%	48%	42%	36%	42%
	2023	48%	32%	42%	61%	50%	79%	51%	54%	28%	52%	50%	44%	38%	43%
5th Graders															
Reading and Mathematics	2024	42%	28%	35%	54%	41%	77%	40%	49%	18%	45%	44%	37%	31%	35%
	2023	43%	29%	36%	56%	42%	78%	40%	50%	20%	45%	45%	39%	32%	36%
Reading and Mathematics Including EOC	2024	42%	28%	35%	54%	41%	77%	40%	49%	18%	45%	44%	37%	31%	35%
	2023	43%	29%	36%	56%	42%	78%	40%	50%	20%	45%	45%	39%	32%	36%
Reading Including EOC	2024	55%	43%	48%	67%	55%	83%	53%	63%	25%	57%	56%	51%	44%	46%
	2023	57%	45%	50%	69%	57%	84%	53%	64%	27%	56%	58%	53%	46%	48%
Math Including EOC	2024	51%	35%	44%	62%	50%	83%	49%	56%	27%	57%	53%	45%	40%	46%
	2023	51%	35%	46%	64%	50%	84%	50%	56%	28%	56%	54%	46%	41%	47%
6th Graders															
Reading and Mathematics	2024	36%	24%	28%	50%	36%	76%	32%	43%	16%	40%	38%	32%	24%	27%
	2023	35%	22%	26%	50%	33%	75%	36%	43%	17%	38%	37%	31%	23%	25%
Reading and Mathematics Including EOC	2024	36%	24%	28%	50%	36%	76%	32%	43%	16%	40%	38%	32%	24%	27%
	2023	35%	22%	26%	50%	33%	76%	36%	43%	17%	38%	37%	31%	23%	25%
Reading Including EOC	2024	57%	46%	49%	70%	56%	86%	54%	65%	25%	59%	59%	52%	45%	44%
	2023	52%	41%	44%	67%	50%	84%	54%	61%	24%	53%	54%	49%	41%	41%
Math Including EOC	2024	40%	26%	32%	54%	40%	80%	37%	47%	19%	45%	42%	36%	29%	32%
	2023	40%	25%	32%	56%	40%	80%	40%	48%	22%	45%	42%	36%	28%	31%
7th Graders															
Reading and Mathematics	2024	35%	22%	27%	49%	34%	74%	38%	42%	15%	38%	37%	30%	24%	25%
	2023	37%	24%	29%	53%	36%	76%	39%	45%	18%	40%	39%	33%	25%	26%
Reading and Mathematics Including EOC	2024	36%	23%	27%	50%	34%	77%	39%	44%	15%	39%	38%	31%	24%	25%
	2023	38%	24%	29%	54%	37%	79%	40%	47%	18%	41%	40%	34%	26%	26%
Reading Including EOC	2024	54%	44%	46%	68%	52%	86%	57%	63%	21%	55%	56%	50%	42%	41%
	2023	55%	43%	46%	69%	52%	86%	58%	64%	25%	55%	56%	51%	43%	41%
Math Including EOC	2024	40%	25%	32%	55%	38%	81%	44%	48%	19%	45%	43%	35%	29%	31%
	2023	43%	28%	34%	60%	42%	83%	46%	52%	22%	47%	45%	39%	31%	32%
8th Graders															
Reading and Mathematics	2024	28%	19%	23%	38%	25%	66%	30%	33%	14%	28%	29%	25%	21%	19%
	2023	31%	21%	26%	44%	33%	68%	31%	38%	17%	32%	32%	29%	24%	21%

	School Year	State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading and Mathematics Including EOC	2024	41%	29%	34%	54%	39%	80%	44%	49%	16%	42%	44%	35%	30%	30%
	2023	44%	30%	36%	59%	42%	82%	44%	53%	18%	44%	46%	38%	32%	30%
Reading Including EOC	2024	57%	46%	49%	70%	54%	87%	59%	66%	23%	56%	59%	51%	45%	42%
	2023	58%	46%	51%	72%	56%	87%	59%	68%	25%	56%	60%	53%	47%	43%
Math Including EOC	2024	49%	35%	42%	60%	46%	85%	53%	55%	22%	51%	52%	42%	39%	40%
	2023	51%	36%	44%	65%	48%	87%	52%	59%	24%	54%	54%	45%	41%	40%
3rd - 8th Graders															
Reading and Mathematics	2024	36%	24%	29%	49%	35%	73%	34%	43%	17%	39%	38%	32%	26%	28%
	2023	37%	24%	30%	51%	36%	74%	36%	45%	19%	39%	39%	34%	26%	28%
Reading and Mathematics Including EOC	2024	38%	25%	30%	51%	37%	75%	36%	46%	17%	41%	40%	34%	27%	29%
	2023	39%	26%	31%	53%	38%	76%	39%	47%	19%	41%	41%	35%	28%	30%
Reading Including EOC	2024	54%	43%	46%	67%	52%	83%	53%	62%	24%	55%	55%	50%	43%	42%
	2023	53%	42%	46%	67%	52%	83%	53%	62%	25%	53%	55%	50%	42%	42%
Math Including EOC	2024	45%	30%	38%	57%	43%	80%	44%	51%	23%	50%	47%	40%	34%	38%
	2023	47%	31%	39%	61%	45%	81%	46%	53%	26%	50%	49%	42%	36%	39%

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

Texas Education Agency
2023-24 STAAR Progress (TAPR)
State

	School Year	State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress - Annual Growth by Grade and Subject															
Grade 4 ELA/Reading	2024	67%	61%	63%	73%	65%	83%	69%	71%	53%	69%	67%	65%	61%	62%
	2023	55%	51%	52%	60%	55%	74%	59%	59%	45%	54%	56%	54%	50%	52%
Grade 4 Mathematics	2024	60%	51%	57%	64%	60%	80%	59%	62%	46%	63%	61%	57%	55%	60%
	2023	63%	56%	61%	68%	63%	80%	68%	65%	54%	66%	64%	62%	59%	61%
Grade 5 ELA/Reading	2024	70%	63%	67%	74%	70%	87%	69%	74%	50%	72%	70%	68%	64%	67%
	2023	65%	59%	63%	70%	65%	83%	66%	69%	48%	63%	66%	64%	60%	63%
Grade 5 Mathematics	2024	65%	59%	62%	69%	63%	84%	65%	66%	57%	67%	65%	63%	60%	64%
	2023	71%	66%	69%	73%	69%	86%	71%	72%	70%	71%	71%	70%	68%	71%
Grade 6 ELA/Reading	2024	61%	55%	55%	68%	62%	83%	62%	67%	43%	64%	62%	58%	54%	52%
	2023	51%	45%	46%	59%	52%	77%	56%	56%	39%	52%	52%	49%	44%	45%
Grade 6 Mathematics	2024	48%	46%	43%	55%	51%	73%	48%	54%	42%	50%	48%	48%	43%	43%
	2023	54%	52%	49%	61%	55%	75%	55%	59%	57%	57%	53%	56%	49%	48%
Grade 7 ELA/Reading	2024	66%	60%	61%	74%	65%	88%	67%	72%	41%	67%	68%	63%	59%	58%
	2023	71%	67%	67%	77%	70%	89%	74%	75%	51%	71%	72%	69%	66%	65%
Grade 7 Mathematics	2024	49%	41%	45%	56%	48%	76%	52%	53%	39%	52%	50%	48%	44%	45%
	2023	56%	50%	52%	64%	56%	78%	57%	60%	46%	58%	58%	56%	51%	50%
Grade 8 ELA/Reading	2024	69%	64%	66%	74%	64%	88%	72%	73%	51%	69%	70%	66%	64%	63%
	2023	63%	56%	60%	68%	63%	84%	66%	67%	49%	62%	64%	61%	58%	58%
Grade 8 Mathematics	2024	66%	63%	66%	67%	64%	81%	66%	66%	60%	68%	67%	65%	65%	67%
	2023	74%	70%	72%	77%	71%	87%	73%	75%	61%	75%	74%	72%	71%	71%
End of Course English I	2024	64%	61%	60%	70%	61%	80%	65%	68%	43%	63%	65%	61%	59%	55%
	2023	57%	51%	52%	64%	58%	74%	63%	61%	44%	54%	57%	54%	51%	49%
End of Course English II	2024	69%	67%	69%	71%	71%	75%	69%	71%	51%	68%	71%	69%	67%	63%
	2023	74%	70%	72%	80%	73%	78%	76%	77%	56%	73%	75%	70%	71%	64%
End of Course Algebra I	2024	72%	69%	70%	73%	71%	89%	71%	73%	65%	73%	72%	70%	69%	71%
	2023	76%	74%	75%	78%	75%	91%	80%	78%	70%	79%	77%	75%	73%	75%
All Grades Both Subjects	2024	64%	59%	61%	69%	63%	82%	64%	67%	49%	65%	65%	61%	59%	59%
	2023	64%	59%	61%	69%	64%	81%	66%	67%	53%	63%	65%	62%	59%	59%
All Grades ELA/Reading	2024	67%	62%	63%	72%	65%	84%	67%	71%	48%	68%	68%	64%	61%	60%
	2023	63%	57%	59%	68%	63%	80%	66%	66%	47%	60%	63%	60%	57%	57%
All Grades Mathematics	2024	60%	55%	58%	64%	60%	81%	60%	62%	51%	62%	61%	59%	56%	59%
	2023	66%	62%	63%	70%	65%	83%	67%	69%	60%	67%	66%	65%	62%	63%
School Progress - Accelerated Learning by Grade and Subject															
Grade 4 ELA/Reading	2024	36%	35%	37%	46%	39%	48%	44%	45%	26%	44%	39%	37%	36%	35%
	2023	33%	31%	31%	41%	30%	43%	46%	39%	22%	36%	33%	33%	31%	30%
Grade 4 Mathematics	2024	26%	20%	26%	28%	28%	36%	36%	26%	16%	31%	26%	25%	24%	28%
	2023	27%	22%	27%	31%	34%	38%	31%	27%	16%	34%	27%	26%	25%	27%

Texas Education Agency
2023-24 STAAR Progress (TAPR)
State

	School Year	State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Grade 5 ELA/Reading	2024	**35%**	30%	35%	37%	30%	45%	40%	35%	22%	43%	35%	34%	33%	37%
	2023	**37%**	32%	36%	42%	34%	47%	46%	40%	21%	41%	37%	37%	35%	37%
Grade 5 Mathematics	2024	**41%**	34%	41%	45%	40%	57%	47%	42%	31%	45%	42%	39%	38%	42%
	2023	**48%**	41%	48%	55%	47%	64%	53%	50%	40%	51%	49%	47%	46%	49%
Grade 6 ELA/Reading	2024	**24%**	22%	22%	30%	21%	34%	28%	28%	16%	27%	24%	23%	22%	20%
	2023	**26%**	23%	24%	32%	26%	40%	28%	32%	16%	27%	26%	26%	24%	24%
Grade 6 Mathematics	2024	**27%**	24%	25%	35%	28%	38%	26%	31%	19%	28%	27%	26%	25%	24%
	2023	**35%**	31%	33%	46%	36%	50%	46%	42%	27%	40%	35%	36%	33%	32%
Grade 7 ELA/Reading	2024	**23%**	22%	22%	28%	15%	30%	23%	27%	13%	24%	23%	22%	21%	20%
	2023	**39%**	37%	37%	48%	40%	54%	44%	44%	22%	41%	40%	38%	36%	35%
Grade 7 Mathematics	2024	**14%**	12%	14%	19%	19%	25%	16%	16%	9%	15%	14%	14%	13%	14%
	2023	**22%**	19%	21%	30%	21%	32%	23%	27%	13%	23%	22%	22%	20%	19%
Grade 8 ELA/Reading	2024	**34%**	34%	33%	38%	33%	38%	39%	38%	23%	33%	36%	32%	33%	32%
	2023	**39%**	35%	38%	45%	41%	49%	54%	43%	25%	40%	40%	38%	37%	36%
Grade 8 Mathematics	2024	**44%**	40%	45%	44%	39%	53%	50%	44%	29%	45%	45%	41%	43%	46%
	2023	**49%**	45%	48%	54%	47%	62%	56%	51%	29%	49%	50%	47%	47%	47%
End of Course English I	2024	**20%**	21%	19%	25%	21%	25%	26%	23%	12%	19%	21%	18%	19%	16%
	2023	**26%**	24%	24%	37%	27%	34%	41%	33%	15%	24%	27%	25%	24%	21%
End of Course English II	2024	**29%**	30%	29%	32%	30%	30%	26%	31%	18%	30%	32%	25%	28%	25%
	2023	**41%**	40%	39%	51%	45%	44%	40%	48%	25%	44%	44%	36%	39%	33%
End of Course Algebra I	2024	**55%**	51%	56%	56%	51%	63%	53%	54%	42%	53%	56%	53%	54%	56%
	2023	**58%**	55%	58%	60%	54%	66%	61%	59%	44%	56%	59%	56%	56%	57%
All Grades Both Subjects	2024	**32%**	29%	32%	36%	31%	41%	36%	35%	22%	35%	33%	31%	31%	31%
	2023	**38%**	34%	37%	45%	38%	48%	45%	42%	24%	40%	39%	37%	36%	35%
All Grades ELA/Reading	2024	**30%**	28%	29%	34%	27%	37%	33%	33%	19%	33%	31%	28%	28%	27%
	2023	**35%**	33%	34%	43%	36%	45%	43%	40%	21%	37%	36%	34%	33%	32%
All Grades Mathematics	2024	**35%**	30%	35%	38%	35%	46%	39%	36%	24%	36%	36%	33%	34%	36%
	2023	**40%**	36%	40%	46%	40%	52%	48%	43%	28%	42%	41%	39%	38%	39%

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

Texas Education Agency
2023-24 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
State

	School Year	State	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																
All Grades All Subjects																
At Approaches Grade Level or Above	2024	**75%**	64%	67%	67%	66%	64%	61%	64%	69%	64%	63%	66%	77%	64%	93%
	2023	**76%**	67%	67%	68%	70%	67%	63%	64%	70%	63%	63%	68%	79%	65%	93%
At Meets Grade Level or Above	2024	**48%**	35%	37%	39%	37%	**34%**	31%	33%	40%	31%	31%	30%	52%	33%	77%
	2023	**49%**	36%	36%	38%	40%	37%	32%	31%	39%	29%	30%	36%	53%	32%	74%
At Masters Grade Level	2024	**20%**	12%	12%	15%	14%	12%	10%	9%	15%	8%	9%	11%	22%	10%	38%
	2023	**20%**	13%	12%	15%	15%	14%	10%	9%	14%	7%	8%	11%	23%	10%	34%
All Grades ELA/Reading																
At Approaches Grade Level or Above	2024	**76%**	67%	71%	68%	70%	65%	66%	62%	69%	60%	61%	66%	80%	63%	95%
	2023	**77%**	68%	68%	68%	71%	67%	66%	62%	69%	60%	61%	67%	81%	64%	95%
At Meets Grade Level or Above	2024	**54%**	38%	40%	38%	42%	**36%**	36%	36%	44%	34%	35%	40%	59%	37%	86%
	2023	**53%**	38%	37%	38%	43%	**38%**	35%	33%	41%	30%	33%	39%	58%	34%	81%
At Masters Grade Level	2024	**22%**	15%	15%	15%	17%	14%	13%	10%	16%	8%	9%	12%	25%	11%	40%
	2023	**20%**	14%	13%	15%	17%	15%	12%	8%	14%	6%	8%	11%	23%	9%	33%
All Grades Mathematics																
At Approaches Grade Level or Above	2024	**72%**	67%	71%	71%	68%	67%	63%	66%	71%	65%	63%	66%	74%	66%	91%
	2023	**75%**	70%	71%	72%	72%	71%	66%	66%	72%	65%	64%	69%	77%	68%	91%
At Meets Grade Level or Above	2024	**43%**	38%	40%	43%	38%	38%	33%	32%	41%	30%	28%	34%	46%	34%	68%
	2023	**45%**	39%	39%	42%	40%	**41%**	33%	31%	41%	29%	28%	35%	48%	34%	67%
At Masters Grade Level	2024	**17%**	12%	13%	16%	**13%**	12%	10%	11%	16%	10%	9%	11%	19%	11%	35%
	2023	**19%**	13%	12%	16%	**15%**	15%	11%	11%	17%	9%	9%	12%	20%	11%	34%
All Grades Science																
At Approaches Grade Level or Above	2024	**75%**	46%	47%	50%	51%	**43%**	45%	69%	64%	71%	69%	66%	77%	64%	94%
	2023	**77%**	54%	54%	51%	61%	53%	51%	68%	66%	68%	68%	67%	80%	65%	94%
At Meets Grade Level or Above	2024	**43%**	16%	16%	22%	21%	14%	15%	29%	29%	30%	28%	30%	48%	26%	73%
	2023	**47%**	23%	22%	22%	29%	22%	21%	29%	32%	28%	28%	32%	51%	27%	73%
At Masters Grade Level	2024	**16%**	5%	4%	8%	7%	4%	4%	6%	8%	6%	5%	7%	18%	6%	33%
	2023	**18%**	7%	7%	9%	10%	7%	6%	6%	9%	6%	6%	8%	21%	7%	32%
All Grades Social Studies																
At Approaches Grade Level or Above	2024	**78%**	58%	49%	75%	60%	58%	57%	65%	67%	65%	62%	65%	81%	64%	94%
	2023	**78%**	58%	65%	79%	61%	61%	52%	62%	65%	62%	61%	66%	81%	62%	93%
At Meets Grade Level or Above	2024	**51%**	25%	19%	17%	28%	27%	21%	28%	32%	28%	26%	31%	56%	28%	75%
	2023	**52%**	25%	24%	54%	29%	34%	18%	27%	31%	27%	26%	31%	56%	27%	72%
At Masters Grade Level	2024	**27%**	10%	3%	0%	11%	**12%**	7%	9%	12%	9%	8%	11%	31%	9%	42%
	2023	**27%**	9%	5%	17%	11%	**13%**	6%	9%	12%	9%	9%	12%	31%	9%	40%
School Progress - Annual Growth																

Texas Education Agency

2023-24 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)

State

	School Year	State	Total Bilingual Education	DE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
All Grades Both Subjects	2024	64%	60%	62%	62%	61%	60%	57%	57%	61%	56%	56%	58%	65%	58%	79%
	2023	64%	59%	59%	59%	60%	62%	55%	57%	61%	56%	57%	59%	65%	58%	75%
All Grades ELA/Reading	2024	67%	61%	63%	61%	63%	61%	59%	57%	62%	56%	57%	60%	69%	58%	81%
	2023	63%	55%	53%	53%	58%	57%	52%	54%	57%	54%	55%	56%	64%	55%	74%
All Grades Mathematics	2024	60%	59%	61%	63%	59%	60%	55%	57%	60%	57%	55%	56%	61%	57%	75%
	2023	66%	64%	65%	66%	63%	66%	59%	61%	65%	60%	59%	62%	67%	61%	76%
School Progress - Accelerated Learning																
All Grades Both Subjects	2024	32%	35%	37%	37%	35%	35%	31%	30%	32%	29%	29%	31%	33%	31%	55%
	2023	38%	36%	36%	37%	37%	37%	33%	34%	35%	34%	33%	36%	39%	35%	62%
All Grades ELA/Reading	2024	30%	34%	36%	36%	34%	35%	31%	24%	28%	23%	24%	27%	31%	27%	48%
	2023	35%	33%	31%	34%	35%	34%	30%	30%	32%	30%	31%	34%	38%	31%	60%
All Grades Mathematics	2024	35%	35%	38%	38%	35%	36%	32%	36%	36%	37%	34%	35%	34%	36%	59%
	2023	40%	38%	40%	39%	39%	39%	35%	39%	39%	39%	37%	39%	41%	39%	63%

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

Texas Education Agency

2023-24 STAAR Participation (TAPR)

State

	State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
2024 STAAR Participation (All Grades)														
All Tests														
Assessment Participant	99%	99%	99%	99%	99%	100%	99%	99%	99%	99%	99%	98%	99%	99%
Included in Accountability	92%	91%	91%	96%	90%	94%	92%	94%	94%	92%	97%	84%	92%	87%
Not Included in Accountability: Mobile	4%	7%	4%	3%	7%	3%	5%	5%	4%	7%	1%	11%	4%	5%
Not Included in Accountability: Other Exclusions	2%	0%	3%	0%	2%	3%	1%	0%	1%	1%	1%	4%	3%	8%
Not Tested	1%	1%	1%	1%	1%	0%	1%	1%	1%	1%	1%	2%	1%	1%
Absent	1%	1%	1%	1%	1%	0%	1%	1%	1%	1%	1%	1%	1%	1%
Other	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Reading														
Assessment Participant	99%	99%	99%	99%	99%	100%	99%	99%	99%	99%	99%	99%	99%	99%
Included in Accountability	91%	91%	89%	95%	88%	92%	91%	94%	93%	91%	95%	82%	90%	82%
Not Included in Accountability: Mobile	4%	7%	4%	3%	7%	3%	5%	5%	4%	7%	1%	11%	4%	5%
Not Included in Accountability: Other Exclusions	4%	1%	6%	1%	4%	4%	2%	1%	2%	1%	3%	6%	5%	12%
Not Tested	1%	1%	1%	1%	1%	0%	1%	1%	1%	1%	1%	1%	1%	1%
Absent	1%	1%	1%	1%	1%	0%	1%	1%	1%	1%	1%	1%	1%	1%
Other	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Mathematics														
Assessment Participant	99%	99%	99%	99%	99%	100%	99%	99%	99%	99%	99%	98%	99%	99%
Included in Accountability	93%	91%	93%	96%	90%	94%	93%	94%	95%	92%	98%	84%	93%	90%
Not Included in Accountability: Mobile	5%	7%	4%	3%	7%	3%	6%	5%	4%	7%	1%	11%	5%	5%
Not Included in Accountability: Other Exclusions	1%	0%	2%	0%	2%	2%	1%	0%	0%	0%	0%	3%	1%	4%
Not Tested	1%	1%	1%	1%	1%	0%	1%	1%	1%	1%	1%	2%	1%	1%
Absent	1%	1%	1%	1%	1%	0%	1%	1%	1%	1%	0%	1%	1%	1%
Other	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Science														
Assessment Participant	99%	98%	99%	99%	99%	99%	99%	98%	98%	99%	99%	98%	99%	99%
Included in Accountability	93%	91%	93%	95%	91%	95%	93%	93%	94%	92%	98%	85%	93%	90%
Not Included in Accountability: Mobile	4%	7%	4%	3%	6%	3%	5%	5%	4%	7%	1%	10%	4%	5%
Not Included in Accountability: Other Exclusions	1%	0%	2%	0%	1%	2%	1%	0%	0%	0%	0%	3%	1%	4%
Not Tested	1%	2%	1%	1%	1%	1%	1%	2%	2%	1%	1%	2%	1%	1%
Absent	1%	1%	1%	1%	1%	0%	1%	1%	1%	1%	1%	2%	1%	1%
Other	0%	0%	0%	0%	0%	1%	0%	0%	0%	0%	0%	0%	0%	0%
Social Studies														
Assessment Participant	99%	98%	99%	99%	99%	100%	98%	98%	98%	98%	99%	98%	98%	99%

	State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
Included in Accountability	94%	92%	94%	96%	92%	96%	93%	94%	94%	91%	98%	86%	94%	91%
Not Included in Accountability: Mobile	4%	6%	4%	3%	5%	2%	5%	5%	4%	7%	1%	10%	4%	4%
Not Included in Accountability: Other Exclusions	1%	0%	1%	0%	1%	1%	0%	0%	0%	0%	0%	3%	1%	3%
Not Tested	1%	2%	1%	1%	1%	0%	2%	2%	2%	2%	1%	2%	2%	1%
Absent	1%	2%	1%	1%	1%	0%	2%	1%	2%	2%	1%	2%	1%	1%
Other	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Accelerated Testers														
SAT/ACT Participant	93%	93%	92%	93%	94%	96%	99%	92%	85%	90%	94%	78%	91%	91%
2023 STAAR Participation (All Grades)														
All Tests														
Assessment Participant	99%	99%	99%	99%	99%	100%	99%	99%	99%	99%	99%	98%	99%	99%
Included in Accountability	93%	91%	92%	95%	91%	93%	92%	93%	93%	91%	97%	84%	92%	89%
Not Included in Accountability: Mobile	4%	7%	4%	3%	6%	4%	6%	5%	4%	7%	1%	11%	4%	4%
Not Included in Accountability: Other Exclusions	2%	0%	3%	0%	2%	3%	1%	0%	1%	0%	1%	3%	2%	6%
Not Tested	1%	1%	1%	1%	1%	0%	1%	1%	1%	1%	1%	2%	1%	1%
Absent	1%	1%	1%	1%	1%	0%	1%	1%	1%	1%	1%	1%	1%	1%
Other	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Reading														
Assessment Participant	99%	99%	99%	99%	99%	100%	99%	99%	99%	99%	99%	99%	99%	99%
Included in Accountability	92%	91%	90%	95%	91%	92%	91%	93%	93%	91%	96%	83%	91%	85%
Not Included in Accountability: Mobile	4%	7%	4%	3%	6%	4%	6%	5%	4%	7%	1%	11%	4%	4%
Not Included in Accountability: Other Exclusions	3%	0%	5%	0%	2%	4%	2%	0%	2%	1%	2%	5%	4%	10%
Not Tested	1%	1%	1%	1%	1%	0%	1%	1%	1%	1%	1%	1%	1%	1%
Absent	1%	1%	1%	1%	1%	0%	1%	1%	1%	1%	1%	1%	1%	1%
Other	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Mathematics														
Assessment Participant	99%	99%	99%	99%	99%	100%	99%	99%	99%	99%	99%	98%	99%	99%
Included in Accountability	94%	91%	93%	96%	91%	94%	92%	93%	94%	92%	98%	85%	93%	91%
Not Included in Accountability: Mobile	5%	7%	4%	3%	6%	4%	6%	6%	4%	7%	1%	11%	4%	5%
Not Included in Accountability: Other Exclusions	1%	0%	1%	0%	1%	2%	1%	0%	0%	0%	0%	3%	1%	3%
Not Tested	1%	1%	1%	1%	1%	0%	1%	1%	1%	1%	1%	2%	1%	1%
Absent	1%	1%	1%	1%	1%	0%	1%	1%	1%	1%	0%	1%	1%	1%
Other	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Science														
Assessment Participant	99%	98%	99%	99%	98%	99%	99%	98%	98%	99%	99%	98%	98%	99%

Texas Education Agency
2023-24 STAAR Participation (TAPR)
State

	State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Included in Accountability	93%	91%	93%	95%	91%	94%	92%	93%	93%	91%	97%	85%	93%	91%
Not Included in Accountability: Mobile	4%	7%	4%	3%	6%	3%	6%	5%	4%	8%	1%	10%	4%	4%
Not Included in Accountability: Other Exclusions	1%	0%	1%	0%	1%	2%	1%	0%	0%	0%	0%	3%	1%	3%
Not Tested	1%	2%	1%	1%	2%	1%	1%	2%	2%	1%	1%	2%	2%	1%
Absent	1%	1%	1%	1%	1%	0%	1%	1%	2%	1%	1%	2%	1%	1%
Other	0%	0%	0%	0%	0%	1%	0%	0%	0%	0%	0%	0%	0%	0%
Social Studies														
Assessment Participant	99%	98%	98%	99%	99%	99%	98%	99%	98%	98%	99%	98%	98%	98%
Included in Accountability	94%	92%	94%	96%	93%	96%	92%	94%	93%	90%	98%	85%	94%	92%
Not Included in Accountability: Mobile	4%	6%	4%	3%	5%	2%	6%	5%	4%	8%	1%	10%	4%	4%
Not Included in Accountability: Other Exclusions	1%	0%	1%	0%	1%	1%	0%	0%	0%	0%	0%	2%	1%	3%
Not Tested	1%	2%	2%	1%	1%	1%	2%	1%	2%	2%	1%	2%	2%	2%
Absent	1%	2%	2%	1%	1%	0%	2%	1%	2%	2%	1%	2%	2%	1%
Other	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Accelerated Testers														
SAT/ACT Participant	93%	94%	92%	93%	93%	97%	89%	92%	87%	87%	94%	80%	91%	91%

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

- Indicates there are no students in the group.

Texas Education Agency
2023-24 Attendance, Graduation, and Dropout Rates (TAPR)
State

	State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate											
2022-23	93.3%	92.6%	92.7%	94.4%	93.1%	95.9%	92.8%	93.8%	92.3%	92.4%	93.2%
2021-22	92.2%	91.5%	91.4%	93.5%	92.2%	95.7%	91.4%	92.8%	91.0%	91.1%	92.2%
Chronic Absenteeism											
2022-23	20.3%	24.8%	23.2%	14.5%	21.3%	7.6%	23.7%	18.7%	25.0%	24.9%	20.5%
2021-22	25.7%	29.9%	29.3%	19.6%	26.2%	9.6%	31.4%	23.8%	31.5%	31.2%	25.9%
Annual Dropout Rate (Gr 7-8)											
2022-23	0.8%	1.4%	0.8%	0.5%	1.3%	0.4%	1.5%	0.8%	0.9%	0.9%	0.9%
2021-22	0.7%	1.1%	0.7%	0.4%	1.0%	0.3%	0.9%	0.7%	0.8%	0.8%	0.9%
Annual Dropout Rate (Gr 9-12)											
2022-23	2.0%	3.2%	2.4%	1.0%	2.3%	0.5%	1.8%	1.7%	2.6%	2.7%	3.3%
2021-22	2.2%	3.6%	2.7%	1.1%	2.2%	0.5%	2.6%	1.8%	2.9%	3.1%	3.9%
4-Year Longitudinal Rate (Gr 9-12)											
Class of 2023											
Graduated	90.3%	86.7%	88.6%	94.2%	89.3%	96.9%	88.3%	91.7%	80.7%	87.4%	82.6%
Received TxCHSE	0.3%	0.3%	0.3%	0.5%	0.3%	0.1%	0.6%	0.4%	0.2%	0.3%	0.1%
Continued HS	3.1%	3.9%	3.6%	2.0%	2.5%	1.7%	4.2%	2.8%	10.3%	3.8%	4.2%
Dropped Out	6.3%	9.1%	7.5%	3.4%	7.8%	1.3%	6.9%	5.1%	8.9%	8.5%	13.0%
Graduates and TxCHSE	90.6%	87.0%	88.9%	94.6%	89.7%	97.0%	88.9%	92.1%	80.9%	87.7%	82.7%
Graduates, TxCHSE, and Continuers	93.7%	90.9%	92.5%	96.6%	92.2%	98.7%	93.1%	94.9%	91.1%	91.5%	87.0%
Class of 2022											
Graduated	89.7%	85.6%	88.0%	93.8%	88.4%	96.8%	88.9%	90.6%	79.1%	86.4%	79.9%
Received TxCHSE	0.3%	0.3%	0.2%	0.5%	0.3%	0.1%	0.3%	0.5%	0.2%	0.3%	0.1%
Continued HS	3.5%	4.5%	4.2%	2.2%	3.5%	1.7%	3.8%	3.3%	11.3%	4.3%	5.6%
Dropped Out	6.4%	9.6%	7.6%	3.6%	7.8%	1.4%	6.9%	5.6%	9.4%	9.0%	14.4%
Graduates and TxCHSE	90.0%	85.9%	88.2%	94.2%	88.7%	96.9%	89.3%	91.1%	79.3%	86.7%	80.0%
Graduates, TxCHSE, and Continuers	93.6%	90.4%	92.4%	96.4%	92.2%	98.6%	93.1%	94.4%	90.6%	91.0%	85.6%
5-Year Extended Longitudinal Rate (Gr 9-12)											
Class of 2022											
Graduated	91.8%	88.1%	90.4%	95.1%	90.4%	97.6%	91.6%	92.6%	83.4%	89.0%	83.5%
Received TxCHSE	0.4%	0.4%	0.3%	0.6%	0.5%	0.1%	0.7%	0.7%	0.3%	0.4%	0.1%
Continued HS	1.0%	1.3%	1.2%	0.7%	0.8%	0.7%	0.7%	0.9%	6.4%	1.1%	1.0%
Dropped Out	6.8%	10.3%	8.1%	3.6%	8.3%	1.5%	7.1%	5.7%	9.9%	9.4%	15.3%
Graduates and TxCHSE	92.2%	88.5%	90.8%	95.7%	90.9%	97.8%	92.2%	93.4%	83.7%	89.5%	83.7%

	State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.2%	89.7%	91.9%	96.4%	91.7%	98.5%	92.9%	94.3%	90.1%	90.6%	84.7%
Class of 2021											
Graduated	92.2%	88.8%	91.0%	95.2%	90.2%	97.8%	92.3%	92.7%	84.1%	89.6%	84.0%
Received TxCHSE	0.4%	0.4%	0.3%	0.6%	0.9%	0.1%	0.5%	0.7%	0.3%	0.4%	0.2%
Continued HS	1.0%	1.2%	1.2%	0.7%	0.5%	0.7%	1.2%	1.0%	6.3%	1.2%	1.2%
Dropped Out	6.3%	9.6%	7.5%	3.4%	8.4%	1.4%	6.0%	5.5%	9.3%	8.8%	14.7%
Graduates and TxCHSE	92.7%	89.2%	91.3%	95.8%	91.1%	97.9%	92.8%	93.4%	84.4%	90.0%	84.1%
Graduates, TxCHSE, and Continuers	93.7%	90.4%	92.5%	96.6%	91.6%	98.6%	94.0%	94.5%	90.7%	91.2%	85.3%
6-Year Extended Longitudinal Rate (Gr 9-12)											
Class of 2021											
Graduated	92.7%	89.3%	91.5%	95.5%	90.4%	97.9%	92.6%	93.2%	86.0%	90.1%	84.6%
Received TxCHSE	0.5%	0.5%	0.4%	0.7%	1.0%	0.1%	0.5%	0.9%	0.4%	0.5%	0.2%
Continued HS	0.5%	0.6%	0.6%	0.4%	0.3%	0.5%	0.7%	0.6%	4.2%	0.5%	0.4%
Dropped Out	6.3%	9.7%	7.5%	3.4%	8.3%	1.4%	6.2%	5.3%	9.4%	8.8%	14.8%
Graduates and TxCHSE	93.2%	89.8%	91.9%	96.2%	91.4%	98.0%	93.1%	94.1%	86.4%	90.7%	84.8%
Graduates, TxCHSE, and Continuers	93.7%	90.3%	92.5%	96.6%	91.7%	98.6%	93.8%	94.7%	90.6%	91.2%	85.2%
Class of 2020											
Graduated	92.7%	89.5%	91.4%	95.6%	89.8%	97.8%	92.6%	93.2%	85.6%	90.4%	82.6%
Received TxCHSE	0.5%	0.5%	0.5%	0.7%	0.7%	0.1%	0.5%	0.9%	0.4%	0.6%	0.2%
Continued HS	0.5%	0.6%	0.6%	0.4%	0.6%	0.5%	1.0%	0.6%	4.6%	0.5%	0.4%
Dropped Out	6.2%	9.4%	7.5%	3.3%	8.9%	1.5%	5.9%	5.2%	9.5%	8.4%	16.7%
Graduates and TxCHSE	93.2%	90.1%	91.9%	96.3%	90.5%	98.0%	93.1%	94.2%	86.0%	91.0%	82.9%
Graduates, TxCHSE, and Continuers	93.8%	90.6%	92.5%	96.7%	91.1%	98.5%	94.1%	94.8%	90.5%	91.6%	83.3%
RHSP/DAP Graduates (Longitudinal Rate)											
Class of 2023	72.3%	60.7%	73.7%	77.2%	0.0%	50.0%	-	62.5%	56.5%	64.1%	67.6%
Class of 2022	59.5%	46.9%	57.4%	66.1%	-	100.0%	-	66.7%	46.2%	52.3%	55.6%
FHSP-E Graduates (Longitudinal Rate)											
Class of 2023	4.3%	5.5%	4.1%	4.0%	4.7%	5.0%	4.0%	4.5%	12.5%	4.8%	5.2%
Class of 2022	3.7%	4.7%	3.8%	3.5%	4.5%	1.6%	4.6%	3.4%	11.9%	4.5%	5.8%
FHSP-DLA Graduates (Longitudinal Rate)											
Class of 2023	84.3%	78.5%	83.7%	86.8%	82.5%	91.3%	80.8%	84.1%	53.0%	80.7%	77.8%
Class of 2022	84.3%	78.2%	83.4%	86.7%	82.3%	94.4%	78.3%	83.9%	49.0%	80.3%	75.5%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)											

Texas Education Agency

2023-24 Attendance, Graduation, and Dropout Rates (TAPR)

State

	State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2023	88.6%	84.0%	87.8%	90.7%	87.1%	96.3%	84.8%	88.6%	65.5%	85.5%	82.9%
Class of 2022	88.0%	82.9%	87.2%	90.2%	86.8%	96.0%	82.9%	87.3%	60.8%	84.7%	81.3%
RHSP/DAP Graduates (Annual Rate)											
2022-23	38.4%	22.8%	38.9%	47.7%	0.0%	27.3%	0.0%	42.9%	44.1%	30.1%	30.4%
2021-22	23.6%	17.8%	22.2%	30.3%	0.0%	28.6%	0.0%	31.3%	25.0%	16.8%	14.3%
FHSP-E Graduates (Annual Rate)											
2022-23	4.4%	5.6%	4.2%	4.1%	4.7%	5.0%	4.5%	4.6%	12.1%	4.9%	5.2%
2021-22	3.9%	4.9%	3.9%	3.7%	4.8%	1.6%	4.8%	3.6%	11.5%	4.6%	5.9%
FHSP-DLA Graduates (Annual Rate)											
2022-23	82.5%	76.3%	81.8%	85.4%	80.3%	90.6%	78.7%	82.5%	48.7%	78.8%	76.2%
2021-22	82.3%	75.8%	81.2%	85.2%	79.6%	93.5%	75.4%	82.0%	44.8%	78.2%	74.0%
Texas First DLA Graduates (Annual Rate)											
2022-23	0.1%	0.0%	0.0%	0.1%	0.0%	0.1%	0.0%	0.1%	0.0%	0.1%	0.0%
RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Annual Rate)											
2022-23	86.8%	81.8%	85.8%	89.4%	84.7%	95.6%	83.1%	87.0%	60.8%	83.6%	81.4%
2021-22	86.0%	80.5%	85.0%	88.8%	84.2%	95.1%	80.0%	85.6%	56.3%	82.7%	79.8%

Texas Education Agency
2023-24 Graduation Profile (TAPR)
State

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

Academic Year	State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
College, Career, and Military Ready Graduates (Student Achievement)‡											
College, Career, or Military Ready (Annual Graduates)											
2022-23	76.3%	66.2%	75.0%	81.1%	71.8%	90.9%	67.6%	75.1%	82.9%	72.4%	68.4%
2021-22	70.0%	56.2%	68.4%	76.0%	67.7%	87.1%	60.5%	69.0%	79.0%	65.3%	58.6%
College Ready Graduates‡											
College Ready (Annual Graduates)‡											
2022-23	61.9%	50.1%	58.3%	69.5%	58.7%	87.5%	56.6%	64.0%	63.2%	54.6%	47.3%
TSI Criteria Graduates in English Language Arts (Annual Graduates)											
2022-23	62.8%	52.0%	57.6%	72.4%	61.6%	88.0%	60.8%	68.7%	24.3%	53.8%	40.4%
2021-22	57.1%	43.8%	51.1%	68.6%	55.0%	84.0%	56.1%	63.6%	17.8%	47.1%	28.8%
TSI Criteria Graduates in Mathematics (Annual Graduates)											
2022-23	54.3%	42.8%	49.7%	62.1%	52.7%	85.3%	51.7%	57.7%	20.8%	46.5%	38.9%
2021-22	48.2%	34.6%	43.0%	57.7%	45.5%	82.2%	42.7%	51.1%	15.5%	39.6%	29.9%
TSI Criteria Graduates in Both Subjects (Annual Graduates)											
2022-23	48.4%	36.5%	42.9%	57.7%	46.8%	82.4%	47.0%	53.2%	15.4%	39.5%	30.0%
2021-22	42.2%	27.9%	35.9%	53.3%	38.7%	77.9%	38.0%	46.9%	10.7%	32.3%	19.7%
AP / IB Met Criteria in Any Subject (Annual Graduates)											
2022-23	20.4%	8.7%	16.6%	25.4%	15.5%	59.5%	12.2%	24.3%	2.0%	13.2%	12.6%
2021-22	20.5%	8.3%	17.2%	24.6%	17.0%	58.6%	15.8%	23.7%	1.9%	13.8%	13.5%
Associate Degree (Annual Graduates)											
2022-23	2.5%	2.0%	3.2%	1.5%	2.2%	2.7%	2.1%	1.7%	0.2%	2.7%	0.8%
2021-22	2.4%	2.0%	3.2%	1.4%	2.4%	2.3%	2.1%	1.6%	0.2%	2.7%	1.1%
Dual Course Credits in Any Subject (Annual Graduates)											
2022-23	23.6%	15.8%	21.5%	29.7%	21.7%	32.2%	20.4%	21.9%	3.4%	18.7%	8.9%
2021-22	24.0%	15.6%	22.0%	30.0%	22.3%	31.4%	16.9%	22.8%	3.2%	19.0%	8.4%
Onramps Course Credits (Annual Graduates)											
2022-23	4.8%	2.7%	4.1%	6.4%	3.5%	7.0%	4.5%	5.7%	0.4%	3.3%	1.8%
2021-22	4.4%	2.5%	4.0%	5.6%	3.2%	6.4%	4.4%	5.5%	0.4%	3.1%	1.4%
Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)											
2022-23	5.6%	7.6%	5.8%	5.1%	5.5%	1.7%	3.3%	5.2%	60.8%	6.5%	8.3%
2021-22	5.0%	6.4%	5.1%	4.6%	6.1%	1.7%	4.2%	5.0%	56.3%	5.8%	7.8%
Career / Military Ready Graduates‡											
Career or Military Ready (Annual Graduates)‡											

Academic Year	State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
2022-23	36.4%	31.3%	39.2%	35.4%	34.0%	28.2%	26.5%	30.1%	47.0%	38.6%	37.6%
Approved Industry-Based Certification (Annual Graduates)											
2022-23	33.4%	26.9%	36.2%	32.8%	30.8%	27.0%	23.5%	27.7%	22.9%	35.2%	34.0%
2021-22	28.0%	21.6%	30.9%	26.8%	26.4%	22.9%	20.0%	22.3%	19.3%	30.1%	28.1%
Graduates with Level I or Level II Certificate (Annual Graduates)											
2022-23	0.8%	0.5%	1.1%	0.5%	0.7%	0.4%	0.5%	0.3%	0.5%	1.0%	1.0%
2021-22	0.7%	0.4%	0.9%	0.4%	0.9%	0.2%	0.5%	0.3%	0.5%	0.8%	0.8%
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)											
2022-23	2.7%	4.2%	2.6%	2.4%	3.3%	1.0%	2.4%	2.3%	28.1%	3.1%	3.5%
2021-22	2.5%	4.1%	2.4%	2.2%	3.4%	0.9%	3.5%	2.5%	27.4%	3.0%	3.6%
U.S. Armed Forces Enlistment (Annual Graduates)											
2022-23	0.6%	0.5%	0.6%	0.6%	0.5%	0.3%	0.9%	0.5%	0.3%	0.7%	0.5%

- Indicates there are no students in the group.

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

	Academic Year	State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
TSIA Results (Graduates >= Criterion) (Annual Graduates)												
Reading	2022-23	21.0%	15.2%	22.2%	21.8%	20.0%	18.6%	18.1%	19.6%	3.8%	19.6%	8.4%
	2021-22	22.8%	16.1%	24.4%	23.7%	18.5%	18.5%	21.8%	21.1%	3.9%	21.4%	8.1%
Mathematics	2022-23	19.9%	14.6%	20.1%	21.7%	17.1%	21.8%	17.8%	19.0%	3.6%	17.9%	10.5%
	2021-22	18.7%	12.3%	19.6%	19.7%	16.2%	20.3%	16.2%	17.0%	3.0%	16.9%	9.2%
Both Subjects	2022-23	12.5%	7.9%	13.2%	13.1%	10.9%	13.5%	11.0%	11.2%	1.6%	11.3%	5.0%
	2021-22	12.6%	7.5%	13.8%	12.8%	9.6%	12.7%	11.2%	11.3%	1.6%	11.6%	4.5%
Completed and Received Credit for College Prep Courses (Annual Graduates)												
English Language Arts	2022-23	18.2%	20.4%	21.4%	13.6%	18.3%	7.1%	23.0%	14.7%	16.7%	22.2%	28.1%
	2021-22	11.7%	12.2%	14.1%	8.7%	11.6%	3.7%	12.3%	8.9%	10.5%	14.6%	18.1%
Mathematics	2022-23	20.2%	22.2%	23.9%	15.0%	21.3%	7.1%	21.3%	16.3%	16.1%	24.3%	28.3%
	2021-22	14.0%	15.0%	16.8%	10.6%	14.2%	4.1%	11.6%	10.3%	11.1%	17.1%	19.6%
Both Subjects	2022-23	12.5%	14.0%	15.2%	8.5%	11.8%	4.1%	14.6%	9.2%	10.8%	15.8%	20.6%
	2021-22	7.5%	7.7%	9.3%	5.1%	7.3%	1.8%	6.7%	4.9%	6.5%	9.7%	11.9%
AP/IB-Results (Participation) (Grades 11-12)												
All Subjects	2023	24.2%	15.9%	21.4%	26.3%	19.8%	61.5%	19.5%	26.9%	3.6%	18.2%	15.6%
	2022	23.0%	14.7%	20.3%	25.2%	19.1%	58.9%	18.2%	25.1%	3.1%	17.3%	13.5%
English Language Arts	2023	13.8%	9.8%	11.7%	14.8%	10.8%	39.1%	10.8%	16.1%	1.7%	10.0%	6.8%
	2022	13.2%	9.0%	11.1%	14.4%	10.9%	37.9%	11.5%	15.3%	1.5%	9.6%	5.4%
Mathematics	2023	7.0%	3.2%	4.8%	8.1%	5.6%	33.2%	4.8%	8.8%	0.8%	4.0%	2.5%
	2022	6.9%	3.2%	4.9%	8.0%	5.1%	31.7%	5.4%	8.3%	0.7%	4.1%	2.1%
Science	2023	10.3%	5.6%	7.6%	12.2%	7.9%	38.4%	8.7%	12.7%	1.1%	6.4%	4.2%
	2022	9.6%	5.2%	7.0%	11.3%	7.7%	36.4%	7.7%	11.4%	0.9%	6.0%	3.5%
Social Studies	2023	13.1%	8.5%	10.7%	14.5%	10.0%	40.5%	11.4%	15.7%	1.7%	9.1%	6.3%
	2022	12.5%	7.9%	10.1%	14.1%	10.0%	39.4%	10.3%	14.5%	1.5%	8.6%	5.3%
AP/IB Results (Examinees >= Criterion) (Grades 11-12)												
All Subjects	2023	53.3%	34.1%	39.9%	67.0%	53.6%	79.5%	47.4%	66.0%	30.4%	36.7%	34.9%
	2022	53.3%	33.5%	40.0%	67.0%	49.1%	78.6%	45.5%	65.4%	30.8%	36.6%	35.3%
English Language Arts	2023	52.3%	35.5%	33.2%	70.3%	55.4%	81.4%	57.1%	68.2%	22.7%	29.9%	8.6%
	2022	53.2%	35.7%	34.3%	70.6%	47.7%	81.6%	46.2%	67.6%	23.7%	30.4%	9.2%
Mathematics	2023	50.8%	32.0%	28.0%	62.3%	51.1%	72.4%	48.2%	62.7%	30.9%	26.9%	14.4%
	2022	50.4%	31.1%	27.8%	61.9%	49.6%	73.3%	50.0%	64.9%	28.0%	26.8%	15.2%
Science	2023	44.8%	26.4%	23.7%	58.7%	40.7%	68.8%	38.2%	58.2%	26.4%	21.6%	8.1%
	2022	44.7%	24.4%	24.4%	58.5%	39.7%	67.1%	40.4%	55.7%	23.1%	22.3%	7.7%

	Academic Year	State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Social Studies	2023	42.0%	26.4%	22.4%	57.4%	42.9%	70.8%	33.8%	57.0%	20.3%	20.0%	6.6%
	2022	41.9%	25.4%	22.6%	56.6%	37.2%	69.9%	42.0%	56.4%	19.9%	19.9%	6.3%
SAT/ACT Results (Annual Graduates)												
Tested	2022-23	79.3%	79.7%	76.5%	80.9%	78.3%	97.0%	76.7%	82.0%	52.0%	74.4%	73.0%
	2021-22	71.5%	71.2%	66.4%	76.4%	71.7%	94.0%	69.8%	75.4%	41.9%	64.2%	60.5%
At/Above Criterion for All Examinees	2022-23	28.9%	14.4%	17.4%	45.7%	27.7%	72.2%	27.5%	38.7%	4.0%	14.7%	3.5%
	2021-22	32.1%	15.9%	19.9%	48.4%	30.9%	73.1%	31.0%	41.9%	5.0%	16.9%	3.6%
Average SAT Score (Annual Graduates)												
All Subjects	2022-23	978	891	917	1066	968	1215	969	1039	784	899	809
	2021-22	1001	912	938	1079	988	1222	987	1058	797	921	817
English Language Arts and Writing	2022-23	497	455	466	543	491	600	489	529	397	457	405
	2021-22	506	464	474	546	499	600	496	537	401	465	405
Mathematics	2022-23	482	436	451	523	477	615	479	509	387	442	404
	2021-22	496	449	464	533	488	622	491	521	396	456	412
Average ACT Score (Annual Graduates)												
All Subjects	2022-23	19.2	16.3	17.0	21.9	19.0	26.2	18.2	21.1	14.0	16.6	14.1
	2021-22	19.5	16.3	17.3	22.3	19.4	26.1	19.9	21.1	14.0	16.7	13.9
English Language Arts	2022-23	18.8	15.9	16.5	21.9	18.6	26.2	17.8	21.1	13.0	16.0	12.9
	2021-22	19.2	15.8	16.8	22.4	19.1	26.2	19.7	21.1	13.0	16.1	12.7
Mathematics	2022-23	18.9	16.2	17.1	21.3	18.7	26.0	18.2	20.5	14.7	16.7	15.0
	2021-22	19.3	16.3	17.4	21.6	19.4	26.1	20.0	20.6	14.8	16.9	15.1
Science	2022-23	19.5	16.8	17.6	22.1	19.5	25.6	18.6	21.3	14.9	17.2	15.1
	2021-22	19.8	16.8	17.8	22.4	19.7	25.7	19.8	21.2	14.8	17.3	14.9

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

Texas Education Agency
2023-24 Other Postsecondary Indicators (TAPR)
State

	Academic Year	State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Advanced/Dual-Credit Course Completion (Grades 9-12)												
Any Subject	2022-23	45.4%	36.1%	43.2%	49.0%	41.6%	74.2%	39.6%	44.9%	19.6%	40.0%	33.4%
	2021-22	44.2%	35.0%	41.9%	47.9%	40.2%	72.3%	36.4%	44.2%	18.7%	39.0%	30.7%
English Language Arts	2022-23	17.4%	13.7%	15.8%	19.5%	15.6%	32.8%	14.5%	17.5%	4.3%	14.1%	9.4%
	2021-22	16.6%	12.6%	15.1%	18.7%	14.1%	32.3%	13.4%	16.8%	4.0%	13.5%	8.5%
Mathematics	2022-23	19.5%	14.3%	17.0%	23.0%	17.6%	40.5%	18.5%	20.1%	6.2%	15.5%	10.2%
	2021-22	19.9%	14.6%	17.4%	23.4%	17.9%	40.9%	16.9%	20.4%	6.0%	15.9%	9.6%
Science	2022-23	21.5%	16.7%	19.5%	24.8%	19.3%	37.7%	19.3%	21.8%	9.1%	18.1%	12.1%
	2021-22	21.1%	16.5%	19.1%	24.3%	18.3%	37.2%	17.0%	21.2%	8.8%	17.9%	11.1%
Social Studies	2022-23	24.0%	16.8%	20.5%	28.0%	21.0%	58.7%	20.6%	26.3%	3.6%	17.9%	11.5%
	2021-22	22.8%	15.6%	19.4%	26.9%	20.3%	55.4%	18.8%	24.7%	3.2%	17.1%	9.7%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)												
	2021-22	-	-	-	-	-	-	-	-	-	-	-
	2020-21	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course												
	2021-22	-	-	-	-	-	-	-	-	-	-	-
	2020-21	-	-	-	-	-	-	-	-	-	-	-

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Texas Education Agency
2023-24 Student Information (TAPR)
State

Student Information	Membership		Enrollment	
	Count	Percent	Count	Percent
Total Students	**5,517,464**	**100.0%**	**5,531,236**	**100.0%**
Students by Grade				
Early Childhood Education	18,968	0.3%	26,847	0.5%
Pre-Kindergarten	247,979	4.5%	248,576	4.5%
Pre-Kindergarten: 3-year Old	42,448	0.8%	42,669	0.8%
Pre-Kindergarten: 4-year Old	205,531	3.7%	205,907	3.7%
Kindergarten	361,329	6.5%	361,799	6.5%
Grade 1	385,096	7.0%	385,471	7.0%
Grade 2	402,233	7.3%	402,576	7.3%
Grade 3	399,869	7.2%	400,181	7.2%
Grade 4	399,137	7.2%	399,422	7.2%
Grade 5	399,200	7.2%	399,419	7.2%
Grade 6	400,347	7.3%	400,511	7.2%
Grade 7	405,118	7.3%	405,298	7.3%
Grade 8	414,033	7.5%	414,195	7.5%
Grade 9	472,595	8.6%	472,783	8.5%
Grade 10	439,091	8.0%	439,298	7.9%
Grade 11	406,681	7.4%	406,966	7.4%
Grade 12	365,788	6.6%	367,894	6.7%
Ethnic Distribution				
African American	706,235	12.8%	707,609	12.8%
Hispanic	2,936,051	53.2%	2,942,144	53.2%
White	1,379,090	25.0%	1,384,437	25.0%
American Indian	17,886	0.3%	17,939	0.3%
Asian	295,946	5.4%	296,367	5.4%
Pacific Islander	8,831	0.2%	8,844	0.2%
Two or More Races	173,425	3.1%	173,896	3.1%
Sex				
Female	2,695,318	48.9%	2,700,356	48.8%
Male	2,822,146	51.1%	2,830,880	51.2%
Other Student Cohorts				
Economically Disadvantaged	3,434,955	62.3%	3,439,856	62.2%
Non-Educationally Disadvantaged	2,082,509	37.7%	2,091,380	37.8%
Section 504 Students	399,808	7.2%	400,078	7.2%
EB Students/EL	1,344,804	24.4%	1,345,917	24.3%
Students w/ Disciplinary Placements (2022-23)	105,976	1.9%		
Students w/ Dyslexia	329,004	6.0%	329,228	6.0%
Foster Care	12,418	0.2%	12,469	0.2%

	Membership		Enrollment	
Student Information	**Count**	**Percent**	**Count**	**Percent**
Homeless	77,809	1.4%	77,942	1.4%
Immigrant	158,717	2.9%	158,832	2.9%
Migrant	13,481	0.2%	13,528	0.2%
Title I	3,624,288	65.7%	3,632,539	65.7%
Military Connected	212,919	3.9%	213,035	3.9%
At-Risk	2,937,834	53.2%	2,941,204	53.2%
Students by Instructional Program				
Bilingual/ESL Education	1,350,113	24.5%	1,350,920	24.4%
Career and Technical Education	1,485,646	26.9%	-	-
Career and Technical Education (9-12 grades only)	1,234,615	73.3%	-	-
Gifted and Talented Education	469,054	8.5%	469,170	8.5%
Special Education	764,858	13.9%	774,489	14.0%
Students with Disabilities by Type of Primary Disability				
Total Students with Disabilities	**764,858**			
Students with Intellectual Disabilities	349,307	45.7%		
Students with Physical Disabilities	144,191	18.9%		
Students with Autism	124,254	16.2%		
Students with Behavioral Disabilities	134,373	17.6%		
Students with Non-Categorical Early Childhood	12,733	1.7%		
Mobility (2022-23)				
Total Mobile Students	**864,058**	**16.1%**		
African American	181,855	3.4%		
Hispanic	455,070	8.5%		
White	165,204	3.1%		
American Indian	3,184	0.1%		
Asian	27,631	0.5%		
Pacific Islander	1,840	0.0%		
Two or More Races	29,274	0.5%		
Special Ed Students who are Mobile	137,466	17.6%		
Count and Percent of EB Students/EL who are Mobile	196,918	16.3%		
Count and Percent of Econ Dis Students who are Mobile	622,582	18.6%		
Student Attrition (2022-23)				
Total Student Attrition	**767,390**	**18.1%**		

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

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

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

Class Size Information	State
Elementary	
Kindergarten	18.4
Grade 1	18.8
Grade 2	19.1
Grade 3	19.4
Grade 4	19.4
Grade 5	20.9
Grade 6	19.2
Secondary	
English/Language Arts	16.3
Foreign Languages	18.8
Mathematics	17.5
Science	18.5
Social Studies	18.8

Texas Education Agency
2023-24 Staff Information (TAPR)
State

Staff Information	State	
	Count	Percent
Total Staff	**775,882.5**	**100.0%**
Professional Staff	496,151.0	63.9%
Teachers	374,799.9	48.3%
Professional Support	86,026.7	11.1%
Campus Administration (School Leadership)	25,836.1	3.3%
Central Administration	9,488.3	1.2%
Educational Aides	88,200.6	11.4%
Auxiliary Staff	191,530.9	24.7%
Librarians and Counselors (Headcount)		
Full-time Librarians	4,187.0	n/a
Part-time Librarians	651.0	n/a
Full-time Counselors	13,870.0	n/a
Part-time Counselors	1,172.0	n/a
Total Minority Staff	**421,896.4**	**54.4%**
Teachers by Ethnicity		
African American	47,341.1	12.6%
Hispanic	112,921.8	30.1%
White	200,118.0	53.4%
American Indian	1,286.9	0.3%
Asian	7,914.7	2.1%
Pacific Islander	490.9	0.1%
Two or More Races	4,726.6	1.3%
Teachers by Sex		
Males	91,815.2	24.5%
Females	282,984.6	75.5%
Teachers by Highest Degree Held		
No Degree	9,453.8	2.5%
Bachelors	268,886.4	71.7%
Masters	93,414.7	24.9%
Doctorate	3,044.9	0.8%
Teachers by Years of Experience		
Beginning Teachers	32,507.6	8.7%
1-5 Years Experience	102,619.4	27.4%
6-10 Years Experience	75,585.4	20.2%
11-20 Years Experience	101,415.3	27.1%
21-30 Years Experience	51,471.9	13.7%
Over 30 Years Experience	11,200.2	3.0%
Number of Students per Teacher	14.7	n/a

Staff Information	State
Experience of Campus Leadership	
Average Years Experience of Principals	9.0
Average Years Experience of Principals with District	5.1
Average Years Experience of Assistant Principals	5.1
Average Years Experience of Assistant Principals with District	4.3
Average Years Experience of Teachers	11.1
Average Years Experience of Teachers with District	6.9
Average Teacher Salary by Years of Experience (regular duties only)	
Beginning Teachers	$54,272
1-5 Years Experience	$58,185
6-10 Years Experience	$61,494
11-20 Years Experience	$65,219
21-30 Years Experience	$69,723
Over 30 Years Experience	$74,014
Average Actual Salaries (regular duties only)	
Teachers	$62,474
Professional Support	$73,783
Campus Administration (School Leadership)	$86,738
Central Administration	$116,028
Instructional Staff Percent	65.0%
Turnover Rate for Teachers	19.1%
Staff Exclusions	
Shared Services Arrangement Staff:	
Professional Staff	1,284.6
Educational Aides	181.6
Auxiliary Staff	373.8
Contracted Instructional Staff	1,970.1

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

Texas Education Agency

2023-24 Staff Information (TAPR)

State

	State	
Program Information	**Count**	**Percent**
Teachers by Program (population served)		
Bilingual/ESL Education	22,656	6.0%
Career and Technical Education	20,454	5.5%
Compensatory Education	11,626	3.1%
Gifted and Talented Education	6,181	1.6%
Regular Education	261,452	69.8%
Special Education	38,737	10.3%
Other	13,750	3.7%

- Indicates there is no data for the item.
* Indicates results are masked due to small numbers.
** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
n/a Indicates data reporting is not applicable for this group.
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Link to: PEIMS Financial Standard Reports 2022-23 Financial Actual Report
(To open link in a new window, press the "Ctrl" key and click on the link.)

Texas Education Agency

2023-24 STAAR Performance (TAPR)

REGION 15: SAN ANGELO

	School Year	State	Region 15	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																
Grade 3 Reading																
At Approaches Grade Level or Above	2024	74%	73%	59%	68%	81%	*	85%	*	78%	49%	79%	74%	68%	67%	58%
	2023	76%	75%	65%	69%	84%	*	90%	*	82%	53%	84%	75%	75%	69%	64%
At Meets Grade Level or Above	2024	48%	44%	27%	37%	56%	*	54%	*	55%	24%	55%	45%	41%	35%	30%
	2023	50%	45%	36%	38%	56%	*	75%	*	52%	24%	54%	45%	45%	37%	31%
At Masters Grade Level	2024	21%	15%	4%	10%	23%	*	23%	*	14%	3%	14%	15%	13%	9%	7%
	2023	20%	13%	11%	10%	18%	*	35%	*	14%	5%	21%	14%	12%	9%	4%
Grade 3 Mathematics																
At Approaches Grade Level or Above	2024	70%	68%	46%	63%	77%	*	85%	*	71%	45%	77%	69%	64%	61%	58%
	2023	73%	70%	57%	64%	80%	*	85%	*	74%	52%	77%	70%	69%	63%	63%
At Meets Grade Level or Above	2024	42%	38%	19%	31%	50%	*	58%	*	53%	22%	45%	39%	33%	29%	27%
	2023	45%	39%	25%	32%	51%	*	70%	*	42%	24%	58%	39%	37%	30%	27%
At Masters Grade Level	2024	15%	11%	1%	8%	18%	*	27%	*	11%	4%	19%	12%	9%	7%	7%
	2023	19%	13%	8%	9%	20%	*	55%	*	14%	8%	24%	14%	12%	8%	9%
Grade 4 Reading																
At Approaches Grade Level or Above	2024	81%	80%	73%	76%	88%	80%	95%	*	86%	56%	87%	81%	78%	76%	65%
	2023	77%	76%	58%	72%	83%	*	93%	*	77%	48%	79%	77%	73%	69%	65%
At Meets Grade Level or Above	2024	51%	44%	34%	37%	55%	40%	63%	*	62%	21%	50%	45%	42%	35%	27%
	2023	48%	44%	25%	37%	55%	*	78%	*	46%	23%	45%	44%	42%	34%	26%
At Masters Grade Level	2024	23%	15%	8%	10%	24%	20%	32%	*	17%	4%	17%	15%	15%	8%	7%
	2023	22%	16%	10%	10%	24%	*	44%	*	19%	5%	20%	16%	15%	10%	8%
Grade 4 Mathematics																
At Approaches Grade Level or Above	2024	69%	64%	46%	58%	75%	100%	95%	*	70%	41%	78%	66%	61%	57%	57%
	2023	71%	65%	39%	60%	75%	*	81%	*	71%	38%	71%	67%	61%	57%	61%
At Meets Grade Level or Above	2024	46%	39%	23%	32%	51%	80%	79%	*	42%	21%	50%	40%	37%	30%	30%
	2023	48%	41%	17%	34%	53%	*	67%	*	47%	22%	45%	42%	39%	32%	34%
At Masters Grade Level	2024	21%	15%	7%	10%	23%	40%	37%	*	17%	5%	23%	15%	14%	9%	10%
	2023	22%	15%	7%	10%	22%	*	41%	*	20%	4%	20%	16%	13%	10%	11%
Grade 5 Reading																
At Approaches Grade Level or Above	2024	79%	76%	66%	72%	82%	*	96%	*	72%	46%	78%	78%	70%	69%	67%
	2023	81%	79%	67%	75%	84%	*	90%	*	81%	45%	83%	79%	76%	73%	72%
At Meets Grade Level or Above	2024	55%	48%	31%	43%	57%	*	80%	*	47%	23%	44%	50%	42%	39%	39%
	2023	57%	51%	28%	46%	60%	*	81%	*	57%	20%	52%	52%	46%	42%	40%

	School Year	State	Region 15	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2024	29%	21%	12%	16%	28%	*	60%	*	24%	7%	14%	22%	16%	15%	14%
	2023	28%	21%	8%	16%	30%	*	38%	*	21%	5%	26%	23%	17%	14%	12%
Grade 5 Mathematics																
At Approaches Grade Level or Above	2024	77%	74%	51%	70%	80%	*	96%	*	74%	53%	72%	76%	68%	67%	70%
	2023	80%	77%	61%	73%	84%	*	90%	*	79%	56%	85%	79%	71%	71%	75%
At Meets Grade Level or Above	2024	50%	43%	23%	38%	53%	*	88%	*	41%	24%	41%	45%	37%	35%	38%
	2023	51%	43%	15%	38%	54%	*	81%	*	48%	23%	53%	46%	36%	34%	41%
At Masters Grade Level	2024	19%	13%	3%	10%	19%	*	48%	*	11%	5%	15%	14%	10%	9%	8%
	2023	21%	14%	4%	9%	22%	*	57%	*	14%	5%	18%	15%	12%	9%	10%
Grade 5 Science																
At Approaches Grade Level or Above	2024	58%	54%	25%	46%	69%	*	92%	*	53%	35%	56%	56%	49%	45%	44%
	2023	65%	63%	33%	57%	76%	*	86%	*	60%	37%	74%	65%	59%	54%	50%
At Meets Grade Level or Above	2024	28%	23%	9%	16%	35%	*	64%	*	23%	15%	21%	25%	19%	16%	13%
	2023	36%	31%	7%	25%	44%	*	62%	*	33%	18%	44%	33%	27%	23%	21%
At Masters Grade Level	2024	11%	9%	3%	5%	16%	*	32%	*	9%	5%	9%	10%	8%	6%	3%
	2023	16%	12%	3%	7%	19%	*	33%	*	16%	4%	19%	12%	10%	7%	5%
Grade 6 Reading																
At Approaches Grade Level or Above	2024	77%	75%	67%	70%	82%	83%	89%	80%	79%	41%	81%	76%	72%	68%	58%
	2023	77%	75%	63%	69%	84%	50%	100%	*	88%	41%	74%	74%	75%	68%	62%
At Meets Grade Level or Above	2024	57%	52%	44%	45%	64%	83%	81%	40%	56%	21%	52%	54%	49%	42%	32%
	2023	52%	47%	36%	40%	60%	13%	79%	*	55%	17%	54%	47%	48%	37%	29%
At Masters Grade Level	2024	26%	19%	8%	13%	28%	17%	44%	0%	24%	5%	18%	20%	16%	12%	8%
	2023	22%	17%	12%	12%	25%	13%	63%	*	20%	4%	18%	17%	16%	10%	6%
Grade 6 Mathematics																
At Approaches Grade Level or Above	2024	72%	70%	59%	65%	78%	83%	85%	80%	68%	46%	77%	71%	67%	62%	58%
	2023	75%	76%	61%	71%	84%	50%	96%	*	74%	49%	79%	76%	75%	69%	69%
At Meets Grade Level or Above	2024	39%	33%	19%	27%	43%	33%	78%	0%	30%	17%	31%	34%	30%	24%	22%
	2023	40%	37%	21%	30%	50%	25%	71%	*	31%	18%	42%	37%	36%	27%	24%
At Masters Grade Level	2024	14%	9%	6%	6%	14%	0%	33%	0%	9%	4%	8%	10%	7%	5%	6%
	2023	16%	12%	3%	9%	18%	13%	54%	*	14%	5%	14%	13%	12%	7%	6%
Grade 7 Reading																
At Approaches Grade Level or Above	2024	74%	72%	62%	66%	83%	38%	92%	*	86%	34%	67%	72%	72%	63%	51%
	2023	78%	72%	70%	65%	84%	*	89%	*	73%	38%	75%	72%	72%	63%	47%

	School Year	State	Region 15	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2024	54%	**50%**	40%	42%	63%	25%	88%	*	66%	18%	43%	51%	47%	39%	27%
	2023	55%	**47%**	43%	37%	64%	*	63%	*	51%	21%	48%	46%	48%	35%	27%
At Masters Grade Level	2024	29%	**24%**	18%	17%	34%	13%	71%	*	30%	3%	16%	24%	22%	15%	10%
	2023	27%	**20%**	10%	13%	33%	*	26%	*	15%	6%	19%	20%	19%	12%	6%
Grade 7 Mathematics																
At Approaches Grade Level or Above	2024	56%	**57%**	36%	48%	72%	50%	92%	*	66%	28%	51%	58%	54%	47%	41%
	2023	63%	**62%**	54%	54%	77%	*	79%	*	60%	33%	65%	62%	62%	52%	42%
At Meets Grade Level or Above	2024	34%	**34%**	15%	26%	48%	38%	75%	*	40%	14%	29%	35%	32%	24%	17%
	2023	37%	**37%**	26%	28%	53%	*	63%	*	35%	18%	36%	37%	36%	26%	21%
At Masters Grade Level	2024	11%	**10%**	1%	6%	15%	13%	50%	*	11%	4%	10%	10%	8%	5%	5%
	2023	11%	**10%**	3%	7%	16%	*	21%	*	11%	7%	5%	11%	8%	6%	5%
Grade 8 Reading																
At Approaches Grade Level or Above	2024	81%	**76%**	75%	69%	87%	*	91%	*	80%	43%	71%	76%	75%	68%	55%
	2023	83%	**80%**	78%	75%	88%	67%	82%	*	79%	46%	81%	80%	78%	73%	61%
At Meets Grade Level or Above	2024	56%	**49%**	41%	39%	64%	*	73%	*	57%	19%	43%	49%	48%	38%	24%
	2023	58%	**50%**	43%	42%	65%	44%	71%	*	56%	20%	51%	51%	49%	40%	25%
At Masters Grade Level	2024	29%	**22%**	15%	14%	36%	*	50%	*	19%	6%	17%	22%	22%	13%	6%
	2023	28%	**22%**	16%	15%	33%	22%	53%	*	28%	6%	16%	22%	19%	13%	8%
Grade 8 Mathematics																
At Approaches Grade Level or Above	2024	72%	**64%**	59%	57%	77%	*	88%	*	60%	38%	67%	65%	61%	57%	51%
	2023	76%	**73%**	65%	67%	83%	56%	100%	*	74%	47%	75%	74%	71%	67%	61%
At Meets Grade Level or Above	2024	43%	**34%**	16%	26%	48%	*	47%	*	31%	17%	29%	35%	31%	26%	18%
	2023	46%	**40%**	19%	33%	55%	33%	73%	*	45%	19%	45%	42%	37%	33%	26%
At Masters Grade Level	2024	16%	**10%**	5%	6%	16%	*	18%	*	4%	6%	7%	10%	9%	7%	4%
	2023	17%	**12%**	2%	8%	22%	11%	27%	*	8%	7%	12%	13%	11%	8%	6%
Grade 8 Science																
At Approaches Grade Level or Above	2024	70%	**63%**	55%	53%	79%	*	83%	*	67%	34%	63%	63%	62%	52%	40%
	2023	74%	**68%**	55%	61%	83%	50%	89%	*	70%	40%	77%	69%	65%	59%	49%
At Meets Grade Level or Above	2024	44%	**35%**	23%	26%	50%	*	57%	*	30%	16%	38%	35%	32%	24%	17%
	2023	47%	**39%**	22%	31%	54%	20%	72%	*	46%	19%	42%	40%	35%	29%	19%
At Masters Grade Level	2024	17%	**10%**	6%	7%	16%	*	26%	*	8%	5%	6%	11%	8%	6%	3%
	2023	17%	**11%**	3%	7%	17%	10%	28%	*	16%	5%	9%	11%	9%	6%	6%
Grade 8 Social Studies																

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At Approaches Grade Level or Above	2024	60%	51%	45%	40%	68%	*	74%	*	53%	24%	59%	50%	51%	39%	25%
	2023	62%	57%	39%	49%	73%	40%	83%	*	66%	29%	68%	59%	53%	47%	35%
At Meets Grade Level or Above	2024	33%	25%	13%	17%	38%	*	57%	*	21%	13%	31%	25%	22%	16%	8%
	2023	33%	26%	12%	20%	37%	20%	61%	*	38%	16%	31%	27%	23%	18%	12%
At Masters Grade Level	2024	17%	10%	6%	6%	17%	*	26%	*	8%	5%	9%	11%	8%	6%	3%
	2023	16%	11%	4%	7%	18%	20%	28%	*	18%	7%	8%	11%	11%	6%	4%
End of Course English I																
At Approaches Grade Level or Above	2024	70%	69%	64%	64%	79%	56%	78%	83%	70%	33%	63%	71%	64%	63%	44%
	2023	72%	73%	65%	69%	82%	*	91%	-	78%	38%	59%	74%	72%	67%	51%
At Meets Grade Level or Above	2024	52%	50%	32%	44%	65%	44%	70%	50%	54%	17%	49%	52%	44%	41%	22%
	2023	52%	51%	40%	44%	65%	*	70%	-	59%	20%	43%	52%	49%	43%	27%
At Masters Grade Level	2024	16%	14%	3%	10%	21%	0%	35%	17%	24%	4%	11%	15%	11%	8%	4%
	2023	13%	10%	4%	6%	17%	*	35%	-	16%	4%	11%	10%	11%	6%	2%
End of Course English II																
At Approaches Grade Level or Above	2024	75%	76%	74%	72%	83%	83%	79%	*	79%	42%	67%	76%	73%	70%	52%
	2023	74%	75%	66%	71%	85%	100%	87%	*	77%	40%	74%	76%	75%	69%	50%
At Meets Grade Level or Above	2024	58%	57%	39%	51%	70%	83%	74%	*	60%	23%	55%	58%	52%	48%	28%
	2023	54%	55%	46%	46%	70%	29%	70%	*	59%	22%	60%	55%	54%	46%	21%
At Masters Grade Level	2024	9%	5%	3%	3%	9%	33%	21%	*	6%	3%	6%	5%	6%	3%	2%
	2023	9%	7%	1%	4%	12%	0%	30%	*	14%	4%	0%	7%	6%	4%	0%
End of Course Algebra I																
At Approaches Grade Level or Above	2024	81%	75%	62%	73%	83%	58%	95%	67%	68%	50%	72%	77%	72%	71%	72%
	2023	79%	73%	54%	71%	81%	50%	96%	*	75%	49%	67%	74%	71%	68%	67%
At Meets Grade Level or Above	2024	43%	31%	11%	26%	44%	0%	76%	50%	29%	11%	33%	32%	28%	23%	22%
	2023	43%	33%	13%	29%	42%	50%	74%	*	34%	14%	38%	34%	28%	26%	19%
At Masters Grade Level	2024	24%	14%	6%	11%	22%	0%	62%	33%	10%	4%	16%	15%	12%	9%	8%
	2023	23%	14%	4%	12%	20%	33%	61%	*	14%	6%	19%	15%	12%	9%	6%
End of Course Biology																
At Approaches Grade Level or Above	2024	91%	90%	84%	88%	95%	80%	100%	*	94%	75%	81%	91%	89%	87%	81%
	2023	88%	88%	81%	85%	93%	*	89%	-	92%	64%	83%	88%	87%	84%	77%
At Meets Grade Level or Above	2024	56%	51%	30%	43%	67%	50%	91%	*	56%	22%	52%	52%	48%	41%	26%
	2023	56%	51%	28%	43%	66%	*	74%	-	58%	20%	44%	51%	48%	41%	23%

	School Year	State	Region 15	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2024	19%	13%	5%	8%	21%	0%	41%	*	23%	6%	15%	13%	12%	8%	6%
	2023	21%	13%	3%	9%	22%	*	53%	-	14%	5%	17%	13%	14%	9%	2%
End of Course U.S. History																
At Approaches Grade Level or Above	2024	96%	96%	93%	94%	98%	*	100%	*	97%	82%	93%	96%	95%	94%	87%
	2023	94%	93%	89%	91%	96%	100%	96%	*	96%	73%	96%	93%	93%	91%	81%
At Meets Grade Level or Above	2024	69%	65%	48%	59%	78%	*	76%	*	69%	30%	57%	66%	63%	57%	36%
	2023	70%	66%	46%	60%	78%	86%	87%	*	69%	39%	79%	67%	64%	57%	39%
At Masters Grade Level	2024	37%	30%	10%	24%	43%	*	52%	*	33%	7%	33%	31%	28%	23%	10%
	2023	38%	31%	16%	26%	40%	14%	70%	*	43%	13%	42%	31%	30%	23%	14%
SAT/ACT All Subjects																
At Approaches Grade Level or Above	2024	88%	95%	82%	95%	96%	-	100%	-	*	*	*	96%	83%	95%	-
	2023	90%	95%	75%	93%	99%	*	100%	-	100%	*	*	96%	91%	91%	-
At Meets Grade Level or Above	2024	59%	69%	55%	70%	69%	-	88%	-	*	*	*	72%	44%	63%	-
	2023	61%	72%	25%	61%	85%	*	100%	-	83%	*	*	73%	56%	56%	-
At Masters Grade Level	2024	12%	8%	18%	4%	9%	-	38%	-	*	*	*	8%	2%	4%	-
	2023	12%	7%	0%	4%	8%	*	43%	-	0%	*	*	7%	3%	2%	-
All Grades All Subjects																
At Approaches Grade Level or Above	2024	75%	71%	60%	66%	81%	75%	89%	61%	73%	45%	72%	73%	68%	64%	57%
	2023	76%	74%	62%	69%	83%	68%	90%	65%	77%	46%	76%	75%	72%	67%	60%
At Meets Grade Level or Above	2024	48%	42%	27%	36%	55%	45%	72%	27%	46%	19%	42%	44%	39%	33%	25%
	2023	49%	44%	28%	37%	57%	38%	73%	47%	48%	21%	47%	45%	41%	35%	27%
At Masters Grade Level	2024	20%	14%	7%	10%	22%	12%	40%	14%	15%	5%	14%	15%	13%	9%	6%
	2023	20%	15%	6%	10%	22%	17%	44%	23%	17%	6%	17%	15%	13%	9%	6%
All Grades ELA/Reading																
At Approaches Grade Level or Above	2024	76%	74%	67%	69%	83%	72%	88%	60%	78%	43%	76%	75%	71%	68%	56%
	2023	77%	76%	66%	71%	84%	79%	91%	65%	79%	44%	77%	76%	74%	69%	59%
At Meets Grade Level or Above	2024	54%	49%	36%	42%	62%	51%	73%	37%	57%	21%	49%	51%	46%	40%	28%
	2023	53%	49%	38%	42%	62%	38%	74%	47%	54%	21%	50%	49%	48%	39%	29%
At Masters Grade Level	2024	22%	16%	9%	11%	25%	16%	43%	17%	19%	4%	15%	17%	15%	10%	7%
	2023	20%	15%	8%	10%	24%	21%	41%	24%	18%	5%	18%	16%	14%	9%	6%
All Grades Mathematics																
At Approaches Grade Level or Above	2024	72%	68%	52%	63%	78%	70%	91%	58%	69%	44%	71%	70%	65%	61%	59%
	2023	75%	71%	56%	66%	81%	61%	89%	60%	73%	47%	75%	72%	69%	64%	63%

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At Meets Grade Level or Above	2024	43%	**36%**	18%	30%	48%	33%	73%	15%	38%	18%	38%	37%	32%	27%	25%
	2023	45%	**39%**	19%	32%	51%	39%	72%	33%	41%	20%	46%	40%	35%	30%	27%
At Masters Grade Level	2024	17%	**12%**	4%	8%	18%	10%	40%	12%	11%	5%	14%	12%	10%	7%	7%
	2023	19%	**13%**	4%	9%	20%	16%	47%	13%	14%	6%	17%	14%	11%	8%	8%
All Grades Science																
At Approaches Grade Level or Above	2024	75%	**70%**	53%	64%	81%	81%	91%	70%	70%	48%	64%	71%	67%	62%	57%
	2023	77%	**74%**	60%	69%	84%	61%	88%	57%	75%	48%	77%	75%	72%	67%	61%
At Meets Grade Level or Above	2024	43%	**37%**	20%	30%	51%	44%	70%	30%	35%	17%	33%	38%	34%	28%	19%
	2023	47%	**41%**	21%	34%	55%	28%	69%	43%	46%	19%	43%	42%	38%	32%	21%
At Masters Grade Level	2024	16%	**11%**	5%	7%	18%	6%	33%	10%	13%	5%	10%	12%	10%	6%	4%
	2023	18%	**12%**	3%	8%	20%	6%	38%	29%	15%	5%	16%	12%	11%	7%	4%
All Grades Social Studies																
At Approaches Grade Level or Above	2024	78%	**73%**	70%	67%	83%	100%	86%	63%	76%	49%	69%	74%	72%	65%	55%
	2023	78%	**75%**	63%	71%	84%	65%	90%	*	82%	49%	76%	76%	72%	67%	57%
At Meets Grade Level or Above	2024	51%	**45%**	31%	38%	58%	86%	66%	25%	45%	21%	39%	46%	42%	35%	22%
	2023	52%	**46%**	28%	40%	58%	47%	76%	*	55%	26%	45%	48%	42%	36%	25%
At Masters Grade Level	2024	27%	**20%**	8%	15%	30%	14%	39%	13%	21%	6%	16%	21%	18%	14%	6%
	2023	27%	**21%**	10%	16%	29%	18%	51%	*	32%	10%	18%	21%	20%	14%	9%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																
3rd Graders																
Reading and Mathematics	2024	35%	**31%**	15%	25%	43%	*	46%	*	45%	18%	39%	32%	27%	22%	20%
	2023	37%	**31%**	21%	25%	41%	*	60%	*	35%	18%	46%	31%	29%	23%	20%
Reading and Mathematics Including EOC	2024	35%	**31%**	15%	25%	43%	*	46%	*	45%	18%	39%	32%	27%	22%	20%
	2023	37%	**31%**	21%	25%	41%	*	60%	*	35%	18%	46%	31%	29%	23%	20%
Reading Including EOC	2024	48%	**44%**	27%	37%	56%	*	54%	*	55%	24%	55%	45%	40%	35%	30%
	2023	50%	**45%**	36%	38%	56%	*	75%	*	52%	24%	54%	45%	45%	37%	31%
Math Including EOC	2024	42%	**38%**	19%	31%	50%	*	58%	*	53%	22%	45%	39%	33%	29%	27%
	2023	45%	**39%**	25%	32%	51%	*	70%	*	42%	24%	58%	39%	37%	30%	27%
4th Graders																
Reading and Mathematics	2024	38%	**31%**	20%	24%	43%	40%	63%	*	40%	16%	44%	32%	29%	22%	20%
	2023	38%	**32%**	12%	25%	44%	*	63%	*	35%	17%	32%	32%	31%	23%	21%
Reading and Mathematics Including EOC	2024	38%	**31%**	20%	24%	43%	40%	63%	*	40%	16%	44%	32%	29%	22%	20%
	2023	38%	**32%**	12%	25%	44%	*	63%	*	35%	17%	32%	32%	31%	23%	21%

	School Year	State	Region 15	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
Reading Including EOC	2024	51%	**44%**	34%	37%	55%	40%	63%	*	62%	21%	50%	45%	42%	35%	27%
	2023	48%	**44%**	25%	37%	55%	*	78%	*	46%	23%	45%	44%	42%	34%	29%
Math Including EOC	2024	46%	**39%**	23%	32%	51%	80%	79%	*	42%	21%	50%	40%	37%	30%	30%
	2023	48%	**41%**	17%	34%	53%	*	67%	*	47%	22%	45%	42%	39%	32%	34%
5th Graders																
Reading and Mathematics	2024	42%	**34%**	17%	28%	43%	*	72%	*	33%	17%	32%	36%	28%	26%	27%
	2023	43%	**36%**	12%	30%	46%	*	76%	*	39%	15%	40%	38%	30%	27%	29%
Reading and Mathematics Including EOC	2024	42%	**34%**	17%	28%	43%	*	72%	*	33%	17%	32%	36%	28%	26%	27%
	2023	43%	**36%**	12%	30%	46%	*	76%	*	39%	15%	40%	38%	30%	27%	29%
Reading Including EOC	2024	55%	**48%**	31%	43%	57%	*	80%	*	47%	23%	44%	50%	42%	39%	39%
	2023	57%	**51%**	28%	46%	60%	*	81%	*	57%	20%	52%	52%	46%	42%	40%
Math Including EOC	2024	51%	**43%**	23%	38%	53%	*	88%	*	41%	24%	41%	45%	37%	35%	38%
	2023	51%	**43%**	15%	38%	54%	*	81%	*	48%	23%	53%	46%	36%	34%	41%
6th Graders																
Reading and Mathematics	2024	36%	**29%**	14%	23%	39%	33%	70%	0%	28%	13%	30%	30%	26%	20%	16%
	2023	35%	**30%**	17%	24%	42%	13%	71%	*	30%	12%	35%	31%	30%	21%	16%
Reading and Mathematics Including EOC	2024	36%	**29%**	14%	23%	39%	33%	70%	0%	28%	13%	30%	30%	26%	20%	16%
	2023	35%	**30%**	17%	24%	42%	13%	71%	*	30%	12%	35%	31%	30%	21%	16%
Reading Including EOC	2024	57%	**52%**	44%	45%	64%	83%	81%	40%	56%	21%	52%	54%	49%	42%	32%
	2023	52%	**47%**	36%	40%	60%	13%	79%	*	55%	17%	54%	47%	48%	37%	29%
Math Including EOC	2024	40%	**33%**	19%	27%	43%	33%	78%	0%	30%	17%	31%	34%	30%	24%	22%
	2023	40%	**37%**	21%	30%	50%	25%	71%	*	31%	18%	42%	37%	36%	27%	24%
7th Graders																
Reading and Mathematics	2024	35%	**30%**	14%	22%	43%	25%	75%	*	39%	11%	25%	31%	28%	20%	14%
	2023	37%	**32%**	23%	23%	48%	*	53%	*	28%	15%	32%	32%	32%	21%	17%
Reading and Mathematics Including EOC	2024	36%	**30%**	14%	22%	43%	25%	75%	*	39%	11%	25%	31%	28%	20%	14%
	2023	38%	**32%**	23%	23%	48%	*	53%	*	28%	15%	32%	32%	32%	21%	17%
Reading Including EOC	2024	54%	**50%**	40%	42%	63%	25%	88%	*	66%	18%	43%	51%	47%	39%	27%
	2023	55%	**47%**	43%	37%	64%	*	63%	*	51%	21%	48%	46%	48%	35%	27%
Math Including EOC	2024	40%	**34%**	15%	26%	48%	38%	75%	*	40%	14%	29%	35%	32%	24%	17%
	2023	43%	**37%**	26%	28%	53%	*	63%	*	35%	18%	36%	37%	36%	26%	21%
8th Graders																
Reading and Mathematics	2024	28%	**27%**	12%	19%	41%	*	47%	*	26%	13%	19%	27%	26%	20%	11%
	2023	31%	**32%**	14%	24%	46%	38%	55%	*	40%	15%	37%	33%	30%	24%	15%

	School Year	State	Region 15	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
Reading and Mathematics Including EOC	2024	41%	33%	16%	25%	47%	*	61%	*	27%	13%	28%	34%	29%	23%	14%
	2023	44%	38%	16%	31%	52%	33%	72%	*	46%	15%	45%	40%	33%	28%	19%
Reading Including EOC	2024	57%	49%	41%	40%	65%	*	74%	*	57%	19%	45%	50%	49%	38%	24%
	2023	58%	51%	44%	44%	65%	44%	72%	*	57%	20%	53%	52%	49%	40%	27%
Math Including EOC	2024	49%	39%	20%	32%	54%	*	61%	*	32%	18%	37%	41%	34%	30%	21%
	2023	51%	45%	21%	39%	59%	40%	83%	*	51%	19%	52%	48%	39%	36%	29%
3rd - 8th Graders																
Reading and Mathematics	2024	36%	30%	15%	24%	42%	32%	63%	5%	36%	15%	33%	31%	27%	22%	18%
	2023	37%	32%	17%	25%	44%	33%	64%	29%	34%	16%	37%	33%	30%	23%	20%
Reading and Mathematics Including EOC	2024	38%	31%	16%	25%	43%	32%	65%	10%	36%	15%	33%	32%	28%	22%	19%
	2023	39%	33%	17%	26%	45%	32%	66%	33%	36%	16%	38%	34%	31%	24%	21%
Reading Including EOC	2024	54%	48%	36%	41%	60%	46%	74%	38%	57%	21%	48%	49%	45%	38%	30%
	2023	53%	47%	36%	40%	60%	35%	75%	40%	53%	21%	51%	48%	47%	38%	31%
Math Including EOC	2024	45%	38%	20%	31%	50%	46%	73%	10%	40%	20%	39%	39%	34%	28%	26%
	2023	47%	40%	21%	33%	53%	41%	72%	33%	42%	21%	48%	42%	37%	31%	30%

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

	School Year	State	Region15	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress - Annual Growth by Grade and Subject																
Grade 4 ELA/Reading	2024	67%	63%	58%	59%	69%	30%	83%	*	72%	51%	64%	64%	61%	58%	52%
	2023	55%	51%	43%	50%	54%	*	66%	*	53%	42%	47%	51%	53%	48%	47%
Grade 4 Mathematics	2024	60%	55%	43%	51%	61%	100%	72%	*	59%	44%	59%	56%	52%	49%	54%
	2023	63%	56%	44%	56%	58%	*	72%	*	63%	47%	60%	57%	55%	53%	60%
Grade 5 ELA/Reading	2024	70%	65%	62%	63%	69%	*	85%	*	65%	48%	65%	66%	62%	61%	61%
	2023	65%	61%	48%	59%	64%	*	80%	*	69%	41%	61%	61%	61%	56%	57%
Grade 5 Mathematics	2024	65%	63%	50%	62%	67%	*	88%	*	60%	59%	67%	64%	61%	60%	61%
	2023	71%	66%	70%	65%	67%	*	93%	*	72%	60%	71%	66%	67%	65%	67%
Grade 6 ELA/Reading	2024	61%	59%	55%	54%	67%	60%	88%	60%	60%	42%	64%	60%	56%	54%	45%
	2023	51%	47%	46%	43%	53%	38%	83%	*	52%	34%	51%	47%	46%	42%	41%
Grade 6 Mathematics	2024	48%	47%	55%	44%	50%	40%	67%	30%	48%	44%	49%	46%	51%	43%	40%
	2023	54%	55%	45%	53%	58%	64%	67%	*	57%	57%	47%	54%	55%	51%	49%
Grade 7 ELA/Reading	2024	66%	64%	64%	57%	73%	81%	90%	*	69%	38%	62%	64%	63%	56%	40%
	2023	71%	62%	69%	56%	72%	*	74%	*	58%	43%	73%	61%	64%	56%	45%
Grade 7 Mathematics	2024	49%	45%	35%	39%	55%	63%	83%	*	51%	32%	45%	45%	45%	39%	34%
	2023	56%	52%	51%	45%	64%	*	59%	*	61%	38%	54%	52%	54%	46%	38%
Grade 8 ELA/Reading	2024	69%	66%	63%	61%	73%	*	83%	*	69%	47%	61%	65%	68%	60%	53%
	2023	63%	59%	60%	55%	64%	50%	93%	*	68%	45%	45%	58%	60%	53%	52%
Grade 8 Mathematics	2024	66%	64%	66%	62%	67%	*	81%	*	52%	59%	61%	65%	60%	62%	61%
	2023	74%	74%	73%	73%	76%	44%	94%	*	78%	62%	73%	75%	73%	72%	70%
End of Course English I	2024	64%	65%	56%	63%	68%	50%	71%	*	73%	47%	71%	66%	61%	61%	53%
	2023	57%	59%	56%	58%	63%	*	67%	-	61%	47%	57%	59%	59%	58%	53%
End of Course English II	2024	69%	68%	67%	68%	69%	100%	65%	*	68%	50%	64%	69%	66%	66%	59%
	2023	74%	77%	71%	75%	80%	40%	78%	*	77%	58%	76%	77%	76%	73%	68%
End of Course Algebra I	2024	72%	62%	54%	61%	63%	33%	81%	*	56%	62%	61%	62%	61%	60%	67%
	2023	76%	65%	58%	66%	66%	*	85%	*	61%	69%	80%	65%	67%	64%	69%
All Grades Both Subjects	2024	64%	60%	56%	57%	65%	63%	80%	46%	62%	48%	61%	61%	59%	56%	53%
	2023	64%	60%	57%	58%	65%	56%	77%	83%	64%	50%	59%	60%	61%	57%	55%
All Grades ELA/Reading	2024	67%	64%	61%	61%	70%	70%	82%	39%	68%	46%	64%	65%	63%	59%	53%
	2023	63%	59%	57%	56%	64%	56%	77%	89%	63%	44%	57%	59%	60%	55%	51%
All Grades Mathematics	2024	60%	56%	49%	53%	60%	55%	79%	53%	55%	50%	57%	56%	55%	52%	53%
	2023	66%	62%	57%	60%	65%	55%	77%	75%	65%	57%	63%	61%	62%	59%	59%
School Progress - Accelerated Learning by Grade and Subject																
Grade 4 ELA/Reading	2024	38%	41%	34%	41%	46%	*	*	*	31%	31%	47%	43%	36%	38%	29%
	2023	33%	34%	35%	32%	37%	*	*	*	38%	21%	44%	33%	36%	31%	26%
Grade 4 Mathematics	2024	26%	23%	11%	24%	25%	*	*	*	17%	15%	26%	24%	22%	22%	24%
	2023	27%	23%	10%	23%	26%	-	*	*	30%	14%	21%	24%	23%	21%	28%

	School Year	State	Region15	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Grade 5 ELA/Reading	2024	35%	**33%**	33%	31%	37%	*	*	*	27%	21%	52%	34%	30%	30%	29%
	2023	37%	**34%**	37%	32%	38%	*	*	*	46%	20%	33%	32%	39%	31%	30%
Grade 5 Mathematics	2024	41%	**42%**	34%	41%	46%	*	*	*	38%	35%	48%	42%	41%	39%	40%
	2023	48%	**45%**	47%	42%	51%	*	*	*	46%	39%	48%	46%	42%	43%	50%
Grade 6 ELA/Reading	2024	24%	**24%**	21%	23%	27%	*	*	*	8%	15%	38%	22%	29%	24%	17%
	2023	26%	**28%**	25%	25%	37%	*	*	*	50%	18%	25%	27%	32%	27%	27%
Grade 6 Mathematics	2024	27%	**29%**	26%	29%	31%	*	*	-	24%	22%	29%	28%	32%	27%	25%
	2023	35%	**38%**	31%	37%	41%	*	*	*	53%	28%	29%	37%	43%	37%	38%
Grade 7 ELA/Reading	2024	23%	**24%**	28%	22%	31%	*	-	*	20%	12%	28%	22%	30%	22%	17%
	2023	39%	**33%**	39%	29%	43%	*	*	-	36%	16%	30%	32%	34%	29%	19%
Grade 7 Mathematics	2024	14%	**12%**	3%	11%	16%	40%	-	*	14%	8%	4%	13%	11%	10%	10%
	2023	22%	**19%**	29%	17%	23%	*	*	-	25%	9%	7%	19%	19%	17%	13%
Grade 8 ELA/Reading	2024	34%	**35%**	43%	31%	50%	-	*	*	29%	23%	32%	34%	38%	32%	31%
	2023	39%	**39%**	44%	38%	41%	*	*	-	27%	22%	22%	38%	41%	36%	34%
Grade 8 Mathematics	2024	44%	**38%**	42%	36%	42%	*	60%	*	36%	23%	52%	39%	35%	36%	33%
	2023	49%	**49%**	51%	47%	53%	33%	*	-	61%	31%	56%	49%	47%	46%	43%
End of Course English I	2024	20%	**25%**	21%	26%	20%	*	*	-	21%	13%	21%	26%	22%	24%	15%
	2023	26%	**33%**	33%	31%	39%	-	*	-	36%	18%	19%	34%	30%	31%	20%
End of Course English II	2024	29%	**28%**	50%	27%	26%	-	*	*	46%	16%	14%	29%	27%	25%	16%
	2023	41%	**48%**	43%	45%	55%	*	*	-	43%	33%	33%	49%	45%	44%	35%
End of Course Algebra I	2024	55%	**49%**	51%	49%	49%	*	-	-	27%	38%	33%	50%	47%	47%	55%
	2023	58%	**51%**	38%	46%	57%	-	*	-	53%	42%	40%	56%	52%	48%	51%
All Grades Both Subjects	2024	32%	**32%**	29%	31%	35%	33%	48%	21%	28%	22%	35%	32%	31%	30%	27%
	2023	38%	**37%**	37%	35%	43%	43%	52%	25%	42%	24%	32%	37%	38%	34%	32%
All Grades ELA/Reading	2024	30%	**31%**	33%	29%	35%	33%	43%	18%	27%	19%	36%	31%	31%	28%	23%
	2023	35%	**36%**	37%	33%	42%	60%	56%	17%	39%	21%	38%	35%	37%	33%	27%
All Grades Mathematics	2024	35%	**33%**	27%	33%	36%	33%	54%	25%	28%	24%	33%	33%	32%	31%	32%
	2023	40%	**38%**	36%	37%	43%	31%	47%	33%	45%	28%	35%	38%	38%	36%	37%

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

	School Year	State	Region 15	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																	
All Grades All Subjects																	
At Approaches Grade Level or Above	2024	75%	**71%**	55%	55%	-	-	-	60%	55%	65%	55%	50%	55%	73%	54%	85%
	2023	76%	**74%**	58%	59%	-	-	-	60%	55%	59%	56%	51%	69%	75%	56%	86%
At Meets Grade Level or Above	2024	48%	**42%**	24%	24%	-	-	-	27%	21%	33%	21%	17%	27%	44%	22%	55%
	2023	49%	**44%**	24%	24%	-	-	-	24%	21%	26%	21%	18%	34%	46%	22%	57%
At Masters Grade Level	2024	20%	**14%**	5%	5%	-	-	-	7%	5%	10%	5%	3%	7%	15%	5%	20%
	2023	20%	**15%**	5%	5%	-	-	-	6%	5%	6%	5%	4%	8%	15%	5%	17%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2024	76%	**74%**	57%	57%	-	-	-	65%	52%	64%	52%	46%	54%	76%	53%	88%
	2023	77%	**76%**	61%	62%	-	-	-	63%	52%	59%	54%	43%	65%	77%	54%	88%
At Meets Grade Level or Above	2024	54%	**49%**	26%	27%	-	-	-	29%	24%	34%	24%	20%	31%	52%	24%	69%
	2023	53%	**49%**	25%	27%	-	-	-	24%	22%	24%	23%	20%	35%	51%	23%	62%
At Masters Grade Level	2024	22%	**16%**	5%	5%	-	-	-	7%	5%	9%	5%	3%	6%	18%	5%	20%
	2023	20%	**15%**	5%	5%	-	-	-	6%	3%	5%	3%	2%	6%	16%	4%	15%
All Grades Mathematics																	
At Approaches Grade Level or Above	2024	72%	**68%**	57%	57%	-	-	-	64%	57%	66%	57%	53%	56%	69%	57%	82%
	2023	75%	**71%**	62%	60%	-	-	-	63%	58%	60%	61%	51%	72%	72%	60%	83%
At Meets Grade Level or Above	2024	43%	**36%**	27%	25%	-	-	-	33%	20%	32%	20%	14%	23%	37%	22%	48%
	2023	45%	**39%**	27%	26%	-	-	-	27%	21%	30%	22%	14%	32%	40%	23%	51%
At Masters Grade Level	2024	17%	**12%**	7%	6%	-	-	-	10%	5%	11%	5%	3%	8%	12%	6%	17%
	2023	19%	**13%**	7%	6%	-	-	-	7%	6%	9%	6%	4%	9%	14%	6%	18%
All Grades Science																	
At Approaches Grade Level or Above	2024	75%	**70%**	39%	44%	-	-	-	39%	60%	62%	61%	57%	53%	71%	55%	83%
	2023	77%	**74%**	43%	42%	-	-	-	45%	59%	60%	59%	66%	71%	75%	56%	86%
At Meets Grade Level or Above	2024	43%	**37%**	10%	11%	-	-	-	9%	17%	35%	16%	15%	23%	39%	15%	53%
	2023	47%	**41%**	13%	9%	-	-	-	15%	18%	21%	20%	16%	26%	43%	17%	53%
At Masters Grade Level	2024	16%	**11%**	2%	1%	-	-	-	2%	3%	13%	2%	3%	9%	12%	3%	15%
	2023	18%	**12%**	3%	3%	-	-	-	3%	3%	3%	4%	2%	3%	13%	3%	14%
All Grades Social Studies																	
At Approaches Grade Level or Above	2024	78%	**73%**	55%	55%	-	-	-	-	51%	67%	52%	47%	70%	74%	51%	80%
	2023	78%	**75%**	*	*	*	*	*	-	51%	57%	46%	62%	74%	77%	52%	87%
At Meets Grade Level or Above	2024	51%	**45%**	18%	18%	-	-	-	-	18%	37%	17%	18%	30%	46%	10%	60%
	2023	52%	**46%**	*	*	-	-	-	-	19%	27%	16%	25%	47%	48%	20%	58%
At Masters Grade Level	2024	27%	**20%**	18%	18%	-	-	-	-	5%	11%	4%	6%	9%	21%	5%	28%
	2023	27%	**21%**	*	*	-	-	-	-	6%	6%	6%	9%	16%	22%	7%	25%
School Progress - Annual Growth																	

Texas Education Agency

2023-24 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)

REGION 15: SAN ANGELO

	School Year	State	Region 15	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
All Grades Both Subjects	2024	64%	**60%**	55%	56%	-	-	-	55%	50%	56%	49%	46%	45%	61%	51%	69%
	2023	64%	**60%**	58%	58%	-	-	-	58%	52%	51%	54%	44%	53%	61%	53%	64%
All Grades ELA/Reading	2024	67%	**64%**	53%	55%	-	-	-	51%	50%	57%	49%	45%	50%	65%	50%	74%
	2023	63%	**59%**	49%	49%	-	-	-	49%	48%	42%	51%	42%	49%	60%	49%	65%
All Grades Mathematics	2024	60%	**56%**	58%	58%	-	-	-	58%	50%	54%	49%	47%	40%	56%	51%	62%
	2023	66%	**62%**	68%	66%	-	-	-	67%	55%	60%	57%	47%	56%	62%	58%	63%
School Progress - Accelerated Learning																	
All Grades Both Subjects	2024	32%	**32%**	31%	36%	-	-	-	26%	27%	29%	26%	25%	14%	32%	27%	55%
	2023	38%	**37%**	35%	30%	-	-	-	37%	30%	27%	32%	28%	37%	38%	31%	51%
All Grades ELA/Reading	2024	30%	**31%**	29%	33%	-	-	-	25%	23%	21%	22%	22%	9%	32%	23%	44%
	2023	35%	**36%**	31%	32%	-	-	-	31%	25%	22%	26%	22%	20%	37%	26%	51%
All Grades Mathematics	2024	35%	**33%**	32%	40%	-	-	-	27%	31%	35%	31%	29%	21%	33%	31%	64%
	2023	40%	**38%**	38%	29%	-	-	-	42%	36%	32%	39%	32%	45%	38%	36%	51%

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

- Indicates there are no students in the group.

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

	State	Region 15	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
2024 STAAR Participation (All Grades)															
All Tests															
Assessment Participant	99%	99%	99%	99%	99%	100%	99%	100%	99%	99%	100%	99%	99%	99%	99%
Included in Accountability	92%	94%	91%	95%	96%	98%	95%	85%	93%	95%	93%	98%	87%	94%	87%
Not Included in Accountability: Mobile	4%	4%	9%	3%	4%	2%	3%	15%	6%	4%	6%	1%	10%	4%	4%
Not Included in Accountability: Other Exclusions	2%	1%	0%	2%	0%	0%	1%	0%	0%	0%	0%	0%	3%	1%	8%
Not Tested	1%	1%	1%	1%	1%	0%	1%	0%	1%	1%	0%	1%	1%	1%	1%
Absent	1%	1%	1%	1%	0%	0%	1%	0%	1%	1%	0%	1%	1%	1%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Reading															
Assessment Participant	99%	99%	99%	99%	99%	100%	99%	100%	99%	99%	99%	99%	99%	99%	100%
Included in Accountability	91%	94%	91%	94%	95%	98%	94%	86%	93%	94%	93%	97%	86%	94%	84%
Not Included in Accountability: Mobile	4%	4%	8%	3%	4%	2%	3%	14%	6%	4%	6%	1%	10%	4%	4%
Not Included in Accountability: Other Exclusions	4%	1%	0%	2%	0%	0%	2%	0%	0%	1%	1%	1%	3%	2%	12%
Not Tested	1%	1%	1%	1%	1%	0%	1%	0%	1%	1%	1%	1%	1%	1%	0%
Absent	1%	1%	1%	1%	1%	0%	1%	0%	1%	1%	1%	1%	1%	1%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Mathematics															
Assessment Participant	99%	99%	99%	99%	99%	100%	100%	100%	99%	99%	100%	99%	99%	99%	99%
Included in Accountability	93%	95%	91%	95%	96%	98%	96%	84%	93%	95%	94%	98%	87%	95%	90%
Not Included in Accountability: Mobile	5%	4%	8%	3%	4%	2%	3%	16%	6%	4%	6%	1%	10%	4%	4%
Not Included in Accountability: Other Exclusions	1%	1%	0%	1%	0%	0%	1%	0%	0%	0%	0%	0%	2%	1%	5%
Not Tested	1%	1%	1%	1%	1%	0%	0%	0%	1%	1%	0%	1%	1%	1%	1%
Absent	1%	1%	0%	1%	0%	0%	0%	0%	0%	1%	0%	0%	1%	1%	0%
Other	0%	0%	0%	1%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Science															
Assessment Participant	99%	99%	99%	99%	100%	100%	100%	100%	100%	99%	100%	99%	99%	99%	99%
Included in Accountability	93%	94%	88%	94%	96%	100%	97%	83%	93%	94%	93%	98%	86%	94%	87%
Not Included in Accountability: Mobile	4%	4%	12%	3%	4%	0%	3%	17%	7%	5%	7%	1%	11%	4%	5%
Not Included in Accountability: Other Exclusions	1%	1%	0%	1%	0%	0%	0%	0%	0%	0%	0%	0%	2%	1%	6%
Not Tested	1%	1%	1%	1%	0%	0%	0%	0%	0%	1%	0%	1%	1%	1%	1%
Absent	1%	1%	1%	1%	0%	0%	0%	0%	0%	1%	0%	1%	1%	1%	1%
Other	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Social Studies															
Assessment Participant	99%	99%	99%	99%	99%	100%	98%	100%	98%	98%	100%	99%	99%	99%	99%

	State	Region 15	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
Included in Accountability	94%	95%	92%	95%	96%	100%	92%	89%	91%	94%	92%	98%	88%	94%	90%
Not Included in Accountability: Mobile	4%	3%	7%	3%	3%	0%	6%	11%	6%	4%	8%	1%	10%	4%	4%
Not Included in Accountability: Other Exclusions	1%	0%	0%	1%	0%	0%	0%	0%	1%	0%	0%	0%	2%	1%	5%
Not Tested	1%	1%	1%	1%	1%	0%	2%	0%	2%	2%	0%	1%	1%	1%	1%
Absent	1%	1%	1%	1%	1%	0%	2%	0%	1%	1%	0%	1%	1%	1%	1%
Other	0%	0%	0%	0%	0%	0%	0%	0%	1%	0%	0%	0%	0%	0%	0%
Accelerated Testers															
SAT/ACT Participant	93%	75%	100%	60%	95%	-	100%	-	*	67%	*	75%	80%	60%	0%
2023 STAAR Participation (All Grades)															
All Tests															
Assessment Participant	99%	99%	99%	99%	100%	99%	100%	100%	99%	99%	99%	99%	99%	99%	100%
Included in Accountability	93%	95%	92%	95%	95%	94%	93%	91%	93%	94%	90%	98%	87%	95%	90%
Not Included in Accountability: Mobile	4%	4%	7%	3%	4%	5%	4%	9%	6%	4%	9%	1%	11%	4%	4%
Not Included in Accountability: Other Exclusions	2%	1%	0%	1%	0%	0%	3%	0%	0%	0%	0%	0%	2%	1%	5%
Not Tested	1%	1%	1%	1%	0%	1%	0%	0%	1%	1%	1%	1%	1%	1%	0%
Absent	1%	1%	1%	1%	0%	1%	0%	0%	1%	1%	1%	1%	1%	1%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Reading															
Assessment Participant	99%	99%	99%	99%	100%	98%	100%	100%	99%	99%	100%	99%	99%	99%	100%
Included in Accountability	92%	94%	92%	94%	95%	93%	92%	89%	92%	94%	89%	97%	86%	94%	87%
Not Included in Accountability: Mobile	4%	4%	7%	3%	4%	4%	4%	11%	7%	4%	10%	1%	11%	4%	4%
Not Included in Accountability: Other Exclusions	3%	1%	0%	2%	0%	0%	4%	0%	0%	1%	1%	1%	2%	1%	9%
Not Tested	1%	1%	1%	1%	0%	2%	0%	0%	1%	1%	0%	1%	1%	1%	0%
Absent	1%	1%	1%	1%	0%	2%	0%	0%	1%	1%	0%	1%	1%	1%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Mathematics															
Assessment Participant	99%	99%	100%	99%	100%	100%	100%	100%	99%	99%	99%	99%	99%	99%	100%
Included in Accountability	94%	95%	92%	95%	95%	97%	92%	88%	93%	94%	90%	98%	87%	95%	93%
Not Included in Accountability: Mobile	5%	4%	7%	3%	4%	3%	5%	12%	6%	4%	9%	2%	11%	4%	4%
Not Included in Accountability: Other Exclusions	1%	0%	0%	1%	0%	0%	3%	0%	0%	0%	0%	0%	1%	0%	3%
Not Tested	1%	1%	0%	1%	0%	0%	0%	0%	1%	1%	1%	1%	1%	1%	0%
Absent	1%	1%	0%	1%	0%	0%	0%	0%	1%	1%	1%	0%	1%	1%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Science															
Assessment Participant	99%	99%	99%	99%	100%	100%	100%	100%	99%	99%	99%	99%	99%	99%	99%

	State	Region 15	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
Included in Accountability	93%	95%	93%	95%	95%	95%	92%	100%	93%	94%	91%	98%	87%	95%	92%
Not Included in Accountability: Mobile	4%	4%	6%	3%	4%	5%	5%	0%	6%	4%	7%	1%	11%	4%	4%
Not Included in Accountability: Other Exclusions	1%	0%	0%	1%	0%	0%	3%	0%	0%	0%	0%	0%	1%	0%	3%
Not Tested	1%	1%	1%	1%	0%	0%	0%	0%	1%	1%	1%	1%	1%	1%	1%
Absent	1%	1%	1%	1%	0%	0%	0%	0%	1%	1%	1%	1%	1%	1%	1%
Other	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Social Studies															
Assessment Participant	99%	99%	98%	99%	99%	100%	100%	*	98%	99%	100%	99%	99%	99%	99%
Included in Accountability	94%	95%	92%	95%	95%	89%	100%	*	93%	95%	89%	98%	88%	95%	93%
Not Included in Accountability: Mobile	4%	4%	5%	3%	4%	11%	0%	*	4%	3%	11%	1%	10%	3%	4%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	0%	*	0%	0%	0%	0%	1%	0%	2%
Not Tested	1%	1%	2%	1%	1%	0%	0%	*	2%	1%	0%	1%	1%	1%	1%
Absent	1%	1%	2%	1%	1%	0%	0%	*	2%	1%	0%	1%	1%	1%	1%
Other	0%	0%	0%	0%	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%
Accelerated Testers															
SAT/ACT Participant	93%	87%	89%	80%	96%	*	100%	-	100%	*	*	88%	86%	80%	-

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

Texas Education Agency
2023-24 Attendance, Graduation, and Dropout Rates (TAPR)
REGION 15: SAN ANGELO

	State	Region 15	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate												
2022-23	93.3%	**93.8%**	94.0%	93.2%	94.9%	94.0%	96.6%	94.8%	94.1%	92.7%	92.9%	93.1%
2021-22	92.2%	**92.5%**	93.0%	91.7%	93.8%	93.4%	96.0%	94.0%	93.1%	91.2%	91.5%	91.5%
Chronic Absenteeism												
2022-23	20.3%	**17.9%**	18.9%	20.7%	13.3%	24.4%	7.2%	12.5%	18.2%	22.7%	22.3%	21.3%
2021-22	25.7%	**24.1%**	23.1%	27.7%	18.7%	21.7%	9.2%	26.7%	24.6%	29.7%	29.2%	27.6%
Annual Dropout Rate (Gr 7-8)												
2022-23	0.8%	**0.4%**	0.6%	0.5%	0.1%	0.0%	0.0%	0.0%	0.6%	0.6%	0.5%	0.8%
2021-22	0.7%	**0.4%**	0.0%	0.4%	0.5%	0.0%	2.2%	0.0%	0.6%	0.2%	0.4%	1.3%
Annual Dropout Rate (Gr 9-12)												
2022-23	2.0%	**0.9%**	1.5%	1.1%	0.5%	0.0%	1.2%	20.0%	0.8%	1.0%	1.3%	1.6%
2021-22	2.2%	**1.2%**	1.0%	1.7%	0.5%	0.0%	0.0%	0.0%	0.0%	1.3%	1.9%	3.1%
4-Year Longitudinal Rate (Gr 9-12)												
Class of 2023												
Graduated	90.3%	**94.7%**	91.8%	93.6%	97.0%	85.7%	94.4%	*	96.3%	90.8%	92.2%	87.9%
Received TxCHSE	0.3%	**0.1%**	0.0%	0.1%	0.1%	0.0%	0.0%	*	0.0%	0.0%	0.2%	0.0%
Continued HS	3.1%	**1.8%**	2.1%	2.0%	1.4%	14.3%	0.0%	*	2.5%	5.2%	2.2%	3.4%
Dropped Out	6.3%	**3.3%**	6.2%	4.3%	1.5%	0.0%	5.6%	*	1.3%	3.9%	5.4%	8.7%
Graduates and TxCHSE	90.6%	**94.8%**	91.8%	93.7%	97.1%	85.7%	94.4%	*	96.3%	90.8%	92.4%	87.9%
Graduates, TxCHSE, and Continuers	93.7%	**96.7%**	93.8%	95.7%	98.5%	100.0%	94.4%	*	98.8%	96.1%	94.6%	91.3%
Class of 2022												
Graduated	89.7%	**94.3%**	93.5%	93.1%	96.6%	100.0%	94.4%	-	88.1%	91.8%	91.5%	87.6%
Received TxCHSE	0.3%	**0.1%**	0.0%	0.1%	0.0%	0.0%	0.0%	-	0.0%	0.0%	0.1%	0.0%
Continued HS	3.5%	**2.0%**	1.3%	2.4%	1.0%	0.0%	0.0%	-	9.0%	3.8%	2.7%	2.2%
Dropped Out	6.4%	**3.7%**	5.2%	4.4%	2.4%	0.0%	5.6%	-	3.0%	4.4%	5.7%	10.1%
Graduates and TxCHSE	90.0%	**94.3%**	93.5%	93.2%	96.6%	100.0%	94.4%	-	88.1%	91.8%	91.5%	87.6%
Graduates, TxCHSE, and Continuers	93.6%	**96.3%**	94.8%	95.6%	97.6%	100.0%	94.4%	-	97.0%	95.6%	94.3%	89.9%
5-Year Extended Longitudinal Rate (Gr 9-12)												
Class of 2022												
Graduated	91.8%	**96.0%**	96.1%	95.2%	97.4%	100.0%	94.4%	-	94.0%	94.6%	94.1%	89.4%
Received TxCHSE	0.4%	**0.1%**	0.0%	0.2%	0.0%	0.0%	0.0%	-	0.0%	0.0%	0.2%	0.0%
Continued HS	1.0%	**0.3%**	0.0%	0.3%	0.2%	0.0%	0.0%	-	1.5%	1.3%	0.3%	0.0%
Dropped Out	6.8%	**3.6%**	3.9%	4.3%	2.4%	0.0%	5.6%	-	4.5%	4.1%	5.4%	10.6%
Graduates and TxCHSE	92.2%	**96.1%**	96.1%	95.4%	97.4%	100.0%	94.4%	-	94.0%	94.6%	94.3%	89.4%

	State	Region 15	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.2%	**96.4%**	96.1%	95.7%	97.6%	100.0%	94.4%	-	95.5%	95.9%	94.6%	89.4%
Class of 2021												
Graduated	92.2%	**94.3%**	90.8%	92.7%	97.4%	100.0%	96.7%	*	89.7%	91.6%	91.0%	84.4%
Received TxCHSE	0.4%	**0.1%**	0.0%	0.1%	0.0%	0.0%	0.0%	*	1.7%	0.0%	0.1%	0.0%
Continued HS	1.0%	**0.6%**	1.5%	0.6%	0.5%	0.0%	0.0%	*	3.4%	2.0%	0.9%	1.7%
Dropped Out	6.3%	**4.9%**	7.7%	6.5%	2.1%	0.0%	3.3%	*	5.2%	6.5%	8.0%	14.0%
Graduates and TxCHSE	92.7%	**94.4%**	90.8%	92.9%	97.4%	100.0%	96.7%	*	91.4%	91.6%	91.2%	84.4%
Graduates, TxCHSE, and Continuers	93.7%	**95.1%**	92.3%	93.5%	97.9%	100.0%	96.7%	*	94.8%	93.5%	92.0%	86.0%
6-Year Extended Longitudinal Rate (Gr 9-12)												
Class of 2021												
Graduated	92.7%	**94.8%**	90.8%	93.3%	97.6%	100.0%	96.7%	*	93.0%	91.9%	91.8%	86.0%
Received TxCHSE	0.5%	**0.2%**	0.0%	0.2%	0.0%	0.0%	0.0%	*	3.5%	0.0%	0.3%	0.6%
Continued HS	0.5%	**0.2%**	1.5%	0.2%	0.2%	0.0%	0.0%	*	0.0%	1.7%	0.2%	0.0%
Dropped Out	6.3%	**4.7%**	7.7%	6.2%	2.2%	0.0%	3.3%	*	3.5%	6.5%	7.7%	13.5%
Graduates and TxCHSE	93.2%	**95.0%**	90.8%	93.6%	97.6%	100.0%	96.7%	*	96.5%	91.9%	92.1%	86.5%
Graduates, TxCHSE, and Continuers	93.7%	**95.3%**	92.3%	93.8%	97.8%	100.0%	96.7%	*	96.5%	93.5%	92.3%	86.5%
Class of 2020												
Graduated	92.7%	**94.4%**	95.8%	92.7%	97.1%	80.0%	96.3%	-	92.9%	93.4%	92.1%	85.1%
Received TxCHSE	0.5%	**0.2%**	0.0%	0.1%	0.4%	0.0%	0.0%	-	1.8%	0.0%	0.3%	0.0%
Continued HS	0.5%	**0.2%**	0.0%	0.3%	0.2%	0.0%	0.0%	-	0.0%	1.4%	0.2%	0.0%
Dropped Out	6.2%	**5.2%**	4.2%	6.9%	2.3%	20.0%	3.7%	-	5.4%	5.2%	7.4%	14.9%
Graduates and TxCHSE	93.2%	**94.6%**	95.8%	92.8%	97.5%	80.0%	96.3%	-	94.6%	93.4%	92.4%	85.1%
Graduates, TxCHSE, and Continuers	93.8%	**94.8%**	95.8%	93.1%	97.7%	80.0%	96.3%	-	94.6%	94.8%	92.6%	85.1%
RHSP/DAP Graduates (Longitudinal Rate)												
Class of 2023	72.3%	*	-	*	-	-	-	-	-	*	*	-
Class of 2022	59.5%	*	-	*	-	-	-	-	-	*	-	*
FHSP-E Graduates (Longitudinal Rate)												
Class of 2023	4.3%	**12.7%**	31.5%	12.7%	11.5%	0.0%	5.9%	*	14.3%	23.1%	13.5%	19.2%
Class of 2022	3.7%	**9.6%**	13.9%	9.7%	9.5%	0.0%	11.8%	-	3.4%	17.6%	10.9%	14.2%
FHSP-DLA Graduates (Longitudinal Rate)												
Class of 2023	84.3%	**75.1%**	49.4%	73.3%	79.9%	100.0%	88.2%	*	74.0%	36.4%	70.2%	67.0%
Class of 2022	84.3%	**76.6%**	66.7%	74.7%	80.2%	100.0%	88.2%	-	72.9%	36.1%	70.3%	66.5%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)												

Texas Education Agency

2023-24 Attendance, Graduation, and Dropout Rates (TAPR)

REGION 15: SAN ANGELO

	State	Region 15	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2023	88.6%	**87.9%**	80.9%	86.0%	91.4%	100.0%	94.1%	*	88.3%	59.7%	83.8%	86.3%
Class of 2022	88.0%	**86.2%**	80.6%	84.3%	89.7%	100.0%	100.0%	-	76.3%	53.6%	81.2%	80.1%
RHSP/DAP Graduates (Annual Rate)												
2022-23	38.4%	*	-	*	-	-	-	-	-	*	*	-
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)												
2022-23	4.4%	**12.4%**	31.1%	12.1%	11.6%	0.0%	6.3%	*	13.4%	22.4%	12.9%	18.1%
2021-22	3.9%	**9.5%**	12.5%	9.4%	9.6%	0.0%	11.1%	-	4.9%	17.7%	10.7%	14.6%
FHSP-DLA Graduates (Annual Rate)												
2022-23	82.5%	**73.9%**	47.8%	72.2%	79.0%	100.0%	87.5%	*	68.3%	34.8%	68.9%	66.3%
2021-22	82.3%	**75.5%**	63.8%	73.9%	79.0%	90.9%	88.9%	-	66.9%	35.1%	69.9%	67.5%
Texas First DLA Graduates (Annual Rate)												
2022-23	0.1%	**0.4%**	1.1%	0.3%	0.6%	0.0%	0.0%	-	-	0.5%	0.5%	0.0%
RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Annual Rate)												
2022-23	86.8%	**86.4%**	79.1%	84.3%	90.7%	100.0%	93.8%	*	81.7%	57.5%	81.9%	84.5%
2021-22	86.0%	**85.0%**	76.3%	83.4%	88.6%	90.9%	100.0%	-	73.8%	52.7%	80.6%	82.1%

Texas Education Agency

2023-24 Graduation Profile (TAPR)

REGION 15: SAN ANGELO

	Region Count	Region Percent	State Count	State Percent
Graduates (2022-23 Annual Graduates)				
Total Graduates	3,431	100.0%	377,367	100.0%
By Ethnicity:				
African American	91	2.7%	46,822	12.4%
Hispanic	2,054	59.9%	197,333	52.3%
White	1,180	34.4%	103,009	27.3%
American Indian	6	0.2%	1,181	0.3%
Asian	16	0.5%	19,151	5.1%
Pacific Islander	2	0.1%	574	0.2%
Two or More Races	82	2.4%	9,297	2.5%
By Graduation Type:				
Minimum H.S. Program	0	0.0%	433	0.1%
Recommended H.S. Program/Distinguished Achievement Program	3	0.1%	270	0.1%
Foundation H.S. Program (No Endorsement)	467	13.6%	49,278	13.1%
Foundation H.S. Program (Endorsement)	423	12.3%	16,475	4.4%
Foundation H.S. Program (DLA)	2,523	73.5%	310,689	82.3%
Texas First Early H.S. Completion Program (Texas First-DLA)	15	0.4%	222	0.1%
Special Education Graduates	365	10.6%	34,589	9.2%
Economically Disadvantaged Graduates	1,745	50.9%	206,367	54.7%
Emergent Bilingual (EB)/English Learner (EL) Graduates	193	5.6%	50,229	13.3%
At-Risk Graduates	1,768	51.5%	168,430	44.6%
CTE Completers	1,001	29.2%	116,959	31.0%

Academic Year	State	Region 15	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
College, Career, and Military Ready Graduates (Student Achievement)‡												
College, Career, or Military Ready (Annual Graduates)												
2022-23	76.3%	**78.9%**	51.6%	76.8%	84.9%	66.7%	93.8%	*	70.7%	75.9%	72.8%	66.8%
2021-22	70.0%	**74.4%**	66.3%	71.4%	79.6%	81.8%	94.4%	-	75.4%	79.3%	68.4%	61.6%
College Ready Graduates‡												
College Ready (Annual Graduates)‡												
2022-23	61.9%	**70.6%**	41.8%	67.7%	78.1%	66.7%	87.5%	*	64.6%	64.9%	63.0%	55.4%
TSI Criteria Graduates in English Language Arts (Annual Graduates)												
2022-23	62.8%	**63.8%**	44.0%	60.5%	71.4%	33.3%	81.3%	*	58.5%	39.5%	57.2%	41.5%
2021-22	57.1%	**59.3%**	66.3%	53.5%	67.6%	63.6%	83.3%	-	67.2%	31.5%	51.3%	40.4%
TSI Criteria Graduates in Mathematics (Annual Graduates)												
2022-23	54.3%	**57.7%**	27.5%	53.8%	66.6%	50.0%	81.3%	*	56.1%	30.7%	49.7%	43.5%
2021-22	48.2%	**46.3%**	55.0%	41.6%	53.2%	36.4%	77.8%	-	49.2%	20.4%	38.9%	31.1%
TSI Criteria Graduates in Both Subjects (Annual Graduates)												
2022-23	48.4%	**50.7%**	25.3%	46.9%	58.8%	33.3%	75.0%	*	52.4%	27.9%	43.6%	35.2%
2021-22	42.2%	**41.5%**	48.8%	36.8%	48.2%	27.3%	66.7%	-	45.9%	17.4%	34.6%	27.8%
AP / IB Met Criteria in Any Subject (Annual Graduates)												
2022-23	20.4%	**6.7%**	5.5%	5.3%	8.6%	0.0%	37.5%	*	11.0%	0.8%	3.4%	3.1%
2021-22	20.5%	**6.3%**	8.8%	5.0%	7.9%	9.1%	27.8%	-	11.5%	0.5%	3.4%	6.0%
Associate Degree (Annual Graduates)												
2022-23	2.5%	**2.2%**	0.0%	3.2%	1.0%	0.0%	0.0%	*	0.0%	0.3%	2.3%	0.5%
2021-22	2.4%	**2.3%**	0.0%	3.4%	0.7%	0.0%	5.6%	-	3.3%	0.5%	2.2%	0.0%
Dual Course Credits in Any Subject (Annual Graduates)												
2022-23	23.6%	**43.9%**	24.2%	39.6%	52.6%	50.0%	75.0%	*	40.2%	17.0%	33.9%	16.6%
2021-22	24.0%	**42.1%**	25.0%	38.6%	48.6%	54.5%	55.6%	-	42.6%	14.7%	32.1%	11.9%
Onramps Course Credits (Annual Graduates)												
2022-23	4.8%	**2.2%**	2.2%	2.0%	2.5%	0.0%	18.8%	*	0.0%	0.0%	1.6%	1.0%
2021-22	4.4%	**2.5%**	0.0%	2.5%	2.6%	0.0%	11.1%	-	1.6%	0.0%	1.3%	0.7%
Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)												
2022-23	5.6%	**6.1%**	5.5%	5.4%	7.6%	0.0%	6.3%	*	4.9%	57.5%	7.5%	11.4%
2021-22	5.0%	**5.7%**	6.3%	5.8%	5.3%	18.2%	5.6%	-	8.2%	52.7%	7.0%	7.3%
Career / Military Ready Graduates‡												
Career or Military Ready (Annual Graduates)‡												

Academic Year	State	Region 15	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
2022-23	36.4%	**26.9%**	14.3%	28.9%	25.0%	16.7%	12.5%	*	20.7%	30.1%	27.8%	29.5%
Approved Industry-Based Certification (Annual Graduates)												
2022-23	33.4%	**23.6%**	7.7%	25.3%	22.3%	16.7%	12.5%	*	19.5%	16.4%	23.5%	26.9%
2021-22	28.0%	**24.9%**	10.0%	26.2%	23.7%	27.3%	33.3%	-	24.6%	16.6%	25.2%	28.5%
Graduates with Level I or Level II Certificate (Annual Graduates)												
2022-23	0.8%	**3.7%**	2.2%	4.6%	2.5%	0.0%	0.0%	*	1.2%	3.6%	4.2%	7.3%
2021-22	0.7%	**3.3%**	1.3%	4.8%	1.2%	0.0%	5.6%	-	0.0%	2.7%	4.3%	2.6%
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)												
2022-23	2.7%	**1.5%**	3.3%	1.6%	1.4%	0.0%	0.0%	*	0.0%	13.4%	1.9%	1.6%
2021-22	2.5%	**2.0%**	0.0%	2.2%	1.7%	0.0%	0.0%	-	1.6%	17.9%	2.8%	4.0%
U.S. Armed Forces Enlistment (Annual Graduates)												
2022-23	0.6%	**0.4%**	1.1%	0.5%	0.3%	0.0%	0.0%	*	0.0%	0.0%	0.7%	0.0%

- Indicates there are no students in the group.

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

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

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

Texas Education Agency
2023-24 CCMR-Related Indicators (TAPR)
REGION 15: SAN ANGELO

	Academic Year	State	Region 15	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading	2022-23	21.0%	**20.1%**	7.7%	18.8%	23.2%	16.7%	25.0%	*	18.3%	4.4%	17.2%	2.6%
	2021-22	22.8%	**20.8%**	10.0%	18.8%	24.4%	9.1%	27.8%	-	31.1%	3.0%	17.9%	1.3%
Mathematics	2022-23	19.9%	**21.9%**	4.4%	18.8%	28.4%	16.7%	31.3%	*	23.2%	2.5%	16.7%	6.2%
	2021-22	18.7%	**16.8%**	11.3%	15.8%	18.2%	0.0%	38.9%	-	24.6%	1.9%	15.0%	7.9%
Both Subjects	2022-23	12.5%	**11.3%**	2.2%	11.1%	12.5%	16.7%	12.5%	*	9.8%	0.8%	9.6%	1.0%
	2021-22	12.6%	**10.4%**	5.0%	10.2%	10.8%	0.0%	22.2%	-	16.4%	1.1%	9.0%	1.3%
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts	2022-23	18.2%	**28.2%**	22.0%	32.6%	22.3%	16.7%	6.3%	*	17.1%	33.4%	31.3%	38.9%
	2021-22	11.7%	**22.7%**	40.0%	24.4%	19.1%	9.1%	16.7%	-	19.7%	26.4%	24.6%	38.4%
Mathematics	2022-23	20.2%	**29.7%**	17.6%	33.6%	24.6%	33.3%	6.3%	*	23.2%	26.8%	31.1%	40.4%
	2021-22	14.0%	**20.9%**	38.8%	22.1%	18.8%	9.1%	11.1%	-	8.2%	17.4%	21.0%	27.2%
Both Subjects	2022-23	12.5%	**21.1%**	13.2%	25.3%	15.2%	16.7%	6.3%	*	13.4%	23.6%	23.7%	33.7%
	2021-22	7.5%	**15.0%**	28.8%	16.7%	11.7%	0.0%	11.1%	-	6.6%	14.1%	15.9%	25.2%
AP/IB-Results (Participation) (Grades 11-12)													
All Subjects	2023	24.2%	**11.7%**	8.7%	12.5%	10.5%	7.7%	32.4%	*	10.9%	1.1%	7.8%	4.2%
	2022	23.0%	**10.2%**	10.9%	10.4%	9.6%	11.8%	37.1%	*	9.4%	0.8%	6.4%	2.8%
English Language Arts	2023	13.8%	**5.0%**	7.7%	4.1%	6.1%	7.7%	14.7%	*	5.8%	0.1%	2.7%	0.3%
	2022	13.2%	**3.4%**	6.9%	2.7%	4.0%	0.0%	22.9%	*	5.8%	0.1%	2.0%	0.3%
Mathematics	2023	7.0%	**2.4%**	0.5%	2.1%	2.9%	0.0%	20.6%	*	3.8%	0.4%	1.1%	0.5%
	2022	6.9%	**2.1%**	2.9%	1.7%	2.6%	5.9%	14.3%	*	1.4%	0.4%	0.8%	0.0%
Science	2023	10.3%	**5.9%**	2.9%	7.0%	4.2%	0.0%	20.6%	*	3.2%	0.7%	4.3%	2.1%
	2022	9.6%	**5.8%**	2.9%	6.7%	4.5%	0.0%	20.0%	*	2.2%	0.5%	3.7%	1.1%
Social Studies	2023	13.1%	**3.7%**	1.9%	4.1%	3.2%	0.0%	5.9%	*	2.6%	0.1%	2.2%	1.3%
	2022	12.5%	**2.9%**	3.4%	2.9%	2.8%	0.0%	8.6%	*	2.9%	0.3%	1.5%	0.6%
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects	2023	53.3%	**38.0%**	33.3%	28.1%	55.0%	*	81.8%	-	52.9%	37.5%	28.5%	50.0%
	2022	53.3%	**35.8%**	36.8%	26.1%	50.2%	*	61.5%	-	61.5%	50.0%	25.3%	60.0%
English Language Arts	2023	52.3%	**46.9%**	31.3%	41.6%	53.1%	*	100.0%	-	44.4%	*	34.4%	*
	2022	53.2%	**44.7%**	33.3%	35.7%	53.6%	-	62.5%	-	62.5%	*	30.4%	*
Mathematics	2023	50.8%	**50.0%**	*	34.1%	64.7%	-	71.4%	-	66.7%	*	40.5%	*
	2022	50.4%	**55.9%**	60.0%	49.3%	60.3%	*	80.0%	-	*	*	48.1%	-
Science	2023	44.8%	**24.9%**	33.3%	15.5%	46.9%	-	71.4%	-	40.0%	20.0%	13.5%	12.5%
	2022	44.7%	**19.4%**	20.0%	10.2%	40.7%	-	28.6%	-	*	*	12.5%	*

	Academic Year	State	Region 15	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Social Studies	2023	42.0%	**28.3%**	*	16.1%	48.7%	-	*	-	*	*	13.3%	20.0%
	2022	41.9%	**28.0%**	16.7%	16.1%	47.8%	-	*	-	*	*	15.1%	*
SAT/ACT Results (Annual Graduates)													
Tested	2022-23	79.3%	**66.4%**	84.6%	57.4%	79.5%	83.3%	100.0%	*	75.6%	43.5%	56.7%	27.2%
	2021-22	71.5%	**64.2%**	61.3%	55.3%	78.2%	63.6%	100.0%	-	68.9%	36.4%	55.3%	27.7%
At/Above Criterion for All Examinees	2022-23	28.9%	**23.3%**	13.0%	15.1%	33.5%	20.0%	62.5%	*	27.4%	3.8%	14.2%	1.9%
	2021-22	32.1%	**24.2%**	14.3%	16.7%	32.3%	42.9%	50.0%	-	38.1%	3.7%	15.7%	2.3%
Average SAT Score (Annual Graduates)													
All Subjects	2022-23	978	**958**	892	916	1016	*	1124	*	975	788	912	797
	2021-22	1001	**959**	892	921	1005	1037	1100	-	1032	798	912	787
English Language Arts and Writing	2022-23	497	**487**	452	464	519	*	555	*	496	399	463	401
	2021-22	506	**485**	453	465	509	523	537	-	523	398	460	386
Mathematics	2022-23	482	**471**	440	452	497	*	569	*	479	389	449	396
	2021-22	496	**474**	439	456	495	513	563	-	509	400	452	400
Average ACT Score (Annual Graduates)													
All Subjects	2022-23	19.2	**18.4**	15.5	**17.1**	19.8	*	22.8	*	17.8	13.8	17.0	14.3
	2021-22	19.5	**18.9**	17.8	**17.1**	20.1	23.0	21.7	-	19.6	13.9	16.9	13.9
English Language Arts	2022-23	18.8	**18.1**	14.9	**16.6**	19.6	*	22.7	*	17.8	12.7	16.5	12.7
	2021-22	19.2	**18.4**	17.6	**16.4**	19.9	22.7	21.8	-	19.7	12.7	16.3	12.5
Mathematics	2022-23	18.9	**18.4**	15.6	**17.3**	19.6	*	22.4	*	17.8	14.6	17.1	15.2
	2021-22	19.3	**18.8**	18.2	**17.5**	19.8	22.7	21.0	-	19.4	14.9	17.1	15.4
Science	2022-23	19.5	**18.8**	16.3	**17.7**	20.0	*	23.0	*	17.0	14.7	17.4	15.8
	2021-22	19.8	**19.2**	17.6	**17.8**	20.3	23.3	21.7	-	19.4	14.9	17.4	15.1

- Indicates there are no students in the group.
* Indicates results are masked due to small numbers to protect student confidentiality.
? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.
n/a Indicates data reporting is not applicable for this group.

	Academic Year	State	Region 15	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Advanced/Dual-Credit Course Completion (Grades 9-12)													
Any Subject	2022-23	45.4%	**45.1%**	32.5%	44.8%	46.6%	64.3%	63.6%	*	41.2%	27.7%	39.5%	30.8%
	2021-22	44.2%	**43.1%**	35.0%	42.0%	45.1%	56.3%	57.0%	60.0%	**41.4%**	25.4%	36.6%	28.0%
English Language Arts	2022-23	17.4%	**18.9%**	9.3%	19.5%	18.7%	12.0%	27.8%	*	16.3%	8.5%	15.8%	14.0%
	2021-22	16.6%	**17.8%**	7.4%	18.1%	18.1%	22.2%	22.4%	20.0%	18.2%	7.7%	14.4%	15.3%
Mathematics	2022-23	19.5%	**14.1%**	12.1%	11.5%	18.2%	11.5%	33.8%	*	15.0%	4.7%	9.9%	4.4%
	2021-22	19.9%	**14.3%**	13.5%	12.0%	17.5%	29.0%	35.5%	20.0%	14.3%	4.3%	9.9%	3.8%
Science	2022-23	21.5%	**20.4%**	17.9%	18.2%	24.0%	37.0%	30.1%	*	19.1%	8.7%	16.1%	7.7%
	2021-22	21.1%	**21.2%**	21.8%	18.7%	24.9%	25.0%	27.3%	40.0%	**20.8%**	9.1%	16.0%	7.4%
Social Studies	2022-23	24.0%	**16.5%**	7.3%	15.2%	19.2%	11.5%	32.8%	*	14.0%	1.4%	10.6%	2.9%
	2021-22	22.8%	**17.5%**	8.4%	15.8%	20.6%	25.0%	25.4%	20.0%	16.7%	1.7%	11.6%	1.0%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
	2021-22	-	-	-	-	-	-	-	-	-	-	-	-
	2020-21	-	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
	2021-22	-	-	-	-	-	-	-	-	-	-	-	-
	2020-21	-	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

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

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

	Membership				Enrollment			
	Region		State		Region		State	
Student Information	**Count**	**Percent**	**Count**	**Percent**	**Count**	**Percent**	**Count**	**Percent**
Total Students	**49,890**	**100.0%**	**5,517,464**	**100.0%**	**49,994**	**100.0%**	**5,531,236**	**100.0%**
Students by Grade								
Early Childhood Education	207	0.4%	18,968	0.3%	287	0.6%	26,847	0.5%
Pre-Kindergarten	1,863	3.7%	247,979	4.5%	1,863	3.7%	248,576	4.5%
Pre-Kindergarten: 3-year Old	327	0.7%	42,448	0.8%	327	0.7%	42,669	0.8%
Pre-Kindergarten: 4-year Old	1,536	3.1%	205,531	3.7%	1,536	3.1%	205,907	3.7%
Kindergarten	3,280	6.6%	361,329	6.5%	3,283	6.6%	361,799	6.5%
Grade 1	3,684	7.4%	385,096	7.0%	3,685	7.4%	385,471	7.0%
Grade 2	3,821	7.7%	402,233	7.3%	3,826	7.7%	402,576	7.3%
Grade 3	3,663	7.3%	399,869	7.2%	3,665	7.3%	400,181	7.2%
Grade 4	3,656	7.3%	399,137	7.2%	3,658	7.3%	399,422	7.2%
Grade 5	3,666	7.3%	399,200	7.2%	3,668	7.3%	399,419	7.2%
Grade 6	3,720	7.5%	400,347	7.3%	3,721	7.4%	400,511	7.2%
Grade 7	3,580	7.2%	405,118	7.3%	3,580	7.2%	405,298	7.3%
Grade 8	3,808	7.6%	414,033	7.5%	3,808	7.6%	414,195	7.5%
Grade 9	4,223	8.5%	472,595	8.6%	4,224	8.4%	472,783	8.5%
Grade 10	4,044	8.1%	439,091	8.0%	4,045	8.1%	439,298	7.9%
Grade 11	3,540	7.1%	406,681	7.4%	3,544	7.1%	406,966	7.4%
Grade 12	3,135	6.3%	365,788	6.6%	3,137	6.3%	367,894	6.7%
Ethnic Distribution								
African American	1,646	3.3%	706,235	12.8%	1,646	3.3%	707,609	12.8%
Hispanic	29,201	58.5%	2,936,051	53.2%	29,263	58.5%	2,942,144	53.2%
White	17,386	34.8%	1,379,090	25.0%	17,425	34.9%	1,384,437	25.0%
American Indian	81	0.2%	17,886	0.3%	82	0.2%	17,939	0.3%
Asian	318	0.6%	295,946	5.4%	318	0.6%	296,367	5.4%
Pacific Islander	38	0.1%	8,831	0.2%	38	0.1%	8,844	0.2%
Two or More Races	1,220	2.4%	173,425	3.1%	1,222	2.4%	173,896	3.1%
Sex								
Female	24,178	48.5%	2,695,318	48.9%	24,203	48.4%	2,700,356	48.8%
Male	25,712	51.5%	2,822,146	51.1%	25,791	51.6%	2,830,880	51.2%
Other Student Cohorts								
Economically Disadvantaged	30,999	62.1%	3,434,955	62.3%	31,031	62.1%	3,439,856	62.2%
Non-Educationally Disadvantaged	18,891	37.9%	2,082,509	37.7%	18,963	37.9%	2,091,380	37.8%
Section 504 Students	3,916	7.8%	399,808	7.2%	3,916	7.8%	400,078	7.2%
EB Students/EL	4,899	9.8%	1,344,804	24.4%	4,904	9.8%	1,345,917	24.3%
Students w/ Disciplinary Placements (2022-23)	966	1.8%	105,976	1.9%				
Students w/ Dyslexia	2,792	5.6%	329,004	6.0%	2,792	5.6%	329,228	6.0%

	Membership				Enrollment			
	Region		State		Region		State	
Student Information	**Count**	**Percent**	**Count**	**Percent**	**Count**	**Percent**	**Count**	**Percent**
Foster Care	250	0.5%	12,418	0.2%	250	0.5%	12,469	0.2%
Homeless	578	1.2%	77,809	1.4%	578	1.2%	77,942	1.4%
Immigrant	471	0.9%	158,717	2.9%	471	0.9%	158,832	2.9%
Migrant	264	0.5%	13,481	0.2%	264	0.5%	13,528	0.2%
Title I	44,226	88.6%	3,624,288	65.7%	44,326	88.7%	3,632,539	65.7%
Military Connected	2,628	5.3%	212,919	3.9%	2,628	5.3%	213,035	3.9%
At-Risk	25,087	50.3%	2,937,834	53.2%	25,096	50.2%	2,941,204	53.2%
Students by Instructional Program								
Bilingual/ESL Education	4,776	9.6%	1,350,113	24.5%	4,781	9.6%	1,350,920	24.4%
Career and Technical Education	12,705	25.5%	1,485,646	26.9%	-	-	-	-
Career and Technical Education (9-12 grades only)	10,866	72.7%	1,234,615	73.3%	-	-	-	-
Gifted and Talented Education	2,917	5.8%	469,054	8.5%	2,917	5.8%	469,170	8.5%
Special Education	7,647	15.3%	764,858	13.9%	7,742	15.5%	774,489	14.0%
Students with Disabilities by Type of Primary Disability								
Total Students with Disabilities	**7,647**		**764,858**					
Students with Intellectual Disabilities	4,022	52.6%	349,307	45.7%				
Students with Physical Disabilities	1,562	20.4%	144,191	18.9%				
Students with Autism	687	9.0%	124,254	16.2%				
Students with Behavioral Disabilities	1,250	16.3%	134,373	17.6%				
Students with Non-Categorical Early Childhood	126	1.6%	12,733	1.7%				
Mobility (2022-23)								
Total Mobile Students	**6,983**	**14.3%**	**864,058**	**16.1%**				
African American	405	0.8%	181,855	3.4%				
Hispanic	3,853	7.9%	455,070	8.5%				
White	2,407	4.9%	165,204	3.1%				
American Indian	22	0.0%	3,184	0.1%				
Asian	33	0.1%	27,631	0.5%				
Pacific Islander	8	0.0%	1,840	0.0%				
Two or More Races	255	0.5%	29,274	0.5%				
Special Ed Students who are Mobile	1,248	16.2%	137,466	17.6%				
Count and Percent of EB Students/EL who are Mobile	557	13.2%	196,918	16.3%				
Count and Percent of Econ Dis Students who are Mobile	4,938	16.4%	622,582	18.6%				
Student Attrition (2022-23)								
Total Student Attrition	**7,132**	**18.3%**	**767,390**	**18.1%**				

	Non-Special Education Rates		Special Education Rates	
Student Information	**Region**	**State**	**Region**	**State**
Retention Rates by Grade				
Kindergarten	2.4%	1.3%	6.1%	3.9%
Grade 1	2.6%	2.1%	6.0%	3.3%
Grade 2	1.1%	1.3%	2.2%	1.6%
Grade 3	0.6%	0.7%	0.9%	0.7%
Grade 4	0.5%	0.4%	0.0%	0.5%
Grade 5	0.3%	0.2%	0.8%	0.3%
Grade 6	0.3%	0.3%	0.2%	0.3%
Grade 7	0.4%	0.5%	0.5%	0.4%
Grade 8	1.6%	0.4%	0.5%	0.5%
Grade 9	7.3%	7.9%	11.8%	11.9%

	Region		State	
	Count	**Percent**	**Count**	**Percent**
Data Quality				
Underreported Students	40	0.2%	5,974	0.2%

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

Class Size Information	Region	State
Elementary		
Kindergarten	16.9	18.4
Grade 1	17.3	18.8
Grade 2	17.7	19.1
Grade 3	18.0	19.4
Grade 4	17.4	19.4
Grade 5	18.3	20.9
Grade 6	16.9	19.2
Secondary		
English/Language Arts	14.7	16.3
Foreign Languages	17.2	18.8
Mathematics	15.6	17.5
Science	16.4	18.5
Social Studies	16.4	18.8

Texas Education Agency
2023-24 Staff Information (TAPR)
REGION 15: SAN ANGELO

	Region		State	
Staff Information	**Count**	**Percent**	**Count**	**Percent**
Total Staff	**7,783.9**	**100.0%**	**775,882.5**	**100.0%**
Professional Staff	4,794.4	61.6%	496,151.0	63.9%
Teachers	3,714.2	47.7%	374,799.9	48.3%
Professional Support	700.6	9.0%	86,026.7	11.1%
Campus Administration (School Leadership)	246.5	3.2%	25,836.1	3.3%
Central Administration	133.1	1.7%	9,488.3	1.2%
Educational Aides	1,040.3	13.4%	88,200.6	11.4%
Auxiliary Staff	1,949.2	25.0%	191,530.9	24.7%
Librarians and Counselors (Headcount)				
Full-time Librarians	25.0	n/a	4,187.0	n/a
Part-time Librarians	7.0	n/a	651.0	n/a
Full-time Counselors	164.0	n/a	13,870.0	n/a
Part-time Counselors	35.0	n/a	1,172.0	n/a
Total Minority Staff	**3,351.8**	**43.1%**	**421,896.4**	**54.4%**
Teachers by Ethnicity				
African American	106.7	2.9%	47,341.1	12.6%
Hispanic	1,055.9	28.4%	112,921.8	30.1%
White	2,511.8	67.6%	200,118.0	53.4%
American Indian	12.3	0.3%	1,286.9	0.3%
Asian	8.7	0.2%	7,914.7	2.1%
Pacific Islander	1.0	0.0%	490.9	0.1%
Two or More Races	17.7	0.5%	4,726.6	1.3%
Teachers by Sex				
Males	850.4	22.9%	91,815.2	24.5%
Females	2,863.7	77.1%	282,984.6	75.5%
Teachers by Highest Degree Held				
No Degree	73.3	2.0%	9,453.8	2.5%
Bachelors	2,924.7	78.7%	268,886.4	71.7%
Masters	700.9	18.9%	93,414.7	24.9%
Doctorate	15.3	0.4%	3,044.9	0.8%
Teachers by Years of Experience				
Beginning Teachers	292.1	7.9%	32,507.6	8.7%
1-5 Years Experience	978.4	26.3%	102,619.4	27.4%
6-10 Years Experience	642.4	17.3%	75,585.4	20.2%
11-20 Years Experience	1,024.9	27.6%	101,415.3	27.1%
21-30 Years Experience	622.7	16.8%	51,471.9	13.7%
Over 30 Years Experience	153.7	4.1%	11,200.2	3.0%
Number of Students per Teacher	13.4	n/a	14.7	n/a

Staff Information	Region	State
Experience of Campus Leadership		
Average Years Experience of Principals	5.6	6.0
Average Years Experience of Principals with District	4.2	5.1
Average Years Experience of Assistant Principals	4.1	5.1
Average Years Experience of Assistant Principals with District	3.3	4.3
Average Years Experience of Teachers	12.3	11.1
Average Years Experience of Teachers with District	7.3	6.9
Average Teacher Salary by Years of Experience (regular duties only)		
Beginning Teachers	$42,998	$54,272
1-5 Years Experience	$47,892	$58,185
6-10 Years Experience	$51,889	$61,494
11-20 Years Experience	$58,207	$65,219
21-30 Years Experience	$63,453	$69,723
Over 30 Years Experience	$66,734	$74,014
Average Actual Salaries (regular duties only)		
Teachers	$54,433	$62,474
Professional Support	$66,669	$73,783
Campus Administration (School Leadership)	$78,914	$86,738
Central Administration	$106,243	$116,028
Instructional Staff Percent	64.2%	65.0%
Turnover Rate for Teachers	20.6%	19.1%
Staff Exclusions		
Shared Services Arrangement Staff:		
Professional Staff	47.1	1,284.6
Educational Aides	13.2	181.6
Auxiliary Staff	10.7	373.8
Contracted Instructional Staff	37.1	1,970.1

	Region		State	
Designation	Headcount	Average Payout	Headcount	Average Payout
Teacher Incentive Allotment				
Recognized	27	$5,731	9,429	$5,848
Exemplary	26	$12,434	10,279	$11,434
Master	18	$24,474	5,255	$21,235

	Region		State	
Program Information	Count	Percent	Count	Percent
Teachers by Program (population served)				
Bilingual/ESL Education	66	1.8%	22,656	6.0%
Career and Technical Education	281	7.6%	20,454	5.5%
Compensatory Education	132	3.6%	11,626	3.1%
Gifted and Talented Education	17	0.5%	6,181	1.6%
Regular Education	2,888	77.7%	261,452	69.8%
Special Education	271	7.3%	38,737	10.3%
Other	59	1.6%	13,750	3.7%

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

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

SAN FELIPE-DEL RIO CISD ACCREDITATION STATUS 2023-2024

CDN	DISTRICT NAME	ESC	2024 FIRST Rating	2024 Accountability Rating
233901	San Felipe-Del Rio CISD	15	A - Superior Achievement	Ratings Not Released

2023-24 Texas Academic Performance Report (TAPR)

District Name: SAN FELIPE-DEL RIO CISD

District Number: 233901

2024 Special Education Determination Status:

Meets Requirements

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	School Year	State	Region 15	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2024	74%	73%	**68%**	100%	67%	82%	*	*	-	78%	42%	100%	70%	56%	64%	50%
	2023	76%	75%	**73%**	*	72%	93%	-	*	-	40%	48%	91%	74%	66%	69%	66%
At Meets Grade Level or Above	2024	48%	44%	**41%**	80%	39%	64%	*	*	-	67%	21%	80%	41%	41%	35%	29%
	2023	50%	45%	**45%**	*	43%	78%	-	*	-	40%	25%	64%	45%	43%	40%	34%
At Masters Grade Level	2024	21%	15%	**12%**	0%	11%	36%	*	*	-	11%	3%	20%	13%	8%	9%	7%
	2023	20%	13%	**14%**	*	13%	44%	-	*	-	20%	7%	18%	13%	17%	10%	4%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2024	70%	68%	**65%**	100%	63%	86%	*	*	-	89%	41%	100%	65%	63%	60%	51%
	2023	73%	70%	**68%**	*	67%	85%	-	*	-	40%	48%	82%	68%	65%	63%	63%
At Meets Grade Level or Above	2024	42%	38%	**32%**	60%	30%	64%	*	*	-	67%	15%	80%	33%	25%	27%	22%
	2023	45%	39%	**33%**	*	32%	59%	-	*	-	40%	23%	73%	34%	29%	29%	24%
At Masters Grade Level	2024	15%	**11%**	**8%**	20%	7%	25%	*	*	-	0%	2%	30%	9%	5%	6%	6%
	2023	19%	**13%**	**9%**	*	8%	37%	-	*	-	20%	6%	27%	9%	9%	6%	7%
Grade 4 Reading																	
At Approaches Grade Level or Above	2024	81%	80%	**76%**	*	76%	82%	-	*	-	*	52%	100%	78%	71%	72%	63%
	2023	77%	76%	**78%**	67%	77%	97%	-	*	*	78%	50%	88%	77%	80%	72%	67%
At Meets Grade Level or Above	2024	51%	44%	**40%**	*	38%	73%	-	*	-	*	22%	64%	39%	45%	34%	30%
	2023	48%	44%	**43%**	33%	40%	77%	-	*	*	78%	24%	47%	40%	55%	35%	29%
At Masters Grade Level	2024	23%	15%	**12%**	*	10%	50%	-	*	-	*	4%	14%	10%	18%	7%	7%
	2023	22%	16%	**13%**	17%	11%	63%	-	*	*	22%	4%	29%	12%	19%	8%	8%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2024	69%	64%	**63%**	*	61%	86%	-	*	-	*	35%	93%	62%	65%	57%	56%
	2023	71%	65%	**69%**	50%	68%	90%	-	*	*	78%	44%	88%	67%	77%	63%	67%
At Meets Grade Level or Above	2024	46%	39%	**34%**	*	32%	73%	-	*	-	*	18%	50%	32%	39%	28%	28%
	2023	48%	41%	**41%**	50%	39%	83%	-	*	*	44%	23%	65%	39%	55%	35%	36%
At Masters Grade Level	2024	21%	15%	**13%**	*	12%	45%	-	*	-	*	5%	36%	12%	17%	10%	9%
	2023	22%	15%	**14%**	17%	12%	63%	-	*	*	22%	5%	18%	13%	20%	11%	12%
Grade 5 Reading																	

	School Year	State	Region 15	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Approaches Grade Level or Above	2024	79%	76%	**79%**	63%	78%	100%	-	*	-	71%	50%	100%	79%	77%	76%	69%
	2023	81%	79%	**81%**	60%	81%	78%	-	*	-	80%	56%	94%	81%	79%	77%	79%
At Meets Grade Level or Above	2024	55%	48%	**51%**	25%	50%	79%	-	*	-	29%	25%	59%	52%	47%	45%	42%
	2023	57%	51%	**51%**	60%	50%	61%	-	*	-	80%	23%	59%	51%	49%	44%	43%
At Masters Grade Level	2024	29%	21%	**22%**	25%	20%	57%	-	*	-	14%	8%	35%	22%	19%	17%	14%
	2023	28%	21%	**21%**	20%	21%	26%	-	*	-	0%	3%	29%	22%	18%	17%	14%
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2024	77%	74%	**82%**	88%	81%	100%	-	*	-	57%	64%	88%	82%	82%	79%	79%
	2023	80%	77%	**82%**	60%	81%	91%	-	*	-	100%	66%	100%	83%	76%	78%	80%
At Meets Grade Level or Above	2024	50%	43%	**46%**	63%	45%	78%	-	*	-	29%	28%	71%	46%	50%	42%	41%
	2023	51%	43%	**47%**	40%	47%	43%	-	*	-	60%	27%	65%	48%	43%	40%	48%
At Masters Grade Level	2024	19%	13%	**13%**	0%	12%	41%	-	*	-	0%	5%	35%	13%	17%	9%	8%
	2023	21%	14%	**12%**	40%	11%	22%	-	*	-	20%	3%	18%	11%	12%	9%	8%
Grade 5 Science																	
At Approaches Grade Level or Above	2024	58%	54%	**51%**	25%	50%	82%	-	*	-	43%	31%	59%	51%	52%	45%	43%
	2023	65%	63%	**58%**	60%	58%	57%	-	*	-	80%	36%	88%	59%	56%	51%	52%
At Meets Grade Level or Above	2024	28%	23%	**19%**	13%	18%	50%	-	*	-	0%	11%	29%	19%	20%	16%	14%
	2023	36%	31%	**26%**	40%	25%	39%	-	*	-	40%	16%	29%	26%	23%	19%	17%
At Masters Grade Level	2024	11%	9%	**7%**	0%	6%	29%	-	*	-	0%	3%	6%	6%	8%	4%	3%
	2023	16%	12%	**8%**	20%	7%	22%	-	*	-	20%	3%	18%	8%	8%	5%	4%
Grade 6 Reading																	
At Approaches Grade Level or Above	2024	77%	75%	**74%**	*	73%	89%	-	80%	-	83%	46%	100%	76%	64%	69%	54%
	2023	77%	75%	**69%**	80%	68%	84%	-	-	-	*	36%	55%	70%	66%	63%	53%
At Meets Grade Level or Above	2024	57%	52%	**48%**	*	46%	79%	-	60%	-	83%	20%	79%	49%	43%	40%	27%
	2023	52%	47%	**42%**	60%	40%	71%	-	-	-	*	13%	36%	41%	47%	33%	23%
At Masters Grade Level	2024	26%	19%	**19%**	*	18%	25%	-	20%	-	33%	4%	43%	19%	17%	13%	5%
	2023	22%	17%	**15%**	40%	13%	35%	-	-	-	*	2%	9%	15%	15%	8%	5%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2024	72%	70%	**74%**	*	73%	89%	-	60%	-	67%	54%	100%	74%	72%	70%	60%
	2023	75%	76%	**79%**	80%	78%	94%	-	-	-	*	57%	64%	79%	79%	75%	65%

	School Year	State	Region 15	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Meets Grade Level or Above	2024	39%	33%	**35%**	*	33%	70%	-	40%	-	33%	22%	64%	35%	36%	30%	20%
	2023	40%	37%	**39%**	60%	37%	71%	-	-	-	*	22%	36%	38%	44%	32%	26%
At Masters Grade Level	2024	**14%**	9%	**9%**	*	8%	19%	-	20%	-	17%	2%	21%	8%	12%	7%	5%
	2023	16%	12%	**12%**	40%	11%	32%	-	-	-	*	4%	27%	12%	15%	7%	7%
Grade 7 Reading																	
At Approaches Grade Level or Above	2024	74%	72%	**62%**	*	61%	86%	-	-	-	*	24%	50%	62%	63%	53%	37%
	2023	78%	72%	**61%**	*	60%	76%	-	*	-	*	21%	92%	61%	60%	55%	35%
At Meets Grade Level or Above	2024	54%	50%	**41%**	*	40%	72%	-	-	-	*	13%	42%	41%	43%	31%	19%
	2023	55%	47%	**35%**	*	34%	55%	-	*	-	*	12%	50%	35%	36%	26%	18%
At Masters Grade Level	2024	29%	24%	**15%**	*	14%	38%	-	-	-	*	2%	17%	15%	17%	8%	6%
	2023	27%	20%	**12%**	*	12%	24%	-	*	-	*	2%	17%	13%	8%	8%	4%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2024	56%	57%	**49%**	*	47%	83%	-	-	-	*	18%	42%	49%	48%	41%	32%
	2023	63%	62%	**54%**	*	52%	79%	-	*	-	*	23%	82%	54%	52%	45%	31%
At Meets Grade Level or Above	2024	34%	34%	**26%**	*	24%	55%	-	-	-	*	9%	17%	24%	32%	17%	12%
	2023	37%	37%	**33%**	*	32%	55%	-	*	-	*	13%	45%	32%	35%	26%	21%
At Masters Grade Level	2024	11%	10%	**7%**	*	6%	14%	-	-	-	*	1%	8%	6%	10%	3%	3%
	2023	11%	10%	**9%**	*	9%	18%	-	*	-	*	5%	8%	10%	7%	6%	5%
Grade 8 Reading																	
At Approaches Grade Level or Above	2024	81%	76%	**66%**	*	65%	86%	-	*	-	*	31%	56%	66%	63%	61%	42%
	2023	83%	80%	**70%**	100%	70%	74%	*	*	-	*	37%	83%	71%	65%	66%	50%
At Meets Grade Level or Above	2024	56%	49%	**38%**	*	37%	64%	-	*	-	*	12%	44%	38%	39%	33%	19%
	2023	58%	50%	**38%**	60%	38%	43%	*	*	-	*	9%	42%	40%	30%	33%	18%
At Masters Grade Level	2024	29%	22%	**13%**	*	12%	23%	-	*	-	*	4%	11%	12%	17%	9%	6%
	2023	28%	22%	**12%**	40%	11%	22%	*	*	-	*	1%	25%	11%	15%	9%	1%
Grade 8 Mathematics																	
At Approaches Grade Level or Above	2024	72%	64%	**55%**	*	54%	86%	-	*	-	*	34%	100%	54%	60%	51%	41%
	2023	76%	73%	**59%**	*	58%	65%	*	*	-	*	37%	89%	59%	55%	56%	50%
At Meets Grade Level or Above	2024	43%	34%	**23%**	*	22%	36%	-	*	-	*	11%	20%	21%	31%	19%	12%
	2023	46%	40%	**27%**	*	26%	41%	*	*	-	*	13%	22%	26%	29%	24%	17%

	School Year	State	Region 15	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Masters Grade Level	2024	16%	10%	4%	*	4%	7%	-	*	-	*	1%	0%	4%	6%	2%	3%
	2023	17%	12%	4%	*	4%	12%	*	*	-	*	1%	0%	5%	4%	4%	2%
Grade 8 Science																	
At Approaches Grade Level or Above	2024	70%	63%	54%	*	52%	86%	-	*	-	*	23%	45%	54%	56%	44%	36%
	2023	74%	68%	57%	83%	56%	76%	*	*	-	*	26%	79%	59%	51%	48%	37%
At Meets Grade Level or Above	2024	44%	35%	32%	*	30%	62%	-	*	-	*	9%	45%	31%	35%	23%	17%
	2023	47%	39%	35%	33%	34%	60%	*	*	-	*	14%	43%	36%	30%	27%	14%
At Masters Grade Level	2024	17%	10%	11%	*	10%	34%	-	*	-	*	3%	9%	11%	14%	6%	4%
	2023	17%	11%	10%	17%	10%	16%	*	*	-	*	3%	14%	10%	9%	7%	5%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2024	60%	51%	40%	*	39%	62%	-	*	-	*	13%	64%	40%	41%	32%	20%
	2023	62%	57%	52%	67%	51%	58%	*	*	-	*	20%	64%	55%	39%	44%	31%
At Meets Grade Level or Above	2024	33%	25%	20%	*	19%	48%	-	*	-	*	10%	45%	20%	19%	15%	9%
	2023	33%	26%	26%	33%	25%	31%	*	*	-	*	14%	36%	27%	23%	20%	9%
At Masters Grade Level	2024	17%	10%	8%	*	8%	17%	-	*	-	*	2%	18%	9%	7%	5%	4%
	2023	16%	11%	9%	33%	8%	15%	*	*	-	*	3%	14%	8%	14%	6%	3%
End of Course English I																	
At Approaches Grade Level or Above	2024	70%	69%	69%	80%	69%	79%	*	*	-	*	36%	53%	71%	64%	66%	45%
	2023	72%	73%	71%	*	71%	86%	-	*	-	*	43%	78%	72%	69%	68%	51%
At Meets Grade Level or Above	2024	52%	50%	51%	60%	50%	70%	*	*	-	*	15%	53%	53%	44%	45%	21%
	2023	52%	51%	49%	*	48%	68%	-	*	-	*	23%	56%	49%	50%	45%	28%
At Masters Grade Level	2024	16%	14%	13%	20%	12%	24%	*	*	-	*	2%	20%	13%	12%	9%	3%
	2023	13%	10%	8%	*	8%	18%	-	*	-	*	4%	22%	8%	11%	6%	2%
End of Course English II																	
At Approaches Grade Level or Above	2024	75%	76%	77%	*	77%	70%	-	*	-	*	50%	57%	77%	76%	73%	56%
	2023	74%	75%	78%	*	77%	97%	-	-	-	*	47%	*	80%	73%	75%	41%
At Meets Grade Level or Above	2024	58%	57%	57%	*	57%	57%	-	*	-	*	31%	57%	58%	54%	52%	25%
	2023	54%	55%	60%	*	58%	86%	-	-	-	*	29%	*	62%	51%	57%	22%

	School Year	State	Region 15	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Masters Grade Level	2024	9%	5%	**5%**	*	5%	9%	-	*	-	*	2%	0%	5%	6%	3%	3%
	2023	9%	7%	**7%**	*	7%	22%	-	-	-	*	4%	*	7%	8%	6%	0%
End of Course Algebra I																	
At Approaches Grade Level or Above	2024	81%	75%	**82%**	*	82%	83%	*	*	-	*	58%	71%	82%	81%	80%	75%
	2023	79%	73%	**82%**	83%	81%	82%	-	*	-	*	59%	86%	82%	81%	78%	74%
At Meets Grade Level or Above	2024	43%	31%	**36%**	*	35%	58%	*	*	-	*	10%	29%	34%	42%	30%	24%
	2023	43%	33%	**40%**	33%	40%	61%	-	*	-	*	16%	64%	41%	39%	36%	24%
At Masters Grade Level	2024	24%	14%	**16%**	*	14%	36%	*	*	-	*	3%	6%	15%	17%	11%	9%
	2023	23%	14%	**18%**	17%	17%	25%	-	*	-	*	5%	36%	17%	21%	13%	9%
End of Course Biology																	
At Approaches Grade Level or Above	2024	91%	90%	**87%**	83%	87%	92%	*	*	-	100%	71%	62%	88%	85%	85%	78%
	2023	88%	88%	**87%**	*	87%	94%	-	*	-	-	64%	79%	88%	84%	86%	77%
At Meets Grade Level or Above	2024	56%	51%	**45%**	50%	44%	60%	*	*	-	100%	14%	38%	46%	43%	39%	23%
	2023	56%	51%	**47%**	*	46%	69%	-	*	-	-	16%	56%	48%	43%	42%	20%
At Masters Grade Level	2024	19%	13%	**10%**	17%	10%	20%	*	*	-	40%	3%	15%	9%	13%	7%	4%
	2023	21%	13%	**13%**	*	12%	38%	-	*	-	-	4%	0%	13%	13%	11%	3%
End of Course U.S. History																	
At Approaches Grade Level or Above	2024	96%	96%	**94%**	*	94%	100%	-	-	-	-	78%	*	95%	93%	92%	84%
	2023	94%	93%	**92%**	*	91%	100%	-	-	-	*	77%	-	92%	90%	90%	78%
At Meets Grade Level or Above	2024	69%	65%	**66%**	*	65%	92%	-	-	-	-	29%	*	67%	62%	56%	34%
	2023	70%	66%	**69%**	*	68%	93%	-	-	-	*	41%	-	72%	58%	64%	41%
At Masters Grade Level	2024	37%	30%	**33%**	*	33%	54%	-	-	-	-	6%	*	33%	36%	28%	13%
	2023	38%	31%	**39%**	*	38%	64%	-	-	-	*	13%	-	41%	32%	32%	18%
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2024	88%	95%	**94%**	-	95%	90%	-	-	-	-	*	-	94%	*	96%	-
	2023	90%	95%	**94%**	-	93%	100%	-	*	-	-	-	-	94%	100%	91%	-
At Meets Grade Level or Above	2024	59%	69%	**70%**	-	75%	40%	-	-	-	-	*	-	69%	*	69%	-
	2023	61%	72%	**69%**	-	67%	82%	-	*	-	-	-	-	70%	60%	64%	-

Texas Education Agency

2023-24 STAAR Performance (TAPR)

SAN FELIPE-DEL RIO CISD (233901) - VAL VERDE COUNTY

	School Year	State	Region 15	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Masters Grade Level	2024	12%	8%	**9%**	-	8%	10%	-	-	-	-	*	-	9%	*	0%	-
	2023	12%	7%	**6%**	-	3%	9%	-	*	-	-	-	-	6%	0%	0%	-
All Grades All Subjects																	
At Approaches Grade Level or Above	2024	75%	71%	**69%**	78%	68%	85%	100%	76%	-	83%	42%	76%	69%	68%	64%	55%
	2023	76%	74%	**72%**	79%	71%	84%	*	77%	*	78%	45%	83%	72%	69%	67%	59%
At Meets Grade Level or Above	2024	48%	42%	**40%**	51%	38%	65%	40%	59%	-	61%	17%	51%	39%	41%	33%	24%
	2023	49%	44%	**42%**	50%	41%	64%	*	59%	*	63%	19%	50%	42%	41%	36%	26%
At Masters Grade Level	2024	20%	14%	**13%**	14%	12%	30%	0%	24%	-	19%	3%	20%	12%	14%	9%	6%
	2023	20%	15%	**13%**	23%	12%	31%	*	30%	*	28%	4%	19%	13%	14%	9%	6%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2024	76%	74%	**71%**	81%	71%	85%	*	70%	-	86%	42%	80%	72%	67%	67%	53%
	2023	77%	76%	**73%**	82%	72%	86%	*	75%	*	76%	43%	84%	73%	70%	68%	57%
At Meets Grade Level or Above	2024	54%	49%	**46%**	58%	45%	70%	*	55%	-	70%	20%	60%	47%	45%	39%	27%
	2023	53%	49%	**46%**	61%	44%	69%	*	50%	*	72%	20%	52%	46%	46%	40%	28%
At Masters Grade Level	2024	22%	16%	**14%**	16%	13%	33%	*	30%	-	30%	4%	22%	13%	14%	9%	6%
	2023	20%	15%	**13%**	24%	12%	32%	*	13%	*	28%	4%	22%	12%	13%	9%	5%
All Grades Mathematics																	
At Approaches Grade Level or Above	2024	72%	68%	**68%**	89%	67%	88%	*	82%	-	83%	44%	83%	68%	69%	64%	58%
	2023	75%	71%	**71%**	77%	71%	86%	*	82%	*	79%	48%	86%	72%	70%	67%	64%
At Meets Grade Level or Above	2024	43%	36%	**34%**	52%	32%	62%	*	59%	-	60%	16%	49%	33%	37%	28%	24%
	2023	45%	39%	**38%**	43%	37%	62%	*	65%	*	54%	19%	56%	38%	40%	32%	29%
At Masters Grade Level	2024	17%	12%	**10%**	15%	9%	27%	*	29%	-	11%	3%	21%	10%	13%	7%	7%
	2023	19%	13%	**12%**	20%	11%	30%	*	41%	*	29%	4%	20%	11%	13%	8%	8%
All Grades Science																	
At Approaches Grade Level or Above	2024	75%	70%	**66%**	53%	65%	87%	*	90%	-	71%	42%	56%	65%	69%	60%	55%
	2023	77%	74%	**70%**	77%	70%	78%	*	75%	-	78%	45%	83%	71%	68%	65%	58%
At Meets Grade Level or Above	2024	43%	37%	**33%**	33%	32%	57%	*	70%	-	43%	11%	37%	33%	35%	27%	18%
	2023	47%	41%	**37%**	38%	36%	58%	*	63%	-	44%	15%	40%	38%	35%	31%	18%

	School Year	State	Region 15	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Masters Grade Level	2024	16%	11%	10%	7%	9%	28%	*	10%	-	14%	3%	10%	9%	12%	6%	4%
	2023	18%	12%	11%	15%	10%	26%	*	38%	-	11%	3%	13%	11%	11%	8%	4%
All Grades Social Studies																	
At Approaches Grade Level or Above	2024	78%	73%	67%	*	66%	79%	-	*	-	*	38%	64%	66%	70%	58%	49%
	2023	78%	75%	72%	75%	72%	80%	*	*	-	83%	44%	64%	74%	65%	65%	54%
At Meets Grade Level or Above	2024	51%	45%	43%	*	42%	68%	-	*	-	*	17%	43%	42%	43%	32%	21%
	2023	52%	46%	48%	50%	48%	63%	*	*	-	83%	25%	36%	50%	41%	41%	24%
At Masters Grade Level	2024	27%	20%	21%	*	20%	34%	-	*	-	*	4%	21%	20%	23%	15%	8%
	2023	27%	21%	25%	38%	24%	41%	*	*	-	50%	7%	14%	25%	23%	18%	10%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2024	35%	31%	26%	40%	24%	50%	*	*	-	56%	13%	70%	27%	20%	21%	18%
	2023	37%	31%	29%	*	27%	56%	-	*	-	40%	18%	55%	29%	26%	25%	21%
Reading and Mathematics Including EOC	2024	35%	31%	26%	40%	24%	50%	*	*	-	56%	13%	70%	27%	20%	21%	18%
	2023	37%	31%	29%	*	27%	56%	-	*	-	40%	18%	55%	29%	26%	25%	21%
Reading Including EOC	2024	48%	44%	41%	80%	39%	64%	*	*	-	67%	21%	80%	41%	41%	35%	29%
	2023	50%	45%	45%	*	43%	78%	-	*	-	40%	25%	64%	45%	43%	40%	34%
Math Including EOC	2024	42%	38%	32%	60%	30%	64%	*	*	-	67%	15%	80%	33%	25%	27%	22%
	2023	45%	39%	33%	*	32%	59%	-	*	-	40%	23%	73%	34%	29%	29%	24%
4th Graders																	
Reading and Mathematics	2024	38%	31%	27%	*	25%	62%	-	*	-	*	15%	50%	26%	32%	22%	21%
	2023	38%	32%	31%	33%	29%	70%	-	*	*	44%	17%	47%	28%	45%	25%	21%
Reading and Mathematics Including EOC	2024	38%	31%	27%	*	25%	62%	-	*	-	*	15%	50%	26%	32%	22%	21%
	2023	38%	32%	31%	33%	29%	70%	-	*	*	44%	17%	47%	28%	45%	25%	21%
Reading Including EOC	2024	51%	44%	40%	*	38%	73%	-	*	-	*	22%	64%	39%	45%	34%	30%
	2023	48%	44%	43%	33%	40%	77%	-	*	*	78%	24%	47%	40%	55%	35%	29%
Math Including EOC	2024	46%	39%	34%	*	32%	73%	-	*	-	*	18%	50%	32%	39%	28%	28%
	2023	48%	41%	41%	50%	39%	83%	-	*	*	44%	23%	65%	38%	55%	35%	36%
5th Graders																	
Reading and Mathematics	2024	42%	34%	35%	25%	34%	67%	-	*	-	14%	18%	53%	35%	36%	30%	30%
	2023	43%	36%	36%	40%	35%	38%	-	*	-	60%	17%	47%	36%	34%	29%	32%

	School Year	State	Region 15	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading and Mathematics Including EOC	2024	42%	34%	**35%**	25%	34%	67%	-	*	-	14%	18%	53%	35%	36%	30%	30%
	2023	43%	36%	**36%**	40%	35%	38%	-	*	-	60%	17%	47%	36%	34%	29%	32%
Reading Including EOC	2024	55%	48%	**51%**	25%	50%	79%	-	*	-	29%	25%	59%	52%	47%	45%	42%
	2023	57%	51%	**51%**	60%	50%	63%	-	*	-	80%	23%	59%	51%	50%	44%	43%
Math Including EOC	2024	51%	43%	**46%**	63%	45%	78%	-	*	-	29%	28%	71%	46%	50%	42%	41%
	2023	51%	43%	**47%**	40%	47%	42%	-	*	-	60%	27%	65%	48%	42%	40%	48%
6th Graders																	
Reading and Mathematics	2024	36%	29%	**30%**	*	28%	63%	-	40%	-	33%	14%	57%	29%	31%	24%	11%
	2023	35%	30%	**30%**	60%	27%	60%	-	-	-	*	11%	27%	28%	35%	21%	15%
Reading and Mathematics Including EOC	2024	36%	29%	**30%**	*	28%	63%	-	40%	-	33%	14%	57%	29%	31%	24%	11%
	2023	35%	30%	**30%**	60%	27%	60%	-	-	-	*	11%	27%	28%	35%	21%	15%
Reading Including EOC	2024	57%	52%	**48%**	*	46%	79%	-	60%	-	83%	20%	79%	49%	43%	40%	26%
	2023	52%	47%	**42%**	60%	40%	70%	-	-	-	*	13%	36%	41%	46%	33%	23%
Math Including EOC	2024	40%	33%	**35%**	*	33%	70%	-	40%	-	33%	22%	64%	35%	36%	30%	20%
	2023	40%	37%	**39%**	60%	37%	73%	-	-	-	*	21%	36%	38%	44%	32%	26%
7th Graders																	
Reading and Mathematics	2024	35%	30%	**21%**	*	19%	48%	-	-	-	*	8%	17%	20%	28%	12%	9%
	2023	37%	32%	**27%**	*	26%	48%	-	*	-	*	12%	36%	26%	30%	20%	16%
Reading and Mathematics Including EOC	2024	36%	30%	**21%**	*	19%	48%	-	-	-	*	8%	17%	20%	28%	12%	9%
	2023	38%	32%	**27%**	*	26%	48%	-	*	-	*	12%	36%	26%	30%	20%	16%
Reading Including EOC	2024	54%	50%	**42%**	*	40%	72%	-	-	-	*	13%	42%	41%	43%	31%	19%
	2023	55%	47%	**35%**	*	34%	55%	-	*	-	*	12%	50%	35%	36%	26%	18%
Math Including EOC	2024	40%	34%	**26%**	*	24%	55%	-	-	-	*	9%	17%	24%	32%	17%	12%
	2023	43%	37%	**33%**	*	32%	55%	-	*	-	*	13%	45%	32%	35%	26%	21%
8th Graders																	
Reading and Mathematics	2024	28%	27%	**16%**	*	15%	36%	-	*	-	*	7%	0%	15%	22%	13%	7%
	2023	31%	32%	**17%**	*	17%	24%	*	*	-	*	8%	22%	17%	18%	16%	7%
Reading and Mathematics Including EOC	2024	41%	33%	**29%**	*	28%	64%	-	*	-	*	9%	36%	29%	32%	22%	13%
	2023	44%	38%	**32%**	33%	32%	46%	*	*	-	*	9%	50%	33%	28%	26%	15%
Reading Including EOC	2024	57%	49%	**43%**	*	42%	72%	-	*	-	*	12%	55%	44%	42%	35%	20%
	2023	58%	51%	**43%**	67%	43%	50%	*	*	-	*	9%	50%	45%	35%	37%	21%

	School Year	State	Region 15	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
Math Including EOC	2024	49%	39%	**35%**	*	33%	64%	-	*	-	*	12%	45%	34%	40%	27%	18%
	2023	51%	45%	**40%**	50%	39%	58%	*	*	-	*	14%	50%	41%	36%	33%	24%
3rd - 8th Graders																	
Reading and Mathematics	2024	36%	30%	**26%**	38%	25%	55%	*	50%	-	53%	13%	46%	26%	29%	21%	17%
	2023	37%	32%	**29%**	38%	27%	52%	*	38%	*	52%	14%	41%	28%	32%	23%	20%
Reading and Mathematics Including EOC	2024	38%	31%	**28%**	38%	26%	59%	*	53%	-	53%	13%	47%	28%	30%	22%	18%
	2023	39%	33%	**31%**	39%	29%	54%	*	43%	*	54%	14%	44%	30%	33%	24%	21%
Reading Including EOC	2024	54%	48%	**44%**	58%	42%	73%	*	60%	-	69%	19%	63%	**44%**	44%	37%	29%
	2023	53%	47%	**43%**	57%	42%	65%	*	50%	*	71%	18%	51%	**43%**	44%	36%	29%
Math Including EOC	2024	45%	38%	**34%**	54%	33%	67%	*	60%	-	59%	18%	55%	**34%**	37%	28%	25%
	2023	47%	40%	**39%**	46%	37%	62%	*	57%	*	54%	20%	57%	38%	40%	33%	31%

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

Texas Education Agency
2023-24 STAAR Progress (TAPR)
SAN FELIPE-DEL RIO CISD (233901) - VAL VERDE COUNTY

	School Year	State	Region15	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Dissdv	EB/EL (Current or Monitored)
School Progress - Annual Growth by Grade and Subject																	
Grade 4 ELA/Reading	2024	67%	63%	**57%**	*	56%	73%	-	*	-	*	49%	54%	56%	61%	54%	54%
	2023	55%	51%	**56%**	67%	55%	90%	-	*	*	63%	46%	62%	54%	70%	54%	51%
Grade 4 Mathematics	2024	60%	55%	**56%**	*	55%	77%	-	*	-	*	44%	71%	55%	61%	53%	52%
	2023	63%	56%	**66%**	42%	65%	84%	-	*	*	69%	60%	74%	65%	72%	65%	69%
Grade 5 ELA/Reading	2024	70%	65%	**68%**	75%	67%	84%	-	*	-	50%	51%	74%	68%	65%	66%	61%
	2023	65%	61%	**66%**	60%	66%	69%	-	*	-	60%	56%	59%	66%	69%	62%	63%
Grade 5 Mathematics	2024	65%	63%	**70%**	71%	70%	73%	-	*	-	79%	68%	85%	69%	76%	68%	66%
	2023	71%	66%	**66%**	70%	65%	71%	-	*	-	70%	71%	81%	66%	66%	66%	69%
Grade 6 ELA/Reading	2024	61%	59%	**53%**	*	52%	71%	-	*	-	83%	41%	86%	54%	48%	48%	39%
	2023	51%	47%	**44%**	*	43%	72%	-	-	-	*	32%	59%	45%	42%	39%	33%
Grade 6 Mathematics	2024	48%	47%	**47%**	*	47%	63%	-	*	-	50%	46%	82%	46%	53%	46%	36%
	2023	54%	55%	**60%**	*	59%	81%	-	-	-	*	64%	64%	60%	60%	56%	49%
Grade 7 ELA/Reading	2024	66%	64%	**54%**	*	52%	78%	-	-	-	*	30%	63%	53%	54%	47%	41%
	2023	71%	62%	**43%**	*	42%	56%	-	*	-	-	27%	68%	42%	49%	39%	27%
Grade 7 Mathematics	2024	49%	45%	**31%**	*	30%	43%	-	-	-	*	21%	21%	30%	40%	26%	26%
	2023	56%	52%	**35%**	*	35%	43%	-	*	-	-	28%	65%	35%	34%	32%	28%
Grade 8 ELA/Reading	2024	69%	66%	**67%**	*	66%	80%	-	*	-	*	44%	44%	66%	69%	63%	52%
	2023	63%	59%	**47%**	*	47%	31%	*	-	-	*	35%	35%	46%	48%	45%	46%
Grade 8 Mathematics	2024	66%	64%	**64%**	*	63%	71%	-	*	-	*	56%	100%	63%	69%	62%	60%
	2023	74%	74%	**69%**	*	69%	70%	*	-	-	*	56%	86%	70%	66%	68%	66%
End of Course English I	2024	64%	65%	**72%**	70%	73%	70%	*	*	-	*	59%	82%	74%	67%	71%	59%
	2023	57%	59%	**59%**	*	59%	65%	-	*	-	*	53%	83%	58%	63%	58%	55%
End of Course English II	2024	69%	68%	**70%**	*	71%	58%	-	*	-	*	56%	75%	71%	68%	69%	52%
	2023	74%	77%	**81%**	*	81%	81%	-	-	-	*	60%	*	82%	74%	80%	73%
End of Course Algebra I	2024	72%	62%	**75%**	*	74%	84%	*	*	-	*	74%	58%	74%	76%	75%	74%
	2023	76%	65%	**73%**	*	73%	70%	-	*	-	*	64%	85%	71%	82%	73%	77%
All Grades Both Subjects	2024	64%	60%	**60%**	69%	60%	71%	*	74%	-	75%	49%	68%	60%	63%	57%	52%
	2023	64%	60%	**59%**	53%	58%	69%	*	66%	*	70%	50%	68%	58%	62%	56%	54%
All Grades ELA/Reading	2024	67%	64%	**63%**	72%	62%	74%	*	67%	-	76%	47%	69%	63%	62%	59%	52%
	2023	63%	59%	**56%**	59%	56%	69%	*	59%	*	63%	43%	61%	55%	59%	53%	49%
All Grades Mathematics	2024	60%	56%	**57%**	67%	56%	68%	*	83%	-	74%	52%	68%	58%	63%	55%	53%
	2023	66%	62%	**61%**	48%	61%	70%	*	73%	*	78%	57%	75%	61%	64%	60%	61%
School Progress - Accelerated Learning by Grade and Subject																	
Grade 4 ELA/Reading	2024	38%	41%	**36%**	-	37%	*	-	*	-	-	30%	*	36%	34%	33%	28%
	2023	33%	34%	**39%**	*	38%	*	-	-	-	-	23%	*	34%	61%	34%	34%
Grade 4 Mathematics	2024	26%	23%	**28%**	-	28%	*	-	*	-	-	15%	*	28%	32%	28%	23%
	2023	27%	23%	**31%**	*	32%	*	-	-	-	*	16%	*	30%	41%	30%	33%

Texas Education Agency
2023-24 STAAR Progress (TAPR)
SAN FELIPE-DEL RIO CISD (233901) - VAL VERDE COUNTY

	School Year	State	Region15	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Grade 5 ELA/Reading	2024	35%	33%	**35%**	*	36%	*	-	*	-	*	18%	*	34%	41%	36%	27%
	2023	37%	34%	**42%**	*	43%	40%	-	*	-	*	36%	*	38%	56%	39%	43%
Grade 5 Mathematics	2024	41%	42%	**59%**	*	59%	*	-	-	-	*	48%	*	57%	70%	57%	58%
	2023	48%	45%	**55%**	*	55%	*	-	*	-	*	49%	*	56%	47%	52%	56%
Grade 6 ELA/Reading	2024	24%	24%	**21%**	*	21%	*	-	*	-	*	17%	*	23%	15%	20%	12%
	2023	26%	28%	**24%**	*	23%	*	-	-	-	-	17%	*	26%	13%	24%	20%
Grade 6 Mathematics	2024	27%	29%	**33%**	*	33%	*	-	*	-	*	30%	-	32%	37%	32%	19%
	2023	35%	38%	**47%**	-	47%	*	-	-	-	-	39%	*	48%	41%	45%	37%
Grade 7 ELA/Reading	2024	23%	24%	**13%**	*	13%	*	-	-	-	-	5%	0%	13%	13%	13%	10%
	2023	39%	33%	**16%**	-	15%	14%	-	*	-	-	6%	*	14%	23%	15%	12%
Grade 7 Mathematics	2024	14%	12%	**9%**	*	9%	*	-	-	-	-	5%	*	10%	4%	6%	5%
	2023	22%	19%	**9%**	-	8%	*	-	-	-	-	7%	*	9%	8%	6%	9%
Grade 8 ELA/Reading	2024	34%	35%	**34%**	-	33%	57%	-	-	-	-	18%	*	34%	33%	33%	27%
	2023	39%	39%	**33%**	*	34%	*	-	-	-	*	22%	*	32%	38%	32%	28%
Grade 8 Mathematics	2024	44%	38%	**37%**	-	36%	67%	-	*	-	-	22%	*	37%	39%	36%	29%
	2023	49%	49%	**42%**	*	42%	43%	*	-	-	*	30%	83%	44%	33%	41%	40%
End of Course English I	2024	26%	25%	**40%**	*	39%	*	*	*	-	-	26%	*	42%	35%	40%	23%
	2023	26%	33%	**35%**	-	35%	*	-	-	-	-	22%	*	34%	37%	33%	29%
End of Course English II	2024	29%	28%	**34%**	-	36%	*	-	-	-	-	10%	*	38%	17%	28%	23%
	2023	41%	48%	**49%**	-	48%	*	-	-	-	-	27%	-	56%	29%	47%	17%
End of Course Algebra I	2024	55%	49%	**66%**	-	65%	83%	*	-	-	-	53%	*	67%	62%	64%	61%
	2023	58%	51%	**55%**	-	56%	*	-	-	-	-	43%	*	52%	68%	53%	55%
All Grades Both Subjects	2024	32%	32%	**36%**	36%	35%	55%	*	22%	-	13%	24%	41%	36%	35%	34%	28%
	2023	38%	37%	**36%**	33%	36%	38%	*	*	-	50%	25%	59%	36%	40%	34%	33%
All Grades ELA/Reading	2024	30%	31%	**30%**	20%	30%	41%	*	17%	-	*	20%	29%	31%	28%	29%	22%
	2023	35%	36%	**32%**	50%	31%	35%	-	*	-	*	21%	54%	30%	38%	30%	27%
All Grades Mathematics	2024	35%	33%	**40%**	50%	40%	70%	*	*	-	*	29%	58%	40%	42%	39%	34%
	2023	40%	38%	**40%**	17%	41%	43%	*	*	-	*	30%	63%	40%	42%	39%	40%

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

2023-24 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)

SAN FELIPE-DEL RIO CISD (233901) - VAL VERDE COUNTY

	School Year	State	Region 15	District	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2024	75%	71%	**69%**	56%	56%	-	-	-	70%	49%	45%	48%	49%	51%	73%	52%	84%
	2023	76%	74%	**72%**	62%	59%	-	-	-	67%	48%	49%	47%	49%	69%	75%	54%	87%
At Meets Grade Level or Above	2024	48%	42%	**40%**	24%	24%	-	-	-	33%	17%	27%	16%	16%	24%	44%	20%	57%
	2023	49%	44%	**42%**	26%	24%	-	-	-	28%	16%	11%	17%	16%	34%	46%	21%	59%
At Masters Grade Level	2024	20%	14%	**13%**	5%	5%	-	-	-	10%	3%	9%	3%	3%	8%	14%	4%	20%
	2023	20%	15%	**13%**	6%	5%	-	-	-	7%	3%	2%	4%	3%	10%	15%	4%	17%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2024	76%	74%	**71%**	57%	57%	-	-	-	74%	44%	40%	43%	45%	47%	77%	50%	87%
	2023	77%	76%	**73%**	65%	62%	-	-	-	72%	40%	31%	43%	39%	64%	77%	51%	88%
At Meets Grade Level or Above	2024	54%	49%	**46%**	27%	27%	-	-	-	38%	19%	20%	17%	19%	26%	52%	22%	68%
	2023	53%	49%	**46%**	27%	27%	-	-	-	28%	16%	10%	16%	17%	36%	50%	22%	69%
At Masters Grade Level	2024	22%	16%	**14%**	5%	5%	-	-	-	11%	2%	0%	2%	3%	6%	16%	4%	20%
	2023	20%	15%	**13%**	5%	5%	-	-	-	8%	1%	0%	2%	1%	9%	15%	3%	14%
All Grades Mathematics																		
At Approaches Grade Level or Above	2024	72%	68%	**68%**	58%	57%	-	-	-	76%	53%	*	55%	52%	51%	71%	55%	81%
	2023	75%	71%	**71%**	65%	60%	-	-	-	71%	51%	53%	56%	50%	73%	73%	59%	85%
At Meets Grade Level or Above	2024	43%	36%	**34%**	25%	25%	-	-	-	38%	14%	*	15%	13%	21%	37%	20%	46%
	2023	45%	39%	**38%**	30%	26%	-	-	-	34%	16%	18%	20%	13%	36%	41%	23%	52%
At Masters Grade Level	2024	17%	12%	**10%**	6%	6%	-	-	-	11%	3%	*	3%	3%	9%	11%	5%	15%
	2023	19%	13%	**12%**	7%	6%	-	-	-	9%	5%	12%	5%	3%	14%	13%	6%	15%
All Grades Science																		
At Approaches Grade Level or Above	2024	75%	70%	**66%**	40%	42%	-	-	-	47%	59%	*	62%	58%	64%	68%	53%	80%
	2023	77%	74%	**70%**	43%	42%	-	-	-	46%	58%	90%	50%	64%	81%	72%	54%	87%
At Meets Grade Level or Above	2024	43%	37%	**33%**	10%	10%	-	-	-	11%	15%	*	15%	14%	32%	36%	14%	50%
	2023	47%	41%	**37%**	11%	8%	-	-	-	14%	14%	10%	18%	13%	25%	42%	13%	54%
At Masters Grade Level	2024	16%	11%	**10%**	1%	1%	-	-	-	3%	2%	*	3%	2%	8%	11%	2%	15%
	2023	18%	12%	**11%**	2%	3%	-	-	-	2%	2%	0%	4%	2%	0%	12%	2%	17%
All Grades Social Studies																		
At Approaches Grade Level or Above	2024	78%	73%	**67%**	*	*	-	-	-	-	44%	*	34%	46%	78%	68%	45%	84%
	2023	78%	75%	**72%**	*	*	-	-	-	-	48%	38%	28%	59%	57%	74%	49%	90%
At Meets Grade Level or Above	2024	51%	45%	**43%**	*	*	-	-	-	-	18%	*	14%	17%	22%	45%	18%	60%
	2023	52%	46%	**48%**	*	*	-	-	-	-	18%	8%	10%	23%	29%	52%	18%	68%
At Masters Grade Level	2024	27%	20%	**21%**	*	*	-	-	-	-	6%	*	5%	6%	22%	22%	7%	31%
	2023	27%	21%	**25%**	*	*	-	-	-	-	7%	0%	5%	8%	14%	27%	7%	35%
School Progress - Annual Growth																		

Texas Education Agency
2023-24 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
SAN FELIPE-DEL RIO CISD (233901) - VAL VERDE COUNTY

	School Year	State	Region 15	District	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
All Grades Both Subjects	2024	64%	60%	**60%**	55%	56%	-	-	-	56%	47%	43%	44%	45%	41%	62%	50%	60%
	2023	64%	60%	**59%**	63%	58%	-	-	-	66%	46%	56%	47%	43%	63%	60%	53%	63%
All Grades ELA/Reading	2024	67%	64%	**63%**	53%	55%	-	-	-	53%	46%	*	40%	45%	43%	68%	48%	74%
	2023	63%	59%	**56%**	55%	50%	-	-	-	59%	41%	35%	39%	40%	55%	57%	47%	63%
All Grades Mathematics	2024	60%	56%	**57%**	57%	57%	-	-	-	58%	49%	*	47%	46%	40%	59%	51%	62%
	2023	66%	62%	**61%**	70%	66%	-	-	-	72%	51%	77%	54%	47%	70%	62%	59%	63%
School Progress - Accelerated Learning																		
All Grades Both Subjects	2024	32%	32%	**36%**	35%	36%	-	-	-	32%	26%	*	24%	24%	8%	38%	27%	59%
	2023	38%	37%	**36%**	39%	31%	-	-	-	46%	27%	25%	29%	26%	45%	38%	32%	52%
All Grades ELA/Reading	2024	30%	31%	**30%**	30%	32%	-	-	-	23%	21%	*	15%	22%	3%	34%	22%	52%
	2023	35%	36%	**32%**	38%	33%	-	-	-	44%	21%	18%	21%	21%	23%	34%	26%	48%
All Grades Mathematics	2024	35%	33%	**40%**	39%	41%	-	-	-	39%	31%	*	33%	26%	17%	42%	33%	64%
	2023	40%	38%	**40%**	40%	30%	-	-	-	48%	35%	33%	38%	34%	63%	41%	38%	55%

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

- Indicates there are no students in the group.

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

Texas Education Agency

2023-24 STAAR Participation (TAPR)

SAN FELIPE-DEL RIO CISD (233901) - VAL VERDE COUNTY

	State	Region 15	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
2024 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	99%	100%	99%	98%	100%	100%	-	99%	99%	100%	99%	99%	99%	99%
Included in Accountability	92%	94%	94%	84%	94%	94%	100%	91%	-	88%	96%	95%	98%	80%	94%	88%
Not Included in Accountability: Mobile	4%	4%	3%	16%	2%	5%	0%	7%	-	11%	2%	5%	0%	11%	2%	3%
Not Included in Accountability: Other Exclusions	2%	1%	2%	0%	2%	0%	0%	2%	-	0%	1%	1%	0%	8%	2%	8%
Not Tested	1%	1%	1%	0%	1%	2%	0%	0%	-	1%	1%	0%	1%	1%	1%	1%
Absent	1%	1%	1%	0%	1%	1%	0%	0%	-	0%	1%	0%	1%	1%	1%	0%
Other	0%	0%	1%	0%	1%	1%	0%	0%	-	1%	0%	0%	1%	0%	1%	0%
Reading																
Assessment Participant	99%	99%	99%	100%	100%	99%	*	100%	-	98%	99%	100%	100%	99%	99%	100%
Included in Accountability	91%	94%	94%	89%	94%	95%	*	91%	-	88%	96%	93%	98%	78%	94%	86%
Not Included in Accountability: Mobile	4%	4%	3%	11%	2%	4%	*	5%	-	10%	2%	6%	0%	10%	2%	3%
Not Included in Accountability: Other Exclusions	4%	1%	3%	0%	3%	0%	*	5%	-	0%	1%	1%	1%	11%	3%	11%
Not Tested	1%	1%	1%	0%	0%	1%	*	0%	-	2%	1%	0%	0%	1%	1%	0%
Absent	1%	1%	0%	0%	0%	1%	*	0%	-	0%	1%	0%	0%	1%	1%	0%
Other	0%	0%	0%	0%	0%	0%	*	0%	-	2%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	98%	100%	98%	98%	*	100%	-	100%	99%	100%	98%	99%	98%	99%
Included in Accountability	93%	95%	94%	84%	94%	94%	*	94%	-	90%	96%	93%	97%	81%	94%	91%
Not Included in Accountability: Mobile	5%	4%	3%	16%	2%	4%	*	6%	-	10%	2%	6%	0%	11%	2%	3%
Not Included in Accountability: Other Exclusions	1%	1%	1%	0%	2%	0%	*	0%	-	0%	1%	1%	0%	7%	1%	5%
Not Tested	1%	1%	2%	0%	2%	2%	*	0%	-	0%	1%	0%	2%	1%	2%	1%
Absent	1%	1%	1%	0%	1%	1%	*	0%	-	0%	1%	0%	1%	1%	1%	1%
Other	0%	0%	2%	0%	2%	1%	*	0%	-	0%	0%	0%	2%	0%	1%	1%
Science																
Assessment Participant	99%	99%	98%	100%	98%	99%	*	100%	-	100%	98%	100%	98%	99%	98%	98%
Included in Accountability	93%	94%	93%	79%	93%	92%	*	91%	-	82%	95%	100%	97%	80%	93%	87%
Not Included in Accountability: Mobile	4%	4%	3%	21%	3%	7%	*	9%	-	18%	3%	0%	1%	11%	3%	4%
Not Included in Accountability: Other Exclusions	1%	1%	2%	0%	2%	0%	*	0%	-	0%	0%	0%	0%	8%	2%	7%
Not Tested	1%	1%	2%	0%	2%	1%	*	0%	-	0%	2%	0%	2%	1%	2%	2%

	State	Region 15	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	1%	1%	0%	1%	1%	*	0%	-	0%	2%	0%	1%	1%	1%	1%
Other	0%	0%	1%	0%	1%	0%	*	0%	-	0%	0%	0%	1%	0%	1%	1%
Social Studies																
Assessment Participant	99%	99%	99%	*	99%	100%	-	100%	-	*	98%	100%	99%	98%	98%	100%
Included in Accountability	94%	95%	95%	*	95%	93%	-	80%	-	*	95%	100%	99%	82%	93%	90%
Not Included in Accountability: Mobile	4%	3%	3%	*	2%	7%	-	20%	-	*	3%	0%	0%	11%	3%	4%
Not Included in Accountability: Other Exclusions	1%	0%	1%	*	1%	0%	-	0%	-	*	0%	0%	0%	5%	2%	6%
Not Tested	1%	1%	1%	*	1%	0%	-	0%	-	*	2%	0%	1%	2%	2%	0%
Absent	1%	1%	1%	*	1%	0%	-	0%	-	*	2%	0%	1%	2%	2%	0%
Other	0%	0%	0%	*	0%	0%	-	0%	-	*	0%	0%	0%	0%	0%	0%
Accelerated Testers																
SAT/ACT Participant	93%	75%	40%	-	37%	77%	-	-	-	-	*	-	40%	*	30%	0%
2023 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	99%	100%	99%	99%	*	100%	*	100%	99%	100%	99%	99%	99%	100%
Included in Accountability	93%	95%	95%	89%	95%	95%	*	90%	*	86%	96%	97%	98%	83%	96%	90%
Not Included in Accountability: Mobile	4%	4%	2%	11%	2%	4%	*	0%	*	14%	2%	2%	1%	10%	2%	3%
Not Included in Accountability: Other Exclusions	2%	1%	2%	0%	2%	1%	*	10%	*	0%	1%	0%	0%	6%	1%	6%
Not Tested	1%	1%	1%	0%	1%	1%	*	0%	*	0%	1%	0%	1%	1%	1%	0%
Absent	1%	1%	1%	0%	1%	0%	*	0%	*	0%	1%	0%	0%	1%	1%	0%
Other	0%	0%	0%	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	99%	100%	99%	100%	*	100%	*	100%	99%	100%	100%	99%	99%	100%
Included in Accountability	92%	94%	94%	87%	95%	95%	*	89%	*	83%	96%	97%	98%	80%	95%	87%
Not Included in Accountability: Mobile	4%	4%	3%	13%	2%	3%	*	0%	*	17%	2%	2%	1%	10%	2%	3%
Not Included in Accountability: Other Exclusions	3%	1%	3%	0%	3%	2%	*	11%	*	0%	2%	1%	1%	9%	2%	10%
Not Tested	1%	1%	1%	0%	1%	0%	*	0%	*	0%	1%	0%	0%	1%	1%	0%
Absent	1%	1%	0%	0%	1%	0%	*	0%	*	0%	1%	0%	0%	1%	1%	0%
Other	0%	0%	0%	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	99%	100%	99%	99%	*	100%	*	100%	98%	99%	99%	99%	99%	99%
Included in Accountability	94%	95%	95%	86%	96%	94%	*	89%	*	85%	96%	97%	98%	84%	96%	93%

	State	Region 15	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Mobile	5%	4%	2%	14%	2%	3%	*	0%	*	15%	2%	2%	1%	10%	2%	3%
Not Included in Accountability: Other Exclusions	1%	0%	1%	0%	1%	1%	*	11%	*	0%	0%	0%	0%	5%	1%	4%
Not Tested	1%	1%	1%	0%	1%	1%	*	0%	*	0%	2%	1%	1%	1%	1%	1%
Absent	1%	1%	1%	0%	1%	0%	*	0%	*	0%	2%	1%	0%	1%	1%	1%
Other	0%	0%	1%	0%	1%	1%	*	0%	*	0%	0%	0%	1%	0%	1%	0%
Science																
Assessment Participant	99%	99%	99%	100%	99%	100%	*	100%	-	100%	98%	100%	99%	99%	99%	99%
Included in Accountability	93%	95%	96%	100%	96%	95%	*	89%	-	90%	97%	100%	99%	86%	97%	92%
Not Included in Accountability: Mobile	4%	4%	2%	0%	2%	4%	*	0%	-	10%	1%	0%	1%	8%	2%	3%
Not Included in Accountability: Other Exclusions	1%	0%	1%	0%	1%	1%	*	11%	-	0%	0%	0%	0%	5%	1%	4%
Not Tested	1%	1%	1%	0%	1%	0%	*	0%	-	0%	2%	0%	1%	1%	1%	1%
Absent	1%	1%	1%	0%	1%	0%	*	0%	-	0%	2%	0%	1%	1%	1%	1%
Other	0%	0%	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Social Studies																
Assessment Participant	99%	99%	99%	100%	99%	100%	*	*	-	100%	99%	100%	99%	99%	99%	99%
Included in Accountability	94%	95%	96%	100%	96%	95%	*	*	-	100%	96%	93%	98%	88%	97%	95%
Not Included in Accountability: Mobile	4%	4%	3%	0%	2%	5%	*	*	-	0%	1%	7%	1%	10%	2%	3%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	*	*	-	0%	1%	0%	0%	2%	0%	1%
Not Tested	1%	1%	1%	0%	1%	0%	*	*	-	0%	1%	0%	1%	1%	1%	1%
Absent	1%	1%	1%	0%	1%	0%	*	*	-	0%	1%	0%	1%	1%	1%	1%
Other	0%	0%	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Accelerated Testers																
SAT/ACT Participant	93%	87%	63%	-	59%	85%	-	*	-	-	-	-	63%	63%	51%	-

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

Texas Education Agency

2023-24 Attendance, Graduation, and Dropout Rates (TAPR)

SAN FELIPE-DEL RIO CISD (233901) - VAL VERDE COUNTY

	State	Region 15	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2022-23	93.3%	93.8%	**91.5%**	89.7%	91.4%	93.0%	90.2%	94.8%	*	93.5%	89.4%	90.6%	91.2%
2021-22	92.2%	92.5%	**89.4%**	89.0%	89.3%	91.4%	90.1%	95.0%	*	92.4%	87.0%	88.3%	88.7%
Chronic Absenteeism													
2022-23	20.3%	17.9%	**28.2%**	29.3%	28.7%	20.3%	57.1%	21.4%	*	12.5%	36.4%	32.3%	29.8%
2021-22	25.7%	24.1%	**37.2%**	34.6%	37.9%	28.1%	42.9%	11.1%	*	28.9%	45.7%	42.1%	39.8%
Annual Dropout Rate (Gr 7-8)													
2022-23	0.8%	0.4%	**1.0%**	0.0%	1.0%	1.2%	*	0.0%	*	0.0%	1.4%	1.1%	1.4%
2021-22	0.7%	0.4%	**1.0%**	0.0%	0.8%	2.7%	*	16.7%	*	*	0.8%	1.1%	2.9%
Annual Dropout Rate (Gr 9-12)													
2022-23	2.0%	0.9%	**1.4%**	7.1%	1.3%	1.2%	*	0.0%	-	14.3%	1.8%	1.8%	2.2%
2021-22	2.2%	1.2%	**2.5%**	0.0%	2.5%	3.2%	*	0.0%	-	0.0%	1.8%	3.7%	4.7%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2023													
Graduated	90.3%	94.7%	**91.9%**	100.0%	91.9%	90.2%	-	*	-	*	92.1%	89.7%	87.6%
Received TxCHSE	0.3%	0.1%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	0.0%
Continued HS	3.1%	1.8%	**2.2%**	0.0%	2.2%	2.4%	-	*	-	*	3.9%	2.6%	2.1%
Dropped Out	6.3%	3.3%	**5.9%**	0.0%	5.9%	7.3%	-	*	-	*	3.9%	7.7%	10.3%
Graduates and TxCHSE	90.6%	94.8%	**91.9%**	100.0%	91.9%	90.2%	-	*	-	*	92.1%	89.7%	87.6%
Graduates, TxCHSE, and Continuers	93.7%	96.7%	**94.1%**	100.0%	94.1%	92.7%	-	*	-	*	96.1%	92.3%	89.7%
Class of 2022													
Graduated	89.7%	94.3%	**90.7%**	*	91.0%	88.0%	-	*	-	*	94.8%	88.6%	85.6%
Received TxCHSE	0.3%	0.1%	**0.3%**	*	0.3%	0.0%	-	*	-	*	0.0%	0.2%	0.0%
Continued HS	3.5%	2.0%	**2.6%**	*	2.4%	4.0%	-	*	-	*	1.3%	2.2%	2.2%
Dropped Out	6.4%	3.7%	**6.4%**	*	6.3%	8.0%	-	*	-	*	3.9%	9.0%	12.2%
Graduates and TxCHSE	90.0%	94.3%	**91.0%**	*	91.3%	88.0%	-	*	-	*	94.8%	88.8%	85.6%
Graduates, TxCHSE, and Continuers	93.6%	96.3%	**93.6%**	*	93.7%	92.0%	-	*	-	*	96.1%	91.0%	87.8%
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	91.8%	96.0%	**93.2%**	*	93.4%	91.7%	-	*	-	*	96.1%	90.9%	87.1%
Received TxCHSE	0.4%	0.1%	**0.5%**	*	0.6%	0.0%	-	*	-	*	0.0%	0.6%	0.0%
Continued HS	1.0%	0.3%	**0.3%**	*	0.3%	0.0%	-	*	-	*	0.0%	0.4%	0.0%
Dropped Out	6.8%	3.6%	**6.0%**	*	5.7%	8.3%	-	*	-	*	3.9%	8.0%	12.9%
Graduates and TxCHSE	92.2%	96.1%	**93.7%**	*	94.0%	91.7%	-	*	-	*	96.1%	91.6%	87.1%

	State	Region 15	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.2%	96.4%	**94.0%**	*	94.3%	91.7%	-	*	-	*	96.1%	92.0%	87.1%
Class of 2021													
Graduated	92.2%	94.3%	**90.3%**	*	90.1%	96.7%	*	*	-	-	94.8%	86.9%	83.7%
Received TxCHSE	0.4%	0.1%	**0.0%**	*	0.0%	0.0%	*	*	-	-	0.0%	0.0%	0.0%
Continued HS	1.0%	0.6%	**0.7%**	*	0.7%	0.0%	*	*	-	-	0.0%	0.7%	2.0%
Dropped Out	6.3%	4.9%	**9.1%**	*	9.2%	3.3%	*	*	-	-	5.2%	12.4%	14.3%
Graduates and TxCHSE	92.7%	94.4%	**90.3%**	*	90.1%	96.7%	*	*	-	-	94.8%	86.9%	83.7%
Graduates, TxCHSE, and Continuers	93.7%	95.1%	**90.9%**	*	90.8%	96.7%	*	*	-	-	94.8%	87.6%	85.7%
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.7%	94.8%	**91.5%**	*	91.4%	96.7%	*	*	-	-	94.8%	88.1%	85.6%
Received TxCHSE	0.5%	0.2%	**0.0%**	*	0.0%	0.0%	*	*	-	-	0.0%	0.0%	0.0%
Continued HS	0.5%	0.2%	**0.0%**	*	0.0%	0.0%	*	*	-	-	0.0%	0.0%	0.0%
Dropped Out	6.3%	4.7%	**8.5%**	*	8.6%	3.3%	*	*	-	-	5.2%	11.9%	14.4%
Graduates and TxCHSE	93.2%	95.0%	**91.5%**	*	91.4%	96.7%	*	*	-	-	94.8%	88.1%	85.6%
Graduates, TxCHSE, and Continuers	93.7%	95.3%	**91.5%**	*	91.4%	96.7%	*	*	-	-	94.8%	88.1%	85.6%
Class of 2020													
Graduated	92.7%	94.4%	**91.0%**	88.9%	90.7%	97.3%	*	80.0%	-	*	93.7%	88.8%	77.4%
Received TxCHSE	0.5%	0.2%	**0.1%**	0.0%	0.1%	0.0%	*	0.0%	-	*	0.0%	0.2%	0.0%
Continued HS	0.5%	0.2%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	-	*	0.0%	0.0%	0.0%
Dropped Out	6.2%	5.2%	**8.9%**	11.1%	9.2%	2.7%	*	20.0%	-	*	6.3%	11.0%	22.6%
Graduates and TxCHSE	93.2%	94.6%	**91.1%**	88.9%	90.8%	97.3%	*	80.0%	-	*	93.7%	89.0%	77.4%
Graduates, TxCHSE, and Continuers	93.8%	94.8%	**91.1%**	88.9%	90.8%	97.3%	*	80.0%	-	*	93.7%	89.0%	77.4%
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2023	90.3%	94.7%	**90.0%**	100.0%	89.9%	90.2%	-	*	-	*	84.9%	87.2%	83.7%
Class of 2022	89.7%	94.3%	**89.6%**	*	89.9%	88.0%	-	*	-	*	91.4%	87.6%	84.0%
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2023	72.3%	*	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	59.5%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2023	4.3%	12.7%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	0.0%
Class of 2022	3.7%	9.8%	**0.1%**	*	0.0%	4.5%	-	*	-	*	1.4%	0.0%	0.0%
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2023-24 Attendance, Graduation, and Dropout Rates (TAPR)
SAN FELIPE-DEL RIO CISD (233901) - VAL VERDE COUNTY

	State	Region 15	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2023	84.3%	75.1%	**94.7%**	100.0%	94.8%	91.7%	-	*	-	*	55.7%	93.2%	92.9%
Class of 2022	84.3%	76.6%	**90.3%**	*	90.3%	90.9%	-	*	-	*	49.3%	87.2%	88.3%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2023	88.6%	87.9%	**94.7%**	100.0%	94.8%	91.9%	-	*	-	*	55.7%	93.2%	92.9%
Class of 2022	88.0%	86.2%	**90.4%**	*	90.3%	95.5%	-	*	-	*	50.7%	87.2%	88.3%
RHSP/DAP Graduates (Annual Rate)													
2022-23	38.4%	*	-	-	-	-	-	-	-	-	-	-	-
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2022-23	4.4%	12.4%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	0.0%
2021-22	3.9%	9.5%	**0.3%**	*	0.1%	3.7%	-	*	-	*	2.9%	0.2%	0.0%
FHSP-DLA Graduates (Annual Rate)													
2022-23	82.5%	73.9%	**93.7%**	100.0%	94.0%	86.8%	-	*	-	*	49.4%	92.4%	87.9%
2021-22	82.3%	75.5%	**90.9%**	*	91.1%	88.9%	-	*	-	*	51.4%	88.9%	92.0%
Texas First DLA Graduates (Annual Rate)													
2022-23	0.1%	0.4%	**0.7%**	0.0%	0.6%	2.6%	-	0.0%	-	-	0.0%	0.2%	0.0%
RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Annual Rate)													
2022-23	86.8%	86.4%	**93.8%**	100.0%	94.1%	87.2%	-	*	-	*	49.4%	92.4%	87.9%
2021-22	86.0%	85.0%	**91.2%**	*	91.2%	92.6%	-	*	-	*	54.3%	89.2%	92.0%

Texas Education Agency
2023-24 Graduation Profile (TAPR)
SAN FELIPE-DEL RIO CISD (233901) - VAL VERDE COUNTY

	District Count	District Percent	State Count	State Percent
Graduates (2022-23 Annual Graduates)				
Total Graduates	752	100.0%	377,367	100.0%
By Ethnicity:				
African American	5	0.7%	46,822	12.4%
Hispanic	706	93.9%	197,333	52.3%
White	39	5.2%	103,009	27.3%
American Indian	0	0.0%	1,181	0.3%
Asian	1	0.1%	19,151	5.1%
Pacific Islander	0	0.0%	574	0.2%
Two or More Races	1	0.1%	9,297	2.5%
By Graduation Type:				
Minimum H.S. Program	0	0.0%	433	0.1%
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	270	0.1%
Foundation H.S. Program (No Endorsement)	47	6.3%	49,278	13.1%
Foundation H.S. Program (Endorsement)	0	0.0%	16,475	4.4%
Foundation H.S. Program (DLA)	700	93.1%	310,689	82.3%
Texas First Early H.S. Completion Program (Texas First-DLA)	5	0.7%	222	0.1%
Special Education Graduates	81	10.8%	34,589	9.2%
Economically Disadvantaged Graduates	490	65.2%	206,367	54.7%
Emergent Bilingual (EB)/English Learner (EL) Graduates	99	13.2%	50,229	13.3%
At-Risk Graduates	655	87.1%	168,430	44.6%
CTE Completers	350	46.5%	116,959	31.0%

Academic Year	State	Region 15	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
College, Career, and Military Ready Graduates (Student Achievement)‡													
College, Career, or Military Ready (Annual Graduates)													
2022-23	76.3%	78.9%	**82.9%**	60.0%	83.2%	82.1%	-	*	-	*	64.2%	78.1%	73.5%
2021-22	70.0%	74.4%	**75.9%**	*	76.0%	74.1%	-	*	-	*	80.0%	70.6%	69.3%
College Ready Graduates‡													
College Ready (Annual Graduates)‡													
2022-23	61.9%	70.6%	**70.7%**	60.0%	70.5%	76.9%	-	*	-	*	55.6%	65.0%	61.2%
TSI Criteria Graduates in English Language Arts (Annual Graduates)													
2022-23	62.8%	63.8%	**55.5%**	40.0%	55.0%	64.1%	-	*	-	*	9.9%	51.4%	34.3%
2021-22	57.1%	59.3%	**48.7%**	*	48.5%	51.9%	-	*	-	*	14.3%	42.2%	40.0%
TSI Criteria Graduates in Mathematics (Annual Graduates)													
2022-23	54.3%	57.7%	**49.1%**	20.0%	48.4%	64.1%	-	*	-	*	4.9%	46.3%	35.4%
2021-22	48.2%	46.3%	**41.1%**	*	40.6%	44.4%	-	*	-	*	8.6%	34.1%	37.3%
TSI Criteria Graduates in Both Subjects (Annual Graduates)													
2022-23	48.4%	50.7%	**45.1%**	20.0%	44.8%	53.8%	-	*	-	*	3.7%	42.2%	33.3%
2021-22	42.2%	41.5%	**37.1%**	*	36.6%	44.4%	-	*	-	*	8.6%	31.2%	33.3%
AP / IB Met Criteria in Any Subject (Annual Graduates)													
2022-23	20.4%	6.7%	**9.6%**	0.0%	8.8%	23.1%	-	*	-	*	1.2%	5.7%	5.1%
2021-22	20.5%	6.3%	**7.7%**	*	7.3%	18.5%	-	*	-	*	0.0%	4.7%	12.0%
Associate Degree (Annual Graduates)													
2022-23	2.5%	2.2%	**8.4%**	0.0%	8.1%	15.4%	-	*	-	*	0.0%	7.1%	0.0%
2021-22	2.4%	2.3%	**9.4%**	*	9.2%	11.1%	-	*	-	*	2.9%	7.0%	0.0%
Dual Course Credits in Any Subject (Annual Graduates)													
2022-23	23.6%	43.9%	**43.6%**	20.0%	42.8%	61.5%	-	*	-	*	17.3%	35.7%	18.2%
2021-22	24.0%	42.1%	**42.5%**	*	42.2%	48.1%	-	*	-	*	15.7%	33.4%	12.0%
Onramps Course Credits (Annual Graduates)													
2022-23	4.8%	2.2%	**4.0%**	0.0%	3.7%	7.7%	-	*	-	*	0.0%	2.7%	2.0%
2021-22	4.4%	2.5%	**5.9%**	*	5.4%	18.5%	-	*	-	*	0.0%	2.5%	1.3%
Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)													
2022-23	5.6%	6.1%	**5.3%**	20.0%	5.4%	2.6%	-	*	-	*	49.4%	5.3%	11.1%
2021-22	5.0%	5.7%	**5.3%**	*	5.4%	3.7%	-	*	-	*	54.3%	5.6%	5.3%
Career / Military Ready Graduates‡													
Career or Military Ready (Annual Graduates)‡													

Academic Year	State	Region 15	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
2022-23	36.4%	26.9%	**43.3%**	0.0%	43.2%	51.3%	-	*	-	*	34.6%	39.9%	35.7%
Approved Industry-Based Certification (Annual Graduates)													
2022-23	33.4%	23.6%	**41.1%**	0.0%	41.1%	46.2%	-	*	-	*	24.7%	37.6%	34.3%
2021-22	28.0%	24.9%	**35.8%**	*	35.7%	37.0%	-	*	-	*	12.9%	32.7%	29.3%
Graduates with Level I or Level II Certificate (Annual Graduates)													
2022-23	0.8%	3.7%	**8.6%**	0.0%	8.6%	10.3%	-	*	-	*	9.0%	7.8%	12.1%
2021-22	0.7%	3.3%	**11.2%**	*	11.3%	7.4%	-	*	-	*	7.1%	10.8%	4.0%
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2022-23	2.7%	1.5%	**0.8%**	0.0%	0.8%	0.0%	-	*	-	*	7.4%	0.8%	1.0%
2021-22	2.5%	2.0%	**2.1%**	*	2.0%	3.7%	-	*	-	*	21.4%	2.9%	1.3%
U.S. Armed Forces Enlistment (Annual Graduates)													
2022-23	0.6%	0.4%	**0.5%**	0.0%	0.6%	0.0%	-	*	-	*	0.0%	0.6%	0.0%

- Indicates there are no students in the group.

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

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

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

	Academic Year	State	Region 15	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
TSIA Results (Graduates >= Criterion) (Annual Graduates)														
Reading	2022-23	21.0%	20.1%	**32.4%**	0.0%	31.7%	46.2%	-	*	-	*	6.2%	**25.5%**	2.0%
	2021-22	22.8%	20.8%	**28.4%**	*	28.3%	29.6%	-	*	-	*	5.7%	23.9%	1.3%
Mathematics	2022-23	19.9%	21.9%	**25.7%**	0.0%	25.1%	38.5%	-	*	-	*	0.0%	20.8%	4.0%
	2021-22	18.7%	16.8%	**26.6%**	*	26.4%	22.2%	-	*	-	*	4.3%	21.2%	13.3%
Both Subjects	2022-23	12.5%	11.3%	**21.0%**	0.0%	20.4%	33.3%	-	*	-	*	0.0%	16.1%	1.0%
	2021-22	12.6%	10.4%	**19.3%**	*	19.2%	18.5%	-	*	-	*	4.3%	15.3%	1.3%
Completed and Received Credit for College Prep Courses (Annual Graduates)														
English Language Arts	2022-23	18.2%	28.2%	**21.9%**	0.0%	22.9%	5.1%	-	*	-	*	4.9%	25.9%	31.3%
	2021-22	11.7%	22.7%	**17.8%**	*	18.3%	3.7%	-	*	-	*	7.1%	18.5%	38.7%
Mathematics	2022-23	20.2%	29.7%	**23.0%**	0.0%	23.9%	10.3%	-	*	-	*	4.9%	26.9%	33.3%
	2021-22	14.0%	20.9%	**16.2%**	*	16.7%	3.7%	-	*	-	*	4.3%	16.7%	33.3%
Both Subjects	2022-23	12.5%	21.1%	**21.3%**	0.0%	22.4%	5.1%	-	*	-	*	3.7%	25.1%	31.3%
	2021-22	7.5%	15.0%	**15.0%**	*	15.4%	3.7%	-	*	-	*	4.3%	15.6%	32.0%
AP/IB-Results (Participation) (Grades 11-12)														
All Subjects	2023	24.2%	11.7%	**24.3%**	42.9%	23.5%	35.9%	-	*	-	*	2.6%	17.6%	6.8%
	2022	23.0%	10.2%	**19.3%**	14.3%	18.7%	27.5%	-	*	-	*	1.4%	11.4%	3.8%
English Language Arts	2023	13.8%	5.0%	**5.8%**	28.6%	5.5%	10.3%	-	*	-	*	0.0%	4.0%	0.6%
	2022	13.2%	3.4%	**3.5%**	0.0%	3.2%	7.2%	-	*	-	*	0.0%	2.3%	0.5%
Mathematics	2023	7.0%	2.4%	**4.1%**	0.0%	3.7%	9.0%	-	*	-	*	1.3%	2.4%	0.6%
	2022	6.9%	2.1%	**2.2%**	0.0%	2.0%	5.8%	-	*	-	*	0.7%	1.0%	0.0%
Science	2023	10.3%	5.9%	**17.3%**	14.3%	16.5%	30.8%	-	*	-	*	2.0%	12.3%	2.8%
	2022	9.6%	5.8%	**15.0%**	14.3%	14.5%	23.2%	-	*	-	*	0.7%	8.7%	1.1%
Social Studies	2023	13.1%	3.7%	**8.1%**	14.3%	7.8%	12.8%	-	*	-	*	0.0%	5.5%	2.3%
	2022	12.5%	2.9%	**6.2%**	0.0%	5.9%	11.6%	-	*	-	*	0.7%	3.5%	1.1%
AP/IB Results (Examinees >= Criterion) (Grades 11-12)														
All Subjects	2023	53.3%	38.0%	**20.7%**	*	19.7%	32.1%	-	*	-	-	*	17.1%	50.0%
	2022	53.3%	35.8%	**21.8%**	*	20.0%	52.6%	-	*	-	*	*	22.6%	85.7%
English Language Arts	2023	52.3%	46.9%	**32.5%**	*	32.9%	37.5%	-	-	-	-	-	21.6%	*
	2022	53.2%	44.7%	**39.6%**	-	37.0%	80.0%	-	*	-	-	-	33.3%	*
Mathematics	2023	50.8%	50.0%	**29.3%**	-	24.0%	57.1%	-	*	-	-	*	27.3%	*
	2022	50.4%	55.9%	**27.3%**	-	20.7%	*	-	-	-	-	*	22.2%	-
Science	2023	44.8%	24.9%	**12.1%**	*	10.0%	29.2%	-	*	-	-	*	7.9%	20.0%
	2022	44.7%	19.4%	**7.6%**	*	5.3%	37.5%	-	*	-	-	*	7.4%	*

	Academic Year	State	Region 15	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Social Studies	2023	42.0%	28.3%	7.0%	*	4.8%	30.0%	-	-	-	-	-	0.0%	*
	2022	41.9%	28.0%	7.5%	-	6.0%	25.0%	-	*	-	*	*	6.3%	*
SAT/ACT Results (Annual Graduates)														
Tested	2022-23	79.3%	66.4%	**23.1%**	40.0%	21.7%	43.6%	7	*	-	*	6.2%	17.0%	3.0%
	2021-22	71.5%	64.2%	**19.0%**	*	18.0%	40.7%	-	*	-	*	7.1%	12.4%	2.4%
At/Above Criterion for All Examinees	2022-23	28.9%	23.3%	**39.1%**	*	35.3%	64.7%	*	*	-	-	0.0%	26.5%	*
	2021-22	32.1%	24.2%	**39.7%**	-	38.2%	54.5%	-	*	-	*	20.0%	23.6%	*
Average SAT Score (Annual Graduates)														
All Subjects	2022-23	978	958	**1038**	*	1032	1083	-	*	-	-	912	997	*
	2021-22	1001	959	**1024**	-	1014	1143	-	1170	-	880	920	965	890
English Language Arts and Writing	2022-23	497	487	**531**	*	528	549	-	*	-	-	464	512	*
	2021-22	506	485	**523**	-	517	594	-	610	-	440	470	491	460
Mathematics	2022-23	482	471	**507**	*	503	534	-	*	-	-	448	485	*
	2021-22	496	474	**501**	-	496	549	-	560	-	440	450	473	430
Average ACT Score (Annual Graduates)														
All Subjects	2022-23	19.2	18.4	**24.3**	-	24.0	*	*	-	-	-	-	*	-
	2021-22	19.5	18.9	**20.1**	-	17.5	25.3	-	25.0	-	-	-	19.0	17.0
English Language Arts	2022-23	18.8	18.1	**24.7**	-	24.6	*	*	-	-	-	-	*	-
	2021-22	19.2	18.4	**19.5**	-	16.1	26.2	-	27.0	-	-	-	19.3	17.0
Mathematics	2022-23	18.9	18.4	**22.8**	-	22.1	*	*	-	-	-	-	*	-
	2021-22	19.3	18.8	**19.8**	-	18.3	23.7	-	20.0	-	-	-	17.7	16.0
Science	2022-23	19.5	18.8	**24.4**	-	24.0	*	*	-	-	-	-	*	-
	2021-22	19.8	19.2	**21.3**	-	19.3	25.3	-	25.0	-	-	-	19.7	19.0

- Indicates there are no students in the group.

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

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

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

Texas Education Agency
2023-24 Other Postsecondary Indicators (TAPR)
SAN FELIPE-DEL RIO CISD (233901) - VAL VERDE COUNTY

	Academic Year	State	Region 15	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Advanced/Dual-Credit Course Completion (Grades 9-12)														
Any Subject	2022-23	45.4%	45.1%	**55.4%**	57.1%	54.6%	68.4%	*	60.0%	-	66.7%	36.5%	50.7%	34.9%
	2021-22	44.2%	43.1%	**52.4%**	33.3%	51.7%	64.6%	*	85.7%	-	60.0%	31.2%	44.4%	34.9%
English Language Arts	2022-23	17.4%	18.9%	**40.0%**	33.3%	39.4%	51.1%	*	*	-	50.0%	30.6%	36.6%	27.5%
	2021-22	16.6%	17.8%	**34.9%**	11.1%	34.5%	42.1%	*	83.3%	-	40.0%	25.2%	30.3%	27.9%
Mathematics	2022-23	19.5%	14.1%	**12.2%**	9.1%	11.8%	20.9%	*	*	-	0.0%	1.4%	9.2%	1.2%
	2021-22	19.9%	14.3%	**12.7%**	0.0%	12.3%	20.1%	*	42.9%	-	20.0%	0.6%	9.3%	1.8%
Science	2022-23	21.5%	20.4%	**16.8%**	16.7%	16.1%	31.7%	*	*	-	0.0%	1.4%	12.1%	2.8%
	2021-22	21.1%	21.2%	**15.8%**	11.1%	15.1%	26.8%	*	42.9%	-	*	0.7%	10.1%	1.3%
Social Studies	2022-23	24.0%	16.5%	**27.1%**	12.5%	26.3%	41.5%	*	*	-	0.0%	1.2%	20.2%	4.4%
	2021-22	22.8%	17.5%	**24.6%**	14.3%	23.8%	40.0%	-	60.0%	-	20.0%	2.8%	16.7%	1.5%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2021-22	-	-	-	-	-	-	-	-	-	-	-	-	-
	2020-21	-	-	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course														
	2021-22	-	-	-	-	-	-	-	-	-	-	-	-	-
	2020-21	-	-	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

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

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

	Membership				Enrollment			
	District		State		District		State	
Student Information	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Students	**9,875**	**100.0%**	**5,517,464**	**100.0%**	**9,907**	**100.0%**	**5,531,236**	**100.0%**
Students by Grade								
Early Childhood Education	27	0.3%	18,968	0.3%	44	0.4%	26,847	0.5%
Pre-Kindergarten	447	4.5%	247,979	4.5%	447	4.5%	248,576	4.5%
Pre-Kindergarten: 3-year Old	108	1.1%	42,448	0.8%	108	1.1%	42,669	0.8%
Pre-Kindergarten: 4-year Old	339	3.4%	205,531	3.7%	339	3.4%	205,907	3.7%
Kindergarten	606	6.1%	361,329	6.5%	609	6.1%	361,799	6.5%
Grade 1	702	7.1%	385,096	7.0%	703	7.1%	385,471	7.0%
Grade 2	787	8.0%	402,233	7.3%	792	8.0%	402,576	7.3%
Grade 3	752	7.6%	399,869	7.2%	754	7.6%	400,181	7.2%
Grade 4	701	7.1%	399,137	7.2%	702	7.1%	399,422	7.2%
Grade 5	694	7.0%	399,200	7.2%	696	7.0%	399,419	7.2%
Grade 6	686	6.9%	400,347	7.3%	687	6.9%	400,511	7.2%
Grade 7	678	6.9%	405,118	7.3%	678	6.8%	405,298	7.3%
Grade 8	779	7.9%	414,033	7.5%	779	7.9%	414,195	7.5%
Grade 9	764	7.7%	472,595	8.6%	764	7.7%	472,783	8.5%
Grade 10	849	8.6%	439,091	8.0%	849	8.6%	439,298	7.9%
Grade 11	731	7.4%	406,681	7.4%	731	7.4%	406,966	7.4%
Grade 12	672	6.8%	365,788	6.6%	672	6.8%	367,894	6.7%
Ethnic Distribution								
African American	49	0.5%	706,235	12.8%	49	0.5%	707,609	12.8%
Hispanic	9,212	93.3%	2,936,051	53.2%	9,236	93.2%	2,942,144	53.2%
White	510	5.2%	1,379,090	25.0%	516	5.2%	1,384,437	25.0%
American Indian	7	0.1%	17,886	0.3%	7	0.1%	17,939	0.3%
Asian	38	0.4%	295,946	5.4%	38	0.4%	296,367	5.4%
Pacific Islander	2	0.0%	8,831	0.2%	2	0.0%	8,844	0.2%
Two or More Races	57	0.6%	173,425	3.1%	59	0.6%	173,896	3.1%
Sex								
Female	4,844	49.1%	2,695,318	48.9%	4,846	48.9%	2,700,356	48.8%
Male	5,031	50.9%	2,822,146	51.1%	5,061	51.1%	2,830,880	51.2%
Other Student Cohorts								
Economically Disadvantaged	7,405	75.0%	3,434,955	62.3%	7,422	74.9%	3,439,856	62.2%
Non-Educationally Disadvantaged	2,470	25.0%	2,082,509	37.7%	2,485	25.1%	2,091,380	37.8%
Section 504 Students	828	8.4%	399,808	7.2%	828	8.4%	400,078	7.2%
EB Students/EL	2,315	23.4%	1,344,804	24.4%	2,319	23.4%	1,345,917	24.3%
Students w/ Disciplinary Placements (2022-23)	281	2.7%	105,976	1.9%				
Students w/ Dyslexia	474	4.8%	329,004	6.0%	474	4.8%	329,228	6.0%

	Membership				Enrollment			
	District		State		District		State	
Student Information	**Count**	**Percent**	**Count**	**Percent**	**Count**	**Percent**	**Count**	**Percent**
Foster Care	9	0.1%	12,418	0.2%	9	0.1%	12,469	0.2%
Homeless	131	1.3%	77,809	1.4%	131	1.3%	77,942	1.4%
Immigrant	234	2.4%	158,717	2.9%	234	2.4%	158,832	2.9%
Migrant	205	2.1%	13,481	0.2%	205	2.1%	13,528	0.2%
Title I	9,720	98.4%	3,624,288	65.7%	9,752	98.4%	3,632,539	65.7%
Military Connected	591	6.0%	212,919	3.9%	591	6.0%	213,035	3.9%
At-Risk	6,415	65.0%	2,937,834	53.2%	6,419	64.8%	2,941,204	53.2%
Students by Instructional Program								
Bilingual/ESL Education	2,228	22.6%	1,350,113	24.5%	2,232	22.5%	1,350,920	24.4%
Career and Technical Education	2,782	28.2%	1,485,646	26.9%	-	-	-	-
Career and Technical Education (9-12 grades only)	2,548	84.5%	1,234,615	73.3%	-	-	-	-
Gifted and Talented Education	654	6.6%	469,054	8.5%	654	6.6%	469,170	8.5%
Special Education	1,784	18.1%	764,858	13.9%	1,816	18.3%	774,489	14.0%
Students with Disabilities by Type of Primary Disability								
Total Students with Disabilities	**1,784**		**764,858**					
Students with Intellectual Disabilities	1,034	58.0%	349,307	45.7%				
Students with Physical Disabilities	320	17.9%	144,191	18.9%				
Students with Autism	123	6.9%	124,254	16.2%				
Students with Behavioral Disabilities	293	16.4%	134,373	17.6%				
Students with Non-Categorical Early Childhood	14	0.8%	12,733	1.7%				
Mobility (2022-23)								
Total Mobile Students	**1,032**	**10.9%**	**864,058**	**16.1%**				
African American	15	0.2%	181,855	3.4%				
Hispanic	945	10.0%	455,070	8.5%				
White	52	0.6%	165,204	3.1%				
American Indian	1	0.0%	3,184	0.1%				
Asian	5	0.1%	27,631	0.5%				
Pacific Islander	1	0.0%	1,840	0.0%				
Two or More Races	13	0.1%	29,274	0.5%				
Special Ed Students who are Mobile	147	8.8%	137,466	17.6%				
Count and Percent of EB Students/EL who are Mobile	257	12.9%	196,918	16.3%				
Count and Percent of Econ Dis Students who are Mobile	820	11.7%	622,582	18.6%				
Student Attrition (2022-23)								
Total Student Attrition	**1,781**	**27.8%**	**767,390**	**18.1%**				

	Non-Special Education Rates		Special Education Rates	
Student Information	District	State	District	State
Retention Rates by Grade				
Kindergarten	0.2%	1.3%	0.0%	3.9%
Grade 1	4.3%	2.1%	4.8%	3.3%
Grade 2	1.1%	1.3%	3.7%	1.6%
Grade 3	1.2%	0.7%	1.1%	0.7%
Grade 4	0.6%	0.4%	0.0%	0.5%
Grade 5	0.2%	0.2%	1.6%	0.3%
Grade 6	0.4%	0.3%	0.9%	0.3%
Grade 7	0.7%	0.5%	0.0%	0.4%
Grade 8	7.9%	0.4%	0.0%	0.5%
Grade 9	3.0%	7.9%	5.7%	11.9%

	District		State	
	Count	Percent	Count	Percent
Data Quality				
Underreported Students	1	0.0%	5,974	0.2%

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

Class Size Information	District	State
Elementary		
Kindergarten	20.9	18.4
Grade 1	19.7	18.8
Grade 2	19.4	19.1
Grade 3	20.3	19.4
Grade 4	20.5	19.4
Grade 5	21.5	20.9
Grade 6	20.5	19.2
Secondary		
English/Language Arts	21.6	16.3
Foreign Languages	26.8	18.8
Mathematics	22.3	17.5
Science	24.1	18.5
Social Studies	24.2	18.8

Texas Education Agency

2023-24 Staff Information (TAPR)

SAN FELIPE-DEL RIO CISD (233901) - VAL VERDE COUNTY

	District		State	
Staff Information	**Count**	**Percent**	**Count**	**Percent**
Total Staff	**1,497.5**	**100.0%**	**775,882.5**	**100.0%**
Professional Staff	769.8	51.4%	496,151.0	63.9%
Teachers	545.5	36.4%	374,799.9	48.3%
Professional Support	182.4	12.2%	86,026.7	11.1%
Campus Administration (School Leadership)	33.0	2.2%	25,836.1	3.3%
Central Administration	9.0	0.6%	9,488.3	1.2%
Educational Aides	177.9	11.9%	88,200.6	11.4%
Auxiliary Staff	549.8	36.7%	191,530.9	24.7%
Librarians and Counselors (Headcount)				
Full-time Librarians	10.0	n/a	4,187.0	n/a
Part-time Librarians	0.0	n/a	651.0	n/a
Full-time Counselors	41.0	n/a	13,870.0	n/a
Part-time Counselors	0.0	n/a	1,172.0	n/a
Total Minority Staff	**1,359.0**	**90.7%**	**421,896.4**	**54.4%**
Teachers by Ethnicity				
African American	5.0	0.9%	47,341.1	12.6%
Hispanic	463.3	84.9%	112,921.8	30.1%
White	76.2	14.0%	200,118.0	53.4%
American Indian	1.0	0.2%	1,286.9	0.3%
Asian	0.0	0.0%	7,914.7	2.1%
Pacific Islander	0.0	0.0%	490.9	0.1%
Two or More Races	0.0	0.0%	4,726.6	1.3%
Teachers by Sex				
Males	112.2	20.6%	91,815.2	24.5%
Females	433.3	79.4%	282,984.6	75.5%
Teachers by Highest Degree Held				
No Degree	11.8	2.2%	9,453.8	2.5%
Bachelors	432.4	79.3%	268,886.4	71.7%
Masters	101.2	18.6%	93,414.7	24.9%
Doctorate	0.0	0.0%	3,044.9	0.8%
Teachers by Years of Experience				
Beginning Teachers	37.5	6.9%	32,507.6	8.7%
1-5 Years Experience	155.9	28.6%	102,619.4	27.4%
6-10 Years Experience	103.0	18.9%	75,585.4	20.2%
11-20 Years Experience	145.0	26.6%	101,415.3	27.1%
21-30 Years Experience	74.2	13.6%	51,471.9	13.7%
Over 30 Years Experience	29.8	5.5%	11,200.2	3.0%
Number of Students per Teacher	18.1	n/a	14.7	n/a

Texas Education Agency

2023-24 Staff Information (TAPR)

SAN FELIPE-DEL RIO CISD (233901) - VAL VERDE COUNTY

Staff Information	District	State
Experience of Campus Leadership		
Average Years Experience of Principals	5.8	6.0
Average Years Experience of Principals with District	5.8	5.1
Average Years Experience of Assistant Principals	2.7	5.1
Average Years Experience of Assistant Principals with District	2.4	4.3
Average Years Experience of Teachers	12.2	11.1
Average Years Experience of Teachers with District	11.3	6.9
Average Teacher Salary by Years of Experience (regular duties only)		
Beginning Teachers	$43,915	$54,272
1-5 Years Experience	$54,966	$58,185
6-10 Years Experience	$59,041	$61,494
11-20 Years Experience	$63,850	$65,219
21-30 Years Experience	$67,782	$69,723
Over 30 Years Experience	$74,563	$74,014
Average Actual Salaries (regular duties only)		
Teachers	$60,152	$62,474
Professional Support	$75,452	$73,783
Campus Administration (School Leadership)	$90,313	$86,738
Central Administration	$139,827	$116,028
Instructional Staff Percent	59.6%	65.0%
Turnover Rate for Teachers	17.2%	19.1%
Staff Exclusions		
Shared Services Arrangement Staff:		
Professional Staff	0.0	1,284.6
Educational Aides	0.0	181.6
Auxiliary Staff	0.0	373.8
Contracted Instructional Staff	0.0	1,970.1

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

Texas Education Agency

2023-24 Staff Information (TAPR)

SAN FELIPE-DEL RIO CISD (233901) - VAL VERDE COUNTY

	District		State	
Program Information	**Count**	**Percent**	**Count**	**Percent**
Teachers by Program (population served)				
Bilingual/ESL Education	52.0	9.5%	22,656.0	6.0%
Career and Technical Education	39.3	7.2%	20,454.1	5.5%
Compensatory Education	38.9	7.1%	11,626.3	3.1%
Gifted and Talented Education	10.2	1.9%	6,181.4	1.6%
Regular Education	368.3	67.5%	261,452.4	69.8%
Special Education	27.4	5.0%	38,736.9	10.3%
Other	9.4	1.7%	13,749.8	3.7%

- Indicates there is no data for the item.

* Indicates results are masked due to small numbers.

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

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

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

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

Yearly Target Goals

3rd Reading (Meets)	District Goals	Buena Vista	Lonnie Green	North Heights	Ceniza Hills	Garfield	Lamar	Chavira	Calderon	RBB
2019 Baseline	31%	37%	36%	35%		22%	30%	18%	23%	75%
2020 Goal	31%	37%	36%	35%		22%	30%	18%	23%	75%
2020 N/A	N/A	N/A	N/A	N/A		N/A	N/A	N/A	N/A	N/A
2021: Goal	36%	39%	40%	50%		28%	33%	39%	30%	80%
2021: % Met	27%	39%	24%	33%		20%	20%	14%	21%	82%
2022: Goal	43%	42%	45%	56%		36%	42%	45%	37%	84%
2022 % Met	40%	43%	41%	41%		42%	31%	30%	36%	90%
2023: Goal	50%	45%	50%	64%		44%	49%	51%	44%	88%
2023: % Met	43%	42%	48%	68%		22%	47%	31%	39%	61%
2024: Goal	56%	48%	55%		70%	54%	55%	57%	51%	92%
2024: % Met	30%	56%	41%		53%	27%	45%	26%	33%	76%

Yearly Target Goals

3rd Math (Meets)	District Goals	Buena Vista	Lonnie Green	North Heights	Ceniza Hills	Garfield	Lamar	Chavira	Calderon	RBB
2019 Baseline	32%	44%	36%	25%		34%	30%	24%	15%	75%
2020 Goal	32%	44%	36%	25%		34%	30%	24%	15%	75%
2020 N/A	N/A	N/A	N/A	N/A		N/A	N/A	N/A	N/A	N/A
2021: Goal	32%	46%	41%	45%		35%	33%	40%	22%	80%
2021: % Met	19%	27%	19%	20%		22%	8%	8%	11%	65%
2022: Goal	40%	48%	45%	54%		43%	42%	46%	29%	84%
2022 % Met	32%	32%	38%	37%		47%	17%	22%	21%	85%
2023: Goal	48%	50%	50%	62%		51%	49%	52%	36%	88%
2023: % Met	32%	36%	29%	47%		19%	41%	20%	30%	39%
2024: Goal	56%	52%	55%		66%	59%	55%	59%	43%	92%
2024: % Met	30%	32%	35%		51%	15%	42%	25%	21%	47%

CCMR Board Outcome Goal

The percentage of graduates that are College, Career, or Military Ready (CCMR)will increase from 74% in 2020 to 92% by August 2025.

Yearly Target Goals

	2020	2021	2022	2023	2024	2025
Target	74 (94%)	77 (94%)	81 (95%)	85 (96%)	88 (97%)	92 (98%)
Raw Score		67	64	66	83	
% Earned	NR	92%	91%	95%	85%	

2022 - 2023 Actual Financial Data
Totals for SAN FELIPE-DEL RIO CISD (233901)
Total Enrolled Membership: 9,918

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Revenues									
Operating Revenue									
Local Property Tax from M&O (excluding recapture)	$24,359,017	26.02%	$2,456	$24,359,017	19.27%	$2,456	$28,691,872,133	40.66%	$5,214
State Operating Funds	$64,573,975	68.96%	$6,511	$65,252,281	51.61%	$6,579	$23,719,158,787	33.61%	$4,310
Federal Funds	$2,451,315	2.62%	$247	$33,812,928	26.74%	$3,409	$14,132,922,804	20.03%	$2,568
Other Local	$2,249,108	2.40%	$227	$3,010,719	2.38%	$304	$4,021,402,796	5.70%	$731
Total Operating Revenue	$93,633,415	100.00%	$9,441	$126,434,945	100.00%	$12,748	$70,565,356,520	100.00%	$12,822
Other Revenue									
Local Property Tax from I&S	$0	0.00%	$0	$4,339,250	79.87%	$438	$10,181,652,781	86.55%	$1,850
State Assistance for Debt Service	$0	0.00%	$0	$486,113	8.95%	$49	$388,614,109	3.30%	$71
Misc Rev Debt Service Fund (F599)	$0	0.00%	$0	$69,278	1.28%	$7	$314,731,759	2.68%	$57
Other Receipts (excluding debt service financing)	$508,633	100.00%	$51	$538,128	9.91%	$54	$879,081,869	7.47%	$160
Total Other Revenue	$508,633	100.00%	$51	$5,432,769	100.00%	$548	$11,764,080,518	100.00%	$2,138
Subtotal: Operating and Other Revenue	$94,142,048	100.00%	$9,492	$131,867,714	100.00%	$13,296	$82,329,437,038	100.00%	$14,960
Recapture Revenue									
Local Property Tax Recaptured	$0	0.00%	$0	$0	0.00%	$0	$4,520,744,064	100.00%	$821
Total Recaptured Revenue	$0	0.00%	$0	$0	0.00%	$0	$4,520,744,064	100.00%	$821
Subtotal: Operating, Other and Recaptured Revenue	$94,142,048	100.00%	$9,492	$131,867,714	100.00%	$13,296	$86,850,181,102	100.00%	$15,781
Debt Service Financing and TRS Estimate Revenue									
Debt Service Financing Related Revenue	$0	0.00%	$0	$0	0.00%	$0	$2,519,285,839	48.45%	$458
Estimated State TRS Contributions	$4,572,691	100.00%	$461	$4,605,171	100.00%	$464	$2,680,158,246	51.55%	$487
Subtotal: Debt Service Financing and TRS Estimate Revenue	$4,572,691	100.00%	$461	$4,605,171	100.00%	$464	$5,199,444,085	100.00%	$945
Grand Total: Operating, Other, Debt Service Financing, and TRS Estimate Revenue excluding recapture	$98,714,739	100.00%	$9,953	$136,472,885	100.00%	$13,760	$87,528,881,123	100.00%	$15,905
Expenditures									
Operating Expenditures by Object (61xx-64xx only)									
Payroll Expenditures (Object 61xx)	$74,261,120	81.20%	$7,488	$96,261,699	77.98%	$9,706	$53,061,122,304	77.83%	$9,642

2022 - 2023 Actual Financial Data
Totals for SAN FELIPE-DEL RIO CISD (233901)
Total Enrolled Membership: 9,918

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Total Operating Expenditures by Function	$91,450,940	100.00%	$9,221	$123,437,652	100.00%	$12,446	$68,178,348,415	100.00%	$12,389
Non-Operating Expenditures by Function									
Non-Operating Expenditures by Function (81) (61xx-64xx)	$532,216	9.10%	$54	$532,216	2.77%	$54	$62,503,609	0.26%	$11
Non-Operating Expenditures by Function (1x-9x) (65xx)	$1,628,040	27.85%	$164	$6,722,633	34.94%	$678	$11,163,943,942	46.06%	$2,029
Non-Operating Expenditures by Function (1x-9x) (66xx)	$3,686,046	63.05%	$372	$11,984,833	62.29%	$1,208	$13,009,251,112	53.68%	$2,364
Total Non-Operating Expenditures by Function	$5,846,302	100.00%	$589	$19,239,682	100.00%	$1,940	$24,235,698,663	100.00%	$4,404
Grand Total: Operating and Non-Operating Expenditures by Function	$97,297,242	100.00%	$9,810	$142,677,334	100.00%	$14,386	$92,414,047,078	100.00%	$16,792
Operating Expenditures by Program Intent Code (PIC) (61xx-64xx only)									
Basic Educational Services (PIC 11)	$33,567,534	36.71%	$3,385	$44,067,891	35.70%	$4,443	$27,689,146,835	40.61%	$5,031
Gifted and Talented (PIC 21)	$513,007	0.56%	$52	$514,018	0.42%	$52	$402,862,418	0.59%	$73
Career and Technical (PIC 22)	$4,875,263	5.33%	$492	$5,060,983	4.10%	$510	$2,307,412,199	3.38%	$419
Students with Disabilities (PICs 23,33,43)	$9,857,751	10.78%	$994	$12,448,560	10.08%	$1,255	$8,680,955,352	12.73%	$1,577
State Compensatory Education (PICs 24,26,28,29,30,34)	$7,563,356	8.27%	$763	$15,006,039	12.16%	$1,513	$6,677,859,721	9.79%	$1,213
Bilingual (PICs 25,35)	$737,147	0.81%	$74	$1,087,614	0.88%	$110	$757,673,102	1.11%	$138
High School Allotment (PIC 31)	$0	0.00%	$0	$0	0.00%	$0	$0	0.00%	$0
Early Education Allotment (PIC 36)	$3,227,231	3.53%	$325	$3,234,327	2.62%	$326	$1,312,642,101	1.93%	$239
Dyslexia or Related Disorder Services (PIC 37)	$813,296	0.89%	$82	$814,941	0.66%	$82	$400,803,739	0.59%	$73
College, Career, and Military Readiness (CCMR) (PIC 38)	$357,814	0.39%	$36	$357,999	0.29%	$36	$377,840,010	0.55%	$69
Athletics/Related Activities (PIC 91)	$2,469,472	2.70%	$249	$2,471,450	2.00%	$249	$1,361,458,192	2.00%	$247
Un-Allocated (PIC 99)	$27,469,069	30.04%	$2,770	$38,373,830	31.09%	$3,869	$18,209,694,746	26.71%	$3,309
Total Operating Expenditures by Program Intent Code (PIC)	$91,450,940	100.00%	$9,221	$123,437,652	100.00%	$12,446	$68,178,348,415	100.00%	$12,389
Non-Operating Expenditures by PIC									
Non-Operating Expenditures by PIC (81) Capital Outlay (61xx-64xx)	$532,216	9.10%	$54	$532,216	2.77%	$54	$62,503,609	0.26%	$11
Non-Operating Expenditures by PIC (1x-9x) (65xx)	$1,628,040	27.85%	$164	$6,722,633	34.94%	$678	$11,163,943,942	46.06%	$2,029
Non-Operating Expenditures by PIC (1x-9x) (66xx)	$3,686,046	63.05%	$372	$11,984,833	62.29%	$1,208	$13,009,251,112	53.68%	$2,364
Total Non-Operating Expenditures by Program Intent Code (PIC)	$5,846,302	100.00%	$589	$19,239,682	100.00%	$1,940	$24,235,698,663	100.00%	$4,404

2022 - 2023 Actual Financial Data
Totals for SAN FELIPE-DEL RIO CISD (233901)
Total Enrolled Membership: 9,918

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Unassigned Fund Balance	$28,000,592		$2,823	$28,000,592		$2,823	$17,788,393,141		$3,498
Total Fund Balance**	$41,405,885		$4,175	$47,785,205		$4,818	$61,508,592,008		$12,062
Fund Balance Reconciliation									
2021-2022 Total Fund Balance (Previous Year)	$45,372,567		$4,606	$59,152,064		$6,005	$50,783,175,728		$10,106
2022-2023 Excess (Deficiency) Operating Expenditures	$212,213		$21	$-7,217,459		$-728	$-9,216,770,473		$-1,807
2022-2023 Excess (Deficiency) Non-Operating Expenditures	$469,065		$47	$498,560		$50	$19,912,005,526		$3,905
2022-2023 Uncommon Items	$-4,647,960		$-469	$-4,647,960		$-469	$30,181,227		$6
2022-2023 Total Fund Balance	$41,405,885		$4,175	$47,785,205		$4,818	$61,508,592,008		$12,062

2023-24 Texas Academic Performance Report (TAPR)

District Name: SAN FELIPE-DEL RIO CISD

Campus Name: DEL RIO H S

Campus Number: 233901001

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	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
End of Course English I																	
At Approaches Grade Level or Above	2024	70%	69%	65%	80%	64%	71%	*	*	-	*	35%	42%	66%	60%	63%	44%
	2023	72%	71%	66%	*	66%	83%	-	*	-	-	40%	67%	67%	65%	64%	47%
At Meets Grade Level or Above	2024	52%	51%	43%	60%	42%	58%	*	*	-	*	15%	42%	45%	38%	40%	18%
	2023	52%	49%	42%	*	41%	67%	-	*	-	-	22%	33%	41%	45%	39%	24%
At Masters Grade Level	2024	16%	13%	7%	20%	7%	13%	*	*	-	*	2%	8%	7%	9%	6%	1%
	2023	13%	8%	5%	*	4%	17%	-	*	-	-	4%	0%	4%	7%	4%	1%
End of Course English II																	
At Approaches Grade Level or Above	2024	75%	77%	76%	*	76%	70%	-	*	-	-	48%	40%	75%	76%	72%	54%
	2023	74%	78%	77%	*	76%	97%	-	-	-	*	46%	*	79%	73%	74%	41%
At Meets Grade Level or Above	2024	58%	57%	55%	*	55%	57%	-	*	-	-	27%	40%	55%	55%	50%	24%
	2023	54%	60%	57%	*	56%	86%	-	-	-	*	29%	*	60%	50%	55%	21%
At Masters Grade Level	2024	9%	5%	4%	*	4%	9%	-	*	-	-	3%	0%	3%	6%	3%	4%
	2023	9%	7%	7%	*	6%	23%	-	-	-	*	5%	*	6%	9%	5%	0%
End of Course Algebra I																	
At Approaches Grade Level or Above	2024	81%	82%	78%	*	78%	70%	*	*	-	*	58%	64%	78%	78%	77%	73%
	2023	79%	82%	77%	*	77%	74%	-	*	-	-	57%	67%	76%	79%	75%	72%
At Meets Grade Level or Above	2024	43%	36%	24%	*	23%	30%	*	*	-	*	9%	9%	20%	34%	22%	18%
	2023	43%	40%	32%	*	32%	47%	-	*	-	-	15%	33%	31%	36%	30%	19%
At Masters Grade Level	2024	24%	16%	7%	*	7%	10%	*	*	-	*	3%	0%	6%	12%	6%	7%
	2023	23%	18%	11%	*	11%	11%	-	*	-	-	6%	0%	9%	17%	10%	6%
End of Course Biology																	
At Approaches Grade Level or Above	2024	91%	87%	86%	83%	86%	91%	*	*	-	*	70%	58%	87%	84%	84%	77%
	2023	88%	87%	85%	*	85%	94%	-	*	-	-	62%	67%	85%	84%	83%	74%
At Meets Grade Level or Above	2024	56%	45%	43%	50%	41%	57%	*	*	-	*	14%	33%	43%	41%	38%	23%
	2023	56%	47%	45%	*	44%	71%	-	*	-	-	15%	33%	46%	43%	40%	19%
At Masters Grade Level	2024	19%	10%	10%	17%	10%	22%	*	*	-	*	3%	17%	9%	12%	7%	5%
	2023	21%	13%	13%	*	12%	39%	-	*	-	-	4%	0%	13%	14%	10%	3%
End of Course U.S. History																	

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2024	96%	94%	94%	*	93%	100%	-	-	-	-	76%	*	94%	94%	91%	84%
	2023	94%	92%	92%	*	92%	100%	-	-	-	*	77%	-	93%	90%	90%	80%
At Meets Grade Level or Above	2024	69%	66%	65%	*	64%	90%	-	-	-	-	28%	*	65%	65%	56%	36%
	2023	70%	69%	68%	*	67%	92%	-	-	-	*	40%	-	71%	59%	64%	39%
At Masters Grade Level	2024	37%	33%	32%	*	31%	52%	-	-	-	-	4%	*	29%	39%	27%	15%
	2023	38%	39%	38%	*	37%	63%	-	-	-	*	12%	-	40%	33%	33%	19%
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2024	88%	94%	93%	-	95%	86%	-	-	-	-	-	-	93%	*	94%	-
	2023	90%	94%	96%	-	95%	100%	-	*	-	-	-	-	95%	100%	91%	-
At Meets Grade Level or Above	2024	59%	70%	67%	-	69%	57%	-	-	-	-	-	-	67%	*	69%	-
	2023	61%	69%	74%	-	71%	88%	-	*	-	-	-	-	76%	60%	55%	-
At Masters Grade Level	2024	12%	9%	13%	-	13%	14%	-	-	-	-	-	-	13%	*	0%	-
	2023	12%	6%	6%	-	3%	13%	-	*	-	-	-	-	7%	0%	0%	-
All Grades All Subjects																	
At Approaches Grade Level or Above	2024	75%	69%	79%	89%	79%	81%	*	80%	-	100%	55%	53%	80%	78%	76%	63%
	2023	76%	72%	79%	91%	79%	92%	-	100%	-	*	55%	65%	80%	78%	76%	62%
At Meets Grade Level or Above	2024	48%	40%	46%	56%	45%	58%	*	60%	-	78%	17%	30%	46%	46%	40%	23%
	2023	49%	42%	49%	64%	48%	76%	-	86%	-	*	22%	35%	50%	46%	44%	24%
At Masters Grade Level	2024	20%	13%	11%	22%	11%	20%	*	10%	-	11%	3%	9%	10%	15%	9%	5%
	2023	20%	13%	14%	18%	13%	30%	-	57%	-	*	6%	0%	14%	15%	11%	5%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2024	76%	71%	70%	86%	70%	70%	*	60%	-	*	40%	41%	70%	68%	67%	48%
	2023	77%	73%	71%	100%	70%	92%	-	*	-	*	42%	63%	72%	69%	68%	45%
At Meets Grade Level or Above	2024	54%	46%	48%	57%	48%	57%	*	40%	-	*	20%	41%	49%	46%	44%	21%
	2023	53%	46%	49%	80%	48%	79%	-	*	-	*	24%	38%	50%	47%	46%	23%
At Masters Grade Level	2024	22%	14%	6%	14%	5%	11%	*	0%	-	*	2%	6%	5%	8%	4%	2%
	2023	20%	13%	6%	20%	5%	21%	-	*	-	*	4%	0%	5%	8%	5%	1%
All Grades Mathematics																	
At Approaches Grade Level or Above	2024	72%	68%	79%	*	79%	74%	*	*	-	*	58%	64%	80%	78%	77%	73%
	2023	75%	71%	78%	*	78%	81%	-	*	-	-	57%	67%	77%	80%	75%	72%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2024	43%	34%	27%	*	26%	37%	*	*	-	*	9%	9%	25%	34%	24%	18%
	2023	45%	38%	35%	*	34%	59%	-	*	-	-	15%	33%	35%	37%	31%	19%
At Masters Grade Level	2024	17%	10%	8%	*	8%	11%	*	*	-	*	3%	0%	7%	12%	6%	7%
	2023	19%	12%	11%	*	10%	11%	-	*	-	-	6%	0%	9%	17%	9%	6%
All Grades Science																	
At Approaches Grade Level or Above	2024	75%	66%	86%	83%	86%	91%	*	*	-	*	70%	58%	87%	84%	84%	77%
	2023	77%	70%	85%	*	85%	94%	-	*	-	-	62%	67%	85%	84%	83%	74%
At Meets Grade Level or Above	2024	43%	33%	43%	50%	41%	57%	*	*	-	*	14%	33%	43%	41%	38%	23%
	2023	47%	37%	45%	*	44%	71%	-	*	-	-	15%	33%	46%	43%	40%	19%
At Masters Grade Level	2024	16%	10%	10%	17%	10%	22%	*	*	-	*	3%	17%	9%	12%	7%	5%
	2023	18%	11%	13%	*	12%	39%	-	*	-	-	4%	0%	13%	14%	10%	3%
All Grades Social Studies																	
At Approaches Grade Level or Above	2024	78%	67%	94%	*	93%	100%	-	-	-	-	76%	*	94%	94%	91%	84%
	2023	78%	72%	92%	*	92%	100%	-	-	-	*	77%	-	93%	90%	90%	80%
At Meets Grade Level or Above	2024	51%	43%	65%	*	64%	90%	-	-	-	-	28%	*	65%	65%	56%	36%
	2023	52%	48%	68%	*	67%	92%	-	-	-	*	40%	-	71%	59%	64%	39%
At Masters Grade Level	2024	27%	21%	32%	*	31%	52%	-	-	-	-	4%	*	29%	39%	27%	15%
	2023	27%	25%	38%	*	37%	63%	-	-	-	*	12%	-	40%	33%	33%	19%

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

Texas Education Agency
2023-24 STAAR Progress (TAPR)
DEL RIO H S (233901001) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress - Annual Growth by Grade and Subject																	
End of Course English I	2024	64%	72%	**71%**	70%	71%	75%	*	*	-	*	56%	75%	72%	66%	69%	56%
	2023	57%	59%	**58%**	*	58%	71%	-	*	-	-	48%	*	58%	60%	57%	52%
End of Course English II	2024	69%	70%	**70%**	*	70%	58%	-	*	-	-	53%	*	69%	70%	67%	50%
	2023	74%	81%	**80%**	*	80%	83%	-	-	-	*	56%	*	82%	73%	79%	71%
End of Course Algebra I	2024	72%	75%	**73%**	*	74%	75%	*	*	-	*	73%	67%	74%	71%	74%	73%
	2023	76%	73%	**72%**	*	72%	63%	-	*	-	-	63%	*	69%	85%	73%	75%
All Grades Both Subjects	2024	64%	60%	**71%**	72%	71%	69%	*	64%	-	*	63%	69%	72%	69%	70%	60%
	2023	64%	59%	**70%**	*	70%	75%	-	*	-	*	56%	100%	69%	**72%**	**69%**	**64%**
All Grades ELA/Reading	2024	67%	63%	**70%**	75%	70%	67%	*	60%	-	*	55%	71%	71%	68%	68%	53%
	2023	63%	56%	**68%**	*	68%	79%	-	*	-	*	50%	*	69%	66%	66%	57%
All Grades Mathematics	2024	60%	57%	**73%**	*	74%	75%	*	*	-	*	73%	67%	74%	71%	74%	73%
	2023	66%	61%	**72%**	*	72%	63%	-	*	-	-	63%	*	69%	85%	73%	75%
School Progress - Accelerated Learning by Grade and Subject																	
End of Course English I	2024	20%	40%	**39%**	*	37%	*	*	*	-	-	24%	*	40%	33%	38%	20%
	2023	26%	35%	**33%**	-	33%	*	-	-	-	-	17%	*	32%	34%	31%	25%
End of Course English II	2024	29%	34%	**36%**	-	38%	*	-	-	-	-	11%	*	39%	20%	30%	23%
	2023	41%	49%	**48%**	-	47%	*	-	-	-	-	27%	-	55%	29%	44%	17%
End of Course Algebra I	2024	55%	66%	**68%**	-	67%	83%	*	-	-	-	52%	*	68%	67%	65%	60%
	2023	58%	55%	**57%**	-	58%	*	-	-	-	-	42%	*	52%	73%	56%	54%
All Grades Both Subjects	2024	32%	36%	**51%**	*	51%	67%	*	*	-	-	36%	14%	52%	47%	50%	36%
	2023	38%	38%	**46%**	-	46%	33%	-	-	-	-	29%	*	44%	51%	44%	37%
All Grades ELA/Reading	2024	30%	30%	**38%**	*	38%	50%	*	*	-	-	23%	17%	40%	32%	37%	21%
	2023	35%	32%	**37%**	-	36%	*	-	-	-	-	19%	*	38%	33%	34%	24%
All Grades Mathematics	2024	35%	40%	**68%**	-	67%	83%	*	-	-	-	52%	*	68%	67%	65%	60%
	2023	40%	40%	**57%**	-	58%	*	-	-	-	-	42%	*	52%	73%	56%	54%

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

- Indicates there are no students in the group.

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2024	75%	69%	**79%**	91%	91%	-	-	-	-	61%	43%	64%	59%	79%	83%	63%	90%
	2023	76%	72%	**79%**	-	-	-	-	-	-	59%	59%	67%	57%	63%	84%	59%	90%
At Meets Grade Level or Above	2024	48%	40%	**46%**	18%	18%	-	-	-	-	20%	14%	21%	19%	48%	52%	21%	60%
	2023	49%	42%	**49%**	-	-	-	-	-	-	20%	9%	28%	19%	42%	55%	21%	61%
At Masters Grade Level	2024	20%	13%	**11%**	0%	0%	-	-	-	-	4%	14%	3%	4%	16%	13%	4%	18%
	2023	20%	13%	**14%**	-	-	-	-	-	-	4%	0%	8%	3%	13%	16%	4%	19%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2024	76%	71%	**70%**	80%	80%	-	-	-	-	45%	*	47%	44%	72%	76%	47%	84%
	2023	77%	73%	**71%**	-	-	-	-	-	-	41%	36%	53%	39%	30%	79%	41%	86%
At Meets Grade Level or Above	2024	54%	46%	**48%**	40%	40%	-	-	-	-	18%	*	20%	17%	52%	57%	20%	65%
	2023	53%	46%	**49%**	-	-	-	-	-	-	19%	9%	25%	19%	38%	56%	20%	62%
At Masters Grade Level	2024	22%	14%	**6%**	0%	0%	-	-	-	-	2%	*	1%	2%	4%	7%	2%	10%
	2023	20%	13%	**6%**	-	-	-	-	-	-	1%	0%	4%	0%	0%	7%	1%	7%
All Grades Mathematics																		
At Approaches Grade Level or Above	2024	72%	66%	**79%**	*	*	-	-	-	-	74%	*	73%	75%	67%	80%	73%	87%
	2023	75%	71%	**78%**	-	-	-	-	-	-	69%	*	68%	69%	80%	78%	70%	89%
At Meets Grade Level or Above	2024	43%	34%	**27%**	*	*	-	-	-	-	15%	*	17%	13%	42%	30%	17%	34%
	2023	45%	38%	**35%**	-	-	-	-	-	-	17%	*	26%	15%	40%	39%	18%	43%
At Masters Grade Level	2024	17%	10%	**8%**	*	*	-	-	-	-	4%	*	3%	4%	33%	8%	6%	13%
	2023	19%	12%	**11%**	-	-	-	-	-	-	5%	*	15%	1%	40%	11%	7%	17%
All Grades Science																		
At Approaches Grade Level or Above	2024	75%	66%	**86%**	*	*	-	-	-	-	75%	*	71%	77%	93%	88%	76%	95%
	2023	77%	70%	**85%**	-	-	-	-	-	-	70%	100%	76%	69%	*	88%	71%	95%
At Meets Grade Level or Above	2024	43%	33%	**43%**	*	*	-	-	-	-	18%	*	21%	15%	50%	49%	21%	54%
	2023	42%	37%	**45%**	-	-	-	-	-	-	16%	0%	29%	14%	*	52%	17%	60%
At Masters Grade Level	2024	16%	10%	**10%**	*	*	-	-	-	-	2%	*	3%	1%	14%	12%	3%	15%
	2023	18%	11%	**13%**	-	-	-	-	-	-	3%	0%	6%	3%	*	16%	3%	18%
All Grades Social Studies																		
At Approaches Grade Level or Above	2024	78%	67%	**94%**	*	*	-	-	-	-	81%	*	92%	80%	100%	95%	82%	100%
	2023	78%	73%	**92%**	-	-	-	-	-	-	78%	*	100%	77%	*	95%	78%	93%
At Meets Grade Level or Above	2024	51%	43%	**65%**	*	*	-	-	-	-	35%	*	58%	31%	40%	70%	35%	73%
	2023	52%	48%	**68%**	-	-	-	-	-	-	33%	*	50%	32%	*	76%	33%	72%

Texas Education Agency

2023-24 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)

DEL RIO H S (233901001) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
At Masters Grade Level	2024	27%	21%	32%	*	*	-	-	-	-	13%	*	25%	11%	40%	35%	14%	37%
	2023	27%	25%	36%	-	-	-	-	-	-	13%	*	17%	13%	*	43%	13%	42%
School Progress - Annual Growth																		
All Grades Both Subjects	2024	64%	60%	71%	40%	40%	-	-	-	-	60%	*	63%	55%	57%	73%	59%	78%
	2023	64%	59%	70%	-	-	-	-	-	-	63%	*	64%	63%	63%	70%	63%	75%
All Grades ELA/Reading	2024	67%	63%	70%	*	*	-	-	-	-	52%	*	55%	51%	50%	74%	52%	77%
	2023	63%	56%	68%	-	-	-	-	-	-	54%	*	51%	58%	60%	70%	55%	74%
All Grades Mathematics	2024	60%	57%	73%	*	*	-	-	-	-	74%	*	73%	79%	70%	72%	73%	82%
	2023	66%	61%	72%	-	-	-	-	-	-	74%	-	78%	72%	*	70%	74%	77%
School Progress - Accelerated Learning																		
All Grades Both Subjects	2024	32%	36%	51%	-	-	-	-	-	-	37%	*	38%	33%	*	57%	36%	72%
	2023	38%	36%	46%	-	-	-	-	-	-	34%	*	36%	33%	*	49%	34%	64%
All Grades ELA/Reading	2024	30%	30%	38%	-	-	-	-	-	-	21%	*	19%	24%	*	48%	21%	43%
	2023	35%	32%	37%	-	-	-	-	-	-	21%	*	24%	22%	*	44%	21%	52%
All Grades Mathematics	2024	35%	40%	68%	-	-	-	-	-	-	63%	-	61%	80%	*	66%	60%	100%
	2023	40%	40%	57%	-	-	-	-	-	-	51%	-	48%	52%	-	56%	51%	76%

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

- Indicates there are no students in the group.

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2024 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	97%	100%	97%	98%	*	100%	-	100%	97%	100%	96%	99%	97%	98%
Included in Accountability	92%	94%	89%	90%	89%	94%	*	91%	-	60%	93%	100%	94%	78%	90%	78%
Not Included in Accountability: Mobile	4%	3%	3%	10%	3%	4%	*	0%	-	40%	3%	0%	1%	8%	2%	4%
Not Included in Accountability: Other Exclusions	2%	2%	5%	0%	5%	0%	*	9%	-	0%	1%	0%	1%	13%	5%	16%
Not Tested	1%	1%	3%	0%	3%	2%	*	0%	-	0%	3%	0%	4%	1%	3%	2%
Absent	1%	1%	1%	0%	1%	0%	*	0%	-	0%	2%	0%	1%	1%	1%	1%
Other	0%	1%	2%	0%	2%	2%	*	0%	-	0%	0%	0%	3%	0%	2%	1%
Reading																
Assessment Participant	99%	99%	99%	100%	99%	100%	*	100%	-	100%	98%	100%	99%	99%	99%	100%
Included in Accountability	91%	94%	89%	100%	89%	96%	*	83%	-	60%	93%	100%	96%	74%	90%	74%
Not Included in Accountability: Mobile	4%	3%	3%	0%	2%	4%	*	0%	-	40%	3%	0%	1%	7%	2%	3%
Not Included in Accountability: Other Exclusions	4%	3%	8%	0%	8%	0%	*	17%	-	0%	2%	0%	3%	18%	6%	22%
Not Tested	1%	1%	1%	0%	1%	0%	*	0%	-	0%	2%	0%	1%	1%	1%	0%
Absent	1%	0%	1%	0%	1%	0%	*	0%	-	0%	2%	0%	1%	1%	1%	0%
Other	0%	0%	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	98%	91%	*	90%	90%	*	*	-	100%	96%	100%	88%	98%	92%	94%
Included in Accountability	93%	94%	86%	*	86%	87%	*	*	-	60%	92%	100%	87%	83%	88%	84%
Not Included in Accountability: Mobile	5%	3%	3%	*	3%	3%	*	*	-	40%	3%	0%	1%	8%	2%	4%
Not Included in Accountability: Other Exclusions	1%	1%	2%	*	2%	0%	*	*	-	0%	1%	0%	0%	7%	2%	7%
Not Tested	1%	2%	9%	*	10%	10%	*	*	-	0%	4%	0%	12%	2%	8%	6%
Absent	1%	1%	1%	*	1%	0%	*	*	-	0%	4%	0%	1%	2%	1%	2%
Other	0%	2%	8%	*	8%	10%	*	*	-	0%	1%	0%	11%	1%	7%	3%
Science																
Assessment Participant	99%	98%	96%	100%	96%	100%	*	*	-	100%	96%	100%	95%	98%	96%	96%
Included in Accountability	93%	93%	89%	86%	89%	92%	*	*	-	60%	92%	100%	94%	77%	89%	78%
Not Included in Accountability: Mobile	4%	3%	4%	14%	3%	8%	*	*	-	40%	3%	0%	1%	9%	3%	5%
Not Included in Accountability: Other Exclusions	1%	2%	4%	0%	4%	0%	*	*	-	0%	1%	0%	0%	12%	4%	13%
Not Tested	1%	2%	4%	0%	4%	0%	*	*	-	0%	4%	0%	5%	2%	4%	4%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	1%	1%	0%	1%	0%	*	*	-	0%	3%	0%	1%	2%	2%	2%
Other	0%	1%	3%	0%	3%	0%	*	*	-	0%	1%	0%	4%	0%	3%	2%
Social Studies																
Assessment Participant	99%	99%	99%	*	99%	100%	-	-	-	-	99%	*	99%	99%	99%	100%
Included in Accountability	94%	95%	95%	*	95%	100%	-	-	-	-	94%	*	98%	85%	93%	85%
Not Included in Accountability: Mobile	4%	3%	2%	*	2%	0%	-	-	-	-	5%	*	0%	6%	2%	5%
Not Included in Accountability: Other Exclusions	1%	1%	2%	*	2%	0%	-	-	-	-	0%	*	0%	8%	3%	10%
Not Tested	1%	1%	1%	*	1%	0%	-	-	-	-	1%	*	1%	1%	1%	0%
Absent	1%	1%	1%	*	1%	0%	-	-	-	-	1%	*	1%	1%	1%	0%
Other	0%	0%	0%	*	0%	0%	-	-	-	-	0%	*	0%	0%	0%	0%
Accelerated Testers																
SAT/ACT Participant	93%	48%	37%	-	34%	70%	-	-	-	-	*	-	37%	*	25%	0%
2023 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	98%	100%	98%	99%	-	100%	-	100%	99%	100%	98%	99%	99%	99%
Included in Accountability	93%	95%	92%	100%	93%	93%	-	100%	-	33%	95%	95%	96%	81%	94%	82%
Not Included in Accountability: Mobile	4%	2%	3%	0%	2%	3%	-	0%	-	67%	1%	5%	1%	8%	2%	4%
Not Included in Accountability: Other Exclusions	2%	2%	4%	0%	4%	2%	-	0%	-	0%	3%	0%	1%	10%	3%	13%
Not Tested	1%	1%	2%	0%	2%	1%	-	0%	-	0%	1%	0%	2%	1%	1%	1%
Absent	1%	1%	1%	0%	1%	0%	-	0%	-	0%	1%	0%	1%	1%	1%	1%
Other	0%	0%	1%	0%	1%	1%	-	0%	-	0%	0%	0%	1%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	99%	100%	99%	100%	-	*	-	*	99%	100%	99%	99%	99%	100%
Included in Accountability	92%	94%	89%	100%	90%	93%	-	*	-	*	93%	100%	95%	74%	91%	73%
Not Included in Accountability: Mobile	4%	3%	3%	0%	3%	4%	-	*	-	*	1%	0%	1%	10%	2%	5%
Not Included in Accountability: Other Exclusions	3%	3%	7%	0%	7%	4%	-	*	-	*	6%	0%	3%	15%	6%	22%
Not Tested	1%	1%	1%	0%	1%	0%	-	*	-	*	1%	0%	1%	1%	1%	0%
Absent	1%	0%	1%	0%	1%	0%	-	*	-	*	1%	0%	1%	1%	1%	0%
Other	0%	0%	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	95%	*	95%	93%	-	*	-	*	98%	100%	94%	99%	97%	99%
Included in Accountability	94%	95%	92%	*	92%	90%	-	*	-	*	96%	100%	94%	88%	95%	90%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB EL (Current & Monitored)
Not Included in Accountability: Mobile	5%	2%	**2%**	*	2%	3%	-	*	-	*	1%	0%	1%	6%	2%	3%
Not Included in Accountability: Other Exclusions	1%	1%	**1%**	*	2%	0%	-	*	-	*	1%	0%	0%	6%	1%	6%
Not Tested	**1%**	1%	**5%**	*	5%	7%	-	*	-	*	2%	0%	6%	1%	3%	1%
Absent	1%	1%	**1%**	*	1%	0%	-	*	-	*	2%	0%	1%	0%	1%	1%
Other	0%	1%	**4%**	*	4%	7%	-	*	-	*	0%	0%	5%	1%	2%	0%
Science																
Assessment Participant	99%	99%	**99%**	*	**99%**	100%	-	*	-	*	97%	100%	99%	99%	99%	98%
Included in Accountability	93%	96%	**95%**	*	96%	97%	-	*	-	*	97%	100%	98%	87%	96%	88%
Not Included in Accountability: Mobile	4%	2%	**2%**	*	1%	0%	-	*	-	*	0%	0%	1%	5%	1%	3%
Not Included in Accountability: Other Exclusions	1%	1%	**2%**	*	2%	3%	-	*	-	*	**1%**	0%	0%	7%	1%	7%
Not Tested	**1%**	1%	**1%**	*	1%	0%	-	*	-	*	3%	0%	1%	1%	1%	2%
Absent	1%	1%	**1%**	*	1%	0%	-	*	-	*	3%	0%	1%	1%	1%	2%
Other	0%	0%	**0%**	*	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%
Social Studies																
Assessment Participant	99%	99%	**100%**	*	**100%**	100%	-	-	-	*	100%	*	100%	99%	100%	100%
Included in Accountability	94%	96%	**96%**	*	97%	92%	-	-	-	*	96%	*	99%	88%	98%	94%
Not Included in Accountability: Mobile	4%	3%	**3%**	*	2%	8%	-	-	-	*	2%	*	1%	9%	1%	4%
Not Included in Accountability: Other Exclusions	**1%**	0%	**1%**	*	1%	0%	-	-	-	*	**1%**	*	0%	3%	0%	3%
Not Tested	**1%**	1%	**0%**	*	0%	0%	-	-	-	*	0%	*	0%	1%	0%	0%
Absent	**1%**	1%	**0%**	*	0%	0%	-	-	-	*	0%	*	0%	1%	0%	0%
Other	0%	0%	**0%**	*	0%	0%	-	-	-	*	0%	*	0%	0%	0%	0%
Accelerated Testers																
SAT/ACT Participant	93%	63%	**61%**	-	58%	80%	-	*	-	-	-	-	59%	83%	48%	-

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

Texas Education Agency

2023-24 Attendance, Graduation, and Dropout Rates (TAPR)

DEL RIO H S (233901001) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2022-23	93.3%	91.5%	**90.3%**	82.7%	90.1%	92.7%	*	*	-	*	86.7%	88.8%	89.5%
2021-22	92.2%	89.4%	**88.0%**	86.9%	87.8%	91.7%	*	*	-	*	86.4%	85.9%	86.5%
Chronic Absenteeism													
2022-23	20.3%	28.2%	**31.2%**	26.6%	31.5%	27.0%	*	*	-	33.3%	42.3%	36.4%	35.1%
2021-22	25.7%	37.2%	**39.4%**	50.0%	40.2%	27.8%	*	*	-	0.0%	50.3%	47.5%	42.1%
Annual Dropout Rate (Gr 7-8)													
2022-23	0.8%	1.0%	-	-	-	-	-	-	-	-	-	-	-
2021-22	0.7%	1.0%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2022-23	2.0%	1.4%	**1.4%**	7.1%	1.4%	0.7%	*	*	-	0.0%	1.7%	1.7%	1.7%
2021-22	2.2%	2.5%	**2.2%**	0.0%	2.2%	2.4%	*	*	-	0.0%	1.9%	3.2%	4.0%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2023													
Graduated	90.3%	91.9%	**91.7%**	100.0%	91.5%	93.3%	-	*	-	*	91.7%	88.9%	86.5%
Received TxCHSE	0.3%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	0.0%
Continued HS	3.1%	2.2%	**0.8%**	0.0%	0.8%	0.0%	-	*	-	*	4.2%	0.9%	1.4%
Dropped Out	6.3%	5.9%	**7.5%**	0.0%	7.7%	6.7%	-	*	-	*	4.2%	10.2%	12.2%
Graduates and TxCHSE	90.6%	91.9%	**91.7%**	100.0%	91.5%	93.3%	-	*	-	*	91.7%	88.9%	86.5%
Graduates, TxCHSE, and Continuers	93.7%	94.1%	**92.5%**	100.0%	92.3%	93.3%	-	*	-	*	95.8%	89.8%	87.8%
Class of 2022													
Graduated	89.7%	90.7%	**91.4%**	*	91.6%	89.5%	-	*	-	*	94.4%	88.5%	84.8%
Received TxCHSE	0.3%	0.3%	**0.2%**	*	0.2%	0.0%	-	*	-	*	0.0%	0.0%	0.0%
Continued HS	3.5%	2.6%	**0.6%**	*	0.4%	5.3%	-	*	-	*	1.4%	0.3%	1.5%
Dropped Out	6.4%	6.4%	**7.8%**	*	7.8%	5.3%	-	*	-	*	4.2%	11.1%	13.6%
Graduates and TxCHSE	90.0%	91.0%	**91.6%**	*	91.8%	89.5%	-	*	-	*	94.4%	88.5%	84.8%
Graduates, TxCHSE, and Continuers	93.6%	93.6%	**92.2%**	*	92.2%	94.7%	-	*	-	*	95.8%	88.9%	86.4%
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	91.8%	93.2%	**92.5%**	*	92.5%	94.4%	-	*	-	*	95.8%	89.7%	86.4%
Received TxCHSE	0.4%	0.5%	**0.6%**	*	0.6%	0.0%	-	*	-	*	0.0%	0.6%	0.0%
Continued HS	1.0%	0.3%	**0.0%**	*	0.0%	0.0%	-	*	-	*	0.0%	0.0%	0.0%
Dropped Out	6.8%	6.0%	**7.0%**	*	6.9%	5.6%	-	*	-	*	4.2%	9.7%	13.6%
Graduates and TxCHSE	92.2%	93.7%	**93.0%**	*	93.1%	94.4%	-	*	-	*	95.8%	90.3%	86.4%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.2%	94.0%	93.0%	*	93.1%	94.4%	-	*	-	*	95.8%	90.3%	86.4%
Class of 2021													
Graduated	92.2%	90.3%	91.6%	*	91.3%	100.0%	-	*	-	-	94.4%	87.9%	82.7%
Received TxCHSE	0.4%	0.0%	0.0%	*	0.0%	0.0%	-	*	-	-	0.0%	0.0%	0.0%
Continued HS	1.0%	0.7%	0.2%	*	0.2%	0.0%	-	*	-	-	0.0%	0.0%	0.0%
Dropped Out	6.3%	9.1%	8.3%	*	8.5%	0.0%	-	*	-	-	5.6%	12.1%	17.3%
Graduates and TxCHSE	92.7%	90.3%	91.6%	*	91.3%	100.0%	-	*	-	-	94.4%	87.9%	82.7%
Graduates, TxCHSE, and Continuers	93.7%	90.9%	91.7%	*	91.5%	100.0%	-	*	-	-	94.4%	87.9%	82.7%
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.7%	91.5%	92.1%	*	91.9%	100.0%	-	*	-	-	94.4%	88.2%	82.7%
Received TxCHSE	0.5%	0.0%	0.0%	*	0.0%	0.0%	-	*	-	-	0.0%	0.0%	0.0%
Continued HS	0.5%	0.0%	0.0%	*	0.0%	0.0%	-	*	-	-	0.0%	0.0%	0.0%
Dropped Out	6.3%	8.5%	7.9%	*	8.1%	0.0%	-	*	-	-	5.6%	11.8%	17.3%
Graduates and TxCHSE	93.2%	91.5%	92.1%	*	91.9%	100.0%	-	*	-	-	94.4%	88.2%	82.7%
Graduates, TxCHSE, and Continuers	93.7%	91.5%	92.1%	*	91.9%	100.0%	-	*	-	-	94.4%	88.2%	82.7%
Class of 2020													
Graduated	92.7%	91.0%	91.4%	87.5%	91.2%	96.9%	*	*	-	*	93.4%	89.7%	75.7%
Received TxCHSE	0.5%	0.1%	0.2%	0.0%	0.2%	0.0%	*	*	-	*	0.0%	0.2%	0.0%
Continued HS	0.5%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	0.0%
Dropped Out	6.2%	8.9%	8.4%	12.5%	8.6%	3.1%	*	*	-	*	6.6%	10.0%	24.3%
Graduates and TxCHSE	93.2%	91.1%	91.6%	87.5%	91.4%	96.9%	*	*	-	*	93.4%	90.0%	75.7%
Graduates, TxCHSE, and Continuers	93.8%	91.1%	91.6%	87.5%	91.4%	96.9%	*	*	-	*	93.4%	90.0%	75.7%
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2023	90.3%	90.0%	89.7%	100.0%	89.4%	93.3%	-	*	-	*	84.1%	86.1%	82.5%
Class of 2022	89.7%	89.6%	90.3%	*	90.4%	89.5%	-	*	-	*	90.8%	87.3%	82.6%
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2023	72.3%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	59.5%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2023	4.3%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	0.0%
Class of 2022	3.7%	0.1%	0.2%	*	0.0%	5.9%	-	*	-	*	1.5%	0.0%	0.0%
FHSP-DLA Graduates (Longitudinal Rate)													

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2023	84.3%	94.7%	92.8%	100.0%	92.9%	88.9%	-	*	-	*	54.5%	89.9%	90.6%
Class of 2022	84.3%	90.3%	86.9%	*	87.0%	88.2%	-	*	-	*	46.6%	82.2%	83.9%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2023	88.6%	94.7%	92.8%	100.0%	92.9%	89.3%	-	*	-	*	54.5%	89.9%	90.6%
Class of 2022	88.0%	90.4%	87.1%	*	87.0%	94.1%	-	*	-	*	47.1%	82.2%	83.9%
RHSP/DAP Graduates (Annual Rate)													
2022-23	38.4%	-	-	-	-	-	-	-	-	-	-	-	-
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2022-23	4.4%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	0.0%
2021-22	3.9%	0.3%	0.4%	*	0.2%	5.9%	-	*	-	*	3.1%	0.4%	0.0%
FHSP-DLA Graduates (Annual Rate)													
2022-23	82.5%	93.7%	91.6%	100.0%	91.8%	85.7%	-	*	-	*	50.0%	88.8%	83.8%
2021-22	82.3%	90.9%	86.9%	*	87.1%	82.4%	-	*	-	*	47.7%	83.0%	88.7%
Texas First DLA Graduates (Annual Rate)													
2022-23	0.1%	0.7%	1.0%	0.0%	0.9%	3.4%	-	0.0%	-	-	0.0%	0.3%	0.0%
RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Annual Rate)													
2022-23	86.8%	93.8%	91.7%	100.0%	91.9%	86.2%	-	*	-	*	50.0%	88.8%	83.8%
2021-22	86.0%	91.2%	87.3%	*	87.3%	88.2%	-	*	-	*	50.8%	83.3%	88.7%

Texas Education Agency
2023-24 Graduation Profile (TAPR)
DEL RIO H S (233901001) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2022-23 Annual Graduates)				
Total Graduates	506	100.0%	752	377,367
By Ethnicity:				
African American	5	1.0%	5	46,822
Hispanic	470	92.9%	706	197,333
White	29	5.7%	39	103,009
American Indian	0	0.0%	0	1,181
Asian	1	0.2%	1	19,151
Pacific Islander	0	0.0%	0	574
Two or More Races	1	0.2%	1	9,297
By Graduation Type:				
Minimum H.S. Program	0	0.0%	0	433
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	0	270
Foundation H.S. Program (No Endorsement)	42	8.3%	47	49,278
Foundation H.S. Program (Endorsement)	0	0.0%	0	16,475
Foundation H.S. Program (DLA)	459	90.7%	700	310,689
Texas First Early H.S. Completion Program (Texas First-DLA)	5	1.0%	5	222
Special Education Graduates	78	15.4%	81	34,589
Economically Disadvantaged Graduates	304	60.1%	490	206,367
Emergent Bilingual (EB)/English Learner (EL) Graduates	74	14.6%	99	50,229
At-Risk Graduates	463	91.5%	655	168,430
CTE Completers	267	52.8%	350	116,959

Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
College, Career, and Military Ready Graduates (Student Achievement)‡													
College, Career, or Military Ready (Annual Graduates)													
2022-23	76.3%	82.9%	**84.0%**	60.0%	84.6%	79.3%	-	*	-	*	64.1%	78.9%	75.3%
2021-22	70.0%	75.9%	**83.3%**	*	83.2%	88.2%	-	*	-	*	78.5%	80.8%	88.7%
College Ready Graduates‡													
College Ready (Annual Graduates)‡													
2022-23	61.9%	70.7%	**67.7%**	60.0%	67.6%	72.4%	-	*	-	*	55.1%	60.7%	58.9%
TSI Criteria Graduates in English Language Arts (Annual Graduates)													
2022-23	62.8%	55.5%	**47.4%**	40.0%	46.8%	55.2%	-	*	-	*	9.0%	41.4%	27.0%
2021-22	57.1%	48.7%	**49.1%**	*	48.7%	58.8%	-	*	-	*	12.3%	44.3%	52.8%
TSI Criteria Graduates in Mathematics (Annual Graduates)													
2022-23	54.3%	49.1%	**39.9%**	20.0%	38.9%	58.6%	-	*	-	*	5.1%	34.9%	25.7%
2021-22	48.2%	41.1%	**42.1%**	*	41.4%	47.1%	-	*	-	*	6.2%	36.5%	50.9%
TSI Criteria Graduates in Both Subjects (Annual Graduates)													
2022-23	48.4%	45.1%	**35.4%**	20.0%	34.9%	44.8%	-	*	-	*	3.8%	30.3%	25.7%
2021-22	42.2%	37.1%	**38.0%**	*	37.6%	47.1%	-	*	-	*	6.2%	34.0%	47.2%
AP / IB Met Criteria in Any Subject (Annual Graduates)													
2022-23	20.4%	9.6%	**10.9%**	0.0%	10.2%	20.7%	-	*	-	*	1.3%	6.6%	6.8%
2021-22	20.5%	7.7%	**9.2%**	*	8.8%	23.5%	-	*	-	*	0.0%	5.7%	15.1%
Associate Degree (Annual Graduates)													
2022-23	2.5%	8.4%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	0.0%
2021-22	2.4%	9.4%	**0.0%**	*	0.0%	0.0%	-	*	-	*	0.0%	0.0%	0.0%
Dual Course Credits in Any Subject (Annual Graduates)													
2022-23	23.6%	43.6%	**42.1%**	20.0%	41.3%	58.6%	-	*	-	*	15.4%	32.2%	20.3%
2021-22	24.0%	42.5%	**37.6%**	*	36.9%	52.9%	-	*	-	*	12.3%	27.3%	9.4%
Onramps Course Credits (Annual Graduates)													
2022-23	4.8%	4.0%	**5.7%**	0.0%	5.3%	10.3%	-	*	-	*	0.0%	4.3%	2.7%
2021-22	4.4%	5.9%	**5.5%**	*	4.9%	23.5%	-	*	-	*	0.0%	2.5%	1.9%
Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)													
2022-23	5.6%	5.3%	**7.7%**	20.0%	7.9%	3.4%	-	*	-	*	50.0%	8.6%	14.9%
2021-22	5.0%	5.3%	**6.8%**	*	6.9%	5.9%	-	*	-	*	50.8%	8.2%	7.5%
Career / Military Ready Graduates‡													
Career or Military Ready (Annual Graduates)‡													

Texas Education Agency

2023-24 College, Career, and Military Readiness (CCMR) (TAPR)

DEL RIO H S (233901001) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
2022-23	36.4%	43.3%	**48.5%**	0.0%	48.6%	55.2%	-	*	-	*	33.3%	45.2%	41.1%
Approved Industry-Based Certification (Annual Graduates)													
2022-23	33.4%	41.1%	**46.0%**	0.0%	46.2%	51.7%	-	*	-	*	24.4%	42.1%	39.2%
2021-22	28.0%	35.8%	**39.6%**	*	39.9%	35.3%	-	*	-	*	10.8%	38.3%	35.8%
Graduates with Level I or Level II Certificate (Annual Graduates)													
2022-23	0.8%	8.6%	**9.3%**	0.0%	9.6%	6.9%	-	*	-	*	9.0%	8.6%	**13.5%**
2021-22	0.7%	11.2%	**12.5%**	*	12.7%	11.8%	-	*	-	*	6.2%	12.1%	3.8%
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2022-23	2.7%	0.8%	**1.2%**	0.0%	1.3%	0.0%	-	*	-	*	7.7%	1.3%	1.4%
2021-22	2.5%	2.1%	**3.1%**	*	3.0%	5.9%	-	*	-	*	23.1%	4.6%	1.9%
U.S. Armed Forces Enlistment (Annual Graduates)													
2022-23	0.6%	0.5%	**0.2%**	0.0%	0.2%	0.0%	-	*	-	*	0.0%	0.0%	0.0%

- Indicates there are no students in the group.

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

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

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

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
TSIA Results (Graduates >= Criterion) (Annual Graduates)														
Reading	2022-23	21.0%	32.4%	29.1%	0.0%	28.5%	37.9%	-	*	-	*	5.1%	21.4%	2.7%
	2021-22	22.8%	26.4%	20.5%	*	20.4%	23.5%	-	*	-	*	3.1%	17.0%	1.9%
Mathematics	2022-23	19.9%	25.7%	23.1%	0.0%	22.8%	31.0%	-	*	-	*	0.0%	17.8%	5.4%
	2021-22	18.7%	26.6%	22.0%	*	21.9%	11.8%	-	*	-	*	1.5%	17.7%	18.9%
Both Subjects	2022-23	12.5%	21.0%	16.6%	0.0%	16.2%	24.1%	-	*	-	*	0.0%	10.9%	1.4%
	2021-22	12.6%	19.3%	11.9%	*	12.0%	5.9%	-	*	-	*	1.5%	9.2%	1.9%
Completed and Received Credit for College Prep Courses (Annual Graduates)														
English Language Arts	2022-23	18.2%	21.9%	16.0%	0.0%	17.0%	0.0%	-	*	-	*	5.1%	19.1%	23.0%
	2021-22	11.7%	17.8%	24.8%	*	25.5%	5.9%	-	*	-	*	7.7%	27.7%	50.9%
Mathematics	2022-23	20.2%	23.0%	16.2%	0.0%	17.0%	6.9%	-	*	-	*	5.1%	19.4%	23.0%
	2021-22	14.0%	16.2%	22.2%	*	22.7%	5.9%	-	*	-	*	4.6%	24.5%	45.3%
Both Subjects	2022-23	12.5%	21.3%	15.4%	0.0%	16.6%	0.0%	-	*	-	*	3.8%	18.4%	23.0%
	2021-22	7.5%	15.0%	22.0%	*	22.5%	5.9%	-	*	-	*	4.6%	24.5%	45.3%
AP/IB-Results (Participation) (Grades 11-12)														
All Subjects	2023	24.2%	24.3%	26.9%	42.9%	26.0%	40.0%	-	*	-	*	2.1%	20.2%	8.0%
	2022	23.0%	19.3%	21.1%	14.3%	20.4%	31.5%	-	*	-	*	0.7%	12.6%	4.7%
English Language Arts	2023	13.8%	5.8%	4.7%	28.6%	4.2%	10.0%	-	*	-	*	0.0%	3.3%	0.7%
	2022	13.2%	3.5%	3.3%	0.0%	2.9%	9.3%	-	*	-	*	0.0%	2.2%	0.7%
Mathematics	2023	7.0%	4.1%	3.9%	0.0%	3.4%	11.7%	-	*	-	*	1.4%	2.4%	0.7%
	2022	6.9%	2.2%	2.5%	0.0%	2.3%	7.4%	-	*	-	*	0.7%	1.0%	0.0%
Science	2023	10.3%	17.3%	20.3%	14.3%	19.5%	35.0%	-	*	-	*	1.4%	14.9%	3.3%
	2022	9.6%	15.0%	17.0%	14.3%	16.6%	25.9%	-	*	-	*	0.0%	9.9%	1.3%
Social Studies	2023	13.1%	8.1%	10.4%	14.3%	10.1%	16.7%	-	*	-	*	0.0%	7.3%	2.7%
	2022	12.5%	6.2%	7.7%	0.0%	7.3%	14.8%	-	*	-	*	0.7%	4.3%	1.3%
AP/IB Results (Examinees >= Criterion) (Grades 11-12)														
All Subjects	2023	53.3%	20.7%	18.4%	*	17.4%	29.2%	-	*	-	-	*	16.3%	50.0%
	2022	53.3%	21.8%	21.4%	*	19.4%	52.9%	-	*	-	*	*	20.7%	85.7%
English Language Arts	2023	52.3%	32.5%	29.4%	*	30.2%	33.3%	-	-	-	-	-	26.1%	*
	2022	53.2%	39.6%	34.2%	-	29.0%	80.0%	-	*	-	-	-	20.0%	*
Mathematics	2023	50.6%	29.3%	34.9%	-	28.6%	57.1%	-	*	-	-	*	29.4%	*
	2022	50.4%	27.3%	27.6%	-	20.0%	*	-	-	-	-	*	14.3%	-
Science	2023	44.6%	12.1%	10.8%	*	9.0%	23.8%	-	*	-	-	*	6.7%	20.0%
	2022	44.7%	7.6%	7.7%	*	5.6%	35.7%	-	*	-	-	-	7.4%	*

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Social Studies	2023	42.0%	7.0%	**7.0%**	*	4.9%	30.0%	-	-	-	-	-	0.0%	*
	2022	41.9%	7.5%	**7.9%**	-	6.3%	25.0%	-	*	-	*	*	6.7%	*
SAT/ACT Results (Annual Graduates)														
Tested	2022-23	79.3%	23.1%	**26.3%**	40.0%	24.7%	48.3%	-	*	-	*	5.1%	19.8%	4.1%
	2021-22	71.5%	19.0%	**18.5%**	*	17.6%	41.2%	-	*	-	*	6.2%	13.1%	3.8%
At/Above Criterion for All Examinees	2022-23	28.9%	39.1%	**39.1%**	*	35.3%	64.3%	-	*	-	-	*	23.3%	*
	2021-22	32.1%	39.7%	**33.3%**	-	30.5%	71.4%	-	-	-	*	*	16.2%	*
Average SAT Score (Annual Graduates)														
All Subjects	2022-23	978	1038	**1035**	*	1030	1065	-	*	-	-	*	987	*
	2021-22	1001	1024	**1006**	-	989	1227	-	-	-	880	868	938	890
English Language Arts and Writing	2022-23	497	531	**528**	*	526	535	-	*	-	-	*	505	*
	2021-22	506	523	**513**	-	503	639	-	-	-	440	443	478	460
Mathematics	2022-23	482	507	**507**	*	504	530	-	*	-	-	*	482	*
	2021-22	496	501	**493**	-	485	589	-	-	-	440	425	460	430
Average ACT Score (Annual Graduates)														
All Subjects	2022-23	19.2	24.3	**23.0**	-	22.5	*	-	-	-	-	-	*	-
	2021-22	19.5	20.1	**20.1**	-	17.9	25.3	-	-	-	-	-	19.0	17.0
English Language Arts	2022-23	18.8	24.7	**23.6**	-	23.0	*	-	-	-	-	-	*	-
	2021-22	19.2	19.5	**19.3**	-	16.4	26.2	-	-	-	-	-	19.3	17.0
Mathematics	2022-23	18.9	22.8	**21.1**	-	21.0	*	-	-	-	-	-	*	-
	2021-22	19.3	19.8	**20.1**	-	18.6	23.7	-	-	-	-	-	17.7	16.0
Science	2022-23	19.5	24.4	**22.9**	-	22.5	*	-	-	-	-	-	*	-
	2021-22	19.8	21.3	**21.5**	-	19.9	25.3	-	-	-	-	-	19.7	19.0

- Indicates there are no students in the group.

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

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

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

Texas Education Agency

2023-24 Other Postsecondary Indicators (TAPR)

DEL RIO H S (233901001) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Advanced/Dual-Credit Course Completion (Grades 9-12)														
Any Subject	2022-23	45.4%	55.4%	**49.9%**	57.1%	49.0%	64.0%	*	*	-	66.7%	34.1%	45.2%	33.7%
	2021-22	44.2%	52.4%	**47.4%**	33.3%	46.5%	64.4%	*	*	-	60.0%	29.6%	39.3%	34.4%
English Language Arts	2022-23	17.4%	40.0%	**34.7%**	33.3%	33.9%	47.9%	*	*	-	50.0%	28.5%	32.1%	25.8%
	2021-22	16.6%	34.9%	**31.0%**	11.1%	30.5%	40.4%	*	*	-	40.0%	24.3%	27.4%	28.2%
Mathematics	2022-23	19.5%	12.2%	**8.1%**	9.1%	7.6%	16.4%	*	*	-	0.0%	0.6%	5.3%	0.8%
	2021-22	19.9%	12.7%	**7.5%**	0.0%	7.0%	16.2%	*	*	-	20.0%	0.0%	4.4%	0.6%
Science	2022-23	21.5%	16.8%	**13.7%**	16.7%	12.9%	27.9%	*	*	-	0.0%	0.6%	9.4%	2.7%
	2021-22	21.1%	15.8%	**13.5%**	11.1%	12.8%	25.0%	*	*	-	*	0.0%	7.7%	1.0%
Social Studies	2022-23	24.0%	27.1%	**18.4%**	12.5%	17.4%	35.9%	*	-	-	0.0%	0.4%	11.7%	2.9%
	2021-22	22.8%	24.6%	**16.1%**	14.3%	15.2%	31.3%	-	*	-	20.0%	1.0%	8.7%	1.2%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2021-22	-	-	-	-	-	-	-	-	-	-	-	-	-
	2020-21	-	-	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course														
	2021-22	-	-	-	-	-	-	-	-	-	-	-	-	-
	2020-21	-	-	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

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

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Total Students	**2,491**	**100.0%**	**9,875**	**5,517,464**	**2,491**	**100.0%**	**9,907**	**5,531,236**
Students by Grade								
Grade 9	639	25.7%	7.7%	8.6%	639	25.7%	7.7%	8.5%
Grade 10	723	29.0%	8.6%	8.0%	723	29.0%	8.6%	7.9%
Grade 11	584	23.4%	7.4%	7.4%	584	23.4%	7.4%	7.4%
Grade 12	545	21.9%	6.8%	6.6%	545	21.9%	6.8%	6.7%
Ethnic Distribution								
African American	10	0.4%	0.5%	12.8%	10	0.4%	0.5%	12.8%
Hispanic	2,342	94.0%	93.3%	53.2%	2,342	94.0%	93.2%	53.2%
White	123	4.9%	5.2%	25.0%	123	4.9%	5.2%	25.0%
American Indian	3	0.1%	0.1%	0.3%	3	0.1%	0.1%	0.3%
Asian	6	0.2%	0.4%	5.4%	6	0.2%	0.4%	5.4%
Pacific Islander	1	0.0%	0.0%	0.2%	1	0.0%	0.0%	0.2%
Two or More Races	6	0.2%	0.6%	3.1%	6	0.2%	0.6%	3.1%
Sex								
Female	1,180	47.4%	49.1%	48.9%	1,180	47.4%	48.9%	48.8%
Male	1,311	52.6%	50.9%	51.1%	1,311	52.6%	51.1%	51.2%
Other Student Cohorts								
Economically Disadvantaged	1,760	70.7%	75.0%	62.3%	1,760	70.7%	74.9%	62.2%
Non-Educationally Disadvantaged	731	29.3%	25.0%	37.7%	731	29.3%	25.1%	37.8%
Section 504 Students	309	12.4%	8.4%	7.2%	309	12.4%	8.4%	7.2%
EB Students/EL	458	18.4%	23.4%	24.4%	458	18.4%	23.4%	24.3%
Students w/ Disciplinary Placements (2022-23)	116	4.4%	2.7%	1.9%				
Students w/ Dyslexia	178	7.1%	4.8%	6.0%	178	7.1%	4.8%	6.0%
Foster Care	3	0.1%	0.1%	0.2%	3	0.1%	0.1%	0.2%
Homeless	20	0.8%	1.3%	1.4%	20	0.8%	1.3%	1.4%
Immigrant	44	1.8%	2.4%	2.9%	44	1.8%	2.4%	2.9%
Migrant	56	2.2%	2.1%	0.2%	56	2.2%	2.1%	0.2%
Title I	2,491	100.0%	98.4%	65.7%	2,491	100.0%	98.4%	65.7%
Military Connected	110	4.4%	6.0%	3.9%	110	4.4%	6.0%	3.9%
At-Risk	2,159	86.7%	65.0%	53.2%	2,159	86.7%	64.8%	53.2%
Students by Instructional Program								
Bilingual/ESL Education	438	17.6%	22.6%	24.5%	438	17.6%	22.5%	24.4%
Career and Technical Education	2,123	85.2%	28.2%	26.9%	-	-	-	-
Career and Technical Education (9-12 grades only)	2,123	85.2%	84.5%	73.3%	-	-	-	-
Gifted and Talented Education	285	11.4%	6.6%	8.5%	285	11.4%	6.6%	8.5%
Special Education	372	14.9%	18.1%	13.9%	372	14.9%	18.3%	14.0%

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Students with Disabilities by Type of Primary Disability								
Total Students with Disabilities	**372**							
Students with Intellectual Disabilities	232	62.4%	58.0%	45.7%				
Students with Physical Disabilities	11	3.0%	17.9%	18.9%				
Students with Autism	26	7.0%	6.9%	16.2%				
Students with Behavioral Disabilities	103	27.7%	16.4%	17.6%				
Students with Non-Categorical Early Childhood	0	0.0%	0.8%	1.7%				
Mobility (2022-23)								
Total Mobile Students	**299**	**11.4%**	**10.9%**	**16.1%**				
African American	2	0.1%	0.2%	3.4%				
Hispanic	280	10.7%	10.0%	8.5%				
White	14	0.5%	0.6%	3.1%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.1%	0.5%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	3	0.1%	0.1%	0.5%				
Special Ed Students who are Mobile	35	9.7%	8.8%	17.6%				
Count and Percent of EB Students/EL who are Mobile	69	16.2%	12.9%	16.3%				
Count and Percent of Econ Dis Students who are Mobile	219	12.1%	11.7%	18.6%				
Student Attrition (2022-23)								
Total Student Attrition	**226**	**11.5%**	**27.8%**	**18.1%**				

	Non-Special Education Rates			Special Education Rates		
Student Information	Campus	District	State	Campus	District	State
Retention Rates by Grade						
Grade 9	3.6%	3.0%	7.9%	6.4%	5.7%	11.9%

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

Class Size Information	Campus	District	State
Secondary			
English/Language Arts	21.8	21.6	16.3
Foreign Languages	27.2	26.8	18.8
Mathematics	22.5	22.3	17.5

Class Size Information	Campus	District	State
Science	24.2	24.1	18.5
Social Studies	26.9	24.2	18.8

Texas Education Agency
2023-24 Staff Information (TAPR)
DEL RIO H S (233901001) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	Campus			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Total Staff	**198.5**	**100.0%**	**100.0%**	**100.0%**
Professional Staff	177.4	89.4%	51.4%	63.9%
Teachers	142.1	71.6%	36.4%	48.3%
Professional Support	27.3	13.8%	12.2%	11.1%
Campus Administration (School Leadership)	8.0	4.0%	2.2%	3.3%
Educational Aides	21.1	10.6%	11.9%	11.4%
Librarians and Counselors (Headcount)				
Full-time Librarians	2.0	n/a	10.0	4,187.0
Part-time Librarians	0.0	n/a	0.0	651.0
Full-time Counselors	14.0	n/a	41.0	13,870.0
Part-time Counselors	0.0	n/a	0.0	1,172.0
Total Minority Staff	**172.1**	**86.7%**	**90.7%**	**54.4%**
Teachers by Ethnicity				
African American	1.0	0.7%	0.9%	12.6%
Hispanic	121.8	85.7%	84.9%	30.1%
White	19.3	13.6%	14.0%	53.4%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	0.0	0.0%	0.0%	2.1%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.0%	1.3%
Teachers by Sex				
Males	54.2	38.1%	20.6%	24.5%
Females	87.9	61.9%	79.4%	75.5%
Teachers by Highest Degree Held				
No Degree	11.8	8.3%	2.2%	2.5%
Bachelors	96.3	67.7%	79.3%	71.7%
Masters	34.0	23.9%	18.6%	24.9%
Doctorate	0.0	0.0%	0.0%	0.8%
Teachers by Years of Experience				
Beginning Teachers	5.2	3.7%	6.9%	8.7%
1-5 Years Experience	34.8	24.5%	28.6%	27.4%
6-10 Years Experience	27.0	19.0%	18.9%	20.2%
11-20 Years Experience	37.3	26.3%	26.6%	27.1%
21-30 Years Experience	25.7	18.1%	13.6%	13.7%
Over 30 Years Experience	12.1	8.5%	5.5%	3.0%
Number of Students per Teacher	17.5	n/a	18.1	14.7

Texas Education Agency
2023-24 Staff Information (TAPR)
DEL RIO H S (233901001) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Staff Information	Campus	District	State
Experience of Campus Leadership			
Average Years Experience of Principals	14.5	5.8	6.0
Average Years Experience of Principals with District	14.5	5.8	5.1
Average Years Experience of Assistant Principals	5.5	2.7	5.1
Average Years Experience of Assistant Principals with District	4.7	2.4	4.3
Average Years Experience of Teachers	13.9	12.2	11.1
Average Years Experience of Teachers with District	12.6	11.3	6.9
Average Teacher Salary by Years of Experience (regular duties only)			
Beginning Teachers	$41,241	$43,915	$54,272
1-5 Years Experience	$55,597	$54,966	$58,185
6-10 Years Experience	$59,785	$59,041	$61,494
11-20 Years Experience	$65,704	$63,850	$65,219
21-30 Years Experience	$66,642	$67,782	$69,723
Over 30 Years Experience	$75,989	$74,563	$74,014
Average Actual Salaries (regular duties only)			
Teachers	$62,246	$60,152	$62,474
Professional Support	$78,494	$75,452	$73,783
Campus Administration (School Leadership)	$96,984	$90,313	$86,738
Instructional Staff Percent	n/a	59.6%	65.0%
Contracted Instructional Staff (not incl. above)	0.0	0.0	1,970.1

	Campus			
Program Information	Count	Percent	District	State
Teachers by Program (population served)				
Bilingual/ESL Education	0.2	0.1%	9.5%	6.0%
Career and Technical Education	34.1	24.0%	7.2%	5.5%
Compensatory Education	5.4	3.8%	7.1%	3.1%
Gifted and Talented Education	5.0	3.5%	1.9%	1.6%
Regular Education	89.5	63.0%	67.5%	69.8%
Special Education	4.9	3.5%	5.0%	10.3%
Other	3.0	2.1%	1.7%	3.7%

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

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

"The 2024 accountability reports are not yet publicly available. The release of these reports is pending judicial ruling and decisions from the 89th legislature during a special called session."

Texas Education Agency

2024 Campus Comparison Group
DEL RIO H S (233901001) - SAN FELIPE-DEL RIO CISD
Campus Type: High School
Sorted by District Name

Campus Name	District Name	Grade Span	Number of Students	% Econ Disadv	% EL	Mobility Rate	% Early College HS	% Special Ed
DEL RIO H S (233901001)	**SAN FELIPE-DEL RIO CISD**	**09-12**	**2,491**	**70.7**	**18.4**	**11.4**	**0.0**	**14.9**
1 ALVIN H S (020901001)	ALVIN ISD	09-12	2,753	65.2	17.2	13.1	0.0	14.2
2 CAPROCK H S (168901002)	AMARILLO ISD	09-12	2,137	76.4	16.9	13.0	0.0	12.0
3 ANGLETON H S (020902001)	ANGLETON ISD	09-12	2,134	69.4	13.8	17.3	0.0	11.8
4 ARLINGTON H S (220901001)	ARLINGTON ISD	09-12	2,501	69.6	25.9	16.4	0.0	9.6
5 BOWIE H S (220901004)	ARLINGTON ISD	09-12	2,353	74.2	26.8	18.6	0.0	10.7
6 VETERANS MEMORIAL EARLY COLLEGE H S (031901009)	BROWNSVILLE ISD	09-12	2,294	97.5	19.5	14.1	7.3	11.2
7 TRAVIS B BRYAN H S (021902001)	BRYAN ISD	09-12	2,474	71.7	27.6	18.1	0.0	13.7
8 CROWLEY H S (220912001)	CROWLEY ISD	09-12	2,492	74.2	17.7	16.3	6.5	10.4
9 NORTH CROWLEY H S (220912002)	CROWLEY ISD	09-12	2,923	73.3	14.4	16.3	6.8	11.3
10 CYPRESS FALLS H S (101907007)	CYPRESS-FAIRBANKS ISD	09-12	2,988	68.7	18.4	13.1	0.0	11.7
11 CYPRESS PARK H S (101907015)	CYPRESS-FAIRBANKS ISD	09-12	3,053	75.6	17.2	13.9	0.0	8.6
12 CYPRESS RIDGE H S (101907010)	CYPRESS-FAIRBANKS ISD	09-12	2,891	77.7	21.9	16.9	0.0	10.3
13 CYPRESS SPRINGS H S (101907009)	CYPRESS-FAIRBANKS ISD	09-12	2,876	68.5	13.6	13.1	0.0	9.4
14 RYAN H S (061901002)	DENTON ISD	09-12	2,155	61.8	22.6	15.9	0.0	13.1
15 GEORGE BUSH H S (079907011)	FORT BEND ISD	09-12	2,388	70.6	22.5	13.2	0.0	12.1
16 HIGHTOWER H S (079907008)	FORT BEND ISD	09-12	2,462	66.4	17.1	15.7	0.0	10.0
17 ARLINGTON HEIGHTS H S (220905002)	FORT WORTH ISD	09-12	1,938	68.0	23.1	15.7	0.0	9.2
18 BALL H S (084902001)	GALVESTON ISD	09-12	1,551	74.9	20.2	12.3	0.0	9.4
19 LAKEVIEW CENTENNIAL H S (057909005)	GARLAND ISD	09-12	2,138	71.6	23.5	14.5	0.0	8.1
20 GOOSE CREEK MEMORIAL (101911015)	GOOSE CREEK CISD	09-12	2,324	68.2	14.0	18.3	0.0	11.8
21 STERLING H S (101911003)	GOOSE CREEK CISD	09-12	2,118	71.1	16.2	18.4	0.0	13.5
22 HEIGHTS H S (101912012)	HOUSTON ISD	09-12	2,520	62.5	16.3	7.6	0.0	9.0
23 WESTSIDE H S (101912036)	HOUSTON ISD	09-12	2,818	69.2	23.3	14.8	0.0	6.7
24 HUMBLE H S (101913001)	HUMBLE ISD	09-12	2,908	78.9	24.2	15.9	0.0	11.0
25 HUNTSVILLE H S (236902002)	HUNTSVILLE ISD	09-12	1,845	58.8	17.6	17.1	0.0	10.0
26 JUDSON H S (015916001)	JUDSON ISD	09-12	2,527	67.8	16.6	23.0	0.0	13.9
27 MORTON RANCH H S (101914009)	KATY ISD	09-12	2,829	72.2	24.0	15.5	0.0	15.2
28 MCALLEN H S (108906001)	MCALLEN ISD	09-12	2,152	64.5	29.2	13.6	0.0	11.7
29 HORN H S (057914005)	MESQUITE ISD	09-12	2,874	77.2	23.9	15.8	0.0	12.4
30 PORTER H S (170908006)	NEW CANEY ISD	09-12	2,116	66.9	27.2	16.5	0.0	9.1
31 LEGACY OF EDUCATIONAL EXCELLENCE H S (015910003)	NORTH EAST ISD	09-12	2,382	66.3	29.8	16.5	0.0	10.7
32 ROOSEVELT H S (015910004)	NORTH EAST ISD	09-12	2,596	73.3	21.9	22.4	0.0	11.9
33 HOLMES H S (015915001)	NORTHSIDE ISD	09-12	2,568	79.2	14.4	20.1	0.0	13.4
34 MARSHALL H S (015915003)	NORTHSIDE ISD	09-12	2,587	68.7	15.4	18.9	0.0	13.3
35 STEVENS H S (015913022)	NORTHSIDE ISD	09-12	2,733	63.2	9.3	16.3	0.0	13.8
36 SAN MARCOS H S (109902001)	SAN MARCOS CISD	09-12	2,492	74.5	13.2	13.6	10.0	15.9
37 SHERMAN H S (091905002)	SHERMAN ISD	09-12	2,160	67.3	24.1	15.5	0.0	12.5
38 SOUTHWEST H S (015912001)	SOUTHWEST ISD	09-12	2,195	69.2	14.9	13.8	5.4	16.8
39 TEMPLE H S (014905002)	TEMPLE ISD	09-12	2,342	69.5	13.5	21.1	0.0	17.7
40 WALLER H S (237904002)	WALLER ISD	09-12	2,838	63.6	28.8	12.8	0.0	11.6
Comparison Group Average			**2,471**	**70.2**	**19.8**	**16.0**	**0.9**	**11.7**

2022-2023 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR DEL RIO H S (233901001)
SAN FELIPE-DEL RIO CISD

Total Enrolled Membership: 2,470

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	$27,159,084	100.00%	$10,996	$31,229,850	100.00%	$12,644
Operating-Payroll	$19,582,514	72.10%	$7,928	$22,808,974	73.04%	$9,234
Other Operating	$5,199,058	19.14%	$2,105	$5,924,022	18.97%	$2,398
Non-Operating(Equipt/Supplies)	$2,377,512	8.75%	$963	$2,496,854	8.00%	$1,011
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	$24,781,572	100.00%	$10,033	$28,732,996	100.00%	$11,633
Instruction (11,95) *	$12,892,051	52.02%	$5,219	$15,175,431	52.82%	$6,144
Instructional Res/Media (12) *	$406,448	1.64%	$165	$411,669	1.43%	$167
Curriculum/Staff Develop (13) *	$362,585	1.46%	$147	$574,008	2.00%	$232
Instructional Leadership (21) *	$644,261	2.60%	$261	$644,261	2.24%	$261
School Leadership (23) *	$1,448,030	5.84%	$586	$1,454,643	5.06%	$589
Guidance/Counseling Svcs (31) *	$1,676,610	6.77%	$679	$1,773,805	6.17%	$718
Social Work Services (32) *	$93,926	0.38%	$38	$93,926	0.33%	$38
Health Services (33) *	$383,559	1.55%	$155	$384,375	1.34%	$156
Transportation(34) *	$0	0.00%	$0	$0	0.00%	$0
Food (35) **	$33,318	0.13%	$13	$1,078,753	3.75%	$437
Extracurricular (36) **	$2,532,850	10.22%	$1,025	$2,536,717	8.83%	$1,027
Plant Maint/Operation (51) **	$2,561,450	10.34%	$1,037	$2,656,475	9.25%	$1,075
Security/Monitoring (52) **	$1,208,380	4.88%	$489	$1,290,655	4.49%	$523

2022-2023 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR DEL RIO H S (233901001)
SAN FELIPE-DEL RIO CISD

Total Enrolled Membership: 2,470

	General Fund	%	Per Student	All Funds	%	Per Student
Data Processing Svcs (53) **	$443,199	1.79%	$179	$443,199	1.54%	$179
Fund Raising CHARTER ONLY (81) **	$0	0.00%	$0	$0	0.00%	$0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	$24,686,735	100.00%	$9,995	$28,638,159	100.00%	$11,594
Regular	$8,299,379	33.62%	$3,360	$10,265,602	35.85%	$4,156
Gifted & Talented	$2,651	0.01%	$1	$2,651	0.01%	$1
Career & Technical	$4,569,348	18.51%	$1,850	$4,754,427	16.60%	$1,925
Students with Disabilities	$2,475,252	10.03%	$1,002	$2,653,854	9.27%	$1,074
State Compensatory ED	$2,689,197	10.89%	$1,089	$2,951,789	10.31%	$1,195
Bilingual	$39,295	0.16%	$16	$161,869	0.57%	$66
Early Education Allotment	$0	0.00%	$0	$0	0.00%	$0
Dyslexia or Related Disorder Serv	$261	0.00%	$0	$261	0.00%	$0
CCMR	$357,814	1.45%	$145	$357,999	1.25%	$145
Athletic Programming	$2,043,352	8.28%	$827	$2,044,796	7.14%	$828
Un-Allocated	$4,210,186	17.05%	$1,705	$5,444,911	19.01%	$2,204

Note: Some amounts may not total due to rounding.

* Please refer to sections A.1 through A.8 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus.

** Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data.

Link to PEIMS Financial Standard Reports to be used for the analysis of costs reported by comparable school districts.

Part (i): Description of State Accountability System

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Part (ii): Student Achievement by Proficiency Level

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

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

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
English I	All Students	67%	67%	**62%**	80%	62%	72%	*	*	-	100%	61%	66%	34%	70%	38%	60%	65%	50%	31%	*	100%
	CWD	35%	35%	**34%**	-	33%	57%	-	-	-	-	34%	35%	34%	-	35%	34%	35%	38%	*	-	-
	CWOD	73%	75%	**70%**	80%	70%	78%	*	*	-	100%	68%	75%	-	70%	39%	68%	73%	55%	40%	*	100%
	EL	47%	40%	**38%**	-	39%	*	-	*	-	*	39%	36%	35%	39%	38%	39%	37%	38%	13%	-	-
	Male	62%	64%	**60%**	*	60%	79%	*	*	-	*	58%	66%	34%	68%	39%	60%	-	44%	*	*	*
	Female	74%	71%	**65%**	*	65%	64%	-	-	-	*	65%	66%	35%	73%	37%	-	65%	60%	11%	-	100%
English II	All Students	74%	75%	**73%**	*	74%	71%	-	*	-	-	70%	79%	46%	79%	49%	70%	77%	58%	*	*	*
	CWD	39%	48%	**46%**	*	45%	*	-	-	-	-	42%	54%	46%	-	25%	49%	40%	*	-	-	-
	CWOD	78%	80%	**79%**	*	79%	75%	-	*	-	-	76%	83%	-	79%	54%	75%	83%	64%	*	*	*
	EL	52%	50%	**49%**	-	50%	20%	-	*	-	-	47%	52%	25%	54%	49%	44%	54%	*	-	-	-
	Male	69%	71%	**70%**	*	70%	62%	-	*	-	-	66%	76%	49%	75%	44%	70%	-	80%	*	-	*
	Female	79%	79%	**77%**	*	77%	82%	-	-	-	-	73%	82%	40%	83%	54%	-	77%	43%	*	*	*
Algebra I	All Students	79%	81%	**77%**	*	76%	71%	*	*	-	100%	76%	80%	56%	83%	71%	75%	79%	72%	60%	*	100%
	CWD	54%	57%	**56%**	-	56%	71%	-	-	-	-	55%	62%	56%	-	49%	52%	64%	50%	*	-	-
	CWOD	83%	86%	**83%**	*	83%	71%	*	*	-	100%	83%	85%	-	83%	76%	83%	84%	88%	71%	*	100%
	EL	72%	72%	**71%**	-	71%	*	-	*	-	*	70%	76%	49%	76%	71%	67%	76%	40%	67%	-	-
	Male	77%	79%	**75%**	*	74%	79%	*	*	-	*	73%	80%	52%	83%	67%	75%	-	81%	*	*	*
	Female	81%	84%	**79%**	*	80%	57%	-	-	-	*	79%	80%	64%	84%	76%	-	79%	67%	71%	-	*
Biology	All Students	90%	87%	**86%**	86%	85%	92%	*	*	-	100%	83%	91%	69%	90%	76%	86%	85%	73%	50%	-	100%
	CWD	75%	70%	**69%**	-	68%	100%	-	-	-	-	68%	74%	69%	-	51%	66%	66%	43%	*	-	-
	CWOD	92%	90%	**90%**	86%	89%	89%	*	*	-	100%	87%	94%	-	90%	80%	91%	88%	87%	56%	-	100%
	EL	84%	78%	**76%**	-	75%	*	-	*	-	*	72%	86%	51%	80%	76%	80%	71%	57%	29%	-	-
	Male	89%	87%	**86%**	*	86%	93%	*	*	-	*	84%	91%	69%	91%	80%	86%	-	84%	*	-	*
	Female	91%	87%	**85%**	*	85%	91%	-	-	-	*	82%	91%	69%	88%	71%	-	85%	88%	33%	-	100%
STAAR Percent at Meets Grade Level or Above End of Course																						
English I	All Students	50%	50%	**42%**	60%	41%	60%	*	*	-	80%	39%	50%	14%	50%	16%	40%	46%	21%	8%	*	100%
	CWD	19%	15%	**14%**	-	13%	43%	-	-	-	-	13%	18%	14%	-	5%	15%	12%	0%	*	-	-
	CWOD	55%	58%	**50%**	60%	49%	67%	*	*	-	80%	46%	59%	-	50%	19%	47%	54%	30%	10%	*	100%
	EL	27%	18%	**16%**	-	17%	*	-	*	-	*	16%	16%	5%	19%	16%	19%	13%	13%	0%	-	-
	Male	43%	45%	**40%**	*	39%	64%	*	*	-	*	36%	48%	15%	47%	19%	40%	-	11%	*	*	*
	Female	57%	55%	**46%**	*	45%	55%	-	-	-	*	42%	54%	12%	54%	13%	-	46%	40%	11%	-	100%
English II	All Students	57%	56%	**53%**	*	53%	58%	-	*	-	-	49%	60%	26%	59%	23%	48%	60%	25%	*	*	*
	CWD	23%	30%	**26%**	*	27%	*	-	-	-	-	23%	32%	26%	-	14%	25%	27%	*	-	-	-
	CWOD	61%	61%	**59%**	*	59%	70%	-	*	-	-	55%	65%	-	59%	24%	53%	65%	27%	*	*	*
	EL	30%	24%	**23%**	-	23%	0%	-	*	-	-	21%	27%	14%	24%	23%	19%	27%	*	-	-	-
	Male	51%	50%	**48%**	*	48%	46%	-	*	-	-	44%	55%	25%	53%	19%	48%	-	40%	*	-	*
	Female	63%	62%	**60%**	*	59%	73%	-	-	-	-	55%	66%	27%	65%	27%	-	60%	14%	*	*	*

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Algebra I	All Students	41%	35%	**23%**	*	22%	33%	*	*	-	60%	21%	29%	9%	28%	16%	24%	22%	9%	10%	*	86%
	CWD	17%	10%	**9%**	-	8%	29%	-	-	-	-	5%	21%	9%	-	5%	11%	5%	17%	*	-	-
	CWOD	45%	40%	**28%**	*	27%	36%	*	*	-	60%	26%	31%	-	28%	19%	28%	27%	6%	14%	*	86%
	EL	29%	18%	**16%**	-	16%	*	-	*	-	*	13%	27%	5%	19%	16%	17%	14%	0%	0%	-	-
	Male	39%	35%	**24%**	*	23%	36%	*	*	-	*	22%	30%	11%	29%	17%	24%	-	6%	*	*	*
	Female	43%	35%	**22%**	*	21%	29%	-	-	-	*	20%	28%	5%	27%	14%	-	22%	12%	0%	-	*
Biology	All Students	54%	43%	**40%**	43%	39%	52%	*	*	-	80%	36%	49%	13%	47%	18%	44%	36%	23%	8%	-	80%
	CWD	26%	13%	**13%**	-	12%	33%	-	-	-	-	10%	24%	13%	-	9%	17%	8%	0%	*	-	-
	CWOD	58%	49%	**47%**	43%	46%	58%	*	*	-	80%	43%	53%	-	47%	28%	51%	42%	33%	11%	-	80%
	EL	33%	18%	**18%**	-	17%	*	-	*	-	*	16%	19%	9%	20%	18%	22%	13%	0%	0%	-	-
	Male	54%	47%	**44%**	*	42%	64%	*	*	-	*	39%	52%	17%	51%	22%	44%	-	7%	*	-	*
	Female	54%	39%	**36%**	*	36%	36%	-	-	-	*	32%	40%	8%	42%	13%	-	36%	50%	0%	-	67%
STAAR Percent at Masters Grade Level																						
End of Course																						
English I	All Students	15%	13%	**7%**	20%	7%	16%	*	*	-	40%	6%	11%	2%	9%	1%	6%	10%	4%	0%	*	56%
	CWD	4%	2%	**2%**	-	2%	0%	-	-	-	-	2%	2%	2%	-	2%	3%	0%	0%	*	-	-
	CWOD	17%	15%	**9%**	20%	8%	22%	*	*	-	40%	7%	13%	-	9%	0%	7%	12%	5%	0%	*	56%
	EL	4%	2%	**1%**	-	1%	*	-	*	-	*	1%	0%	2%	0%	1%	1%	1%	0%	0%	-	-
	Male	11%	9%	**6%**	*	5%	7%	*	*	-	*	4%	9%	3%	7%	1%	6%	-	0%	*	*	*
	Female	19%	17%	**10%**	*	9%	27%	*	-	-	*	8%	14%	0%	12%	1%	-	10%	10%	0%	-	67%
English II	All Students	8%	5%	**4%**	*	4%	8%	-	*	-	-	3%	5%	3%	4%	2%	4%	4%	0%	*	*	*
	CWD	3%	2%	**3%**	*	3%	*	-	-	-	-	1%	5%	3%	-	4%	4%	0%	*	-	-	-
	CWOD	9%	5%	**4%**	*	4%	10%	-	*	-	-	3%	5%	-	4%	2%	3%	5%	0%	*	*	*
	EL	1%	2%	**2%**	-	2%	0%	-	*	-	-	1%	5%	4%	2%	2%	2%	3%	*	-	-	-
	Male	7%	5%	**4%**	*	3%	8%	-	*	-	-	1%	7%	4%	3%	2%	4%	-	0%	*	-	*
	Female	10%	5%	**4%**	*	4%	9%	-	-	-	-	4%	4%	0%	5%	3%	-	4%	0%	*	*	*
Algebra I	All Students	23%	15%	**7%**	*	7%	10%	*	*	-	0%	6%	11%	3%	9%	6%	9%	5%	0%	0%	*	43%
	CWD	7%	3%	**3%**	-	2%	16%	-	-	-	-	1%	9%	3%	-	0%	3%	2%	0%	*	-	-
	CWOD	25%	18%	**9%**	*	9%	7%	*	*	-	0%	8%	12%	-	9%	7%	11%	6%	0%	0%	*	43%
	EL	13%	6%	**6%**	-	5%	*	-	*	-	*	5%	11%	0%	7%	6%	7%	4%	0%	0%	-	-
	Male	22%	16%	**9%**	*	8%	14%	*	*	-	*	7%	14%	3%	11%	7%	9%	-	0%	*	*	*
	Female	23%	14%	**5%**	*	5%	0%	-	-	-	*	5%	8%	2%	6%	4%	-	5%	0%	0%	-	*
Biology	All Students	18%	10%	**9%**	14%	9%	20%	*	*	-	20%	7%	15%	3%	11%	2%	10%	9%	5%	0%	-	40%
	CWD	5%	3%	**3%**	-	3%	0%	-	-	-	-	1%	9%	3%	-	3%	4%	2%	0%	*	-	-
	CWOD	19%	11%	**11%**	14%	11%	26%	*	*	-	20%	9%	16%	-	11%	2%	12%	10%	7%	0%	-	40%
	EL	5%	3%	**2%**	-	2%	*	-	*	-	*	1%	5%	3%	2%	2%	3%	2%	0%	0%	-	-
	Male	18%	11%	**10%**	*	10%	21%	*	*	-	*	8%	16%	4%	12%	3%	10%	-	0%	*	*	*
	Female	17%	9%	**9%**	*	8%	18%	-	-	-	*	6%	13%	2%	10%	2%	-	9%	13%	0%	-	33%
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%	68%	74%	89%	74%	77%	*	70%	-	100%	72%	80%	51%	80%	57%	72%	77%	64%	51%	*	100%
	CWD	46%	*43%	51%	*	50%	71%	-	-	-	-	50%	54%	51%	-	41%	50%	52%	41%	22%	-	-
	CWOD	77%	75%	80%	89%	80%	79%	*	70%	-	100%	78%	85%	-	80%	61%	79%	82%	73%	59%	*	100%
	EL	61%	49%	57%	-	58%	23%	-	57%	-	*	56%	60%	41%	61%	57%	57%	58%	46%	35%	-	-
	Male	71%	67%	72%	82%	72%	78%	*	70%	-	100%	70%	78%	50%	79%	57%	72%	-	64%	73%	*	100%
	Female	74%	69%	77%	100%	77%	76%	-	-	-	100%	75%	81%	52%	82%	58%	-	77%	65%	41%	*	100%
Reading	All Students	74%	70%	67%	86%	67%	71%	*	40%	-	100%	65%	73%	39%	74%	42%	65%	71%	53%	38%	*	100%
	CWD	44%	42%	39%	*	38%	55%	-	-	-	-	37%	43%	39%	-	31%	40%	37%	33%	*	-	-
	CWOD	80%	77%	74%	83%	74%	76%	*	40%	-	100%	72%	79%	-	74%	45%	71%	78%	58%	46%	*	100%
	EL	59%	46%	42%	-	43%	11%	-	*	-	*	42%	43%	31%	45%	42%	41%	44%	42%	13%	-	-
	Male	70%	66%	65%	*	64%	70%	*	40%	-	*	61%	71%	40%	71%	41%	65%	-	52%	80%	*	100%
	Female	78%	74%	71%	*	71%	73%	-	-	-	*	69%	76%	37%	78%	44%	-	71%	53%	18%	*	100%
Mathematics	All Students	70%	67%	74%	*	74%	70%	*	*	-	100%	74%	75%	56%	79%	70%	73%	76%	77%	64%	*	100%
	CWD	45%	44%	56%	-	56%	71%	-	-	-	-	55%	62%	56%	-	49%	52%	64%	50%	*	-	-
	CWOD	75%	73%	79%	*	79%	70%	*	*	-	100%	80%	77%	-	79%	76%	80%	78%	88%	75%	*	100%
	EL	62%	52%	70%	-	70%	*	-	*	-	*	69%	76%	49%	76%	70%	67%	74%	40%	67%	-	-
	Male	71%	67%	73%	*	72%	75%	*	*	-	*	72%	75%	52%	80%	67%	73%	-	61%	*	*	*
	Female	70%	67%	76%	*	76%	60%	-	-	-	*	77%	74%	64%	78%	74%	-	76%	67%	75%	-	*
Science	All Students	73%	65%	86%	86%	85%	92%	*	*	-	100%	83%	91%	69%	90%	76%	86%	85%	73%	50%	-	100%
	CWD	49%	42%	69%	-	68%	100%	-	-	-	-	68%	74%	69%	-	51%	69%	69%	43%	*	-	-
	CWOD	77%	71%	90%	86%	89%	89%	*	*	-	100%	87%	94%	-	90%	80%	91%	88%	87%	56%	-	100%
	EL	61%	52%	76%	-	75%	*	-	*	-	*	72%	86%	51%	80%	76%	80%	71%	57%	29%	-	-
	Male	74%	67%	86%	*	86%	93%	*	*	-	*	84%	91%	69%	91%	80%	86%	-	64%	*	-	*
	Female	72%	63%	85%	*	85%	91%	-	-	-	*	82%	91%	69%	88%	71%	-	85%	88%	33%	-	100%
SAT/ACT All Subjects	All Students	88%	94%	93%	-	95%	86%	-	-	-	-	94%	93%	-	93%	-	90%	96%	-	*	-	*
	CWD	61%	*	-	-	-	-	-	-	-	-	-	-	*	-	-	-	-	-	-	-	-
	CWOD	88%	96%	93%	-	95%	86%	-	-	-	-	94%	93%	-	93%	-	90%	96%	-	*	-	*
	EL	64%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	89%	92%	90%	-	93%	80%	-	-	-	-	*	88%	-	90%	-	90%	-	-	-	-	*
	Female	87%	96%	96%	-	96%	*	-	-	-	-	92%	100%	-	96%	-	-	96%	-	*	-	-
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	47%	38%	41%	44%	40%	52%	*	60%	-	73%	36%	50%	15%	47%	18%	39%	43%	19%	14%	*	90%
	CWD	22%	17%	15%	*	14%	29%	-	-	-	-	12%	23%	15%	-	8%	16%	12%	5%	0%	-	-
	CWOD	51%	44%	47%	47%	47%	59%	*	60%	-	73%	43%	55%	-	47%	20%	46%	49%	24%	17%	*	90%
	EL	31%	19%	18%	-	18%	0%	-	43%	-	*	17%	21%	8%	20%	18%	20%	16%	4%	0%	-	-
	Male	45%	38%	39%	27%	39%	52%	*	60%	-	67%	35%	48%	16%	46%	20%	39%	-	11%	18%	*	100%
	Female	48%	39%	43%	71%	42%	52%	-	-	-	78%	38%	52%	12%	49%	16%	-	43%	32%	11%	*	82%

		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%	45%	47%	57%	47%	59%	*	40%	-	80%	43%	56%	19%	54%	19%	43%	53%	23%	13%	*	100%
	CWD	23%	20%	19%	*	19%	27%	-	-	-	-	17%	24%	19%	-	8%	19%	18%	0%	*	-	-
	CWOD	58%	52%	54%	67%	54%	68%	*	40%	-	80%	50%	62%	-	54%	21%	50%	59%	29%	15%	*	100%
	EL	34%	21%	19%	-	19%	0%	-	*	-	*	18%	21%	8%	21%	19%	19%	19%	8%	0%	-	-
	Male	48%	41%	43%	*	43%	56%	*	40%	-	*	39%	51%	19%	50%	19%	43%	-	17%	0%	*	100%
	Female	57%	49%	53%	*	52%	64%	-	-	-	*	48%	61%	18%	59%	19%	-	53%	29%	18%	*	100%
Mathematics	All Students	42%	33%	25%	*	24%	37%	*	*	-	60%	22%	32%	9%	29%	16%	25%	25%	9%	18%	*	88%
	CWD	22%	16%	9%	-	8%	29%	-	-	-	-	5%	21%	9%	-	5%	11%	5%	17%	*	-	-
	CWOD	46%	38%	29%	*	29%	39%	*	*	-	60%	27%	34%	-	29%	19%	29%	30%	6%	25%	*	88%
	EL	31%	19%	16%	-	16%	*	-	*	-	*	13%	27%	5%	19%	16%	17%	14%	0%	0%	-	-
	Male	43%	34%	25%	*	24%	35%	*	*	-	*	22%	31%	11%	29%	17%	25%	-	6%	*	*	*
	Female	40%	32%	25%	*	24%	40%	-	-	-	*	22%	33%	5%	30%	14%	-	25%	17%	13%	-	*
Science	All Students	42%	32%	40%	43%	39%	52%	*	*	-	80%	36%	49%	13%	47%	18%	44%	36%	23%	8%	-	80%
	CWD	21%	12%	13%	-	12%	33%	-	-	-	-	10%	24%	13%	-	9%	17%	8%	0%	*	-	-
	CWOD	45%	37%	47%	43%	46%	58%	*	*	-	80%	43%	53%	-	47%	20%	51%	42%	33%	11%	-	80%
	EL	24%	14%	18%	-	17%	*	-	*	-	*	18%	19%	9%	20%	18%	22%	13%	0%	0%	-	-
	Male	44%	36%	44%	*	42%	64%	*	*	-	*	39%	52%	17%	51%	22%	44%	-	7%	*	-	*
	Female	40%	28%	36%	*	36%	36%	-	-	-	*	32%	46%	8%	42%	13%	-	36%	50%	0%	-	67%
SAT/ACT All Subjects	All Students	59%	70%	67%	-	69%	57%	-	-	-	-	69%	67%	-	67%	-	60%	73%	-	*	-	*
	CWD	35%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	60%	71%	67%	-	69%	57%	-	-	-	-	69%	67%	-	67%	-	60%	73%	-	*	-	*
	EL	19%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	64%	63%	60%	-	67%	40%	-	-	-	-	*	56%	-	60%	-	60%	-	-	-	-	*
	Female	55%	73%	73%	-	71%	*	-	-	-	-	67%	79%	-	73%	-	-	73%	-	*	-	-
STAAR Percent at Masters Grade Level																						
All Grades																						
All Subjects	All Students	18%	11%	7%	17%	7%	14%	*	10%	-	20%	5%	11%	2%	8%	3%	7%	7%	3%	3%	*	43%
	CWD	6%	3%	2%	*	2%	4%	-	-	-	-	1%	6%	2%	-	2%	3%	1%	0%	0%	-	-
	CWOD	21%	13%	8%	18%	8%	17%	*	10%	-	20%	7%	12%	-	8%	3%	8%	8%	3%	3%	*	43%
	EL	9%	4%	3%	-	3%	0%	-	14%	-	*	2%	5%	2%	3%	3%	3%	2%	0%	0%	-	-
	Male	18%	11%	7%	18%	7%	13%	*	10%	-	0%	5%	12%	3%	8%	3%	7%	-	0%	0%	*	38%
	Female	19%	12%	7%	14%	7%	14%	-	-	-	33%	6%	9%	1%	8%	2%	-	7%	6%	4%	*	47%
Reading	All Students	21%	13%	6%	14%	5%	12%	*	0%	-	40%	4%	8%	2%	7%	1%	5%	7%	3%	0%	*	42%
	CWD	6%	4%	2%	*	2%	0%	-	-	-	-	1%	3%	2%	-	2%	3%	0%	0%	*	-	-
	CWOD	24%	16%	7%	17%	6%	16%	*	0%	-	40%	5%	9%	-	7%	1%	5%	8%	3%	8%	*	42%
	EL	10%	3%	1%	-	1%	0%	-	*	-	*	1%	2%	2%	1%	1%	1%	2%	0%	0%	-	-
	Male	18%	11%	5%	*	5%	7%	*	0%	-	*	3%	8%	3%	5%	1%	5%	-	0%	0%	*	20%
	Female	24%	15%	7%	*	6%	18%	-	-	-	*	6%	8%	0%	8%	2%	-	7%	6%	9%	*	57%

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	17%	10%	7%	*	7%	10%	*	*	-	0%	6%	12%	3%	9%	6%	9%	5%	0%	0%	*	50%
	CWD	6%	3%	3%	-	2%	14%	-	-	-	-	1%	9%	3%	-	0%	3%	2%	0%	*	-	-
	CWOD	19%	12%	9%	*	8%	9%	*	*	-	0%	7%	12%	-	9%	7%	11%	6%	0%	0%	*	50%
	EL	10%	5%	6%	-	5%	*	-	*	-	*	4%	11%	0%	7%	6%	7%	4%	0%	0%	-	-
	Male	18%	11%	9%	*	9%	15%	*	*	-	*	7%	15%	3%	11%	7%	9%	-	0%	*	*	*
	Female	15%	8%	5%	*	5%	0%	-	-	-	*	4%	7%	2%	6%	4%	-	5%	0%	0%	-	*
Science	All Students	15%	9%	9%	14%	9%	20%	*	*	-	20%	7%	15%	3%	11%	2%	10%	9%	5%	0%	-	40%
	CWD	5%	3%	3%	-	3%	0%	-	-	-	-	1%	9%	3%	-	3%	4%	2%	0%	*	-	-
	CWOD	17%	11%	11%	14%	11%	26%	*	*	-	20%	9%	16%	-	11%	2%	12%	10%	7%	0%	-	40%
	EL	5%	2%	2%	-	2%	*	-	*	-	*	1%	5%	3%	2%	2%	3%	2%	0%	0%	-	-
	Male	16%	10%	10%	*	10%	21%	*	*	-	*	8%	16%	4%	12%	3%	10%	-	0%	*	-	*
	Female	14%	8%	9%	*	8%	18%	-	-	-	*	6%	13%	2%	10%	2%	-	9%	13%	0%	-	33%
SAT/ACT All Subjects	All Students	12%	9%	13%	-	13%	14%	-	-	-	-	0%	20%	-	13%	-	25%	4%	-	*	-	*
	CWD	7%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	12%	9%	13%	-	13%	14%	-	-	-	-	0%	20%	-	13%	-	25%	4%	-	*	-	*
	EL	1%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	15%	21%	25%	-	27%	20%	-	-	-	-	*	31%	-	25%	-	25%	-	-	-	-	*
	Female	9%	2%	4%	-	4%	*	-	-	-	-	0%	7%	-	4%	-	-	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 include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Academic Growth Score											
Reading											
All Students	72	79	72	69	*	60	-	*	69	56	53
CWD	56	-	56	56	-	-	-	-	54	56	36
CWOD	74	79	74	72	*	60	-	*	72	-	56
EL	53	-	54	*	-	*	-	-	50	36	53
Male	70	*	70	70	*	60	-	*	67	55	49
Female	74	*	74	67	-	-	-	*	72	58	58

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Mathematics											
All Students	80	*	80	84	*	*	-	*	80	82	80
CWD	82	-	81	83	-	-	-	-	82	82	82
CWOD	79	*	79	84	*	*	-	*	79	-	80
EL ◊	80	-	80	-	-	*	-	-	77	82	80
Male	78	*	78	90	*	*	-	*	80	77	78
Female	81	*	82	*	-	-	-	*	80	89	84

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

Part (iii)(II): Graduation Rate

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless ◊	Foster Care ◊
Federal Graduation Rates													
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2023.													
All Students	89.7%	100.0%	89.4%	93.3%	-	*	-	*	86.1%	84.1%	82.7%	85.7%	-
CWD	84.1%	*	83.1%	*	-	-	-	-	82.8%	84.1%	85.0%	*	-
CWOD	90.7%	*	90.5%	92.3%	-	*	-	*	86.8%	-	82.0%	*	-
EL ◊	82.7%	-	83.8%	*	-	-	-	-	81.0%	85.0%	82.7%	*	-
Male	88.0%	*	87.9%	87.5%	-	*	-	-	81.6%	82.5%	77.6%	*	-
Female	91.4%	*	90.9%	100.0%	-	-	-	*	90.2%	88.0%	90.6%	*	-

- 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
444	78	18%

- Indicates there are no students in the group.
* Indicates results are masked due to small numbers to protect student confidentiality.
◊ Indicates data reporting does not meet for Minimum Size.

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Student Success (Student Achievement Domain Score: STAAR Component Only)											
STAAR Component Score	41	50	40	48	*	47	-	64	38	23	28
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	83%	60%	84%	77%	-	*	-	*	78%	60%	76%

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

Part (vi): Goal Meeting Status

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
STAAR Performance Status											
Reading											
Interim Goals (2023-2027)	44%	32%	36%	62%	43%	74%	45%	58%	33%	13%	20%
Target Met	Y		Y	N					Y	Y	Y
Interim Goals (2028-2032)	53%	43%	47%	68%	53%	78%	54%	65%	44%	28%	33%
Target Met	N		Y	N					Y	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%

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Target Met	N		N	N					N	N	N
Mathematics											
Interim Goals (2023-2027)	38%	26%	35%	48%	37%	72%	41%	44%	32%	15%	31%
Target Met	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	N		Y	N					N	Y	Y
Interim Goals (2028-2032)	92.7%	90.2%	91.4%	95.2%	90.9%	97.1%	91.5%	93.2%	90.5%	85.8%	86%
Target Met	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
Long-Term Goals	98%	98%	98%	98%	98%	98%	98%	98%	98%	98%	98%
Target Met	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)

		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	**96%**	100%	96%	97%	*	100%	-	100%	97%	96%	97%	96%	98%	97%	96%	100%
	CWD	**97%**	*	97%	100%	-	-	-	-	97%	98%	97%	-	95%	97%	97%	100%
	CWOD	**96%**	100%	96%	96%	*	100%	-	100%	96%	96%	-	96%	98%	96%	96%	100%
	EL	**98%**	-	98%	100%	-	100%	-	*	97%	99%	95%	98%	98%	98%	97%	100%
	Male	**97%**	100%	96%	97%	*	100%	-	100%	97%	96%	97%	96%	98%	97%	-	100%
	Female	**96%**	100%	96%	98%	-	-	-	100%	96%	97%	97%	96%	97%	-	96%	100%
Reading	All Students	**99%**	100%	99%	100%	*	100%	-	100%	99%	100%	98%	99%	100%	99%	99%	100%
	CWD	**98%**	*	98%	100%	-	-	-	-	98%	99%	98%	-	98%	99%	97%	100%
	CWOD	**99%**	100%	99%	100%	*	100%	-	100%	99%	100%	-	99%	100%	99%	100%	100%
	EL	**100%**	-	100%	100%	-	*	-	*	99%	100%	98%	100%	100%	100%	99%	100%
	Male	**99%**	*	99%	100%	*	100%	-	*	99%	99%	99%	99%	100%	99%	-	100%
	Female	**99%**	*	99%	100%	-	-	-	*	99%	100%	97%	100%	99%	-	99%	100%
Mathematics	All Students	**91%**	*	90%	90%	*	*	-	100%	92%	87%	96%	89%	94%	92%	89%	100%
	CWD	**96%**	-	95%	100%	-	-	-	-	95%	97%	96%	-	89%	95%	97%	100%
	CWOD	**89%**	*	89%	88%	*	*	-	100%	91%	85%	-	89%	96%	91%	88%	100%
	EL	**94%**	-	94%	*	-	*	-	*	94%	97%	89%	96%	94%	95%	93%	100%
	Male	**92%**	*	92%	90%	*	*	-	*	93%	89%	95%	91%	95%	92%	-	100%
	Female	**89%**	*	89%	90%	-	-	-	*	91%	85%	97%	88%	93%	-	89%	100%
Science	All Students	**96%**	100%	96%	100%	*	*	-	100%	96%	97%	96%	96%	96%	95%	97%	100%
	CWD	**96%**	-	96%	100%	-	-	-	-	96%	97%	96%	-	92%	95%	97%	100%
	CWOD	**96%**	100%	96%	100%	*	*	-	100%	96%	97%	-	96%	97%	95%	97%	100%
	EL	**96%**	-	96%	*	-	*	-	*	95%	98%	92%	97%	96%	97%	95%	100%
	Male	**95%**	*	95%	100%	*	*	-	*	95%	95%	95%	95%	97%	95%	-	100%
	Female	**97%**	*	97%	100%	-	-	-	*	96%	99%	97%	97%	95%	-	97%	100%
SAT/ACT All Subjects	All Students	**37%**	-	34%	70%	-	-	-	-	25%	48%	*	37%	0%	32%	41%	-
	CWD	*	-	*	*	-	-	-	-	*	-	*	-	-	*	-	-
	CWOD	**37%**	-	35%	70%	-	-	-	-	26%	48%	-	37%	0%	33%	41%	-
	EL	**0%**	-	0%	-	-	-	-	-	0%	*	-	0%	0%	0%	0%	-
	Male	**32%**	-	27%	71%	-	-	-	-	14%	48%	*	33%	0%	32%	-	-
	Female	**41%**	-	40%	*	-	-	-	-	35%	48%	-	41%	0%	-	41%	-
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	**4%**	0%	4%	3%	*	0%	-	0%	3%	4%	3%	4%	2%	3%	4%	0%
	CWD	**3%**	*	3%	0%	-	-	-	-	3%	2%	3%	-	5%	3%	3%	0%
	CWOD	**4%**	0%	4%	4%	*	0%	-	0%	4%	4%	-	4%	2%	4%	4%	0%
	EL	**2%**	-	2%	0%	-	0%	-	*	3%	1%	5%	2%	2%	2%	3%	0%
	Male	**3%**	0%	4%	3%	*	0%	-	0%	3%	4%	3%	4%	2%	3%	-	0%
	Female	**4%**	0%	4%	2%	-	-	-	0%	4%	3%	3%	4%	3%	-	4%	0%
Reading	All Students	**1%**	0%	1%	0%	*	0%	-	0%	1%	0%	2%	1%	0%	1%	1%	0%
	CWD	**2%**	*	2%	0%	-	-	-	-	2%	1%	2%	-	2%	1%	3%	0%
	CWOD	**1%**	0%	1%	0%	*	0%	-	0%	1%	0%	-	1%	0%	1%	0%	0%
	EL	**0%**	-	0%	0%	-	*	-	*	1%	0%	2%	0%	0%	0%	1%	0%
	Male	**1%**	*	1%	0%	*	0%	-	*	1%	1%	1%	1%	0%	1%	-	0%
	Female	**1%**	*	1%	0%	-	-	-	*	1%	0%	3%	0%	1%	-	1%	0%
Mathematics	All Students	**9%**	*	10%	10%	*	*	-	0%	8%	13%	4%	11%	6%	8%	11%	0%
	CWD	**4%**	-	5%	0%	-	-	-	-	5%	3%	4%	-	11%	5%	3%	0%
	CWOD	**11%**	*	11%	12%	*	*	-	0%	9%	15%	-	11%	4%	9%	12%	0%
	EL	**6%**	-	6%	*	-	*	-	*	6%	3%	11%	4%	6%	5%	7%	0%
	Male	**8%**	*	8%	10%	*	*	-	*	7%	11%	5%	9%	5%	8%	-	0%
	Female	**11%**	*	11%	10%	-	-	-	*	9%	15%	3%	12%	7%	-	11%	0%
Science	All Students	**4%**	0%	4%	0%	*	*	-	0%	4%	3%	4%	4%	4%	5%	3%	0%
	CWD	**4%**	-	4%	0%	-	-	-	-	4%	3%	4%	-	8%	5%	3%	0%
	CWOD	**4%**	0%	4%	0%	*	*	-	0%	4%	3%	-	4%	3%	5%	3%	0%
	EL	**4%**	-	4%	*	-	*	-	*	5%	2%	8%	3%	4%	3%	5%	0%
	Male	**5%**	*	5%	0%	*	*	-	*	5%	5%	5%	5%	3%	5%	-	0%
	Female	**3%**	*	3%	0%	-	-	-	*	4%	1%	3%	3%	5%	-	3%	0%
SAT/ACT All Subjects	All Students	**63%**	-	66%	30%	-	-	-	-	75%	52%	*	63%	100%	68%	59%	-
	CWD	*	-	*	-	-	-	-	-	*	-	*	-	-	*	-	-
	CWOD	**63%**	-	65%	30%	-	-	-	-	74%	52%	-	63%	100%	67%	59%	-
	EL	**100%**	-	100%	-	-	-	-	-	100%	*	-	100%	100%	100%	100%	-
	Male	**68%**	-	73%	29%	-	-	-	-	86%	52%	*	67%	100%	68%	-	-
	Female	**59%**	-	60%	*	-	-	-	-	65%	52%	-	59%	100%	-	59%	-

- Indicates there are no students in the group.

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

Part (viii): Civil Rights Data

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

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

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
Students Without Disabilities												
In-School Suspensions												
	Male	18	0	17	1	0	0	0	0	5		
	Female	3	0	3	0	0	0	0	0	0		
	Total	21	0	20	1	0	0	0	0	5		
Out-of-School Suspensions												
	Male	16	0	14	2	0	0	0	0	4		
	Female	0	0	0	0	0	0	0	0	0		
	Total	16	0	14	2	0	0	0	0	4		
Expulsions												
With Educational Services	Male	5	0	4	1	0	0	0	0	1		
	Female	0	0	0	0	0	0	0	0	0		
	Total	5	0	4	1	0	0	0	0	1		
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
School-Related Arrests												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Referrals to Law Enforcement												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Students With Disabilities												
In-School Suspensions												

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
	Male	11	0	8	3	0	0	0	0	2		4
	Female	3	0	3	0	0	0	0	0	1		1
	Total	14	0	11	3	0	0	0	0	3		5
Out-of-School Suspensions												
	Male	8	0	7	1	0	0	0	0	0		3
	Female	0	0	0	0	0	0	0	0	0		0
	Total	8	0	7	1	0	0	0	0	0		3
Expulsions												
With Educational Services	Male	1	0	1	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	1	0	1	0	0	0	0	0	0		0
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
School-Related Arrests												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Referrals to Law Enforcement												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
All Students												
Chronic Absenteeism												
	Male	287	5	270	11	1	-8	-8	-8	68	56	52
	Female	232	2	223	7	-8	-8	-8	-8	38	32	28
	Total	519	7	493	18	1	-8	-8	-8	106	88	80

	Total
Incidents of Violence	
Incidents of rape or attempted rape	0
Incidents of sexual assault (other than rape)	0
Incidents of robbery with a weapon	0

	Total
Incidents of robbery without a weapon	0
Incidents of physical attack or fight with a weapon	0
Incidents of physical attack or fight without a weapon	4
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack without a weapon	0
Incidents of possession of a firearm or explosive device	0
Allegations of Harassment or bullying	
On the basis of sex	0
On the basis of race	0
On the basis of disability	0
On the basis of sexual orientation	0
On the basis of religion	0

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

Preschool Programs

	Total Students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9

Accelerated Coursework

	Total Students		African American		Hispanic		White		Indian or Alaska Native		Asian		Pacific Islander		Two or More Races		EL		Students with Disabilities	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Advanced Placement Courses																				
Male	168	13	1	8	156	13	9	18	0	-	1	100	0	-	1	33	7	4	1	1
Female	280	23	0	0	263	23	14	32	0	-	1	50	0	-	2	40	22	16	2	2
Total	448	18	1	4	419	18	23	25	0	-	2	67	0	-	3	38	29	9	3	1
International Baccalaureate Courses																				
Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Dual Enrollment/Dual Credit Programs																				
Male	279	22	0	0	265	22	13	27	0	-	0	0	0	-	1	33	21	13	11	6

	Total Students		African American		Hispanic		White		Indian or Alaska Native		Asian		Pacific Islander		Two or More Races		EL		Students with Disabilities	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Female	271	22	1	10	257	22	10	23	0	-	0	0	0	-	3	60	4	3	2	2
Total	550	22	1	4	522	22	23	25	0	-	0	0	0	-	4	50	25	8	13	5

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

Part (ix): Teacher Quality Data

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

	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	18.1	12.1%
Teachers Teaching with Emergency or Provisional Credentials	4.0	2.8%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	30.1	21.2%

- Indicates there are no data available in the group.

Part (x): Per-pupil Expenditure

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

To be updated by June 30th, 2025.

		State & Local and Federal	State & Local			Federal		
	Enrollment	Total	Site	District Allocation	Total	Site	District Allocation	Total
Business/central/other support services		$877	$167	$516	$683		$194	$194
Food services		$634	$13	$5	$18	$285	$330	$615
Instruction		$6,913	$5,753	$82	$5,835	$885	$193	$1,078
Support services, general administration		$130		$130	$130			
Support services, instructional staff		$761	$530	$24	$554	$86	$121	$207
Support services, operation and maintenance of plant		$2,289	$1,507	$738	$2,245	$38	$6	$44
Support services, pupils		$947	$810	$25	$835	$40	$72	$112

		State & Local and Federal	State & Local			Federal		
	Enrollment	Total	Site	District Allocation	Total	Site	District Allocation	Total
Support services, school administration		$546	$541	$0	$541		$5	$5
Support services, student transportation		$304		$293	$293		$11	$11
Total	2,470	**$13,400**	**$9,321**	**$1,813**	**$11,134**	**$1,334**	**$932**	**$2,266**

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%	11	1%	-	-
Mathematics	6,620	2%	11	1%	-	-
Grade 4						
Reading	6,491	2%	14	2%	-	-
Mathematics	6,491	2%	14	2%	-	-
Grade 5						
Reading	6,033	1%	10	1%	-	-
Mathematics	6,033	2%	10	1%	-	-
Science	6,033	2%	10	1%	-	-
Grade 6						
Reading	5,586	1%	10	1%	-	-
Mathematics	5,586	1%	10	1%	-	-
Grade 7						
Reading	5,233	1%	9	1%	-	-
Mathematics	5,227	2%	9	1%	-	-
Grade 8						
Reading	4,985	1%	10	1%	-	-
Mathematics	4,985	1%	10	2%	-	-
Science	4,984	1%	10	1%	-	-
End of Course						
English I	5,119	1%	9	1%	9	1%
English II	4,683	1%	8	1%	8	1%
Algebra I	5,112	1%	9	1%	9	1%
Biology	5,027	1%	9	1%	9	1%
All Grades						
All Subjects	100,862	1%	183	1%	35	1%

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Reading	44,764	1%	81	1%	17	1%
Mathematics	40,054	1%	73	1%	9	1%
Science	16,044	1%	29	1%	9	1%

- Indicates there are no students in the group.

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

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

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

State Level: 2022 Percentages at NAEP Achievement Levels

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

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

* Indicates reporting standards not met.

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

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

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

This section provides information on the cohort rate at which students who graduated from high school in the 2021-22 school year enrolled in a Texas public postsecondary education institution in the 2022-23 academic year in (I) programs of public postsecondary education in Texas; (II) programs of private postsecondaryeducation 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	44%	*	43%	47%	-	*	-	*	37%	19%	35%
In-State Private Institutions	2%	-	2%	*	-	-	-	-	2%	-	*
Out-of-State Institutions	2%	-	2%	*	-	-	-	-	2%	*	-

- 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	31%	29%	32%	27%	*	*	-	33%	36%	42%	35%

- Indicates there are no students in the group.

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

Part (xv): Section 1003 Fund

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

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

There is no data for this campus.

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

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

School	School Name	# of 1st Year English Learners Excluded from the State Accountability	District Number
233901001	DEL RIO H S	13	233901

Note: Downloadable PDF and Excel files are available at District and State Levels.

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

2023-24 Texas Academic Performance Report (TAPR)

District Name: SAN FELIPE-DEL RIO CISD

Campus Name: BLENDED ACADEMY

Campus Number: 233901004

Campus Number: 233901004
(evaluated with alternative education accountability provisions)

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	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB, EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 8 Reading																	
At Approaches Grade Level or Above	2024	81%	66%	**46%**	-	46%	-	-	-	-	-	-	-	48%	38%	45%	36%
	2023	83%	70%	**64%**	-	63%	*	-	-	-	-	-	-	66%	50%	64%	23%
At Meets Grade Level or Above	2024	56%	38%	**7%**	-	7%	-	-	-	-	-	-	-	9%	0%	9%	9%
	2023	58%	38%	**25%**	-	26%	*	-	-	-	-	-	-	20%	17%	25%	8%
At Masters Grade Level	2024	29%	13%	**2%**	-	2%	-	-	-	-	-	-	-	3%	0%	3%	0%
	2023	28%	12%	**7%**	-	7%	*	-	-	-	-	-	-	8%	0%	7%	0%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2024	60%	40%	**10%**	-	10%	-	-	-	-	-	-	-	13%	0%	6%	0%
	2023	62%	52%	**38%**	-	39%	*	-	-	-	-	-	-	45%	0%	38%	23%
At Meets Grade Level or Above	2024	33%	20%	**3%**	-	3%	-	-	-	-	-	-	-	3%	0%	3%	0%
	2023	33%	26%	**18%**	-	18%	*	-	-	-	-	-	-	21%	0%	18%	0%
At Masters Grade Level	2024	17%	8%	**0%**	-	0%	-	-	-	-	-	-	-	0%	0%	0%	0%
	2023	16%	9%	**2%**	-	2%	*	-	-	-	-	-	-	3%	0%	2%	0%
End of Course English I																	
At Approaches Grade Level or Above	2024	70%	69%	**44%**	-	44%	-	-	-	-	-	-	-	*	60%	43%	*
	2023	72%	71%	*	-	*	-	-	-	-	-	-	-	*	-	*	*
At Meets Grade Level or Above	2024	52%	51%	**22%**	-	22%	-	-	-	-	-	-	-	*	40%	29%	*
	2023	52%	49%	*	-	*	-	-	-	-	-	-	-	*	-	*	*
At Masters Grade Level	2024	16%	13%	**0%**	-	0%	-	-	-	-	-	-	-	*	0%	0%	*
	2023	13%	8%	*	-	*	-	-	-	-	-	-	-	*	-	*	*
End of Course English II																	
At Approaches Grade Level or Above	2024	75%	77%	**53%**	-	53%	-	-	-	-	-	-	-	57%	50%	58%	*
	2023	74%	78%	**18%**	-	18%	-	-	-	-	-	-	-	18%	-	11%	0%
At Meets Grade Level or Above	2024	58%	57%	**20%**	-	20%	-	-	-	-	-	-	-	29%	13%	17%	*
	2023	54%	60%	**9%**	-	9%	-	-	-	-	-	-	-	9%	-	0%	0%
At Masters Grade Level	2024	9%	5%	**0%**	-	0%	-	-	-	-	-	-	-	0%	0%	0%	*
	2023	9%	7%	**0%**	-	0%	-	-	-	-	-	-	-	0%	-	0%	0%
End of Course Algebra I																	

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Approaches Grade Level or Above	2024	81%	82%	59%	-	59%	-	-	-	-	-	-	-	61%	55%	66%	50%
	2023	79%	82%	62%	-	61%	*	-	-	-	-	-	-	65%	38%	62%	47%
At Meets Grade Level or Above	2024	43%	36%	2%	-	2%	-	-	-	-	-	-	-	3%	0%	2%	0%
	2023	43%	40%	10%	-	10%	*	-	-	-	-	-	-	12%	0%	10%	7%
At Masters Grade Level	2024	24%	16%	0%	-	0%	-	-	-	-	-	-	-	0%	0%	0%	0%
	2023	23%	18%	0%	-	0%	*	-	-	-	-	-	-	0%	0%	0%	0%
End of Course Biology																	
At Approaches Grade Level or Above	2024	91%	87%	80%	-	80%	-	-	-	-	-	-	-	79%	82%	78%	92%
	2023	88%	87%	90%	-	90%	*	-	-	-	-	-	-	98%	50%	92%	93%
At Meets Grade Level or Above	2024	56%	45%	7%	-	7%	-	-	-	-	-	-	-	9%	0%	8%	0%
	2023	56%	47%	26%	-	27%	*	-	-	-	-	-	-	31%	0%	27%	14%
At Masters Grade Level	2024	19%	10%	0%	-	0%	-	-	-	-	-	-	-	0%	0%	0%	0%
	2023	21%	13%	2%	-	2%	*	-	-	-	-	-	-	2%	0%	2%	0%
End of Course U.S. History																	
At Approaches Grade Level or Above	2024	96%	94%	94%	-	94%	-	-	-	-	-	-	-	100%	89%	100%	*
	2023	94%	92%	47%	-	43%	*	-	-	-	-	-	-	38%	*	46%	*
At Meets Grade Level or Above	2024	69%	66%	17%	-	17%	-	-	-	-	-	-	-	22%	11%	13%	*
	2023	70%	69%	13%	-	7%	*	-	-	-	-	-	-	8%	*	8%	*
At Masters Grade Level	2024	37%	33%	0%	-	0%	-	-	-	-	-	-	-	0%	0%	0%	*
	2023	38%	39%	0%	-	0%	*	-	-	-	-	-	-	0%	*	0%	*
All Grades All Subjects																	
At Approaches Grade Level or Above	2024	75%	69%	54%	-	54%	-	-	-	-	-	-	-	53%	55%	55%	46%
	2023	76%	72%	60%	-	60%	80%	-	-	-	-	-	-	63%	39%	61%	39%
At Meets Grade Level or Above	2024	48%	40%	7%	-	7%	-	-	-	-	-	-	-	6%	7%	8%	2%
	2023	49%	42%	18%	-	18%	20%	-	-	-	-	-	-	20%	6%	17%	6%
At Masters Grade Level	2024	20%	13%	0%	-	0%	-	-	-	-	-	-	-	1%	0%	1%	0%
	2023	20%	13%	2%	-	2%	0%	-	-	-	-	-	-	3%	0%	2%	0%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2024	76%	71%	48%	-	48%	-	-	-	-	-	-	-	48%	48%	48%	29%
	2023	77%	73%	53%	-	53%	*	-	-	-	-	-	-	54%	50%	54%	15%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2024	54%	46%	12%	-	12%	-	-	-	-	-	-	-	11%	14%	13%	6%
	2023	53%	46%	21%	-	21%	*	-	-	-	-	-	-	21%	17%	20%	5%
At Masters Grade Level	2024	22%	14%	2%	-	2%	-	-	-	-	-	-	-	2%	0%	2%	0%
	2023	20%	13%	5%	-	5%	*	-	-	-	-	-	-	6%	0%	5%	0%
All Grades Mathematics																	
At Approaches Grade Level or Above	2024	72%	68%	59%	-	59%	-	-	-	-	-	-	-	61%	55%	66%	50%
	2023	75%	71%	62%	-	61%	*	-	-	-	-	-	-	65%	38%	62%	47%
At Meets Grade Level or Above	2024	43%	34%	2%	-	2%	-	-	-	-	-	-	-	3%	0%	2%	0%
	2023	45%	38%	10%	-	10%	*	-	-	-	-	-	-	12%	0%	10%	7%
At Masters Grade Level	2024	17%	10%	0%	-	0%	-	-	-	-	-	-	-	0%	0%	0%	0%
	2023	19%	12%	0%	-	0%	*	-	-	-	-	-	-	0%	0%	0%	0%
All Grades Science																	
At Approaches Grade Level or Above	2024	75%	66%	80%	-	80%	-	-	-	-	-	-	-	79%	82%	78%	92%
	2023	77%	70%	90%	-	90%	*	-	-	-	-	-	-	98%	50%	92%	93%
At Meets Grade Level or Above	2024	43%	33%	7%	-	7%	-	-	-	-	-	-	-	9%	0%	8%	0%
	2023	47%	37%	26%	-	27%	*	-	-	-	-	-	-	31%	0%	27%	14%
At Masters Grade Level	2024	16%	10%	0%	-	0%	-	-	-	-	-	-	-	0%	0%	0%	0%
	2023	18%	11%	2%	-	2%	*	-	-	-	-	-	-	2%	0%	2%	0%
All Grades Social Studies																	
At Approaches Grade Level or Above	2024	76%	67%	36%	-	36%	-	-	-	-	-	-	-	32%	47%	36%	27%
	2023	78%	72%	40%	-	40%	*	-	-	-	-	-	-	43%	22%	40%	18%
At Meets Grade Level or Above	2024	51%	43%	7%	-	7%	-	-	-	-	-	-	-	7%	6%	6%	0%
	2023	52%	48%	17%	-	16%	*	-	-	-	-	-	-	18%	11%	16%	0%
At Masters Grade Level	2024	27%	21%	0%	-	0%	-	-	-	-	-	-	-	0%	0%	0%	0%
	2023	27%	25%	2%	-	2%	*	-	-	-	-	-	-	2%	0%	2%	0%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
8th Graders																	
Reading and Mathematics Including EOC	2024	41%	29%	3%	-	3%	-	-	-	-	-	-	-	3%	0%	3%	0%
	2023	44%	32%	11%	-	12%	*	-	-	-	-	-	-	13%	0%	11%	8%
Reading Including EOC	2024	57%	43%	7%	-	7%	-	-	-	-	-	-	-	9%	0%	9%	9%
	2023	58%	43%	25%	-	26%	*	-	-	-	-	-	-	28%	17%	25%	8%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
Math Including EOC	2024	49%	35%	3%	-	3%	-	-	-	-	-	-	-	3%	0%	3%	0%
	2023	51%	40%	11%	-	11%	*	-	-	-	-	-	-	13%	0%	11%	8%
3rd - 8th Graders																	
Reading and Mathematics Including EOC	2024	38%	28%	3%	-	3%	-	-	-	-	-	-	-	3%	0%	3%	0%
	2023	39%	31%	11%	-	12%	*	-	-	-	-	-	-	13%	0%	11%	8%
Reading Including EOC	2024	54%	44%	7%	-	7%	-	-	-	-	-	-	-	9%	0%	9%	9%
	2023	53%	43%	25%	-	26%	*	-	-	-	-	-	-	26%	17%	25%	8%
Math Including EOC	2024	45%	34%	3%	-	3%	-	-	-	-	-	-	-	3%	0%	3%	0%
	2023	47%	39%	11%	-	11%	*	-	-	-	-	-	-	13%	0%	11%	8%

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

Texas Education Agency
2023-24 STAAR Progress (TAPR)
BLENDED ACADEMY (233901004) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	Amerian Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress - Annual Growth by Grade and Subject																	
Grade 8 ELA/Reading	2024	69%	67%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2023	63%	47%	50%	-	50%	-	-	-	-	-	-	-	50%	-	50%	41%
End of Course English II	2024	69%	70%	*	*	*	-	-	-	-	*	-	-	-	*	*	-
	2023	74%	81%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
End of Course Algebra I	2024	72%	75%	73%	-	73%	-	-	-	-	*	-	-	72%	79%	78%	73%
	2023	76%	73%	71%	-	70%	*	-	-	-	-	-	-	72%	67%	71%	77%
All Grades Both Subjects	2024	64%	60%	72%	-	72%	-	-	-	-	-	-	-	72%	72%	76%	73%
	2023	64%	59%	64%	-	63%	*	-	-	-	-	-	-	64%	67%	64%	60%
All Grades ELA/Reading	2024	67%	63%	*	-	*	-	-	-	-	*	-	-	*	*	*	-
	2023	63%	56%	50%	-	50%	-	-	-	-	-	-	-	50%	-	50%	41%
All Grades Mathematics	2024	60%	57%	73%	-	73%	-	-	-	-	-	-	-	72%	79%	78%	73%
	2023	66%	61%	71%	-	70%	*	-	-	-	-	-	-	72%	67%	71%	77%
School Progress - Accelerated Learning by Grade and Subject																	
Grade 8 ELA/Reading	2024	34%	34%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2023	39%	33%	27%	-	27%	-	-	-	-	-	-	-	27%	-	27%	13%
End of Course English II	2024	29%	34%	*	*	*	-	-	-	-	*	-	-	-	*	*	-
	2023	41%	49%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
End of Course Algebra I	2024	55%	66%	55%	-	55%	-	-	-	-	-	-	-	58%	43%	52%	56%
	2023	58%	55%	32%	-	30%	*	-	-	-	-	-	-	36%	17%	32%	36%
All Grades Both Subjects	2024	32%	36%	53%	-	53%	-	-	-	-	-	-	-	58%	38%	55%	56%
	2023	38%	36%	31%	-	29%	*	-	-	-	-	-	-	33%	17%	31%	26%
All Grades ELA/Reading	2024	30%	30%	*	-	*	-	-	-	-	-	-	-	-	*	*	-
	2023	35%	32%	27%	-	27%	-	-	-	-	-	-	-	27%	-	27%	13%
All Grades Mathematics	2024	35%	40%	55%	-	55%	-	-	-	-	-	-	-	58%	43%	57%	56%
	2023	40%	40%	32%	-	30%	*	-	-	-	-	-	-	36%	17%	32%	36%

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

Texas Education Agency

2023-24 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)

BLENDED ACADEMY (233901004) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2024	75%	69%	**54%**	-	-	-	-	-	-	46%	-	46%	46%	*	57%	46%	55%
	2023	76%	72%	**60%**	-	-	-	-	-	-	39%	48%	8%	40%	-	65%	39%	74%
At Meets Grade Level or Above	2024	48%	40%	**7%**	-	-	-	-	-	-	2%	-	2%	2%	*	11%	2%	5%
	2023	49%	42%	**18%**	-	-	-	-	-	-	7%	10%	0%	8%	-	17%	7%	39%
At Masters Grade Level	2024	20%	13%	**0%**	-	-	-	-	-	-	0%	-	0%	0%	*	1%	0%	0%
	2023	20%	13%	**2%**	-	-	-	-	-	-	0%	0%	0%	0%	-	2%	0%	6%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2024	76%	71%	**48%**	-	-	-	-	-	-	31%	-	31%	31%	*	50%	29%	70%
	2023	77%	73%	**53%**	-	-	-	-	-	-	12%	20%	0%	13%	-	71%	12%	71%
At Meets Grade Level or Above	2024	54%	46%	**12%**	-	-	-	-	-	-	6%	-	6%	6%	*	16%	6%	10%
	2023	53%	46%	**21%**	-	-	-	-	-	-	6%	10%	0%	6%	-	24%	6%	43%
At Masters Grade Level	2024	22%	14%	**2%**	-	-	-	-	-	-	0%	-	0%	0%	*	3%	0%	0%
	2023	20%	13%	**5%**	-	-	-	-	-	-	0%	0%	0%	0%	-	9%	0%	0%
All Grades Mathematics																		
At Approaches Grade Level or Above	2024	72%	68%	**59%**	-	-	-	-	-	-	50%	-	50%	50%	-	63%	50%	60%
	2023	75%	71%	**62%**	-	-	-	-	-	-	50%	50%	*	55%	-	64%	50%	67%
At Meets Grade Level or Above	2024	43%	34%	**2%**	-	-	-	-	-	-	0%	-	0%	0%	-	4%	0%	0%
	2023	45%	38%	**10%**	-	-	-	-	-	-	8%	10%	*	9%	-	5%	8%	33%
At Masters Grade Level	2024	17%	10%	**0%**	-	-	-	-	-	-	0%	-	0%	0%	-	0%	0%	0%
	2023	19%	12%	**0%**	-	-	-	-	-	-	0%	0%	*	0%	-	0%	0%	0%
All Grades Science																		
At Approaches Grade Level or Above	2024	75%	66%	**80%**	-	-	-	-	-	-	92%	-	92%	92%	-	79%	92%	63%
	2023	77%	70%	**90%**	-	-	-	-	-	-	91%	90%	*	90%	-	88%	91%	100%
At Meets Grade Level or Above	2024	43%	33%	**7%**	-	-	-	-	-	-	0%	-	0%	0%	-	8%	0%	13%
	2023	47%	37%	**26%**	-	-	-	-	-	-	18%	20%	*	20%	-	22%	18%	57%
At Masters Grade Level	2024	16%	10%	**0%**	-	-	-	-	-	-	0%	-	0%	0%	-	0%	0%	0%
	2023	18%	11%	**2%**	-	-	-	-	-	-	0%	0%	*	0%	-	0%	0%	14%
All Grades Social Studies																		
At Approaches Grade Level or Above	2024	78%	67%	**36%**	-	-	-	-	-	-	21%	-	21%	21%	*	42%	27%	30%
	2023	78%	72%	**40%**	-	-	-	-	-	-	21%	30%	*	23%	-	42%	21%	63%
At Meets Grade Level or Above	2024	51%	43%	**7%**	-	-	-	-	-	-	0%	-	0%	0%	*	12%	0%	0%
	2023	52%	48%	**17%**	-	-	-	-	-	-	0%	0%	*	0%	-	21%	0%	25%

Texas Education Agency

2023-24 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)

BLENDED ACADEMY (233901004) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
At Masters Grade Level	2024	27%	21%	0%	-	-	-	-	-	-	0%	-	0%	0%	*	0%	0%	0%
	2023	27%	25%	2%	-	-	-	-	-	-	0%	0%	*	0%	-	0%	0%	13%
School Progress - Annual Growth																		
All Grades Both Subjects	2024	64%	60%	72%	-	-	-	-	-	-	73%	-	73%	73%	-	73%	73%	69%
	2023	64%	59%	64%	-	-	-	-	-	-	61%	61%	-	62%	-	65%	61%	67%
All Grades ELA/Reading	2024	67%	63%	*	-	-	-	-	-	-	-	-	-	-	-	*	-	-
	2023	63%	56%	50%	-	-	-	-	*	-	39%	39%	-	38%	-	56%	39%	60%
All Grades Mathematics	2024	60%	57%	73%	-	-	-	-	-	-	73%	-	73%	73%	-	75%	73%	69%
	2023	66%	61%	71%	-	-	-	-	-	-	80%	80%	-	83%	-	67%	80%	71%
School Progress - Accelerated Learning																		
All Grades Both Subjects	2024	32%	36%	53%	-	-	-	-	-	-	56%	-	56%	56%	-	47%	56%	67%
	2023	38%	36%	31%	-	-	-	-	-	-	27%	27%	-	31%	-	33%	27%	33%
All Grades ELA/Reading	2024	30%	30%	*	-	-	-	-	-	-	-	-	-	-	-	*	-	-
	2023	35%	32%	27%	-	-	-	-	-	-	14%	14%	-	17%	-	*	14%	*
All Grades Mathematics	2024	35%	40%	55%	-	-	-	-	-	-	56%	-	56%	56%	-	50%	56%	67%
	2023	40%	40%	32%	-	-	-	-	-	-	38%	38%	-	43%	-	28%	38%	40%

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

- Indicates there are no students in the group

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
2024 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	95%	-	95%	-	-	-	-	-	*	-	97%	90%	95%	97%
Included in Accountability	92%	94%	84%	-	86%	-	-	-	-	-	*	-	89%	72%	84%	75%
Not Included in Accountability: Mobile	4%	3%	10%	-	9%	-	-	-	-	-	*	-	8%	16%	10%	20%
Not Included in Accountability: Other Exclusions	2%	2%	1%	-	1%	-	-	-	-	-	*	-	0%	2%	1%	3%
Not Tested	1%	1%	5%	-	5%	-	-	-	-	-	*	-	3%	10%	5%	3%
Absent	1%	1%	3%	-	2%	-	-	-	-	-	*	-	1%	7%	3%	1%
Other	0%	1%	2%	-	2%	-	-	-	-	-	*	-	2%	2%	2%	1%
Reading																
Assessment Participant	99%	99%	98%	-	99%	-	-	-	-	-	*	-	100%	94%	97%	97%
Included in Accountability	91%	94%	75%	-	78%	-	-	-	-	-	*	-	80%	66%	75%	55%
Not Included in Accountability: Mobile	4%	3%	21%	-	18%	-	-	-	-	-	*	-	20%	22%	19%	35%
Not Included in Accountability: Other Exclusions	4%	3%	2%	-	2%	-	-	-	-	-	*	-	0%	6%	3%	6%
Not Tested	1%	1%	2%	-	1%	-	-	-	-	-	*	-	0%	6%	3%	3%
Absent	1%	0%	2%	-	1%	-	-	-	-	-	*	-	0%	6%	3%	3%
Other	0%	0%	0%	-	0%	-	-	-	-	-	*	-	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	98%	91%	-	91%	-	-	-	-	-	-	-	95%	80%	91%	93%
Included in Accountability	93%	94%	88%	-	88%	-	-	-	-	-	-	-	93%	73%	87%	86%
Not Included in Accountability: Mobile	5%	3%	4%	-	4%	-	-	-	-	-	-	-	2%	7%	4%	7%
Not Included in Accountability: Other Exclusions	1%	1%	0%	-	0%	-	-	-	-	-	-	-	0%	0%	0%	0%
Not Tested	1%	2%	9%	-	9%	-	-	-	-	-	-	-	5%	20%	9%	7%
Absent	1%	1%	4%	-	4%	-	-	-	-	-	-	-	2%	7%	4%	0%
Other	0%	2%	5%	-	5%	-	-	-	-	-	-	-	2%	13%	4%	7%
Science																
Assessment Participant	99%	98%	94%	-	94%	-	-	-	-	-	-	-	94%	92%	95%	100%
Included in Accountability	93%	93%	94%	-	94%	-	-	-	-	-	-	-	94%	92%	95%	100%
Not Included in Accountability: Mobile	4%	3%	0%	-	0%	-	-	-	-	-	-	-	0%	0%	0%	0%
Not Included in Accountability: Other Exclusions	1%	2%	0%	-	0%	-	-	-	-	-	-	-	0%	0%	0%	0%
Not Tested	1%	2%	6%	-	6%	-	-	-	-	-	-	-	6%	8%	5%	0%

Texas Education Agency

2023-24 STAAR Participation (TAPR)

BLENDED ACADEMY (233901004) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	1%	2%	-	2%	-	-	-	-	-	-	-	0%	8%	3%	0%
Other	0%	1%	4%	-	4%	-	-	-	-	-	-	*	6%	0%	3%	0%
Social Studies																
Assessment Participant	99%	99%	**96%**	-	95%	-	-	-	-	-	*	-	98%	92%	95%	100%
Included in Accountability	94%	95%	**85%**	-	88%	-	-	-	-	-	*	-	93%	71%	85%	83%
Not Included in Accountability: Mobile	4%	3%	**10%**	-	8%	-	-	-	-	-	*	-	5%	21%	9%	17%
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	-	0%	-	-	-	-	-	*	-	0%	0%	0%	0%
Not Tested	1%	1%	**4%**	-	5%	-	-	-	-	-	*	-	2%	8%	5%	0%
Absent	1%	1%	**3%**	-	3%	-	-	-	-	-	*	-	0%	8%	4%	0%
Other	0%	0%	**1%**	-	2%	-	-	-	-	-	*	-	2%	0%	2%	0%
Accelerated Testers																
SAT/ACT Participant	93%	40%	*	-	*	-	-	-	-	-	-	-	*	*	*	*

2023 STAAR Participation (All Grades)

All Tests																
Assessment Participant	99%	99%	**98%**	-	98%	100%	-	-	-	-	-	-	99%	92%	98%	100%
Included in Accountability	93%	95%	**87%**	-	87%	100%	-	-	-	-	-	-	93%	63%	89%	81%
Not Included in Accountability: Mobile	4%	2%	**10%**	-	10%	0%	-	-	-	-	-	-	5%	29%	8%	16%
Not Included in Accountability: Other Exclusions	2%	2%	**1%**	-	1%	0%	-	-	-	-	-	-	1%	0%	1%	2%
Not Tested	1%	1%	**2%**	-	2%	0%	-	-	-	-	-	-	1%	8%	2%	0%
Absent	1%	1%	**1%**	-	1%	0%	-	-	-	-	-	-	0%	4%	1%	0%
Other	0%	0%	**2%**	-	2%	0%	-	-	-	-	-	-	1%	4%	2%	0%
Reading																
Assessment Participant	99%	99%	**99%**	-	99%	*	-	-	-	-	-	-	100%	92%	99%	100%
Included in Accountability	92%	94%	**79%**	-	79%	*	-	-	-	-	-	-	85%	50%	81%	71%
Not Included in Accountability: Mobile	4%	3%	**16%**	-	17%	*	-	-	-	-	-	-	11%	42%	14%	21%
Not Included in Accountability: Other Exclusions	3%	3%	**3%**	-	3%	*	-	-	-	-	-	-	3%	0%	3%	7%
Not Tested	1%	1%	**1%**	-	1%	*	-	-	-	-	-	-	0%	8%	1%	0%
Absent	1%	0%	**1%**	-	1%	*	-	-	-	-	-	-	0%	8%	1%	0%
Other	0%	0%	**0%**	-	0%	*	-	-	-	-	-	-	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**95%**	-	95%	*	-	-	-	-	-	-	96%	91%	95%	100%
Included in Accountability	94%	95%	**92%**	-	92%	*	-	-	-	-	-	-	96%	73%	92%	94%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Mobile	5%	2%	3%	-	3%	*	-	-	-	-	-	-	0%	18%	3%	6%
Not Included in Accountability: Other Exclusions	1%	1%	0%	-	0%	*	-	-	-	-	-	-	0%	0%	0%	0%
Not Tested	1%	1%	5%	-	5%	*	-	-	-	-	-	-	4%	9%	5%	0%
Absent	1%	1%	0%	-	0%	*	-	-	-	-	-	-	0%	0%	0%	0%
Other	0%	1%	5%	-	5%	*	-	-	-	-	-	-	4%	9%	5%	0%
Science																
Assessment Participant	99%	99%	98%	-	98%	*	-	-	-	-	-	-	100%	91%	98%	100%
Included in Accountability	93%	96%	94%	-	94%	*	-	-	-	-	-	-	100%	73%	96%	88%
Not Included in Accountability: Mobile	4%	2%	4%	-	4%	*	-	-	-	-	-	-	0%	18%	2%	13%
Not Included in Accountability: Other Exclusions	1%	1%	0%	-	0%	*	-	-	-	-	-	-	0%	0%	0%	0%
Not Tested	1%	1%	2%	-	2%	*	-	-	-	-	-	-	0%	9%	2%	0%
Absent	1%	1%	0%	-	0%	*	-	-	-	-	-	-	0%	0%	0%	0%
Other	0%	0%	2%	-	2%	*	-	-	-	-	-	-	0%	9%	2%	0%
Social Studies																
Assessment Participant	99%	99%	99%	-	99%	*	-	-	-	-	-	-	100%	93%	98%	100%
Included in Accountability	94%	96%	86%	-	85%	*	-	-	-	-	-	-	93%	60%	88%	81%
Not Included in Accountability: Mobile	4%	3%	13%	-	13%	*	-	-	-	-	-	-	7%	33%	11%	19%
Not Included in Accountability: Other Exclusions	1%	0%	0%	-	0%	*	-	-	-	-	-	-	0%	0%	0%	0%
Not Tested	1%	1%	1%	-	1%	*	-	-	-	-	-	-	0%	7%	2%	0%
Absent	1%	1%	1%	-	1%	*	-	-	-	-	-	-	0%	7%	2%	0%
Other	0%	0%	0%	-	0%	*	-	-	-	-	-	-	0%	0%	0%	0%
Accelerated Testers																
SAT/ACT Participant	93%	63%	*	-	*	-	-	-	-	-	-	-	*	*	*	-

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

Texas Education Agency

2023-24 Attendance, Graduation, and Dropout Rates (TAPR)

BLENDED ACADEMY (233901004) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2022-23	93.3%	91.5%	**79.7%**	-	79.6%	*	-	-	-	-	-	79.3%	83.5%
2021-22	92.2%	89.4%	**78.7%**	*	79.2%	*	-	-	-	-	*	78.0%	75.7%
Chronic Absenteeism													
2022-23	20.3%	28.2%	**74.4%**	-	74.0%	*	-	-	-	-	-	79.5%	66.7%
2021-22	25.7%	37.2%	**65.7%**	*	66.3%	*	-	-	-	-	-	67.8%	83.3%
Annual Dropout Rate (Gr 7-8)													
2022-23	0.8%	1.0%	**5.8%**	-	5.9%	*	-	-	-	-	-	4.1%	9.1%
2021-22	0.7%	1.0%	**6.6%**	*	5.5%	*	-	-	-	-	-	7.0%	20.0%
Annual Dropout Rate (Gr 9-12)													
2022-23	2.0%	1.4%	**5.1%**	-	3.8%	*	-	-	-	*	-	5.4%	11.5%
2021-22	2.2%	2.5%	**13.7%**	-	13.1%	22.2%	-	-	-	-	*	14.8%	12.9%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2023													
Graduated	90.3%	91.9%	**85.7%**	-	87.0%	*	-	-	-	-	*	85.4%	90.0%
Received TxCHSE	0.3%	0.0%	**0.0%**	-	0.0%	*	-	-	-	-	*	0.0%	0.0%
Continued HS	3.1%	2.2%	**10.9%**	-	10.4%	*	-	-	-	-	*	10.4%	5.0%
Dropped Out	6.3%	5.9%	**3.4%**	-	2.6%	*	-	-	-	-	*	4.2%	5.0%
Graduates and TxCHSE	90.6%	91.9%	**85.7%**	-	87.0%	*	-	-	-	-	*	85.4%	90.0%
Graduates, TxCHSE, and Continuers	93.7%	94.1%	**96.6%**	-	97.4%	*	-	-	-	-	*	95.8%	95.0%
Class of 2022													
Graduated	89.7%	90.7%	**73.5%**	-	75.0%	*	-	-	-	*	-	77.3%	85.0%
Received TxCHSE	0.3%	0.3%	**1.2%**	-	1.3%	*	-	-	-	*	-	1.5%	0.0%
Continued HS	3.5%	2.6%	**19.3%**	-	18.8%	*	-	-	-	*	-	13.6%	5.0%
Dropped Out	6.4%	6.4%	**6.0%**	-	5.0%	*	-	-	-	*	-	7.6%	10.0%
Graduates and TxCHSE	90.0%	91.0%	**74.7%**	-	76.3%	*	-	-	-	*	-	78.8%	85.0%
Graduates, TxCHSE, and Continuers	93.6%	93.6%	**94.0%**	-	95.0%	*	-	-	-	*	-	92.4%	90.0%
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	91.8%	93.2%	**88.2%**	-	90.2%	*	-	-	-	*	-	87.8%	86.4%
Received TxCHSE	0.4%	0.5%	**1.2%**	-	1.2%	*	-	-	-	*	-	1.4%	0.0%
Continued HS	1.0%	0.3%	**2.4%**	-	2.4%	*	-	-	-	*	-	2.7%	0.0%
Dropped Out	6.8%	6.0%	**8.2%**	-	6.1%	*	-	-	-	*	-	8.1%	13.6%
Graduates and TxCHSE	92.2%	93.7%	**89.4%**	-	91.5%	*	-	-	-	*	-	89.2%	86.4%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.2%	94.0%	91.8%	-	93.9%	*	-	-	-	*	-	91.9%	86.4%
Class of 2021													
Graduated	92.2%	90.3%	75.7%	-	75.0%	83.3%	*	-	-	-	*	74.7%	84.2%
Received TxCHSE	0.4%	0.0%	0.0%	-	0.0%	0.0%	*	-	-	-	*	0.0%	0.0%
Continued HS	1.0%	0.7%	3.6%	-	3.8%	0.0%	*	-	-	-	*	3.4%	10.5%
Dropped Out	6.3%	9.1%	20.7%	-	21.2%	16.7%	*	-	-	-	*	21.8%	5.3%
Graduates and TxCHSE	92.7%	90.3%	75.7%	-	75.0%	83.3%	*	-	-	-	*	74.7%	84.2%
Graduates, TxCHSE, and Continuers	93.7%	90.9%	79.3%	-	78.8%	83.3%	*	-	-	-	*	78.2%	94.7%
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.7%	91.5%	81.3%	-	81.0%	83.3%	*	-	-	-	*	79.8%	94.4%
Received TxCHSE	0.5%	0.0%	0.0%	-	0.0%	0.0%	*	-	-	-	*	0.0%	0.0%
Continued HS	0.5%	0.0%	0.0%	-	0.0%	0.0%	*	-	-	-	*	0.0%	0.0%
Dropped Out	6.3%	8.5%	18.7%	-	19.0%	16.7%	*	-	-	-	*	20.2%	5.6%
Graduates and TxCHSE	93.2%	91.5%	81.3%	-	81.0%	83.3%	*	-	-	-	*	79.8%	94.4%
Graduates, TxCHSE, and Continuers	93.7%	91.5%	81.3%	-	81.0%	83.3%	*	-	-	-	*	79.8%	94.4%
Class of 2020													
Graduated	92.7%	91.0%	74.6%	*	73.3%	*	-	-	-	-	*	71.9%	85.7%
Received TxCHSE	0.5%	0.1%	0.0%	*	0.0%	*	-	-	-	-	*	0.0%	0.0%
Continued HS	0.5%	0.0%	0.0%	*	0.0%	*	-	-	-	-	*	0.0%	0.0%
Dropped Out	6.2%	8.9%	25.4%	*	26.7%	*	-	-	-	-	*	28.1%	14.3%
Graduates and TxCHSE	93.2%	91.1%	74.6%	*	73.3%	*	-	-	-	-	*	71.9%	85.7%
Graduates, TxCHSE, and Continuers	93.8%	91.1%	74.6%	*	73.3%	*	-	-	-	-	*	71.9%	85.7%
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2023	90.3%	90.0%	83.1%	-	84.2%	*	-	-	-	-	*	82.2%	85.7%
Class of 2022	89.7%	89.6%	71.9%	-	73.3%	*	-	-	-	*	-	76.8%	85.7%
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2023	72.3%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	59.5%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2023	4.3%	0.0%	0.0%	-	0.0%	*	-	-	-	-	*	0.0%	0.0%
Class of 2022	3.7%	0.1%	0.0%	-	0.0%	*	-	-	-	-	-	0.0%	0.0%
FHSP-DLA Graduates (Longitudinal Rate)													

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2023	84.3%	94.7%	99.0%	-	99.0%	*	-	-	-	-	*	100.0%	100.0%
Class of 2022	84.3%	90.3%	100.0%	-	100.0%	*	-	-	-	-	-	100.0%	100.0%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2023	88.6%	94.7%	99.0%	-	99.0%	*	-	-	-	-	*	100.0%	100.0%
Class of 2022	88.0%	90.4%	100.0%	-	100.0%	*	-	-	-	-	-	100.0%	100.0%
RHSP/DAP Graduates (Annual Rate)													
2022-23	38.4%	-	-	-	-	-	-	-	-	-	-	-	-
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2022-23	4.4%	0.0%	0.0%	-	0.0%	*	-	-	-	-	-	0.0%	0.0%
2021-22	3.9%	0.3%	0.0%	-	0.0%	0.0%	-	-	-	-	-	0.0%	0.0%
FHSP-DLA Graduates (Annual Rate)													
2022-23	82.5%	93.7%	97.7%	-	98.5%	*	-	-	-	-	-	99.1%	100.0%
2021-22	82.3%	90.9%	100.0%	-	100.0%	100.0%	-	-	-	-	-	100.0%	100.0%
Texas First DLA Graduates (Annual Rate)													
2022-23	0.1%	0.7%	0.0%	-	0.0%	0.0%	-	-	-	-	-	0.0%	0.0%
RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Annual Rate)													
2022-23	86.8%	93.8%	97.7%	-	98.5%	*	-	-	-	-	-	99.1%	100.0%
2021-22	86.0%	91.2%	100.0%	-	100.0%	100.0%	-	-	-	-	-	100.0%	100.0%

Texas Education Agency

2023-24 Graduation Profile (TAPR)

BLENDED ACADEMY (233901004) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2022-23 Annual Graduates)				
Total Graduates	133	100.0%	752	377,367
By Ethnicity:				
African American	0	0.0%	5	46,822
Hispanic	130	97.7%	706	197,333
White	3	2.3%	39	103,009
American Indian	0	0.0%	0	1,181
Asian	0	0.0%	1	19,151
Pacific Islander	0	0.0%	0	574
Two or More Races	0	0.0%	1	9,297
By Graduation Type:				
Minimum H.S. Program	0	0.0%	0	433
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	0	270
Foundation H.S. Program (No Endorsement)	3	2.3%	47	49,278
Foundation H.S. Program (Endorsement)	0	0.0%	0	16,475
Foundation H.S. Program (DLA)	130	97.7%	700	310,689
Texas First Early H.S. Completion Program (Texas First-DLA)	0	0.0%	5	222
Special Education Graduates	0	0.0%	81	34,589
Economically Disadvantaged Graduates	110	82.7%	490	206,367
Emergent Bilingual (EB)/English Learner (EL) Graduates	22	16.5%	99	50,229
At-Risk Graduates	101	75.9%	655	168,430
CTE Completers	10	7.5%	350	116,959

Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
College, Career, and Military Ready Graduates (Student Achievement)‡													
College, Career, or Military Ready (Annual Graduates)													
2022-23	76.3%	82.9%	**65.2%**	-	65.1%	*	-	-	-	-	-	61.8%	63.6%
2021-22	70.0%	75.9%	**19.8%**	-	20.0%	16.7%	-	-	-	-	-	20.4%	5.6%
College Ready Graduates‡													
College Ready (Annual Graduates)‡													
2022-23	61.9%	70.7%	**57.6%**	-	57.4%	*	-	-	-	-	-	53.6%	63.6%
TSI Criteria Graduates in English Language Arts (Annual Graduates)													
2022-23	62.8%	55.5%	**58.6%**	-	58.5%	*	-	-	-	-	-	56.4%	59.1%
2021-22	57.1%	48.7%	**9.0%**	-	9.5%	0.0%	-	-	-	-	-	7.5%	11.1%
TSI Criteria Graduates in Mathematics (Annual Graduates)													
2022-23	54.3%	49.1%	**56.4%**	-	56.2%	*	-	-	-	-	-	52.7%	63.6%
2021-22	48.2%	41.1%	**9.0%**	-	9.5%	0.0%	-	-	-	-	-	7.5%	5.6%
TSI Criteria Graduates in Both Subjects (Annual Graduates)													
2022-23	48.4%	45.1%	**53.4%**	-	53.1%	*	-	-	-	-	-	50.0%	59.1%
2021-22	42.2%	37.1%	**0.9%**	-	1.0%	0.0%	-	-	-	-	-	1.1%	0.0%
AP / IB Met Criteria in Any Subject (Annual Graduates)													
2022-23	20.4%	9.6%	**0.0%**	-	0.0%	*	-	-	-	-	-	0.0%	0.0%
2021-22	20.5%	7.7%	**0.9%**	-	1.0%	0.0%	-	-	-	-	-	1.1%	0.0%
Associate Degree (Annual Graduates)													
2022-23	2.5%	8.4%	**0.0%**	-	0.0%	*	-	-	-	-	-	0.0%	0.0%
2021-22	2.4%	9.4%	**0.0%**	-	0.0%	0.0%	-	-	-	-	-	0.0%	0.0%
Dual Course Credits in Any Subject (Annual Graduates)													
2022-23	23.6%	43.6%	**6.0%**	-	6.2%	*	-	-	-	-	-	5.5%	4.5%
2021-22	24.0%	42.5%	**9.9%**	-	10.5%	0.0%	-	-	-	-	-	8.6%	5.6%
Onramps Course Credits (Annual Graduates)													
2022-23	4.8%	4.0%	**0.0%**	-	0.0%	*	-	-	-	-	-	0.0%	0.0%
2021-22	4.4%	5.9%	**0.0%**	-	0.0%	0.0%	-	-	-	-	-	0.0%	0.0%
Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)													
2022-23	5.6%	5.3%	**0.0%**	-	0.0%	*	-	-	-	-	-	0.0%	0.0%
2021-22	5.0%	5.3%	**0.0%**	-	0.0%	0.0%	-	-	-	-	-	0.0%	0.0%
Career / Military Ready Graduates‡													
Career or Military Ready (Annual Graduates)‡													

Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
2022-23	35.4%	43.3%	**18.2%**	-	18.6%	*	-	-	-	-	-	18.2%	13.6%
Approved Industry-Based Certification (Annual Graduates)													
2022-23	33.4%	41.1%	17.3%	-	17.7%	*	-	-	-	-	-	17.3%	13.6%
2021-22	28.0%	35.8%	14.4%	-	14.3%	16.7%	-	-	-	-	-	15.1%	5.6%
Graduates with Level I or Level II Certificate (Annual Graduates)													
2022-23	0.8%	8.6%	2.3%	-	2.3%	*	-	-	-	-	-	2.7%	4.5%
2021-22	0.7%	11.2%	0.9%	-	1.0%	0.0%	-	-	-	-	-	1.1%	0.0%
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2022-23	2.7%	0.8%	0.0%	-	0.0%	*	-	-	-	-	-	0.0%	0.0%
2021-22	2.5%	2.1%	0.0%	-	0.0%	0.0%	-	-	-	-	-	0.0%	0.0%
U.S. Armed Forces Enlistment (Annual Graduates)													
2022-23	0.6%	0.5%	0.8%	-	0.8%	*	-	-	-	-	-	0.9%	0.0%

- Indicates there are no students in the group.

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

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

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

Texas Education Agency

2023-24 CCMR-Related Indicators (TAPR)

BLENDED ACADEMY (233901004) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
TSIA Results (Graduates >= Criterion) (Annual Graduates)														
Reading	2022-23	21.0%	32.4%	6.8%	-	6.9%	*	-	-	-	-	-	6.4%	0.0%
	2021-22	22.8%	28.4%	3.6%	-	3.8%	0.0%	-	-	-	-	-	3.2%	0.0%
Mathematics	2022-23	19.9%	25.7%	1.5%	-	1.5%	*	-	-	-	-	-	1.8%	0.0%
	2021-22	18.7%	26.6%	3.6%	-	3.8%	0.0%	-	-	-	-	-	3.2%	0.0%
Both Subjects	2022-23	12.5%	21.0%	0.8%	-	0.8%	*	-	-	-	-	-	0.9%	0.0%
	2021-22	12.6%	19.3%	0.9%	-	1.0%	0.0%	-	-	-	-	-	1.1%	0.0%
Completed and Received Credit for College Prep Courses (Annual Graduates)														
English Language Arts	2022-23	18.2%	21.9%	53.4%	-	53.1%	*	-	-	-	-	-	50.9%	59.1%
	2021-22	11.7%	17.8%	5.4%	-	5.7%	0.0%	-	-	-	-	-	4.3%	11.1%
Mathematics	2022-23	20.2%	23.0%	54.9%	-	54.6%	*	-	-	-	-	-	50.9%	63.6%
	2021-22	14.0%	16.2%	7.2%	-	7.6%	0.0%	-	-	-	-	-	5.4%	5.6%
Both Subjects	2022-23	12.5%	21.3%	51.9%	-	51.5%	*	-	-	-	-	-	49.1%	59.1%
	2021-22	7.5%	15.0%	0.0%	-	0.0%	0.0%	-	-	-	-	-	0.0%	0.0%
AP/IB-Results (Participation) (Grades 11-12)														
All Subjects	2023	24.2%	24.3%	0.0%	-	0.0%	0.0%	-	-	-	*	*	0.0%	0.0%
	2022	23.0%	19.3%	0.0%	-	0.0%	*	-	-	-	-	-	0.0%	0.0%
English Language Arts	2023	13.8%	5.8%	0.0%	-	0.0%	0.0%	-	-	-	*	*	0.0%	0.0%
	2022	13.2%	3.5%	0.0%	-	0.0%	*	-	-	-	-	-	0.0%	0.0%
Mathematics	2023	7.0%	4.1%	0.0%	-	0.0%	0.0%	-	-	-	*	*	0.0%	0.0%
	2022	6.9%	2.2%	0.0%	-	0.0%	*	-	-	-	-	-	0.0%	0.0%
Science	2023	10.3%	17.3%	0.0%	-	0.0%	0.0%	-	-	-	*	*	0.0%	0.0%
	2022	9.6%	15.0%	0.0%	-	0.0%	*	-	-	-	-	-	0.0%	0.0%
Social Studies	2023	13.1%	8.1%	0.0%	-	0.0%	0.0%	-	-	-	*	*	0.0%	0.0%
	2022	12.5%	6.2%	0.0%	-	0.0%	*	-	-	-	-	-	0.0%	0.0%
AP/IB Results (Examinees >= Criterion) (Grades 11-12)														
All Subjects	2023	53.3%	20.7%	-	-	-	-	-	-	-	-	-	-	-
	2022	53.3%	21.8%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts	2023	52.3%	32.5%	-	-	-	-	-	-	-	-	-	-	-
	2022	53.2%	39.6%	-	-	-	-	-	-	-	-	-	-	-
Mathematics	2023	50.8%	29.3%	-	-	-	-	-	-	-	-	-	-	-
	2022	50.4%	27.3%	-	-	-	-	-	-	-	-	-	-	-
Science	2023	44.8%	12.1%	-	-	-	-	-	-	-	-	-	-	-
	2022	44.7%	7.6%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2023-24 CCMR-Related Indicators (TAPR)
BLENDED ACADEMY (233901004) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Social Studies	2023	42.0%	7.0%	-	-	-	-	-	-	-	-	-	-	-
	2022	41.9%	7.5%	-	-	-	-	-	-	-	-	-	-	-
SAT/ACT Results (Annual Graduates)														
Tested	2022-23	79.3%	23.1%	**0.0%**	-	0.0%	*	-	-	-	-	-	0.0%	0.0%
	2021-22	71.5%	19.0%	**0.0%**	-	0.0%	0.0%	-	-	-	-	-	0.0%	0.0%
At/Above Criterion for All Examinees	2022-23	28.9%	39.1%	-	-	-	-	-	-	-	-	-	-	-
	2021-22	32.1%	39.7%	-	-	-	-	-	-	-	-	-	-	-
Average SAT Score (Annual Graduates)														
All Subjects	2022-23	978	1038	-	-	-	-	-	-	-	-	-	-	-
	2021-22	1001	1024	-	-	-	-	-	-	-	-	-	-	-
English Language Arts and Writing	2022-23	497	531	-	-	-	-	-	-	-	-	-	-	-
	2021-22	506	523	-	-	-	-	-	-	-	-	-	-	-
Mathematics	2022-23	482	507	-	-	-	-	-	-	-	-	-	-	-
	2021-22	496	501	-	-	-	-	-	-	-	-	-	-	-
Average ACT Score (Annual Graduates)														
All Subjects	2022-23	19.2	24.3	-	-	-	-	-	-	-	-	-	-	-
	2021-22	19.5	20.1	-	-	-	-	-	-	-	-	-	-	-
English Language Arts	2022-23	18.8	24.7	-	-	-	-	-	-	-	-	-	-	-
	2021-22	19.2	19.5	-	-	-	-	-	-	-	-	-	-	-
Mathematics	2022-23	18.9	22.8	-	-	-	-	-	-	-	-	-	-	-
	2021-22	19.3	19.8	-	-	-	-	-	-	-	-	-	-	-
Science	2022-23	19.5	24.4	-	-	-	-	-	-	-	-	-	-	-
	2021-22	19.8	21.3	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.
* Indicates results are masked due to small numbers to protect student confidentiality.
? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.
n/a Indicates data reporting is not applicable for this group.

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Advanced/Dual-Credit Course Completion (Grades 9-12)														
Any Subject	2022-23	45.4%	55.4%	4.1%	-	4.2%	*	-	-	-	-	-	4.8%	6.3%
	2021-22	44.2%	52.4%	1.6%	-	1.7%	0.0%	-	-	-	-	-	2.2%	0.0%
English Language Arts	2022-23	17.4%	40.0%	0.0%	-	0.0%	*	-	-	-	-	-	0.0%	0.0%
	2021-22	16.6%	34.9%	0.0%	-	0.0%	*	-	-	-	-	-	0.0%	0.0%
Mathematics	2022-23	19.5%	12.2%	0.0%	-	0.0%	*	-	-	-	-	-	0.0%	0.0%
	2021-22	19.9%	12.7%	0.0%	-	0.0%	*	-	-	-	-	-	0.0%	0.0%
Science	2022-23	21.5%	16.8%	-	-	-	-	-	-	-	-	-	-	-
	2021-22	21.1%	15.8%	0.0%	-	0.0%	*	-	-	-	-	-	0.0%	0.0%
Social Studies	2022-23	24.0%	27.1%	0.0%	-	0.0%	*	-	-	-	-	-	0.0%	0.0%
	2021-22	22.8%	24.6%	0.0%	-	0.0%	0.0%	-	-	-	-	-	0.0%	0.0%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2021-22	-	-	-	-	-	-	-	-	-	-	-	-	-
	2020-21	-	-	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course														
	2021-22	-	-	-	-	-	-	-	-	-	-	-	-	-
	2020-21	-	-	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

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

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

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Total Students	**102**	**100.0%**	**9,875**	**5,517,464**	**102**	**100.0%**	**9,907**	**5,531,236**
Students by Grade								
Grade 8	43	42.2%	7.9%	7.5%	43	42.2%	7.9%	7.5%
Grade 9	0	0.0%	7.7%	8.6%	0	0.0%	7.7%	8.5%
Grade 10	2	2.0%	8.6%	8.0%	2	2.0%	8.6%	7.9%
Grade 11	33	32.4%	7.4%	7.4%	33	32.4%	7.4%	7.4%
Grade 12	24	23.5%	6.8%	6.6%	24	23.5%	6.8%	6.7%
Ethnic Distribution								
African American	0	0.0%	0.5%	12.8%	0	0.0%	0.5%	12.8%
Hispanic	102	100.0%	93.3%	53.2%	102	100.0%	93.2%	53.2%
White	0	0.0%	5.2%	25.0%	0	0.0%	5.2%	25.0%
American Indian	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Asian	0	0.0%	0.4%	5.4%	0	0.0%	0.4%	5.4%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	0	0.0%	0.6%	3.1%	0	0.0%	0.6%	3.1%
Sex								
Female	55	53.9%	49.1%	48.9%	55	53.9%	48.9%	48.8%
Male	47	46.1%	50.9%	51.1%	47	46.1%	51.1%	51.2%
Other Student Cohorts								
Economically Disadvantaged	94	92.2%	75.0%	62.3%	94	92.2%	74.9%	62.2%
Non-Educationally Disadvantaged	8	7.8%	25.0%	37.7%	8	7.8%	25.1%	37.8%
Section 504 Students	30	29.4%	8.4%	7.2%	30	29.4%	8.4%	7.2%
EB Students/EL	20	19.6%	23.4%	24.4%	20	19.6%	23.4%	24.3%
Students w/ Disciplinary Placements (2022-23)	12	5.8%	2.7%	1.9%				
Students w/ Dyslexia	14	13.7%	4.8%	6.0%	14	13.7%	4.8%	6.0%
Foster Care	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Homeless	7	6.9%	1.3%	1.4%	7	6.9%	1.3%	1.4%
Immigrant	0	0.0%	2.4%	2.9%	0	0.0%	2.4%	2.9%
Migrant	3	2.9%	2.1%	0.2%	3	2.9%	2.1%	0.2%
Title I	102	100.0%	98.4%	65.7%	102	100.0%	98.4%	65.7%
Military Connected	2	2.0%	6.0%	3.9%	2	2.0%	6.0%	3.9%
At-Risk	102	100.0%	65.0%	53.2%	102	100.0%	64.8%	53.2%
Students by Instructional Program								
Bilingual/ESL Education	19	18.6%	22.6%	24.5%	19	18.6%	22.5%	24.4%
Career and Technical Education	1	1.0%	28.2%	26.9%	-	-	-	-
Career and Technical Education (9-12 grades only)	1	1.7%	84.5%	73.3%	-	-	-	-
Gifted and Talented Education	3	2.9%	6.6%	8.5%	3	2.9%	6.6%	8.5%

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Special Education	0	0.0%	18.1%	13.9%	0	0.0%	18.3%	14.0%
Students with Disabilities by Type of Primary Disability								
Total Students with Disabilities	**0**							
Students with Intellectual Disabilities	0	0.0%	58.0%	45.7%				
Students with Physical Disabilities	0	0.0%	17.9%	18.9%				
Students with Autism	0	0.0%	6.9%	16.2%				
Students with Behavioral Disabilities	0	0.0%	16.4%	17.6%				
Students with Non-Categorical Early Childhood	0	0.0%	0.8%	1.7%				
Mobility (2022-23)								
Total Mobile Students	**136**	**74.7%**	**10.9%**	**16.1%**				
African American	0	0.0%	0.2%	3.4%				
Hispanic	132	72.5%	10.0%	8.5%				
White	4	2.2%	0.6%	3.1%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.1%	0.5%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	0	0.0%	0.1%	0.5%				
Special Ed Students who are Mobile	1	100.0%	8.8%	17.6%				
Count and Percent of EB Students/EL who are Mobile	25	71.4%	12.9%	16.3%				
Count and Percent of Econ Dis Students who are Mobile	111	70.7%	11.7%	18.6%				
Student Attrition (2022-23)								
Total Student Attrition	**14**	**93.3%**	**27.8%**	**18.1%**				

	Non-Special Education Rates			Special Education Rates		
Student Information	Campus	District	State	Campus	District	State
Retention Rates by Grade						
Grade 8	2.1%	7.9%	0.4%	-	0.0%	0.5%

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

Texas Education Agency
2023-24 Staff Information (TAPR)
BLENDED ACADEMY (233901004) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	Campus			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Total Staff	**13.4**	**100.0%**	**100.0%**	**100.0%**
Professional Staff	13.4	100.0%	51.4%	63.9%
Teachers	10.3	76.7%	36.4%	48.3%
Professional Support	2.1	15.9%	12.2%	11.1%
Campus Administration (School Leadership)	1.0	7.4%	2.2%	3.3%
Educational Aides	0.0	0.0%	11.9%	11.4%
Librarians and Counselors (Headcount)				
Full-time Librarians	0.0	n/a	1.0	4,187.0
Part-time Librarians	0.0	n/a	0.0	651.0
Full-time Counselors	2.0	n/a	41.0	13,670.0
Part-time Counselors	0.0	n/a	0.0	1,172.0
Total Minority Staff	**10.0**	**74.5%**	**90.7%**	**54.4%**
Teachers by Ethnicity				
African American	0.0	0.0%	0.9%	12.6%
Hispanic	8.9	86.2%	84.9%	30.1%
White	1.4	13.8%	14.0%	53.4%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	0.0	0.0%	0.0%	2.1%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.0%	1.3%
Teachers by Sex				
Males	4.7	45.3%	20.6%	24.5%
Females	5.6	54.7%	79.4%	75.5%
Teachers by Highest Degree Held				
No Degree	0.0	0.0%	2.2%	2.5%
Bachelors	9.3	90.3%	79.3%	71.7%
Masters	1.0	9.7%	18.6%	24.9%
Doctorate	0.0	0.0%	0.0%	0.8%
Teachers by Years of Experience				
Beginning Teachers	0.1	1.1%	6.9%	8.7%
1-5 Years Experience	6.3	60.9%	28.6%	27.4%
6-10 Years Experience	1.0	9.7%	18.9%	20.2%
11-20 Years Experience	1.7	16.5%	26.6%	27.1%
21-30 Years Experience	0.0	0.0%	13.6%	13.7%
Over 30 Years Experience	1.2	11.8%	5.5%	3.0%
Number of Students per Teacher	9.9	n/a	18.1	14.7

Texas Education Agency
2023-24 Staff Information (TAPR)
BLENDED ACADEMY (233901004) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Staff Information	Campus	District	State
Experience of Campus Leadership			
Average Years Experience of Principals	4.0	5.8	6.0
Average Years Experience of Principals with District	4.0	5.8	5.1
Average Years Experience of Assistant Principals	0.0	2.7	5.1
Average Years Experience of Assistant Principals with District	0.0	2.4	4.3
Average Years Experience of Teachers	9.6	12.2	11.1
Average Years Experience of Teachers with District	9.0	11.3	6.9
Average Teacher Salary by Years of Experience (regular duties only)			
Beginning Teachers	$37,417	$43,915	$54,272
1-5 Years Experience	$47,398	$54,966	$58,185
6-10 Years Experience	$57,650	$59,041	$61,494
11-20 Years Experience	$64,268	$63,850	$65,219
21-30 Years Experience	-	$67,782	$69,723
Over 30 Years Experience	$73,239	$74,563	$74,014
Average Actual Salaries (regular duties only)			
Teachers	$54,117	$60,152	$62,474
Professional Support	$77,115	$75,452	$73,783
Campus Administration (School Leadership)	$100,288	$90,313	$86,738
Instructional Staff Percent	n/a	59.6%	65.0%
Contracted Instructional Staff (not incl. above)	0.0	0.0	1,970.1

	Campus			
Program Information	Count	Percent	District	State
Teachers by Program (population served)				
Bilingual/ESL Education	0.0	0.0%	9.5%	6.0%
Career and Technical Education	0.0	0.0%	7.2%	5.5%
Compensatory Education	10.3	100.0%	7.1%	3.1%
Gifted and Talented Education	0.0	0.0%	1.9%	1.6%
Regular Education	0.0	0.0%	67.5%	69.8%
Special Education	0.0	0.0%	5.0%	10.3%
Other	0.0	0.0%	1.7%	3.7%

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

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

"The 2024 accountability reports are not yet publicly available. The release of these reports is pending judicial ruling and decisions from the 89th legislature during a special called session."



004

Campus Comparison

Not Available

2022-2023 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR BLENDED ACADEMY (233901004)
SAN FELIPE-DEL RIO CISD

Total Enrolled Membership: 103

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	$1,477,713	100.00%	$14,347	$1,661,997	100.00%	$16,136
Operating-Payroll	$1,373,530	92.95%	$13,335	$1,509,272	90.81%	$14,653
Other Operating	$103,179	6.98%	$1,002	$151,721	9.13%	$1,473
Non-Operating(Equipt/Supplies)	$1,004	0.07%	$10	$1,004	0.06%	$10
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	$1,476,709	100.00%	$14,337	$1,660,993	100.00%	$16,126
Instruction (11,95) *	$806,456	54.61%	$7,830	$941,374	56.68%	$9,140
Instructional Res/Media (12) *	$29	0.00%	$0	$29	0.00%	$0
Curriculum/Staff Develop (13) *	$16,520	1.12%	$160	$18,187	1.09%	$177
Instructional Leadership (21) *	$74,287	5.03%	$721	$74,287	4.47%	$721
School Leadership (23) *	$191,235	12.95%	$1,857	$191,235	11.51%	$1,857
Guidance/Counseling Svcs (31) *	$178,244	12.07%	$1,731	$178,244	10.73%	$1,731
Social Work Services (32) *	$31,592	2.14%	$307	$31,592	1.90%	$307
Health Services (33) *	$37,726	2.55%	$366	$37,726	2.27%	$366
Transportation(34) *	$0	0.00%	$0	$0	0.00%	$0
Food (35) **	$102	0.01%	$1	$6,675	0.40%	$65
Extracurricular (36) **	$0	0.00%	$0	$286	0.02%	$3
Plant Maint/Operation (51) **	$127,901	8.66%	$1,242	$134,605	8.10%	$1,307
Security/Monitoring (52) **	$12,593	0.85%	$122	$19,004	1.14%	$185

2022-2023 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR BLENDED ACADEMY (233901004)
SAN FELIPE-DEL RIO CISD

Total Enrolled Membership: 103

	General Fund	%	Per Student	All Funds	%	Per Student
Data Processing Svcs (53) **	$0	0.00%	$0	$0	0.00%	$0
Fund Raising CHARTER ONLY (81) **	$0	0.00%	$0	$0	0.00%	$0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	$1,476,709	100.00%	$14,337	$1,660,993	100.00%	$16,126
Regular	$41,214	2.79%	$400	$170,130	10.24%	$1,652
Gifted & Talented	$0	0.00%	$0	$0	0.00%	$0
Career & Technical	$87,159	5.90%	$846	$87,301	5.26%	$848
Students with Disabilities	$0	0.00%	$0	$0	0.00%	$0
State Compensatory ED	$1,207,326	81.76%	$11,722	$1,242,578	74.81%	$12,064
Bilingual	$390	0.03%	$4	$390	0.02%	$4
Early Education Allotment	$0	0.00%	$0	$0	0.00%	$0
Dyslexia or Related Disorder Serv	$0	0.00%	$0	$0	0.00%	$0
CCMR	$0	0.00%	$0	$0	0.00%	$0
Athletic Programming	$0	0.00%	$0	$0	0.00%	$0
Un-Allocated	$140,620	9.52%	$1,365	$160,594	9.67%	$1,559

Note: Some amounts may not total due to rounding.

* Please refer to sections A.1 through A.8 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus.

** Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data.

Link to PEIMS Financial Standard Reports to be used for the analysis of costs reported by comparable school districts.

Part (i): Description of State Accountability System

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

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

State & District ESSA Goals

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

Texas Education Agency
2024 Federal Report Card
BLENDED ACADEMY (233901004) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Campus ESSA Goals (HS/K-12 & AEA)

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

Campus ESSA Goals (Middle Schools)

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

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

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

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

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

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

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

1 If Federal Graduation Status is not available, Academic Growth Status is used.
2 If College, Career, and Military Readiness is not available, Student Achievement Domain Score: STAAR Component Only is used.

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

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

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

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

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

Part (ii): Student Achievement by Proficiency Level

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
STAAR Percent at Approaches Grade Level or Above																					
Grade 8																					

Texas Education Agency
2024 Federal Report Card
BLENDED ACADEMY (233901004) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	79%	65%	46%	-	46%	-	-	-	-	-	45%	50%	-	46%	36%	37%	55%	*	*	-	-
	CWD	48%	31%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	83%	73%	46%	-	46%	-	-	-	-	-	45%	50%	-	46%	36%	37%	55%	*	*	-	-
	EL	64%	37%	36%	-	36%	-	-	-	-	-	36%	*	-	36%	36%	33%	40%	-	-	-	-
	Male	74%	60%	37%	-	37%	*	-	-	-	-	31%	*	-	37%	33%	37%	-	*	*	-	-
	Female	84%	71%	55%	-	55%	-	-	-	-	-	56%	*	-	55%	40%	-	55%	-	-	-	-
End of Course																						
English I	All Students	67%	67%	31%	-	29%	-	-	-	-	-	25%	*	-	31%	0%	31%	*	-	-	-	-
	CWD	35%	35%	-	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	73%	75%	31%	-	29%	-	-	-	-	-	25%	*	-	31%	0%	31%	*	-	-	-	-
	EL	47%	40%	0%	-	0%	-	-	-	-	-	0%	*	-	0%	0%	0%	*	-	-	-	-
	Male	62%	64%	31%	-	33%	*	-	-	-	-	30%	*	-	31%	0%	31%	-	-	-	-	-
	Female	74%	71%	*	*	*	-	-	-	-	-	*	*	-	*	*	-	*	-	-	-	-
English II	All Students	74%	75%	38%	-	40%	-	-	-	-	-	45%	17%	*	40%	18%	33%	50%	*	*	-	-
	CWD	39%	48%	*	*	*	-	-	-	-	-	*	-	*	-	*	-	*	-	-	-	-
	CWOD	78%	80%	40%	-	42%	-	-	-	-	-	47%	17%	-	40%	20%	33%	57%	*	*	-	-
	EL	52%	50%	18%	-	18%	-	-	-	-	-	22%	*	*	20%	18%	25%	*	-	*	-	-
	Male	69%	71%	33%	-	33%	-	-	-	-	-	43%	*	-	33%	25%	33%	-	-	*	-	-
	Female	79%	79%	50%	-	57%	-	-	-	-	-	50%	*	*	57%	*	-	50%	*	*	-	-
Algebra I	All Students	79%	81%	59%	*	59%	-	-	-	-	-	65%	25%	-	59%	46%	56%	63%	*	*	-	-
	CWD	54%	57%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	83%	86%	59%	-	59%	-	-	-	-	-	65%	25%	-	59%	46%	56%	63%	*	*	-	-
	EL	72%	72%	46%	-	46%	-	-	-	-	-	46%	-	-	46%	46%	25%	80%	-	-	-	-
	Male	77%	79%	56%	-	56%	-	-	-	-	-	65%	*	-	56%	25%	56%	-	*	*	-	-
	Female	81%	84%	63%	-	63%	-	-	-	-	-	65%	*	-	63%	80%	-	63%	-	-	-	-
Biology	All Students	90%	87%	80%	-	80%	-	-	*	*	-	78%	88%	-	80%	92%	76%	83%	*	*	-	-
	CWD	75%	70%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	92%	90%	80%	-	80%	-	-	-	-	-	78%	88%	-	80%	92%	76%	83%	*	*	-	-
	EL	84%	78%	92%	-	92%	-	-	-	-	-	92%	-	-	92%	92%	83%	100%	-	-	-	-
	Male	89%	87%	76%	-	76%	-	-	-	-	-	72%	*	-	76%	83%	76%	-	*	*	-	-
	Female	91%	87%	83%	-	83%	-	-	-	-	-	79%	*	-	83%	100%	-	83%	-	-	-	-
STAAR Percent at Meets Grade Level or Above																						
Grade 8																						
Reading	All Students	55%	37%	7%	-	7%	-	-	-	-	-	9%	0%	-	7%	9%	11%	5%	*	*	-	-
	CWD	23%	12%	-	-	-	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	59%	44%	7%	-	7%	-	-	-	-	-	9%	0%	-	7%	9%	11%	5%	*	*	-	-
	EL	35%	13%	9%	-	9%	-	-	*	*	-	9%	-	-	9%	9%	17%	0%	-	-	-	-
	Male	49%	35%	11%	-	11%	-	-	-	-	-	13%	*	-	11%	17%	11%	-	*	*	-	-
	Female	60%	40%	5%	-	5%	-	-	-	-	-	6%	*	-	5%	0%	-	5%	-	-	-	-
End of Course																						

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
English I	All Students	50%	50%	13%	-	14%	-	-	-	-	-	17%	*	-	13%	0%	15%	*	-	-	-	-
	CWD	19%	15%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	55%	58%	13%	-	14%	-	-	-	-	-	17%	*	-	13%	0%	15%	*	-	-	-	-
	EL	27%	18%	0%	-	0%	-	-	-	-	-	0%	*	-	0%	0%	0%	*	-	-	-	-
	Male	43%	45%	15%	-	17%	-	-	-	-	-	20%	*	-	15%	0%	15%	-	-	-	-	-
	Female	57%	55%	*	-	*	-	-	-	-	-	*	*	-	*	*	-	*	-	-	-	-
English II	All Students	57%	56%	15%	-	16%	-	-	-	-	-	15%	17%	*	16%	9%	17%	13%	*	*	-	-
	CWD	23%	30%	*	-	*	-	-	-	-	-	*	-	*	-	*	-	*	-	-	-	-
	CWOD	61%	61%	16%	-	17%	-	-	-	-	-	16%	17%	-	16%	10%	17%	14%	*	*	-	-
	EL	30%	24%	9%	-	9%	-	-	-	-	-	11%	*	*	10%	9%	13%	*	-	*	-	-
	Male	51%	50%	17%	-	17%	-	-	-	-	-	21%	*	-	17%	13%	17%	-	-	*	-	-
	Female	63%	62%	13%	-	14%	-	-	-	-	-	0%	*	*	14%	*	-	13%	*	-	-	-
Algebra I	All Students	41%	35%	2%	-	2%	-	-	-	-	-	2%	0%	-	2%	0%	4%	0%	*	*	-	-
	CWD	17%	10%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	*	-	-
	CWOD	45%	40%	2%	-	2%	-	-	-	-	-	2%	0%	-	2%	0%	4%	0%	*	*	-	-
	EL	29%	18%	0%	-	0%	-	-	-	-	-	0%	-	-	0%	0%	0%	0%	-	-	-	-
	Male	39%	35%	4%	-	4%	-	-	-	-	-	4%	*	-	4%	0%	4%	-	*	*	-	-
	Female	43%	35%	0%	-	0%	-	-	-	-	-	0%	*	-	0%	0%	-	0%	-	-	-	-
Biology	All Students	54%	43%	7%	-	7%	-	-	-	-	-	8%	0%	-	7%	0%	5%	9%	*	*	-	-
	CWD	26%	13%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	58%	49%	7%	-	7%	-	-	-	-	-	8%	0%	-	7%	0%	5%	9%	*	*	-	-
	EL	33%	18%	0%	-	0%	-	-	-	-	-	0%	-	-	0%	0%	0%	0%	-	-	-	-
	Male	54%	47%	5%	-	5%	-	-	-	-	-	6%	*	-	5%	0%	5%	-	*	*	-	-
	Female	54%	39%	9%	-	9%	-	-	-	-	-	11%	*	-	9%	0%	-	9%	-	-	-	-
STAAR Percent at Masters Grade Level																						
Grade 8																						
Reading	All Students	28%	12%	2%	-	2%	-	-	-	-	-	3%	0%	-	2%	0%	0%	5%	*	*	-	-
	CWD	7%	4%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	31%	15%	2%	-	2%	-	-	-	-	-	3%	0%	-	2%	0%	0%	5%	*	*	-	-
	EL	12%	2%	0%	-	0%	-	-	-	-	-	0%	-	-	0%	0%	0%	0%	-	-	-	-
	Male	25%	11%	0%	-	0%	-	-	-	-	-	0%	*	-	0%	0%	0%	-	*	*	-	-
	Female	32%	14%	5%	-	5%	-	-	-	-	-	6%	*	-	5%	0%	-	5%	-	-	-	-
End of Course																						
English I	All Students	15%	13%	0%	-	0%	-	-	-	-	-	0%	*	-	0%	0%	0%	*	-	-	-	-
	CWD	4%	2%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	17%	15%	0%	-	0%	-	-	-	-	-	0%	*	-	0%	0%	0%	*	-	-	-	-
	EL	4%	2%	0%	-	0%	-	-	-	-	-	0%	*	-	0%	0%	0%	*	-	-	-	-
	Male	11%	9%	0%	-	0%	-	-	-	-	-	0%	*	-	0%	0%	0%	-	-	-	-	-
	Female	19%	17%	*	-	*	-	-	-	-	-	*	*	-	*	*	-	*	-	-	-	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
English II	All Students	8%	5%	0%	-	0%	-	-	-	-	-	0%	0%	*	0%	0%	0%	0%	*	*	-	-
	CWD	3%	2%	*	-	*	-	-	-	-	-	*	-	*	-	*	-	*	-	-	-	-
	CWOD	9%	5%	0%	-	0%	-	-	-	-	-	0%	0%	-	0%	0%	0%	0%	*	*	-	-
	EL	1%	2%	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	*	-	*	-	-
	Male	7%	5%	0%	-	0%	-	-	-	-	-	0%	*	-	0%	0%	0%	-	-	*	-	-
	Female	10%	5%	0%	-	0%	-	-	-	-	-	0%	*	*	0%	*	-	0%	*	-	-	-
Algebra I	All Students	23%	15%	0%	-	0%	-	-	-	-	-	0%	0%	-	0%	0%	0%	0%	*	*	-	-
	CWD	7%	3%	*	-	*	-	-	-	-	-	*	-	-	-	-	-	-	-	-	-	-
	CWOD	25%	18%	0%	-	0%	-	-	-	-	-	0%	0%	-	0%	0%	0%	0%	*	*	-	-
	EL	13%	6%	0%	-	0%	-	-	-	-	-	0%	-	-	0%	0%	0%	0%	-	-	-	-
	Male	22%	16%	0%	-	0%	-	*	*	-	-	0%	*	-	0%	0%	0%	-	*	*	-	-
	Female	23%	14%	0%	-	0%	-	-	-	-	-	0%	*	-	0%	0%	-	0%	-	-	-	-
Biology	All Students	18%	10%	0%	-	0%	-	-	-	-	-	0%	0%	-	0%	0%	0%	0%	*	*	-	-
	CWD	5%	3%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	*	*	-
	CWOD	19%	11%	0%	-	0%	-	-	-	-	-	0%	0%	-	0%	0%	0%	0%	*	*	-	-
	EL	5%	3%	0%	-	0%	-	-	-	-	-	0%	-	-	0%	0%	0%	0%	-	-	-	-
	Male	18%	11%	0%	-	0%	-	-	-	-	-	0%	*	-	0%	0%	0%	-	*	*	-	-
	Female	17%	9%	0%	-	0%	-	-	-	-	-	0%	*	-	0%	0%	-	0%	-	-	-	-
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						
All Subjects	All Students	73%	68%	56%	-	56%	-	-	-	-	-	58%	48%	*	56%	43%	49%	62%	*	*	-	-
	CWD	46%	43%	*	-	*	-	-	-	-	-	*	-	*	-	*	-	*	-	-	-	-
	CWOD	77%	75%	56%	-	56%	-	-	-	-	-	58%	48%	-	56%	44%	49%	63%	*	*	-	-
	EL	61%	49%	43%	-	43%	-	-	-	-	-	46%	*	*	44%	43%	33%	60%	-	*	-	-
	Male	71%	67%	49%	-	49%	-	-	-	-	-	53%	32%	-	49%	33%	49%	-	*	*	-	-
	Female	74%	69%	62%	-	63%	-	-	-	-	-	62%	59%	*	63%	60%	-	62%	*	-	-	-
Reading	All Students	74%	70%	41%	-	41%	-	-	-	-	-	42%	39%	*	41%	21%	34%	52%	*	*	-	-
	CWD	44%	42%	*	-	*	-	-	-	-	-	*	-	*	-	*	-	*	-	-	-	-
	CWOD	80%	77%	41%	-	42%	-	-	-	-	-	42%	39%	-	41%	22%	34%	53%	*	*	-	-
	EL	59%	46%	21%	-	21%	-	-	-	-	-	24%	*	*	22%	21%	21%	20%	-	*	-	-
	Male	70%	66%	34%	-	35%	-	-	-	-	-	36%	27%	-	34%	21%	34%	-	*	*	-	-
	Female	78%	74%	52%	-	52%	-	-	-	-	-	50%	57%	*	53%	20%	-	52%	*	-	-	-
Mathematics	All Students	70%	67%	56%	-	56%	-	*	-	-	-	62%	22%	-	56%	43%	54%	58%	*	*	-	-
	CWD	45%	44%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	75%	73%	56%	-	56%	-	-	-	-	-	62%	22%	-	56%	43%	54%	58%	*	*	-	-
	EL	62%	52%	43%	-	43%	-	-	-	-	-	43%	-	-	43%	43%	22%	80%	-	-	-	-
	Male	71%	67%	54%	-	54%	-	-	-	-	-	63%	*	-	54%	22%	54%	-	*	*	-	-
	Female	70%	67%	58%	-	58%	-	-	-	-	-	62%	40%	-	58%	80%	-	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
Science	All Students	73%	65%	78%	-	78%	-	-	-	-	-	78%	78%	-	78%	92%	76%	79%	*	*	-	-
	CWD	49%	42%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	77%	71%	78%	-	78%	-	-	-	-	-	78%	78%	-	78%	92%	76%	79%	*	*	-	-
	EL	61%	52%	92%	-	92%	*	*	-	-	-	92%	-	-	92%	92%	83%	100%	-	-	-	-
	Male	74%	67%	76%	-	76%	-	-	-	-	-	72%	*	-	76%	83%	76%	-	*	*	-	-
	Female	72%	63%	79%	-	79%	-	-	-	-	-	79%	80%	-	79%	100%	-	79%	-	-	-	-
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	47%	38%	7%	-	7%	-	-	-	-	-	8%	3%	*	7%	4%	9%	5%	*	*	-	-
	CWD	22%	17%	*	-	*	-	-	-	-	-	*	-	*	-	*	-	*	-	-	-	-
	CWOD	51%	44%	7%	-	7%	-	-	-	-	-	8%	3%	-	7%	4%	9%	5%	*	*	-	-
	EL	31%	19%	4%	-	4%	-	-	-	-	-	4%	*	*	4%	4%	6%	0%	-	*	-	-
	Male	45%	38%	9%	-	9%	-	-	-	-	-	11%	0%	-	9%	6%	9%	-	*	*	-	-
	Female	48%	36%	5%	-	5%	-	-	-	-	-	5%	6%	*	5%	0%	-	5%	*	-	-	-
Reading	All Students	52%	45%	11%	-	11%	-	-	-	-	-	12%	6%	*	11%	7%	14%	6%	*	*	-	-
	CWD	23%	20%	*	-	*	-	-	-	-	-	*	-	*	-	*	-	*	-	-	-	-
	CWOD	58%	52%	11%	-	11%	-	-	-	-	-	13%	6%	-	11%	7%	14%	6%	*	*	-	-
	EL	34%	21%	7%	-	7%	-	-	-	-	-	8%	*	*	7%	7%	11%	0%	-	*	-	-
	Male	48%	41%	14%	-	14%	-	-	-	-	-	18%	0%	-	14%	11%	14%	-	*	*	-	-
	Female	57%	49%	6%	-	6%	-	-	-	-	-	4%	14%	*	6%	0%	-	6%	*	-	-	-
Mathematics	All Students	42%	33%	2%	-	2%	-	-	-	-	-	2%	0%	-	2%	0%	4%	0%	*	*	-	-
	CWD	22%	16%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	46%	38%	2%	-	2%	-	-	-	-	-	2%	0%	-	2%	0%	4%	0%	*	*	-	-
	EL	31%	19%	0%	-	0%	-	-	-	-	-	0%	-	-	0%	0%	0%	0%	-	-	-	-
	Male	43%	34%	4%	-	4%	-	-	-	-	-	4%	*	-	4%	0%	4%	-	*	*	-	-
	Female	40%	32%	0%	-	0%	-	-	-	-	-	0%	0%	-	0%	0%	-	0%	-	-	-	-
Science	All Students	42%	32%	7%	-	7%	-	-	-	-	-	8%	0%	-	7%	0%	5%	8%	*	*	-	-
	CWD	21%	12%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	45%	37%	7%	-	7%	-	-	-	-	-	8%	0%	-	7%	0%	5%	8%	*	*	-	-
	EL	24%	14%	0%	-	0%	-	-	-	-	-	0%	-	-	0%	0%	0%	0%	-	-	-	-
	Male	44%	36%	5%	-	5%	-	-	-	-	-	6%	*	-	5%	0%	5%	-	*	*	-	-
	Female	40%	28%	8%	-	8%	-	-	-	-	-	11%	0%	-	8%	0%	-	8%	-	-	-	-
STAAR Percent at Masters Grade Level																						
All Grades																						
All Subjects	All Students	18%	11%	1%	-	1%	-	-	-	-	-	1%	0%	*	1%	0%	0%	1%	*	*	-	-
	CWD	6%	3%	*	-	*	-	-	-	-	-	*	-	*	-	*	-	*	-	-	-	-
	CWOD	21%	13%	1%	-	1%	-	-	-	-	-	1%	0%	-	1%	0%	0%	1%	*	*	-	-
	EL	9%	4%	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	0%	-	*	-	-
	Male	18%	11%	0%	-	0%	-	-	-	-	-	0%	0%	-	0%	0%	0%	-	*	*	-	-
	Female	19%	12%	1%	-	1%	-	-	-	-	-	2%	0%	*	1%	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
Reading	All Students	21%	13%	1%	-	1%	-	-	-	-	-	2%	0%	*	1%	0%	0%	3%	*	*	-	-
	CWD	6%	4%	*	-	*	-	-	-	-	-	*	-	*	-	*	-	*	-	-	-	-
	CWOD	24%	16%	1%	-	1%	-	-	-	-	-	2%	0%	-	1%	0%	0%	3%	*	*	-	-
	EL	10%	3%	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	0%	-	*	-	-
	Male	18%	11%	0%	-	0%	-	-	-	-	-	0%	0%	-	0%	0%	0%	-	*	*	-	-
	Female	24%	15%	3%	-	3%	-	-	-	-	-	4%	0%	*	3%	0%	-	3%	*	-	-	-
Mathematics	All Students	17%	10%	0%	-	0%	-	-	-	-	-	0%	0%	-	0%	0%	0%	0%	*	*	-	-
	CWD	6%	3%	*	-	*	-	-	-	-	-	*	*	*	*	-	-	-	-	-	-	-
	CWOD	19%	12%	0%	-	0%	-	-	-	-	-	0%	0%	-	0%	0%	0%	0%	*	*	-	-
	EL	10%	5%	0%	-	0%	-	-	-	-	-	0%	-	-	0%	0%	0%	0%	-	-	-	-
	Male	18%	11%	0%	-	0%	-	-	-	-	-	0%	*	-	0%	0%	0%	-	*	*	-	-
	Female	15%	8%	0%	-	0%	-	-	-	-	-	0%	0%	-	0%	0%	-	0%	-	-	-	-
Science	All Students	15%	9%	0%	-	0%	-	-	-	-	-	0%	0%	-	0%	0%	0%	0%	*	*	-	-
	CWD	5%	3%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	17%	11%	0%	-	0%	-	-	-	-	-	0%	0%	-	0%	0%	0%	0%	*	*	-	-
	EL	5%	2%	0%	-	0%	-	-	-	-	-	0%	-	-	0%	0%	0%	0%	-	-	-	-
	Male	16%	10%	0%	-	0%	-	-	-	-	-	0%	*	-	0%	0%	0%	-	*	*	-	-
	Female	14%	8%	0%	-	0%	-	-	-	-	-	0%	0%	-	0%	0%	-	0%	-	-	-	-

- Indicates there are no students in the group.

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

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Academic Growth Score											
Reading											
All Students	*	-	*	-	-	-	-	-	*	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-
CWOD	*	-	*	-	-	-	-	-	*	-	-
EL	-	-	-	-	-	-	-	-	-	-	-
Male	*	-	*	-	-	-	-	-	*	-	-
Female	-	-	-	-	-	-	-	-	-	-	-

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Mathematics											
All Students	85	-	85	-	-	-	-	-	91	-	84
CWD	-	-	-	-	-	-	-	-	-	-	-
CWOD	85	-	85	-	-	-	-	-	91	-	84
EL ◇	84	-	84	-	-	-	-	-	84	-	84
Male	76	-	76	-	-	-	-	-	88	-	71
Female	92	-	92	-	-	-	-	-	93	-	100

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

Part (iii)(II): Graduation Rate

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care ◇
Federal Graduation Rates													
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2023.													
All Students	83.1%	-	84.2%	*	-	-	-	-	82.2%	*	82.6%	66.7%	*
CWD	*	-	*	-	-	-	-	-	*	*	-	-	-
CWOD	82.8%	-	83.9%	*	-	-	-	-	82.0%	-	82.6%	66.7%	*
EL ◇	82.6%	-	82.6%	-	-	-	-	-	82.4%	-	82.6%	*	-
Male	82.9%	-	85.1%	*	-	-	-	-	80.0%	*	93.8%	60.0%	*
Female	83.3%	-	82.6%	*	-	-	-	-	85.4%	*	57.1%	71.4%	-

- 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
29	-	-

- 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	21	-	21	-	-	-	-	-	22	*	16
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	65%	-	65%	*	-	-	-	-	61%	-	64%

- 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
Interim Goals (2028-2032)	53%	43%	47%	68%	53%	78%	54%	65%	44%	28%	33%
Target Met	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
Long-Term Goals	72%	66%	68%	81%	72%	87%	73%	79%	67%	57%	60%

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Target Met	N		N						N		N
Mathematics											
Interim Goals (2023-2027)	38%	26%	35%	48%	37%	72%	41%	44%	32%	15%	31%
Target Met	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
Interim Goals (2033-2037)	58%	50%	57%	66%	59%	82%	61%	62%	54%	43%	55%
Target Met	N		N						N		N
Long-Term Goals	69%	63%	68%	74%	69%	86%	71%	72%	66%	58%	66%
Target Met	N		N						N		N
English Learner Language Proficiency Status											
Interim Goals (2023-2027)											34%
Target Met											N
Interim Goals (2028-2032)											36%
Target Met											N
Interim Goals (2033-2037)											48%
Target Met											N
Long-Term Goals											40%
Target Met											N
Federal Graduation Status											
Interim Goals (2023-2027)	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80%
Target Met	N		N						N		Y
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
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
Long-Term Goals	98%	98%	98%	98%	98%	98%	98%	98%	98%	98%	98%
Target Met	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)

		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	**95%**	-	95%	-	-	-	-	-	95%	94%	*	95%	96%	96%	93%	*
	CWD	*	-	*	-	-	-	-	-	*	-	*	-	*	-	*	-
	CWOD	**95%**	-	95%	-	-	-	-	-	95%	94%	-	95%	96%	96%	93%	*
	EL	**96%**	-	98%	-	-	-	-	-	96%	*	*	96%	96%	97%	95%	-
	Male	**96%**	-	96%	-	-	-	-	-	95%	100%	-	96%	97%	96%	-	*
	Female	**93%**	-	94%	-	-	-	-	-	94%	88%	*	93%	95%	-	93%	*
Reading	All Students	**98%**	-	99%	-	-	-	-	-	97%	100%	*	98%	97%	98%	97%	*
	CWD	*	-	*	-	-	-	-	-	*	-	*	-	*	-	*	-
	CWOD	**98%**	-	99%	-	-	-	-	-	97%	100%	-	98%	97%	98%	97%	*
	EL	**97%**	-	100%	-	-	-	-	-	96%	*	*	97%	97%	100%	90%	-
	Male	**98%**	-	98%	-	-	-	-	-	98%	100%	-	98%	100%	98%	-	*
	Female	**97%**	-	100%	-	-	-	-	-	96%	100%	*	97%	90%	-	97%	*
Mathematics	All Students	**91%**	-	91%	-	-	-	-	-	91%	89%	-	91%	93%	93%	89%	*
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	**91%**	-	91%	-	-	-	-	-	91%	89%	-	91%	93%	93%	89%	*
	EL	**93%**	-	93%	-	-	-	-	-	93%	-	-	93%	93%	89%	100%	-
	Male	**93%**	-	93%	-	-	-	-	-	92%	*	-	93%	89%	93%	-	*
	Female	**89%**	-	89%	-	-	-	-	-	91%	80%	-	89%	100%	-	89%	-
Science	All Students	**94%**	-	94%	-	-	-	-	-	95%	89%	-	94%	100%	95%	92%	*
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	**94%**	-	94%	-	-	-	-	-	95%	89%	-	94%	100%	95%	92%	*
	EL	**100%**	-	100%	-	-	-	-	-	100%	-	-	100%	100%	100%	100%	-
	Male	**95%**	-	95%	-	-	-	-	-	94%	*	-	95%	100%	95%	-	*
	Female	**92%**	-	92%	-	-	-	-	-	95%	80%	-	92%	100%	-	92%	-
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	5%	-	5%	-	-	-	-	-	5%	6%	*	5%	4%	4%	7%	*
	CWD	*	-	*	-	-	-	-	-	*	-	*	-	*	-	*	-
	CWOD	5%	-	5%	-	-	-	-	-	5%	6%	-	5%	4%	4%	7%	*
	EL	4%	-	2%	-	-	-	-	-	4%	*	*	4%	4%	3%	5%	-
	Male	4%	-	4%	-	-	-	-	-	5%	0%	-	4%	3%	4%	-	*
	Female	7%	-	6%	-	-	-	-	-	6%	12%	*	7%	5%	-	7%	*
Reading	All Students	2%	-	1%	-	-	-	-	-	3%	0%	*	2%	3%	2%	3%	*
	CWD	*	-	*	-	-	-	-	-	*	-	*	-	*	-	*	-
	CWOD	2%	-	1%	-	-	-	-	-	3%	0%	-	2%	3%	2%	3%	*
	EL	3%	-	0%	-	-	-	-	-	4%	*	*	3%	3%	0%	10%	-
	Male	2%	-	2%	-	-	-	-	-	2%	0%	-	2%	0%	2%	-	*
	Female	3%	-	0%	-	-	-	-	-	4%	0%	*	3%	10%	-	3%	*
Mathematics	All Students	9%	-	9%	-	-	-	-	-	9%	11%	-	9%	7%	7%	11%	*
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	9%	-	9%	-	-	-	-	-	9%	11%	-	9%	7%	7%	11%	*
	EL	7%	-	7%	-	-	-	-	-	7%	-	-	7%	7%	11%	0%	-
	Male	7%	-	7%	-	-	-	-	-	8%	*	-	7%	11%	7%	-	*
	Female	11%	-	11%	-	-	-	-	-	9%	20%	*	11%	0%	-	11%	*
Science	All Students	6%	-	6%	-	-	-	-	-	5%	11%	-	6%	0%	5%	8%	*
	CWD	-	-	-	-	-	-	-	-	-	-	*	-	-	-	-	-
	CWOD	6%	-	6%	-	-	-	-	-	5%	11%	-	6%	0%	5%	8%	*
	EL	0%	-	0%	-	-	-	-	-	0%	-	-	0%	0%	0%	0%	-
	Male	5%	-	5%	-	-	-	-	-	6%	*	-	5%	0%	5%	-	*
	Female	8%	-	8%	-	-	-	-	-	5%	20%	-	8%	0%	-	8%	*
SAT/ACT All Subjects	All Students	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-
	EL	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-
	Male	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-
	Female	*	-	*	-	-	-	-	-	*	*	-	*	-	-	*	-

- Indicates there are no students in the group.

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

Part (viii): Civil Rights Data

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

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

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

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Out-of-School Suspensions												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Expulsions												
With Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
School-Related Arrests												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Referrals to Law Enforcement												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
All Students												
Chronic Absenteeism												
	Male	99	1	96	2	-8	-8	-8	-8	18	1	23
	Female	51	-8	50	1	-8	-8	-8	-8	11	-8	11
	Total	150	1	146	3	-8	-8	-8	-8	29	1	34

	Total
Incidents of Violence	
Incidents of rape or attempted rape	0
Incidents of sexual assault (other than rape)	0
Incidents of robbery with a weapon	0

	Total
Incidents of robbery without a weapon	0
Incidents of physical attack or fight with a weapon	0
Incidents of physical attack or fight without a weapon	0
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack without a weapon	0
Incidents of possession of a firearm or explosive device	0
Allegations of Harassment or bullying	
On the basis of sex	0
On the basis of race	0
On the basis of disability	0
On the basis of sexual orientation	0
On the basis of religion	0

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

Preschool Programs

	Total Students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9

Accelerated Coursework

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

	Total Students		African American		Hispanic		White		Indian or Alaska Native		Asian		Pacific Islander		Two or More Races		EL		Students with Disabilities	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9

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

Part (ix): Teacher Quality Data

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

High Poverty School		
	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	3.4	30.1%
Teachers Teaching with Emergency or Provisional Credentials	1.0	9.7%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	3.2	31.1%

- Indicates there are no data available in the group.

Part (x): Per-pupil Expenditure

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

To be updated by June 30th, 2025.

		State & Local and Federal	State & Local			Federal		
	Enrollment	Total	Site	District Allocation	Total	Site	District Allocation	Total
Business/central/other support services		$710		$516	$516		$194	$194
Food services		$336	$1	$5	$6		$330	$330
Instruction		$8,874	$7,456	$82	$7,538	$1,143	$193	$1,336
Support services, general administration		$130		$130	$130			
Support services, instructional staff		$988	$827	$24	$851	$16	$121	$137
Support services, operation and maintenance of plant		$2,173	$1,364	$738	$2,102	$65	$6	$71

	Enrollment	State & Local and Federal Total	State & Local Site	State & Local District Allocation	State & Local Total	Federal Site	Federal District Allocation	Federal Total
Support services, pupils		$2,332	$2,235	$25	$2,260		$72	$72
Support services, school administration		$1,749	$1,744	$0	$1,744		$5	$5
Support services, student transportation		$304		$293	$293		$11	$11
Total	**103**	**$17,596**	**$13,627**	**$1,813**	**$15,440**	**$1,224**	**$932**	**$2,156**

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%	11	1%	-	-
Mathematics	6,620	2%	11	1%	-	-
Grade 4						
Reading	6,491	2%	14	2%	-	-
Mathematics	6,491	2%	14	2%	-	-
Grade 5						
Reading	6,033	1%	10	1%	-	-
Mathematics	6,033	2%	10	1%	-	-
Science	6,033	2%	10	1%	-	-
Grade 6						
Reading	5,586	1%	10	1%	-	-
Mathematics	5,586	1%	10	1%	-	-
Grade 7						
Reading	5,233	1%	9	1%	-	-
Mathematics	5,227	2%	9	1%	-	-
Grade 8						
Reading	4,985	1%	10	1%	-	-
Mathematics	4,985	1%	10	2%	-	-
Science	4,984	1%	10	1%	-	-
End of Course						
English I	5,119	1%	9	1%	-	-
English II	4,683	1%	8	1%	-	-
Algebra I	5,112	1%	9	1%	-	-
Biology	5,027	1%	9	1%	-	-
All Grades						

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
All Subjects	100,862	1%	183	1%	-	-
Reading	44,764	1%	81	1%	-	-
Mathematics	40,054	1%	73	1%	-	-
Science	16,044	1%	29	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

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

* Indicates reporting standards not met.

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

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

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

This section provides information on the cohort rate at which students who graduated from high school in the 2021-22 school year enrolled in a Texas public postsecondary education institution in the 2022-23 academic year in (I) programs of public postsecondary education in Texas; (II) programs of private postsecondaryeducation 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	6%	-	6%	*	-	-	-	-	*	-	*
In-State Private Institutions	-	-	-	-	-	-	-	-	-	-	-
Out-of-State Institutions	*	-	*	-	-	-	-	-	*	-	*

- Indicates there are no students in the group.

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

Part (xiv): Additional Information - Chronic Absenteeism

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Chronic Absenteeism Rate	74%	-	74%	*	-	-	-	-	80%	-	67%

- Indicates there are no students in the group.

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

Part (xv): Section 1003 Fund

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

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

There is no data for this campus.

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

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

There is no data for this campus.

2023-24 Texas Academic Performance Report (TAPR)

District Name: SAN FELIPE-DEL RIO CISD

Campus Name: DEL RIO EARLY COLLEGE H S

Campus Number: 233901005

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	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
End of Course English I																	
At Approaches Grade Level or Above	2024	70%	69%	**92%**	-	92%	*	-	-	-	*	44%	*	90%	100%	88%	75%
	2023	72%	71%	**93%**	-	93%	-	-	-	-	-	72%	*	92%	100%	93%	89%
At Meets Grade Level or Above	2024	52%	51%	**84%**	-	84%	*	-	-	-	*	22%	*	82%	95%	80%	56%
	2023	52%	49%	**76%**	-	76%	-	-	-	-	-	39%	*	76%	80%	71%	61%
At Masters Grade Level	2024	16%	13%	**29%**	-	30%	*	-	-	-	*	0%	*	28%	32%	25%	13%
	2023	13%	8%	**13%**	-	13%	-	-	-	-	-	0%	*	10%	30%	10%	6%
End of Course English II																	
At Approaches Grade Level or Above	2024	75%	77%	**93%**	-	93%	-	-	-	-	*	65%	*	92%	100%	88%	88%
	2023	74%	78%	**93%**	-	93%	*	-	-	-	-	57%	*	93%	100%	93%	75%
At Meets Grade Level or Above	2024	58%	57%	**81%**	-	81%	-	-	-	-	*	59%	*	82%	80%	81%	47%
	2023	54%	60%	**80%**	-	79%	*	-	-	-	-	29%	*	79%	86%	78%	50%
At Masters Grade Level	2024	9%	5%	**12%**	-	12%	-	-	-	-	*	0%	*	14%	0%	8%	0%
	2023	9%	7%	**11%**	-	12%	*	-	-	-	-	0%	*	12%	0%	11%	0%
End of Course Algebra I																	
At Approaches Grade Level or Above	2024	81%	82%	**93%**	-	93%	*	-	-	-	-	56%	-	91%	100%	92%	93%
	2023	79%	82%	**92%**	-	92%	-	-	-	-	-	79%	*	91%	100%	90%	88%
At Meets Grade Level or Above	2024	43%	36%	**51%**	-	50%	*	-	-	-	-	11%	-	42%	87%	46%	40%
	2023	43%	40%	**35%**	-	35%	-	-	-	-	-	14%	*	36%	30%	35%	18%
At Masters Grade Level	2024	24%	16%	**11%**	-	10%	*	-	-	-	-	0%	-	7%	27%	4%	7%
	2023	23%	16%	**9%**	-	9%	-	-	-	-	-	0%	*	9%	10%	9%	6%
End of Course Biology																	
At Approaches Grade Level or Above	2024	91%	87%	**97%**	-	97%	*	-	-	-	*	88%	*	96%	100%	95%	88%
	2023	88%	87%	**98%**	-	98%	-	-	-	-	-	86%	*	98%	92%	98%	90%
At Meets Grade Level or Above	2024	56%	45%	**73%**	-	72%	*	-	-	-	*	13%	*	71%	83%	60%	35%
	2023	56%	47%	**67%**	-	67%	-	-	-	-	-	21%	*	68%	62%	65%	33%
At Masters Grade Level	2024	19%	10%	**16%**	-	15%	*	-	-	-	*	0%	*	12%	35%	9%	6%
	2023	21%	13%	**18%**	-	18%	-	-	-	-	-	0%	*	19%	8%	16%	5%
End of Course U.S. History																	

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2024	96%	94%	**98%**	-	98%	*	-	-	-	-	88%	-	98%	*	95%	83%
	2023	94%	92%	**98%**	-	98%	*	-	-	-	*	83%	-	98%	-	98%	100%
At Meets Grade Level or Above	2024	69%	66%	**82%**	-	82%	*	-	-	-	-	50%	-	82%	*	74%	33%
	2023	70%	69%	**86%**	-	86%	*	-	-	-	*	50%	-	86%	-	79%	73%
At Masters Grade Level	2024	37%	33%	**49%**	-	49%	*	-	-	-	-	25%	-	49%	*	49%	0%
	2023	38%	39%	**55%**	-	54%	*	-	-	-	*	17%	-	55%	-	40%	18%
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2024	88%	94%	**96%**	-	95%	*	-	-	-	-	*	-	96%	-	100%	-
	2023	90%	94%	**92%**	-	91%	*	-	-	-	-	-	-	92%	-	91%	-
At Meets Grade Level or Above	2024	59%	70%	**74%**	-	85%	*	-	-	-	-	*	-	74%	-	70%	-
	2023	61%	69%	**60%**	-	59%	*	-	-	-	-	-	-	60%	-	73%	-
At Masters Grade Level	2024	12%	9%	**0%**	-	0%	*	-	-	-	-	*	-	0%	-	0%	-
	2023	12%	6%	**4%**	-	5%	*	-	-	-	-	-	-	4%	-	0%	-
All Grades All Subjects																	
At Approaches Grade Level or Above	2024	75%	69%	**95%**	-	95%	100%	-	-	-	*	65%	*	94%	100%	92%	86%
	2023	76%	72%	**95%**	-	95%	100%	-	-	-	*	76%	100%	95%	98%	94%	89%
At Meets Grade Level or Above	2024	48%	40%	**76%**	-	76%	75%	-	-	-	*	35%	*	74%	82%	68%	44%
	2023	49%	42%	**70%**	-	69%	88%	-	-	-	*	29%	88%	70%	83%	66%	44%
At Masters Grade Level	2024	20%	13%	**23%**	-	23%	25%	-	-	-	*	4%	*	23%	28%	17%	6%
	2023	20%	13%	**21%**	-	21%	38%	-	-	-	*	2%	0%	21%	13%	16%	6%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2024	76%	71%	**93%**	-	92%	*	-	-	-	*	58%	*	91%	100%	88%	82%
	2023	77%	73%	**93%**	-	93%	*	-	-	-	-	68%	*	93%	100%	93%	83%
At Meets Grade Level or Above	2024	54%	46%	**83%**	-	82%	*	-	-	-	*	46%	*	82%	90%	80%	52%
	2023	53%	46%	**78%**	-	78%	*	-	-	-	-	36%	*	78%	82%	75%	57%
At Masters Grade Level	2024	22%	14%	**20%**	-	20%	*	-	-	-	*	0%	*	20%	21%	17%	6%
	2023	20%	13%	**12%**	-	12%	*	-	-	-	-	0%	*	11%	18%	11%	3%
All Grades Mathematics																	
At Approaches Grade Level or Above	2024	72%	68%	**94%**	-	93%	100%	-	-	-	-	50%	-	92%	100%	93%	93%
	2023	75%	71%	**92%**	-	92%	*	-	-	-	-	79%	*	91%	100%	90%	88%

Texas Education Agency

2023-24 STAAR Performance (TAPR)

DEL RIO EARLY COLLEGE H S (233901005) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2024	43%	34%	**57%**	-	58%	40%	-	-	-	-	10%	-	51%	87%	50%	40%
	2023	45%	38%	**41%**	-	40%	*	-	-	-	-	14%	*	42%	30%	40%	18%
At Masters Grade Level	2024	17%	10%	**9%**	-	8%	20%	-	-	-	-	0%	-	5%	27%	3%	7%
	2023	19%	12%	**8%**	-	8%	*	-	-	-	-	0%	*	6%	10%	8%	6%
All Grades Science																	
At Approaches Grade Level or Above	2024	75%	66%	**97%**	-	97%	*	-	-	-	*	88%	*	96%	100%	95%	88%
	2023	77%	70%	**98%**	-	98%	-	-	-	-	-	86%	*	98%	92%	98%	90%
At Meets Grade Level or Above	2024	43%	33%	**73%**	-	72%	*	-	-	-	*	13%	*	71%	83%	60%	35%
	2023	47%	37%	**67%**	-	67%	-	-	-	-	-	21%	*	68%	62%	65%	33%
At Masters Grade Level	2024	16%	10%	**16%**	-	15%	*	-	-	-	*	0%	*	12%	35%	9%	6%
	2023	18%	11%	**18%**	-	18%	-	-	-	-	-	0%	*	19%	8%	16%	5%
All Grades Social Studies																	
At Approaches Grade Level or Above	2024	78%	67%	**98%**	-	98%	*	-	-	-	-	88%	-	98%	*	95%	83%
	2023	78%	72%	**98%**	-	98%	*	-	-	-	*	83%	-	98%	-	98%	100%
At Meets Grade Level or Above	2024	51%	43%	**82%**	-	82%	*	-	-	-	-	50%	-	82%	*	74%	33%
	2023	52%	48%	**86%**	-	86%	*	-	-	-	*	50%	-	86%	-	79%	73%
At Masters Grade Level	2024	27%	21%	**49%**	-	49%	*	-	-	-	-	25%	-	49%	*	49%	0%
	2023	27%	25%	**55%**	-	54%	*	-	-	-	*	17%	-	55%	-	40%	18%

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

- Indicates there are no students in the group.

Texas Education Agency
2023-24 STAAR Progress (TAPR)
DEL RIO EARLY COLLEGE H S (233901005) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress - Annual Growth by Grade and Subject																	
End of Course English I	2024	64%	72%	**85%**	-	87%	*	-	-	-	*	90%	*	88%	72%	90%	86%
	2023	57%	59%	**75%**	-	75%	-	-	-	-	-	88%	*	73%	90%	69%	84%
End of Course English II	2024	69%	70%	**75%**	-	75%	-	-	-	-	*	67%	*	77%	56%	77%	61%
	2023	74%	81%	**84%**	-	85%	*	-	-	-	-	*	*	84%	86%	85%	78%
End of Course Algebra I	2024	72%	75%	**77%**	-	76%	*	-	-	*	-	67%	-	73%	92%	74%	85%
	2023	76%	73%	**70%**	-	70%	-	-	-	-	-	69%	*	72%	60%	67%	69%
All Grades Both Subjects	2024	64%	60%	**79%**	-	80%	*	-	-	-	*	72%	*	80%	76%	81%	77%
	2023	64%	59%	**77%**	-	77%	*	-	-	-	-	81%	70%	77%	78%	74%	77%
All Grades ELA/Reading	2024	67%	63%	**80%**	-	81%	*	-	-	-	*	74%	*	82%	67%	84%	73%
	2023	63%	56%	**80%**	-	81%	*	-	-	-	-	91%	*	79%	88%	78%	82%
All Grades Mathematics	2024	60%	57%	**77%**	-	76%	*	-	-	-	-	67%	-	73%	92%	74%	85%
	2023	66%	61%	**70%**	-	70%	-	-	-	-	-	69%	*	72%	60%	67%	69%
School Progress - Accelerated Learning by Grade and Subject																	
End of Course English I	2024	20%	40%	**67%**	-	67%	-	-	-	-	-	*	-	63%	*	63%	60%
	2023	26%	35%	**75%**	-	75%	-	-	-	-	-	67%	-	71%	*	71%	80%
End of Course English II	2024	29%	34%	*	-	*	-	-	-	-	-	*	-	*	-	*	-
	2023	41%	49%	*	-	*	-	-	-	-	-	*	-	*	-	*	-
End of Course Algebra I	2024	55%	66%	*	-	*	-	-	-	-	-	*	-	*	-	*	*
	2023	58%	55%	**65%**	-	65%	-	-	-	-	-	50%	-	54%	*	54%	71%
All Grades Both Subjects	2024	32%	36%	**64%**	-	64%	-	-	-	-	-	50%	-	62%	*	62%	71%
	2023	38%	36%	**68%**	-	68%	-	-	-	-	-	58%	-	61%	100%	64%	75%
All Grades ELA/Reading	2024	30%	30%	**60%**	-	60%	-	-	-	-	-	*	-	56%	*	56%	60%
	2023	35%	32%	**73%**	-	73%	-	-	-	-	-	67%	-	70%	*	78%	80%
All Grades Mathematics	2024	35%	40%	*	-	*	-	-	-	-	-	*	-	*	-	*	*
	2023	48%	40%	**65%**	-	65%	-	-	-	-	-	50%	-	54%	*	54%	71%

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

- Indicates there are no students in the group.

Texas Education Agency

2023-24 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)

DEL RIO EARLY COLLEGE H S (233901005) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2024	75%	69%	**95%**	-	-	-	-	-	-	85%	-	*	84%	*	96%	85%	99%
	2023	76%	72%	**95%**	-	-	-	-	*	*	85%	-	-	85%	*	95%	86%	99%
At Meets Grade Level or Above	2024	48%	40%	**76%**	-	-	-	-	-	-	42%	-	*	42%	*	79%	41%	88%
	2023	49%	42%	**70%**	-	-	-	-	-	-	35%	-	-	35%	*	73%	33%	78%
At Masters Grade Level	2024	20%	13%	**23%**	-	-	-	-	-	-	6%	-	*	6%	*	23%	6%	34%
	2023	20%	13%	**21%**	-	-	-	-	*	*	5%	-	-	5%	*	24%	5%	19%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2024	76%	71%	**93%**	-	-	-	-	-	-	80%	-	-	80%	*	93%	81%	100%
	2023	77%	73%	**93%**	-	-	-	-	-	-	79%	-	-	79%	*	93%	80%	100%
At Meets Grade Level or Above	2024	54%	46%	**83%**	-	-	-	-	-	-	50%	-	-	50%	*	86%	48%	100%
	2023	53%	46%	**78%**	-	-	-	-	-	-	50%	-	-	50%	*	78%	48%	94%
At Masters Grade Level	2024	22%	14%	**20%**	-	-	-	-	-	-	7%	-	-	7%	*	22%	6%	25%
	2023	20%	13%	**12%**	-	-	-	-	-	-	4%	-	-	4%	*	13%	4%	12%
All Grades Mathematics																		
At Approaches Grade Level or Above	2024	72%	68%	**94%**	-	-	-	-	-	-	93%	-	-	93%	-	94%	93%	86%
	2023	75%	71%	**92%**	-	-	-	-	-	-	87%	-	-	87%	*	92%	88%	95%
At Meets Grade Level or Above	2024	43%	34%	**57%**	-	-	-	-	-	-	36%	-	-	36%	-	61%	36%	57%
	2023	45%	38%	**41%**	-	-	-	-	-	-	13%	-	-	13%	*	45%	13%	47%
At Masters Grade Level	2024	17%	10%	**9%**	-	-	-	-	-	-	7%	-	-	7%	-	10%	7%	0%
	2023	19%	12%	**8%**	-	-	-	-	-	-	2%	-	-	7%	*	8%	6%	11%
All Grades Science																		
At Approaches Grade Level or Above	2024	75%	66%	**97%**	-	-	-	-	-	-	87%	-	-	87%	-	98%	87%	100%
	2023	77%	70%	**98%**	-	-	-	-	-	-	80%	-	-	89%	*	99%	89%	100%
At Meets Grade Level or Above	2024	43%	33%	**73%**	-	*	-	-	*	-	33%	-	-	33%	-	77%	33%	85%
	2023	47%	37%	**67%**	-	-	-	-	-	-	28%	-	-	28%	*	77%	26%	67%
At Masters Grade Level	2024	16%	10%	**16%**	-	-	-	-	-	-	7%	-	-	7%	-	15%	7%	25%
	2023	18%	11%	**18%**	-	-	-	-	-	-	0%	-	-	0%	*	19%	0%	27%
All Grades Social Studies																		
At Approaches Grade Level or Above	2024	78%	67%	**98%**	-	-	-	-	-	-	83%	-	*	*	-	99%	83%	100%
	2023	78%	72%	**98%**	-	-	-	-	-	-	*	-	-	*	-	98%	*	100%
At Meets Grade Level or Above	2024	51%	43%	**82%**	-	-	-	-	-	-	33%	-	*	*	-	86%	33%	82%
	2023	52%	48%	**86%**	-	-	-	-	-	-	*	-	-	*	-	88%	*	85%

Texas Education Agency

2023-24 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)

DEL RIO EARLY COLLEGE H S (233901005) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
At Masters Grade Level	2024	27%	21%	49%	-	-	-	-	-	-	0%	-	*	*	-	50%	0%	56%
	2023	27%	25%	55%	-	-	-	-	-	-	*	-	-	*	-	64%	*	30%
School Progress - Annual Growth																		
All Grades Both Subjects	2024	64%	60%	79%	-	-	-	-	-	-	76%	-	-	76%	*	79%	75%	83%
	2023	64%	59%	77%	-	-	-	-	-	-	72%	-	-	72%	*	76%	74%	83%
All Grades ELA/Reading	2024	67%	63%	80%	-	-	-	-	-	-	72%	-	-	72%	*	81%	71%	83%
	2023	63%	56%	80%	-	-	-	-	-	-	78%	-	-	78%	*	80%	79%	83%
All Grades Mathematics	2024	60%	57%	77%	-	-	-	-	-	-	83%	-	-	83%	-	75%	83%	80%
	2023	66%	61%	70%	-	-	-	-	-	-	64%	-	-	64%	*	67%	67%	82%
School Progress - Accelerated Learning																		
All Grades Both Subjects	2024	32%	36%	64%	-	-	-	-	-	-	71%	-	-	71%	-	57%	71%	-
	2023	38%	36%	68%	-	-	-	-	-	-	73%	-	-	73%	*	67%	75%	*
All Grades ELA/Reading	2024	30%	30%	60%	-	-	-	-	-	-	60%	-	-	60%	-	60%	60%	-
	2023	35%	32%	73%	-	-	-	-	-	-	80%	-	-	80%	-	67%	80%	-
All Grades Mathematics	2024	35%	40%	*	-	-	-	-	-	-	*	-	-	*	-	*	*	-
	2023	40%	40%	65%	-	-	-	-	-	-	67%	-	-	67%	*	67%	71%	*

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

- Indicates there are no students in the group.

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

Texas Education Agency
2023-24 STAAR Participation (TAPR)
DEL RIO EARLY COLLEGE H S (233901005) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
2024 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	97%	-	96%	100%	-	-	-	*	100%	*	96%	100%	96%	100%
Included in Accountability	92%	94%	95%	-	95%	100%	-	-	-	*	100%	*	95%	100%	95%	92%
Not Included in Accountability: Mobile	4%	3%	0%	-	0%	0%	-	-	-	*	0%	*	0%	0%	0%	0%
Not Included in Accountability: Other Exclusions	2%	2%	1%	-	1%	0%	-	-	-	*	0%	*	1%	0%	1%	8%
Not Tested	1%	1%	3%	-	4%	0%	-	-	-	*	0%	*	4%	0%	4%	0%
Absent	1%	1%	0%	-	0%	0%	-	-	-	*	0%	*	0%	0%	0%	0%
Other	0%	1%	3%	-	4%	0%	-	-	-	*	0%	*	4%	0%	4%	0%
Reading																
Assessment Participant	99%	99%	100%	-	100%	*	-	-	-	*	100%	*	100%	100%	100%	100%
Included in Accountability	91%	94%	97%	-	97%	*	-	-	-	*	100%	*	97%	100%	98%	85%
Not Included in Accountability: Mobile	4%	3%	0%	-	0%	*	-	-	-	*	0%	*	0%	0%	0%	0%
Not Included in Accountability: Other Exclusions	4%	3%	3%	-	3%	*	-	-	-	*	0%	*	3%	0%	2%	15%
Not Tested	1%	1%	0%	-	0%	*	-	-	-	*	0%	*	0%	0%	0%	0%
Absent	1%	0%	0%	-	0%	*	-	-	-	*	0%	*	0%	0%	0%	0%
Other	0%	0%	0%	-	0%	*	-	-	-	*	0%	*	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	98%	82%	-	81%	100%	-	-	-	-	100%	-	80%	100%	82%	100%
Included in Accountability	93%	94%	82%	-	81%	100%	-	-	-	-	100%	-	80%	100%	82%	100%
Not Included in Accountability: Mobile	5%	3%	0%	-	0%	0%	-	-	-	-	0%	-	0%	0%	0%	0%
Not Included in Accountability: Other Exclusions	1%	1%	0%	-	0%	0%	-	-	-	-	0%	-	0%	0%	0%	0%
Not Tested	1%	2%	18%	-	19%	0%	-	-	-	-	0%	-	20%	0%	18%	0%
Absent	1%	1%	0%	-	0%	0%	-	-	-	-	0%	-	0%	0%	0%	0%
Other	0%	2%	18%	-	19%	0%	-	-	-	-	0%	-	20%	0%	18%	0%
Science																
Assessment Participant	99%	98%	100%	-	100%	*	-	-	-	*	100%	*	100%	100%	100%	100%
Included in Accountability	93%	93%	100%	-	100%	*	-	-	-	*	100%	*	100%	100%	100%	100%
Not Included in Accountability: Mobile	4%	3%	0%	-	0%	*	-	-	-	*	0%	*	0%	0%	0%	0%
Not Included in Accountability: Other Exclusions	1%	2%	0%	-	0%	*	-	-	-	*	0%	*	0%	0%	0%	0%
Not Tested	1%	2%	0%	-	0%	*	-	-	-	*	0%	*	0%	0%	0%	0%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	1%	0%	-	0%	*	-	-	-	*	0%	*	0%	0%	0%	0%
Other	0%	1%	0%	-	0%	*	-	-	-	*	0%	*	0%	0%	0%	0%
Social Studies																
Assessment Participant	99%	99%	100%	-	100%	*	-	-	-	-	100%	-	100%	*	100%	100%
Included in Accountability	94%	95%	100%	-	100%	*	-	-	-	-	100%	-	100%	*	100%	100%
Not Included in Accountability: Mobile	4%	3%	0%	-	0%	*	-	-	-	-	0%	-	0%	*	0%	0%
Not Included in Accountability: Other Exclusions	1%	1%	0%	-	0%	*	-	-	-	-	0%	-	0%	*	0%	0%
Not Tested	1%	1%	0%	-	0%	*	-	-	-	-	0%	-	0%	*	0%	0%
Absent	1%	1%	0%	-	0%	*	-	-	-	-	0%	-	0%	*	0%	0%
Other	0%	0%	0%	-	0%	*	-	-	-	-	0%	-	0%	*	0%	0%
Accelerated Testers																
SAT/ACT Participant	93%	40%	53%	-	50%	*	-	-	-	-	*	-	53%	-	43%	-
					2023 STAAR Participation (All Grades)											
All Tests																
Assessment Participant	99%	99%	98%	-	98%	100%	-	-	-	*	100%	100%	98%	100%	98%	100%
Included in Accountability	93%	95%	97%	-	97%	100%	-	-	-	*	100%	100%	97%	100%	97%	96%
Not Included in Accountability: Mobile	4%	2%	1%	-	1%	0%	-	-	-	*	0%	0%	1%	0%	1%	0%
Not Included in Accountability: Other Exclusions	2%	2%	1%	-	1%	0%	-	-	-	*	0%	0%	1%	0%	1%	4%
Not Tested	1%	1%	2%	-	2%	0%	-	-	-	*	0%	0%	2%	0%	2%	0%
Absent	1%	1%	0%	-	0%	0%	-	-	-	*	0%	0%	0%	0%	1%	0%
Other	0%	0%	2%	-	2%	0%	-	-	-	*	0%	0%	2%	0%	1%	0%
Reading																
Assessment Participant	99%	99%	100%	-	100%	*	-	-	-	-	100%	*	99%	100%	99%	100%
Included in Accountability	92%	94%	98%	-	98%	*	-	-	-	-	100%	*	97%	100%	97%	91%
Not Included in Accountability: Mobile	4%	3%	0%	-	0%	*	-	-	-	-	0%	*	1%	0%	1%	0%
Not Included in Accountability: Other Exclusions	3%	3%	1%	-	1%	*	-	-	-	-	0%	*	2%	0%	2%	9%
Not Tested	1%	1%	0%	-	0%	*	-	-	-	-	0%	*	1%	0%	1%	0%
Absent	1%	0%	0%	-	0%	*	-	-	-	-	0%	*	1%	0%	1%	0%
Other	0%	0%	0%	-	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	93%	-	93%	*	-	-	-	-	100%	*	92%	100%	94%	100%
Included in Accountability	94%	95%	92%	-	92%	*	-	-	-	-	100%	*	91%	100%	93%	100%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Mobile	5%	2%	1%	-	1%	*	-	-	-	-	0%	*	1%	0%	1%	0%
Not Included in Accountability: Other Exclusions	1%	1%	0%	-	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%
Not Tested	1%	1%	7%	-	8%	*	-	-	-	-	0%	*	8%	0%	6%	0%
Absent	1%	1%	0%	-	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%
Other	0%	1%	7%	-	8%	*	-	-	-	-	0%	*	8%	0%	6%	0%
Science																
Assessment Participant	99%	99%	100%	-	100%	-	-	-	-	-	100%	*	100%	100%	100%	100%
Included in Accountability	93%	96%	99%	-	99%	-	-	-	-	-	100%	*	99%	100%	99%	100%
Not Included in Accountability: Mobile	4%	2%	1%	-	1%	-	-	-	-	-	0%	*	1%	0%	1%	0%
Not Included in Accountability: Other Exclusions	1%	1%	0%	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%
Not Tested	1%	1%	0%	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%
Absent	1%	1%	0%	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%
Other	0%	0%	0%	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%
Social Studies																
Assessment Participant	99%	99%	99%	-	99%	*	-	-	-	*	100%	-	99%	-	98%	100%
Included in Accountability	94%	96%	99%	-	99%	*	-	-	-	*	100%	-	99%	-	98%	100%
Not Included in Accountability: Mobile	4%	3%	0%	-	0%	*	-	-	-	*	0%	-	0%	-	0%	0%
Not Included in Accountability: Other Exclusions	1%	0%	0%	-	0%	*	-	-	-	*	0%	-	0%	-	0%	0%
Not Tested	1%	1%	1%	-	1%	*	-	-	-	*	0%	-	1%	-	2%	0%
Absent	1%	1%	1%	-	1%	*	-	-	-	*	0%	-	1%	-	2%	0%
Other	0%	0%	0%	-	0%	*	-	-	-	*	0%	-	0%	-	0%	0%
Accelerated Testers																
SAT/ACT Participant	93%	63%	74%	-	71%	*	-	-	-	-	-	-	74%	-	69%	-

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

Texas Education Agency

2023-24 Attendance, Graduation, and Dropout Rates (TAPR)

DEL RIO EARLY COLLEGE H S (233901005) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2022-23	93.3%	91.5%	**94.5%**	-	94.5%	94.7%	-	*	-	-	93.4%	93.5%	95.9%
2021-22	92.2%	89.4%	**92.2%**	-	92.1%	93.3%	-	*	-	-	90.6%	90.8%	93.6%
Chronic Absenteeism													
2022-23	20.3%	28.2%	**12.8%**	-	13.0%	4.5%	-	*	-	-	25.9%	16.2%	10.3%
2021-22	25.7%	37.2%	**25.0%**	-	25.3%	21.7%	-	*	-	-	31.6%	28.1%	11.8%
Annual Dropout Rate (Gr 7-8)													
2022-23	0.8%	1.0%	-	-	-	-	-	-	-	-	-	-	-
2021-22	0.7%	1.0%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2022-23	2.0%	1.4%	**0.2%**	-	0.2%	0.0%	-	*	-	-	0.0%	0.3%	0.0%
2021-22	2.2%	2.5%	**0.4%**	-	0.4%	0.0%	-	*	-	-	0.0%	0.7%	0.0%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2023													
Graduated	90.3%	91.9%	**99.1%**	-	99.1%	100.0%	-	-	-	-	*	98.7%	*
Received TxCHSE	0.3%	0.0%	**0.0%**	-	0.0%	0.0%	-	-	-	-	*	0.0%	*
Continued HS	3.1%	2.2%	**0.0%**	-	0.0%	0.0%	-	-	-	-	*	0.0%	*
Dropped Out	6.3%	5.9%	**0.9%**	-	0.9%	0.0%	-	-	-	-	*	1.3%	*
Graduates and TxCHSE	90.6%	91.9%	**99.1%**	-	99.1%	100.0%	-	-	-	-	*	98.7%	*
Graduates, TxCHSE, and Continuers	93.7%	94.1%	**99.1%**	-	99.1%	100.0%	-	-	-	-	*	98.7%	*
Class of 2022													
Graduated	89.7%	90.7%	**100.0%**	-	100.0%	*	-	*	-	-	100.0%	100.0%	*
Received TxCHSE	0.3%	0.3%	**0.0%**	-	0.0%	*	-	*	-	-	0.0%	0.0%	*
Continued HS	3.5%	2.6%	**0.0%**	-	0.0%	*	-	*	-	-	0.0%	0.0%	*
Dropped Out	6.4%	6.4%	**0.0%**	-	0.0%	*	-	*	-	-	0.0%	0.0%	*
Graduates and TxCHSE	90.0%	91.0%	**100.0%**	-	100.0%	*	-	*	-	-	100.0%	100.0%	*
Graduates, TxCHSE, and Continuers	93.6%	93.6%	**100.0%**	-	100.0%	*	-	*	-	-	100.0%	100.0%	*
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	91.8%	93.2%	**100.0%**	-	100.0%	*	-	*	-	-	100.0%	100.0%	*
Received TxCHSE	0.4%	0.5%	**0.0%**	-	0.0%	*	-	*	-	-	0.0%	0.0%	*
Continued HS	1.0%	0.3%	**0.0%**	-	0.0%	*	-	*	-	-	0.0%	0.0%	*
Dropped Out	6.8%	6.0%	**0.0%**	-	0.0%	*	-	*	-	-	0.0%	0.0%	*
Graduates and TxCHSE	92.2%	93.7%	**100.0%**	-	100.0%	*	-	*	-	-	100.0%	100.0%	*

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.2%	94.0%	**100.0%**	-	100.0%	*	-	*	-	-	100.0%	100.0%	*
Class of 2021													
Graduated	92.2%	90.3%	**99.0%**	-	99.0%	*	-	-	-	-	*	98.4%	*
Received TxCHSE	0.4%	0.0%	**0.0%**	-	0.0%	*	-	-	-	-	*	0.0%	*
Continued HS	1.0%	0.7%	**0.0%**	-	0.0%	*	-	-	-	-	*	0.0%	*
Dropped Out	6.3%	9.1%	**1.0%**	-	1.0%	*	-	-	-	-	*	1.6%	*
Graduates and TxCHSE	92.7%	90.3%	**99.0%**	-	99.0%	*	-	-	-	-	*	98.4%	*
Graduates, TxCHSE, and Continuers	93.7%	90.9%	**99.0%**	-	99.0%	*	-	-	-	-	*	98.4%	*
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.7%	91.5%	**99.0%**	-	99.0%	*	-	-	-	-	*	98.4%	*
Received TxCHSE	0.5%	0.0%	**0.0%**	-	0.0%	*	-	-	-	-	*	0.0%	*
Continued HS	0.5%	0.0%	**0.0%**	-	0.0%	*	-	-	-	-	*	0.0%	*
Dropped Out	6.3%	8.5%	**1.0%**	-	1.0%	*	-	-	-	-	*	1.6%	*
Graduates and TxCHSE	93.2%	91.5%	**99.0%**	-	99.0%	*	-	-	-	-	*	98.4%	*
Graduates, TxCHSE, and Continuers	93.7%	91.5%	**99.0%**	-	99.0%	*	-	-	-	-	*	98.4%	*
Class of 2020													
Graduated	92.7%	91.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	8.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	91.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	91.1%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2023	90.3%	90.0%	**99.1%**	-	99.1%	100.0%	-	-	-	-	*	98.7%	*
Class of 2022	89.7%	89.6%	**100.0%**	-	100.0%	*	-	*	-	-	100.0%	100.0%	*
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2023	72.3%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	59.5%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2023	4.3%	0.0%	**0.0%**	-	0.0%	0.0%	-	-	-	-	*	0.0%	*
Class of 2022	3.7%	0.1%	**0.0%**	-	0.0%	*	-	*	-	-	0.0%	0.0%	*
FHSP-DLA Graduates (Longitudinal Rate)													

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2023	84.3%	94.7%	**99.1%**	-	99.1%	100.0%	-	-	-	-	*	98.7%	*
Class of 2022	84.3%	90.3%	**99.1%**	-	99.1%	*	-	*	-	-	100.0%	98.5%	*
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2023	88.6%	94.7%	**99.1%**	-	99.1%	100.0%	-	-	-	-	*	98.7%	*
Class of 2022	88.0%	90.4%	**99.1%**	-	99.1%	*	-	*	-	-	100.0%	98.5%	*
RHSP/DAP Graduates (Annual Rate)													
2022-23	38.4%	-	-	-	-	-	-	-	-	-	-	-	-
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2022-23	4.4%	0.0%	**0.0%**	-	0.0%	0.0%	-	-	-	-	*	0.0%	*
2021-22	3.9%	0.3%	**0.0%**	-	0.0%	*	-	*	-	-	0.0%	0.0%	*
FHSP-DLA Graduates (Annual Rate)													
2022-23	82.5%	93.7%	**98.2%**	-	98.1%	100.0%	-	-	-	-	*	97.4%	*
2021-22	82.3%	90.9%	**99.1%**	-	99.1%	*	-	*	-	-	100.0%	98.5%	*
Texas First DLA Graduates (Annual Rate)													
2022-23	0.1%	0.7%	**0.0%**	-	0.0%	0.0%	-	-	-	-	0.0%	0.0%	0.0%
RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Annual Rate)													
2022-23	86.8%	93.8%	**98.2%**	-	98.1%	100.0%	-	-	-	-	*	97.4%	*
2021-22	86.0%	91.2%	**99.1%**	-	99.1%	*	-	*	-	-	100.0%	98.5%	*

Texas Education Agency
2023-24 Graduation Profile (TAPR)
DEL RIO EARLY COLLEGE H S (233901005) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2022-23 Annual Graduates)				
Total Graduates	113	100.0%	752	377,367
By Ethnicity:				
African American	0	0.0%	5	46,822
Hispanic	106	93.8%	706	197,333
White	7	6.2%	39	103,009
American Indian	0	0.0%	0	1,181
Asian	0	0.0%	1	19,151
Pacific Islander	0	0.0%	0	574
Two or More Races	0	0.0%	1	9,297
By Graduation Type:				
Minimum H.S. Program	0	0.0%	0	433
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	0	270
Foundation H.S. Program (No Endorsement)	2	1.8%	47	49,278
Foundation H.S. Program (Endorsement)	0	0.0%	0	16,475
Foundation H.S. Program (DLA)	111	98.2%	700	310,689
Texas First Early H.S. Completion Program (Texas First-DLA)	0	0.0%	5	222
Special Education Graduates	3	2.7%	81	34,589
Economically Disadvantaged Graduates	76	67.3%	490	206,367
Emergent Bilingual (EB)/English Learner (EL) Graduates	3	2.7%	99	50,229
At-Risk Graduates	91	80.5%	655	168,430
CTE Completers	73	64.6%	350	116,959

Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
College, Career, and Military Ready Graduates (Student Achievement)‡													
College, Career, or Military Ready (Annual Graduates)													
2022-23	76.3%	82.9%	**99.1%**	-	99.1%	100.0%	-	-	-	-	*	98.7%	*
2021-22	70.0%	75.9%	**98.3%**	-	98.2%	*	-	*	-	-	100.0%	97.1%	*
College Ready Graduates‡													
College Ready (Annual Graduates)‡													
2022-23	61.9%	70.7%	**99.1%**	-	99.1%	100.0%	-	-	-	-	*	98.7%	*
TSI Criteria Graduates in English Language Arts (Annual Graduates)													
2022-23	62.8%	55.5%	**87.6%**	-	86.8%	100.0%	-	-	-	-	*	84.2%	*
2021-22	57.1%	48.7%	**84.6%**	-	83.9%	*	-	*	-	-	40.0%	80.9%	*
TSI Criteria Graduates in Mathematics (Annual Graduates)													
2022-23	54.3%	49.1%	**81.4%**	-	81.1%	85.7%	-	-	-	-	*	82.9%	*
2021-22	48.2%	41.1%	**67.5%**	-	66.1%	*	-	*	-	-	40.0%	60.3%	*
TSI Criteria Graduates in Both Subjects (Annual Graduates)													
2022-23	48.4%	45.1%	**78.8%**	-	78.3%	85.7%	-	-	-	-	*	78.9%	*
2021-22	42.2%	37.1%	**67.5%**	-	66.1%	*	-	*	-	-	40.0%	60.3%	*
AP / IB Met Criteria in Any Subject (Annual Graduates)													
2022-23	20.4%	9.6%	**15.0%**	-	13.2%	42.9%	-	-	-	-	*	10.5%	*
2021-22	20.5%	7.7%	**7.7%**	-	7.1%	*	-	*	-	-	0.0%	5.9%	*
Associate Degree (Annual Graduates)													
2022-23	2.5%	8.4%	**55.8%**	-	53.8%	85.7%	-	-	-	-	*	46.1%	*
2021-22	2.4%	9.4%	**57.3%**	-	56.3%	*	-	*	-	-	40.0%	45.6%	*
Dual Course Credits in Any Subject (Annual Graduates)													
2022-23	23.6%	43.6%	**94.7%**	-	94.3%	100.0%	-	-	-	-	*	93.4%	*
2021-22	24.0%	42.5%	**94.0%**	-	93.8%	*	-	*	-	-	60.0%	92.6%	*
Onramps Course Credits (Annual Graduates)													
2022-23	4.8%	4.0%	**0.9%**	-	0.9%	0.0%	-	-	-	-	*	0.0%	*
2021-22	4.4%	5.9%	**12.8%**	-	12.5%	*	-	*	-	-	0.0%	5.9%	*
Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)													
2022-23	5.6%	5.3%	**0.9%**	-	0.9%	0.0%	-	-	-	-	*	0.0%	*
2021-22	5.0%	5.3%	**4.3%**	-	4.5%	*	-	*	-	-	100.0%	2.9%	*
Career / Military Ready Graduates‡													
Career or Military Ready (Annual Graduates)‡													

Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
2022-23	36.4%	43.3%	**49.6%**	-	49.1%	57.1%	-	-	-	-	*	50.0%	*
Approved Industry-Based Certification (Annual Graduates)													
2022-23	33.4%	41.1%	**46.9%**	-	47.2%	42.9%	-	-	-	-	*	48.7%	*
2021-22	28.0%	35.8%	**40.2%**	-	38.4%	*	-	*	-	-	40.0%	33.8%	*
Graduates with Level I or Level II Certificate (Annual Graduates)													
2022-23	0.8%	8.6%	**13.3%**	-	12.3%	28.6%	-	-	-	-	*	11.8%	*
2021-22	0.7%	11.2%	**15.4%**	-	15.2%	*	-	*	-	-	20.0%	19.1%	*
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2022-23	2.7%	0.8%	**0.0%**	-	0.0%	0.0%	-	-	-	-	*	0.0%	*
2021-22	2.5%	2.1%	**0.0%**	-	0.0%	*	-	*	-	-	0.0%	0.0%	*
U.S. Armed Forces Enlistment (Annual Graduates)													
2022-23	0.6%	0.5%	**1.8%**	-	1.9%	0.0%	-	-	-	-	*	2.6%	*

- Indicates there are no students in the group.

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

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

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

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
TSIA Results (Graduates >= Criterion) (Annual Graduates)														
Reading	2022-23	21.0%	32.4%	77.9%	-	76.4%	100.0%	-	-	-	-	*	69.7%	*
	2021-22	22.8%	28.4%	84.6%	-	83.9%	*	-	*	-	-	40.0%	80.9%	*
Mathematics	2022-23	19.9%	25.7%	65.5%	-	64.2%	85.7%	-	-	-	-	*	60.5%	*
	2021-22	18.7%	26.6%	67.5%	-	66.1%	*	-	*	-	-	40.0%	60.3%	*
Both Subjects	2022-23	12.5%	21.0%	64.6%	-	63.2%	85.7%	-	-	-	-	*	59.2%	*
	2021-22	12.6%	19.3%	67.5%	-	66.1%	*	-	*	-	-	40.0%	60.3%	*
Completed and Received Credit for College Prep Courses (Annual Graduates)														
English Language Arts	2022-23	18.2%	21.9%	11.5%	-	12.3%	0.0%	-	-	-	-	*	17.1%	*
	2021-22	11.7%	17.8%	0.0%	-	0.0%	*	-	*	-	-	0.0%	0.0%	*
Mathematics	2022-23	20.2%	23.0%	15.9%	-	17.0%	0.0%	-	-	-	-	*	22.4%	*
	2021-22	14.0%	16.2%	0.0%	-	0.0%	*	-	*	-	-	0.0%	0.0%	*
Both Subjects	2022-23	12.5%	21.3%	11.5%	-	12.3%	0.0%	-	-	-	-	*	17.1%	*
	2021-22	7.5%	15.0%	0.0%	-	0.0%	*	-	*	-	-	0.0%	0.0%	*
AP/IB-Results (Participation) (Grades 11-12)														
All Subjects	2023	24.2%	24.3%	24.4%	-	24.0%	30.8%	-	-	-	-	14.3%	17.3%	0.0%
	2022	23.0%	19.3%	19.7%	-	19.4%	18.2%	-	*	-	-	12.5%	13.9%	0.0%
English Language Arts	2023	13.8%	5.8%	14.5%	-	14.4%	15.4%	-	-	-	-	0.0%	10.5%	0.0%
	2022	13.2%	3.5%	6.4%	-	6.8%	0.0%	-	*	-	-	0.0%	4.4%	0.0%
Mathematics	2023	7.0%	4.1%	6.8%	-	7.2%	0.0%	-	-	-	-	0.0%	3.8%	0.0%
	2022	6.9%	2.2%	1.7%	-	1.8%	0.0%	-	*	-	-	0.0%	1.5%	0.0%
Science	2023	10.3%	17.3%	11.3%	-	10.6%	23.1%	-	-	-	-	14.3%	7.5%	0.0%
	2022	9.6%	15.0%	12.4%	-	11.7%	18.2%	-	*	-	-	12.5%	9.5%	0.0%
Social Studies	2023	13.1%	8.1%	0.5%	-	0.5%	0.0%	-	-	-	-	0.0%	0.0%	0.0%
	2022	12.5%	6.2%	1.7%	-	1.8%	0.0%	-	*	-	-	0.0%	1.5%	0.0%
AP/IB Results (Examinees >= Criterion) (Grades 11-12)														
All Subjects	2023	53.3%	20.7%	33.3%	-	32.0%	*	-	-	-	-	*	21.7%	-
	2022	53.3%	21.8%	23.9%	-	23.3%	*	-	*	-	-	*	31.6%	-
English Language Arts	2023	52.3%	32.5%	37.5%	-	36.7%	*	-	-	-	-	-	14.3%	-
	2022	53.2%	39.6%	53.3%	-	53.3%	-	-	-	-	-	-	66.7%	-
Mathematics	2023	50.8%	29.3%	13.3%	-	13.3%	-	-	-	-	-	-	20.0%	-
	2022	50.4%	27.3%	*	-	*	-	-	-	-	-	-	*	-
Science	2023	44.8%	12.1%	24.0%	-	18.2%	*	-	-	-	-	*	20.0%	-
	2022	44.7%	7.6%	6.9%	-	3.8%	*	-	*	-	-	*	7.7%	-

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Social Studies	2023	42.0%	7.0%	*	-	*	-	-	-	-	-	-	-	-
	2022	41.9%	7.5%	*	-	*	-	-	-	-	-	-	*	-
SAT/ACT Results (Annual Graduates)														
Tested	2022-23	70.3%	23.1%	**37.2%**	-	34.9%	57.1%	?	-	-	-	*	30.3%	*
	2021-22	71.5%	19.0%	**39.3%**	-	36.6%	*	-	*	-	-	20.0%	26.5%	*
At/Above Criterion for All Examinees	2022-23	28.9%	39.1%	**40.5%**	-	35.1%	*	*	-	-	-	*	34.8%	-
	2021-22	32.1%	39.7%	**52.2%**	-	53.7%	*	-	*	-	-	*	38.9%	-
Average SAT Score (Annual Graduates)														
All Subjects	2022-23	978	1038	**1047**	-	1038	*	-	-	-	-	*	1023	-
	2021-22	1001	1024	**1060**	-	1064	995	-	1170	-	-	1130	1020	-
English Language Arts and Writing	2022-23	497	531	**542**	-	537	*	-	-	-	-	*	529	-
	2021-22	506	523	**544**	-	545	515	-	610	-	-	580	518	-
Mathematics	2022-23	482	507	**505**	-	501	*	-	-	-	-	*	495	-
	2021-22	496	501	**517**	-	519	480	-	560	-	-	550	502	-
Average ACT Score (Annual Graduates)														
All Subjects	2022-23	19.2	24.3	**26.2**	-	*	*	*	-	-	-	-	-	-
	2021-22	19.5	20.1	**20.0**	-	15.0	-	-	25.0	-	-	-	-	-
English Language Arts	2022-23	18.8	24.7	**26.2**	-	*	*	*	-	-	-	*	-	-
	2021-22	19.2	19.5	**20.5**	-	14.0	-	-	27.0	-	-	-	-	-
Mathematics	2022-23	18.9	22.8	**25.2**	-	*	*	*	-	-	-	*	-	-
	2021-22	19.3	19.8	**18.0**	-	16.0	-	-	20.0	-	-	-	-	-
Science	2022-23	19.5	24.4	**26.6**	-	*	*	*	-	-	-	-	-	-
	2021-22	19.8	21.3	**20.0**	-	15.0	-	-	25.0	-	-	-	-	-

- Indicates there are no students in the group.

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

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

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

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Advanced/Dual-Credit Course Completion (Grades 9-12)														
Any Subject	2022-23	45.4%	55.4%	**90.7%**	-	90.2%	100.0%	-	*	-	-	66.7%	87.1%	63.0%
	2021-22	44.2%	52.4%	**87.0%**	-	87.1%	82.6%	-	*	-	-	57.9%	84.5%	62.5%
English Language Arts	2022-23	17.4%	40.0%	**71.5%**	-	71.4%	72.2%	-	*	-	-	57.7%	65.5%	55.6%
	2021-22	16.6%	34.9%	**60.8%**	-	60.8%	57.1%	-	*	-	-	41.2%	54.7%	37.5%
Mathematics	2022-23	19.5%	12.2%	**35.4%**	-	34.5%	52.9%	-	*	-	-	11.5%	31.5%	7.4%
	2021-22	19.9%	12.7%	**40.6%**	-	40.6%	42.9%	-	*	-	-	11.8%	38.5%	25.0%
Science	2022-23	21.5%	16.8%	**32.5%**	-	31.5%	55.0%	-	*	-	-	11.5%	26.3%	3.7%
	2021-22	21.1%	15.8%	**28.5%**	-	27.9%	39.1%	-	*	-	-	11.1%	24.9%	6.3%
Social Studies	2022-23	24.0%	27.1%	**72.8%**	-	72.6%	73.7%	-	*	-	-	14.3%	67.3%	41.7%
	2021-22	22.8%	24.6%	**72.8%**	-	71.6%	94.1%	-	*	-	-	30.8%	64.9%	10.0%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2021-22	-	-	-	-	-	-	-	-	-	-	-	-	-
	2020-21	-	-	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course														
	2021-22	-	-	-	-	-	-	-	-	-	-	-	-	-
	2020-21	-	-	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

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

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

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Total Students	**466**	**100.0%**	**9,875**	**5,517,464**	**466**	**100.0%**	**9,907**	**5,531,236**
Students by Grade								
Grade 9	125	26.8%	7.7%	8.6%	125	26.8%	7.7%	8.5%
Grade 10	124	26.6%	8.6%	8.0%	124	26.6%	8.6%	7.9%
Grade 11	114	24.5%	7.4%	7.4%	114	24.5%	7.4%	7.4%
Grade 12	103	22.1%	6.8%	6.6%	103	22.1%	6.8%	6.7%
Ethnic Distribution								
African American	1	0.2%	0.5%	12.8%	1	0.2%	0.5%	12.8%
Hispanic	447	95.9%	93.3%	53.2%	447	95.9%	93.2%	53.2%
White	17	3.6%	5.2%	25.0%	17	3.6%	5.2%	25.0%
American Indian	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Asian	1	0.2%	0.4%	5.4%	1	0.2%	0.4%	5.4%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	0	0.0%	0.6%	3.1%	0	0.0%	0.6%	3.1%
Sex								
Female	272	58.4%	49.1%	48.9%	272	58.4%	48.9%	48.8%
Male	194	41.6%	50.9%	51.1%	194	41.6%	51.1%	51.2%
Other Student Cohorts								
Economically Disadvantaged	293	62.9%	75.0%	62.3%	293	62.9%	74.9%	62.2%
Non-Educationally Disadvantaged	173	37.1%	25.0%	37.7%	173	37.1%	25.1%	37.8%
Section 504 Students	42	9.0%	8.4%	7.2%	42	9.0%	8.4%	7.2%
EB Students/EL	38	8.2%	23.4%	24.4%	38	8.2%	23.4%	24.3%
Students w/ Disciplinary Placements (2022-23)	3	0.6%	2.7%	1.9%				
Students w/ Dyslexia	18	3.9%	4.8%	6.0%	18	3.9%	4.8%	6.0%
Foster Care	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Homeless	2	0.4%	1.3%	1.4%	2	0.4%	1.3%	1.4%
Immigrant	2	0.4%	2.4%	2.9%	2	0.4%	2.4%	2.9%
Migrant	7	1.5%	2.1%	0.2%	7	1.5%	2.1%	0.2%
Title I	466	100.0%	98.4%	65.7%	466	100.0%	98.4%	65.7%
Military Connected	33	7.1%	6.0%	3.9%	33	7.1%	6.0%	3.9%
At-Risk	350	75.1%	65.0%	53.2%	350	75.1%	64.8%	53.2%
Students by Instructional Program								
Bilingual/ESL Education	37	7.9%	22.6%	24.5%	37	7.9%	22.5%	24.4%
Career and Technical Education	424	91.0%	28.2%	26.9%	-	-	-	-
Career and Technical Education (9-12 grades only)	424	91.0%	84.5%	73.3%	-	-	-	-
Gifted and Talented Education	118	25.3%	6.6%	8.5%	118	25.3%	6.6%	8.5%
Special Education	29	6.2%	18.1%	13.9%	29	6.2%	18.3%	14.0%

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Students with Disabilities by Type of Primary Disability								
Total Students with Disabilities	**29**							
Students with Intellectual Disabilities	16	55.2%	58.0%	45.7%				
Students with Physical Disabilities	*	*	17.9%	18.9%				
Students with Autism	*	*	6.9%	16.2%				
Students with Behavioral Disabilities	10	34.5%	16.4%	17.6%				
Students with Non-Categorical Early Childhood	0	0.0%	0.8%	1.7%				
Mobility (2022-23)								
Total Mobile Students	**9**	**1.9%**	**10.9%**	**16.1%**				
African American	0	0.0%	0.2%	3.4%				
Hispanic	7	1.5%	10.0%	8.5%				
White	1	0.2%	0.6%	3.1%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	1	0.2%	0.1%	0.5%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	0	0.0%	0.1%	0.5%				
Special Ed Students who are Mobile	0	0.0%	8.8%	17.6%				
Count and Percent of EB Students/EL who are Mobile	1	3.4%	12.9%	16.3%				
Count and Percent of Econ Dis Students who are Mobile	8	2.6%	11.7%	18.6%				
Student Attrition (2022-23)								
Total Student Attrition	**12**	**3.4%**	**27.8%**	**18.1%**				

	Non-Special Education Rates			Special Education Rates		
Student Information	Campus	District	State	Campus	District	State
Retention Rates by Grade						
Grade 9	0.0%	3.0%	7.9%	0.0%	5.7%	11.9%

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

Class Size Information	Campus	District	State
Secondary			
English/Language Arts	14.6	21.6	16.3
Mathematics	16.0	22.3	17.5

Class Size Information	Campus	District	State
Science	20.8	24.1	18.5
Social Studies	13.1	24.2	18.8

Texas Education Agency

2023-24 Staff Information (TAPR)

DEL RIO EARLY COLLEGE H S (233901005) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	Campus			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Total Staff	**23.0**	**100.0%**	**100.0%**	**100.0%**
Professional Staff	20.0	87.0%	51.4%	63.9%
Teachers	16.0	69.4%	36.4%	48.3%
Professional Support	2.1	8.9%	12.2%	11.1%
Campus Administration (School Leadership)	2.0	8.7%	2.2%	3.3%
Educational Aides	3.0	13.0%	11.9%	11.4%
Librarians and Counselors (Headcount)				
Full-time Librarians	0.0	n/a	10.0	4,187.0
Part-time Librarians	0.0	n/a	0.0	651.0
Full-time Counselors	2.0	n/a	41.0	13,870.0
Part-time Counselors	0.0	n/a	0.0	1,172.0
Total Minority Staff	**19.7**	**85.5%**	**90.7%**	**54.4%**
Teachers by Ethnicity				
African American	1.0	6.3%	0.9%	12.6%
Hispanic	12.6	79.1%	84.9%	30.1%
White	2.3	14.6%	14.0%	53.4%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	0.0	0.0%	0.0%	2.1%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.0%	1.3%
Teachers by Sex				
Males	5.6	35.3%	20.6%	24.5%
Females	10.3	64.7%	79.4%	75.5%
Teachers by Highest Degree Held				
No Degree	0.0	0.0%	2.2%	2.5%
Bachelors	7.0	43.7%	79.3%	71.7%
Masters	9.0	56.3%	18.6%	24.9%
Doctorate	0.0	0.0%	0.0%	0.8%
Teachers by Years of Experience				
Beginning Teachers	2.0	12.5%	6.9%	8.7%
1-5 Years Experience	4.1	25.5%	28.6%	27.4%
6-10 Years Experience	4.0	25.0%	18.9%	20.2%
11-20 Years Experience	3.6	22.3%	26.6%	27.1%
21-30 Years Experience	1.0	6.3%	13.6%	13.7%
Over 30 Years Experience	1.3	8.4%	5.5%	3.0%
Number of Students per Teacher	29.2	n/a	18.1	14.7

Texas Education Agency
2023-24 Staff Information (TAPR)
DEL RIO EARLY COLLEGE H S (233901005) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Staff Information	Campus	District	State
Experience of Campus Leadership			
Average Years Experience of Principals	4.0	5.8	6.0
Average Years Experience of Principals with District	4.0	5.8	5.1
Average Years Experience of Assistant Principals	2.0	2.7	5.1
Average Years Experience of Assistant Principals with District	2.0	2.4	4.3
Average Years Experience of Teachers	12.2	12.2	11.1
Average Years Experience of Teachers with District	12.1	11.3	6.9
Average Teacher Salary by Years of Experience (regular duties only)			
Beginning Teachers	$46,174	$43,915	$54,272
1-5 Years Experience	$56,723	$54,966	$58,185
6-10 Years Experience	$59,400	$59,041	$61,494
11-20 Years Experience	$65,866	$63,850	$65,219
21-30 Years Experience	$70,030	$67,782	$69,723
Over 30 Years Experience	$73,094	$74,563	$74,014
Average Actual Salaries (regular duties only)			
Teachers	$60,311	$60,152	$62,474
Professional Support	$71,497	$75,452	$73,783
Campus Administration (School Leadership)	$99,282	$90,313	$86,738
Instructional Staff Percent	n/a	59.6%	65.0%
Contracted Instructional Staff (not incl. above)	0.0	0.0	1,970.1

	Campus			
Program Information	**Count**	**Percent**	**District**	**State**
Teachers by Program (population served)				
Bilingual/ESL Education	0.0	0.0%	9.5%	6.0%
Career and Technical Education	1.2	7.2%	7.2%	5.5%
Compensatory Education	0.5	3.4%	7.1%	3.1%
Gifted and Talented Education	2.7	16.6%	1.9%	1.6%
Regular Education	5.2	32.7%	67.5%	69.8%
Special Education	0.0	0.0%	5.0%	10.3%
Other	6.4	40.0%	1.7%	3.7%

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

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

"The 2024 accountability reports are not yet publicly available. The release of these reports is pending judicial ruling and decisions from the 89th legislature during a special called session."



2024 Campus Comparison Group
DEL RIO EARLY COLLEGE H S (233901005) - SAN FELIPE-DEL RIO CISD
Campus Type: High School
Sorted by District Name

	Campus Name	District Name	Grade Span	Number of Students	% Econ Disadv	% EL	Mobility Rate	% Early College HS	% Special Ed
	DEL RIO EARLY COLLEGE H S (233901005)	**SAN FELIPE-DEL RIO CISD**	**09-12**	**466**	**62.9**	**8.2**	**1.9**	**100.0**	**6.2**
1	VICTORY EARLY COLLEGE H S (101902005)	ALDINE ISD	09-12	416	85.3	16.8	5.6	100.0	1.7
2	ALIEF EARLY COLLEGE H S (101903012)	ALIEF ISD	09-12	408	83.8	10.3	2.0	100.0	1.5
3	ARLINGTON COLLEGE AND CAREER H S (220901014)	ARLINGTON ISD	09-12	365	81.9	29.0	2.3	100.0	2.2
4	COLORADO RIVER COLLEGIATE ACADEMY (011901005)	BASTROP ISD	09-12	222	50.9	14.4	4.6	100.0	2.3
5	BRYAN COLLEGIATE H S (021903003)	BRYAN ISD	09-12	459	75.2	27.7	6.6	100.0	2.4
6	NORTHWEST EARLY COLLEGE H S (NWECHS) (071907003)	CANUTILLO ISD	09-12	371	57.1	20.2	3.8	98.1	1.1
7	EARLY COLLEGE H S (057903010)	CARROLLTON-FARMER S BRANCH ISD	09-12	356	70.2	27.0	3.4	100.0	3.9
8	CLEAR HORIZONS EARLY COLLEGE H S (084910010)	CLEAR CREEK ISD	09-12	441	38.5	6.8	7.4	100.0	0.2
9	COLLEGIATE H S (178904008)	CORPUS CHRISTI ISD	09-12	397	62.7	6.0	5.4	100.0	0.8
10	HAROLD T BRANCH ACADEMY FOR CAREER & TECHNICAL ED	CORPUS CHRISTI ISD	09-12	258	65.1	10.5	6.5	100.0	3.5
11	KATHLYN JOY GILLIAM COLLEGIATE ACADEMY (057905085)	DALLAS ISD	09-12	337	72.7	29.1	4.6	100.0	2.7
12	ODESSA COLLEGIATE ACADEMY EARLY COLLEGE H S (06890)	ECTOR COUNTY ISD	09-12	450	46.7	11.3	7.6	100.0	1.1
13	TRANSMOUNTAIN EARLY COLLEGE H S (071902015)	EL PASO ISD	09-12	350	62.9	10.6	6.1	98.9	1.1
14	TEXAS ACADEMY OF BIOMEDICAL (220905082)	FORT WORTH ISD	09-12	368	75.3	29.3	6.8	100.0	0.8
15	IMPACT EARLY COLLEGE H S (101911016)	GOOSE CREEK CISD	09-12	418	65.1	4.1	5.4	100.0	1.4
16	GRAPEVINE-COLLEYVILLE COLLEGIATE ACADEMY AT TCC NE	GRAPEVINE-COLLEYVIL LE ISD	09-12	360	45.8	13.1	7.4	100.0	4.4
17	HARLANDALE ISD STEM ECHS-ALAMO COLLEGES AT PAC (01	HARLANDALE ISD	09-12	400	68.5	13.3	5.3	100.0	1.3
18	CHALLENGE EARLY COLLEGE H S (101912323)	HOUSTON ISD	09-12	480	84.0	23.1	5.0	100.0	2.3
19	EAST EARLY COLLEGE H S (101912345)	HOUSTON ISD	09-12	461	81.6	19.1	1.1	100.0	2.8
20	HOUSTON ACADEMY FOR INTERNATIONAL STUDIES (1019123	HOUSTON ISD	09-12	456	69.3	9.9	3.4	100.0	4.6
21	SOUTH EARLY COLLEGE H S (101912486)	HOUSTON ISD	09-12	415	77.3	20.5	3.8	100.0	3.9
22	JUDSON EARLY COLLEGE ACADEMY (015916009)	JUDSON ISD	09-12	428	49.3	7.0	3.7	100.0	2.6
23	KILLEEN ISD EARLY COLLEGE H S (014906013)	KILLEEN ISD	09-12	1,030	50.3	10.1	8.6	100.0	4.3
24	HECTOR J GARCIA EARLY COLLEGE H S (240901008)	LAREDO ISD	09-12	383	89.6	12.5	4.4	98.2	0.3
25	ACHIEVE EARLY COLLEGE H S (108906011)	MCALLEN ISD	09-12	410	68.8	21.5	6.5	100.0	4.9
26	MERCEDES EARLY COLLEGE ACADEMY (108907006)	MERCEDES ISD	09-12	349	81.7	14.9	4.2	100.0	2.9
27	INFINITY EARLY COLLEGE H S (170908007)	NEW CANEY ISD	09-12	384	69.8	16.1	2.5	100.0	1.3
28	FRANK L MADLA EARLY COLLEGE H S (015805001)	NEW FRONTIERS PUBLIC SCHOOLS INC	09-12	179	67.6	10.1	8.8	98.9	3.4
29	TEXAS EARLY COLLEGE H S (183801002)	PANOLA CHARTER SCHOOL	08-12	93	40.9	3.2	6.8	91.4	4.3
30	KAUFER H S (137903001)	RIVIERA ISD	09-12	193	61.7	4.1	8.8	91.7	8.8
31	ST PHILIP'S COLLEGE EARLY COLLEGE H S WITH SAISD (	SAN ANTONIO ISD	09-12	299	82.6	14.0	11.1	92.3	5.0
32	TRAVIS EARLY COLLEGE H S (015907022)	SAN ANTONIO ISD	09-12	392	69.9	14.8	5.4	74.7	2.6
33	SAN DIEGO H S (066902001)	SAN DIEGO ISD	09-12	454	85.0	0.0	8.9	100.0	13.0

2024 Campus Comparison Group
DEL RIO EARLY COLLEGE H S (233901005) - SAN FELIPE-DEL RIO CISD
Campus Type: High School
Sorted by District Name

	Campus Name	District Name	Grade Span	Number of Students	% Econ Disadv	% EL	Mobility Rate	% Early College HS	% Special Ed
34	SHARYLAND ADVANCED ACADEMIC ACADEMY (108911008)	SHARYLAND ISD	09-12	480	68.1	23.1	4.5	100.0	5.2
35	MISSION EARLY COLLEGE H S (071902007)	SOCORRO ISD	09-12	424	67.7	12.5	28.9	99.8	4.2
36	SHIRLEEN ZACHARIAS EARLY CLGE LEADERSHIP ACADEMY (	SOMERSET ISD	09-12	136	73.1	6.9	9.9	100.0	0.8
37	SPRING EARLY COLLEGE ACADEMY (101519021)	SPRING ISD	09-12	365	79.7	16.4	3.4	100.0	1.4
38	LEGACY EARLY COLLEGE H S (249911009)	TAYLOR ISD	09-12	121	52.1	9.1	3.4	99.2	5.0
39	WAXAHACHIE GLOBAL H S (070912004)	WAXAHACHIE ISD	09-12	356	36.5	9.8	10.5	100.0	5.3
40	VALLE VERDE EARLY COLLEGE H S (071905017)	YSLETA ISD	09-12	307	58.6	14.7	5.4	100.0	3.9
	Comparison Group Average			**374**	**66.8**	**14.3**	**6.2**	**98.6**	**3.1**

2022-2023 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR DEL RIO EARLY COLLEGE H S (233901005)
SAN FELIPE-DEL RIO CISD

Total Enrolled Membership: 465

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	$2,116,367	100.00%	$4,551	$2,253,450	100.00%	$4,846
Operating-Payroll	$1,742,089	82.32%	$3,746	$1,855,221	82.33%	$3,990
Other Operating	$374,278	17.68%	$805	$398,229	17.67%	$856
Non-Operating(Equipt/Supplies)	$0	0.00%	$0	$0	0.00%	$0
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	$2,116,367	100.00%	$4,551	$2,253,450	100.00%	$4,846
Instruction (11,95) *	$1,439,768	68.03%	$3,096	$1,568,377	69.60%	$3,373
Instructional Res/Media (12) *	$283	0.01%	$1	$283	0.01%	$1
Curriculum/Staff Develop (13) *	$18,312	0.87%	$39	$19,979	0.89%	$43
Instructional Leadership (21) *	$30,710	1.45%	$66	$30,710	1.36%	$66
School Leadership (23) *	$351,613	16.61%	$756	$351,877	15.62%	$757
Guidance/Counseling Svcs (31) *	$95,562	4.52%	$206	$95,562	4.24%	$206
Social Work Services (32) *	$3,379	0.16%	$7	$3,379	0.15%	$7
Health Services (33) *	$5,341	0.25%	$11	$5,616	0.25%	$12
Transportation(34) *	$0	0.00%	$0	$0	0.00%	$0
Food (35) **	$8,930	0.42%	$19	$8,930	0.40%	$19
Extracurricular (36) **	$0	0.00%	$0	$0	0.00%	$0
Plant Maint/Operation (51) **	$120,248	5.68%	$259	$125,428	5.57%	$270
Security/Monitoring (52) **	$42,221	1.99%	$91	$42,221	1.87%	$91

2022-2023 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR DEL RIO EARLY COLLEGE H S (233901005)
SAN FELIPE-DEL RIO CISD

Total Enrolled Membership: 465

	General Fund	%	Per Student	All Funds	%	Per Student
Data Processing Svcs (53) **	$0	0.00%	$0	$0	0.00%	$0
Fund Raising CHARTER ONLY (81) **	$0	0.00%	$0	$0	0.00%	$0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	$2,116,367	100.00%	$4,551	$2,253,450	100.00%	$4,846
Regular	$1,720,535	81.30%	$3,700	$1,842,743	81.77%	$3,963
Gifted & Talented	$0	0.00%	$0	$0	0.00%	$0
Career & Technical	$215,383	10.18%	$463	$215,882	9.58%	$464
Students with Disabilities	$0	0.00%	$0	$0	0.00%	$0
State Compensatory ED	$8,886	0.42%	$19	$17,543	0.78%	$38
Bilingual	$164	0.01%	$0	$164	0.01%	$0
Early Education Allotment	$0	0.00%	$0	$0	0.00%	$0
Dyslexia or Related Disorder Serv	$0	0.00%	$0	$0	0.00%	$0
CCMR	$0	0.00%	$0	$0	0.00%	$0
Athletic Programming	$0	0.00%	$0	$0	0.00%	$0
Un-Allocated	$171,399	8.10%	$369	$177,118	7.86%	$381

Note: Some amounts may not total due to rounding.

* Please refer to sections A.1 through A.6 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus.

** Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data.

Link to PEIMS Financial Standard Reports to be used for the analysis of costs reported by comparable school districts.

Part (i): Description of State Accountability System

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

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

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

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

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

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

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

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

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

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

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

1 If Federal Graduation Status is not available, Academic Growth Status is used.
2 If College, Career, and Military Readiness is not available, Student Achievement Domain Score: STAAR Component Only is used.

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

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

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

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

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

Part (ii): Student Achievement by Proficiency Level

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

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

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
English I	All Students	67%	67%	92%	-	92%	*	-	-	-	*	88%	100%	44%	97%	73%	96%	88%	*	*	-	*
	CWD	35%	35%	44%	-	44%	-	-	-	-	-	44%	-	44%	-	*	*	50%	-	-	-	-
	CWOD	73%	75%	97%	-	97%	*	-	-	-	*	95%	100%	-	97%	77%	100%	93%	*	*	-	*
	EL	47%	40%	73%	-	73%	-	-	-	-	-	67%	*	*	77%	73%	100%	60%	-	*	-	-
	Male	62%	64%	96%	-	96%	*	-	-	-	-	91%	100%	*	100%	100%	96%	-	-	*	-	*
	Female	74%	71%	88%	-	88%	-	-	-	-	*	85%	100%	50%	93%	60%	-	88%	*	-	-	*
English II	All Students	74%	75%	93%	-	93%	-	-	-	-	*	88%	98%	65%	98%	88%	93%	93%	*	*	-	-
	CWD	39%	48%	65%	-	65%	-	-	-	-	-	62%	*	65%	-	*	70%	57%	-	-	-	-
	CWOD	78%	80%	98%	-	98%	-	-	-	-	*	96%	100%	-	98%	92%	98%	98%	*	*	-	-
	EL	52%	50%	88%	-	88%	-	-	-	-	-	82%	100%	*	92%	88%	89%	86%	-	-	-	-
	Male	69%	71%	93%	-	93%	-	-	-	-	*	85%	100%	70%	98%	89%	93%	-	*	*	-	-
	Female	79%	79%	93%	-	93%	-	-	-	-	-	91%	96%	57%	98%	86%	-	93%	*	-	-	-
Algebra I	All Students	79%	81%	93%	-	93%	*	-	-	-	-	92%	95%	56%	98%	93%	97%	89%	-	*	-	*
	CWD	54%	57%	56%	-	56%	-	-	-	-	-	56%	-	56%	-	*	*	40%	-	-	-	-
	CWOD	83%	86%	98%	-	98%	*	-	-	-	-	100%	95%	-	98%	100%	100%	97%	-	*	-	*
	EL	72%	72%	93%	-	93%	-	-	-	-	-	91%	*	*	100%	93%	*	90%	-	*	-	-
	Male	77%	79%	97%	-	97%	*	-	-	-	-	95%	100%	*	100%	*	97%	-	-	*	-	*
	Female	81%	84%	89%	-	89%	-	-	-	-	-	90%	86%	40%	97%	98%	-	89%	-	-	-	*
Biology	All Students	90%	87%	97%	-	97%	*	-	-	-	*	95%	100%	88%	97%	87%	98%	96%	*	*	-	*
	CWD	75%	70%	88%	-	88%	-	-	-	-	-	88%	-	88%	-	*	*	89%	-	-	-	-
	CWOD	92%	90%	97%	-	97%	*	-	-	-	*	96%	100%	-	97%	85%	98%	97%	*	*	-	*
	EL	84%	78%	87%	-	87%	-	-	-	-	-	85%	*	*	85%	87%	100%	80%	-	*	-	-
	Male	89%	87%	98%	-	98%	*	-	-	-	*	96%	100%	*	98%	100%	98%	-	-	*	-	*
	Female	91%	87%	96%	-	96%	-	-	-	-	*	94%	100%	80%	97%	80%	-	96%	*	-	-	*
STAAR Percent at Meets Grade Level or Above End of Course																						
English I	All Students	50%	50%	84%	-	84%	*	-	-	-	*	80%	92%	22%	90%	53%	88%	81%	*	*	-	*
	CWD	19%	15%	22%	-	22%	-	-	-	-	-	22%	-	22%	-	*	*	33%	-	-	-	-
	CWOD	55%	58%	90%	-	90%	*	-	-	-	*	89%	92%	-	90%	54%	93%	87%	*	*	-	*
	EL	27%	18%	53%	-	53%	-	-	-	-	-	58%	*	*	54%	53%	60%	50%	-	*	-	-
	Male	43%	45%	88%	-	87%	*	-	-	-	-	83%	92%	*	93%	60%	88%	-	-	*	-	*
	Female	57%	55%	81%	-	80%	-	-	-	-	*	78%	91%	33%	87%	50%	-	81%	*	-	-	*
English II	All Students	57%	56%	81%	-	81%	-	-	-	-	*	81%	81%	59%	85%	44%	78%	84%	*	*	-	-
	CWD	23%	30%	59%	-	59%	-	-	-	-	-	54%	*	59%	-	*	60%	57%	-	-	-	-
	CWOD	61%	61%	85%	-	85%	-	-	-	-	*	89%	82%	-	85%	42%	82%	88%	*	*	-	-
	EL	30%	24%	44%	-	44%	-	-	-	-	-	45%	40%	*	42%	44%	33%	57%	-	-	-	-
	Male	51%	50%	78%	-	78%	-	-	-	-	*	78%	79%	60%	82%	33%	78%	-	*	*	-	-
	Female	63%	62%	84%	-	84%	-	-	-	-	-	84%	85%	57%	88%	57%	-	84%	*	-	-	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Algebra I	All Students	41%	35%	51%	-	50%	*	-	-	-	-	46%	65%	11%	57%	36%	69%	37%	-	*	-	*
	CWD	17%	10%	11%	-	11%	-	-	-	-	-	11%	-	11%	-	*	*	0%	-	-	-	-
	CWOD	45%	40%	57%	-	56%	*	-	-	-	-	54%	65%	-	57%	42%	75%	42%	-	*	-	*
	EL	29%	18%	36%	-	36%	-	-	-	-	-	27%	*	*	42%	36%	*	30%	-	*	-	-
	Male	39%	35%	69%	-	67%	*	-	-	-	-	58%	85%	*	75%	*	69%	-	-	*	-	*
	Female	43%	35%	37%	-	32%	-	-	-	-	-	39%	29%	0%	42%	30%	-	37%	-	-	-	*
Biology	All Students	54%	43%	73%	-	72%	*	-	-	-	*	60%	92%	13%	77%	33%	86%	62%	*	*	-	*
	CWD	26%	13%	13%	-	13%	-	-	-	-	-	13%	-	13%	-	*	*	0%	-	-	-	-
	CWOD	58%	49%	77%	-	76%	*	-	-	-	*	66%	92%	-	77%	38%	88%	67%	*	*	-	*
	EL	33%	18%	33%	-	33%	-	-	-	-	-	23%	*	*	38%	33%	60%	20%	-	*	-	-
	Male	54%	47%	86%	-	85%	*	-	-	-	*	73%	97%	*	89%	60%	86%	-	-	*	-	*
	Female	54%	39%	62%	-	61%	-	-	-	-	*	53%	84%	0%	67%	20%	-	62%	*	-	-	*
STAAR Percent at Masters Grade Level																						
End of Course																						
English I	All Students	15%	13%	29%	-	30%	*	-	-	-	*	25%	35%	0%	32%	13%	31%	27%	*	*	-	*
	CWD	4%	2%	0%	-	0%	-	-	-	-	-	0%	-	0%	-	*	*	0%	-	-	-	-
	CWOD	17%	15%	32%	-	33%	*	-	-	-	*	29%	35%	-	32%	15%	33%	30%	*	*	-	*
	EL	4%	2%	13%	-	13%	-	-	-	-	-	17%	*	*	15%	13%	20%	10%	-	*	-	-
	Male	11%	9%	31%	-	32%	*	-	-	-	-	20%	35%	*	33%	20%	31%	-	-	*	-	*
	Female	19%	17%	27%	-	27%	-	-	-	-	*	24%	36%	0%	30%	10%	-	27%	*	-	-	*
English II	All Students	8%	5%	12%	-	12%	-	-	-	-	*	8%	17%	0%	15%	0%	13%	12%	*	*	-	-
	CWD	3%	2%	0%	-	0%	-	-	-	-	-	0%	*	0%	-	*	0%	0%	-	-	-	-
	CWOD	9%	5%	15%	-	14%	-	-	-	-	*	11%	18%	-	15%	0%	16%	14%	*	*	-	-
	EL	1%	2%	0%	-	0%	-	-	-	-	-	0%	0%	*	0%	0%	0%	0%	-	-	-	-
	Male	7%	5%	13%	-	11%	-	-	-	-	*	7%	18%	0%	16%	0%	13%	-	-	*	-	-
	Female	10%	5%	12%	-	12%	-	-	-	-	-	9%	15%	0%	14%	0%	-	12%	*	-	-	-
Algebra I	All Students	23%	15%	11%	-	10%	*	-	-	-	-	4%	30%	0%	13%	7%	25%	0%	-	*	-	*
	CWD	7%	3%	0%	-	0%	-	-	-	-	-	0%	-	0%	-	*	*	0%	-	-	-	-
	CWOD	25%	18%	13%	-	12%	*	-	-	-	-	5%	30%	-	13%	8%	29%	0%	-	*	-	*
	EL	13%	6%	7%	-	7%	-	-	-	-	-	0%	*	*	8%	7%	*	0%	-	*	-	-
	Male	22%	16%	25%	-	23%	*	-	-	-	-	11%	46%	*	29%	*	25%	-	-	*	-	*
	Female	23%	14%	0%	-	0%	-	-	-	-	-	0%	0%	0%	0%	0%	-	0%	-	-	-	*
Biology	All Students	18%	10%	16%	-	15%	*	-	-	-	*	9%	25%	0%	17%	7%	21%	12%	*	*	-	*
	CWD	5%	3%	0%	-	0%	-	-	-	-	-	0%	-	0%	-	*	*	0%	-	-	-	-
	CWOD	19%	11%	17%	-	16%	*	-	-	-	*	10%	25%	-	17%	8%	22%	13%	*	*	-	*
	EL	5%	3%	7%	-	7%	-	-	-	-	-	8%	*	*	8%	7%	20%	0%	-	*	-	-
	Male	18%	11%	21%	-	20%	*	-	-	-	*	12%	28%	*	22%	20%	21%	-	-	*	-	*
	Female	17%	9%	12%	-	10%	-	-	-	-	*	8%	21%	0%	13%	0%	-	12%	*	-	-	*
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%	68%	**94%**	-	94%	100%	-	-	-	*	91%	98%	61%	98%	85%	96%	92%	*	*	-	100%
	CWD	46%	43%	**61%**	-	61%	-	-	-	-	-	62%	60%	61%	-	70%	70%	54%	-	-	-	-
	CWOD	77%	75%	**98%**	-	98%	100%	-	-	-	*	95%	99%	-	98%	88%	99%	97%	*	*	-	100%
	EL	61%	49%	**85%**	-	85%	-	-	-	-	-	81%	100%	70%	88%	85%	96%	78%	-	*	-	-
	Male	71%	67%	**96%**	-	96%	100%	-	-	-	*	92%	100%	70%	99%	96%	96%	-	*	*	-	100%
	Female	74%	69%	**92%**	-	92%	*	-	-	-	*	91%	96%	54%	97%	78%	-	92%	*	-	-	*
Reading	All Students	74%	70%	**93%**	-	92%	*	-	-	-	*	88%	99%	58%	97%	81%	94%	91%	*	*	-	*
	CWD	44%	42%	**58%**	-	58%	-	-	-	-	-	55%	*	58%	-	67%	62%	54%	-	-	-	-
	CWOD	80%	77%	**97%**	-	97%	*	-	-	-	*	95%	100%	-	97%	84%	99%	96%	*	*	-	*
	EL	59%	46%	**81%**	-	81%	-	-	-	-	-	74%	100%	67%	84%	81%	93%	71%	-	*	-	-
	Male	70%	66%	**94%**	-	94%	*	-	-	-	*	88%	100%	62%	99%	93%	94%	-	*	*	-	*
	Female	78%	74%	**91%**	-	91%	-	-	-	-	*	88%	97%	54%	96%	71%	-	91%	*	-	-	*
Mathematics	All Students	70%	67%	**81%**	-	80%	100%	-	-	-	-	80%	82%	50%	84%	93%	81%	80%	-	*	-	*
	CWD	45%	44%	**58%**	-	58%	-	-	-	-	-	56%	*	50%	-	*	*	33%	-	-	-	-
	CWOD	75%	73%	**84%**	-	82%	100%	-	-	-	-	84%	82%	-	84%	100%	82%	85%	-	*	-	*
	EL	62%	52%	**93%**	-	93%	-	-	-	-	-	91%	*	*	100%	93%	*	90%	-	*	-	-
	Male	71%	67%	**81%**	-	80%	*	-	-	-	-	83%	80%	*	82%	*	81%	-	-	*	-	*
	Female	70%	67%	**80%**	-	79%	*	-	-	-	-	79%	79%	33%	85%	90%	-	80%	-	-	-	*
Science	All Students	73%	65%	**97%**	-	97%	*	-	-	-	*	95%	100%	88%	97%	87%	98%	96%	*	*	-	*
	CWD	49%	42%	**88%**	-	88%	-	-	-	-	-	88%	-	88%	-	*	*	80%	-	-	-	-
	CWOD	77%	71%	**97%**	-	97%	*	-	-	-	*	96%	100%	-	97%	85%	98%	97%	*	*	-	*
	EL	61%	52%	**87%**	-	87%	-	-	-	-	-	85%	*	*	85%	87%	100%	80%	-	*	-	-
	Male	74%	67%	**98%**	-	98%	*	-	-	-	*	96%	100%	*	98%	100%	98%	-	-	*	-	*
	Female	72%	63%	**96%**	-	96%	-	-	-	-	*	94%	100%	80%	97%	80%	-	96%	*	-	-	*
SAT/ACT All Subjects	All Students	88%	94%	**96%**	-	95%	*	-	-	-	-	100%	92%	*	100%	-	*	95%	-	-	-	-
	CWD	61%	*	*	-	*	*	-	-	-	-	-	*	*	-	-	-	*	-	-	-	-
	CWOD	88%	96%	**100%**	-	100%	*	-	-	-	-	100%	100%	-	100%	-	*	100%	-	-	-	-
	EL	64%	-	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	89%	92%	*	-	*	*	-	-	-	-	*	*	-	*	-	*	-	-	-	-	*
	Female	87%	96%	**95%**	-	94%	*	-	-	-	-	100%	90%	*	100%	-	-	95%	-	-	-	-
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	47%	38%	**74%**	-	74%	67%	-	-	-	*	67%	85%	32%	79%	42%	81%	69%	*	*	-	88%
	CWD	22%	17%	**32%**	-	32%	-	-	-	-	-	28%	60%	32%	-	30%	40%	25%	-	-	-	-
	CWOD	51%	44%	**79%**	-	79%	67%	-	-	-	*	74%	85%	-	79%	44%	86%	73%	*	*	-	88%
	EL	31%	19%	**42%**	-	42%	-	-	-	-	-	38%	54%	30%	44%	42%	48%	38%	-	*	-	-
	Male	45%	38%	**81%**	-	81%	86%	-	-	-	*	74%	88%	40%	86%	48%	81%	-	*	*	-	100%
	Female	48%	39%	**69%**	-	69%	*	-	-	-	*	64%	79%	25%	73%	38%	-	69%	*	-	-	*

		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%	45%	83%	-	82%	*	-	*	-	*	80%	86%	46%	88%	48%	83%	83%	*	*	-	*
	CWD	23%	20%	46%	-	46%	-	-	-	-	-	41%	*	46%	-	50%	46%	46%	-	-	-	-
	CWOD	58%	52%	88%	-	88%	*	-	-	-	*	89%	86%	-	88%	48%	88%	88%	*	*	-	*
	EL	34%	21%	48%	-	48%	-	-	-	-	-	52%	38%	50%	48%	48%	43%	53%	-	*	-	-
	Male	48%	41%	83%	-	82%	*	-	*	-	*	80%	85%	46%	88%	43%	83%	-	*	*	-	*
	Female	57%	49%	83%	-	83%	-	-	-	-	*	81%	86%	46%	88%	53%	-	83%	*	-	-	*
Mathematics	All Students	42%	33%	49%	-	50%	40%	-	-	-	-	43%	61%	10%	53%	36%	58%	43%	-	*	-	*
	CWD	22%	16%	10%	-	10%	-	-	-	-	-	11%	*	10%	-	*	*	0%	-	-	-	-
	CWOD	46%	38%	53%	*	53%	40%	-	-	-	-	48%	61%	-	53%	42%	62%	42%	-	*	-	*
	EL	31%	19%	36%	-	36%	-	-	-	-	-	27%	*	*	42%	36%	*	30%	-	*	-	*
	Male	43%	34%	58%	-	58%	*	-	-	-	-	52%	65%	*	62%	*	58%	-	-	*	-	*
	Female	40%	32%	43%	-	44%	*	-	-	-	-	38%	53%	0%	47%	30%	-	43%	-	-	-	*
Science	All Students	42%	32%	73%	*	72%	*	-	-	-	*	60%	92%	13%	77%	33%	86%	62%	*	*	-	*
	CWD	21%	12%	13%	-	13%	-	-	-	-	-	13%	-	13%	-	*	*	0%	-	-	-	-
	CWOD	45%	37%	77%	-	76%	*	-	-	-	*	66%	92%	-	77%	38%	89%	67%	*	*	-	*
	EL	24%	14%	33%	-	33%	-	-	-	-	-	23%	*	*	38%	33%	60%	20%	-	*	-	-
	Male	44%	36%	86%	-	85%	*	-	-	-	*	73%	97%	*	89%	60%	86%	-	-	*	-	*
	Female	40%	28%	62%	-	61%	-	-	-	-	*	53%	84%	0%	67%	20%	-	62%	*	-	-	*
SAT/ACT All Subjects	All Students	56%	70%	74%	-	85%	*	-	-	-	-	70%	77%	*	77%	-	*	74%	-	-	-	-
	CWD	35%	*	*	-	*	-	-	-	-	-	-	*	*	-	-	-	*	-	-	-	-
	CWOD	60%	71%	77%	-	89%	*	-	-	-	-	70%	83%	-	77%	-	*	76%	-	-	-	-
	EL	19%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	64%	63%	*	-	*	*	-	-	-	-	*	*	-	*	-	*	-	-	-	-	-
	Female	55%	73%	74%	-	82%	*	-	-	-	-	67%	80%	*	78%	-	-	74%	-	-	-	-
STAAR Percent at Masters Grade Level																						
All Grades																						
All Subjects	All Students	18%	11%	16%	-	16%	11%	-	-	-	*	12%	23%	0%	18%	7%	21%	12%	*	*	-	25%
	CWD	6%	3%	0%	-	0%	-	-	-	-	-	0%	0%	0%	-	0%	0%	0%	-	-	-	-
	CWOD	21%	13%	18%	-	18%	11%	-	-	-	*	14%	24%	-	18%	8%	24%	14%	*	*	-	25%
	EL	9%	4%	7%	-	7%	-	-	-	-	-	6%	8%	0%	8%	7%	13%	3%	-	*	-	-
	Male	16%	11%	21%	-	21%	14%	-	-	-	*	14%	28%	0%	24%	13%	21%	-	*	*	-	40%
	Female	19%	12%	12%	-	12%	*	-	-	-	*	10%	16%	0%	14%	3%	-	12%	*	-	-	*
Reading	All Students	21%	13%	20%	-	20%	*	-	-	-	*	17%	24%	0%	23%	6%	21%	19%	*	*	-	*
	CWD	6%	4%	0%	-	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	-	-	-	-
	CWOD	24%	16%	23%	-	23%	*	-	-	-	*	21%	25%	-	23%	8%	24%	22%	*	*	-	*
	EL	10%	3%	6%	-	6%	-	-	-	-	-	9%	0%	0%	8%	6%	7%	6%	-	*	-	-
	Male	18%	11%	21%	-	21%	*	-	-	-	*	16%	26%	0%	24%	7%	21%	-	*	*	-	*
	Female	24%	15%	19%	-	19%	-	-	-	-	*	18%	22%	0%	22%	6%	-	19%	*	-	-	*

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	17%	10%	7%	-	7%	20%	-	-	-	-	3%	16%	0%	8%	7%	19%	0%	-	*	-	*
	CWD	6%	3%	0%	-	0%	-	-	-	-	-	0%	*	0%	-	*	*	0%	-	-	-	-
	CWOD	19%	12%	8%	-	7%	20%	-	-	-	-	3%	16%	-	8%	8%	21%	0%	-	*	-	*
	EL	10%	5%	7%	-	7%	-	-	-	*	-	0%	*	*	8%	7%	*	0%	-	*	-	-
	Male	18%	11%	19%	-	18%	*	-	-	-	-	9%	30%	*	21%	*	19%	-	-	*	-	*
	Female	15%	8%	0%	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	-	0%	-	-	-	*
Science	All Students	15%	9%	16%	-	15%	*	-	-	-	*	9%	25%	0%	17%	7%	21%	12%	*	*	-	*
	CWD	5%	3%	0%	-	0%	-	-	-	*	-	0%	-	0%	-	*	*	0%	-	-	-	-
	CWOD	17%	11%	17%	-	16%	*	-	-	-	*	10%	25%	-	17%	8%	22%	13%	*	*	-	*
	EL	5%	2%	7%	-	7%	-	-	-	-	-	8%	*	*	8%	7%	20%	0%	-	*	-	-
	Male	16%	10%	21%	-	20%	*	-	-	-	*	12%	28%	*	22%	20%	21%	-	-	*	-	*
	Female	14%	8%	12%	-	10%	-	-	-	-	*	8%	21%	0%	13%	0%	-	12%	*	-	-	*
SAT/ACT All Subjects	All Students	12%	9%	0%	-	0%	*	-	-	-	-	0%	0%	*	0%	-	*	0%	-	-	-	-
	CWD	7%	*	*	-	*	-	-	-	-	-	-	*	*	-	-	-	*	-	-	-	-
	CWOD	12%	9%	0%	-	0%	*	-	-	-	-	0%	0%	-	0%	-	*	0%	-	-	-	-
	EL	1%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	15%	21%	*	-	*	*	-	-	-	-	*	*	-	*	-	*	-	-	-	-	-
	Female	9%	2%	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 include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Academic Growth Score											
Reading											
All Students	81	-	81	*	-	-	-	*	85	75	74
CWD	75	-	75	-	-	-	-	-	78	75	80
CWOD	81	-	82	*	-	-	-	*	86	-	73
EL	74	-	74	-	-	-	-	-	78	80	74
Male	78	-	78	*	-	-	-	*	85	75	60
Female	83	-	84	-	-	-	-	*	85	75	88

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Mathematics											
All Students	78	-	78	*	-	-	-	-	76	75	88
CWD	75	-	75	-	-	-	-	-	75	75	*
CWOD	79	-	78	*	-	-	-	-	76	-	84
EL ◇	88	-	88	-	-	-	-	-	85	*	88
Male	79	-	77	*	-	-	-	-	66	*	*
Female	78	-	78	-	-	-	-	-	82	*	100

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

Part (iii)(II): Graduation Rate

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless ◇	Foster Care ◇
Federal Graduation Rates													
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2023.													
All Students	99.1%	-	99.1%	100.0%	-	-	-	-	98.7%	*	*	*	-
CWD	*	-	*	-	-	-	-	-	*	*	-	-	-
CWOD	99.1%	-	99.0%	100.0%	-	-	-	-	98.7%	-	*	*	-
EL ◇	*	-	*	-	-	-	-	-	*	-	*	-	-
Male	100.0%	-	100.0%	*	-	-	-	-	100.0%	-	*	*	-
Female	98.5%	-	98.4%	*	-	-	-	-	97.8%	*	*	*	-

- 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
37	12	32%

- 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	61	-	61	59	-	-	-	*	57	31	45
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	99%	-	99%	100%	-	-	-	-	99%	*	*

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

Part (vi): Goal Meeting Status

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
STAAR Performance Status											
Reading											
Interim Goals (2023-2027)	44%	32%	36%	62%	43%	74%	45%	58%	33%	13%	20%
Target Met	Y		Y						Y	Y	Y
Interim Goals (2028-2032)	53%	43%	47%	68%	53%	78%	54%	65%	44%	28%	33%
Target Met	Y		Y						Y	Y	Y
Interim Goals (2033-2037)	62%	54%	58%	74%	63%	82%	63%	72%	55%	43%	46%
Target Met	Y		Y						Y	Y	Y
Long-Term Goals	72%	66%	68%	81%	72%	87%	73%	79%	67%	57%	60%

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Target Met	Y		Y						Y	N	N
Mathematics											
Interim Goals (2023-2027)	38%	26%	35%	48%	37%	72%	41%	44%	32%	15%	31%
Target Met	Y		Y						Y	N	Y
Interim Goals (2028-2032)	48%	38%	46%	57%	48%	77%	51%	53%	43%	29%	43%
Target Met	Y		Y						Y	N	N
Interim Goals (2033-2037)	58%	50%	57%	66%	59%	82%	61%	62%	54%	43%	55%
Target Met	N		N						N	N	N
Long-Term Goals	69%	63%	68%	74%	69%	86%	71%	72%	66%	58%	66%
Target Met	N		N						N	N	N
English Learner Language Proficiency Status											
Interim Goals (2023-2027)											34%
Target Met											Y
Interim Goals (2028-2032)											36%
Target Met											Y
Interim Goals (2033-2037)											48%
Target Met											Y
Long-Term Goals											40%
Target Met											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		
Interim Goals (2028-2032)	92.7%	90.2%	91.4%	95.2%	90.9%	97.1%	91.5%	93.2%	90.5%	85.8%	86%
Target Met	Y		Y						Y		
Interim Goals (2033-2037)	95.4%	94.1%	94.7%	96.6%	94.4%	97.5%	94.7%	95.6%	94.3%	91.9%	92%
Target Met	Y		Y						Y		
Long-Term Goals	98%	98%	98%	98%	98%	98%	98%	98%	98%	98%	98%
Target Met	Y		Y						Y		

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

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

Part (vii): STAAR Participation

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

Texas Education Agency

2024 Federal Report Card

DEL RIO EARLY COLLEGE H S (233901005) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Participation Rate																	
All Subjects	All Students	**96%**	-	96%	100%	-	-	-	*	95%	96%	100%	95%	100%	96%	96%	100%
	CWD	**100%**	-	100%	-	-	-	-	-	100%	100%	100%	-	100%	100%	100%	-
	CWOD	**95%**	-	95%	100%	-	-	-	*	94%	96%	-	95%	100%	95%	95%	100%
	EL	**100%**	-	100%	-	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	*
	Male	**96%**	-	96%	100%	-	-	-	*	96%	95%	100%	95%	100%	96%	-	*
	Female	**96%**	-	96%	*	-	-	-	*	95%	97%	100%	95%	100%	-	96%	*
Reading	All Students	**100%**	-	100%	*	-	-	-	*	100%	100%	100%	100%	100%	100%	100%	*
	CWD	**100%**	-	100%	-	-	-	-	-	100%	*	100%	-	100%	100%	100%	-
	CWOD	**100%**	-	100%	*	-	-	-	*	100%	100%	-	100%	100%	100%	100%	*
	EL	**100%**	-	100%	-	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	*
	Male	**100%**	-	100%	*	-	-	-	*	100%	100%	100%	100%	100%	100%	-	*
	Female	**100%**	-	100%	-	-	-	-	*	100%	100%	100%	100%	100%	-	100%	*
Mathematics	All Students	**82%**	-	81%	100%	-	-	-	-	82%	83%	100%	81%	100%	80%	84%	-
	CWD	**100%**	-	100%	-	-	-	-	-	100%	*	100%	-	*	*	100%	-
	CWOD	**81%**	-	80%	100%	-	-	-	-	80%	82%	-	81%	100%	78%	82%	-
	EL	**100%**	-	100%	-	-	-	-	-	100%	*	*	100%	100%	*	100%	-
	Male	**80%**	-	79%	*	-	-	-	-	83%	76%	*	78%	*	80%	-	-
	Female	**84%**	-	83%	*	-	-	-	-	82%	89%	100%	82%	100%	-	84%	-
Science	All Students	**100%**	-	100%	*	-	-	-	*	100%	100%	100%	100%	100%	100%	100%	*
	CWD	**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%	*
SAT/ACT All Subjects	All Students	**53%**	-	50%	*	-	-	-	-	43%	65%	*	52%	-	31%	63%	-
	CWD	*	-	*	-	-	-	-	-	-	*	*	-	-	-	*	-
	CWOD	**52%**	-	49%	*	-	-	-	-	43%	63%	-	52%	-	31%	62%	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	**31%**	-	25%	*	-	-	-	-	20%	38%	-	31%	-	31%	-	-
	Female	**63%**	-	61%	*	-	-	-	-	50%	83%	*	62%	-	-	63%	-
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	4%	-	4%	0%	-	-	-	*	5%	4%	0%	5%	0%	4%	4%	0%
	CWD	0%	-	0%	-	-	-	-	-	0%	0%	0%	-	0%	0%	0%	-
	CWOD	5%	-	5%	0%	-	-	-	*	6%	4%	-	5%	0%	5%	5%	0%
	EL	0%	-	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	*
	Male	4%	-	4%	0%	-	-	-	*	4%	5%	0%	5%	0%	4%	-	*
	Female	4%	-	4%	*	-	-	-	*	5%	3%	0%	5%	0%	-	4%	*
Reading	All Students	0%	-	0%	*	-	-	-	*	0%	0%	0%	0%	0%	0%	0%	*
	CWD	0%	-	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	-
	CWOD	0%	-	0%	*	-	-	-	*	0%	0%	-	0%	0%	0%	0%	*
	EL	0%	-	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	*
	Male	0%	-	0%	*	-	-	-	*	0%	0%	0%	0%	0%	0%	-	*
	Female	0%	-	0%	-	-	-	-	*	0%	0%	0%	0%	0%	-	0%	*
Mathematics	All Students	18%	-	19%	0%	-	-	-	-	18%	17%	0%	19%	0%	20%	16%	-
	CWD	0%	-	0%	-	-	-	-	-	0%	*	0%	-	*	*	0%	-
	CWOD	19%	-	20%	0%	-	-	-	-	20%	18%	-	19%	0%	22%	18%	-
	EL	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	*	0%	-
	Male	20%	-	21%	*	-	-	-	-	17%	24%	*	22%	*	20%	-	-
	Female	16%	-	17%	*	-	-	-	-	18%	11%	0%	18%	0%	-	16%	-
Science	All Students	0%	-	0%	*	-	-	-	*	0%	0%	0%	0%	0%	0%	0%	*
	CWD	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%	*
SAT/ACT All Subjects	All Students	47%	-	50%	*	-	-	-	-	57%	35%	*	48%	-	69%	37%	-
	CWD	*	-	*	-	-	-	-	-	-	*	*	-	-	-	*	-
	CWOD	48%	-	51%	*	-	-	-	-	57%	37%	-	48%	-	69%	38%	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	69%	-	75%	*	-	-	-	-	80%	62%	-	69%	-	69%	-	-
	Female	37%	-	39%	*	-	-	-	-	50%	17%	*	38%	-	-	37%	-

- Indicates there are no students in the group.

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

Part (viii): Civil Rights Data

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

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

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
Students Without Disabilities												
In-School Suspensions												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Out-of-School Suspensions												
	Male	2	0	2	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	2	0	2	0	0	0	0	0	0		
Expulsions												
With Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
School-Related Arrests												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Referrals to Law Enforcement												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Students With Disabilities												
In-School Suspensions												

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Out-of-School Suspensions												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Expulsions												
With Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
School-Related Arrests												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Referrals to Law Enforcement												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
All Students												
Chronic Absenteeism												
	Male	6	-8	5	-8	-8	-8	-8	-8	1	-8	2
	Female	14	-8	13	-8	-8	-8	-8	1	1	2	1
	Total	20	-8	19	-8	-8	-8	-8	1	2	2	3

	Total
Incidents of Violence	
Incidents of rape or attempted rape	0
Incidents of sexual assault (other than rape)	0
Incidents of robbery with a weapon	0

	Total
Incidents of robbery without a weapon	0
Incidents of physical attack or fight with a weapon	0
Incidents of physical attack or fight without a weapon	1
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack without a weapon	0
Incidents of possession of a firearm or explosive device	0
Allegations of Harassment or bullying	
On the basis of sex	0
On the basis of race	0
On the basis of disability	0
On the basis of sexual orientation	0
On the basis of religion	0

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

Preschool Programs

	Total Students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9

Accelerated Coursework

	Total Students		African American		Hispanic		White		Indian or Alaska Native		Asian		Pacific Islander		Two or More Races		EL		Students with Disabilities	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Advanced Placement Courses																				
Male	40	21	0	-	40	22	0	0	0	-	0	0	0	-	0	-	0	0	1	20
Female	73	26	0	-	71	26	2	33	0	-	0	-	0	-	0	0	1	17	0	0
Total	113	24	0	-	111	24	2	20	0	-	0	0	0	-	0	0	1	7	1	6
International Baccalaureate Courses																				
Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Dual Enrollment/Dual Credit Programs																				
Male	160	84	0	-	155	83	4	100	0	-	1	100	0	-	0	-	3	33	4	80

	Total Students		African American		Hispanic		White		Indian or Alaska Native		Asian		Pacific Islander		Two or More Races		EL		Students with Disabilities	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Female	222	79	0	-	216	79	5	83	0	-	0	-	0	-	1	100	3	50	6	46
Total	382	81	0	-	371	81	9	90	0	-	1	100	0	-	1	100	6	40	10	56

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

Part (ix): Teacher Quality Data

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

	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	5.1	28.3%
Teachers Teaching with Emergency or Provisional Credentials	2.0	12.5%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	3.0	18.8%

- Indicates there are no data available in the group.

Part (x): Per-pupil Expenditure

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

To be updated by June 30th, 2025.

		State & Local and Federal	State & Local			Federal		
	Enrollment	Total	Site	District Allocation	Total	Site	District Allocation	Total
Business/central/other support services		$710		$516	$516		$194	$194
Food services		$354	$19	$5	$24		$330	$330
Instruction		$3,082	$2,549	$82	$2,631	$258	$193	$451
Support services, general administration		$130		$130	$130			
Support services, instructional staff		$247	$98	$24	$122	$4	$121	$125
Support services, operation and maintenance of plant		$1,077	$322	$738	$1,060	$11	$6	$17
Support services, pupils		$310	$212	$25	$237	$1	$72	$73

		State & Local and Federal	State & Local			Federal		
	Enrollment	Total	Site	District Allocation	Total	Site	District Allocation	Total
Support services, school administration		$716	$711	$0	$711		$5	$5
Support services, student transportation		$304		$293	$293		$11	$11
Total	**465**	**$6,930**	**$3,912**	**$1,813**	**$5,725**	**$273**	**$932**	**$1,205**

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%	11	1%	-	-
Mathematics	6,620	2%	11	1%	-	-
Grade 4						
Reading	6,491	2%	14	2%	-	-
Mathematics	6,491	2%	14	2%	-	-
Grade 5						
Reading	6,033	1%	10	1%	-	-
Mathematics	6,033	2%	10	1%	-	-
Science	6,033	2%	10	1%	-	-
Grade 6						
Reading	5,586	1%	10	1%	-	-
Mathematics	5,586	1%	10	1%	-	-
Grade 7						
Reading	5,233	1%	9	1%	-	-
Mathematics	5,227	2%	9	1%	-	-
Grade 8						
Reading	4,985	1%	10	1%	-	-
Mathematics	4,985	1%	10	2%	-	-
Science	4,984	1%	10	1%	-	-
End of Course						
English I	5,119	1%	9	1%	-	-
English II	4,683	1%	8	1%	-	-
Algebra I	5,112	1%	9	1%	-	-
Biology	5,027	1%	9	1%	-	-
All Grades						
All Subjects	100,862	1%	183	1%	-	-

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Reading	44,764	1%	81	1%	-	-
Mathematics	40,054	1%	73	1%	-	-
Science	16,044	1%	29	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

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

* Indicates reporting standards not met.

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

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

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

This section provides information on the cohort rate at which students who graduated from high school in the 2021-22 school year enrolled in a Texas public postsecondary education institution in the 2022-23 academic year in (I) programs of public postsecondary education in Texas; (II) programs of private postsecondaryeducation 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	62%	-	62%	*	-	*	-	-	56%	-	*
In-State Private Institutions	*	-	*	-	-	-	-	-	*	-	-
Out-of-State Institutions	*	-	*	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

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

Part (xiv): Additional Information - Chronic Absenteeism

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Chronic Absenteeism Rate	13%	-	13%	5%	-	*	-	-	16%	26%	10%

- Indicates there are no students in the group.

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

Part (xv): Section 1003 Fund

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

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

There is no data for this campus.

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

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

There is no data for this campus.

2023-24 Texas Academic Performance Report (TAPR)

District Name: SAN FELIPE-DEL RIO CISD

Campus Name: DEL RIO MIDDLE

Campus Number: 233901043

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	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 7 Reading																	
At Approaches Grade Level or Above	2024	74%	62%	**62%**	*	61%	86%	-	-	-	*	24%	50%	62%	63%	53%	38%
	2023	78%	61%	**61%**	*	60%	76%	-	*	-	*	21%	92%	61%	60%	55%	35%
At Meets Grade Level or Above	2024	54%	41%	**42%**	*	40%	72%	-	-	-	*	13%	42%	41%	43%	31%	19%
	2023	55%	35%	**35%**	*	34%	55%	-	*	-	*	12%	50%	35%	36%	26%	18%
At Masters Grade Level	2024	29%	15%	**15%**	*	14%	38%	-	-	-	*	2%	17%	15%	17%	8%	6%
	2023	27%	12%	**12%**	*	12%	24%	-	*	-	*	2%	17%	13%	8%	8%	4%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2024	56%	49%	**49%**	*	47%	83%	-	-	-	*	18%	42%	50%	48%	42%	32%
	2023	63%	54%	**54%**	*	52%	79%	-	*	-	*	23%	82%	54%	52%	45%	31%
At Meets Grade Level or Above	2024	34%	26%	**26%**	*	24%	55%	-	-	-	*	9%	17%	24%	32%	17%	12%
	2023	37%	33%	**33%**	*	32%	55%	-	*	-	*	13%	45%	32%	35%	26%	21%
At Masters Grade Level	2024	11%	7%	**7%**	*	6%	14%	-	-	-	*	1%	8%	6%	10%	3%	3%
	2023	11%	9%	**9%**	*	9%	18%	-	*	-	*	5%	9%	10%	7%	6%	5%
Grade 8 Reading																	
At Approaches Grade Level or Above	2024	81%	66%	**67%**	*	66%	86%	-	*	-	*	31%	56%	68%	65%	62%	43%
	2023	83%	70%	**70%**	100%	70%	73%	*	*	-	*	38%	83%	71%	66%	67%	52%
At Meets Grade Level or Above	2024	56%	38%	**40%**	*	39%	64%	-	*	-	*	12%	44%	40%	42%	35%	20%
	2023	58%	38%	**39%**	60%	39%	45%	*	*	-	*	9%	42%	41%	31%	34%	19%
At Masters Grade Level	2024	29%	13%	**13%**	*	13%	23%	-	*	-	*	4%	11%	12%	18%	9%	6%
	2023	28%	12%	**12%**	40%	11%	23%	*	*	-	*	1%	25%	11%	16%	9%	1%
Grade 8 Mathematics																	
At Approaches Grade Level or Above	2024	72%	55%	**55%**	*	54%	86%	-	*	-	*	34%	100%	54%	60%	51%	41%
	2023	76%	59%	**59%**	*	58%	65%	*	*	-	*	37%	89%	59%	56%	56%	50%
At Meets Grade Level or Above	2024	43%	23%	**23%**	*	22%	36%	-	*	-	*	11%	20%	21%	31%	19%	12%
	2023	46%	27%	**27%**	*	26%	41%	*	*	-	*	13%	22%	26%	29%	24%	17%
At Masters Grade Level	2024	16%	4%	**4%**	*	4%	7%	-	*	-	*	1%	0%	4%	6%	2%	3%
	2023	17%	4%	**4%**	*	4%	12%	*	*	-	*	1%	0%	5%	4%	4%	2%
Grade 8 Science																	

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	CB EL (Current & Monitored)
At Approaches Grade Level or Above	2024	70%	54%	**54%**	*	52%	86%	-	*	-	*	23%	45%	54%	56%	44%	36%
	2023	74%	57%	**57%**	83%	56%	76%	*	*	-	*	26%	79%	59%	51%	48%	37%
At Meets Grade Level or Above	2024	44%	32%	**32%**	*	30%	62%	-	*	-	*	9%	45%	31%	35%	23%	17%
	2023	47%	35%	**35%**	33%	34%	60%	*	*	-	*	14%	43%	36%	30%	27%	14%
At Masters Grade Level	2024	17%	11%	**11%**	*	10%	34%	-	*	-	*	3%	9%	11%	14%	6%	4%
	2023	17%	10%	**10%**	17%	10%	16%	*	*	-	*	3%	14%	10%	9%	7%	5%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2024	60%	40%	**42%**	*	41%	62%	-	*	-	*	13%	64%	42%	44%	34%	21%
	2023	62%	52%	**53%**	67%	52%	60%	*	*	-	*	20%	64%	55%	42%	44%	32%
At Meets Grade Level or Above	2024	33%	20%	**21%**	*	20%	48%	-	*	-	*	10%	45%	21%	20%	16%	10%
	2023	33%	26%	**27%**	33%	26%	32%	*	*	-	*	14%	36%	27%	25%	21%	9%
At Masters Grade Level	2024	17%	8%	**9%**	*	8%	17%	-	*	-	*	2%	18%	9%	8%	6%	5%
	2023	16%	9%	**10%**	33%	9%	16%	*	*	-	*	3%	14%	8%	15%	6%	3%
End of Course English I																	
At Approaches Grade Level or Above	2024	70%	69%	**100%**	-	100%	100%	-	*	-	-	*	*	100%	100%	100%	*
	2023	72%	71%	**99%**	*	98%	*	-	*	-	*	-	*	98%	100%	100%	100%
At Meets Grade Level or Above	2024	52%	51%	**98%**	-	98%	100%	-	*	-	-	*	*	98%	100%	100%	*
	2023	52%	49%	**96%**	*	97%	*	-	*	-	*	-	*	95%	100%	97%	100%
At Masters Grade Level	2024	16%	13%	**58%**	-	56%	71%	-	*	-	-	*	*	58%	67%	68%	*
	2023	13%	8%	**44%**	*	46%	*	-	*	-	*	-	*	42%	60%	42%	40%
End of Course Algebra I																	
At Approaches Grade Level or Above	2024	81%	82%	**99%**	-	99%	100%	-	*	-	-	*	83%	99%	100%	100%	100%
	2023	79%	82%	**99%**	*	99%	100%	-	*	-	*	*	100%	99%	100%	99%	100%
At Meets Grade Level or Above	2024	43%	36%	**83%**	-	82%	93%	-	*	-	-	*	67%	82%	91%	85%	92%
	2023	43%	40%	**79%**	*	78%	100%	-	*	-	*	*	100%	79%	78%	77%	94%
At Masters Grade Level	2024	24%	16%	**52%**	-	49%	71%	-	*	-	-	*	17%	51%	52%	51%	46%
	2023	23%	18%	**49%**	*	48%	63%	-	*	-	*	*	83%	47%	61%	40%	53%
All Grades All Subjects																	
At Approaches Grade Level or Above	2024	75%	69%	**57%**	75%	56%	83%	-	75%	-	100%	25%	59%	57%	58%	49%	36%
	2023	76%	72%	**61%**	89%	61%	74%	*	75%	-	78%	27%	83%	63%	56%	54%	41%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Meets Grade Level or Above	2024	48%	40%	**34%**	50%	32%	62%	-	50%	-	75%	11%	41%	33%	36%	25%	16%
	2023	49%	42%	**36%**	43%	35%	52%	*	45%	-	56%	12%	46%	36%	33%	29%	19%
At Masters Grade Level	2024	20%	13%	**12%**	0%	12%	29%	-	25%	-	31%	2%	15%	12%	14%	7%	6%
	2023	20%	13%	**12%**	21%	12%	21%	*	25%	-	33%	3%	21%	12%	12%	8%	5%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2024	76%	71%	**66%**	80%	65%	88%	-	*	-	100%	29%	57%	67%	65%	58%	41%
	2023	77%	73%	**67%**	100%	66%	76%	*	71%	-	80%	29%	88%	68%	64%	62%	44%
At Meets Grade Level or Above	2024	54%	46%	**44%**	60%	42%	72%	-	*	-	83%	12%	48%	44%	44%	34%	20%
	2023	53%	46%	**40%**	63%	39%	53%	*	29%	-	60%	11%	50%	41%	36%	32%	20%
At Masters Grade Level	2024	22%	14%	**16%**	0%	15%	36%	-	*	-	50%	3%	22%	16%	19%	10%	7%
	2023	20%	13%	**14%**	25%	13%	24%	*	14%	-	40%	1%	27%	14%	14%	10%	3%
All Grades Mathematics																	
At Approaches Grade Level or Above	2024	72%	68%	**58%**	80%	56%	88%	-	*	-	100%	28%	65%	57%	58%	50%	39%
	2023	75%	71%	**62%**	100%	61%	78%	*	86%	-	80%	30%	88%	63%	58%	55%	43%
At Meets Grade Level or Above	2024	43%	34%	**31%**	40%	30%	60%	-	*	-	83%	11%	30%	30%	38%	23%	16%
	2023	45%	38%	**37%**	38%	36%	57%	*	57%	-	40%	13%	50%	32%	37%	30%	24%
At Masters Grade Level	2024	17%	10%	**11%**	0%	10%	26%	-	*	-	33%	2%	9%	11%	13%	6%	5%
	2023	19%	12%	**13%**	13%	12%	22%	*	43%	-	40%	3%	23%	14%	11%	9%	7%
All Grades Science																	
At Approaches Grade Level or Above	2024	75%	66%	**54%**	*	52%	86%	-	*	-	*	23%	45%	54%	56%	44%	36%
	2023	77%	70%	**57%**	83%	56%	76%	*	*	-	*	26%	79%	59%	51%	48%	37%
At Meets Grade Level or Above	2024	43%	33%	**32%**	*	30%	62%	-	*	-	*	9%	45%	31%	35%	23%	17%
	2023	47%	37%	**35%**	33%	34%	60%	*	*	-	*	14%	43%	36%	30%	27%	14%
At Masters Grade Level	2024	16%	10%	**11%**	*	10%	34%	-	*	-	*	3%	9%	11%	14%	6%	4%
	2023	18%	11%	**10%**	17%	10%	16%	*	*	-	*	3%	14%	10%	9%	7%	5%
All Grades Social Studies																	
At Approaches Grade Level or Above	2024	78%	67%	**42%**	*	41%	62%	-	*	-	*	13%	64%	42%	44%	34%	21%
	2023	78%	72%	**53%**	67%	52%	60%	*	*	-	*	20%	64%	55%	42%	44%	32%
At Meets Grade Level or Above	2024	51%	43%	**21%**	*	20%	48%	-	*	-	*	10%	45%	21%	20%	16%	10%
	2023	52%	48%	**27%**	33%	26%	32%	*	*	-	*	14%	36%	27%	25%	21%	9%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2024	27%	21%	**9%**	*	8%	17%	-	*	-	*	2%	18%	9%	8%	6%	5%
	2023	27%	25%	**10%**	33%	9%	16%	*	*	-	*	3%	14%	8%	15%	6%	3%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
7th Graders																	
Reading and Mathematics	2024	35%	21%	**21%**	*	19%	48%	-	-	-	*	8%	17%	20%	28%	12%	9%
	2023	37%	27%	**27%**	*	26%	48%	-	*	-	*	12%	36%	26%	30%	20%	16%
Reading and Mathematics Including EOC	2024	36%	21%	**21%**	*	19%	48%	-	-	-	*	8%	17%	20%	28%	12%	9%
	2023	38%	27%	**27%**	*	26%	48%	-	*	-	*	12%	36%	26%	30%	20%	16%
Reading Including EOC	2024	54%	42%	**42%**	*	40%	72%	-	-	-	*	13%	42%	41%	43%	31%	19%
	2023	55%	35%	**35%**	*	34%	55%	-	*	-	*	12%	50%	35%	36%	26%	18%
Math Including EOC	2024	40%	26%	**26%**	*	24%	55%	-	-	-	*	9%	17%	24%	32%	17%	12%
	2023	43%	33%	**33%**	*	32%	55%	-	*	-	*	13%	45%	32%	35%	26%	21%
8th Graders																	
Reading and Mathematics	2024	28%	16%	**16%**	*	15%	36%	-	*	-	*	7%	0%	15%	22%	13%	7%
	2023	31%	17%	**17%**	*	17%	24%	*	*	-	*	8%	22%	17%	18%	16%	7%
Reading and Mathematics Including EOC	2024	41%	29%	**31%**	*	29%	64%	-	*	-	*	9%	36%	30%	34%	23%	14%
	2023	44%	32%	**34%**	33%	33%	48%	*	*	-	*	9%	50%	35%	29%	27%	16%
Reading Including EOC	2024	57%	43%	**46%**	*	44%	72%	-	*	-	*	12%	55%	46%	45%	37%	21%
	2023	58%	43%	**44%**	67%	44%	52%	*	*	-	*	9%	50%	46%	36%	38%	22%
Math Including EOC	2024	49%	35%	**37%**	*	35%	64%	-	*	-	*	12%	45%	35%	43%	28%	20%
	2023	51%	40%	**42%**	50%	41%	60%	*	*	-	*	14%	50%	42%	38%	35%	26%
3rd - 8th Graders																	
Reading and Mathematics	2024	36%	26%	**19%**	40%	17%	44%	-	*	-	83%	8%	12%	17%	25%	13%	8%
	2023	37%	29%	**23%**	*	22%	40%	*	17%	-	*	10%	30%	23%	24%	18%	12%
Reading and Mathematics Including EOC	2024	38%	28%	**26%**	40%	24%	56%	-	*	-	83%	8%	26%	25%	31%	18%	11%
	2023	39%	31%	**30%**	25%	30%	48%	*	29%	-	40%	10%	44%	30%	30%	24%	16%
Reading Including EOC	2024	54%	44%	**44%**	60%	42%	72%	-	*	-	83%	12%	48%	44%	44%	34%	20%
	2023	53%	43%	**40%**	63%	39%	53%	*	29%	-	60%	11%	50%	41%	36%	32%	20%
Math Including EOC	2024	45%	34%	**31%**	40%	30%	60%	-	*	-	83%	11%	30%	30%	38%	23%	16%
	2023	47%	39%	**37%**	38%	36%	57%	*	57%	-	40%	13%	48%	37%	37%	30%	23%

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

Texas Education Agency
2023-24 STAAR Progress (TAPR)
DEL RIO MIDDLE (233901043) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress - Annual Growth by Grade and Subject																	
Grade 7 ELA/Reading	2024	68%	54%	**54%**	*	52%	78%	-	-	-	*	30%	63%	54%	54%	47%	41%
	2023	71%	43%	**43%**	*	42%	56%	-	*	-	-	27%	68%	42%	49%	39%	27%
Grade 7 Mathematics	2024	49%	31%	**31%**	*	30%	43%	-	-	-	*	22%	21%	30%	40%	26%	26%
	2023	56%	35%	**35%**	*	35%	43%	-	*	-	-	28%	65%	35%	34%	32%	28%
Grade 8 ELA/Reading	2024	69%	67%	**67%**	*	66%	80%	-	*	-	*	44%	44%	66%	69%	63%	52%
	2023	63%	47%	**47%**	*	47%	31%	*	-	-	*	35%	35%	46%	48%	45%	46%
Grade 8 Mathematics	2024	66%	64%	**64%**	*	63%	71%	-	*	-	*	56%	100%	63%	66%	62%	60%
	2023	74%	69%	**69%**	*	69%	70%	*	-	-	*	55%	86%	70%	65%	68%	66%
End of Course English I	2024	64%	72%	**63%**	-	63%	60%	-	*	-	-	*	*	63%	*	68%	*
	2023	57%	59%	**46%**	*	48%	*	-	*	-	*	-	*	44%	60%	47%	40%
End of Course Algebra I	2024	72%	75%	**77%**	-	76%	92%	-	*	-	-	*	50%	76%	85%	76%	77%
	2023	76%	73%	**77%**	*	77%	83%	-	*	-	*	*	80%	76%	86%	80%	100%
All Grades Both Subjects	2024	64%	60%	**55%**	55%	54%	69%	-	75%	-	83%	40%	52%	54%	59%	50%	46%
	2023	64%	59%	**49%**	46%	49%	51%	*	56%	-	79%	36%	66%	49%	50%	47%	42%
All Grades ELA/Reading	2024	67%	63%	**60%**	50%	60%	77%	-	*	-	83%	39%	59%	60%	62%	55%	47%
	2023	63%	56%	**45%**	42%	45%	45%	*	*	-	*	31%	57%	44%	49%	42%	36%
All Grades Mathematics	2024	60%	57%	**50%**	60%	49%	61%	-	*	-	83%	42%	46%	49%	57%	45%	45%
	2023	66%	61%	**53%**	50%	53%	56%	*	*	-	*	41%	75%	53%	51%	51%	48%
School Progress - Accelerated Learning by Grade and Subject																	
Grade 7 ELA/Reading	2024	23%	13%	**13%**	*	13%	*	-	-	-	-	5%	0%	13%	13%	13%	10%
	2023	39%	16%	**16%**	-	15%	14%	-	*	-	-	6%	*	14%	23%	15%	12%
Grade 7 Mathematics	2024	14%	9%	**9%**	*	9%	*	-	-	-	-	5%	*	10%	4%	6%	5%
	2023	22%	9%	**9%**	-	8%	*	-	-	-	-	7%	*	9%	8%	6%	9%
Grade 8 ELA/Reading	2024	34%	34%	**34%**	-	33%	57%	-	-	-	-	18%	*	34%	33%	33%	27%
	2023	39%	33%	**34%**	*	34%	*	-	-	-	*	22%	*	32%	38%	33%	30%
Grade 8 Mathematics	2024	44%	37%	**37%**	-	36%	67%	-	*	-	-	22%	*	37%	39%	36%	29%
	2023	49%	42%	**42%**	*	42%	43%	*	-	-	*	30%	83%	44%	33%	41%	40%
End of Course English I	2024	20%	40%	*	-	*	-	-	-	-	-	*	-	*	-	-	-
	2023	26%	35%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
End of Course Algebra I	2024	55%	66%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2023	58%	55%	100%	-	100%	-	-	-	-	-	-	-	100%	-	*	*
All Grades Both Subjects	2024	32%	36%	**27%**	*	26%	53%	-	*	-	-	15%	21%	27%	26%	25%	21%
	2023	38%	36%	**27%**	*	27%	24%	*	*	-	*	17%	62%	28%	27%	25%	24%
All Grades ELA/Reading	2024	30%	30%	**25%**	*	25%	50%	-	-	-	-	13%	0%	26%	23%	24%	20%
	2023	35%	32%	**23%**	*	23%	9%	-	*	-	*	13%	40%	22%	30%	23%	20%
All Grades Mathematics	2024	35%	40%	**29%**	*	28%	57%	-	*	-	-	17%	43%	29%	29%	27%	22%
	2023	40%	40%	**31%**	*	31%	40%	*	-	-	*	21%	75%	32%	25%	29%	29%

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

Texas Education Agency

2023-24 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)

DEL RIO MIDDLE (233901043) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2024	75%	69%	57%	38%	38%	-	-	-	-	31%	-	24%	33%	31%	61%	31%	75%
	2023	76%	72%	61%	33%	33%	-	-	-	-	33%	*	36%	30%	42%	66%	33%	78%
At Meets Grade Level or Above	2024	48%	40%	34%	0%	0%	-	-	-	-	10%	-	5%	11%	14%	36%	10%	51%
	2023	49%	42%	36%	17%	17%	-	-	-	-	11%	*	13%	9%	29%	40%	11%	53%
At Masters Grade Level	2024	20%	13%	12%	0%	0%	-	-	-	-	2%	-	2%	2%	3%	14%	2%	18%
	2023	20%	13%	12%	0%	0%	-	-	-	-	3%	*	3%	3%	8%	14%	3%	18%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2024	76%	71%	66%	*	*	-	-	-	-	36%	-	26%	40%	29%	71%	35%	85%
	2023	77%	73%	67%	*	*	-	-	-	-	35%	*	40%	32%	44%	73%	35%	84%
At Meets Grade Level or Above	2024	54%	46%	44%	*	*	-	-	-	-	14%	-	6%	16%	15%	48%	14%	61%
	2023	53%	46%	40%	*	*	-	-	-	-	12%	*	13%	11%	22%	45%	12%	56%
At Masters Grade Level	2024	22%	14%	16%	*	*	-	-	-	-	2%	-	2%	2%	2%	19%	2%	22%
	2023	20%	13%	14%	*	*	-	-	-	-	2%	*	1%	2%	11%	16%	2%	21%
All Grades Mathematics																		
At Approaches Grade Level or Above	2024	72%	68%	58%	*	*	-	-	-	-	35%	-	33%	36%	32%	61%	34%	73%
	2023	75%	71%	62%	*	*	-	-	-	-	35%	*	48%	28%	33%	66%	36%	77%
At Meets Grade Level or Above	2024	43%	34%	31%	*	*	-	-	-	-	9%	-	7%	9%	15%	34%	10%	45%
	2023	45%	38%	37%	*	*	-	-	-	-	13%	*	20%	9%	33%	40%	14%	56%
At Masters Grade Level	2024	17%	10%	11%	*	*	-	-	-	-	3%	-	2%	3%	4%	12%	3%	15%
	2023	19%	12%	13%	*	*	-	-	-	-	5%	*	5%	5%	11%	14%	5%	17%
All Grades Science																		
At Approaches Grade Level or Above	2024	75%	66%	54%	*	*	-	-	-	-	30%	-	19%	33%	*	57%	30%	73%
	2023	77%	70%	57%	*	*	-	-	-	-	31%	-	32%	31%	*	63%	32%	65%
At Meets Grade Level or Above	2024	43%	33%	32%	*	*	-	-	-	-	10%	-	4%	12%	*	34%	10%	52%
	2023	47%	37%	35%	*	*	-	-	-	-	8%	-	10%	5%	*	40%	9%	45%
At Masters Grade Level	2024	19%	10%	11%	*	*	-	-	-	-	3%	-	4%	2%	*	12%	2%	17%
	2023	18%	11%	10%	*	*	-	-	-	-	2%	-	3%	0%	*	12%	2%	25%
All Grades Social Studies																		
At Approaches Grade Level or Above	2024	78%	67%	42%	*	*	-	-	-	-	15%	-	7%	17%	*	45%	15%	64%
	2023	78%	72%	53%	*	*	-	-	-	-	25%	-	23%	29%	*	58%	25%	70%
At Meets Grade Level or Above	2024	51%	43%	21%	*	*	-	-	-	-	5%	-	0%	7%	*	22%	5%	43%
	2023	52%	48%	27%	*	*	-	-	-	-	6%	-	7%	5%	*	31%	6%	30%

Texas Education Agency

2023-24 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)

DEL RIO MIDDLE (233901043) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
At Masters Grade Level	2024	27%	21%	**9%**	*	*	-	-	-	-	2%	-	0%	2%	*	9%	2%	18%
	2023	27%	25%	**10%**	*	*	-	-	-	-	3%	-	4%	0%	*	11%	3%	5%
School Progress - Annual Growth																		
All Grades Both Subjects	2024	64%	60%	**55%**	*	*	-	-	-	-	45%	-	39%	46%	32%	57%	43%	63%
	2023	64%	59%	**49%**	*	*	-	-	-	-	39%	*	53%	33%	55%	51%	40%	52%
All Grades ELA/Reading	2024	67%	63%	**60%**	*	*	-	-	-	-	45%	-	38%	45%	36%	63%	43%	69%
	2023	63%	56%	**45%**	*	*	-	-	-	-	36%	*	49%	30%	40%	46%	36%	50%
All Grades Mathematics	2024	60%	57%	**50%**	*	*	-	-	-	-	45%	-	41%	46%	28%	51%	42%	56%
	2023	66%	61%	**53%**	*	*	-	-	-	-	43%	*	59%	36%	70%	55%	**44%**	53%
School Progress - Accelerated Learning																		
All Grades Both Subjects	2024	32%	36%	**27%**	-	-	-	-	-	-	23%	-	18%	23%	8%	28%	21%	53%
	2023	30%	36%	**27%**	*	*	-	-	-	-	23%	*	32%	19%	*	30%	23%	26%
All Grades ELA/Reading	2024	30%	30%	**25%**	-	-	-	-	-	-	23%	-	16%	24%	4%	25%	20%	61%
	2023	35%	32%	**23%**	*	*	-	-	-	-	20%	*	25%	17%	*	26%	19%	27%
All Grades Mathematics	2024	35%	40%	**29%**	-	-	-	-	-	-	23%	-	21%	22%	13%	30%	22%	46%
	2023	40%	40%	**31%**	*	*	-	-	-	-	28%	-	39%	22%	*	33%	28%	25%

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

- Indicates there are no students in the group.

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

Texas Education Agency

2023-24 STAAR Participation (TAPR)

DEL RIO MIDDLE (233901043) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	ED EL (Current & Monitored)
2024 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	99%	100%	99%	100%	-	100%	-	100%	98%	100%	99%	99%	99%	100%
Included in Accountability	92%	94%	95%	75%	96%	90%	-	80%	-	100%	96%	87%	99%	80%	94%	91%
Not Included in Accountability: Mobile	4%	3%	3%	25%	2%	10%	-	20%	-	0%	2%	13%	0%	15%	4%	4%
Not Included in Accountability: Other Exclusions	2%	2%	1%	0%	1%	0%	-	0%	-	0%	0%	0%	0%	4%	1%	5%
Not Tested	1%	1%	1%	0%	1%	0%	-	0%	-	0%	2%	0%	1%	1%	1%	0%
Absent	1%	1%	1%	0%	1%	0%	-	0%	-	0%	2%	0%	1%	1%	1%	0%
Other	0%	1%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	99%	100%	99%	100%	-	100%	-	100%	98%	100%	99%	99%	99%	100%
Included in Accountability	91%	94%	95%	83%	96%	92%	-	80%	-	100%	97%	82%	99%	81%	95%	90%
Not Included in Accountability: Mobile	4%	3%	3%	17%	2%	8%	-	20%	-	0%	2%	18%	0%	14%	3%	4%
Not Included in Accountability: Other Exclusions	4%	3%	1%	0%	1%	0%	-	0%	-	0%	0%	0%	0%	5%	1%	6%
Not Tested	1%	1%	1%	0%	1%	0%	-	0%	-	0%	2%	0%	1%	1%	1%	0%
Absent	1%	0%	0%	0%	1%	0%	-	0%	-	0%	1%	0%	0%	1%	1%	0%
Other	0%	0%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	98%	99%	100%	99%	100%	-	100%	-	100%	98%	100%	99%	100%	99%	100%
Included in Accountability	93%	94%	95%	83%	96%	90%	-	80%	-	100%	96%	82%	99%	80%	95%	90%
Not Included in Accountability: Mobile	5%	3%	3%	17%	2%	10%	-	20%	-	0%	2%	18%	0%	14%	3%	4%
Not Included in Accountability: Other Exclusions	1%	1%	1%	0%	1%	0%	-	0%	-	0%	0%	0%	0%	5%	1%	5%
Not Tested	1%	2%	1%	0%	1%	0%	-	0%	-	0%	2%	0%	1%	0%	1%	0%
Absent	1%	1%	1%	0%	1%	0%	-	0%	-	0%	2%	0%	1%	0%	1%	0%
Other	0%	2%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	99%	98%	99%	*	98%	100%	-	100%	-	*	97%	100%	98%	99%	98%	99%
Included in Accountability	93%	93%	94%	*	95%	88%	-	80%	-	*	95%	100%	98%	79%	93%	92%
Not Included in Accountability: Mobile	4%	3%	4%	*	3%	12%	-	20%	-	*	2%	0%	0%	16%	4%	3%
Not Included in Accountability: Other Exclusions	1%	2%	1%	*	1%	0%	-	0%	-	*	0%	0%	0%	3%	1%	3%
Not Tested	1%	2%	1%	*	2%	0%	-	0%	-	*	3%	0%	2%	1%	2%	1%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	1%	1%	*	2%	0%	-	0%	-	*	3%	0%	2%	1%	2%	1%
Other	0%	1%	0%	*	0%	0%	-	0%	-	*	0%	0%	0%	0%	0%	0%
Social Studies																
Assessment Participant	99%	99%	99%	*	99%	100%	-	100%	-	*	97%	100%	99%	99%	98%	99%
Included in Accountability	94%	95%	94%	*	95%	88%	-	80%	-	*	95%	100%	98%	79%	93%	92%
Not Included in Accountability: Mobile	4%	3%	4%	*	3%	12%	-	20%	-	*	2%	0%	0%	16%	4%	3%
Not Included in Accountability: Other Exclusions	1%	1%	1%	*	1%	0%	-	0%	-	*	0%	0%	0%	3%	1%	3%
Not Tested	1%	1%	1%	*	1%	0%	-	0%	-	*	3%	0%	1%	1%	2%	1%
Absent	1%	1%	1%	*	1%	0%	-	0%	-	*	3%	0%	1%	1%	2%	1%
Other	0%	0%	0%	*	0%	0%	-	0%	-	*	0%	0%	0%	0%	0%	0%

2023 STAAR Participation (All Grades)

All Tests																
Assessment Participant	99%	99%	99%	100%	99%	99%	*	100%	-	100%	97%	99%	99%	99%	99%	99%
Included in Accountability	93%	95%	96%	100%	96%	94%	*	100%	-	100%	95%	98%	98%	89%	96%	97%
Not Included in Accountability: Mobile	4%	2%	3%	0%	3%	5%	*	0%	-	0%	2%	0%	1%	9%	3%	2%
Not Included in Accountability: Other Exclusions	2%	2%	0%	0%	0%	0%	*	0%	-	0%	1%	1%	0%	1%	0%	0%
Not Tested	1%	1%	1%	0%	1%	1%	*	0%	-	0%	3%	1%	1%	1%	1%	1%
Absent	1%	1%	1%	0%	1%	1%	*	0%	-	0%	3%	1%	1%	1%	1%	1%
Other	0%	0%	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	99%	100%	99%	98%	*	100%	-	100%	98%	100%	99%	98%	99%	100%
Included in Accountability	92%	94%	96%	100%	96%	94%	*	100%	-	100%	95%	96%	98%	89%	96%	97%
Not Included in Accountability: Mobile	4%	3%	3%	0%	2%	5%	*	0%	-	0%	2%	0%	1%	9%	2%	2%
Not Included in Accountability: Other Exclusions	3%	3%	0%	0%	0%	0%	*	0%	-	0%	1%	4%	0%	1%	0%	1%
Not Tested	1%	1%	1%	0%	1%	2%	*	0%	-	0%	2%	0%	1%	2%	1%	0%
Absent	1%	0%	1%	0%	1%	2%	*	0%	-	0%	2%	0%	1%	2%	1%	0%
Other	0%	0%	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	99%	100%	99%	98%	*	100%	-	100%	97%	96%	99%	98%	99%	99%
Included in Accountability	94%	95%	96%	100%	96%	94%	*	100%	-	100%	94%	96%	98%	89%	96%	97%
Not Included in Accountability: Mobile	5%	2%	3%	0%	2%	5%	*	0%	-	0%	2%	0%	1%	9%	2%	2%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
Not Included in Accountability: Other Exclusions	1%	1%	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	1%	1%	0%	1%	2%	*	0%	-	0%	3%	4%	1%	2%	1%	1%
Absent	1%	1%	1%	0%	1%	2%	*	0%	-	0%	3%	4%	1%	2%	1%	1%
Other	0%	1%	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	99%	99%	99%	100%	99%	100%	*	*	-	*	98%	100%	99%	99%	99%	99%
Included in Accountability	93%	96%	96%	100%	96%	96%	*	*	-	*	95%	100%	98%	90%	96%	97%
Not Included in Accountability: Mobile	4%	2%	3%	0%	3%	4%	*	*	-	*	2%	0%	1%	9%	3%	2%
Not Included in Accountability: Other Exclusions	1%	1%	0%	0%	0%	0%	*	*	-	*	1%	0%	0%	1%	0%	0%
Not Tested	1%	1%	1%	0%	1%	0%	*	*	-	*	2%	0%	1%	1%	1%	1%
Absent	1%	1%	1%	0%	1%	0%	*	*	-	*	2%	0%	1%	1%	1%	1%
Other	0%	0%	0%	0%	0%	0%	*	*	-	*	0%	0%	0%	0%	0%	0%
Social Studies																
Assessment Participant	99%	99%	99%	100%	99%	100%	*	*	-	*	98%	100%	99%	99%	99%	99%
Included in Accountability	94%	96%	96%	100%	96%	96%	*	*	-	*	95%	100%	98%	90%	96%	97%
Not Included in Accountability: Mobile	4%	3%	3%	0%	3%	4%	*	*	-	*	2%	0%	1%	9%	3%	2%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	*	*	-	*	1%	0%	0%	1%	0%	0%
Not Tested	1%	1%	1%	0%	1%	0%	*	*	-	*	2%	0%	1%	1%	1%	1%
Absent	1%	1%	1%	0%	1%	0%	*	*	-	*	2%	0%	1%	1%	1%	1%
Other	0%	0%	0%	0%	0%	0%	*	*	-	*	1%	0%	0%	0%	0%	0%

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

Texas Education Agency

2023-24 Attendance, Graduation, and Dropout Rates (TAPR)

DEL RIO MIDDLE (233901043) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2022-23	93.3%	91.5%	89.9%	90.6%	89.8%	90.4%	*	93.6%	*	93.3%	85.2%	88.7%	87.8%
2021-22	92.2%	89.4%	89.2%	*	89.3%	89.2%	*	*	-	-	81.6%	88.1%	88.7%
Chronic Absenteeism													
2022-23	29.3%	28.2%	33.2%	25.0%	33.6%	30.0%	*	22.2%	*	28.6%	47.5%	39.2%	42.4%
2021-22	25.7%	37.2%	34.9%	*	35.1%	33.3%	*	*	-	-	55.0%	39.5%	43.3%
Annual Dropout Rate (Gr 7-8)													
2022-23	0.8%	1.0%	0.8%	0.0%	0.8%	1.3%	*	0.0%	*	0.0%	1.4%	1.0%	1.1%
2021-22	0.7%	1.0%	0.6%	*	0.5%	0.0%	*	*	-	-	0.8%	0.7%	2.4%
Annual Dropout Rate (Gr 9-12)													
2022-23	2.0%	1.4%	-	-	-	-	-	-	-	-	-	-	-
2021-22	2.2%	2.5%	*	*	*	*	*	*	*	*	*	*	*
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2023													
Graduated	90.3%	91.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.1%	2.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	5.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.6%	91.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	94.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022													
Graduated	89.7%	90.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.5%	2.6%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.4%	6.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.0%	91.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.6%	93.6%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	91.8%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.8%	6.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	93.7%	-	-	-	-	-	-	-	-	-	-	-

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.2%	94.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021													
Graduated	92.2%	90.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	9.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	90.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	90.9%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.7%	91.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	8.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	91.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	91.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	92.7%	91.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	8.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	91.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	91.1%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2023	90.3%	90.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	89.7%	89.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2023	72.3%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	59.5%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2023	4.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	3.7%	0.1%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2023	84.3%	94.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	84.3%	90.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2023	88.6%	94.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	88.0%	90.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2022-23	38.4%	-	-	-	-	-	-	-	-	-	-	-	-
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2022-23	4.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2021-22	3.9%	0.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2022-23	82.5%	93.7%	-	-	-	-	-	-	-	-	-	-	-
2021-22	82.3%	90.9%	-	-	-	-	-	-	-	-	-	-	-
Texas First DLA Graduates (Annual Rate)													
2022-23	0.1%	0.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Annual Rate)													
2022-23	86.8%	93.8%	-	-	-	-	-	-	-	-	-	-	-
2021-22	86.0%	91.2%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2023-24 Graduation Profile (TAPR)
DEL RIO MIDDLE (233901043) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2022-23 Annual Graduates)				
Total Graduates	-	-	752	377,367
By Ethnicity:				
African American	-	-	5	46,822
Hispanic	-	-	706	197,333
White	-	-	39	103,009
American Indian	-	-	0	1,181
Asian	-	-	1	19,151
Pacific Islander	-	-	0	574
Two or More Races	-	-	1	9,297
By Graduation Type:				
Minimum H.S. Program	-	-	0	433
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	270
Foundation H.S. Program (No Endorsement)	-	-	47	49,278
Foundation H.S. Program (Endorsement)	-	-	0	16,475
Foundation H.S. Program (DLA)	-	-	700	310,689
Texas First Early H.S. Completion Program (Texas First-DLA)	-	-	5	222
Special Education Graduates	-	-	81	34,589
Economically Disadvantaged Graduates	-	-	490	206,367
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	99	50,229
At-Risk Graduates	-	-	655	168,430
CTE Completers	-	-	350	116,959

There is no data for this campus.

There is no data for this campus.

There is no data for this campus.

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Total Students	**1,414**	**100.0%**	**9,875**	**5,517,464**	**1,414**	**100.0%**	**9,907**	**5,531,236**
Students by Grade								
Grade 7	678	47.9%	6.9%	7.3%	678	47.9%	6.8%	7.3%
Grade 8	736	52.1%	7.9%	7.5%	736	52.1%	7.9%	7.5%
Ethnic Distribution								
African American	6	0.4%	0.5%	12.8%	6	0.4%	0.5%	12.8%
Hispanic	1,315	93.0%	93.3%	53.2%	1,315	93.0%	93.2%	53.2%
White	80	5.7%	5.2%	25.0%	80	5.7%	5.2%	25.0%
American Indian	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Asian	5	0.4%	0.4%	5.4%	5	0.4%	0.4%	5.4%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	8	0.6%	0.6%	3.1%	8	0.6%	0.6%	3.1%
Sex								
Female	682	48.2%	49.1%	48.9%	682	48.2%	48.9%	48.8%
Male	732	51.8%	50.9%	51.1%	732	51.8%	51.1%	51.2%
Other Student Cohorts								
Economically Disadvantaged	1,042	73.7%	75.0%	62.3%	1,042	73.7%	74.9%	62.2%
Non-Educationally Disadvantaged	372	26.3%	25.0%	37.7%	372	26.3%	25.1%	37.8%
Section 504 Students	189	13.4%	8.4%	7.2%	189	13.4%	8.4%	7.2%
EB Students/EL	263	18.6%	23.4%	24.4%	263	18.6%	23.4%	24.3%
Students w/ Disciplinary Placements (2022-23)	129	8.4%	2.7%	1.9%				
Students w/ Dyslexia	107	7.6%	4.8%	6.0%	107	7.6%	4.8%	6.0%
Foster Care	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Homeless	22	1.6%	1.3%	1.4%	22	1.6%	1.3%	1.4%
Immigrant	16	1.1%	2.4%	2.9%	16	1.1%	2.4%	2.9%
Migrant	32	2.3%	2.1%	0.2%	32	2.3%	2.1%	0.2%
Title I	1,414	100.0%	98.4%	65.7%	1,414	100.0%	98.4%	65.7%
Military Connected	79	5.6%	6.0%	3.9%	79	5.6%	6.0%	3.9%
At-Risk	1,082	76.5%	65.0%	53.2%	1,082	76.5%	64.8%	53.2%
Students by Instructional Program								
Bilingual/ESL Education	251	17.8%	22.6%	24.5%	251	17.8%	22.5%	24.4%
Career and Technical Education	234	16.5%	28.2%	26.9%	-	-	-	-
Career and Technical Education (9-12 grades only)	0	0.0%	84.5%	73.3%	-	-	-	-
Gifted and Talented Education	106	7.5%	6.6%	8.5%	106	7.5%	6.6%	8.5%
Special Education	256	18.1%	18.1%	13.9%	256	18.1%	18.3%	14.0%
Students with Disabilities by Type of Primary Disability								
Total Students with Disabilities	**256**							

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Students with Intellectual Disabilities	188	73.4%	58.0%	45.7%				
Students with Physical Disabilities	*	*	17.9%	18.9%				
Students with Autism	**	**	6.9%	16.2%				
Students with Behavioral Disabilities	52	20.3%	16.4%	17.6%				
Students with Non-Categorical Early Childhood	0	0.0%	0.8%	1.7%				
Mobility (2022-23)								
Total Mobile Students	**118**	**7.7%**	**10.9%**	**16.1%**				
African American	1	0.1%	0.2%	3.4%				
Hispanic	109	7.1%	10.0%	8.5%				
White	5	0.3%	0.6%	3.1%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	3	0.2%	0.1%	0.5%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	0	0.0%	0.1%	0.5%				
Special Ed Students who are Mobile	23	8.1%	8.8%	17.6%				
Count and Percent of EB Students/EL who are Mobile	29	10.4%	12.9%	16.3%				
Count and Percent of Econ Dis Students who are Mobile	95	8.2%	11.7%	16.6%				
Student Attrition (2022-23)								
Total Student Attrition	**54**	**7.2%**	**27.8%**	**18.1%**				

	Non-Special Education Rates			Special Education Rates		
Student Information	Campus	District	State	Campus	District	State
Retention Rates by Grade						
Grade 7	0.7%	0.7%	0.5%	0.0%	0.0%	0.4%
Grade 8	8.4%	7.9%	0.4%	0.0%	0.0%	0.5%

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

Class Size Information	Campus	District	State
Secondary			
English/Language Arts	25.3	21.6	16.3
Foreign Languages	25.9	26.8	18.8
Mathematics	25.1	22.3	17.5

Class Size Information	Campus	District	State
Science	25.1	24.1	18.5
Social Studies	24.7	24.2	18.8

Texas Education Agency

2023-24 Staff Information (TAPR)

DEL RIO MIDDLE (233901043) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	Campus			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Total Staff	**104.3**	**100.0%**	**100.0%**	**100.0%**
Professional Staff	96.6	92.6%	51.4%	63.9%
Teachers	78.0	74.8%	36.4%	48.3%
Professional Support	14.6	14.0%	12.2%	11.1%
Campus Administration (School Leadership)	4.0	3.8%	2.2%	3.3%
Educational Aides	7.7	7.4%	11.9%	11.4%
Librarians and Counselors (Headcount)				
Full-time Librarians	1.0	n/a	10.0	4,187.0
Part-time Librarians	0.0	n/a	0.0	651.0
Full-time Counselors	6.0	n/a	41.0	13,870.0
Part-time Counselors	0.0	n/a	0.0	1,172.0
Total Minority Staff	**82.4**	**79.1%**	**90.7%**	**54.4%**
Teachers by Ethnicity				
African American	2.0	2.6%	0.9%	12.6%
Hispanic	58.0	74.3%	84.9%	30.1%
White	18.1	23.2%	14.0%	53.4%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	0.0	0.0%	0.0%	2.1%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.0%	1.3%
Teachers by Sex				
Males	26.3	33.7%	20.6%	24.5%
Females	51.8	66.3%	79.4%	75.5%
Teachers by Highest Degree Held				
No Degree	0.0	0.0%	2.2%	2.5%
Bachelors	61.5	78.8%	79.3%	71.7%
Masters	16.5	21.2%	18.6%	24.9%
Doctorate	0.0	0.0%	0.0%	0.8%
Teachers by Years of Experience				
Beginning Teachers	8.1	10.4%	6.9%	8.7%
1-5 Years Experience	27.5	35.2%	28.6%	27.4%
6-10 Years Experience	15.0	19.2%	18.9%	20.2%
11-20 Years Experience	18.3	23.5%	26.6%	27.1%
21-30 Years Experience	6.1	7.8%	13.6%	13.7%
Over 30 Years Experience	3.0	3.8%	5.5%	3.0%
Number of Students per Teacher	18.1	n/a	18.1	14.7

Staff Information	Campus	District	State
Experience of Campus Leadership			
Average Years Experience of Principals	3.0	5.8	6.0
Average Years Experience of Principals with District	3.0	5.8	5.1
Average Years Experience of Assistant Principals	1.5	2.7	5.1
Average Years Experience of Assistant Principals with District	1.5	2.4	4.3
Average Years Experience of Teachers	9.9	12.2	11.1
Average Years Experience of Teachers with District	9.0	11.3	6.9
Average Teacher Salary by Years of Experience (regular duties only)			
Beginning Teachers	$48,473	$43,915	$54,272
1-5 Years Experience	$56,663	$54,966	$58,185
6-10 Years Experience	$59,117	$59,041	$61,494
11-20 Years Experience	$62,341	$63,850	$65,219
21-30 Years Experience	$66,280	$67,782	$69,723
Over 30 Years Experience	$76,869	$74,563	$74,014
Average Actual Salaries (regular duties only)			
Teachers	$59,139	$60,152	$62,474
Professional Support	$69,478	$75,452	$73,783
Campus Administration (School Leadership)	$96,901	$90,313	$86,738
Instructional Staff Percent	n/a	59.6%	65.0%
Contracted Instructional Staff (not incl. above)	0.0	0.0	1,970.1

	Campus			
Program Information	Count	Percent	District	State
Teachers by Program (population served)				
Bilingual/ESL Education	1.0	1.3%	9.5%	6.0%
Career and Technical Education	3.0	3.8%	7.2%	5.5%
Compensatory Education	3.2	4.1%	7.1%	3.1%
Gifted and Talented Education	2.6	3.3%	1.9%	1.6%
Regular Education	64.0	82.0%	67.5%	69.8%
Special Education	4.3	5.5%	5.0%	10.3%
Other	0.0	0.0%	1.7%	3.7%

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

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

"The 2024 accountability reports are not yet publicly available. The release of these reports is pending judicial ruling and decisions from the 89th legislature during a special called session."



2024 Campus Comparison Group
DEL RIO MIDDLE (233901043) - SAN FELIPE-DEL RIO CISD
Campus Type: Middle School
Sorted by District Name

Campus Name	District Name	Grade Span	Number of Students	% Econ Disadv	% EL	Mobility Rate	% Early College HS	% Special Ed
DEL RIO MIDDLE (233901043)	**SAN FELIPE-DEL RIO CISD**	**07-08**	**1,414**	**73.7**	**18.6**	**7.7**	**0.0**	**18.1**
1 ANGLETON J H SCHOOL (020902044)	ANGLETON ISD	06-08	1,578	79.2	18.8	13.1	0.0	16.7
2 STEPHEN F AUSTIN (021902041)	BRYAN ISD	07-08	1,162	74.4	26.7	16.3	0.0	17.3
3 AD WHEAT MIDDLE (126903707)	CLEBURNE ISD	07-08	1,098	68.1	26.4	16.2	0.0	14.3
4 DONALD J STOCKTON JH (170902055)	CONROE ISD	07-08	1,343	69.0	36.7	13.3	0.0	15.1
5 PEET J H (170902041)	CONROE ISD	07-08	1,322	57.0	25.4	15.9	0.0	13.7
6 CRANDALL MIDDLE (129901041)	CRANDALL ISD	07-08	1,035	62.2	18.8	14.7	0.0	13.6
7 CROSBY MIDDLE (101906042)	CROSBY ISD	06-08	1,555	62.6	22.6	13.3	0.0	14.7
8 ARNOLD MIDDLE (101907041)	CYPRESS-FAIRBANKS ISD	06-08	1,378	71.2	18.2	15.2	0.0	14.7
9 BLEYL MIDDLE (101907043)	CYPRESS-FAIRBANKS ISD	06-08	1,365	75.1	19.9	19.4	0.0	14.3
10 COOK MIDDLE (101907047)	CYPRESS-FAIRBANKS ISD	06-08	1,378	68.0	23.9	10.9	0.0	11.8
11 LABAY MIDDLE (101907046)	CYPRESS-FAIRBANKS ISD	06-08	1,109	74.4	25.8	13.6	0.0	13.6
12 ROWE MIDDLE (101907059)	CYPRESS-FAIRBANKS ISD	06-08	1,390	80.4	26.3	15.3	0.0	14.3
13 WATKINS MIDDLE (101907045)	CYPRESS-FAIRBANKS ISD	06-08	1,330	81.1	29.4	14.5	0.0	14.0
14 WILSON J H (146902041)	DAYTON ISD	06-08	1,370	72.3	27.2	12.8	0.0	16.5
15 EAST CENTRAL HERITAGE MIDDLE (015911043)	EAST CENTRAL ISD	06-08	1,189	71.2	14.2	18.1	0.0	15.9
16 LEGACY MIDDLE (015911044)	EAST CENTRAL ISD	06-08	1,121	72.6	15.5	17.6	0.0	13.5
17 NIMITZ MIDDLE (068901046)	ECTOR COUNTY ISD	06-08	1,312	68.4	15.9	20.6	0.0	9.8
18 WILSON & YOUNG MEDAL OF HONOR MIDDLE (068901045)	ECTOR COUNTY ISD	06-08	1,193	75.1	14.8	20.5	0.0	10.9
19 SOUTH MIDDLE (108904044)	EDINBURG CISD	06-08	1,235	65.7	21.2	14.0	0.0	8.8
20 DAVID CROCKETT MIDDLE (079907053)	FORT BEND ISD	06-08	1,284	71.3	33.2	13.4	0.0	14.2
21 LAKE OLYMPIA MIDDLE (079907048)	FORT BEND ISD	06-08	1,125	69.0	25.9	14.5	0.0	20.3
22 E F GREEN JUNIOR SCHOOL (101911046)	GOOSE CREEK CISD	06-08	1,050	67.4	20.8	14.0	0.0	14.3
23 PERSHING MIDDLE (101912064)	HOUSTON ISD	06-08	1,270	68.1	19.4	14.2	0.0	11.7
24 AUTUMN RIDGE MIDDLE (101913050)	HUMBLE ISD	06-08	1,169	73.2	13.6	13.7	0.0	13.9
25 HUMBLE MIDDLE (101913041)	HUMBLE ISD	06-08	1,312	64.4	30.3	14.8	0.0	15.2
26 EULESS J H (220916042)	HURST-EULESS-BEDFORD ISD	07-09	1,112	73.4	20.7	16.7	0.0	11.6
27 JUDSON MIDDLE (015916045)	JUDSON ISD	06-08	1,207	70.3	10.9	19.0	0.0	18.1
28 STOCKDICK J H (101914055)	KATY ISD	06-08	1,405	56.7	23.6	11.1	0.0	17.2
29 HARRY WRIGHT JH (079901046)	LAMAR CISD	06-08	1,333	57.7	23.0	13.4	0.0	17.3
30 LAMAR JH (079901041)	LAMAR CISD	06-08	1,240	68.8	24.4	22.0	0.0	20.6
31 LUFKIN MIDDLE (003903044)	LUFKIN ISD	06-08	1,474	87.2	26.3	13.8	0.0	15.5
32 KIMBROUGH MIDDLE (057914046)	MESQUITE ISD	06-08	1,152	75.8	28.8	14.7	0.0	18.8
33 MCMICHAEL MIDDLE (174904043)	NACOGDOCHES ISD	06-08	1,338	63.7	31.0	10.8	0.0	17.8
34 WOODRIDGE FOREST MIDDLE (170908044)	NEW CANEY ISD	06-08	1,309	61.5	27.0	15.0	0.0	14.3
35 RED OAK MIDDLE (070911041)	RED OAK ISD	06-08	1,539	63.5	16.4	12.0	0.0	15.6
36 SSG MANUEL R PUENTES (071909049)	SOCORRO ISD	06-08	1,085	63.7	19.8	9.1	0.0	11.2
37 TEXAS MIDDLE (019907042)	TEXARKANA ISD	06-08	1,360	76.3	11.2	13.1	0.0	15.5
38 CENTRAL MIDDLE (108913043)	WESLACO ISD	06-08	1,085	69.6	18.5	14.5	0.0	11.0
39 BARWISE MIDDLE (243905046)	WICHITA FALLS ISD	06-08	1,102	71.7	19.6	16.3	0.0	20.6
40 EASTWOOD MIDDLE (071905043)	YSLETA ISD	06-08	1,249	67.5	22.1	9.5	0.0	15.1
Comparison Group Average			**1,266**	**70.5**	**22.3**	**14.8**	**0.0**	**14.9**

2022-2023 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR DEL RIO MIDDLE (233901043)
SAN FELIPE-DEL RIO CISD

Total Enrolled Membership: 1,478

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	$9,437,800	100.00%	$6,386	$11,968,769	100.00%	$8,098
Operating-Payroll	$8,255,342	87.47%	$5,585	$10,512,071	87.83%	$7,112
Other Operating	$1,152,559	12.21%	$780	$1,407,990	11.76%	$953
Non-Operating(Equipt/Supplies)	$29,899	0.32%	$20	$48,708	0.41%	$33
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	$9,407,901	100.00%	$6,365	$11,920,061	100.00%	$8,065
Instruction (11,95) *	$5,489,460	58.35%	$3,714	$7,261,906	60.92%	$4,913
Instructional Res/Media (12) *	$208,077	2.21%	$141	$208,098	1.75%	$141
Curriculum/Staff Develop (13) *	$183,072	1.95%	$124	$328,910	2.76%	$223
Instructional Leadership (21) *	$153,334	1.63%	$104	$153,334	1.29%	$104
School Leadership (23) *	$821,958	8.74%	$556	$821,996	6.90%	$556
Guidance/Counseling Svcs (31) *	$677,319	7.20%	$458	$677,319	5.68%	$458
Social Work Services (32) *	$21,573	0.23%	$15	$21,573	0.18%	$15
Health Services (33) *	$156,205	1.66%	$106	$157,471	1.32%	$107
Transportation(34) *	$0	0.00%	$0	$0	0.00%	$0
Food (35) **	$0	0.00%	$0	$493,453	4.14%	$334
Extracurricular (36) **	$465,196	4.94%	$315	$465,754	3.91%	$315
Plant Maint/Operation (51) **	$834,463	8.87%	$565	$871,335	7.31%	$590
Security/Monitoring (52) **	$397,225	4.22%	$269	$397,225	3.33%	$269

2022-2023 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR DEL RIO MIDDLE (233901043)
SAN FELIPE-DEL RIO CISD

Total Enrolled Membership: 1,478

	General Fund	%	Per Student	All Funds	%	Per Student
Data Processing Svcs (53) **	$0	0.00%	$0	$0	0.00%	$0
Fund Raising CHARTER ONLY (81) **	$0	0.00%	$0	$0	0.00%	$0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	$9,407,901	100.00%	$6,365	$11,920,061	100.00%	$8,065
Regular	$5,508,546	58.55%	$3,727	$6,982,965	58.58%	$4,725
Gifted & Talented	$91,906	0.98%	$62	$92,058	0.77%	$62
Career & Technical	$1,878	0.02%	$1	$1,878	0.02%	$1
Students with Disabilities	$1,764,490	18.76%	$1,194	$1,988,559	16.68%	$1,345
State Compensatory ED	$329,080	3.50%	$223	$538,340	4.52%	$364
Bilingual	$15,848	0.17%	$11	$54,640	0.46%	$37
Early Education Allotment	$0	0.00%	$0	$0	0.00%	$0
Dyslexia or Related Disorder Serv	$0	0.00%	$0	$0	0.00%	$0
CCMR	$0	0.00%	$0	$0	0.00%	$0
Athletic Programming	$352,257	3.74%	$238	$352,791	2.96%	$239
Un-Allocated	$1,343,896	14.28%	$909	$1,908,830	16.01%	$1,291

Note: Some amounts may not total due to rounding.

* Please refer to sections A.1 through A.8 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus.

** Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data.

Link to PEIMS Financial Standard Reports to be used for the analysis of costs reported by comparable school districts.

Texas Education Agency

2024 Federal Report Card

DEL RIO MIDDLE (233901043) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Part (i): Description of State Accountability System

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

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

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

Texas Education Agency
2024 Federal Report Card
DEL RIO MIDDLE (233901043) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

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

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

Texas Education Agency

2024 Federal Report Card

DEL RIO MIDDLE (233901043) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

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

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

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

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

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

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

1 If Federal Graduation Status is not available, Academic Growth Status is used.
2 If College, Career, and Military Readiness is not available, Student Achievement Domain Score: STAAR Component Only is used.

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

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

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

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

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

Part (ii): Student Achievement by Proficiency Level

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
STAAR Percent at Approaches Grade Level or Above																					
Grade 7																					

Texas Education Agency
2024 Federal Report Card
DEL RIO MIDDLE (233901043) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Race/s	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	72%	60%	60%	*	59%	81%	-	-	-	*	52%	81%	24%	67%	28%	53%	69%	56%	31%	-	100%
	CWD	39%	24%	24%	*	23%	*	-	-	-	-	20%	50%	24%	-	17%	20%	32%	*	*	-	-
	CWOD	78%	67%	67%	*	66%	86%	-	-	-	*	59%	83%	-	67%	30%	61%	72%	67%	36%	-	100%
	EL	57%	28%	28%	-	27%	*	-	-	-	-	29%	20%	17%	30%	28%	25%	32%	*	0%	-	-
	Male	67%	53%	53%	*	51%	78%	-	-	-	*	45%	73%	20%	61%	25%	53%	-	*	13%	-	100%
	Female	78%	69%	69%	*	68%	85%	-	-	-	*	60%	87%	32%	72%	32%	-	69%	100%	60%	-	*
Mathematics	All Students	54%	47%	47%	*	46%	72%	-	-	-	*	40%	64%	18%	53%	22%	46%	49%	22%	21%	-	92%
	CWD	31%	18%	18%	*	16%	*	-	-	-	-	17%	25%	18%	-	11%	15%	23%	*	*	-	-
	CWOD	58%	53%	53%	*	51%	82%	-	-	-	*	46%	67%	-	53%	23%	53%	52%	17%	25%	-	92%
	EL	42%	22%	22%	-	22%	*	-	-	-	-	23%	13%	11%	23%	22%	26%	14%	*	17%	-	-
	Male	55%	46%	46%	*	44%	78%	-	-	-	*	39%	64%	15%	53%	26%	46%	-	*	33%	-	88%
	Female	53%	49%	49%	*	48%	77%	-	-	-	*	42%	64%	23%	52%	14%	-	49%	40%	0%	-	*
Grade 8																						
Reading	All Students	79%	65%	66%	*	65%	84%	-	*	-	*	61%	78%	31%	76%	37%	61%	72%	53%	20%	-	88%
	CWD	48%	31%	31%	-	30%	*	-	-	-	-	31%	33%	31%	-	22%	25%	41%	29%	*	-	*
	CWOD	83%	73%	76%	*	75%	86%	-	*	-	*	71%	84%	-	76%	43%	72%	79%	75%	17%	-	86%
	EL	64%	37%	37%	-	37%	*	-	*	-	-	37%	38%	22%	43%	37%	38%	39%	*	*	-	*
	Male	74%	60%	61%	*	60%	79%	-	*	-	*	54%	74%	25%	72%	36%	61%	-	50%	0%	-	*
	Female	84%	71%	72%	*	72%	91%	-	*	-	*	69%	84%	41%	79%	39%	-	72%	57%	40%	-	100%
Mathematics	All Students	70%	54%	54%	*	52%	83%	-	*	-	*	49%	67%	35%	60%	36%	53%	55%	36%	10%	-	*
	CWD	45%	35%	35%	-	34%	*	-	-	-	-	34%	38%	35%	-	26%	34%	36%	29%	*	-	*
	CWOD	74%	60%	60%	*	59%	87%	-	*	-	*	55%	72%	-	60%	40%	60%	60%	43%	17%	-	*
	EL	62%	36%	36%	-	34%	*	-	*	-	-	34%	47%	26%	40%	36%	38%	34%	*	*	-	-
	Male	69%	53%	53%	*	51%	80%	-	*	-	*	47%	66%	34%	60%	38%	53%	-	14%	0%	-	*
	Female	71%	55%	55%	-	53%	86%	-	*	-	*	51%	69%	36%	60%	34%	-	55%	57%	20%	-	*
Science	All Students	68%	53%	53%	*	51%	82%	-	60%	-	*	44%	73%	24%	60%	29%	56%	50%	20%	0%	-	88%
	CWD	39%	24%	24%	-	23%	*	-	-	-	-	22%	31%	24%	-	17%	23%	25%	29%	*	-	*
	CWOD	72%	60%	60%	*	59%	87%	-	60%	-	*	51%	77%	-	60%	34%	66%	55%	13%	0%	-	86%
	EL	51%	29%	29%	-	28%	*	-	*	-	-	29%	29%	17%	34%	29%	32%	25%	*	*	-	*
	Male	70%	56%	56%	*	55%	73%	-	*	-	*	46%	74%	23%	66%	32%	56%	-	0%	0%	-	*
	Female	66%	50%	50%	*	48%	80%	-	*	-	*	42%	71%	25%	55%	25%	-	50%	43%	0%	-	80%
End of Course																						
English I	All Students	67%	67%	100%	-	100%	100%	-	*	-	-	100%	100%	*	100%	*	100%	100%	-	-	-	-
	CWD	35%	35%	*	-	*	-	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-
	CWOD	73%	75%	100%	-	100%	100%	-	*	-	-	100%	100%	-	100%	*	100%	100%	-	-	-	-
	EL	47%	40%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	62%	64%	100%	-	100%	*	-	-	-	-	*	100%	*	100%	*	100%	-	-	-	-	-
	Female	74%	71%	100%	-	100%	100%	-	*	-	-	100%	100%	-	100%	-	-	100%	-	-	-	-

Texas Education Agency
2024 Federal Report Card
DEL RIO MIDDLE (233901043) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Algebra I	All Students	79%	81%	99%	*	99%	100%	-	*	-	-	100%	99%	*	99%	100%	99%	100%	-	-	-	*
	CWD	54%	57%	*	-	*	-	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-
	CWOD	83%	86%	99%	*	99%	100%	-	*	-	-	100%	99%	-	99%	100%	99%	100%	-	-	-	*
	EL	72%	72%	100%	-	100%	-	-	-	-	-	*	*	-	100%	100%	100%	-	-	-	-	-
	Male	77%	79%	99%	-	99%	*	*	-	*	-	100%	98%	*	99%	100%	99%	-	-	-	-	*
	Female	81%	84%	100%	*	100%	100%	-	*	-	-	100%	100%	-	100%	-	-	100%	-	-	-	*
STAAR Percent at Meets Grade Level or Above																						
Grade 7																						
Reading	All Students	53%	40%	40%	*	39%	68%	-	-	-	*	30%	65%	13%	45%	12%	32%	49%	33%	15%	-	92%
	CWD	21%	13%	13%	*	11%	*	-	-	-	-	13%	8%	13%	-	6%	10%	19%	*	*	-	-
	CWOD	58%	45%	45%	*	44%	71%	-	-	-	*	34%	68%	-	45%	13%	37%	52%	33%	18%	-	92%
	EL	34%	12%	12%	-	11%	*	-	-	-	-	11%	13%	6%	13%	12%	9%	16%	*	0%	-	-
	Male	47%	32%	32%	*	31%	61%	-	-	-	*	23%	56%	10%	37%	9%	32%	-	*	0%	-	88%
	Female	59%	49%	49%	*	48%	77%	-	-	-	*	38%	72%	19%	52%	16%	-	49%	60%	40%	-	*
Mathematics	All Students	33%	25%	25%	*	23%	52%	-	-	-	*	16%	44%	9%	27%	6%	25%	24%	11%	7%	-	67%
	CWD	17%	9%	9%	*	8%	*	-	-	-	-	10%	0%	9%	-	6%	7%	13%	*	*	-	-
	CWOD	36%	27%	27%	*	26%	57%	-	-	-	*	18%	47%	-	27%	6%	30%	25%	0%	8%	-	67%
	EL	22%	6%	6%	-	6%	*	-	-	-	-	6%	7%	6%	6%	6%	9%	2%	*	0%	-	-
	Male	35%	25%	25%	*	24%	50%	-	-	-	*	19%	43%	7%	30%	9%	25%	-	*	11%	-	75%
	Female	31%	24%	24%	*	22%	54%	-	-	-	*	14%	46%	13%	25%	2%	-	24%	20%	0%	-	*
Grade 8																						
Reading	All Students	55%	37%	39%	*	38%	60%	-	*	-	*	34%	53%	12%	47%	14%	36%	43%	13%	0%	-	75%
	CWD	23%	12%	12%	-	12%	*	-	-	-	-	12%	13%	12%	-	6%	13%	11%	0%	*	-	*
	CWOD	59%	44%	47%	*	46%	64%	-	*	-	*	41%	59%	-	47%	17%	44%	50%	25%	0%	-	71%
	EL	35%	13%	14%	-	14%	*	-	*	-	-	15%	10%	6%	17%	14%	11%	17%	*	*	-	*
	Male	49%	35%	36%	*	35%	50%	-	*	-	*	31%	47%	13%	44%	11%	36%	-	13%	0%	-	*
	Female	60%	40%	43%	*	41%	73%	-	*	-	*	37%	61%	11%	50%	17%	-	43%	14%	0%	-	80%
Mathematics	All Students	41%	23%	23%	*	22%	33%	-	*	-	*	19%	34%	11%	26%	10%	22%	23%	14%	0%	-	*
	CWD	21%	11%	11%	-	11%	*	-	-	-	-	11%	13%	11%	-	3%	14%	7%	0%	*	-	*
	CWOD	44%	26%	26%	*	26%	33%	-	*	-	*	21%	38%	-	26%	13%	26%	27%	29%	0%	-	*
	EL	30%	10%	10%	-	11%	*	-	*	-	-	9%	16%	3%	13%	10%	11%	10%	*	*	-	-
	Male	41%	22%	22%	*	22%	30%	-	*	-	*	18%	32%	14%	26%	11%	22%	-	14%	0%	-	*
	Female	41%	23%	23%	-	22%	38%	-	*	-	*	19%	36%	7%	27%	10%	-	23%	14%	0%	-	*
Science	All Students	42%	31%	31%	*	30%	58%	-	40%	-	*	22%	50%	10%	37%	9%	34%	28%	0%	0%	-	50%
	CWD	20%	10%	10%	-	10%	*	-	-	-	-	9%	12%	10%	-	6%	13%	5%	0%	*	-	*
	CWOD	46%	37%	37%	*	35%	63%	-	40%	-	*	26%	54%	-	37%	11%	41%	32%	0%	0%	-	57%
	EL	24%	9%	9%	-	9%	*	-	*	-	-	7%	19%	6%	11%	9%	14%	3%	*	*	-	*
	Male	45%	34%	34%	*	34%	40%	-	*	-	*	26%	50%	13%	41%	14%	34%	-	0%	0%	-	*
	Female	40%	28%	28%	*	25%	72%	-	*	-	*	19%	49%	5%	32%	3%	-	28%	0%	0%	-	40%
End of Course																						

Texas Education Agency
2024 Federal Report Card
DEL RIO MIDDLE (233901043) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
English I	All Students	50%	50%	98%	-	98%	100%	-	*	-	-	100%	98%	*	100%	*	95%	100%	-	-	-	-
	CWD	19%	15%	*	-	*	-	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-
	CWOD	55%	58%	100%	-	100%	100%	-	*	-	-	100%	100%	-	100%	*	100%	100%	-	-	-	-
	EL	27%	18%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	43%	45%	95%	-	94%	*	-	-	-	-	*	94%	*	100%	*	95%	-	-	-	-	-
	Female	57%	55%	100%	-	100%	100%	-	*	-	-	100%	100%	-	100%	-	-	100%	-	-	-	-
Algebra I	All Students	41%	35%	82%	*	81%	93%	-	*	-	-	85%	80%	*	82%	80%	80%	84%	-	-	-	*
	CWD	17%	10%	*	-	*	-	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-
	CWOD	45%	40%	82%	*	81%	93%	-	*	-	-	85%	80%	-	82%	80%	80%	84%	-	-	-	*
	EL	29%	18%	80%	-	80%	-	-	-	-	-	*	*	-	80%	80%	80%	-	-	-	-	-
	Male	39%	35%	80%	-	79%	*	-	-	-	-	78%	82%	*	80%	80%	80%	-	-	-	-	*
	Female	43%	35%	84%	*	83%	90%	-	*	-	-	91%	79%	-	84%	-	-	84%	-	-	-	*
STAAR Percent at Masters Grade Level																						
Grade 7																						
Reading	All Students	28%	15%	15%	*	14%	35%	-	-	-	*	7%	33%	2%	17%	1%	9%	21%	0%	0%	-	42%
	CWD	6%	2%	2%	*	2%	*	-	-	-	-	1%	8%	2%	-	0%	0%	6%	*	*	-	-
	CWOD	31%	17%	17%	*	16%	39%	-	-	-	*	9%	35%	-	17%	1%	11%	23%	0%	0%	-	42%
	EL	13%	1%	1%	-	1%	*	-	-	-	-	1%	0%	0%	1%	1%	0%	2%	*	0%	-	-
	Male	23%	9%	9%	*	8%	22%	-	-	-	*	3%	24%	0%	11%	0%	9%	-	*	0%	-	50%
	Female	33%	21%	21%	*	20%	54%	-	-	-	*	12%	42%	6%	23%	2%	-	21%	0%	0%	-	*
Mathematics	All Students	11%	6%	6%	*	6%	13%	-	-	-	*	3%	14%	1%	7%	0%	8%	5%	0%	0%	-	42%
	CWD	5%	1%	1%	*	1%	*	-	-	-	-	1%	0%	1%	-	0%	0%	3%	*	*	-	-
	CWOD	12%	7%	7%	*	7%	14%	-	-	-	*	4%	15%	-	7%	0%	9%	5%	0%	0%	-	42%
	EL	5%	0%	0%	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	*	0%	-	-
	Male	12%	8%	8%	*	7%	17%	-	-	-	*	4%	17%	0%	9%	0%	8%	-	*	0%	-	50%
	Female	9%	5%	5%	*	5%	8%	-	-	-	*	2%	12%	3%	5%	0%	-	5%	0%	0%	-	*
Grade 8																						
Reading	All Students	28%	12%	13%	*	12%	20%	-	*	-	*	9%	22%	4%	16%	2%	11%	15%	0%	0%	-	50%
	CWD	7%	4%	4%	-	4%	*	-	-	-	-	3%	4%	4%	-	3%	5%	2%	0%	*	-	*
	CWOD	31%	15%	16%	*	15%	23%	-	*	-	*	11%	25%	-	16%	2%	14%	18%	0%	0%	-	57%
	EL	12%	2%	2%	-	2%	*	-	*	-	-	2%	5%	3%	2%	2%	4%	0%	*	*	-	*
	Male	25%	11%	11%	*	11%	7%	-	*	-	*	9%	16%	5%	14%	4%	11%	-	0%	0%	-	*
	Female	32%	14%	15%	*	14%	36%	-	*	-	*	10%	31%	2%	18%	0%	-	15%	0%	0%	-	40%
Mathematics	All Students	15%	4%	4%	*	4%	6%	-	*	-	*	2%	9%	2%	5%	3%	5%	3%	0%	0%	-	*
	CWD	6%	2%	2%	-	2%	*	-	-	-	-	3%	0%	2%	-	3%	4%	0%	0%	*	-	*
	CWOD	17%	5%	5%	*	5%	7%	-	*	-	*	2%	11%	-	5%	3%	6%	4%	0%	0%	-	*
	EL	8%	3%	3%	-	3%	*	-	*	-	-	2%	11%	3%	3%	3%	6%	0%	*	*	-	-
	Male	16%	5%	5%	*	5%	0%	-	*	-	*	3%	10%	4%	6%	6%	5%	-	0%	0%	-	*
	Female	14%	3%	3%	-	3%	13%	-	*	-	*	2%	7%	0%	4%	0%	-	3%	0%	0%	-	*

Texas Education Agency
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DEL RIO MIDDLE (233901043) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Science	All Students	16%	11%	11%	*	10%	30%	-	20%	-	*	6%	21%	3%	13%	2%	10%	12%	0%	0%	-	38%
	CWD	5%	3%	3%	-	4%	*	-	-	-	-	3%	4%	3%	-	3%	5%	2%	0%	*	-	*
	CWOD	18%	13%	13%	*	12%	33%	-	20%	-	*	7%	23%	-	13%	2%	12%	13%	0%	0%	-	43%
	EL	6%	2%	2%	-	2%	*	-	*	-	-	3%	0%	3%	2%	2%	4%	0%	*	*	-	*
	Male	18%	10%	10%	*	10%	20%	-	*	-	*	7%	17%	5%	12%	4%	10%	-	0%	0%	-	*
	Female	15%	12%	12%	*	10%	39%	-	*	-	*	5%	26%	2%	13%	0%	-	12%	0%	0%	-	40%
End of Course																						
English I	All Students	15%	13%	58%	-	56%	71%	-	*	-	-	68%	54%	*	60%	*	42%	65%	-	-	-	-
	CWD	4%	2%	*	-	*	-	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-
	CWOD	17%	15%	60%	-	58%	71%	-	*	-	-	68%	57%	-	60%	*	47%	65%	-	-	-	-
	EL	4%	2%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	11%	9%	42%	-	39%	*	-	-	-	-	*	44%	*	47%	*	42%	-	-	-	-	-
	Female	19%	17%	65%	-	64%	67%	-	*	-	-	75%	60%	-	65%	-	-	65%	-	-	-	-
Algebra I	All Students	23%	15%	51%	*	49%	71%	-	*	-	-	51%	51%	*	51%	40%	49%	52%	-	-	-	*
	CWD	7%	3%	*	-	*	-	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-
	CWOD	25%	18%	51%	*	49%	71%	-	*	-	-	51%	51%	-	51%	40%	49%	52%	-	-	-	*
	EL	13%	6%	40%	-	40%	-	-	-	-	-	*	*	-	40%	40%	40%	-	-	-	-	-
	Male	22%	16%	49%	-	48%	*	-	-	-	-	46%	52%	*	49%	40%	49%	-	-	-	-	*
	Female	23%	14%	52%	*	50%	70%	-	*	-	-	56%	50%	-	52%	-	-	52%	-	-	-	*
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						
All Subjects	All Students	73%	68%	59%	86%	58%	84%	-	67%	-	100%	51%	76%	27%	66%	31%	56%	62%	38%	18%	-	91%
	CWD	46%	43%	27%	*	27%	47%	-	-	-	-	25%	38%	27%	-	20%	25%	32%	30%	6%	-	*
	CWOD	77%	75%	66%	100%	65%	88%	-	67%	-	100%	58%	80%	-	66%	34%	65%	67%	44%	22%	-	93%
	EL	61%	49%	31%	-	30%	67%	-	*	-	-	31%	32%	20%	34%	31%	32%	29%	45%	5%	-	*
	Male	71%	67%	56%	78%	55%	79%	-	*	-	100%	48%	74%	25%	65%	32%	56%	*	17%	13%	-	92%
	Female	74%	69%	62%	100%	61%	89%	-	75%	-	100%	55%	79%	32%	67%	29%	-	62%	58%	24%	-	91%
Reading	All Students	74%	70%	65%	83%	64%	84%	-	60%	-	100%	57%	81%	28%	73%	33%	58%	72%	57%	26%	-	95%
	CWD	44%	42%	28%	*	28%	50%	-	-	-	-	26%	42%	28%	-	20%	24%	38%	30%	17%	*	*
	CWOD	80%	77%	73%	*	72%	88%	-	60%	-	100%	66%	85%	-	73%	36%	67%	77%	71%	29%	-	95%
	EL	59%	46%	33%	-	33%	60%	-	*	-	-	33%	31%	20%	36%	33%	31%	36%	*	0%	-	*
	Male	70%	66%	58%	*	57%	79%	-	*	-	*	50%	76%	24%	67%	31%	58%	-	33%	8%	-	91%
	Female	78%	74%	72%	*	72%	90%	-	*	-	*	66%	88%	39%	77%	36%	-	72%	75%	50%	-	100%
Mathematics	All Students	70%	67%	56%	83%	55%	84%	-	80%	-	100%	49%	73%	28%	62%	30%	54%	58%	30%	17%	-	89%
	CWD	45%	44%	28%	*	28%	50%	-	-	-	-	27%	38%	28%	-	21%	27%	31%	30%	0%	-	*
	CWOD	75%	73%	62%	*	60%	88%	-	80%	-	100%	55%	76%	-	62%	33%	62%	62%	31%	22%	-	94%
	EL	62%	52%	30%	-	29%	*	-	*	-	-	29%	34%	21%	33%	30%	34%	25%	*	11%	-	-
	Male	71%	67%	54%	*	53%	81%	-	*	-	*	47%	71%	27%	62%	34%	54%	-	9%	21%	-	90%
	Female	70%	67%	58%	*	56%	87%	-	*	-	*	50%	74%	31%	62%	25%	-	58%	50%	10%	-	89%

Texas Education Agency
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DEL RIO MIDDLE (233901043) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Science	All Students	73%	65%	53%	*	51%	82%	-	60%	-	*	44%	73%	24%	60%	29%	56%	50%	20%	0%	-	88%
	CWD	49%	42%	24%	-	23%	*	-	-	-	-	22%	31%	24%	-	17%	23%	25%	29%	*	-	*
	CWOD	77%	71%	60%	*	59%	87%	-	60%	-	*	51%	77%	-	60%	34%	66%	55%	13%	0%	-	86%
	EL	61%	52%	29%	-	28%	*	-	*	-	-	29%	29%	17%	34%	29%	32%	25%	*	*	-	*
	Male	74%	67%	56%	*	55%	73%	-	*	-	*	46%	74%	23%	66%	32%	56%	-	0%	0%	-	*
	Female	72%	63%	50%	*	48%	89%	-	*	-	*	42%	71%	25%	55%	25%	-	50%	43%	0%	-	80%
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	47%	38%	35%	64%	34%	61%	-	40%	-	79%	27%	54%	11%	41%	11%	33%	38%	13%	5%	-	70%
	CWD	22%	17%	11%	*	11%	20%	-	-	-	-	11%	13%	11%	-	5%	12%	10%	7%	0%	-	*
	CWOD	51%	44%	41%	70%	39%	65%	-	40%	-	79%	31%	59%	-	41%	13%	39%	42%	18%	7%	-	73%
	EL	31%	19%	11%	-	11%	8%	-	*	-	-	11%	13%	5%	13%	11%	12%	10%	18%	0%	-	*
	Male	45%	38%	33%	44%	32%	51%	-	*	-	71%	25%	50%	12%	39%	12%	33%	-	7%	3%	-	79%
	Female	48%	39%	38%	100%	36%	71%	-	50%	-	86%	28%	59%	10%	42%	10%	-	38%	19%	8%	-	61%
Reading	All Students	52%	45%	42%	67%	41%	68%	-	40%	-	83%	33%	63%	13%	49%	13%	36%	50%	22%	9%	-	85%
	CWD	23%	20%	13%	*	12%	33%	-	-	-	-	13%	13%	13%	-	6%	12%	14%	10%	0%	-	*
	CWOD	58%	52%	49%	*	48%	72%	-	40%	-	83%	39%	68%	-	49%	15%	42%	55%	29%	12%	-	84%
	EL	34%	21%	13%	-	13%	20%	-	*	-	-	13%	11%	6%	15%	13%	11%	17%	*	0%	-	*
	Male	48%	41%	36%	*	35%	58%	-	*	-	*	27%	54%	12%	42%	11%	36%	-	8%	0%	-	82%
	Female	57%	49%	50%	*	48%	80%	-	*	-	*	40%	72%	14%	55%	17%	-	50%	33%	20%	-	89%
Mathematics	All Students	42%	33%	30%	50%	29%	56%	-	40%	-	83%	22%	48%	11%	35%	10%	30%	31%	13%	4%	-	63%
	CWD	22%	16%	11%	*	11%	17%	-	-	-	-	11%	14%	11%	-	4%	12%	9%	10%	0%	-	*
	CWOD	46%	38%	35%	*	33%	60%	-	40%	-	83%	26%	52%	-	35%	11%	35%	34%	15%	6%	-	67%
	EL	31%	19%	10%	-	10%	*	-	*	-	-	9%	11%	4%	11%	10%	12%	6%	*	0%	-	-
	Male	43%	34%	30%	*	29%	50%	-	*	-	*	23%	46%	12%	35%	12%	30%	-	9%	7%	-	80%
	Female	40%	32%	31%	*	29%	61%	-	*	-	*	22%	51%	9%	34%	8%	-	31%	17%	0%	-	44%
Science	All Students	42%	32%	31%	*	30%	58%	-	40%	-	*	22%	50%	10%	37%	9%	34%	28%	0%	0%	-	50%
	CWD	21%	12%	10%	-	10%	*	-	-	-	-	9%	12%	10%	-	6%	13%	5%	0%	*	-	*
	CWOD	45%	37%	37%	*	35%	63%	-	40%	-	*	26%	54%	-	37%	11%	41%	32%	0%	0%	-	57%
	EL	24%	14%	9%	-	9%	*	-	*	-	-	7%	19%	6%	11%	9%	14%	3%	*	*	-	*
	Male	44%	36%	34%	*	34%	40%	-	*	-	*	26%	50%	13%	41%	14%	34%	-	0%	0%	-	*
	Female	40%	28%	28%	*	25%	72%	-	*	-	*	19%	49%	5%	32%	3%	-	28%	0%	0%	-	40%
STAAR Percent at Masters Grade Level																						
All Grades																						
All Subjects	All Students	18%	11%	13%	7%	12%	29%	-	27%	-	36%	7%	25%	3%	15%	2%	11%	15%	0%	0%	-	40%
	CWD	6%	3%	3%	*	3%	0%	-	-	-	-	2%	4%	3%	-	2%	3%	2%	0%	0%	-	*
	CWOD	21%	13%	15%	10%	14%	32%	-	27%	-	36%	9%	27%	-	15%	2%	13%	17%	0%	0%	-	43%
	EL	9%	4%	2%	-	2%	0%	-	*	-	-	2%	3%	2%	2%	2%	3%	0%	0%	0%	-	*
	Male	18%	11%	11%	0%	11%	19%	-	*	-	43%	7%	20%	3%	13%	3%	11%	-	0%	0%	-	50%
	Female	19%	12%	15%	20%	13%	39%	-	33%	-	29%	9%	29%	2%	17%	0%	-	15%	0%	0%	-	30%

		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%	13%	16%	17%	15%	33%	-	40%	-	50%	9%	31%	3%	19%	2%	11%	21%	0%	0%	-	45%
	CWD	6%	4%	3%	*	3%	0%	-	-	-	-	2%	5%	3%	-	2%	2%	4%	0%	0%	-	*
	CWOD	24%	16%	19%	*	18%	37%	-	40%	-	50%	11%	33%	-	19%	2%	13%	24%	0%	0%	-	47%
	EL	10%	3%	2%	-	2%	0%	-	*	-	-	2%	3%	2%	2%	2%	3%	1%	*	0%	-	*
	Male	18%	11%	11%	*	11%	18%	-	*	-	*	6%	22%	2%	13%	3%	11%	-	0%	0%	-	55%
	Female	24%	15%	21%	*	20%	50%	-	*	-	*	13%	40%	4%	24%	1%	-	21%	0%	0%	-	33%
Mathematics	All Students	17%	10%	11%	0%	10%	24%	-	20%	-	33%	6%	20%	2%	12%	2%	11%	10%	0%	0%	-	37%
	CWD	6%	3%	2%	*	2%	0%	-	-	-	-	2%	3%	2%	-	2%	3%	1%	0%	0%	-	*
	CWOD	19%	12%	12%	*	12%	26%	-	20%	-	33%	8%	22%	-	12%	2%	14%	11%	0%	0%	-	38%
	EL	10%	5%	2%	-	2%	*	-	*	-	-	2%	6%	2%	2%	2%	4%	0%	*	0%	-	-
	Male	18%	11%	11%	*	11%	19%	-	*	-	*	7%	21%	3%	14%	4%	11%	-	0%	0%	-	50%
	Female	15%	8%	10%	*	9%	29%	-	*	-	*	6%	19%	1%	11%	0%	-	10%	0%	0%	-	22%
Science	All Students	15%	9%	11%	*	10%	30%	-	20%	-	*	6%	21%	3%	13%	2%	10%	12%	0%	0%	-	38%
	CWD	5%	3%	3%	-	4%	*	-	-	-	-	3%	4%	3%	-	3%	5%	2%	0%	*	-	*
	CWOD	17%	11%	13%	*	12%	33%	-	20%	-	*	7%	23%	-	13%	2%	12%	13%	0%	0%	-	43%
	EL	5%	2%	2%	-	2%	*	-	*	-	-	3%	0%	3%	2%	2%	4%	0%	*	*	-	*
	Male	16%	10%	10%	*	10%	20%	-	*	-	*	7%	17%	5%	12%	4%	10%	-	0%	0%	-	*
	Female	14%	8%	12%	*	10%	39%	-	*	-	*	5%	26%	2%	13%	0%	-	12%	0%	0%	-	40%

- Indicates there are no students in the group.

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

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Academic Growth Score											
Reading											
All Students	62	50	61	75	-	*	-	83	57	41	47
CWD	41	*	41	67	-	-	-	-	39	41	34
CWOD	67	*	66	76	-	*	-	83	62	-	50
EL	47	-	46	55	-	*	-	-	47	34	47
Male	56	*	55	76	-	*	-	*	50	37	45
Female	69	*	69	75	-	*	-	*	65	50	49

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Mathematics											
All Students	52	60	52	61	-	*	-	83	48	45	44
CWD	45	*	45	29	-	-	-	-	45	45	50
CWOD	54	*	53	65	-	*	-	83	49	-	42
EL ◇	44	-	44	*	-	*	-	-	42	50	44
Male	52	*	51	63	-	*	-	*	47	41	45
Female	53	*	52	60	-	*	-	*	49	51	42

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

Part (iii)(II): Graduation Rate

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

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

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

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

Part (iv): English Language Proficiency

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

Total EL in Class	Proficiency of EL	Rate of Proficiency
259	32	12%

- 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	36	52	35	58	-	45	-	72	28	14	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%	35%	59%	44%	74%	46%	56%	31%	19%	28%
Target Met	Y		Y	Y					Y	N	N
Interim Goals (2028-2032)	53%	43%	46%	66%	53%	78%	55%	63%	43%	33%	40%
Target Met	N		N	Y					N	N	N
Interim Goals (2033-2037)	62%	54%	57%	73%	62%	82%	64%	70%	55%	47%	52%
Target Met	N		N	N					N	N	N
Long-Term Goals	72%	66%	68%	80%	72%	87%	73%	78%	66%	60%	64%

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Target Met	N		N	N					N	N	N
Mathematics											
Interim Goals (2023-2027)	47%	32%	39%	61%	47%	85%	52%	56%	35%	21%	36%
Target Met	N		N	N					N	N	N
Interim Goals (2028-2032)	56%	43%	49%	68%	56%	88%	60%	63%	46%	34%	47%
Target Met	N		N	N					N	N	N
Interim Goals (2033-2037)	65%	54%	59%	75%	65%	91%	68%	70%	57%	47%	58%
Target Met	N		N	N					N	N	N
Long-Term Goals	74%	66%	70%	81%	74%	93%	76%	78%	68%	61%	68%
Target Met	N		N	N					N	N	N
English Learner Language Proficiency Status											
Interim Goals (2023-2027)											44%
Target Met											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											
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)

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

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

- Indicates there are no students in the group.

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

Part (viii): Civil Rights Data

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

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

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
Students Without Disabilities												
In-School Suspensions												
	Male	4	0	4	0	0	0	0	0	0		
	Female	2	0	2	0	0	0	0	0	0		
	Total	6	0	6	0	0	0	0	0	0		
Out-of-School Suspensions												
	Male	4	0	4	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	4	0	4	0	0	0	0	0	0		
Expulsions												
With Educational Services	Male	1	0	1	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	1	0	1	0	0	0	0	0	0		
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
School-Related Arrests												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Referrals to Law Enforcement												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Students With Disabilities												
In-School Suspensions												

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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
	Male	6	3	3	0	0	0	0	0	0		2
	Female	1	0	1	0	0	0	0	0	0		1
	Total	7	3	4	0	0	0	0	0	0		3
Out-of-School Suspensions												
	Male	1	0	1	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	1	0	1	0	0	0	0	0	0		0
Expulsions												
With Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
School-Related Arrests												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Referrals to Law Enforcement												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
All Students												
Chronic Absenteeism												
	Male	63	1	61	1	-8	-8	-8	-8	13	16	7
	Female	58	1	57	-8	-8	-8	-8	-8	9	11	4
	Total	121	2	118	1	-8	-8	-8	-8	22	27	11

	Total
Incidents of Violence	
Incidents of rape or attempted rape	0
Incidents of sexual assault (other than rape)	0
Incidents of robbery with a weapon	0

	Total
Incidents of robbery without a weapon	0
Incidents of physical attack or fight with a weapon	0
Incidents of physical attack or fight without a weapon	3
Incidents of threats of physical attack with a weapon	1
Incidents of threats of physical attack without a weapon	0
Incidents of possession of a firearm or explosive device	0
Allegations of Harassment or bullying	
On the basis of sex	0
On the basis of race	0
On the basis of disability	0
On the basis of sexual orientation	0
On the basis of religion	0

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

Preschool Programs

	Total Students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9

Accelerated Coursework

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

	Total Students		African American		Hispanic		White		Indian or Alaska Native		Asian		Pacific Islander		Two or More Races		EL		Students with Disabilities	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9

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

Part (ix): Teacher Quality Data

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

	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	18.6	22.7%
Teachers Teaching with Emergency or Provisional Credentials	4.0	5.1%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	15.7	20.1%

- Indicates there are no data available in the group.

Part (x): Per-pupil Expenditure

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

To be updated by June 30th, 2025.

		State & Local and Federal	State & Local			Federal		
	Enrollment	Total	Site	District Allocation	Total	Site	District Allocation	Total
Business/central/other support services		$710		$516	$516		$194	$194
Food services		$603		$5	$5	$268	$330	$598
Instruction		$5,260	$3,824	$82	$3,906	$1,161	$193	$1,354
Support services, general administration		$130		$130	$130			
Support services, instructional staff		$587	$344	$24	$368	$99	$121	$220
Support services, operation and maintenance of plant		$1,550	$781	$738	$1,519	$25	$6	$31
Support services, pupils		$642	$544	$25	$569	$1	$72	$73

		State & Local and Federal	State & Local			Federal		
	Enrollment	Total	Site	District Allocation	Total	Site	District Allocation	Total
Support services, school administration		$528	$523	$0	$523		$5	$5
Support services, student transportation		$304		$293	$293		$11	$11
Total	**1,478**	**$10,314**	**$6,016**	**$1,813**	**$7,829**	**$1,553**	**$932**	**$2,485**

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%	11	1%	-	-
Mathematics	6,620	2%	11	1%	-	-
Grade 4						
Reading	6,491	2%	14	2%	-	-
Mathematics	6,491	2%	14	2%	-	-
Grade 5						
Reading	6,033	1%	10	1%	-	-
Mathematics	6,033	2%	10	1%	-	-
Science	6,033	2%	10	1%	-	-
Grade 6						
Reading	5,586	1%	10	1%	-	-
Mathematics	5,586	1%	10	1%	-	-
Grade 7						
Reading	5,233	1%	9	1%	9	1%
Mathematics	5,227	2%	9	1%	9	1%
Grade 8						
Reading	4,985	1%	10	1%	10	1%
Mathematics	4,985	1%	10	2%	10	2%
Science	4,984	1%	10	1%	10	1%
End of Course						
English I	5,119	1%	9	1%	-	-
English II	4,683	1%	8	1%	-	-
Algebra I	5,112	1%	9	1%	-	-
Biology	5,027	1%	9	1%	-	-
All Grades						
All Subjects	100,862	1%	183	1%	48	1%

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Reading	44,764	1%	81	1%	19	1%
Mathematics	40,054	1%	73	1%	19	1%
Science	16,044	1%	29	1%	10	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

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

* Indicates reporting standards not met.

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

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

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

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

There is no data for this campus.

Part (xiv): Additional Information - Chronic Absenteeism

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Chronic Absenteeism Rate	33%	25%	34%	30%	*	22%	*	29%	39%	48%	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 2022-23 school year.

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

There is no data for this campus.

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

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

There is no data for this campus.

2023-24 Texas Academic Performance Report (TAPR)

District Name: SAN FELIPE-DEL RIO CISD

Campus Name: GARFIELD EL

Campus Number: 233901102

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Texas Education Agency
2023-24 STAAR Performance (TAPR)
GARFIELD EL (233901102) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2024	74%	68%	**59%**	-	59%	*	-	-	-	-	39%	*	65%	21%	57%	48%
	2023	76%	73%	**54%**	-	53%	*	-	-	-	-	42%	*	56%	47%	51%	56%
At Meets Grade Level or Above	2024	48%	41%	**28%**	-	29%	*	-	-	-	-	19%	*	31%	7%	24%	25%
	2023	50%	45%	**25%**	-	26%	*	-	-	-	-	23%	*	25%	27%	22%	24%
At Masters Grade Level	2024	21%	12%	**5%**	-	6%	*	-	-	-	-	0%	*	6%	0%	5%	8%
	2023	20%	14%	**5%**	-	5%	*	-	-	-	-	3%	*	4%	7%	4%	7%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2024	70%	65%	**49%**	-	48%	*	-	-	-	-	38%	*	52%	29%	47%	32%
	2023	73%	68%	**55%**	-	55%	*	-	-	-	-	42%	*	54%	60%	52%	66%
At Meets Grade Level or Above	2024	42%	32%	**17%**	-	17%	*	-	-	-	-	6%	*	18%	7%	15%	15%
	2023	45%	33%	**23%**	-	23%	*	-	-	-	-	19%	*	24%	20%	19%	24%
At Masters Grade Level	2024	15%	8%	**5%**	-	5%	*	-	-	-	-	0%	*	5%	0%	5%	9%
	2023	19%	9%	**6%**	-	6%	*	-	-	-	-	6%	*	6%	7%	5%	7%
Grade 4 Reading																	
At Approaches Grade Level or Above	2024	81%	76%	**65%**	-	66%	*	-	-	-	-	49%	*	67%	56%	65%	52%
	2023	77%	78%	**81%**	-	80%	*	-	-	-	-	60%	*	80%	83%	79%	79%
At Meets Grade Level or Above	2024	51%	40%	**24%**	-	23%	*	-	-	-	-	12%	*	22%	31%	21%	19%
	2023	48%	43%	**34%**	-	34%	*	-	-	-	-	25%	*	33%	42%	34%	27%
At Masters Grade Level	2024	23%	12%	**5%**	-	5%	*	-	-	-	-	0%	*	5%	0%	4%	4%
	2023	22%	13%	**7%**	-	6%	*	-	-	-	-	5%	*	9%	0%	8%	6%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2024	69%	63%	**47%**	-	47%	*	-	-	-	-	32%	*	46%	50%	46%	43%
	2023	71%	69%	**79%**	-	78%	*	-	-	-	-	60%	*	78%	83%	77%	85%
At Meets Grade Level or Above	2024	46%	34%	**20%**	-	20%	*	-	-	-	-	12%	*	18%	31%	16%	23%
	2023	48%	41%	**54%**	-	52%	*	-	-	-	-	25%	*	51%	67%	53%	52%
At Masters Grade Level	2024	21%	13%	**6%**	-	6%	*	-	-	-	-	2%	*	6%	6%	5%	6%
	2023	22%	14%	**19%**	-	18%	*	-	-	-	-	5%	*	22%	8%	19%	21%
Grade 5 Reading																	

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB EL (Current & Monitored)
At Approaches Grade Level or Above	2024	79%	79%	74%	-	74%	*	-	-	-	-	50%	*	76%	67%	75%	80%
	2023	81%	81%	71%	-	71%	*	-	-	-	-	45%	-	71%	71%	70%	74%
At Meets Grade Level or Above	2024	55%	51%	38%	-	39%	*	-	-	-	-	25%	*	39%	33%	37%	36%
	2023	57%	51%	30%	-	31%	*	-	-	-	-	9%	-	30%	29%	27%	26%
At Masters Grade Level	2024	29%	22%	10%	-	11%	*	-	-	-	-	0%	*	10%	13%	9%	7%
	2023	28%	21%	6%	-	6%	*	-	-	-	-	0%	-	6%	6%	5%	4%
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2024	77%	82%	71%	-	70%	*	-	-	-	-	55%	*	70%	73%	71%	73%
	2023	80%	82%	65%	-	65%	*	-	-	-	-	64%	-	64%	71%	63%	61%
At Meets Grade Level or Above	2024	50%	46%	42%	-	40%	*	-	-	-	-	25%	*	39%	53%	40%	32%
	2023	51%	47%	33%	-	33%	*	-	-	-	-	18%	-	30%	41%	29%	35%
At Masters Grade Level	2024	19%	13%	12%	-	12%	*	-	-	-	-	5%	*	10%	20%	11%	5%
	2023	21%	12%	7%	-	7%	*	-	-	-	-	0%	-	6%	12%	6%	4%
Grade 5 Science																	
At Approaches Grade Level or Above	2024	58%	51%	40%	-	40%	*	-	-	-	-	35%	*	38%	47%	40%	41%
	2023	65%	58%	41%	-	41%	*	-	-	-	-	27%	-	36%	59%	37%	39%
At Meets Grade Level or Above	2024	28%	19%	15%	-	15%	*	-	-	-	-	10%	*	14%	20%	15%	11%
	2023	36%	26%	14%	-	14%	*	-	-	-	-	9%	-	13%	18%	9%	15%
At Masters Grade Level	2024	11%	7%	3%	-	4%	*	-	-	-	-	0%	*	4%	0%	1%	2%
	2023	16%	8%	2%	-	2%	*	-	-	-	-	0%	-	1%	6%	1%	0%
All Grades All Subjects																	
At Approaches Grade Level or Above	2024	75%	69%	58%	-	57%	64%	-	-	-	-	42%	88%	59%	50%	57%	52%
	2023	76%	72%	63%	-	62%	89%	-	-	-	-	48%	88%	62%	67%	60%	64%
At Meets Grade Level or Above	2024	48%	40%	26%	-	26%	29%	-	-	-	-	15%	53%	26%	27%	23%	23%
	2023	49%	42%	30%	-	29%	33%	-	-	-	-	20%	63%	29%	33%	26%	28%
At Masters Grade Level	2024	20%	13%	6%	-	6%	7%	-	-	-	-	1%	12%	7%	6%	6%	6%
	2023	20%	13%	7%	-	7%	22%	-	-	-	-	4%	0%	7%	7%	7%	7%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2024	76%	71%	66%	-	66%	67%	-	-	-	-	45%	100%	69%	49%	65%	59%
	2023	77%	73%	68%	-	67%	*	-	-	-	-	48%	*	68%	66%	65%	69%

Texas Education Agency
2023-24 STAAR Performance (TAPR)
GARFIELD EL (233901102) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Meets Grade Level or Above	2024	54%	46%	**29%**	-	30%	17%	-	-	-	-	18%	57%	30%	24%	27%	26%
	2023	53%	46%	**30%**	-	30%	*	-	-	-	-	21%	*	29%	32%	27%	26%
At Masters Grade Level	2024	22%	14%	**7%**	-	7%	0%	-	-	-	-	0%	0%	7%	4%	6%	6%
	2023	20%	13%	**6%**	-	6%	*	-	-	-	-	3%	*	6%	5%	5%	6%
All Grades Mathematics																	
At Approaches Grade Level or Above	2024	72%	68%	**54%**	-	54%	83%	-	-	-	-	39%	100%	55%	51%	53%	49%
	2023	75%	71%	**65%**	-	65%	*	-	-	-	-	52%	*	64%	70%	63%	69%
At Meets Grade Level or Above	2024	43%	34%	**25%**	-	25%	50%	-	-	-	-	13%	71%	24%	31%	22%	23%
	2023	45%	38%	**35%**	-	35%	*	-	-	-	-	21%	*	34%	41%	32%	36%
At Masters Grade Level	2024	17%	10%	**7%**	-	7%	17%	-	-	-	-	2%	29%	7%	9%	7%	7%
	2023	19%	12%	**10%**	-	10%	*	-	-	-	-	5%	*	10%	9%	10%	10%
All Grades Science																	
At Approaches Grade Level or Above	2024	75%	66%	**40%**	-	40%	*	-	-	-	-	35%	*	38%	47%	40%	41%
	2023	77%	70%	**41%**	-	41%	*	-	-	-	-	27%	-	36%	59%	37%	39%
At Meets Grade Level or Above	2024	43%	33%	**15%**	-	15%	*	-	-	-	-	10%	*	14%	20%	15%	11%
	2023	47%	37%	**14%**	-	14%	*	-	-	-	-	9%	-	13%	18%	9%	15%
At Masters Grade Level	2024	16%	10%	**3%**	-	4%	*	-	-	-	-	0%	*	4%	0%	1%	2%
	2023	18%	11%	**2%**	-	2%	*	-	-	-	-	0%	-	1%	6%	1%	0%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2024	35%	26%	**16%**	-	16%	*	-	-	-	-	6%	*	17%	7%	14%	15%
	2023	37%	29%	**18%**	-	19%	*	-	-	-	-	16%	*	18%	20%	15%	20%
Reading and Mathematics Including EOC	2024	35%	26%	**16%**	-	16%	*	-	-	-	-	6%	*	17%	7%	14%	15%
	2023	37%	29%	**18%**	-	19%	*	-	-	-	-	16%	*	18%	20%	15%	20%
Reading Including EOC	2024	48%	41%	**28%**	-	29%	*	-	-	-	-	19%	*	31%	7%	24%	25%
	2023	50%	45%	**25%**	-	26%	*	-	-	-	-	23%	*	25%	27%	22%	24%
Math Including EOC	2024	42%	32%	**17%**	-	17%	*	-	-	-	-	6%	*	18%	7%	15%	15%
	2023	45%	33%	**23%**	-	23%	*	-	-	-	-	19%	*	24%	20%	19%	24%
4th Graders																	
Reading and Mathematics	2024	38%	27%	**13%**	-	12%	*	-	-	-	-	7%	*	11%	25%	10%	13%
	2023	38%	31%	**29%**	-	29%	*	-	-	-	-	20%	*	27%	42%	29%	18%

Texas Education Agency
2023-24 STAAR Performance (TAPR)
GARFIELD EL (233901102) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading and Mathematics Including EOC	2024	38%	27%	13%	-	12%	*	-	-	-	-	7%	*	11%	25%	10%	13%
	2023	38%	31%	29%	-	29%	*	-	-	-	-	20%	*	27%	42%	29%	18%
Reading Including EOC	2024	51%	40%	24%	-	23%	*	-	-	-	-	12%	*	22%	31%	21%	19%
	2023	48%	43%	34%	-	33%	*	-	-	-	-	25%	*	32%	42%	33%	26%
Math Including EOC	2024	46%	34%	20%	-	20%	*	-	-	-	-	12%	*	18%	31%	16%	23%
	2023	48%	41%	53%	-	52%	*	-	-	-	-	25%	*	50%	67%	52%	50%
5th Graders																	
Reading and Mathematics	2024	42%	35%	27%	-	27%	*	-	-	-	-	15%	*	27%	27%	27%	23%
	2023	43%	36%	24%	-	24%	*	-	-	-	-	9%	-	22%	29%	19%	22%
Reading and Mathematics Including EOC	2024	42%	35%	27%	-	27%	*	-	-	-	-	15%	*	27%	27%	27%	23%
	2023	43%	36%	24%	-	24%	*	-	-	-	-	9%	-	22%	29%	19%	22%
Reading Including EOC	2024	55%	51%	38%	-	39%	*	-	-	-	-	25%	*	39%	33%	37%	36%
	2023	57%	51%	31%	-	31%	*	-	-	-	-	9%	-	31%	29%	27%	27%
Math Including EOC	2024	51%	46%	42%	-	40%	*	-	-	-	-	25%	*	39%	53%	40%	32%
	2023	51%	47%	33%	-	33%	*	-	-	-	-	18%	-	31%	41%	29%	36%
3rd - 8th Graders																	
Reading and Mathematics	2024	36%	26%	18%	-	18%	17%	-	-	-	-	8%	43%	18%	20%	16%	17%
	2023	37%	29%	23%	-	23%	*	-	-	-	-	16%	*	22%	30%	20%	20%
Reading and Mathematics Including EOC	2024	38%	28%	18%	-	18%	17%	-	-	-	-	8%	43%	18%	20%	16%	17%
	2023	39%	31%	23%	-	23%	*	-	-	-	-	16%	*	22%	30%	20%	20%
Reading Including EOC	2024	54%	44%	29%	-	30%	17%	-	-	-	-	18%	57%	30%	24%	27%	26%
	2023	53%	43%	30%	-	30%	*	-	-	-	-	21%	*	29%	32%	27%	26%
Math Including EOC	2024	45%	34%	25%	-	25%	50%	-	-	-	-	13%	71%	24%	31%	22%	23%
	2023	47%	39%	35%	-	35%	*	-	-	-	-	21%	*	34%	41%	32%	36%

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

Texas Education Agency
2023-24 STAAR Progress (TAPR)
GARFIELD EL (233901102) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress - Annual Growth by Grade and Subject																	
Grade 4 ELA/Reading	2024	67%	57%	**43%**	-	43%	*	-	-	-	-	40%	*	40%	57%	41%	51%
	2023	55%	56%	**48%**	-	47%	*	-	-	-	-	69%	*	48%	45%	48%	41%
Grade 4 Mathematics	2024	60%	56%	**40%**	-	39%	*	-	-	-	-	45%	*	40%	36%	36%	39%
	2023	63%	66%	**62%**	-	61%	*	-	-	-	-	47%	*	64%	55%	62%	67%
Grade 5 ELA/Reading	2024	70%	68%	**59%**	-	59%	*	-	-	-	-	37%	*	59%	57%	58%	64%
	2023	65%	66%	**52%**	-	52%	*	-	-	-	-	50%	-	48%	71%	51%	49%
Grade 5 Mathematics	2024	65%	70%	**54%**	-	53%	*	-	-	-	-	53%	*	51%	68%	52%	43%
	2023	71%	66%	**47%**	-	46%	*	-	-	-	-	68%	-	46%	50%	47%	45%
All Grades Both Subjects	2024	64%	60%	**48%**	-	48%	50%	-	-	-	-	43%	67%	47%	54%	46%	49%
	2023	64%	59%	**52%**	-	51%	75%	-	-	-	-	58%	42%	51%	56%	52%	50%
All Grades ELA/Reading	2024	67%	63%	**50%**	-	50%	*	-	-	-	-	39%	50%	48%	57%	49%	57%
	2023	63%	56%	**50%**	-	50%	*	-	-	-	-	61%	*	48%	60%	50%	46%
All Grades Mathematics	2024	60%	57%	**46%**	-	45%	*	-	-	-	-	48%	83%	45%	52%	43%	41%
	2023	66%	61%	**53%**	-	53%	*	-	-	-	-	56%	*	54%	52%	53%	54%
School Progress - Accelerated Learning by Grade and Subject																	
Grade 4 ELA/Reading	2024	38%	36%	**31%**	-	32%	*	-	-	-	-	27%	-	28%	50%	32%	24%
	2023	33%	39%	**54%**	-	54%	-	-	-	-	-	44%	-	50%	*	50%	60%
Grade 4 Mathematics	2024	26%	28%	**19%**	-	20%	*	-	-	-	-	14%	-	19%	20%	21%	27%
	2023	27%	31%	**25%**	-	25%	-	-	-	-	-	17%	-	22%	*	18%	60%
Grade 5 ELA/Reading	2024	35%	35%	**27%**	-	27%	-	-	-	-	-	0%	-	20%	40%	31%	40%
	2023	37%	42%	**42%**	-	42%	-	-	-	-	-	25%	-	24%	78%	42%	53%
Grade 5 Mathematics	2024	41%	59%	**48%**	-	48%	-	-	-	-	-	42%	*	43%	*	44%	33%
	2023	48%	55%	**29%**	-	26%	*	-	-	-	-	*	-	26%	40%	30%	36%
All Grades Both Subjects	2024	32%	36%	**29%**	-	30%	*	-	-	-	-	22%	*	26%	44%	30%	29%
	2023	38%	36%	**37%**	-	36%	*	-	-	-	-	30%	-	29%	60%	36%	49%
All Grades ELA/Reading	2024	30%	30%	**30%**	-	31%	*	-	-	-	-	21%	-	26%	45%	32%	29%
	2023	35%	32%	**46%**	-	46%	-	-	-	-	-	35%	-	33%	75%	44%	55%
All Grades Mathematics	2024	35%	40%	**29%**	-	29%	*	-	-	-	-	23%	*	27%	43%	28%	29%
	2023	40%	40%	**28%**	-	26%	*	-	-	-	-	20%	-	25%	38%	26%	42%

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

\- Indicates there are no students in the group.

Texas Education Agency
2023-24 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
GARFIELD EL (233901102) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2024	75%	69%	**58%**	51%	51%	-	-	-	81%	-	-	-	-	0%	62%	50%	77%
	2023	76%	72%	**63%**	62%	52%	-	-	-	72%	-	-	-	-	*	61%	62%	81%
At Meets Grade Level or Above	2024	48%	40%	**26%**	20%	20%	-	-	-	41%	-	-	-	-	0%	28%	20%	53%
	2023	49%	42%	**30%**	25%	17%	-	-	-	33%	-	-	-	-	*	31%	24%	54%
At Masters Grade Level	2024	20%	13%	**6%**	6%	6%	-	-	-	17%	-	-	-	-	0%	7%	6%	7%
	2023	20%	13%	**7%**	6%	5%	-	-	-	8%	-	-	-	-	*	8%	6%	11%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2024	76%	71%	**66%**	57%	57%	-	-	-	94%	-	-	-	-	*	71%	56%	100%
	2023	77%	73%	**68%**	65%	48%	-	-	-	84%	-	-	-	-	*	66%	65%	100%
At Meets Grade Level or Above	2024	54%	46%	**29%**	22%	22%	-	-	-	52%	-	-	-	-	*	32%	22%	82%
	2023	53%	46%	**30%**	22%	16%	-	-	-	29%	-	-	-	-	*	33%	22%	57%
At Masters Grade Level	2024	22%	14%	**7%**	6%	6%	-	-	-	18%	-	-	-	-	*	7%	5%	18%
	2023	20%	13%	**6%**	4%	5%	-	-	-	4%	-	-	-	-	*	6%	4%	21%
All Grades Mathematics																		
At Approaches Grade Level or Above	2024	72%	68%	**54%**	47%	46%	-	-	-	82%	-	-	-	-	*	59%	46%	82%
	2023	75%	71%	**65%**	67%	63%	-	-	-	69%	-	-	-	-	*	62%	67%	86%
At Meets Grade Level or Above	2024	43%	34%	**25%**	22%	21%	-	-	-	48%	-	-	-	-	*	27%	21%	45%
	2023	45%	38%	**35%**	32%	23%	-	-	-	43%	-	-	-	-	*	34%	32%	64%
At Masters Grade Level	2024	17%	10%	**7%**	7%	2%	-	-	-	21%	-	-	-	-	*	8%	7%	0%
	2023	19%	12%	**10%**	10%	7%	-	-	-	16%	-	-	-	-	*	10%	10%	7%
All Grades Science																		
At Approaches Grade Level or Above	2024	75%	66%	**40%**	44%	44%	-	-	-	53%	-	-	-	-	*	38%	42%	38%
	2023	77%	70%	**41%**	38%	24%	-	-	-	48%	-	-	-	-	-	43%	38%	44%
At Meets Grade Level or Above	2024	43%	33%	**15%**	9%	9%	-	-	-	6%	-	-	-	-	*	19%	8%	25%
	2023	47%	37%	**14%**	11%	0%	-	-	-	19%	-	-	-	-	-	13%	11%	33%
At Masters Grade Level	2024	16%	10%	**3%**	3%	3%	-	-	-	6%	-	-	-	-	*	5%	3%	0%
	2023	18%	11%	**2%**	0%	0%	-	-	-	0%	-	-	-	-	-	5%	0%	0%
School Progress - Annual Growth																		
All Grades Both Subjects	2024	64%	60%	**48%**	48%	49%	-	-	-	53%	-	-	-	-	*	47%	47%	63%
	2023	64%	59%	**52%**	53%	51%	-	-	-	53%	-	-	-	-	-	54%	53%	35%
All Grades ELA/Reading	2024	67%	63%	**50%**	54%	55%	-	-	-	63%	-	-	-	-	*	43%	54%	85%
	2023	63%	56%	**50%**	47%	48%	-	-	-	46%	-	-	-	-	-	54%	47%	38%

Texas Education Agency

2023-24 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)

GARFIELD EL (233901102) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
All Grades Mathematics	2024	60%	57%	**46%**	42%	42%	-	-	-	43%	-	-	-	-	*	50%	41%	40%
	2023	66%	61%	**53%**	59%	55%	-	-	-	61%	-	-	-	-	-	53%	59%	31%
School Progress - Accelerated Learning																		
All Grades Both Subjects	2024	32%	36%	**29%**	30%	30%	-	-	-	50%	-	-	-	-	*	29%	29%	-
	2023	38%	36%	**37%**	50%	48%	-	-	-	50%	-	-	-	-	-	25%	50%	*
All Grades ELA/Reading	2024	30%	30%	**30%**	30%	30%	-	-	-	*	-	-	-	-	*	32%	29%	-
	2023	35%	32%	**46%**	55%	50%	-	-	-	63%	-	-	-	-	-	37%	55%	-
All Grades Mathematics	2024	35%	40%	**29%**	30%	30%	-	-	-	*	-	-	-	-	*	28%	29%	-
	2023	40%	40%	**28%**	44%	44%	-	-	-	40%	-	-	-	-	-	12%	44%	*

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

\- Indicates there are no students in the group.

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

Texas Education Agency
2023-24 STAAR Participation (TAPR)
GARFIELD EL (233901102) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2024 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**100%**	100%	100%	100%	-	-	-	-	100%	100%	100%	100%	100%	99%
Included in Accountability	92%	94%	**91%**	0%	92%	100%	-	-	-	-	91%	100%	98%	65%	92%	91%
Not Included in Accountability: Mobile	4%	3%	**6%**	100%	5%	0%	-	-	-	-	8%	0%	2%	22%	5%	3%
Not Included in Accountability: Other Exclusions	2%	2%	**3%**	0%	3%	0%	-	-	-	-	1%	0%	0%	13%	2%	6%
Not Tested	1%	1%	**0%**	0%	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	1%
Absent	1%	1%	**0%**	0%	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	1%
Other	0%	1%	**0%**	0%	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	**100%**	*	100%	100%	-	-	-	-	100%	100%	100%	100%	100%	100%
Included in Accountability	91%	94%	**91%**	*	92%	100%	-	-	-	-	92%	100%	98%	65%	92%	91%
Not Included in Accountability: Mobile	4%	3%	**5%**	*	5%	0%	-	-	-	-	7%	0%	2%	20%	5%	3%
Not Included in Accountability: Other Exclusions	4%	3%	**3%**	*	3%	0%	-	-	-	-	1%	0%	0%	14%	2%	6%
Not Tested	1%	1%	**0%**	*	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	0%
Absent	1%	0%	**0%**	*	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	*	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	98%	**99%**	*	99%	100%	-	-	-	-	99%	100%	99%	100%	99%	99%
Included in Accountability	93%	94%	**91%**	*	92%	100%	-	-	-	-	91%	100%	98%	66%	92%	90%
Not Included in Accountability: Mobile	5%	3%	**5%**	*	5%	0%	-	-	-	-	7%	0%	2%	21%	5%	3%
Not Included in Accountability: Other Exclusions	1%	1%	**3%**	*	3%	0%	-	-	-	-	1%	0%	0%	13%	2%	6%
Not Tested	1%	2%	**1%**	*	1%	0%	-	-	-	-	1%	0%	1%	0%	1%	1%
Absent	1%	1%	**1%**	*	1%	0%	-	-	-	-	1%	0%	1%	0%	1%	1%
Other	0%	2%	**0%**	*	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	99%	98%	**100%**	*	100%	*	-	-	-	-	100%	*	100%	100%	100%	100%
Included in Accountability	93%	93%	**87%**	*	89%	*	-	-	-	-	80%	*	96%	60%	89%	92%
Not Included in Accountability: Mobile	4%	3%	**11%**	*	9%	*	-	-	-	-	20%	*	4%	32%	8%	4%
Not Included in Accountability: Other Exclusions	1%	2%	**2%**	*	2%	*	-	-	-	-	0%	*	0%	8%	2%	4%
Not Tested	1%	2%	**0%**	*	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%

Texas Education Agency
2023-24 STAAR Participation (TAPR)
GARFIELD EL (233901102) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	1%	0%	*	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%
Other	0%	1%	0%	*	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%
2023 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	100%	-	100%	100%	-	-	-	-	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	95%	91%	-	94%	100%	-	-	-	-	93%	100%	97%	69%	93%	91%
Not Included in Accountability: Mobile	4%	2%	7%	-	4%	0%	-	-	-	-	7%	0%	3%	22%	6%	5%
Not Included in Accountability: Other Exclusions	2%	2%	2%	-	2%	0%	-	-	-	-	0%	0%	0%	9%	1%	4%
Not Tested	1%	1%	0%	-	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	0%
Absent	1%	1%	0%	-	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	-	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	100%	-	100%	*	-	-	-	-	100%	*	100%	100%	100%	100%
Included in Accountability	92%	94%	91%	-	94%	*	-	-	-	-	94%	*	98%	69%	93%	90%
Not Included in Accountability: Mobile	4%	3%	7%	-	4%	*	-	-	-	-	6%	*	2%	22%	6%	5%
Not Included in Accountability: Other Exclusions	3%	3%	2%	-	2%	*	-	-	-	-	0%	*	0%	9%	1%	5%
Not Tested	1%	1%	0%	-	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%
Absent	1%	0%	0%	-	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%
Other	0%	0%	0%	-	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	100%	-	100%	*	-	-	-	-	100%	*	100%	100%	100%	100%
Included in Accountability	94%	95%	91%	-	94%	*	-	-	-	-	94%	*	98%	69%	93%	90%
Not Included in Accountability: Mobile	5%	2%	7%	-	4%	*	-	-	-	-	6%	*	2%	22%	6%	5%
Not Included in Accountability: Other Exclusions	1%	1%	2%	-	2%	*	-	-	-	-	0%	*	0%	9%	1%	5%
Not Tested	1%	1%	0%	-	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%
Absent	1%	1%	0%	-	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%
Other	0%	1%	0%	-	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%
Science																
Assessment Participant	99%	99%	100%	-	100%	*	-	-	-	-	100%	-	100%	100%	100%	100%
Included in Accountability	93%	96%	91%	-	93%	*	-	-	-	-	85%	-	97%	71%	93%	92%
Not Included in Accountability: Mobile	4%	2%	8%	-	5%	*	-	-	-	-	15%	-	3%	25%	7%	8%

Texas Education Agency

2023-24 STAAR Participation (TAPR)

GARFIELD EL (233901102) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
Not Included in Accountability: Other Exclusions	1%	1%	**1%**	-	1%	*	-	-	-	-	0%	-	0%	4%	0%	2%
Not Tested	1%	1%	**0%**	-	0%	*	-	-	-	-	0%	-	0%	0%	0%	0%
Absent	1%	1%	**0%**	-	0%	*	-	-	-	-	0%	-	0%	0%	0%	0%
Other	0%	0%	**0%**	-	0%	*	-	-	-	-	0%	-	0%	0%	0%	0%

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

\- Indicates there are no students in the group.

Texas Education Agency
2023-24 Attendance, Graduation, and Dropout Rates (TAPR)
GARFIELD EL (233901102) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2022-23	93.3%	91.5%	**92.1%**	-	92.0%	92.8%	-	-	-	*	91.6%	92.0%	92.9%
2021-22	92.2%	89.4%	**89.6%**	*	89.5%	90.6%	-	-	-	*	88.0%	89.4%	90.4%
Chronic Absenteeism													
2022-23	20.3%	28.2%	**28.1%**	-	28.2%	31.3%	-	-	-	*	32.1%	28.9%	21.8%
2021-22	25.7%	37.2%	**40.5%**	*	40.9%	38.5%	-	-	-	*	49.4%	40.2%	35.5%
Annual Dropout Rate (Gr 7-8)													
2022-23	0.8%	1.0%	-	-	-	-	-	-	-	-	-	-	-
2021-22	0.7%	1.0%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2022-23	2.0%	1.4%	-	-	-	-	-	-	-	-	-	-	-
2021-22	2.2%	2.5%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2023													
Graduated	90.3%	91.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.1%	2.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	5.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.6%	91.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	94.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022													
Graduated	89.7%	90.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.5%	2.6%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.4%	6.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.0%	91.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.6%	93.6%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	91.8%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.8%	6.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	93.7%	-	-	-	-	-	-	-	-	-	-	-

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.2%	94.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021													
Graduated	92.2%	90.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	9.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	90.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	90.9%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.7%	91.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	8.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	91.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	91.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	92.7%	91.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	8.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	91.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	91.1%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2023	90.3%	90.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	89.7%	89.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2023	72.3%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	59.5%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2023	4.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	3.7%	0.1%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency

2023-24 Attendance, Graduation, and Dropout Rates (TAPR)

GARFIELD EL (233901102) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2023	84.3%	94.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	84.3%	90.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2023	88.6%	94.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	88.0%	90.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2022-23	38.4%	-	-	-	-	-	-	-	-	-	-	-	-
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2022-23	4.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2021-22	3.9%	0.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2022-23	82.5%	93.7%	-	-	-	-	-	-	-	-	-	-	-
2021-22	82.3%	90.9%	-	-	-	-	-	-	-	-	-	-	-
Texas First DLA Graduates (Annual Rate)													
2022-23	0.1%	0.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Annual Rate)													
2022-23	86.8%	93.8%	-	-	-	-	-	-	-	-	-	-	-
2021-22	86.0%	91.2%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency

2023-24 Graduation Profile (TAPR)

GARFIELD EL (233901102) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2022-23 Annual Graduates)				
Total Graduates	-	-	752	377,367
By Ethnicity:				
African American	-	-	5	46,822
Hispanic	-	-	706	197,333
White	-	-	39	103,009
American Indian	-	-	0	1,181
Asian	-	-	1	19,151
Pacific Islander	-	-	0	574
Two or More Races	-	-	1	9,297
By Graduation Type:				
Minimum H.S. Program	-	-	0	433
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	270
Foundation H.S. Program (No Endorsement)	-	-	47	49,278
Foundation H.S. Program (Endorsement)	-	-	0	16,475
Foundation H.S. Program (DLA)	-	-	700	310,689
Texas First Early H.S. Completion Program (Texas First-DLA)	-	-	5	222
Special Education Graduates	-	-	81	34,589
Economically Disadvantaged Graduates	-	-	490	206,367
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	99	50,229
At-Risk Graduates	-	-	655	168,430
CTE Completers	-	-	350	116,959

There is no data for this campus.

There is no data for this campus.

There is no data for this campus.

Texas Education Agency

2023-24 Student Information (TAPR)

GARFIELD EL (233901102) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Total Students	**653**	**100.0%**	**9,875**	**5,517,464**	**665**	**100.0%**	**9,907**	**5,531,236**
Students by Grade								
Kindergarten	76	11.6%	6.1%	6.5%	78	11.7%	6.1%	6.5%
Grade 1	105	16.1%	7.1%	7.0%	105	15.8%	7.1%	7.0%
Grade 2	141	21.6%	8.0%	7.3%	146	22.0%	8.0%	7.3%
Grade 3	123	18.8%	7.6%	7.2%	125	18.8%	7.6%	7.2%
Grade 4	115	17.6%	7.1%	7.2%	116	17.4%	7.1%	7.2%
Grade 5	93	14.2%	7.0%	7.2%	95	14.3%	7.0%	7.2%
Ethnic Distribution								
African American	0	0.0%	0.5%	12.8%	0	0.0%	0.5%	12.8%
Hispanic	633	96.9%	93.3%	53.2%	642	96.5%	93.2%	53.2%
White	18	2.8%	5.2%	25.0%	20	3.0%	5.2%	25.0%
American Indian	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Asian	0	0.0%	0.4%	5.4%	0	0.0%	0.4%	5.4%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	2	0.3%	0.6%	3.1%	3	0.5%	0.6%	3.1%
Sex								
Female	314	48.1%	49.1%	48.9%	316	47.5%	48.9%	48.8%
Male	339	51.9%	50.9%	51.1%	349	52.5%	51.1%	51.2%
Other Student Cohorts								
Economically Disadvantaged	583	89.3%	75.0%	62.3%	586	88.1%	74.9%	62.2%
Non-Educationally Disadvantaged	70	10.7%	25.0%	37.7%	79	11.9%	25.1%	37.8%
Section 504 Students	22	3.4%	8.4%	7.2%	22	3.3%	8.4%	7.2%
EB Students/EL	279	42.7%	23.4%	24.4%	279	42.0%	23.4%	24.3%
Students w/ Disciplinary Placements (2022-23)	0	0.0%	2.7%	1.9%				
Students w/ Dyslexia	12	1.8%	4.8%	6.0%	12	1.8%	4.8%	6.0%
Foster Care	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Homeless	17	2.6%	1.3%	1.4%	17	2.6%	1.3%	1.4%
Immigrant	22	3.4%	2.4%	2.9%	22	3.3%	2.4%	2.9%
Migrant	10	1.5%	2.1%	0.2%	10	1.5%	2.1%	0.2%
Title I	653	100.0%	98.4%	65.7%	665	100.0%	98.4%	65.7%
Military Connected	20	3.1%	6.0%	3.9%	20	3.0%	6.0%	3.9%
At-Risk	372	57.0%	65.0%	53.2%	372	55.9%	64.8%	53.2%
Students by Instructional Program								
Bilingual/ESL Education	275	42.1%	22.6%	24.5%	275	41.4%	22.5%	24.4%
Career and Technical Education	0	0.0%	28.2%	26.9%	-	-	-	-
Career and Technical Education (9-12 grades only)	0	0.0%	84.5%	73.3%	-	-	-	-

Texas Education Agency
2023-24 Student Information (TAPR)
GARFIELD EL (233901102) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Gifted and Talented Education	12	1.8%	6.6%	8.5%	12	1.8%	6.6%	8.5%
Special Education	150	23.0%	18.1%	13.9%	162	24.4%	18.3%	14.0%
Students with Disabilities by Type of Primary Disability								
Total Students with Disabilities	**150**							
Students with Intellectual Disabilities	101	67.3%	58.0%	45.7%				
Students with Physical Disabilities	28	18.7%	17.9%	18.9%				
Students with Autism	8	5.3%	6.9%	16.2%				
Students with Behavioral Disabilities	13	8.7%	16.4%	17.6%				
Students with Non-Categorical Early Childhood	0	0.0%	0.8%	1.7%				
Mobility (2022-23)								
Total Mobile Students	**65**	**12.7%**	**10.9%**	**16.1%**				
African American	0	0.0%	0.2%	3.4%				
Hispanic	61	12.0%	10.0%	8.5%				
White	3	0.6%	0.6%	3.1%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.1%	0.5%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	1	0.2%	0.1%	0.5%				
Special Ed Students who are Mobile	16	12.1%	8.8%	17.6%				
Count and Percent of EB Students/EL who are Mobile	29	12.3%	12.9%	16.3%				
Count and Percent of Econ Dis Students who are Mobile	58	12.5%	11.7%	18.6%				
Student Attrition (2022-23)								
Total Student Attrition	**151**	**31.2%**	**27.8%**	**18.1%**				

	Non-Special Education Rates			Special Education Rates		
Student Information	Campus	District	State	Campus	District	State
Retention Rates by Grade						
Kindergarten	0.0%	0.2%	1.3%	0.0%	0.0%	3.9%
Grade 1	12.1%	4.3%	2.1%	0.0%	4.8%	3.3%
Grade 2	2.8%	1.1%	1.3%	0.0%	3.7%	1.6%
Grade 3	7.5%	1.2%	0.7%	2.8%	1.1%	0.7%
Grade 4	1.9%	0.6%	0.4%	0.0%	0.0%	0.5%
Grade 5	0.0%	0.2%	0.2%	0.0%	1.6%	0.3%

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

Class Size Information	Campus	District	State
Elementary			
Kindergarten	23.4	20.9	18.4
Grade 1	21.3	19.7	18.8
Grade 2	19.4	19.4	19.1
Grade 3	20.4	20.3	19.4
Grade 4	22.8	20.5	19.4
Grade 5	23.7	21.5	20.9

Texas Education Agency
2023-24 Staff Information (TAPR)
GARFIELD EL (233901102) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	Campus			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Total Staff	**65.6**	**100.0%**	**100.0%**	**100.0%**
Professional Staff	43.8	66.7%	51.4%	63.9%
Teachers	34.3	52.3%	36.4%	48.3%
Professional Support	7.4	11.3%	12.2%	11.1%
Campus Administration (School Leadership)	2.0	3.0%	2.2%	3.3%
Educational Aides	21.8	33.3%	11.9%	11.4%
Librarians and Counselors (Headcount)				
Full-time Librarians	1.0	n/a	10.0	4,187.0
Part-time Librarians	0.0	n/a	0.0	651.0
Full-time Counselors	2.0	n/a	41.0	13,870.0
Part-time Counselors	0.0	n/a	0.0	1,172.0
Total Minority Staff	**61.8**	**94.2%**	**90.7%**	**54.4%**
Teachers by Ethnicity				
African American	0.1	0.2%	0.9%	12.6%
Hispanic	30.6	89.1%	84.9%	30.1%
White	3.7	10.7%	14.0%	53.4%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	0.0	0.0%	0.0%	2.1%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.0%	1.3%
Teachers by Sex				
Males	3.0	8.6%	20.6%	24.5%
Females	31.4	91.4%	79.4%	75.5%
Teachers by Highest Degree Held				
No Degree	0.0	0.0%	2.2%	2.5%
Bachelors	28.0	81.5%	79.3%	71.7%
Masters	6.3	18.5%	18.6%	24.9%
Doctorate	0.0	0.0%	0.0%	0.8%
Teachers by Years of Experience				
Beginning Teachers	3.3	9.7%	6.9%	8.7%
1-5 Years Experience	9.4	27.2%	28.6%	27.4%
6-10 Years Experience	7.9	23.0%	18.9%	20.2%
11-20 Years Experience	10.8	31.5%	26.6%	27.1%
21-30 Years Experience	2.8	8.2%	13.6%	13.7%
Over 30 Years Experience	0.1	0.4%	5.5%	3.0%
Number of Students per Teacher	19.0	n/a	18.1	14.7

Texas Education Agency

2023-24 Staff Information (TAPR)

GARFIELD EL (233901102) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Staff Information	Campus	District	State
Experience of Campus Leadership			
Average Years Experience of Principals	2.0	5.8	6.0
Average Years Experience of Principals with District	2.0	5.8	5.1
Average Years Experience of Assistant Principals	1.0	2.7	5.1
Average Years Experience of Assistant Principals with District	1.0	2.4	4.3
Average Years Experience of Teachers	10.9	12.2	11.1
Average Years Experience of Teachers with District	10.4	11.3	6.9
Average Teacher Salary by Years of Experience (regular duties only)			
Beginning Teachers	$36,042	$43,915	$54,272
1-5 Years Experience	$56,851	$54,966	$58,185
6-10 Years Experience	$58,308	$59,041	$61,494
11-20 Years Experience	$64,073	$63,850	$65,219
21-30 Years Experience	$68,176	$67,782	$69,723
Over 30 Years Experience	$76,385	$74,563	$74,014
Average Actual Salaries (regular duties only)			
Teachers	$58,453	$60,152	$62,474
Professional Support	$66,990	$75,452	$73,783
Campus Administration (School Leadership)	$81,886	$90,313	$86,738
Instructional Staff Percent	n/a	59.6%	65.0%
Contracted Instructional Staff (not incl. above)	0.0	0.0	1,970.1

	Campus			
Program Information	Count	Percent	District	State
Teachers by Program (population served)				
Bilingual/ESL Education	6.5	18.9%	9.5%	6.0%
Career and Technical Education	0.0	0.0%	7.2%	5.5%
Compensatory Education	0.0	0.0%	7.1%	3.1%
Gifted and Talented Education	0.0	0.0%	1.9%	1.6%
Regular Education	25.3	73.7%	67.5%	69.8%
Special Education	2.5	7.4%	5.0%	10.3%
Other	0.0	0.0%	1.7%	3.7%

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

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

"The 2024 accountability reports are not yet publicly available. The release of these reports is pending judicial ruling and decisions from the 89th legislature during a special called session."



2024 Campus Comparison Group
GARFIELD EL (233901102) - SAN FELIPE-DEL RIO CISD
Campus Type: Elementary
Sorted by District Name

	Campus Name	District Name	Grade Span	Number of Students	% Econ Disadv	% EL	Mobility Rate	% Early College HS	% Special Ed
	GARFIELD EL (233901102)	**SAN FELIPE-DEL RIO CISD**	**KG-05**	**653**	**89.3**	**42.7**	**12.7**	**0.0**	**23.0**
1	ODOM EL (227901156)	AUSTIN ISD	EE-05	276	84.4	44.9	15.1	0.0	20.7
2	PLEASANT HILL EL (227901130)	AUSTIN ISD	PK-05	379	87.1	47.2	17.0	0.0	23.7
3	CHENEY HILLS EL (220902109)	BIRDVILLE ISD	EE-05	684	88.5	47.1	15.5	0.0	17.7
4	BURNS EL (031901128)	BROWNSVILLE ISD	PK-05	640	93.3	42.2	9.8	0.0	18.9
5	EGLY EL (031901123)	BROWNSVILLE ISD	PK-05	532	91.5	41.4	15.3	0.0	17.7
6	KELLER EL (031901143)	BROWNSVILLE ISD	PK-05	514	86.7	39.5	10.3	0.0	16.9
7	JOY JAMES ACADEMY OF LEADERSHIP (220917104)	CASTLEBERRY ISD	EE-05	440	91.8	44.8	8.5	0.0	25.2
8	HILLSIDE EL (071902121)	EL PASO ISD	PK-05	398	88.7	43.7	16.0	0.0	17.8
9	STANTON EL (071902141)	EL PASO ISD	EE-05	372	94.1	44.4	16.3	0.0	26.3
10	E A JONES EL (079907101)	FORT BEND ISD	EE-05	528	86.0	37.3	14.1	0.0	18.8
11	GREENBRIAR EL (220905134)	FORT WORTH ISD	EE-05	503	89.9	47.5	11.5	0.0	17.5
12	JACINTO CITY EL (101910106)	GALENA PARK ISD	EE-05	690	88.6	44.2	7.6	0.0	17.1
13	MACARTHUR EL (101910107)	GALENA PARK ISD	PK-05	583	89.9	44.1	9.3	0.0	18.2
14	ASHBEL SMITH EL (101911113)	GOOSE CREEK CISD	EE-05	553	89.2	40.1	17.6	0.0	20.8
15	BOWIE EL (079901102)	LAMAR CISD	KG-05	427	84.5	38.6	10.2	0.0	19.7
16	JACKSON EL (108906107)	MCALLEN ISD	EE-05	561	91.6	46.2	14.9	0.0	19.1
17	MCAULIFFE EL (108906123)	MCALLEN ISD	EE-05	391	85.2	39.9	15.7	0.0	23.5
18	WILSON EL (108906113)	MCALLEN ISD	PK-05	418	92.6	45.5	13.3	0.0	18.2
19	JOHN F KENNEDY EL (108907109)	MERCEDES ISD	EE-05	414	94.4	41.3	12.4	0.0	21.3
20	BLACK EL (057914101)	MESQUITE ISD	EE-05	626	88.3	37.4	15.7	0.0	17.4
21	CANNADAY EL (057914124)	MESQUITE ISD	PK-05	552	89.7	41.3	19.3	0.0	23.7
22	GRAY EL (057914128)	MESQUITE ISD	EE-05	427	90.9	46.1	12.4	0.0	25.1
23	HANBY EL (057914104)	MESQUITE ISD	PK-05	764	91.4	45.7	17.8	0.0	19.1
24	SHANDS EL (057914111)	MESQUITE ISD	PK-05	554	89.7	49.6	15.2	0.0	21.1
25	TOSCH EL (057914113)	MESQUITE ISD	EE-05	622	85.7	42.9	15.7	0.0	23.0
26	MARY DESHAZO EL (009901101)	MULESHOE ISD	03-05	291	87.6	45.4	10.0	0.0	18.2
27	NEW CANEY EL (170905102)	NEW CANEY ISD	EE-05	654	89.4	45.4	19.5	0.0	23.7
28	OLMOS EL (015910111)	NORTH EAST ISD	KG-05	501	88.6	40.3	16.0	0.0	16.4
29	RUBEN CHAVIRA EL (233901111)	SAN FELIPE-DEL RIO CISD	KG-05	582	90.2	36.9	11.5	0.0	23.0
30	AMPARO GUTIERREZ EL (240903114)	UNITED ISD	EE-05	404	86.1	43.3	7.8	0.0	24.5
31	NEWMAN EL (240903109)	UNITED ISD	PK-05	380	89.5	47.6	8.3	0.0	20.3
32	ZUNDELOWITZ EL (243905131)	WICHITA FALLS ISD	KG-05	556	92.8	38.8	17.2	0.0	22.1
33	DEL VALLE EL (071905145)	YSLETA ISD	PK-05	427	88.3	41.0	13.3	0.0	19.9
34	LANCASTER EL (071905133)	YSLETA ISD	PK-05	591	87.6	42.6	12.0	0.0	15.7
35	LOMA TERRACE EL (071905109)	YSLETA ISD	PK-05	658	88.8	41.6	13.2	0.0	22.2
36	MISSION VALLEY EL (071905135)	YSLETA ISD	KG-05	590	83.8	39.6	9.8	0.0	20.6
37	PASODALE EL (071905122)	YSLETA ISD	EE-05	442	90.0	45.5	11.3	0.0	19.2
38	PRESA EL (071905123)	YSLETA ISD	EE-05	296	85.8	42.6	14.8	0.0	22.0
39	RAMONA EL STEM ACADEMY (071905114)	YSLETA ISD	KG-05	428	90.0	46.5	7.7	0.0	18.5
40	SAGELAND EL (071905116)	YSLETA ISD	EE-05	654	89.8	41.1	9.4	0.0	22.5
	Comparison Group Average			**508**	**89.1**	**43.0**	**13.2**	**0.0**	**20.5**

2022-2023 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR GARFIELD EL (233901102)
SAN FELIPE-DEL RIO CISD

Total Enrolled Membership: 566

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	$4,406,759	100.00%	$7,786	$6,203,399	100.00%	$10,960
Operating-Payroll	$3,871,933	87.86%	$6,841	$5,381,347	86.75%	$9,508
Other Operating	$522,241	11.85%	$923	$800,177	12.90%	$1,414
Non-Operating(Equipt/Supplies)	$12,585	0.29%	$22	$21,875	0.35%	$39
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	$4,394,174	100.00%	$7,764	$6,181,524	100.00%	$10,921
Instruction (11,95) *	$2,910,915	66.24%	$5,143	$4,137,034	66.93%	$7,309
Instructional Res/Media (12) *	$117,309	2.67%	$207	$122,485	1.98%	$216
Curriculum/Staff Develop (13) *	$164,666	3.75%	$291	$265,814	4.30%	$470
Instructional Leadership (21) *	$122,919	2.80%	$217	$122,919	1.99%	$217
School Leadership (23) *	$208,501	4.74%	$368	$208,501	3.37%	$368
Guidance/Counseling Svcs (31) *	$208,245	4.74%	$368	$233,820	3.78%	$413
Social Work Services (32) *	$11,623	0.26%	$21	$11,623	0.19%	$21
Health Services (33) *	$48,324	1.10%	$85	$48,719	0.79%	$86
Transportation(34) *	$0	0.00%	$0	$0	0.00%	$0
Food (35) **	$0	0.00%	$0	$354,481	5.73%	$626
Extracurricular (36) **	$4,627	0.11%	$8	$7,130	0.12%	$13
Plant Maint/Operation (51) **	$516,958	11.76%	$913	$539,886	8.73%	$954
Security/Monitoring (52) **	$43,872	1.00%	$78	$59,888	0.97%	$106

2022-2023 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR GARFIELD EL (233901102)
SAN FELIPE-DEL RIO CISD

Total Enrolled Membership: 566

	General Fund	%	Per Student	All Funds	%	Per Student
Data Processing Svcs (53) **	$36,215	0.82%	$64	$36,215	0.59%	$64
Fund Raising CHARTER ONLY (81) **	$0	0.00%	$0	$0	0.00%	$0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	$4,394,174	100.00%	$7,764	$6,180,559	100.00%	$10,920
Regular	$2,088,433	47.53%	$3,690	$2,836,940	45.90%	$5,012
Gifted & Talented	$54,692	1.24%	$97	$54,779	0.89%	$97
Career & Technical	$0	0.00%	$0	$0	0.00%	$0
Students with Disabilities	$775,765	17.65%	$1,371	$847,468	13.71%	$1,497
State Compensatory ED	$185,018	4.21%	$327	$640,167	10.36%	$1,131
Bilingual	$115,688	2.63%	$204	$115,688	1.87%	$204
Early Education Allotment	$504,431	11.48%	$891	$504,431	8.16%	$891
Dyslexia or Related Disorder Serv	$104,690	2.38%	$185	$104,918	1.70%	$185
CCMR	$0	0.00%	$0	$0	0.00%	$0
Athletic Programming	$0	0.00%	$0	$0	0.00%	$0
Un-Allocated	$565,457	12.87%	$999	$1,076,168	17.41%	$1,901

Note: Some amounts may not total due to rounding.

* Please refer to sections A.1 through A.8 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus.

** Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data.

Link to PEIMS Financial Standard Reports to be used for the analysis of costs reported by comparable school districts.

Part (i): Description of State Accountability System

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

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

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

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

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

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

Campus ESSA Goals (Elementary Schools)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Performance (At Meets Grade Level or Above)												
Reading/ELA	Baseline Rates	46%	34%	39%	59%	44%	73%	46%	55%	35%	26%	37%
	2022-23 through 2026-27	46%	34%	39%	59%	44%	73%	46%	55%	35%	26%	37%
	2027-28 through 2031-32	55%	45%	49%	66%	53%	79%	55%	63%	46%	38%	48%
	2032-33 through 2036-37	64%	56%	59%	73%	62%	83%	64%	71%	57%	50%	59%
	2037-38	73%	67%	70%	80%	72%	87%	73%	78%	68%	63%	69%
Mathematics	Baseline Rates	49%	33%	44%	60%	47%	82%	51%	55%	40%	29%	45%
	2022-23 through 2026-27	49%	33%	44%	60%	47%	82%	51%	55%	40%	29%	45%
	2027-28 through 2031-32	58%	44%	53%	67%	56%	85%	59%	63%	50%	41%	54%
	2032-33 through 2036-37	67%	55%	62%	74%	65%	88%	67%	71%	60%	53%	63%
	2037-38	75%	67%	72%	80%	74%	91%	76%	78%	70%	65%	73%
EL Progress												
	Baseline Rates											49%
	2022-23 through 2026-27											49%
	2027-28 through 2031-32											51%
	2032-33 through 2036-37											53%
	2037-38											55%

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

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

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

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

1 If Federal Graduation Status is not available, Academic Growth Status is used.
2 If College, Career, and Military Readiness is not available, Student Achievement Domain Score: STAAR Component Only is used.

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

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

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

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

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

Part (ii): Student Achievement by Proficiency Level

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

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

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	72%	67%	**58%**	*	58%	*	-	*	-	-	56%	71%	39%	67%	45%	47%	73%	*	*	-	-
	CWD	48%	42%	**39%**	*	39%	-	-	-	-	-	41%	*	39%	-	18%	35%	50%	-	-	-	-
	CWOD	78%	77%	**67%**	-	68%	*	-	-	-	-	64%	90%	-	67%	59%	55%	78%	*	*	-	-
	EL	62%	46%	**45%**	-	44%	*	-	-	-	-	45%	*	18%	59%	45%	24%	65%	-	*	-	-
	Male	70%	66%	**47%**	-	48%	*	*	-	-	-	46%	50%	35%	55%	24%	47%	-	*	*	-	-
	Female	75%	73%	**73%**	-	72%	*	-	-	-	-	69%	100%	50%	78%	65%	-	73%	-	*	-	-
Mathematics	All Students	68%	63%	**45%**	-	45%	*	-	-	-	-	42%	64%	38%	48%	26%	43%	48%	*	*	-	-
	CWD	46%	41%	**38%**	-	38%	-	-	-	-	-	37%	*	38%	-	6%	36%	44%	-	-	-	-
	CWOD	74%	71%	**48%**	-	48%	*	-	-	-	-	45%	70%	-	48%	35%	47%	49%	*	*	-	-
	EL	61%	45%	**26%**	-	27%	*	-	-	-	-	26%	*	6%	35%	26%	13%	38%	-	*	-	-
	Male	70%	62%	**43%**	-	42%	*	-	-	-	-	40%	63%	36%	47%	13%	43%	-	*	*	-	-
	Female	66%	63%	**48%**	-	49%	*	-	-	-	-	45%	67%	44%	49%	38%	-	48%	-	*	-	-
Grade 4																						
Reading	All Students	79%	75%	**64%**	-	65%	*	-	-	-	-	65%	62%	49%	73%	48%	61%	67%	-	50%	*	-
	CWD	55%	52%	**49%**	-	50%	*	-	-	-	-	47%	60%	49%	-	44%	43%	55%	-	*	*	-
	CWOD	85%	85%	**73%**	-	73%	*	-	-	-	-	75%	63%	-	73%	50%	73%	74%	-	*	-	-
	EL	68%	59%	**48%**	-	48%	-	-	-	-	-	51%	20%	44%	50%	48%	46%	50%	-	*	-	-
	Male	77%	75%	**61%**	-	60%	*	-	-	-	-	60%	*	43%	73%	46%	61%	-	-	50%	-	-
	Female	81%	76%	**67%**	-	68%	*	-	-	-	-	69%	56%	55%	74%	50%	-	67%	-	-	*	-
Mathematics	All Students	67%	62%	**45%**	*	45%	*	-	-	-	-	44%	54%	30%	54%	41%	54%	38%	-	50%	*	-
	CWD	42%	34%	**30%**	-	31%	*	-	-	-	-	29%	40%	30%	-	33%	38%	23%	-	*	*	-
	CWOD	73%	73%	**54%**	-	53%	*	-	-	-	-	53%	63%	-	54%	45%	64%	46%	-	*	-	-
	EL	62%	53%	**41%**	-	41%	-	-	-	-	-	39%	60%	33%	45%	41%	38%	43%	-	*	-	-
	Male	69%	68%	**54%**	*	53%	*	-	-	-	-	52%	*	38%	64%	38%	54%	-	-	50%	-	-
	Female	65%	56%	**38%**	-	39%	*	-	-	-	-	37%	44%	23%	46%	43%	-	38%	-	-	*	-
Grade 5																						
Reading	All Students	78%	78%	**71%**	*	70%	*	-	-	-	-	71%	67%	52%	77%	68%	67%	76%	*	*	-	-
	CWD	48%	51%	**52%**	*	50%	-	-	-	-	-	50%	60%	52%	-	20%	44%	71%	*	-	-	-
	CWOD	84%	85%	**77%**	*	77%	*	-	-	-	-	78%	70%	-	77%	74%	78%	76%	*	*	-	-
	EL	70%	59%	**68%**	-	67%	*	-	-	-	-	75%	*	20%	74%	68%	68%	67%	*	-	-	-
	Male	75%	74%	**67%**	*	67%	*	-	-	-	-	66%	70%	44%	78%	68%	67%	-	*	*	-	-
	Female	80%	82%	**75%**	*	74%	-	-	-	-	-	78%	60%	71%	76%	67%	-	76%	*	-	-	*
Mathematics	All Students	75%	81%	**67%**	*	65%	*	-	-	-	-	67%	67%	56%	70%	63%	69%	64%	*	*	-	-
	CWD	52%	64%	**56%**	*	54%	-	-	-	-	-	55%	60%	56%	-	20%	56%	57%	*	-	-	-
	CWOD	80%	86%	**78%**	*	69%	*	-	-	-	-	70%	70%	-	70%	69%	75%	66%	*	*	-	-
	EL	70%	72%	**63%**	-	62%	*	-	-	-	-	69%	*	20%	69%	63%	53%	71%	*	-	-	-
	Male	75%	81%	**69%**	*	67%	*	-	-	-	-	68%	70%	56%	75%	53%	69%	-	*	*	-	-
	Female	75%	81%	**64%**	*	63%	-	-	-	-	-	65%	60%	57%	66%	71%	-	64%	*	-	-	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Science	All Students	56%	49%	34%	*	36%	*	-	-	-	-	35%	33%	32%	35%	35%	35%	33%	*	*	-	-
	CWD	34%	31%	32%	*	33%	-	-	-	-	-	30%	40%	32%	-	20%	28%	43%	*	-	-	-
	CWOD	61%	54%	35%	*	37%	*	-	-	-	-	36%	30%	-	35%	37%	39%	32%	*	*	-	-
	EL	43%	34%	35%	-	36%	*	-	-	-	-	39%	*	20%	37%	35%	37%	33%	*	-	-	-
	Male	59%	54%	35%	*	37%	*	-	-	-	-	36%	30%	28%	39%	37%	35%	-	*	*	-	-
	Female	54%	44%	33%	*	35%	-	-	-	-	-	33%	40%	43%	32%	33%	-	33%	*	-	-	-
STAAR Percent at Meets Grade Level or Above																						
Grade 3																						
Reading	All Students	47%	40%	28%	-	28%	*	-	-	-	-	24%	57%	19%	32%	22%	23%	33%	*	*	-	-
	CWD	25%	21%	19%	-	19%	-	-	-	-	-	19%	*	19%	-	12%	15%	30%	*	-	-	*
	CWOD	52%	48%	32%	-	32%	*	-	-	-	*	26%	70%	-	32%	26%	29%	34%	*	*	-	-
	EL	34%	24%	22%	-	22%	*	-	-	-	-	21%	*	12%	26%	22%	16%	27%	-	*	-	-
	Male	44%	35%	23%	-	24%	*	-	-	-	-	20%	50%	15%	29%	16%	23%	-	*	*	-	-
	Female	50%	45%	33%	-	34%	*	-	-	-	-	29%	67%	30%	34%	27%	-	33%	-	*	-	-
Mathematics	All Students	41%	31%	16%	-	16%	*	-	-	-	-	14%	29%	6%	20%	14%	19%	12%	*	*	-	-
	CWD	24%	15%	6%	-	6%	-	-	-	-	-	7%	*	6%	-	0%	8%	0%	-	-	-	-
	CWOD	44%	37%	20%	-	21%	*	-	-	-	-	17%	40%	-	20%	21%	26%	15%	*	*	-	*
	EL	32%	18%	14%	-	14%	*	-	-	-	-	13%	*	0%	21%	14%	13%	15%	-	*	-	-
	Male	44%	32%	19%	-	19%	*	-	-	-	-	16%	38%	8%	26%	13%	19%	-	*	*	-	-
	Female	37%	30%	12%	-	12%	*	-	-	-	-	11%	17%	0%	15%	15%	-	12%	-	*	-	-
Grade 4																						
Reading	All Students	50%	39%	22%	-	22%	*	-	-	-	-	20%	38%	12%	28%	16%	24%	20%	-	50%	*	-
	CWD	24%	21%	12%	-	12%	*	-	-	-	-	8%	40%	12%	-	11%	14%	9%	-	*	*	-
	CWOD	56%	46%	28%	-	27%	*	-	-	-	-	27%	38%	-	28%	19%	30%	26%	-	*	-	-
	EL	39%	24%	16%	-	16%	-	-	-	-	-	16%	20%	11%	19%	16%	19%	13%	-	*	-	-
	Male	47%	38%	24%	-	23%	*	-	-	-	-	22%	*	14%	30%	19%	24%	-	-	50%	-	-
	Female	53%	40%	20%	-	21%	*	-	-	-	-	18%	33%	9%	26%	13%	-	20%	-	-	*	-
Mathematics	All Students	44%	33%	20%	-	19%	*	-	-	-	-	16%	46%	12%	24%	20%	28%	13%	-	33%	*	-
	CWD	24%	17%	12%	-	12%	*	-	-	-	-	8%	40%	12%	-	22%	14%	9%	-	*	*	-
	CWOD	49%	40%	24%	-	23%	*	-	-	-	-	21%	50%	-	24%	19%	36%	15%	-	*	-	-
	EL	38%	25%	20%	-	20%	-	-	-	-	-	18%	40%	22%	19%	20%	23%	17%	-	*	-	-
	Male	47%	39%	28%	-	26%	*	-	-	-	-	24%	*	14%	36%	23%	28%	-	*	33%	-	-
	Female	41%	27%	13%	-	13%	*	-	-	-	-	9%	33%	9%	15%	17%	-	13%	-	-	*	-
Grade 5																						
Reading	All Students	53%	49%	34%	*	36%	*	-	-	-	-	33%	40%	24%	38%	23%	28%	42%	*	*	-	*
	CWD	25%	25%	24%	*	25%	-	-	-	-	-	15%	60%	24%	-	0%	17%	43%	*	-	-	-
	CWOD	59%	56%	38%	*	40%	*	*	-	-	-	39%	30%	-	38%	26%	33%	42%	*	*	-	-
	EL	41%	28%	23%	-	23%	*	-	-	-	-	25%	*	0%	26%	23%	21%	24%	*	-	-	-
	Male	51%	46%	28%	*	29%	*	-	-	-	-	25%	40%	17%	33%	21%	28%	-	*	*	-	-
	Female	56%	53%	42%	*	44%	-	-	-	-	-	43%	40%	43%	42%	24%	-	42%	*	-	-	-

Texas Education Agency
2024 Federal Report Card
GARFIELD EL (233901102) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	49%	45%	38%	*	36%	*	-	-	-	-	37%	47%	28%	42%	25%	41%	36%	*	*	-	-
	CWD	36%	27%	28%	*	25%	-	-	-	-	-	25%	40%	28%	-	0%	17%	57%	*	-	-	-
	CWOD	54%	50%	42%	*	40%	*	-	-	-	-	41%	50%	-	42%	29%	53%	32%	*	*	-	-
	EL	41%	33%	25%	-	23%	*	-	-	-	-	28%	*	0%	29%	25%	21%	29%	*	-	-	-
	Male	50%	45%	41%	*	37%	*	-	-	-	-	36%	60%	17%	53%	21%	41%	-	*	*	-	-
	Female	47%	44%	36%	*	35%	-	-	-	-	-	38%	20%	57%	32%	29%	-	36%	*	-	-	-
Science	All Students	27%	19%	13%	*	14%	*	-	-	-	-	13%	13%	8%	15%	8%	13%	13%	*	*	-	-
	CWD	16%	12%	8%	*	8%	-	-	-	-	-	10%	0%	8%	-	0%	6%	14%	*	-	-	-
	CWOD	29%	21%	15%	*	16%	*	-	-	-	-	14%	20%	-	15%	9%	17%	13%	*	*	-	-
	EL	15%	10%	8%	-	8%	*	-	-	-	-	8%	*	0%	9%	8%	5%	10%	*	-	-	-
	Male	30%	24%	13%	*	14%	*	-	-	-	-	11%	20%	6%	17%	5%	13%	-	*	*	-	-
	Female	23%	13%	13%	*	14%	-	-	-	-	-	15%	0%	14%	13%	10%	-	13%	*	-	-	-
STAAR Percent at Masters Grade Level																						
Grade 3																						
Reading	All Students	20%	12%	5%	-	5%	*	-	-	-	-	5%	7%	0%	8%	8%	3%	8%	*	*	-	-
	CWD	6%	3%	0%	-	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	-	-	-	-
	CWOD	23%	16%	8%	-	8%	*	-	-	-	-	7%	10%	-	8%	12%	5%	10%	*	*	-	-
	EL	13%	5%	8%	-	8%	*	-	-	-	-	6%	*	0%	12%	8%	4%	12%	-	*	-	-
	Male	18%	13%	3%	-	3%	*	-	-	-	-	4%	0%	0%	5%	4%	3%	-	*	*	-	-
	Female	22%	11%	8%	-	8%	*	-	-	-	-	7%	17%	0%	10%	12%	-	8%	-	*	-	-
Mathematics	All Students	15%	8%	4%	-	5%	*	-	-	-	-	5%	0%	0%	6%	8%	3%	6%	*	*	-	-
	CWD	7%	3%	0%	-	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	-	-	-	-
	CWOD	17%	10%	6%	-	6%	*	-	-	-	-	7%	0%	-	6%	12%	5%	7%	*	*	-	-
	EL	10%	5%	8%	-	8%	*	-	-	-	-	9%	*	0%	12%	8%	8%	8%	-	*	-	-
	Male	17%	10%	3%	-	3%	*	-	-	-	-	4%	0%	0%	5%	8%	3%	-	*	*	-	-
	Female	12%	6%	6%	-	6%	*	-	-	-	-	7%	0%	0%	7%	8%	-	6%	-	*	-	-
Grade 4																						
Reading	All Students	22%	11%	4%	-	4%	*	-	-	-	-	4%	8%	0%	7%	4%	6%	3%	-	33%	*	-
	CWD	6%	4%	0%	-	0%	*	-	-	-	-	0%	0%	0%	-	0%	0%	0%	-	*	*	-
	CWOD	28%	14%	7%	-	7%	*	-	-	-	-	8%	13%	-	7%	6%	9%	5%	-	*	-	-
	EL	14%	5%	4%	-	4%	-	-	-	-	-	4%	0%	0%	6%	4%	0%	8%	-	*	-	-
	Male	20%	9%	6%	-	6%	*	-	-	-	-	4%	*	0%	9%	0%	6%	-	-	33%	-	-
	Female	24%	14%	3%	-	3%	*	-	-	-	-	4%	0%	0%	5%	8%	-	3%	-	-	*	-
Mathematics	All Students	20%	13%	5%	-	4%	*	-	-	-	-	4%	15%	2%	7%	4%	11%	0%	-	17%	*	-
	CWD	7%	4%	2%	-	2%	*	-	-	-	-	0%	20%	2%	-	6%	5%	0%	-	*	*	-
	CWOD	23%	16%	7%	-	5%	*	-	-	-	-	6%	13%	-	7%	3%	15%	0%	-	*	-	-
	EL	15%	9%	4%	-	4%	-	-	-	-	-	2%	20%	6%	3%	4%	8%	0%	-	*	-	-
	Male	22%	15%	11%	-	9%	*	-	-	-	-	8%	*	5%	15%	8%	11%	-	-	17%	-	-
	Female	17%	11%	0%	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	-	0%	-	-	*	-
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	28%	22%	9%	*	10%	*	-	-	-	-	8%	13%	0%	12%	3%	7%	11%	*	*	-	-
	CWD	8%	8%	0%	*	0%	-	-	-	-	-	0%	0%	0%	-	0%	0%	0%	*	-	-	-
	CWOD	32%	25%	12%	*	13%	*	-	-	-	-	11%	20%	-	12%	3%	11%	13%	*	*	-	-
	EL	17%	7%	3%	-	3%	*	-	-	-	-	3%	*	0%	3%	3%	0%	5%	*	-	-	-
	Male	25%	22%	7%	*	8%	*	-	-	-	-	5%	20%	0%	11%	0%	7%	-	*	*	-	-
	Female	30%	21%	11%	*	12%	-	-	-	-	-	13%	0%	0%	13%	5%	-	11%	*	-	-	-
Mathematics	All Students	19%	13%	10%	*	11%	*	-	-	-	-	10%	13%	4%	12%	5%	9%	11%	*	*	-	-
	CWD	7%	5%	4%	*	4%	-	-	-	-	-	5%	0%	4%	-	0%	6%	0%	*	-	-	-
	CWOD	21%	15%	12%	*	13%	*	-	-	-	-	11%	20%	-	12%	6%	11%	13%	*	*	-	-
	EL	12%	5%	5%	-	5%	*	-	-	-	-	6%	*	0%	6%	5%	0%	10%	*	-	-	-
	Male	21%	14%	9%	*	10%	*	-	-	-	-	7%	20%	6%	11%	0%	9%	-	*	*	-	-
	Female	17%	12%	11%	*	12%	-	-	-	-	-	13%	0%	0%	13%	10%	-	11%	*	-	-	-
Science	All Students	11%	7%	3%	*	3%	*	-	-	-	-	1%	13%	0%	4%	3%	4%	2%	*	*	-	-
	CWD	5%	3%	0%	*	0%	-	-	-	-	-	0%	0%	0%	-	0%	0%	0%	*	-	-	-
	CWOD	12%	8%	4%	*	4%	*	-	-	-	-	2%	20%	-	4%	3%	6%	3%	*	*	-	-
	EL	5%	2%	3%	-	3%	*	-	-	-	-	3%	*	0%	3%	3%	0%	5%	*	-	-	-
	Male	13%	8%	4%	*	4%	*	-	-	-	-	0%	20%	0%	6%	0%	4%	-	*	*	-	-
	Female	9%	5%	2%	*	2%	-	-	-	-	-	3%	0%	0%	3%	5%	-	2%	*	-	-	-
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						
All Subjects	All Students	73%	68%	55%	56%	55%	57%	-	-	-	-	54%	60%	42%	61%	46%	53%	57%	50%	58%	*	-
	CWD	46%	43%	42%	*	42%	*	-	-	-	-	40%	48%	42%	-	25%	39%	45%	*	*	*	-
	CWOD	77%	75%	61%	50%	61%	67%	-	-	-	-	60%	65%	-	61%	53%	61%	60%	60%	60%	-	-
	EL	61%	49%	46%	-	45%	60%	-	-	-	-	48%	23%	25%	53%	46%	39%	52%	*	20%	-	-
	Male	71%	67%	53%	*	53%	70%	-	-	-	-	52%	59%	39%	61%	39%	53%	-	40%	53%	-	-
	Female	74%	69%	57%	67%	57%	*	-	-	-	*	56%	60%	45%	60%	52%	-	57%	*	*	*	-
Reading	All Students	74%	70%	64%	*	64%	67%	-	-	-	-	64%	67%	46%	72%	52%	58%	71%	*	56%	*	-
	CWD	44%	42%	46%	*	46%	*	-	-	-	-	46%	50%	46%	-	30%	40%	56%	*	*	*	-
	CWOD	80%	77%	72%	*	72%	80%	-	-	-	-	72%	75%	-	72%	61%	68%	76%	*	57%	-	-
	EL	59%	46%	52%	-	52%	*	-	-	-	-	55%	23%	30%	61%	52%	44%	61%	*	20%	-	-
	Male	70%	66%	58%	*	57%	*	-	-	-	-	57%	64%	40%	68%	44%	58%	-	*	50%	-	-
	Female	78%	74%	71%	*	71%	*	-	-	-	-	71%	70%	56%	76%	61%	-	71%	*	*	*	-
Mathematics	All Students	70%	67%	52%	*	51%	67%	-	-	-	-	50%	62%	39%	57%	42%	54%	49%	*	56%	*	-
	CWD	45%	44%	39%	*	39%	*	-	-	-	-	38%	50%	39%	-	21%	42%	34%	*	*	*	-
	CWOD	75%	73%	57%	*	56%	80%	-	-	-	-	56%	68%	-	57%	50%	62%	53%	*	57%	-	-
	EL	62%	52%	42%	-	42%	*	-	-	-	-	43%	31%	21%	50%	42%	33%	50%	*	20%	-	-
	Male	71%	67%	54%	*	53%	*	-	-	-	-	52%	68%	42%	62%	33%	54%	-	*	50%	-	-
	Female	70%	67%	49%	*	49%	*	-	-	-	-	48%	55%	34%	53%	50%	-	49%	*	*	*	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Science	All Students	73%	65%	34%	*	36%	*	-	-	-	-	35%	33%	32%	35%	35%	35%	33%	*	*	-	-
	CWD	49%	42%	32%	*	33%	-	-	-	-	-	30%	40%	32%	-	20%	28%	43%	*	-	-	-
	CWOD	77%	71%	35%	*	37%	*	-	-	-	-	36%	30%	-	35%	37%	39%	32%	*	*	-	-
	EL	61%	52%	35%	-	36%	*	-	-	-	-	39%	*	20%	37%	35%	37%	33%	*	-	-	-
	Male	74%	67%	35%	*	37%	*	-	-	-	-	36%	30%	28%	39%	37%	35%	-	*	*	-	-
	Female	72%	63%	33%	*	35%	-	-	-	-	-	33%	40%	43%	32%	33%	-	33%	*	-	-	-
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	47%	38%	24%	22%	24%	29%	-	-	-	-	22%	38%	15%	28%	18%	25%	23%	0%	53%	*	-
	CWD	22%	17%	15%	*	15%	*	-	-	-	-	12%	30%	15%	-	10%	13%	18%	*	*	*	-
	CWOD	58%	44%	28%	17%	28%	33%	-	-	-	-	26%	42%	-	28%	21%	32%	25%	0%	53%	-	-
	EL	31%	19%	18%	-	18%	20%	-	-	-	-	18%	17%	10%	21%	18%	17%	19%	*	20%	-	-
	Male	45%	38%	25%	*	24%	40%	-	-	-	-	22%	44%	13%	32%	17%	25%	-	0%	47%	-	-
	Female	48%	39%	23%	17%	24%	*	-	-	-	-	22%	31%	18%	25%	19%	-	23%	*	*	*	-
Reading	All Students	52%	45%	28%	*	28%	17%	-	-	-	-	25%	45%	17%	32%	20%	25%	31%	*	56%	*	-
	CWD	23%	20%	17%	*	18%	*	-	-	-	-	13%	43%	17%	-	10%	15%	21%	*	*	*	-
	CWOD	58%	52%	32%	*	33%	20%	-	-	-	-	31%	46%	-	32%	24%	31%	34%	*	57%	-	-
	EL	34%	21%	20%	-	20%	*	-	-	-	-	20%	15%	10%	24%	20%	19%	21%	*	20%	-	-
	Male	48%	41%	25%	*	25%	*	-	-	-	-	22%	45%	15%	31%	18%	25%	-	*	50%	-	-
	Female	57%	49%	31%	*	31%	*	-	-	-	-	29%	45%	21%	34%	21%	-	31%	*	*	*	-
Mathematics	All Students	42%	33%	24%	*	23%	50%	-	-	-	-	22%	40%	14%	29%	19%	29%	19%	*	44%	*	-
	CWD	22%	16%	14%	*	13%	*	-	-	-	-	11%	29%	14%	-	10%	13%	16%	*	*	*	-
	CWOD	46%	38%	29%	*	28%	60%	-	-	-	-	26%	46%	-	29%	23%	38%	20%	*	43%	-	-
	EL	31%	19%	19%	-	19%	*	-	-	-	-	19%	23%	10%	23%	19%	19%	20%	*	20%	-	-
	Male	43%	34%	29%	*	27%	*	-	-	-	-	25%	55%	13%	38%	19%	29%	-	*	38%	-	-
	Female	40%	32%	19%	*	19%	*	-	-	-	-	18%	25%	16%	20%	20%	-	19%	*	*	*	-
Science	All Students	42%	32%	13%	*	14%	*	-	-	-	-	13%	13%	8%	15%	8%	13%	13%	*	*	-	-
	CWD	21%	12%	8%	*	8%	-	-	-	-	-	10%	0%	8%	-	0%	6%	14%	*	-	-	-
	CWOD	45%	37%	15%	*	16%	*	-	-	-	-	14%	20%	-	15%	9%	17%	13%	*	*	-	-
	EL	24%	14%	8%	-	8%	*	-	-	-	-	8%	*	0%	9%	8%	5%	10%	*	-	-	-
	Male	44%	36%	13%	*	14%	*	-	-	-	-	11%	20%	6%	17%	5%	13%	-	*	*	-	-
	Female	40%	28%	13%	*	14%	-	-	-	-	-	15%	0%	14%	13%	10%	-	13%	*	-	-	-
STAAR Percent at Masters Grade Level																						
All Grades																						
All Subjects	All Students	18%	11%	6%	0%	6%	7%	-	-	-	-	5%	10%	1%	8%	5%	6%	6%	0%	32%	*	-
	CWD	6%	3%	1%	*	1%	*	-	-	-	-	1%	3%	1%	-	1%	1%	0%	*	*	*	-
	CWOD	21%	13%	8%	0%	8%	8%	-	-	-	-	7%	14%	-	8%	6%	9%	7%	0%	40%	-	-
	EL	9%	4%	5%	-	5%	0%	-	-	-	-	5%	7%	1%	6%	5%	3%	7%	*	0%	-	-
	Male	18%	11%	6%	*	6%	10%	-	-	-	-	4%	17%	1%	9%	3%	6%	-	0%	24%	-	-
	Female	19%	12%	6%	0%	6%	*	-	-	-	-	6%	2%	0%	7%	7%	-	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	21%	13%	6%	*	6%	0%	-	-	-	-	6%	10%	0%	9%	5%	5%	7%	*	33%	*	-
	CWD	6%	4%	0%	*	0%	*	-	-	-	-	0%	0%	0%	-	0%	0%	0%	*	*	*	-
	CWOD	24%	16%	9%	*	9%	0%	-	-	-	-	8%	14%	-	9%	7%	8%	9%	*	43%	-	-
	EL	10%	3%	5%	-	5%	*	-	-	-	-	5%	8%	0%	7%	5%	1%	8%	*	0%	-	-
	Male	18%	11%	5%	*	5%	*	-	-	-	-	4%	14%	0%	8%	1%	5%	-	*	25%	-	-
	Female	24%	15%	7%	*	7%	*	-	-	-	-	7%	5%	0%	9%	8%	-	7%	*	*	*	-
Mathematics	All Students	17%	10%	6%	*	6%	17%	-	-	-	-	6%	10%	2%	8%	6%	8%	5%	*	33%	*	-
	CWD	6%	3%	2%	*	2%	*	-	-	-	-	1%	7%	2%	-	3%	3%	0%	*	*	*	-
	CWOD	19%	12%	8%	*	8%	20%	-	-	-	-	8%	11%	-	8%	7%	10%	7%	*	43%	-	-
	EL	10%	5%	6%	-	6%	*	-	-	-	-	6%	8%	3%	7%	6%	6%	6%	*	0%	-	-
	Male	18%	11%	8%	*	7%	*	-	-	-	-	6%	18%	3%	10%	6%	8%	-	*	25%	-	-
	Female	15%	8%	5%	*	5%	*	-	-	-	-	6%	0%	0%	7%	6%	-	5%	*	*	*	-
Science	All Students	15%	9%	3%	*	3%	*	-	-	-	-	1%	13%	0%	4%	3%	4%	2%	*	*	-	-
	CWD	5%	3%	0%	*	0%	-	-	-	-	-	0%	0%	0%	-	0%	0%	0%	*	-	-	-
	CWOD	17%	11%	4%	*	4%	*	-	-	-	-	2%	20%	-	4%	3%	6%	3%	*	*	-	-
	EL	5%	2%	3%	-	3%	*	-	-	-	-	3%	*	0%	3%	3%	0%	5%	*	-	-	-
	Male	16%	10%	4%	*	4%	*	-	-	-	-	0%	20%	0%	6%	0%	4%	-	*	*	-	-
	Female	14%	8%	2%	*	2%	-	-	-	-	-	3%	0%	0%	3%	5%	-	2%	*	-	-	-

- indicates there are no students in the group.

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

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Academic Growth Score											
Reading											
All Students	52	*	52	*	-	-	-	-	51	44	56
CWD	44	*	43	*	-	-	-	-	38	44	43
CWOD	56	*	57	*	-	-	-	-	56	-	61
EL	56	-	56	*	-	-	-	-	57	43	56
Male	50	*	51	*	-	-	-	-	48	40	59
Female	53	*	54	*	-	-	-	-	54	48	53

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Mathematics											
All Students	49	*	48	*	-	-	-	-	46	55	43
CWD	55	*	55	*	-	-	-	-	51	55	41
CWOD	47	*	45	*	-	-	-	-	44	-	44
EL ◊	43	-	43	*	-	-	-	-	42	41	43
Male	52	*	50	*	-	-	-	-	46	55	34
Female	47	*	46	*	-	-	-	-	46	55	54

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

Part (iii)(II): Graduation Rate

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

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

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

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

Part (iv): English Language Proficiency

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

Total EL in Class	Proficiency of EL	Rate of Proficiency
279	55	20%

- 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	28	26	28	31	-	-	-	-	27	19	23
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%

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Target Met	N		N						N	N	N
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											Y
Interim Goals (2028-2032)											51%
Target Met											Y
Interim Goals (2033-2037)											53%
Target Met											Y
Long-Term Goals											55%
Target Met											N
Federal Graduation Status											
Interim Goals (2023-2027)	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80%
Target Met											
Interim Goals (2028-2032)	92.7%	90.2%	91.4%	95.2%	90.9%	97.1%	91.5%	93.2%	90.5%	85.8%	86%
Target Met											
Interim Goals (2033-2037)	95.4%	94.1%	94.7%	96.6%	94.4%	97.5%	94.7%	95.6%	94.3%	91.9%	92%
Target Met											
Long-Term Goals	98%	98%	98%	98%	98%	98%	98%	98%	98%	98%	98%
Target Met											

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

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

Part (vii): STAAR Participation

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

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Participation Rate																	
All Subjects	All Students	100%	100%	100%	100%	-	-	-	-	100%	100%	100%	100%	99%	100%	100%	100%
	CWD	100%	*	100%	*	-	-	-	-	100%	100%	100%	-	99%	99%	100%	*
	CWOD	100%	100%	100%	100%	-	-	-	-	100%	100%	-	100%	100%	100%	100%	100%
	EL	99%	-	99%	100%	-	-	-	-	99%	100%	99%	100%	99%	99%	99%	*
	Male	100%	*	99%	100%	-	-	-	-	99%	100%	99%	100%	99%	100%	-	100%
	Female	100%	100%	100%	*	-	-	-	-	100%	100%	100%	100%	99%	-	100%	*
Reading	All Students	100%	*	100%	100%	-	-	-	-	100%	100%	100%	100%	100%	99%	100%	*
	CWD	100%	*	100%	*	-	-	-	-	100%	100%	100%	-	100%	100%	100%	*
	CWOD	100%	*	100%	100%	-	-	-	-	100%	100%	-	100%	100%	99%	100%	*
	EL	100%	-	100%	*	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	*
	Male	99%	*	99%	*	-	-	-	-	99%	100%	100%	99%	100%	99%	-	*
	Female	100%	*	100%	*	-	-	-	-	100%	100%	100%	100%	100%	-	100%	*
Mathematics	All Students	99%	*	99%	100%	-	-	-	-	99%	100%	99%	100%	99%	99%	99%	*
	CWD	99%	*	99%	*	-	-	-	-	99%	100%	99%	-	98%	98%	100%	*
	CWOD	100%	*	100%	100%	-	-	-	-	100%	100%	-	100%	99%	100%	99%	*
	EL	99%	-	99%	*	-	-	-	-	98%	100%	98%	99%	99%	99%	99%	*
	Male	99%	*	99%	*	-	-	-	-	99%	100%	98%	100%	99%	99%	-	*
	Female	99%	*	99%	*	-	-	-	-	99%	100%	100%	99%	99%	-	99%	*
Science	All Students	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%	*
	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%	*
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%	1%	0%	0%	0%
	CWD	0%	*	0%	*	-	-	-	-	0%	0%	0%	-	1%	1%	0%	*
	CWOD	0%	0%	0%	0%	-	-	-	-	0%	0%	-	0%	0%	0%	0%	0%
	EL	1%	-	1%	0%	-	-	-	-	1%	0%	1%	0%	1%	1%	1%	*
	Male	0%	*	1%	0%	-	-	-	-	1%	0%	1%	0%	1%	0%	-	0%
	Female	0%	0%	0%	*	-	-	-	-	0%	0%	0%	0%	1%	-	0%	*
Reading	All Students	0%	*	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	1%	0%	*
	CWD	0%	*	0%	*	-	-	-	-	0%	0%	0%	-	0%	0%	0%	*
	CWOD	0%	*	0%	0%	-	-	-	-	0%	0%	-	0%	0%	1%	0%	*
	EL	0%	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	*
	Male	1%	*	1%	*	-	-	-	-	1%	0%	0%	1%	0%	1%	-	*
	Female	0%	*	0%	*	-	-	-	-	0%	0%	0%	0%	0%	-	0%	*
Mathematics	All Students	1%	*	1%	0%	-	-	-	-	1%	0%	1%	0%	1%	1%	1%	*
	CWD	1%	*	1%	*	-	-	-	-	1%	0%	1%	-	2%	2%	0%	*
	CWOD	0%	*	0%	0%	-	-	-	-	0%	0%	-	0%	1%	0%	1%	*
	EL	1%	-	1%	*	-	-	-	-	2%	0%	2%	1%	1%	1%	1%	*
	Male	1%	*	1%	*	-	-	-	-	1%	0%	2%	0%	1%	1%	-	*
	Female	1%	*	1%	*	-	-	-	-	1%	0%	0%	1%	1%	-	1%	*
Science	All Students	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%	*
	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%	*
SAT/ACT All Subjects	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

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

Part (viii): Civil Rights Data

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

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

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
Students Without Disabilities												
In-School Suspensions												
	Male	4	0	4	0	0	0	0	0	0		
	Female	1	0	1	0	0	0	0	0	0		
	Total	5	0	5	0	0	0	0	0	0		
Out-of-School Suspensions												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Expulsions												
With Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
School-Related Arrests												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Referrals to Law Enforcement												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Students With Disabilities												
In-School Suspensions												

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
	Male	2	0	2	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	2	0	2	0	0	0	0	0	0		0
Out-of-School Suspensions												
	Male	2	0	2	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	2	0	2	0	0	0	0	0	0		0
Expulsions												
With Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
School-Related Arrests												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Referrals to Law Enforcement												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
All Students												
Chronic Absenteeism												
	Male	89	-8	86	2	-8	-8	-8	1	34	18	8
	Female	80	-8	79	1	-8	-8	-8	-8	36	15	4
	Total	169	-8	165	3	-8	-8	-8	1	70	33	12

	Total
Incidents of Violence	
Incidents of rape or attempted rape	0
Incidents of sexual assault (other than rape)	0
Incidents of robbery with a weapon	0

	Total
Incidents of robbery without a weapon	0
Incidents of physical attack or fight with a weapon	0
Incidents of physical attack or fight without a weapon	1
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack without a weapon	0
Incidents of possession of a firearm or explosive device	0
Allegations of Harassment or bullying	
On the basis of sex	0
On the basis of race	0
On the basis of disability	0
On the basis of sexual orientation	0
On the basis of religion	0

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

Preschool Programs

	Total Students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9

Accelerated Coursework

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

	Total Students		African American		Hispanic		White		Indian or Alaska Native		Asian		Pacific Islander		Two or More Races		EL		Students with Disabilities	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9

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

Part (ix): Teacher Quality Data

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

High Poverty School		
	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	9.0	24.8%
Teachers Teaching with Emergency or Provisional Credentials	2.1	6.1%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	6.8	19.6%

- Indicates there are no data available in the group.

Part (x): Per-pupil Expenditure

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

To be updated by June 30th, 2025.

		State & Local and Federal	State & Local			Federal		
	Enrollment	Total	Site	District Allocation	Total	Site	District Allocation	Total
Business/central/other support services		$769	$59	$516	$575		$194	$194
Food services		$877		$5	$5	$542	$330	$872
Instruction		$7,242	$4,861	$82	$4,943	$2,106	$193	$2,299
Support services, general administration		$130		$130	$130			
Support services, instructional staff		$1,000	$677	$24	$701	$179	$121	$300
Support services, operation and maintenance of plant		$1,762	$978	$738	$1,716	$41	$6	$47

		State & Local and Federal	State & Local			Federal		
	Enrollment	Total	Site	District Allocation	Total	Site	District Allocation	Total
Support services, pupils		$593	$496	$25	$521	$0	$72	$72
Support services, school administration		$353	$348	$0	$348		$5	$5
Support services, student transportation		$304		$293	$293		$11	$11
Total	**566**	**$13,030**	**$7,418**	**$1,813**	**$9,231**	**$2,867**	**$932**	**$3,799**

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%	11	1%	*	3%
Mathematics	6,620	2%	11	1%	*	3%
Grade 4						
Reading	6,491	2%	14	2%	*	2%
Mathematics	6,491	2%	14	2%	*	2%
Grade 5						
Reading	6,033	1%	10	1%	*	1%
Mathematics	6,033	2%	10	1%	*	1%
Science	6,033	2%	10	1%	*	1%
Grade 6						
Reading	5,586	1%	10	1%	-	-
Mathematics	5,586	1%	10	1%	-	-
Grade 7						
Reading	5,233	1%	9	1%	-	-
Mathematics	5,227	2%	9	1%	-	-
Grade 8						
Reading	4,985	1%	10	1%	-	-
Mathematics	4,985	1%	10	2%	-	-
Science	4,984	1%	10	1%	-	-
End of Course						
English I	5,119	1%	9	1%	-	-
English II	4,683	1%	8	1%	-	-
Algebra I	5,112	1%	9	1%	-	-
Biology	5,027	1%	9	1%	-	-
All Grades						

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
All Subjects	100,862	1%	183	1%	13	2%
Reading	44,764	1%	81	1%	6	2%
Mathematics	40,054	1%	73	1%	6	2%
Science	16,044	1%	29	1%	*	1%

- Indicates there are no students in the group.

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

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

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

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

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

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

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

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

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

There is no data for this campus.

Part (xiv): Additional Information - Chronic Absenteeism

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Chronic Absenteeism Rate	30%	-	30%	33%	-	-	-	*	31%	33%	24%

- Indicates there are no students in the group.

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

Part (xv): Section 1003 Fund

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

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

There is no data for this campus.

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

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

There is no data for this campus.

2023-24 Texas Academic Performance Report (TAPR)

District Name: SAN FELIPE-DEL RIO CISD

Campus Name: SAN FELIPE MEMORIAL MIDDLE

Campus Number: 233901104

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Texas Education Agency
2023-24 STAAR Performance (TAPR)
SAN FELIPE MEMORIAL MIDDLE (233901104) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 6 Reading																	
At Approaches Grade Level or Above	2024	77%	74%	**74%**	*	73%	89%	-	80%	-	83%	46%	100%	76%	64%	69%	54%
	2023	77%	69%	**69%**	80%	68%	83%	-	-	-	*	36%	55%	70%	66%	63%	54%
At Meets Grade Level or Above	2024	57%	48%	**48%**	*	46%	79%	-	60%	-	83%	20%	79%	49%	43%	40%	27%
	2023	52%	42%	**42%**	60%	40%	70%	-	-	-	*	13%	36%	41%	46%	33%	23%
At Masters Grade Level	2024	26%	19%	**19%**	*	18%	25%	-	20%	-	33%	4%	43%	19%	17%	13%	5%
	2023	22%	15%	**15%**	40%	13%	37%	-	-	-	*	2%	9%	15%	15%	8%	5%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2024	72%	74%	**74%**	*	73%	89%	-	60%	-	67%	54%	100%	74%	72%	70%	60%
	2023	75%	79%	**79%**	80%	78%	93%	-	-	-	*	57%	64%	79%	79%	75%	66%
At Meets Grade Level or Above	2024	39%	35%	**35%**	*	33%	70%	-	40%	-	33%	22%	64%	35%	36%	30%	20%
	2023	40%	39%	**39%**	60%	37%	73%	-	-	-	*	22%	36%	38%	44%	32%	26%
At Masters Grade Level	2024	14%	9%	**9%**	*	8%	19%	-	20%	-	17%	2%	21%	8%	12%	7%	5%
	2023	16%	12%	**12%**	40%	11%	33%	-	-	-	*	4%	27%	12%	15%	7%	7%
All Grades All Subjects																	
At Approaches Grade Level or Above	2024	75%	69%	**74%**	67%	73%	89%	-	70%	-	75%	50%	100%	75%	68%	70%	57%
	2023	76%	72%	**74%**	80%	73%	88%	-	-	-	100%	46%	59%	75%	72%	69%	60%
At Meets Grade Level or Above	2024	48%	40%	**41%**	67%	40%	75%	-	50%	-	58%	21%	71%	42%	40%	35%	23%
	2023	49%	42%	**41%**	60%	39%	72%	-	-	-	100%	17%	36%	40%	45%	32%	25%
At Masters Grade Level	2024	20%	13%	**14%**	50%	13%	22%	-	20%	-	25%	3%	32%	13%	15%	10%	5%
	2023	20%	13%	**13%**	40%	12%	35%	-	-	-	50%	3%	18%	13%	15%	7%	6%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2024	76%	71%	**74%**	*	73%	89%	-	80%	-	83%	46%	100%	76%	64%	69%	54%
	2023	77%	73%	**69%**	80%	68%	83%	-	-	-	*	36%	55%	70%	66%	63%	54%
At Meets Grade Level or Above	2024	54%	46%	**48%**	*	46%	79%	-	60%	-	83%	20%	79%	49%	43%	40%	27%
	2023	53%	46%	**42%**	60%	40%	70%	-	-	-	*	13%	36%	41%	46%	33%	23%
At Masters Grade Level	2024	22%	14%	**19%**	*	18%	25%	-	20%	-	33%	4%	43%	19%	17%	13%	5%
	2023	20%	13%	**15%**	40%	13%	37%	-	-	-	*	2%	9%	15%	15%	8%	5%
All Grades Mathematics																	

Texas Education Agency

2023-24 STAAR Performance (TAPR)

SAN FELIPE MEMORIAL MIDDLE (233901104) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2024	72%	68%	**74%**	*	73%	89%	-	60%	-	67%	54%	100%	74%	72%	70%	60%
	2023	75%	71%	**79%**	80%	78%	93%	-	-	-	*	57%	64%	79%	79%	75%	66%
At Meets Grade Level or Above	2024	43%	34%	**35%**	*	33%	70%	-	40%	-	33%	22%	64%	35%	36%	30%	20%
	2023	45%	38%	**39%**	60%	37%	73%	-	-	-	*	22%	36%	38%	44%	32%	26%
At Masters Grade Level	2024	17%	10%	**9%**	*	8%	19%	-	20%	-	17%	2%	21%	8%	12%	7%	5%
	2023	19%	12%	**12%**	40%	11%	33%	-	-	-	*	4%	27%	12%	15%	7%	7%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
6th Graders																	
Reading and Mathematics	2024	36%	30%	**30%**	*	28%	63%	-	40%	-	33%	14%	57%	29%	31%	24%	11%
	2023	35%	30%	**30%**	60%	27%	60%	-	-	-	*	11%	27%	28%	36%	22%	15%
Reading and Mathematics Including EOC	2024	36%	30%	**30%**	*	28%	63%	-	40%	-	33%	14%	57%	29%	31%	24%	11%
	2023	35%	30%	**30%**	60%	27%	60%	-	-	-	*	11%	27%	28%	36%	22%	15%
Reading Including EOC	2024	57%	48%	**48%**	*	46%	79%	-	60%	-	83%	20%	79%	49%	43%	40%	27%
	2023	52%	42%	**42%**	60%	40%	70%	-	-	-	*	13%	36%	41%	46%	33%	23%
Math Including EOC	2024	40%	35%	**35%**	*	33%	70%	-	40%	-	33%	22%	64%	35%	36%	30%	20%
	2023	40%	39%	**39%**	60%	37%	73%	-	-	-	*	22%	36%	38%	44%	32%	26%
3rd - 8th Graders																	
Reading and Mathematics	2024	36%	26%	**30%**	*	28%	63%	-	40%	-	33%	14%	57%	29%	31%	24%	11%
	2023	37%	29%	**30%**	60%	27%	60%	-	-	-	*	11%	27%	28%	36%	22%	15%
Reading and Mathematics Including EOC	2024	38%	28%	**30%**	*	28%	63%	-	40%	-	33%	14%	57%	29%	31%	24%	11%
	2023	39%	31%	**30%**	60%	27%	60%	-	-	-	*	11%	27%	28%	36%	22%	15%
Reading Including EOC	2024	54%	44%	**48%**	*	46%	79%	-	60%	-	83%	20%	79%	49%	43%	40%	27%
	2023	53%	43%	**42%**	60%	40%	70%	-	-	-	*	13%	36%	41%	46%	33%	23%
Math Including EOC	2024	45%	34%	**35%**	*	33%	70%	-	40%	-	33%	22%	64%	35%	36%	30%	20%
	2023	47%	39%	**39%**	60%	37%	73%	-	-	-	*	22%	36%	38%	44%	32%	26%

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

\- Indicates there are no students in the group.

Texas Education Agency
2023-24 STAAR Progress (TAPR)
SAN FELIPE MEMORIAL MIDDLE (233901104) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress - Annual Growth by Grade and Subject																	
Grade 6 ELA/Reading	2024	61%	53%	53%	*	52%	71%	-	*	-	83%	41%	86%	54%	48%	48%	39%
	2023	51%	44%	44%	*	43%	71%	-	-	-	*	32%	59%	45%	41%	39%	33%
Grade 6 Mathematics	2024	48%	47%	47%	*	47%	63%	-	*	-	50%	46%	82%	46%	53%	46%	36%
	2023	54%	60%	60%	*	59%	83%	-	-	-	*	64%	64%	60%	60%	56%	48%
All Grades Both Subjects	2024	64%	60%	50%	83%	49%	67%	-	75%	-	67%	44%	84%	50%	51%	47%	37%
	2023	64%	59%	52%	50%	51%	77%	-	-	-	*	48%	61%	52%	51%	48%	41%
All Grades ELA/Reading	2024	67%	63%	53%	*	52%	71%	-	*	-	83%	41%	86%	54%	48%	48%	39%
	2023	63%	56%	44%	*	43%	71%	-	-	-	*	32%	59%	45%	41%	39%	33%
All Grades Mathematics	2024	60%	57%	47%	*	47%	63%	-	*	-	50%	46%	82%	46%	53%	46%	36%
	2023	66%	61%	60%	*	59%	83%	-	-	-	*	64%	64%	60%	60%	56%	48%
School Progress - Accelerated Learning by Grade and Subject																	
Grade 6 ELA/Reading	2024	24%	21%	21%	*	21%	*	-	*	-	*	17%	*	23%	15%	20%	12%
	2023	26%	24%	24%	*	23%	*	-	-	-	-	17%	*	26%	13%	24%	20%
Grade 6 Mathematics	2024	27%	33%	33%	*	33%	*	-	*	-	*	30%	-	32%	37%	32%	19%
	2023	35%	47%	47%	-	48%	*	-	-	-	-	38%	*	48%	41%	45%	38%
All Grades Both Subjects	2024	32%	36%	27%	*	22%	*	-	*	-	*	23%	*	27%	27%	26%	15%
	2023	38%	36%	36%	*	36%	*	-	-	-	-	28%	38%	38%	26%	35%	28%
All Grades ELA/Reading	2024	30%	30%	21%	*	21%	*	-	*	-	*	17%	*	23%	15%	20%	12%
	2023	35%	32%	24%	*	23%	*	-	-	-	-	17%	*	26%	13%	24%	20%
All Grades Mathematics	2024	35%	40%	33%	*	33%	*	-	*	-	*	30%	-	32%	37%	32%	19%
	2023	46%	46%	47%	-	48%	*	-	-	-	-	39%	*	48%	41%	45%	38%

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

Texas Education Agency
2023-24 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
SAN FELIPE MEMORIAL MIDDLE (233901104) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2024	75%	69%	74%	*	-	-	-	-	*	51%	-	51%	50%	94%	78%	54%	93%
	2023	76%	72%	74%	-	-	-	-	-	-	51%	-	51%	56%	72%	77%	52%	87%
At Meets Grade Level or Above	2024	48%	40%	41%	*	-	-	-	-	*	19%	-	19%	18%	28%	47%	20%	58%
	2023	49%	42%	41%	-	-	-	-	-	-	17%	-	17%	17%	28%	46%	17%	46%
At Masters Grade Level	2024	20%	13%	14%	*	-	-	-	-	*	3%	-	3%	3%	6%	16%	4%	24%
	2023	20%	13%	13%	-	-	-	-	-	-	2%	-	2%	2%	6%	16%	3%	13%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2024	76%	71%	74%	*	-	-	-	-	*	48%	-	48%	47%	89%	79%	51%	95%
	2023	77%	73%	69%	-	-	-	-	-	-	43%	-	43%	40%	67%	72%	45%	87%
At Meets Grade Level or Above	2024	54%	46%	48%	*	-	-	-	-	*	22%	-	22%	20%	33%	54%	22%	69%
	2023	53%	46%	42%	-	-	-	-	-	-	14%	-	14%	16%	22%	47%	14%	51%
At Masters Grade Level	2024	22%	14%	19%	*	-	-	-	-	*	3%	-	3%	4%	11%	22%	4%	29%
	2023	20%	13%	15%	-	-	-	-	-	-	3%	-	3%	1%	0%	16%	2%	12%
All Grades Mathematics																		
At Approaches Grade Level or Above	2024	72%	68%	74%	*	-	-	-	-	*	54%	-	54%	54%	100%	78%	57%	90%
	2023	75%	71%	79%	-	-	-	-	-	-	59%	-	59%	64%	78%	82%	60%	88%
At Meets Grade Level or Above	2024	43%	34%	35%	*	-	-	-	-	*	17%	-	17%	17%	22%	40%	17%	47%
	2023	45%	38%	39%	-	-	-	-	-	-	19%	-	19%	19%	33%	44%	19%	42%
At Masters Grade Level	2024	17%	10%	9%	*	-	-	-	-	*	3%	-	3%	2%	0%	9%	3%	19%
	2023	19%	12%	12%	-	-	-	-	-	-	2%	-	2%	3%	11%	14%	3%	13%
School Progress - Annual Growth																		
All Grades Both Subjects	2024	64%	60%	50%	*	-	-	-	-	*	34%	-	34%	35%	42%	54%	35%	61%
	2023	64%	59%	52%	-	-	-	-	-	-	34%	-	34%	34%	44%	57%	34%	52%
All Grades ELA/Reading	2024	67%	63%	53%	*	-	-	-	-	*	34%	-	34%	35%	61%	57%	36%	67%
	2023	63%	56%	44%	-	-	-	-	-	-	28%	-	28%	27%	39%	48%	28%	41%
All Grades Mathematics	2024	60%	57%	47%	*	-	-	-	-	*	34%	-	34%	35%	22%	52%	33%	55%
	2023	66%	61%	60%	-	-	-	-	-	-	41%	-	41%	41%	50%	65%	41%	59%
School Progress - Accelerated Learning																		
All Grades Both Subjects	2024	32%	36%	27%	*	-	-	-	-	*	14%	-	14%	15%	*	34%	14%	*
	2023	38%	36%	36%	-	-	-	-	-	-	23%	-	23%	33%	*	39%	24%	54%
All Grades ELA/Reading	2024	30%	30%	21%	-	-	-	-	-	-	12%	-	12%	14%	*	28%	12%	-
	2023	35%	32%	24%	-	-	-	-	-	-	15%	-	15%	23%	*	25%	16%	*
All Grades Mathematics	2024	35%	40%	33%	*	-	-	-	-	*	17%	-	17%	16%	-	40%	17%	*
	2023	40%	40%	47%	-	-	-	-	-	-	32%	-	32%	45%	*	52%	34%	44%

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

Texas Education Agency
2023-24 STAAR Participation (TAPR)
SAN FELIPE MEMORIAL MIDDLE (233901104) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2024 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	100%	100%	100%	100%	-	100%	-	93%	99%	100%	100%	99%	100%	100%
Included in Accountability	92%	94%	96%	100%	97%	100%	-	100%	-	80%	96%	93%	100%	81%	97%	92%
Not Included in Accountability: Mobile	4%	3%	2%	0%	1%	0%	-	0%	-	13%	3%	0%	0%	10%	1%	2%
Not Included in Accountability: Other Exclusions	2%	2%	2%	0%	2%	0%	-	0%	-	0%	0%	7%	0%	8%	2%	6%
Not Tested	1%	1%	0%	0%	0%	0%	-	0%	-	7%	1%	0%	0%	1%	0%	0%
Absent	1%	1%	0%	0%	0%	0%	-	0%	-	0%	1%	0%	0%	1%	0%	0%
Other	0%	1%	0%	0%	0%	0%	-	0%	-	7%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	100%	*	100%	100%	-	100%	-	88%	98%	100%	100%	99%	100%	100%
Included in Accountability	91%	94%	96%	*	97%	100%	-	100%	-	75%	95%	93%	100%	81%	96%	91%
Not Included in Accountability: Mobile	4%	3%	2%	*	1%	0%	-	0%	-	13%	3%	0%	0%	10%	1%	2%
Not Included in Accountability: Other Exclusions	4%	3%	2%	*	2%	0%	-	0%	-	0%	1%	7%	0%	8%	2%	7%
Not Tested	1%	1%	0%	*	0%	0%	-	0%	-	13%	2%	0%	0%	1%	0%	0%
Absent	1%	0%	0%	*	0%	0%	-	0%	-	0%	1%	0%	0%	1%	0%	0%
Other	0%	0%	0%	*	0%	0%	-	0%	-	13%	1%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	98%	100%	*	100%	100%	-	100%	-	100%	99%	100%	100%	99%	100%	99%
Included in Accountability	93%	94%	96%	*	97%	100%	-	100%	-	86%	97%	93%	100%	82%	97%	92%
Not Included in Accountability: Mobile	5%	3%	2%	*	1%	0%	-	0%	-	14%	3%	0%	0%	11%	1%	2%
Not Included in Accountability: Other Exclusions	1%	1%	1%	*	2%	0%	-	0%	-	0%	0%	7%	0%	7%	2%	5%
Not Tested	1%	2%	0%	*	0%	0%	-	0%	-	0%	1%	0%	0%	1%	0%	1%
Absent	1%	1%	0%	*	0%	0%	-	0%	-	0%	1%	0%	0%	1%	0%	1%
Other	0%	2%	0%	*	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
2023 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	99%	100%	99%	100%	-	-	-	100%	98%	100%	100%	99%	99%	99%
Included in Accountability	93%	95%	97%	71%	98%	97%	-	-	-	100%	97%	85%	99%	87%	97%	92%
Not Included in Accountability: Mobile	4%	2%	2%	29%	1%	3%	-	-	-	0%	0%	15%	0%	9%	2%	3%
Not Included in Accountability: Other Exclusions	2%	2%	1%	0%	1%	0%	-	-	-	0%	1%	0%	0%	3%	1%	3%

Texas Education Agency
2023-24 STAAR Participation (TAPR)
SAN FELIPE MEMORIAL MIDDLE (233901104) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB EL (Current & Monitored)
Not Tested	1%	1%	1%	0%	1%	0%	-	-	-	0%	2%	0%	0%	1%	1%	1%
Absent	1%	1%	1%	0%	1%	0%	-	-	-	0%	2%	0%	0%	1%	1%	1%
Other	0%	0%	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	100%	100%	100%	100%	-	-	-	*	99%	100%	100%	100%	100%	100%
Included in Accountability	92%	94%	97%	71%	98%	97%	-	-	-	*	97%	85%	99%	88%	97%	92%
Not Included in Accountability: Mobile	4%	3%	2%	29%	1%	3%	-	-	-	*	0%	15%	0%	9%	2%	4%
Not Included in Accountability: Other Exclusions	3%	3%	1%	0%	1%	0%	-	-	-	*	2%	0%	0%	3%	1%	4%
Not Tested	1%	1%	0%	0%	0%	0%	-	-	-	*	1%	0%	0%	0%	0%	0%
Absent	1%	0%	0%	0%	0%	0%	-	-	-	*	1%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	99%	100%	99%	100%	-	-	-	*	97%	100%	99%	98%	99%	98%
Included in Accountability	94%	95%	96%	71%	97%	97%	-	-	-	*	97%	85%	99%	85%	97%	92%
Not Included in Accountability: Mobile	5%	2%	2%	29%	1%	3%	-	-	-	*	0%	15%	0%	10%	2%	3%
Not Included in Accountability: Other Exclusions	1%	1%	1%	0%	1%	0%	-	-	-	*	0%	0%	0%	3%	0%	3%
Not Tested	1%	1%	1%	0%	1%	0%	-	-	-	*	3%	0%	1%	2%	1%	2%
Absent	1%	1%	1%	0%	1%	0%	-	-	-	*	3%	0%	1%	2%	1%	2%
Other	0%	1%	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%

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

Texas Education Agency

2023-24 Attendance, Graduation, and Dropout Rates (TAPR)

SAN FELIPE MEMORIAL MIDDLE (233901104) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2022-23	93.3%	91.5%	**91.6%**	91.6%	91.5%	93.9%	*	*	-	*	87.5%	90.4%	90.5%
2021-22	92.2%	89.4%	**88.9%**	*	88.9%	87.3%	-	93.0%	-	*	84.4%	87.7%	88.4%
Chronic Absenteeism													
2022-23	20.3%	28.2%	**26.0%**	42.9%	26.5%	9.8%	*	*	-	40.0%	43.0%	30.6%	30.0%
2021-22	25.7%	37.2%	**38.5%**	*	38.6%	40.0%	-	33.3%	-	*	47.3%	43.8%	40.6%
Annual Dropout Rate (Gr 7-8)													
2022-23	0.8%	1.0%	-	-	-	-	-	-	-	-	-	-	-
2021-22	0.7%	1.0%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2022-23	2.0%	1.4%	-	-	-	-	-	-	-	-	-	-	-
2021-22	2.2%	2.5%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2023													
Graduated	90.3%	91.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.1%	2.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	5.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.6%	91.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	94.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022													
Graduated	89.7%	90.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.5%	2.6%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.4%	6.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.0%	91.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.6%	93.6%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	91.8%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.8%	6.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	93.7%	-	-	-	-	-	-	-	-	-	-	-

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.2%	94.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021													
Graduated	92.2%	90.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	9.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	90.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	90.9%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.7%	91.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	8.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	91.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	91.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	92.7%	91.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	8.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	91.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	91.1%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2023	90.3%	90.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	89.7%	89.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2023	72.3%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	59.5%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2023	4.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	3.7%	0.1%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2023-24 Attendance, Graduation, and Dropout Rates (TAPR)
SAN FELIPE MEMORIAL MIDDLE (233901104) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2023	84.3%	94.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	84.3%	90.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2023	88.6%	94.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	88.0%	90.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2022-23	38.4%	-	-	-	-	-	-	-	-	-	-	-	-
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2022-23	4.4%	0.6%	-	-	-	-	-	-	-	-	-	-	-
2021-22	3.9%	0.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2022-23	82.5%	93.7%	-	-	-	-	-	-	-	-	-	-	-
2021-22	82.3%	90.9%	-	-	-	-	-	-	-	-	-	-	-
Texas First DLA Graduates (Annual Rate)													
2022-23	0.1%	0.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Annual Rate)													
2022-23	86.8%	93.8%	-	-	-	-	-	-	-	-	-	-	-
2021-22	86.0%	91.2%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2023-24 Graduation Profile (TAPR)
SAN FELIPE MEMORIAL MIDDLE (233901104) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2022-23 Annual Graduates)				
Total Graduates	-	-	752	377,367
By Ethnicity:				
African American	-	-	5	46,822
Hispanic	-	-	706	197,333
White	-	-	39	103,009
American Indian	-	-	0	1,181
Asian	-	-	1	19,151
Pacific Islander	-	-	0	574
Two or More Races	-	-	1	9,297
By Graduation Type:				
Minimum H.S. Program	-	-	0	433
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	270
Foundation H.S. Program (No Endorsement)	-	-	47	49,278
Foundation H.S. Program (Endorsement)	-	-	0	16,475
Foundation H.S. Program (DLA)	-	-	700	310,689
Texas First Early H.S. Completion Program (Texas First-DLA)	-	-	5	222
Special Education Graduates	-	-	81	34,589
Economically Disadvantaged Graduates	-	-	490	206,367
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	99	50,229
At-Risk Graduates	-	-	655	168,430
CTE Completers	-	-	350	116,959

There is no data for this campus.

There is no data for this campus.

There is no data for this campus.

Texas Education Agency
2023-24 Student Information (TAPR)
SAN FELIPE MEMORIAL MIDDLE (233901104) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Total Students	**686**	**100.0%**	**9,875**	**5,517,464**	**687**	**100.0%**	**9,907**	**5,531,236**
Students by Grade								
Grade 6	686	100.0%	6.9%	7.3%	687	100.0%	6.9%	7.2%
Ethnic Distribution								
African American	5	0.7%	0.5%	12.8%	5	0.7%	0.5%	12.8%
Hispanic	636	92.7%	93.3%	53.2%	636	92.6%	93.2%	53.2%
White	36	5.2%	5.2%	25.0%	36	5.2%	5.2%	25.0%
American Indian	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Asian	5	0.7%	0.4%	5.4%	5	0.7%	0.4%	5.4%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	4	0.6%	0.6%	3.1%	5	0.7%	0.6%	3.1%
Sex								
Female	338	49.3%	49.1%	48.9%	338	49.2%	48.9%	48.8%
Male	348	50.7%	50.9%	51.1%	349	50.8%	51.1%	51.2%
Other Student Cohorts								
Economically Disadvantaged	520	75.8%	75.0%	62.3%	520	75.7%	74.9%	62.2%
Non-Educationally Disadvantaged	166	24.2%	25.0%	37.7%	167	24.3%	25.1%	37.8%
Section 504 Students	62	9.0%	8.4%	7.2%	62	9.0%	8.4%	7.2%
EB Students/EL	175	25.5%	23.4%	24.4%	175	25.5%	23.4%	24.3%
Students w/ Disciplinary Placements (2022-23)	19	2.7%	2.7%	1.9%				
Students w/ Dyslexia	34	5.0%	4.8%	6.0%	34	4.9%	4.8%	6.0%
Foster Care	1	0.1%	0.1%	0.2%	1	0.1%	0.1%	0.2%
Homeless	10	1.5%	1.3%	1.4%	10	1.5%	1.3%	1.4%
Immigrant	19	2.8%	2.4%	2.9%	19	2.8%	2.4%	2.9%
Migrant	24	3.5%	2.1%	0.2%	24	3.5%	2.1%	0.2%
Title I	686	100.0%	98.4%	65.7%	687	100.0%	98.4%	65.7%
Military Connected	40	5.8%	6.0%	3.9%	40	5.8%	6.0%	3.9%
At-Risk	431	62.8%	65.0%	53.2%	431	62.7%	64.8%	53.2%
Students by Instructional Program								
Bilingual/ESL Education	166	24.2%	22.6%	24.5%	166	24.2%	22.5%	24.4%
Career and Technical Education	0	0.0%	28.2%	26.9%	-	-	-	-
Career and Technical Education (9-12 grades only)	0	0.0%	84.5%	73.3%	-	-	-	-
Gifted and Talented Education	24	3.5%	6.6%	8.5%	24	3.5%	6.6%	8.5%
Special Education	123	17.9%	18.1%	13.9%	124	18.0%	18.3%	14.0%
Students with Disabilities by Type of Primary Disability								
Total Students with Disabilities	**123**							
Students with Intellectual Disabilities	88	71.5%	58.0%	45.7%				

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Students with Physical Disabilities	8	6.5%	17.9%	18.9%				
Students with Autism	7	5.7%	6.9%	16.2%				
Students with Behavioral Disabilities	20	16.3%	16.4%	17.6%				
Students with Non-Categorical Early Childhood	0	0.0%	0.8%	1.7%				
Mobility (2022-23)								
Total Mobile Students	**44**	**6.3%**	**10.9%**	**16.1%**				
African American	2	0.3%	0.2%	3.4%				
Hispanic	38	5.4%	10.0%	8.5%				
White	2	0.3%	0.6%	3.1%				
American Indian	1	0.1%	0.0%	0.1%				
Asian	1	0.1%	0.1%	0.5%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	0	0.0%	0.1%	0.5%				
Special Ed Students who are Mobile	12	9.8%	8.8%	17.6%				
Count and Percent of EB Students/EL who are Mobile	13	10.0%	12.9%	16.3%				
Count and Percent of Econ Dis Students who are Mobile	37	7.2%	11.7%	18.6%				
Student Attrition (2022-23)								
Total Student Attrition	*	*	**27.8%**	**18.1%**				

	Non-Special Education Rates			Special Education Rates		
Student Information	Campus	District	State	Campus	District	State
Retention Rates by Grade						
Grade 6	0.4%	0.4%	0.3%	0.9%	0.9%	0.3%

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

Class Size Information	Campus	District	State
Elementary			
Grade 6	20.5	20.5	19.2

Texas Education Agency
2023-24 Staff Information (TAPR)
SAN FELIPE MEMORIAL MIDDLE (233901104) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	Campus			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Total Staff	**50.1**	**100.0%**	**100.0%**	**100.0%**
Professional Staff	43.1	85.9%	51.4%	63.9%
Teachers	34.2	68.1%	36.4%	48.3%
Professional Support	6.9	13.8%	12.2%	11.1%
Campus Administration (School Leadership)	2.0	4.0%	2.2%	3.3%
Educational Aides	7.1	14.1%	11.9%	11.4%
Librarians and Counselors (Headcount)				
Full-time Librarians	1.0	n/a	10.0	4,187.0
Part-time Librarians	0.0	n/a	0.0	651.0
Full-time Counselors	2.0	n/a	41.0	13,870.0
Part-time Counselors	0.0	n/a	0.0	1,172.0
Total Minority Staff	**43.6**	**87.0%**	**90.7%**	**54.4%**
Teachers by Ethnicity				
African American	0.0	0.0%	0.9%	12.6%
Hispanic	28.7	84.0%	84.9%	30.1%
White	5.5	16.0%	14.0%	53.4%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	0.0	0.0%	0.0%	2.1%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.0%	1.3%
Teachers by Sex				
Males	4.6	13.4%	20.6%	24.5%
Females	29.6	86.6%	79.4%	75.5%
Teachers by Highest Degree Held				
No Degree	0.0	0.0%	2.2%	2.5%
Bachelors	27.1	79.3%	79.3%	71.7%
Masters	7.1	20.7%	18.6%	24.9%
Doctorate	0.0	0.0%	0.0%	0.8%
Teachers by Years of Experience				
Beginning Teachers	3.1	9.1%	6.9%	8.7%
1-5 Years Experience	11.3	33.1%	28.6%	27.4%
6-10 Years Experience	5.0	14.6%	18.9%	20.2%
11-20 Years Experience	10.2	29.9%	26.6%	27.1%
21-30 Years Experience	3.3	9.7%	13.6%	13.7%
Over 30 Years Experience	1.2	3.5%	5.5%	3.0%
Number of Students per Teacher	20.1	n/a	18.1	14.7

Texas Education Agency
2023-24 Staff Information (TAPR)
SAN FELIPE MEMORIAL MIDDLE (233901104) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Staff Information	Campus	District	State
Experience of Campus Leadership			
Average Years Experience of Principals	11.0	5.8	6.0
Average Years Experience of Principals with District	11.0	5.8	5.1
Average Years Experience of Assistant Principals	1.0	2.7	5.1
Average Years Experience of Assistant Principals with District	1.0	2.4	4.3
Average Years Experience of Teachers	10.5	12.2	11.1
Average Years Experience of Teachers with District	9.1	11.3	6.9
Average Teacher Salary by Years of Experience (regular duties only)			
Beginning Teachers	$43,117	$43,915	$54,272
1-5 Years Experience	$56,320	$54,966	$58,185
6-10 Years Experience	$58,350	$59,041	$61,494
11-20 Years Experience	$63,134	$63,850	$65,219
21-30 Years Experience	$66,825	$67,782	$69,723
Over 30 Years Experience	$75,212	$74,563	$74,014
Average Actual Salaries (regular duties only)			
Teachers	$59,149	$60,152	$62,474
Professional Support	$67,639	$75,452	$73,783
Campus Administration (School Leadership)	$77,581	$90,313	$86,738
Instructional Staff Percent	n/a	59.6%	65.0%
Contracted Instructional Staff (not incl. above)	0.0	0.0	1,970.1

	Campus			
Program Information	Count	Percent	District	State
Teachers by Program (population served)				
Bilingual/ESL Education	0.2	0.5%	9.5%	6.0%
Career and Technical Education	1.0	2.9%	7.2%	5.5%
Compensatory Education	0.5	1.4%	7.1%	3.1%
Gifted and Talented Education	0.0	0.0%	1.9%	1.6%
Regular Education	32.5	95.1%	67.5%	69.8%
Special Education	0.0	0.0%	5.0%	10.3%
Other	0.0	0.0%	1.7%	3.7%

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

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

"The 2024 accountability reports are not yet publicly available. The release of these reports is pending judicial ruling and decisions from the 89th legislature during a special called session."



2024 Campus Comparison Group
SAN FELIPE MEMORIAL MIDDLE (233901104) - SAN FELIPE-DEL RIO CISD
Campus Type: Middle School
Sorted by District Name

	Campus Name	District Name	Grade Span	Number of Students	% Econ Disadv	% EL	Mobility Rate	% Early College HS	% Special Ed
	SAN FELIPE MEMORIAL MIDDLE (233901104)	**SAN FELIPE-DEL RIO CISD**	**06-06**	**686**	**75.8**	**25.5**	**6.3**	**0.0**	**17.9**
1	BOWIE 6TH GRADE CAMPUS (188901052)	AMARILLO ISD	06-06	341	89.7	32.6	9.8	0.0	19.6
2	BASTROP INT (011901104)	BASTROP ISD	06-06	416	61.5	27.9	15.5	0.0	17.1
3	BRENHAM MIDDLE (239901041)	BRENHAM ISD	05-06	710	63.2	16.3	6.6	0.0	21.0
4	SAM RAYBURN (021902046)	BRYAN ISD	05-06	990	69.3	21.1	10.3	0.0	20.0
5	LOWELL SMITH JR INT (126903041)	CLEBURNE ISD	05-06	985	73.6	23.7	11.0	0.0	15.6
6	BOZMAN INT (170902078)	CONROE ISD	05-06	1,001	65.3	29.5	14.2	0.0	15.8
7	CRYAR INTERMEDIATE (170902073)	CONROE ISD	05-06	786	65.3	23.4	17.2	0.0	17.2
8	GRANGERLAND INT (170902068)	CONROE ISD	05-06	555	82.2	40.0	13.2	0.0	18.0
9	COLLINS INT (175903042)	CORSICANA ISD	05-06	889	82.1	29.9	11.2	0.0	17.1
10	B MCDANIEL INT (091903045)	DENISON ISD	05-06	695	66.0	12.4	14.4	0.0	20.9
11	H BOB DANIEL SR INT (057907108)	DUNCANVILLE ISD	05-06	454	88.3	21.4	17.9	0.0	12.8
12	ALAMO MIDDLE (070903044)	ENNIS ISD	05-06	460	73.7	15.9	9.5	0.0	14.1
13	GAINESVILLE INT (049901104)	GAINESVILLE ISD	05-06	463	73.9	34.1	9.1	0.0	19.2
14	AUSTIN MIDDLE (084902041)	GALVESTON ISD	05-06	392	83.2	29.1	14.1	0.0	20.7
15	COYLE MIDDLE TECHNOLOGY CENTER FOR MATH AND SCIENC	GARLAND ISD	06-07	613	67.0	27.9	17.5	0.0	17.3
16	LYLES MIDDLE COLLEGIATE INT (057909057)	GARLAND ISD	06-07	577	83.5	33.8	22.8	0.0	15.4
17	GONZALES J H (089901042)	GONZALES ISD	06-08	562	73.5	24.9	9.4	0.0	16.2
18	TRAVIS INT (116905107)	GREENVILLE ISD	05-06	734	88.4	28.3	19.8	0.0	16.8
19	HEREFORD J H (059901042)	HEREFORD ISD	06-07	562	79.9	32.7	10.6	0.0	15.1
20	HUNTSVILLE INT (236902041)	HUNTSVILLE ISD	05-06	831	75.9	22.7	12.1	0.0	24.3
21	NICHOLS INT (037904043)	JACKSONVILLE ISD	05-06	659	83.5	39.6	8.5	0.0	22.0
22	NOEMI DOMINGUEZ EL (031905105)	LA FERIA ISD	05-06	394	89.1	23.6	9.6	0.0	21.1
23	JAMES H BAKER SIXTH GRADE CAMPUS (101916042)	LA PORTE ISD	06-06	528	60.0	13.1	12.5	0.0	17.6
24	MABANK INT (129905105)	MABANK ISD	05-06	606	67.7	10.2	14.4	0.0	18.3
25	CROSS TIMBERS INT (220908202)	MANSFIELD ISD	05-06	602	73.3	20.1	17.8	0.0	19.4
26	DELLA ICENHOWER INT (220908205)	MANSFIELD ISD	05-06	705	66.7	24.0	14.2	0.0	15.9
27	DONNA SHEPARD ACADEMY (220908204)	MANSFIELD ISD	05-06	621	62.0	30.8	12.3	0.0	17.5
28	CROCKETT INT (139909112)	PARIS ISD	05-06	549	78.9	16.4	10.4	0.0	16.8
29	CARTER LOMAX MIDDLE (101917139)	PASADENA ISD	05-06	591	69.5	30.1	10.3	0.0	16.2
30	FRED ROBERTS MIDDLE (101917147)	PASADENA ISD	05-06	527	76.3	36.6	15.9	0.0	19.5
31	MELILLO MIDDLE (101917140)	PASADENA ISD	05-06	568	65.3	24.6	8.0	0.0	15.3
32	MORRIS MIDDLE (101917135)	PASADENA ISD	05-06	640	83.9	33.0	16.0	0.0	13.4
33	PINE TREE MIDDLE (092904043)	PINE TREE ISD	05-06	688	67.9	20.2	13.0	0.0	15.1
34	PITTSBURG INT (032902105)	PITTSBURG ISD	05-06	318	75.2	34.3	11.4	0.0	18.9
35	PLAINVIEW INT (095905122)	PLAINVIEW ISD	05-06	609	85.4	15.9	10.3	0.0	12.6
36	SAVANNAH HEIGHTS INT (015909105)	SOMERSET ISD	05-06	605	80.2	27.3	11.9	0.0	17.2
37	TAYLOR MIDDLE (246911041)	TAYLOR ISD	06-08	629	71.1	24.0	8.9	0.0	18.1
38	FRY INT (084906101)	TEXAS CITY ISD	05-06	770	79.2	17.1	12.3	0.0	26.1
39	TANNAHILL INT (220920105)	WHITE SETTLEMENT ISD	05-06	921	67.2	21.2	16.9	0.0	15.4
40	WILLS POINT MIDDLE (234907041)	WILLS POINT ISD	05-08	412	66.7	22.6	12.0	0.0	19.2
	Comparison Group Average			**629**	**74.4**	**25.3**	**12.8**	**0.0**	**17.8**

2022-2023 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR SAN FELIPE MEMORIAL MIDDLE (233901104)
SAN FELIPE-DEL RIO CISD

Total Enrolled Membership: 674

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	$4,295,179	100.00%	$6,373	$5,516,273	100.00%	$8,184
Operating-Payroll	$3,756,867	87.47%	$5,574	$4,799,358	87.00%	$7,121
Other Operating	$517,890	12.06%	$768	$685,497	12.43%	$1,017
Non-Operating(Equipt/Supplies)	$20,422	0.48%	$30	$31,418	0.57%	$47
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	$4,274,757	100.00%	$6,342	$5,484,855	100.00%	$8,138
Instruction (11,95) *	$2,538,956	59.39%	$3,767	$3,352,309	61.12%	$4,974
Instructional Res/Media (12) *	$157,290	3.68%	$233	$158,302	2.89%	$235
Curriculum/Staff Develop (13) *	$145,454	3.40%	$216	$205,828	3.75%	$305
Instructional Leadership (21) *	$82,068	1.92%	$122	$82,068	1.50%	$122
School Leadership (23) *	$268,473	6.28%	$398	$269,591	4.92%	$400
Guidance/Counseling Svcs (31) *	$332,103	7.77%	$493	$332,103	6.05%	$493
Social Work Services (32) *	$16,355	0.38%	$24	$16,355	0.30%	$24
Health Services (33) *	$91,935	2.15%	$136	$92,036	1.68%	$137
Transportation(34) *	$0	0.00%	$0	$0	0.00%	$0
Food (35) **	$0	0.00%	$0	$249,456	4.55%	$370
Extracurricular (36) **	$36,748	0.86%	$55	$37,833	0.69%	$56
Plant Maint/Operation (51) **	$419,213	9.81%	$622	$442,981	8.08%	$657
Security/Monitoring (52) **	$186,162	4.35%	$276	$214,846	3.92%	$319

2022-2023 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR SAN FELIPE MEMORIAL MIDDLE (233901104)
SAN FELIPE-DEL RIO CISD

Total Enrolled Membership: 674

	General Fund	%	Per Student	All Funds	%	Per Student
Data Processing Svcs (53) **	$0	0.00%	$0	$0	0.00%	$0
Fund Raising CHARTER ONLY (81) **	$0	0.00%	$0	$0	0.00%	$0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	$4,274,757	100.00%	$6,342	$5,484,855	100.00%	$8,138
Regular	$2,478,149	57.97%	$3,677	$3,100,011	56.52%	$4,599
Gifted & Talented	$43,105	1.01%	$64	$43,182	0.79%	$64
Career & Technical	$1,495	0.03%	$2	$1,495	0.03%	$2
Students with Disabilities	$662,949	15.51%	$984	$782,993	14.28%	$1,162
State Compensatory ED	$341,445	7.99%	$507	$433,304	7.90%	$643
Bilingual	$12,462	0.29%	$18	$67,437	1.23%	$100
Early Education Allotment	$0	0.00%	$0	$0	0.00%	$0
Dyslexia or Related Disorder Serv	$93,029	2.18%	$138	$93,197	1.70%	$138
CCMR	$0	0.00%	$0	$0	0.00%	$0
Athletic Programming	$0	0.00%	$0	$0	0.00%	$0
Un-Allocated	$642,123	15.02%	$953	$963,236	17.56%	$1,429

Note: Some amounts may not total due to rounding.

* Please refer to sections A.1 through A.8 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus.

** Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data.

Link to PEIMS Financial Standard Reports to be used for the analysis of costs reported by comparable school districts.

Part (i): Description of State Accountability System

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

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

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

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

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

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

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

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

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

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

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

1 If Federal Graduation Status is not available, Academic Growth Status is used.
2 If College, Career, and Military Readiness is not available, Student Achievement Domain Score: STAAR Component Only is used.

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

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

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

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

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

Part (ii): Student Achievement by Proficiency Level

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

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

Texas Education Agency
2024 Federal Report Card
SAN FELIPE MEMORIAL MIDDLE (233901104) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	75%	72%	72%	*	71%	89%	-	80%	-	75%	67%	85%	45%	77%	47%	70%	74%	70%	10%	*	100%
	CWD	43%	45%	45%	-	44%	80%	-	*	-	-	43%	60%	45%	-	28%	47%	43%	*	*	-	*
	CWOD	81%	77%	77%	*	77%	91%	-	*	-	86%	74%	87%	-	77%	52%	75%	79%	75%	13%	*	100%
	EL	61%	47%	47%	-	47%	*	-	*	-	*	44%	73%	28%	52%	47%	45%	49%	60%	17%	-	-
	Male	71%	70%	70%	*	69%	88%	-	*	-	*	65%	85%	47%	75%	45%	70%	-	60%	0%	*	*
	Female	79%	74%	74%	*	74%	91%	-	*	-	100%	70%	86%	43%	79%	49%	-	74%	80%	*	-	100%
Mathematics	All Students	70%	72%	72%	*	72%	89%	-	60%	-	71%	69%	82%	53%	76%	53%	73%	71%	75%	40%	*	100%
	CWD	44%	53%	53%	-	52%	80%	-	*	-	-	52%	64%	53%	-	31%	55%	51%	*	*	-	*
	CWOD	75%	76%	76%	*	76%	91%	-	*	-	71%	73%	84%	-	76%	59%	77%	75%	69%	50%	*	100%
	EL	60%	53%	53%	-	54%	*	-	*	-	*	52%	67%	31%	59%	53%	56%	51%	60%	50%	-	-
	Male	70%	73%	73%	*	73%	88%	-	*	-	*	70%	81%	55%	77%	56%	73%	-	80%	29%	*	*
	Female	70%	71%	71%	*	71%	90%	-	*	-	100%	67%	83%	51%	75%	51%	-	71%	70%	*	-	100%
STAAR Percent at Meets Grade Level or Above																						
Grade 6																						
Reading	All Students	55%	47%	47%	*	45%	79%	-	60%	-	75%	39%	70%	21%	52%	21%	46%	47%	30%	0%	*	80%
	CWD	24%	21%	21%	-	18%	60%	-	*	-	-	18%	33%	21%	-	8%	26%	14%	*	*	-	*
	CWOD	61%	52%	52%	*	51%	83%	-	*	-	86%	44%	73%	-	52%	24%	51%	53%	38%	0%	*	89%
	EL	38%	21%	21%	-	20%	*	-	*	-	*	19%	40%	8%	24%	21%	16%	25%	40%	0%	-	-
	Male	51%	46%	46%	*	44%	76%	-	*	-	*	38%	69%	26%	51%	16%	46%	-	20%	0%	*	*
	Female	59%	47%	47%	*	45%	82%	-	*	-	100%	40%	71%	14%	53%	25%	-	47%	40%	*	-	100%
Mathematics	All Students	38%	34%	34%	*	33%	70%	-	40%	-	29%	29%	49%	22%	37%	16%	37%	31%	25%	20%	*	78%
	CWD	19%	22%	22%	-	20%	40%	-	*	-	-	20%	36%	22%	-	9%	25%	18%	*	*	-	*
	CWOD	42%	37%	37%	*	35%	77%	-	*	-	29%	32%	51%	-	37%	18%	40%	33%	25%	25%	*	88%
	EL	27%	16%	16%	-	17%	*	-	*	-	*	15%	27%	9%	18%	16%	18%	14%	0%	17%	-	-
	Male	40%	37%	37%	*	35%	76%	-	*	-	*	32%	52%	25%	40%	18%	37%	-	20%	14%	*	*
	Female	36%	31%	31%	*	30%	60%	-	*	-	40%	26%	46%	18%	33%	14%	-	31%	30%	*	-	83%
STAAR Percent at Masters Grade Level																						
Grade 6																						
Reading	All Students	25%	18%	18%	*	17%	25%	-	20%	-	25%	13%	34%	4%	21%	4%	14%	22%	5%	0%	*	50%
	CWD	6%	4%	4%	-	5%	0%	-	*	-	-	4%	7%	4%	-	0%	5%	4%	*	*	-	*
	CWOD	28%	21%	21%	*	20%	30%	-	*	-	29%	15%	37%	-	21%	5%	17%	25%	6%	0%	*	56%
	EL	12%	4%	4%	-	4%	*	-	*	-	*	3%	7%	0%	5%	4%	2%	5%	20%	0%	-	-
	Male	21%	14%	14%	*	13%	24%	-	*	-	*	9%	29%	5%	17%	2%	14%	-	0%	0%	*	*
	Female	28%	22%	22%	*	22%	27%	-	*	-	40%	16%	40%	4%	25%	5%	-	22%	10%	*	-	57%
Mathematics	All Students	13%	8%	8%	*	7%	19%	-	20%	-	14%	6%	14%	2%	10%	2%	9%	7%	0%	0%	*	22%
	CWD	5%	2%	2%	-	1%	20%	-	*	-	-	1%	7%	2%	-	0%	3%	0%	*	*	-	*
	CWOD	15%	10%	10%	*	9%	18%	-	*	-	14%	8%	15%	-	10%	2%	10%	9%	0%	0%	*	25%
	EL	7%	2%	2%	-	2%	*	-	*	-	*	1%	7%	0%	2%	2%	0%	4%	0%	0%	-	-
	Male	14%	9%	9%	*	8%	24%	-	*	-	*	6%	17%	3%	10%	0%	9%	-	0%	0%	*	*
	Female	12%	7%	7%	*	7%	10%	-	*	-	20%	6%	10%	0%	9%	4%	-	7%	0%	*	-	33%

Texas Education Agency
2024 Federal Report Card
SAN FELIPE MEMORIAL MIDDLE (233901104) - SAN FELIPE-DEL RIO CISD - VAL VERDE 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
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						
All Subjects	All Students	73%	68%	72%	67%	72%	89%	-	70%	-	73%	68%	84%	40%	77%	50%	71%	73%	73%	25%	*	100%
	CWD	46%	43%	40%	-	48%	80%	-	*	-	-	47%	64%	49%	-	30%	51%	47%	75%	*	-	*
	CWOD	77%	75%	77%	67%	77%	91%	-	83%	-	79%	73%	86%	-	77%	56%	76%	77%	72%	31%	*	100%
	EL	61%	49%	50%	-	50%	*	-	50%	-	*	48%	70%	30%	56%	50%	50%	50%	60%	33%	-	-
	Male	71%	67%	71%	*	71%	88%	-	100%	-	20%	67%	83%	51%	76%	50%	71%	-	70%	14%	*	100%
	Female	74%	69%	73%	*	72%	90%	-	*	-	100%	69%	85%	47%	77%	50%	-	73%	75%	50%	-	100%
Reading	All Students	74%	70%	72%	*	71%	89%	-	80%	-	75%	67%	85%	45%	77%	47%	70%	74%	70%	10%	*	100%
	CWD	44%	42%	45%	-	44%	80%	-	*	-	-	43%	60%	45%	-	28%	47%	43%	*	*	-	*
	CWOD	80%	77%	77%	*	77%	91%	-	*	-	86%	74%	87%	-	77%	52%	75%	79%	75%	13%	*	100%
	EL	59%	46%	47%	-	47%	*	-	*	-	*	44%	73%	28%	52%	47%	45%	40%	60%	17%	-	-
	Male	70%	66%	70%	*	69%	88%	-	*	-	*	65%	85%	47%	75%	45%	70%	-	60%	0%	*	*
	Female	78%	74%	74%	*	74%	91%	-	*	-	100%	70%	86%	43%	79%	49%	-	74%	80%	*	-	100%
Mathematics	All Students	70%	67%	72%	*	72%	89%	-	60%	-	71%	69%	82%	53%	76%	53%	73%	71%	75%	40%	*	100%
	CWD	45%	44%	53%	-	52%	80%	-	*	-	-	52%	64%	53%	-	31%	55%	51%	*	*	-	*
	CWOD	75%	73%	76%	*	76%	91%	-	*	-	71%	73%	84%	-	76%	59%	77%	75%	69%	50%	*	100%
	EL	62%	52%	53%	-	54%	*	-	*	-	*	52%	67%	31%	59%	53%	56%	51%	60%	50%	-	-
	Male	71%	67%	73%	*	73%	88%	-	*	-	*	70%	81%	55%	77%	56%	73%	-	80%	29%	*	*
	Female	70%	67%	71%	*	71%	90%	-	*	-	100%	67%	83%	51%	75%	51%	-	71%	70%	*	-	100%
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	47%	38%	40%	67%	39%	75%	-	50%	-	53%	34%	59%	21%	44%	19%	42%	39%	28%	10%	*	70%
	CWD	22%	17%	21%	-	19%	50%	-	*	-	-	19%	36%	21%	-	8%	25%	16%	13%	*	-	*
	CWOD	51%	44%	44%	67%	43%	80%	-	50%	-	57%	38%	62%	-	44%	21%	46%	43%	31%	13%	*	88%
	EL	31%	19%	19%	-	19%	*	-	17%	-	*	17%	33%	8%	21%	19%	17%	20%	20%	8%	-	-
	Male	45%	38%	42%	*	40%	76%	-	67%	-	20%	35%	60%	25%	46%	17%	42%	-	20%	7%	*	50%
	Female	48%	39%	39%	*	38%	71%	-	*	-	70%	33%	58%	16%	43%	20%	-	30%	35%	17%	-	92%
Reading	All Students	52%	45%	47%	*	45%	79%	-	60%	-	75%	39%	70%	21%	52%	21%	46%	47%	30%	0%	*	80%
	CWD	23%	20%	21%	-	18%	60%	-	*	-	-	18%	33%	21%	-	8%	26%	14%	*	*	-	*
	CWOD	58%	52%	52%	*	51%	83%	-	*	-	86%	44%	73%	-	52%	24%	51%	53%	38%	0%	*	89%
	EL	34%	21%	21%	-	20%	*	-	*	-	*	19%	40%	8%	24%	21%	16%	25%	40%	0%	-	-
	Male	48%	41%	46%	*	44%	76%	-	*	-	*	38%	69%	26%	51%	16%	46%	-	20%	0%	*	*
	Female	57%	49%	47%	*	45%	82%	-	*	-	100%	40%	71%	14%	53%	25%	-	47%	40%	*	-	100%
Mathematics	All Students	42%	33%	34%	*	33%	70%	-	40%	-	29%	29%	49%	22%	37%	16%	37%	31%	25%	20%	*	78%
	CWD	22%	16%	22%	-	20%	40%	-	*	-	-	20%	36%	22%	-	9%	25%	18%	*	*	-	*
	CWOD	46%	36%	37%	*	35%	77%	-	*	*	29%	32%	51%	-	37%	18%	40%	33%	25%	25%	*	88%
	EL	31%	19%	16%	-	17%	*	-	*	-	*	15%	27%	9%	18%	16%	18%	14%	0%	17%	-	-
	Male	43%	34%	37%	*	35%	76%	-	*	-	*	32%	52%	25%	40%	18%	37%	-	20%	14%	*	*
	Female	40%	32%	31%	*	30%	60%	-	*	-	40%	26%	46%	18%	33%	14%	-	31%	30%	*	-	83%

		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 Masters Grade Level																						
All Grades																						
All Subjects	All Students	18%	11%	13%	50%	12%	22%	-	20%	-	20%	10%	24%	3%	15%	3%	12%	15%	3%	0%	*	37%
	CWD	6%	3%	3%	-	3%	10%	-	*	-	-	2%	7%	3%	-	0%	4%	2%	0%	*	-	*
	CWOD	21%	13%	15%	50%	15%	24%	-	33%	-	21%	11%	26%	-	15%	3%	13%	17%	3%	0%	*	41%
	EL	9%	4%	3%	-	3%	*	-	0%	-	*	2%	7%	0%	3%	3%	1%	4%	10%	0%	-	-
	Male	18%	11%	12%	*	11%	24%	-	33%	-	0%	8%	23%	4%	13%	1%	12%	-	0%	0%	*	17%
	Female	19%	12%	15%	*	14%	19%	-	*	-	30%	11%	25%	2%	17%	4%	-	15%	5%	0%	-	46%
Reading	All Students	21%	13%	18%	*	17%	25%	-	20%	-	25%	13%	34%	4%	21%	4%	14%	22%	5%	0%	*	50%
	CWD	6%	4%	4%	-	5%	0%	-	*	-	-	4%	7%	4%	-	0%	5%	4%	*	*	-	*
	CWOD	24%	16%	21%	*	20%	30%	-	*	-	29%	15%	37%	-	21%	5%	17%	35%	6%	0%	*	56%
	EL	10%	3%	4%	-	4%	*	-	*	-	*	3%	7%	0%	5%	4%	2%	5%	20%	0%	-	-
	Male	18%	11%	14%	*	13%	24%	-	*	-	*	9%	29%	5%	17%	2%	14%	-	0%	0%	*	*
	Female	24%	15%	22%	*	22%	27%	-	*	-	40%	16%	40%	4%	25%	5%	-	22%	10%	*	-	57%
Mathematics	All Students	17%	10%	8%	*	7%	19%	-	20%	-	14%	6%	14%	2%	10%	2%	9%	7%	0%	0%	*	22%
	CWD	6%	3%	2%	-	1%	20%	-	*	-	-	1%	7%	2%	-	0%	3%	0%	*	*	-	*
	CWOD	19%	12%	10%	*	9%	18%	-	*	-	14%	8%	15%	-	10%	2%	10%	9%	0%	0%	*	25%
	EL	10%	5%	2%	-	2%	*	-	*	-	*	1%	7%	0%	2%	2%	0%	4%	0%	0%	-	-
	Male	18%	11%	9%	*	8%	24%	-	*	-	*	6%	17%	3%	10%	0%	9%	-	0%	0%	*	*
	Female	15%	8%	7%	*	7%	10%	-	*	-	20%	6%	10%	0%	9%	4%	-	7%	0%	*	-	33%

- Indicates there are no students in the group.

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

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Academic Growth Score											
Reading											
All Students	54	*	53	71	-	*	-	86	49	42	37
CWD	42	-	41	*	-	*	-	-	40	42	21
CWOD	57	*	55	71	-	*	-	86	52	-	41
EL	37	-	37	*	-	*	-	*	34	21	37

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Male	56	*	54	67	-	*	-	*	51	50	34
Female	52	*	51	78	-	*	-	80	48	32	40
Mathematics											
All Students	49	*	48	64	-	*	-	61	48	49	34
CWD	49	-	48	*	-	*	-	-	48	49	27
CWOD	49	*	48	64	-	*	-	61	48	-	36
EL ◊	34	-	35	*	-	*	-	*	34	27	34
Male	50	*	49	67	-	*	-	*	48	48	32
Female	48	*	48	59	-	*	-	75	48	49	37

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

Part (iii)(II): Graduation Rate

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

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

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

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

Part (iv): English Language Proficiency

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

Total EL in Class	Proficiency of EL	Rate of Proficiency
171	34	20%

- 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	42	61	41	62	-	47	-	52	37	24	24
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

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

Part (vi): Goal Meeting Status

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
STAAR Performance Status											
Reading											
Interim Goals (2023-2027)	44%	32%	35%	59%	44%	74%	46%	56%	31%	19%	28%
Target Met	Y		Y	Y					Y	Y	N
Interim Goals (2028-2032)	53%	43%	46%	66%	53%	78%	55%	63%	43%	33%	40%
Target Met	N		Y	Y					N	N	N
Interim Goals (2033-2037)	62%	54%	57%	73%	62%	82%	64%	70%	55%	47%	52%
Target Met	N		N	Y					N	N	N
Long-Term Goals	72%	66%	68%	80%	72%	87%	73%	78%	66%	60%	64%

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Target Met	N		N	N					N	N	N
Mathematics											
Interim Goals (2023-2027)	47%	32%	39%	61%	47%	85%	52%	56%	35%	21%	36%
Target Met	N		N	Y					N	Y	N
Interim Goals (2028-2032)	56%	43%	49%	68%	56%	88%	60%	63%	46%	34%	47%
Target Met	N		N	Y					N	N	N
Interim Goals (2033-2037)	65%	54%	59%	75%	65%	91%	68%	70%	57%	47%	58%
Target Met	N		N	N					N	N	N
Long-Term Goals	74%	66%	70%	81%	74%	93%	76%	78%	68%	61%	68%
Target Met	N		N	N					N	N	N
English Learner Language Proficiency Status											
Interim Goals (2023-2027)											44%
Target Met											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											
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%	-	93%	100%	100%	99%	100%	100%	100%	100%	100%
	CWD	**99%**	-	99%	100%	-	*	-	*	99%	97%	99%	-	99%	98%	100%	100%
	CWOD	**100%**	100%	100%	100%	-	100%	-	100%	100%	100%	-	100%	100%	100%	100%	100%
	EL	**100%**	-	100%	*	-	100%	-	*	100%	100%	99%	100%	100%	99%	100%	100%
	Male	**100%**	*	100%	100%	-	100%	-	80%	100%	99%	98%	100%	99%	100%	-	100%
	Female	**100%**	*	100%	100%	-	*	-	100%	100%	100%	100%	100%	100%	-	100%	100%
Reading	All Students	**100%**	*	100%	100%	-	100%	-	88%	100%	99%	98%	100%	100%	99%	100%	100%
	CWD	**98%**	-	99%	100%	-	*	-	*	99%	93%	98%	-	100%	97%	100%	*
	CWOD	**100%**	*	100%	100%	-	*	-	100%	100%	100%	-	100%	100%	100%	100%	100%
	EL	**100%**	-	100%	*	-	*	-	*	100%	100%	100%	100%	100%	100%	100%	100%
	Male	**99%**	*	100%	100%	-	*	-	*	100%	99%	97%	100%	100%	99%	-	100%
	Female	**100%**	*	100%	100%	-	*	-	100%	100%	100%	100%	100%	100%	-	100%	100%
Mathematics	All Students	**100%**	*	100%	100%	-	100%	-	100%	100%	100%	99%	100%	99%	100%	100%	100%
	CWD	**99%**	-	99%	100%	-	*	-	-	99%	100%	99%	-	97%	98%	100%	*
	CWOD	**100%**	*	100%	100%	-	*	-	100%	100%	100%	-	100%	100%	100%	100%	100%
	EL	**99%**	-	99%	*	-	*	-	*	99%	100%	97%	100%	99%	99%	100%	100%
	Male	**100%**	*	100%	100%	-	*	-	*	100%	100%	98%	100%	99%	100%	-	100%
	Female	**100%**	*	100%	100%	-	*	-	100%	100%	100%	100%	100%	100%	-	100%	100%
Science	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
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%	-	7%	0%	0%	1%	0%	0%	0%	0%	0%
	CWD	1%	-	1%	0%	-	*	-	*	1%	3%	1%	-	1%	2%	0%	0%
	CWOD	0%	0%	0%	0%	-	0%	-	0%	0%	0%	-	0%	0%	0%	0%	0%
	EL	0%	-	0%	*	-	0%	-	*	0%	0%	1%	0%	0%	1%	0%	0%
	Male	0%	*	0%	0%	-	0%	-	20%	0%	1%	2%	0%	1%	0%	-	0%
	Female	0%	*	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	-	0%	0%
Reading	All Students	0%	*	0%	0%	-	0%	-	12%	0%	1%	2%	0%	0%	1%	0%	0%
	CWD	2%	-	1%	0%	-	*	-	*	1%	7%	2%	-	0%	3%	0%	*
	CWOD	0%	*	0%	0%	-	*	-	0%	0%	0%	-	0%	0%	0%	0%	0%
	EL	0%	-	0%	*	-	*	-	*	0%	0%	0%	0%	0%	0%	0%	0%
	Male	1%	*	0%	0%	-	*	-	*	0%	1%	3%	0%	0%	1%	-	0%
	Female	0%	*	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	-	0%	0%
Mathematics	All Students	0%	*	0%	0%	-	0%	-	0%	0%	0%	1%	0%	1%	0%	0%	0%
	CWD	1%	-	1%	0%	-	*	-	-	1%	0%	1%	-	3%	2%	0%	*
	CWOD	0%	*	0%	0%	-	*	-	0%	0%	0%	-	0%	0%	0%	0%	0%
	EL	1%	-	1%	*	-	*	-	*	1%	0%	3%	0%	1%	1%	0%	0%
	Male	0%	*	0%	0%	-	*	-	*	0%	0%	2%	0%	1%	0%	-	0%
	Female	0%	*	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	-	0%	0%
Science	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
SAT/ACT All Subjects	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

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

Part (viii): Civil Rights Data

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

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

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
Students Without Disabilities												
In-School Suspensions												
	Male	3	1	2	0	0	0	0	0	1		
	Female	0	0	0	0	0	0	0	0	0		
	Total	3	1	2	0	0	0	0	0	1		
Out-of-School Suspensions												
	Male	7	0	7	0	0	0	0	0	2		
	Female	5	0	5	0	0	0	0	0	2		
	Total	12	0	12	0	0	0	0	0	4		
Expulsions												
With Educational Services	Male	1	0	1	0	0	0	0	0	0		
	Female	1	0	1	0	0	0	0	0	1		
	Total	2	0	2	0	0	0	0	0	1		
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
School-Related Arrests												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Referrals to Law Enforcement												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Students With Disabilities												
In-School Suspensions												

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
	Male	5	0	4	0	0	0	0	1	1		3
	Female	0	0	0	0	0	0	0	0	0		0
	Total	5	0	4	0	0	0	0	1	1		3
Out-of-School Suspensions												
	Male	10	0	10	0	0	0	0	0	2		5
	Female	5	0	5	0	0	0	0	0	1		3
	Total	15	0	15	0	0	0	0	0	3		8
Expulsions												
With Educational Services	Male	3	0	3	0	0	0	0	0	1		2
	Female	1	0	1	0	0	0	0	0	0		0
	Total	4	0	4	0	0	0	0	0	1		2
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
School-Related Arrests												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Referrals to Law Enforcement												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
All Students												
Chronic Absenteeism												
	Male	87	1	85	1	-8	-8	-8	-8	30	30	19
	Female	76	-8	73	3	-8	-8	-8	-8	20	22	11
	Total	163	1	158	4	-8	-8	-8	-8	50	52	30

	Total
Incidents of Violence	
Incidents of rape or attempted rape	0
Incidents of sexual assault (other than rape)	0
Incidents of robbery with a weapon	0

	Total
Incidents of robbery without a weapon	0
Incidents of physical attack or fight with a weapon	0
Incidents of physical attack or fight without a weapon	4
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack without a weapon	0
Incidents of possession of a firearm or explosive device	0
Allegations of Harassment or bullying	
On the basis of sex	0
On the basis of race	0
On the basis of disability	0
On the basis of sexual orientation	0
On the basis of religion	0

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

Preschool Programs

	Total Students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9

Accelerated Coursework

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

	Total Students		African American		Hispanic		White		Indian or Alaska Native		Asian		Pacific Islander		Two or More Races		EL		Students with Disabilities	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9

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

Part (ix): Teacher Quality Data

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

	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	5.3	14.6%
Teachers Teaching with Emergency or Provisional Credentials	2.0	5.8%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	7.3	21.3%

- 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 (2022-23).

To be updated by June 30th, 2025.

		State & Local and Federal	State & Local			Federal		
	Enrollment	Total	Site	District Allocation	Total	Site	District Allocation	Total
Business/central/other support services		$710		$516	$516		$194	$194
Food services		$646		$5	$5	$311	$330	$641
Instruction		$5,068	$3,600	$82	$3,682	$1,193	$193	$1,386
Support services, general administration		$130		$130	$130			
Support services, instructional staff		$771	$536	$24	$560	$90	$121	$211
Support services, operation and maintenance of plant		$1,676	$897	$738	$1,635	$35	$6	$41
Support services, pupils		$711	$614	$25	$639	$0	$72	$72

		State & Local and Federal	State & Local			Federal		
	Enrollment	Total	Site	District Allocation	Total	Site	District Allocation	Total
Support services, school administration		$381	$376	$0	$376		$5	$5
Support services, student transportation		$304		$293	$293		$11	$11
Total	**674**	**$10,396**	**$6,023**	**$1,813**	**$7,836**	**$1,628**	**$932**	**$2,560**

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%	11	1%	-	-
Mathematics	6,620	2%	11	1%	-	-
Grade 4						
Reading	6,491	2%	14	2%	-	-
Mathematics	6,491	2%	14	2%	-	-
Grade 5						
Reading	6,033	1%	10	1%	-	-
Mathematics	6,033	2%	10	1%	-	-
Science	6,033	2%	10	1%	-	-
Grade 6						
Reading	5,586	1%	10	1%	10	1%
Mathematics	5,586	1%	10	1%	10	1%
Grade 7						
Reading	5,233	1%	9	1%	-	-
Mathematics	5,227	2%	9	1%	-	-
Grade 8						
Reading	4,985	1%	10	1%	-	-
Mathematics	4,985	1%	10	2%	-	-
Science	4,984	1%	10	1%	-	-
End of Course						
English I	5,119	1%	9	1%	-	-
English II	4,683	1%	8	1%	-	-
Algebra I	5,112	1%	9	1%	-	-
Biology	5,027	1%	9	1%	-	-
All Grades						
All Subjects	100,862	1%	183	1%	20	1%

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Reading	44,764	1%	81	1%	10	1%
Mathematics	40,054	1%	73	1%	10	1%
Science	16,044	1%	29	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

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

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

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

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

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

There is no data for this campus.

Part (xiv): Additional Information - Chronic Absenteeism

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Chronic Absenteeism Rate	26%	43%	27%	10%	*	*	-	40%	31%	43%	30%

- Indicates there are no students in the group.

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

Part (xv): Section 1003 Fund

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

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

There is no data for this campus.

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

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

School	School Name	# of 1st Year English Learners Excluded from the State Accountability	District Number
233901104	SAN FELIPE MEMORIAL MIDDLE	*	233901

Note: Downloadable PDF and Excel files are available at District and State Levels.

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

2023-24 Texas Academic Performance Report (TAPR)

District Name: SAN FELIPE-DEL RIO CISD

Campus Name: LAMAR EL

Campus Number: 233901106

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Texas Education Agency
2023-24 STAAR Performance (TAPR)
LAMAR EL (233901106) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2024	74%	68%	**79%**	-	79%	*	-	-	-	-	39%	100%	80%	71%	78%	67%
	2023	76%	73%	**80%**	-	80%	-	-	-	-	-	75%	*	79%	*	78%	86%
At Meets Grade Level or Above	2024	48%	41%	**49%**	-	49%	*	-	-	-	-	17%	67%	48%	57%	46%	43%
	2023	50%	45%	**43%**	-	43%	-	-	-	-	-	35%	*	42%	*	40%	57%
At Masters Grade Level	2024	21%	12%	**13%**	-	11%	*	-	-	-	-	0%	17%	14%	0%	9%	10%
	2023	20%	14%	**14%**	-	14%	-	-	-	-	-	10%	*	12%	*	14%	0%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2024	70%	65%	**83%**	-	83%	*	-	-	-	-	44%	100%	83%	86%	83%	80%
	2023	73%	68%	**67%**	-	67%	-	-	-	-	-	60%	*	67%	*	63%	57%
At Meets Grade Level or Above	2024	42%	32%	**42%**	-	41%	*	-	-	-	-	11%	83%	45%	14%	38%	37%
	2023	45%	33%	**39%**	-	39%	-	-	-	-	-	35%	*	38%	*	37%	43%
At Masters Grade Level	2024	15%	8%	**11%**	-	11%	*	-	-	-	-	0%	33%	13%	0%	9%	10%
	2023	19%	9%	**6%**	-	6%	-	-	-	-	-	10%	*	6%	*	6%	0%
Grade 4 Reading																	
At Approaches Grade Level or Above	2024	81%	76%	**78%**	-	78%	*	-	-	-	-	58%	*	80%	69%	76%	72%
	2023	77%	78%	**73%**	-	73%	*	-	-	-	-	47%	*	71%	89%	71%	90%
At Meets Grade Level or Above	2024	51%	40%	**36%**	-	36%	*	-	-	-	-	22%	*	39%	25%	33%	48%
	2023	48%	43%	**43%**	-	42%	*	-	-	-	-	24%	*	40%	67%	41%	60%
At Masters Grade Level	2024	23%	12%	**9%**	-	9%	*	-	-	-	-	3%	*	10%	6%	6%	7%
	2023	22%	13%	**15%**	-	14%	*	-	-	-	-	6%	*	15%	11%	14%	30%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2024	69%	63%	**64%**	-	64%	*	-	-	-	-	35%	*	63%	69%	61%	64%
	2023	71%	69%	**73%**	-	73%	*	-	-	-	-	71%	*	71%	89%	71%	90%
At Meets Grade Level or Above	2024	46%	34%	**40%**	-	39%	*	-	-	-	-	14%	*	41%	31%	35%	50%
	2023	48%	41%	**41%**	-	40%	*	-	-	-	-	29%	*	37%	67%	38%	60%
At Masters Grade Level	2024	21%	13%	**16%**	-	16%	*	-	-	-	-	5%	*	17%	13%	15%	25%
	2023	22%	14%	**14%**	-	12%	*	-	-	-	-	6%	*	12%	22%	13%	20%
Grade 5 Reading																	

Texas Education Agency
2023-24 STAAR Performance (TAPR)
LAMAR EL (233901106) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB EL (Current & Monitored)
At Approaches Grade Level or Above	2024	79%	79%	**84%**	-	84%	*	-	-	-	-	65%	*	82%	100%	83%	79%
	2023	81%	81%	**83%**	-	83%	-	-	-	-	-	67%	*	81%	92%	82%	86%
At Meets Grade Level or Above	2024	55%	51%	**50%**	-	49%	*	-	-	-	-	24%	*	50%	50%	48%	54%
	2023	57%	51%	**51%**	-	51%	-	-	-	-	-	17%	*	53%	38%	47%	57%
At Masters Grade Level	2024	29%	22%	**19%**	-	18%	*	-	-	-	-	12%	*	18%	33%	17%	21%
	2023	28%	21%	**28%**	-	28%	-	-	-	-	-	0%	*	29%	23%	26%	29%
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2024	77%	82%	**90%**	-	90%	*	-	-	-	-	82%	*	91%	83%	88%	92%
	2023	80%	82%	**90%**	-	90%	-	-	-	-	-	83%	*	91%	85%	90%	100%
At Meets Grade Level or Above	2024	50%	46%	**49%**	-	48%	*	-	-	-	-	47%	*	49%	50%	45%	50%
	2023	51%	47%	**32%**	-	32%	-	-	-	-	-	22%	*	29%	46%	29%	43%
At Masters Grade Level	2024	19%	13%	**13%**	-	13%	*	-	-	-	-	12%	*	12%	17%	10%	13%
	2023	21%	12%	**4%**	-	4%	-	-	-	-	-	0%	*	3%	8%	3%	14%
Grade 5 Science																	
At Approaches Grade Level or Above	2024	58%	51%	**54%**	-	53%	*	-	-	-	-	41%	*	54%	50%	52%	71%
	2023	65%	58%	**45%**	-	45%	-	-	-	-	-	22%	*	47%	38%	42%	57%
At Meets Grade Level or Above	2024	28%	19%	**20%**	-	19%	*	-	-	-	-	29%	*	20%	17%	17%	17%
	2023	36%	26%	**17%**	-	17%	-	-	-	-	-	6%	*	16%	23%	15%	29%
At Masters Grade Level	2024	11%	7%	**8%**	-	8%	*	-	-	-	-	18%	*	7%	17%	7%	0%
	2023	16%	8%	**3%**	-	3%	-	-	-	-	-	0%	*	2%	8%	2%	10%
All Grades All Subjects																	
At Approaches Grade Level or Above	2024	75%	69%	**76%**	-	75%	100%	-	-	-	-	51%	80%	76%	73%	74%	75%
	2023	76%	72%	**73%**	-	73%	*	-	-	-	-	61%	71%	72%	78%	71%	81%
At Meets Grade Level or Above	2024	48%	40%	**41%**	-	40%	86%	-	-	-	-	22%	45%	42%	33%	37%	43%
	2023	49%	42%	**38%**	-	38%	*	-	-	-	-	24%	14%	37%	48%	35%	47%
At Masters Grade Level	2024	20%	13%	**13%**	-	12%	29%	-	-	-	-	6%	15%	13%	11%	11%	12%
	2023	20%	13%	**12%**	-	12%	*	-	-	-	-	5%	0%	11%	16%	11%	16%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2024	76%	71%	**80%**	-	80%	*	-	-	-	-	55%	100%	81%	76%	79%	72%
	2023	77%	73%	**79%**	-	78%	*	-	-	-	-	64%	*	77%	92%	77%	87%

Texas Education Agency
2023-24 STAAR Performance (TAPR)
LAMAR EL (233901106) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB EL (Current & Monitored)
At Meets Grade Level or Above	2024	54%	46%	**45%**	-	44%	*	-	-	*	-	21%	44%	46%	38%	42%	48%
	2023	53%	46%	**46%**	-	46%	*	-	-	-	-	25%	*	45%	52%	42%	58%
At Masters Grade Level	2024	22%	14%	**14%**	-	13%	*	-	-	-	-	4%	11%	14%	10%	11%	12%
	2023	20%	13%	**19%**	-	19%	*	-	-	-	-	5%	*	19%	24%	18%	24%
All Grades Mathematics																	
At Approaches Grade Level or Above	2024	72%	68%	**78%**	-	78%	*	-	-	-	-	49%	78%	79%	76%	77%	78%
	2023	75%	71%	**77%**	-	77%	*	-	-	-	-	71%	*	76%	84%	75%	89%
At Meets Grade Level or Above	2024	43%	34%	**43%**	-	43%	*	-	-	-	-	21%	56%	45%	31%	39%	45%
	2023	45%	38%	**37%**	-	37%	*	-	-	-	-	29%	*	35%	56%	35%	47%
At Masters Grade Level	2024	17%	10%	**14%**	-	14%	*	-	-	-	-	6%	22%	14%	10%	12%	16%
	2023	19%	12%	**8%**	-	8%	*	-	-	-	-	5%	*	7%	12%	8%	13%
All Grades Science																	
At Approaches Grade Level or Above	2024	75%	66%	**54%**	-	53%	*	-	-	-	-	41%	*	54%	50%	52%	71%
	2023	77%	70%	**45%**	-	45%	-	-	-	-	-	22%	*	47%	38%	42%	57%
At Meets Grade Level or Above	2024	43%	33%	**20%**	-	19%	*	-	-	-	-	29%	*	20%	17%	17%	17%
	2023	47%	37%	**17%**	-	17%	-	-	-	-	-	6%	*	16%	23%	15%	29%
At Masters Grade Level	2024	16%	10%	**8%**	-	8%	*	-	-	-	-	18%	*	7%	17%	7%	0%
	2023	18%	11%	**3%**	-	3%	-	-	-	-	-	0%	*	2%	8%	2%	10%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2024	35%	26%	**34%**	-	33%	*	-	-	-	-	6%	67%	36%	14%	29%	30%
	2023	37%	29%	**26%**	-	26%	-	-	-	-	-	20%	*	24%	*	24%	29%
Reading and Mathematics including EOC	2024	35%	26%	**34%**	-	33%	*	-	-	-	-	6%	67%	36%	14%	29%	30%
	2023	37%	29%	**26%**	-	26%	-	-	-	-	-	20%	*	24%	*	24%	29%
Reading Including EOC	2024	48%	41%	**49%**	-	49%	*	-	-	-	-	17%	67%	48%	57%	46%	43%
	2023	50%	45%	**43%**	-	43%	-	-	-	-	-	35%	*	42%	*	40%	57%
Math Including EOC	2024	42%	32%	**42%**	-	41%	*	-	-	-	-	11%	83%	45%	14%	38%	37%
	2023	45%	33%	**39%**	-	39%	-	-	-	-	-	35%	*	38%	*	37%	43%
8th Graders																	
Reading and Mathematics	2024	38%	27%	**29%**	-	30%	*	-	-	-	-	14%	*	31%	20%	26%	36%
	2023	38%	31%	**34%**	-	33%	*	-	-	-	-	24%	*	31%	56%	32%	50%

Texas Education Agency
2023-24 STAAR Performance (TAPR)
LAMAR EL (233901106) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB EL (Current & Monitored)
Reading and Mathematics Including EOC	2024	38%	27%	**29%**	-	30%	*	-	-	-	-	14%	*	31%	20%	26%	36%
	2023	38%	31%	**34%**	-	33%	*	-	-	-	-	24%	*	31%	56%	32%	50%
Reading Including EOC	2024	51%	40%	**36%**	-	36%	*	-	-	-	-	22%	*	39%	25%	33%	48%
	2023	48%	43%	**43%**	-	42%	*	-	-	-	-	24%	*	40%	67%	41%	60%
Math Including EOC	2024	46%	34%	**40%**	-	39%	*	-	-	-	-	14%	*	41%	31%	35%	50%
	2023	48%	41%	**41%**	-	40%	*	-	-	-	-	29%	*	37%	67%	38%	60%
th Graders																	
Reading and Mathematics	2024	42%	35%	**36%**	-	35%	*	-	-	-	-	24%	*	35%	50%	33%	38%
	2023	43%	36%	**25%**	-	25%	-	-	-	-	-	11%	*	22%	38%	21%	33%
Reading and Mathematics Including EOC	2024	42%	35%	**36%**	-	35%	*	-	-	-	-	24%	*	35%	50%	33%	38%
	2023	43%	36%	**25%**	-	25%	-	-	-	-	-	11%	*	22%	38%	21%	33%
Reading Including EOC	2024	55%	51%	**50%**	-	49%	*	-	-	-	-	24%	*	50%	50%	48%	54%
	2023	57%	51%	**51%**	-	51%	-	-	-	-	-	17%	*	53%	38%	47%	57%
Math Including EOC	2024	51%	46%	**49%**	-	48%	*	-	-	-	-	47%	*	**49%**	50%	45%	50%
	2023	51%	47%	**32%**	-	32%	-	-	-	-	-	22%	*	29%	46%	29%	43%
rd - 8th Graders																	
Reading and Mathematics	2024	36%	26%	**33%**	-	33%	*	-	-	-	-	14%	44%	34%	25%	29%	34%
	2023	37%	29%	**29%**	-	28%	*	-	-	-	-	18%	*	26%	48%	26%	37%
Reading and Mathematics Including EOC	2024	38%	28%	**33%**	-	33%	*	-	-	-	-	14%	44%	34%	25%	29%	34%
	2023	39%	31%	**29%**	-	28%	*	-	-	-	-	18%	*	26%	48%	26%	37%
Reading Including EOC	2024	54%	44%	**45%**	-	44%	*	-	-	-	-	21%	44%	46%	38%	42%	48%
	2023	53%	43%	**46%**	-	46%	*	-	-	-	-	25%	*	45%	52%	42%	58%
Math Including EOC	2024	45%	34%	**43%**	-	43%	*	-	-	-	-	21%	56%	45%	31%	39%	45%
	2023	47%	39%	**37%**	-	37%	*	-	-	-	-	29%	*	35%	56%	35%	47%

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

Texas Education Agency
2023-24 STAAR Progress (TAPR)
LAMAR EL (233901106) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress - Annual Growth by Grade and Subject																	
Grade 4 ELA/Reading	2024	67%	57%	**65%**	-	65%	*	-	-	-	-	61%	*	64%	67%	63%	76%
	2023	55%	56%	**63%**	-	63%	*	-	-	-	-	35%	*	64%	57%	64%	80%
Grade 4 Mathematics	2024	60%	56%	**65%**	-	64%	*	-	-	-	-	47%	*	64%	67%	63%	71%
	2023	63%	66%	**81%**	-	81%	*	-	-	-	-	85%	*	80%	86%	81%	85%
Grade 5 ELA/Reading	2024	70%	68%	**69%**	-	68%	*	-	-	-	-	74%	*	69%	67%	69%	67%
	2023	65%	66%	**74%**	-	74%	-	-	-	-	-	65%	*	76%	65%	72%	74%
Grade 5 Mathematics	2024	65%	70%	**71%**	-	72%	*	-	-	-	-	74%	*	69%	100%	70%	73%
	2023	71%	66%	**74%**	-	74%	-	-	-	-	-	85%	*	72%	85%	75%	93%
All Grades Both Subjects	2024	64%	60%	**67%**	-	67%	*	-	-	-	-	60%	50%	67%	71%	66%	72%
	2023	64%	59%	**73%**	-	73%	*	-	-	-	-	68%	*	73%	74%	73%	83%
All Grades ELA/Reading	2024	67%	63%	**67%**	-	67%	*	-	-	-	-	65%	*	67%	67%	66%	72%
	2023	63%	56%	**69%**	-	68%	*	-	-	-	-	50%	*	70%	62%	68%	76%
All Grades Mathematics	2024	60%	57%	**68%**	-	68%	*	-	-	-	-	56%	*	67%	76%	66%	72%
	2023	66%	61%	**78%**	-	78%	*	-	-	-	-	85%	*	77%	85%	78%	90%
School Progress - Accelerated Learning by Grade and Subject																	
Grade 4 ELA/Reading	2024	38%	36%	**47%**	-	47%	-	-	-	-	-	38%	-	46%	50%	47%	47%
	2023	33%	39%	**44%**	-	44%	-	-	-	-	-	17%	-	41%	*	44%	-
Grade 4 Mathematics	2024	26%	28%	**33%**	-	33%	-	-	-	-	-	21%	-	26%	57%	33%	30%
	2023	27%	31%	**45%**	-	45%	-	-	-	-	-	50%	*	40%	*	45%	*
Grade 5 ELA/Reading	2024	35%	35%	**50%**	-	50%	-	-	-	-	-	33%	*	50%	-	53%	40%
	2023	37%	42%	**50%**	-	50%	-	-	-	-	-	50%	-	44%	*	47%	40%
Grade 5 Mathematics	2024	41%	59%	**77%**	-	77%	-	-	-	-	-	71%	*	80%	*	76%	86%
	2023	48%	55%	**83%**	-	83%	-	-	-	-	-	86%	-	83%	83%	81%	100%
All Grades Both Subjects	2024	32%	36%	**50%**	-	50%	-	-	-	-	-	36%	*	49%	53%	50%	49%
	2023	38%	36%	**57%**	-	57%	-	-	-	-	-	58%	*	53%	86%	56%	81%
All Grades ELA/Reading	2024	30%	30%	**48%**	-	48%	-	-	-	-	-	37%	*	48%	50%	49%	45%
	2023	35%	32%	**47%**	-	47%	-	-	-	-	-	38%	-	42%	80%	46%	40%
All Grades Mathematics	2024	35%	40%	**52%**	-	52%	-	-	-	-	-	35%	*	51%	56%	51%	53%
	2023	40%	40%	**63%**	-	63%	-	-	-	-	-	71%	*	59%	89%	62%	100%

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

\- Indicates there are no students in the group.

Texas Education Agency
2023-24 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
LAMAR EL (233901106) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2024	75%	69%	**76%**	73%	73%	-	-	-	78%	-	-	-	-	*	75%	73%	84%
	2023	76%	72%	**73%**	79%	67%	-	-	-	82%	-	-	-	-	89%	71%	81%	84%
At Meets Grade Level or Above	2024	48%	40%	**41%**	39%	39%	-	-	-	42%	-	-	-	-	*	40%	40%	68%
	2023	49%	42%	**38%**	41%	42%	-	-	-	41%	-	-	-	-	22%	36%	39%	72%
At Masters Grade Level	2024	20%	13%	**13%**	9%	9%	-	-	-	10%	-	-	-	-	*	13%	10%	12%
	2023	20%	13%	**12%**	13%	0%	-	-	-	16%	-	-	-	-	11%	11%	13%	28%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2024	76%	71%	**80%**	70%	70%	-	-	-	76%	-	-	-	-	*	84%	70%	100%
	2023	77%	73%	**79%**	85%	83%	-	-	-	85%	-	-	-	-	*	77%	86%	89%
At Meets Grade Level or Above	2024	54%	46%	**45%**	43%	43%	-	-	-	52%	-	-	-	-	*	42%	44%	100%
	2023	53%	46%	**46%**	50%	50%	-	-	-	50%	-	-	-	-	*	43%	48%	89%
At Masters Grade Level	2024	22%	14%	**14%**	8%	8%	-	-	-	10%	-	-	-	-	*	14%	9%	43%
	2023	20%	13%	**19%**	15%	0%	-	-	-	20%	-	-	-	-	*	18%	17%	44%
All Grades Mathematics																		
At Approaches Grade Level or Above	2024	72%	68%	**78%**	77%	77%	-	-	-	86%	-	-	-	-	*	79%	78%	86%
	2023	75%	71%	**77%**	88%	50%	-	-	-	100%	-	-	-	-	*	74%	90%	89%
At Meets Grade Level or Above	2024	43%	34%	**43%**	41%	41%	-	-	-	52%	-	-	-	-	*	43%	42%	71%
	2023	45%	38%	**37%**	42%	33%	-	-	-	45%	-	-	-	-	*	35%	41%	67%
At Masters Grade Level	2024	17%	10%	**14%**	12%	12%	-	-	-	17%	-	-	-	-	*	12%	13%	43%
	2023	19%	12%	**8%**	12%	0%	-	-	-	15%	-	-	-	-	*	7%	10%	22%
All Grades Science																		
At Approaches Grade Level or Above	2024	75%	66%	**54%**	70%	70%	-	-	-	70%	-	-	-	-	-	47%	70%	60%
	2023	77%	70%	**45%**	45%	-	-	-	-	45%	-	-	-	-	*	40%	50%	71%
At Meets Grade Level or Above	2024	43%	33%	**20%**	15%	15%	-	-	-	15%	-	-	-	-	-	22%	15%	20%
	2023	47%	37%	**17%**	18%	-	-	-	-	18%	-	-	-	-	*	12%	14%	57%
At Masters Grade Level	2024	16%	10%	**8%**	0%	0%	-	-	-	0%	-	-	-	-	-	11%	8%	0%
	2023	18%	11%	**3%**	9%	-	-	-	-	9%	-	-	-	-	*	8%	7%	14%
School Progress - Annual Growth																		
All Grades Both Subjects	2024	64%	60%	**67%**	73%	73%	-	-	-	72%	-	-	-	-	-	65%	73%	71%
	2023	64%	59%	**73%**	86%	-	-	-	-	86%	-	-	-	-	75%	78%	85%	78%
All Grades ELA/Reading	2024	67%	63%	**67%**	72%	72%	-	-	-	69%	-	-	-	-	-	64%	72%	71%
	2023	63%	56%	**69%**	80%	-	-	-	-	80%	-	-	-	-	*	67%	76%	75%

Texas Education Agency

2023-24 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)

LAMAR EL (233901106) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
VII Grades Mathematics	2024	60%	57%	**68%**	73%	73%	-	-	-	76%	-	-	-	-	-	66%	73%	71%
	2023	68%	61%	**78%**	93%	-	-	-	-	93%	-	-	-	-	*	74%	93%	81%
School Progress - Accelerated Learning																		
VII Grades Both Subjects	2024	32%	36%	**50%**	49%	49%	-	-	-	50%	-	-	-	-	-	49%	49%	*
	2023	38%	36%	**57%**	79%	-	-	-	-	79%	-	-	-	-	*	53%	80%	*
VII Grades ELA/Reading	2024	30%	30%	**48%**	45%	45%	-	-	-	29%	-	-	-	-	-	48%	45%	*
	2023	35%	32%	**47%**	40%	-	-	-	-	40%	-	-	-	-	-	48%	40%	-
VII Grades Mathematics	2024	35%	40%	**52%**	53%	53%	-	-	-	67%	-	-	-	-	-	50%	53%	*
	2023	40%	48%	**63%**	100%	-	-	-	-	100%	-	-	-	-	*	56%	100%	*

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

- Indicates there are no students in the group.

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

Texas Education Agency
2023-24 STAAR Participation (TAPR)
LAMAR EL (233901106) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2024 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**100%**	-	100%	100%	-	-	-	-	99%	100%	100%	98%	100%	100%
Included in Accountability	92%	94%	**92%**	-	92%	100%	-	-	-	-	91%	100%	98%	60%	91%	88%
Not Included in Accountability: Mobile	4%	3%	**6%**	-	5%	0%	-	-	-	-	9%	0%	2%	25%	6%	5%
Not Included in Accountability: Other Exclusions	2%	2%	**2%**	-	2%	0%	-	-	-	-	0%	0%	0%	13%	2%	7%
Not Tested	1%	1%	**0%**	-	0%	0%	-	-	-	-	1%	0%	0%	2%	0%	0%
Absent	1%	1%	**0%**	-	0%	0%	-	-	-	-	1%	0%	0%	2%	0%	0%
Other	0%	1%	**0%**	-	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	**100%**	-	100%	*	-	-	-	-	99%	100%	100%	98%	100%	100%
Included in Accountability	91%	94%	**91%**	-	91%	*	-	-	-	-	90%	100%	98%	60%	91%	87%
Not Included in Accountability: Mobile	4%	3%	**6%**	-	5%	*	-	-	-	-	9%	0%	2%	23%	6%	5%
Not Included in Accountability: Other Exclusions	4%	3%	**3%**	-	3%	*	-	-	-	-	0%	0%	0%	15%	3%	7%
Not Tested	1%	1%	**0%**	-	0%	*	-	-	-	-	1%	0%	0%	2%	0%	0%
Absent	1%	0%	**0%**	-	0%	*	-	-	-	-	1%	0%	0%	2%	0%	0%
Other	0%	0%	**0%**	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	98%	**100%**	-	100%	*	-	-	-	-	100%	100%	100%	98%	100%	99%
Included in Accountability	93%	94%	**92%**	-	92%	*	-	-	-	-	91%	100%	98%	62%	91%	87%
Not Included in Accountability: Mobile	5%	3%	**6%**	-	5%	*	-	-	-	-	9%	0%	2%	23%	6%	5%
Not Included in Accountability: Other Exclusions	1%	1%	**2%**	-	2%	*	-	-	-	-	0%	0%	0%	13%	2%	6%
Not Tested	1%	2%	**0%**	-	0%	*	-	-	-	-	0%	0%	0%	2%	0%	1%
Absent	1%	1%	**0%**	-	0%	*	-	-	-	-	0%	0%	0%	2%	0%	1%
Other	0%	2%	**0%**	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	99%	98%	**100%**	-	100%	*	-	-	-	-	100%	*	100%	100%	100%	100%
Included in Accountability	93%	93%	**93%**	-	94%	*	-	-	-	-	94%	*	99%	55%	92%	92%
Not Included in Accountability: Mobile	4%	3%	**6%**	-	5%	*	-	-	-	-	6%	*	1%	36%	7%	4%
Not Included in Accountability: Other Exclusions	1%	2%	**1%**	-	1%	*	-	-	-	-	0%	*	0%	9%	1%	4%
Not Tested	1%	2%	**0%**	-	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%

Texas Education Agency
2023-24 STAAR Participation (TAPR)
LAMAR EL (233901106) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	1%	0%	-	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%
Other	0%	1%	0%	-	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%
2023 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	100%	-	100%	*	-	-	-	-	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	95%	95%	-	95%	*	-	-	-	-	100%	100%	98%	81%	96%	95%
Not Included in Accountability: Mobile	4%	2%	5%	-	5%	*	-	-	-	-	0%	0%	2%	19%	4%	5%
Not Included in Accountability: Other Exclusions	2%	2%	0%	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%
Not Tested	1%	1%	0%	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%
Absent	1%	1%	0%	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	100%	-	100%	*	-	-	-	-	100%	*	100%	100%	100%	100%
Included in Accountability	92%	94%	96%	-	96%	*	-	-	-	-	100%	*	98%	81%	96%	95%
Not Included in Accountability: Mobile	4%	3%	4%	-	4%	*	-	-	-	-	0%	*	2%	19%	4%	5%
Not Included in Accountability: Other Exclusions	3%	3%	0%	-	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%
Not Tested	1%	1%	0%	-	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%
Absent	1%	0%	0%	-	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%
Other	0%	0%	0%	-	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	100%	-	100%	*	-	-	-	-	100%	*	100%	100%	100%	100%
Included in Accountability	94%	95%	96%	-	96%	*	-	-	-	-	100%	*	98%	81%	96%	95%
Not Included in Accountability: Mobile	5%	2%	4%	-	4%	*	-	-	-	-	0%	*	2%	19%	4%	5%
Not Included in Accountability: Other Exclusions	1%	1%	0%	-	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%
Not Tested	1%	1%	0%	-	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%
Absent	1%	1%	0%	-	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%
Other	0%	1%	0%	-	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%
Science																
Assessment Participant	99%	99%	100%	-	100%	-	-	-	-	-	100%	*	100%	100%	100%	100%
Included in Accountability	93%	96%	95%	-	95%	-	-	-	-	-	100%	*	98%	81%	94%	95%
Not Included in Accountability: Mobile	4%	2%	5%	-	5%	-	-	-	-	-	0%	*	2%	19%	6%	5%

Texas Education Agency
2023-24 STAAR Participation (TAPR)
LAMAR EL (233901106) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB EL (Current & Monitored)
Not Included in Accountability: Other Exclusions	1%	1%	0%	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%
Not Tested	1%	1%	0%	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%
Absent	1%	1%	0%	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%
Other	0%	0%	0%	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%

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

Texas Education Agency

2023-24 Attendance, Graduation, and Dropout Rates (TAPR)

LAMAR EL (233901106) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2022-23	93.3%	91.5%	**92.9%**	*	92.9%	*	-	-	-	*	93.7%	92.8%	94.2%
2021-22	92.2%	89.4%	**90.1%**	*	90.1%	91.9%	-	-	-	*	89.1%	90.1%	92.6%
Chronic Absenteeism													
2022-23	20.3%	28.2%	**22.0%**	*	22.1%	*	-	-	-	*	19.2%	22.6%	7.0%
2021-22	25.7%	37.2%	**36.8%**	*	37.0%	28.6%	-	-	-	*	41.9%	37.7%	25.0%
Annual Dropout Rate (Gr 7-8)													
2022-23	0.8%	1.0%	-	-	-	-	-	-	-	-	-	-	-
2021-22	0.7%	1.0%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2022-23	2.0%	1.4%	-	-	-	-	-	-	-	-	-	-	-
2021-22	2.2%	2.5%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2023													
Graduated	90.3%	91.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.1%	2.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	5.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.6%	91.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	94.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022													
Graduated	89.7%	90.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.5%	2.6%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.4%	6.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.0%	91.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.6%	93.6%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	91.8%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.8%	6.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	93.7%	-	-	-	-	-	-	-	-	-	-	-

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.2%	94.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021													
Graduated	92.2%	90.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	9.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	90.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	90.9%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.7%	91.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	8.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	91.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	91.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	92.7%	91.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	8.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	91.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	91.1%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2023	90.3%	90.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	89.7%	89.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2023	72.3%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	59.5%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2023	4.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	3.7%	0.1%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency

2023-24 Attendance, Graduation, and Dropout Rates (TAPR)

LAMAR EL (233901106) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2023	84.3%	94.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	84.3%	90.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2023	88.6%	94.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	88.0%	90.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2022-23	38.4%	-	-	-	-	-	-	-	-	-	-	-	-
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2022-23	4.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2021-22	3.9%	0.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2022-23	82.5%	93.7%	-	-	-	-	-	-	-	-	-	-	-
2021-22	82.3%	90.9%	-	-	-	-	-	-	-	-	-	-	-
Texas First DLA Graduates (Annual Rate)													
2022-23	0.1%	0.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Annual Rate)													
2022-23	86.8%	93.8%	-	-	-	-	-	-	-	-	-	-	-
2021-22	86.0%	91.2%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2023-24 Graduation Profile (TAPR)
LAMAR EL (233901106) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2022-23 Annual Graduates)				
Total Graduates	-	-	752	377,367
By Ethnicity:				
African American	-	-	5	46,822
Hispanic	-	-	706	197,333
White	-	-	39	103,609
American Indian	-	-	0	1,181
Asian	-	-	1	19,151
Pacific Islander	-	-	0	574
Two or More Races	-	-	1	9,297
By Graduation Type:				
Minimum H.S. Program	-	-	0	433
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	270
Foundation H.S. Program (No Endorsement)	-	-	47	49,278
Foundation H.S. Program (Endorsement)	-	-	0	16,475
Foundation H.S. Program (DLA)	-	-	700	310,689
Texas First Early H.S. Completion Program (Texas First-DLA)	-	-	5	222
Special Education Graduates	-	-	81	34,589
Economically Disadvantaged Graduates	-	-	490	206,367
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	99	50,229
At-Risk Graduates	-	-	655	168,430
CTE Completers	-	-	350	116,959

There is no data for this campus.

There is no data for this campus.

There is no data for this campus.

Texas Education Agency
2023-24 Student Information (TAPR)
LAMAR EL (233901106) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Total Students	**546**	**100.0%**	**9,875**	**5,517,464**	**546**	**100.0%**	**9,907**	**5,531,236**
Students by Grade								
Kindergarten	88	16.1%	6.1%	6.5%	88	16.1%	6.1%	6.5%
Grade 1	102	18.7%	7.1%	7.0%	102	18.7%	7.1%	7.0%
Grade 2	102	18.7%	8.0%	7.3%	102	18.7%	8.0%	7.3%
Grade 3	74	13.6%	7.6%	7.2%	74	13.6%	7.6%	7.2%
Grade 4	95	17.4%	7.1%	7.2%	95	17.4%	7.1%	7.2%
Grade 5	85	15.6%	7.0%	7.2%	85	15.6%	7.0%	7.2%
Ethnic Distribution								
African American	1	0.2%	0.5%	12.8%	1	0.2%	0.5%	12.8%
Hispanic	537	98.4%	93.3%	53.2%	537	98.4%	93.2%	53.2%
White	8	1.5%	5.2%	25.0%	8	1.5%	5.2%	25.0%
American Indian	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Asian	0	0.0%	0.4%	5.4%	0	0.0%	0.4%	5.4%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	0	0.0%	0.6%	3.1%	0	0.0%	0.6%	3.1%
Sex								
Female	258	47.3%	49.1%	48.9%	258	47.3%	48.9%	48.8%
Male	288	52.7%	50.9%	51.1%	288	52.7%	51.1%	51.2%
Other Student Cohorts								
Economically Disadvantaged	485	88.8%	75.0%	62.3%	485	88.8%	74.9%	62.2%
Non-Educationally Disadvantaged	61	11.2%	25.0%	37.7%	61	11.2%	25.1%	37.8%
Section 504 Students	24	4.4%	8.4%	7.2%	24	4.4%	8.4%	7.2%
EB Students/EL	181	33.2%	23.4%	24.4%	181	33.2%	23.4%	24.3%
Students w/ Disciplinary Placements (2022-23)	1	0.2%	2.7%	1.9%				
Students w/ Dyslexia	20	3.7%	4.8%	6.0%	20	3.7%	4.8%	6.0%
Foster Care	1	0.2%	0.1%	0.2%	1	0.2%	0.1%	0.2%
Homeless	10	1.8%	1.3%	1.4%	10	1.8%	1.3%	1.4%
Immigrant	14	2.6%	2.4%	2.9%	14	2.6%	2.4%	2.9%
Migrant	18	3.3%	2.1%	0.2%	18	3.3%	2.1%	0.2%
Title I	546	100.0%	98.4%	65.7%	546	100.0%	98.4%	65.7%
Military Connected	8	1.5%	6.0%	3.9%	8	1.5%	6.0%	3.9%
At-Risk	287	52.6%	65.0%	53.2%	287	52.6%	64.8%	53.2%
Students by Instructional Program								
Bilingual/ESL Education	178	32.6%	22.6%	24.5%	178	32.6%	22.5%	24.4%
Career and Technical Education	0	0.0%	28.2%	26.9%	-	-	-	-
Career and Technical Education (9-12 grades only)	0	0.0%	84.5%	73.3%	-	-	-	-

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Gifted and Talented Education	11	2.0%	6.6%	8.5%	11	2.0%	6.6%	8.5%
Special Education	111	20.3%	18.1%	13.9%	111	20.3%	18.3%	14.0%
Students with Disabilities by Type of Primary Disability								
Total Students with Disabilities	111							
Students with Intellectual Disabilities	64	57.7%	58.0%	45.7%				
Students with Physical Disabilities	30	27.0%	17.9%	18.9%				
Students with Autism	5	4.5%	6.9%	16.2%				
Students with Behavioral Disabilities	12	10.8%	16.4%	17.6%				
Students with Non-Categorical Early Childhood	0	0.0%	0.8%	1.7%				
Mobility (2022-23)								
Total Mobile Students	**41**	**10.2%**	**10.9%**	**16.1%**				
African American	1	0.2%	0.2%	3.4%				
Hispanic	40	9.9%	10.0%	8.5%				
White	0	0.0%	0.6%	3.1%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.1%	0.5%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	0	0.0%	0.1%	0.5%				
Special Ed Students who are Mobile	4	4.0%	8.8%	17.6%				
Count and Percent of EB Students/EL who are Mobile	5	10.9%	12.9%	16.3%				
Count and Percent of Econ Dis Students who are Mobile	37	10.2%	11.7%	18.6%				
Student Attrition (2022-23)								
Total Student Attrition	**149**	**41.0%**	**27.8%**	**18.1%**				

	Non-Special Education Rates			Special Education Rates		
Student Information	Campus	District	State	Campus	District	State
Retention Rates by Grade						
Kindergarten	0.0%	0.2%	1.3%	0.0%	0.0%	3.9%
Grade 1	8.3%	4.3%	2.1%	15.4%	4.8%	3.3%
Grade 2	0.0%	1.1%	1.3%	0.0%	3.7%	1.6%
Grade 3	0.0%	1.2%	0.7%	4.3%	1.1%	0.7%
Grade 4	0.0%	0.6%	0.4%	0.0%	0.0%	0.5%
Grade 5	0.0%	0.2%	0.2%	0.0%	1.6%	0.3%

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

Class Size Information	Campus	District	State
Elementary			
Kindergarten	22.2	20.9	18.4
Grade 1	17.9	19.7	18.8
Grade 2	19.4	19.4	19.1
Grade 3	18.1	20.3	19.4
Grade 4	18.3	20.5	19.4
Grade 5	20.7	21.5	20.9

Texas Education Agency
2023-24 Staff Information (TAPR)
LAMAR EL (233901106) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	Campus			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Total Staff	**54.5**	**100.0%**	**100.0%**	**100.0%**
Professional Staff	40.7	74.6%	51.4%	63.9%
Teachers	30.2	55.3%	36.4%	48.3%
Professional Support	8.5	15.6%	12.2%	11.1%
Campus Administration (School Leadership)	2.0	3.7%	2.2%	3.3%
Educational Aides	13.8	25.4%	11.9%	11.4%
Librarians and Counselors (Headcount)				
Full-time Librarians	1.0	n/a	10.0	4,187.0
Part-time Librarians	0.0	n/a	0.0	651.0
Full-time Counselors	2.0	n/a	41.0	13,870.0
Part-time Counselors	0.0	n/a	0.0	1,172.0
Total Minority Staff	**52.3**	**95.9%**	**90.7%**	**54.4%**
Teachers by Ethnicity				
African American	0.8	2.7%	0.9%	12.6%
Hispanic	29.1	96.5%	84.9%	30.1%
White	0.2	0.8%	14.0%	53.4%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	0.0	0.0%	0.0%	2.1%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.0%	1.3%
Teachers by Sex				
Males	1.9	6.3%	20.6%	24.5%
Females	28.3	93.7%	79.4%	75.5%
Teachers by Highest Degree Held				
No Degree	0.0	0.0%	2.2%	2.5%
Bachelors	28.9	95.7%	79.3%	71.7%
Masters	1.3	4.3%	18.6%	24.9%
Doctorate	0.0	0.0%	0.0%	0.8%
Teachers by Years of Experience				
Beginning Teachers	1.4	4.6%	6.9%	8.7%
1-5 Years Experience	4.1	13.6%	28.6%	27.4%
6-10 Years Experience	7.6	25.2%	18.9%	20.2%
11-20 Years Experience	8.9	29.4%	26.6%	27.1%
21-30 Years Experience	5.3	17.6%	13.6%	13.7%
Over 30 Years Experience	2.9	9.7%	5.5%	3.0%
Number of Students per Teacher	18.1	n/a	18.1	14.7

Texas Education Agency
2023-24 Staff Information (TAPR)
LAMAR EL (233901106) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Staff Information	Campus	District	State
Experience of Campus Leadership			
Average Years Experience of Principals	4.0	5.8	6.0
Average Years Experience of Principals with District	4.0	5.8	5.1
Average Years Experience of Assistant Principals	1.0	2.7	5.1
Average Years Experience of Assistant Principals with District	1.0	2.4	4.3
Average Years Experience of Teachers	14.7	12.2	11.1
Average Years Experience of Teachers with District	13.7	11.3	6.9
Average Teacher Salary by Years of Experience (regular duties only)			
Beginning Teachers	$52,481	$43,915	$54,272
1-5 Years Experience	$52,109	$54,966	$58,185
6-10 Years Experience	$58,999	$59,041	$61,494
11-20 Years Experience	$63,536	$63,850	$65,219
21-30 Years Experience	$69,096	$67,782	$69,723
Over 30 Years Experience	$71,109	$74,563	$74,014
Average Actual Salaries (regular duties only)			
Teachers	$62,047	$60,152	$62,474
Professional Support	$67,422	$75,452	$73,783
Campus Administration (School Leadership)	$80,972	$90,313	$86,738
Instructional Staff Percent	n/a	59.6%	65.0%
Contracted Instructional Staff (not incl. above)	0.0	0.0	1,970.1

	Campus			
Program Information	Count	Percent	District	State
Teachers by Program (population served)				
Bilingual/ESL Education	3.0	9.9%	9.5%	6.0%
Career and Technical Education	0.0	0.0%	7.2%	5.5%
Compensatory Education	0.0	0.0%	7.1%	3.1%
Gifted and Talented Education	0.0	0.0%	1.9%	1.6%
Regular Education	25.8	85.4%	67.5%	69.8%
Special Education	1.4	4.7%	5.0%	10.3%
Other	0.0	0.0%	1.7%	3.7%

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

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

"The 2024 accountability reports are not yet publicly available. The release of these reports is pending judicial ruling and decisions from the 89th legislature during a special called session."



2024 Campus Comparison Group
LAMAR EL (233901106) - SAN FELIPE-DEL RIO CISD
Campus Type: Elementary
Sorted by District Name

	Campus Name	District Name	Grade Span	Number of Students	% Econ Disadv	% EL	Mobility Rate	% Early College HS	% Special Ed
	LAMAR EL (233901106)	**SAN FELIPE-DEL RIO CISD**	**KG-05**	**546**	**88.8**	**33.2**	**10.2**	**0.0**	**20.3**
1	SOUTHWEST EL (014903104)	BELTON ISD	KG-05	397	82.4	33.5	14.1	0.0	17.4
2	BREEDEN EL (031901144)	BROWNSVILLE ISD	EE-05	563	86.0	27.5	9.9	0.0	22.9
3	KELLER EL (031901143)	BROWNSVILLE ISD	PK-05	514	88.7	39.5	10.3	0.0	18.9
4	ORTIZ EL (031901139)	BROWNSVILLE ISD	EE-05	532	92.5	30.6	11.8	0.0	19.4
5	YTURRIA EL (031901132)	BROWNSVILLE ISD	EE-05	547	80.8	32.4	9.5	0.0	18.5
6	CASTLEBERRY EL (220917102)	CASTLEBERRY ISD	PK-05	757	87.5	36.1	11.6	0.0	13.9
7	JOWELL EL (101907123)	CYPRESS-FAIRBANKS ISD	03-05	575	85.2	30.6	16.1	0.0	17.9
8	REED EL (101907129)	CYPRESS-FAIRBANKS ISD	EE-05	831	84.2	34.5	9.7	0.0	21.4
9	POPHAM EL (227910101)	DEL VALLE ISD	EE-05	593	90.1	39.0	12.3	0.0	15.3
10	E A JONES EL (079907101)	FORT BEND ISD	EE-05	528	86.0	37.3	14.1	0.0	18.8
11	GILLETTE EL (015904107)	HARLANDALE ISD	PK-05	543	93.0	31.5	12.1	0.0	15.3
12	RIVER PINES EL (101913123)	HUMBLE ISD	EE-05	717	83.1	31.8	14.8	0.0	18.9
13	BOWIE EL (079901102)	LAMAR CISD	KG-05	427	84.5	38.6	10.2	0.0	19.7
14	TAYLOR RAY EL (079901109)	LAMAR CISD	KG-05	617	94.2	33.5	15.6	0.0	18.8
15	LIGHTHOUSE EL (015825101)	LIGHTHOUSE PUBLIC SCHOOLS	PK-05	233	90.6	36.9	14.3	0.0	16.3
16	LAS YESCAS EL (031906103)	LOS FRESNOS CISD	PK-05	359	94.4	34.8	13.5	0.0	18.1
17	LAURELES EL (031906107)	LOS FRESNOS CISD	EE-05	540	86.3	31.9	9.1	0.0	24.4
18	MCWHORTER EL (152901169)	LUBBOCK ISD	PK-05	531	91.1	32.0	10.0	0.0	19.2
19	TRAVIS EL (108907103)	MERCEDES ISD	PK-05	494	90.7	31.0	14.1	0.0	16.2
20	BLACK EL (057914101)	MESQUITE ISD	EE-05	626	88.3	37.4	15.7	0.0	17.4
21	SHAW EL (057914121)	MESQUITE ISD	PK-05	516	82.8	34.9	14.5	0.0	17.8
22	HIGH POINT EL (093904106)	NAVASOTA ISD	EE-05	490	85.3	35.3	16.8	0.0	20.6
23	ALLEN EL (015915105)	NORTHSIDE ISD	EE-05	468	91.5	34.2	12.9	0.0	16.7
24	HULL EL (015915105)	NORTHSIDE ISD	EE-05	432	90.7	27.5	13.3	0.0	22.5
25	ALLEN & WILLIAM ARNOLD EL (108909130)	PHARR-SAN JUAN-ALAMO ISD	PK-05	641	84.9	34.3	16.9	0.0	18.7
26	GARRIGA EL (031909102)	POINT ISABEL ISD	PK-05	432	92.6	36.8	11.8	0.0	14.4
27	COLLINS GARDEN EL (015907116)	SAN ANTONIO ISD	PK-05	413	94.7	29.8	13.6	0.0	17.4
28	SCHENCK EL (015907164)	SAN ANTONIO ISD	PK-05	577	92.5	31.5	16.4	0.0	17.5
29	RUBEN CHAVIRA EL (233901111)	SAN FELIPE-DEL RIO CISD	KG-05	582	90.2	36.9	11.5	0.0	23.0
30	MENDEZ EL (105902108)	SAN MARCOS CISD	KG-05	540	88.7	35.4	16.1	0.0	20.2
31	ELFIDA CHAVEZ EL (071909115)	SOCORRO ISD	PK-05	650	84.5	27.4	12.0	0.0	17.8
32	VISTA DEL SOL ENVIRONMENTAL SCIENCE (071909106)	SOCORRO ISD	PK-05	495	85.5	30.5	13.0	0.0	16.6
33	HERITAGE EL (015917104)	SOUTHSIDE ISD	01-05	485	90.7	29.1	15.2	0.0	22.7
34	BOB HOPE EL (015912104)	SOUTHWEST ISD	EE-05	473	88.4	32.6	9.4	0.0	21.1
35	SKY HARBOUR EL (015912105)	SOUTHWEST ISD	EE-05	466	95.9	36.5	17.0	0.0	20.0
36	ANDERSON EL (101919109)	SPRING ISD	EE-05	691	86.0	30.0	15.2	0.0	15.8
37	MISSION VALLEY EL (071905135)	YSLETA ISD	KG-05	598	83.8	39.6	9.8	0.0	20.6
38	PARKLAND EL (071905113)	YSLETA ISD	KG-05	507	91.1	32.5	13.4	0.0	23.9
39	ROBBIN E L WASHINGTON INTERNATIONAL EL (071905141)	YSLETA ISD	PK-05	427	87.8	30.2	13.2	0.0	16.3
40	FIDEL AND ANDREA R VILLARREAL EL (253901107)	ZAPATA COUNTY ISD	PK-05	456	92.5	37.1	11.5	0.0	17.3
	Comparison Group Average			**532**	**88.5**	**33.4**	**13.0**	**0.0**	**18.8**

2022-2023 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR LAMAR EL (233901106)
SAN FELIPE-DEL RIO CISD

Total Enrolled Membership: 436

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	$3,065,230	100.00%	$7,030	$4,254,899	100.00%	$9,759
Operating-Payroll	$2,677,188	87.34%	$6,140	$3,714,372	87.30%	$8,519
Other Operating	$379,617	12.38%	$871	$532,102	12.51%	$1,220
Non-Operating(Equipt/Supplies)	$8,425	0.27%	$19	$8,425	0.20%	$19
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	$3,056,805	100.00%	$7,011	$4,246,474	100.00%	$9,740
Instruction (11,95) *	$1,948,773	63.75%	$4,470	$2,822,810	66.47%	$6,474
Instructional Res/Media (12) *	$40,862	1.34%	$94	$43,285	1.02%	$99
Curriculum/Staff Develop (13) *	$137,511	4.50%	$315	$141,406	3.33%	$324
Instructional Leadership (21) *	$65,692	2.15%	$151	$65,692	1.55%	$151
School Leadership (23) *	$194,918	6.38%	$447	$194,918	4.59%	$447
Guidance/Counseling Svcs (31) *	$110,219	3.61%	$253	$110,717	2.61%	$254
Social Work Services (32) *	$14,551	0.48%	$33	$14,551	0.34%	$33
Health Services (33) *	$83,610	2.74%	$192	$83,711	1.97%	$192
Transportation(34) *	$0	0.00%	$0	$0	0.00%	$0
Food (35) **	$0	0.00%	$0	$238,219	5.61%	$546
Extracurricular (36) **	$4,825	0.16%	$11	$6,639	0.16%	$15
Plant Maint/Operation (51) **	$418,156	13.68%	$959	$435,830	10.26%	$1,000
Security/Monitoring (52) **	$37,688	1.23%	$86	$53,995	1.27%	$124

2022-2023 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR LAMAR EL (233901106)
SAN FELIPE-DEL RIO CISD

Total Enrolled Membership: 436

	General Fund	%	Per Student	All Funds	%	Per Student
Data Processing Svcs (53) **	$0	0.00%	$0	$0	0.00%	$0
Fund Raising CHARTER ONLY (81) **	$0	0.00%	$0	$0	0.00%	$0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	$3,056,805	100.00%	$7,011	$4,245,767	100.00%	$9,738
Regular	$1,342,155	43.91%	$3,078	$1,986,299	46.78%	$4,556
Gifted & Talented	$25,136	0.82%	$58	$25,192	0.59%	$58
Career & Technical	$0	0.00%	$0	$0	0.00%	$0
Students with Disabilities	$325,896	10.66%	$747	$445,652	10.50%	$1,022
State Compensatory ED	$425,824	13.93%	$977	$567,152	13.36%	$1,301
Bilingual	$16,937	0.55%	$39	$16,937	0.40%	$39
Early Education Allotment	$352,647	11.54%	$809	$352,647	8.31%	$809
Dyslexia or Related Disorder Serv	$107,780	3.53%	$247	$108,006	2.54%	$248
CCMR	$0	0.00%	$0	$0	0.00%	$0
Athletic Programming	$0	0.00%	$0	$0	0.00%	$0
Un-Allocated	$460,430	15.06%	$1,056	$743,882	17.52%	$1,706

Note: Some amounts may not total due to rounding.

* Please refer to sections A.1 through A.8 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus.

** Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data.

Link to PEIMS Financial Standard Reports to be used for the analysis of costs reported by comparable school districts.

Texas Education Agency

2024 Federal Report Card

LAMAR EL (233901106) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Part (i): Description of State Accountability System

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

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

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

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

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

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

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

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

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

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

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

1 If Federal Graduation Status is not available, Academic Growth Status is used.
2 If College, Career, and Military Readiness is not available, Student Achievement Domain Score: STAAR Component Only is used.

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

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

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

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

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

Part (ii): Student Achievement by Proficiency Level

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

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

Texas Education Agency
2024 Federal Report Card
LAMAR EL (233901106) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	72%	67%	**76%**	-	75%	*	-	-	-	-	75%	83%	40%	88%	60%	76%	75%	*	-	-	-
	CWD	48%	42%	**40%**	-	40%	-	-	-	-	-	42%	*	40%	-	25%	50%	33%	-	-	-	-
	CWOD	78%	77%	**88%**	-	88%	*	-	-	-	-	87%	100%	-	88%	78%	85%	91%	*	-	-	-
	EL	62%	46%	**60%**	-	60%	-	-	-	-	-	62%	*	25%	78%	60%	57%	62%	-	-	-	-
	Male	70%	60%	**76%**	-	76%	-	-	-	-	-	74%	*	50%	85%	57%	76%	-	-	-	-	-
	Female	75%	73%	**75%**	-	74%	*	-	-	-	-	76%	*	33%	91%	62%	-	75%	*	-	-	-
Mathematics	All Students	68%	63%	**78%**	-	78%	*	-	-	-	-	78%	83%	45%	90%	69%	82%	75%	*	-	-	-
	CWD	46%	41%	**45%**	-	45%	-	-	-	-	-	47%	*	45%	-	42%	50%	42%	-	-	-	-
	CWOD	74%	71%	**90%**	-	89%	*	-	-	-	-	89%	100%	-	90%	83%	92%	88%	*	-	-	-
	EL	61%	45%	**69%**	-	69%	-	-	-	-	-	71%	*	42%	83%	69%	71%	67%	-	-	-	-
	Male	70%	62%	**82%**	-	82%	-	-	-	-	-	81%	*	50%	92%	71%	82%	-	-	-	-	-
	Female	66%	63%	**75%**	-	74%	*	-	-	-	-	76%	*	42%	88%	67%	-	75%	*	-	-	-
Grade 4																						
Reading	All Students	79%	75%	**74%**	-	74%	*	-	-	-	-	73%	88%	58%	87%	65%	82%	64%	*	*	-	-
	CWD	55%	52%	**58%**	-	58%	-	-	-	-	-	58%	-	58%	-	25%	70%	39%	*	*	-	-
	CWOD	85%	85%	**87%**	-	87%	*	-	-	-	-	87%	88%	-	87%	78%	91%	82%	*	-	-	-
	EL	68%	59%	**65%**	-	65%	-	-	-	-	-	66%	*	25%	78%	65%	75%	53%	*	-	-	-
	Male	77%	75%	**82%**	-	81%	*	-	-	-	-	81%	86%	70%	91%	75%	82%	-	*	*	-	-
	Female	81%	76%	**64%**	-	64%	-	-	-	-	-	64%	-	39%	82%	53%	-	64%	*	-	-	-
Mathematics	All Students	67%	62%	**62%**	-	61%	*	-	-	-	-	59%	88%	34%	83%	63%	69%	53%	*	*	-	-
	CWD	42%	34%	**34%**	-	34%	-	-	-	-	-	34%	-	34%	-	13%	39%	28%	*	*	-	-
	CWOD	73%	73%	**83%**	-	83%	*	-	-	-	-	82%	88%	-	83%	82%	90%	73%	*	-	-	-
	EL	62%	53%	**63%**	-	63%	-	-	-	-	-	64%	*	13%	82%	63%	69%	53%	*	-	-	-
	Male	69%	68%	**69%**	-	68%	*	-	-	-	-	65%	88%	39%	90%	69%	69%	-	*	*	-	-
	Female	65%	56%	**53%**	-	53%	-	-	-	-	-	53%	-	28%	73%	53%	-	53%	*	-	-	-
Grade 5																						
Reading	All Students	78%	78%	**83%**	-	83%	*	-	-	-	-	81%	91%	67%	87%	68%	76%	92%	*	-	-	-
	CWD	48%	51%	**67%**	-	65%	*	-	-	-	-	63%	*	67%	-	*	62%	80%	-	-	-	-
	CWOD	84%	85%	**87%**	-	88%	-	-	-	-	-	86%	89%	-	87%	68%	81%	94%	*	*	-	-
	EL	70%	59%	**68%**	-	71%	-	-	-	-	-	67%	*	*	68%	68%	60%	86%	-	-	-	-
	Male	75%	74%	**76%**	-	76%	*	-	-	-	-	75%	83%	62%	81%	60%	76%	-	*	-	-	-
	Female	80%	82%	**92%**	-	94%	-	-	-	-	-	90%	100%	80%	94%	86%	-	92%	*	-	-	-
Mathematics	All Students	75%	81%	**88%**	-	89%	*	-	-	-	-	87%	100%	63%	90%	82%	86%	92%	*	-	-	-
	CWD	52%	64%	**83%**	-	82%	*	-	-	-	-	81%	*	83%	-	*	77%	100%	-	-	-	-
	CWOD	80%	86%	**90%**	-	91%	-	-	-	-	-	88%	100%	-	90%	79%	89%	90%	*	-	-	-
	EL	70%	72%	**82%**	-	86%	-	-	-	-	-	81%	*	*	79%	82%	87%	71%	-	-	-	-
	Male	75%	81%	**86%**	-	86%	*	-	-	-	-	84%	100%	77%	89%	87%	86%	-	*	-	-	-
	Female	75%	81%	**92%**	-	94%	-	-	-	-	-	90%	100%	100%	90%	71%	-	92%	*	-	-	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Science	All Students	56%	49%	51%	-	51%	*	-	-	-	-	49%	64%	39%	54%	59%	56%	44%	*	-	-	-
	CWD	34%	31%	39%	-	35%	*	-	-	-	-	31%	*	39%	-	*	46%	20%	-	-	-	-
	CWOD	61%	54%	54%	-	55%	-	-	-	-	-	54%	56%	-	54%	58%	59%	48%	*	-	-	-
	EL	43%	34%	59%	-	62%	-	-	-	-	-	57%	*	*	58%	59%	60%	57%	-	-	-	-
	Male	59%	54%	56%	-	55%	*	-	-	-	-	55%	67%	46%	59%	60%	56%	-	*	-	-	-
	Female	54%	44%	44%	-	46%	-	-	-	-	-	42%	60%	20%	48%	57%	-	44%	*	-	-	-
STAAR Percent at Meets Grade Level or Above																						
Grade 3																						
Reading	All Students	47%	40%	46%	-	45%	*	-	-	-	-	43%	83%	20%	55%	37%	41%	50%	*	-	-	-
	CWD	25%	21%	20%	-	20%	-	-	-	-	-	21%	*	20%	-	17%	13%	25%	-	-	-	-
	CWOD	52%	48%	55%	-	54%	*	-	-	-	-	51%	100%	-	55%	48%	50%	59%	*	-	-	-
	EL	34%	24%	37%	-	37%	-	-	-	-	-	38%	*	17%	48%	37%	43%	33%	-	-	-	-
	Male	44%	35%	41%	-	41%	-	-	-	-	-	35%	*	13%	50%	43%	41%	-	-	-	-	-
	Female	50%	45%	50%	-	49%	*	-	-	-	-	49%	*	25%	59%	33%	-	50%	*	-	-	-
Mathematics	All Students	41%	31%	42%	-	42%	*	-	-	-	-	39%	83%	15%	52%	34%	44%	41%	*	-	-	-
	CWD	24%	15%	15%	-	15%	-	-	-	-	-	16%	*	15%	-	8%	25%	8%	-	-	-	-
	CWOD	44%	37%	52%	-	51%	*	-	-	-	-	47%	100%	-	52%	48%	50%	53%	*	-	-	-
	EL	32%	18%	34%	-	34%	-	-	-	-	-	35%	*	8%	48%	34%	29%	38%	-	-	-	-
	Male	44%	32%	44%	-	44%	-	-	-	-	-	39%	*	25%	50%	29%	44%	-	*	-	-	-
	Female	37%	30%	41%	-	40%	*	-	-	-	-	39%	*	8%	53%	38%	-	41%	*	-	-	-
Grade 4																						
Reading	All Students	50%	39%	34%	-	34%	*	-	-	-	-	31%	63%	20%	44%	42%	38%	28%	*	*	-	-
	CWD	24%	21%	29%	-	20%	-	-	-	-	-	20%	-	20%	-	13%	22%	17%	*	*	-	-
	CWOD	56%	46%	44%	-	45%	*	-	-	-	-	41%	63%	-	44%	52%	50%	36%	*	-	-	-
	EL	39%	24%	42%	-	42%	-	-	-	-	-	41%	*	13%	52%	42%	56%	27%	*	-	-	-
	Male	47%	38%	38%	-	39%	*	-	-	-	-	34%	63%	22%	50%	56%	38%	-	*	*	-	-
	Female	53%	40%	28%	-	28%	-	-	-	-	-	28%	-	17%	36%	27%	-	28%	*	-	-	-
Mathematics	All Students	44%	33%	37%	-	37%	*	-	-	-	-	34%	75%	12%	57%	47%	44%	28%	*	*	-	-
	CWD	24%	17%	12%	-	12%	-	-	-	-	-	12%	-	12%	-	0%	13%	11%	*	*	-	-
	CWOD	49%	40%	57%	-	56%	*	-	-	-	-	53%	75%	-	57%	64%	68%	41%	*	-	-	-
	EL	38%	25%	47%	*	47%	-	-	-	-	-	46%	*	0%	64%	47%	50%	40%	*	-	-	-
	Male	47%	39%	44%	-	43%	*	-	-	-	-	39%	75%	13%	68%	50%	44%	-	*	*	-	-
	Female	41%	27%	28%	-	28%	-	-	-	-	-	28%	-	11%	41%	40%	-	28%	*	-	-	-
Grade 5																						
Reading	All Students	53%	49%	49%	-	49%	*	-	-	-	-	47%	64%	22%	56%	41%	48%	50%	*	-	-	-
	CWD	25%	25%	22%	-	18%	*	-	-	-	-	25%	*	22%	-	*	31%	0%	-	-	-	-
	CWOD	59%	56%	56%	-	57%	-	-	-	-	-	53%	78%	-	58%	47%	54%	58%	*	*	-	-
	EL	41%	28%	41%	-	43%	-	*	-	-	-	43%	*	*	47%	41%	40%	43%	-	-	-	-
	Male	51%	46%	45%	-	47%	*	-	-	-	-	45%	67%	31%	54%	46%	48%	-	*	-	-	-
	Female	56%	53%	50%	-	51%	-	-	-	-	-	48%	60%	0%	58%	43%	-	50%	*	-	-	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	49%	45%	47%	-	46%	*	-	-	-	-	43%	73%	44%	47%	36%	46%	47%	*	-	-	-
	CWD	26%	27%	44%	-	41%	*	-	-	-	-	38%	*	44%	-	*	38%	60%	-	-	-	-
	CWOD	54%	50%	47%	-	48%	-	-	-	-	-	44%	67%	-	47%	37%	49%	45%	*	-	-	-
	EL	41%	33%	36%	-	38%	-	-	-	-	-	33%	*	*	37%	36%	33%	43%	-	-	-	-
	Male	50%	45%	46%	-	45%	*	-	-	-	-	41%	83%	38%	49%	33%	46%	-	*	-	-	-
	Female	47%	44%	47%	-	49%	-	-	-	-	-	45%	60%	60%	45%	43%	-	47%	*	-	-	-
Science	All Students	27%	19%	19%	-	18%	*	-	-	-	-	16%	36%	28%	16%	14%	26%	8%	*	-	-	-
	CWD	16%	12%	28%	-	24%	*	-	-	-	*	25%	*	28%	-	*	31%	20%	-	-	-	-
	CWOD	29%	21%	16%	-	16%	-	-	-	-	-	14%	33%	-	16%	11%	24%	6%	*	-	-	-
	EL	15%	10%	14%	-	14%	-	-	-	-	-	10%	*	*	11%	14%	13%	14%	-	-	-	-
	Male	30%	24%	26%	-	24%	*	-	-	-	-	25%	33%	31%	24%	13%	26%	-	*	-	-	-
	Female	23%	13%	8%	-	9%	-	-	-	-	-	3%	40%	20%	6%	14%	-	8%	*	-	-	-
STAAR Percent at Masters Grade Level																						
Grade 3																						
Reading	All Students	20%	12%	12%	-	10%	*	-	-	-	-	8%	50%	0%	16%	9%	15%	9%	*	-	-	-
	CWD	6%	3%	0%	-	0%	-	-	-	-	-	0%	*	0%	-	0%	8%	6%	-	-	-	-
	CWOD	23%	16%	16%	-	14%	*	-	-	-	-	11%	60%	-	16%	13%	19%	13%	*	-	-	-
	EL	13%	5%	9%	-	9%	-	-	-	-	-	9%	*	0%	13%	9%	14%	5%	-	-	-	-
	Male	18%	13%	15%	-	15%	-	-	-	-	-	10%	*	0%	19%	14%	15%	-	*	-	-	-
	Female	22%	11%	9%	-	7%	*	-	-	-	-	7%	*	0%	13%	5%	-	9%	*	-	-	-
Mathematics	All Students	15%	8%	13%	-	13%	*	-	-	-	-	11%	33%	5%	16%	11%	12%	14%	*	-	-	-
	CWD	7%	3%	5%	-	5%	-	-	-	-	-	5%	*	5%	-	8%	0%	8%	-	-	-	-
	CWOD	17%	10%	16%	-	16%	*	-	-	-	-	13%	40%	-	16%	13%	15%	16%	*	-	-	-
	EL	10%	5%	11%	-	11%	-	-	-	-	-	12%	*	8%	13%	11%	14%	10%	-	-	-	-
	Male	17%	10%	12%	-	12%	-	-	-	-	-	10%	*	0%	15%	14%	12%	-	-	-	-	-
	Female	12%	6%	14%	-	14%	*	-	-	-	-	12%	*	8%	16%	10%	-	14%	*	-	-	-
Grade 4																						
Reading	All Students	22%	11%	10%	-	10%	*	-	-	-	-	7%	38%	3%	15%	10%	11%	8%	*	*	-	-
	CWD	6%	4%	3%	-	3%	-	-	-	-	-	3%	-	3%	-	0%	4%	0%	*	*	-	-
	CWOD	26%	14%	15%	-	15%	*	-	-	-	-	11%	38%	-	15%	13%	16%	14%	*	-	-	-
	EL	14%	5%	10%	-	10%	-	-	-	-	-	10%	*	0%	13%	10%	6%	13%	*	-	-	-
	Male	20%	9%	11%	-	11%	*	-	-	-	-	6%	38%	4%	16%	6%	11%	-	*	*	-	-
	Female	24%	14%	8%	-	8%	-	-	-	-	-	8%	-	0%	14%	13%	-	8%	*	-	-	-
Mathematics	All Students	20%	13%	16%	-	16%	*	-	-	-	-	15%	25%	5%	25%	23%	20%	10%	*	*	-	-
	CWD	7%	4%	5%	-	5%	-	-	-	-	-	5%	-	5%	-	0%	9%	0%	*	*	-	-
	CWOD	23%	16%	25%	-	25%	*	-	-	-	-	24%	25%	-	25%	32%	29%	18%	*	-	-	-
	EL	15%	9%	23%	-	23%	-	-	-	-	-	25%	*	0%	32%	23%	25%	20%	*	-	-	-
	Male	22%	15%	20%	-	21%	*	-	-	-	-	20%	25%	9%	29%	25%	20%	-	*	*	-	-
	Female	17%	11%	10%	-	10%	-	-	-	-	-	10%	-	0%	18%	20%	-	10%	*	-	-	-
Grade 5																						

Texas Education Agency
2024 Federal Report Card
LAMAR EL (233901106) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	28%	22%	**17%**	-	17%	*	-	-	-	-	16%	27%	11%	19%	9%	22%	11%	*	-	-	-
	CWD	8%	8%	**11%**	-	6%	*	-	-	-	-	13%	*	11%	-	*	15%	0%	-	-	-	-
	CWOD	32%	25%	**19%**	-	19%	-	-	-	-	-	17%	33%	-	19%	11%	24%	13%	*	-	-	-
	EL	17%	7%	**9%**	-	10%	-	-	-	-	-	10%	*	*	11%	9%	7%	14%	-	-	-	-
	Male	25%	22%	**22%**	-	20%	*	-	-	-	-	18%	50%	15%	24%	7%	22%	-	*	-	-	-
	Female	30%	21%	**11%**	-	11%	-	-	-	-	-	13%	0%	0%	13%	14%	-	11%	*	-	-	-
Mathematics	All Students	19%	13%	**12%**	-	12%	*	-	-	-	-	9%	27%	11%	12%	5%	12%	11%	*	-	-	-
	CWD	7%	5%	**11%**	-	12%	*	-	-	-	-	6%	*	11%	-	*	0%	40%	-	-	-	-
	CWOD	21%	15%	**12%**	-	12%	-	-	-	-	-	10%	22%	-	12%	0%	16%	8%	*	-	-	-
	EL	12%	5%	**5%**	-	5%	-	-	-	-	-	0%	*	*	0%	5%	0%	14%	-	-	-	-
	Male	21%	14%	**12%**	-	12%	*	-	-	-	-	11%	17%	0%	16%	0%	12%	-	*	-	-	-
	Female	17%	12%	**11%**	-	11%	-	-	-	-	-	6%	40%	40%	6%	14%	-	11%	*	-	-	-
Science	All Students	11%	7%	**7%**	-	7%	*	-	-	-	-	7%	9%	17%	4%	0%	12%	0%	*	-	-	-
	CWD	5%	3%	**17%**	-	18%	*	-	-	-	-	19%	*	17%	-	*	23%	0%	-	-	-	-
	CWOD	12%	8%	**4%**	-	4%	-	-	-	-	-	3%	11%	-	4%	0%	8%	0%	*	-	-	-
	EL	5%	2%	**0%**	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	0%	-	-	-	-
	Male	13%	8%	**12%**	-	12%	*	-	-	-	-	11%	17%	23%	8%	0%	12%	-	*	-	-	-
	Female	9%	5%	**0%**	-	0%	-	-	-	-	-	0%	0%	0%	0%	0%	-	0%	*	-	-	-
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						
All Subjects	All Students	73%	68%	**73%**	-	73%	100%	-	-	-	-	72%	85%	50%	82%	66%	75%	71%	58%	*	-	-
	CWD	46%	43%	**50%**	-	49%	*	-	-	-	-	49%	75%	50%	-	37%	56%	42%	*	*	-	-
	CWOD	77%	75%	**82%**	-	83%	*	-	-	-	-	82%	87%	-	82%	76%	83%	81%	73%	-	-	-
	EL	61%	49%	**66%**	-	67%	-	-	-	-	-	66%	56%	37%	76%	66%	69%	62%	*	-	-	-
	Male	71%	67%	**75%**	-	75%	100%	-	-	-	-	73%	88%	56%	83%	69%	75%	-	14%	*	-	-
	Female	74%	69%	**71%**	-	71%	*	-	-	-	-	70%	81%	42%	81%	62%	-	71%	83%	-	-	-
Reading	All Students	74%	70%	**78%**	-	78%	*	-	-	-	-	78%	88%	55%	87%	64%	78%	76%	75%	*	-	-
	CWD	44%	42%	**55%**	-	55%	*	-	-	-	-	55%	*	55%	-	30%	64%	44%	*	*	-	-
	CWOD	80%	77%	**87%**	-	88%	*	-	-	-	-	87%	91%	-	87%	75%	85%	89%	100%	-	-	-
	EL	59%	46%	**64%**	-	64%	-	-	-	-	-	64%	*	30%	75%	64%	64%	63%	*	-	-	-
	Male	70%	66%	**78%**	-	78%	*	-	-	-	-	77%	88%	64%	85%	64%	78%	-	*	*	-	-
	Female	78%	74%	**76%**	-	77%	*	-	-	-	-	76%	88%	44%	89%	63%	-	76%	100%	-	-	-
Mathematics	All Students	70%	67%	**76%**	-	76%	*	-	-	-	-	74%	92%	48%	88%	70%	78%	73%	38%	*	-	-
	CWD	45%	44%	**48%**	-	47%	*	-	-	-	-	47%	*	48%	-	39%	52%	43%	*	*	-	-
	CWOD	75%	73%	**88%**	-	88%	*	-	-	-	-	87%	95%	-	88%	81%	90%	85%	50%	-	-	-
	EL	62%	52%	**70%**	-	71%	-	-	-	-	-	71%	*	39%	81%	70%	77%	63%	*	-	-	-
	Male	71%	67%	**78%**	-	78%	*	-	-	-	-	76%	94%	52%	90%	77%	78%	-	*	*	-	-
	Female	70%	67%	**73%**	-	73%	*	-	-	-	-	71%	88%	43%	85%	63%	-	73%	60%	-	-	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Science	All Students	73%	65%	51%	-	51%	*	-	-	-	-	49%	64%	39%	54%	59%	56%	44%	*	-	-	-
	CWD	49%	42%	39%	-	35%	*	-	-	-	-	31%	*	39%	-	*	46%	20%	-	-	-	-
	CWOD	77%	71%	54%	-	55%	-	-	-	-	-	54%	56%	-	54%	58%	59%	48%	*	-	-	-
	EL	61%	52%	59%	-	62%	-	-	-	-	-	57%	*	*	58%	59%	60%	57%	-	-	-	-
	Male	74%	67%	56%	-	55%	*	-	-	-	-	55%	67%	46%	59%	60%	56%	-	*	-	-	-
	Female	72%	63%	44%	-	46%	-	-	-	-	-	42%	60%	20%	48%	57%	-	44%	*	-	-	-
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	47%	38%	39%	-	39%	86%	-	-	-	-	36%	66%	21%	46%	37%	41%	36%	26%	*	-	-
	CWD	22%	17%	21%	-	20%	*	-	-	-	-	20%	38%	21%	-	12%	24%	18%	*	*	-	-
	CWOD	51%	44%	46%	-	46%	*	-	-	-	-	43%	70%	-	46%	45%	49%	43%	33%	-	-	-
	EL	31%	19%	37%	-	37%	-	-	-	-	-	36%	44%	12%	45%	37%	38%	34%	*	-	-	-
	Male	45%	36%	41%	-	40%	80%	-	-	-	-	37%	70%	24%	49%	38%	41%	-	0%	*	-	-
	Female	48%	39%	36%	-	36%	*	-	-	-	-	35%	57%	18%	43%	34%	-	36%	42%	-	-	-
Reading	All Students	52%	45%	43%	-	43%	*	-	-	-	-	40%	68%	21%	52%	40%	42%	43%	38%	*	-	-
	CWD	23%	20%	21%	-	19%	*	-	-	-	-	21%	*	21%	-	13%	23%	18%	*	*	-	-
	CWOD	58%	52%	52%	-	53%	*	-	-	-	-	49%	77%	-	52%	49%	52%	53%	50%	-	-	-
	EL	34%	21%	40%	-	40%	-	-	-	-	-	40%	*	13%	49%	40%	47%	33%	*	-	-	-
	Male	48%	41%	42%	-	42%	*	-	-	-	-	39%	71%	23%	52%	47%	42%	-	*	*	-	-
	Female	57%	49%	43%	-	43%	*	-	-	-	-	41%	63%	18%	53%	33%	-	43%	60%	-	-	-
Mathematics	All Students	42%	33%	42%	-	41%	*	-	-	-	-	38%	76%	20%	51%	39%	45%	38%	25%	*	-	-
	CWD	22%	16%	20%	-	19%	*	-	-	-	-	18%	*	20%	-	9%	23%	17%	*	*	-	-
	CWOD	46%	38%	51%	-	51%	*	-	-	-	-	48%	77%	-	51%	50%	55%	47%	33%	-	-	-
	EL	31%	19%	39%	-	40%	-	-	-	-	-	39%	*	9%	50%	39%	39%	40%	*	-	-	-
	Male	43%	34%	45%	-	44%	*	-	-	-	-	40%	82%	23%	55%	39%	45%	-	*	*	-	-
	Female	40%	32%	38%	-	38%	*	-	-	-	-	37%	63%	17%	47%	40%	-	38%	40%	-	-	-
Science	All Students	42%	32%	19%	-	18%	*	-	-	-	-	16%	36%	28%	16%	14%	26%	8%	*	-	-	-
	CWD	21%	12%	28%	-	24%	*	-	-	-	-	25%	*	28%	-	*	31%	20%	-	-	-	-
	CWOD	45%	37%	16%	-	16%	-	-	-	-	-	14%	33%	-	16%	11%	24%	6%	*	-	-	-
	EL	24%	14%	14%	-	14%	-	-	-	-	-	10%	*	*	11%	14%	13%	14%	-	-	-	-
	Male	44%	36%	26%	-	24%	*	-	-	-	-	25%	33%	31%	24%	13%	26%	-	*	-	-	-
	Female	40%	28%	8%	-	9%	-	-	-	-	-	3%	40%	20%	6%	14%	-	8%	*	-	-	-
STAAR Percent at Masters Grade Level																						
All Grades																						
All Subjects	All Students	18%	11%	12%	-	12%	29%	-	-	-	-	11%	28%	6%	15%	10%	15%	9%	5%	*	-	-
	CWD	6%	3%	6%	-	6%	*	-	-	-	-	6%	13%	6%	-	4%	8%	4%	*	*	-	-
	CWOD	21%	13%	15%	-	15%	*	-	-	-	-	13%	30%	-	15%	12%	18%	11%	7%	-	-	-
	EL	9%	4%	10%	-	10%	-	-	-	-	-	10%	11%	4%	12%	10%	10%	11%	*	-	-	-
	Male	18%	11%	15%	-	15%	20%	-	-	-	-	13%	33%	8%	18%	10%	15%	-	0%	*	-	-
	Female	19%	12%	9%	-	9%	*	-	-	-	-	8%	19%	4%	11%	11%	-	9%	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	21%	13%	13%	-	12%	*	-	-	-	-	10%	36%	4%	17%	9%	16%	9%	13%	*	-	-
	CWD	6%	4%	4%	-	3%	*	-	-	-	-	4%	*	4%	-	0%	7%	0%	*	*	-	-
	CWOD	24%	16%	17%	-	16%	*	-	-	-	-	13%	41%	-	17%	12%	20%	13%	17%	-	-	-
	EL	10%	3%	9%	-	9%	-	-	-	-	-	10%	*	0%	12%	9%	9%	9%	*	-	-	-
	Male	18%	11%	16%	-	15%	*	-	-	-	-	11%	47%	7%	20%	9%	16%	-	*	*	-	-
	Female	24%	15%	9%	-	9%	*	-	-	-	-	9%	13%	0%	13%	9%	-	9%	20%	-	-	-
Mathematics	All Students	17%	10%	14%	-	14%	*	-	-	-	-	12%	28%	6%	17%	14%	15%	12%	0%	*	-	-
	CWD	6%	3%	6%	-	6%	*	-	-	-	-	5%	*	6%	-	9%	5%	9%	*	*	-	-
	CWOD	19%	12%	17%	-	17%	*	-	-	-	-	15%	27%	-	17%	16%	20%	13%	0%	-	-	-
	EL	10%	5%	14%	-	14%	-	-	-	-	-	13%	*	9%	16%	14%	14%	14%	*	-	-	-
	Male	18%	11%	15%	-	15%	*	-	-	-	-	14%	24%	5%	20%	14%	15%	-	*	*	-	-
	Female	15%	8%	12%	-	12%	*	-	-	-	-	10%	38%	9%	13%	14%	-	12%	0%	-	-	-
Science	All Students	15%	9%	7%	-	7%	*	-	-	-	-	7%	9%	17%	4%	0%	12%	0%	*	-	-	-
	CWD	5%	3%	17%	-	18%	*	-	-	-	-	19%	*	17%	-	*	23%	0%	-	-	-	-
	CWOD	17%	11%	4%	-	4%	-	-	-	-	-	3%	11%	-	4%	0%	8%	0%	*	-	-	-
	EL	5%	2%	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	0%	-	-	-	-
	Male	16%	10%	12%	-	12%	*	-	-	-	-	11%	17%	23%	8%	0%	12%	-	*	-	-	-
	Female	14%	8%	0%	-	0%	-	-	-	-	-	0%	0%	0%	0%	0%	-	0%	*	-	-	-

- Indicates there are no students in the group.

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

Part (ii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Academic Growth Score											
Reading											
All Students	69	-	69	*	-	-	-	-	69	69	74
CWD	69	-	69	*	-	-	-	-	68	69	66
CWOD	69	-	69	*	-	-	-	-	69	-	76
EL	74	-	74	-	-	-	-	-	73	66	74
Male	68	-	68	*	-	-	-	-	68	71	73
Female	70	-	70	*	-	-	-	-	71	67	75

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Mathematics											
All Students	71	-	71	*	-	-	-	-	69	56	78
CWD	56	-	57	*	-	-	-	-	54	56	59
CWOD	78	-	78	*	-	-	-	-	78	-	84
EL ◇	78	-	78	-	-	-	-	-	77	59	78
Male	70	-	70	*	-	-	-	-	68	54	81
Female	72	-	72	-	-	-	-	-	71	58	74

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

Part (iii)(II): Graduation Rate

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

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

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

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

Part (iv): English Language Proficiency

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

Total EL in Class	Proficiency of EL	Rate of Proficiency
185	33	18%

- Indicates there are no students in the group.
* Indicates results are masked due to small numbers to protect student confidentiality.
^ Indicates data reporting does not meet for Minimum Size.

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Student Success (Student Achievement Domain Score: STAAR Component Only)											
STAAR Component Score	41	-	41	72	-	-	-	-	40	26	38
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

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

Part (vi): Goal Meeting Status

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Target Met	N		N						N	N	N
Mathematics											
Interim Goals (2023-2027)	49%	33%	44%	60%	47%	82%	51%	55%	40%	29%	45%
Target Met	N		N						N	N	Y
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											Y
Interim Goals (2028-2032)											51%
Target Met											Y
Interim Goals (2033-2037)											53%
Target Met											Y
Long-Term Goals											55%
Target Met											N
Federal Graduation Status											
Interim Goals (2023-2027)	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80%
Target Met											
Interim Goals (2028-2032)	92.7%	90.2%	91.4%	95.2%	90.9%	97.1%	91.5%	93.2%	90.5%	85.8%	86%
Target Met											
Interim Goals (2033-2037)	95.4%	94.1%	94.7%	96.6%	94.4%	97.5%	94.7%	95.6%	94.3%	91.9%	92%
Target Met											
Long-Term Goals	98%	98%	98%	98%	98%	98%	98%	98%	98%	98%	98%
Target Met											

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

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

Part (vii): STAAR Participation

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

Texas Education Agency
2024 Federal Report Card
LAMAR EL (233901106) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Participation Rate																	
All Subjects	All Students	100%	-	100%	100%	-	-	-	-	100%	100%	99%	100%	99%	100%	100%	100%
	CWD	99%	-	99%	*	-	-	-	-	99%	100%	99%	-	100%	100%	99%	*
	CWOD	100%	-	100%	*	-	-	-	-	100%	100%	-	100%	99%	100%	100%	100%
	EL	99%	-	99%	-	-	-	-	-	99%	100%	100%	99%	99%	99%	100%	*
	Male	100%	-	100%	100%	-	-	-	-	100%	100%	100%	100%	99%	100%	-	100%
	Female	100%	-	100%	*	-	-	-	-	100%	100%	99%	100%	100%	-	100%	100%
Reading	All Students	100%	-	100%	*	-	-	-	-	100%	100%	99%	100%	100%	100%	99%	100%
	CWD	99%	-	99%	*	-	-	-	-	99%	*	99%	-	100%	100%	97%	*
	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	99%	-	99%	*	-	-	-	-	99%	100%	97%	100%	100%	-	99%	100%
Mathematics	All Students	100%	-	100%	*	-	-	-	-	100%	100%	100%	99%	99%	99%	100%	100%
	CWD	100%	-	100%	*	-	-	-	-	100%	*	100%	-	100%	100%	100%	*
	CWOD	99%	-	99%	*	-	-	-	-	99%	100%	-	99%	98%	99%	100%	100%
	EL	99%	-	99%	-	-	-	-	-	99%	*	100%	98%	99%	98%	100%	*
	Male	99%	-	99%	*	-	-	-	-	99%	100%	100%	99%	98%	99%	-	*
	Female	100%	-	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%	100%	*
	EL	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%	*
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%	1%	0%	1%	0%	0%	0%
	CWD	1%	-	1%	*	-	-	-	-	1%	0%	1%	-	0%	0%	1%	*
	CWOD	0%	-	0%	*	-	-	-	-	0%	0%	-	0%	1%	0%	0%	0%
	EL	1%	-	1%	-	-	-	-	-	1%	0%	0%	1%	1%	1%	0%	*
	Male	0%	-	0%	0%	-	-	-	-	0%	0%	0%	0%	1%	0%	-	0%
	Female	0%	-	0%	*	-	-	-	-	0%	0%	1%	0%	0%	-	0%	0%
Reading	All Students	0%	-	0%	*	-	-	-	-	0%	0%	1%	0%	0%	0%	1%	0%
	CWD	1%	-	1%	*	-	-	-	-	1%	*	1%	-	0%	0%	3%	*
	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	1%	-	1%	*	-	-	-	-	1%	0%	3%	0%	0%	-	1%	0%
Mathematics	All Students	0%	-	0%	*	-	-	-	-	0%	0%	0%	1%	1%	1%	0%	0%
	CWD	0%	-	0%	*	-	-	-	-	0%	*	0%	-	0%	0%	0%	*
	CWOD	1%	-	1%	*	-	-	-	-	1%	0%	-	1%	2%	1%	0%	0%
	EL	1%	-	1%	-	-	-	-	-	1%	*	0%	2%	1%	2%	0%	*
	Male	1%	-	1%	*	-	-	-	-	1%	0%	0%	1%	2%	1%	-	*
	Female	0%	-	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%	0%	*
	EL	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%	*
SAT/ACT All Subjects	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

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

Part (viii): Civil Rights Data

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

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

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

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Out-of-School Suspensions												
	Male	1	0	1	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	1	0	1	0	0	0	0	0	0		0
Expulsions												
With Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
School-Related Arrests												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Referrals to Law Enforcement												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
All Students												
Chronic Absenteeism												
	Male	60	-8	58	2	-8	-8	-8	-8	8	15	6
	Female	51	-8	50	1	-8	-8	-8	-8	11	6	6
	Total	111	-8	108	3	-8	-8	-8	-8	19	21	12

Incidents of Violence	Total
Incidents of rape or attempted rape	0
Incidents of sexual assault (other than rape)	0
Incidents of robbery with a weapon	0

	Total
Incidents of robbery without a weapon	0
Incidents of physical attack or fight with a weapon	0
Incidents of physical attack or fight without a weapon	1
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack without a weapon	0
Incidents of possession of a firearm or explosive device	0
Allegations of Harassment or bullying	
On the basis of sex	0
On the basis of race	0
On the basis of disability	0
On the basis of sexual orientation	0
On the basis of religion	0

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

Preschool Programs

	Total Students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9

Accelerated Coursework

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

	Total Students		African American		Hispanic		White		Indian or Alaska Native		Asian		Pacific Islander		Two or More Races		EL		Students with Disabilities	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9

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

Part (ix): Teacher Quality Data

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

High Poverty School		
	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	3.4	10.6%
Teachers Teaching with Emergency or Provisional Credentials	0.1	0.3%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	2.4	7.9%

- 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).

To be updated by June 30th, 2025.

		State & Local and Federal	State & Local			Federal		
	Enrollment	Total	Site	District Allocation	Total	Site	District Allocation	Total
Business/central/other support services		$710		$516	$516		$194	$194
Food services		$816		$5	$5	$481	$330	$811
Instruction		$6,465	$4,225	$82	$4,307	$1,964	$193	$2,157
Support services, general administration		$130		$130	$130			
Support services, instructional staff		$682	$528	$24	$552	$9	$121	$130
Support services, operation and maintenance of plant		$1,818	$1,033	$738	$1,771	$41	$6	$47

		State & Local and Federal	State & Local			Federal		
	Enrollment	Total	Site	District Allocation	Total	Site	District Allocation	Total
Support services, pupils		$548	$451	$25	$476	$0	$72	$72
Support services, school administration		$423	$418	$0	$418		$5	$5
Support services, student transportation		$304		$293	$293		$11	$11
Total	**436**	**$11,895**	**$6,656**	**$1,813**	**$8,469**	**$2,495**	**$932**	**$3,427**

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%	11	1%	*	1%
Mathematics	6,620	2%	11	1%	*	1%
Grade 4						
Reading	6,491	2%	14	2%	*	2%
Mathematics	6,491	2%	14	2%	*	2%
Grade 5						
Reading	6,033	1%	10	1%	*	2%
Mathematics	6,033	2%	10	1%	*	2%
Science	6,033	2%	10	1%	*	2%
Grade 6						
Reading	5,586	1%	10	1%	-	-
Mathematics	5,586	1%	10	1%	-	-
Grade 7						
Reading	5,233	1%	9	1%	-	-
Mathematics	5,227	2%	9	1%	-	-
Grade 8						
Reading	4,985	1%	10	1%	-	-
Mathematics	4,985	1%	10	2%	-	-
Science	4,984	1%	10	1%	-	-
End of Course						
English I	5,119	1%	9	1%	-	-
English II	4,683	1%	8	1%	-	-
Algebra I	5,112	1%	9	1%	-	-
Biology	5,027	1%	9	1%	-	-
All Grades						

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
All Subjects	100,862	1%	183	1%	12	2%
Reading	44,764	1%	81	1%	5	2%
Mathematics	40,054	1%	73	1%	5	2%
Science	16,044	1%	29	1%	*	2%

- Indicates there are no students in the group.

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

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

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

State Level: 2022 Percentages at NAEP Achievement Levels

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

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

* Indicates reporting standards not met.

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

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

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

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

There is no data for this campus.

Part (xiv): Additional Information - Chronic Absenteeism

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Chronic Absenteeism Rate	22%	*	23%	17%	-	-	-	*	23%	20%	13%

- Indicates there are no students in the group.

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

Part (xv): Section 1003 Fund

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

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

There is no data for this campus.

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

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

School	School Name	# of 1st Year English Learners Excluded from the State Accountability	District Number
233901106	LAMAR EL	*	233901

Note: Downloadable PDF and Excel files are available at District and State Levels.

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

2023-24 Texas Academic Performance Report (TAPR)

District Name: SAN FELIPE-DEL RIO CISD

Campus Name: IRENE C CARDWELL EL

Campus Number: 233901108

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This campus is not rated on STAAR Performance (TAPR).

This campus is not rated on STAAR Progress (TAPR).

This campus is not rated on Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR).

This campus is not rated on STAAR Participation (TAPR).

There is no data for this campus.

Texas Education Agency
2023-24 Graduation Profile (TAPR)
IRENE C CARDWELL EL (233901108) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2022-23 Annual Graduates)				
Total Graduates	-	-	752	377,367
By Ethnicity:				
African American	-	-	5	46,822
Hispanic	-	-	706	197,333
White	-	-	39	103,009
American Indian	-	-	0	1,181
Asian	-	-	1	19,151
Pacific Islander	-	-	0	574
Two or More Races	-	-	1	9,297
By Graduation Type:				
Minimum H.S. Program	-	-	0	433
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	270
Foundation H.S. Program (No Endorsement)	-	-	47	49,278
Foundation H.S. Program (Endorsement)	-	-	0	16,475
Foundation H.S. Program (DLA)	-	-	700	310,689
Texas First Early H.S. Completion Program (Texas First-DLA)	-	-	5	222
Special Education Graduates	-	-	81	34,589
Economically Disadvantaged Graduates	-	-	490	206,367
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	99	50,229
At-Risk Graduates	-	-	655	168,430
CTE Completers	-	-	350	116,959

There is no data for this campus.

There is no data for this campus.

There is no data for this campus.

Texas Education Agency
2023-24 Student Information (TAPR)
IRENE C CARDWELL EL (233901108) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Total Students	**449**	**100.0%**	**9,875**	**5,517,464**	**466**	**100.0%**	**9,907**	**5,531,236**
Students by Grade								
Early Childhood Education	27	6.0%	0.3%	0.3%	44	9.4%	0.4%	0.5%
Pre-Kindergarten	422	94.0%	4.5%	4.5%	422	90.6%	4.5%	4.5%
Ethnic Distribution								
African American	2	0.4%	0.5%	12.8%	2	0.4%	0.5%	12.8%
Hispanic	433	96.4%	93.3%	53.2%	448	96.1%	93.2%	53.2%
White	11	2.4%	5.2%	25.0%	13	2.8%	5.2%	25.0%
American Indian	1	0.2%	0.1%	0.3%	1	0.2%	0.1%	0.3%
Asian	1	0.2%	0.4%	5.4%	1	0.2%	0.4%	5.4%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	1	0.2%	0.6%	3.1%	1	0.2%	0.6%	3.1%
Sex								
Female	206	45.9%	49.1%	48.9%	206	44.2%	48.9%	48.8%
Male	243	54.1%	50.9%	51.1%	260	55.8%	51.1%	51.2%
Other Student Cohorts								
Economically Disadvantaged	414	92.2%	75.0%	62.3%	426	91.4%	74.9%	62.2%
Non-Educationally Disadvantaged	35	7.8%	25.0%	37.7%	40	8.6%	25.1%	37.8%
Section 504 Students	0	0.0%	8.4%	7.2%	0	0.0%	8.4%	7.2%
EB Students/EL	157	35.0%	23.4%	24.4%	161	34.5%	23.4%	24.3%
Students w/ Disciplinary Placements (2022-23)	0	0.0%	2.7%	1.9%				
Students w/ Dyslexia	0	0.0%	4.8%	6.0%	0	0.0%	4.8%	6.0%
Foster Care	2	0.4%	0.1%	0.2%	2	0.4%	0.1%	0.2%
Homeless	11	2.4%	1.3%	1.4%	11	2.4%	1.3%	1.4%
Immigrant	8	1.8%	2.4%	2.9%	8	1.7%	2.4%	2.9%
Migrant	11	2.4%	2.1%	0.2%	11	2.4%	2.1%	0.2%
Title I	449	100.0%	98.4%	65.7%	466	100.0%	98.4%	65.7%
Military Connected	11	2.4%	6.0%	3.9%	11	2.4%	6.0%	3.9%
At-Risk	403	89.8%	65.0%	53.2%	407	87.3%	64.8%	53.2%
Students by Instructional Program								
Bilingual/ESL Education	155	34.5%	22.6%	24.5%	159	34.1%	22.5%	24.4%
Career and Technical Education	0	0.0%	28.2%	26.9%	-	-	-	-
Career and Technical Education (9-12 grades only)	0	0.0%	84.5%	73.3%	-	-	-	-
Gifted and Talented Education	0	0.0%	6.6%	8.5%	0	0.0%	6.6%	8.5%
Special Education	84	18.7%	18.1%	13.9%	101	21.7%	18.3%	14.0%
Students with Disabilities by Type of Primary Disability								
Total Students with Disabilities	**84**							

Texas Education Agency
2023-24 Student Information (TAPR)
IRENE C CARDWELL EL (233901108) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Students with Intellectual Disabilities	0	0.0%	58.0%	45.7%				
Students with Physical Disabilities	56	66.7%	17.9%	18.9%				
Students with Autism	13	15.5%	6.9%	16.2%				
Students with Behavioral Disabilities	*	*	16.4%	17.6%				
Students with Non-Categorical Early Childhood	**	**	0.8%	1.7%				
Mobility (2022-23)								
Total Mobile Students	-	-	**10.9%**	**16.1%**				
African American	-	-	0.2%	3.4%				
Hispanic	-	-	10.0%	8.5%				
White	-	-	0.6%	3.1%				
American Indian	-	-	0.0%	0.1%				
Asian	-	-	0.1%	0.5%				
Pacific Islander	-	-	0.0%	0.0%				
Two or More Races	-	-	0.1%	0.5%				
Special Ed Students who are Mobile	-	-	8.8%	17.6%				
Count and Percent of EB Students/EL who are Mobile	-	-	12.9%	16.3%				
Count and Percent of Econ Dis Students who are Mobile	-	-	11.7%	18.6%				
Student Attrition (2022-23)								
Total Student Attrition	19	13.2%	27.8%	18.1%				

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

Texas Education Agency
2023-24 Staff Information (TAPR)
IRENE C CARDWELL EL (233901108) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	Campus			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Total Staff	**54.3**	**100.0%**	**100.0%**	**100.0%**
Professional Staff	29.0	53.4%	51.4%	63.9%
Teachers	23.3	42.9%	36.4%	48.3%
Professional Support	4.7	8.6%	12.2%	11.1%
Campus Administration (School Leadership)	1.0	1.8%	2.2%	3.3%
Educational Aides	25.3	46.6%	11.9%	11.4%
Librarians and Counselors (Headcount)				
Full-time Librarians	0.0	n/a	10.0	4,187.0
Part-time Librarians	0.0	n/a	0.0	651.0
Full-time Counselors	1.0	n/a	41.0	13,870.0
Part-time Counselors	0.0	n/a	0.0	1,172.0
Total Minority Staff	**52.0**	**95.6%**	**90.7%**	**54.4%**
Teachers by Ethnicity				
African American	0.0	0.0%	0.9%	12.6%
Hispanic	21.0	90.1%	84.9%	30.1%
White	2.3	9.9%	14.0%	53.4%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	0.0	0.0%	0.0%	2.1%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.0%	1.3%
Teachers by Sex				
Males	1.0	4.3%	20.6%	24.5%
Females	22.3	95.7%	79.4%	75.5%
Teachers by Highest Degree Held				
No Degree	0.0	0.0%	2.2%	2.5%
Bachelors	20.0	85.8%	79.3%	71.7%
Masters	3.3	14.2%	18.6%	24.9%
Doctorate	0.0	0.0%	0.0%	0.8%
Teachers by Years of Experience				
Beginning Teachers	4.0	17.2%	6.9%	8.7%
1-5 Years Experience	5.0	21.4%	28.6%	27.4%
6-10 Years Experience	3.0	12.9%	18.9%	20.2%
11-20 Years Experience	9.0	38.6%	26.6%	27.1%
21-30 Years Experience	2.3	9.9%	13.6%	13.7%
Over 30 Years Experience	0.0	0.0%	5.5%	3.0%
Number of Students per Teacher	19.3	n/a	18.1	14.7

Texas Education Agency
2023-24 Staff Information (TAPR)
IRENE C CARDWELL EL (233901108) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Staff Information	Campus	District	State
Experience of Campus Leadership			
Average Years Experience of Principals	5.0	5.8	6.0
Average Years Experience of Principals with District	5.0	5.8	5.1
Average Years Experience of Assistant Principals	0.0	2.7	5.1
Average Years Experience of Assistant Principals with District	0.0	2.4	4.3
Average Years Experience of Teachers	10.6	12.2	11.1
Average Years Experience of Teachers with District	9.3	11.3	6.9
Average Teacher Salary by Years of Experience (regular duties only)			
Beginning Teachers	$38,375	$43,915	$54,272
1-5 Years Experience	$44,200	$54,966	$58,185
6-10 Years Experience	$58,984	$59,041	$61,494
11-20 Years Experience	$63,452	$63,850	$65,219
21-30 Years Experience	$67,496	$67,782	$69,723
Over 30 Years Experience	-	$74,563	$74,014
Average Actual Salaries (regular duties only)			
Teachers	$54,849	$60,152	$62,474
Professional Support	$74,663	$75,452	$73,783
Campus Administration (School Leadership)	$108,243	$90,313	$86,738
Instructional Staff Percent	n/a	59.6%	65.0%
Contracted Instructional Staff (not incl. above)	0.0	0.0	1,970.1

	Campus			
Program Information	**Count**	**Percent**	**District**	**State**
Teachers by Program (population served)				
Bilingual/ESL Education	4.0	17.2%	9.5%	6.0%
Career and Technical Education	0.0	0.0%	7.2%	5.5%
Compensatory Education	18.0	77.2%	7.1%	3.1%
Gifted and Talented Education	0.0	0.0%	1.9%	1.6%
Regular Education	0.0	0.0%	67.5%	69.8%
Special Education	1.3	5.7%	5.0%	10.3%
Other	0.0	0.0%	1.7%	3.7%

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

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

"The 2024 accountability reports are not yet publicly available. The release of these reports is pending judicial ruling and decisions from the 89th legislature during a special called session."



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Campus Comparison

Not Available

2022-2023 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR IRENE C CARDWELL EL (233901108)
SAN FELIPE-DEL RIO CISD

Total Enrolled Membership: 410

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	$2,184,988	100.00%	$5,329	$5,078,479	100.00%	$12,387
Operating-Payroll	$1,941,742	88.87%	$4,736	$4,535,268	89.30%	$11,062
Other Operating	$237,361	10.86%	$579	$537,326	10.58%	$1,311
Non-Operating(Equipt/Supplies)	$5,885	0.27%	$14	$5,885	0.12%	$14
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	$2,179,103	100.00%	$5,315	$5,072,594	100.00%	$12,372
Instruction (11,95) *	$1,019,699	46.79%	$2,487	$2,846,770	56.12%	$6,943
Instructional Res/Media (12) *	$15,728	0.72%	$38	$46,601	0.92%	$114
Curriculum/Staff Develop (13) *	$40,230	1.85%	$98	$59,734	1.18%	$146
Instructional Leadership (21) *	$298,087	13.68%	$727	$412,674	8.14%	$1,007
School Leadership (23) *	$149,162	6.85%	$364	$149,162	2.94%	$364
Guidance/Counseling Svcs (31) *	$25,503	1.17%	$62	$121,725	2.40%	$297
Social Work Services (32) *	$45,218	2.08%	$110	$45,218	0.89%	$110
Health Services (33) *	$48,481	2.22%	$118	$140,918	2.78%	$344
Transportation(34) *	$196,721	9.03%	$480	$320,193	14.69%	$781
Food (35) **	$2,811	0.13%	$7	$250,088	4.93%	$610
Extracurricular (36) **	$0	0.00%	$0	$4,938	0.10%	$12
Plant Maint/Operation (51) **	$220,368	10.11%	$537	$395,352	7.79%	$964
Security/Monitoring (52) **	$28,242	1.30%	$69	$28,242	0.56%	$69

2022-2023 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR IRENE C CARDWELL EL (233901108)
SAN FELIPE-DEL RIO CISD

Total Enrolled Membership: 410

	General Fund	%	Per Student	All Funds	%	Per Student
Data Processing Svcs (53) **	$14,138	0.65%	$34	$14,138	0.28%	$34
Fund Raising CHARTER ONLY (81) **	$0	0.00%	$0	$0	0.00%	$0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	$2,179,103	100.00%	$5,315	$5,072,594	100.00%	$12,372
Regular	$255,671	11.73%	$624	$291,099	5.74%	$710
Gifted & Talented	$0	0.00%	$0	$0	0.00%	$0
Career & Technical	$0	0.00%	$0	$0	0.00%	$0
Students with Disabilities	$181,778	8.34%	$443	$273,815	5.40%	$668
State Compensatory ED	$1,540,953	70.72%	$3,758	$4,074,148	80.32%	$9,937
Bilingual	$33,352	1.53%	$81	$33,397	0.66%	$81
Early Education Allotment	$0	0.00%	$0	$0	0.00%	$0
Dyslexia or Related Disorder Serv	$0	0.00%	$0	$0	0.00%	$0
CCMR	$0	0.00%	$0	$0	0.00%	$0
Athletic Programming	$0	0.00%	$0	$0	0.00%	$0
Un-Allocated	$167,349	7.68%	$408	$400,135	7.89%	$976

Note: Some amounts may not total due to rounding.

* Please refer to sections A.1 through A.8 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus.

** Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data.

Link to PEIMS Financial Standard Reports to be used for the analysis of costs reported by comparable school districts.

Part (i): Description of State Accountability System

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

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

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

Campus ESSA Goals (HS/K-12 & AEA)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Performance (At Meets Grade Level or Above)												
Reading/ELA	Baseline Rates	44%	32%	36%	62%	43%	74%	45%	58%	33%	13%	20%
	2022-23 through 2026-27	44%	32%	36%	62%	43%	74%	45%	58%	33%	13%	20%
	2027-28 through 2031-32	53%	43%	47%	68%	53%	78%	54%	65%	44%	28%	33%
	2032-33 through 2036-37	62%	54%	58%	74%	63%	82%	63%	72%	55%	43%	46%
	2037-38	72%	66%	68%	81%	72%	87%	73%	79%	67%	57%	60%
Mathematics	Baseline Rates	38%	26%	35%	48%	37%	72%	41%	44%	32%	15%	31%
	2022-23 through 2026-27	38%	26%	35%	48%	37%	72%	41%	44%	32%	15%	31%
	2027-28 through 2031-32	48%	36%	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%	89.1%	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%	89.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80.0%
	2027-28 through 2031-32	92.7%	90.2%	91.4%	95.2%	90.9%	97.1%	91.5%	93.2%	90.5%	85.8%	86.0%
	2032-33 through 2036-37	95.4%	94.1%	94.7%	96.6%	94.4%	97.5%	94.7%	95.6%	94.3%	91.9%	92.0%
	2037-38	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%

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

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

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

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

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

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

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

1 If Federal Graduation Status is not available, Academic Growth Status is used.
2 If College, Career, and Military Readiness is not available, Student Achievement Domain Score: STAAR Component Only is used.

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

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

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

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

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

Part (ii): Student Achievement by Proficiency Level

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

There is no data for this campus.

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

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

There is no data for this campus.

Part (iii)(II): Graduation Rate

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

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

There is no data for this campus.

Part (iv): English Language Proficiency

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

There is no data for this campus.

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

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

There is no data for this campus.

Part (vi): Goal Meeting Status

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

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

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

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)

There is no data for this campus.

Part (viii): Civil Rights Data

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

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

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9		
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9		
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9		
Expulsions												
With Educational Services	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9		
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9		
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9		
Without Educational Services	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9		
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9		
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9		
Under Zero Tolerance Policies	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9		
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9		
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9		
School-Related Arrests												
	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9		
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9		
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9		
Referrals to Law Enforcement												
	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9		
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9		
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9		
Students With Disabilities In-School Suspensions												
	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9		-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9		-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9		-9
Out-of-School Suspensions												
	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9		-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9		-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9		-9
Expulsions												
With Educational Services	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9		-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9		-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9		-9

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
Without Educational Services	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9		-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9		-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9		-9
Under Zero Tolerance Policies	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9		-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9		-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9		-9
School-Related Arrests												
	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9		-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9		-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9		-9
Referrals to Law Enforcement												
	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9		-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9		-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9		-9
All Students												
Chronic Absenteeism												
	Male	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-	-

	Total
Incidents of Violence	
Incidents of rape or attempted rape	0
Incidents of sexual assault (other than rape)	0
Incidents of robbery with a weapon	0
Incidents of robbery without a weapon	0
Incidents of physical attack or fight with a weapon	0
Incidents of physical attack or fight without a weapon	0
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack without a weapon	0
Incidents of possession of a firearm or explosive device	0
Allegations of Harassment or bullying	
On the basis of sex	-9
On the basis of race	-9
On the basis of disability	-9

	Total
On the basis of sexual orientation	-9
On the basis of religion	-9

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

Preschool Programs

	Total Students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Male	165	2	156	5	0	2	0	0	43	36
Female	193	0	187	4	0	2	0	0	45	15
Total	358	2	343	9	0	4	0	0	88	51

Accelerated Coursework

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

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

Part (ix): Teacher Quality Data

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

High Poverty School		
	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	8.0	32.9%
Teachers Teaching with Emergency or Provisional Credentials	2.0	8.6%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	9.0	38.6%

- Indicates there are no data available in the group.

Part (x): Per-pupil Expenditure

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

To be updated by June 30th, 2025.

		State & Local and Federal	State & Local			Federal		
	Enrollment	Total	Site	District Allocation	Total	Site	District Allocation	Total
Business/central/other support services		$742	$32	$516	$548		$194	$194
Food services		$900	$7	$5	$12	$558	$330	$888
Instruction		$7,019	$2,329	$82	$2,411	$4,415	$193	$4,608
Support services, general administration		$130		$130	$130			
Support services, instructional staff		$1,342	$820	$24	$844	$377	$121	$498
Support services, operation and maintenance of plant		$1,756	$591	$738	$1,329	$421	$6	$427
Support services, pupils		$829	$273	$25	$298	$459	$72	$531
Support services, school administration		$343	$338	$0	$338		$5	$5
Support services, student transportation		$1,017	$413	$293	$706	$300	$11	$311
Total	**410**	**$14,078**	**$4,803**	**$1,813**	**$6,616**	**$6,530**	**$932**	**$7,462**

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

Part (xi): STAAR Alternate 2 Participation

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

There is no data for this campus.

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

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

State Level: 2022 Percentages at NAEP Achievement Levels										
			% 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

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	Pacific Islander	*	35	*	65	*	25	*	2
		Two or More Races	28	27	72	73	32	35	5	6
		EcoDis	42	42	58	58	16	19	1	1
		Students with Disabilities	74	69	26	31	5	7	1	n/a
		English Language Learners	53	68	47	32	10	5	n/a	n/a
	Mathematics	Overall	39	38	61	62	24	26	5	7
		Black	54	62	46	38	11	9	2	1
		Hispanic	46	51	54	49	16	14	2	2
		White	28	26	72	74	36	35	8	9
		American Indian	*	55	*	45	*	13	*	2
		Asian	10	14	90	86	57	58	27	27
		Pacific Islander	*	50	*	50	*	17	*	5
		Two or More Races	26	37	74	63	30	28	3	7
		EcoDis	49	54	51	46	15	13	2	2
		Students with Disabilities	81	77	19	23	4	5	n/a	1
		English Language Learners	60	76	40	24	8	4	1	n/a

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

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

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

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

There is no data for this campus.

Part (xiv): Additional Information - Chronic Absenteeism

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

There is no data for this campus.

Part (xv): Section 1003 Fund

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

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

There is no data for this campus.

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

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

There is no data for this campus.

2023-24 Texas Academic Performance Report (TAPR)

District Name: SAN FELIPE-DEL RIO CISD

Campus Name: BUENA VISTA EL

Campus Number: 233901110

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Texas Education Agency
2023-24 STAAR Performance (TAPR)
BUENA VISTA EL (233901110) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2024	74%	68%	**84%**	*	84%	*	-	*	-	*	64%	*	87%	69%	85%	72%
	2023	76%	73%	**72%**	*	71%	100%	-	*	-	-	45%	*	73%	68%	67%	59%
At Meets Grade Level or Above	2024	48%	41%	**53%**	*	52%	*	-	*	-	*	39%	*	54%	46%	45%	33%
	2023	50%	45%	**43%**	*	39%	100%	-	*	-	-	21%	*	44%	37%	35%	22%
At Masters Grade Level	2024	21%	12%	**17%**	*	16%	*	-	*	-	*	7%	*	19%	8%	9%	6%
	2023	20%	14%	**19%**	*	18%	40%	-	*	-	-	10%	*	20%	11%	11%	4%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2024	70%	65%	**64%**	*	62%	*	-	*	-	*	36%	*	62%	77%	60%	50%
	2023	73%	68%	**71%**	*	69%	100%	-	*	-	-	57%	*	70%	72%	64%	48%
At Meets Grade Level or Above	2024	42%	32%	**33%**	*	29%	*	-	*	-	*	32%	*	37%	8%	28%	17%
	2023	45%	33%	**36%**	*	33%	80%	-	*	-	-	25%	*	36%	33%	28%	17%
At Masters Grade Level	2024	15%	8%	**7%**	*	5%	*	-	*	-	*	0%	*	7%	8%	3%	6%
	2023	19%	9%	**15%**	*	14%	40%	-	*	-	-	7%	*	17%	6%	11%	9%
Grade 4 Reading																	
At Approaches Grade Level or Above	2024	81%	76%	**86%**	*	87%	*	-	-	-	*	47%	*	86%	84%	79%	76%
	2023	77%	78%	**86%**	-	86%	100%	-	*	-	*	61%	100%	87%	79%	75%	75%
At Meets Grade Level or Above	2024	51%	40%	**56%**	*	56%	*	-	-	-	*	21%	*	55%	63%	51%	41%
	2023	48%	43%	**50%**	-	47%	90%	-	*	-	*	26%	40%	48%	63%	36%	30%
At Masters Grade Level	2024	23%	12%	**24%**	*	24%	*	-	-	-	*	11%	*	23%	26%	13%	18%
	2023	22%	13%	**19%**	-	17%	50%	-	*	-	*	4%	40%	20%	17%	13%	10%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2024	69%	63%	**75%**	*	75%	*	-	-	-	*	42%	*	74%	79%	68%	76%
	2023	71%	69%	**67%**	-	66%	80%	-	*	-	*	30%	100%	67%	67%	55%	70%
At Meets Grade Level or Above	2024	46%	34%	**46%**	*	47%	*	-	-	-	*	26%	*	45%	47%	34%	41%
	2023	48%	41%	**36%**	-	33%	80%	-	*	-	*	17%	60%	34%	42%	24%	28%
At Masters Grade Level	2024	21%	13%	**19%**	*	20%	*	-	-	-	*	11%	*	21%	11%	11%	18%
	2023	22%	14%	**13%**	-	11%	40%	-	*	-	*	9%	20%	13%	13%	10%	10%
Grade 5 Reading																	

Texas Education Agency
2023-24 STAAR Performance (TAPR)
BUENA VISTA EL (233901110) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2024	79%	79%	**70%**	*	71%	100%	-	*	-	*	41%	*	72%	63%	61%	50%
	2023	81%	81%	**89%**	-	91%	71%	-	*	-	*	57%	*	88%	95%	84%	79%
At Meets Grade Level or Above	2024	55%	51%	**48%**	*	48%	60%	-	*	-	*	23%	*	52%	32%	29%	20%
	2023	57%	51%	**63%**	-	63%	57%	-	*	-	*	29%	*	63%	63%	49%	38%
At Masters Grade Level	2024	29%	22%	**27%**	*	25%	60%	-	*	-	*	9%	*	32%	11%	15%	15%
	2023	28%	21%	**30%**	-	31%	29%	-	*	-	*	7%	*	30%	32%	16%	12%
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2024	77%	82%	**72%**	*	72%	100%	-	*	-	*	45%	*	75%	63%	59%	70%
	2023	80%	82%	**88%**	-	89%	71%	-	*	-	*	64%	*	87%	89%	82%	79%
At Meets Grade Level or Above	2024	50%	46%	**34%**	*	32%	60%	-	*	-	*	18%	*	35%	32%	15%	20%
	2023	51%	47%	**56%**	-	56%	43%	-	*	-	*	36%	*	59%	37%	44%	44%
At Masters Grade Level	2024	19%	13%	**8%**	*	6%	20%	-	*	-	*	5%	*	9%	5%	0%	5%
	2023	21%	12%	**15%**	-	13%	29%	-	*	-	*	0%	*	13%	26%	5%	9%
Grade 5 Science																	
At Approaches Grade Level or Above	2024	58%	51%	**45%**	*	42%	100%	-	*	-	*	23%	*	45%	47%	27%	20%
	2023	65%	58%	**73%**	-	74%	57%	-	*	-	*	36%	*	73%	72%	67%	58%
At Meets Grade Level or Above	2024	28%	19%	**20%**	*	16%	80%	-	*	-	*	9%	*	19%	26%	7%	0%
	2023	36%	26%	**35%**	-	34%	43%	-	*	-	*	21%	*	36%	33%	26%	12%
At Masters Grade Level	2024	11%	7%	**3%**	*	3%	20%	-	*	-	*	0%	*	3%	5%	0%	0%
	2023	16%	8%	**13%**	-	12%	29%	-	*	-	*	0%	*	12%	22%	6%	6%
All Grades All Subjects																	
At Approaches Grade Level or Above	2024	75%	69%	**71%**	100%	70%	88%	-	80%	-	57%	43%	82%	72%	69%	64%	58%
	2023	76%	72%	**78%**	*	78%	82%	-	67%	-	67%	50%	100%	78%	77%	70%	66%
At Meets Grade Level or Above	2024	48%	40%	**42%**	86%	40%	60%	-	60%	-	50%	25%	76%	43%	37%	31%	24%
	2023	49%	42%	**45%**	*	43%	71%	-	60%	-	42%	24%	62%	45%	45%	34%	27%
At Masters Grade Level	2024	20%	13%	**15%**	14%	14%	32%	-	60%	-	0%	6%	41%	16%	11%	7%	9%
	2023	20%	13%	**18%**	*	17%	37%	-	20%	-	8%	6%	42%	18%	18%	10%	8%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2024	76%	71%	**80%**	*	81%	80%	-	*	-	67%	52%	100%	82%	73%	76%	65%
	2023	77%	73%	**82%**	*	82%	91%	-	67%	-	60%	53%	100%	83%	81%	74%	70%

Texas Education Agency
2023-24 STAAR Performance (TAPR)
BUENA VISTA EL (233901110) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2024	54%	46%	**53%**	*	52%	60%	-	*	-	50%	29%	100%	54%	47%	42%	31%
	2023	53%	46%	**52%**	*	49%	82%	-	67%	-	60%	24%	64%	51%	55%	39%	29%
At Masters Grade Level	2024	22%	14%	**22%**	*	22%	50%	-	*	-	0%	9%	43%	24%	16%	12%	13%
	2023	20%	13%	**23%**	*	22%	41%	-	0%	-	0%	8%	55%	23%	19%	13%	8%
All Grades Mathematics																	
At Approaches Grade Level or Above	2024	72%	68%	**70%**	*	69%	90%	-	*	-	67%	41%	86%	70%	73%	62%	65%
	2023	75%	71%	**75%**	*	74%	82%	-	67%	-	60%	49%	100%	74%	75%	66%	64%
At Meets Grade Level or Above	2024	43%	34%	**37%**	*	35%	50%	-	*	-	67%	26%	71%	39%	31%	26%	25%
	2023	45%	38%	**42%**	*	40%	68%	-	50%	-	20%	25%	73%	43%	38%	31%	28%
At Masters Grade Level	2024	17%	10%	**11%**	*	10%	20%	-	*	-	0%	4%	57%	12%	8%	5%	9%
	2023	19%	12%	**14%**	*	12%	36%	-	33%	-	20%	6%	36%	14%	15%	9%	9%
All Grades Science																	
At Approaches Grade Level or Above	2024	75%	66%	**45%**	*	42%	100%	-	*	-	*	23%	*	45%	47%	27%	20%
	2023	77%	70%	**73%**	-	74%	57%	-	*	-	*	36%	*	73%	72%	67%	58%
At Meets Grade Level or Above	2024	43%	33%	**20%**	*	16%	80%	-	*	-	*	9%	*	19%	26%	7%	0%
	2023	47%	37%	**35%**	-	34%	43%	-	*	-	*	21%	*	36%	33%	26%	12%
At Masters Grade Level	2024	16%	10%	**3%**	*	3%	20%	-	*	-	*	0%	*	3%	5%	0%	0%
	2023	18%	11%	**13%**	-	12%	29%	-	*	-	*	0%	*	12%	22%	6%	6%

STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above

3rd Graders																	
Reading and Mathematics	2024	35%	26%	**30%**	*	27%	*	-	*	-	*	32%	*	33%	8%	25%	17%
	2023	37%	29%	**32%**	*	29%	80%	-	*	-	-	21%	*	33%	22%	24%	15%
Reading and Mathematics Including EOC	2024	35%	26%	**30%**	*	27%	*	-	*	-	*	32%	*	33%	8%	25%	17%
	2023	37%	29%	**32%**	*	29%	80%	-	*	-	-	21%	*	33%	22%	24%	15%
Reading Including EOC	2024	48%	41%	**53%**	*	52%	*	-	*	-	*	39%	*	54%	46%	45%	33%
	2023	50%	45%	**43%**	*	39%	100%	-	*	-	-	21%	*	44%	37%	35%	22%
Math Including EOC	2024	42%	32%	**33%**	*	29%	*	-	*	-	*	32%	*	37%	8%	28%	17%
	2023	45%	33%	**36%**	*	33%	80%	-	*	-	-	25%	*	36%	33%	28%	17%
4th Graders																	
Reading and Mathematics	2024	38%	27%	**40%**	*	41%	*	-	-	-	*	21%	*	41%	37%	32%	35%
	2023	38%	31%	**31%**	-	29%	70%	-	*	-	*	13%	40%	29%	42%	21%	20%

Texas Education Agency

2023-24 STAAR Performance (TAPR)

BUENA VISTA EL (233901110) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading and Mathematics Including EOC	2024	38%	27%	40%	*	41%	*	-	-	-	*	21%	*	41%	37%	32%	35%
	2023	38%	31%	31%	-	29%	70%	-	*	-	*	13%	40%	29%	42%	21%	20%
Reading Including EOC	2024	51%	40%	56%	*	56%	*	-	-	-	*	21%	*	55%	63%	51%	41%
	2023	48%	43%	50%	-	47%	90%	-	*	-	*	26%	40%	48%	63%	36%	30%
Math Including EOC	2024	46%	34%	46%	*	47%	*	-	-	-	*	26%	*	45%	47%	34%	41%
	2023	48%	41%	36%	-	33%	80%	-	*	-	*	17%	60%	34%	42%	24%	28%
5th Graders																	
Reading and Mathematics	2024	42%	35%	29%	*	27%	60%	-	*	-	*	18%	*	31%	21%	10%	10%
	2023	43%	36%	46%	-	45%	43%	-	*	-	*	21%	*	48%	37%	29%	26%
Reading and Mathematics Including EOC	2024	42%	35%	29%	*	27%	60%	-	*	-	*	18%	*	31%	21%	10%	10%
	2023	43%	36%	46%	-	45%	43%	-	*	-	*	21%	*	48%	37%	29%	26%
Reading Including EOC	2024	55%	51%	48%	*	48%	60%	-	*	-	*	23%	*	52%	32%	29%	20%
	2023	57%	51%	63%	-	63%	57%	-	*	-	*	29%	*	63%	63%	49%	38%
Math Including EOC	2024	51%	46%	34%	*	32%	60%	-	*	-	*	18%	*	35%	32%	15%	20%
	2023	51%	47%	56%	-	56%	43%	-	*	-	*	36%	*	59%	37%	44%	44%
3rd - 8th Graders																	
Reading and Mathematics	2024	36%	26%	33%	*	31%	50%	-	*	-	50%	25%	71%	35%	24%	23%	20%
	2023	37%	29%	36%	*	34%	64%	-	50%	-	20%	18%	64%	36%	34%	24%	20%
Reading and Mathematics Including EOC	2024	38%	28%	33%	*	31%	50%	-	*	-	50%	25%	71%	35%	24%	23%	20%
	2023	39%	31%	36%	*	34%	64%	-	50%	-	20%	18%	64%	36%	34%	24%	20%
Reading Including EOC	2024	54%	44%	53%	*	52%	60%	-	*	-	50%	29%	100%	54%	47%	42%	31%
	2023	53%	43%	52%	*	49%	82%	-	67%	-	60%	24%	64%	51%	55%	39%	29%
Math Including EOC	2024	45%	34%	37%	*	35%	50%	-	*	-	67%	26%	71%	39%	31%	26%	25%
	2023	47%	39%	42%	*	40%	68%	-	50%	-	20%	25%	73%	43%	38%	31%	28%

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

Texas Education Agency
2023-24 STAAR Progress (TAPR)
BUENA VISTA EL (233901110) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress - Annual Growth by Grade and Subject																	
Grade 4 ELA/Reading	2024	67%	57%	71%	*	71%	*	-	-	-	*	47%	*	69%	79%	69%	66%
	2023	55%	56%	57%	-	56%	89%	-	*	-	*	26%	70%	54%	73%	51%	46%
Grade 4 Mathematics	2024	60%	56%	65%	*	64%	*	-	-	-	*	44%	*	63%	75%	62%	60%
	2023	63%	66%	56%	-	55%	72%	-	*	-	*	38%	80%	53%	73%	49%	59%
Grade 5 ELA/Reading	2024	70%	68%	66%	*	67%	80%	-	*	-	*	41%	*	70%	53%	58%	55%
	2023	65%	66%	69%	-	69%	64%	-	*	-	*	61%	*	69%	69%	65%	51%
Grade 5 Mathematics	2024	65%	70%	58%	*	60%	50%	-	*	-	*	57%	*	61%	47%	44%	50%
	2023	71%	66%	66%	-	65%	71%	-	*	-	*	75%	*	66%	67%	66%	72%
All Grades Both Subjects	2024	64%	60%	65%	*	65%	64%	-	*	-	42%	47%	75%	66%	62%	59%	60%
	2023	64%	59%	62%	-	61%	75%	-	63%	-	65%	46%	88%	60%	71%	55%	57%
All Grades ELA/Reading	2024	67%	63%	68%	*	69%	67%	-	*	-	*	44%	67%	69%	64%	64%	61%
	2023	63%	56%	63%	-	62%	78%	-	*	-	60%	40%	80%	61%	71%	63%	49%
All Grades Mathematics	2024	60%	57%	61%	*	62%	61%	-	*	-	*	51%	83%	62%	59%	54%	59%
	2023	66%	61%	61%	-	60%	72%	-	*	-	70%	53%	89%	59%	70%	57%	65%
School Progress - Accelerated Learning by Grade and Subject																	
Grade 4 ELA/Reading	2024	38%	36%	38%	-	40%	*	-	-	-	-	20%	-	42%	*	20%	33%
	2023	33%	39%	54%	-	54%	-	-	-	-	-	22%	*	52%	57%	40%	47%
Grade 4 Mathematics	2024	26%	28%	47%	-	43%	*	-	-	-	-	0%	-	38%	*	50%	80%
	2023	27%	31%	34%	-	34%	*	-	-	-	*	0%	*	33%	38%	33%	44%
Grade 5 ELA/Reading	2024	35%	35%	26%	-	27%	*	-	*	-	*	10%	-	35%	29%	27%	25%
	2023	37%	42%	35%	-	43%	*	-	*	-	-	38%	-	29%	*	27%	22%
Grade 5 Mathematics	2024	41%	59%	46%	-	50%	-	-	-	-	*	23%	-	52%	20%	38%	60%
	2023	48%	55%	37%	-	38%	*	-	*	-	-	29%	-	38%	*	18%	22%
All Grades Both Subjects	2024	32%	36%	39%	-	41%	*	-	*	-	*	15%	-	41%	33%	30%	46%
	2023	38%	36%	40%	-	42%	20%	-	*	-	*	20%	*	38%	48%	32%	37%
All Grades ELA/Reading	2024	30%	30%	31%	-	33%	*	-	*	-	*	15%	-	33%	27%	24%	29%
	2023	35%	32%	47%	-	50%	*	-	*	-	-	29%	*	43%	60%	35%	38%
All Grades Mathematics	2024	35%	40%	46%	-	47%	*	-	-	-	*	15%	-	47%	43%	43%	70%
	2023	40%	40%	35%	-	35%	*	-	*	-	*	11%	*	35%	36%	29%	36%

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

Texas Education Agency

2023-24 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)

BUENA VISTA EL (233901110) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2024	75%	69%	**71%**	56%	58%	-	-	-	38%	*	-	*	-	40%	74%	55%	74%
	2023	76%	72%	**78%**	61%	61%	-	-	-	68%	29%	29%	-	-	83%	83%	61%	91%
At Meets Grade Level or Above	2024	48%	40%	**42%**	17%	18%	-	-	-	0%	*	-	*	-	20%	46%	18%	52%
	2023	49%	42%	**45%**	20%	20%	-	-	-	22%	29%	29%	-	-	67%	54%	21%	55%
At Masters Grade Level	2024	20%	13%	**15%**	4%	4%	-	-	-	0%	*	-	*	-	0%	16%	5%	30%
	2023	20%	13%	**18%**	7%	7%	-	-	-	7%	14%	14%	-	-	33%	22%	8%	11%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2024	76%	71%	**80%**	68%	72%	-	-	-	*	*	-	*	-	*	84%	63%	78%
	2023	77%	73%	**82%**	66%	66%	-	-	-	78%	*	*	-	-	*	88%	66%	94%
At Meets Grade Level or Above	2024	54%	46%	**53%**	22%	23%	-	-	-	*	*	-	*	-	*	58%	22%	78%
	2023	53%	46%	**52%**	21%	21%	-	-	-	24%	*	*	-	-	*	62%	23%	67%
At Masters Grade Level	2024	22%	14%	**22%**	5%	5%	-	-	-	*	*	-	*	-	*	25%	4%	56%
	2023	20%	13%	**23%**	6%	6%	-	-	-	7%	*	*	-	-	*	29%	7%	17%
All Grades Mathematics																		
At Approaches Grade Level or Above	2024	72%	68%	**70%**	59%	59%	-	-	-	*	*	-	*	-	*	71%	61%	89%
	2023	75%	71%	**75%**	59%	59%	-	-	-	59%	*	*	-	-	*	79%	60%	89%
At Meets Grade Level or Above	2024	43%	34%	**37%**	17%	18%	-	-	-	*	*	-	*	-	*	40%	20%	56%
	2023	45%	38%	**42%**	22%	21%	-	-	-	22%	*	*	-	-	*	48%	24%	56%
At Masters Grade Level	2024	17%	10%	**11%**	5%	5%	-	-	-	*	*	-	*	-	*	11%	7%	22%
	2023	19%	12%	**14%**	8%	7%	-	-	-	7%	*	*	-	-	*	16%	9%	11%
All Grades Science																		
At Approaches Grade Level or Above	2024	75%	66%	**45%**	8%	9%	-	-	-	*	*	-	*	-	*	53%	13%	40%
	2023	77%	70%	**73%**	48%	48%	-	-	-	63%	*	*	-	-	-	79%	48%	88%
At Meets Grade Level or Above	2024	43%	33%	**20%**	0%	0%	-	-	-	*	*	-	*	-	*	26%	0%	0%
	2023	47%	37%	**35%**	8%	9%	-	-	-	13%	*	*	-	-	-	44%	8%	25%
At Masters Grade Level	2024	16%	10%	**3%**	0%	0%	-	-	-	*	*	-	*	-	*	4%	0%	0%
	2023	18%	11%	**13%**	8%	9%	-	-	-	13%	*	*	-	-	-	16%	8%	0%
School Progress - Annual Growth																		
All Grades Both Subjects	2024	64%	60%	**65%**	60%	63%	-	-	-	*	*	-	*	-	33%	66%	57%	71%
	2023	64%	59%	**62%**	57%	57%	-	-	-	51%	*	*	-	-	67%	64%	58%	54%
All Grades ELA/Reading	2024	67%	63%	**68%**	63%	65%	-	-	-	*	*	-	*	-	*	70%	55%	86%
	2023	63%	56%	**63%**	45%	46%	-	-	-	43%	*	*	-	-	*	69%	46%	50%

Texas Education Agency
2023-24 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
BUENA VISTA EL (233901110) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
All Grades Mathematics	2024	60%	57%	**61%**	58%	61%	-	-	-	*	*	-	*	-	*	62%	59%	57%
	2023	66%	61%	**61%**	69%	68%	-	-	-	60%	*	*	-	-	*	59%	69%	53%
School Progress - Accelerated Learning																		
All Grades Both Subjects	2024	32%	36%	**39%**	63%	63%	-	-	-	-	*	-	*	-	*	37%	52%	*
	2023	38%	36%	**40%**	37%	30%	-	-	-	27%	*	*	-	-	*	43%	36%	*
All Grades ELA/Reading	2024	30%	30%	**31%**	50%	50%	-	-	-	-	*	-	*	*	*	33%	33%	*
	2023	35%	32%	**47%**	36%	38%	-	-	-	40%	*	*	-	-	*	57%	35%	*
All Grades Mathematics	2024	35%	40%	**46%**	75%	75%	-	-	-	-	-	-	-	-	*	39%	78%	*
	2023	40%	40%	**35%**	38%	38%	-	-	-	17%	*	*	-	-	-	34%	38%	*

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

- Indicates there are no students in the group.

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

Texas Education Agency
2023-24 STAAR Participation (TAPR)
BUENA VISTA EL (233901110) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2024 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	92%	94%	95%	100%	97%	89%	-	100%	-	82%	98%	89%	98%	85%	97%	93%
Not Included in Accountability: Mobile	4%	3%	4%	0%	2%	11%	-	0%	-	18%	2%	11%	2%	11%	3%	3%
Not Included in Accountability: Other Exclusions	2%	2%	1%	0%	1%	0%	-	0%	-	0%	0%	0%	0%	4%	0%	4%
Not Tested	1%	1%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	1%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	1%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	100%	*	100%	100%	-	*	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	91%	94%	95%	*	97%	91%	-	*	-	86%	99%	88%	98%	84%	96%	92%
Not Included in Accountability: Mobile	4%	3%	4%	*	2%	9%	-	*	-	14%	1%	13%	2%	11%	4%	3%
Not Included in Accountability: Other Exclusions	4%	3%	1%	*	1%	0%	-	*	-	0%	0%	0%	0%	5%	0%	5%
Not Tested	1%	1%	0%	*	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	0%	0%	*	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	*	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	98%	100%	*	100%	100%	-	*	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	94%	95%	*	97%	91%	-	*	-	86%	99%	88%	98%	84%	96%	92%
Not Included in Accountability: Mobile	5%	3%	4%	*	2%	9%	-	*	-	14%	1%	13%	2%	11%	4%	3%
Not Included in Accountability: Other Exclusions	1%	1%	1%	*	1%	0%	-	*	-	0%	0%	0%	0%	5%	0%	5%
Not Tested	1%	2%	0%	*	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	1%	0%	*	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	2%	0%	*	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	99%	98%	100%	*	100%	100%	-	*	-	*	100%	*	100%	100%	100%	100%
Included in Accountability	93%	93%	97%	*	99%	83%	-	*	-	*	96%	*	97%	95%	100%	100%
Not Included in Accountability: Mobile	4%	3%	3%	*	1%	17%	-	*	-	*	4%	*	3%	5%	0%	0%
Not Included in Accountability: Other Exclusions	1%	2%	0%	*	0%	0%	-	*	-	*	0%	*	0%	0%	0%	0%
Not Tested	1%	2%	0%	*	0%	0%	-	*	-	*	0%	*	0%	0%	0%	0%

Texas Education Agency
2023-24 STAAR Participation (TAPR)
BUENA VISTA EL (233901110) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	1%	0%	*	0%	0%	-	*	-	*	0%	*	0%	0%	0%	0%
Other	0%	1%	0%	*	0%	0%	-	*	-	*	0%	*	0%	0%	0%	0%
2023 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	100%	*	100%	100%	-	100%	-	100%	99%	100%	100%	99%	100%	100%
Included in Accountability	93%	95%	95%	*	96%	91%	-	88%	-	100%	96%	100%	100%	78%	95%	89%
Not Included in Accountability: Mobile	4%	2%	1%	*	1%	5%	-	0%	-	0%	2%	0%	0%	6%	2%	2%
Not Included in Accountability: Other Exclusions	2%	2%	3%	*	3%	4%	-	12%	-	0%	1%	0%	0%	15%	3%	9%
Not Tested	1%	1%	0%	*	0%	0%	-	0%	-	0%	1%	0%	0%	1%	0%	0%
Absent	1%	1%	0%	*	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	*	0%	0%	-	0%	-	0%	1%	0%	0%	1%	0%	0%
Reading																
Assessment Participant	99%	99%	100%	*	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	92%	94%	96%	*	96%	92%	-	86%	-	100%	97%	100%	100%	81%	96%	90%
Not Included in Accountability: Mobile	4%	3%	1%	*	1%	4%	-	0%	-	0%	1%	0%	0%	4%	1%	1%
Not Included in Accountability: Other Exclusions	3%	3%	3%	*	3%	4%	-	14%	-	0%	1%	0%	0%	16%	3%	9%
Not Tested	1%	1%	0%	*	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	0%	0%	*	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	*	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	100%	*	100%	100%	-	100%	-	100%	99%	100%	100%	99%	100%	100%
Included in Accountability	94%	95%	95%	*	96%	92%	-	86%	-	100%	96%	100%	100%	78%	96%	89%
Not Included in Accountability: Mobile	5%	2%	1%	*	1%	4%	-	0%	-	0%	1%	0%	0%	5%	1%	2%
Not Included in Accountability: Other Exclusions	1%	1%	3%	*	3%	4%	-	14%	-	0%	1%	0%	0%	15%	3%	9%
Not Tested	1%	1%	0%	*	0%	0%	-	0%	-	0%	1%	0%	0%	1%	0%	0%
Absent	1%	1%	0%	*	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	1%	0%	*	0%	0%	-	0%	-	0%	1%	0%	0%	1%	0%	0%
Science																
Assessment Participant	99%	99%	99%	-	99%	100%	-	*	-	*	100%	*	100%	96%	98%	97%
Included in Accountability	93%	96%	94%	-	94%	88%	-	*	-	*	93%	*	99%	72%	93%	85%
Not Included in Accountability: Mobile	4%	2%	3%	-	3%	13%	-	*	-	*	7%	*	1%	12%	3%	5%

Texas Education Agency

2023-24 STAAR Participation (TAPR)

BUENA VISTA EL (233901110) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Other Exclusions	1%	1%	2%	-	3%	0%	-	*	-	*	0%	*	0%	12%	2%	8%
Not Tested	1%	1%	1%	-	1%	0%	-	*	-	*	0%	*	0%	4%	2%	3%
Absent	1%	1%	0%	-	0%	0%	-	*	-	*	0%	*	0%	0%	0%	0%
Other	0%	0%	1%	-	1%	0%	-	*	-	*	0%	*	0%	4%	2%	3%

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

Texas Education Agency

2023-24 Attendance, Graduation, and Dropout Rates (TAPR)

BUENA VISTA EL (233901110) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2022-23	93.3%	91.5%	**93.7%**	92.3%	93.6%	94.8%	*	96.1%	-	*	93.2%	93.0%	92.6%
2021-22	92.2%	89.4%	**91.1%**	90.2%	90.9%	92.8%	*	*	-	*	91.0%	90.2%	89.9%
Chronic Absenteeism													
2022-23	20.3%	28.2%	**19.8%**	28.6%	21.0%	9.4%	*	0.0%	-	0.0%	19.2%	24.0%	27.5%
2021-22	25.7%	37.2%	**31.6%**	50.0%	32.6%	21.4%	*	0.0%	-	*	30.9%	35.5%	35.4%
Annual Dropout Rate (Gr 7-8)													
2022-23	0.8%	1.0%	-	-	-	-	-	-	-	-	-	-	-
2021-22	0.7%	1.0%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2022-23	2.0%	1.4%	-	-	-	-	-	-	-	-	-	-	-
2021-22	2.2%	2.5%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2023													
Graduated	90.3%	91.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.1%	2.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	5.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.6%	91.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	94.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022													
Graduated	89.7%	90.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.5%	2.6%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.4%	6.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.0%	91.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.6%	93.6%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	91.8%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.8%	6.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	93.7%	-	-	-	-	-	-	-	-	-	-	-

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.2%	94.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021													
Graduated	92.2%	90.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	9.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	90.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	90.9%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.7%	91.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	8.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	91.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	91.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	92.7%	91.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	8.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	91.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	91.1%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2023	90.3%	90.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	89.7%	89.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2023	72.3%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	59.5%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2023	4.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	3.7%	0.1%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2023-24 Attendance, Graduation, and Dropout Rates (TAPR)
BUENA VISTA EL (233901110) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2023	84.3%	94.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	84.3%	90.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2023	88.6%	94.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	88.0%	90.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2022-23	38.4%	-	-	-	-	-	-	-	-	-	-	-	-
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2022-23	4.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2021-22	3.9%	0.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2022-23	82.5%	93.7%	-	-	-	-	-	-	-	-	-	-	-
2021-22	82.3%	90.9%	-	-	-	-	-	-	-	-	-	-	-
Texas First DLA Graduates (Annual Rate)													
2022-23	0.1%	0.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Annual Rate)													
2022-23	86.8%	93.8%	-	-	-	-	-	-	-	-	-	-	-
2021-22	86.0%	91.2%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2023-24 Graduation Profile (TAPR)
BUENA VISTA EL (233901110) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2022-23 Annual Graduates)				
Total Graduates	-	-	752	377,367
By Ethnicity:				
African American	-	-	5	46,822
Hispanic	-	-	706	197,333
White	-	-	39	103,009
American Indian	-	-	0	1,181
Asian	-	-	1	19,151
Pacific Islander	-	-	0	574
Two or More Races	-	-	1	9,297
By Graduation Type:				
Minimum H.S. Program	-	-	0	433
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	270
Foundation H.S. Program (No Endorsement)	-	-	47	49,278
Foundation H.S. Program (Endorsement)	-	-	0	16,475
Foundation H.S. Program (DLA)	-	-	700	310,689
Texas First Early H.S. Completion Program (Texas First-DLA)	-	-	5	222
Special Education Graduates	-	-	81	34,589
Economically Disadvantaged Graduates	-	-	490	206,367
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	99	50,229
At-Risk Graduates	-	-	655	168,430
CTE Completers	-	-	350	116,959

There is no data for this campus.

There is no data for this campus.

There is no data for this campus.

Texas Education Agency
2023-24 Student Information (TAPR)
BUENA VISTA EL (233901110) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Total Students	**529**	**100.0%**	**9,875**	**5,517,464**	**529**	**100.0%**	**9,907**	**5,531,236**
Students by Grade								
Kindergarten	65	12.3%	6.1%	6.5%	65	12.3%	6.1%	6.5%
Grade 1	77	14.6%	7.1%	7.0%	77	14.6%	7.1%	7.0%
Grade 2	100	18.9%	8.0%	7.3%	100	18.9%	8.0%	7.3%
Grade 3	109	20.6%	7.6%	7.2%	109	20.6%	7.6%	7.2%
Grade 4	86	16.3%	7.1%	7.2%	86	16.3%	7.1%	7.2%
Grade 5	92	17.4%	7.0%	7.2%	92	17.4%	7.0%	7.2%
Ethnic Distribution								
African American	5	0.9%	0.5%	12.8%	5	0.9%	0.5%	12.8%
Hispanic	479	90.5%	93.3%	53.2%	479	90.5%	93.2%	53.2%
White	35	6.6%	5.2%	25.0%	35	6.6%	5.2%	25.0%
American Indian	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Asian	3	0.6%	0.4%	5.4%	3	0.6%	0.4%	5.4%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	7	1.3%	0.6%	3.1%	7	1.3%	0.6%	3.1%
Sex								
Female	271	51.2%	49.1%	48.9%	271	51.2%	48.9%	48.8%
Male	258	48.8%	50.9%	51.1%	258	48.8%	51.1%	51.2%
Other Student Cohorts								
Economically Disadvantaged	303	57.3%	75.0%	62.3%	303	57.3%	74.9%	62.2%
Non-Educationally Disadvantaged	226	42.7%	25.0%	37.7%	226	42.7%	25.1%	37.8%
Section 504 Students	17	3.2%	8.4%	7.2%	17	3.2%	8.4%	7.2%
EB Students/EL	99	18.7%	23.4%	24.4%	99	18.7%	23.4%	24.3%
Students w/ Disciplinary Placements (2022-23)	0	0.0%	2.7%	1.9%				
Students w/ Dyslexia	9	1.7%	4.8%	6.0%	9	1.7%	4.8%	6.0%
Foster Care	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Homeless	2	0.4%	1.3%	1.4%	2	0.4%	1.3%	1.4%
Immigrant	14	2.6%	2.4%	2.9%	14	2.6%	2.4%	2.9%
Migrant	5	0.9%	2.1%	0.2%	5	0.9%	2.1%	0.2%
Title I	529	100.0%	98.4%	65.7%	529	100.0%	98.4%	65.7%
Military Connected	54	10.2%	6.0%	3.9%	54	10.2%	6.0%	3.9%
At-Risk	183	34.6%	65.0%	53.2%	183	34.6%	64.8%	53.2%
Students by Instructional Program								
Bilingual/ESL Education	92	17.4%	22.6%	24.5%	92	17.4%	22.5%	24.4%
Career and Technical Education	0	0.0%	28.2%	26.9%	-	-	-	-
Career and Technical Education (9-12 grades only)	0	0.0%	84.5%	73.3%	-	-	-	-

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Gifted and Talented Education	22	4.2%	6.6%	8.5%	22	4.2%	6.6%	8.5%
Special Education	104	19.7%	18.1%	13.9%	104	19.7%	18.3%	14.0%
Students with Disabilities by Type of Primary Disability								
Total Students with Disabilities	**104**							
Students with Intellectual Disabilities	61	58.7%	58.0%	45.7%				
Students with Physical Disabilities	22	21.2%	17.9%	18.9%				
Students with Autism	11	10.6%	6.9%	16.2%				
Students with Behavioral Disabilities	10	9.6%	16.4%	17.6%				
Students with Non-Categorical Early Childhood	0	0.0%	0.8%	1.7%				
Mobility (2022-23)								
Total Mobile Students	**52**	**7.3%**	**10.9%**	**16.1%**				
African American	0	0.0%	0.2%	3.4%				
Hispanic	44	6.2%	10.6%	8.5%				
White	8	1.1%	0.6%	3.1%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.1%	0.5%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	0	0.0%	0.1%	0.5%				
Special Ed Students who are Mobile	6	4.8%	8.8%	17.6%				
Count and Percent of EB Students/EL who are Mobile	21	9.3%	12.9%	16.3%				
Count and Percent of Econ Dis Students who are Mobile	36	8.7%	11.7%	18.6%				
Student Attrition (2022-23)								
Total Student Attrition	**402**	**60.5%**	**27.8%**	**18.1%**				

	Non-Special Education Rates			Special Education Rates		
Student Information	**Campus**	**District**	**State**	**Campus**	**District**	**State**
Retention Rates by Grade						
Kindergarten	0.0%	0.2%	1.3%	0.0%	0.0%	3.9%
Grade 1	1.7%	4.3%	2.1%	0.0%	4.8%	3.3%
Grade 2	0.0%	1.1%	1.3%	0.0%	3.7%	1.6%
Grade 3	0.0%	1.2%	0.7%	0.0%	1.1%	0.7%
Grade 4	0.0%	0.6%	0.4%	0.0%	0.0%	0.5%
Grade 5	0.0%	0.2%	0.2%	0.0%	1.6%	0.3%

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

Class Size Information	Campus	District	State
Elementary			
Kindergarten	20.5	20.9	18.4
Grade 1	19.7	19.7	18.8
Grade 2	20.7	19.4	19.1
Grade 3	21.4	20.3	19.4
Grade 4	21.7	20.5	19.4
Grade 5	23.0	21.5	20.9

Texas Education Agency
2023-24 Staff Information (TAPR)
BUENA VISTA EL (233901110) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	Campus			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Total Staff	**53.8**	**100.0%**	**100.0%**	**100.0%**
Professional Staff	39.8	74.0%	51.4%	63.9%
Teachers	30.1	55.8%	36.4%	48.3%
Professional Support	7.8	14.5%	12.2%	11.1%
Campus Administration (School Leadership)	2.0	3.7%	2.2%	3.3%
Educational Aides	14.0	26.0%	11.9%	11.4%
Librarians and Counselors (Headcount)				
Full-time Librarians	1.0	n/a	10.0	4,187.0
Part-time Librarians	0.0	n/a	0.0	651.0
Full-time Counselors	2.0	n/a	41.0	13,870.0
Part-time Counselors	0.0	n/a	0.0	1,172.0
Total Minority Staff	**42.7**	**79.3%**	**90.7%**	**54.4%**
Teachers by Ethnicity				
African American	0.0	0.1%	0.9%	12.6%
Hispanic	23.9	79.7%	84.9%	30.1%
White	6.1	20.2%	14.0%	53.4%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	0.0	0.0%	0.0%	2.1%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.0%	1.3%
Teachers by Sex				
Males	2.2	7.2%	20.6%	24.5%
Females	27.9	92.8%	79.4%	75.5%
Teachers by Highest Degree Held				
No Degree	0.0	0.0%	2.2%	2.5%
Bachelors	27.9	92.9%	79.3%	71.7%
Masters	2.1	7.1%	18.6%	24.9%
Doctorate	0.0	0.0%	0.0%	0.8%
Teachers by Years of Experience				
Beginning Teachers	0.4	1.2%	6.9%	8.7%
1-5 Years Experience	12.1	40.2%	28.6%	27.4%
6-10 Years Experience	3.4	11.3%	18.9%	20.2%
11-20 Years Experience	8.1	27.1%	26.6%	27.1%
21-30 Years Experience	3.0	10.0%	13.6%	13.7%
Over 30 Years Experience	3.1	10.2%	5.5%	3.0%
Number of Students per Teacher	17.6	n/a	18.1	14.7

Texas Education Agency
2023-24 Staff Information (TAPR)
BUENA VISTA EL (233901110) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Staff Information	Campus	District	State
Experience of Campus Leadership			
Average Years Experience of Principals	10.0	5.8	6.0
Average Years Experience of Principals with District	10.0	5.8	5.1
Average Years Experience of Assistant Principals	1.0	2.7	5.1
Average Years Experience of Assistant Principals with District	1.0	2.4	4.3
Average Years Experience of Teachers	13.2	12.2	11.1
Average Years Experience of Teachers with District	12.6	11.3	6.9
Average Teacher Salary by Years of Experience (regular duties only)			
Beginning Teachers	$49,662	$43,915	$54,272
1-5 Years Experience	$56,462	$54,966	$58,185
6-10 Years Experience	$57,865	$59,041	$61,494
11-20 Years Experience	$62,908	$63,850	$65,219
21-30 Years Experience	$70,787	$67,782	$69,723
Over 30 Years Experience	$71,713	$74,563	$74,014
Average Actual Salaries (regular duties only)			
Teachers	$61,279	$60,152	$62,474
Professional Support	$71,437	$75,452	$73,783
Campus Administration (School Leadership)	$84,358	$90,313	$86,738
Instructional Staff Percent	n/a	59.6%	65.0%
Contracted Instructional Staff (not incl. above)	0.0	0.0	1,970.1

	Campus			
Program Information	Count	Percent	District	State
Teachers by Program (population served)				
Bilingual/ESL Education	8.7	29.0%	9.5%	6.0%
Career and Technical Education	0.0	0.0%	7.2%	5.5%
Compensatory Education	0.0	0.0%	7.1%	3.1%
Gifted and Talented Education	0.0	0.0%	1.9%	1.6%
Regular Education	19.7	65.7%	67.5%	69.8%
Special Education	1.6	5.3%	5.0%	10.3%
Other	0.0	0.0%	1.7%	3.7%

- Indicates there is no data for the item.

* Indicates results are masked due to small numbers.

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

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

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

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

"The 2024 accountability reports are not yet publicly available. The release of these reports is pending judicial ruling and decisions from the 89th legislature during a special called session."



2024 Campus Comparison Group
BUENA VISTA EL (233901110) - SAN FELIPE-DEL RIO CISD
Campus Type: Elementary
Sorted by District Name

	Campus Name	District Name	Grade Span	Number of Students	% Econ Disadv	% EL	Mobility Rate	% Early College HS	% Special Ed
	BUENA VISTA EL (233901110)	**SAN FELIPE-DEL RIO CISD**	**KG-05**	**529**	**57.3**	**18.7**	**7.3**	**0.0**	**19.7**
1	E C MASON EL (020901105)	ALVIN ISD	EE-05	799	60.3	23.8	10.0	0.0	16.0
2	CASEY EL (227901173)	AUSTIN ISD	EE-05	519	55.7	26.6	13.7	0.0	23.1
3	FOSTER VILLAGE EL (220902117)	BIRDVILLE ISD	EE-05	422	61.1	18.0	12.7	0.0	18.7
4	GRACE E HARDEMAN EL (220902114)	BIRDVILLE ISD	PK-05	589	62.5	17.1	11.9	0.0	22.9
5	CHAPEL HILL EL (225906101)	CHAPEL HILL ISD	EE-05	475	51.6	15.8	6.1	0.0	17.5
6	CLEAR LAKE CITY EL (084910101)	CLEAR CREEK ISD	EE-05	487	53.2	13.8	12.2	0.0	18.7
7	COMFORT EL (130902101)	COMFORT ISD	EE-05	409	62.7	22.4	8.9	0.0	17.1
8	NEWPORT EL (101906101)	CROSBY ISD	01-05	698	59.2	23.2	11.4	0.0	10.5
9	BIRKES EL (101907139)	CYPRESS-FAIRBANKS ISD	EE-05	988	52.6	16.6	8.4	0.0	16.4
10	COPELAND EL (101907130)	CYPRESS-FAIRBANKS ISD	EE-05	958	51.6	17.6	10.7	0.0	17.6
11	LOWERY EL (101907116)	CYPRESS-FAIRBANKS ISD	EE-05	864	55.6	17.6	14.9	0.0	20.2
12	COMANCHE SPRINGS EL (220918110)	EAGLE MT-SAGINAW ISD	PK-05	580	57.4	23.6	13.8	0.0	18.4
13	DOZIER EL (220918115)	EAGLE MT-SAGINAW ISD	PK-05	722	56.4	14.1	12.7	0.0	18.1
14	PALMER EL (079907121)	FORT BEND ISD	KG-05	817	57.2	15.1	12.2	0.0	15.2
15	SUGAR MILL EL (079907110)	FORT BEND ISD	EE-05	641	58.3	22.0	12.4	0.0	19.3
16	NORTH HI MOUNT EL (220905149)	FORT WORTH ISD	PK-05	348	56.9	14.1	11.2	0.0	13.5
17	PLEASANT VIEW EL (126911104)	GODLEY ISD	EE-05	511	61.8	21.9	11.1	0.0	17.2
18	GRAND SALINE INT (234904102)	GRAND SALINE ISD	03-05	254	59.4	17.3	9.2	0.0	13.4
19	HARMONY SCIENCE ACADEMY-FORT WORTH (161807007)	HARMONY PUBLIC SCHOOLS - NORTH TEXAS	KG-05	637	60.6	19.9	8.2	0.0	12.2
20	IRAAN EL (186903101)	IRAAN-SHEFFIELD COLLEGIATE ISD	EE-05	151	61.6	16.6	9.7	0.0	19.2
21	A G ELDER EL (126905103)	JOSHUA ISD	EE-05	657	60.0	26.6	7.6	0.0	18.0
22	CIMARRON EL (101914107)	KATY ISD	EE-05	564	59.0	18.8	14.1	0.0	23.8
23	DAVID & TERRI YOUNGBLOOD EL (101914147)	KATY ISD	EE-05	855	53.3	23.9	11.9	0.0	19.8
24	HERITAGE EL (220907106)	KELLER ISD	KG-05	575	59.3	15.3	15.0	0.0	19.8
25	STARKEY EL (133903102)	KERRVILLE ISD	KG-05	458	62.7	18.3	10.3	0.0	15.9
26	JOHN ARREDONDO EL (079901129)	LAMAR CISD	EE-05	680	55.9	26.5	10.2	0.0	18.4
27	DR PABLO PEREZ (108906128)	MCALLEN ISD	EE-05	542	53.5	17.9	6.1	0.0	16.4
28	MCGREGOR EL (161906101)	MCGREGOR ISD	02-05	473	56.7	16.1	7.4	0.0	17.5
29	NOCONA EL (169902101)	NOCONA ISD	EE-05	349	61.6	13.8	8.9	0.0	23.2
30	FIELDS EL (015915226)	NORTHSIDE ISD	EE-05	800	52.8	15.0	10.1	0.0	18.8
31	MORA EL (015915224)	NORTHSIDE ISD	EE-05	563	57.3	19.6	12.8	0.0	17.2
32	WARD EL (015915183)	NORTHSIDE ISD	EE-05	771	63.8	20.4	10.9	0.0	19.3
33	HP WEBB EL (140906102)	OLTON ISD	EE-05	293	62.8	16.7	7.1	0.0	14.7
34	GROVES INT (123908122)	PORT NECHES-GROVES ISD	03-05	602	56.3	13.1	10.2	0.0	16.1
35	SABINE EL (092906102)	SABINE ISD	PK-05	746	57.1	16.2	8.2	0.0	17.4
36	CENIZA HILLS EL (233901115)	SAN FELIPE-DEL RIO CISD	KG-05	572	53.7	15.2	10.9	0.0	20.3
37	ROY J WOLLAM EL (084909103)	SANTA FE ISD	EE-05	603	58.5	10.8	9.5	0.0	18.7
38	HENRY W SORY EL (091906111)	SHERMAN ISD	KG-05	520	52.1	13.7	9.6	0.0	24.6
39	HORIZON HEIGHTS EL (071909105)	SOCORRO ISD	PK-05	933	62.1	23.0	8.8	0.0	18.3
40	EASTWOOD HEIGHTS EL (071905124)	YSLETA ISD	PK-05	532	61.8	22.7	9.9	0.0	16.9
	Comparison Group Average			**595**	**57.9**	**18.4**	**10.5**	**0.0**	**18.3**

2022-2023 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR BUENA VISTA EL (233901110)
SAN FELIPE-DEL RIO CISD

Total Enrolled Membership: 791

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	$4,883,910	100.00%	$6,174	$6,686,658	100.00%	$8,453
Operating-Payroll	$3,923,401	80.33%	$4,960	$5,562,800	83.19%	$7,033
Other Operating	$538,720	11.03%	$681	$702,069	10.50%	$888
Non-Operating(Equipt/Supplies)	$421,789	8.64%	$533	$421,789	6.31%	$533
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	$4,462,121	100.00%	$5,641	$6,264,869	100.00%	$7,920
Instruction (11,95) *	$2,974,583	66.66%	$3,761	$4,384,184	69.98%	$5,543
Instructional Res/Media (12) *	$125,792	2.82%	$159	$133,109	2.12%	$168
Curriculum/Staff Develop (13) *	$87,220	1.95%	$110	$182,975	2.92%	$231
Instructional Leadership (21) *	$88,311	1.98%	$112	$88,311	1.41%	$112
School Leadership (23) *	$322,053	7.22%	$407	$322,053	5.14%	$407
Guidance/Counseling Svcs (31) *	$225,344	5.05%	$285	$225,344	3.60%	$285
Social Work Services (32) *	$9,328	0.21%	$12	$9,328	0.15%	$12
Health Services (33) *	$93,124	2.09%	$118	$93,225	1.49%	$118
Transportation(34) *	$0	0.00%	$0	$0	0.00%	$0
Food (35) **	$0	0.00%	$0	$233,727	3.73%	$295
Extracurricular (36) **	$6,444	0.14%	$8	$10,273	0.16%	$13
Plant Maint/Operation (51) **	$465,629	10.44%	$589	$488,331	7.79%	$617
Security/Monitoring (52) **	$64,293	1.44%	$81	$77,366	1.23%	$98

2022-2023 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR BUENA VISTA EL (233901110)
SAN FELIPE-DEL RIO CISD

Total Enrolled Membership: 791

	General Fund	%	Per Student	All Funds	%	Per Student
Data Processing Svcs (53) **	$0	0.00%	$0	$0	0.00%	$0
Fund Raising CHARTER ONLY (81) **	$0	0.00%	$0	$0	0.00%	$0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	$4,462,121	100.00%	$5,641	$6,262,738	100.00%	$7,917
Regular	$2,817,874	63.15%	$3,562	$3,725,032	59.48%	$4,709
Gifted & Talented	$67,982	1.52%	$86	$68,092	1.09%	$86
Career & Technical	$0	0.00%	$0	$0	0.00%	$0
Students with Disabilities	$225,916	5.06%	$286	$297,344	4.75%	$376
State Compensatory ED	$58,467	1.31%	$74	$589,741	9.42%	$746
Bilingual	$91,131	2.04%	$115	$91,131	1.46%	$115
Early Education Allotment	$567,994	12.73%	$718	$567,994	9.07%	$718
Dyslexia or Related Disorder Serv	$96,391	2.16%	$122	$96,576	1.54%	$122
CCMR	$0	0.00%	$0	$0	0.00%	$0
Athletic Programming	$0	0.00%	$0	$0	0.00%	$0
Un-Allocated	$536,366	12.02%	$678	$826,828	13.20%	$1,045

Note: Some amounts may not total due to rounding.

* Please refer to sections A.1 through A.8 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus.

** Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data.

Link to PEIMS Financial Standard Reports to be used for the analysis of costs reported by comparable school districts.

Part (i): Description of State Accountability System

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

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

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

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

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

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

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

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

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

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

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

1 If Federal Graduation Status is not available, Academic Growth Status is used.
2 If College, Career, and Military Readiness is not available, Student Achievement Domain Score: STAAR Component Only is used.

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

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

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

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

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

Part (ii): Student Achievement by Proficiency Level

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

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

Texas Education Agency
2024 Federal Report Card
BUENA VISTA EL (233901110) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	72%	67%	81%	*	81%	*	-	*	-	*	82%	79%	64%	87%	55%	70%	89%	*	-	-	*
	CWD	48%	42%	64%	-	64%	-	-	-	-	-	63%	67%	64%	-	*	50%	83%	-	-	-	*
	CWOD	78%	77%	87%	*	88%	*	-	*	-	*	90%	82%	-	87%	63%	81%	90%	*	-	-	-
	EL	62%	46%	55%	-	58%	-	-	-	-	-	64%	33%	*	63%	55%	40%	70%	-	-	-	-
	Male	70%	60%	70%	-	73%	-	-	*	-	-	63%	80%	50%	81%	40%	70%	-	*	-	-	*
	Female	75%	73%	89%	*	88%	*	-	-	-	*	96%	78%	83%	90%	70%	-	89%	*	-	-	-
Mathematics	All Students	68%	63%	62%	*	61%	*	-	*	-	*	58%	67%	36%	71%	35%	60%	63%	*	-	-	*
	CWD	46%	41%	36%	-	36%	-	-	-	-	-	26%	56%	36%	-	*	31%	42%	-	-	-	*
	CWOD	74%	71%	71%	*	70%	*	-	*	-	*	71%	71%	-	71%	38%	74%	69%	*	-	-	-
	EL	61%	45%	35%	-	37%	-	-	-	-	-	43%	17%	*	38%	35%	30%	40%	-	-	-	-
	Male	70%	62%	60%	-	61%	-	-	*	-	-	48%	75%	31%	74%	30%	60%	-	*	-	-	*
	Female	66%	63%	63%	*	60%	*	-	-	-	*	65%	61%	42%	69%	40%	-	63%	*	-	-	-
Grade 4																						
Reading	All Students	79%	75%	84%	*	85%	*	-	-	-	*	76%	95%	47%	94%	69%	81%	87%	*	-	-	*
	CWD	55%	52%	47%	-	50%	*	-	-	-	-	27%	75%	47%	-	*	46%	56%	-	-	-	-
	CWOD	85%	85%	94%	*	95%	*	-	-	-	*	90%	100%	-	94%	79%	98%	93%	*	-	-	*
	EL	68%	59%	69%	-	77%	*	-	-	-	-	64%	*	*	79%	69%	70%	67%	-	-	-	-
	Male	77%	75%	81%	-	81%	*	-	-	-	*	76%	87%	40%	96%	70%	81%	-	-	-	-	*
	Female	81%	76%	87%	*	88%	*	-	-	-	-	77%	100%	56%	93%	67%	-	87%	*	-	-	-
Mathematics	All Students	67%	62%	74%	*	73%	*	-	-	-	*	67%	85%	42%	83%	75%	75%	74%	*	-	-	*
	CWD	42%	34%	42%	-	44%	*	-	-	-	-	27%	63%	42%	-	*	40%	44%	-	-	-	-
	CWOD	73%	73%	83%	*	81%	*	-	-	-	*	78%	90%	-	83%	86%	88%	80%	*	-	-	*
	EL	62%	53%	75%	-	77%	*	-	-	-	-	71%	*	*	86%	75%	70%	83%	-	-	-	-
	Male	69%	68%	75%	-	74%	*	-	-	-	*	67%	87%	40%	88%	70%	75%	-	-	-	-	*
	Female	65%	56%	74%	*	73%	*	-	-	-	-	67%	83%	44%	80%	83%	-	74%	*	-	-	-
Grade 5																						
Reading	All Students	78%	78%	71%	*	71%	100%	-	*	-	*	61%	80%	43%	81%	47%	64%	79%	*	-	-	-
	CWD	48%	51%	43%	-	48%	-	-	-	-	*	29%	67%	43%	-	*	42%	45%	*	-	-	-
	CWOD	84%	85%	81%	*	80%	100%	-	*	-	*	78%	83%	-	81%	50%	72%	89%	-	-	-	-
	EL	70%	59%	47%	-	50%	-	-	*	-	-	56%	33%	*	50%	47%	38%	57%	*	-	-	-
	Male	75%	74%	64%	*	63%	*	-	-	-	*	50%	73%	42%	72%	38%	64%	-	*	-	-	-
	Female	80%	82%	79%	-	79%	*	-	*	-	*	70%	88%	45%	89%	57%	-	79%	-	-	-	-
Mathematics	All Students	75%	81%	73%	*	72%	100%	-	*	-	*	59%	86%	48%	82%	67%	77%	70%	*	-	-	-
	CWD	52%	64%	48%	-	52%	-	-	-	-	*	43%	56%	48%	-	*	50%	45%	*	-	-	-
	CWOD	80%	86%	82%	*	79%	100%	-	*	-	*	67%	93%	-	82%	67%	87%	78%	-	-	-	-
	EL	70%	72%	67%	-	64%	-	-	*	-	-	67%	67%	*	67%	67%	75%	57%	*	-	-	-
	Male	75%	81%	77%	*	78%	*	-	-	-	*	61%	88%	50%	87%	75%	77%	-	*	-	-	-
	Female	75%	81%	70%	-	67%	*	-	*	-	*	57%	83%	45%	78%	57%	-	70%	-	-	-	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Science	All Students	56%	49%	45%	*	43%	83%	-	*	-	*	27%	60%	26%	51%	7%	55%	36%	*	-	-	-
	CWD	34%	31%	26%	-	29%	-	-	-	-	*	7%	56%	26%	-	*	42%	9%	*	-	-	-
	CWOD	61%	54%	51%	*	47%	83%	-	*	-	*	37%	61%	-	51%	8%	59%	44%	-	-	-	-
	EL	43%	34%	7%	-	7%	-	-	*	-	-	11%	0%	*	8%	7%	13%	0%	*	-	-	-
	Male	59%	54%	55%	*	53%	*	-	-	-	*	33%	69%	42%	59%	13%	55%	-	*	-	-	-
	Female	54%	44%	36%	-	33%	*	-	*	-	*	22%	50%	9%	44%	0%	-	36%	-	-	-	-
STAAR Percent at Meets Grade Level or Above																						
Grade 3																						
Reading	All Students	47%	40%	53%	*	52%	*	-	*	-	*	45%	65%	39%	57%	25%	47%	57%	*	-	-	*
	CWD	25%	21%	39%	-	39%	-	-	-	-	-	32%	56%	39%	-	*	31%	50%	-	-	-	*
	CWOD	52%	48%	57%	*	57%	*	-	*	-	*	50%	68%	-	57%	25%	55%	59%	*	-	-	-
	EL	34%	24%	25%	-	26%	-	-	-	-	-	29%	17%	*	25%	25%	10%	40%	-	-	-	-
	Male	44%	35%	47%	-	48%	*	-	*	-	-	30%	70%	31%	55%	10%	47%	-	*	-	-	*
	Female	50%	45%	57%	*	55%	*	-	-	-	*	55%	61%	50%	59%	40%	-	57%	*	-	-	-
Mathematics	All Students	41%	31%	33%	*	29%	*	-	*	-	*	27%	42%	32%	33%	10%	36%	30%	*	-	-	*
	CWD	24%	15%	32%	-	32%	-	-	-	-	-	26%	44%	32%	-	*	25%	42%	-	-	-	*
	CWOD	44%	37%	33%	*	28%	*	-	*	-	*	27%	41%	-	33%	6%	42%	27%	*	-	-	-
	EL	32%	18%	10%	-	11%	-	-	-	-	-	7%	17%	*	6%	10%	10%	10%	-	-	-	-
	Male	44%	32%	36%	-	36%	-	-	*	-	-	22%	55%	25%	42%	10%	36%	-	*	-	-	*
	Female	37%	30%	30%	*	24%	*	-	-	-	*	30%	30%	42%	27%	10%	-	30%	*	-	-	-
Grade 4																						
Reading	All Students	50%	39%	57%	*	55%	*	-	-	-	*	51%	64%	21%	66%	38%	58%	55%	*	-	-	*
	CWD	24%	21%	21%	-	22%	*	-	-	-	-	18%	25%	21%	-	*	10%	33%	-	-	-	-
	CWOD	56%	46%	66%	*	64%	*	-	-	-	*	60%	74%	-	66%	43%	77%	59%	*	-	-	*
	EL	30%	24%	38%	-	38%	*	-	-	-	-	29%	*	*	43%	38%	50%	17%	-	-	-	-
	Male	47%	38%	58%	-	55%	*	-	-	-	*	52%	67%	10%	77%	50%	58%	-	-	-	-	*
	Female	53%	40%	55%	*	55%	*	-	-	-	-	50%	61%	33%	59%	17%	-	55%	*	-	-	-
Mathematics	All Students	44%	33%	44%	*	44%	*	-	-	-	*	31%	62%	26%	49%	38%	53%	38%	*	-	-	*
	CWD	24%	17%	26%	-	28%	*	-	-	-	-	18%	38%	26%	-	*	20%	33%	-	-	-	-
	CWOD	49%	40%	49%	*	48%	*	-	-	-	*	35%	68%	-	49%	43%	65%	39%	*	-	-	*
	EL	38%	25%	38%	-	38%	*	-	-	-	-	29%	*	*	43%	38%	50%	17%	-	-	-	-
	Male	47%	39%	53%	-	52%	*	-	-	-	*	48%	60%	20%	65%	50%	53%	-	-	-	-	*
	Female	41%	27%	38%	*	39%	*	-	-	-	-	20%	61%	33%	39%	17%	-	38%	*	-	-	-
Grade 5																						
Reading	All Students	53%	49%	49%	*	49%	67%	-	*	-	*	29%	66%	26%	57%	7%	45%	53%	*	-	-	-
	CWD	25%	25%	26%	-	29%	-	-	-	-	*	0%	67%	26%	-	*	33%	18%	*	-	-	-
	CWOD	59%	56%	57%	*	56%	67%	-	*	-	*	44%	66%	-	57%	0%	50%	64%	-	-	-	-
	EL	41%	28%	7%	-	7%	-	-	*	-	-	0%	17%	*	0%	7%	0%	14%	*	-	-	-
	Male	51%	46%	45%	*	45%	*	-	-	-	*	17%	65%	33%	50%	0%	45%	-	*	-	-	-
	Female	56%	53%	53%	-	52%	*	-	*	-	*	39%	67%	18%	64%	14%	-	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	49%	45%	**34%**	*	32%	50%	-	*	-	*	15%	51%	17%	40%	13%	42%	28%	*	-	-	-
	CWD	26%	27%	**17%**	-	19%	-	-	-	-	*	8%	44%	17%	-	*	33%	0%	*	-	-	-
	CWOD	54%	50%	**40%**	*	36%	50%	-	*	-	*	22%	53%	-	40%	17%	45%	30%	-	-	-	-
	EL	41%	33%	**13%**	-	7%	-	-	*	-	-	11%	17%	*	17%	13%	13%	14%	*	-	-	-
	Male	50%	45%	**42%**	*	41%	*	-	-	-	*	11%	64%	33%	45%	13%	42%	-	*	-	-	-
	Female	47%	44%	**28%**	-	24%	*	-	*	-	*	17%	38%	0%	36%	14%	-	28%	-	-	-	-
Science	All Students	27%	19%	**21%**	*	18%	67%	-	*	-	*	7%	32%	13%	24%	0%	27%	15%	*	-	-	-
	CWD	16%	12%	**13%**	-	14%	-	-	-	-	*	0%	33%	13%	-	*	17%	9%	*	-	-	-
	CWOD	29%	21%	**24%**	*	19%	67%	-	*	-	*	11%	32%	-	24%	0%	31%	17%	-	-	-	-
	EL	15%	10%	**0%**	-	0%	-	-	*	-	-	0%	0%	*	0%	0%	0%	0%	*	-	-	-
	Male	30%	24%	**27%**	*	21%	*	-	-	-	*	11%	38%	17%	31%	0%	27%	-	*	-	-	-
	Female	23%	13%	**15%**	-	14%	*	-	*	-	*	4%	25%	9%	17%	0%	-	15%	-	-	-	-
STAAR Percent at Masters Grade Level																						
Grade 3																						
Reading	All Students	20%	12%	**16%**	*	16%	*	-	*	-	*	9%	28%	7%	20%	0%	19%	14%	*	-	-	*
	CWD	6%	3%	**7%**	-	7%	-	-	-	-	-	5%	11%	7%	-	*	13%	0%	-	-	-	*
	CWOD	23%	16%	**20%**	*	19%	*	-	*	-	*	10%	32%	-	20%	0%	23%	18%	*	-	-	-
	EL	13%	5%	**0%**	-	0%	-	-	-	-	-	0%	0%	*	0%	0%	0%	0%	-	-	-	-
	Male	18%	13%	**19%**	-	18%	-	-	*	-	-	7%	35%	13%	23%	0%	19%	-	*	-	-	*
	Female	22%	11%	**14%**	*	14%	*	-	-	-	*	10%	22%	0%	18%	0%	-	14%	*	-	-	-
Mathematics	All Students	15%	8%	**6%**	*	5%	*	-	*	-	*	3%	12%	0%	9%	0%	6%	6%	*	-	-	*
	CWD	7%	3%	**0%**	-	0%	-	-	-	-	-	0%	0%	0%	-	*	0%	0%	-	-	-	*
	CWOD	17%	10%	**9%**	*	7%	*	-	*	-	*	4%	15%	-	9%	0%	10%	8%	*	-	-	-
	EL	10%	5%	**0%**	-	0%	-	-	-	-	-	0%	0%	*	0%	0%	0%	0%	-	-	-	-
	Male	17%	10%	**6%**	-	5%	-	-	*	-	-	0%	15%	0%	10%	0%	6%	-	*	-	-	*
	Female	12%	6%	**6%**	*	5%	*	-	-	-	*	5%	9%	0%	8%	0%	-	6%	*	-	-	-
Grade 4																						
Reading	All Students	22%	11%	**22%**	*	23%	*	-	-	-	*	12%	36%	11%	25%	13%	22%	23%	*	-	-	*
	CWD	6%	4%	**11%**	-	11%	*	-	-	-	-	0%	25%	11%	-	*	0%	22%	-	-	-	-
	CWOD	28%	14%	**25%**	*	27%	*	-	-	-	*	15%	39%	-	25%	14%	31%	23%	*	-	-	*
	EL	14%	5%	**13%**	-	15%	*	-	-	-	-	7%	*	*	14%	13%	20%	0%	-	-	-	-
	Male	20%	9%	**22%**	-	23%	*	-	-	-	*	10%	40%	0%	31%	20%	22%	-	-	-	-	*
	Female	24%	14%	**23%**	*	24%	*	-	-	-	-	13%	35%	22%	23%	0%	-	23%	*	-	-	-
Mathematics	All Students	20%	13%	**18%**	*	20%	*	-	-	-	*	10%	28%	11%	20%	13%	22%	15%	*	-	-	*
	CWD	7%	4%	**11%**	-	11%	*	-	-	-	-	0%	25%	11%	-	*	0%	22%	-	-	-	-
	CWOD	23%	16%	**20%**	*	22%	*	-	-	-	*	13%	29%	-	20%	14%	31%	14%	*	-	-	*
	EL	15%	9%	**13%**	-	15%	*	-	-	-	-	7%	*	*	14%	13%	20%	0%	-	-	-	-
	Male	22%	15%	**22%**	-	26%	*	-	-	-	*	19%	27%	0%	31%	20%	22%	-	-	-	-	*
	Female	17%	11%	**15%**	*	16%	*	-	-	-	-	3%	30%	22%	14%	0%	-	15%	*	-	-	-
Grade 5																						

Texas Education Agency
2024 Federal Report Card
BUENA VISTA EL (233901110) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	28%	22%	30%	*	26%	67%	-	*	-	*	15%	42%	13%	35%	0%	27%	32%	*	-	-	-
	CWD	8%	8%	13%	-	14%	-	-	-	-	*	0%	33%	13%	-	*	17%	9%	*	-	-	-
	CWOD	32%	25%	35%	*	31%	67%	-	*	-	*	22%	44%	-	35%	0%	31%	39%	-	-	-	-
	EL	17%	7%	0%	-	0%	-	-	*	*	-	0%	0%	*	0%	0%	0%	0%	*	-	-	-
	Male	25%	22%	27%	*	24%	*	-	-	-	*	6%	42%	17%	31%	0%	27%	-	*	-	-	-
	Female	30%	21%	32%	-	29%	*	-	*	-	*	22%	42%	9%	39%	0%	-	32%	-	-	-	-
Mathematics	All Students	19%	13%	7%	*	6%	17%	-	*	-	*	0%	12%	4%	7%	0%	9%	4%	*	-	-	-
	CWD	7%	5%	4%	-	5%	-	-	-	-	*	0%	11%	4%	-	*	8%	0%	*	-	-	-
	CWOD	21%	15%	7%	*	7%	17%	-	*	-	*	0%	13%	-	7%	0%	10%	6%	-	-	-	-
	EL	12%	5%	0%	-	0%	-	-	*	-	-	0%	0%	*	0%	0%	0%	0%	*	-	-	-
	Male	21%	14%	9%	*	8%	*	-	-	-	*	0%	16%	8%	10%	0%	9%	-	*	-	-	-
	Female	17%	12%	4%	-	5%	*	-	*	-	*	0%	8%	0%	6%	0%	-	4%	-	-	-	-
Science	All Students	11%	7%	3%	*	3%	17%	-	*	-	*	0%	6%	0%	4%	0%	2%	4%	*	-	-	-
	CWD	5%	3%	0%	-	0%	-	-	-	-	*	0%	0%	0%	-	*	0%	0%	*	-	-	-
	CWOD	12%	8%	4%	*	3%	17%	-	*	*	*	0%	7%	-	4%	0%	3%	6%	-	-	-	-
	EL	5%	2%	0%	-	0%	-	-	*	-	-	0%	0%	*	0%	0%	0%	0%	*	-	-	-
	Male	13%	8%	2%	*	0%	*	-	-	-	*	0%	4%	0%	3%	0%	2%	-	*	-	-	-
	Female	9%	5%	4%	-	5%	*	-	*	-	*	0%	8%	0%	6%	0%	-	4%	-	-	-	-
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						
All Subjects	All Students	73%	68%	70%	100%	70%	86%	-	60%	-	65%	63%	78%	44%	79%	50%	68%	72%	78%	-	-	67%
	CWD	46%	43%	44%	-	46%	*	-	-	*	0%	33%	62%	44%	-	24%	42%	47%	*	-	-	*
	CWOD	77%	75%	79%	100%	78%	92%	-	60%	-	100%	75%	82%	-	79%	58%	79%	78%	100%	-	-	*
	EL	61%	49%	50%	-	52%	*	-	*	-	-	55%	38%	24%	56%	50%	48%	53%	*	-	-	-
	Male	71%	67%	68%	*	68%	87%	-	*	-	25%	57%	79%	42%	79%	46%	68%	-	60%	-	-	67%
	Female	74%	69%	72%	*	71%	85%	-	*	-	100%	67%	77%	47%	78%	53%	-	72%	*	-	-	-
Reading	All Students	74%	70%	79%	*	80%	82%	-	*	-	71%	75%	84%	53%	87%	57%	71%	85%	*	-	-	*
	CWD	44%	42%	53%	-	55%	*	-	-	-	*	43%	69%	53%	-	22%	45%	63%	*	-	-	*
	CWOD	80%	77%	87%	*	88%	90%	-	*	-	100%	87%	88%	-	87%	64%	82%	91%	*	-	-	*
	EL	59%	46%	57%	-	61%	*	-	*	-	-	62%	43%	22%	64%	57%	50%	65%	*	-	-	-
	Male	70%	66%	71%	*	72%	83%	-	*	-	*	64%	79%	45%	82%	50%	71%	-	*	-	-	*
	Female	78%	74%	85%	*	85%	80%	-	*	-	*	83%	89%	63%	91%	65%	-	85%	*	-	-	-
Mathematics	All Students	70%	67%	69%	*	68%	91%	-	*	-	71%	61%	79%	41%	78%	57%	70%	69%	*	-	-	*
	CWD	45%	44%	41%	-	43%	*	-	-	-	*	32%	58%	41%	-	33%	39%	44%	*	-	-	*
	CWOD	75%	73%	78%	*	77%	100%	-	*	-	100%	72%	85%	-	78%	62%	83%	75%	*	-	-	*
	EL	62%	52%	57%	-	57%	*	-	*	-	-	59%	50%	33%	62%	57%	57%	57%	*	-	-	-
	Male	71%	67%	70%	*	71%	83%	-	*	-	*	58%	83%	39%	83%	57%	70%	-	*	-	-	*
	Female	70%	67%	69%	*	66%	100%	-	*	-	*	63%	76%	44%	75%	57%	-	69%	*	-	-	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Science	All Students	73%	65%	45%	*	43%	83%	-	*	-	*	27%	60%	26%	51%	7%	55%	36%	*	-	-	-
	CWD	49%	42%	26%	-	29%	-	-	-	-	*	7%	56%	26%	-	*	42%	9%	*	-	-	-
	CWOD	77%	71%	51%	*	47%	83%	-	*	-	*	37%	61%	-	51%	8%	59%	44%	-	-	-	-
	EL	61%	52%	7%	-	7%	-	-	*	-	-	11%	0%	*	8%	7%	13%	0%	*	-	-	-
	Male	74%	67%	55%	*	53%	*	-	-	-	*	33%	69%	42%	59%	13%	55%	-	*	-	-	-
	Female	72%	63%	36%	-	33%	*	-	*	-	*	22%	50%	9%	44%	0%	-	36%	-	-	-	-
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	47%	38%	42%	86%	40%	57%	-	60%	-	53%	31%	54%	26%	47%	19%	43%	40%	44%	-	-	50%
	CWD	22%	17%	26%	-	27%	*	-	-	-	0%	15%	44%	26%	-	14%	25%	27%	*	-	-	*
	CWOD	51%	44%	47%	86%	44%	62%	-	60%	-	82%	37%	56%	-	47%	20%	51%	43%	67%	-	-	*
	EL	31%	19%	19%	-	18%	*	-	*	-	-	17%	24%	14%	20%	19%	20%	17%	*	-	-	-
	Male	45%	38%	43%	*	42%	67%	-	*	-	25%	28%	59%	25%	51%	20%	43%	-	40%	-	-	50%
	Female	48%	39%	40%	*	38%	46%	-	*	-	78%	33%	49%	27%	43%	17%	-	40%	*	-	-	-
Reading	All Students	52%	45%	53%	*	52%	64%	-	*	-	57%	43%	65%	30%	60%	24%	50%	55%	*	-	-	*
	CWD	23%	20%	30%	-	31%	*	-	-	-	*	18%	50%	30%	-	22%	26%	34%	*	-	-	*
	CWOD	58%	52%	60%	*	59%	70%	-	*	-	80%	52%	69%	-	60%	24%	60%	60%	*	-	-	*
	EL	34%	21%	24%	-	24%	*	-	*	-	-	22%	29%	22%	24%	24%	21%	26%	*	-	-	-
	Male	48%	41%	50%	*	49%	67%	-	*	-	*	33%	67%	26%	60%	21%	50%	-	*	-	-	*
	Female	57%	49%	55%	*	54%	60%	-	*	-	*	49%	63%	34%	60%	26%	-	55%	*	-	-	-
Mathematics	All Students	42%	33%	37%	*	35%	45%	-	*	-	71%	25%	51%	26%	40%	20%	43%	32%	*	-	-	*
	CWD	22%	16%	26%	-	27%	*	-	-	-	*	16%	42%	26%	-	11%	26%	25%	*	-	-	*
	CWOD	46%	38%	40%	*	37%	50%	-	*	-	100%	29%	53%	-	40%	21%	50%	34%	*	-	-	*
	EL	31%	19%	20%	-	17%	*	-	*	-	-	16%	29%	11%	21%	20%	25%	13%	*	-	-	-
	Male	43%	34%	43%	*	42%	50%	-	*	-	*	27%	60%	26%	50%	25%	43%	-	*	-	-	*
	Female	40%	32%	32%	*	29%	40%	-	*	-	*	24%	43%	25%	34%	13%	-	32%	*	-	-	-
Science	All Students	42%	32%	21%	*	18%	67%	-	*	-	*	7%	32%	13%	24%	0%	27%	15%	*	-	-	-
	CWD	21%	12%	13%	-	14%	-	-	-	-	*	0%	33%	13%	-	*	17%	9%	*	-	-	-
	CWOD	45%	37%	24%	*	19%	67%	-	*	-	*	11%	32%	-	24%	0%	31%	17%	-	-	-	-
	EL	24%	14%	0%	-	0%	-	-	*	-	-	0%	0%	*	0%	0%	0%	0%	*	-	-	*
	Male	44%	36%	27%	*	21%	*	-	-	-	*	11%	38%	17%	31%	0%	27%	-	*	-	-	-
	Female	40%	28%	15%	-	14%	*	-	*	-	*	4%	25%	9%	17%	0%	-	15%	-	-	-	-
STAAR Percent at Masters Grade Level																						
All Grades																						
All Subjects	All Students	18%	11%	14%	14%	14%	32%	-	40%	-	6%	7%	23%	6%	17%	3%	15%	14%	0%	-	-	17%
	CWD	6%	3%	6%	-	6%	*	-	-	-	0%	1%	15%	6%	-	0%	6%	7%	*	-	-	*
	CWOD	21%	13%	17%	14%	16%	35%	-	40%	-	9%	9%	25%	-	17%	4%	19%	16%	0%	-	-	*
	EL	9%	4%	3%	-	4%	*	-	*	-	-	2%	6%	0%	4%	3%	6%	0%	*	-	-	-
	Male	18%	11%	15%	*	14%	33%	-	*	-	0%	6%	24%	6%	19%	6%	15%	-	0%	-	-	17%
	Female	19%	12%	14%	*	14%	31%	-	*	-	11%	8%	22%	7%	16%	0%	-	14%	*	-	-	-

		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%	13%	22%	*	21%	55%	-	*	-	14%	11%	36%	10%	26%	4%	23%	22%	*	-	-	*
	CWD	6%	4%	10%	-	10%	*	-	-	-	*	2%	23%	10%	-	0%	11%	9%	*	-	-	*
	CWOD	24%	16%	26%	*	25%	60%	-	*	-	20%	15%	39%	-	26%	5%	28%	25%	*	-	-	*
	EL	10%	3%	4%	-	4%	*	-	*	-	-	3%	7%	0%	5%	4%	7%	0%	*	-	-	-
	Male	18%	11%	23%	*	21%	50%	-	*	-	*	8%	39%	11%	28%	7%	23%	-	*	-	-	*
	Female	24%	15%	22%	*	21%	60%	-	*	-	*	14%	33%	9%	25%	0%	-	22%	*	-	-	-
Mathematics	All Students	17%	10%	10%	*	10%	18%	-	*	-	0%	4%	17%	4%	12%	4%	12%	9%	*	-	-	*
	CWD	6%	3%	4%	-	4%	*	-	-	-	*	0%	12%	4%	-	0%	3%	6%	*	-	-	*
	CWOD	19%	12%	12%	*	12%	20%	-	*	-	0%	6%	18%	-	12%	5%	16%	9%	*	-	-	*
	EL	10%	5%	4%	-	4%	*	-	*	-	-	3%	7%	0%	5%	4%	7%	0%	*	-	-	-
	Male	18%	11%	12%	*	12%	17%	-	*	-	*	6%	18%	3%	16%	7%	12%	-	*	-	-	*
	Female	15%	8%	9%	*	9%	20%	-	*	-	*	3%	16%	6%	9%	0%	-	9%	*	-	-	-
Science	All Students	15%	9%	3%	*	3%	17%	-	*	-	*	0%	6%	0%	4%	0%	2%	4%	*	-	-	-
	CWD	5%	3%	0%	-	0%	-	-	-	-	*	0%	0%	0%	-	*	0%	0%	*	-	-	-
	CWOD	17%	11%	4%	*	3%	17%	-	*	-	*	0%	7%	-	4%	0%	3%	6%	-	-	-	-
	EL	5%	2%	0%	-	0%	-	-	*	-	-	0%	0%	*	0%	0%	0%	0%	*	-	-	-
	Male	16%	10%	2%	*	0%	*	-	-	-	*	0%	4%	0%	3%	0%	2%	-	*	-	-	-
	Female	14%	8%	4%	-	5%	*	-	*	-	*	0%	8%	0%	6%	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 include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Academic Growth Score											
Reading											
All Students	70	*	71	73	-	*	-	*	65	47	60
CWD	47	-	51	*	-	-	-	*	32	47	40
CWOD	77	*	77	81	-	*	-	*	78	-	65
EL	60	-	66	*	-	*	-	-	61	40	60
Male	66	*	66	67	-	-	-	*	57	46	48
Female	74	*	74	*	-	*	-	*	71	47	75

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Mathematics											
All Students	66	*	65	70	-	*	-	*	58	55	66
CWD	55	-	58	*	-	-	-	*	53	55	35
CWOD	69	*	67	78	-	*	-	*	60	-	73
EL ◇	66	-	64	*	-	*	-	-	61	35	66
Male	67	*	68	67	-	-	-	*	55	46	64
Female	65	*	63	*	-	*	-	*	60	64	69

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

Part (iii)(II): Graduation Rate

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

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

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

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

Part (iv): English Language Proficiency

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

Total EL in Class	Proficiency of EL	Rate of Proficiency
103	20	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	42	67	41	58	-	53	-	41	34	25	24
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

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

Part (vi): Goal Meeting Status

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
STAAR Performance Status											
Reading											
Interim Goals (2023-2027)	46%	34%	39%	59%	44%	73%	46%	55%	35%	26%	37%
Target Met	Y		Y	Y					Y	Y	N
Interim Goals (2028-2032)	55%	45%	49%	66%	53%	78%	55%	63%	46%	38%	48%
Target Met	N		Y	N					N	N	N
Interim Goals (2033-2037)	64%	56%	59%	73%	62%	83%	64%	71%	57%	50%	59%
Target Met	N		N	N					N	N	N
Long-Term Goals	73%	67%	70%	80%	72%	87%	73%	78%	68%	63%	69%

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Target Met	N		N	N					N	N	N
Mathematics											
Interim Goals (2023-2027)	49%	33%	44%	60%	47%	82%	51%	55%	40%	29%	45%
Target Met	N		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	N
Interim Goals (2033-2037)	67%	55%	62%	74%	65%	88%	67%	71%	60%	53%	63%
Target Met	N		N	N					N	N	N
Long-Term Goals	75%	67%	72%	80%	74%	91%	76%	78%	70%	65%	73%
Target Met	N		N	N					N	N	N
English Learner Language Proficiency Status											
Interim Goals (2023-2027)											49%
Target Met											Y
Interim Goals (2028-2032)											51%
Target Met											Y
Interim Goals (2033-2037)											53%
Target Met											Y
Long-Term Goals											55%
Target Met											Y
Federal Graduation Status											
Interim Goals (2023-2027) Target Met	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80%
Interim Goals (2028-2032) Target Met	92.7%	90.2%	91.4%	95.2%	90.9%	97.1%	91.5%	93.2%	90.5%	85.8%	86%
Interim Goals (2033-2037) Target Met	95.4%	94.1%	94.7%	96.6%	94.4%	97.5%	94.7%	95.6%	94.3%	91.9%	92%
Long-Term Goals Target Met	98%	98%	98%	98%	98%	98%	98%	98%	98%	98%	98%

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

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

Part (vii): STAAR Participation

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

Texas Education Agency

2024 Federal Report Card

BUENA VISTA EL (233901110) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

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

		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%	0%	0%	0%
	CWD	0%	-	0%	*	-	-	-	0%	0%	0%	0%	-	0%	0%	0%	*
	CWOD	0%	0%	0%	0%	-	0%	-	0%	0%	0%	-	0%	0%	0%	0%	0%
	EL	0%	-	0%	*	-	*	-	-	0%	0%	0%	0%	0%	0%	0%	*
	Male	0%	*	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%	-	0%
	Female	0%	*	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	-	0%	*
Reading	All Students	0%	*	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%	0%	*
	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%	-	*
	Female	0%	*	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	-	0%	*
Mathematics	All Students	0%	*	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%	0%	*
	CWD	0%	-	0%	*	-	-	-	*	0%	0%	0%	-	0%	0%	0%	*
	CWOD	0%	*	0%	0%	-	*	-	0%	0%	0%	-	0%	0%	0%	0%	*
	EL	0%	-	0%	*	-	*	-	-	0%	0%	0%	0%	0%	0%	0%	*
	Male	0%	*	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%	-	*
	Female	0%	*	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	-	0%	*
Science	All Students	0%	*	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%	0%	*
	CWD	0%	-	0%	-	-	-	-	*	0%	0%	0%	-	*	0%	0%	*
	CWOD	0%	*	0%	0%	-	*	-	*	0%	0%	-	0%	0%	0%	0%	-
	EL	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%	-
SAT/ACT All Subjects	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

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

Part (viii): Civil Rights Data

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

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

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
Students Without Disabilities												
In-School Suspensions												
	Male	2	0	2	0	0	0	0	0	1		
	Female	0	0	0	0	0	0	0	0	0		
	Total	2	0	2	0	0	0	0	0	1		
Out-of-School Suspensions												
	Male	0	0	0	0	0	0	0	0	0		
	Female	3	0	2	1	0	0	0	0	0		
	Total	3	0	2	1	0	0	0	0	0		
Expulsions												
With Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
School-Related Arrests												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Referrals to Law Enforcement												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Students With Disabilities												
In-School Suspensions												

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Out-of-School Suspensions												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Expulsions												
With Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
School-Related Arrests												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Referrals to Law Enforcement												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
All Students												
Chronic Absenteeism												
	Male	84	-8	80	3	1	-8	-8	-8	47	12	4
	Female	73	1	66	5	-8	-8	-8	1	38	5	3
	Total	157	1	146	8	1	-8	-8	1	85	17	7

	Total
Incidents of Violence	
Incidents of rape or attempted rape	0
Incidents of sexual assault (other than rape)	0
Incidents of robbery with a weapon	0

	Total
Incidents of robbery without a weapon	0
Incidents of physical attack or fight with a weapon	0
Incidents of physical attack or fight without a weapon	0
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack without a weapon	0
Incidents of possession of a firearm or explosive device	0
Allegations of Harassment or bullying	
On the basis of sex	0
On the basis of race	0
On the basis of disability	0
On the basis of sexual orientation	0
On the basis of religion	0

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

Preschool Programs

	Total Students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9

Accelerated Coursework

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

	Total Students		African American		Hispanic		White		Indian or Alaska Native		Asian		Pacific Islander		Two or More Races		EL		Students with Disabilities	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9

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

Part (ix): Teacher Quality Data

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

	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	5.4	16.8%
Teachers Teaching with Emergency or Provisional Credentials	3.2	10.6%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	3.7	12.3%

- 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 (2022-23).

To be updated by June 30th, 2025.

		State & Local and Federal	State & Local			Federal		
	Enrollment	Total	Site	District Allocation	Total	Site	District Allocation	Total
Business/central/other support services		$710		$516	$516		$194	$194
Food services		$585		$5	$5	$250	$330	$580
Instruction		$5,597	$3,573	$82	$3,655	$1,749	$193	$1,942
Support services, general administration		$130		$130	$130			
Support services, instructional staff		$630	$363	$24	$387	$121	$121	$242
Support services, operation and maintenance of plant		$1,435	$662	$738	$1,400	$29	$6	$35
Support services, pupils		$487	$390	$25	$415	$0	$72	$72

		State & Local and Federal	State & Local			Federal		
	Enrollment	Total	Site	District Allocation	Total	Site	District Allocation	Total
Support services, school administration		$389	$384	$0	$384		$5	$5
Support services, student transportation		$304		$293	$293		$11	$11
Total	**791**	**$10,267**	**$5,373**	**$1,813**	**$7,186**	**$2,149**	**$932**	**$3,081**

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%	11	1%	*	1%
Mathematics	6,620	2%	11	1%	*	1%
Grade 4						
Reading	6,491	2%	14	2%	-	-
Mathematics	6,491	2%	14	2%	-	-
Grade 5						
Reading	6,033	1%	10	1%	-	-
Mathematics	6,033	2%	10	1%	-	-
Science	6,033	2%	10	1%	-	-
Grade 6						
Reading	5,586	1%	10	1%	-	-
Mathematics	5,586	1%	10	1%	-	-
Grade 7						
Reading	5,233	1%	9	1%	-	-
Mathematics	5,227	2%	9	1%	-	-
Grade 8						
Reading	4,985	1%	10	1%	-	-
Mathematics	4,985	1%	10	2%	-	-
Science	4,984	1%	10	1%	-	-
End of Course						
English I	5,119	1%	9	1%	-	-
English II	4,683	1%	8	1%	-	-
Algebra I	5,112	1%	9	1%	-	-
Biology	5,027	1%	9	1%	-	-
All Grades						
All Subjects	100,862	1%	183	1%	*	0%

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Reading	44,764	1%	81	1%	*	0%
Mathematics	40,054	1%	73	1%	*	0%
Science	16,044	1%	29	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

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

* Indicates reporting standards not met.

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

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

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

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

There is no data for this campus.

Part (xiv): Additional Information - Chronic Absenteeism

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Chronic Absenteeism Rate	21%	25%	22%	13%	*	0%	-	17%	26%	21%	29%

- Indicates there are no students in the group.

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

Part (xv): Section 1003 Fund

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

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

There is no data for this campus.

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

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

There is no data for this campus.

2023-24 Texas Academic Performance Report (TAPR)

District Name: SAN FELIPE-DEL RIO CISD

Campus Name: RUBEN CHAVIRA EL

Campus Number: 233901111

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Texas Education Agency
2023-24 STAAR Performance (TAPR)
RUBEN CHAVIRA EL (233901111) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2024	74%	68%	**47%**	-	47%	*	-	-	-	-	18%	*	49%	38%	46%	30%
	2023	76%	73%	**60%**	-	60%	*	-	-	-	-	27%	*	63%	36%	55%	51%
At Meets Grade Level or Above	2024	48%	41%	**29%**	-	29%	*	-	-	-	-	9%	*	29%	31%	29%	21%
	2023	50%	45%	**35%**	-	34%	*	-	-	-	-	14%	*	34%	36%	31%	27%
At Masters Grade Level	2024	21%	12%	**10%**	-	9%	*	-	-	-	-	3%	*	10%	8%	10%	4%
	2023	20%	14%	**4%**	-	4%	*	-	-	-	-	0%	*	3%	9%	4%	2%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2024	70%	65%	**56%**	-	55%	*	-	-	-	-	26%	*	58%	38%	52%	52%
	2023	73%	68%	**55%**	-	55%	*	-	-	-	-	32%	*	53%	64%	53%	51%
At Meets Grade Level or Above	2024	42%	32%	**27%**	-	25%	*	-	-	-	-	9%	*	30%	8%	26%	22%
	2023	45%	33%	**20%**	-	21%	*	-	-	-	-	9%	*	21%	18%	20%	12%
At Masters Grade Level	2024	15%	8%	**6%**	-	5%	*	-	-	-	-	6%	*	7%	0%	6%	0%
	2023	19%	9%	**6%**	-	6%	*	-	-	-	-	0%	*	5%	9%	7%	5%
Grade 4 Reading																	
At Approaches Grade Level or Above	2024	81%	76%	**71%**	-	71%	-	-	-	-	-	43%	*	72%	63%	68%	47%
	2023	77%	78%	**59%**	-	59%	*	-	-	-	-	27%	*	59%	60%	53%	51%
At Meets Grade Level or Above	2024	51%	40%	**38%**	-	38%	-	-	-	-	-	10%	*	39%	25%	32%	17%
	2023	48%	43%	**25%**	-	24%	*	-	-	-	-	20%	*	23%	33%	18%	22%
At Masters Grade Level	2024	23%	12%	**10%**	-	10%	-	-	-	-	-	10%	*	8%	25%	8%	7%
	2023	22%	13%	**7%**	-	6%	*	-	-	-	-	7%	*	4%	20%	3%	5%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2024	69%	63%	**59%**	-	59%	-	-	-	-	-	27%	*	61%	38%	54%	34%
	2023	71%	69%	**50%**	-	49%	*	-	-	-	-	29%	*	51%	47%	42%	44%
At Meets Grade Level or Above	2024	46%	34%	**29%**	-	29%	-	-	-	-	-	9%	*	31%	13%	26%	10%
	2023	48%	41%	**27%**	-	26%	*	-	-	-	-	14%	*	22%	47%	20%	24%
At Masters Grade Level	2024	21%	13%	**9%**	-	9%	-	-	-	-	-	0%	*	8%	13%	7%	3%
	2023	22%	14%	**10%**	-	9%	*	-	-	-	-	0%	*	7%	20%	5%	7%
Grade 5 Reading																	

Texas Education Agency
2023-24 STAAR Performance (TAPR)
RUBEN CHAVIRA EL (233901111) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2024	79%	79%	**82%**	-	81%	*	-	-	-	*	46%	*	83%	77%	79%	85%
	2023	81%	81%	**89%**	-	89%	-	-	-	-	-	58%	*	88%	*	88%	96%
At Meets Grade Level or Above	2024	55%	51%	**48%**	-	48%	*	-	-	-	*	17%	*	49%	38%	42%	56%
	2023	57%	51%	**61%**	-	61%	-	-	-	-	-	25%	*	61%	*	58%	56%
At Masters Grade Level	2024	29%	22%	**15%**	-	14%	*	-	-	-	*	4%	*	16%	8%	11%	15%
	2023	28%	21%	**28%**	-	28%	-	-	-	-	-	0%	*	27%	*	21%	20%
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2024	77%	82%	**91%**	-	91%	*	-	-	-	*	79%	*	90%	100%	90%	89%
	2023	80%	82%	**94%**	-	94%	-	-	-	-	-	83%	*	96%	*	93%	96%
At Meets Grade Level or Above	2024	50%	46%	**51%**	-	49%	*	-	-	-	*	29%	*	53%	38%	46%	59%
	2023	51%	47%	**66%**	-	66%	-	-	-	-	-	58%	*	68%	*	64%	68%
At Masters Grade Level	2024	19%	13%	**15%**	-	14%	*	-	-	-	*	0%	*	16%	8%	10%	15%
	2023	21%	12%	**8%**	-	8%	-	-	-	-	-	0%	*	8%	*	7%	4%
Grade 5 Science																	
At Approaches Grade Level or Above	2024	58%	51%	**60%**	-	59%	*	-	-	-	*	25%	*	62%	54%	55%	63%
	2023	65%	58%	**68%**	-	68%	-	-	-	-	-	42%	*	72%	*	60%	48%
At Meets Grade Level or Above	2024	28%	19%	**22%**	-	22%	*	-	-	-	*	4%	*	24%	15%	23%	22%
	2023	36%	26%	**25%**	-	25%	-	-	-	-	-	17%	*	26%	*	17%	8%
At Masters Grade Level	2024	11%	7%	**2%**	-	1%	*	-	-	-	*	0%	*	3%	0%	1%	0%
	2023	16%	8%	**8%**	-	8%	-	-	-	-	-	8%	*	8%	*	7%	0%
All Grades All Subjects																	
At Approaches Grade Level or Above	2024	75%	69%	**66%**	-	66%	73%	-	-	-	*	36%	100%	67%	59%	62%	54%
	2023	76%	72%	**65%**	-	65%	67%	-	-	-	-	39%	86%	67%	52%	61%	59%
At Meets Grade Level or Above	2024	48%	40%	**34%**	-	34%	64%	-	-	-	*	12%	83%	36%	25%	32%	28%
	2023	49%	42%	**35%**	-	35%	50%	-	-	-	-	20%	57%	35%	34%	30%	28%
At Masters Grade Level	2024	20%	13%	**10%**	-	9%	45%	-	-	-	*	3%	25%	10%	7%	8%	6%
	2023	20%	13%	**9%**	-	9%	33%	-	-	-	-	2%	14%	8%	15%	7%	6%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2024	76%	71%	**66%**	-	65%	60%	-	-	-	*	33%	100%	67%	59%	63%	49%
	2023	77%	73%	**67%**	-	67%	*	-	-	-	-	35%	*	69%	55%	63%	62%

Texas Education Agency
2023-24 STAAR Performance (TAPR)
RUBEN CHAVIRA EL (233901111) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2024	54%	46%	**38%**	-	38%	40%	-	-	-	*	11%	100%	38%	32%	34%	29%
	2023	53%	46%	**38%**	-	38%	*	-	-	-	-	18%	*	38%	38%	33%	32%
At Masters Grade Level	2024	22%	14%	**11%**	-	11%	40%	-	-	-	*	5%	40%	11%	12%	10%	8%
	2023	20%	13%	**11%**	-	11%	*	-	-	-	-	2%	*	10%	12%	8%	7%
All Grades Mathematics																	
At Approaches Grade Level or Above	2024	72%	68%	**68%**	-	67%	80%	-	-	-	*	43%	100%	69%	62%	64%	57%
	2023	75%	71%	**63%**	-	63%	*	-	-	-	-	44%	*	65%	55%	59%	59%
At Meets Grade Level or Above	2024	43%	34%	**35%**	-	34%	80%	-	-	-	*	15%	80%	37%	21%	32%	28%
	2023	45%	38%	**34%**	-	34%	*	-	-	-	-	23%	*	34%	34%	31%	30%
At Masters Grade Level	2024	17%	10%	**10%**	-	9%	40%	-	-	-	*	3%	20%	10%	6%	7%	5%
	2023	19%	12%	**8%**	-	7%	*	-	-	-	-	0%	*	7%	14%	6%	6%
All Grades Science																	
At Approaches Grade Level or Above	2024	75%	66%	**60%**	-	59%	*	-	-	-	*	25%	*	62%	54%	55%	63%
	2023	77%	70%	**68%**	-	68%	-	-	-	-	-	42%	*	72%	*	60%	48%
At Meets Grade Level or Above	2024	43%	33%	**22%**	-	22%	*	-	-	-	*	4%	*	24%	15%	23%	22%
	2023	47%	37%	**25%**	-	25%	-	-	-	-	-	17%	*	26%	*	17%	8%
At Masters Grade Level	2024	16%	10%	**2%**	-	1%	*	-	-	-	*	0%	*	3%	0%	1%	0%
	2023	18%	11%	**8%**	-	8%	-	-	-	-	-	8%	*	8%	*	7%	0%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2024	35%	26%	**21%**	-	20%	*	-	-	-	-	9%	*	23%	8%	21%	13%
	2023	37%	29%	**17%**	-	17%	*	-	-	-	-	9%	*	16%	18%	16%	10%
Reading and Mathematics including EOC	2024	35%	26%	**21%**	-	20%	*	-	-	-	-	9%	*	23%	8%	21%	13%
	2023	37%	29%	**17%**	-	17%	*	-	-	-	-	9%	*	16%	18%	16%	10%
Reading Including EOC	2024	48%	41%	**29%**	-	29%	*	-	-	-	-	9%	*	29%	31%	29%	21%
	2023	50%	45%	**35%**	-	34%	*	-	-	-	-	14%	*	34%	36%	31%	27%
Math Including EOC	2024	42%	32%	**27%**	-	25%	*	-	-	-	-	9%	*	30%	8%	26%	22%
	2023	45%	33%	**20%**	-	21%	*	-	-	-	-	9%	*	21%	18%	20%	12%
4th Graders																	
Reading and Mathematics	2024	38%	27%	**22%**	-	22%	-	-	-	-	-	5%	*	23%	13%	20%	7%
	2023	38%	31%	**19%**	-	17%	*	-	-	-	-	7%	*	15%	33%	14%	17%

Texas Education Agency
2023-24 STAAR Performance (TAPR)
RUBEN CHAVIRA EL (233901111) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB EL (Current & Monitored)
Reading and Mathematics Including EOC	2024	38%	27%	**22%**	-	22%	-	-	-	-	-	5%	*	23%	13%	20%	7%
	2023	38%	31%	**19%**	-	17%	*	-	-	-	-	7%	*	15%	33%	14%	17%
Reading Including EOC	2024	51%	40%	**38%**	-	38%	-	-	-	-	-	10%	*	39%	25%	32%	17%
	2023	48%	43%	**25%**	-	24%	*	-	-	-	-	20%	*	23%	33%	18%	22%
Math Including EOC	2024	46%	34%	**29%**	-	29%	-	-	-	-	-	9%	*	31%	13%	26%	10%
	2023	48%	41%	**27%**	-	26%	*	-	-	-	-	14%	*	22%	47%	26%	24%
5th Graders																	
Reading and Mathematics	2024	42%	35%	**38%**	-	38%	*	-	-	-	*	13%	*	40%	31%	34%	52%
	2023	43%	36%	**47%**	-	47%	-	-	-	-	-	17%	*	48%	*	45%	48%
Reading and Mathematics Including EOC	2024	42%	35%	**38%**	-	38%	*	-	-	-	*	13%	*	40%	31%	34%	52%
	2023	43%	36%	**47%**	-	47%	-	-	-	-	-	17%	*	48%	*	45%	48%
Reading Including EOC	2024	55%	51%	**48%**	-	48%	*	-	-	-	*	17%	*	49%	38%	42%	56%
	2023	57%	51%	**61%**	-	61%	-	-	-	-	-	25%	*	61%	*	58%	56%
Math Including EOC	2024	51%	46%	**51%**	-	49%	*	-	-	-	*	29%	*	53%	38%	46%	59%
	2023	51%	47%	**66%**	-	66%	-	-	-	-	-	58%	*	68%	*	64%	68%
3rd - 8th Graders																	
Reading and Mathematics	2024	36%	26%	**26%**	-	26%	40%	-	-	-	*	9%	80%	28%	18%	25%	23%
	2023	37%	29%	**25%**	-	25%	*	-	-	-	-	10%	*	25%	28%	22%	21%
Reading and Mathematics Including EOC	2024	38%	28%	**26%**	-	26%	40%	-	-	-	*	9%	80%	28%	18%	25%	22%
	2023	39%	31%	**25%**	-	25%	*	-	-	-	-	10%	*	25%	28%	22%	21%
Reading Including EOC	2024	54%	44%	**38%**	-	38%	40%	-	-	-	*	11%	100%	38%	32%	34%	29%
	2023	53%	43%	**38%**	-	38%	*	-	-	-	-	18%	*	38%	38%	33%	32%
Math Including EOC	2024	45%	34%	**35%**	-	34%	80%	-	-	-	*	15%	80%	37%	21%	32%	28%
	2023	47%	39%	**34%**	-	34%	*	-	-	-	-	23%	*	34%	34%	31%	30%

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

- Indicates there are no students in the group.

Texas Education Agency
2023-24 STAAR Progress (TAPR)
RUBEN CHAVIRA EL (233901111) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress - Annual Growth by Grade and Subject																	
Grade 4 ELA/Reading	2024	67%	57%	**55%**	-	55%	-	-	-	-	-	33%	*	56%	43%	50%	41%
	2023	55%	56%	**45%**	-	44%	*	-	-	-	-	33%	*	42%	60%	44%	49%
Grade 4 Mathematics	2024	60%	56%	**59%**	-	59%	-	-	-	-	-	45%	*	60%	50%	59%	43%
	2023	63%	66%	**60%**	-	59%	*	-	-	-	-	39%	*	56%	80%	60%	64%
Grade 5 ELA/Reading	2024	70%	68%	**72%**	-	72%	*	-	-	-	*	54%	*	71%	75%	69%	81%
	2023	65%	66%	**77%**	-	77%	-	-	-	-	-	63%	*	76%	*	77%	81%
Grade 5 Mathematics	2024	65%	70%	**85%**	-	84%	*	-	-	-	*	78%	*	84%	92%	83%	94%
	2023	71%	66%	**76%**	-	76%	-	-	-	-	-	79%	*	77%	*	77%	83%
All Grades Both Subjects	2024	64%	60%	**68%**	-	68%	*	-	-	-	*	54%	94%	68%	70%	65%	64%
	2023	64%	59%	**63%**	-	63%	*	-	-	-	-	52%	*	62%	71%	63%	66%
All Grades ELA/Reading	2024	67%	63%	**64%**	-	64%	*	-	-	-	*	45%	*	64%	63%	59%	60%
	2023	63%	56%	**59%**	-	59%	*	-	-	-	-	46%	*	58%	67%	58%	61%
All Grades Mathematics	2024	60%	57%	**72%**	-	72%	*	-	-	-	*	63%	*	72%	76%	71%	68%
	2023	66%	61%	**67%**	-	67%	*	-	-	-	-	58%	*	66%	75%	67%	71%
School Progress - Accelerated Learning by Grade and Subject																	
Grade 4 ELA/Reading	2024	38%	36%	**18%**	-	18%	-	-	-	-	-	18%	-	17%	*	18%	15%
	2023	33%	39%	**22%**	-	22%	-	-	-	-	-	0%	*	20%	*	22%	22%
Grade 4 Mathematics	2024	26%	28%	**28%**	-	28%	-	-	-	-	-	8%	-	32%	*	22%	7%
	2023	27%	31%	**18%**	-	18%	-	-	-	-	-	0%	-	19%	*	18%	19%
Grade 5 ELA/Reading	2024	35%	35%	**50%**	-	50%	-	-	-	-	-	31%	-	47%	57%	48%	60%
	2023	37%	42%	**50%**	-	50%	-	-	-	-	-	38%	-	50%	-	50%	80%
Grade 5 Mathematics	2024	41%	59%	**79%**	-	79%	-	-	-	-	-	72%	-	73%	100%	79%	79%
	2023	48%	55%	**90%**	-	90%	-	-	-	-	-	*	*	90%	-	88%	*
All Grades Both Subjects	2024	32%	36%	**47%**	-	47%	-	-	-	-	-	32%	-	44%	57%	45%	39%
	2023	38%	36%	**33%**	-	33%	-	-	-	-	-	19%	*	33%	20%	30%	33%
All Grades ELA/Reading	2024	30%	30%	**35%**	-	35%	-	-	-	-	-	26%	-	32%	43%	34%	35%
	2023	35%	32%	**31%**	-	31%	-	-	-	-	-	17%	*	30%	*	30%	35%
All Grades Mathematics	2024	35%	40%	**56%**	-	56%	-	-	-	-	-	47%	-	53%	67%	53%	43%
	2023	40%	40%	**34%**	-	34%	-	-	-	-	-	23%	*	37%	*	31%	32%

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

Texas Education Agency

2023-24 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)

RUBEN CHAVIRA EL (233901111) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2024	75%	69%	**66%**	51%	50%	-	-	-	68%	-	-	-	-	60%	73%	51%	75%
	2023	76%	72%	**65%**	55%	53%	-	-	-	75%	-	-	-	-	67%	72%	57%	70%
At Meets Grade Level or Above	2024	48%	40%	**34%**	26%	25%	-	-	-	33%	-	-	-	-	40%	38%	26%	41%
	2023	49%	42%	**35%**	27%	26%	-	-	-	38%	-	-	-	-	28%	42%	27%	40%
At Masters Grade Level	2024	20%	13%	**10%**	4%	4%	-	-	-	8%	-	-	-	-	0%	12%	4%	16%
	2023	20%	13%	**9%**	6%	6%	-	-	-	9%	-	-	-	-	3%	13%	5%	10%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2024	76%	71%	**66%**	44%	44%	-	-	-	70%	-	-	-	-	*	76%	45%	83%
	2023	77%	73%	**67%**	57%	55%	-	-	-	67%	-	-	-	-	72%	73%	60%	72%
At Meets Grade Level or Above	2024	54%	46%	**38%**	26%	25%	-	-	-	35%	-	-	-	-	*	43%	26%	50%
	2023	53%	46%	**38%**	30%	30%	-	-	-	42%	-	-	-	-	28%	45%	30%	46%
At Masters Grade Level	2024	22%	14%	**11%**	6%	6%	-	-	-	10%	-	-	-	-	*	14%	5%	25%
	2023	20%	13%	**11%**	9%	10%	-	-	-	25%	-	-	-	-	0%	15%	7%	8%
All Grades Mathematics																		
At Approaches Grade Level or Above	2024	72%	68%	**68%**	55%	53%	-	-	-	65%	-	-	-	-	*	75%	54%	75%
	2023	75%	71%	**63%**	55%	51%	-	-	-	92%	-	-	-	-	61%	68%	56%	72%
At Meets Grade Level or Above	2024	43%	34%	**35%**	25%	24%	-	-	-	30%	-	-	-	-	*	39%	26%	50%
	2023	45%	38%	**34%**	29%	28%	-	-	-	50%	-	-	-	-	28%	39%	29%	38%
At Masters Grade Level	2024	17%	10%	**10%**	3%	3%	-	-	-	5%	-	-	-	-	*	13%	3%	17%
	2023	19%	12%	**8%**	4%	4%	-	-	-	8%	-	-	-	-	6%	10%	4%	15%
All Grades Science																		
At Approaches Grade Level or Above	2024	75%	66%	**60%**	61%	61%	-	-	-	-	-	-	-	-	*	59%	64%	64%
	2023	77%	70%	**68%**	52%	50%	-	-	-	63%	-	-	-	-	-	86%	52%	*
At Meets Grade Level or Above	2024	43%	33%	**22%**	28%	28%	-	-	-	-	-	-	-	-	*	22%	26%	13%
	2023	47%	37%	**25%**	5%	0%	-	-	-	13%	-	-	-	-	-	38%	5%	*
At Masters Grade Level	2024	16%	10%	**2%**	0%	0%	-	-	-	-	-	-	-	-	*	4%	0%	0%
	2023	18%	11%	**8%**	0%	0%	-	-	-	0%	-	-	-	-	-	14%	0%	*
School Progress - Annual Growth																		
All Grades Both Subjects	2024	64%	60%	**68%**	61%	61%	-	-	-	52%	-	-	-	-	*	70%	61%	81%
	2023	64%	59%	**63%**	70%	68%	-	-	-	88%	-	-	-	-	61%	60%	67%	63%
All Grades ELA/Reading	2024	67%	63%	**64%**	57%	57%	-	-	-	57%	-	-	-	-	*	66%	57%	78%
	2023	63%	56%	**59%**	66%	67%	-	-	-	75%	-	-	-	-	57%	57%	64%	50%

Texas Education Agency
2023-24 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
RUBEN CHAVIRA EL (233901111) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
All Grades Mathematics	2024	60%	57%	**72%**	64%	64%	-	-	-	46%	-	-	-	-	*	74%	65%	83%
	2023	66%	61%	**67%**	73%	69%	-	-	-	100%	-	-	-	-	64%	63%	71%	75%
School Progress - Accelerated Learning																		
All Grades Both Subjects	2024	32%	36%	**47%**	40%	40%	-	-	-	25%	-	-	-	-	*	53%	38%	50%
	2023	38%	36%	**33%**	30%	24%	-	-	-	*	-	-	-	-	42%	31%	33%	*
All Grades ELA/Reading	2024	30%	30%	**35%**	35%	35%	-	-	-	*	-	-	-	-	*	30%	33%	*
	2023	35%	32%	**31%**	35%	33%	-	-	-	*	-	-	-	-	40%	25%	36%	*
All Grades Mathematics	2024	35%	40%	**56%**	43%	43%	-	-	-	20%	-	-	-	-	*	66%	42%	*
	2023	40%	40%	**34%**	25%	14%	-	-	-	*	-	-	-	-	43%	37%	30%	*

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

Texas Education Agency

2023-24 STAAR Participation (TAPR)

RUBEN CHAVIRA EL (233901111) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2024 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**99%**	-	99%	100%	-	-	-	*	99%	100%	99%	100%	100%	100%
Included in Accountability	92%	94%	**93%**	-	95%	85%	-	-	-	*	95%	100%	97%	74%	94%	91%
Not Included in Accountability: Mobile	4%	3%	**4%**	-	2%	15%	-	-	-	*	3%	0%	2%	15%	3%	4%
Not Included in Accountability: Other Exclusions	2%	2%	**2%**	-	2%	0%	-	-	-	*	2%	0%	0%	12%	2%	5%
Not Tested	1%	1%	**1%**	-	1%	0%	-	-	-	*	1%	0%	1%	0%	0%	0%
Absent	1%	1%	**1%**	-	1%	0%	-	-	-	*	0%	0%	1%	0%	0%	0%
Other	0%	1%	**0%**	-	0%	0%	-	-	-	*	1%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	**100%**	-	100%	100%	-	-	-	*	99%	100%	100%	100%	100%	100%
Included in Accountability	91%	94%	**93%**	-	95%	83%	-	-	-	*	94%	100%	97%	72%	94%	91%
Not Included in Accountability: Mobile	4%	3%	**4%**	-	2%	17%	-	-	-	*	2%	0%	2%	15%	3%	4%
Not Included in Accountability: Other Exclusions	4%	3%	**3%**	-	3%	0%	-	-	-	*	2%	0%	0%	13%	2%	5%
Not Tested	1%	1%	**0%**	-	0%	0%	-	-	-	*	1%	0%	0%	0%	0%	0%
Absent	1%	0%	**0%**	-	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	-	0%	0%	-	-	-	*	1%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	98%	**99%**	-	99%	100%	-	-	-	*	100%	100%	99%	100%	100%	99%
Included in Accountability	93%	94%	**92%**	-	94%	83%	-	-	-	*	95%	100%	97%	72%	94%	90%
Not Included in Accountability: Mobile	5%	3%	**4%**	-	2%	17%	-	-	-	*	2%	0%	2%	15%	3%	4%
Not Included in Accountability: Other Exclusions	1%	1%	**3%**	-	3%	0%	-	-	-	*	2%	0%	0%	13%	2%	5%
Not Tested	1%	2%	**1%**	-	1%	0%	-	-	-	*	0%	0%	1%	0%	0%	1%
Absent	1%	1%	**1%**	-	1%	0%	-	-	-	*	0%	0%	1%	0%	0%	1%
Other	0%	2%	**0%**	-	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	99%	98%	**99%**	-	99%	*	-	-	-	*	100%	*	99%	100%	100%	100%
Included in Accountability	93%	93%	**94%**	-	96%	*	-	-	-	*	96%	*	97%	81%	95%	90%
Not Included in Accountability: Mobile	4%	3%	**3%**	-	1%	*	-	-	-	*	4%	*	1%	13%	4%	7%
Not Included in Accountability: Other Exclusions	1%	2%	**1%**	-	1%	*	-	-	-	*	0%	*	0%	6%	1%	3%
Not Tested	1%	2%	**1%**	-	1%	*	-	-	-	*	0%	*	1%	0%	0%	0%

Texas Education Agency
2023-24 STAAR Participation (TAPR)
RUBEN CHAVIRA EL (233901111) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	1%	1%	-	1%	*	-	-	-	*	0%	*	1%	0%	0%	0%
Other	0%	1%	0%	-	0%	*	-	-	-	*	0%	*	0%	0%	0%	0%
2023 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	100%	-	100%	100%	-	-	-	-	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	95%	91%	-	91%	100%	-	-	-	-	94%	100%	99%	58%	94%	87%
Not Included in Accountability: Mobile	4%	2%	5%	-	4%	0%	-	-	-	-	6%	0%	1%	20%	3%	4%
Not Included in Accountability: Other Exclusions	2%	2%	5%	-	5%	0%	-	-	-	-	0%	0%	0%	23%	3%	9%
Not Tested	1%	1%	0%	-	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	0%
Absent	1%	1%	0%	-	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	-	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	100%	-	100%	*	-	-	-	-	100%	*	100%	100%	100%	100%
Included in Accountability	92%	94%	91%	-	91%	*	-	-	-	-	94%	*	99%	60%	94%	88%
Not Included in Accountability: Mobile	4%	3%	4%	-	4%	*	-	-	-	-	6%	*	1%	17%	3%	3%
Not Included in Accountability: Other Exclusions	3%	3%	5%	-	5%	*	-	-	-	-	0%	*	0%	23%	3%	9%
Not Tested	1%	1%	0%	-	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%
Absent	1%	0%	0%	-	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%
Other	0%	0%	0%	-	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	100%	-	100%	*	-	-	-	-	100%	*	100%	100%	100%	100%
Included in Accountability	94%	95%	91%	-	91%	*	-	-	-	-	94%	*	99%	62%	94%	88%
Not Included in Accountability: Mobile	5%	2%	4%	-	4%	*	-	-	-	-	6%	*	1%	17%	3%	3%
Not Included in Accountability: Other Exclusions	1%	1%	4%	-	4%	*	-	-	-	-	0%	*	0%	21%	3%	8%
Not Tested	1%	1%	0%	-	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%
Absent	1%	1%	0%	-	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%
Other	0%	1%	0%	-	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%
Science																
Assessment Participant	99%	99%	100%	-	100%	-	-	-	-	-	100%	*	100%	100%	100%	100%
Included in Accountability	93%	96%	87%	-	88%	-	-	-	-	-	92%	*	100%	27%	93%	81%
Not Included in Accountability: Mobile	4%	2%	8%	-	7%	-	-	-	-	-	8%	*	0%	45%	4%	10%

Texas Education Agency

2023-24 STAAR Participation (TAPR)

RUBEN CHAVIRA EL (233901111) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Other Exclusions	1%	1%	5%	-	5%	*	-	-	*	-	0%	*	0%	27%	2%	10%
Not Tested	1%	1%	0%	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%
Absent	1%	1%	0%	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%
Other	0%	0%	0%	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%

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

- Indicates there are no students in the group.

Texas Education Agency

2023-24 Attendance, Graduation, and Dropout Rates (TAPR)

RUBEN CHAVIRA EL (233901111) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2022-23	93.3%	91.5%	**92.5%**	-	92.5%	95.1%	-	-	-	-	92.2%	92.3%	92.5%
2021-22	92.2%	89.4%	**89.7%**	*	89.7%	*	-	-	-	-	90.0%	89.3%	89.8%
Chronic Absenteeism													
2022-23	20.3%	28.2%	**27.6%**	-	27.8%	14.3%	-	-	-	-	32.6%	29.0%	28.6%
2021-22	25.7%	37.2%	**41.4%**	*	41.5%	20.0%	-	-	-	-	36.7%	43.3%	40.0%
Annual Dropout Rate (Gr 7-8)													
2022-23	0.8%	1.0%	-	-	-	-	-	-	-	-	-	-	-
2021-22	0.7%	1.0%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2022-23	2.0%	1.4%	-	-	-	-	-	-	-	-	-	-	-
2021-22	2.2%	2.5%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2023													
Graduated	90.3%	91.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.1%	2.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	5.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.6%	91.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	94.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022													
Graduated	89.7%	90.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.5%	2.6%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.4%	6.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.0%	91.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.6%	93.6%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	91.8%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.8%	6.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	93.7%	-	-	-	-	-	-	-	-	-	-	-

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.2%	94.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021													
Graduated	92.2%	90.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	9.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	90.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	90.9%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.7%	91.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	8.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	91.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	91.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	92.7%	91.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	8.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	91.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	91.1%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2023	90.3%	90.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	89.7%	89.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2023	72.3%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	59.5%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2023	4.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	3.7%	0.1%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency

2023-24 Attendance, Graduation, and Dropout Rates (TAPR)

RUBEN CHAVIRA EL (233901111) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2023	84.3%	94.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	84.3%	90.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2023	88.6%	94.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	88.0%	90.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2022-23	38.4%	-	-	-	-	-	-	-	-	-	-	-	-
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2022-23	4.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2021-22	3.9%	0.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2022-23	82.5%	93.7%	-	-	-	-	-	-	-	-	-	-	-
2021-22	82.3%	90.9%	-	-	-	-	-	-	-	-	-	-	-
Texas First DLA Graduates (Annual Rate)													
2022-23	0.1%	0.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Annual Rate)													
2022-23	86.8%	93.8%	-	-	-	-	-	-	-	-	-	-	-
2021-22	86.0%	91.2%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2023-24 Graduation Profile (TAPR)
RUBEN CHAVIRA EL (233901111) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2022-23 Annual Graduates)				
Total Graduates	-	-	752	377,367
By Ethnicity:				
African American	-	-	5	46,822
Hispanic	-	-	706	197,333
White	-	-	39	103,069
American Indian	-	-	0	1,181
Asian	-	-	1	19,151
Pacific Islander	-	-	0	574
Two or More Races	-	-	1	9,297
By Graduation Type:				
Minimum H.S. Program	-	-	0	433
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	270
Foundation H.S. Program (No Endorsement)	-	-	47	49,278
Foundation H.S. Program (Endorsement)	-	-	0	16,475
Foundation H.S. Program (DLA)	-	-	700	310,689
Texas First Early H.S. Completion Program (Texas First-DLA)	-	-	5	222
Special Education Graduates	-	-	81	34,589
Economically Disadvantaged Graduates	-	-	490	206,367
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	99	50,229
At-Risk Graduates	-	-	655	168,430
CTE Completers	-	-	350	116,959

There is no data for this campus.

There is no data for this campus.

There is no data for this campus.

Texas Education Agency
2023-24 Student Information (TAPR)
RUBEN CHAVIRA EL (233901111) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Total Students	**582**	**100.0%**	**9,875**	**5,517,464**	**582**	**100.0%**	**9,907**	**5,531,236**
Students by Grade								
Kindergarten	91	15.6%	6.1%	6.5%	91	15.6%	6.1%	6.5%
Grade 1	97	16.7%	7.1%	7.0%	97	16.7%	7.1%	7.0%
Grade 2	107	18.4%	8.0%	7.3%	107	18.4%	8.0%	7.3%
Grade 3	110	18.9%	7.6%	7.2%	110	18.9%	7.6%	7.2%
Grade 4	90	15.5%	7.1%	7.2%	90	15.5%	7.1%	7.2%
Grade 5	87	14.9%	7.0%	7.2%	87	14.9%	7.0%	7.2%
Ethnic Distribution								
African American	1	0.2%	0.5%	12.8%	1	0.2%	0.5%	12.8%
Hispanic	566	97.3%	93.3%	53.2%	566	97.3%	93.2%	53.2%
White	15	2.6%	5.2%	25.0%	15	2.6%	5.2%	25.0%
American Indian	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Asian	0	0.0%	0.4%	5.4%	0	0.0%	0.4%	5.4%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	0	0.0%	0.6%	3.1%	0	0.0%	0.6%	3.1%
Sex								
Female	295	50.7%	49.1%	48.9%	295	50.7%	48.9%	48.8%
Male	287	49.3%	50.9%	51.1%	287	49.3%	51.1%	51.2%
Other Student Cohorts								
Economically Disadvantaged	525	90.2%	75.0%	62.3%	525	90.2%	74.9%	62.2%
Non-Educationally Disadvantaged	57	9.8%	25.0%	37.7%	57	9.8%	25.1%	37.8%
Section 504 Students	38	6.5%	8.4%	7.2%	38	6.5%	8.4%	7.2%
EB Students/EL	215	36.9%	23.4%	24.4%	215	36.9%	23.4%	24.3%
Students w/ Disciplinary Placements (2022-23)	0	0.0%	2.7%	1.9%				
Students w/ Dyslexia	25	4.3%	4.8%	6.0%	25	4.3%	4.8%	6.0%
Foster Care	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Homeless	8	1.4%	1.3%	1.4%	8	1.4%	1.3%	1.4%
Immigrant	25	4.3%	2.4%	2.9%	25	4.3%	2.4%	2.9%
Migrant	7	1.2%	2.1%	0.2%	7	1.2%	2.1%	0.2%
Title I	582	100.0%	98.4%	65.7%	582	100.0%	98.4%	65.7%
Military Connected	11	1.9%	6.0%	3.9%	11	1.9%	6.0%	3.9%
At-Risk	270	46.4%	65.0%	53.2%	270	46.4%	64.8%	53.2%
Students by Instructional Program								
Bilingual/ESL Education	210	36.1%	22.6%	24.5%	210	36.1%	22.5%	24.4%
Career and Technical Education	0	0.0%	28.2%	26.9%	-	-	-	-
Career and Technical Education (9-12 grades only)	0	0.0%	84.5%	73.3%	-	-	-	-

Texas Education Agency
2023-24 Student Information (TAPR)
RUBEN CHAVIRA EL (233901111) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Gifted and Talented Education	10	1.7%	6.6%	8.5%	10	1.7%	6.6%	8.5%
Special Education	134	23.0%	18.1%	13.9%	134	23.0%	18.3%	14.0%
Students with Disabilities by Type of Primary Disability								
Total Students with Disabilities	**134**							
Students with Intellectual Disabilities	81	60.4%	58.0%	45.7%				
Students with Physical Disabilities	38	28.4%	17.9%	18.9%				
Students with Autism	**	**	6.9%	16.2%				
Students with Behavioral Disabilities	8	6.0%	16.4%	17.6%				
Students with Non-Categorical Early Childhood	*	*	0.8%	1.7%				
Mobility (2022-23)								
Total Mobile Students	**52**	**11.5%**	**10.9%**	**16.1%**				
African American	0	0.0%	0.2%	3.4%				
Hispanic	51	11.2%	10.0%	8.5%				
White	1	0.2%	0.6%	3.1%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.1%	0.5%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	0	0.0%	0.1%	0.5%				
Special Ed Students who are Mobile	8	8.9%	8.8%	17.6%				
Count and Percent of EB Students/EL who are Mobile	26	10.9%	12.9%	16.3%				
Count and Percent of Econ Dis Students who are Mobile	51	12.3%	11.7%	18.6%				
Student Attrition (2022-23)								
Total Student Attrition	**167**	**37.6%**	**27.8%**	**18.1%**				

	Non-Special Education Rates			Special Education Rates		
Student Information	Campus	District	State	Campus	District	State
Retention Rates by Grade						
Kindergarten	0.0%	0.2%	1.3%	0.0%	0.0%	3.9%
Grade 1	2.3%	4.3%	2.1%	0.0%	4.8%	3.3%
Grade 2	2.5%	1.1%	1.3%	6.3%	3.7%	1.6%
Grade 3	3.1%	1.2%	0.7%	0.0%	1.1%	0.7%
Grade 4	1.8%	0.6%	0.4%	0.0%	0.0%	0.5%
Grade 5	0.0%	0.2%	0.2%	12.5%	1.6%	0.3%

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

Class Size Information	Campus	District	State
Elementary			
Kindergarten	20.0	20.9	18.4
Grade 1	17.6	19.7	18.8
Grade 2	18.0	19.4	19.1
Grade 3	20.8	20.3	19.4
Grade 4	16.6	20.5	19.4
Grade 5	17.1	21.5	20.9

Texas Education Agency
2023-24 Staff Information (TAPR)
RUBEN CHAVIRA EL (233901111) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	Campus			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Total Staff	**61.4**	**100.0%**	**100.0%**	**100.0%**
Professional Staff	45.4	73.9%	51.4%	63.9%
Teachers	35.7	58.1%	36.4%	48.3%
Professional Support	7.7	12.6%	12.2%	11.1%
Campus Administration (School Leadership)	2.0	3.3%	2.2%	3.3%
Educational Aides	16.0	26.1%	11.9%	11.4%
Librarians and Counselors (Headcount)				
Full-time Librarians	1.0	n/a	10.0	4,187.0
Part-time Librarians	0.0	n/a	0.0	651.0
Full-time Counselors	2.0	n/a	41.0	13,870.0
Part-time Counselors	0.0	n/a	0.0	1,172.0
Total Minority Staff	**57.2**	**93.2%**	**90.7%**	**54.4%**
Teachers by Ethnicity				
African American	0.0	0.0%	0.9%	12.6%
Hispanic	33.5	93.9%	84.9%	30.1%
White	2.2	6.1%	14.0%	53.4%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	0.0	0.0%	0.0%	2.1%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.0%	1.3%
Teachers by Sex				
Males	2.3	6.5%	20.6%	24.5%
Females	33.4	93.5%	79.4%	75.5%
Teachers by Highest Degree Held				
No Degree	0.0	0.0%	2.2%	2.5%
Bachelors	32.3	90.6%	79.3%	71.7%
Masters	3.3	9.4%	18.6%	24.9%
Doctorate	0.0	0.0%	0.0%	0.8%
Teachers by Years of Experience				
Beginning Teachers	5.2	14.7%	6.9%	8.7%
1-5 Years Experience	10.4	29.2%	28.6%	27.4%
6-10 Years Experience	2.1	5.8%	18.9%	20.2%
11-20 Years Experience	8.2	23.0%	26.6%	27.1%
21-30 Years Experience	8.6	24.2%	13.6%	13.7%
Over 30 Years Experience	1.1	3.1%	5.5%	3.0%
Number of Students per Teacher	16.3	n/a	18.1	14.7

Texas Education Agency
2023-24 Staff Information (TAPR)
RUBEN CHAVIRA EL (233901111) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Staff Information	Campus	District	State
Experience of Campus Leadership			
Average Years Experience of Principals	1.0	5.8	6.0
Average Years Experience of Principals with District	1.0	5.8	5.1
Average Years Experience of Assistant Principals	1.0	2.7	5.1
Average Years Experience of Assistant Principals with District	1.0	2.4	4.3
Average Years Experience of Teachers	12.1	12.2	11.1
Average Years Experience of Teachers with District	11.6	11.3	6.9
Average Teacher Salary by Years of Experience (regular duties only)			
Beginning Teachers	$47,773	$43,915	$54,272
1-5 Years Experience	$52,240	$54,966	$58,185
6-10 Years Experience	$59,213	$59,041	$61,494
11-20 Years Experience	$63,346	$63,850	$65,219
21-30 Years Experience	$67,458	$67,782	$69,723
Over 30 Years Experience	$74,309	$74,563	$74,014
Average Actual Salaries (regular duties only)			
Teachers	$58,901	$60,152	$62,474
Professional Support	$68,200	$75,452	$73,783
Campus Administration (School Leadership)	$80,713	$90,313	$86,738
Instructional Staff Percent	n/a	59.6%	65.0%
Contracted Instructional Staff (not incl. above)	0.0	0.0	1,970.1

	Campus			
Program Information	**Count**	**Percent**	**District**	**State**
Teachers by Program (population served)				
Bilingual/ESL Education	12.4	34.8%	9.5%	6.0%
Career and Technical Education	0.0	0.0%	7.2%	5.5%
Compensatory Education	0.0	0.0%	7.1%	3.1%
Gifted and Talented Education	0.0	0.0%	1.9%	1.6%
Regular Education	21.4	60.0%	67.5%	69.8%
Special Education	1.8	5.2%	5.0%	10.3%
Other	0.0	0.0%	1.7%	3.7%

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

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

"The 2024 accountability reports are not yet publicly available. The release of these reports is pending judicial ruling and decisions from the 89th legislature during a special called session."



2024 Campus Comparison Group
RUBEN CHAVIRA EL (233901111) - SAN FELIPE-DEL RIO CISD
Campus Type: Elementary
Sorted by District Name

Campus Name	District Name	Grade Span	Number of Students	% Econ Disadv	% EL	Mobility Rate	% Early College HS	% Special Ed
RUBEN CHAVIRA EL (233901111)	**SAN FELIPE-DEL RIO CISD**	**KG-05**	**582**	**90.2**	**36.9**	**11.5**	**0.0**	**23.0**
1 PARK HILLS EL (188901115)	AMARILLO ISD	PK-05	229	96.6	38.0	15.0	0.0	26.6
2 BURNS EL (031901128)	BROWNSVILLE ISD	PK-05	640	93.3	47.2	9.8	0.0	18.9
3 EGLY EL (031901123)	BROWNSVILLE ISD	PK-05	532	91.5	41.4	15.3	0.0	17.7
4 KELLER EL (031901143)	BROWNSVILLE ISD	PK-05	514	88.7	39.5	10.3	0.0	18.9
5 ORTIZ EL (031901139)	BROWNSVILLE ISD	EE-05	532	92.5	30.6	11.8	0.0	19.4
6 REED EL (101507129)	CYPRESS-FAIRBANKS ISD	EE-05	831	84.2	34.5	9.7	0.0	21.4
7 POPHAM EL (227910101)	DEL VALLE ISD	EE-05	593	90.1	39.0	12.3	0.0	15.3
8 E A JONES EL (079907101)	FORT BEND ISD	EE-05	528	86.0	37.3	14.1	0.0	18.8
9 MACARTHUR EL (101910107)	GALENA PARK ISD	PK-05	583	89.9	44.1	9.3	0.0	18.2
10 ASHBEL SMITH EL (101911113)	GOOSE CREEK CISD	EE-05	553	89.2	40.1	17.6	0.0	20.8
11 BOWIE EL (079901102)	LAMAR CISD	KG-05	427	84.5	38.6	10.2	0.0	19.7
12 TAYLOR RAY EL (079901109)	LAMAR CISD	KG-05	617	94.2	33.5	15.6	0.0	18.8
13 LIGHTHOUSE EL (015825101)	LIGHTHOUSE PUBLIC SCHOOLS	PK-05	233	90.6	36.9	14.3	0.0	16.3
14 LAS VESCAS EL (031906103)	LOS FRESNOS CISD	PK-05	359	94.4	34.8	13.5	0.0	18.1
15 LAURELES EL (031906107)	LOS FRESNOS CISD	EE-05	540	86.3	31.9	9.1	0.0	24.4
16 MCWHORTER EL (152901160)	LUBBOCK ISD	PK-05	531	91.1	32.0	10.0	0.0	19.2
17 MCAULIFFE EL (108906123)	MCALLEN ISD	EE-05	391	85.2	39.9	15.7	0.0	23.5
18 JOHN F KENNEDY EL (108907109)	MERCEDES ISD	EE-05	414	94.4	41.3	12.4	0.0	21.3
19 BLACK EL (057914101)	MESQUITE ISD	EE-05	626	88.3	37.4	15.7	0.0	17.4
20 TOSCH EL (057914113)	MESQUITE ISD	EE-05	622	85.7	42.9	15.7	0.0	23.0
21 HIGH POINT EL (093904106)	NAVASOTA ISD	EE-05	490	85.3	35.3	16.8	0.0	20.6
22 EL DORADO EL (015916121)	NORTH EAST ISD	PK-05	529	92.0	36.9	15.5	0.0	21.6
23 ALLEN EL (015915106)	NORTHSIDE ISD	EE-05	468	91.5	34.2	12.9	0.0	16.7
24 CHARLES GRAEBNER EL (015907129)	SAN ANTONIO ISD	PK-05	628	94.0	38.1	14.7	0.0	16.7
25 GARFIELD EL (233901102)	SAN FELIPE-DEL RIO CISD	KG-05	653	89.3	42.7	12.7	0.0	23.0
26 LAMAR EL (233901105)	SAN FELIPE-DEL RIO CISD	KG-05	546	88.8	33.2	10.2	0.0	20.3
27 MENDEZ EL (108902106)	SAN MARCOS CISD	KG-05	540	88.7	35.4	16.1	0.0	20.2
28 PRICE EL (015908107)	SOUTH SAN ANTONIO ISD	PK-05	393	94.4	34.4	16.1	0.0	23.7
29 HERITAGE EL (015917104)	SOUTHSIDE ISD	01-05	485	90.7	29.1	15.2	0.0	22.7
30 BOB HOPE EL (015912104)	SOUTHWEST ISD	EE-05	673	88.4	32.6	9.4	0.0	21.1
31 AMPARO GUTIERREZ EL (240903114)	UNITED ISD	EE-05	404	86.1	43.3	7.8	0.0	24.5
32 KENDRICK EL (161914112)	WACO ISD	PK-05	468	94.7	39.9	12.6	0.0	17.1
33 ZUNDELOWITZ EL (243905131)	WICHITA FALLS ISD	KG-05	556	92.8	38.8	17.2	0.0	22.1
34 DEL VALLE EL (071905145)	YSLETA ISD	PK-05	427	88.3	41.0	13.3	0.0	19.9
35 LOMA TERRACE EL (071905109)	YSLETA ISD	PK-05	658	88.0	41.6	13.2	0.0	22.2
36 MISSION VALLEY EL (071905135)	YSLETA ISD	KG-05	598	83.8	35.6	9.8	0.0	20.6
37 PARKLAND EL (071905113)	YSLETA ISD	KG-05	507	91.1	32.5	13.4	0.0	23.9
38 PRESA EL (071905123)	YSLETA ISD	EE-05	296	85.8	42.6	14.8	0.0	22.0
39 SAGELAND EL (071905116)	YSLETA ISD	EE-05	654	89.8	41.1	9.4	0.0	22.5
40 FIDEL AND ANDREA R VILLARREAL EL (253901107)	ZAPATA COUNTY ISD	PK-05	450	92.5	37.1	11.5	0.0	17.3
Comparison Group Average			**513**	**89.6**	**37.6**	**13.1**	**0.0**	**20.4**

2022-2023 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR RUBEN CHAVIRA EL (233901111)
SAN FELIPE-DEL RIO CISD

Total Enrolled Membership: 505

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	$3,331,690	100.00%	$6,597	$4,948,277	100.00%	$9,799
Operating-Payroll	$2,931,031	87.97%	$5,804	$4,368,356	88.28%	$8,650
Other Operating	$392,903	11.79%	$778	$554,680	11.21%	$1,098
Non-Operating(Equipt/Supplies)	$7,756	0.23%	$15	$25,241	0.51%	$50
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	$3,323,934	100.00%	$6,582	$4,923,036	100.00%	$9,749
Instruction (11,95) *	$2,037,635	61.30%	$4,035	$3,169,015	64.37%	$6,275
Instructional Res/Media (12) *	$148,211	4.46%	$293	$153,321	3.11%	$304
Curriculum/Staff Develop (13) *	$69,731	2.10%	$138	$152,801	3.10%	$303
Instructional Leadership (21) *	$73,207	2.20%	$145	$73,207	1.49%	$145
School Leadership (23) *	$287,823	8.66%	$570	$287,823	5.85%	$570
Guidance/Counseling Svcs (31) *	$169,398	5.10%	$335	$191,666	3.89%	$380
Social Work Services (32) *	$6,255	0.19%	$12	$6,255	0.13%	$12
Health Services (33) *	$94,687	2.85%	$187	$94,903	1.93%	$188
Transportation(34) *	$0	0.00%	$0	$0	0.00%	$0
Food (35) **	$0	0.00%	$0	$276,197	5.61%	$547
Extracurricular (36) **	$3,857	0.12%	$8	$5,585	0.11%	$11
Plant Maint/Operation (51) **	$356,776	10.73%	$706	$388,620	7.89%	$770
Security/Monitoring (52) **	$76,354	2.30%	$151	$93,088	1.89%	$184

2022-2023 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR RUBEN CHAVIRA EL (233901111)
SAN FELIPE-DEL RIO CISD

Total Enrolled Membership: 505

	General Fund	%	Per Student	All Funds	%	Per Student
Data Processing Svcs (53) **	$0	0.00%	$0	$0	0.00%	$0
Fund Raising CHARTER ONLY (81) **	$0	0.00%	$0	$0	0.00%	$0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	$3,323,934	100.00%	$6,582	$4,922,844	100.00%	$9,748
Regular	$2,115,348	63.64%	$4,189	$2,776,473	56.40%	$5,498
Gifted & Talented	$47,136	1.42%	$93	$47,236	0.96%	$94
Career & Technical	$0	0.00%	$0	$0	0.00%	$0
Students with Disabilities	$227,516	6.84%	$451	$311,468	6.33%	$617
State Compensatory ED	$81,814	2.46%	$162	$573,890	11.66%	$1,136
Bilingual	$90,506	2.72%	$179	$90,506	1.84%	$179
Early Education Allotment	$231,784	6.97%	$459	$231,784	4.71%	$459
Dyslexia or Related Disorder Serv	$92,843	2.79%	$184	$93,054	1.89%	$184
CCMR	$0	0.00%	$0	$0	0.00%	$0
Athletic Programming	$0	0.00%	$0	$0	0.00%	$0
Un-Allocated	$436,987	13.15%	$865	$798,433	16.22%	$1,581

Note: Some amounts may not total due to rounding.

* Please refer to sections A.1 through A.8 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus.

** Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data.

Link to PEIMS Financial Standard Reports to be used for the analysis of costs reported by comparable school districts.

Texas Education Agency

2024 Federal Report Card

RUBEN CHAVIRA EL (233901111) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Part (i): Description of State Accountability System

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

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

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

Texas Education Agency
2024 Federal Report Card
RUBEN CHAVIRA EL (233901111) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Campus ESSA Goals (HS/K-12 & AEA)

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

Campus ESSA Goals (Middle Schools)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Part (ii): Student Achievement by Proficiency Level

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

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

Texas Education Agency
2024 Federal Report Card
RUBEN CHAVIRA EL (233901111) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	72%	67%	48%	-	47%	60%	-	-	-	-	46%	64%	17%	64%	28%	52%	44%	*	*	-	-
	CWD	48%	42%	17%	-	17%	-	-	-	-	-	17%	*	17%	-	0%	14%	20%	*	-	-	-
	CWOD	78%	77%	64%	-	63%	60%	-	-	-	-	63%	70%	-	64%	39%	76%	54%	-	*	-	-
	EL	62%	46%	28%	-	26%	*	-	-	-	-	25%	50%	0%	39%	28%	30%	27%	-	*	-	-
	Male	70%	60%	52%	-	49%	*	-	-	-	-	50%	*	14%	76%	30%	52%	-	*	-	-	-
	Female	75%	73%	44%	-	44%	*	-	-	-	-	43%	57%	20%	64%	27%	-	44%	-	*	-	-
Mathematics	All Students	68%	63%	53%	-	52%	80%	-	-	-	-	50%	73%	28%	66%	43%	57%	48%	*	-	-	-
	CWD	46%	41%	28%	-	28%	-	-	-	-	-	26%	*	28%	-	21%	33%	20%	*	-	-	-
	CWOD	74%	71%	66%	-	65%	80%	-	-	-	-	64%	70%	-	66%	51%	73%	59%	-	-	-	-
	EL	61%	45%	43%	-	42%	*	-	-	-	-	40%	67%	21%	51%	43%	45%	41%	-	-	-	-
	Male	70%	62%	57%	-	55%	*	-	-	-	-	54%	*	33%	73%	45%	57%	-	*	-	-	-
	Female	66%	63%	48%	-	48%	*	-	-	-	-	46%	57%	20%	59%	41%	-	48%	-	-	-	-
Grade 4																						
Reading	All Students	79%	75%	71%	-	72%	-	-	-	-	-	69%	89%	43%	81%	50%	69%	76%	*	*	-	-
	CWD	55%	52%	43%	-	43%	-	-	-	-	-	40%	*	43%	-	40%	47%	20%	-	*	-	-
	CWOD	85%	85%	81%	-	82%	-	-	-	-	-	80%	88%	-	81%	55%	77%	86%	*	*	-	-
	EL	68%	59%	50%	-	52%	-	-	-	-	-	50%	*	40%	55%	50%	47%	55%	-	*	-	-
	Male	77%	75%	69%	-	70%	-	-	-	-	-	68%	*	47%	77%	47%	69%	-	-	*	-	-
	Female	81%	76%	76%	-	76%	-	-	-	-	-	71%	100%	20%	86%	55%	-	76%	*	-	-	-
Mathematics	All Students	67%	62%	58%	-	59%	-	-	-	-	-	55%	89%	27%	69%	38%	60%	56%	*	*	-	-
	CWD	42%	34%	27%	-	27%	-	-	-	-	-	24%	*	27%	-	30%	29%	20%	-	*	-	-
	CWOD	73%	73%	69%	-	70%	-	-	-	-	-	67%	88%	-	69%	42%	74%	63%	*	*	-	-
	EL	62%	53%	38%	-	39%	-	-	-	-	-	37%	*	30%	42%	38%	37%	36%	-	*	-	-
	Male	69%	68%	60%	-	61%	-	-	-	-	-	58%	*	29%	74%	37%	60%	-	-	*	-	-
	Female	65%	56%	56%	-	56%	-	-	-	-	-	48%	100%	20%	63%	36%	-	56%	*	-	-	-
Grade 5																						
Reading	All Students	78%	78%	80%	-	79%	*	-	-	-	*	77%	100%	44%	95%	73%	79%	82%	-	-	-	-
	CWD	48%	51%	44%	-	44%	-	-	-	-	-	44%	-	44%	-	43%	25%	53%	-	-	-	-
	CWOD	84%	85%	95%	-	95%	*	-	-	-	*	94%	100%	-	95%	87%	91%	100%	*	-	-	-
	EL	70%	59%	73%	-	71%	-	-	-	-	-	71%	*	43%	87%	73%	73%	73%	-	-	-	-
	Male	75%	74%	79%	-	78%	-	-	-	-	-	74%	100%	25%	91%	73%	79%	-	-	-	-	-
	Female	80%	82%	82%	-	80%	*	-	-	-	*	80%	*	53%	100%	73%	-	82%	-	*	-	-
Mathematics	All Students	75%	81%	89%	-	90%	*	-	-	-	*	88%	91%	76%	95%	82%	88%	91%	-	-	-	-
	CWD	52%	64%	78%	-	76%	-	-	-	-	-	76%	-	76%	-	71%	63%	82%	-	-	-	-
	CWOD	80%	86%	95%	-	96%	*	-	-	-	*	94%	91%	-	95%	87%	94%	96%	-	-	-	-
	EL	70%	72%	82%	-	86%	-	-	-	-	-	81%	*	71%	87%	82%	91%	73%	-	-	-	-
	Male	75%	81%	88%	-	90%	-	-	-	-	-	86%	86%	83%	94%	91%	88%	-	-	-	-	-
	Female	75%	81%	91%	-	90%	*	-	-	-	*	90%	*	82%	96%	73%	-	91%	-	-	-	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Science	All Students	56%	49%	58%	-	57%	*	-	*	-	*	52%	91%	20%	73%	50%	61%	55%	-	-	-	-
	CWD	34%	31%	20%	-	20%	-	-	-	-	-	20%	-	20%	-	14%	13%	24%	-	-	-	-
	CWOD	61%	54%	73%	-	73%	*	-	-	-	*	68%	91%	-	73%	67%	73%	74%	-	-	-	-
	EL	43%	34%	50%	-	52%	-	-	-	-	-	48%	*	14%	67%	50%	55%	45%	-	-	-	-
	Male	59%	54%	61%	-	63%	-	*	*	-	-	54%	86%	13%	73%	55%	61%	-	-	-	-	-
	Female	54%	44%	55%	-	51%	*	-	-	-	*	50%	*	24%	74%	45%	-	55%	-	-	-	-
STAAR Percent at Meets Grade Level or Above																						
Grade 3																						
Reading	All Students	47%	40%	27%	-	27%	40%	-	-	-	-	26%	36%	8%	38%	14%	30%	24%	*	*	-	-
	CWD	25%	21%	8%	-	8%	-	-	-	-	-	9%	*	8%	-	0%	10%	7%	*	-	-	-
	CWOD	52%	48%	36%	-	37%	40%	-	-	-	-	35%	40%	-	36%	19%	42%	31%	-	*	-	-
	EL	34%	24%	14%	-	15%	*	-	*	-	-	11%	33%	0%	19%	14%	10%	17%	-	*	-	-
	Male	44%	35%	30%	-	27%	*	-	-	-	-	28%	*	10%	42%	10%	30%	-	*	-	-	-
	Female	50%	45%	24%	-	26%	*	-	-	-	-	23%	29%	7%	31%	17%	-	24%	-	*	-	-
Mathematics	All Students	41%	31%	25%	-	23%	80%	-	-	-	-	24%	36%	8%	34%	18%	31%	19%	*	-	-	-
	CWD	24%	15%	8%	-	8%	-	-	-	-	-	9%	*	8%	-	0%	10%	7%	*	-	-	-
	CWOD	44%	37%	34%	-	32%	80%	-	-	-	-	33%	40%	-	34%	26%	45%	24%	-	-	-	-
	EL	32%	18%	16%	-	16%	*	-	-	-	-	16%	33%	0%	26%	18%	20%	17%	-	-	-	-
	Male	44%	32%	31%	-	27%	*	-	-	-	-	30%	*	10%	45%	20%	31%	-	*	-	-	-
	Female	37%	30%	19%	-	19%	*	-	-	-	-	17%	29%	7%	24%	17%	-	19%	-	-	-	-
Grade 4																						
Reading	All Students	50%	39%	38%	-	39%	-	-	-	-	-	33%	78%	10%	48%	17%	33%	45%	*	*	-	-
	CWD	24%	21%	10%	-	10%	-	-	*	-	-	5%	*	10%	-	0%	6%	20%	-	*	-	-
	CWOD	56%	46%	48%	-	48%	-	-	-	-	-	44%	75%	-	48%	25%	46%	50%	*	*	-	-
	EL	39%	24%	17%	-	17%	-	-	-	-	-	14%	*	0%	25%	17%	11%	27%	-	*	-	-
	Male	47%	38%	33%	-	34%	-	-	-	*	-	30%	*	6%	46%	11%	33%	-	-	*	-	-
	Female	53%	40%	45%	-	45%	-	-	-	-	-	39%	80%	20%	50%	27%	-	45%	*	-	-	-
Mathematics	All Students	44%	33%	30%	-	30%	-	-	-	-	-	28%	44%	9%	37%	14%	29%	31%	*	*	-	-
	CWD	24%	17%	9%	-	9%	-	-	-	-	-	10%	*	9%	-	0%	12%	0%	-	*	-	-
	CWOD	49%	40%	37%	-	38%	-	-	-	-	-	35%	50%	-	37%	21%	37%	37%	*	*	-	-
	EL	38%	25%	14%	-	14%	-	-	-	-	-	15%	*	6%	21%	14%	16%	9%	-	*	-	-
	Male	47%	39%	29%	-	29%	-	-	-	-	-	27%	*	12%	37%	16%	29%	-	-	*	-	-
	Female	41%	27%	31%	-	31%	-	-	-	-	-	30%	40%	0%	37%	9%	-	31%	*	-	-	-
Grade 5																						
Reading	All Students	53%	49%	45%	-	46%	*	-	-	-	*	40%	82%	16%	57%	50%	48%	43%	-	-	-	-
	CWD	25%	25%	16%	-	16%	-	-	-	-	-	16%	-	16%	-	14%	13%	18%	-	-	-	-
	CWOD	59%	56%	57%	-	60%	*	-	-	-	*	52%	82%	-	57%	67%	56%	59%	-	-	-	-
	EL	41%	28%	50%	-	52%	-	-	-	-	-	48%	*	14%	67%	50%	55%	45%	-	-	-	-
	Male	51%	46%	48%	-	49%	-	-	-	-	-	43%	71%	13%	56%	55%	48%	-	-	-	-	-
	Female	56%	53%	43%	-	44%	*	-	-	-	*	38%	*	18%	59%	45%	-	43%	-	-	-	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	49%	45%	48%	-	48%	*	-	-	-	*	44%	73%	28%	57%	50%	41%	55%	-	-	-	-
	CWD	20%	27%	28%	-	28%	-	-	-	-	-	28%	-	28%	-	29%	0%	41%	-	-	-	-
	CWOD	54%	50%	57%	-	57%	*	-	-	-	*	52%	73%	-	57%	60%	52%	63%	-	-	-	-
	EL	41%	33%	50%	-	52%	-	-	-	-	-	48%	*	29%	60%	50%	45%	55%	-	-	-	-
	Male	50%	45%	41%	-	43%	-	-	-	-	-	34%	71%	0%	52%	45%	41%	-	-	-	-	-
	Female	47%	44%	55%	-	54%	*	-	-	-	*	53%	*	41%	63%	55%	-	55%	-	-	-	-
Science	All Students	27%	19%	21%	-	21%	*	-	-	-	*	21%	18%	4%	28%	23%	32%	11%	-	-	-	-
	CWD	16%	12%	4%	-	4%	-	-	-	-	-	4%	-	4%	-	0%	0%	6%	-	-	-	-
	CWOD	29%	21%	28%	-	29%	*	-	-	-	*	30%	18%	-	28%	33%	39%	15%	-	-	-	-
	EL	15%	10%	23%	-	24%	-	-	-	-	-	24%	*	0%	33%	23%	36%	9%	-	-	-	-
	Male	30%	24%	32%	-	33%	-	-	-	-	-	34%	14%	0%	39%	36%	32%	-	-	-	-	-
	Female	23%	13%	11%	-	10%	*	-	-	-	*	10%	*	6%	15%	9%	-	11%	-	-	-	-
STAAR Percent at Masters Grade Level																						
Grade 3																						
Reading	All Students	20%	12%	9%	-	9%	20%	-	-	-	-	9%	9%	3%	13%	2%	17%	2%	*	*	-	-
	CWD	6%	3%	3%	-	3%	-	-	-	-	-	3%	*	3%	-	0%	5%	0%	*	-	-	-
	CWOD	23%	16%	13%	-	12%	20%	-	-	-	-	13%	10%	-	13%	3%	24%	3%	-	*	-	-
	EL	13%	5%	2%	-	2%	*	-	-	-	-	2%	0%	0%	3%	2%	5%	0%	-	*	-	-
	Male	18%	13%	17%	-	16%	*	-	-	-	-	16%	*	5%	24%	5%	17%	-	*	-	-	-
	Female	22%	11%	2%	-	2%	*	-	-	-	-	2%	0%	0%	3%	0%	-	2%	-	*	-	-
Mathematics	All Students	15%	8%	6%	-	5%	20%	-	-	-	-	5%	9%	6%	6%	0%	9%	2%	*	-	-	-
	CWD	7%	3%	6%	-	6%	-	-	-	-	-	6%	*	6%	-	0%	10%	0%	*	-	-	-
	CWOD	17%	10%	6%	-	5%	20%	-	-	-	-	5%	10%	-	6%	0%	9%	3%	-	-	-	-
	EL	10%	5%	0%	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-	-	-	-
	Male	17%	10%	9%	-	8%	*	-	-	-	-	8%	*	10%	9%	0%	9%	-	*	-	-	-
	Female	12%	6%	2%	-	2%	*	-	-	-	-	2%	0%	0%	3%	0%	-	2%	-	-	-	-
Grade 4																						
Reading	All Students	22%	11%	10%	-	10%	-	-	-	-	-	8%	22%	10%	10%	7%	8%	12%	*	*	-	-
	CWD	6%	4%	10%	-	10%	-	-	-	-	-	5%	*	10%	-	0%	6%	20%	-	*	-	-
	CWOD	26%	14%	10%	-	10%	-	-	-	-	-	9%	13%	-	10%	10%	9%	11%	*	*	-	-
	EL	14%	5%	7%	-	7%	-	-	-	-	-	7%	*	0%	10%	7%	11%	0%	-	*	-	-
	Male	20%	9%	8%	-	8%	-	-	-	-	-	9%	*	6%	9%	11%	8%	-	-	*	-	-
	Female	24%	14%	12%	-	12%	-	-	-	-	-	7%	40%	20%	11%	0%	-	12%	*	-	-	-
Mathematics	All Students	20%	13%	11%	-	11%	-	-	-	-	-	9%	22%	0%	15%	7%	6%	18%	*	*	-	-
	CWD	7%	4%	0%	-	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	-	*	-	-
	CWOD	23%	16%	15%	-	15%	-	-	-	-	-	13%	25%	-	15%	11%	9%	22%	*	*	-	-
	EL	15%	9%	7%	-	7%	-	-	-	-	-	7%	*	0%	11%	7%	11%	0%	-	*	-	-
	Male	22%	15%	6%	-	6%	-	-	-	-	-	6%	*	0%	9%	11%	6%	-	-	*	-	-
	Female	17%	11%	19%	-	19%	-	-	-	-	-	15%	40%	0%	22%	0%	-	19%	*	-	-	-
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	28%	22%	14%	-	13%	*	-	-	-	*	11%	36%	4%	18%	9%	12%	16%	-	-	-	-
	CWD	8%	8%	4%	-	4%	-	-	-	-	-	4%	-	4%	-	0%	0%	6%	-	-	-	-
	CWOD	32%	25%	18%	-	18%	*	-	-	-	*	14%	36%	-	18%	13%	15%	22%	-	-	-	-
	EL	17%	7%	9%	-	10%	-	-	-	-	-	10%	*	0%	13%	9%	9%	9%	-	-	-	-
	Male	25%	22%	12%	-	12%	-	-	-	-	-	11%	14%	0%	15%	9%	12%	-	-	-	-	-
	Female	30%	21%	16%	-	15%	*	-	-	-	*	10%	*	6%	22%	9%	-	16%	-	-	-	-
Mathematics	All Students	19%	13%	14%	-	14%	*	-	-	-	*	9%	45%	0%	20%	0%	15%	14%	-	-	-	-
	CWD	7%	5%	0%	-	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	0%	-	-	-	-
	CWOD	21%	15%	20%	-	20%	*	-	-	-	*	14%	45%	-	20%	13%	18%	22%	-	-	-	-
	EL	12%	5%	9%	-	10%	-	-	-	-	-	10%	*	0%	13%	9%	9%	9%	-	-	-	-
	Male	21%	14%	15%	-	15%	-	-	-	-	-	11%	29%	0%	18%	9%	15%	-	-	-	-	-
	Female	17%	12%	14%	-	12%	*	-	-	-	*	8%	*	0%	22%	9%	-	14%	-	-	-	-
Science	All Students	11%	7%	2%	-	1%	*	-	-	-	*	1%	9%	0%	3%	0%	2%	2%	-	-	-	-
	CWD	5%	3%	0%	-	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	0%	-	-	-	-
	CWOD	12%	8%	3%	-	2%	*	-	-	-	*	2%	9%	-	3%	0%	3%	4%	-	-	-	-
	EL	5%	2%	0%	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%	0%	-	-	-	-
	Male	13%	8%	2%	-	3%	-	-	-	-	-	3%	0%	0%	3%	0%	2%	-	-	-	-	-
	Female	9%	5%	2%	-	0%	*	-	-	-	*	0%	*	0%	4%	0%	-	2%	-	-	-	-
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						
All Subjects	All Students	73%	68%	64%	-	64%	77%	-	-	-	*	61%	89%	35%	77%	47%	69%	63%	*	40%	-	-
	CWD	46%	43%	35%	-	35%	-	-	-	-	-	34%	*	35%	-	28%	31%	38%	*	*	-	-
	CWOD	77%	75%	77%	-	77%	77%	-	-	-	*	75%	89%	-	77%	56%	80%	74%	*	*	-	-
	EL	61%	49%	47%	-	48%	50%	-	-	-	-	46%	63%	28%	56%	47%	50%	45%	-	*	-	-
	Male	71%	67%	65%	-	65%	100%	-	-	-	-	62%	91%	31%	80%	50%	65%	-	*	*	-	-
	Female	74%	69%	63%	-	63%	57%	-	-	-	*	60%	86%	38%	74%	45%	-	63%	*	*	-	-
Reading	All Students	74%	70%	65%	-	65%	67%	-	-	-	*	63%	84%	32%	79%	44%	65%	65%	*	*	-	-
	CWD	44%	42%	32%	-	32%	-	-	-	-	-	31%	*	32%	-	23%	29%	35%	*	*	-	-
	CWOD	80%	77%	79%	-	79%	67%	-	-	-	*	78%	86%	-	79%	54%	81%	77%	*	*	-	-
	EL	59%	46%	44%	-	44%	*	-	-	-	-	43%	56%	23%	54%	44%	46%	42%	-	*	-	-
	Male	70%	66%	65%	-	65%	*	-	-	-	-	63%	87%	29%	81%	46%	65%	-	*	*	-	-
	Female	78%	74%	65%	-	65%	*	-	-	-	*	63%	81%	35%	77%	42%	-	65%	*	*	-	-
Mathematics	All Students	70%	67%	66%	-	66%	83%	-	-	-	*	63%	87%	42%	76%	50%	67%	65%	*	*	-	-
	CWD	45%	44%	42%	-	42%	-	-	-	-	-	41%	*	42%	-	35%	37%	49%	*	*	-	-
	CWOD	75%	73%	76%	-	77%	83%	-	-	-	*	74%	86%	-	76%	57%	80%	71%	*	*	-	-
	EL	62%	52%	50%	-	51%	*	-	-	-	-	48%	67%	35%	57%	50%	52%	48%	-	*	-	-
	Male	71%	67%	67%	-	67%	*	-	-	-	-	64%	87%	37%	80%	52%	67%	-	*	*	-	-
	Female	70%	67%	65%	-	64%	*	-	-	-	*	62%	81%	49%	71%	48%	-	65%	*	-	-	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Science	All Students	73%	65%	58%	-	57%	*	-	-	-	*	52%	91%	20%	73%	50%	61%	55%	-	-	-	-
	CWD	49%	42%	20%	-	20%	-	-	-	-	-	20%	-	20%	-	14%	13%	24%	-	-	-	-
	CWOD	77%	71%	73%	-	73%	*	-	-	-	*	68%	91%	-	73%	67%	73%	74%	-	-	-	-
	EL	61%	52%	50%	-	52%	-	-	-	-	-	48%	*	14%	67%	50%	55%	45%	-	-	-	-
	Male	74%	67%	61%	-	63%	-	-	-	-	-	54%	86%	13%	73%	55%	61%	-	-	-	-	-
	Female	72%	63%	55%	-	51%	*	-	-	-	*	50%	*	24%	74%	45%	-	55%	-	-	-	-
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	47%	38%	33%	-	33%	69%	-	-	-	*	30%	54%	12%	42%	23%	34%	32%	*	40%	-	-
	CWD	22%	17%	12%	-	12%	-	-	-	-	-	11%	*	12%	-	4%	8%	15%	*	*	-	-
	CWOD	51%	44%	42%	-	43%	69%	-	-	-	*	40%	56%	-	42%	32%	45%	39%	*	*	-	-
	EL	31%	19%	23%	-	24%	33%	-	-	-	-	22%	37%	4%	32%	23%	23%	23%	-	*	-	-
	Male	45%	38%	34%	-	34%	83%	-	-	-	-	32%	57%	8%	45%	23%	34%	-	*	*	-	-
	Female	48%	39%	32%	-	32%	57%	-	-	-	*	29%	51%	15%	39%	23%	-	32%	*	*	-	-
Reading	All Students	52%	45%	36%	-	36%	50%	-	-	-	*	32%	65%	11%	46%	23%	36%	36%	*	*	-	-
	CWD	23%	20%	11%	-	11%	-	-	-	-	-	10%	*	11%	-	3%	9%	14%	*	*	-	-
	CWOD	58%	52%	46%	-	48%	50%	-	-	-	*	43%	66%	-	46%	31%	48%	45%	*	*	-	-
	EL	34%	21%	23%	-	24%	*	-	-	-	-	20%	44%	3%	31%	23%	20%	25%	-	*	-	-
	Male	48%	41%	36%	-	36%	*	-	-	-	-	33%	67%	9%	48%	20%	36%	-	*	*	-	-
	Female	57%	49%	36%	-	37%	*	*	-	-	*	32%	63%	14%	45%	25%	-	36%	*	*	-	-
Mathematics	All Students	42%	33%	34%	-	33%	83%	-	-	-	*	31%	53%	14%	42%	24%	33%	34%	*	*	-	-
	CWD	22%	16%	14%	-	14%	-	-	-	-	-	15%	*	14%	-	6%	9%	22%	*	*	-	-
	CWOD	46%	38%	42%	-	42%	83%	-	-	-	*	39%	57%	-	42%	32%	45%	40%	*	*	-	-
	EL	31%	19%	24%	-	23%	*	-	-	-	-	23%	33%	6%	32%	24%	24%	24%	-	*	-	-
	Male	43%	34%	33%	-	32%	*	-	-	-	-	30%	60%	9%	45%	24%	33%	-	*	*	-	-
	Female	40%	32%	34%	-	34%	*	-	-	-	*	33%	44%	22%	40%	24%	-	34%	*	-	-	-
Science	All Students	42%	32%	21%	-	21%	*	-	-	-	*	21%	18%	4%	28%	23%	32%	11%	-	-	-	-
	CWD	21%	12%	4%	-	4%	-	-	-	-	-	4%	-	4%	-	0%	0%	6%	-	-	-	-
	CWOD	45%	37%	28%	-	29%	*	-	-	-	*	30%	18%	-	28%	33%	39%	15%	-	-	-	-
	EL	24%	14%	23%	-	24%	-	-	-	-	-	24%	*	0%	33%	23%	36%	9%	-	-	-	-
	Male	44%	36%	32%	-	33%	-	-	-	-	-	34%	14%	0%	39%	36%	32%	-	-	-	-	-
	Female	40%	28%	11%	-	10%	*	-	-	-	*	10%	*	6%	15%	9%	-	11%	-	-	-	-
STAAR Percent at Masters Grade Level																						
All Grades																						
All Subjects	All Students	18%	11%	9%	-	9%	38%	-	-	-	*	8%	23%	3%	12%	4%	10%	9%	*	0%	-	-
	CWD	6%	3%	3%	-	3%	-	-	-	-	-	3%	*	3%	-	0%	4%	2%	*	*	-	-
	CWOD	21%	13%	12%	-	11%	38%	-	-	-	*	10%	23%	-	12%	6%	12%	11%	*	*	-	-
	EL	9%	4%	4%	-	4%	0%	-	-	-	-	4%	0%	0%	6%	4%	6%	2%	-	*	-	-
	Male	18%	11%	10%	-	10%	33%	-	-	-	-	9%	14%	4%	12%	6%	10%	-	*	*	-	-
	Female	19%	12%	9%	-	8%	43%	-	-	-	*	6%	31%	2%	11%	2%	-	9%	*	*	-	-

		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%	13%	11%	-	11%	33%	-	-	-	*	9%	23%	5%	13%	5%	12%	9%	*	*	-	-
	CWD	6%	4%	5%	-	5%	-	-	-	-	-	4%	*	5%	-	0%	4%	5%	*	*	-	-
	CWOD	24%	16%	13%	-	13%	33%	-	-	-	*	12%	21%	-	13%	7%	16%	11%	*	*	-	-
	EL	10%	3%	5%	-	5%	*	-	-	-	-	5%	0%	0%	7%	5%	8%	2%	-	*	-	-
	Male	18%	11%	12%	-	12%	*	-	-	-	*	12%	13%	4%	16%	8%	12%	-	*	*	-	-
	Female	24%	15%	9%	-	9%	*	-	-	-	*	6%	31%	5%	11%	2%	-	9%	*	*	-	-
Mathematics	All Students	17%	10%	10%	-	10%	33%	-	-	-	*	8%	27%	2%	13%	4%	10%	10%	*	*	-	-
	CWD	6%	3%	2%	-	2%	-	-	-	-	-	2%	*	2%	-	0%	4%	0%	*	*	-	-
	CWOD	19%	12%	13%	-	13%	33%	-	-	-	*	10%	29%	-	13%	6%	12%	14%	*	*	-	-
	EL	10%	5%	4%	-	4%	*	-	-	-	-	4%	0%	0%	6%	4%	6%	2%	-	*	-	-
	Male	18%	11%	10%	-	9%	*	-	-	-	-	8%	20%	4%	12%	6%	10%	-	*	*	-	-
	Female	15%	8%	10%	-	10%	*	-	-	-	*	7%	31%	0%	14%	2%	-	10%	*	-	-	-
Science	All Students	15%	9%	2%	-	1%	*	-	-	-	*	1%	9%	0%	3%	0%	2%	2%	-	-	-	-
	CWD	5%	3%	0%	-	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	0%	-	-	-	-
	CWOD	17%	11%	3%	-	2%	*	-	-	-	*	2%	9%	-	3%	0%	3%	4%	-	-	-	-
	EL	5%	2%	0%	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%	0%	-	-	-	-
	Male	16%	10%	2%	-	3%	-	-	-	-	-	3%	0%	0%	3%	0%	2%	-	-	-	-	-
	Female	14%	8%	2%	-	0%	*	-	-	-	*	0%	*	0%	4%	0%	-	2%	-	-	-	-

- Indicates there are no students in the group.

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

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Academic Growth Score											
Reading											
All Students	66	-	66	*	-	-	-	*	62	48	61
CWD	48	-	48	-	-	-	-	-	47	48	36
CWOD	72	-	72	*	-	-	-	*	68	-	73
EL	61	-	59	-	-	-	-	-	59	36	61
Male	57	-	56	-	-	-	-	-	53	30	53
Female	77	-	77	*	-	-	-	*	74	69	70

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Mathematics											
All Students	77	-	77	*	-	-	-	*	76	70	70
CWD	70	-	70	-	-	-	-	-	71	70	58
CWOD	80	-	79	*	-	-	-	*	78	-	76
EL ◇	70	-	69	-	-	-	-	-	70	58	70
Male	70	-	70	-	-	-	-	-	68	55	66
Female	85	-	85	*	-	-	-	*	85	86	74

- Indicates there are no students in the group.

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

Part (iii)(II): Graduation Rate

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

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

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

- Indicates there are no students in the group.

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

◇ Ever in grades 9-12.

Part (iv): English Language Proficiency

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

Total EL in Class	Proficiency of EL	Rate of Proficiency
204	51	25%

- Indicates there are no students in the group.
* Indicates results are masked due to small numbers to protect student confidentiality.
Indicates data reporting does not meet for Minimum Size.

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Student Success (Student Achievement Domain Score: STAAR Component Only)											
STAAR Component Score	35	-	35	61	-	-	-	*	33	17	25
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

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

Part (vi): Goal Meeting Status

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
STAAR Performance Status											
Reading											
Interim Goals (2023-2027)	46%	34%	39%	59%	44%	73%	46%	55%	35%	26%	37%
Target Met	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%

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Target Met	N		N						N	N	N
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											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											
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	99%	-	99%	100%	-	-	-	*	100%	96%	99%	99%	100%	99%	99%	*
	CWD	99%	-	99%	-	-	-	-	-	99%	*	99%	-	100%	99%	100%	*
	CWOD	99%	-	99%	100%	-	-	-	*	100%	96%	-	99%	99%	99%	99%	*
	EL	100%	-	100%	100%	-	-	-	-	100%	100%	100%	99%	100%	100%	99%	-
	Male	99%	-	99%	100%	-	-	-	-	100%	95%	99%	99%	100%	99%	-	*
	Female	99%	-	99%	100%	-	-	-	*	100%	97%	100%	99%	99%	-	99%	*
Reading	All Students	100%	-	100%	100%	-	-	-	*	100%	100%	99%	100%	100%	99%	100%	*
	CWD	99%	-	99%	-	-	-	-	-	99%	*	99%	-	100%	98%	100%	*
	CWOD	100%	-	100%	100%	-	-	-	*	100%	100%	-	100%	100%	100%	100%	*
	EL	100%	-	100%	*	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	99%	-	99%	*	-	-	-	-	99%	100%	98%	100%	100%	99%	-	*
	Female	100%	-	100%	*	-	-	-	*	100%	100%	100%	100%	100%	-	100%	*
Mathematics	All Students	99%	-	99%	100%	-	-	-	*	100%	94%	100%	98%	99%	99%	98%	*
	CWD	100%	-	100%	-	-	-	-	-	100%	*	100%	-	100%	100%	100%	*
	CWOD	98%	-	98%	100%	-	-	-	*	99%	93%	-	98%	99%	99%	98%	*
	EL	99%	-	99%	*	-	-	-	-	99%	100%	100%	99%	99%	100%	98%	-
	Male	99%	-	99%	*	-	-	-	-	100%	93%	100%	99%	100%	99%	-	*
	Female	98%	-	98%	*	-	-	-	*	99%	94%	100%	98%	98%	-	98%	*
Science	All Students	99%	-	99%	*	-	-	-	*	100%	91%	100%	98%	100%	98%	100%	-
	CWD	100%	-	100%	-	-	-	-	-	100%	-	100%	-	100%	100%	100%	-
	CWOD	98%	-	98%	*	-	-	-	*	100%	91%	-	98%	100%	97%	100%	-
	EL	100%	-	100%	-	-	-	-	-	100%	*	100%	100%	100%	100%	100%	-
	Male	98%	-	98%	-	-	-	-	-	100%	86%	100%	97%	100%	98%	-	-
	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	1%	-	1%	0%	-	-	-	*	0%	4%	1%	1%	0%	1%	1%	*
	CWD	1%	-	1%	-	-	-	-	-	1%	*	1%	-	0%	1%	0%	*
	CWOD	1%	-	1%	0%	-	-	-	*	0%	4%	-	1%	1%	1%	1%	*
	EL	0%	-	0%	0%	-	-	-	-	0%	0%	0%	1%	0%	0%	1%	-
	Male	1%	-	1%	0%	-	-	-	*	0%	5%	1%	1%	0%	1%	-	*
	Female	1%	-	1%	0%	-	-	-	*	0%	3%	0%	1%	1%	-	1%	*
Reading	All Students	0%	-	0%	0%	-	-	-	*	0%	0%	1%	0%	0%	1%	0%	*
	CWD	1%	-	1%	-	-	-	-	-	1%	*	1%	-	0%	2%	0%	*
	CWOD	0%	-	0%	0%	-	-	-	*	0%	0%	-	0%	0%	0%	0%	*
	EL	0%	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	1%	-	1%	*	-	-	-	-	1%	0%	2%	0%	0%	1%	-	*
	Female	0%	-	0%	*	-	-	-	*	0%	0%	0%	0%	0%	-	0%	*
Mathematics	All Students	1%	-	1%	0%	-	-	-	*	0%	6%	0%	2%	1%	1%	2%	*
	CWD	0%	-	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	*
	CWOD	2%	-	2%	0%	-	-	-	*	1%	7%	-	2%	1%	1%	2%	*
	EL	1%	-	1%	*	-	-	-	-	1%	0%	0%	1%	1%	0%	2%	-
	Male	1%	-	1%	*	-	-	-	-	0%	7%	0%	1%	0%	1%	-	*
	Female	2%	-	2%	*	-	-	-	*	1%	6%	0%	2%	2%	-	2%	*
Science	All Students	1%	-	1%	*	-	-	-	*	0%	9%	0%	2%	0%	2%	0%	-
	CWD	0%	-	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	0%	-
	CWOD	2%	-	2%	*	-	-	-	*	0%	9%	-	2%	0%	3%	0%	-
	EL	0%	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%	0%	-
	Male	2%	-	2%	-	-	-	-	-	0%	14%	0%	3%	0%	2%	-	-
	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 2020-21 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related

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

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

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Out-of-School Suspensions												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Expulsions												
With Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
School-Related Arrests												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Referrals to Law Enforcement												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
All Students												
Chronic Absenteeism												
	Male	72	-8	72	-8	-8	-8	-8	-8	40	14	6
	Female	72	-8	72	-8	-8	-8	-8	-8	42	13	7
	Total	144	-8	144	-8	-8	-8	-8	-8	82	27	13

	Total
Incidents of Violence	
Incidents of rape or attempted rape	0
Incidents of sexual assault (other than rape)	0
Incidents of robbery with a weapon	0

	Total
Incidents of robbery without a weapon	0
Incidents of physical attack or fight with a weapon	0
Incidents of physical attack or fight without a weapon	0
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack without a weapon	0
Incidents of possession of a firearm or explosive device	0
Allegations of Harassment or bullying	
On the basis of sex	0
On the basis of race	0
On the basis of disability	0
On the basis of sexual orientation	0
On the basis of religion	0

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

Preschool Programs

	Total Students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9

Accelerated Coursework

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

	Total Students		African American		Hispanic		White		Indian or Alaska Native		Asian		Pacific Islander		Two or More Races		EL		Students with Disabilities	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9

Blank cell indicates the student group is not applicable to this report.
- Indicates there are no data available in the group.
-3 Indicates skip logic failure.
-5 Indicates Action Plan/Quick Plans.
-8 Indicates EDFacts missing data.
-9 Indicates not applicable / skipped.
-11 Indicates supporessed data at the campus/district level.

Part (ix): Teacher Quality Data

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

High Poverty School		
	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	12.5	33.2%
Teachers Teaching with Emergency or Provisional Credentials	5.3	14.8%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	15.0	42.0%

- 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).

To be updated by June 30th, 2025.

		State & Local and Federal	State & Local			Federal		
	Enrollment	Total	Site	District Allocation	Total	Site	District Allocation	Total
Business/central/other support services		$710		$516	$516		$194	$194
Food services		$806		$5	$5	$471	$330	$801
Instruction		$6,299	$3,818	$82	$3,900	$2,207	$193	$2,400
Support services, general administration		$130		$130	$130			
Support services, instructional staff		$860	$550	$24	$574	$164	$121	$285
Support services, operation and maintenance of plant		$1,655	$848	$738	$1,586	$63	$6	$69

	Enrollment	State & Local and Federal Total	State & Local Site	State & Local District Allocation	State & Local Total	Federal Site	Federal District Allocation	Federal Total
Support services, pupils		$649	$549	$25	$574	$2	$72	$74
Support services, school administration		$540	$535	$0	$535		$5	$5
Support services, student transportation		$304		$293	$293		$11	$11
Total	505	**$11,954**	**$6,301**	**$1,813**	**$8,114**	**$2,908**	**$932**	**$3,840**

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%	11	1%	*	1%
Mathematics	6,620	2%	11	1%	*	1%
Grade 4						
Reading	6,491	2%	14	2%	*	1%
Mathematics	6,491	2%	14	2%	*	1%
Grade 5						
Reading	6,033	1%	10	1%	*	1%
Mathematics	6,033	2%	10	1%	*	1%
Science	6,033	2%	10	1%	*	1%
Grade 6						
Reading	5,586	1%	10	1%	-	-
Mathematics	5,586	1%	10	1%	-	-
Grade 7						
Reading	5,233	1%	9	1%	-	-
Mathematics	5,227	2%	9	1%	-	-
Grade 8						
Reading	4,985	1%	10	1%	-	-
Mathematics	4,985	1%	10	2%	-	-
Science	4,984	1%	10	1%	-	-
End of Course						
English I	5,119	1%	9	1%	-	-
English II	4,683	1%	8	1%	-	-
Algebra I	5,112	1%	9	1%	-	-
Biology	5,027	1%	9	1%	-	-
All Grades						

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
All Subjects	100,862	1%	183	1%	7	1%
Reading	44,764	1%	81	1%	*	1%
Mathematics	40,054	1%	73	1%	*	1%
Science	16,044	1%	29	1%	*	1%

- Indicates there are no students in the group.

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

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

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

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

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

* Indicates reporting standards not met.

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

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

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

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

There is no data for this campus.

Part (xiv): Additional Information - Chronic Absenteeism

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Chronic Absenteeism Rate	30%	-	30%	25%	-	-	-	-	32%	33%	31%

- Indicates there are no students in the group.

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

Part (xv): Section 1003 Fund

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

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

There is no data for this campus.

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

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

There is no data for this campus.

2023-24 Texas Academic Performance Report (TAPR)

District Name: SAN FELIPE-DEL RIO CISD

Campus Name: DR FERMIN CALDERON EL

Campus Number: 233901112

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Texas Education Agency
2023-24 STAAR Performance (TAPR)
DR FERMIN CALDERON EL (233901112) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2024	74%	68%	**64%**	-	64%	*	-	-	-	-	26%	-	67%	36%	62%	53%
	2023	76%	73%	**70%**	-	71%	*	-	-	-	-	40%	*	71%	57%	66%	90%
At Meets Grade Level or Above	2024	48%	41%	**33%**	-	34%	*	-	-	-	-	3%	-	34%	27%	31%	33%
	2023	50%	45%	**39%**	-	39%	*	-	-	-	-	5%	*	41%	14%	36%	60%
At Masters Grade Level	2024	21%	12%	**10%**	-	10%	*	-	-	-	-	0%	-	11%	0%	8%	6%
	2023	20%	14%	**11%**	-	11%	*	-	-	-	-	5%	*	12%	0%	10%	0%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2024	70%	65%	**60%**	-	60%	*	-	-	-	-	32%	-	62%	45%	57%	50%
	2023	73%	68%	**63%**	-	64%	*	-	-	-	-	50%	*	67%	29%	59%	80%
At Meets Grade Level or Above	2024	42%	32%	**23%**	-	22%	*	-	-	-	-	3%	-	25%	0%	22%	17%
	2023	45%	33%	**32%**	-	32%	*	-	-	-	-	20%	*	35%	0%	29%	50%
At Masters Grade Level	2024	15%	8%	**7%**	-	7%	*	-	-	-	-	0%	-	7%	0%	6%	6%
	2023	19%	9%	**9%**	-	9%	*	-	-	-	-	0%	*	10%	0%	6%	20%
Grade 4 Reading																	
At Approaches Grade Level or Above	2024	81%	76%	**69%**	-	70%	*	-	-	-	-	38%	*	75%	41%	66%	69%
	2023	77%	78%	**79%**	*	80%	*	-	*	-	-	50%	*	78%	90%	77%	71%
At Meets Grade Level or Above	2024	51%	40%	**35%**	-	36%	*	-	-	-	-	17%	*	37%	29%	35%	38%
	2023	48%	43%	**39%**	*	39%	*	-	*	-	-	32%	*	36%	70%	37%	36%
At Masters Grade Level	2024	23%	12%	**5%**	-	5%	*	-	-	-	-	0%	*	5%	6%	6%	8%
	2023	22%	13%	**7%**	*	5%	*	-	*	-	-	0%	*	7%	10%	5%	7%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2024	69%	63%	**52%**	-	52%	*	-	-	-	-	24%	*	54%	41%	48%	73%
	2023	71%	69%	**68%**	*	68%	*	-	*	-	-	41%	*	64%	100%	65%	57%
At Meets Grade Level or Above	2024	46%	34%	**28%**	-	28%	*	-	-	-	-	10%	*	30%	18%	25%	35%
	2023	48%	41%	**36%**	*	35%	*	-	*	-	-	23%	*	34%	60%	32%	36%
At Masters Grade Level	2024	21%	13%	**10%**	-	10%	*	-	-	-	-	0%	*	8%	18%	10%	12%
	2023	22%	14%	**4%**	*	3%	*	-	*	-	-	0%	*	5%	0%	5%	0%
Grade 5 Reading																	

Texas Education Agency
2023-24 STAAR Performance (TAPR)
DR FERMIN CALDERON EL (233901112) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2024	79%	79%	**76%**	*	77%	*	-	*	-	-	38%	*	75%	83%	74%	64%
	2023	81%	81%	**79%**	*	80%	*	-	-	-	*	60%	100%	80%	71%	76%	79%
At Meets Grade Level or Above	2024	55%	51%	**54%**	*	54%	*	-	-	-	-	25%	*	54%	56%	51%	45%
	2023	57%	51%	**53%**	*	53%	*	-	-	-	*	27%	40%	54%	50%	51%	63%
At Masters Grade Level	2024	29%	22%	**17%**	*	18%	*	-	-	-	-	4%	*	20%	6%	16%	9%
	2023	28%	21%	**18%**	*	18%	*	-	-	-	*	0%	0%	21%	0%	17%	13%
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2024	77%	82%	**81%**	*	81%	*	-	*	-	-	58%	*	81%	78%	79%	82%
	2023	80%	82%	**84%**	*	84%	*	-	-	-	*	73%	100%	85%	79%	82%	92%
At Meets Grade Level or Above	2024	50%	46%	**40%**	*	40%	*	-	-	-	-	21%	*	38%	50%	38%	45%
	2023	51%	47%	**49%**	*	52%	*	-	-	-	*	13%	60%	48%	57%	47%	71%
At Masters Grade Level	2024	19%	13%	**6%**	*	7%	*	-	-	-	-	4%	*	5%	11%	4%	3%
	2023	21%	12%	**16%**	*	16%	*	-	-	-	*	7%	0%	19%	0%	15%	17%
Grade 5 Science																	
At Approaches Grade Level or Above	2024	**58%**	51%	**43%**	*	44%	*	-	-	-	-	25%	*	43%	44%	40%	36%
	2023	**65%**	58%	**54%**	*	56%	*	-	-	-	*	33%	60%	54%	57%	51%	67%
At Meets Grade Level or Above	2024	28%	19%	**14%**	*	14%	*	-	-	-	-	13%	*	14%	11%	13%	9%
	2023	36%	26%	**23%**	*	24%	*	-	-	-	*	13%	20%	25%	14%	22%	21%
At Masters Grade Level	2024	11%	7%	**6%**	*	7%	*	-	-	-	-	4%	*	7%	6%	6%	3%
	2023	16%	8%	**4%**	*	5%	*	-	-	-	*	7%	20%	4%	7%	4%	4%
All Grades All Subjects																	
At Approaches Grade Level or Above	2024	75%	69%	**64%**	*	64%	44%	-	-	-	*	34%	100%	65%	55%	61%	60%
	2023	76%	72%	**71%**	42%	72%	63%	-	*	-	*	49%	86%	71%	71%	68%	77%
At Meets Grade Level or Above	2024	48%	40%	**32%**	*	33%	33%	-	-	-	-	13%	60%	33%	29%	31%	31%
	2023	49%	42%	**39%**	33%	39%	31%	-	*	-	*	19%	52%	39%	41%	36%	48%
At Masters Grade Level	2024	20%	13%	**9%**	*	9%	0%	-	-	-	-	2%	40%	9%	7%	8%	6%
	2023	20%	13%	**10%**	17%	10%	13%	-	*	-	*	2%	14%	11%	3%	9%	9%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2024	76%	71%	**70%**	*	70%	*	-	-	-	-	33%	*	72%	57%	67%	61%
	2023	77%	73%	**76%**	40%	78%	67%	-	*	-	*	49%	88%	77%	74%	73%	79%

Texas Education Agency
2023-24 STAAR Performance (TAPR)
DR FERMIN CALDERON EL (233901112) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB EL (Current & Monitored)
At Meets Grade Level or Above	2024	54%	46%	**41%**	*	41%	*	-	-	-	-	14%	*	41%	39%	39%	39%
	2023	53%	46%	**44%**	20%	44%	67%	-	*	-	*	21%	50%	43%	48%	42%	54%
At Masters Grade Level	2024	22%	14%	**11%**	*	11%	*	-	-	-	-	1%	*	12%	4%	10%	7%
	2023	20%	13%	**12%**	20%	12%	17%	-	*	-	*	2%	13%	13%	3%	10%	8%
All Grades Mathematics																	
At Approaches Grade Level or Above	2024	72%	68%	**65%**	*	65%	*	-	-	-	-	37%	*	66%	57%	62%	67%
	2023	75%	71%	**72%**	40%	72%	83%	-	*	-	*	53%	100%	72%	74%	69%	79%
At Meets Grade Level or Above	2024	43%	34%	**30%**	*	30%	*	-	-	-	-	11%	*	31%	26%	28%	32%
	2023	45%	38%	**39%**	40%	40%	17%	-	*	-	*	19%	75%	39%	45%	36%	56%
At Masters Grade Level	2024	17%	10%	**7%**	*	8%	*	-	-	-	-	1%	*	7%	11%	6%	6%
	2023	19%	12%	**10%**	20%	9%	17%	-	*	-	*	2%	13%	11%	0%	9%	13%
All Grades Science																	
At Approaches Grade Level or Above	2024	75%	66%	**43%**	*	44%	*	-	-	-	-	25%	*	43%	44%	40%	36%
	2023	77%	70%	**54%**	*	56%	*	-	-	-	*	33%	60%	54%	57%	51%	67%
At Meets Grade Level or Above	2024	43%	33%	**14%**	*	14%	*	-	-	-	-	13%	*	14%	11%	13%	9%
	2023	47%	37%	**23%**	*	24%	*	-	-	-	*	13%	20%	25%	14%	22%	21%
At Masters Grade Level	2024	16%	10%	**6%**	*	7%	*	-	-	-	-	4%	*	7%	6%	6%	3%
	2023	18%	11%	**4%**	*	5%	*	-	-	-	*	7%	20%	4%	7%	4%	4%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2024	35%	26%	**15%**	-	16%	*	-	-	-	-	0%	-	17%	0%	15%	14%
	2023	37%	29%	**25%**	-	26%	*	-	-	-	-	5%	*	28%	0%	23%	50%
Reading and Mathematics Including EOC	2024	35%	26%	**15%**	-	16%	*	-	-	-	-	0%	-	17%	0%	15%	14%
	2023	37%	29%	**25%**	-	26%	*	-	-	-	-	5%	*	28%	0%	23%	50%
Reading Including EOC	2024	48%	41%	**33%**	-	34%	*	-	-	-	-	3%	-	34%	27%	31%	33%
	2023	50%	45%	**39%**	-	39%	*	-	-	-	-	5%	*	41%	14%	36%	60%
Math Including EOC	2024	42%	32%	**23%**	-	22%	*	-	-	-	-	3%	-	25%	0%	22%	17%
	2023	45%	33%	**32%**	-	32%	*	-	-	-	-	20%	*	35%	0%	29%	50%
4th Graders																	
Reading and Mathematics	2024	38%	27%	**23%**	-	23%	*	-	-	-	-	7%	*	24%	18%	22%	31%
	2023	38%	31%	**26%**	*	25%	*	-	*	-	-	23%	*	22%	60%	22%	21%

Texas Education Agency
2023-24 STAAR Performance (TAPR)
DR FERMIN CALDERON EL (233901112) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading and Mathematics Including EOC	2024	38%	27%	**23%**	-	23%	*	-	-	-	-	7%	*	24%	18%	22%	31%
	2023	38%	31%	**26%**	*	25%	*	-	*	-	-	23%	*	22%	60%	22%	21%
Reading Including EOC	2024	51%	40%	**35%**	-	36%	*	-	-	-	-	17%	*	37%	29%	35%	38%
	2023	48%	43%	**39%**	*	39%	*	-	*	-	-	32%	*	36%	70%	37%	36%
Math Including EOC	2024	46%	34%	**28%**	-	28%	*	-	-	-	-	10%	*	30%	18%	25%	35%
	2023	48%	41%	**36%**	*	35%	*	-	*	-	-	23%	*	34%	60%	32%	36%
5th Graders																	
Reading and Mathematics	2024	42%	35%	**32%**	*	32%	*	-	-	-	-	17%	*	31%	39%	30%	30%
	2023	43%	36%	**38%**	*	40%	*	-	-	-	*	13%	20%	40%	29%	37%	54%
Reading and Mathematics Including EOC	2024	42%	35%	**32%**	*	32%	*	-	-	-	-	17%	*	31%	39%	30%	30%
	2023	43%	36%	**38%**	*	40%	*	-	-	-	*	13%	20%	40%	29%	37%	54%
Reading Including EOC	2024	55%	51%	**54%**	*	54%	*	-	*	-	-	25%	*	54%	56%	51%	45%
	2023	57%	51%	**53%**	*	53%	*	-	-	-	*	27%	40%	54%	50%	51%	63%
Math Including EOC	2024	51%	46%	**40%**	*	40%	*	-	-	-	-	21%	*	38%	50%	38%	45%
	2023	51%	47%	**49%**	*	52%	*	-	-	-	*	13%	60%	48%	57%	47%	71%
3rd - 8th Graders																	
Reading and Mathematics	2024	36%	26%	**23%**	*	23%	*	-	-	-	-	7%	*	23%	22%	22%	24%
	2023	37%	29%	**30%**	20%	30%	17%	-	*	-	*	14%	38%	30%	32%	28%	44%
Reading and Mathematics Including EOC	2024	38%	28%	**23%**	*	23%	*	-	-	-	-	7%	*	23%	22%	22%	24%
	2023	39%	31%	**30%**	20%	30%	17%	-	*	-	*	14%	38%	30%	32%	28%	44%
Reading Including EOC	2024	54%	44%	**41%**	*	41%	*	-	-	-	-	14%	*	41%	39%	39%	39%
	2023	53%	43%	**44%**	20%	44%	67%	-	*	-	*	21%	50%	43%	48%	42%	54%
Math Including EOC	2024	45%	34%	**30%**	*	30%	*	-	-	-	-	11%	*	31%	26%	28%	32%
	2023	47%	39%	**39%**	40%	40%	17%	-	*	-	*	19%	75%	39%	45%	36%	56%

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

- Indicates there are no students in the group.

Texas Education Agency
2023-24 STAAR Progress (TAPR)
DR FERMIN CALDERON EL (233901112) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress - Annual Growth by Grade and Subject																	
Grade 4 ELA/Reading	2024	67%	57%	**49%**	-	48%	*	-	-	-	-	42%	*	58%	43%	40%	48%
	2023	55%	56%	**54%**	*	54%	*	-	*	-	-	55%	*	58%	100%	52%	54%
Grade 4 Mathematics	2024	60%	56%	**44%**	-	44%	*	-	-	-	-	33%	*	45%	37%	43%	48%
	2023	63%	66%	**74%**	*	75%	*	-	*	-	-	81%	*	73%	81%	72%	75%
Grade 5 ELA/Reading	2024	70%	68%	**68%**	-	69%	*	-	-	-	-	52%	*	70%	60%	66%	58%
	2023	65%	66%	**66%**	*	66%	*	-	-	-	*	47%	60%	65%	78%	61%	67%
Grade 5 Mathematics	2024	65%	70%	**70%**	*	72%	*	-	-	-	-	75%	*	68%	83%	68%	81%
	2023	71%	66%	**75%**	*	75%	*	-	-	-	*	77%	80%	75%	75%	77%	80%
All Grades Both Subjects	2024	64%	60%	**59%**	*	59%	*	-	-	-	-	49%	*	59%	56%	58%	60%
	2023	64%	59%	**67%**	40%	67%	80%	-	*	-	*	65%	75%	65%	81%	65%	73%
All Grades ELA/Reading	2024	67%	63%	**59%**	-	59%	*	-	-	-	-	47%	*	61%	52%	58%	54%
	2023	63%	56%	**60%**	40%	60%	80%	-	*	-	*	51%	67%	57%	83%	56%	62%
All Grades Mathematics	2024	60%	57%	**58%**	*	59%	*	-	-	-	-	52%	*	58%	60%	57%	67%
	2023	66%	61%	**74%**	40%	75%	80%	-	*	-	*	79%	83%	74%	78%	75%	84%
School Progress - Accelerated Learning by Grade and Subject																	
Grade 4 ELA/Reading	2024	38%	36%	**36%**	-	37%	*	-	-	-	-	38%	-	41%	17%	36%	20%
	2023	33%	39%	**46%**	*	45%	-	-	-	-	-	31%	-	48%	*	41%	*
Grade 4 Mathematics	2024	26%	28%	**25%**	-	26%	*	-	-	-	-	27%	-	30%	11%	26%	33%
	2023	27%	31%	**40%**	*	43%	-	-	-	-	-	13%	-	38%	*	40%	0%
Grade 5 ELA/Reading	2024	35%	35%	**29%**	-	29%	-	-	-	-	-	9%	-	26%	*	21%	17%
	2023	32%	42%	**35%**	*	35%	*	-	-	-	*	29%	*	35%	*	28%	20%
Grade 5 Mathematics	2024	41%	59%	**52%**	*	53%	-	-	-	-	-	43%	-	52%	50%	48%	64%
	2023	48%	55%	**70%**	*	71%	*	-	-	-	*	78%	*	67%	*	68%	88%
All Grades Both Subjects	2024	32%	36%	**36%**	*	37%	*	-	-	-	-	38%	-	38%	26%	34%	38%
	2023	38%	36%	**48%**	12%	49%	*	-	-	-	*	34%	*	45%	75%	44%	38%
All Grades ELA/Reading	2024	30%	30%	**33%**	-	33%	*	-	-	-	-	26%	-	34%	25%	30%	18%
	2023	35%	32%	**41%**	*	41%	*	-	-	-	*	30%	*	38%	57%	35%	13%
All Grades Mathematics	2024	35%	40%	**38%**	*	40%	*	-	-	-	-	34%	-	42%	27%	37%	55%
	2023	40%	40%	**52%**	*	53%	*	-	-	-	*	38%	*	48%	100%	50%	54%

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

Texas Education Agency
2023-24 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
DR FERMIN CALDERON EL (233901112) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2024	75%	69%	64%	55%	55%	-	-	-	*	-	-	-	-	60%	65%	55%	88%
	2023	76%	72%	71%	63%	63%	-	-	-	*	-	-	-	-	82%	70%	66%	92%
At Meets Grade Level or Above	2024	48%	40%	32%	24%	24%	-	-	-	*	-	-	-	-	40%	33%	24%	75%
	2023	49%	42%	39%	34%	34%	-	-	-	*	-	-	-	-	45%	37%	36%	66%
At Masters Grade Level	2024	20%	13%	9%	3%	3%	-	-	-	*	-	-	-	-	20%	10%	3%	25%
	2023	20%	13%	10%	2%	2%	-	-	-	*	-	-	-	-	9%	10%	3%	18%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2024	76%	71%	70%	56%	56%	-	-	-	*	-	-	-	-	*	73%	55%	100%
	2023	77%	73%	76%	64%	64%	-	-	-	*	-	-	-	-	*	76%	66%	100%
At Meets Grade Level or Above	2024	54%	46%	41%	30%	30%	-	-	-	*	-	-	-	-	*	42%	30%	100%
	2023	53%	46%	44%	36%	36%	-	-	-	*	-	-	-	-	*	42%	36%	89%
At Masters Grade Level	2024	22%	14%	11%	2%	2%	-	-	-	*	-	-	-	-	*	13%	2%	42%
	2023	20%	13%	12%	0%	0%	-	-	-	*	-	-	-	-	*	13%	0%	21%
All Grades Mathematics																		
At Approaches Grade Level or Above	2024	72%	68%	65%	63%	63%	-	-	-	*	-	-	-	-	*	63%	64%	92%
	2023	75%	71%	72%	64%	64%	-	-	-	*	-	-	-	-	*	71%	69%	95%
At Meets Grade Level or Above	2024	43%	34%	30%	25%	25%	-	-	-	*	-	-	-	-	*	30%	25%	75%
	2023	45%	38%	39%	36%	36%	-	-	-	*	-	-	-	-	*	36%	41%	79%
At Masters Grade Level	2024	17%	10%	7%	4%	4%	-	-	-	*	-	-	-	-	*	8%	5%	17%
	2023	19%	12%	10%	4%	4%	-	-	-	*	-	-	-	-	*	9%	7%	21%
All Grades Science																		
At Approaches Grade Level or Above	2024	75%	66%	43%	29%	29%	-	-	-	-	-	-	-	-	*	46%	28%	63%
	2023	77%	70%	54%	56%	56%	-	-	-	-	-	-	-	-	*	50%	58%	75%
At Meets Grade Level or Above	2024	43%	33%	14%	0%	0%	-	-	-	-	-	-	-	-	*	16%	0%	38%
	2023	47%	37%	23%	22%	22%	-	-	-	-	-	-	-	-	*	24%	17%	25%
At Masters Grade Level	2024	16%	10%	6%	0%	0%	-	-	-	-	-	-	-	-	*	8%	0%	13%
	2023	18%	11%	4%	0%	0%	-	-	-	-	-	-	-	-	*	4%	0%	8%
School Progress - Annual Growth																		
All Grades Both Subjects	2024	64%	60%	59%	55%	55%	-	-	-	*	-	-	-	-	*	58%	56%	81%
	2023	64%	59%	67%	66%	66%	-	-	-	*	-	-	-	-	*	65%	68%	78%
All Grades ELA/Reading	2024	67%	63%	59%	45%	45%	-	-	-	*	-	-	-	-	*	62%	45%	100%
	2023	63%	56%	60%	44%	44%	-	-	-	*	-	-	-	-	*	59%	47%	78%

Texas Education Agency
2023-24 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
DR FERMIN CALDERON EL (233901112) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
All Grades Mathematics	2024	60%	57%	**58%**	66%	66%	-	-	-	*	-	-	-	-	*	54%	68%	61%
	2023	66%	61%	**74%**	88%	88%	-	-	-	*	-	-	-	-	*	72%	80%	78%
School Progress - Accelerated Learning																		
All Grades Both Subjects	2024	32%	36%	**36%**	36%	36%	-	-	-	*	-	-	-	-	*	35%	37%	*
	2023	38%	36%	**48%**	19%	19%	-	-	-	-	-	-	-	-	*	50%	24%	*
All Grades ELA/Reading	2024	30%	30%	**33%**	19%	19%	-	-	-	*	-	-	-	-	*	41%	18%	-
	2023	35%	32%	**41%**	0%	0%	-	-	-	-	-	-	-	-	-	47%	0%	*
All Grades Mathematics	2024	35%	40%	**38%**	53%	53%	-	-	-	*	-	-	-	-	*	31%	56%	*
	2023	40%	40%	**52%**	33%	33%	-	-	-	-	-	-	-	-	*	52%	40%	*

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

Texas Education Agency

2023-24 STAAR Participation (TAPR)

DR FERMIN CALDERON EL (233901112) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB EL (Current & Monitored)
2024 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	100%	*	100%	100%	-	-	-	-	100%	100%	100%	99%	100%	100%
Included in Accountability	92%	94%	94%	*	94%	100%	-	-	-	-	92%	100%	97%	79%	95%	90%
Not Included in Accountability: Mobile	4%	3%	4%	*	4%	0%	-	-	-	-	5%	0%	2%	11%	3%	5%
Not Included in Accountability: Other Exclusions	2%	2%	2%	*	2%	0%	-	-	-	-	2%	0%	0%	9%	2%	5%
Not Tested	1%	1%	0%	*	0%	0%	-	-	-	-	0%	0%	0%	1%	0%	0%
Absent	1%	1%	0%	*	0%	0%	-	-	-	-	0%	0%	0%	1%	0%	0%
Other	0%	1%	0%	*	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	100%	*	100%	*	-	-	-	-	100%	*	100%	98%	100%	100%
Included in Accountability	91%	94%	94%	*	94%	*	-	-	-	-	92%	*	97%	79%	95%	90%
Not Included in Accountability: Mobile	4%	3%	4%	*	4%	*	-	-	-	-	5%	*	2%	10%	3%	5%
Not Included in Accountability: Other Exclusions	4%	3%	2%	*	2%	*	-	-	-	-	2%	*	0%	9%	2%	5%
Not Tested	1%	1%	0%	*	0%	*	-	-	-	-	0%	*	0%	2%	0%	0%
Absent	1%	0%	0%	*	0%	*	-	-	-	-	0%	*	0%	2%	0%	0%
Other	0%	0%	0%	*	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	98%	100%	*	100%	*	-	-	-	-	100%	*	100%	100%	100%	100%
Included in Accountability	93%	94%	94%	*	94%	*	-	-	-	-	92%	*	97%	79%	95%	90%
Not Included in Accountability: Mobile	5%	3%	4%	*	4%	*	-	-	-	-	5%	*	2%	12%	3%	5%
Not Included in Accountability: Other Exclusions	1%	1%	2%	*	2%	*	-	-	-	-	2%	*	0%	9%	2%	5%
Not Tested	1%	2%	0%	*	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%
Absent	1%	1%	0%	*	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%
Other	0%	2%	0%	*	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%
Science																
Assessment Participant	99%	98%	100%	*	100%	*	-	-	-	-	100%	*	100%	100%	100%	100%
Included in Accountability	93%	93%	95%	*	95%	*	-	-	-	-	92%	*	99%	78%	95%	87%
Not Included in Accountability: Mobile	4%	3%	3%	*	3%	*	-	-	-	-	4%	*	1%	9%	2%	5%
Not Included in Accountability: Other Exclusions	1%	2%	3%	*	3%	*	-	-	-	-	4%	*	0%	13%	3%	8%
Not Tested	1%	2%	0%	*	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%

Texas Education Agency
2023-24 STAAR Participation (TAPR)
DR FERMIN CALDERON EL (233901112) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB EL (Current & Monitored)
Absent	1%	1%	0%	*	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%
Other	0%	1%	0%	*	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%
2023 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	100%	100%	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	95%	97%	75%	97%	100%	-	*	-	*	94%	100%	100%	80%	97%	100%
Not Included in Accountability: Mobile	4%	2%	3%	25%	3%	0%	-	*	-	*	6%	0%	0%	20%	3%	0%
Not Included in Accountability: Other Exclusions	2%	2%	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%
Not Tested	1%	1%	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%
Absent	1%	1%	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	100%	100%	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	100%
Included in Accountability	92%	94%	97%	71%	97%	100%	-	*	-	*	95%	100%	100%	79%	97%	100%
Not Included in Accountability: Mobile	4%	3%	3%	29%	3%	0%	-	*	-	*	5%	0%	0%	21%	3%	0%
Not Included in Accountability: Other Exclusions	3%	3%	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%
Not Tested	1%	1%	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%
Absent	1%	0%	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	100%	100%	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	100%
Included in Accountability	94%	95%	97%	71%	97%	100%	-	*	-	*	95%	100%	100%	79%	97%	100%
Not Included in Accountability: Mobile	5%	2%	3%	29%	3%	0%	-	*	-	*	5%	0%	0%	21%	3%	0%
Not Included in Accountability: Other Exclusions	1%	1%	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%
Not Tested	1%	1%	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%
Absent	1%	1%	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%
Other	0%	1%	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	99%	99%	100%	*	100%	*	-	-	-	*	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	96%	97%	*	97%	*	-	-	-	*	88%	100%	100%	82%	98%	100%
Not Included in Accountability: Mobile	4%	2%	3%	*	3%	*	-	-	-	*	12%	0%	0%	18%	3%	0%

Texas Education Agency

2023-24 STAAR Participation (TAPR)

DR FERMIN CALDERON EL (233901112) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB EL (Current & Monitored)
Not Included in Accountability: Other Exclusions	1%	1%	0%	*	0%	*	-	-	-	*	0%	0%	0%	0%	0%	0%
Not Tested	1%	1%	0%	*	0%	*	-	-	-	*	0%	0%	0%	0%	0%	0%
Absent	1%	1%	0%	*	0%	*	-	-	-	*	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	*	0%	*	-	-	-	*	0%	0%	0%	0%	0%	0%

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

\- Indicates there are no students in the group.

Texas Education Agency
2023-24 Attendance, Graduation, and Dropout Rates (TAPR)
DR FERMIN CALDERON EL (233901112) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2022-23	93.3%	91.5%	**91.8%**	88.1%	91.8%	89.3%	-	*	-	*	91.2%	91.4%	93.7%
2021-22	92.2%	89.4%	**88.9%**	*	88.9%	90.6%	*	*	-	*	87.5%	88.5%	89.3%
Chronic Absenteeism													
2022-23	20.3%	28.2%	**30.8%**	62.5%	30.5%	30.0%	-	*	-	*	34.5%	32.6%	18.9%
2021-22	25.7%	37.2%	**45.6%**	*	45.2%	50.0%	*	*	-	*	49.2%	47.0%	38.9%
Annual Dropout Rate (Gr 7-8)													
2022-23	0.8%	1.0%	-	-	-	-	-	-	-	-	-	-	-
2021-22	0.7%	1.0%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2022-23	2.0%	1.4%	-	-	-	-	-	-	-	-	-	-	-
2021-22	2.2%	2.5%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2023													
Graduated	90.3%	91.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.1%	2.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	5.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.6%	91.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	94.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022													
Graduated	89.7%	90.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.5%	2.6%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.4%	6.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.0%	91.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.6%	93.6%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	91.8%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.8%	6.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	93.7%	-	-	-	-	-	-	-	-	-	-	-

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.2%	94.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021													
Graduated	92.2%	90.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	9.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	90.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	90.9%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.7%	91.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	8.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	91.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	91.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	92.7%	91.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	8.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	91.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	91.1%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2023	90.3%	90.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	89.7%	89.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2023	72.3%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	59.5%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2023	4.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	3.7%	0.1%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency

2023-24 Attendance, Graduation, and Dropout Rates (TAPR)

DR FERMIN CALDERON EL (233901112) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2023	84.3%	94.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	84.3%	90.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2023	88.6%	94.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	88.0%	90.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2022-23	38.4%	-	-	-	-	-	-	-	-	-	-	-	-
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2022-23	4.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2021-22	3.9%	0.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2022-23	82.5%	93.7%	-	-	-	-	-	-	-	-	-	-	-
2021-22	82.3%	90.9%	-	-	-	-	-	-	-	-	-	-	-
Texas First DLA Graduates (Annual Rate)													
2022-23	0.1%	0.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Annual Rate)													
2022-23	86.8%	93.8%	-	-	-	-	-	-	-	-	-	-	-
2021-22	86.0%	91.2%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2023-24 Graduation Profile (TAPR)
DR FERMIN CALDERON EL (233901112) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2022-23 Annual Graduates)				
Total Graduates	-	-	752	377,367
By Ethnicity:				
African American	-	-	5	46,822
Hispanic	-	-	706	197,333
White	-	-	39	103,009
American Indian	-	-	0	1,181
Asian	-	-	1	19,151
Pacific Islander	-	-	0	574
Two or More Races	-	-	1	9,297
By Graduation Type:				
Minimum H.S. Program	-	-	0	433
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	270
Foundation H.S. Program (No Endorsement)	-	-	47	49,278
Foundation H.S. Program (Endorsement)	-	-	0	16,475
Foundation H.S. Program (DLA)	-	-	700	310,689
Texas First Early H.S. Completion Program (Texas First-DLA)	-	-	5	222
Special Education Graduates	-	-	81	34,589
Economically Disadvantaged Graduates	-	-	490	206,367
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	99	50,229
At-Risk Graduates	-	-	655	168,430
CTE Completers	-	-	350	116,959

There is no data for this campus.

There is no data for this campus.

There is no data for this campus.

Texas Education Agency
2023-24 Student Information (TAPR)
DR FERMIN CALDERON EL (233901112) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Total Students	**627**	**100.0%**	**9,875**	**5,517,464**	**627**	**100.0%**	**9,907**	**5,531,236**
Students by Grade								
Kindergarten	84	13.4%	6.1%	6.5%	84	13.4%	6.1%	6.5%
Grade 1	100	15.9%	7.1%	7.0%	100	15.9%	7.1%	7.0%
Grade 2	97	15.5%	8.0%	7.3%	97	15.5%	8.0%	7.3%
Grade 3	127	20.3%	7.6%	7.2%	127	20.3%	7.6%	7.2%
Grade 4	99	15.8%	7.1%	7.2%	99	15.8%	7.1%	7.2%
Grade 5	120	19.1%	7.0%	7.2%	120	19.1%	7.0%	7.2%
Ethnic Distribution								
African American	6	1.0%	0.5%	12.8%	6	1.0%	0.5%	12.8%
Hispanic	609	97.1%	93.3%	53.2%	609	97.1%	93.2%	53.2%
White	8	1.3%	5.2%	25.0%	8	1.3%	5.2%	25.0%
American Indian	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Asian	3	0.5%	0.4%	5.4%	3	0.5%	0.4%	5.4%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	1	0.2%	0.6%	3.1%	1	0.2%	0.6%	3.1%
Sex								
Female	313	49.9%	49.1%	48.9%	313	49.9%	48.9%	48.8%
Male	314	50.1%	50.9%	51.1%	314	50.1%	51.1%	51.2%
Other Student Cohorts								
Economically Disadvantaged	570	90.9%	75.0%	62.3%	570	90.9%	74.9%	62.2%
Non-Educationally Disadvantaged	57	9.1%	25.0%	37.7%	57	9.1%	25.1%	37.8%
Section 504 Students	23	3.7%	8.4%	7.2%	23	3.7%	8.4%	7.2%
EB Students/EL	160	25.5%	23.4%	24.4%	160	25.5%	23.4%	24.3%
Students w/ Disciplinary Placements (2022-23)	0	0.0%	2.7%	1.9%				
Students w/ Dyslexia	16	2.6%	4.8%	6.0%	16	2.6%	4.8%	6.0%
Foster Care	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Homeless	11	1.8%	1.3%	1.4%	11	1.8%	1.3%	1.4%
Immigrant	16	2.6%	2.4%	2.9%	16	2.6%	2.4%	2.9%
Migrant	15	2.4%	2.1%	0.2%	15	2.4%	2.1%	0.2%
Title I	627	100.0%	98.4%	65.7%	627	100.0%	98.4%	65.7%
Military Connected	13	2.1%	6.0%	3.9%	13	2.1%	6.0%	3.9%
At-Risk	276	44.0%	65.0%	53.2%	276	44.0%	64.8%	53.2%
Students by Instructional Program								
Bilingual/ESL Education	154	24.6%	22.6%	24.5%	154	24.6%	22.5%	24.4%
Career and Technical Education	0	0.0%	28.2%	26.9%	-	-	-	-
Career and Technical Education (9-12 grades only)	0	0.0%	84.5%	73.3%	-	-	-	-

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Gifted and Talented Education	13	2.1%	6.6%	8.5%	13	2.1%	6.6%	8.5%
Special Education	150	23.9%	18.1%	13.9%	150	23.9%	18.3%	14.0%
Students with Disabilities by Type of Primary Disability								
Total Students with Disabilities	**150**							
Students with Intellectual Disabilities	86	57.3%	58.0%	45.7%				
Students with Physical Disabilities	35	23.3%	17.9%	18.9%				
Students with Autism	**	**	6.9%	16.2%				
Students with Behavioral Disabilities	18	12.0%	16.4%	17.6%				
Students with Non-Categorical Early Childhood	*	*	0.8%	1.7%				
Mobility (2022-23)								
Total Mobile Students	**53**	**10.6%**	**10.9%**	**16.1%**				
African American	3	0.6%	0.2%	3.4%				
Hispanic	50	10.0%	10.0%	8.5%				
White	0	0.0%	0.6%	3.1%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.1%	0.5%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	0	0.0%	0.1%	0.5%				
Special Ed Students who are Mobile	14	11.7%	8.8%	17.6%				
Count and Percent of EB Students/EL who are Mobile	0	0.0%	12.9%	16.3%				
Count and Percent of Econ Dis Students who are Mobile	47	10.8%	11.7%	18.6%				
Student Attrition (2022-23)								
Total Student Attrition	**122**	**27.5%**	**27.8%**	**18.1%**				

	Non-Special Education Rates			Special Education Rates		
Student Information	**Campus**	**District**	**State**	**Campus**	**District**	**State**
Retention Rates by Grade						
Kindergarten	0.0%	0.2%	1.3%	0.0%	0.0%	3.9%
Grade 1	3.3%	4.3%	2.1%	17.4%	4.8%	3.3%
Grade 2	1.4%	1.1%	1.3%	11.5%	3.7%	1.6%
Grade 3	0.0%	1.2%	0.7%	0.0%	1.1%	0.7%
Grade 4	1.3%	0.6%	0.4%	0.0%	0.0%	0.5%
Grade 5	1.3%	0.3%	0.2%	0.0%	1.6%	0.3%

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

Class Size Information	Campus	District	State
Elementary			
Kindergarten	20.3	20.9	18.4
Grade 1	20.0	19.7	18.8
Grade 2	19.4	19.4	19.1
Grade 3	20.5	20.3	19.4
Grade 4	23.3	20.5	19.4
Grade 5	22.7	21.5	20.9

Texas Education Agency
2023-24 Staff Information (TAPR)
DR FERMIN CALDERON EL (233901112) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	Campus			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Total Staff	**56.0**	**100.0%**	**100.0%**	**100.0%**
Professional Staff	44.1	78.7%	51.4%	63.9%
Teachers	35.9	64.0%	36.4%	48.3%
Professional Support	6.2	11.1%	12.2%	11.1%
Campus Administration (School Leadership)	2.0	3.6%	2.2%	3.3%
Educational Aides	11.9	21.3%	11.9%	11.4%
Librarians and Counselors (Headcount)				
Full-time Librarians	0.0	n/a	10.0	4,187.0
Part-time Librarians	0.0	n/a	0.0	651.0
Full-time Counselors	2.0	n/a	41.0	13,870.0
Part-time Counselors	0.0	n/a	0.0	1,172.0
Total Minority Staff	**52.5**	**93.7%**	**90.7%**	**54.4%**
Teachers by Ethnicity				
African American	0.0	0.1%	0.9%	12.6%
Hispanic	32.7	91.2%	84.9%	30.1%
White	3.1	8.7%	14.0%	53.4%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	0.0	0.0%	0.0%	2.1%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.0%	1.3%
Teachers by Sex				
Males	2.2	6.1%	20.6%	24.5%
Females	33.6	93.9%	79.4%	75.5%
Teachers by Highest Degree Held				
No Degree	0.0	0.0%	2.2%	2.5%
Bachelors	31.6	88.1%	79.3%	71.7%
Masters	4.3	11.9%	18.6%	24.9%
Doctorate	0.0	0.0%	0.0%	0.8%
Teachers by Years of Experience				
Beginning Teachers	2.8	7.9%	6.9%	8.7%
1-5 Years Experience	7.9	22.0%	28.6%	27.4%
6-10 Years Experience	10.3	28.9%	18.9%	20.2%
11-20 Years Experience	7.3	20.3%	26.6%	27.1%
21-30 Years Experience	5.5	15.3%	13.6%	13.7%
Over 30 Years Experience	2.0	5.6%	5.5%	3.0%
Number of Students per Teacher	17.5	n/a	18.1	14.7

Texas Education Agency
2023-24 Staff Information (TAPR)
DR FERMIN CALDERON EL (233901112) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Staff Information	Campus	District	State
Experience of Campus Leadership			
Average Years Experience of Principals	1.0	5.8	6.0
Average Years Experience of Principals with District	1.0	5.8	5.1
Average Years Experience of Assistant Principals	1.0	2.7	5.1
Average Years Experience of Assistant Principals with District	1.0	2.4	4.3
Average Years Experience of Teachers	11.7	12.2	11.1
Average Years Experience of Teachers with District	10.8	11.3	6.9
Average Teacher Salary by Years of Experience (regular duties only)			
Beginning Teachers	$43,016	$43,915	$54,272
1-5 Years Experience	$54,032	$54,966	$58,185
6-10 Years Experience	$58,830	$59,041	$61,494
11-20 Years Experience	$64,013	$63,850	$65,219
21-30 Years Experience	$68,179	$67,782	$69,723
Over 30 Years Experience	$71,553	$74,563	$74,014
Average Actual Salaries (regular duties only)			
Teachers	$59,731	$60,152	$62,474
Professional Support	$67,447	$75,452	$73,783
Campus Administration (School Leadership)	$82,182	$90,313	$86,738
Instructional Staff Percent	n/a	59.6%	65.0%
Contracted Instructional Staff (not incl. above)	0.0	0.0	1,970.1

	Campus			
Program Information	**Count**	**Percent**	**District**	**State**
Teachers by Program (population served)				
Bilingual/ESL Education	10.0	27.9%	9.5%	6.0%
Career and Technical Education	0.0	0.0%	7.2%	5.5%
Compensatory Education	0.0	0.0%	7.1%	3.1%
Gifted and Talented Education	0.0	0.0%	1.9%	1.6%
Regular Education	22.2	61.9%	67.5%	69.8%
Special Education	3.7	10.2%	5.0%	10.3%
Other	0.0	0.0%	1.7%	3.7%

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

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

"The 2024 accountability reports are not yet publicly available. The release of these reports is pending judicial ruling and decisions from the 89th legislature during a special called session."



2023 Campus Comparison Group
DR FERMIN CALDERON EL (233901112) - SAN FELIPE-DEL RIO CISD
Campus Type: Elementary
Sorted by District Name

	Campus Name	District Name	Grade Span	Number of Students	% Econ Disadv	% EL	Mobility Rate	% Early College HS	% Special Ed
	DR FERMIN CALDERON EL (233901112)	**SAN FELIPE-DEL RIO CISD**	**KG-05**	**541**	**86.0**	**6.7**	**13.0**	**0.0**	**13.9**
1	PURCELL EL (221901113)	ABILENE ISD	KG-05	635	84.4	4.4	14.1	0.0	19.1
2	NOONAN EL (125901104)	ALICE ISD	PK-05	570	89.6	1.8	16.1	0.0	16.3
3	SAENZ EL (125901105)	ALICE ISD	EE-05	533	87.8	5.8	20.1	0.0	15.2
4	LAWNDALE EL (188901114)	AMARILLO ISD	EE-05	353	89.8	9.1	12.6	0.0	17.8
5	OAK DALE EL (188901119)	AMARILLO ISD	PK-05	349	85.1	9.2	9.9	0.0	19.5
6	SOUTH LAWN EL (188901128)	AMARILLO ISD	PK-05	326	86.2	5.5	14.2	0.0	17.5
7	AMELIA EL (123910101)	BEAUMONT ISD	EE-05	543	84.0	7.9	20.0	0.0	11.2
8	DISHMAN EL (123910126)	BEAUMONT ISD	EE-05	522	87.9	10.3	16.4	0.0	16.1
9	R A HALL EL (013901101)	BEEVILLE ISD	01-05	476	88.7	1.7	15.5	0.0	17.4
10	GALVAN EL (178904150)	CORPUS CHRISTI ISD	EE-05	511	80.8	8.0	17.9	0.0	15.7
11	RAMIREZ-BURKS EL (142901102)	COTULLA ISD	EE-05	476	87.0	4.8	11.3	0.0	16.0
12	DILLEY EL (082902101)	DILLEY ISD	PK-05	449	85.1	4.7	15.9	0.0	12.9
13	HIGHLAND FOREST EL (015911106)	EAST CENTRAL ISD	EE-05	590	83.6	3.7	18.2	0.0	18.3
14	SAN JACINTO EL (068901121)	ECTOR COUNTY ISD	KG-05	396	83.3	9.1	12.6	0.0	13.6
15	EDGAR GLOVER JR EL (079907131)	FORT BEND ISD	KG-05	379	87.1	7.4	18.9	0.0	17.2
16	WALTER MOSES BURTON EL (079907134)	FORT BEND ISD	EE-05	451	80.9	10.4	15.6	0.0	14.0
17	NORMAN M THOMAS EL (066903102)	FREER ISD	EE-05	374	79.9	3.5	13.0	0.0	15.0
18	H W SCHULZE EL (015904108)	HARLANDALE ISD	PK-05	504	86.5	10.1	13.6	0.0	11.4
19	LONG EL (031903120)	HARLINGEN CISD	PK-05	548	83.9	7.3	13.1	0.0	9.9
20	IDEA CARVER ACADEMY (108907120)	IDEA PUBLIC SCHOOLS	KG-05	574	89.5	8.9	13.6	0.0	7.5
21	HEBBRONVILLE EL (124901101)	JIM HOGG COUNTY ISD	PK-05	505	85.3	5.9	7.6	0.0	13.5
22	HARVEY EL (137901105)	KINGSVILLE ISD	EE-05	525	88.4	4.6	14.2	0.0	17.5
23	LA PORTE EL (101916103)	LA PORTE ISD	PK-05	532	82.5	6.6	15.4	0.0	10.2
24	LOCKNEY EL (077902101)	LOCKNEY ISD	PK-05	179	84.9	5.0	11.8	0.0	13.4
25	CENTENNIAL EL (152901192)	LUBBOCK ISD	PK-05	617	83.6	5.5	19.1	0.0	14.9
26	PARSONS EL (152901176)	LUBBOCK ISD	EE-05	394	84.3	3.3	14.9	0.0	18.0
27	STEWART EL (152901180)	LUBBOCK ISD	PK-05	404	87.1	3.0	16.0	0.0	16.1
28	LYFORD EL (245902106)	LYFORD CISD	EE-05	625	82.6	8.6	10.5	0.0	15.5
29	DELLVIEW EL (015910104)	NORTH EAST ISD	KG-05	391	86.2	4.9	14.4	0.0	19.2
30	PEARSALL INT (082903103)	PEARSALL ISD	03-05	425	80.2	8.7	10.4	0.0	15.5
31	PITTMAN EL (245903102)	RAYMONDVILLE ISD	PK-05	579	86.4	6.0	12.1	0.0	18.8
32	GOLIAD EL (226903113)	SAN ANGELO ISD	KG-05	412	81.1	6.8	12.1	0.0	10.2
33	LAMAR EL (233901106)	SAN FELIPE-DEL RIO CISD	KG-05	436	90.4	10.6	12.4	0.0	15.6
34	NORTH HEIGHTS EL (233901103)	SAN FELIPE-DEL RIO CISD	KG-05	539	83.1	7.2	10.2	0.0	19.3
35	WAKE VILLAGE EL (019907113)	TEXARKANA ISD	PK-05	579	85.1	5.0	15.8	0.0	20.7
36	TULIA EL (219903101)	TULIA ISD	EE-05	401	82.3	8.2	12.0	0.0	16.2
37	DUDLEY EL (235902102)	VICTORIA ISD	PK-05	484	88.4	4.8	18.7	0.0	15.7
38	RODOLFO TORRES EL (235902125)	VICTORIA ISD	EE-05	418	82.8	12.0	15.2	0.0	17.0
39	ROWLAND EL (235902110)	VICTORIA ISD	EE-05	416	83.9	2.9	17.2	0.0	14.4
40	SHIELDS EL (235902111)	VICTORIA ISD	EE-05	440	89.5	3.6	17.2	0.0	15.0
	Comparison Group Average			**474**	**85.2**	**6.4**	**14.5**	**0.0**	**15.5**

2023-2024 PEIMS BUDGETED FINANCIAL DATA BY CAMPUS
TOTALS FOR DR FERMIN CALDERON EL (233901112)
SAN FELIPE-DEL RIO CISD

Total Enrolled Membership: 627

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	$825,424	100.00%	$1,316	$1,058,673	100.00%	$1,688
Operating-Payroll	$148,941	18.04%	$238	$316,175	29.87%	$504
Other Operating	$662,683	80.28%	$1,057	$728,698	68.83%	$1,162
Non-Operating(Equipt/Supplies)	$13,800	1.67%	$22	$13,800	1.30%	$22
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	$811,624	100.00%	$1,294	$1,044,873	100.00%	$1,666
Instruction (11,95) *	$301,788	37.18%	$481	$301,788	28.88%	$481
Instructional Res/Media (12) *	$5,818	0.72%	$9	$5,818	0.56%	$9
Curriculum/Staff Develop (13) *	$14,762	1.82%	$24	$14,762	1.41%	$24
Instructional Leadership (21) *	$15,677	1.93%	$25	$15,677	1.50%	$25
School Leadership (23) *	$6,450	0.79%	$10	$6,450	0.62%	$10
Guidance/Counseling Svcs (31) *	$10,070	1.24%	$16	$10,070	0.96%	$16
Social Work Services (32) *	$2,522	0.31%	$4	$2,522	0.24%	$4
Health Services (33) *	$7,403	0.91%	$12	$7,403	0.71%	$12
Transportation(34) *	$0	0.00%	$0	$0	0.00%	$0
Food (35) **	$0	0.00%	$0	$233,249	22.32%	$372
Extracurricular (36) **	$2,475	0.30%	$4	$2,475	0.24%	$4
Plant Maint/Operation (51) **	$158,230	19.50%	$252	$158,230	15.14%	$252
Security/Monitoring (52) **	$286,429	35.29%	$457	$286,429	27.41%	$457

2023-2024 PEIMS BUDGETED FINANCIAL DATA BY CAMPUS
TOTALS FOR DR FERMIN CALDERON EL (233901112)
SAN FELIPE-DEL RIO CISD

Total Enrolled Membership: 627

	General Fund	%	Per Student	All Funds	%	Per Student
Data Processing Svcs (53) **	$0	0.00%	$0	$0	0.00%	$0
Fund Raising CHARTER ONLY (81) **	$0	0.00%	$0	$0	0.00%	$0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	$811,624	100.00%	$1,294	$1,044,873	100.00%	$1,666
Regular	$254,255	31.33%	$406	$254,255	24.33%	$406
Gifted & Talented	$3,481	0.43%	$6	$3,481	0.33%	$6
Career & Technical	$0	0.00%	$0	$0	0.00%	$0
Students with Disabilities	$27,451	3.38%	$44	$27,451	2.63%	$44
State Compensatory ED	$39,338	4.85%	$63	$39,338	3.76%	$63
Bilingual	$21,116	2.60%	$34	$21,116	2.02%	$34
Early Education Allotment	$13,522	1.67%	$22	$13,522	1.29%	$22
Dyslexia or Related Disorder Serv	$5,327	0.66%	$8	$5,327	0.51%	$8
CCMR	$0	0.00%	$0	$0	0.00%	$0
Athletic Programming	$0	0.00%	$0	$0	0.00%	$0
Un-Allocated	$447,134	55.09%	$713	$680,383	65.12%	$1,085

Note: Some amounts may not total due to rounding.

* Please refer to sections A.1 through A.8 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus.

** Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data

Link to PEIMS Financial Standard Reports to be used for the analysis of costs reported by comparable school districts.

Part (i): Description of State Accountability System

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

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

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

Texas Education Agency
2024 Federal Report Card
DR FERMIN CALDERON EL (233901112) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

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

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%

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Campus ESSA Goals (Middle Schools)

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

Campus ESSA Goals (Elementary Schools)

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

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

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

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

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language Proficiency	10%
	SQSS: Student Achievement Domain Score: STAAR Component Only	10%
High Schools, K-12s, and AEAs	Academic Achievement	50%
	Federal Graduation Status or Academic Growth Status1	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness or Student Domain Score: STAAR Component Only2	30%

1 If Federal Graduation Status is not available, Academic Growth Status is used.
2 If College, Career, and Military Readiness is not available, Student Achievement Domain Score: STAAR Component Only is used.

(bb) the methodology by which the State differentiates all such schools. Total points for each component are determined by multiplying the percentage of evaluated indicators met by the corresponding weight and rounding to one decimal place. The Closing the Gaps domain score is the sum of the total points rounded to the nearest whole number and is further used to differentiate all public schools. See the accountability manual for details: Chapter 4-2024 Closing the Gaps Domain

(cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students.Texas uses the Closing the Gaps domain to identify campuses that have consistently under-performing student groups. A student group that misses the targets in at least the same three indicators, for three consecutive years, is considered 'consistently underperforming'. Data from 2022, 2023, and 2024 are considered consecutive years for 2024 Targeted Support and Improvement (TSI) identification. Any campus not identified for Comprehensive Support and Improvement (CSI) that has at least one consistently underperforming student group is identified for TSI. TSI identifies both Title I and non-Title I campuses. Campuses are evaluated annually for TSI identification. See the accountability manual for details: Chapter 10-2024 Identification of Schools for Improvement

(dd) the methodology by which the State identifies a school for comprehensive support and improvement. Texas annually ranks all Title I campuses based on Closing the Gaps scaled scores. First, Texas determines the bottom five percent of Closing the Gaps outcomes by rank ordering the scaled scores of Title I campuses by schooltype - elementary, middle, high school/K-12, and alternative education accountability. Texas then determines which campuses fell in the bottom five percent for each school type. Title I campuses that rank in their school type's bottom five percent are identified for CSI. Additionally, if any Title I or non-Title I campus does not attain a 66.7 percent six-year federal graduation rate for all students group, the campus is identified for CSI. Any Title I campus identified for Additional Targeted Support (ATS) for three consecutive years will be identified for CSI the following school year.

Part (i)(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement or implementing targeted support and improvement plans. Campuses Identified for Support under the Every Student Succeeds Act (ESSA) for the 2023-2024 school year: Comprehensive Support and Improvement Schools, Targeted Support and Improvement Schools and Additional Targeted Support Schools

Part (i)(VI) the exit criteria established by the State, including the length of years established. Campuses that do not rank in their school type's bottom five percent of the Closing the Gaps domain for two consecutive years and have Closing the Gaps domain scaled score by the end of the second year that is higher than when originally identified are considered as having successfully exited. Campuses previously identified as CSI based solely on a graduation rate must have a four or six-year federal graduation rate of at least 66.7 percent for two consecutive years to exit CSI status. To exit ATS, the Closing the Gaps score for the consistently underperforming student group must surpass the score used in the year of ATS identification to identify the lowest performing five percent of each school type. A campus identified for TSI because of one consistently underperforming subgroup will exit the TSI status if the subgroup becomes not consistently underperforming subgroup. Consistently underperforming is defined as missing the targets in at least the same three indicators for three consecutive years.

Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2023-24 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
STAAR Percent at Approaches Grade Level or Above																					
Grade 3																					

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	72%	67%	63%	-	63%	*	-	-	-	-	62%	77%	25%	76%	46%	52%	75%	*	*	-	*
	CWD	48%	42%	25%	-	23%	*	-	-	-	-	26%	*	25%	-	18%	17%	36%	-	-	-	-
	CWOD	78%	77%	76%	-	76%	-	-	-	-	-	74%	83%	-	76%	58%	65%	86%	*	*	-	*
	EL	62%	46%	46%	-	46%	-	-	-	-	-	45%	*	18%	58%	46%	37%	56%	-	-	-	-
	Male	70%	60%	52%	-	52%	*	-	-	-	-	48%	86%	17%	65%	37%	52%	-	-	-	-	-
	Female	75%	73%	75%	-	75%	-	-	-	-	-	75%	67%	36%	86%	56%	-	75%	*	*	-	*
Mathematics	All Students	68%	63%	58%	-	58%	*	-	-	-	-	56%	77%	34%	66%	46%	57%	59%	*	*	-	*
	CWD	46%	41%	34%	-	33%	*	-	-	-	-	35%	*	34%	-	27%	33%	36%	-	-	-	-
	CWOD	74%	71%	66%	-	66%	-	-	-	-	-	63%	83%	-	66%	54%	66%	65%	*	*	-	*
	EL	61%	45%	46%	-	46%	-	-	-	-	-	45%	*	27%	54%	46%	47%	44%	-	-	-	-
	Male	70%	62%	57%	-	58%	*	-	-	-	-	54%	86%	33%	66%	47%	57%	-	-	-	-	-
	Female	66%	63%	59%	-	59%	-	-	-	-	-	58%	67%	36%	65%	44%	-	59%	*	*	-	*
Grade 4																						
Reading	All Students	79%	75%	68%	-	69%	*	-	-	-	-	65%	92%	38%	83%	69%	61%	77%	*	*	-	*
	CWD	55%	52%	36%	-	39%	*	-	-	-	-	37%	*	38%	-	33%	32%	50%	-	-	-	-
	CWOD	85%	85%	83%	-	83%	-	-	-	-	-	80%	100%	-	83%	80%	81%	85%	*	*	-	*
	EL	68%	59%	69%	-	69%	-	-	-	-	-	67%	*	33%	80%	69%	54%	85%	*	-	-	-
	Male	77%	75%	61%	-	62%	*	-	-	-	-	58%	83%	32%	81%	54%	61%	-	*	*	-	-
	Female	81%	76%	77%	-	77%	-	-	-	-	-	74%	100%	50%	85%	85%	-	77%	*	-	-	*
Mathematics	All Students	67%	62%	49%	-	49%	*	-	-	-	-	45%	75%	25%	61%	65%	52%	45%	*	*	-	*
	CWD	42%	34%	25%	-	26%	*	-	-	-	-	27%	*	25%	-	33%	36%	0%	-	-	-	-
	CWOD	73%	73%	61%	-	61%	-	-	-	-	-	55%	90%	-	61%	75%	63%	59%	*	*	-	*
	EL	62%	53%	65%	-	65%	-	-	-	-	-	63%	*	33%	75%	65%	69%	62%	*	-	-	-
	Male	69%	68%	52%	-	53%	*	-	-	-	-	48%	83%	36%	63%	69%	52%	-	*	*	-	-
	Female	65%	56%	45%	-	45%	-	-	-	-	-	42%	67%	0%	59%	62%	-	45%	*	-	-	*
Grade 5																						
Reading	All Students	78%	78%	75%	*	76%	*	-	-	-	-	73%	100%	36%	87%	52%	71%	81%	*	-	-	-
	CWD	48%	51%	36%	*	38%	-	-	-	-	-	36%	-	36%	-	0%	29%	50%	*	-	-	-
	CWOD	84%	85%	87%	-	86%	*	-	-	-	-	85%	100%	-	87%	68%	87%	86%	-	-	-	-
	EL	70%	59%	52%	-	52%	-	-	-	-	-	48%	*	0%	68%	52%	56%	46%	-	-	-	-
	Male	75%	74%	71%	*	72%	*	-	-	-	-	70%	*	29%	87%	56%	71%	-	*	-	-	-
	Female	80%	82%	81%	-	81%	-	-	-	-	-	77%	100%	50%	86%	46%	-	81%	-	-	-	-
Mathematics	All Students	75%	81%	80%	*	80%	*	-	-	-	-	78%	100%	56%	87%	76%	82%	77%	*	-	-	-
	CWD	52%	64%	56%	*	58%	-	-	-	-	-	56%	-	56%	-	57%	53%	63%	*	-	-	-
	CWOD	80%	86%	87%	-	86%	*	-	-	-	-	85%	100%	-	87%	82%	93%	80%	-	-	-	-
	EL	70%	72%	76%	-	76%	-	-	-	-	-	74%	*	57%	82%	76%	88%	62%	-	-	-	-
	Male	75%	81%	82%	*	83%	*	-	-	-	-	82%	*	53%	93%	88%	82%	-	*	-	-	-
	Female	75%	81%	77%	-	77%	-	-	-	-	-	73%	100%	63%	80%	62%	-	77%	-	-	-	-

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Science	All Students	56%	49%	42%	*	43%	*	-	-	-	-	39%	70%	28%	46%	24%	50%	33%	*	-	-	-
	CWD	34%	31%	28%	*	29%	-	-	-	-	-	28%	-	28%	-	29%	29%	25%	*	-	-	-
	CWOD	61%	54%	46%	-	47%	*	-	-	-	-	43%	70%	-	46%	23%	58%	34%	-	-	-	-
	EL	43%	34%	24%	-	24%	-	-	-	-	-	26%	*	29%	23%	24%	38%	8%	-	-	-	-
	Male	59%	54%	50%	*	52%	*	-	-	-	-	50%	*	29%	58%	38%	50%	-	*	-	-	-
	Female	54%	44%	33%	-	33%	-	-	-	-	-	25%	75%	25%	34%	8%	-	33%	-	-	-	-
STAAR Percent at Meets Grade Level or Above																						
Grade 3																						
Reading	All Students	47%	40%	33%	-	34%	*	-	-	-	-	32%	46%	3%	43%	27%	25%	41%	*	*	-	*
	CWD	25%	21%	3%	-	3%	*	-	-	-	-	3%	*	3%	-	9%	6%	0%	-	-	-	-
	CWOD	52%	48%	43%	-	43%	-	-	-	-	-	42%	50%	-	43%	35%	33%	53%	*	*	-	*
	EL	34%	24%	27%	-	27%	-	-	-	-	-	27%	*	9%	35%	27%	21%	33%	-	-	-	-
	Male	44%	35%	25%	-	26%	*	-	-	-	-	22%	57%	6%	33%	21%	25%	-	-	-	-	-
	Female	50%	45%	41%	-	41%	-	-	-	-	-	42%	33%	0%	53%	33%	-	41%	*	*	-	*
Mathematics	All Students	41%	31%	21%	-	21%	*	-	-	-	-	21%	23%	3%	27%	8%	24%	19%	*	*	-	*
	CWD	24%	15%	3%	-	0%	*	-	-	-	-	3%	*	3%	-	0%	6%	0%	-	-	-	-
	CWOD	44%	37%	27%	-	27%	-	-	-	-	-	28%	25%	-	27%	12%	30%	24%	*	*	-	*
	EL	32%	18%	8%	-	8%	-	-	-	-	-	9%	*	0%	12%	8%	11%	6%	-	-	-	-
	Male	44%	32%	24%	-	23%	*	-	-	-	-	23%	29%	6%	30%	11%	24%	-	-	-	-	-
	Female	37%	30%	19%	-	19%	-	-	-	-	-	19%	17%	0%	24%	6%	-	19%	*	*	-	*
Grade 4																						
Reading	All Students	50%	39%	35%	-	35%	*	-	-	-	-	35%	33%	19%	42%	35%	35%	34%	*	*	-	*
	CWD	24%	21%	19%	-	19%	*	-	-	-	-	20%	*	19%	-	0%	27%	0%	-	-	-	-
	CWOD	56%	46%	42%	-	42%	-	-	-	-	-	43%	40%	-	42%	45%	41%	44%	*	*	-	*
	EL	39%	24%	35%	-	35%	-	-	-	-	-	38%	*	0%	45%	35%	46%	23%	*	-	-	-
	Male	47%	38%	35%	-	36%	*	-	-	-	-	33%	50%	27%	41%	46%	35%	-	*	*	-	-
	Female	53%	40%	34%	-	34%	-	-	-	-	-	37%	17%	0%	44%	23%	-	34%	*	-	-	*
Mathematics	All Students	44%	33%	28%	-	28%	*	-	-	-	-	26%	42%	13%	35%	31%	31%	23%	*	*	-	*
	CWD	24%	17%	13%	-	13%	*	-	-	-	-	13%	*	13%	-	0%	18%	0%	-	-	-	-
	CWOD	49%	40%	35%	-	35%	-	-	-	-	-	32%	50%	-	35%	40%	41%	29%	*	*	-	*
	EL	38%	25%	31%	-	31%	-	-	-	-	-	29%	*	0%	40%	31%	38%	23%	*	-	-	-
	Male	47%	39%	31%	-	32%	*	-	-	-	-	29%	50%	18%	41%	38%	31%	-	*	*	-	-
	Female	41%	27%	23%	-	23%	-	-	-	-	-	21%	33%	0%	29%	23%	-	23%	*	-	-	*
Grade 5																						
Reading	All Students	53%	49%	52%	*	52%	*	-	-	-	-	49%	80%	24%	60%	21%	47%	58%	*	-	-	-
	CWD	25%	25%	24%	*	25%	-	-	-	-	-	24%	-	24%	-	0%	18%	38%	*	-	-	-
	CWOD	59%	56%	60%	-	59%	*	-	-	*	*	57%	80%	-	60%	27%	58%	61%	-	-	-	-
	EL	41%	28%	21%	-	21%	-	-	-	-	-	22%	*	0%	27%	21%	19%	23%	-	-	-	-
	Male	51%	46%	47%	*	47%	*	-	-	-	-	47%	*	18%	58%	19%	47%	-	*	-	-	-
	Female	56%	53%	58%	-	58%	-	-	*	*	-	52%	88%	38%	61%	23%	-	58%	-	-	-	-

Texas Education Agency
2024 Federal Report Card
DR FERMIN CALDERON EL (233901112) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	49%	45%	40%	*	40%	*	-	-	-	-	38%	70%	20%	46%	38%	42%	38%	*	-	-	-
	CWD	26%	27%	20%	*	21%	-	-	*	-	-	20%	-	20%	-	0%	18%	25%	*	-	-	-
	CWOD	54%	50%	46%	-	45%	*	-	-	-	-	43%	70%	-	46%	50%	51%	41%	-	-	-	-
	EL	41%	33%	38%	-	38%	-	-	-	-	-	33%	*	0%	50%	38%	44%	31%	-	-	-	-
	Male	50%	45%	42%	*	42%	*	-	-	-	-	40%	*	18%	51%	44%	42%	-	*	-	-	-
	Female	47%	44%	38%	-	38%	-	-	-	-	-	34%	63%	25%	41%	31%	-	38%	-	-	-	-
Science	All Students	27%	19%	14%	*	14%	*	-	-	-	-	13%	20%	16%	13%	3%	16%	12%	*	-	-	-
	CWD	16%	12%	16%	*	17%	-	-	-	-	-	16%	-	16%	-	14%	12%	25%	*	-	-	-
	CWOD	29%	21%	13%	-	14%	*	-	-	-	-	13%	20%	-	13%	0%	16%	9%	-	-	-	-
	EL	15%	10%	3%	-	3%	-	-	-	-	-	4%	*	14%	0%	3%	6%	0%	-	-	-	-
	Male	30%	24%	16%	*	17%	*	-	-	-	-	15%	*	12%	18%	6%	16%	-	*	-	-	-
	Female	23%	13%	12%	-	12%	-	-	-	-	-	11%	13%	25%	9%	0%	-	12%	-	-	-	-
STAAR Percent at Masters Grade Level																						
Grade 3																						
Reading	All Students	20%	12%	9%	-	9%	*	-	-	-	-	8%	23%	0%	12%	3%	10%	8%	*	*	-	*
	CWD	6%	3%	0%	-	0%	*	-	*	-	-	0%	*	0%	-	0%	0%	0%	-	-	-	-
	CWOD	23%	16%	12%	-	12%	-	-	-	-	-	10%	25%	-	12%	4%	14%	10%	*	*	*	*
	EL	13%	5%	3%	-	3%	-	-	-	-	-	3%	*	0%	4%	3%	5%	0%	-	-	-	-
	Male	18%	13%	10%	-	11%	*	-	*	-	-	8%	29%	0%	14%	5%	10%	-	-	-	-	-
	Female	22%	11%	8%	-	8%	-	-	-	-	-	7%	17%	0%	10%	0%	-	8%	*	*	-	*
Mathematics	All Students	15%	8%	6%	-	6%	*	-	-	-	-	6%	8%	0%	8%	3%	7%	5%	*	*	-	*
	CWD	7%	3%	0%	-	0%	*	-	-	-	-	0%	*	0%	-	0%	0%	0%	-	-	-	-
	CWOD	17%	10%	8%	-	8%	-	-	-	-	-	8%	8%	-	8%	4%	10%	6%	*	*	-	*
	EL	10%	5%	3%	-	3%	-	-	*	-	-	3%	*	0%	4%	3%	5%	0%	-	-	-	-
	Male	17%	10%	7%	-	8%	*	-	-	-	-	8%	0%	0%	10%	5%	7%	-	-	-	-	-
	Female	12%	6%	5%	-	5%	-	-	-	-	-	4%	17%	0%	6%	0%	-	5%	*	*	-	*
Grade 4																						
Reading	All Students	22%	11%	5%	-	5%	*	-	-	-	-	6%	0%	0%	8%	4%	0%	11%	*	*	-	*
	CWD	6%	4%	0%	-	0%	*	-	-	-	-	0%	*	0%	-	0%	0%	0%	-	-	-	-
	CWOD	26%	14%	8%	-	8%	-	-	*	-	-	9%	0%	-	8%	5%	0%	15%	*	*	-	*
	EL	14%	5%	4%	-	4%	-	-	-	-	-	4%	*	0%	5%	4%	0%	8%	*	-	-	-
	Male	20%	9%	0%	-	0%	*	-	*	-	-	0%	0%	0%	0%	0%	0%	-	*	*	-	-
	Female	24%	14%	11%	-	11%	-	-	-	-	-	13%	0%	0%	15%	8%	-	11%	*	-	-	*
Mathematics	All Students	20%	13%	9%	-	9%	*	-	-	-	-	9%	8%	0%	14%	12%	7%	11%	*	*	-	*
	CWD	7%	4%	0%	-	0%	*	-	-	-	-	0%	*	0%	-	0%	0%	0%	-	-	-	-
	CWOD	23%	16%	14%	-	14%	-	-	-	-	-	14%	10%	-	14%	15%	13%	15%	*	*	*	*
	EL	15%	9%	12%	-	12%	-	-	-	-	-	13%	*	0%	15%	12%	8%	15%	*	-	-	-
	Male	22%	15%	7%	-	8%	*	-	-	-	-	6%	17%	0%	13%	8%	7%	-	*	*	-	-
	Female	17%	11%	11%	-	11%	-	-	-	-	-	13%	0%	0%	15%	15%	-	11%	*	-	-	*
Grade 5																						

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Reading	All Students	28%	22%	17%	*	17%	*	-	-	-	-	15%	30%	4%	20%	0%	21%	12%	*	-	-	-
	CWD	8%	8%	4%	*	4%	-	-	-	-	-	4%	-	4%	-	0%	0%	13%	*	-	-	-
	CWOD	32%	25%	20%	-	20%	*	-	-	-	-	19%	30%	-	20%	0%	29%	11%	-	-	-	-
	EL	17%	7%	0%	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%	0%	-	-	-	-
	Male	25%	22%	21%	*	22%	*	-	-	-	-	20%	*	0%	29%	0%	21%	-	*	-	-	-
	Female	30%	21%	12%	-	12%	-	-	-	-	-	9%	25%	13%	11%	0%	-	12%	-	-	-	-
Mathematics	All Students	19%	13%	6%	*	6%	*	-	-	-	-	4%	30%	4%	7%	0%	6%	6%	*	-	-	-
	CWD	7%	5%	4%	*	4%	-	-	-	-	-	4%	-	4%	-	0%	6%	0%	*	-	-	-
	CWOD	21%	15%	7%	-	7%	*	-	-	-	-	4%	30%	-	7%	0%	7%	7%	-	-	-	-
	EL	12%	5%	0%	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%	0%	-	-	-	-
	Male	21%	14%	6%	*	7%	*	-	-	-	-	5%	*	6%	7%	0%	6%	-	*	-	-	-
	Female	17%	12%	6%	-	6%	-	-	-	-	-	2%	25%	0%	7%	0%	-	6%	-	-	-	-
Science	All Students	11%	7%	6%	*	6%	*	-	-	-	-	6%	10%	4%	7%	0%	8%	4%	*	-	-	-
	CWD	5%	3%	4%	*	4%	-	-	-	-	-	4%	-	4%	-	0%	6%	0%	*	-	-	-
	CWOD	12%	8%	7%	-	7%	*	-	-	-	-	6%	10%	-	7%	0%	9%	5%	-	-	-	-
	EL	5%	2%	0%	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%	0%	-	-	-	-
	Male	13%	8%	8%	*	8%	*	-	-	-	-	7%	*	6%	9%	0%	8%	-	*	-	-	-
	Female	9%	5%	4%	-	4%	-	-	-	-	-	5%	0%	0%	5%	0%	-	4%	-	-	-	-
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						
All Subjects	All Students	73%	68%	62%	*	63%	44%	-	-	-	-	60%	84%	34%	72%	53%	61%	64%	73%	50%	-	*
	CWD	48%	43%	34%	*	35%	33%	-	-	-	-	35%	17%	34%	-	27%	33%	36%	*	-	-	-
	CWOD	77%	75%	72%	-	72%	*	-	-	-	-	70%	89%	-	72%	62%	73%	71%	100%	50%	-	*
	EL	61%	49%	53%	-	53%	-	-	-	-	-	52%	67%	27%	62%	53%	54%	51%	*	-	-	-
	Male	71%	67%	61%	*	62%	44%	-	-	-	-	59%	84%	33%	73%	54%	61%	-	57%	*	-	-
	Female	74%	69%	64%	-	64%	-	-	-	-	-	61%	83%	36%	71%	51%	-	64%	*	67%	-	*
Reading	All Students	74%	70%	69%	*	69%	*	-	-	-	-	66%	89%	33%	81%	54%	61%	77%	80%	*	-	*
	CWD	44%	42%	33%	*	33%	*	-	-	-	-	33%	*	33%	-	17%	26%	44%	*	-	-	-
	CWOD	80%	77%	81%	-	81%	*	-	-	-	-	80%	94%	-	81%	68%	77%	86%	*	*	-	*
	EL	59%	46%	54%	-	54%	-	-	-	-	-	52%	75%	17%	68%	54%	48%	61%	*	-	-	-
	Male	70%	66%	61%	*	62%	*	-	-	-	-	59%	87%	26%	77%	48%	61%	-	*	*	-	-
	Female	78%	74%	77%	-	77%	-	-	-	-	-	76%	90%	44%	86%	61%	-	77%	*	*	-	*
Mathematics	All Students	70%	67%	63%	*	63%	*	-	-	-	-	60%	83%	32%	72%	61%	64%	61%	80%	*	-	*
	CWD	45%	44%	37%	*	38%	*	-	-	-	-	38%	*	32%	-	38%	40%	31%	*	-	-	-
	CWOD	75%	73%	72%	-	72%	*	-	-	-	-	69%	91%	-	72%	69%	75%	69%	*	*	-	*
	EL	62%	52%	61%	-	61%	-	-	-	-	-	60%	75%	38%	69%	61%	67%	55%	*	-	-	-
	Male	71%	67%	64%	*	65%	*	-	-	-	-	62%	87%	40%	75%	67%	64%	-	*	*	-	-
	Female	70%	67%	61%	-	61%	-	-	-	-	-	58%	80%	31%	69%	55%	-	61%	*	*	-	*

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Science	All Students	73%	65%	**42%**	*	43%	*	-	-	-	-	39%	70%	28%	46%	24%	50%	33%	*	-	-	-
	CWD	49%	42%	**28%**	*	29%	-	-	*	-	-	28%	-	28%	-	29%	29%	25%	*	-	-	-
	CWOD	77%	71%	**46%**	-	47%	*	-	-	-	-	43%	70%	-	46%	23%	58%	34%	-	-	-	-
	EL	61%	52%	**24%**	-	24%	-	-	-	-	-	26%	*	29%	23%	24%	38%	8%	-	-	-	-
	Male	74%	67%	**50%**	*	52%	*	-	-	-	-	50%	*	29%	58%	38%	50%	-	*	-	-	-
	Female	72%	63%	**33%**	-	33%	-	-	-	-	-	25%	75%	25%	34%	8%	-	33%	-	-	-	-
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	47%	38%	**32%**	*	32%	33%	-	-	-	-	30%	44%	13%	38%	23%	31%	32%	73%	13%	-	*
	CWD	22%	17%	**13%**	*	13%	17%	-	-	-	-	14%	0%	13%	-	4%	15%	10%	*	-	-	-
	CWOD	51%	44%	**38%**	-	38%	*	-	-	-	-	37%	47%	-	38%	29%	38%	38%	100%	13%	-	*
	EL	31%	19%	**23%**	-	23%	-	-	-	-	-	23%	22%	4%	29%	23%	25%	20%	*	-	-	-
	Male	45%	38%	**31%**	*	31%	33%	-	-	-	-	30%	50%	15%	38%	25%	31%	-	57%	*	-	-
	Female	48%	39%	**32%**	-	32%	-	-	-	-	-	31%	40%	10%	38%	20%	-	32%	*	17%	-	*
Reading	All Students	52%	45%	**40%**	*	40%	*	-	-	-	-	38%	51%	15%	49%	27%	36%	45%	80%	*	-	*
	CWD	23%	20%	**15%**	*	15%	*	-	-	-	-	15%	*	15%	-	4%	18%	9%	*	-	-	-
	CWOD	58%	52%	**49%**	-	48%	*	-	-	-	-	48%	56%	-	49%	35%	44%	54%	*	*	-	*
	EL	34%	21%	**27%**	-	27%	-	-	-	-	-	29%	13%	4%	35%	27%	27%	27%	*	-	-	-
	Male	48%	41%	**36%**	*	36%	*	-	-	-	-	34%	53%	18%	44%	27%	36%	-	*	*	-	-
	Female	57%	49%	**45%**	-	45%	-	-	-	-	-	44%	50%	9%	54%	27%	-	45%	*	*	-	*
Mathematics	All Students	42%	33%	**29%**	*	29%	*	-	-	-	-	26%	43%	11%	36%	24%	32%	26%	80%	*	-	*
	CWD	22%	16%	**11%**	*	11%	*	-	-	-	-	12%	*	11%	-	0%	14%	6%	*	-	-	-
	CWOD	46%	38%	**36%**	-	36%	*	-	-	-	-	34%	47%	-	36%	32%	40%	31%	*	*	-	*
	EL	31%	19%	**24%**	-	24%	-	-	-	-	*	23%	38%	0%	32%	24%	29%	18%	*	-	-	-
	Male	43%	34%	**32%**	*	32%	*	-	-	-	-	31%	47%	14%	40%	29%	32%	-	*	*	-	-
	Female	40%	32%	**26%**	-	26%	-	-	-	-	-	24%	40%	6%	31%	18%	-	26%	*	*	-	*
Science	All Students	42%	32%	**14%**	*	14%	*	-	-	-	-	13%	20%	16%	13%	3%	16%	12%	*	-	-	-
	CWD	21%	12%	**16%**	*	17%	-	-	-	-	-	16%	-	16%	-	14%	12%	25%	*	-	-	-
	CWOD	45%	37%	**13%**	-	14%	*	-	-	-	-	13%	20%	-	13%	0%	18%	9%	-	-	-	-
	EL	24%	14%	**3%**	-	3%	-	-	-	-	-	4%	*	14%	0%	3%	6%	0%	-	-	-	-
	Male	44%	36%	**16%**	*	17%	*	-	-	-	-	15%	*	12%	18%	6%	16%	-	*	-	-	-
	Female	40%	28%	**12%**	-	12%	-	-	-	*	-	11%	13%	25%	9%	0%	-	12%	-	-	-	-
STAAR Percent at Masters Grade Level																						
All Grades																						
All Subjects	All Students	18%	11%	**8%**	*	9%	0%	-	-	-	-	8%	15%	1%	11%	3%	9%	8%	18%	0%	-	*
	CWD	6%	3%	**1%**	*	2%	0%	-	-	-	-	2%	0%	1%	-	0%	2%	1%	*	-	-	-
	CWOD	21%	13%	**11%**	-	11%	*	-	-	-	-	10%	16%	-	11%	4%	12%	9%	25%	0%	-	*
	EL	9%	4%	**3%**	-	3%	-	-	-	-	-	3%	0%	0%	4%	3%	3%	3%	*	-	-	-
	Male	18%	11%	**9%**	*	9%	0%	-	-	-	-	8%	19%	2%	12%	3%	9%	-	14%	*	-	-
	Female	19%	12%	**8%**	-	8%	-	-	-	-	-	7%	13%	1%	9%	3%	-	8%	*	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	21%	13%	**11%**	*	11%	*	-	-	-	-	10%	17%	1%	14%	2%	11%	10%	0%	*	-	*
	CWD	6%	4%	**1%**	*	1%	*	-	-	-	-	1%	*	1%	-	0%	0%	3%	*	-	-	-
	CWOD	24%	16%	**14%**	-	14%	*	-	-	-	-	13%	19%	-	14%	3%	16%	12%	*	*	-	*
	EL	10%	3%	**2%**	-	2%	-	-	-	-	-	2%	0%	0%	3%	2%	2%	2%	*	-	-	-
	Male	18%	11%	**11%**	*	11%	*	-	-	-	-	10%	20%	0%	16%	2%	11%	-	*	*	-	-
	Female	24%	15%	**10%**	-	10%	-	-	-	-	-	9%	15%	3%	12%	2%	-	10%	*	*	-	*
Mathematics	All Students	17%	10%	**7%**	*	7%	*	-	-	-	-	6%	14%	1%	9%	4%	7%	7%	40%	*	-	*
	CWD	6%	3%	**1%**	*	1%	*	-	-	-	-	1%	*	1%	-	0%	2%	0%	*	-	-	-
	CWOD	19%	12%	**9%**	-	9%	*	-	-	-	-	8%	16%	-	9%	6%	9%	9%	*	*	-	*
	EL	10%	5%	**4%**	-	4%	-	-	-	-	-	5%	0%	0%	6%	4%	4%	5%	*	-	-	-
	Male	18%	11%	**7%**	*	7%	*	-	-	-	-	7%	13%	2%	9%	4%	7%	-	*	*	-	-
	Female	15%	8%	**7%**	-	7%	-	-	-	-	-	6%	15%	0%	9%	5%	-	7%	*	*	-	*
Science	All Students	15%	9%	**6%**	*	6%	*	-	-	-	-	6%	10%	4%	7%	0%	8%	4%	*	-	-	-
	CWD	5%	3%	**4%**	*	4%	-	-	-	-	-	4%	-	4%	-	0%	6%	0%	*	-	-	-
	CWOD	17%	11%	**7%**	-	7%	*	-	-	-	-	6%	10%	-	7%	0%	9%	5%	-	-	-	-
	EL	5%	2%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%	0%	-	-	-	-
	Male	16%	10%	**8%**	*	8%	*	-	-	-	-	7%	*	6%	9%	0%	8%	-	*	-	-	-
	Female	14%	8%	**4%**	-	4%	-	-	-	-	-	5%	0%	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 2023-24 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Academic Growth Score											
Reading											
All Students	61	-	61	*	-	-	-	-	59	49	46
CWD	49	-	48	*	-	-	-	-	49	49	27
CWOD	65	-	65	*	-	-	-	-	63	-	51
EL	46	-	46	-	-	-	-	-	45	27	46
Male	61	-	61	*	-	-	-	-	61	48	46
Female	61	-	61	-	-	-	-	-	57	50	44

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Mathematics											
All Students	61	*	62	*	-	-	-	-	60	55	72
CWD	55	*	57	*	-	-	-	-	57	55	73
CWOD	63	-	64	*	-	-	-	-	61	-	72
EL ◇	72	-	72	-	-	-	-	-	72	73	72
Male	61	*	63	*	-	-	-	-	60	57	74
Female	61	-	61	-	-	-	-	-	60	50	69

- Indicates there are no students in the group.
* Indicates results are masked due to small numbers to protect student confidentiality.

Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates for the class of 2023

The six-year graduation rates for the class of 2022 will be updated in March, 2025.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL ◇	Homeless ◇	Foster Care ◇
Federal Graduation Rates													
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2023.													
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL ◇	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.
* Indicates results are masked due to small numbers to protect student confidentiality.
◇ Ever in grades 9-12.

Part (iv): English Language Proficiency

This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2024 TELPAS (Texas English Language Proficiency Assessment System) data. (EL: English learner)

Total EL in Class	Proficiency of EL	Rate of Proficiency
165	27	16%

- Indicates there are no students in the group.
* Indicates results are masked due to small numbers to protect student confidentiality.
◌ Indicates data reporting does not meet for Minimum Size.

Part (v): School Quality or Student Success (SQSS)

This section provides information on the other indicators of school quality or student success, which is college, career and military readiness (CCMR) for high schools and average performance rate of the three STAAR performance levels of all students, regardless of whether they were in the accountability subset, for elementary and secondary schools without a graduation rate. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Student Success (Student Achievement Domain Score: STAAR Component Only)											
STAAR Component Score	34	*	35	26	-	-	-	-	33	16	26
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.
* Indicates results are masked due to small numbers to protect student confidentiality.

Part (vi): Goal Meeting Status

This section provides information on the progress of all students and each student group toward meeting the long-term goals or interim objectives on STAAR academic performance, federal graduation rate, and English learners' language proficiency. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
STAAR Performance Status											
Reading											
Interim Goals (2023-2027)	46%	34%	39%	59%	44%	73%	46%	55%	35%	26%	37%
Target Met	N		Y						Y	N	Y
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%

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Target Met	N		N						N	N	N
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											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) Target Met	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.6%	86.7%	79.7%	80%
Interim Goals (2028-2032) Target Met	92.7%	90.2%	91.4%	95.2%	90.9%	97.1%	91.5%	93.2%	90.5%	85.8%	86%
Interim Goals (2033-2037) Target Met	95.4%	94.1%	94.7%	96.6%	94.4%	97.5%	94.7%	95.6%	94.3%	91.9%	92%
Long-Term Goals Target Met	98%	98%	98%	98%	98%	98%	98%	98%	98%	98%	98%

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)

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		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Participation Rate																	
All Subjects	All Students	**100%**	*	100%	100%	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	100%
	CWD	**100%**	*	100%	100%	-	-	-	-	100%	100%	100%	-	100%	100%	100%	*
	CWOD	**100%**	-	100%	*	-	-	-	-	100%	100%	-	100%	100%	100%	100%	100%
	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%	*
Reading	All Students	**100%**	*	100%	*	-	-	-	-	100%	100%	100%	100%	100%	99%	100%	100%
	CWD	**100%**	*	100%	*	-	-	-	-	100%	*	100%	-	100%	100%	100%	*
	CWOD	**100%**	-	100%	*	-	-	-	-	100%	100%	-	100%	100%	99%	100%	*
	EL	**100%**	-	100%	-	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	*
	Male	**99%**	*	99%	*	-	-	-	-	99%	100%	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%
	CWD	**100%**	*	100%	*	-	-	-	-	100%	*	100%	-	100%	100%	100%	*
	CWOD	**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%	-	*
	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%	100%	*
	CWOD	**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%	-	*
	Female	**100%**	-	100%	-	-	-	-	-	100%	100%	100%	100%	100%	-	100%	-
SAT/ACT All Subjects	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Non-Participation Rate																	

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		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%	0%	*
	CWOD	0%	-	0%	*	-	-	-	-	0%	0%	-	0%	0%	0%	0%	0%
	EL	0%	-	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	*
	Male	0%	*	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	0%	-	0%
	Female	0%	-	0%	-	-	-	-	-	0%	0%	0%	0%	0%	-	0%	*
Reading	All Students	0%	*	0%	*	-	-	-	-	0%	0%	0%	0%	0%	1%	0%	0%
	CWD	0%	*	0%	*	-	-	-	-	0%	*	0%	-	0%	0%	0%	*
	CWOD	0%	-	0%	*	-	-	-	-	0%	0%	-	0%	0%	1%	0%	*
	EL	0%	-	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	*
	Male	1%	*	1%	*	-	-	-	-	1%	0%	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%
	CWD	0%	*	0%	*	-	-	-	-	0%	*	0%	-	0%	0%	0%	*
	CWOD	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%	-	*
	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%	0%	*
	CWOD	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%	-	*
	Female	0%	-	0%	-	-	-	-	-	0%	0%	0%	0%	0%	-	0%	-
SAT/ACT All Subjects	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

* Indicates results are masked due to small numbers to protect student confidentiality.

Part (viii): Civil Rights Data

Part (viii)(I) This section provides information from the 2020-21 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related

arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
Students Without Disabilities												
In-School Suspensions												
	Male	1	0	1	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	1	0	1	0	0	0	0	0	0		
Out-of-School Suspensions												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Expulsions												
With Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
School-Related Arrests												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Referrals to Law Enforcement												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Students With Disabilities												
In-School Suspensions												

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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Out-of-School Suspensions												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Expulsions												
With Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
School-Related Arrests												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Referrals to Law Enforcement												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
All Students												
Chronic Absenteeism												
	Male	80	-8	76	3	1	-8	-8	-8	7	11	5
	Female	88	-8	85	3	-8	-8	-8	-8	5	14	8
	Total	169	-8	161	6	1	-8	-8	-8	12	25	13

	Total
Incidents of Violence	
Incidents of rape or attempted rape	0
Incidents of sexual assault (other than rape)	0
Incidents of robbery with a weapon	0

	Total
Incidents of robbery without a weapon	0
Incidents of physical attack or fight with a weapon	0
Incidents of physical attack or fight without a weapon	0
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack without a weapon	0
Incidents of possession of a firearm or explosive device	0
Allegations of Harassment or bullying	
On the basis of sex	0
On the basis of race	0
On the basis of disability	0
On the basis of sexual orientation	0
On the basis of religion	0

Part (viii)(II) This section provides information from the 2020-21 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

Preschool Programs

	Total Students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9

Accelerated Coursework

	Total Students		African American		Hispanic		White		Indian or Alaska Native		Asian		Pacific Islander		Two or More Races		EL		Students with Disabilities	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Advanced Placement Courses																				
Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
International Baccalaureate Courses																				
Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Dual Enrollment/Dual Credit Programs																				
Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9

	Total Students		African American		Hispanic		White		Indian or Alaska Native		Asian		Pacific Islander		Two or More Races		EL		Students with Disabilities	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9

Blank cell indicates the student group is not applicable to this report.
- Indicates there are no data available in the group.
-3 Indicates skip logic failure.
-5 Indicates Action Plan/Quick Plans.
-8 Indicates EDFacts missing data.
-9 Indicates not applicable / skipped.
-11 Indicates suppressed data at the campus/district level.

Part (ix): Teacher Quality Data

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and low-poverty schools on the number and percentage of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

High Poverty School		
	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	10.6	28.0%
Teachers Teaching with Emergency or Provisional Credentials	4.1	11.4%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	5.8	16.2%

- Indicates there are no data available in the group.

Part (x): Per-pupil Expenditure

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year (2022-23).

To be updated by June 30th, 2025.

		State & Local and Federal	State & Local			Federal		
	Enrollment	Total	Site	District Allocation	Total	Site	District Allocation	Total
Business/central/other support services		$710		$516	$516		$194	$194
Food services		$717		$5	$5	$382	$330	$712
Instruction		$6,385	$4,492	$82	$4,574	$1,619	$193	$1,812
Support services, general administration		$130		$130	$130			
Support services, instructional staff		$690	$532	$24	$556	$13	$121	$134
Support services, operation and maintenance of plant		$1,427	$633	$738	$1,371	$50	$6	$56

	Enrollment	State & Local and Federal Total	State & Local Site	State & Local District Allocation	State & Local Total	Federal Site	Federal District Allocation	Federal Total
Support services, pupils		$468	$370	$25	$395	$1	$72	$73
Support services, school administration		$354	$349	$0	$349		$5	$5
Support services, student transportation		$304		$293	$293		$11	$11
Total	**541**	**$11,186**	**$6,376**	**$1,813**	**$8,189**	**$2,065**	**$932**	**$2,997**

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%	11	1%	-	-
Mathematics	6,620	2%	11	1%	-	-
Grade 4						
Reading	6,491	2%	14	2%	5	5%
Mathematics	6,491	2%	14	2%	5	5%
Grade 5						
Reading	6,033	1%	10	1%	*	3%
Mathematics	6,033	2%	10	1%	*	3%
Science	6,033	2%	10	1%	*	3%
Grade 6						
Reading	5,586	1%	10	1%	-	-
Mathematics	5,586	1%	10	1%	-	-
Grade 7						
Reading	5,233	1%	9	1%	-	-
Mathematics	5,227	2%	9	1%	-	-
Grade 8						
Reading	4,985	1%	10	1%	-	-
Mathematics	4,985	1%	10	2%	-	-
Science	4,984	1%	10	1%	-	-
End of Course						
English I	5,119	1%	9	1%	-	-
English II	4,683	1%	8	1%	-	-
Algebra I	5,112	1%	9	1%	-	-
Biology	5,027	1%	9	1%	-	-
All Grades						

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
All Subjects	100,862	1%	183	1%	22	3%
Reading	44,764	1%	81	1%	9	3%
Mathematics	40,054	1%	73	1%	9	3%
Science	16,044	1%	29	1%	*	3%

- Indicates there are no students in the group.

* Indicates results are masked due to small numbers to protect student confidentiality.

Part (xii): Statewide National Assessment of Educational Progress (NAEP)

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the 2022 National Assessment of Educational Progress, compared to the national average of such results.

State Level: 2022 Percentages at NAEP Achievement Levels										
			% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	42	37	58	63	30	33	7	9
		Black	51	56	49	44	19	17	3	3
		Hispanic	52	50	48	50	20	21	3	4
		White	26	27	74	73	44	42	10	11
		American Indian	*	57	*	43	*	18	*	3
		Asian	8	17	92	83	71	58	31	24
		Pacific Islander	*	50	*	50	*	23	*	6
		Two or More Races	28	32	72	68	41	38	8	11
		EcoDis	54	52	46	48	18	19	3	3
		Students with Disabilities	77	73	23	27	7	10	1	2
		English Language Learners	57	67	43	33	16	10	2	1
	Mathematics	Overall	22	25	78	75	38	36	8	8
		Black	33	45	67	55	21	15	2	1
		Hispanic	27	36	73	64	27	22	3	3
		White	10	14	90	86	57	48	13	10
		American Indian	*	41	*	59	*	22	*	4
		Asian	3	9	97	91	73	63	27	24
		Pacific Islander	*	38	*	62	*	22	*	3
		Two or More Races	10	22	90	78	58	38	23	9
		EcoDis	31	38	69	62	24	20	3	2
		Students with Disabilities	51	56	49	44	18	14	2	2
		English Language Learners	31	48	69	52	26	14	3	2

State Level: 2022 Percentages at NAEP Achievement Levels										
			% 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	Overall	34	30	66	70	23	31	2	4
		Black	45	47	55	53	17	16	1	1
		Hispanic	41	39	59	61	16	21	1	2
		White	24	22	76	78	30	38	2	5
		American Indian	*	45	*	55	*	18	*	2
		Asian	8	14	92	86	60	56	11	12
		Pacific Islander	*	35	*	65	*	25	*	2
		Two or More Races	28	27	72	73	32	35	5	6
		EcoDis	42	42	58	58	16	19	1	1
		Students with Disabilities	74	69	26	31	5	7	1	n/a
		English Language Learners	53	68	47	32	10	5	n/a	n/a
	Mathematics	Overall	39	38	61	62	24	26	5	7
		Black	54	62	46	38	11	9	2	1
		Hispanic	46	51	54	49	16	14	2	2
		White	28	26	72	74	36	35	8	9
		American Indian	*	55	*	45	*	13	*	2
		Asian	10	14	90	86	57	58	27	27
		Pacific Islander	*	50	*	50	*	17	*	5
		Two or More Races	26	37	74	63	30	28	3	7
		EcoDis	49	54	51	46	15	13	2	2
		Students with Disabilities	81	77	19	23	4	5	n/a	1
		English Language Learners	60	76	40	24	8	4	1	n/a

* Indicates reporting standards not met.

n/a Indicates data reporting is not applicable for this group.

State Level: 2022 NAEP Participation Rates for Students with Disabilities and English Learners			
Grade	Subject	Student Group	Rate
Grade 4	Reading	Students with Disabilities	89%
		English Learners	95%
	Mathematics	Students with Disabilities	87%
		English Learners	95%
Grade 8	Reading	Students with Disabilities	89%
		English Learners	97%
	Mathematics	Students with Disabilities	93%
		English Learners	97%

Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education

This section provides information on the cohort rate at which students who graduated from high school in the 2021-22 school year enrolled in a Texas public postsecondary education institution in the 2022-23 academic year in (I) programs of public postsecondary education in Texas; (II) programs of private postsecondaryeducation in Texas; and (III) programs of postsecondary education outside Texas. (CWD: children with disability; EL: English learner)

There is no data for this campus.

Part (xiv): Additional Information - Chronic Absenteeism

This section provides information on the Chronic Absenteeism per EDFacts definition: percent of unduplicated number of K - 12 students enrolled in a school for at least 10 days and absent for 10% or more days during the 2022-23 school year. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Chronic Absenteeism Rate	32%	63%	32%	33%	-	*	-	*	34%	35%	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 2022-23 school year.

Section 1003 Funds for the 2023-24 school year will be updated by the end of June, 2025.

There is no data for this campus.

Part (xvi): Count of 1st Year English Learners Excluded from the State Accountability

This section provides number of recently arrived English learners exempted from the ELA/Reading assessments and whose results are excluded from the 2023-24 State accountability.

There is no data for this campus.

2023-24 Texas Academic Performance Report (TAPR)

District Name: SAN FELIPE-DEL RIO CISD

Campus Name: DR LONNIE GREEN JR EL

Campus Number: 233901113

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Texas Education Agency
2023-24 STAAR Performance (TAPR)
DR LONNIE GREEN JR EL (233901113) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2024	74%	68%	**67%**	*	66%	-	-	-	-	*	50%	-	69%	58%	63%	53%
	2023	76%	73%	**80%**	-	78%	100%	-	-	-	*	56%	*	81%	76%	79%	73%
At Meets Grade Level or Above	2024	48%	41%	**43%**	*	42%	-	-	-	-	*	32%	-	43%	42%	39%	25%
	2023	50%	45%	**51%**	-	49%	75%	-	-	-	*	33%	*	50%	53%	47%	33%
At Masters Grade Level	2024	21%	12%	**14%**	*	14%	-	-	-	-	*	6%	-	15%	11%	13%	8%
	2023	20%	14%	**16%**	-	13%	63%	-	*	-	*	17%	*	14%	29%	10%	4%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2024	70%	65%	**69%**	*	69%	-	-	-	-	*	50%	-	71%	63%	65%	53%
	2023	73%	68%	**78%**	-	77%	88%	-	-	-	*	50%	*	79%	76%	74%	76%
At Meets Grade Level or Above	2024	42%	32%	**36%**	*	35%	-	-	-	-	*	24%	-	36%	32%	29%	22%
	2023	45%	33%	**32%**	-	28%	75%	-	-	-	*	28%	*	30%	41%	26%	22%
At Masters Grade Level	2024	15%	8%	**9%**	*	9%	-	-	-	-	*	3%	-	9%	11%	7%	6%
	2023	19%	9%	**8%**	-	5%	50%	-	-	-	*	11%	*	6%	18%	3%	7%
Grade 4 Reading																	
At Approaches Grade Level or Above	2024	81%	76%	**80%**	-	79%	*	-	-	-	-	59%	*	81%	75%	79%	66%
	2023	77%	78%	**76%**	*	74%	100%	-	-	*	-	59%	*	77%	70%	70%	53%
At Meets Grade Level or Above	2024	51%	40%	**39%**	-	37%	*	-	-	-	-	35%	*	38%	44%	39%	21%
	2023	48%	43%	**44%**	*	43%	40%	-	-	*	-	30%	*	46%	35%	38%	20%
At Masters Grade Level	2024	23%	12%	**8%**	-	6%	*	-	-	-	-	0%	*	8%	6%	5%	4%
	2023	22%	13%	**13%**	*	11%	40%	-	-	*	-	7%	*	14%	9%	7%	8%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2024	69%	63%	**70%**	-	70%	*	-	-	-	-	35%	*	71%	69%	69%	62%
	2023	71%	69%	**73%**	*	72%	80%	-	-	*	-	48%	*	72%	77%	67%	67%
At Meets Grade Level or Above	2024	46%	34%	**35%**	-	34%	*	-	-	-	-	29%	*	34%	44%	31%	21%
	2023	48%	41%	**44%**	*	43%	60%	-	-	*	-	33%	*	45%	41%	37%	31%
At Masters Grade Level	2024	21%	13%	**12%**	-	11%	*	-	-	-	-	6%	*	10%	25%	12%	4%
	2023	22%	14%	**18%**	*	16%	60%	-	-	*	-	11%	*	18%	18%	14%	13%
Grade 5 Reading																	

Texas Education Agency
2023-24 STAAR Performance (TAPR)
DR LONNIE GREEN JR EL (233901113) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB EL (Current & Monitored)
At Approaches Grade Level or Above	2024	79%	79%	80%	*	79%	*	-	-	-	-	57%	*	80%	82%	82%	55%
	2023	81%	81%	80%	*	81%	*	-	-	-	-	65%	*	84%	62%	78%	70%
At Meets Grade Level or Above	2024	55%	51%	54%	*	54%	*	-	-	-	-	30%	*	56%	36%	53%	38%
	2023	57%	51%	52%	*	51%	*	-	-	-	-	45%	*	53%	48%	49%	38%
At Masters Grade Level	2024	29%	22%	25%	*	26%	*	-	-	-	-	17%	*	26%	18%	21%	17%
	2023	28%	21%	23%	*	23%	*	-	-	-	-	10%	*	25%	14%	22%	19%
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2024	77%	82%	86%	*	86%	*	-	-	-	-	70%	*	85%	100%	86%	79%
	2023	80%	82%	84%	*	84%	*	-	-	-	-	60%	*	87%	67%	81%	79%
At Meets Grade Level or Above	2024	50%	46%	58%	*	57%	*	-	-	-	-	26%	*	56%	73%	59%	45%
	2023	51%	47%	53%	*	52%	*	-	-	-	-	35%	*	55%	43%	47%	47%
At Masters Grade Level	2024	19%	13%	19%	*	18%	*	-	-	-	-	9%	*	18%	27%	14%	10%
	2023	21%	12%	15%	*	14%	*	-	-	-	-	5%	*	15%	14%	14%	11%
Grade 5 Science																	
At Approaches Grade Level or Above	2024	58%	51%	55%	*	54%	*	-	-	-	-	35%	*	56%	45%	51%	31%
	2023	65%	58%	65%	*	64%	*	-	-	-	-	65%	*	67%	57%	52%	49%
At Meets Grade Level or Above	2024	28%	19%	20%	*	21%	*	-	-	-	-	13%	*	21%	9%	17%	21%
	2023	36%	26%	32%	*	30%	*	-	-	-	-	25%	*	32%	29%	24%	19%
At Masters Grade Level	2024	11%	7%	9%	*	10%	*	-	-	-	-	4%	*	9%	9%	5%	7%
	2023	16%	8%	11%	*	9%	*	-	-	-	-	0%	*	14%	0%	6%	4%
All Grades All Subjects																	
At Approaches Grade Level or Above	2024	75%	69%	73%	80%	72%	100%	-	-	-	*	51%	88%	73%	69%	70%	58%
	2023	76%	72%	77%	80%	76%	89%	-	-	*	*	57%	100%	78%	69%	72%	67%
At Meets Grade Level or Above	2024	48%	40%	41%	60%	40%	67%	-	-	-	*	27%	50%	41%	41%	38%	26%
	2023	49%	42%	44%	70%	42%	68%	-	-	*	*	33%	76%	45%	41%	38%	30%
At Masters Grade Level	2024	20%	13%	14%	0%	13%	33%	-	-	-	*	6%	0%	13%	15%	11%	8%
	2023	20%	13%	15%	40%	13%	47%	-	-	*	*	9%	24%	15%	14%	11%	9%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2024	76%	71%	75%	*	75%	100%	-	-	-	*	54%	*	76%	70%	74%	59%
	2023	77%	73%	79%	*	78%	94%	-	-	*	*	60%	100%	81%	69%	76%	66%

Texas Education Agency
2023-24 STAAR Performance (TAPR)
DR LONNIE GREEN JR EL (233901113) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2024	54%	46%	**45%**	*	44%	83%	-	-	-	*	32%	*	46%	41%	43%	27%
	2023	53%	46%	**49%**	*	48%	65%	-	-	*	*	35%	86%	50%	44%	45%	31%
At Masters Grade Level	2024	22%	14%	**15%**	*	15%	33%	-	-	-	*	8%	*	16%	11%	13%	9%
	2023	20%	13%	**17%**	*	16%	47%	-	-	*	*	11%	29%	17%	16%	14%	11%
All Grades Mathematics																	
At Approaches Grade Level or Above	2024	72%	68%	**75%**	*	74%	100%	-	-	-	*	53%	*	75%	74%	73%	63%
	2023	75%	71%	**78%**	*	78%	88%	-	-	*	*	52%	100%	79%	73%	74%	74%
At Meets Grade Level or Above	2024	43%	34%	**43%**	*	41%	83%	-	-	-	*	26%	*	42%	48%	39%	28%
	2023	45%	38%	**43%**	*	41%	71%	-	-	*	*	32%	86%	43%	42%	37%	34%
At Masters Grade Level	2024	17%	10%	**13%**	*	13%	50%	-	-	-	*	5%	*	12%	20%	11%	6%
	2023	19%	12%	**13%**	*	11%	47%	-	-	*	*	9%	14%	13%	17%	10%	10%
All Grades Science																	
At Approaches Grade Level or Above	2024	75%	66%	**55%**	*	54%	*	-	-	-	-	35%	*	56%	45%	51%	31%
	2023	77%	70%	**65%**	*	64%	*	-	-	-	-	65%	*	67%	57%	57%	49%
At Meets Grade Level or Above	2024	43%	33%	**20%**	*	21%	*	-	-	-	-	13%	*	21%	9%	17%	21%
	2023	47%	37%	**32%**	*	30%	*	-	-	-	-	25%	*	32%	29%	24%	19%
At Masters Grade Level	2024	16%	10%	**9%**	*	10%	*	-	-	-	-	4%	*	9%	9%	5%	7%
	2023	18%	11%	**11%**	*	9%	*	-	-	-	-	0%	*	14%	0%	6%	4%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2024	35%	26%	**30%**	*	28%	-	-	-	-	*	21%	-	29%	32%	23%	17%
	2023	37%	29%	**29%**	-	26%	63%	-	-	-	*	28%	*	28%	35%	24%	20%
Reading and Mathematics Including EOC	2024	35%	26%	**30%**	*	28%	-	-	-	-	*	21%	-	29%	32%	23%	17%
	2023	37%	29%	**29%**	-	26%	63%	-	-	-	*	28%	*	28%	35%	24%	20%
Reading Including EOC	2024	48%	41%	**43%**	*	42%	-	-	-	-	*	32%	-	43%	42%	39%	25%
	2023	50%	45%	**51%**	-	49%	75%	-	-	-	*	33%	*	50%	53%	47%	33%
Math Including EOC	2024	42%	32%	**36%**	*	35%	-	-	-	-	*	24%	-	36%	37%	29%	22%
	2023	45%	33%	**32%**	-	28%	75%	-	-	-	*	28%	*	30%	41%	26%	22%
4th Graders																	
Reading and Mathematics	2024	38%	27%	**27%**	-	25%	*	-	-	-	-	29%	*	26%	31%	25%	13%
	2023	38%	31%	**34%**	*	33%	40%	-	-	*	-	26%	*	34%	32%	28%	18%

Texas Education Agency
2023-24 STAAR Performance (TAPR)
DR LONNIE GREEN JR EL (233901113) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading and Mathematics Including EOC	2024	38%	27%	**27%**	-	25%	*	-	-	-	-	29%	*	26%	31%	25%	13%
	2023	38%	31%	**34%**	*	33%	40%	-	-	*	-	26%	*	34%	32%	28%	18%
Reading Including EOC	2024	51%	40%	**39%**	-	37%	*	-	-	-	-	35%	*	38%	44%	39%	21%
	2023	48%	43%	**44%**	*	43%	40%	-	-	*	-	30%	*	46%	35%	38%	20%
Math Including EOC	2024	46%	34%	**35%**	-	34%	*	-	-	-	-	29%	*	34%	44%	31%	21%
	2023	48%	41%	**44%**	*	43%	60%	-	-	*	-	33%	*	45%	41%	37%	31%
5th Graders																	
Reading and Mathematics	2024	42%	35%	**40%**	*	39%	*	-	-	-	-	17%	*	41%	27%	38%	28%
	2023	43%	36%	**41%**	*	39%	*	-	-	-	-	35%	*	41%	38%	35%	26%
Reading and Mathematics Including EOC	2024	42%	35%	**40%**	*	39%	*	-	-	-	-	17%	*	41%	27%	38%	28%
	2023	43%	36%	**41%**	*	39%	*	-	-	-	-	35%	*	41%	38%	35%	26%
Reading Including EOC	2024	55%	51%	**54%**	*	54%	*	-	-	-	-	30%	*	56%	36%	53%	38%
	2023	57%	51%	**52%**	*	51%	*	-	-	-	-	45%	*	53%	48%	49%	38%
Math Including EOC	2024	51%	46%	**58%**	*	57%	*	-	-	-	-	26%	*	56%	73%	59%	45%
	2023	51%	47%	**53%**	*	52%	*	-	-	-	-	35%	*	55%	43%	47%	47%
3rd - 8th Graders																	
Reading and Mathematics	2024	36%	26%	**32%**	*	31%	67%	-	-	-	*	22%	*	32%	30%	28%	18%
	2023	37%	29%	**35%**	*	33%	59%	-	-	*	*	29%	71%	35%	35%	30%	21%
Reading and Mathematics Including EOC	2024	38%	28%	**32%**	*	31%	67%	-	-	-	*	22%	*	32%	30%	28%	18%
	2023	39%	31%	**35%**	*	33%	59%	-	-	*	*	29%	71%	35%	35%	30%	21%
Reading Including EOC	2024	54%	44%	**45%**	*	44%	83%	-	-	-	*	32%	*	46%	41%	43%	27%
	2023	53%	43%	**49%**	*	48%	65%	-	-	*	*	35%	86%	50%	44%	45%	31%
Math Including EOC	2024	45%	34%	**43%**	*	41%	83%	-	-	-	*	26%	*	42%	48%	39%	28%
	2023	47%	39%	**43%**	*	41%	71%	-	-	*	*	32%	86%	43%	42%	37%	34%

* Indicates results are masked due to small numbers to protect student confidentiality.
- Indicates there are no students in the group.

Texas Education Agency
2023-24 STAAR Progress (TAPR)
DR LONNIE GREEN JR EL (233901113) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress - Annual Growth by Grade and Subject																	
Grade 4 ELA/Reading	2024	67%	57%	**55%**	-	55%	*	-	-	-	-	47%	*	55%	54%	55%	45%
	2023	55%	56%	**57%**	*	54%	100%	-	-	*	-	59%	*	53%	80%	53%	51%
Grade 4 Mathematics	2024	60%	56%	**65%**	-	65%	*	-	-	-	-	56%	*	63%	77%	65%	56%
	2023	63%	66%	**66%**	*	64%	100%	-	-	*	-	63%	*	65%	73%	63%	72%
Grade 5 ELA/Reading	2024	70%	68%	**70%**	-	69%	*	-	-	-	-	54%	*	71%	56%	72%	55%
	2023	65%	66%	**74%**	*	75%	*	-	-	-	-	68%	*	75%	67%	77%	77%
Grade 5 Mathematics	2024	65%	70%	**77%**	-	77%	*	-	-	-	-	67%	*	75%	94%	77%	69%
	2023	71%	66%	**71%**	*	71%	*	-	-	-	-	65%	*	71%	72%	73%	74%
All Grades Both Subjects	2024	64%	60%	**66%**	-	66%	71%	-	-	-	-	57%	67%	66%	69%	67%	55%
	2023	64%	59%	**67%**	69%	66%	86%	-	-	*	-	63%	75%	66%	73%	67%	69%
All Grades ELA/Reading	2024	67%	63%	**62%**	-	62%	75%	-	-	-	-	51%	*	63%	55%	63%	49%
	2023	63%	56%	**66%**	*	64%	89%	-	-	*	-	63%	50%	64%	74%	66%	65%
All Grades Mathematics	2024	60%	57%	**71%**	-	71%	67%	-	-	-	-	63%	*	69%	83%	70%	61%
	2023	66%	61%	**68%**	*	68%	83%	-	-	*	-	64%	100%	68%	72%	68%	73%
School Progress - Accelerated Learning by Grade and Subject																	
Grade 4 ELA/Reading	2024	38%	36%	**33%**	-	33%	-	-	-	-	-	13%	-	35%	29%	26%	25%
	2023	33%	39%	**37%**	-	31%	*	-	-	-	-	29%	-	28%	54%	30%	29%
Grade 4 Mathematics	2024	26%	28%	**32%**	-	32%	-	-	-	-	-	9%	*	34%	20%	32%	6%
	2023	27%	31%	**30%**	-	29%	*	-	-	-	-	13%	-	28%	38%	23%	37%
Grade 5 ELA/Reading	2024	35%	35%	**33%**	-	33%	-	-	-	-	-	18%	-	32%	*	42%	8%
	2023	37%	42%	**49%**	*	51%	*	-	-	-	-	45%	-	55%	30%	47%	46%
Grade 5 Mathematics	2024	41%	59%	**54%**	-	52%	*	-	-	-	-	46%	-	50%	*	50%	40%
	2023	48%	55%	**49%**	*	50%	-	-	-	-	-	11%	*	54%	33%	48%	47%
All Grades Both Subjects	2024	32%	36%	**38%**	-	38%	*	-	-	-	-	23%	*	38%	38%	37%	18%
	2023	38%	36%	**41%**	*	40%	67%	-	-	-	-	24%	*	41%	40%	38%	40%
All Grades ELA/Reading	2024	30%	30%	**33%**	-	33%	-	-	-	-	-	16%	-	33%	33%	34%	17%
	2023	35%	32%	**43%**	*	42%	*	-	-	-	-	36%	-	43%	43%	39%	38%
All Grades Mathematics	2024	35%	40%	**42%**	-	41%	*	-	-	-	-	29%	*	42%	43%	40%	19%
	2023	40%	40%	**39%**	*	39%	*	-	-	-	-	12%	*	40%	35%	36%	42%

* Indicates results are masked due to small numbers to protect student confidentiality.

\- Indicates there are no students in the group.

Texas Education Agency

2023-24 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)

DR LONNIE GREEN JR EL (233901113) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2024	75%	69%	**73%**	54%	53%	-	-	-	63%	-	-	-	-	54%	81%	54%	92%
	2023	76%	72%	**77%**	61%	65%	-	-	-	59%	-	-	-	-	87%	83%	63%	95%
At Meets Grade Level or Above	2024	48%	40%	**41%**	21%	18%	-	-	-	24%	-	-	-	-	20%	48%	21%	83%
	2023	49%	42%	**44%**	23%	20%	-	-	-	23%	-	-	-	-	47%	52%	24%	74%
At Masters Grade Level	2024	20%	13%	**14%**	5%	3%	-	-	-	6%	-	-	-	-	9%	17%	6%	21%
	2023	20%	13%	**15%**	4%	2%	-	-	-	4%	-	-	-	-	27%	18%	5%	38%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2024	76%	71%	**75%**	57%	54%	-	-	-	68%	-	-	-	-	50%	85%	59%	100%
	2023	77%	73%	**79%**	61%	63%	-	-	-	59%	-	-	-	-	71%	86%	62%	100%
At Meets Grade Level or Above	2024	54%	46%	**45%**	20%	17%	-	-	-	23%	-	-	-	-	19%	55%	20%	100%
	2023	53%	46%	**49%**	21%	23%	-	-	-	22%	-	-	-	-	57%	59%	25%	80%
At Masters Grade Level	2024	22%	14%	**15%**	7%	4%	-	-	-	9%	-	-	-	-	12%	19%	8%	20%
	2023	20%	13%	**17%**	4%	0%	-	-	-	5%	-	-	-	-	29%	21%	5%	53%
All Grades Mathematics																		
At Approaches Grade Level or Above	2024	72%	68%	**75%**	61%	58%	-	-	-	74%	-	-	-	-	58%	82%	60%	100%
	2023	75%	71%	**78%**	78%	69%	-	-	-	70%	-	-	-	-	100%	81%	72%	93%
At Meets Grade Level or Above	2024	43%	34%	**43%**	24%	19%	-	-	-	30%	-	-	-	-	19%	51%	23%	80%
	2023	45%	38%	**43%**	27%	17%	-	-	-	29%	-	-	-	-	43%	48%	28%	80%
At Masters Grade Level	2024	17%	10%	**13%**	4%	2%	-	-	-	4%	-	-	-	-	8%	17%	5%	20%
	2023	18%	12%	**13%**	6%	3%	-	-	-	6%	-	-	-	-	29%	15%	7%	33%
All Grades Science																		
At Approaches Grade Level or Above	2024	75%	66%	**55%**	28%	14%	-	-	-	22%	-	-	-	-	*	66%	28%	*
	2023	77%	70%	**65%**	38%	*	-	-	-	38%	-	-	-	-	*	75%	30%	89%
At Meets Grade Level or Above	2024	43%	33%	**20%**	13%	14%	-	-	-	14%	-	-	-	-	*	19%	16%	*
	2023	47%	37%	**32%**	11%	*	-	-	-	11%	-	-	-	-	*	38%	11%	56%
At Masters Grade Level	2024	16%	10%	**9%**	4%	0%	-	-	-	5%	-	-	-	-	*	10%	4%	*
	2023	18%	11%	**11%**	0%	*	-	-	-	0%	-	-	-	-	*	16%	0%	22%
School Progress - Annual Growth																		
All Grades Both Subjects	2024	64%	60%	**66%**	51%	48%	-	-	-	53%	-	-	-	-	53%	74%	51%	84%
	2023	64%	59%	**67%**	67%	*	-	-	-	68%	-	-	-	-	83%	66%	68%	75%
All Grades ELA/Reading	2024	67%	63%	**62%**	42%	40%	-	-	-	48%	-	-	-	-	44%	71%	43%	100%
	2023	63%	56%	**66%**	62%	*	-	-	-	63%	-	-	-	-	*	66%	62%	82%

Texas Education Agency

2023-24 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)

DR LONNIE GREEN JR EL (233901113) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
All Grades Mathematics	2024	60%	57%	**71%**	60%	56%	-	-	-	65%	-	-	-	-	61%	72%	60%	68%
	2023	66%	61%	**68%**	73%	*	-	-	-	73%	-	-	-	-	*	66%	74%	68%
School Progress - Accelerated Learning																		
All Grades Both Subjects	2024	32%	36%	**38%**	21%	21%	-	-	-	26%	-	-	-	-	0%	58%	18%	-
	2023	38%	36%	**41%**	39%	*	-	-	-	40%	-	-	-	-	*	42%	40%	-
All Grades ELA/Reading	2024	36%	36%	**33%**	21%	25%	-	-	-	17%	-	-	-	-	0%	58%	17%	-
	2023	35%	32%	**43%**	40%	*	-	-	-	41%	-	-	-	-	*	50%	38%	-
All Grades Mathematics	2024	35%	40%	**42%**	22%	15%	-	-	-	33%	-	-	-	-	*	58%	19%	-
	2023	40%	40%	**39%**	38%	*	-	-	-	39%	-	-	-	-	*	36%	42%	-

* Indicates results are masked due to small numbers to protect student confidentiality.

- Indicates there are no students in the group.

Blank cell indicates there are no data available in the group.

Texas Education Agency
2023-24 STAAR Participation (TAPR)
DR LONNIE GREEN JR EL (233901113) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2024 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	100%	100%	100%	100%	-	-	-	*	100%	100%	100%	100%	100%	100%
Included in Accountability	92%	94%	96%	100%	97%	100%	-	-	-	*	100%	100%	99%	84%	96%	95%
Not Included in Accountability: Mobile	4%	3%	3%	0%	2%	0%	-	-	-	*	0%	0%	1%	12%	3%	3%
Not Included in Accountability: Other Exclusions	2%	2%	1%	0%	1%	0%	-	-	-	*	0%	0%	0%	4%	1%	3%
Not Tested	1%	1%	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%
Absent	1%	1%	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%
Other	0%	1%	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	100%	*	100%	100%	-	-	-	*	100%	*	100%	100%	100%	100%
Included in Accountability	91%	94%	96%	*	97%	100%	-	-	-	*	100%	*	99%	85%	96%	95%
Not Included in Accountability: Mobile	4%	3%	3%	*	2%	0%	-	-	-	*	0%	*	1%	11%	2%	3%
Not Included in Accountability: Other Exclusions	4%	3%	1%	*	1%	0%	-	-	-	*	0%	*	0%	4%	1%	3%
Not Tested	1%	1%	0%	*	0%	0%	-	-	-	*	0%	*	0%	0%	0%	0%
Absent	1%	0%	0%	*	0%	0%	-	-	-	*	0%	*	0%	0%	0%	0%
Other	0%	0%	0%	*	0%	0%	-	-	-	*	0%	*	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	98%	100%	*	100%	100%	-	-	-	*	100%	*	100%	100%	100%	100%
Included in Accountability	93%	94%	96%	*	97%	100%	-	-	-	*	100%	*	99%	85%	96%	95%
Not Included in Accountability: Mobile	5%	3%	3%	*	2%	0%	-	-	-	*	0%	*	1%	11%	2%	3%
Not Included in Accountability: Other Exclusions	1%	1%	1%	*	1%	0%	-	-	-	*	0%	*	0%	4%	1%	3%
Not Tested	1%	2%	0%	*	0%	0%	-	-	-	*	0%	*	0%	0%	0%	0%
Absent	1%	1%	0%	*	0%	0%	-	-	-	*	0%	*	0%	0%	0%	0%
Other	0%	2%	0%	*	0%	0%	-	-	-	*	0%	*	0%	0%	0%	0%
Science																
Assessment Participant	99%	98%	100%	*	100%	*	-	-	-	-	100%	*	100%	100%	100%	100%
Included in Accountability	93%	93%	95%	*	97%	*	-	-	-	-	100%	*	98%	73%	95%	94%
Not Included in Accountability: Mobile	4%	3%	4%	*	2%	*	-	-	-	-	0%	*	1%	20%	4%	3%
Not Included in Accountability: Other Exclusions	1%	2%	1%	*	1%	*	-	-	-	-	0%	*	0%	7%	1%	3%
Not Tested	1%	2%	0%	*	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%

Texas Education Agency
2023-24 STAAR Participation (TAPR)
DR LONNIE GREEN JR EL (233901113) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB EL (Current & Monitored)
Absent	1%	1%	0%	*	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%
Other	0%	1%	0%	*	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%

2023 STAAR Participation (All Grades)

All Tests																
Assessment Participant	99%	99%	100%	100%	100%	100%	-	*	*	*	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	95%	96%	100%	96%	95%	-	*	*	*	99%	100%	100%	79%	96%	89%
Not Included in Accountability: Mobile	4%	2%	2%	0%	2%	0%	-	*	*	*	0%	0%	0%	7%	2%	3%
Not Included in Accountability: Other Exclusions	2%	2%	3%	0%	2%	5%	-	*	*	*	1%	0%	0%	14%	2%	7%
Not Tested	1%	1%	0%	0%	0%	0%	-	*	*	*	0%	0%	0%	0%	0%	0%
Absent	1%	1%	0%	0%	0%	0%	-	*	*	*	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	*	*	*	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	100%	*	100%	100%	-	*	*	*	100%	100%	100%	100%	100%	100%
Included in Accountability	92%	94%	96%	*	96%	94%	-	*	*	*	98%	100%	100%	79%	96%	89%
Not Included in Accountability: Mobile	4%	3%	2%	*	2%	0%	-	*	*	*	0%	0%	0%	6%	2%	3%
Not Included in Accountability: Other Exclusions	3%	3%	3%	*	3%	6%	-	*	*	*	2%	0%	0%	14%	2%	7%
Not Tested	1%	1%	0%	*	0%	0%	-	*	*	*	0%	0%	0%	0%	0%	0%
Absent	1%	0%	0%	*	0%	0%	-	*	*	*	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	*	0%	0%	-	*	*	*	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	100%	*	100%	100%	-	*	*	*	100%	100%	100%	100%	100%	100%
Included in Accountability	94%	95%	96%	*	96%	94%	-	*	*	*	98%	100%	100%	79%	96%	89%
Not Included in Accountability: Mobile	5%	2%	2%	*	2%	0%	-	*	*	*	0%	0%	0%	7%	2%	3%
Not Included in Accountability: Other Exclusions	1%	1%	3%	*	3%	6%	-	*	*	*	2%	0%	0%	14%	2%	7%
Not Tested	1%	1%	0%	*	0%	0%	-	*	*	*	0%	0%	0%	0%	0%	0%
Absent	1%	1%	0%	*	0%	0%	-	*	*	*	0%	0%	0%	0%	0%	0%
Other	0%	1%	0%	*	0%	0%	-	*	*	*	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	99%	99%	100%	*	100%	*	-	*	-	-	100%	*	100%	100%	100%	100%
Included in Accountability	93%	96%	96%	*	97%	*	-	*	-	-	100%	*	100%	81%	97%	90%
Not Included in Accountability: Mobile	4%	2%	2%	*	2%	*	-	*	-	-	0%	*	0%	8%	2%	4%

Texas Education Agency

2023-24 STAAR Participation (TAPR)

DR LONNIE GREEN JR EL (233901113) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Other Exclusions	1%	1%	2%	*	2%	*	-	*	-	-	0%	*	0%	12%	1%	6%
Not Tested	1%	1%	0%	*	0%	*	-	*	-	-	0%	*	0%	0%	0%	0%
Absent	1%	1%	0%	*	0%	*	-	*	-	-	0%	*	0%	0%	0%	0%
Other	0%	0%	0%	*	0%	*	-	*	-	-	0%	*	0%	0%	0%	0%

* Indicates results are masked due to small numbers to protect student confidentiality.

- Indicates there are no students in the group.

Texas Education Agency
2023-24 Attendance, Graduation, and Dropout Rates (TAPR)
DR LONNIE GREEN JR EL (233901113) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2022-23	93.3%	91.5%	**93.0%**	94.7%	92.9%	94.0%	-	*	-	*	90.5%	92.4%	92.8%
2021-22	92.2%	89.4%	**91.4%**	*	91.3%	91.4%	-	*	-	*	89.7%	90.6%	90.3%
Chronic Absenteeism													
2022-23	20.3%	28.2%	**26.8%**	16.7%	27.2%	13.8%	-	*	-	*	40.4%	30.7%	25.0%
2021-22	25.7%	37.2%	**32.2%**	16.7%	33.0%	23.5%	-	*	-	*	38.9%	35.7%	40.1%
Annual Dropout Rate (Gr 7-8)													
2022-23	0.8%	1.0%	-	-	-	-	-	-	-	-	-	-	-
2021-22	0.7%	1.0%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2022-23	2.0%	1.4%	-	-	-	-	-	-	-	-	-	-	-
2021-22	2.2%	2.5%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2023													
Graduated	90.3%	91.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.1%	2.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	5.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.6%	91.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	94.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022													
Graduated	89.7%	90.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.5%	2.6%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.4%	6.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.0%	91.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.6%	93.6%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	91.8%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.8%	6.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	93.7%	-	-	-	-	-	-	-	-	-	-	-

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.2%	94.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021													
Graduated	92.2%	90.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	9.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	90.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	90.9%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.7%	91.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	8.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	91.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	91.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	92.7%	91.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	8.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	91.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	91.1%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2023	90.3%	90.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	89.7%	89.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2023	72.3%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	59.5%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2023	4.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	3.7%	0.1%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency

2023-24 Attendance, Graduation, and Dropout Rates (TAPR)

DR LONNIE GREEN JR EL (233901113) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELR/EL
Class of 2023	84.3%	94.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	84.3%	90.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2023	88.6%	94.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	88.0%	90.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2022-23	38.4%	-	-	-	-	-	-	-	-	-	-	-	-
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2022-23	4.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2021-22	3.9%	0.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2022-23	82.5%	93.7%	-	-	-	-	-	-	-	-	-	-	-
2021-22	82.3%	90.9%	-	-	-	-	-	-	-	-	-	-	-
Texas First DLA Graduates (Annual Rate)													
2022-23	0.1%	0.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Annual Rate)													
2022-23	86.8%	93.8%	-	-	-	-	-	-	-	-	-	-	-
2021-22	86.0%	91.2%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2023-24 Graduation Profile (TAPR)
DR LONNIE GREEN JR EL (233901113) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2022-23 Annual Graduates)				
Total Graduates	-	-	752	377,367
By Ethnicity:				
African American	-	-	5	46,822
Hispanic	-	-	706	197,333
White	-	-	39	103,009
American Indian	-	-	0	1,181
Asian	-	-	1	19,151
Pacific Islander	-	-	0	574
Two or More Races	-	-	1	9,297
By Graduation Type:				
Minimum H.S. Program	-	-	0	433
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	270
Foundation H.S. Program (No Endorsement)	-	-	47	49,278
Foundation H.S. Program (Endorsement)	-	-	0	16,475
Foundation H.S. Program (DLA)	-	-	700	310,689
Texas First Early H.S. Completion Program (Texas First-DLA)	-	-	5	222
Special Education Graduates	-	-	81	34,589
Economically Disadvantaged Graduates	-	-	490	206,367
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	99	50,229
At-Risk Graduates	-	-	655	168,430
CTE Completers	-	-	350	116,959

There is no data for this campus.

There is no data for this campus.

There is no data for this campus.

Texas Education Agency
2023-24 Student Information (TAPR)
DR LONNIE GREEN JR EL (233901113) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Total Students	**603**	**100.0%**	**9,875**	**5,517,464**	**605**	**100.0%**	**9,907**	**5,531,236**
Students by Grade								
Kindergarten	82	13.6%	6.1%	6.5%	83	13.7%	6.1%	6.5%
Grade 1	93	15.4%	7.1%	7.0%	94	15.5%	7.1%	7.0%
Grade 2	107	17.7%	8.0%	7.3%	107	17.7%	8.0%	7.3%
Grade 3	112	18.6%	7.6%	7.2%	112	18.5%	7.6%	7.2%
Grade 4	108	17.9%	7.1%	7.2%	108	17.9%	7.1%	7.2%
Grade 5	101	16.7%	7.0%	7.2%	101	16.7%	7.0%	7.2%
Ethnic Distribution								
African American	2	0.3%	0.5%	12.8%	2	0.3%	0.5%	12.8%
Hispanic	575	95.4%	93.3%	53.2%	575	95.0%	93.2%	53.2%
White	17	2.8%	5.2%	25.0%	19	3.1%	5.2%	25.0%
American Indian	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Asian	4	0.7%	0.4%	5.4%	4	0.7%	0.4%	5.4%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	5	0.8%	0.6%	3.1%	5	0.8%	0.6%	3.1%
Sex								
Female	299	49.6%	49.1%	48.9%	299	49.4%	48.9%	48.8%
Male	304	50.4%	50.9%	51.1%	306	50.6%	51.1%	51.2%
Other Student Cohorts								
Economically Disadvantaged	480	79.6%	75.0%	62.3%	482	79.7%	74.9%	62.2%
Non-Educationally Disadvantaged	123	20.4%	25.0%	37.7%	123	20.3%	25.1%	37.8%
Section 504 Students	30	5.0%	8.4%	7.2%	30	5.0%	8.4%	7.2%
EB Students/EL	182	30.2%	23.4%	24.4%	182	30.1%	23.4%	24.3%
Students w/ Disciplinary Placements (2022-23)	0	0.0%	2.7%	1.9%				
Students w/ Dyslexia	23	3.8%	4.8%	6.0%	23	3.8%	4.8%	6.0%
Foster Care	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Homeless	6	1.0%	1.3%	1.4%	6	1.0%	1.3%	1.4%
Immigrant	26	4.3%	2.4%	2.9%	26	4.3%	2.4%	2.9%
Migrant	12	2.0%	2.1%	0.2%	12	2.0%	2.1%	0.2%
Title I	603	100.0%	98.4%	65.7%	605	100.0%	98.4%	65.7%
Military Connected	26	4.3%	6.0%	3.9%	26	4.3%	6.0%	3.9%
At-Risk	290	48.1%	65.0%	53.2%	290	47.9%	64.8%	53.2%
Students by Instructional Program								
Bilingual/ESL Education	173	28.7%	22.6%	24.5%	173	28.6%	22.5%	24.4%
Career and Technical Education	0	0.0%	28.2%	26.9%	-	-	-	-
Career and Technical Education (9-12 grades only)	0	0.0%	84.5%	73.3%	-	-	-	-

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Gifted and Talented Education	13	2.2%	6.6%	8.5%	13	2.1%	6.6%	8.5%
Special Education	137	22.7%	18.1%	13.9%	139	23.0%	18.3%	14.0%
Students with Disabilities by Type of Primary Disability								
Total Students with Disabilities	137							
Students with Intellectual Disabilities	63	46.0%	58.0%	45.7%				
Students with Physical Disabilities	41	29.9%	17.9%	18.9%				
Students with Autism	**	**	6.9%	16.2%				
Students with Behavioral Disabilities	20	14.6%	16.4%	17.6%				
Students with Non-Categorical Early Childhood	*	*	0.8%	1.7%				
Mobility (2022-23)								
Total Mobile Students	**78**	**11.0%**	**10.9%**	**16.1%**				
African American	1	0.1%	0.2%	3.4%				
Hispanic	77	10.8%	10.6%	8.5%				
White	0	0.0%	0.6%	3.1%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.1%	0.5%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	0	0.0%	0.1%	0.5%				
Special Ed Students who are Mobile	15	10.9%	8.8%	17.6%				
Count and Percent of EB Students/EL who are Mobile	34	13.1%	12.9%	16.3%				
Count and Percent of Econ Dis Students who are Mobile	66	12.3%	11.7%	18.6%				
Student Attrition (2022-23)								
Total Student Attrition	**413**	**62.8%**	**27.8%**	**18.1%**				

	Non-Special Education Rates			Special Education Rates		
Student Information	Campus	District	State	Campus	District	State
Retention Rates by Grade						
Kindergarten	0.0%	0.2%	1.3%	0.0%	0.0%	3.9%
Grade 1	0.9%	4.3%	2.1%	0.0%	4.8%	3.3%
Grade 2	0.0%	1.1%	1.3%	0.0%	3.7%	1.6%
Grade 3	0.0%	1.2%	0.7%	0.0%	1.1%	0.7%
Grade 4	0.0%	0.6%	0.4%	0.0%	0.0%	0.5%
Grade 5	0.0%	0.2%	0.2%	0.0%	1.6%	0.3%

Class Size Averages by Grade and Subject
(Derived from teacher responsibility records):

Class Size Information	Campus	District	State
Elementary			
Kindergarten	20.3	20.9	18.4
Grade 1	22.0	19.7	18.8
Grade 2	19.5	19.4	19.1
Grade 3	21.7	20.3	19.4
Grade 4	20.8	20.5	19.4
Grade 5	24.8	21.5	20.9

Texas Education Agency
2023-24 Staff Information (TAPR)
DR LONNIE GREEN JR EL (233901113) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	Campus			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Total Staff	**58.0**	**100.0%**	**100.0%**	**100.0%**
Professional Staff	41.9	72.3%	51.4%	63.9%
Teachers	32.1	55.4%	36.4%	48.3%
Professional Support	7.8	13.4%	12.2%	11.1%
Campus Administration (School Leadership)	2.0	3.5%	2.2%	3.3%
Educational Aides	16.1	27.7%	11.9%	11.4%
Librarians and Counselors (Headcount)				
Full-time Librarians	1.0	n/a	10.0	4,187.0
Part-time Librarians	0.0	n/a	0.0	651.0
Full-time Counselors	1.0	n/a	41.0	13,870.0
Part-time Counselors	0.0	n/a	0.0	1,172.0
Total Minority Staff	**53.0**	**91.5%**	**90.7%**	**54.4%**
Teachers by Ethnicity				
African American	0.0	0.1%	0.9%	12.6%
Hispanic	29.2	90.9%	84.9%	30.1%
White	2.9	9.0%	14.0%	53.4%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	0.0	0.0%	0.0%	2.1%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.0%	1.3%
Teachers by Sex				
Males	1.1	3.5%	20.6%	24.5%
Females	31.0	96.5%	79.4%	75.5%
Teachers by Highest Degree Held				
No Degree	0.0	0.0%	2.2%	2.5%
Bachelors	29.5	91.7%	79.3%	71.7%
Masters	2.7	8.3%	18.6%	24.9%
Doctorate	0.0	0.0%	0.0%	0.8%
Teachers by Years of Experience				
Beginning Teachers	0.6	1.8%	6.9%	6.7%
1-5 Years Experience	7.9	24.7%	28.6%	27.4%
6-10 Years Experience	4.2	12.9%	18.9%	20.2%
11-20 Years Experience	11.4	35.5%	26.6%	27.1%
21-30 Years Experience	7.4	23.0%	13.6%	13.7%
Over 30 Years Experience	0.7	2.1%	5.5%	3.0%
Number of Students per Teacher	18.8	n/a	18.1	14.7

Texas Education Agency
2023-24 Staff Information (TAPR)
DR LONNIE GREEN JR EL (233901113) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Staff Information	Campus	District	State
Experience of Campus Leadership			
Average Years Experience of Principals	7.0	5.8	6.0
Average Years Experience of Principals with District	7.0	5.8	5.1
Average Years Experience of Assistant Principals	1.0	2.7	5.1
Average Years Experience of Assistant Principals with District	1.0	2.4	4.3
Average Years Experience of Teachers	13.6	12.2	11.1
Average Years Experience of Teachers with District	13.1	11.3	6.9
Average Teacher Salary by Years of Experience (regular duties only)			
Beginning Teachers	$40,714	$43,915	$54,272
1-5 Years Experience	$55,876	$54,966	$58,185
6-10 Years Experience	$58,946	$59,041	$61,494
11-20 Years Experience	$62,115	$63,850	$65,219
21-30 Years Experience	$69,892	$67,782	$69,723
Over 30 Years Experience	$77,880	$74,563	$74,014
Average Actual Salaries (regular duties only)			
Teachers	$61,907	$60,152	$62,474
Professional Support	$69,998	$75,452	$73,783
Campus Administration (School Leadership)	$82,868	$90,313	$86,738
Instructional Staff Percent	n/a	59.6%	65.0%
Contracted Instructional Staff (not incl. above)	0.0	0.0	1,970.1

	Campus			
Program Information	**Count**	**Percent**	**District**	**State**
Teachers by Program (population served)				
Bilingual/ESL Education	6.0	18.7%	9.5%	6.0%
Career and Technical Education	0.0	0.0%	7.2%	5.5%
Compensatory Education	0.0	0.0%	7.1%	3.1%
Gifted and Talented Education	0.0	0.0%	1.9%	1.6%
Regular Education	23.4	72.8%	67.5%	69.8%
Special Education	2.7	8.5%	5.0%	10.3%
Other	0.0	0.0%	1.7%	3.7%

- Indicates there is no data for the item.

* Indicates results are masked due to small numbers.

** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.

n/a Indicates data reporting is not applicable for this group.

? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: **PEIMS Financial Standard Reports 2022-23 Financial Actual Report**
(To open link in a new window, press the "Ctrl" key and click on the link.)

"The 2024 accountability reports are not yet publicly available. The release of these reports is pending judicial ruling and decisions from the 89th legislature during a special called session."



2023 Campus Comparison Group
DR LONNIE GREEN JR EL (233901113) - SAN FELIPE-DEL RIO CISD
Campus Type: Elementary
Sorted by District Name

	Campus Name	District Name	Grade Span	Number of Students	% Econ Disadv	% EL	Mobility Rate	% Early College HS	% Special Ed
	DR LONNIE GREEN JR EL (233901113)	**SAN FELIPE-DEL RIO CISD**	**KG-05**	**789**	**73.6**	**34.6**	**13.3**	**0.0**	**13.4**
1	ALVARADO INT (126901104)	ALVARADO ISD	03-05	798	73.3	29.3	14.6	0.0	14.7
2	MARK TWAIN EL (020901103)	ALVIN ISD	EE-05	670	77.9	38.4	11.8	0.0	14.9
3	ACADEMY AT CARRIE F THOMAS (220902116)	BIRDVILLE ISD	PK-05	585	77.9	37.8	17.3	0.0	14.2
4	YTURRIA EL (031901132)	BROWNSVILLE ISD	PK-05	546	74.9	35.7	16.1	0.0	15.4
5	HARVEY S BROWN EL (101905106)	CHANNELVIEW ISD	KG-05	583	71.0	39.5	11.3	0.0	15.4
6	LEAGUE CITY EL (084910103)	CLEAR CREEK ISD	EE-05	735	68.6	37.3	13.0	0.0	12.1
7	DESERT HILLS EL (071901103)	CLINT ISD	EE-05	905	78.0	35.1	13.3	0.0	16.6
8	LEE EL (101907144)	CYPRESS-FAIRBANKS ISD	EE-05	872	77.5	37.4	16.2	0.0	16.5
9	WILLBERN EL (101907131)	CYPRESS-FAIRBANKS ISD	EE-05	833	76.4	34.8	15.0	0.0	15.5
10	MARTHA TURNER REILLY EL (057905198)	DALLAS ISD	PK-05	493	73.2	39.1	14.1	0.0	12.0
11	WILLIAM LIPSCOMB EL (057905177)	DALLAS ISD	EE-05	434	70.5	35.0	14.3	0.0	10.8
12	AUSTIN EL (146902101)	DAYTON ISD	KG-05	759	75.9	32.4	14.1	0.0	15.9
13	GINNINGS EL (061901110)	DENTON ISD	KG-05	617	77.5	35.0	14.1	0.0	13.1
14	OAK CREST EL (015911110)	EAST CENTRAL ISD	EE-05	674	72.4	34.1	14.2	0.0	10.7
15	SOUTH HI MOUNT EL (220905166)	FORT WORTH ISD	PK-05	506	75.3	34.6	14.8	0.0	11.3
16	ROWLETT EL (057909137)	GARLAND ISD	KG-05	482	70.1	32.8	14.0	0.0	16.0
17	STEPHEN F AUSTIN EL (101911102)	GOOSE CREEK CISD	EE-05	813	71.2	33.9	11.7	0.0	16.6
18	JOHN AND LYNN BRAWNER EL (111901108)	GRANBURY ISD	KG-05	798	70.2	29.7	15.3	0.0	12.2
19	THURGOOD MARSHALL LEADERSHIP ACADEMY (057910129)	GRAND PRAIRIE ISD	PK-05	628	74.0	32.0	10.3	0.0	12.9
20	HARMONY SCHOOL OF ACHIEVEMENT - HOUSTON (101858007	HARMONY PUBLIC SCHOOLS - HOUSTON NORTH	KG-05	659	69.7	34.4	12.7	0.0	7.7
21	HARMONY SCHOOL OF INNOVATION - GRAND PRAIRIE (1618	HARMONY PUBLIC SCHOOLS - NORTH TEXAS	PK-05	555	78.4	32.3	13.3	0.0	14.8
22	RED EL (101912224)	HOUSTON ISD	PK-05	604	74.2	30.3	12.8	0.0	10.9
23	IDEA KYLE ACADEMY (108807139)	IDEA PUBLIC SCHOOLS	KG-05	684	70.5	31.1	13.0	0.0	8.9
24	LORAINE T GOLBOW EL (101914113)	KATY ISD	EE-05	942	72.9	32.6	14.4	0.0	19.9
25	GREENWOOD FOREST EL (101915104)	KLEIN ISD	KG-05	671	74.8	33.5	19.3	0.0	16.8
26	KLENK EL (101915117)	KLEIN ISD	KG-05	764	75.5	38.5	11.9	0.0	15.6
27	HERITAGE EL (101916102)	LA PORTE ISD	KG-05	571	68.7	38.2	12.3	0.0	14.9
28	MANFORD WILLIAMS EL (079901111)	LAMAR CISD	EE-05	705	73.8	30.9	12.3	0.0	13.5
29	BLUEBONNET EL (028902105)	LOCKHART ISD	KG-05	550	74.0	28.9	14.7	0.0	13.3
30	SMITH EL (057914129)	MESQUITE ISD	EE-05	582	75.9	30.8	16.7	0.0	16.7
31	MAYFIELD EL (043911108)	PRINCETON ISD	KG-05	608	72.9	30.1	16.0	0.0	14.6
32	CHESTER E JORDAN (071909128)	SOCORRO ISD	PK-05	812	80.5	33.3	15.6	0.0	11.9
33	MYRTLE COOPER EL (071909109)	SOCORRO ISD	EE-05	578	74.2	38.4	13.9	0.0	15.6
34	SGT ROBERTO ITUARTE (071909127)	SOCORRO ISD	EE-05	697	76.8	28.6	15.6	0.0	14.6
35	SIERRA VISTA EL (071909113)	SOCORRO ISD	EE-05	648	72.4	31.2	14.6	0.0	17.1
36	THORNTON EL (014909111)	TEMPLE ISD	KG-05	739	76.7	32.2	16.2	0.0	13.5
37	GILBERT WILLIE SR EL (129906108)	TERRELL ISD	KG-05	701	72.2	30.1	18.1	0.0	13.3
38	I T HOLLEMAN EL (237904102)	WALLER ISD	PK-05	688	69.8	35.9	10.5	0.0	11.0
39	EDWARD B CANNAN EL (170904106)	WILLIS ISD	KG-05	669	74.1	35.6	9.1	0.0	9.7
40	EDGEMERE INTERNATIONAL SCHOOL (071905107)	YSLETA ISD	PK-05	693	74.0	29.6	11.3	0.0	17.3
	Comparison Group Average			**671**	**73.9**	**33.8**	**14.0**	**0.0**	**14.0**

2023-2024 PEIMS BUDGETED FINANCIAL DATA BY CAMPUS
TOTALS FOR DR LONNIE GREEN JR EL (233901113)
SAN FELIPE-DEL RIO CISD

Total Enrolled Membership: 603

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	$603,194	100.00%	$1,000	$867,039	100.00%	$1,438
Operating-Payroll	$156,262	25.91%	$259	$342,196	39.47%	$567
Other Operating	$428,232	70.99%	$710	$506,143	58.38%	$839
Non-Operating(Equipt/Supplies)	$18,700	3.10%	$31	$18,700	2.16%	$31
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	$584,494	100.00%	$969	$848,339	100.00%	$1,407
Instruction (11,95) *	$313,475	53.63%	$520	$313,475	36.95%	$520
Instructional Res/Media (12) *	$8,739	1.50%	$14	$8,739	1.03%	$14
Curriculum/Staff Develop (13) *	$13,423	2.30%	$22	$13,423	1.58%	$22
Instructional Leadership (21) *	$15,277	2.61%	$25	$15,277	1.80%	$25
School Leadership (23) *	$10,610	1.82%	$18	$10,610	1.25%	$18
Guidance/Counseling Svcs (31) *	$10,989	1.88%	$18	$10,989	1.30%	$18
Social Work Services (32) *	$2,625	0.45%	$4	$2,625	0.31%	$4
Health Services (33) *	$7,537	1.29%	$12	$7,537	0.89%	$12
Transportation(34) *	$0	0.00%	$0	$0	0.00%	$0
Food (35) **	$0	0.00%	$0	$263,845	31.10%	$438
Extracurricular (36) **	$3,575	0.61%	$6	$3,575	0.42%	$6
Plant Maint/Operation (51) **	$164,391	28.13%	$273	$164,391	19.38%	$273
Security/Monitoring (52) **	$33,853	5.79%	$56	$33,853	3.99%	$56

2023-2024 PEIMS BUDGETED FINANCIAL DATA BY CAMPUS
TOTALS FOR DR LONNIE GREEN JR EL (233901113)
SAN FELIPE-DEL RIO CISD

Total Enrolled Membership: 603

	General Fund	%	Per Student	All Funds	%	Per Student
Data Processing Svcs (53) **	$0	0.00%	$0	$0	0.00%	$0
Fund Raising CHARTER ONLY (81) **	$0	0.00%	$0	$0	0.00%	$0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	$584,494	100.00%	$969	$848,339	100.00%	$1,407
Regular	$266,421	45.58%	$442	$266,421	31.41%	$442
Gifted & Talented	$5,762	0.99%	$10	$5,762	0.68%	$10
Career & Technical	$0	0.00%	$0	$0	0.00%	$0
Students with Disabilities	$49,887	8.54%	$83	$49,887	5.88%	$83
State Compensatory ED	$29,990	5.13%	$50	$29,990	3.54%	$50
Bilingual	$12,663	2.17%	$21	$12,663	1.49%	$21
Early Education Allotment	$11,843	2.03%	$20	$11,843	1.40%	$20
Dyslexia or Related Disorder Serv	$6,109	1.05%	$10	$6,109	0.72%	$10
CCMR	$0	0.00%	$0	$0	0.00%	$0
Athletic Programming	$0	0.00%	$0	$0	0.00%	$0
Un-Allocated	$201,819	34.53%	$335	$465,664	54.89%	$772

Note: Some amounts may not total due to rounding.

* Please refer to sections A.1 through A.8 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus.

** Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data.

Link to PEIMS Financial Standard Reports to be used for the analysis of costs reported by comparable school districts.

Texas Education Agency

2024 Federal Report Card

DR LONNIE GREEN JR EL (233901113) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Part (i): Description of State Accountability System

Part (i)(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students for use in the accountability system. The Texas accountability minimum size criteria are 10 assessments or students for the all student group or any subgroup for every indicator.

Part (i)(II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students

State & District ESSA Goals												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Performance (At Meets Grade Level or Above)												
Reading/ELA	Baseline Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2022-23 through 2026-27	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2027-28 through 2031-32	53%	43%	48%	67%	53%	78%	54%	63%	44%	33%	41%
	2032-33 through 2036-37	62%	54%	59%	74%	63%	82%	63%	70%	55%	47%	53%
	2037-38	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Mathematics	Baseline Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2022-23 through 2026-27	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2027-28 through 2031-32	55%	43%	50%	66%	54%	85%	58%	62%	47%	36%	50%
	2032-33 through 2036-37	64%	55%	60%	73%	63%	88%	66%	70%	58%	49%	60%
	2037-38	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
EL Progress												
	Baseline Rates											44%
	2022-23 through 2026-27											44%
	2027-28 through 2031-32											46%
	2032-33 through 2036-37											48%
	2037-38											50%
Graduation Rate: 4-Year Longitudinal Rate												
	Baseline Rates	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80.0%
	2022-23 through 2026-27	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80.0%
	2027-28 through 2031-32	92.7%	90.2%	91.4%	95.2%	90.9%	97.1%	91.5%	93.2%	90.5%	85.8%	86.0%
	2032-33 through 2036-37	95.4%	94.1%	94.7%	96.6%	94.4%	97.5%	94.7%	95.6%	94.3%	91.9%	92.0%
	2037-38	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%

Texas Education Agency
2024 Federal Report Card
DR LONNIE GREEN JR EL (233901113) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Campus ESSA Goals (HS/K-12 & AEA)												
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Performance (At Meets Grade Level or Above)											
Reading/ELA Baseline Rates	44%	32%	36%	62%	43%	74%	45%	58%	33%	13%	20%
2022-23 through 2026-27	44%	32%	36%	62%	43%	74%	45%	58%	33%	13%	20%
2027-28 through 2031-32	53%	43%	47%	68%	53%	78%	54%	65%	44%	28%	33%
2032-33 through 2036-37	62%	54%	58%	74%	63%	82%	63%	72%	55%	43%	46%
2037-38	72%	66%	69%	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%

Texas Education Agency
2024 Federal Report Card
DR LONNIE GREEN JR EL (233901113) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Campus ESSA Goals (Middle Schools)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Mathematics	Baseline Rates	47%	32%	39%	61%	47%	85%	52%	56%	35%	21%	36%
	2022-23 through 2026-27	47%	32%	39%	61%	47%	85%	52%	56%	35%	21%	36%
	2027-28 through 2031-32	56%	43%	49%	68%	56%	88%	60%	63%	46%	34%	47%
	2032-33 through 2036-37	65%	54%	59%	75%	65%	91%	68%	70%	57%	47%	58%
	2037-38	74%	66%	70%	81%	74%	93%	76%	78%	68%	61%	68%
EL Progress												
	Baseline Rates											44%
	2022-23 through 2026-27											44%
	2027-28 through 2031-32											46%
	2032-33 through 2036-37											48%
	2037-38											50%

Campus ESSA Goals (Elementary Schools)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Performance (At Meets Grade Level or Above)												
Reading/ELA	Baseline Rates	46%	34%	39%	59%	44%	73%	46%	55%	35%	26%	37%
	2022-23 through 2026-27	46%	34%	39%	59%	44%	73%	46%	55%	35%	26%	37%
	2027-28 through 2031-32	55%	45%	49%	66%	53%	78%	55%	63%	46%	38%	48%
	2032-33 through 2036-37	64%	56%	59%	73%	62%	83%	64%	71%	57%	50%	59%
	2037-38	73%	67%	70%	80%	72%	87%	73%	78%	68%	63%	69%
Mathematics	Baseline Rates	49%	33%	44%	60%	47%	82%	51%	55%	40%	29%	45%
	2022-23 through 2026-27	49%	33%	44%	60%	47%	82%	51%	55%	40%	29%	45%
	2027-28 through 2031-32	58%	44%	53%	67%	56%	85%	59%	63%	50%	41%	54%
	2032-33 through 2036-37	67%	55%	62%	74%	65%	88%	67%	71%	60%	53%	63%
	2037-38	75%	67%	72%	80%	74%	91%	76%	78%	70%	65%	73%
EL Progress												
	Baseline Rates											49%
	2022-23 through 2026-27											49%
	2027-28 through 2031-32											51%
	2032-33 through 2036-37											53%
	2037-38											55%

Part (i)(III) the indicators used to meaningfully differentiate all public schools in the State:

a. Academic Achievement Indicator: STAAR Performance Status (Percent at Meets Grade Level or Above)
b. Other Academic Indicator for Non-High Schools: STAAR Growth Status
c. Graduation Rate: Federal Graduation Status
d. ELP Indicator: English Learner Language Proficiency Status
e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12s; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

Part (i)(IV) the State's system for meaningfully differentiating all public schools in the State, including --
(aa) the specific weight of the indicators in such differentiation

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language Proficiency	10%
	SQSS: Student Achievement Domain Score: STAAR Component Only	10%
High Schools, K-12s, and AEAs	Academic Achievement	50%
	Federal Graduation Status or Academic Growth Status1	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness or Student Domain Score: STAAR Component Only2	30%

1 If Federal Graduation Status is not available, Academic Growth Status is used.
2 If College, Career, and Military Readiness is not available, Student Achievement Domain Score: STAAR Component Only is used.

(bb) the methodology by which the State differentiates all such schools. Total points for each component are determined by multiplying the percentage of evaluated indicators met by the corresponding weight and rounding to one decimal place. The Closing the Gaps domain score is the sum of the total points rounded to the nearest whole number and is further used to differentiate all public schools. See the accountability manual for details: Chapter 4-2024 Closing the Gaps Domain

(cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students.Texas uses the Closing the Gaps domain to identify campuses that have consistently under-performing student groups. A student group that misses the targets in at least the same three indicators, for three consecutive years, is considered 'consistently underperforming'. Data from 2022, 2023, and 2024 are considered consecutive years for 2024 Targeted Support and Improvement (TSI) identification. Any campus not identified for Comprehensive Support and Improvement (CSI) that has at least one consistently underperforming student group is identified for TSI. TSI identifies both Title I and non-Title I campuses. Campuses are evaluated annually for TSI identification. See the accountability manual for details: Chapter 10-2024 Identification of Schools for Improvement

(dd) the methodology by which the State identifies a school for comprehensive support and improvement. Texas annually ranks all Title I campuses based on Closing the Gaps scaled scores. First, Texas determines the bottom five percent of Closing the Gaps outcomes by rank ordering the scaled scores of Title I campuses by schooltype - elementary, middle, high school/K-12, and alternative education accountability. Texas then determines which campuses fell in the bottom five percent for each school type. Title I campuses that rank in their school type's bottom five percent are identified for CSI. Additionally, if any Title I or non-Title I campus does not attain a 66.7 percent six-year federal graduation rate for all students group, the campus is identified for CSI. Any Title I campus identified for Additional Targeted Support (ATS) for three consecutive years will be identified for CSI the following school year.

Part (i)(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement or implementing targeted support and improvement plans. Campuses Identified for Support under the Every Student Succeeds Act (ESSA) for the 2023-2024 school year: Comprehensive Support and Improvement Schools Targeted Support and Improvement Schools and Additional Targeted Support Schools.

Part (i)(VI) the exit criteria established by the State, including the length of years established. Campuses that do not rank in their school type's bottom five percent of the Closing the Gaps domain for two consecutive years and have Closing the Gaps domain scaled score by the end of the second year that is higher than when originally identified are considered as having successfully exited. Campuses previously identified as CSI based solely on a graduation rate must have a four or six-year federal graduation rate of at least 66.7 percent for two consecutive years to exit CSI status. To exit ATS, the Closing the Gaps score for the consistently underperforming student group must surpass the score used in the year of ATS identification to identify the lowest performing five percent of each school type. A campus identified for TSI because of one consistently underperforming subgroup will exit the TSI status if the subgroup becomes not consistently underperforming subgroup. Consistently underperforming is defined as missing the targets in at least the same three indicators for three consecutive years.

Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2023-24 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
STAAR Percent at Approaches Grade Level or Above																					
Grade 3																					

Texas Education Agency
2024 Federal Report Card
DR LONNIE GREEN JR EL (233901113) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	72%	67%	66%	*	66%	-	-	-	-	*	62%	81%	50%	74%	49%	59%	75%	-	*	-	*
	CWD	48%	42%	50%	-	50%	-	-	-	-	-	46%	67%	50%	-	38%	42%	60%	-	-	-	-
	CWOD	78%	77%	74%	*	73%	-	-	-	-	*	70%	85%	-	74%	52%	67%	81%	-	*	-	-
	EL	62%	46%	49%	-	49%	-	-	-	-	-	50%	43%	38%	52%	49%	45%	53%	-	-	-	-
	Male	70%	60%	59%	-	59%	-	-	*	-	-	56%	69%	42%	67%	45%	59%	-	-	-	-	-
	Female	75%	73%	75%	*	74%	-	-	-	-	*	69%	92%	60%	81%	53%	-	75%	-	*	-	-
Mathematics	All Students	68%	63%	69%	*	69%	-	-	-	-	*	64%	85%	50%	78%	49%	69%	69%	-	*	-	-
	CWD	46%	41%	50%	-	50%	-	-	-	-	-	43%	83%	50%	-	38%	53%	47%	-	-	-	-
	CWOD	74%	71%	78%	*	77%	-	-	-	-	*	75%	85%	-	78%	52%	77%	78%	-	*	-	-
	EL	61%	45%	49%	-	49%	-	-	-	-	-	46%	57%	38%	52%	49%	55%	40%	-	-	-	-
	Male	70%	62%	69%	-	69%	-	-	-	-	-	62%	92%	53%	77%	55%	69%	-	-	-	-	-
	Female	66%	63%	69%	*	68%	-	-	-	-	*	67%	77%	47%	78%	40%	-	69%	-	*	-	-
Grade 4																						
Reading	All Students	79%	75%	78%	-	78%	*	-	-	-	-	77%	82%	59%	82%	59%	80%	76%	*	-	-	-
	CWD	55%	52%	59%	-	59%	-	-	-	-	-	60%	*	59%	-	0%	64%	50%	*	-	-	-
	CWOD	85%	85%	82%	-	82%	*	-	-	-	-	81%	85%	-	82%	66%	84%	79%	*	-	-	-
	EL	68%	59%	59%	-	60%	-	-	-	-	-	55%	75%	0%	66%	59%	65%	52%	*	-	-	-
	Male	77%	75%	80%	-	80%	*	-	-	-	-	79%	85%	64%	84%	65%	80%	-	*	-	-	-
	Female	81%	76%	76%	-	76%	*	-	-	-	-	76%	78%	50%	79%	52%	-	76%	-	-	-	-
Mathematics	All Students	67%	62%	70%	-	70%	*	-	-	-	-	69%	73%	35%	76%	57%	82%	57%	*	-	-	-
	CWD	42%	34%	35%	-	35%	-	-	-	-	-	40%	*	35%	-	0%	45%	17%	*	-	-	-
	CWOD	73%	73%	76%	-	76%	*	-	-	-	-	75%	80%	-	76%	63%	91%	63%	*	-	-	-
	EL	62%	53%	57%	-	58%	-	-	-	-	-	55%	63%	0%	63%	57%	78%	35%	*	-	-	-
	Male	69%	68%	82%	-	82%	*	-	-	-	-	81%	85%	45%	91%	78%	82%	-	*	-	-	-
	Female	65%	56%	57%	-	57%	*	-	-	-	-	58%	56%	17%	63%	35%	-	57%	-	-	-	-
Grade 5																						
Reading	All Students	78%	78%	79%	*	79%	*	-	-	-	-	80%	76%	57%	86%	48%	78%	80%	*	*	-	-
	CWD	48%	51%	57%	-	52%	*	-	-	-	-	59%	50%	57%	-	25%	62%	50%	-	-	-	-
	CWOD	84%	85%	86%	*	86%	*	-	-	-	-	86%	87%	-	86%	58%	84%	88%	*	*	-	-
	EL	70%	59%	48%	-	48%	-	-	-	-	-	57%	*	25%	58%	48%	33%	56%	*	-	-	-
	Male	75%	74%	78%	*	78%	*	-	-	-	-	73%	100%	62%	84%	33%	78%	-	*	*	-	-
	Female	80%	82%	80%	-	80%	*	-	-	-	-	87%	58%	50%	88%	56%	-	80%	*	-	-	-
Mathematics	All Students	75%	81%	85%	*	85%	*	-	-	-	-	84%	90%	70%	90%	74%	82%	88%	*	*	-	-
	CWD	52%	64%	70%	-	67%	*	-	-	-	-	71%	67%	70%	-	63%	77%	60%	-	-	-	-
	CWOD	80%	86%	90%	*	91%	*	-	-	-	-	87%	100%	-	90%	79%	84%	95%	*	*	-	-
	EL	70%	72%	74%	-	74%	-	-	-	-	-	74%	*	63%	79%	74%	56%	83%	*	-	-	-
	Male	75%	81%	82%	*	83%	*	-	-	-	-	78%	100%	77%	84%	56%	82%	-	*	*	-	-
	Female	75%	81%	88%	-	88%	*	-	-	-	-	90%	83%	60%	95%	83%	-	88%	*	-	-	-

Texas Education Agency
2024 Federal Report Card
DR LONNIE GREEN JR EL (233901113) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Science	All Students	56%	49%	**55%**	*	55%	*	-	-	-	-	51%	71%	35%	62%	30%	62%	49%	*	*	-	-
	CWD	34%	31%	**35%**	-	29%	*	-	-	-	-	29%	50%	35%	-	0%	54%	10%	-	-	-	-
	CWOD	61%	54%	**62%**	*	62%	*	-	-	-	-	57%	80%	-	62%	42%	65%	59%	*	*	-	-
	EL	43%	34%	**30%**	-	30%	-	-	-	-	-	35%	*	0%	42%	30%	33%	28%	*	-	-	-
	Male	59%	54%	**62%**	*	63%	*	-	-	-	-	54%	100%	54%	65%	33%	62%	-	*	*	-	-
	Female	54%	44%	**49%**	-	47%	*	-	-	-	-	49%	50%	10%	59%	28%	-	49%	*	-	-	-
STAAR Percent at Meets Grade Level or Above																						
Grade 3																						
Reading	All Students	47%	40%	**43%**	*	42%	-	-	-	-	*	38%	58%	32%	47%	20%	38%	48%	-	*	-	-
	CWD	25%	21%	**32%**	-	32%	-	-	-	-	-	29%	50%	32%	-	13%	26%	40%	-	-	-	-
	CWOD	52%	48%	**47%**	*	46%	-	-	-	-	*	43%	68%	-	47%	22%	44%	51%	-	*	-	-
	EL	34%	24%	**20%**	-	20%	-	-	-	-	-	25%	0%	13%	22%	20%	15%	27%	-	-	-	-
	Male	**44%**	35%	**38%**	-	38%	-	-	-	-	-	36%	46%	26%	44%	15%	38%	-	-	-	-	-
	Female	50%	45%	**48%**	*	46%	-	-	-	-	*	41%	69%	40%	51%	27%	-	48%	-	*	-	-
Mathematics	All Students	41%	31%	**35%**	*	34%	-	-	-	-	*	29%	58%	24%	41%	17%	33%	38%	-	*	-	-
	CWD	24%	15%	**24%**	-	24%	-	-	-	-	-	21%	33%	24%	-	0%	26%	20%	-	-	-	-
	CWOD	44%	37%	**41%**	*	39%	-	-	-	-	*	32%	65%	-	41%	22%	36%	46%	-	*	-	-
	EL	32%	18%	**17%**	-	17%	-	-	-	-	-	21%	0%	0%	22%	17%	10%	27%	-	-	-	-
	Male	44%	32%	**33%**	-	33%	-	-	-	-	-	27%	54%	26%	36%	10%	33%	-	-	-	-	-
	Female	37%	30%	**38%**	*	36%	-	-	-	-	*	31%	62%	20%	46%	27%	-	38%	-	*	-	-
Grade 4																						
Reading	All Students	50%	39%	**36%**	-	35%	*	-	-	-	-	36%	36%	35%	37%	11%	34%	39%	*	-	-	-
	CWD	24%	21%	**35%**	-	35%	-	-	-	-	-	40%	*	35%	-	0%	36%	33%	*	-	-	-
	CWOD	56%	46%	**37%**	-	35%	*	-	-	-	-	36%	40%	-	37%	12%	33%	40%	*	-	-	-
	EL	39%	24%	**11%**	-	11%	-	-	-	-	-	8%	25%	0%	12%	11%	13%	9%	*	-	-	-
	Male	47%	38%	**34%**	-	33%	*	-	-	-	-	33%	38%	36%	33%	13%	34%	-	*	-	-	-
	Female	53%	40%	**39%**	-	37%	*	-	-	-	-	40%	33%	33%	40%	9%	-	39%	-	-	-	-
Mathematics	All Students	44%	33%	**34%**	-	33%	*	-	-	-	-	30%	50%	29%	34%	15%	43%	24%	*	-	-	-
	CWD	24%	17%	**29%**	-	29%	-	-	-	-	-	33%	*	29%	-	0%	36%	17%	*	-	-	-
	CWOD	49%	40%	**34%**	-	34%	*	-	-	-	-	29%	55%	-	34%	17%	44%	25%	*	-	-	-
	EL	38%	25%	**15%**	-	16%	-	-	-	-	-	11%	38%	0%	17%	15%	22%	9%	*	-	-	-
	Male	47%	39%	**43%**	-	42%	*	-	-	-	-	40%	54%	36%	44%	22%	43%	-	*	-	-	-
	Female	41%	27%	**24%**	-	24%	*	-	-	-	-	20%	44%	17%	25%	9%	-	24%	-	-	-	-
Grade 5																						
Reading	All Students	53%	49%	**53%**	*	54%	*	-	-	-	-	51%	62%	30%	60%	26%	46%	61%	*	*	-	-
	CWD	25%	25%	**30%**	-	29%	*	-	-	-	-	29%	33%	30%	-	13%	38%	20%	-	-	-	-
	CWOD	59%	56%	**60%**	*	61%	*	-	-	-	-	57%	73%	-	60%	32%	49%	71%	*	*	-	-
	EL	41%	28%	**26%**	-	26%	-	-	-	-	-	30%	*	13%	32%	26%	22%	28%	*	-	-	-
	Male	51%	46%	**46%**	*	48%	*	-	-	-	-	41%	67%	38%	49%	22%	46%	-	*	*	-	-
	Female	56%	53%	**61%**	-	59%	*	-	-	-	-	62%	58%	20%	71%	28%	-	61%	*	-	-	-

Texas Education Agency
2024 Federal Report Card
DR LONNIE GREEN JR EL (233901113) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	49%	45%	58%	*	57%	*	-	-	-	-	59%	57%	26%	68%	41%	60%	57%	*	*	-	-
	CWD	26%	27%	26%	-	19%	*	-	-	-	-	24%	33%	26%	-	0%	38%	10%	-	-	-	-
	CWOD	54%	50%	68%	*	68%	*	-	-	-	-	68%	67%	-	68%	58%	68%	68%	*	*	-	-
	EL	41%	33%	41%	-	41%	-	-	-	-	-	43%	*	0%	58%	41%	44%	39%	*	-	-	-
	Male	50%	45%	60%	*	59%	*	-	-	-	-	59%	67%	38%	68%	44%	60%	-	*	*	-	-
	Female	47%	44%	57%	-	55%	*	-	-	-	-	59%	50%	10%	68%	39%	-	57%	*	-	-	-
Science	All Students	27%	19%	20%	*	20%	*	-	-	-	-	16%	33%	13%	22%	15%	26%	14%	*	*	-	-
	CWD	16%	12%	13%	-	14%	*	-	-	-	-	18%	0%	13%	-	0%	23%	0%	-	-	-	-
	CWOD	29%	21%	22%	*	22%	*	-	-	-	-	16%	47%	-	22%	21%	27%	17%	*	*	-	-
	EL	15%	10%	15%	-	15%	-	-	-	-	-	17%	*	0%	21%	15%	11%	17%	*	-	-	-
	Male	30%	24%	26%	*	28%	*	-	-	-	-	20%	56%	23%	27%	11%	26%	-	*	*	-	-
	Female	23%	13%	14%	-	12%	*	-	-	-	-	13%	17%	0%	17%	17%	-	14%	*	-	-	-
STAAR Percent at Masters Grade Level																						
Grade 3																						
Reading	All Students	20%	12%	14%	*	14%	-	-	-	-	*	13%	15%	6%	17%	9%	12%	15%	-	*	-	-
	CWD	6%	3%	6%	-	6%	-	-	-	-	-	4%	17%	6%	-	0%	5%	7%	-	-	-	-
	CWOD	23%	16%	17%	*	18%	-	-	-	-	*	18%	15%	-	17%	11%	15%	19%	-	*	-	-
	EL	13%	5%	9%	-	9%	-	-	-	-	-	11%	0%	0%	11%	9%	0%	20%	-	-	-	-
	Male	18%	13%	12%	-	12%	-	-	-	-	-	11%	15%	5%	15%	0%	12%	-	-	-	-	-
	Female	22%	11%	15%	*	16%	-	-	-	-	*	15%	15%	7%	19%	20%	-	15%	-	*	-	-
Mathematics	All Students	15%	8%	9%	*	9%	-	-	-	-	*	7%	15%	3%	12%	6%	12%	6%	-	*	-	-
	CWD	7%	3%	3%	-	3%	-	-	-	-	-	0%	17%	3%	-	0%	0%	7%	-	-	-	-
	CWOD	17%	10%	12%	*	12%	-	-	-	-	*	11%	15%	-	12%	7%	18%	5%	-	*	-	-
	EL	10%	5%	6%	-	6%	-	-	-	-	-	7%	0%	0%	7%	6%	5%	7%	-	-	-	-
	Male	17%	10%	12%	-	12%	-	-	-	-	-	9%	23%	0%	18%	5%	12%	-	-	-	-	-
	Female	12%	6%	6%	*	6%	-	-	-	-	*	5%	8%	7%	5%	7%	-	6%	-	*	-	-
Grade 4																						
Reading	All Students	22%	11%	7%	-	6%	*	-	-	-	-	5%	18%	0%	9%	2%	7%	7%	*	-	-	-
	CWD	6%	4%	0%	-	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	*	-	-	-
	CWOD	26%	14%	9%	-	7%	*	-	-	-	-	5%	20%	-	9%	2%	9%	8%	*	-	-	-
	EL	14%	5%	2%	-	2%	-	-	-	-	-	0%	13%	0%	2%	2%	0%	4%	*	-	-	-
	Male	20%	9%	7%	-	5%	*	-	-	-	-	5%	15%	0%	9%	0%	7%	-	*	-	-	-
	Female	24%	14%	7%	-	6%	*	-	-	-	-	4%	22%	0%	8%	4%	-	7%	-	-	-	-
Mathematics	All Students	20%	13%	12%	-	10%	*	-	-	-	-	11%	14%	6%	13%	2%	13%	11%	*	-	-	-
	CWD	7%	4%	6%	-	6%	-	-	-	-	-	7%	*	6%	-	0%	9%	0%	*	-	-	-
	CWOD	23%	16%	13%	-	11%	*	-	-	-	-	12%	15%	-	13%	2%	13%	13%	*	-	-	-
	EL	15%	9%	2%	-	2%	-	-	-	-	-	3%	0%	0%	2%	2%	4%	0%	*	-	-	-
	Male	22%	15%	13%	-	11%	*	-	-	-	-	12%	15%	9%	13%	4%	13%	-	*	-	-	-
	Female	17%	11%	11%	-	10%	*	-	-	-	-	11%	11%	0%	13%	0%	-	11%	-	-	-	-
Grade 5																						

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DR LONNIE GREEN JR EL (233901113) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	28%	22%	25%	*	25%	*	-	-	-	-	20%	43%	17%	27%	15%	26%	24%	*	*	-	-
	CWD	8%	8%	17%	-	19%	*	-	-	-	-	18%	17%	17%	-	13%	15%	20%	-	-	-	-
	CWOD	32%	25%	27%	*	27%	*	-	-	-	-	21%	53%	-	27%	16%	30%	24%	*	*	-	-
	EL	17%	7%	15%	-	15%	-	-	-	-	-	17%	*	13%	16%	15%	11%	17%	*	-	-	-
	Male	25%	22%	26%	*	28%	*	-	-	-	-	22%	44%	15%	30%	11%	26%	-	*	*	-	-
	Female	30%	21%	24%	-	22%	*	-	-	-	-	18%	42%	20%	24%	17%	-	24%	*	-	-	-
Mathematics	All Students	19%	13%	20%	*	19%	*	-	-	-	-	15%	38%	9%	23%	11%	22%	18%	*	*	-	-
	CWD	7%	5%	9%	-	5%	*	-	-	-	-	0%	33%	9%	-	0%	8%	10%	-	-	-	-
	CWOD	21%	15%	23%	*	23%	*	-	-	-	-	19%	40%	-	23%	16%	27%	20%	*	*	-	-
	EL	12%	5%	11%	-	11%	-	-	-	-	-	13%	*	0%	16%	11%	22%	6%	*	-	-	-
	Male	21%	14%	22%	*	22%	*	-	-	-	-	15%	56%	8%	27%	22%	22%	-	*	*	-	-
	Female	17%	12%	18%	-	16%	*	-	-	-	-	15%	25%	10%	20%	6%	-	18%	*	-	-	-
Science	All Students	11%	7%	10%	*	9%	*	-	-	-	-	5%	29%	4%	12%	4%	14%	6%	*	*	-	-
	CWD	5%	3%	4%	-	5%	*	-	-	-	-	6%	0%	4%	-	0%	8%	0%	-	-	-	-
	CWOD	12%	8%	12%	*	11%	*	-	-	-	-	5%	40%	-	12%	5%	16%	7%	*	*	-	-
	EL	5%	2%	4%	-	4%	-	-	-	-	-	4%	*	0%	5%	4%	11%	0%	*	-	-	-
	Male	13%	8%	14%	*	15%	*	-	-	-	-	7%	44%	8%	16%	11%	14%	-	*	*	-	-
	Female	9%	5%	6%	-	4%	*	-	-	-	-	3%	17%	0%	7%	0%	-	6%	*	-	-	-
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						
All Subjects	All Students	73%	68%	72%	80%	72%	100%	-	-	-	*	70%	80%	51%	78%	53%	73%	71%	31%	89%	-	-
	CWD	46%	43%	51%	-	49%	100%	-	-	-	-	49%	59%	51%	-	26%	56%	44%	*	-	-	-
	CWOD	77%	75%	78%	80%	78%	100%	-	-	-	*	76%	86%	-	78%	60%	79%	77%	36%	89%	-	-
	EL	61%	49%	53%	-	53%	-	-	-	-	-	53%	50%	26%	60%	53%	57%	49%	14%	-	-	-
	Male	71%	67%	73%	*	73%	100%	-	-	-	-	69%	89%	56%	79%	57%	73%	-	30%	*	-	-
	Female	74%	69%	71%	*	70%	100%	-	-	-	*	71%	71%	44%	77%	49%	-	71%	*	100%	-	-
Reading	All Students	74%	70%	74%	*	74%	100%	-	-	-	*	73%	80%	54%	81%	53%	72%	77%	40%	*	-	-
	CWD	44%	42%	54%	-	53%	*	-	-	-	-	53%	57%	54%	-	24%	53%	55%	*	-	-	-
	CWOD	80%	77%	81%	*	81%	*	-	-	-	*	79%	85%	-	81%	60%	79%	83%	*	*	-	-
	EL	59%	46%	53%	-	53%	-	-	-	-	-	54%	47%	24%	60%	53%	52%	54%	*	-	-	-
	Male	70%	66%	72%	*	72%	*	-	-	-	-	69%	83%	53%	79%	52%	72%	-	*	*	-	-
	Female	78%	74%	77%	*	77%	*	-	-	-	*	77%	76%	55%	83%	54%	-	77%	*	*	-	-
Mathematics	All Students	70%	67%	74%	*	74%	100%	-	-	-	*	72%	83%	53%	81%	58%	77%	71%	40%	*	-	-
	CWD	45%	44%	53%	-	51%	*	-	-	-	-	50%	64%	53%	-	38%	58%	45%	*	-	-	-
	CWOD	75%	73%	81%	*	81%	*	-	-	-	*	79%	87%	-	81%	63%	84%	78%	*	*	-	-
	EL	62%	52%	58%	-	59%	-	-	-	-	-	57%	63%	38%	63%	58%	65%	52%	*	-	-	-
	Male	71%	67%	77%	*	77%	*	-	-	-	-	74%	91%	58%	84%	65%	77%	-	*	*	-	-
	Female	70%	67%	71%	*	71%	*	-	-	-	*	71%	74%	45%	78%	52%	-	71%	*	*	-	-

Texas Education Agency
2024 Federal Report Card
DR LONNIE GREEN JR EL (233901113) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Science	All Students	73%	65%	**55%**	*	55%	*	-	-	-	-	51%	71%	35%	62%	30%	62%	49%	*	*	-	-
	CWD	49%	42%	**35%**	-	29%	*	-	-	-	-	29%	50%	35%	*	0%	54%	10%	*	-	-	-
	CWOD	77%	71%	**62%**	*	62%	*	-	-	-	-	57%	80%	-	62%	42%	65%	59%	*	*	-	-
	EL	61%	52%	**30%**	-	30%	-	-	-	-	-	35%	*	0%	42%	30%	33%	28%	*	-	-	-
	Male	74%	67%	**62%**	*	63%	*	-	-	-	-	54%	100%	54%	65%	33%	62%	-	*	*	-	-
	Female	72%	63%	**49%**	-	47%	*	-	-	-	-	49%	50%	10%	59%	28%	-	49%	*	-	-	-
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	47%	38%	**40%**	60%	39%	67%	-	-	-	*	37%	51%	27%	44%	19%	40%	40%	8%	67%	-	-
	CWD	22%	17%	**27%**	-	26%	50%	-	-	-	-	27%	26%	27%	*	4%	31%	21%	*	-	-	-
	CWOD	51%	44%	**44%**	60%	43%	78%	-	-	-	*	40%	58%	-	44%	23%	43%	45%	9%	67%	-	-
	EL	31%	19%	**19%**	-	20%	-	-	-	-	-	20%	14%	4%	23%	19%	18%	21%	0%	-	-	-
	Male	45%	38%	**40%**	*	40%	63%	-	-	-	-	36%	53%	31%	43%	18%	40%	-	10%	*	-	-
	Female	48%	39%	**40%**	*	38%	71%	-	-	-	*	38%	49%	21%	45%	21%	-	40%	*	83%	-	-
Reading	All Students	52%	45%	**44%**	*	43%	83%	-	-	-	*	42%	52%	32%	47%	18%	39%	49%	0%	*	-	-
	CWD	23%	20%	**32%**	-	32%	*	-	-	-	-	32%	36%	32%	*	10%	33%	32%	*	-	-	-
	CWOD	58%	52%	**47%**	*	46%	*	-	-	-	*	45%	56%	-	47%	20%	41%	53%	*	*	-	-
	EL	34%	21%	**18%**	-	18%	-	-	-	-	-	19%	11%	10%	20%	18%	15%	20%	*	-	-	-
	Male	48%	41%	**39%**	*	39%	*	-	-	-	-	36%	49%	33%	41%	15%	39%	-	*	*	-	-
	Female	57%	49%	**49%**	*	47%	*	-	-	-	*	47%	56%	32%	53%	20%	-	49%	*	*	-	-
Mathematics	All Students	42%	33%	**42%**	*	41%	83%	-	-	-	*	38%	55%	26%	47%	22%	45%	39%	20%	*	-	-
	CWD	22%	16%	**26%**	-	24%	*	-	-	-	-	25%	29%	26%	-	0%	33%	16%	*	-	-	-
	CWOD	46%	38%	**47%**	*	46%	*	-	-	-	*	43%	62%	-	47%	28%	49%	45%	*	*	-	-
	EL	31%	19%	**22%**	-	22%	-	-	-	-	-	22%	21%	0%	28%	22%	21%	23%	*	-	-	-
	Male	43%	34%	**45%**	*	43%	*	-	-	-	-	41%	57%	33%	49%	21%	45%	-	*	*	-	-
	Female	40%	32%	**39%**	*	38%	*	-	-	-	*	36%	53%	16%	45%	23%	-	39%	*	*	-	-
Science	All Students	42%	32%	**20%**	*	20%	*	-	-	-	-	16%	33%	13%	22%	15%	26%	14%	*	*	-	-
	CWD	21%	12%	**13%**	-	14%	*	-	-	-	-	18%	0%	13%	-	0%	23%	0%	-	-	-	-
	CWOD	45%	37%	**22%**	*	22%	*	-	-	-	-	16%	47%	-	22%	21%	27%	17%	*	*	-	-
	EL	24%	14%	**15%**	-	15%	-	-	-	-	-	17%	*	0%	21%	15%	11%	17%	*	-	-	-
	Male	44%	36%	**26%**	*	28%	*	-	-	-	-	20%	56%	23%	27%	11%	26%	-	*	*	-	-
	Female	40%	28%	**14%**	-	12%	*	-	-	-	-	13%	17%	0%	17%	17%	-	14%	*	-	-	-
STAAR Percent at Masters Grade Level																						
All Grades																						
All Subjects	All Students	18%	11%	**14%**	0%	13%	33%	-	-	-	*	11%	24%	6%	16%	6%	15%	12%	0%	0%	-	-
	CWD	6%	3%	**6%**	-	6%	17%	-	-	-	-	4%	15%	6%	-	2%	6%	7%	*	-	-	-
	CWOD	21%	13%	**16%**	0%	15%	44%	-	-	-	*	13%	26%	-	16%	7%	18%	14%	0%	0%	-	-
	EL	9%	4%	**6%**	-	6%	-	-	-	-	-	7%	2%	2%	7%	6%	5%	7%	0%	-	-	-
	Male	18%	11%	**15%**	*	15%	38%	-	-	-	-	11%	28%	6%	18%	5%	15%	-	0%	*	-	-
	Female	19%	12%	**12%**	*	11%	29%	-	-	-	*	10%	20%	7%	14%	7%	-	12%	*	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	21%	13%	15%	*	15%	33%	-	-	-	*	12%	25%	8%	17%	7%	15%	15%	0%	*	-	-
	CWD	6%	4%	8%	-	8%	*	-	-	-	-	7%	14%	8%	-	5%	7%	10%	*	-	-	-
	CWOD	24%	16%	17%	*	16%	*	-	-	-	*	14%	27%	-	17%	8%	17%	17%	*	*	-	-
	EL	10%	3%	7%	-	7%	-	-	-	-	-	8%	5%	5%	8%	7%	2%	13%	*	-	-	-
	Male	18%	11%	15%	*	14%	*	-	-	-	-	12%	23%	7%	17%	2%	15%	-	*	*	-	-
	Female	24%	15%	15%	*	15%	*	-	-	-	*	12%	26%	10%	17%	13%	-	15%	*	*	-	-
Mathematics	All Students	17%	10%	13%	*	13%	50%	-	-	-	*	11%	22%	5%	16%	6%	15%	11%	0%	*	-	-
	CWD	6%	3%	5%	-	4%	*	-	-	-	-	2%	21%	5%	-	0%	5%	6%	*	-	-	-
	CWOD	19%	12%	16%	*	15%	*	-	-	-	*	14%	22%	-	16%	7%	19%	13%	*	*	-	-
	EL	10%	5%	6%	-	6%	-	-	-	-	-	7%	0%	0%	7%	6%	8%	4%	*	-	-	-
	Male	18%	11%	15%	*	14%	*	-	-	-	-	12%	29%	5%	19%	8%	15%	-	*	*	-	-
	Female	15%	8%	11%	*	11%	*	-	-	-	*	11%	15%	6%	13%	4%	-	11%	*	*	-	-
Science	All Students	15%	9%	10%	*	9%	*	-	-	-	-	5%	29%	4%	12%	4%	14%	6%	*	*	-	-
	CWD	5%	3%	4%	-	5%	*	-	-	-	-	6%	0%	4%	-	0%	8%	0%	-	-	-	-
	CWOD	17%	11%	12%	*	11%	*	-	-	-	-	5%	40%	-	12%	5%	16%	7%	*	*	-	-
	EL	5%	2%	4%	-	4%	-	-	-	-	-	4%	*	0%	5%	4%	11%	0%	*	-	-	-
	Male	16%	10%	14%	*	15%	*	-	-	-	-	7%	44%	8%	16%	11%	14%	-	*	*	-	-
	Female	14%	8%	6%	-	4%	*	-	-	-	-	3%	17%	0%	7%	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 2023-24 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Academic Growth Score											
Reading											
All Students	64	-	64	75	-	-	-	-	66	53	46
CWD	53	-	52	*	-	-	-	-	55	53	15
CWOD	67	-	67	*	-	-	-	-	68	-	54
EL	46	-	46	-	-	-	-	-	44	15	46
Male	66	-	65	*	-	-	-	-	67	59	48
Female	63	-	63	*	-	-	-	-	64	44	45

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Mathematics											
All Students	74	-	74	71	-	-	-	-	73	67	62
CWD	67	-	68	*	-	-	-	-	66	67	54
CWOD	76	-	75	*	-	-	-	-	75	-	64
EL ◊	62	-	62	-	-	-	-	-	61	54	62
Male	71	-	71	*	-	-	-	-	70	60	56
Female	77	-	77	*	-	-	-	-	77	77	66

- Indicates there are no students in the group.
* Indicates results are masked due to small numbers to protect student confidentiality.

Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates for the class of 2023

The six-year graduation rates for the class of 2022 will be updated in March, 2025.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
Federal Graduation Rates													
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2023.													
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL ◊	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.
* Indicates results are masked due to small numbers to protect student confidentiality.
◊ Ever in grades 9-12.

Part (iv): English Language Proficiency

This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2024 TELPAS (Texas English Language Proficiency Assessment System) data. (EL: English learner)

Total EL in Class	Proficiency of EL	Rate of Proficiency
180	33	18%

- Indicates there are no students in the group.
* Indicates results are masked due to small numbers to protect student confidentiality.
# Indicates data reporting does not meet for Minimum Size.

Part (v): School Quality or Student Success (SQSS)

This section provides information on the other indicators of school quality or student success, which is college, career and military readiness (CCMR) for high schools and average performance rate of the three STAAR performance levels of all students, regardless of whether they were in the accountability subset, for elementary and secondary schools without a graduation rate. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Student Success (Student Achievement Domain Score: STAAR Component Only)											
STAAR Component Score	42	47	41	67	-	-	-	*	39	28	26
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.
* Indicates results are masked due to small numbers to protect student confidentiality.

Part (vi): Goal Meeting Status

This section provides information on the progress of all students and each student group toward meeting the long-term goals or interim objectives on STAAR academic performance, federal graduation rate, and English learners' language proficiency. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
STAAR Performance Status											
Reading											
Interim Goals (2023-2027)	46%	34%	39%	59%	44%	73%	46%	55%	35%	26%	37%
Target Met	N		Y						Y	Y	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%

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Target Met	N		N						N	N	N
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											Y
Interim Goals (2028-2032)											51%
Target Met											Y
Interim Goals (2033-2037)											53%
Target Met											Y
Long-Term Goals											55%
Target Met											N
Federal Graduation Status											
Interim Goals (2023-2027)	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80%
Target Met											
Interim Goals (2028-2032)	92.7%	90.2%	91.4%	95.2%	90.9%	97.1%	91.5%	93.2%	90.5%	85.8%	86%
Target Met											
Interim Goals (2033-2037)	95.4%	94.1%	94.7%	96.6%	94.4%	97.5%	94.7%	95.6%	94.3%	91.9%	92%
Target Met											
Long-Term Goals	98%	98%	98%	98%	98%	98%	98%	98%	98%	98%	98%
Target Met											

Blank cell indicates there are no data available in the group.

+ STAAR Performance and Graduation use EL(Current & Monitored). EL English Learner Language Proficiency uses EL (Current).

Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science for the 2023-24 school year. (CWD: children with disability; CWOD: children without disability; EL: English learner)

Texas Education Agency

2024 Federal Report Card

DR LONNIE GREEN JR EL (233901113) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Participation Rate																	
All Subjects	All Students	100%	100%	100%	100%	-	-	-	*	100%	100%	100%	100%	100%	100%	100%	100%
	CWD	100%	-	100%	100%	-	-	-	-	100%	100%	100%	-	100%	100%	100%	*
	CWOD	100%	100%	100%	100%	-	-	-	*	100%	100%	-	100%	100%	100%	100%	100%
	EL	100%	-	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%	100%	*
	CWOD	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%	-	*
	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%	100%	*
	CWOD	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%	-	*
	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%	100%	100%	-
	CWOD	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%	*
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%	0%
	CWD	0%	-	0%	0%	-	-	-	-	0%	0%	0%	-	0%	0%	0%	*
	CWOD	0%	0%	0%	0%	-	-	-	*	0%	0%	-	0%	0%	0%	0%	0%
	EL	0%	-	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	0%
	Male	0%	*	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	0%	-	0%
	Female	0%	*	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	-	0%	*
Reading	All Students	0%	*	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%	0%	0%
	CWD	0%	-	0%	*	-	-	-	-	0%	0%	0%	-	0%	0%	0%	*
	CWOD	0%	*	0%	*	-	-	-	*	0%	0%	-	0%	0%	0%	0%	*
	EL	0%	-	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	*
	Male	0%	*	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	-	*
	Female	0%	*	0%	*	-	-	-	*	0%	0%	0%	0%	0%	-	0%	*
Mathematics	All Students	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%	*
	EL	0%	-	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	*
	Male	0%	*	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	-	*
	Female	0%	*	0%	*	-	-	-	*	0%	0%	0%	0%	0%	-	0%	*
Science	All Students	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%	*
	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%	*
SAT/ACT All Subjects	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

* Indicates results are masked due to small numbers to protect student confidentiality.

Part (viii): Civil Rights Data

Part (viii)(I) This section provides information from the 2020-21 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related

arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
Students Without Disabilities												
In-School Suspensions												
	Male	1	0	0	1	0	0	0	0	1		
	Female	0	0	0	0	0	0	0	0	0		
	Total	1	0	0	1	0	0	0	0	1		
Out-of-School Suspensions												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Expulsions												
With Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
School-Related Arrests												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Referrals to Law Enforcement												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Students With Disabilities												
In-School Suspensions												

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Out-of-School Suspensions												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Expulsions												
With Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
School-Related Arrests												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Referrals to Law Enforcement												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
All Students												
Chronic Absenteeism												
	Male	101	-8	95	6	-8	-8	-8	-8	38	30	9
	Female	106	-8	103	3	-8	-8	-8	-8	40	15	7
	Total	207	-8	198	9	-8	-8	-8	-8	78	45	16

	Total
Incidents of Violence	
Incidents of rape or attempted rape	0
Incidents of sexual assault (other than rape)	0
Incidents of robbery with a weapon	0

	Total
Incidents of robbery without a weapon	0
Incidents of physical attack or fight with a weapon	0
Incidents of physical attack or fight without a weapon	0
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack without a weapon	0
Incidents of possession of a firearm or explosive device	0
Allegations of Harassment or bullying	
On the basis of sex	0
On the basis of race	0
On the basis of disability	0
On the basis of sexual orientation	0
On the basis of religion	0

Part (viii)(II) This section provides information from the 2020-21 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

Preschool Programs

	Total Students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9

Accelerated Coursework

	Total Students		African American		Hispanic		White		Indian or Alaska Native		Asian		Pacific Islander		Two or More Races		EL		Students with Disabilities	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Advanced Placement Courses																				
Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
International Baccalaureate Courses																				
Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Dual Enrollment/Dual Credit Programs																				
Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9

	Total Students		African American		Hispanic		White		Indian or Alaska Native		Asian		Pacific Islander		Two or More Races		EL		Students with Disabilities	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9

Blank cell indicates the student group is not applicable to this report.
- Indicates there are no data available in the group.
-3 Indicates skip logic failure.
-5 Indicates Action Plan/Quick Plans.
-6 Indicates EDFacts missing data.
-9 Indicates not applicable / skipped.
-11 Indicates suppressed data at the campus/district level.

Part (ix): Teacher Quality Data

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and low-poverty schools on the number and percentage of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	2.7	7.9%
Teachers Teaching with Emergency or Provisional Credentials	1.1	3.4%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	5.0	15.6%

- Indicates there are no data available in the group.

Part (x): Per-pupil Expenditure

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year (2022-23).

To be updated by June 30th, 2025.

		State & Local and Federal	State & Local			Federal		
	Enrollment	Total	Site	District Allocation	Total	Site	District Allocation	Total
Business/central/other support services		$753	$43	$516	$559		$194	$194
Food services		$635		$5	$5	$300	$330	$630
Instruction		$5,254	$3,351	$82	$3,433	$1,628	$193	$1,821
Support services, general administration		$130		$130	$130			
Support services, instructional staff		$539	$299	$24	$323	$95	$121	$216
Support services, operation and maintenance of plant		$1,327	$553	$738	$1,291	$30	$6	$36
Support services, pupils		$547	$450	$25	$475	$0	$72	$72

	Enrollment	State & Local and Federal Total	State & Local Site	State & Local District Allocation	State & Local Total	Federal Site	Federal District Allocation	Federal Total
Support services, school administration		$338	$333	$0	$333		$5	$5
Support services, student transportation		$304		$293	$293		$11	$11
Total	**789**	**$9,827**	**$5,029**	**$1,813**	**$6,842**	**$2,053**	**$932**	**$2,985**

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%	11	1%	*	3%
Mathematics	6,620	2%	11	1%	*	3%
Grade 4						
Reading	6,491	2%	14	2%	*	2%
Mathematics	6,491	2%	14	2%	*	2%
Grade 5						
Reading	6,033	1%	10	1%	*	2%
Mathematics	6,033	2%	10	1%	*	2%
Science	6,033	2%	10	1%	*	2%
Grade 6						
Reading	5,586	1%	10	1%	-	-
Mathematics	5,586	1%	10	1%	-	-
Grade 7						
Reading	5,233	1%	9	1%	-	-
Mathematics	5,227	2%	9	1%	-	-
Grade 8						
Reading	4,985	1%	10	1%	-	-
Mathematics	4,985	1%	10	2%	-	-
Science	4,984	1%	10	1%	-	-
End of Course						
English I	5,119	1%	9	1%	-	-
English II	4,683	1%	8	1%	-	-
Algebra I	5,112	1%	9	1%	-	-
Biology	5,027	1%	9	1%	-	-
All Grades						
All Subjects	100,862	1%	183	1%	16	2%

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Reading	44,764	1%	81	1%	7	2%
Mathematics	40,054	1%	73	1%	7	2%
Science	16,044	1%	29	1%	*	2%

- Indicates there are no students in the group.

* Indicates results are masked due to small numbers to protect student confidentiality.

Part (xii): Statewide National Assessment of Educational Progress (NAEP)

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the 2022 National Assessment of Educational Progress, compared to the national average of such results.

State Level: 2022 Percentages at NAEP Achievement Levels										
			% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	42	37	58	63	30	33	7	9
		Black	51	56	49	44	19	17	3	3
		Hispanic	52	50	48	50	20	21	3	4
		White	26	27	74	73	44	42	10	11
		American Indian	*	57	*	43	*	18	*	3
		Asian	8	17	92	83	71	58	31	24
		Pacific Islander	*	50	*	50	*	23	*	6
		Two or More Races	28	32	72	68	41	38	8	11
		EcoDis	54	52	46	48	18	19	3	3
		Students with Disabilities	77	73	23	27	7	10	1	2
		English Language Learners	57	67	43	33	16	10	2	1
	Mathematics	Overall	22	25	78	75	38	36	8	8
		Black	33	45	67	55	21	15	2	1
		Hispanic	27	36	73	64	27	22	3	3
		White	10	14	90	86	57	48	13	10
		American Indian	*	41	*	59	*	22	*	4
		Asian	3	9	97	91	73	63	27	24
		Pacific Islander	*	38	*	62	*	22	*	3
		Two or More Races	10	22	90	78	58	38	23	9
		EcoDis	31	38	69	62	24	20	3	2
		Students with Disabilities	51	56	49	44	18	14	2	2
		English Language Learners	31	48	69	52	26	14	3	2

State Level: 2022 Percentages at NAEP Achievement Levels										
			% 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	Overall	34	30	66	70	23	31	2	4
		Black	45	47	55	53	17	16	1	1
		Hispanic	41	39	59	61	16	21	1	2
		White	24	22	76	78	30	38	2	5
		American Indian	*	45	*	55	*	18	*	2
		Asian	8	14	92	86	60	56	11	12
		Pacific Islander	*	35	*	65	*	25	*	2
		Two or More Races	28	27	72	73	32	35	5	6
		EcoDis	42	42	58	58	16	19	1	1
		Students with Disabilities	74	69	26	31	5	7	1	n/a
		English Language Learners	53	68	47	32	10	5	n/a	n/a
	Mathematics	Overall	39	38	61	62	24	26	5	7
		Black	54	62	46	38	11	9	2	1
		Hispanic	46	51	54	49	16	14	2	2
		White	28	26	72	74	36	35	8	9
		American Indian	*	55	*	45	*	13	*	2
		Asian	10	14	90	86	57	58	27	27
		Pacific Islander	*	50	*	50	*	17	*	5
		Two or More Races	26	37	74	63	30	28	3	7
		EcoDis	49	54	51	46	15	13	2	2
		Students with Disabilities	81	77	19	23	4	5	n/a	1
		English Language Learners	60	76	40	24	8	4	1	n/a

* Indicates reporting standards not met.

n/a Indicates data reporting is not applicable for this group.

State Level: 2022 NAEP Participation Rates for Students with Disabilities and English Learners			
Grade	Subject	Student Group	Rate
Grade 4	Reading	Students with Disabilities	89%
		English Learners	95%
	Mathematics	Students with Disabilities	87%
		English Learners	95%
Grade 8	Reading	Students with Disabilities	89%
		English Learners	97%
	Mathematics	Students with Disabilities	93%
		English Learners	97%

Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education

This section provides information on the cohort rate at which students who graduated from high school in the 2021-22 school year enrolled in a Texas public postsecondary education institution in the 2022-23 academic year in (I) programs of public postsecondary education in Texas; (II) programs of private postsecondaryeducation in Texas; and (III) programs of postsecondary education outside Texas. (CWD: children with disability; EL: English learner)

There is no data for this campus.

Part (xiv): Additional Information - Chronic Absenteeism

This section provides information on the Chronic Absenteeism per EDFacts definition: percent of unduplicated number of K - 12 students enrolled in a school for at least 10 days and absent for 10% or more days during the 2022-23 school year. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Chronic Absenteeism Rate	28%	25%	28%	16%	-	*	-	*	32%	39%	29%

- Indicates there are no students in the group.

* Indicates results are masked due to small numbers to protect student confidentiality.

Part (xv): Section 1003 Fund

This section provides a list of all the LEAs and schools that received funds under Section 1003, including the amount of funds each school received and the types of strategies implemented in each school with such funds for the 2022-23 school year.

Section 1003 Funds for the 2023-24 school year will be updated by the end of June, 2025.

There is no data for this campus.

Part (xvi): Count of 1st Year English Learners Excluded from the State Accountability

This section provides number of recently arrived English learners exempted from the ELA/Reading assessments and whose results are excluded from the 2023-24 State accountability.

There is no data for this campus.

2023-24 Texas Academic Performance Report (TAPR)

District Name: SAN FELIPE-DEL RIO CISD

Campus Name: ROBERTO BOBBY BARRERA EL STEM MAGNET

Campus Number: 233901114

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Texas Education Agency
2023-24 STAAR Performance (TAPR)
ROBERTO BOBBY BARRERA EL STEM MAGNET (233901114) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2024	74%	68%	**100%**	*	-	100%	-	-	-	*	*	-	100%	100%	100%	-
	2023	76%	73%	**81%**	*	100%	100%	-	-	-	*	*	*	75%	85%	*	*
At Meets Grade Level or Above	2024	48%	41%	**87%**	*	-	80%	-	-	-	*	*	-	75%	100%	60%	-
	2023	50%	45%	**67%**	*	75%	88%	-	-	-	*	*	*	75%	62%	*	*
At Masters Grade Level	2024	21%	12%	**33%**	*	-	40%	-	-	-	*	*	-	50%	14%	20%	-
	2023	20%	14%	**33%**	*	38%	38%	-	-	-	*	*	*	25%	38%	*	*
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2024	70%	65%	**87%**	*	-	80%	-	-	-	*	*	-	75%	100%	60%	-
	2023	73%	68%	**76%**	*	88%	88%	-	-	-	*	*	*	88%	69%	*	*
At Meets Grade Level or Above	2024	42%	32%	**53%**	*	-	60%	-	-	-	*	*	-	50%	57%	60%	-
	2023	45%	33%	**43%**	*	38%	63%	-	-	-	*	*	*	38%	46%	*	*
At Masters Grade Level	2024	15%	8%	**13%**	*	-	20%	-	-	-	*	*	-	13%	14%	0%	-
	2023	19%	9%	**19%**	*	0%	38%	-	-	-	*	*	*	25%	15%	*	*
Grade 4 Reading																	
At Approaches Grade Level or Above	2024	81%	76%	**100%**	-	100%	100%	-	-	-	*	*	*	*	100%	100%	*
	2023	77%	78%	**95%**	-	*	100%	-	-	-	100%	*	*	*	100%	*	*
At Meets Grade Level or Above	2024	51%	40%	**84%**	-	67%	100%	-	-	-	*	*	*	*	87%	71%	*
	2023	48%	43%	**89%**	-	*	89%	-	-	-	100%	*	*	*	93%	*	*
At Masters Grade Level	2024	23%	12%	**63%**	-	44%	86%	-	-	-	*	*	*	*	60%	43%	*
	2023	22%	13%	**53%**	-	*	89%	-	-	-	33%	*	*	*	60%	*	*
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2024	69%	63%	**100%**	-	100%	100%	-	-	-	*	*	*	*	100%	100%	*
	2023	71%	69%	**89%**	-	*	100%	-	-	-	100%	*	*	*	93%	*	*
At Meets Grade Level or Above	2024	46%	34%	**74%**	-	44%	100%	-	-	-	*	*	*	*	80%	67%	*
	2023	48%	41%	**79%**	-	*	100%	-	-	-	67%	*	*	*	80%	*	*
At Masters Grade Level	2024	21%	13%	**42%**	-	22%	71%	-	-	-	*	*	*	*	47%	33%	*
	2023	22%	14%	**53%**	-	*	89%	-	-	-	33%	*	*	*	60%	*	*
Grade 5 Reading																	

Texas Education Agency

2023-24 STAAR Performance (TAPR)

ROBERTO BOBBY BARRERA EL STEM MAGNET (233901114) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB EL (Current & Monitored)
At Approaches Grade Level or Above	2024	79%	79%	**86%**	*	*	100%	-	-	-	*	*	*	*	91%	80%	*
	2023	81%	81%	**85%**	*	*	83%	-	-	-	*	*	-	60%	100%	*	-
At Meets Grade Level or Above	2024	55%	51%	**79%**	*	*	100%	-	-	-	*	*	*	*	82%	80%	*
	2023	57%	51%	**69%**	*	*	67%	-	-	-	*	*	-	40%	88%	*	-
At Masters Grade Level	2024	29%	22%	**57%**	*	*	86%	-	-	-	*	*	*	*	64%	60%	*
	2023	28%	21%	**23%**	*	*	50%	-	-	-	*	*	-	20%	25%	*	-
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2024	77%	82%	**92%**	*	*	100%	-	-	-	*	*	*	*	100%	80%	-
	2023	80%	82%	**100%**	*	*	100%	-	-	-	*	*	-	100%	100%	*	-
At Meets Grade Level or Above	2024	50%	46%	**62%**	*	*	83%	-	-	-	*	*	*	*	60%	60%	-
	2023	51%	47%	**54%**	*	*	50%	-	-	-	*	*	-	40%	63%	*	-
At Masters Grade Level	2024	19%	13%	**38%**	*	*	67%	-	-	-	*	*	*	*	40%	20%	-
	2023	21%	12%	**15%**	*	*	17%	-	-	-	*	*	-	20%	13%	*	-
Grade 5 Science																	
At Approaches Grade Level or Above	2024	58%	51%	**79%**	*	*	100%	-	-	-	*	*	*	*	82%	80%	*
	2023	65%	58%	**54%**	*	*	67%	-	-	-	*	*	-	20%	75%	*	-
At Meets Grade Level or Above	2024	28%	19%	**43%**	*	*	71%	-	-	-	*	*	*	*	45%	40%	*
	2023	36%	26%	**31%**	*	*	33%	-	-	-	*	*	-	20%	38%	*	-
At Masters Grade Level	2024	11%	7%	**36%**	*	*	71%	-	-	-	*	*	*	*	36%	20%	*
	2023	16%	8%	**8%**	*	*	0%	-	-	-	*	*	-	0%	13%	*	-
All Grades All Subjects																	
At Approaches Grade Level or Above	2024	75%	69%	**93%**	71%	87%	96%	-	-	-	100%	55%	100%	85%	96%	87%	*
	2023	76%	72%	**83%**	60%	78%	92%	-	-	-	77%	42%	*	72%	89%	72%	*
At Meets Grade Level or Above	2024	48%	40%	**70%**	29%	50%	83%	-	-	-	78%	27%	60%	61%	74%	63%	*
	2023	49%	42%	**63%**	20%	53%	73%	-	-	-	65%	8%	*	51%	69%	33%	*
At Masters Grade Level	2024	20%	13%	**41%**	0%	27%	59%	-	-	-	28%	0%	60%	36%	43%	29%	*
	2023	20%	13%	**31%**	0%	11%	50%	-	-	-	27%	0%	*	21%	36%	11%	*
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2024	76%	71%	**96%**	*	92%	100%	-	-	-	100%	80%	*	93%	97%	94%	*
	2023	77%	73%	**87%**	*	88%	96%	-	-	-	75%	50%	*	71%	94%	75%	*

Texas Education Agency

2023-24 STAAR Performance (TAPR)

ROBERTO BOBBY BARRERA EL STEM MAGNET (233901114) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB EL (Current & Monitored)
At Meets Grade Level or Above	2024	54%	46%	83%	*	62%	92%	-	-	-	100%	40%	*	73%	88%	71%	*
	2023	53%	46%	75%	*	69%	83%	-	-	-	75%	20%	*	65%	81%	63%	*
At Masters Grade Level	2024	22%	14%	52%	*	38%	67%	-	-	-	50%	0%	*	53%	52%	41%	*
	2023	20%	13%	38%	*	19%	61%	-	-	-	25%	0%	*	24%	44%	25%	*
All Grades Mathematics																	
At Approaches Grade Level or Above	2024	72%	68%	94%	*	92%	91%	-	-	-	100%	40%	*	80%	100%	81%	*
	2023	75%	71%	87%	*	81%	96%	-	-	-	75%	50%	*	88%	86%	88%	*
At Meets Grade Level or Above	2024	43%	34%	64%	*	46%	78%	-	-	-	75%	20%	*	53%	69%	63%	*
	2023	45%	38%	58%	*	44%	74%	-	-	-	58%	0%	*	47%	64%	13%	*
At Masters Grade Level	2024	17%	10%	32%	*	23%	48%	-	-	-	13%	0%	*	20%	38%	19%	*
	2023	19%	12%	30%	*	6%	52%	-	-	-	25%	0%	*	24%	33%	0%	*
All Grades Science																	
At Approaches Grade Level or Above	2024	75%	66%	79%	*	*	100%	-	-	-	*	*	*	*	82%	80%	*
	2023	77%	70%	54%	*	*	67%	-	-	-	*	*	-	20%	75%	*	-
At Meets Grade Level or Above	2024	43%	33%	43%	*	*	71%	-	-	-	*	*	*	*	45%	40%	*
	2023	47%	37%	31%	*	*	33%	-	-	-	*	*	-	20%	38%	*	-
At Masters Grade Level	2024	16%	10%	36%	*	*	71%	-	-	-	*	*	*	*	18%	20%	*
	2023	18%	11%	8%	*	*	0%	-	-	-	*	*	-	0%	13%	*	-
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2024	35%	26%	53%	*	-	60%	-	-	-	*	*	-	50%	57%	60%	-
	2023	37%	29%	43%	*	38%	63%	-	-	-	*	*	*	38%	46%	*	*
Reading and Mathematics Including EOC	2024	35%	26%	53%	*	-	60%	-	-	-	*	*	-	50%	57%	60%	-
	2023	37%	29%	43%	*	38%	63%	-	-	-	*	*	*	38%	46%	*	*
Reading Including EOC	2024	48%	41%	87%	*	-	80%	-	-	-	*	*	-	75%	100%	60%	-
	2023	50%	45%	67%	*	75%	88%	-	-	-	*	*	*	75%	62%	*	*
Math Including EOC	2024	42%	32%	53%	*	-	60%	-	-	-	*	*	-	50%	57%	60%	-
	2023	45%	33%	43%	*	38%	63%	-	-	-	*	*	*	38%	46%	*	*
4th Graders																	
Reading and Mathematics	2024	38%	27%	72%	-	44%	100%	-	-	-	*	*	*	*	79%	67%	*
	2023	38%	31%	74%	-	*	89%	-	-	-	67%	*	*	*	73%	*	*

Texas Education Agency

2023-24 STAAR Performance (TAPR)

ROBERTO BOBBY BARRERA EL STEM MAGNET (233901114) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB EL (Current & Monitored)
Reading and Mathematics Including EOC	2024	38%	27%	**72%**	-	44%	100%	-	-	-	*	*	*	*	79%	67%	*
	2023	38%	31%	**74%**	-	*	89%	-	-	-	67%	*	*	*	73%	*	*
Reading Including EOC	2024	51%	40%	**84%**	-	67%	100%	-	-	-	*	*	*	*	87%	71%	*
	2023	48%	43%	**89%**	-	*	89%	-	-	-	100%	*	*	*	93%	*	*
Math Including EOC	2024	46%	34%	**74%**	-	44%	100%	-	-	-	*	*	*	*	80%	67%	*
	2023	48%	41%	**79%**	-	*	100%	-	-	-	67%	*	*	*	80%	*	*
5th Graders																	
Reading and Mathematics	2024	42%	35%	**62%**	*	*	83%	-	-	-	*	*	*	*	60%	60%	-
	2023	43%	36%	**54%**	*	*	50%	-	-	-	*	*	-	40%	63%	*	-
Reading and Mathematics Including EOC	2024	42%	35%	**62%**	*	*	83%	-	-	-	*	*	*	*	60%	60%	-
	2023	43%	36%	**54%**	*	*	50%	-	-	-	*	*	-	40%	63%	*	-
Reading Including EOC	2024	55%	51%	**79%**	*	*	100%	-	-	-	*	*	*	*	82%	80%	*
	2023	57%	51%	**69%**	*	*	67%	-	-	-	*	*	-	40%	88%	*	-
Math Including EOC	2024	51%	46%	**62%**	*	*	83%	-	-	-	*	*	*	*	60%	60%	-
	2023	51%	47%	**54%**	*	*	50%	-	-	-	*	*	-	40%	63%	*	-
3rd - 8th Graders																	
Reading and Mathematics	2024	36%	26%	**63%**	*	46%	77%	-	-	-	75%	20%	*	53%	68%	63%	*
	2023	37%	29%	**57%**	*	44%	70%	-	-	-	58%	0%	*	47%	61%	13%	*
Reading and Mathematics Including EOC	2024	38%	28%	**63%**	*	46%	77%	-	-	-	75%	20%	*	53%	68%	63%	*
	2023	39%	31%	**57%**	*	44%	70%	-	-	-	58%	0%	*	47%	61%	13%	*
Reading Including EOC	2024	54%	44%	**83%**	*	62%	92%	-	-	-	100%	40%	*	73%	88%	71%	*
	2023	53%	43%	**75%**	*	69%	83%	-	-	-	75%	20%	*	65%	81%	63%	*
Math Including EOC	2024	45%	34%	**64%**	*	46%	78%	-	-	-	75%	20%	*	53%	69%	63%	*
	2023	47%	39%	**58%**	*	44%	74%	-	-	-	58%	0%	*	47%	64%	13%	*

* Indicates results are masked due to small numbers to protect student confidentiality.

\- Indicates there are no students in the group.

Texas Education Agency
2023-24 STAAR Progress (TAPR)
ROBERTO BOBBY BARRERA EL STEM MAGNET (233901114) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress - Annual Growth by Grade and Subject																	
Grade 4 ELA/Reading	2024	67%	57%	**90%**	-	78%	100%	-	-	-	*	*	*	*	95%	*	*
	2023	55%	56%	**72%**	-	*	100%	-	-	-	80%	*	*	*	86%	*	*
Grade 4 Mathematics	2024	60%	56%	**97%**	-	98%	100%	-	-	-	*	*	*	*	100%	*	*
	2023	63%	66%	**78%**	-	*	89%	-	-	-	70%	*	*	*	79%	*	*
Grade 5 ELA/Reading	2024	70%	68%	**92%**	*	*	100%	-	-	-	*	*	*	*	100%	*	*
	2023	65%	66%	**68%**	*	*	*	-	-	-	*	*	-	50%	83%	*	-
Grade 5 Mathematics	2024	65%	70%	**95%**	*	*	100%	-	-	-	*	*	*	*	100%	*	-
	2023	71%	66%	**77%**	*	*	*	-	-	-	*	*	-	100%	58%	*	-
All Grades Both Subjects	2024	64%	60%	**93%**	*	78%	100%	-	-	-	100%	*	*	79%	99%	89%	*
	2023	64%	59%	**74%**	*	56%	87%	-	-	-	68%	50%	*	64%	79%	56%	*
All Grades ELA/Reading	2024	67%	63%	**91%**	*	89%	100%	-	-	-	100%	*	*	71%	98%	75%	*
	2023	63%	58%	**71%**	*	31%	92%	-	-	-	71%	25%	*	39%	85%	*	*
All Grades Mathematics	2024	60%	57%	**96%**	*	88%	100%	-	-	-	100%	*	*	86%	100%	86%	*
	2023	66%	61%	**78%**	*	81%	81%	-	-	-	64%	75%	*	89%	73%	*	*
School Progress - Accelerated Learning by Grade and Subject																	
Grade 4 ELA/Reading	2024	38%	36%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2023	33%	39%	*	-	*	*	-	-	-	-	*	-	*	*	*	*
Grade 4 Mathematics	2024	26%	28%	*	-	*	*	-	-	-	-	*	*	-	*	*	-
	2023	27%	31%	*	-	*	-	-	-	-	-	*	-	*	*	*	-
Grade 5 ELA/Reading	2024	35%	35%	*	*	*	-	-	-	-	-	*	-	*	*	*	-
	2023	37%	42%	*	-	*	*	-	-	-	-	*	-	*	*	-	-
Grade 5 Mathematics	2024	41%	50%	*	*	*	-	-	-	-	-	*	-	*	*	*	-
	2023	48%	55%	*	-	*	-	-	-	-	-	*	-	*	-	*	-
All Grades Both Subjects	2024	32%	36%	**50%**	*	*	*	-	-	-	-	*	*	*	*	*	-
	2023	38%	30%	**50%**	-	33%	*	-	-	-	-	43%	-	40%	*	*	*
All Grades ELA/Reading	2024	30%	30%	*	*	*	*	-	-	-	-	*	-	*	*	*	-
	2023	35%	32%	*	-	*	*	-	-	-	-	*	-	*	*	*	*
All Grades Mathematics	2024	35%	40%	*	*	*	*	-	-	-	-	*	*	*	*	*	-
	2023	40%	48%	*	-	*	-	-	-	-	-	*	-	-	*	*	-

* Indicates results are masked due to small numbers to protect student confidentiality.
- Indicates there are no students in the group.

Texas Education Agency

2023-24 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)

ROBERTO BOBBY BARRERA EL STEM MAGNET (233901114) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2024	75%	69%	**93%**	-	-	-	-	-	-	*	-	-	*	-	92%	*	*
	2023	76%	72%	**83%**	-	-	-	-	-	-	*	*	-	-	*	83%	*	-
At Meets Grade Level or Above	2024	48%	40%	**70%**	-	-	-	-	-	-	*	-	-	*	-	78%	-	*
	2023	49%	42%	**63%**	-	-	-	-	-	-	*	*	-	-	*	63%	*	-
At Masters Grade Level	2024	20%	13%	**41%**	-	-	-	-	-	-	*	-	-	*	-	41%	*	*
	2023	20%	13%	**31%**	-	-	-	-	-	-	*	*	-	-	*	30%	-	-
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2024	76%	71%	**96%**	-	-	-	-	-	-	*	-	-	*	-	86%	*	*
	2023	77%	73%	**87%**	-	-	-	-	-	-	*	*	-	-	*	86%	*	-
At Meets Grade Level or Above	2024	54%	46%	**83%**	-	-	-	-	-	-	*	-	-	*	-	83%	*	*
	2023	53%	46%	**75%**	-	-	-	-	-	-	*	*	-	-	*	76%	*	-
At Masters Grade Level	2024	22%	14%	**52%**	-	-	-	-	-	-	*	-	-	*	-	50%	*	*
	2023	20%	13%	**38%**	-	-	-	-	-	-	*	*	-	-	*	37%	*	-
All Grades Mathematics																		
At Approaches Grade Level or Above	2024	72%	68%	**94%**	-	-	-	-	-	-	-	-	-	-	-	93%	-	*
	2023	75%	71%	**87%**	-	-	-	-	-	-	*	*	-	-	*	86%	*	-
At Meets Grade Level or Above	2024	43%	34%	**64%**	-	-	-	-	-	-	-	-	-	-	-	64%	-	*
	2023	45%	38%	**58%**	-	-	-	-	-	-	*	*	-	-	*	57%	*	-
At Masters Grade Level	2024	17%	10%	**32%**	-	-	-	-	-	-	-	-	-	-	-	33%	-	*
	2023	19%	12%	**30%**	-	-	-	-	-	-	*	*	-	-	*	29%	*	-
All Grades Science																		
At Approaches Grade Level or Above	2024	79%	66%	**79%**	-	-	*	-	-	-	*	-	-	*	-	77%	*	-
	2023	77%	70%	**54%**	-	-	-	-	-	-	-	-	-	-	-	54%	-	-
At Meets Grade Level or Above	2024	43%	33%	**43%**	-	-	-	-	-	-	*	-	-	*	-	46%	*	-
	2023	47%	37%	**31%**	-	-	-	-	-	-	-	-	-	-	-	31%	-	-
At Masters Grade Level	2024	16%	10%	**36%**	-	-	-	-	-	-	*	-	-	*	-	38%	*	-
	2023	18%	11%	**8%**	-	-	-	-	-	-	-	-	-	-	-	8%	-	-
School Progress - Annual Growth																		
All Grades Both Subjects	2024	64%	60%	**93%**	-	-	-	-	-	-	*	-	-	*	-	93%	*	*
	2023	64%	58%	**74%**	-	-	-	-	-	-	*	*	-	-	-	73%	*	-
All Grades ELA/Reading	2024	67%	63%	**91%**	-	-	-	-	-	-	*	-	-	*	-	90%	*	*
	2023	63%	56%	**71%**	-	-	-	-	-	-	*	*	-	-	-	70%	*	-

Texas Education Agency

2023-24 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)

ROBERTO BOBBY BARRERA EL STEM MAGNET (233901114) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
All Grades Mathematics	2024	60%	57%	**96%**	-	-	-	-	-	-	-	-	-	-	-	96%	-	+
	2023	66%	61%	**78%**	-	-	-	-	-	-	*	*	-	-	-	77%	*	-
School Progress - Accelerated Learning																		
All Grades Both Subjects	2024	32%	36%	**50%**	-	-	-	-	-	-	-	-	-	-	-	50%	-	-
	2023	38%	36%	**50%**	-	-	-	-	-	-	*	*	-	-	-	43%	*	-
All Grades ELA/Reading	2024	30%	30%	*	-	-	-	-	-	-	-	-	-	-	-	*	-	-
	2023	35%	32%	*	-	-	-	-	-	-	*	*	-	-	-	*	*	-
All Grades Mathematics	2024	35%	40%	*	-	-	-	-	-	-	-	-	-	-	-	*	-	-
	2023	40%	40%	*	-	-	-	-	-	-	-	-	-	-	-	*	-	-

* Indicates results are masked due to small numbers to protect student confidentiality.

- Indicates there are no students in the group.

Blank cell indicates there are no data available in the group.

Texas Education Agency

2023-24 STAAR Participation (TAPR)

ROBERTO BOBBY BARRERA EL STEM MAGNET (233901114) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2024 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**95%**	100%	100%	90%	-	-	-	100%	100%	100%	100%	93%	100%	*
Included in Accountability	92%	94%	**88%**	58%	94%	90%	-	-	-	90%	73%	100%	94%	85%	95%	*
Not Included in Accountability: Mobile	4%	3%	**7%**	42%	6%	0%	-	-	-	10%	27%	0%	6%	8%	5%	*
Not Included in Accountability: Other Exclusions	2%	2%	**0%**	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	*
Not Tested	1%	1%	**5%**	0%	0%	10%	-	-	-	0%	0%	0%	0%	7%	0%	*
Absent	1%	1%	**5%**	0%	0%	10%	-	-	-	0%	0%	0%	0%	7%	0%	*
Other	0%	1%	**0%**	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	*
Reading																
Assessment Participant	99%	99%	**95%**	100%	100%	89%	-	-	-	100%	100%	*	100%	92%	100%	*
Included in Accountability	91%	94%	**87%**	60%	93%	89%	-	-	-	89%	71%	*	94%	85%	94%	*
Not Included in Accountability: Mobile	4%	3%	**7%**	40%	7%	0%	-	-	-	11%	29%	*	6%	8%	6%	*
Not Included in Accountability: Other Exclusions	4%	3%	**0%**	0%	0%	0%	-	-	-	0%	0%	*	0%	0%	0%	*
Not Tested	1%	1%	**5%**	0%	0%	11%	-	-	-	0%	0%	*	0%	8%	0%	*
Absent	1%	0%	**5%**	0%	0%	11%	-	-	-	0%	0%	*	0%	8%	0%	*
Other	0%	0%	**0%**	0%	0%	0%	-	-	-	0%	0%	*	0%	0%	0%	*
Mathematics																
Assessment Participant	99%	98%	**96%**	100%	100%	92%	-	-	-	100%	100%	*	100%	95%	100%	*
Included in Accountability	93%	94%	**89%**	60%	93%	92%	-	-	-	89%	71%	*	94%	86%	94%	*
Not Included in Accountability: Mobile	5%	3%	**8%**	40%	7%	0%	-	-	-	11%	29%	*	6%	8%	6%	*
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	0%	0%	0%	-	-	-	0%	0%	*	0%	0%	0%	*
Not Tested	1%	2%	**4%**	0%	0%	8%	-	-	-	0%	0%	*	0%	5%	0%	*
Absent	1%	1%	**4%**	0%	0%	8%	-	-	-	0%	0%	*	0%	5%	0%	*
Other	0%	2%	**0%**	0%	0%	0%	-	-	-	0%	0%	*	0%	0%	0%	*
Science																
Assessment Participant	99%	98%	**94%**	*	*	88%	-	-	-	*	*	*	*	92%	100%	*
Included in Accountability	93%	93%	**88%**	*	*	88%	-	-	-	*	*	*	*	85%	100%	*
Not Included in Accountability: Mobile	4%	3%	**6%**	*	*	0%	-	-	-	*	*	*	*	8%	0%	*
Not Included in Accountability: Other Exclusions	1%	2%	**0%**	*	*	0%	-	-	-	*	*	*	*	0%	0%	*
Not Tested	1%	2%	**6%**	*	*	13%	-	-	-	*	*	*	*	8%	0%	*

Texas Education Agency
2023-24 STAAR Participation (TAPR)
ROBERTO BOBBY BARRERA EL STEM MAGNET (233901114) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB EL (Current & Monitored)
Absent	1%	1%	6%	*	*	13%	-	-	-	*	*	*	*	8%	0%	*
Other	0%	1%	0%	*	*	0%	-	-	-	*	*	*	*	0%	0%	*
2023 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	100%	100%	100%	100%	-	-	-	100%	100%	*	100%	100%	100%	*
Included in Accountability	93%	95%	89%	71%	95%	91%	-	-	-	81%	86%	*	100%	84%	75%	*
Not Included in Accountability: Mobile	4%	2%	11%	29%	5%	9%	-	-	-	19%	14%	*	0%	16%	25%	*
Not Included in Accountability: Other Exclusions	2%	2%	0%	0%	0%	0%	-	-	-	0%	0%	*	0%	0%	0%	*
Not Tested	1%	1%	0%	0%	0%	0%	-	-	-	0%	0%	*	0%	0%	0%	*
Absent	1%	1%	0%	0%	0%	0%	-	-	-	0%	0%	*	0%	0%	0%	*
Other	0%	0%	0%	0%	0%	0%	-	-	-	0%	0%	*	0%	0%	0%	*
Reading																
Assessment Participant	99%	99%	100%	*	100%	100%	-	-	-	100%	100%	*	100%	100%	100%	*
Included in Accountability	92%	94%	88%	*	94%	92%	-	-	-	80%	83%	*	100%	84%	73%	*
Not Included in Accountability: Mobile	4%	3%	12%	*	6%	8%	-	-	-	20%	17%	*	0%	16%	27%	*
Not Included in Accountability: Other Exclusions	3%	3%	0%	*	0%	0%	-	-	-	0%	0%	*	0%	0%	0%	*
Not Tested	1%	1%	0%	*	0%	0%	-	-	-	0%	0%	*	0%	0%	0%	*
Absent	1%	0%	0%	*	0%	0%	-	-	-	0%	0%	*	0%	0%	0%	*
Other	0%	0%	0%	*	0%	0%	-	-	-	0%	0%	*	0%	0%	0%	*
Mathematics																
Assessment Participant	99%	99%	100%	*	100%	100%	-	-	-	100%	100%	*	100%	100%	100%	*
Included in Accountability	94%	95%	88%	*	94%	92%	-	-	-	80%	83%	*	100%	84%	73%	*
Not Included in Accountability: Mobile	5%	2%	12%	*	6%	8%	-	-	-	20%	17%	*	0%	16%	27%	*
Not Included in Accountability: Other Exclusions	1%	1%	0%	*	0%	0%	-	-	-	0%	0%	*	0%	0%	0%	*
Not Tested	1%	1%	0%	*	0%	0%	-	-	-	0%	0%	*	0%	0%	0%	*
Absent	1%	1%	0%	*	0%	0%	-	-	-	0%	0%	*	0%	0%	0%	*
Other	0%	1%	0%	*	0%	0%	-	-	-	0%	0%	*	0%	0%	0%	*
Science																
Assessment Participant	99%	99%	100%	*	*	100%	-	-	-	*	*	-	100%	100%	*	-
Included in Accountability	93%	96%	93%	*	*	86%	-	-	-	*	*	-	100%	89%	*	-
Not Included in Accountability: Mobile	4%	2%	7%	*	*	14%	-	-	-	*	*	-	0%	11%	*	-

Texas Education Agency
2023-24 STAAR Participation (TAPR)
ROBERTO BOBBY BARRERA EL STEM MAGNET (233901114) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Other Exclusions	1%	1%	0%	*	*	0%	-	-	-	*	*	-	0%	0%	*	-
Not Tested	1%	1%	0%	*	*	0%	-	-	-	*	*	-	0%	0%	*	-
Absent	1%	1%	0%	*	*	0%	-	-	-	*	*	-	0%	0%	*	-
Other	0%	0%	0%	*	*	0%	-	-	-	*	*	-	0%	0%	*	-

* Indicates results are masked due to small numbers to protect student confidentiality.

- Indicates there are no students in the group.

Texas Education Agency
2023-24 Attendance, Graduation, and Dropout Rates (TAPR)
ROBERTO BOBBY BARRERA EL STEM MAGNET (233901114) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2022-23	93.3%	91.5%	**94.3%**	95.3%	93.0%	94.9%	*	-	*	94.9%	92.8%	93.4%	*
2021-22	92.2%	89.4%	**93.6%**	94.9%	93.5%	93.3%	*	-	*	93.8%	91.4%	92.3%	*
Chronic Absenteeism													
2022-23	20.3%	28.2%	**18.5%**	14.3%	34.3%	15.9%	*	-	*	0.0%	19.0%	20.8%	*
2021-22	25.7%	37.2%	**18.8%**	8.3%	19.4%	17.5%	*	-	*	28.6%	31.6%	22.7%	*
Annual Dropout Rate (Gr 7-8)													
2022-23	0.8%	1.0%	-	-	-	-	-	-	-	-	-	-	-
2021-22	0.7%	1.0%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2022-23	2.0%	1.4%	-	-	-	-	-	-	-	-	-	-	-
2021-22	2.2%	2.5%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2023													
Graduated	90.3%	91.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.1%	2.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	5.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.6%	91.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	94.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022													
Graduated	89.7%	90.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.5%	2.6%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.4%	6.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.0%	91.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.6%	93.6%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	91.8%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.8%	6.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	93.7%	-	-	-	-	-	-	-	-	-	-	-

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.2%	94.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021													
Graduated	92.2%	90.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	9.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	90.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	90.9%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.7%	91.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	8.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	91.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	91.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	92.7%	91.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	8.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	91.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	91.1%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2023	90.3%	90.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	89.7%	89.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2023	72.3%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	59.5%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2023	4.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	3.7%	0.1%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency

2023-24 Attendance, Graduation, and Dropout Rates (TAPR)

ROBERTO BOBBY BARRERA EL STEM MAGNET (233901114) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2023	84.3%	94.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	84.3%	90.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2023	88.6%	94.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	88.0%	90.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2022-23	38.4%	-	-	-	-	-	-	-	-	-	-	-	-
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2022-23	4.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2021-22	3.9%	0.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2022-23	82.5%	93.7%	-	-	-	-	-	-	-	-	-	-	-
2021-22	82.3%	90.9%	-	-	-	-	-	-	-	-	-	-	-
Texas First DLA Graduates (Annual Rate)													
2022-23	0.1%	0.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Annual Rate)													
2022-23	86.8%	93.8%	-	-	-	-	-	-	-	-	-	-	-
2021-22	86.0%	91.2%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency

2023-24 Graduation Profile (TAPR)

ROBERTO BOBBY BARRERA EL STEM MAGNET (233901114) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2022-23 Annual Graduates)				
Total Graduates	-	-	752	377,367
By Ethnicity:				
African American	-	-	5	46,822
Hispanic	-	-	706	197,333
White	-	-	39	103,009
American Indian	-	-	0	1,181
Asian	-	-	1	19,151
Pacific Islander	-	-	0	574
Two or More Races	-	-	1	9,297
By Graduation Type:				
Minimum H.S. Program	-	-	0	433
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	270
Foundation H.S. Program (No Endorsement)	-	-	47	49,278
Foundation H.S. Program (Endorsement)	-	-	0	16,475
Foundation H.S. Program (DLA)	-	-	700	310,689
Texas First Early H.S. Completion Program (Texas First-DLA)	-	-	5	222
Special Education Graduates	-	-	81	34,589
Economically Disadvantaged Graduates	-	-	490	206,367
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	99	50,229
At-Risk Graduates	-	-	655	168,430
CTE Completers	-	-	350	116,959

There is no data for this campus.

There is no data for this campus.

There is no data for this campus.

Texas Education Agency

2023-24 Student Information (TAPR)

ROBERTO BOBBY BARRERA EL STEM MAGNET (233901114) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Total Students	**155**	**100.0%**	**9,875**	**5,517,464**	**155**	**100.0%**	**9,907**	**5,531,236**
Students by Grade								
Pre-Kindergarten	25	16.1%	4.5%	4.5%	25	16.1%	4.5%	4.5%
Pre-Kindergarten: 3-year Old	0	0.0%	1.1%	0.8%	0	0.0%	1.1%	0.8%
Pre-Kindergarten: 4-year Old	25	16.1%	3.4%	3.7%	25	16.1%	3.4%	3.7%
Kindergarten	21	13.5%	6.1%	6.5%	21	13.5%	6.1%	6.5%
Grade 1	23	14.8%	7.1%	7.0%	23	14.8%	7.1%	7.0%
Grade 2	30	19.4%	8.0%	7.3%	30	19.4%	8.0%	7.3%
Grade 3	17	11.0%	7.6%	7.2%	17	11.0%	7.6%	7.2%
Grade 4	22	14.2%	7.1%	7.2%	22	14.2%	7.1%	7.2%
Grade 5	17	11.0%	7.0%	7.2%	17	11.0%	7.0%	7.2%
Ethnic Distribution								
African American	7	4.5%	0.5%	12.8%	7	4.5%	0.5%	12.8%
Hispanic	35	22.6%	93.3%	53.2%	35	22.6%	93.2%	53.2%
White	89	57.4%	5.2%	25.0%	89	57.4%	5.2%	25.0%
American Indian	2	1.3%	0.1%	0.3%	2	1.3%	0.1%	0.3%
Asian	3	1.9%	0.4%	5.4%	3	1.9%	0.4%	5.4%
Pacific Islander	1	0.6%	0.0%	0.2%	1	0.6%	0.0%	0.2%
Two or More Races	18	11.6%	0.6%	3.1%	18	11.6%	0.6%	3.1%
Sex								
Female	79	51.0%	49.1%	48.9%	79	51.0%	48.9%	48.8%
Male	76	49.0%	50.9%	51.1%	76	49.0%	51.1%	51.2%
Other Student Cohorts								
Economically Disadvantaged	29	18.7%	75.0%	62.3%	29	18.7%	74.9%	62.2%
Non-Educationally Disadvantaged	126	81.3%	25.0%	37.7%	126	81.3%	25.1%	37.8%
Section 504 Students	4	2.6%	8.4%	7.2%	4	2.6%	8.4%	7.2%
EB Students/EL	1	0.6%	23.4%	24.4%	1	0.6%	23.4%	24.3%
Students w/ Disciplinary Placements (2022-23)	0	0.0%	2.7%	1.9%				
Students w/ Dyslexia	1	0.6%	4.8%	6.0%	1	0.6%	4.8%	6.0%
Foster Care	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Homeless	0	0.0%	1.3%	1.4%	0	0.0%	1.3%	1.4%
Immigrant	16	10.3%	2.4%	2.9%	16	10.3%	2.4%	2.9%
Migrant	0	0.0%	2.1%	0.2%	0	0.0%	2.1%	0.2%
Title I	0	0.0%	98.4%	65.7%	0	0.0%	98.4%	65.7%
Military Connected	107	69.0%	6.0%	3.9%	107	69.0%	6.0%	3.9%
At-Risk	25	16.1%	65.0%	53.2%	25	16.1%	64.8%	53.2%
Students by Instructional Program								

Texas Education Agency
2023-24 Student Information (TAPR)
ROBERTO BOBBY BARRERA EL STEM MAGNET (233901114) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Bilingual/ESL Education	1	0.6%	22.6%	24.5%	1	0.6%	22.5%	24.4%
Career and Technical Education	0	0.0%	28.2%	26.9%	-	-	-	-
Career and Technical Education (9-12 grades only)	0	0.0%	84.5%	73.3%	-	-	-	-
Gifted and Talented Education	14	9.0%	6.6%	8.5%	14	9.0%	6.6%	8.5%
Special Education	18	11.6%	18.1%	13.9%	18	11.6%	18.3%	14.0%
Students with Disabilities by Type of Primary Disability								
Total Students with Disabilities	**18**							
Students with Intellectual Disabilities	*	*	58.0%	45.7%				
Students with Physical Disabilities	5	27.8%	17.9%	18.9%				
Students with Autism	*	*	6.9%	16.2%				
Students with Behavioral Disabilities	7	38.9%	16.4%	17.6%				
Students with Non-Categorical Early Childhood	0	0.0%	0.8%	1.7%				
Mobility (2022-23)								
Total Mobile Students	**37**	**28.5%**	**10.9%**	**16.1%**				
African American	2	1.5%	0.2%	3.4%				
Hispanic	12	9.2%	10.0%	8.5%				
White	14	10.8%	0.6%	3.1%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.1%	0.5%				
Pacific Islander	1	0.8%	0.0%	0.0%				
Two or More Races	8	6.2%	0.1%	0.5%				
Special Ed Students who are Mobile	2	9.5%	8.8%	17.6%				
Count and Percent of EB Students/EL who are Mobile	0	0.0%	12.9%	16.3%				
Count and Percent of Econ Dis Students who are Mobile	9	36.0%	11.7%	18.6%				
Student Attrition (2022-23)								
Total Student Attrition	**52**	**38.0%**	**27.8%**	**18.1%**				

	Non-Special Education Rates			Special Education Rates		
Student Information	**Campus**	**District**	**State**	**Campus**	**District**	**State**
Retention Rates by Grade						
Kindergarten	0.0%	0.2%	1.3%	0.0%	0.0%	3.9%
Grade 1	0.0%	4.3%	2.1%	0.0%	4.8%	3.3%
Grade 2	0.0%	1.1%	1.3%	25.0%	3.7%	1.6%
Grade 3	0.0%	1.2%	0.7%	0.0%	1.1%	0.7%

	Non-Special Education Rates			Special Education Rates		
Student Information	Campus	District	State	Campus	District	State
Grade 4	0.0%	0.6%	0.4%	0.0%	0.0%	0.5%
Grade 5	0.0%	0.2%	0.2%	0.0%	1.6%	0.3%

Class Size Averages by Grade and Subject
(Derived from teacher responsibility records):

Class Size Information	Campus	District	State
Elementary			
Kindergarten	21.0	20.9	18.4
Grade 1	23.0	19.7	18.8
Grade 2	15.0	19.4	19.1
Grade 3	17.0	20.3	19.4
Grade 4	22.0	20.5	19.4
Grade 5	17.0	21.5	20.9

Texas Education Agency
2023-24 Staff Information (TAPR)
ROBERTO BOBBY BARRERA EL STEM MAGNET (233901114) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	Campus			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Total Staff	**20.3**	**100.0%**	**100.0%**	**100.0%**
Professional Staff	13.7	67.6%	51.4%	63.9%
Teachers	10.0	49.3%	36.4%	48.3%
Professional Support	2.7	13.4%	12.2%	11.1%
Campus Administration (School Leadership)	1.0	4.9%	2.2%	3.3%
Educational Aides	6.6	32.4%	11.9%	11.4%
Librarians and Counselors (Headcount)				
Full-time Librarians	0.0	n/a	10.0	4,187.0
Part-time Librarians	0.0	n/a	0.0	651.0
Full-time Counselors	1.0	n/a	41.0	13,870.0
Part-time Counselors	0.0	n/a	0.0	1,172.0
Total Minority Staff	**10.5**	**51.9%**	**90.7%**	**54.4%**
Teachers by Ethnicity				
African American	0.0	0.0%	0.9%	12.6%
Hispanic	2.0	20.0%	84.9%	30.1%
White	8.0	80.0%	14.0%	53.4%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	0.0	0.0%	0.0%	2.1%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.0%	1.3%
Teachers by Sex				
Males	0.0	0.0%	20.6%	24.5%
Females	10.0	100.0%	79.4%	75.5%
Teachers by Highest Degree Held				
No Degree	0.0	0.0%	2.2%	2.5%
Bachelors	7.0	70.0%	79.3%	71.7%
Masters	3.0	30.0%	18.6%	24.9%
Doctorate	0.0	0.0%	0.0%	0.8%
Teachers by Years of Experience				
Beginning Teachers	0.0	0.0%	6.9%	8.7%
1-5 Years Experience	7.0	70.0%	28.6%	27.4%
6-10 Years Experience	2.0	20.0%	18.9%	20.2%
11-20 Years Experience	0.0	0.0%	26.6%	27.1%
21-30 Years Experience	1.0	10.0%	13.6%	13.7%
Over 30 Years Experience	0.0	0.0%	5.5%	3.0%
Number of Students per Teacher	15.5	n/a	18.1	14.7

Texas Education Agency
2023-24 Staff Information (TAPR)
ROBERTO BOBBY BARRERA EL STEM MAGNET (233901114) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Staff Information	Campus	District	State
Experience of Campus Leadership			
Average Years Experience of Principals	1.0	5.8	6.0
Average Years Experience of Principals with District	1.0	5.8	5.1
Average Years Experience of Assistant Principals	0.0	2.7	5.1
Average Years Experience of Assistant Principals with District	0.0	2.4	4.3
Average Years Experience of Teachers	6.0	12.2	11.1
Average Years Experience of Teachers with District	4.7	11.3	6.9
Average Teacher Salary by Years of Experience (regular duties only)			
Beginning Teachers	-	$43,915	$54,272
1-5 Years Experience	$53,429	$54,966	$58,185
6-10 Years Experience	$58,650	$59,041	$61,494
11-20 Years Experience	-	$63,650	$65,219
21-30 Years Experience	$70,930	$67,782	$69,723
Over 30 Years Experience	-	$74,563	$74,014
Average Actual Salaries (regular duties only)			
Teachers	$56,222	$60,152	$62,474
Professional Support	$65,110	$75,452	$73,783
Campus Administration (School Leadership)	$95,475	$90,313	$86,738
Instructional Staff Percent	n/a	59.6%	65.0%
Contracted Instructional Staff (not incl. above)	0.0	0.0	1,970.1

	Campus			
Program Information	**Count**	**Percent**	**District**	**State**
Teachers by Program (population served)				
Bilingual/ESL Education	0.0	0.0%	9.5%	6.0%
Career and Technical Education	0.0	0.0%	7.2%	5.5%
Compensatory Education	1.0	10.0%	7.1%	3.1%
Gifted and Talented Education	0.0	0.0%	1.9%	1.6%
Regular Education	8.0	80.0%	67.5%	69.8%
Special Education	1.0	10.0%	5.0%	10.3%
Other	0.0	0.0%	1.7%	3.7%

- Indicates there is no data for the item.
* Indicates results are masked due to small numbers.
** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
n/a Indicates data reporting is not applicable for this group.
? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: **PEIMS Financial Standard Reports 2022-23 Financial Actual Report**
(To open link in a new window, press the "Ctrl" key and click on the link.)

"The 2024 accountability reports are not yet publicly available. The release of these reports is pending judicial ruling and decisions from the 89th legislature during a special called session."



2023 Campus Comparison Group

ROBERTO BOBBY BARRERA EL STEM MAGNET (233901114) - SAN FELIPE-DEL RIO CISD

Campus Type: Elementary
Sorted by District Name

	Campus Name	District Name	Grade Span	Number of Students	% Econ Disadv	% EL	Mobility Rate	% Early College HS	% Special Ed
	ROBERTO BOBBY BARRERA EL STEM MAGNET (233901114)	**SAN FELIPE-DEL RIO CISD**	**PK-05**	**151**	**17.9**	**1.3**	**23.1**	**0.0**	**11.9**
1	MCCALL EL (184907104)	ALEDO ISD	KG-05	567	15.2	2.8	10.7	0.0	12.7
2	AUSTIN DISCOVERY SCH (227821101)	AUSTIN DISCOVERY SCHOOL	KG-06	332	15.4	0.6	16.1	0.0	10.5
3	LEE EL (227901121)	AUSTIN ISD	KG-06	458	21.6	7.9	18.6	0.0	11.1
4	ZILKER EL (227901148)	AUSTIN ISD	EE-05	467	24.4	4.3	11.9	0.0	10.5
5	BASIS BENBROOK (015834104)	BASIS TEXAS	KG-05	331	9.1	2.1	15.9	0.0	7.3
6	O'DELL EL (043903104)	CELINA ISD	01-05	825	15.4	9.1	17.1	0.0	12.7
7	DEVERS EL (146903101)	DEVERS ISD	PK-05	140	32.9	4.3	21.7	0.0	12.1
8	EAGLE MOUNTAIN EL (220918102)	EAGLE MT-SAGINAW ISD	KG-05	504	19.4	4.2	14.7	0.0	16.1
9	TANGLEWOOD EL (220905171)	FORT WORTH ISD	PK-05	506	17.0	7.9	12.7	0.0	9.3
10	BOALS EL (043905115)	FRISCO ISD	KG-05	692	16.9	10.3	14.9	0.0	9.7
11	TADLOCK EL (043905128)	FRISCO ISD	KG-05	557	20.5	12.7	24.6	0.0	14.9
12	VAUGHN EL (043905142)	FRISCO ISD	KG-05	729	11.5	10.8	25.1	0.0	14.0
13	FT SAM HOUSTON EL (015914101)	FT SAM HOUSTON ISD	EE-05	850	25.5	2.7	22.9	0.0	17.3
14	JO ANN FORD EL (246904109)	GEORGETOWN ISD	KG-05	522	15.7	2.7	11.3	0.0	16.3
15	ELM GROVE EL (105906107)	HAYS CISD	PK-05	703	13.1	1.7	18.8	0.0	11.1
16	LACKLAND EL (015913101)	LACKLAND ISD	PK-05	589	20.0	2.2	29.0	0.0	12.1
17	C C MASON EL (246913105)	LEANDER ISD	KG-05	633	22.9	6.0	15.2	0.0	16.6
18	STEINER RANCH EL (246913107)	LEANDER ISD	KG-05	495	12.9	10.9	15.6	0.0	12.5
19	LONDON INT (178906102)	LONDON ISD	03-05	332	17.8	2.4	8.5	0.0	8.7
20	EARL & LOTTIE WOLFORD EL (043907116)	MCKINNEY ISD	KG-05	405	18.0	4.4	10.9	0.0	20.0
21	VALLEY CREEK EL (043907108)	MCKINNEY ISD	EE-05	523	25.4	4.6	13.5	0.0	18.2
22	HIDDEN FOREST EL (015910123)	NORTH EAST ISD	KG-05	556	23.7	3.6	11.3	0.0	14.7
23	TUSCANY HEIGHTS (015910144)	NORTH EAST ISD	PK-05	682	21.6	10.1	16.5	0.0	12.9
24	BLATTMAN EL (015915181)	NORTHSIDE ISD	EE-05	514	14.0	4.3	11.9	0.0	14.0
25	LEON SPRINGS EL (015915152)	NORTHSIDE ISD	EE-05	399	22.6	4.8	9.5	0.0	15.0
26	CARL E SCHLUTER EL (061911119)	NORTHWEST ISD	KG-05	695	15.7	5.5	14.7	0.0	15.1
27	JUSTIN EL (061911102)	NORTHWEST ISD	EE-05	595	24.2	4.5	15.2	0.0	17.3
28	KAY GRANGER EL (061911114)	NORTHWEST ISD	KG-05	751	18.0	7.1	14.9	0.0	12.4
29	SHEPARD EL (043910108)	PLANO ISD	KG-05	422	21.6	12.1	13.7	0.0	13.3
30	RANDOLPH EL (015906101)	RANDOLPH FIELD ISD	EE-05	630	7.8	0.5	15.8	0.0	14.6
31	BLACKLAND PRAIRIE EL (246909130)	ROUND ROCK ISD	EE-05	747	11.1	10.9	21.1	0.0	12.0
32	DEEP WOOD EL (246909107)	ROUND ROCK ISD	EE-05	363	24.0	6.1	13.1	0.0	20.7
33	FOREST CREEK EL (246909126)	ROUND ROCK ISD	KG-05	677	11.4	7.2	18.6	0.0	15.1
34	KATHY CARAWAY EL (246909110)	ROUND ROCK ISD	EE-05	485	14.0	12.0	22.2	0.0	13.6
35	SAM HOUSTON STATE UNIVERSITY CHARTER SCHOOL (23680	SAM HOUSTON STATE UNIVERSITY CHARTER SCHOOL	KG-06	501	22.0	7.2	18.0	0.0	8.6
36	HUNTERS CREEK EL (101920107)	SPRING BRANCH ISD	KG-05	602	18.9	10.3	13.4	0.0	13.3
37	COPPELL CLASSICAL ACADEMY (221801014)	TEXAS COLLEGE PREPARATORY ACADEMIES	KG-05	369	22.2	12.7	17.7	0.0	7.6
38	DENTON CLASSICAL ACADEMY (221801060)	TEXAS COLLEGE PREPARATORY ACADEMIES	KG-05	189	27.5	4.2	19.0	0.0	10.6
39	FOUNDERS CLASSICAL ACADEMY CORINTH (221801064)	TEXAS COLLEGE PREPARATORY ACADEMIES	KG-05	475	13.3	3.6	14.6	0.0	9.9
40	TEXAS SCHOOL OF THE ARTS (230814101)	TEXAS SCHOOL OF THE ARTS	KG-05	334	13.2	11.1	12.8	0.0	8.1
	Comparison Group Average			**529**	**18.4**	**6.3**	**16.1**	**0.0**	**13.1**

2023-2024 PEIMS BUDGETED FINANCIAL DATA BY CAMPUS
TOTALS FOR ROBERTO BOBBY BARRERA EL STEM MAGNET (233901114)
SAN FELIPE-DEL RIO CISD

Total Enrolled Membership: 155

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	$521,318	100.00%	$3,363	$521,776	100.00%	$3,366
Operating-Payroll	$47,569	9.12%	$307	$48,027	9.20%	$310
Other Operating	$288,124	55.27%	$1,859	$288,124	55.22%	$1,859
Non-Operating(Equipt/Supplies)	$185,625	35.61%	$1,198	$185,625	35.58%	$1,198
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	$335,693	100.00%	$2,166	$336,151	100.00%	$2,169
Instruction (11,95) *	$149,802	44.62%	$966	$149,802	44.56%	$966
Instructional Res/Media (12) *	$3,027	0.90%	$20	$3,027	0.90%	$20
Curriculum/Staff Develop (13) *	$4,480	1.33%	$29	$4,480	1.33%	$29
Instructional Leadership (21) *	$5,387	1.60%	$35	$5,387	1.60%	$35
School Leadership (23) *	$2,847	0.85%	$18	$2,847	0.85%	$18
Guidance/Counseling Svcs (31) *	$3,890	1.16%	$25	$3,890	1.16%	$25
Social Work Services (32) *	$1,011	0.30%	$7	$1,011	0.30%	$7
Health Services (33) *	$2,722	0.81%	$18	$2,722	0.81%	$18
Transportation(34) *	$0	0.00%	$0	$0	0.00%	$0
Food (35) **	$0	0.00%	$0	$458	0.14%	$3
Extracurricular (36) **	$2,937	0.87%	$19	$2,937	0.87%	$19
Plant Maint/Operation (51) **	$119,657	35.64%	$772	$119,657	35.60%	$772
Security/Monitoring (52) **	$39,933	11.90%	$258	$39,933	11.88%	$258

2023-2024 PEIMS BUDGETED FINANCIAL DATA BY CAMPUS
TOTALS FOR ROBERTO BOBBY BARRERA EL STEM MAGNET (233901114)
SAN FELIPE-DEL RIO CISD

Total Enrolled Membership: 155

	General Fund	%	Per Student	All Funds	%	Per Student
Data Processing Svcs (53) **	$0	0.00%	$0	$0	0.00%	$0
Fund Raising CHARTER ONLY (81) **	$0	0.00%	$0	$0	0.00%	$0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	$335,693	100.00%	$2,166	$336,151	100.00%	$2,169
Regular	$141,261	42.08%	$911	$141,261	42.02%	$911
Gifted & Talented	$1,282	0.38%	$8	$1,282	0.38%	$8
Career & Technical	$0	0.00%	$0	$0	0.00%	$0
Students with Disabilities	$2,223	0.66%	$14	$2,223	0.66%	$14
State Compensatory ED	$24,832	7.40%	$160	$24,832	7.39%	$160
Bilingual	$1,200	0.36%	$8	$1,200	0.36%	$8
Early Education Allotment	$2,368	0.71%	$15	$2,368	0.70%	$15
Dyslexia or Related Disorder Serv	$0	0.00%	$0	$0	0.00%	$0
CCMR	$0	0.00%	$0	$0	0.00%	$0
Athletic Programming	$0	0.00%	$0	$0	0.00%	$0
Un-Allocated	$162,527	48.42%	$1,049	$162,985	48.49%	$1,052

Note: Some amounts may not total due to rounding.

* Please refer to sections A.1 through A.8 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus.

** Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data.

Link to PEIMS Financial Standard Reports to be used for the analysis of costs reported by comparable school districts.

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ROBERTO BOBBY BARRERA EL STEM MAGNET (233901114) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Part (i): Description of State Accountability System

Part (i)(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students for use in the accountability system. The Texas accountability minimum size criteria are 10 assessments or students for the all student group or any subgroup for every indicator.

Part (i)(II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students

State & District ESSA Goals												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Performance (At Meets Grade Level or Above)												
Reading/ELA	Baseline Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2022-23 through 2026-27	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2027-28 through 2031-32	53%	43%	48%	67%	53%	78%	54%	63%	44%	33%	41%
	2032-33 through 2036-37	62%	54%	59%	74%	63%	82%	63%	70%	55%	47%	53%
	2037-38	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Mathematics	Baseline Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2022-23 through 2026-27	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2027-28 through 2031-32	55%	43%	50%	66%	54%	85%	58%	62%	47%	36%	50%
	2032-33 through 2036-37	64%	55%	60%	73%	63%	88%	66%	70%	58%	49%	60%
	2037-38	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
EL Progress												
	Baseline Rates											44%
	2022-23 through 2026-27											44%
	2027-28 through 2031-32											46%
	2032-33 through 2036-37											48%
	2037-38											50%
Graduation Rate: 4-Year Longitudinal Rate												
	Baseline Rates	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80.0%
	2022-23 through 2026-27	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80.0%
	2027-28 through 2031-32	92.7%	90.2%	91.4%	95.2%	90.9%	97.1%	91.5%	93.2%	90.5%	85.8%	86.0%
	2032-33 through 2036-37	95.4%	94.1%	94.7%	96.6%	94.4%	97.5%	94.7%	95.6%	94.3%	91.9%	92.0%
	2037-38	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%

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Campus ESSA Goals (HS/K-12 & AEA)

		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Performance (At Meets Grade Level or Above)												
Reading/ELA	Baseline Rates	44%	32%	36%	62%	43%	74%	45%	58%	33%	13%	20%
	2022-23 through 2026-27	44%	32%	36%	62%	43%	74%	45%	58%	33%	13%	20%
	2027-28 through 2031-32	53%	43%	47%	68%	53%	78%	54%	65%	44%	28%	33%
	2032-33 through 2036-37	62%	54%	58%	74%	63%	82%	63%	72%	55%	43%	46%
	2037-38	72%	66%	68%	81%	72%	87%	73%	79%	67%	57%	60%
Mathematics	Baseline Rates	38%	26%	35%	48%	37%	72%	41%	44%	32%	15%	31%
	2022-23 through 2026-27	38%	26%	35%	48%	37%	72%	41%	44%	32%	15%	31%
	2027-28 through 2031-32	48%	38%	46%	57%	48%	77%	51%	53%	43%	29%	43%
	2032-33 through 2036-37	58%	50%	57%	66%	59%	82%	61%	62%	54%	43%	55%
	2037-38	69%	63%	68%	74%	69%	86%	71%	72%	66%	58%	66%
EL Progress												
	Baseline Rates											34%
	2022-23 through 2026-27											34%
	2027-28 through 2031-32											36%
	2032-33 through 2036-37											38%
	2037-38											40%
Graduation Rate: 4-Year Longitudinal Rate												
	Baseline Rates	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80.0%
	2022-23 through 2026-27	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80.0%
	2027-28 through 2031-32	92.7%	90.2%	91.4%	95.2%	90.9%	97.1%	91.5%	93.2%	90.5%	85.8%	86.0%
	2032-33 through 2036-37	95.4%	94.1%	94.7%	96.6%	94.4%	97.5%	94.7%	95.6%	94.3%	91.9%	92.0%
	2037-38	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%

Campus ESSA Goals (Middle Schools)

		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Performance (At Meets Grade Level or Above)												
Reading/ELA	Baseline Rates	44%	32%	35%	59%	44%	74%	46%	56%	31%	19%	28%
	2022-23 through 2026-27	44%	32%	35%	59%	44%	74%	46%	56%	31%	19%	28%
	2027-28 through 2031-32	53%	43%	46%	66%	53%	78%	55%	63%	43%	33%	40%
	2032-33 through 2036-37	62%	54%	57%	73%	62%	82%	64%	70%	55%	47%	52%
	2037-38	72%	66%	68%	80%	72%	87%	73%	78%	66%	60%	64%

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Campus ESSA Goals (Middle Schools)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Mathematics	Baseline Rates	47%	32%	39%	61%	47%	85%	52%	56%	35%	21%	36%
	2022-23 through 2026-27	47%	32%	39%	61%	47%	85%	52%	56%	35%	21%	36%
	2027-28 through 2031-32	56%	43%	49%	68%	56%	88%	60%	63%	46%	34%	47%
	2032-33 through 2036-37	65%	54%	59%	75%	65%	91%	68%	70%	57%	47%	58%
	2037-38	74%	66%	70%	81%	74%	93%	76%	78%	68%	61%	68%
EL Progress												
	Baseline Rates											44%
	2022-23 through 2026-27											44%
	2027-28 through 2031-32											46%
	2032-33 through 2036-37											48%
	2037-38											50%

Campus ESSA Goals (Elementary Schools)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Performance (At Meets Grade Level or Above)												
Reading/ELA	Baseline Rates	46%	34%	39%	59%	44%	73%	46%	55%	35%	26%	37%
	2022-23 through 2026-27	46%	34%	39%	59%	44%	73%	46%	55%	35%	26%	37%
	2027-28 through 2031-32	55%	45%	49%	66%	53%	78%	55%	63%	46%	38%	48%
	2032-33 through 2036-37	64%	56%	59%	73%	62%	83%	64%	71%	57%	50%	59%
	2037-38	73%	67%	70%	80%	72%	87%	73%	78%	68%	63%	69%
Mathematics	Baseline Rates	49%	33%	44%	60%	47%	82%	51%	55%	40%	29%	45%
	2022-23 through 2026-27	49%	33%	44%	60%	47%	82%	51%	55%	40%	29%	45%
	2027-28 through 2031-32	58%	44%	53%	67%	56%	85%	59%	63%	50%	41%	54%
	2032-33 through 2036-37	67%	55%	62%	74%	65%	88%	67%	71%	60%	53%	63%
	2037-38	75%	67%	72%	80%	74%	91%	76%	78%	70%	65%	73%
EL Progress												
	Baseline Rates											49%
	2022-23 through 2026-27											49%
	2027-28 through 2031-32											51%
	2032-33 through 2036-37											53%
	2037-38											55%

Part (i)(III) the indicators used to meaningfully differentiate all public schools in the State:

a. Academic Achievement Indicator: STAAR Performance Status (Percent at Meets Grade Level or Above)
b. Other Academic Indicator for Non-High Schools: STAAR Growth Status
c. Graduation Rate: Federal Graduation Status
d. ELP Indicator: English Learner Language Proficiency Status
e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12s; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

Part (i)(IV) the State's system for meaningfully differentiating all public schools in the State, including --
(aa) the specific weight of the indicators in such differentiation

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language Proficiency	10%
	SQSS: Student Achievement Domain Score: STAAR Component Only	10%
High Schools, K-12s, and AEAs	Academic Achievement	50%
	Federal Graduation Status or Academic Growth Status1	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness or Student Domain Score: STAAR Component Only2	30%

1 If Federal Graduation Status is not available, Academic Growth Status is used.
2 If College, Career, and Military Readiness is not available, Student Achievement Domain Score: STAAR Component Only is used.

(bb) the methodology by which the State differentiates all such schools. Total points for each component are determined by multiplying the percentage of evaluated indicators met by the corresponding weight and rounding to one decimal place. The Closing the Gaps domain score is the sum of the total points rounded to the nearest whole number and is further used to differentiate all public schools. See the accountability manual for details: Chapter 4-2024 Closing the Gaps Domain

(cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students.Texas uses the Closing the Gaps domain to identify campuses that have consistently under-performing student groups. A student group that misses the targets in at least the same three indicators, for three consecutive years, is considered 'consistently underperforming'. Data from 2022, 2023, and 2024 are considered consecutive years for 2024 Targeted Support and Improvement (TSI) identification. Any campus not identified for Comprehensive Support and Improvement (CSI) that has at least one consistently underperforming student group is identified for TSI. TSI identifies both Title I and non-Title I campuses. Campuses are evaluated annually for TSI identification. See the accountability manual for details: Chapter 10-2024 Identification of Schools for Improvement

(dd) the methodology by which the State identifies a school for comprehensive support and improvement. Texas annually ranks all Title I campuses based on Closing the Gaps scaled scores. First, Texas determines the bottom five percent of Closing the Gaps outcomes by rank ordering the scaled scores of Title I campuses by schooltype - elementary, middle, high school/K-12, and alternative education accountability. Texas then determines which campuses fell in the bottom five percent for each school type. Title I campuses that rank in their school type's bottom five percent are identified for CSI. Additionally, if any Title I or non-Title I campus does not attain a 66.7 percent six-year federal graduation rate for all students group, the campus is identified for CSI. Any Title I campus identified for Additional Targeted Support (ATS) for three consecutive years will be identified for CSI the following school year.

Part (i)(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement or implementing targeted support and improvement plans. Campuses Identified for Support under the Every Student Succeeds Act (ESSA) for the 2023-2024 school year: Comprehensive Support and Improvement Schools, Targeted Support and Improvement Schoolsand Additional Targeted Support Schools.

Part (i)(VI) the exit criteria established by the State, including the length of years established. Campuses that do not rank in their school type's bottom five percent of the Closing the Gaps domain for two consecutive years and have Closing the Gaps domain scaled score by the end of the second year that is higher than when originally identified are considered as having successfully exited. Campuses previously identified as CSI based solely on a graduation rate must have a four or six-year federal graduation rate of at least 66.7 percent for two consecutive years to exit CSI status. To exit ATS, the Closing the Gaps score for the consistently underperforming student group must surpass the score used in the year of ATS identification to identify the lowest performing five percent of each school type. A campus identified for TSI because of one consistently underperforming subgroup will exit the TSI status if the subgroup becomes not consistently underperforming subgroup. Consistently underperforming is defined as missing the targets in at least the same three indicators for three consecutive years.

Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2023-24 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
STAAR Percent at Approaches Grade Level or Above																					
Grade 3																					

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	72%	67%	83%	*	*	91%	-	-	-	*	83%	83%	60%	92%	-	78%	89%	-	-	-	82%
	CWD	48%	42%	60%	*	*	*	-	-	-	*	*	*	60%	-	-	*	*	-	-	-	*
	CWOD	78%	77%	92%	*	-	89%	-	-	-	*	*	90%	-	92%	-	100%	88%	-	-	-	90%
	EL	62%	46%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	70%	60%	78%	*	*	100%	-	-	-	*	*	83%	*	100%	-	78%	-	-	-	-	80%
	Female	75%	73%	89%	*	-	83%	-	-	-	*	*	83%	*	88%	-	-	89%	-	-	-	83%
Mathematics	All Students	68%	63%	78%	*	*	73%	-	-	-	*	50%	92%	40%	92%	-	78%	78%	-	-	-	91%
	CWD	46%	41%	40%	*	*	*	-	-	-	*	*	*	40%	-	-	*	*	-	-	-	*
	CWOD	74%	71%	92%	*	-	89%	-	-	-	*	*	90%	-	92%	-	100%	88%	-	-	-	90%
	EL	61%	45%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	70%	62%	78%	*	*	80%	-	-	-	*	*	100%	*	100%	-	78%	-	-	-	-	100%
	Female	66%	63%	78%	*	-	67%	-	-	-	*	*	83%	*	88%	-	-	78%	-	-	-	83%
Grade 4																						
Reading	All Students	79%	75%	100%	*	100%	88%	-	-	-	*	100%	93%	*	100%	-	90%	100%	-	-	-	100%
	CWD	55%	52%	*	-	-	*	-	-	-	-	*	-	*	-	-	-	*	-	-	-	-
	CWOD	85%	85%	100%	*	100%	86%	-	-	-	*	100%	93%	-	100%	-	90%	100%	-	-	-	100%
	EL	68%	59%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	77%	75%	90%	*	100%	*	-	-	-	*	*	86%	-	90%	-	90%	-	-	-	-	100%
	Female	81%	76%	100%	-	*	100%	-	-	-	*	*	100%	*	100%	-	-	100%	-	-	-	100%
Mathematics	All Students	67%	62%	100%	*	100%	100%	-	-	-	*	100%	100%	*	100%	-	100%	100%	-	-	-	100%
	CWD	42%	34%	*	-	-	*	-	-	-	-	*	-	*	-	-	-	*	-	-	-	-
	CWOD	73%	73%	100%	*	100%	100%	-	-	-	*	100%	100%	-	100%	-	100%	100%	-	-	-	100%
	EL	62%	53%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	69%	68%	100%	*	100%	*	-	-	-	*	*	100%	-	100%	-	100%	-	-	-	-	100%
	Female	65%	56%	100%	-	*	100%	-	-	-	*	*	100%	*	100%	-	-	100%	-	-	-	100%
Grade 5																						
Reading	All Students	78%	78%	81%	*	*	88%	-	-	-	*	80%	82%	*	87%	*	90%	67%	-	-	-	90%
	CWD	48%	51%	*	-	*	-	-	-	-	-	*	-	*	-	-	-	*	-	-	-	-
	CWOD	84%	85%	87%	*	*	88%	-	-	-	*	*	82%	-	87%	*	90%	80%	-	-	-	90%
	EL	70%	59%	*	-	-	*	-	-	-	-	-	*	-	*	*	*	-	-	-	-	*
	Male	75%	74%	90%	*	*	100%	-	-	-	-	*	88%	-	90%	*	90%	-	-	-	-	100%
	Female	80%	82%	67%	-	*	*	-	-	-	*	*	*	*	80%	*	-	67%	-	-	-	80%
Mathematics	All Students	75%	81%	87%	*	*	86%	-	-	-	*	80%	90%	*	93%	-	100%	67%	-	-	-	89%
	CWD	52%	64%	*	-	*	-	-	-	-	-	*	-	*	-	-	-	*	-	-	-	-
	CWOD	80%	86%	93%	*	*	86%	-	-	-	*	*	90%	-	93%	-	100%	80%	-	-	-	89%
	EL	70%	72%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	75%	81%	100%	*	*	100%	-	-	-	-	*	100%	-	100%	-	100%	-	-	-	-	*
	Female	75%	81%	67%	-	*	*	-	-	-	*	*	*	*	80%	-	-	67%	-	-	-	80%

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Science	All Students	56%	49%	75%	*	*	88%	-	-	-	*	80%	73%	*	80%	*	90%	50%	-	-	-	80%
	CWD	34%	31%	*	-	*	-	-	-	-	-	*	*	*	-	-	-	*	-	-	-	-
	CWOD	61%	54%	80%	*	*	88%	-	-	-	*	*	73%	-	80%	*	90%	60%	-	-	-	80%
	EL	43%	34%	*	-	-	*	-	-	-	-	-	*	-	*	*	*	-	-	-	-	*
	Male	59%	54%	90%	*	*	100%	-	-	-	-	*	88%	-	90%	*	90%	-	-	-	-	100%
	Female	54%	44%	50%	-	*	*	-	-	-	*	*	*	*	60%	-	-	50%	-	-	-	60%
STAAR Percent at Meets Grade Level or Above																						
Grade 3																						
Reading	All Students	47%	40%	72%	*	*	73%	-	-	-	*	50%	83%	20%	92%	-	67%	78%	-	-	-	82%
	CWD	25%	21%	20%	*	*	*	-	-	-	*	*	*	20%	-	-	*	*	-	-	-	*
	CWOD	52%	48%	92%	*	-	89%	-	-	-	*	*	90%	-	92%	-	100%	88%	-	-	-	90%
	EL	34%	24%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	44%	35%	67%	*	*	80%	-	-	-	*	*	83%	*	100%	-	67%	-	-	-	-	80%
	Female	50%	45%	78%	*	-	67%	-	-	-	*	*	83%	*	88%	-	-	78%	-	-	-	83%
Mathematics	All Students	41%	31%	44%	*	*	55%	-	-	-	*	50%	42%	0%	62%	-	33%	56%	-	-	-	55%
	CWD	24%	15%	0%	*	*	*	-	-	-	*	*	*	0%	-	-	*	*	-	-	-	*
	CWOD	44%	37%	62%	*	-	67%	-	-	-	*	*	50%	-	62%	-	60%	63%	-	-	-	60%
	EL	32%	18%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	44%	32%	33%	*	*	40%	-	-	-	*	*	33%	*	60%	-	33%	-	-	-	-	60%
	Female	37%	30%	56%	*	-	67%	-	-	-	*	*	50%	*	63%	-	-	56%	-	-	-	50%
Grade 4																						
Reading	All Students	50%	39%	85%	*	67%	88%	-	-	-	*	71%	86%	*	84%	-	60%	100%	-	-	-	85%
	CWD	24%	21%	*	-	-	*	-	-	-	-	*	-	*	-	-	-	*	-	-	-	-
	CWOD	56%	46%	84%	*	67%	86%	-	-	-	*	67%	86%	-	84%	-	60%	100%	-	-	-	85%
	EL	39%	24%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	47%	38%	60%	*	40%	*	-	-	-	*	*	71%	-	60%	-	60%	-	-	-	-	67%
	Female	53%	40%	100%	-	*	100%	-	-	-	*	*	100%	*	100%	-	-	100%	-	-	-	100%
Mathematics	All Students	44%	33%	75%	*	44%	100%	-	-	-	*	67%	79%	*	74%	-	60%	90%	-	-	-	77%
	CWD	24%	17%	*	-	-	*	-	-	-	-	*	-	*	-	-	-	*	-	-	-	-
	CWOD	49%	40%	74%	*	44%	100%	-	-	-	*	60%	79%	-	74%	-	60%	89%	-	-	-	77%
	EL	38%	25%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	47%	39%	60%	*	20%	*	-	-	-	*	*	71%	-	60%	-	60%	-	-	-	-	50%
	Female	41%	27%	90%	-	*	100%	-	-	-	*	*	86%	*	89%	-	-	90%	-	-	-	100%
Grade 5																						
Reading	All Students	53%	49%	75%	*	*	88%	-	-	-	*	80%	73%	*	80%	*	90%	50%	-	-	-	80%
	CWD	25%	25%	*	-	*	-	-	-	-	-	*	-	*	-	-	-	*	-	-	-	-
	CWOD	59%	56%	80%	*	*	88%	-	-	-	*	*	73%	-	80%	*	90%	60%	-	-	-	80%
	EL	41%	28%	*	-	-	*	-	-	-	-	-	*	-	*	*	*	-	-	-	-	*
	Male	51%	46%	90%	*	*	100%	-	-	-	-	*	88%	-	90%	*	90%	-	-	-	-	100%
	Female	56%	53%	50%	-	*	*	-	-	-	*	*	*	*	60%	-	-	50%	-	-	-	60%

Texas Education Agency

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ROBERTO BOBBY BARRERA EL STEM MAGNET (233901114) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	49%	45%	60%	*	*	71%	-	-	-	*	60%	60%	*	64%	-	78%	33%	-	-	-	56%
	CWD	26%	27%	*	-	*	-	-	-	-	-	*	-	*	-	-	-	*	-	-	-	-
	CWOD	54%	50%	64%	*	*	71%	-	-	-	*	*	60%	-	64%	-	78%	40%	-	-	-	56%
	EL	41%	33%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	50%	45%	78%	*	*	80%	-	-	-	-	*	86%	-	78%	-	78%	-	-	-	-	*
	Female	47%	44%	33%	-	*	*	-	-	-	*	*	*	*	40%	-	-	33%	-	-	-	40%
Science	All Students	27%	19%	38%	*	*	63%	-	-	-	*	40%	36%	*	40%	*	50%	17%	-	-	-	40%
	CWD	16%	12%	*	-	*	-	-	-	-	-	*	-	*	-	-	-	*	-	-	-	-
	CWOD	29%	21%	40%	*	*	63%	-	-	-	*	*	36%	-	40%	*	50%	20%	-	-	-	40%
	EL	15%	10%	*	-	-	*	-	-	-	-	-	*	-	*	*	*	-	*	-	-	*
	Male	30%	24%	50%	*	*	67%	-	-	-	-	*	50%	-	50%	*	50%	-	-	-	-	60%
	Female	23%	13%	17%	-	*	*	-	-	-	*	*	*	*	20%	-	-	17%	-	-	-	20%
STAAR Percent at Masters Grade Level																						
Grade 3																						
Reading	All Students	20%	12%	28%	*	*	36%	-	-	-	*	17%	33%	0%	38%	-	33%	22%	-	-	-	36%
	CWD	6%	3%	0%	*	*	*	-	-	-	*	*	*	0%	-	-	*	*	-	-	-	*
	CWOD	23%	16%	38%	*	-	44%	-	-	-	*	*	40%	-	38%	-	60%	25%	-	-	-	40%
	EL	13%	5%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	18%	13%	33%	*	*	40%	-	-	-	*	*	33%	*	60%	-	33%	-	-	-	-	60%
	Female	22%	11%	22%	*	-	33%	-	-	-	*	*	33%	*	25%	-	-	22%	-	-	-	17%
Mathematics	All Students	15%	8%	11%	*	*	18%	-	-	-	*	0%	17%	0%	15%	-	11%	11%	-	-	-	18%
	CWD	7%	3%	0%	*	*	*	-	-	-	*	*	*	0%	-	-	*	*	-	-	-	*
	CWOD	17%	10%	15%	*	-	22%	-	-	-	*	*	20%	-	15%	-	20%	13%	-	-	-	20%
	EL	10%	5%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	17%	10%	11%	*	*	20%	-	-	-	*	*	17%	*	20%	-	11%	-	-	-	-	20%
	Female	12%	6%	11%	*	-	17%	-	-	-	*	*	17%	*	13%	-	-	11%	-	-	-	17%
Grade 4																						
Reading	All Students	22%	11%	60%	*	44%	75%	-	-	-	*	43%	64%	*	63%	-	30%	82%	-	-	-	62%
	CWD	6%	4%	*	-	-	*	-	-	-	-	*	-	*	-	-	-	*	-	-	-	-
	CWOD	26%	14%	63%	*	44%	86%	-	-	-	*	50%	64%	-	63%	-	30%	80%	-	-	-	62%
	EL	14%	5%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	20%	9%	30%	*	20%	*	-	-	-	*	*	29%	-	30%	-	30%	-	-	-	-	33%
	Female	24%	14%	82%	-	*	83%	-	-	-	*	*	100%	*	90%	-	-	82%	-	-	-	86%
Mathematics	All Students	20%	13%	40%	*	22%	71%	-	-	-	*	33%	43%	*	42%	-	40%	40%	-	-	-	46%
	CWD	7%	4%	*	-	-	*	-	-	-	-	*	-	*	-	-	-	*	-	-	-	-
	CWOD	23%	16%	42%	*	22%	83%	-	-	-	*	40%	43%	-	42%	-	40%	44%	-	-	-	46%
	EL	15%	9%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	22%	15%	40%	*	20%	*	-	-	-	*	*	43%	-	40%	-	40%	-	-	-	-	33%
	Female	17%	11%	40%	-	*	60%	-	-	-	*	*	43%	*	44%	-	-	40%	-	-	-	57%
Grade 5																						

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	28%	22%	56%	*	*	75%	-	-	-	*	60%	55%	*	60%	*	70%	33%	-	-	-	60%
	CWD	8%	8%	*	-	*	-	-	-	-	-	*	-	*	-	-	-	*	-	-	-	-
	CWOD	32%	25%	60%	*	*	75%	-	-	-	*	*	55%	-	60%	*	70%	40%	-	-	-	60%
	EL	17%	7%	*	-	-	*	-	-	-	-	-	*	-	*	*	*	-	-	-	-	*
	Male	25%	22%	70%	*	*	83%	-	-	-	-	*	75%	-	70%	*	70%	-	-	-	-	80%
	Female	30%	21%	33%	-	*	*	-	-	-	*	*	*	*	40%	-	-	33%	-	-	-	40%
Mathematics	All Students	19%	13%	33%	*	*	57%	-	-	-	*	20%	40%	*	36%	-	56%	0%	-	-	-	33%
	CWD	7%	5%	*	-	*	-	-	-	-	-	*	-	*	-	-	-	*	-	-	-	-
	CWOD	21%	15%	36%	*	*	57%	-	-	-	*	*	40%	-	36%	-	56%	0%	-	-	-	33%
	EL	12%	5%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	21%	14%	56%	*	*	80%	-	-	-	-	*	57%	-	56%	-	56%	-	-	-	-	*
	Female	17%	12%	0%	-	*	*	-	-	-	*	*	*	*	0%	-	-	0%	-	-	-	0%
Science	All Students	11%	7%	31%	*	*	63%	-	-	-	*	20%	36%	*	33%	*	40%	17%	-	-	-	40%
	CWD	5%	3%	*	-	*	-	-	-	-	-	*	-	*	-	-	-	*	-	-	-	-
	CWOD	12%	8%	33%	*	*	63%	-	-	-	*	*	36%	-	33%	*	40%	20%	-	-	-	40%
	EL	5%	2%	*	-	-	*	-	-	-	-	-	*	-	*	*	*	*	-	-	-	*
	Male	13%	8%	40%	*	*	67%	-	-	-	-	*	50%	-	40%	*	40%	-	-	-	-	60%
	Female	9%	5%	17%	-	*	*	-	-	-	*	*	*	*	20%	-	-	17%	-	-	-	20%
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						
All Subjects	All Students	73%	68%	91%	83%	81%	91%	-	-	-	95%	83%	93%	47%	96%	*	91%	85%	-	-	-	95%
	CWD	46%	43%	47%	*	0%	67%	-	-	-	*	36%	*	47%	-	-	50%	43%	-	-	-	*
	CWOD	77%	75%	96%	80%	96%	92%	-	-	-	100%	100%	93%	-	96%	*	97%	92%	-	-	-	96%
	EL	61%	49%	*	-	-	*	-	-	-	-	-	*	-	*	*	*	*	-	-	-	*
	Male	71%	67%	91%	80%	89%	97%	-	-	-	88%	83%	94%	50%	97%	*	91%	-	-	-	-	97%
	Female	74%	69%	85%	*	71%	82%	-	-	-	100%	82%	85%	43%	92%	-	-	85%	-	-	-	90%
Reading	All Students	74%	70%	92%	80%	86%	92%	-	-	-	89%	89%	89%	57%	96%	*	89%	92%	-	-	-	94%
	CWD	44%	42%	57%	*	*	*	-	-	-	*	60%	*	57%	-	-	*	*	-	-	-	*
	CWOD	80%	77%	96%	*	100%	91%	-	-	-	100%	100%	91%	-	96%	*	96%	95%	-	-	-	97%
	EL	59%	46%	*	-	-	*	-	-	-	-	-	*	-	*	*	*	-	-	-	-	*
	Male	70%	66%	89%	*	88%	92%	-	-	-	*	88%	90%	*	96%	*	89%	-	-	-	-	94%
	Female	78%	74%	92%	*	83%	86%	-	-	-	100%	90%	88%	*	95%	-	-	92%	-	-	-	89%
Mathematics	All Students	70%	67%	92%	100%	86%	88%	-	-	-	100%	76%	97%	43%	100%	-	93%	88%	-	-	-	97%
	CWD	45%	44%	43%	*	*	*	-	-	-	*	20%	*	43%	-	-	*	*	-	-	-	*
	CWOD	75%	73%	100%	*	100%	95%	-	-	-	100%	100%	97%	-	100%	-	100%	95%	-	-	-	97%
	EL	62%	52%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	71%	67%	93%	*	88%	92%	-	-	-	*	75%	100%	*	100%	-	93%	-	-	-	-	100%
	Female	70%	67%	88%	*	83%	77%	-	-	-	100%	78%	88%	*	95%	-	-	88%	-	-	-	89%

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ROBERTO BOBBY BARRERA EL STEM MAGNET (233901114) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Science	All Students	73%	65%	75%	*	*	88%	-	-	-	*	80%	73%	*	80%	*	90%	50%	-	-	-	80%
	CWD	49%	42%	*	-	*	-	-	-	-	-	*	-	*	-	-	-	*	-	-	-	-
	CWOD	77%	71%	80%	*	*	88%	-	-	-	*	*	73%	-	80%	*	90%	60%	-	-	-	80%
	EL	61%	52%	*	-	-	*	-	-	-	-	-	*	-	*	*	*	-	-	-	-	*
	Male	74%	67%	90%	*	*	100%	-	-	-	-	*	88%	-	90%	*	90%	-	-	-	-	100%
	Female	72%	63%	50%	-	*	*	-	-	-	*	*	*	*	60%	-	-	50%	-	-	-	60%
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	47%	38%	68%	50%	47%	70%	-	-	-	70%	60%	70%	20%	74%	*	64%	69%	-	-	-	72%
	CWD	22%	17%	20%	*	0%	33%	-	-	-	*	18%	*	20%	-	-	13%	29%	-	-	-	*
	CWOD	51%	44%	74%	50%	56%	83%	-	-	-	78%	76%	72%	-	74%	*	71%	75%	-	-	-	74%
	EL	31%	19%	*	-	-	*	-	-	-	-	-	*	-	*	*	*	-	-	-	-	*
	Male	45%	38%	64%	50%	44%	77%	-	-	-	75%	44%	71%	13%	71%	*	64%	*	-	-	-	69%
	Female	48%	39%	69%	*	50%	79%	-	-	-	67%	73%	65%	29%	75%	-	-	69%	-	-	-	72%
Reading	All Students	52%	45%	81%	80%	57%	85%	-	-	-	89%	67%	83%	29%	87%	*	75%	84%	-	-	-	85%
	CWD	23%	20%	29%	*	*	*	-	-	-	*	20%	*	29%	-	-	*	*	-	-	-	*
	CWOD	58%	52%	87%	*	67%	91%	-	-	-	100%	85%	85%	-	87%	*	83%	91%	-	-	-	88%
	EL	34%	21%	*	-	-	*	-	-	-	-	-	*	-	*	*	*	-	-	-	-	*
	Male	48%	41%	75%	*	50%	85%	-	-	-	*	50%	85%	*	83%	*	75%	-	-	-	-	81%
	Female	57%	49%	84%	*	67%	79%	-	-	-	100%	80%	81%	*	91%	-	-	84%	-	-	-	83%
Mathematics	All Students	42%	33%	63%	40%	43%	75%	-	-	-	67%	59%	63%	14%	70%	-	57%	67%	-	-	-	66%
	CWD	22%	16%	14%	*	*	*	-	-	-	*	20%	*	14%	-	-	*	*	-	-	-	*
	CWOD	46%	38%	70%	*	50%	81%	-	-	-	75%	75%	67%	-	70%	-	67%	71%	-	-	-	68%
	EL	31%	19%	-	-	-	-	-	-	-	-	*	-	-	-	-	-	-	-	-	-	-
	Male	43%	34%	57%	*	38%	67%	-	-	-	*	38%	65%	*	67%	-	57%	-	-	-	-	60%
	Female	40%	32%	67%	*	50%	77%	-	-	-	60%	78%	56%	*	71%	-	-	67%	-	-	-	67%
Science	All Students	42%	32%	38%	*	*	63%	-	-	-	*	40%	36%	*	40%	*	50%	17%	-	-	-	40%
	CWD	21%	12%	*	-	*	-	-	-	-	-	*	-	*	-	-	-	*	-	-	-	-
	CWOD	45%	37%	40%	*	*	63%	-	-	-	*	*	36%	-	40%	*	50%	20%	-	-	-	40%
	EL	24%	14%	*	-	-	*	-	-	-	-	-	*	-	*	*	*	-	-	-	-	*
	Male	44%	36%	50%	*	*	67%	-	-	-	-	*	50%	-	50%	*	50%	-	-	-	-	60%
	Female	40%	28%	17%	-	*	*	-	-	-	*	*	*	*	20%	-	-	17%	-	-	-	20%
STAAR Percent at Masters Grade Level																						
All Grades																						
All Subjects	All Students	18%	11%	39%	8%	25%	56%	-	-	-	25%	28%	44%	0%	44%	*	41%	35%	-	-	-	45%
	CWD	6%	3%	0%	*	0%	0%	-	-	-	*	0%	*	0%	-	-	0%	0%	-	-	-	*
	CWOD	21%	13%	44%	10%	30%	62%	-	-	-	28%	38%	46%	-	44%	*	47%	40%	-	-	-	46%
	EL	9%	4%	*	-	-	*	-	-	-	-	-	*	-	*	*	*	-	-	-	-	*
	Male	18%	11%	41%	10%	22%	63%	-	-	-	38%	28%	46%	0%	47%	*	41%	-	-	-	-	50%
	Female	19%	12%	35%	*	29%	46%	-	-	-	17%	27%	38%	0%	40%	-	-	35%	-	-	-	38%

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ROBERTO BOBBY BARRERA EL STEM MAGNET (233901114) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	21%	13%	50%	20%	36%	62%	-	-	-	44%	39%	53%	0%	57%	*	46%	52%	-	-	-	55%
	CWD	6%	4%	0%	*	*	*	-	-	-	*	0%	*	0%	-	-	*	*	-	-	-	*
	CWOD	24%	16%	57%	*	42%	70%	-	-	-	50%	54%	56%	-	57%	*	54%	59%	-	-	-	56%
	EL	10%	3%	*	-	-	*	-	-	-	-	-	*	-	*	*	*	-	*	-	-	*
	Male	18%	11%	46%	*	25%	62%	-	-	-	*	38%	50%	*	54%	*	46%	-	-	-	-	56%
	Female	24%	15%	52%	*	50%	57%	-	-	-	40%	40%	56%	*	59%	-	-	52%	-	-	-	50%
Mathematics	All Students	17%	10%	29%	0%	21%	46%	-	-	-	11%	18%	34%	0%	34%	-	36%	21%	-	-	-	34%
	CWD	6%	3%	0%	*	*	*	-	-	-	*	0%	*	0%	-	-	*	*	-	-	-	*
	CWOD	19%	12%	34%	*	25%	52%	-	-	-	13%	25%	36%	-	34%	-	42%	24%	-	-	-	35%
	EL	10%	5%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	18%	11%	36%	*	25%	58%	-	-	-	*	25%	40%	*	42%	-	36%	-	-	-	-	40%
	Female	15%	8%	21%	*	17%	31%	-	-	-	0%	11%	25%	*	24%	-	-	21%	-	-	-	28%
Science	All Students	15%	9%	31%	*	*	63%	-	-	-	*	20%	36%	*	33%	*	40%	17%	-	-	-	40%
	CWD	5%	3%	*	-	*	-	-	-	-	-	*	-	*	-	-	-	*	-	-	-	-
	CWOD	17%	11%	33%	*	*	63%	-	-	-	*	*	36%	-	33%	*	40%	20%	-	-	-	40%
	EL	5%	2%	*	-	-	*	-	-	-	-	-	*	-	*	*	*	-	-	-	-	*
	Male	16%	10%	40%	*	*	62%	-	-	-	-	*	50%	-	40%	*	40%	-	-	-	-	60%
	Female	14%	8%	17%	-	*	*	-	-	-	*	*	*	*	20%	-	-	17%	-	-	-	20%

- Indicates there are no students in the group.

* Indicates results are masked due to small numbers to protect student confidentiality.

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2023-24 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Academic Growth Score											
Reading											
All Students	91	*	69	100	-	-	-	100	75	*	*
CWD	*	-	*	*	-	-	-	-	*	*	-
CWOD	94	*	79	100	-	-	-	100	83	-	*
EL	*	-	-	*	-	*	-	-	-	-	*
Male	89	*	70	100	-	-	-	*	*	-	*
Female	92	-	*	100	-	-	-	*	80	*	-

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Mathematics											
All Students	99	*	91	102	-	-	-	100	89	*	-
CWD	*	-	*	*	-	-	-	-	*	*	-
CWOD	100	*	96	100	-	-	-	100	90	-	-
EL ◇	-	-	-	-	-	-	-	-	-	-	-
Male	100	*	95	100	-	-	-	*	*	-	-
Female	98	-	*	104	-	-	-	*	*	*	-

- Indicates there are no students in the group.
* Indicates results are masked due to small numbers to protect student confidentiality.

Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates for the class of 2023

The six-year graduation rates for the class of 2022 will be updated in March, 2025.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL ◇	Homeless ◇	Foster Care ◇
Federal Graduation Rates													
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2023.													
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL ◇	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.
* Indicates results are masked due to small numbers to protect student confidentiality.
◇ Ever in grades 9-12.

Part (iv): English Language Proficiency

This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2024 TELPAS (Texas English Language Proficiency Assessment System) data. (EL: English learner)

Total EL in Class	Proficiency of EL	Rate of Proficiency
*	*	*

- 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	66	47	51	79	-	-	-	63	57	22	*
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.
* Indicates results are masked due to small numbers to protect student confidentiality.

Part (vi): Goal Meeting Status

This section provides information on the progress of all students and each student group toward meeting the long-term goals or interim objectives on STAAR academic performance, federal graduation rate, and English learners' language proficiency. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
STAAR Performance Status											
Reading											
Interim Goals (2023-2027)	46%	34%	39%	59%	44%	73%	46%	55%	35%	26%	37%
Target Met	Y		Y	Y					Y		
Interim Goals (2028-2032)	55%	45%	49%	66%	53%	78%	55%	63%	46%	38%	48%
Target Met	Y		Y	Y					Y		
Interim Goals (2033-2037)	64%	56%	59%	73%	62%	83%	64%	71%	57%	50%	59%
Target Met	Y		Y	Y					Y		
Long-Term Goals	73%	67%	70%	80%	72%	87%	73%	78%	68%	63%	69%

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Target Met	Y		N	Y					Y		
Mathematics											
Interim Goals (2023-2027)	49%	33%	44%	60%	47%	82%	51%	55%	40%	29%	45%
Target Met	Y		Y	Y					Y		
Interim Goals (2028-2032)	58%	44%	53%	67%	56%	85%	59%	63%	50%	41%	54%
Target Met	Y		N	Y					Y		
Interim Goals (2033-2037)	67%	55%	62%	74%	65%	88%	67%	71%	60%	53%	63%
Target Met	N		N	Y					Y		
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											
Interim Goals (2028-2032)											51%
Target Met											
Interim Goals (2033-2037)											53%
Target Met											
Long-Term Goals											55%
Target Met											
Federal Graduation Status											
Interim Goals (2023-2027)	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80%
Target Met											
Interim Goals (2028-2032)	92.7%	90.2%	91.4%	95.2%	90.9%	97.1%	91.5%	93.2%	90.5%	85.8%	86%
Target Met											
Interim Goals (2033-2037)	95.4%	94.1%	94.7%	96.6%	94.4%	97.5%	94.7%	95.6%	94.3%	91.9%	92%
Target Met											
Long-Term Goals	98%	98%	98%	98%	98%	98%	98%	98%	98%	98%	98%
Target Met											

Blank cell indicates there are no data available in the group.

+ STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).

Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science for the 2023-24 school year. (CWD: children with disability; CWOD: children without disability; EL: English learner)

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		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	**95%**	100%	100%	90%	-	-	-	100%	100%	93%	100%	94%	*	99%	91%	-
	CWD	**100%**	*	100%	100%	-	-	-	*	100%	*	100%	-	-	100%	100%	-
	CWOD	**94%**	100%	100%	89%	-	-	-	100%	100%	93%	-	94%	*	98%	90%	-
	EL	*	-	-	*	-	-	-	-	-	*	-	*	*	*	-	-
	Male	**99%**	100%	100%	97%	-	-	-	100%	100%	98%	100%	98%	*	99%	-	-
	Female	**91%**	*	100%	83%	-	-	-	100%	100%	86%	100%	90%	-	-	91%	-
Reading	All Students	**95%**	100%	100%	89%	-	-	-	100%	100%	92%	100%	94%	*	97%	92%	-
	CWD	**100%**	*	*	*	-	-	-	*	100%	*	100%	-	-	*	*	-
	CWOD	**94%**	*	100%	88%	-	-	-	100%	100%	91%	-	94%	*	96%	91%	-
	EL	*	-	-	*	-	-	-	-	-	*	-	*	*	*	-	-
	Male	**97%**	*	100%	92%	-	-	-	*	100%	95%	*	96%	*	97%	-	-
	Female	**92%**	*	100%	86%	-	-	-	100%	100%	88%	*	91%	-	-	92%	-
Mathematics	All Students	**96%**	100%	100%	92%	-	-	-	100%	100%	94%	100%	96%	-	100%	92%	-
	CWD	**100%**	*	*	*	-	-	-	*	100%	*	100%	-	-	*	*	-
	CWOD	**96%**	*	100%	91%	-	-	-	100%	100%	94%	-	96%	-	100%	91%	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	**100%**	*	100%	100%	-	-	-	*	100%	100%	*	100%	-	100%	-	-
	Female	**92%**	*	100%	85%	-	-	-	100%	100%	88%	*	91%	-	-	92%	-
Science	All Students	**94%**	*	*	88%	-	-	-	*	100%	91%	*	93%	*	100%	83%	-
	CWD	*	-	*	-	-	-	-	-	*	-	*	-	-	-	*	-
	CWOD	**93%**	*	*	88%	-	-	-	*	*	91%	-	93%	*	100%	80%	-
	EL	*	-	-	*	-	-	-	-	-	*	-	*	*	*	-	-
	Male	**100%**	*	*	100%	-	-	-	-	*	100%	-	100%	*	100%	-	-
	Female	**83%**	-	*	*	-	-	-	*	*	*	*	80%	-	-	83%	-
SAT/ACT All Subjects	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Non-Participation Rate																	

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		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	5%	0%	0%	10%	-	-	-	0%	0%	7%	0%	6%	*	1%	9%	-
	CWD	0%	*	0%	0%	-	-	-	*	0%	*	0%	-	-	0%	0%	-
	CWOD	6%	0%	0%	11%	-	-	-	0%	0%	7%	-	6%	*	2%	10%	-
	EL	*	-	-	*	-	-	-	-	-	*	-	*	*	*	-	-
	Male	1%	0%	0%	3%	-	-	-	0%	0%	2%	0%	2%	*	1%	-	-
	Female	9%	*	0%	17%	-	-	-	0%	0%	14%	0%	10%	-	-	9%	-
Reading	All Students	5%	0%	0%	11%	-	-	-	0%	0%	8%	0%	6%	*	3%	8%	-
	CWD	0%	*	*	*	-	-	-	*	0%	*	0%	-	-	*	*	-
	CWOD	6%	*	0%	12%	-	-	-	0%	0%	9%	-	6%	*	4%	9%	-
	EL	*	-	-	*	-	-	-	-	-	*	-	*	*	*	-	-
	Male	3%	*	0%	8%	-	-	-	*	0%	5%	*	4%	*	3%	-	-
	Female	8%	*	0%	14%	-	-	-	0%	0%	12%	*	9%	-	-	8%	-
Mathematics	All Students	4%	0%	0%	8%	-	-	-	0%	0%	6%	0%	4%	-	0%	8%	-
	CWD	0%	*	*	*	-	-	-	*	0%	*	0%	-	-	*	*	-
	CWOD	4%	*	0%	9%	-	-	-	0%	0%	6%	-	4%	-	0%	9%	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	0%	*	0%	0%	-	-	-	*	0%	0%	*	0%	-	0%	-	-
	Female	8%	*	0%	15%	-	-	-	0%	0%	12%	*	9%	-	-	8%	-
Science	All Students	6%	*	*	12%	-	-	-	*	0%	9%	*	7%	*	0%	17%	-
	CWD	*	-	*	-	-	-	-	-	*	-	*	-	-	-	*	-
	CWOD	7%	*	*	12%	-	-	-	*	*	9%	-	7%	*	0%	20%	-
	EL	*	-	-	*	-	-	-	-	-	*	-	*	*	*	-	-
	Male	0%	*	*	0%	-	-	-	-	*	0%	-	0%	*	0%	-	-
	Female	17%	-	*	*	-	-	-	*	*	*	*	20%	-	-	17%	-
SAT/ACT All Subjects	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

* Indicates results are masked due to small numbers to protect student confidentiality.

Part (viii): Civil Rights Data

Part (viii)(I) This section provides information from the 2020-21 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related

arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
Students Without Disabilities												
In-School Suspensions												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Out-of-School Suspensions												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Expulsions												
With Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
School-Related Arrests												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Referrals to Law Enforcement												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Students With Disabilities												
In-School Suspensions												

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Out-of-School Suspensions												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Expulsions												
With Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
School-Related Arrests												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Referrals to Law Enforcement												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
All Students												
Chronic Absenteeism												
	Male	5	-8	-8	5	-8	-8	-8	-8	-8	2	-8
	Female	2	-8	1	1	-8	-8	-8	-8	-8	-8	-8
	Total	7	-8	1	6	-8	-8	-8	-8	-8	2	-8

	Total
Incidents of Violence	
Incidents of rape or attempted rape	0
Incidents of sexual assault (other than rape)	0
Incidents of robbery with a weapon	0

	Total
Incidents of robbery without a weapon	0
Incidents of physical attack or fight with a weapon	0
Incidents of physical attack or fight without a weapon	0
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack without a weapon	0
Incidents of possession of a firearm or explosive device	0
Allegations of Harassment or bullying	
On the basis of sex	0
On the basis of race	0
On the basis of disability	0
On the basis of sexual orientation	0
On the basis of religion	0

Part (viii)(II) This section provides information from the 2020-21 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

Preschool Programs

	Total Students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Male	7	0	1	6	0	0	0	0	0	0
Female	10	0	1	5	0	0	0	4	1	0
Total	17	0	2	11	0	0	0	4	1	0

Accelerated Coursework

	Total Students		African American		Hispanic		White		Indian or Alaska Native		Asian		Pacific Islander		Two or More Races		EL		Students with Disabilities	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Advanced Placement Courses																				
Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
International Baccalaureate Courses																				
Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Dual Enrollment/Dual Credit Programs																				
Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9

	Total Students		African American		Hispanic		White		Indian or Alaska Native		Asian		Pacific Islander		Two or More Races		EL		Students with Disabilities	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9

Blank cell indicates the student group is not applicable to this report.
- Indicates there are no data available in the group.
-3 Indicates skip logic failure.
-5 Indicates Action Plan/Quick Plans.
-8 Indicates EDFacts missing data.
-9 Indicates not applicable / skipped.
-11 Indicates suppressed data at the campus/district level.

Part (ix): Teacher Quality Data

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and low-poverty schools on the number and percentage of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

Low Poverty School		
	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	4.0	36.4%
Teachers Teaching with Emergency or Provisional Credentials	4.0	40.0%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	1.0	10.0%

- 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).

To be updated by June 30th, 2025.

		State & Local and Federal	State & Local			Federal		
	Enrollment	Total	Site	District Allocation	Total	Site	District Allocation	Total
Business/central/other support services		$710		$516	$516		$194	$194
Food services		$338		$5	$5	$3	$330	$333
Instruction		$6,695	$4,393	$82	$4,475	$2,027	$193	$2,220
Support services, general administration		$130		$130	$130			
Support services, instructional staff		$569	$413	$24	$437	$11	$121	$132
Support services, operation and maintenance of plant		$1,706	$962	$738	$1,700		$6	$6

	Enrollment	State & Local and Federal Total	State & Local Site	State & Local District Allocation	State & Local Total	Federal Site	Federal District Allocation	Federal Total
Support services, pupils		$1,059	$962	$25	$987		$72	$72
Support services, school administration		$1,024	$1,019	$0	$1,019		$5	$5
Support services, student transportation		$304		$293	$293		$11	$11
Total	**151**	**$12,536**	**$7,750**	**$1,813**	**$9,563**	**$2,041**	**$932**	**$2,973**

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%	11	1%	-	-
Mathematics	6,620	2%	11	1%	-	-
Grade 4						
Reading	6,491	2%	14	2%	-	-
Mathematics	6,491	2%	14	2%	-	-
Grade 5						
Reading	6,033	1%	10	1%	-	-
Mathematics	6,033	2%	10	1%	-	-
Science	6,033	2%	10	1%	-	-
Grade 6						
Reading	5,586	1%	10	1%	-	-
Mathematics	5,586	1%	10	1%	-	-
Grade 7						
Reading	5,233	1%	9	1%	-	-
Mathematics	5,227	2%	9	1%	-	-
Grade 8						
Reading	4,985	1%	10	1%	-	-
Mathematics	4,985	1%	10	2%	-	-
Science	4,984	1%	10	1%	-	-
End of Course						
English I	5,119	1%	9	1%	-	-
English II	4,683	1%	8	1%	-	-
Algebra I	5,112	1%	9	1%	-	-
Biology	5,027	1%	9	1%	-	-
All Grades						

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
All Subjects	100,862	1%	183	1%	-	-
Reading	44,764	1%	81	1%	-	-
Mathematics	40,054	1%	73	1%	-	-
Science	16,044	1%	29	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

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	Overall	34	30	66	70	23	31	2	4
		Black	45	47	55	53	17	16	1	1
		Hispanic	41	39	59	61	16	21	1	2
		White	24	22	76	78	30	38	2	5
		American Indian	*	45	*	55	*	18	*	2
		Asian	8	14	92	86	60	56	11	12
		Pacific Islander	*	35	*	65	*	25	*	2
		Two or More Races	28	27	72	73	32	35	5	6
		EcoDis	42	42	58	58	16	19	1	1
		Students with Disabilities	74	69	26	31	5	7	1	n/a
		English Language Learners	53	68	47	32	10	5	n/a	n/a
	Mathematics	Overall	39	38	61	62	24	26	5	7
		Black	54	62	46	38	11	9	2	1
		Hispanic	46	51	54	49	16	14	2	2
		White	28	26	72	74	36	35	8	9
		American Indian	*	55	*	45	*	13	*	2
		Asian	10	14	90	86	57	58	27	27
		Pacific Islander	*	50	*	50	*	17	*	5
		Two or More Races	26	37	74	63	30	28	3	7
		EcoDis	49	54	51	46	15	13	2	2
		Students with Disabilities	81	77	19	23	4	5	n/a	1
		English Language Learners	60	76	40	24	8	4	1	n/a

* Indicates reporting standards not met.

n/a Indicates data reporting is not applicable for this group.

State Level: 2022 NAEP Participation Rates for Students with Disabilities and English Learners			
Grade	Subject	Student Group	Rate
Grade 4	Reading	Students with Disabilities	89%
		English Learners	95%
	Mathematics	Students with Disabilities	87%
		English Learners	95%
Grade 8	Reading	Students with Disabilities	89%
		English Learners	97%
	Mathematics	Students with Disabilities	93%
		English Learners	97%

Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education

This section provides information on the cohort rate at which students who graduated from high school in the 2021-22 school year enrolled in a Texas public postsecondary education institution in the 2022-23 academic year in (I) programs of public postsecondary education in Texas; (II) programs of private postsecondaryeducation in Texas; and (III) programs of postsecondary education outside Texas. (CWD: children with disability; EL: English learner)

There is no data for this campus.

Part (xiv): Additional Information - Chronic Absenteeism

This section provides information on the Chronic Absenteeism per EDFacts definition: percent of unduplicated number of K - 12 students enrolled in a school for at least 10 days and absent for 10% or more days during the 2022-23 school year. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Chronic Absenteeism Rate	22%	13%	42%	16%	*	-	*	4%	29%	22%	*

- Indicates there are no students in the group.

* Indicates results are masked due to small numbers to protect student confidentiality.

Part (xv): Section 1003 Fund

This section provides a list of all the LEAs and schools that received funds under Section 1003, including the amount of funds each school received and the types of strategies implemented in each school with such funds for the 2022-23 school year.

Section 1003 Funds for the 2023-24 school year will be updated by the end of June, 2025.

There is no data for this campus.

Part (xvi): Count of 1st Year English Learners Excluded from the State Accountability

This section provides number of recently arrived English learners exempted from the ELA/Reading assessments and whose results are excluded from the 2023-24 State accountability.

There is no data for this campus.

2023-24 Texas Academic Performance Report (TAPR)

District Name: SAN FELIPE-DEL RIO CISD

Campus Name: CENIZA HILLS EL

Campus Number: 233901115

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Texas Education Agency

2023-24 STAAR Performance (TAPR)

CENIZA HILLS EL (233901115) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2024	74%	68%	**81%**	*	80%	88%	*	-	-	*	64%	*	82%	75%	70%	58%
At Meets Grade Level or Above	2024	48%	41%	**53%**	*	52%	88%	*	-	-	*	32%	*	52%	58%	35%	25%
At Masters Grade Level	2024	21%	12%	**18%**	*	17%	38%	*	-	-	*	4%	*	17%	25%	9%	0%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2024	70%	65%	**82%**	*	80%	100%	*	-	-	*	64%	*	80%	92%	74%	58%
At Meets Grade Level or Above	2024	42%	32%	**52%**	*	50%	75%	*	-	-	*	28%	*	48%	75%	37%	33%
At Masters Grade Level	2024	15%	8%	**16%**	*	12%	38%	*	-	-	*	8%	*	17%	8%	9%	8%
Grade 4 Reading																	
At Approaches Grade Level or Above	2024	81%	76%	**86%**	*	85%	*	-	*	-	-	72%	*	87%	81%	84%	73%
At Meets Grade Level or Above	2024	51%	40%	**47%**	*	44%	*	-	*	-	-	40%	*	45%	56%	37%	47%
At Masters Grade Level	2024	23%	12%	**16%**	*	15%	*	-	*	-	-	12%	*	13%	25%	7%	0%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2024	69%	63%	**70%**	*	68%	*	-	*	-	-	52%	*	69%	75%	60%	47%
At Meets Grade Level or Above	2024	46%	34%	**37%**	*	33%	*	-	*	-	-	32%	*	34%	50%	33%	33%
At Masters Grade Level	2024	21%	13%	**14%**	*	12%	*	-	*	-	-	12%	*	15%	13%	9%	7%
Grade 5 Reading																	
At Approaches Grade Level or Above	2024	79%	79%	**85%**	*	83%	100%	-	*	-	*	69%	*	88%	69%	78%	54%
At Meets Grade Level or Above	2024	55%	51%	**57%**	*	56%	86%	-	*	-	*	38%	*	58%	54%	43%	38%
At Masters Grade Level	2024	29%	22%	**33%**	*	30%	57%	-	*	-	*	13%	*	35%	23%	29%	23%
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2024	77%	82%	**83%**	*	81%	100%	-	*	-	*	67%	*	84%	75%	71%	69%
At Meets Grade Level or Above	2024	50%	46%	**46%**	*	44%	71%	-	*	-	*	33%	*	46%	50%	35%	31%
At Masters Grade Level	2024	19%	13%	**20%**	*	19%	57%	-	*	-	*	7%	*	20%	25%	17%	15%
Grade 5 Science																	
At Approaches Grade Level or Above	2024	58%	51%	**57%**	*	55%	86%	-	*	-	*	47%	*	58%	50%	46%	38%
At Meets Grade Level or Above	2024	28%	19%	**22%**	*	19%	43%	-	*	-	*	6%	*	22%	21%	18%	23%
At Masters Grade Level	2024	11%	7%	**9%**	*	10%	14%	-	*	-	*	0%	*	10%	7%	6%	8%
Grade 6 Reading																	

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB EL (Current & Monitored)
At Approaches Grade Level or Above	2024	77%	74%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2024	57%	48%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2024	26%	19%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2024	72%	74%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2024	39%	35%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2024	14%	9%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 7 Reading																	
At Approaches Grade Level or Above	2024	74%	62%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2024	54%	41%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2024	29%	15%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2024	56%	49%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2024	34%	26%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2024	11%	7%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 8 Reading																	
At Approaches Grade Level or Above	2024	81%	66%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2024	56%	38%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2024	29%	13%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 8 Mathematics																	
At Approaches Grade Level or Above	2024	72%	55%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2024	43%	23%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2024	16%	4%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 8 Science																	
At Approaches Grade Level or Above	2024	70%	54%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2024	44%	32%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2024	17%	11%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2024	60%	40%	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2023-24 STAAR Performance (TAPR)
CENIZA HILLS EL (233901115) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2024	33%	20%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2024	17%	8%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
End of Course English I																	
At Approaches Grade Level or Above	2024	70%	69%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2024	52%	51%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2024	16%	13%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
End of Course English II																	
At Approaches Grade Level or Above	2024	75%	77%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2024	58%	57%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2024	9%	5%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
End of Course Algebra I																	
At Approaches Grade Level or Above	2024	81%	82%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2024	43%	36%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2024	24%	16%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
End of Course Biology																	
At Approaches Grade Level or Above	2024	91%	87%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2024	56%	45%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2024	19%	10%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
End of Course U.S. History																	
At Approaches Grade Level or Above	2024	96%	94%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2024	69%	66%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2024	37%	33%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2024	88%	94%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2024	59%	70%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2024	12%	9%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Grades All Subjects																	
At Approaches Grade Level or Above	2024	75%	69%	**77%**	89%	76%	96%	*	80%	-	38%	62%	100%	78%	74%	69%	57%
At Meets Grade Level or Above	2024	48%	40%	**45%**	44%	42%	76%	*	80%	-	0%	30%	53%	43%	52%	34%	33%
At Masters Grade Level	2024	20%	13%	**18%**	22%	16%	42%	*	20%	-	0%	8%	33%	18%	18%	13%	9%

Texas Education Agency
2023-24 STAAR Performance (TAPR)
CENIZA HILLS EL (233901115) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2024	76%	71%	**84%**	*	83%	95%	*	*	-	*	68%	100%	85%	76%	77%	63%
At Meets Grade Level or Above	2024	54%	46%	**53%**	*	51%	84%	*	*	-	*	36%	67%	52%	56%	39%	38%
At Masters Grade Level	2024	22%	14%	**23%**	*	21%	47%	*	*	-	*	9%	33%	23%	24%	16%	8%
All Grades Mathematics																	
At Approaches Grade Level or Above	2024	72%	68%	**78%**	*	77%	100%	*	*	-	*	60%	100%	78%	80%	69%	58%
At Meets Grade Level or Above	2024	43%	34%	**45%**	*	42%	79%	*	*	-	*	31%	67%	43%	58%	35%	33%
At Masters Grade Level	2024	17%	10%	**17%**	*	14%	47%	*	*	-	*	9%	50%	17%	15%	12%	10%
All Grades Science																	
At Approaches Grade Level or Above	2024	75%	66%	**57%**	*	55%	86%	-	*	-	*	47%	*	58%	56%	46%	38%
At Meets Grade Level or Above	2024	43%	33%	**22%**	*	19%	43%	-	*	-	*	6%	*	22%	21%	18%	23%
At Masters Grade Level	2024	16%	10%	**9%**	*	10%	14%	-	*	-	*	0%	*	10%	7%	6%	8%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2024	35%	26%	**43%**	*	42%	63%	*	-	-	*	24%	*	42%	50%	26%	25%
Reading and Mathematics Including EOC	2024	35%	26%	**43%**	*	42%	63%	*	-	-	*	24%	*	42%	50%	26%	25%
Reading Including EOC	2024	48%	41%	**53%**	*	52%	88%	*	-	-	*	32%	*	52%	58%	35%	25%
Math Including EOC	2024	42%	32%	**52%**	*	50%	75%	*	-	-	*	28%	*	48%	75%	37%	33%
4th Graders																	
Reading and Mathematics	2024	38%	27%	**33%**	*	29%	*	-	*	-	-	32%	*	31%	38%	26%	33%
Reading and Mathematics Including EOC	2024	38%	27%	**33%**	*	29%	*	-	*	-	-	32%	*	31%	38%	26%	33%
Reading Including EOC	2024	51%	40%	**47%**	*	44%	*	-	*	-	-	40%	*	45%	50%	37%	47%
Math Including EOC	2024	46%	34%	**37%**	*	33%	*	-	*	-	-	32%	*	34%	50%	33%	33%
5th Graders																	
Reading and Mathematics	2024	42%	35%	**39%**	*	36%	71%	-	*	-	*	27%	*	38%	42%	27%	31%
Reading and Mathematics Including EOC	2024	42%	35%	**39%**	*	36%	71%	-	*	-	*	27%	*	38%	42%	27%	31%
Reading Including EOC	2024	55%	51%	**57%**	*	56%	86%	-	*	-	*	38%	*	58%	54%	43%	38%
Math Including EOC	2024	51%	46%	**46%**	*	44%	71%	-	*	-	*	33%	*	46%	50%	35%	31%
3rd - 8th Graders																	
Reading and Mathematics	2024	36%	26%	**38%**	*	36%	68%	*	*	-	*	28%	67%	37%	43%	26%	30%

Texas Education Agency
2023-24 STAAR Performance (TAPR)
CENIZA HILLS EL (233901115) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading and Mathematics Including EOC	2024	38%	28%	**38%**	*	36%	68%	*	*	-	*	28%	67%	37%	43%	26%	30%
Reading Including EOC	2024	54%	44%	**53%**	*	51%	84%	*	*	-	*	36%	67%	52%	56%	39%	38%
Math Including EOC	2024	45%	34%	**45%**	*	42%	79%	*	*	-	*	31%	67%	43%	58%	35%	33%

* Indicates results are masked due to small numbers to protect student confidentiality.

- Indicates there are no students in the group.

Texas Education Agency
2023-24 STAAR Progress (TAPR)
CENIZA HILLS EL (233901115) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress - Annual Growth by Grade and Subject																	
Grade 4 ELA/Reading	2024	67%	57%	64%	*	62%	*	-	*	-	-	68%	*	65%	57%	63%	64%
	2023	55%	56%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 4 Mathematics	2024	60%	56%	53%	*	51%	*	-	*	-	-	38%	*	53%	50%	52%	46%
	2023	63%	66%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 5 ELA/Reading	2024	70%	68%	68%	*	66%	90%	-	*	-	*	50%	*	67%	71%	67%	38%
	2023	65%	66%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 5 Mathematics	2024	65%	70%	70%	*	67%	80%	-	*	-	*	75%	*	71%	57%	70%	50%
	2023	71%	66%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Grades Both Subjects	2024	64%	60%	64%	58%	62%	83%	-	88%	-	*	56%	70%	65%	57%	63%	50%
	2023	64%	59%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Grades ELA/Reading	2024	67%	63%	66%	*	64%	89%	-	*	-	*	62%	70%	66%	62%	66%	52%
	2023	63%	56%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Grades Mathematics	2024	60%	57%	62%	*	60%	78%	-	*	-	*	51%	70%	63%	53%	61%	48%
	2023	66%	61%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School Progress - Accelerated Learning by Grade and Subject																	
Grade 4 ELA/Reading	2024	38%	36%	53%	-	58%	-	-	*	-	-	45%	*	56%	*	45%	*
	2023	33%	39%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 4 Mathematics	2024	26%	28%	25%	-	27%	-	-	*	-	-	13%	-	27%	*	30%	*
	2023	27%	31%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 5 ELA/Reading	2024	35%	35%	33%	-	27%	-	-	-	-	*	20%	-	30%	*	30%	*
	2023	37%	42%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 5 Mathematics	2024	41%	59%	56%	*	56%	-	-	-	-	*	38%	-	54%	*	50%	*
	2023	48%	55%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Grades Both Subjects	2024	32%	36%	45%	*	45%	-	-	*	-	*	31%	*	45%	44%	41%	20%
	2023	38%	36%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Grades ELA/Reading	2024	30%	30%	45%	-	45%	-	-	*	-	*	38%	*	46%	40%	38%	14%
	2023	35%	32%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Grades Mathematics	2024	35%	40%	44%	*	45%	-	-	*	-	*	25%	-	44%	*	43%	25%
	2023	40%	40%	-	-	-	-	-	-	-	-	-	-	-	-	-	-

* Indicates results are masked due to small numbers to protect student confidentiality.
- Indicates there are no students in the group.

Texas Education Agency
2023-24 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
CENIZA HILLS EL (233901115) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2024	75%	69%	**77%**	48%	48%	-	-	-	-	*	*	-	*	67%	81%	50%	80%
	2023	76%	72%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2024	**48%**	40%	**45%**	23%	23%	-	-	-	-	*	*	-	*	12%	47%	24%	76%
	2023	49%	42%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2024	**20%**	13%	**18%**	3%	3%	-	-	-	-	*	*	-	*	0%	20%	3%	35%
	2023	20%	13%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2024	76%	71%	**84%**	59%	59%	-	-	-	-	*	*	-	*	*	88%	59%	83%
	2023	77%	73%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2024	54%	46%	**53%**	28%	28%	-	-	-	-	*	*	-	*	*	56%	29%	83%
	2023	53%	46%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2024	22%	14%	**23%**	0%	0%	-	-	-	-	*	*	-	*	*	25%	0%	50%
	2023	20%	13%	-	-	-	-	-	-	-	-	-	-	*	-	-	-	-
All Grades Mathematics																		
At Approaches Grade Level or Above	2024	72%	68%	**78%**	48%	48%	-	-	-	-	*	*	-	*	*	82%	50%	100%
	2023	75%	71%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2024	43%	34%	**45%**	24%	24%	-	-	-	-	*	*	-	*	*	47%	24%	83%
	2023	45%	38%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2024	17%	10%	**17%**	7%	7%	-	-	-	-	*	*	-	*	*	18%	6%	33%
	2023	19%	12%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Grades Science																		
At Approaches Grade Level or Above	2024	75%	66%	**57%**	11%	13%	-	-	-	-	-	-	-	-	-	60%	13%	80%
	2023	77%	70%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2024	43%	33%	**22%**	0%	0%	-	-	-	-	-	-	-	-	-	22%	0%	60%
	2023	47%	37%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2024	16%	10%	**9%**	0%	0%	-	-	-	-	-	-	-	-	-	10%	6%	20%
	2023	18%	11%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School Progress - Annual Growth																		
All Grades Both Subjects	2024	64%	60%	**64%**	43%	43%	-	-	-	-	*	*	-	*	*	66%	48%	58%
	2023	64%	58%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Grades ELA/Reading	2024	67%	63%	**66%**	44%	44%	-	-	-	-	*	*	-	*	*	68%	53%	50%
	2023	63%	56%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency

2023-24 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)

CENIZA HILLS EL (233901115) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
All Grades Mathematics	2024	60%	57%	**62%**	41%	41%	-	-	-	-	*	*	-	*	*	64%	43%	67%
	2023	66%	61%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School Progress - Accelerated Learning																		
All Grades Both Subjects	2024	32%	36%	**45%**	23%	23%	-	-	-	-	*	*	-	*	-	51%	20%	-
	2023	38%	36%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Grades ELA/Reading	2024	30%	30%	**45%**	17%	17%	-	-	-	-	*	*	-	*	-	54%	14%	-
	2023	35%	32%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Grades Mathematics	2024	35%	40%	**44%**	29%	29%	-	-	-	-	*	*	-	*	-	49%	25%	-
	2023	40%	40%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

* Indicates results are masked due to small numbers to protect student confidentiality.

\- Indicates there are no students in the group.

Blank cell indicates there are no data available in the group.

Texas Education Agency

2023-24 STAAR Participation (TAPR)

CENIZA HILLS EL (233901115) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2024 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	100%	100%	100%	100%	*	100%	-	100%	99%	100%	100%	98%	99%	100%
Included in Accountability	92%	94%	97%	75%	97%	100%	*	100%	-	100%	97%	100%	99%	86%	98%	92%
Not Included in Accountability: Mobile	4%	3%	3%	25%	2%	0%	*	0%	-	0%	1%	0%	1%	10%	3%	5%
Not Included in Accountability: Other Exclusions	2%	2%	0%	0%	1%	0%	*	0%	-	0%	0%	0%	0%	3%	0%	3%
Not Tested	1%	1%	0%	0%	0%	0%	*	0%	-	0%	1%	0%	0%	2%	1%	0%
Absent	1%	1%	0%	0%	0%	0%	*	0%	-	0%	1%	0%	0%	2%	1%	0%
Other	0%	1%	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	100%	100%	100%	100%	*	*	-	*	99%	100%	100%	98%	99%	100%
Included in Accountability	91%	94%	97%	80%	97%	100%	*	*	-	*	97%	100%	99%	87%	96%	93%
Not Included in Accountability: Mobile	4%	3%	2%	20%	2%	0%	*	*	-	*	1%	0%	1%	9%	3%	5%
Not Included in Accountability: Other Exclusions	4%	3%	0%	0%	0%	0%	*	*	-	*	0%	0%	0%	2%	0%	2%
Not Tested	1%	1%	0%	0%	0%	0%	*	*	-	*	1%	0%	0%	2%	1%	0%
Absent	1%	0%	0%	0%	0%	0%	*	*	-	*	1%	0%	0%	2%	1%	0%
Other	0%	0%	0%	0%	0%	0%	*	*	-	*	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	98%	100%	100%	100%	100%	*	*	-	*	99%	100%	100%	98%	99%	100%
Included in Accountability	93%	94%	97%	80%	97%	100%	*	*	-	*	97%	100%	99%	87%	96%	93%
Not Included in Accountability: Mobile	5%	3%	2%	20%	2%	0%	*	*	-	*	1%	0%	1%	9%	3%	5%
Not Included in Accountability: Other Exclusions	1%	1%	0%	0%	0%	0%	*	*	-	*	0%	0%	0%	2%	0%	2%
Not Tested	1%	2%	0%	0%	0%	0%	*	*	-	*	1%	0%	0%	2%	1%	0%
Absent	1%	1%	0%	0%	0%	0%	*	*	-	*	1%	0%	0%	2%	1%	0%
Other	0%	2%	0%	0%	0%	0%	*	*	-	*	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	99%	98%	100%	*	100%	100%	-	*	-	*	100%	*	100%	100%	100%	100%
Included in Accountability	93%	93%	95%	*	95%	100%	-	*	-	*	100%	*	99%	78%	96%	87%
Not Included in Accountability: Mobile	4%	3%	4%	*	3%	0%	-	*	-	*	0%	*	1%	17%	4%	7%
Not Included in Accountability: Other Exclusions	1%	2%	1%	*	1%	0%	-	*	-	*	0%	*	0%	6%	0%	7%
Not Tested	1%	2%	0%	*	0%	0%	-	*	-	*	0%	*	0%	0%	0%	0%

Texas Education Agency

2023-24 STAAR Participation (TAPR)

CENIZA HILLS EL (233901115) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	1%	0%	*	0%	0%	-	*	-	*	0%	*	0%	0%	0%	0%
Other	0%	1%	0%	*	0%	0%	-	*	-	*	0%	*	0%	0%	0%	0%

* Indicates results are masked due to small numbers to protect student confidentiality.
- Indicates there are no students in the group.

There is no data for this campus.

Texas Education Agency
2023-24 Graduation Profile (TAPR)
CENIZA HILLS EL (233901115) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2022-23 Annual Graduates)				
Total Graduates	-	-	752	377,367
By Ethnicity:				
African American	-	-	5	46,822
Hispanic	-	-	706	197,333
White	-	-	39	103,009
American Indian	-	-	0	1,181
Asian	-	-	1	19,151
Pacific Islander	-	-	0	574
Two or More Races	-	-	1	9,297
By Graduation Type:				
Minimum H.S. Program	-	-	0	433
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	270
Foundation H.S. Program (No Endorsement)	-	-	47	49,278
Foundation H.S. Program (Endorsement)	-	-	0	16,475
Foundation H.S. Program (DLA)	-	-	700	310,689
Texas First Early H.S. Completion Program (Texas First-DLA)	-	-	5	222
Special Education Graduates	-	-	81	34,589
Economically Disadvantaged Graduates	-	-	490	206,367
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	99	50,229
At-Risk Graduates	-	-	655	168,430
CTE Completers	-	-	350	176,959

There is no data for this campus.

There is no data for this campus.

There is no data for this campus.

Texas Education Agency
2023-24 Student Information (TAPR)
CENIZA HILLS EL (233901115) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Total Students	**572**	**100.0%**	**9,875**	**5,517,464**	**572**	**100.0%**	**9,907**	**5,531,236**
Students by Grade								
Kindergarten	99	17.3%	6.1%	6.5%	99	17.3%	6.1%	6.5%
Grade 1	105	18.4%	7.1%	7.0%	105	18.4%	7.1%	7.0%
Grade 2	103	18.0%	8.0%	7.3%	103	18.0%	8.0%	7.3%
Grade 3	80	14.0%	7.6%	7.2%	80	14.0%	7.6%	7.2%
Grade 4	86	15.0%	7.1%	7.2%	86	15.0%	7.1%	7.2%
Grade 5	99	17.3%	7.0%	7.2%	99	17.3%	7.0%	7.2%
Ethnic Distribution								
African American	3	0.5%	0.5%	12.8%	3	0.5%	0.5%	12.8%
Hispanic	503	87.9%	93.3%	53.2%	503	87.9%	93.2%	53.2%
White	53	9.3%	5.2%	25.0%	53	9.3%	5.2%	25.0%
American Indian	1	0.2%	0.1%	0.3%	1	0.2%	0.1%	0.3%
Asian	7	1.2%	0.4%	5.4%	7	1.2%	0.4%	5.4%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	5	0.9%	0.6%	3.1%	5	0.9%	0.6%	3.1%
Sex								
Female	282	49.3%	49.1%	48.9%	282	49.3%	48.9%	48.8%
Male	290	50.7%	50.9%	51.1%	290	50.7%	51.1%	51.2%
Other Student Cohorts								
Economically Disadvantaged	307	53.7%	75.0%	62.3%	307	53.7%	74.9%	62.2%
Non-Educationally Disadvantaged	265	46.3%	25.0%	37.7%	265	46.3%	25.1%	37.8%
Section 504 Students	38	6.6%	8.4%	7.2%	38	6.6%	8.4%	7.2%
EB Students/EL	87	15.2%	23.4%	24.4%	87	15.2%	23.4%	24.3%
Students w/ Disciplinary Placements (2022-23)	0	0.0%	2.7%	1.9%				
Students w/ Dyslexia	17	3.0%	4.8%	6.0%	17	3.0%	4.8%	6.0%
Foster Care	2	0.3%	0.1%	0.2%	2	0.3%	0.1%	0.2%
Homeless	5	0.9%	1.3%	1.4%	5	0.9%	1.3%	1.4%
Immigrant	12	2.1%	2.4%	2.9%	12	2.1%	2.4%	2.9%
Migrant	5	0.9%	2.1%	0.2%	5	0.9%	2.1%	0.2%
Title I	572	100.0%	98.4%	65.7%	572	100.0%	98.4%	65.7%
Military Connected	77	13.5%	6.0%	3.9%	77	13.5%	6.0%	3.9%
At-Risk	185	32.3%	65.0%	53.2%	185	32.3%	64.8%	53.2%
Students by Instructional Program								
Bilingual/ESL Education	79	13.8%	22.6%	24.5%	79	13.8%	22.5%	24.4%
Career and Technical Education	0	0.0%	28.2%	26.9%	-	-	-	-
Career and Technical Education (9-12 grades only)	0	0.0%	84.5%	73.3%	-	-	-	-

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Gifted and Talented Education	23	4.0%	6.6%	8.5%	23	4.0%	6.6%	8.5%
Special Education	116	20.3%	18.1%	13.9%	116	20.3%	18.3%	14.0%
Students with Disabilities by Type of Primary Disability								
Total Students with Disabilities	**116**							
Students with Intellectual Disabilities	50	43.1%	58.0%	45.7%				
Students with Physical Disabilities	41	35.3%	17.9%	18.9%				
Students with Autism	9	7.8%	6.9%	16.2%				
Students with Behavioral Disabilities	16	13.8%	16.4%	17.6%				
Students with Non-Categorical Early Childhood	0	0.0%	0.8%	1.7%				
Mobility (2022-23)								
Total Mobile Students	-	-	**10.9%**	**16.1%**				
African American	-	-	0.2%	3.4%				
Hispanic	-	-	10.0%	8.5%				
White	-	-	0.6%	3.1%				
American Indian	-	-	0.0%	0.1%				
Asian	-	-	0.1%	0.5%				
Pacific Islander	-	-	0.0%	0.0%				
Two or More Races	-	-	0.1%	0.5%				
Special Ed Students who are Mobile	-	-	8.8%	17.6%				
Count and Percent of EB Students/EL who are Mobile	-	-	12.9%	16.3%				
Count and Percent of Econ Dis Students who are Mobile	-	-	11.7%	18.6%				
Student Attrition (2022-23)								
Total Student Attrition	**0**	**0.0%**	**27.8%**	**18.1%**				

Class Size Averages by Grade and Subject
(Derived from teacher responsibility records):

Class Size Information	Campus	District	State
Elementary			
Kindergarten	19.4	20.9	18.4
Grade 1	20.2	19.7	18.8
Grade 2	20.4	19.4	19.1
Grade 3	19.5	20.3	19.4
Grade 4	20.8	20.5	19.4
Grade 5	19.8	21.5	20.9

Texas Education Agency
2023-24 Staff Information (TAPR)
CENIZA HILLS EL (233901115) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	Campus			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Total Staff	**54.8**	**100.0%**	**100.0%**	**100.0%**
Professional Staff	41.4	75.5%	51.4%	63.9%
Teachers	33.4	60.9%	36.4%	48.3%
Professional Support	6.0	11.0%	12.2%	11.1%
Campus Administration (School Leadership)	2.0	3.6%	2.2%	3.3%
Educational Aides	13.4	24.5%	11.9%	11.4%
Librarians and Counselors (Headcount)				
Full-time Librarians	1.0	n/a	10.0	4,187.0
Part-time Librarians	0.0	n/a	0.0	651.0
Full-time Counselors	1.0	n/a	41.0	13,870.0
Part-time Counselors	0.0	n/a	0.0	1,172.0
Total Minority Staff	**48.7**	**88.8%**	**90.7%**	**54.4%**
Teachers by Ethnicity				
African American	0.0	0.1%	0.9%	12.6%
Hispanic	31.2	93.6%	84.9%	30.1%
White	1.1	3.3%	14.0%	53.4%
American Indian	1.0	3.0%	0.2%	0.3%
Asian	0.0	0.0%	0.0%	2.1%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.0%	1.3%
Teachers by Sex				
Males	3.2	9.6%	20.6%	24.5%
Females	30.2	90.4%	79.4%	75.5%
Teachers by Highest Degree Held				
No Degree	0.0	0.0%	2.2%	2.5%
Bachelors	26.2	78.5%	79.3%	71.7%
Masters	7.2	21.5%	18.6%	24.9%
Doctorate	0.0	0.0%	0.0%	0.8%
Teachers by Years of Experience				
Beginning Teachers	1.2	3.7%	6.9%	8.7%
1-5 Years Experience	8.2	24.6%	28.6%	27.4%
6-10 Years Experience	10.6	31.7%	18.9%	20.2%
11-20 Years Experience	10.2	30.5%	26.6%	27.1%
21-30 Years Experience	2.1	6.4%	13.6%	13.7%
Over 30 Years Experience	1.1	3.2%	5.5%	3.0%
Number of Students per Teacher	17.1	n/a	18.1	14.7

Texas Education Agency
2023-24 Staff Information (TAPR)
CENIZA HILLS EL (233901115) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Staff Information	Campus	District	State
Experience of Campus Leadership			
Average Years Experience of Principals	8.0	5.8	6.0
Average Years Experience of Principals with District	8.0	5.8	5.1
Average Years Experience of Assistant Principals	1.0	2.7	5.1
Average Years Experience of Assistant Principals with District	1.0	2.4	4.3
Average Years Experience of Teachers	12.1	12.2	11.1
Average Years Experience of Teachers with District	11.7	11.3	6.9
Average Teacher Salary by Years of Experience (regular duties only)			
Beginning Teachers	$39,177	$43,915	$54,272
1-5 Years Experience	$58,090	$54,966	$58,185
6-10 Years Experience	$58,608	$59,041	$61,494
11-20 Years Experience	$63,095	$63,850	$65,219
21-30 Years Experience	$70,040	$67,782	$69,723
Over 30 Years Experience	$75,967	$74,563	$74,014
Average Actual Salaries (regular duties only)			
Teachers	$60,415	$60,152	$62,474
Professional Support	$71,295	$75,452	$73,783
Campus Administration (School Leadership)	$86,581	$90,313	$86,738
Instructional Staff Percent	n/a	59.6%	65.0%
Contracted Instructional Staff (not incl. above)	0.0	0.0	1,970.1

	Campus			
Program Information	Count	Percent	District	State
Teachers by Program (population served)				
Bilingual/ESL Education	0.0	0.0%	9.5%	6.0%
Career and Technical Education	0.0	0.0%	7.2%	5.5%
Compensatory Education	0.0	0.0%	7.1%	3.1%
Gifted and Talented Education	0.0	0.0%	1.9%	1.6%
Regular Education	31.3	93.8%	67.5%	69.8%
Special Education	2.1	6.2%	5.0%	10.3%
Other	0.0	0.0%	1.7%	3.7%

- Indicates there is no data for the item.
* Indicates results are masked due to small numbers.
** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
n/a Indicates data reporting is not applicable for this group.
? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: **PEIMS Financial Standard Reports 2022-23 Financial Actual Report**
(To open link in a new window, press the "Ctrl" key and click on the link.)

"The 2024 accountability reports are not yet publicly available. The release of these reports is pending judicial ruling and decisions from the 89th legislature during a special called session."



2024 Campus Comparison Group
CENIZA HILLS EL (233901115) - SAN FELIPE-DEL RIO CISD
Campus Type: Elementary
Sorted by District Name

Campus Name	District Name	Grade Span	Number of Students	% Econ Disadv	% EL	Mobility Rate	% Early College HS	% Special Ed
CENIZA HILLS EL (233901115)	**SAN FELIPE-DEL RIO CISD**	**KG-05**	**572**	**53.7**	**15.2**	**10.9**	**0.0**	**20.3**
1 RED DUKE EL (020901115)	ALVIN ISD	EE-05	718	48.5	18.1	9.8	0.0	16.4
2 SUE EVELYN RATTAN EL (043902103)	ANNA ISD	EE-05	662	52.0	16.9	12.6	0.0	18.9
3 CASEY EL (227901173)	AUSTIN ISD	EE-05	519	55.7	20.6	13.7	0.0	23.1
4 BLANCO EL (016902101)	BLANCO ISD	EE-05	503	51.7	11.5	13.1	0.0	18.5
5 BLUE RIDGE EL (043917101)	BLUE RIDGE ISD	EE-05	505	52.7	11.9	11.8	0.0	16.2
6 CHAPEL HILL EL (225906101)	CHAPEL HILL ISD	EE-05	475	51.6	15.8	6.1	0.0	17.5
7 ARMAND BAYOU EL (084910111)	CLEAR CREEK ISD	EE-05	496	53.4	11.5	16.3	0.0	22.8
8 CLEAR LAKE CITY EL (084910101)	CLEAR CREEK ISD	EE-05	487	53.2	13.8	12.2	0.0	18.7
9 WEST COLUMBIA EL (020907102)	COLUMBIA-BRAZORIA ISD	KG-05	690	55.8	8.6	10.9	0.0	20.7
10 BIRKES EL (101907139)	CYPRESS-FAIRBANKS ISD	EE-05	986	52.6	16.6	8.4	0.0	16.4
11 COPELAND EL (101907130)	CYPRESS-FAIRBANKS ISD	EE-05	958	51.6	17.6	10.7	0.0	17.6
12 LOWERY EL (101907116)	CYPRESS-FAIRBANKS ISD	EE-05	664	55.6	17.6	14.9	0.0	20.2
13 CROSS OAKS EL (061901125)	DENTON ISD	EE-05	641	54.8	15.0	15.1	0.0	16.2
14 NETTIE SHULTZ (061901109)	DENTON ISD	PK-05	698	47.9	16.9	10.2	0.0	17.9
15 DOZIER EL (220918115)	EAGLE MT-SAGINAW ISD	PK-05	722	56.4	14.1	12.7	0.0	18.1
16 HIGH COUNTRY EL (220918106)	EAGLE MT-SAGINAW ISD	PK-05	528	53.0	14.2	13.6	0.0	15.2
17 LAKE POINTE EL (220918112)	EAGLE MT-SAGINAW ISD	PK-05	764	49.3	16.2	12.7	0.0	16.4
18 PALMER EL (079907121)	FORT BEND ISD	KG-05	817	57.2	15.1	12.2	0.0	15.2
19 RB GODLEY EL (126911102)	GODLEY ISD	EE-05	530	50.5	10.8	14.0	0.0	18.0
20 RALPH PFLUGER EL (105906110)	HAYS CISD	EE-05	750	51.7	11.2	13.2	0.0	17.7
21 HOWE INT (091905102)	HOWE ISD	03-05	284	59.6	12.3	10.0	0.0	25.0
22 FOSTER EL (101913104)	HUMBLE ISD	EE-05	567	52.7	13.6	13.5	0.0	21.3
23 BLUEBONNET EL (220907116)	KELLER ISD	KG-05	569	49.7	12.1	13.0	0.0	19.2
24 HERITAGE EL (220907106)	KELLER ISD	KG-05	575	59.3	15.3	15.0	0.0	19.8
25 SUNSET VALLEY EL (220907130)	KELLER ISD	KG-05	578	48.3	19.9	11.2	0.0	19.6
26 KREINHOP EL (101915121)	KLEIN ISD	EE-05	619	57.8	11.8	13.8	0.0	17.0
27 MUELLER EL (101915126)	KLEIN ISD	PK-05	577	46.4	14.0	11.6	0.0	21.1
28 STEPHEN F AUSTIN EL (079901114)	LAMAR CISD	EE-05	967	47.4	17.1	9.7	0.0	20.3
29 DR PABLO PEREZ (108906128)	MCALLEN ISD	EE-05	542	53.5	17.9	6.1	0.0	16.4
30 MCGREGOR EL (161909101)	MCGREGOR ISD	02-05	473	56.7	16.1	7.4	0.0	17.5
31 FIELDS EL (015915226)	NORTHSIDE ISD	EE-05	800	52.8	15.0	10.1	0.0	18.8
32 MORA EL (015915224)	NORTHSIDE ISD	EE-05	965	57.3	19.6	12.8	0.0	17.2
33 BROOKHOLLOW EL (227904108)	PFLUGERVILLE ISD	EE-05	403	51.9	11.4	15.5	0.0	19.4
34 GROVES INT (123908122)	PORT NECHES-GROVES ISD	03-05	602	56.3	13.1	10.2	0.0	16.1
35 ROGERS EL (014902102)	ROGERS ISD	EE-05	402	56.2	10.7	11.7	0.0	15.9
36 SABINE EL (092906102)	SABINE ISD	PK-05	745	57.1	16.2	8.2	0.0	17.4
37 BUENA VISTA EL (233901110)	SAN FELIPE-DEL RIO CISD	KG-05	529	57.3	18.7	7.3	0.0	19.7
38 ROY J WOLLAM EL (084909103)	SANTA FE ISD	EE-05	603	36.3	10.8	9.6	0.0	18.7
39 HENRY W SORY EL (091906111)	SHERMAN ISD	KG-05	520	52.1	13.7	9.6	0.0	24.6
40 SMITHVILLE EL (011904101)	SMITHVILLE ISD	01-05	678	50.7	9.7	10.2	0.0	21.5
Comparison Group Average			**608**	**53.3**	**14.4**	**11.5**	**0.0**	**18.7**

2022-2023 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR CENIZA HILLS EL (233901115)
SAN FELIPE-DEL RIO CISD

Total Enrolled Membership: 0

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	$488,088	100.00%	$0	$8,584,711	100.00%	$0
Operating-Payroll	$0	0.00%	$0	$0	0.00%	$0
Other Operating	$367,815	75.36%	$0	$383,981	4.47%	$0
Non-Operating(Equipt/Supplies)	$120,273	24.64%	$0	$8,200,730	95.53%	$0
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	$367,815	100.00%	$0	$383,981	100.00%	$0
Instruction (11,95) *	$0	0.00%	$0	$0	0.00%	$0
Instructional Res/Media (12) *	$0	0.00%	$0	$0	0.00%	$0
Curriculum/Staff Develop (13) *	$0	0.00%	$0	$0	0.00%	$0
Instructional Leadership (21) *	$0	0.00%	$0	$0	0.00%	$0
School Leadership (23) *	$0	0.00%	$0	$0	0.00%	$0
Guidance/Counseling Svcs (31) *	$0	0.00%	$0	$0	0.00%	$0
Social Work Services (32) *	$0	0.00%	$0	$0	0.00%	$0
Health Services (33) *	$0	0.00%	$0	$0	0.00%	$0
Transportation(34) *	$0	0.00%	$0	$0	0.00%	$0
Food (35) **	$0	0.00%	$0	$0	0.00%	$0
Extracurricular (36) **	$0	0.00%	$0	$0	0.00%	$0
Plant Maint/Operation (51) **	$3,875	1.05%	$0	$3,875	1.01%	$0
Security/Monitoring (52) **	$4,300	1.17%	$0	$4,300	1.12%	$0

2022-2023 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR CENIZA HILLS EL (233901115)
SAN FELIPE-DEL RIO CISD

Total Enrolled Membership: 0

	General Fund	%	Per Student	All Funds	%	Per Student
Data Processing Svcs (53) **	$0	0.00%	$0	$0	0.00%	$0
Fund Raising CHARTER ONLY (81) **	$0	0.00%	$0	$0	0.00%	$0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	$8,175	100.00%	$0	$8,175	100.00%	$0
Regular	$0	0.00%	$0	$0	0.00%	$0
Gifted & Talented	$0	0.00%	$0	$0	0.00%	$0
Career & Technical	$0	0.00%	$0	$0	0.00%	$0
Students with Disabilities	$0	0.00%	$0	$0	0.00%	$0
State Compensatory ED	$0	0.00%	$0	$0	0.00%	$0
Bilingual	$0	0.00%	$0	$0	0.00%	$0
Early Education Allotment	$0	0.00%	$0	$0	0.00%	$0
Dyslexia or Related Disorder Serv	$0	0.00%	$0	$0	0.00%	$0
CCMR	$0	0.00%	$0	$0	0.00%	$0
Athletic Programming	$0	0.00%	$0	$0	0.00%	$0
Un-Allocated	$8,175	100.00%	$0	$8,175	100.00%	$0

Note: Some amounts may not total due to rounding.

* Please refer to sections A.1 through A.8 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus.

** Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data

Link to PEIMS Financial Standard Reports to be used for the analysis of costs reported by comparable school districts.

Part (i): Description of State Accountability System

Part (i)(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students for use in the accountability system. The Texas accountability minimum size criteria are 10 assessments or students for the all student group or any subgroup for every indicator.

Part (i)(II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students.

State & District ESSA Goals												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Performance (At Meets Grade Level or Above)												
Reading/ELA	Baseline Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2022-23 through 2026-27	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2027-28 through 2031-32	53%	43%	48%	67%	53%	78%	54%	63%	44%	33%	41%
	2032-33 through 2036-37	62%	54%	59%	74%	63%	82%	63%	70%	55%	47%	53%
	2037-38	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Mathematics	Baseline Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2022-23 through 2026-27	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2027-28 through 2031-32	55%	43%	50%	66%	54%	85%	58%	62%	47%	36%	50%
	2032-33 through 2036-37	64%	55%	60%	73%	63%	88%	66%	70%	58%	49%	60%
	2037-38	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
EL Progress												
	Baseline Rates											44%
	2022-23 through 2026-27											44%
	2027-28 through 2031-32											46%
	2032-33 through 2036-37											48%
	2037-38											50%
Graduation Rate: 4-Year Longitudinal Rate												
	Baseline Rates	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80.0%
	2022-23 through 2026-27	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80.0%
	2027-28 through 2031-32	92.7%	90.2%	91.4%	95.2%	90.9%	97.1%	91.5%	93.2%	90.5%	85.8%	86.0%
	2032-33 through 2036-37	95.4%	94.1%	94.7%	96.6%	94.4%	97.5%	94.7%	95.6%	94.3%	91.9%	92.0%
	2037-38	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%

Texas Education Agency
2024 Federal Report Card
CENIZA HILLS EL (233901115) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Campus ESSA Goals (HS/K-12 & AEA)

		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Performance (At Meets Grade Level or Above)												
Reading/ELA	Baseline Rates	44%	32%	36%	62%	43%	74%	45%	58%	33%	13%	20%
	2022-23 through 2026-27	44%	32%	36%	62%	43%	74%	45%	58%	33%	13%	20%
	2027-28 through 2031-32	53%	43%	47%	68%	53%	78%	54%	65%	44%	28%	33%
	2032-33 through 2036-37	62%	54%	58%	74%	63%	82%	63%	72%	55%	43%	46%
	2037-38	72%	66%	68%	81%	72%	87%	73%	79%	67%	57%	60%
Mathematics	Baseline Rates	38%	26%	35%	48%	37%	72%	41%	44%	32%	15%	31%
	2022-23 through 2026-27	38%	26%	35%	48%	37%	72%	41%	44%	32%	15%	31%
	2027-28 through 2031-32	48%	38%	46%	57%	48%	77%	51%	53%	43%	29%	43%
	2032-33 through 2036-37	58%	50%	57%	66%	59%	82%	61%	62%	54%	43%	55%
	2037-38	69%	63%	68%	74%	69%	86%	71%	72%	66%	58%	66%
EL Progress												
	Baseline Rates											34%
	2022-23 through 2026-27											34%
	2027-28 through 2031-32											36%
	2032-33 through 2036-37											38%
	2037-38											40%
Graduation Rate: 4-Year Longitudinal Rate												
	Baseline Rates	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80.0%
	2022-23 through 2026-27	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80.0%
	2027-28 through 2031-32	92.7%	90.2%	91.4%	95.2%	90.9%	97.1%	91.5%	93.2%	90.5%	85.8%	86.0%
	2032-33 through 2036-37	95.4%	94.1%	94.7%	96.6%	94.4%	97.5%	94.7%	95.6%	94.3%	91.9%	92.0%
	2037-38	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%

Campus ESSA Goals (Middle Schools)

		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Performance (At Meets Grade Level or Above)												
Reading/ELA	Baseline Rates	44%	32%	35%	59%	44%	74%	46%	56%	31%	19%	28%
	2022-23 through 2026-27	44%	32%	35%	59%	44%	74%	46%	56%	31%	19%	28%
	2027-28 through 2031-32	53%	43%	46%	66%	53%	78%	55%	63%	43%	33%	40%
	2032-33 through 2036-37	62%	54%	57%	73%	62%	82%	64%	70%	55%	47%	52%
	2037-38	72%	66%	68%	80%	72%	87%	73%	78%	66%	60%	64%

Campus ESSA Goals (Middle Schools)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Mathematics	Baseline Rates	47%	32%	39%	61%	47%	85%	52%	56%	35%	21%	36%
	2022-23 through 2026-27	47%	32%	39%	61%	47%	85%	52%	56%	35%	21%	36%
	2027-28 through 2031-32	56%	43%	49%	68%	56%	88%	60%	63%	46%	34%	47%
	2032-33 through 2036-37	65%	54%	59%	75%	65%	91%	68%	70%	57%	47%	58%
	2037-38	74%	66%	70%	81%	74%	93%	76%	78%	68%	61%	68%
EL Progress												
	Baseline Rates											44%
	2022-23 through 2026-27											44%
	2027-28 through 2031-32											46%
	2032-33 through 2036-37											48%
	2037-38											50%

Campus ESSA Goals (Elementary Schools)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Performance (At Meets Grade Level or Above)												
Reading/ELA	Baseline Rates	46%	34%	39%	59%	44%	73%	46%	55%	35%	26%	37%
	2022-23 through 2026-27	46%	34%	39%	59%	44%	73%	46%	55%	35%	26%	37%
	2027-28 through 2031-32	55%	45%	49%	66%	53%	78%	55%	63%	46%	38%	48%
	2032-33 through 2036-37	64%	56%	59%	73%	62%	83%	64%	71%	57%	50%	59%
	2037-38	73%	67%	70%	80%	72%	87%	73%	78%	68%	63%	69%
Mathematics	Baseline Rates	49%	33%	44%	60%	47%	82%	51%	55%	40%	29%	45%
	2022-23 through 2026-27	49%	33%	44%	60%	47%	82%	51%	55%	40%	29%	45%
	2027-28 through 2031-32	58%	44%	53%	67%	56%	85%	59%	63%	50%	41%	54%
	2032-33 through 2036-37	67%	55%	62%	74%	65%	88%	67%	71%	60%	53%	63%
	2037-38	75%	67%	72%	80%	74%	91%	76%	78%	70%	65%	73%
EL Progress												
	Baseline Rates											49%
	2022-23 through 2026-27											49%
	2027-28 through 2031-32											51%
	2032-33 through 2036-37											53%
	2037-38											55%

Part (i)(III) the indicators used to meaningfully differentiate all public schools in the State:

a. Academic Achievement Indicator: STAAR Performance Status (Percent at Meets Grade Level or Above)
b. Other Academic Indicator for Non-High Schools: STAAR Growth Status
c. Graduation Rate: Federal Graduation Status
d. ELP Indicator: English Learner Language Proficiency Status
e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12s; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

Part (i)(IV) the State's system for meaningfully differentiating all public schools in the State, including --
(aa) the specific weight of the indicators in such differentiation

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language Proficiency	10%
	SQSS: Student Achievement Domain Score: STAAR Component Only	10%
High Schools, K-12s, and AEAs	Academic Achievement	50%
	Federal Graduation Status or Academic Growth Status1	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness or Student Domain Score: STAAR Component Only2	30%

1 If Federal Graduation Status is not available, Academic Growth Status is used.
2 If College, Career, and Military Readiness is not available, Student Achievement Domain Score: STAAR Component Only is used.

(bb) the methodology by which the State differentiates all such schools. Total points for each component are determined by multiplying the percentage of evaluated indicators met by the corresponding weight and rounding to one decimal place. The Closing the Gaps domain score is the sum of the total points rounded to the nearest whole number and is further used to differentiate all public schools. See the accountability manual for details: Chapter 4-2024 Closing the Gaps Domain

(cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students.Texas uses the Closing the Gaps domain to identify campuses that have consistently under-performing student groups. A student group that misses the targets in at least the same three indicators, for three consecutive years, is considered 'consistently underperforming'. Data from 2022, 2023, and 2024 are considered consecutive years for 2024 Targeted Support and Improvement (TSI) identification. Any campus not identified for Comprehensive Support and Improvement (CSI) that has at least one consistently underperforming student group is identified for TSI. TSI identifies both Title I and non-Title I campuses. Campuses are evaluated annually for TSI identification. See the accountability manual for details: Chapter 10-2024 Identification of Schools for Improvement

(dd) the methodology by which the State identifies a school for comprehensive support and improvement. Texas annually ranks all Title I campuses based on Closing the Gaps scaled scores. First, Texas determines the bottom five percent of Closing the Gaps outcomes by rank ordering the scaled scores of Title I campuses by schooltype - elementary, middle, high school/K-12, and alternative education accountability. Texas then determines which campuses fell in the bottom five percent for each school type. Title I campuses that rank in their school type's bottom five percent are identified for CSI. Additionally, if any Title I or non-Title I campus does not attain a 66.7 percent six-year federal graduation rate for all students group, the campus is identified for CSI. Any Title I campus identified for Additional Targeted Support (ATS) for three consecutive years will be identified for CSI the following school year.

Part (i)(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement or implementing targeted support and improvement plans. Campuses Identified for Support under the Every Student Succeeds Act (ESSA) for the 2023-2024 school year: Comprehensive Support and Improvement Schools, Targeted Support and Improvement Schools and Additional Targeted Support Schools.

Part (i)(VI) the exit criteria established by the State, including the length of years established. Campuses that do not rank in their school type's bottom five percent of the Closing the Gaps domain for two consecutive years and have Closing the Gaps domain scaled score by the end of the second year that is higher than when originally identified are considered as having successfully exited. Campuses previously identified as CSI based solely on a graduation rate must have a four or six-year federal graduation rate of at least 66.7 percent for two consecutive years to exit CSI status. To exit ATS, the Closing the Gaps score for the consistently underperforming student group must surpass the score used in the year of ATS identification to identify the lowest performing five percent of each school type. A campus identified for TSI because of one consistently underperforming subgroup will exit the TSI status if the subgroup becomes not consistently underperforming subgroup. Consistently underperforming is defined as missing the targets in at least the same three indicators for three consecutive years.

Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2023-24 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD; children with disability; CWOD; children without disability; EL; English learner)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
STAAR Percent at Approaches Grade Level or Above																					
Grade 3																					

Texas Education Agency
2024 Federal Report Card
CENIZA HILLS EL (233901115) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	72%	67%	**81%**	*	81%	88%	*	-	-	*	70%	94%	64%	89%	62%	85%	77%	-	-	-	*
	CWD	46%	42%	**64%**	-	60%	*	-	-	-	*	63%	67%	64%	-	*	77%	50%	-	-	-	-
	CWOD	78%	77%	**89%**	*	89%	*	*	-	-	-	76%	100%	-	89%	67%	90%	88%	-	-	-	*
	EL	62%	46%	**62%**	-	62%	-	-	-	-	-	50%	*	*	67%	62%	75%	40%	-	-	-	*
	Male	70%	60%	**85%**	*	85%	*	*	-	-	*	81%	89%	77%	90%	75%	85%	-	-	-	-	*
	Female	75%	73%	**77%**	-	78%	*	-	-	-	-	64%	100%	50%	88%	40%	-	77%	-	-	-	*
Mathematics	All Students	68%	63%	**82%**	*	81%	100%	*	-	-	*	75%	91%	64%	91%	62%	82%	82%	-	-	-	*
	CWD	46%	41%	**64%**	-	60%	*	-	-	-	*	68%	50%	64%	-	*	69%	58%	-	-	-	-
	CWOD	74%	71%	**91%**	*	89%	*	*	-	-	-	80%	100%	-	91%	67%	90%	91%	-	-	-	*
	EL	61%	45%	**62%**	-	62%	-	-	-	-	-	50%	*	*	67%	62%	75%	40%	-	-	-	*
	Male	70%	62%	**82%**	*	81%	*	*	-	-	*	81%	83%	69%	90%	75%	82%	-	-	-	-	*
	Female	66%	63%	**82%**	-	80%	*	-	-	-	-	71%	100%	58%	91%	40%	-	82%	-	-	-	*
Grade 4																						
Reading	All Students	79%	75%	**85%**	*	84%	*	-	*	-	-	82%	88%	69%	91%	71%	89%	80%	*	*	-	*
	CWD	55%	52%	**69%**	-	68%	*	-	*	-	-	69%	70%	69%	-	50%	75%	64%	*	*	-	*
	CWOD	85%	85%	**91%**	*	91%	*	-	-	-	-	89%	93%	-	91%	88%	96%	88%	-	-	-	*
	EL	68%	59%	**71%**	-	75%	-	-	*	-	-	70%	*	50%	88%	71%	80%	67%	-	-	-	-
	Male	77%	75%	**89%**	*	88%	*	-	*	-	-	86%	94%	75%	96%	80%	89%	-	*	*	-	*
	Female	81%	76%	**80%**	*	81%	*	-	*	-	-	78%	83%	64%	88%	67%	-	80%	-	-	-	*
Mathematics	All Students	67%	62%	**69%**	*	67%	*	-	*	-	-	59%	80%	50%	78%	43%	82%	59%	*	*	-	*
	CWD	42%	34%	**50%**	-	45%	*	-	*	-	-	44%	60%	50%	-	33%	58%	43%	*	*	-	*
	CWOD	73%	73%	**78%**	*	76%	*	-	-	-	-	68%	87%	-	78%	50%	92%	86%	-	-	-	*
	EL	62%	53%	**43%**	-	42%	-	-	*	-	-	40%	*	33%	50%	43%	60%	33%	-	-	-	-
	Male	69%	68%	**82%**	*	79%	*	-	*	-	-	71%	94%	58%	92%	60%	82%	-	*	*	-	*
	Female	65%	56%	**59%**	*	52%	*	-	*	-	-	48%	70%	43%	68%	33%	-	59%	-	-	-	*
Grade 5																						
Reading	All Students	78%	78%	**83%**	*	80%	100%	-	*	-	*	76%	90%	65%	86%	40%	80%	86%	-	-	-	*
	CWD	48%	51%	**65%**	*	50%	*	-	-	-	*	45%	100%	65%	-	*	57%	70%	-	-	-	-
	CWOD	84%	85%	**86%**	*	84%	*	-	*	-	*	83%	88%	-	86%	44%	84%	88%	-	-	-	*
	EL	70%	59%	**40%**	-	40%	-	-	-	-	-	57%	*	*	44%	40%	*	50%	-	*	-	-
	Male	75%	74%	**80%**	-	79%	*	-	*	-	*	71%	92%	57%	84%	*	80%	-	-	-	-	-
	Female	80%	82%	**86%**	*	82%	100%	-	*	-	*	85%	87%	70%	88%	50%	-	86%	-	-	-	*
Mathematics	All Students	75%	81%	**83%**	*	81%	100%	-	*	-	*	72%	94%	63%	86%	60%	79%	88%	-	-	-	*
	CWD	52%	64%	**63%**	*	55%	*	-	-	-	*	40%	100%	63%	-	*	43%	78%	-	-	-	-
	CWOD	80%	86%	**86%**	*	84%	*	-	*	-	*	78%	93%	-	86%	67%	84%	88%	-	-	-	*
	EL	70%	72%	**60%**	-	60%	-	-	-	-	-	43%	*	*	67%	60%	*	67%	-	-	-	-
	Male	75%	81%	**79%**	-	79%	*	-	*	-	*	68%	92%	43%	84%	*	79%	-	*	-	-	-
	Female	75%	81%	**88%**	*	84%	100%	-	*	-	*	79%	96%	78%	88%	67%	-	88%	-	-	-	*

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Science	All Students	56%	49%	**56%**	*	54%	86%	-	*	-	*	46%	67%	47%	58%	20%	57%	55%	-	-	-	*
	CWD	34%	31%	**47%**	*	50%	*	-	-	-	*	27%	83%	47%	-	*	43%	50%	-	-	-	-
	CWOD	61%	54%	**58%**	*	55%	*	-	*	-	*	51%	64%	-	58%	22%	59%	56%	-	-	-	*
	EL	43%	34%	**20%**	-	20%	-	-	-	-	-	29%	*	*	22%	20%	*	33%	-	-	-	-
	Male	59%	54%	**57%**	-	57%	*	-	*	-	*	45%	72%	43%	59%	*	57%	-	-	-	-	-
	Female	54%	44%	**55%**	*	50%	83%	-	*	-	*	48%	61%	50%	56%	33%	-	55%	-	-	-	*
STAAR Percent at Meets Grade Level or Above																						
Grade 3																						
Reading	All Students	47%	40%	**54%**	*	52%	88%	*	-	-	*	36%	76%	32%	64%	31%	53%	55%	-	-	-	*
	CWD	25%	21%	**32%**	-	20%	*	-	-	-	*	32%	33%	32%	-	*	31%	33%	-	-	-	-
	CWOD	52%	48%	**64%**	*	66%	*	*	-	-	-	40%	86%	-	64%	44%	67%	63%	-	-	-	*
	EL	34%	24%	**31%**	-	31%	-	-	-	-	-	10%	*	*	44%	31%	38%	20%	-	-	-	*
	Male	44%	35%	**53%**	*	52%	*	*	-	-	*	38%	67%	31%	67%	38%	53%	-	-	-	-	*
	Female	50%	45%	**55%**	-	53%	*	-	-	-	-	36%	88%	33%	63%	20%	-	55%	-	-	-	*
Mathematics	All Students	41%	31%	**53%**	*	51%	75%	*	-	-	*	39%	71%	28%	64%	38%	56%	50%	-	-	-	*
	CWD	24%	15%	**28%**	-	25%	*	-	-	-	*	28%	33%	28%	-	*	38%	17%	-	-	-	-
	CWOD	44%	37%	**64%**	*	62%	*	*	-	-	-	48%	79%	-	64%	56%	67%	63%	-	-	-	*
	EL	32%	18%	**38%**	-	38%	-	-	-	-	-	20%	*	*	56%	38%	50%	20%	-	-	-	*
	Male	44%	32%	**56%**	*	52%	*	*	-	-	*	50%	61%	38%	67%	50%	56%	-	-	-	-	*
	Female	37%	30%	**50%**	-	50%	*	-	-	-	-	32%	81%	17%	63%	20%	-	50%	-	-	-	*
Grade 4																						
Reading	All Students	50%	39%	**46%**	*	43%	*	-	*	-	-	36%	58%	38%	50%	43%	45%	48%	*	*	-	*
	CWD	24%	21%	**38%**	-	32%	*	-	*	-	*	25%	60%	38%	-	33%	42%	36%	*	*	-	*
	CWOD	56%	46%	**50%**	*	48%	*	-	-	-	-	43%	57%	-	50%	50%	46%	53%	-	-	-	*
	EL	39%	24%	**43%**	-	42%	-	-	*	-	-	40%	*	33%	50%	43%	60%	33%	-	*	*	-
	Male	47%	38%	**45%**	*	41%	*	-	*	-	-	29%	65%	42%	46%	60%	45%	-	*	*	-	*
	Female	53%	40%	**48%**	*	45%	*	-	*	-	-	43%	52%	36%	53%	33%	-	48%	-	-	-	*
Mathematics	All Students	44%	33%	**37%**	*	33%	*	-	*	-	-	32%	43%	31%	40%	29%	50%	26%	*	*	-	*
	CWD	24%	17%	**31%**	-	23%	*	-	*	-	-	19%	50%	31%	-	33%	42%	21%	*	*	-	*
	CWOD	49%	40%	**40%**	*	37%	*	-	-	*	-	39%	40%	-	40%	25%	54%	28%	-	-	-	*
	EL	38%	25%	**29%**	-	25%	-	-	-	*	-	30%	*	33%	25%	29%	60%	11%	-	-	-	-
	Male	47%	39%	**50%**	*	44%	*	-	*	-	-	43%	59%	42%	54%	60%	50%	-	*	*	-	*
	Female	41%	27%	**26%**	*	24%	*	-	*	-	-	22%	30%	21%	28%	11%	-	26%	-	-	-	*
Grade 5																						
Reading	All Students	53%	49%	**57%**	*	55%	86%	-	*	-	*	43%	71%	35%	60%	20%	52%	63%	-	-	-	*
	CWD	25%	25%	**35%**	*	33%	*	-	-	-	*	18%	67%	35%	-	*	29%	40%	-	-	-	-
	CWOD	59%	56%	**60%**	*	57%	*	-	*	-	*	49%	71%	-	60%	22%	55%	68%	-	-	-	*
	EL	41%	28%	**20%**	-	20%	-	-	-	-	-	29%	*	*	22%	20%	*	33%	-	-	-	-
	Male	51%	46%	**52%**	-	51%	*	-	*	-	*	42%	64%	29%	55%	*	52%	-	-	-	-	-
	Female	56%	53%	**63%**	*	61%	83%	-	*	-	*	45%	78%	40%	68%	33%	-	63%	-	-	-	*

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	49%	45%	46%	*	44%	71%	-	*	-	*	36%	56%	31%	48%	10%	41%	52%	-	-	-	*
	CWD	26%	27%	31%	*	36%	*	-	-	-	*	20%	50%	31%	-	*	43%	22%	-	-	-	-
	CWOD	54%	50%	48%	*	44%	*	-	*	-	*	39%	57%	-	48%	11%	41%	59%	-	-	-	*
	EL	41%	33%	10%	-	10%	-	-	-	-	-	14%	*	*	11%	10%	*	17%	-	-	-	-
	Male	50%	45%	41%	-	40%	*	-	*	-	*	29%	56%	43%	41%	*	41%	-	-	-	-	-
	Female	47%	44%	52%	*	50%	67%	-	*	-	*	47%	57%	22%	59%	17%	-	52%	-	-	-	*
Science	All Students	27%	18%	22%	*	20%	43%	-	*	-	*	19%	25%	6%	25%	10%	25%	18%	-	-	-	*
	CWD	16%	12%	6%	*	0%	*	-	-	-	*	9%	0%	6%	-	*	0%	10%	-	-	-	-
	CWOD	29%	21%	25%	*	23%	*	-	*	-	*	22%	29%	-	25%	11%	29%	21%	-	-	-	*
	EL	15%	10%	10%	-	10%	-	-	-	-	-	14%	*	*	11%	10%	*	17%	-	-	-	-
	Male	30%	24%	25%	-	23%	*	-	*	-	*	19%	32%	0%	29%	*	25%	-	-	-	-	-
	Female	23%	13%	18%	*	15%	33%	-	*	-	*	19%	17%	10%	21%	17%	-	18%	-	-	-	*
STAAR Percent at Masters Grade Level																						
Grade 3																						
Reading	All Students	20%	12%	18%	*	16%	38%	*	-	-	*	9%	29%	4%	25%	0%	18%	18%	-	-	-	*
	CWD	6%	3%	4%	-	0%	*	-	-	-	*	5%	0%	4%	-	*	8%	0%	-	-	-	-
	CWOD	23%	16%	25%	*	23%	*	*	-	-	-	12%	36%	-	25%	0%	24%	25%	-	-	-	*
	EL	13%	5%	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	0%	-	-	-	*
	Male	18%	13%	18%	*	15%	*	*	-	-	*	13%	22%	8%	24%	0%	18%	-	-	-	-	*
	Female	22%	11%	18%	-	18%	*	-	-	-	-	7%	38%	0%	25%	0%	-	18%	-	-	-	*
Mathematics	All Students	15%	8%	15%	*	12%	38%	*	-	-	*	9%	24%	8%	19%	8%	26%	7%	-	-	-	*
	CWD	7%	3%	8%	-	0%	*	-	-	-	*	11%	0%	8%	-	*	15%	0%	-	-	-	-
	CWOD	17%	10%	19%	*	17%	*	*	-	-	-	8%	29%	-	19%	11%	33%	9%	-	-	-	*
	EL	10%	5%	8%	-	8%	-	-	-	-	-	10%	*	*	11%	8%	13%	0%	-	-	-	*
	Male	17%	10%	26%	*	10%	*	*	-	-	*	19%	33%	15%	33%	13%	26%	-	-	-	-	*
	Female	12%	6%	7%	-	8%	*	*	*	-	-	4%	13%	0%	9%	0%	-	7%	-	-	-	*
Grade 4																						
Reading	All Students	22%	11%	15%	*	14%	*	-	*	-	-	7%	25%	12%	17%	0%	13%	17%	*	*	-	*
	CWD	6%	4%	12%	-	5%	*	-	*	-	-	0%	30%	12%	-	0%	8%	14%	*	*	-	*
	CWOD	26%	14%	17%	*	19%	*	-	-	-	-	11%	23%	-	17%	0%	15%	19%	-	-	-	*
	EL	14%	5%	0%	-	0%	-	-	*	-	-	0%	*	0%	0%	0%	0%	0%	-	-	-	-
	Male	20%	9%	13%	*	15%	*	-	*	-	-	5%	24%	8%	15%	0%	13%	-	*	*	-	*
	Female	24%	14%	17%	*	14%	*	-	*	-	-	9%	26%	14%	19%	0%	-	17%	-	-	-	*
Mathematics	All Students	20%	13%	14%	*	12%	*	-	*	-	-	9%	20%	12%	16%	7%	24%	7%	*	*	-	*
	CWD	7%	4%	12%	-	9%	*	-	*	-	-	6%	20%	12%	-	17%	17%	7%	*	*	-	*
	CWOD	23%	16%	16%	*	13%	*	-	-	-	-	11%	20%	-	16%	0%	27%	6%	-	-	-	*
	EL	15%	9%	7%	-	8%	-	-	*	-	-	10%	*	17%	0%	7%	20%	0%	-	-	-	-
	Male	22%	15%	24%	*	21%	*	-	*	-	-	19%	29%	17%	27%	20%	24%	-	*	*	-	*
	Female	17%	11%	7%	*	5%	*	-	*	-	-	0%	13%	7%	6%	0%	-	7%	-	-	-	*
Grade 5																						

Texas Education Agency
2024 Federal Report Card
CENIZA HILLS EL (233901115) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	28%	22%	**33%**	*	30%	57%	-	*	-	*	29%	38%	12%	37%	10%	37%	42%	-	-	-	*
	CWD	8%	8%	**12%**	*	8%	*	-	-	-	*	18%	0%	12%	-	*	0%	20%	-	-	-	-
	CWOD	32%	25%	**37%**	*	33%	*	-	*	-	*	32%	43%	-	37%	11%	31%	47%	-	-	-	*
	EL	17%	7%	**10%**	-	10%	-	-	-	-	-	14%	*	*	11%	10%	*	17%	-	-	-	-
	Male	25%	22%	**27%**	-	25%	*	-	*	-	*	29%	24%	0%	31%	*	27%	-	-	-	-	-
	Female	30%	21%	**42%**	*	30%	50%	-	*	-	*	30%	52%	20%	47%	17%	-	42%	-	-	-	*
Mathematics	All Students	18%	13%	**19%**	*	18%	57%	-	*	-	*	16%	23%	6%	22%	0%	18%	21%	-	-	-	*
	CWD	7%	5%	**6%**	*	6%	*	-	-	-	*	10%	0%	6%	-	*	0%	11%	-	-	-	-
	CWOD	21%	15%	**22%**	*	20%	*	-	*	-	*	17%	26%	-	22%	0%	20%	24%	-	-	-	*
	EL	12%	5%	**0%**	-	0%	-	-	-	-	-	0%	*	*	0%	0%	*	0%	*	-	*	-
	Male	21%	14%	**18%**	-	17%	*	-	*	-	*	16%	20%	0%	20%	*	18%	-	-	-	-	-
	Female	17%	12%	**21%**	*	19%	50%	-	*	-	*	16%	26%	11%	24%	0%	-	21%	-	-	-	*
Science	All Students	11%	7%	**10%**	*	10%	14%	-	*	-	*	8%	13%	0%	12%	10%	9%	11%	-	-	-	*
	CWD	5%	3%	**0%**	*	0%	*	-	-	-	*	0%	0%	0%	-	*	0%	0%	-	-	-	-
	CWOD	12%	8%	**12%**	*	12%	*	-	*	-	*	10%	14%	-	12%	11%	10%	15%	-	-	-	*
	EL	5%	2%	**10%**	-	10%	-	-	-	-	-	14%	*	*	11%	10%	*	17%	-	-	-	-
	Male	13%	8%	**9%**	-	8%	*	-	*	-	*	6%	12%	0%	10%	*	9%	-	-	-	*	-
	Female	9%	5%	**11%**	*	15%	0%	-	*	-	*	10%	13%	0%	15%	17%	-	11%	-	-	-	*
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						
All Subjects	All Students	73%	68%	**76%**	92%	75%	96%	*	80%	-	38%	68%	86%	61%	81%	52%	78%	75%	*	*	-	76%
	CWD	46%	43%	**61%**	*	57%	95%	-	*	-	20%	55%	74%	61%	-	39%	63%	59%	*	*	-	*
	CWOD	77%	75%	**81%**	100%	80%	96%	*	100%	-	*	74%	88%	-	81%	57%	82%	80%	-	-	-	80%
	EL	61%	49%	**52%**	-	53%	-	-	*	-	-	49%	61%	39%	57%	52%	58%	48%	-	-	-	*
	Male	71%	67%	**78%**	*	77%	100%	*	100%	-	20%	69%	88%	63%	82%	58%	78%	-	*	*	-	63%
	Female	74%	69%	**75%**	88%	73%	93%	-	60%	-	*	67%	84%	59%	80%	48%	-	75%	-	-	-	89%
Reading	All Students	74%	70%	**83%**	100%	82%	95%	*	*	-	*	76%	90%	67%	88%	59%	84%	81%	*	*	-	75%
	CWD	44%	42%	**67%**	*	62%	100%	-	*	-	*	62%	77%	67%	-	45%	72%	63%	*	*	-	*
	CWOD	80%	77%	**88%**	*	88%	96%	*	*	-	*	83%	93%	-	88%	65%	89%	88%	-	-	-	71%
	EL	59%	46%	**59%**	-	60%	-	-	*	-	-	59%	60%	45%	65%	59%	65%	55%	-	-	-	*
	Male	70%	66%	**84%**	*	83%	100%	*	*	-	*	78%	92%	72%	89%	65%	84%	-	*	*	-	*
	Female	78%	74%	**81%**	*	80%	92%	-	*	-	*	75%	89%	63%	88%	55%	-	81%	-	-	-	*
Mathematics	All Students	70%	67%	**78%**	100%	76%	100%	*	*	-	*	69%	89%	59%	85%	54%	80%	76%	*	*	-	75%
	CWD	45%	44%	**59%**	*	54%	100%	-	*	-	*	55%	68%	59%	-	36%	59%	59%	*	*	-	*
	CWOD	75%	73%	**85%**	*	83%	100%	*	*	-	*	76%	93%	-	85%	62%	88%	82%	-	-	-	86%
	EL	62%	52%	**54%**	-	54%	-	-	*	-	-	44%	80%	36%	62%	54%	65%	45%	-	-	-	*
	Male	71%	67%	**80%**	*	80%	100%	*	*	-	*	72%	90%	59%	88%	65%	80%	-	*	*	-	*
	Female	70%	67%	**76%**	*	73%	100%	-	*	-	*	66%	87%	59%	82%	45%	-	76%	-	-	-	*

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Science	All Students	73%	65%	56%	*	54%	86%	-	*	-	*	46%	67%	47%	58%	20%	57%	55%	-	-	-	*
	CWD	49%	42%	47%	*	50%	*	-	-	-	*	27%	83%	47%	-	*	43%	50%	-	-	-	-
	CWOD	77%	71%	58%	*	55%	*	-	*	-	*	51%	64%	-	58%	22%	59%	56%	-	-	-	*
	EL	61%	52%	29%	-	29%	-	-	-	-	-	29%	*	*	22%	20%	*	33%	-	-	-	-
	Male	74%	67%	57%	-	57%	*	-	*	*	*	45%	72%	43%	59%	*	57%	-	-	-	-	-
	Female	72%	63%	55%	*	50%	83%	-	*	-	*	48%	61%	50%	56%	33%	-	55%	-	-	-	*
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	47%	38%	44%	50%	42%	76%	*	80%	-	0%	34%	56%	30%	49%	27%	45%	44%	*	*	-	59%
	CWD	22%	17%	30%	*	25%	67%	-	*	-	0%	23%	44%	30%	-	17%	34%	27%	*	*	-	*
	CWOD	51%	44%	49%	67%	47%	83%	*	100%	-	*	39%	58%	-	49%	31%	48%	50%	-	-	-	67%
	EL	31%	19%	27%	-	26%	-	-	*	-	-	23%	39%	17%	31%	27%	34%	22%	-	-	-	*
	Male	45%	38%	45%	*	42%	93%	*	100%	-	0%	34%	57%	34%	48%	34%	45%	-	*	*	-	50%
	Female	48%	39%	44%	38%	42%	67%	-	60%	-	*	35%	55%	27%	50%	22%	-	44%	-	-	-	67%
Reading	All Students	52%	45%	52%	60%	50%	84%	*	*	-	*	39%	68%	36%	58%	32%	50%	55%	*	*	-	63%
	CWD	23%	20%	36%	*	28%	80%	-	*	-	*	27%	55%	36%	-	18%	34%	37%	*	*	-	*
	CWOD	58%	52%	58%	*	57%	80%	*	*	-	*	45%	71%	-	58%	38%	55%	61%	-	-	-	71%
	EL	34%	21%	32%	-	31%	-	-	*	-	-	26%	50%	18%	38%	32%	35%	30%	-	-	-	*
	Male	48%	41%	50%	*	48%	86%	*	*	-	*	37%	65%	34%	55%	35%	50%	-	*	*	-	*
	Female	57%	49%	55%	*	52%	83%	-	*	*	*	41%	71%	37%	61%	30%	-	55%	-	-	-	*
Mathematics	All Students	42%	33%	45%	60%	42%	79%	*	*	-	*	36%	56%	30%	50%	27%	48%	42%	*	*	-	63%
	CWD	22%	16%	30%	*	27%	56%	-	*	-	*	23%	45%	30%	-	18%	41%	21%	*	*	-	*
	CWOD	46%	38%	50%	*	47%	100%	*	*	-	*	41%	58%	-	50%	31%	50%	50%	-	-	-	71%
	EL	31%	19%	27%	-	26%	-	-	*	-	-	22%	40%	18%	31%	27%	41%	15%	-	-	-	*
	Male	43%	34%	48%	*	44%	100%	*	*	-	*	38%	58%	41%	50%	41%	48%	-	*	*	-	*
	Female	40%	32%	42%	*	40%	67%	-	*	-	*	33%	53%	21%	50%	15%	-	42%	-	-	-	*
Science	All Students	42%	32%	22%	*	20%	43%	-	*	-	*	19%	25%	6%	25%	10%	25%	18%	-	-	-	*
	CWD	21%	12%	6%	*	0%	*	-	-	-	*	9%	0%	6%	-	*	0%	10%	-	-	-	-
	CWOD	45%	37%	25%	*	23%	*	-	*	-	*	22%	29%	-	25%	11%	29%	21%	-	-	-	*
	EL	24%	14%	10%	-	10%	-	-	-	-	-	14%	*	*	11%	10%	*	17%	-	-	-	-
	Male	44%	36%	25%	-	23%	*	-	*	-	*	19%	32%	0%	29%	*	25%	-	-	-	-	-
	Female	40%	28%	18%	*	15%	33%	-	*	-	*	19%	17%	10%	21%	17%	-	18%	-	-	-	*
STAAR Percent at Masters Grade Level																						
All Grades																						
All Subjects	All Students	18%	11%	18%	25%	16%	42%	*	20%	-	0%	13%	24%	8%	21%	5%	19%	17%	*	*	-	24%
	CWD	6%	3%	6%	*	3%	38%	-	*	-	0%	7%	10%	8%	-	4%	8%	8%	*	*	-	*
	CWOD	21%	13%	21%	33%	20%	46%	*	33%	-	*	15%	27%	-	21%	5%	22%	21%	-	*	-	27%
	EL	9%	4%	5%	-	5%	-	-	*	-	-	7%	0%	4%	5%	5%	5%	4%	-	-	-	*
	Male	18%	11%	19%	*	17%	60%	*	20%	-	0%	16%	23%	8%	22%	5%	19%	-	*	*	-	25%
	Female	19%	12%	17%	13%	16%	33%	-	20%	-	*	10%	26%	8%	21%	4%	-	17%	-	-	-	22%

		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%	13%	23%	20%	21%	47%	*	*	-	*	16%	31%	9%	28%	3%	20%	26%	*	*	-	38%
	CWD	6%	4%	9%	*	4%	44%	-	*	-	*	7%	14%	9%	-	0%	6%	11%	*	*	-	*
	CWOD	24%	16%	28%	*	26%	50%	*	*	-	*	20%	35%	-	28%	4%	25%	31%	-	-	-	43%
	EL	10%	3%	3%	-	3%	-	-	*	-	-	4%	0%	0%	4%	3%	0%	5%	-	-	-	*
	Male	18%	11%	20%	*	19%	43%	*	*	-	*	18%	23%	6%	25%	0%	20%	-	*	*	-	*
	Female	24%	15%	26%	*	23%	50%	-	*	-	*	14%	39%	11%	31%	5%	-	26%	-	-	-	*
Mathematics	All Students	17%	10%	17%	40%	14%	47%	*	*	-	*	12%	22%	9%	19%	5%	22%	11%	*	*	-	13%
	CWD	6%	3%	9%	*	4%	44%	-	*	-	*	9%	9%	9%	-	9%	13%	6%	*	*	-	*
	CWOD	19%	12%	19%	*	17%	50%	*	*	-	*	13%	25%	-	19%	4%	25%	13%	-	-	-	14%
	EL	10%	5%	5%	-	6%	-	-	*	-	-	7%	0%	9%	4%	5%	12%	0%	-	-	-	*
	Male	18%	11%	22%	*	18%	71%	*	*	-	*	18%	27%	13%	25%	12%	22%	-	*	*	-	*
	Female	15%	8%	11%	*	10%	33%	-	*	-	*	6%	18%	6%	13%	0%	-	11%	-	-	-	*
Science	All Students	15%	9%	10%	*	10%	14%	-	*	-	*	8%	13%	0%	12%	10%	9%	11%	-	-	-	*
	CWD	5%	3%	0%	*	0%	*	-	-	-	*	0%	0%	0%	-	*	0%	0%	-	-	-	*
	CWOD	17%	11%	12%	*	12%	*	-	*	-	*	10%	14%	-	12%	11%	10%	15%	-	-	-	*
	EL	5%	2%	10%	-	10%	-	-	-	-	-	14%	*	*	11%	10%	*	17%	-	-	-	-
	Male	16%	10%	9%	-	8%	*	-	*	-	*	6%	12%	0%	10%	*	9%	-	-	-	-	-
	Female	14%	8%	11%	*	15%	0%	-	*	-	*	10%	13%	0%	15%	17%	-	11%	-	-	-	*

- Indicates there are no students in the group.

* Indicates results are masked due to small numbers to protect student confidentiality.

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2023-24 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Academic Growth Score											
Reading											
All Students	68	*	67	89	-	*	-	*	68	65	56
CWD	65	*	59	*	-	*	-	*	63	65	61
CWOD	69	*	68	90	-	*	-	*	70	-	54
EL	56	-	51	-	-	*	-	-	53	61	56
Male	63	*	60	*	-	*	-	*	66	58	44
Female	74	*	74	92	-	*	-	*	70	71	63

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Mathematics											
All Students	65	*	63	78	-	*	-	*	66	54	48
CWD	54	*	51	*	-	*	-	*	57	54	43
CWOD	68	*	66	100	-	*	-	*	69	-	50
EL ◇	48	-	47	-	-	*	-	-	56	43	48
Male	65	*	63	*	-	*	-	*	65	50	44
Female	65	*	63	67	-	*	-	*	67	57	50

- Indicates there are no students in the group.
* Indicates results are masked due to small numbers to protect student confidentiality.

Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates for the class of 2023

The six-year graduation rates for the class of 2022 will be updated in March, 2025.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL ◇	Homeless ◇	Foster Care ◇
Federal Graduation Rates													
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2023.													
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL ◇	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.
* Indicates results are masked due to small numbers to protect student confidentiality.
◇ Ever in grades 9-12.

Part (iv): English Language Proficiency

This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2024 TELPAS (Texas English Language Proficiency Assessment System) data. (EL: English learner)

Total EL in Class	Proficiency of EL	Rate of Proficiency
85	27	32%

- 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	56	44	71	*	60	-	13	38	33	28
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.
* Indicates results are masked due to small numbers to protect student confidentiality.

Part (vi): Goal Meeting Status

This section provides information on the progress of all students and each student group toward meeting the long-term goals or interim objectives on STAAR academic performance, federal graduation rate, and English learners' language proficiency. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
STAAR Performance Status											
Reading											
Interim Goals (2023-2027)	46%	34%	39%	59%	44%	73%	46%	55%	35%	26%	37%
Target Met	Y		Y	Y					Y	Y	Y
Interim Goals (2028-2032)	55%	45%	49%	66%	53%	78%	55%	63%	46%	38%	48%
Target Met	N		Y	Y					N	N	N
Interim Goals (2033-2037)	64%	56%	59%	73%	62%	83%	64%	71%	57%	50%	59%
Target Met	N		N	Y					N	N	N
Long-Term Goals	73%	67%	70%	80%	72%	87%	73%	78%	68%	63%	69%

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Target Met	N		N	Y					N	N	N
Mathematics											
Interim Goals (2023-2027)	49%	33%	44%	60%	47%	82%	51%	55%	40%	29%	45%
Target Met	N		N	Y					N	Y	N
Interim Goals (2028-2032)	56%	44%	53%	67%	56%	85%	59%	63%	50%	41%	54%
Target Met	N		N	Y					N	N	N
Interim Goals (2033-2037)	67%	55%	62%	74%	65%	88%	67%	71%	60%	53%	63%
Target Met	N		N	Y					N	N	N
Long-Term Goals	75%	67%	72%	80%	74%	91%	76%	78%	70%	65%	73%
Target Met	N		N	N					N	N	N
English Learner Language Proficiency Status											
Interim Goals (2023-2027)											49%
Target Met											Y
Interim Goals (2028-2032)											51%
Target Met											Y
Interim Goals (2033-2037)											53%
Target Met											Y
Long-Term Goals											55%
Target Met											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											
Interim Goals (2028-2032)	92.7%	90.2%	91.4%	95.2%	90.9%	97.1%	91.5%	93.2%	90.5%	85.8%	86%
Target Met											
Interim Goals (2033-2037)	95.4%	94.1%	94.7%	96.6%	94.4%	97.5%	94.7%	95.6%	94.3%	91.9%	92%
Target Met											
Long-Term Goals	98%	98%	98%	98%	98%	98%	98%	98%	98%	98%	98%
Target Met											

Blank cell indicates there are no data available in the group.

* STAAR Performance and Graduation use EL(Current & Monitored). EL English Learner Language Proficiency uses EL (Current).

Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science for the 2023-24 school year. (CWD: children with disability; CWOD: children without disability; EL: English learner)

Texas Education Agency
2024 Federal Report Card
CENIZA HILLS EL (233901115) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Participation Rate																	
All Subjects	All Students	**100%**	100%	100%	100%	*	100%	-	100%	99%	100%	99%	100%	100%	100%	99%	*
	CWD	**99%**	*	98%	100%	-	*	-	100%	98%	100%	99%	-	100%	100%	98%	*
	CWOD	**100%**	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%	100%	-	*
	Female	**99%**	100%	99%	100%	-	100%	-	*	99%	100%	98%	100%	100%	-	99%	-
Reading	All Students	**100%**	100%	100%	100%	*	*	-	*	99%	100%	99%	100%	100%	100%	99%	*
	CWD	**99%**	*	98%	100%	-	*	-	*	98%	100%	99%	-	100%	100%	97%	*
	CWOD	**100%**	*	100%	100%	*	*	-	*	100%	100%	-	100%	100%	100%	100%	-
	EL	**100%**	-	100%	-	-	*	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	**100%**	*	100%	100%	*	*	-	*	100%	100%	100%	100%	100%	100%	-	*
	Female	**99%**	*	99%	100%	-	*	-	*	99%	100%	97%	100%	100%	-	99%	-
Mathematics	All Students	**100%**	100%	100%	100%	*	*	-	*	99%	100%	99%	100%	100%	100%	99%	*
	CWD	**99%**	*	98%	100%	-	*	-	*	98%	100%	99%	-	100%	100%	97%	*
	CWOD	**100%**	*	100%	100%	*	*	-	*	100%	100%	-	100%	100%	100%	100%	-
	EL	**100%**	-	100%	-	-	*	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	**100%**	*	100%	100%	*	*	-	*	100%	100%	100%	100%	100%	100%	-	*
	Female	**99%**	*	99%	100%	-	*	-	*	99%	100%	97%	100%	100%	-	99%	-
Science	All Students	**100%**	*	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	100%	100%	-
	CWD	**100%**	*	100%	*	-	-	-	*	100%	100%	100%	-	*	100%	100%	-
	CWOD	**100%**	*	100%	*	-	*	-	*	100%	100%	-	100%	100%	100%	100%	-
	EL	**100%**	-	100%	-	-	-	-	-	100%	*	*	100%	100%	*	100%	-
	Male	**100%**	-	100%	*	-	*	-	*	100%	100%	100%	100%	*	100%	-	-
	Female	**100%**	*	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	-	100%	-
SAT/ACT All Subjects	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Non-Participation Rate																	

		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%	1%	0%	1%	0%	0%	0%	1%	*
	CWD	1%	*	2%	0%	-	*	-	0%	2%	0%	1%	-	0%	0%	2%	*
	CWOD	0%	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%	0%	-	*
	Female	1%	0%	1%	0%	-	0%	-	*	1%	0%	2%	0%	0%	-	1%	-
Reading	All Students	0%	0%	0%	0%	*	*	-	*	1%	0%	1%	0%	0%	0%	1%	*
	CWD	1%	*	2%	0%	-	*	-	*	2%	0%	1%	-	0%	0%	3%	*
	CWOD	0%	*	0%	0%	*	*	-	*	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	0%	-	-	*	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	*	0%	0%	*	*	-	*	0%	0%	0%	0%	0%	0%	-	*
	Female	1%	*	1%	0%	-	*	-	*	1%	0%	3%	0%	0%	-	1%	-
Mathematics	All Students	0%	0%	0%	0%	*	*	-	*	1%	0%	1%	0%	0%	0%	1%	*
	CWD	1%	*	2%	0%	-	*	-	*	2%	0%	1%	-	0%	0%	3%	*
	CWOD	0%	*	0%	0%	*	*	-	*	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	0%	-	-	*	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	*	0%	0%	*	*	-	*	0%	0%	0%	0%	0%	0%	-	*
	Female	1%	*	1%	0%	-	*	-	*	1%	0%	3%	0%	0%	-	1%	-
Science	All Students	0%	*	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	*	0%	*	-	-	-	*	0%	0%	0%	-	*	0%	0%	-
	CWOD	0%	*	0%	*	-	*	-	*	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	*	0%	-
	Male	0%	-	0%	*	-	*	-	*	0%	0%	0%	0%	*	0%	-	-
	Female	0%	*	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	-	0%	-
SAT/ACT All Subjects	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

* Indicates results are masked due to small numbers to protect student confidentiality.

Part (viii): Civil Rights Data

Part (viii)(I) This section provides information from the 2020-21 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related

arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

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.

	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	3.3	9.3%
Teachers Teaching with Emergency or Provisional Credentials	1.1	3.3%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	1.4	4.2%

- Indicates there are no data available in the group.

Part (x): Per-pupil Expenditure

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year (2022-23).

To be updated by June 30th, 2025.

There is no data for this campus.

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%	11	1%	*	3%
Mathematics	6,620	2%	11	1%	*	3%
Grade 4						
Reading	6,491	2%	14	2%	*	2%
Mathematics	6,491	2%	14	2%	*	2%
Grade 5						
Reading	6,033	1%	10	1%	-	-
Mathematics	6,033	2%	10	1%	-	-
Science	6,033	2%	10	1%	-	-
Grade 6						
Reading	5,586	1%	10	1%	-	-
Mathematics	5,586	1%	10	1%	-	-
Grade 7						
Reading	5,233	1%	9	1%	-	-
Mathematics	5,227	2%	9	1%	-	-
Grade 8						
Reading	4,985	1%	10	1%	-	-
Mathematics	4,985	1%	10	2%	-	-
Science	4,984	1%	10	1%	-	-
End of Course						
English I	5,119	1%	9	1%	-	-
English II	4,683	1%	8	1%	-	-
Algebra I	5,112	1%	9	1%	-	-
Biology	5,027	1%	9	1%	-	-
All Grades						
All Subjects	100,862	1%	183	1%	8	1%
Reading	44,764	1%	81	1%	*	2%
Mathematics	40,054	1%	73	1%	*	2%
Science	16,044	1%	29	1%	-	-

- Indicates there are no students in the group.

* Indicates results are masked due to small numbers to protect student confidentiality.

Part (xii): Statewide National Assessment of Educational Progress (NAEP)

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the 2022 National Assessment of Educational Progress, compared to the national average of such results.

State Level: 2022 Percentages at NAEP Achievement Levels										
			% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	42	37	58	63	30	33	7	9
		Black	51	56	49	44	19	17	3	3
		Hispanic	52	50	48	50	20	21	3	4
		White	26	27	74	73	44	42	10	11
		American Indian	*	57	*	43	*	18	*	3
		Asian	8	17	92	83	71	58	31	24
		Pacific Islander	*	50	*	50	*	23	*	6
		Two or More Races	28	32	72	68	41	38	8	11
		EcoDis	54	52	46	48	18	19	3	3
		Students with Disabilities	77	73	23	27	7	10	1	2
		English Language Learners	57	67	43	33	16	10	2	1
	Mathematics	Overall	22	25	78	75	38	36	8	8
		Black	33	45	67	55	21	15	2	1
		Hispanic	27	36	73	64	27	22	3	3
		White	10	14	90	86	57	48	13	10
		American Indian	*	41	*	59	*	22	*	4
		Asian	3	9	97	91	73	63	27	24
		Pacific Islander	*	38	*	62	*	22	*	3
		Two or More Races	10	22	90	78	58	38	23	9
		EcoDis	31	38	69	62	24	20	3	2
		Students with Disabilities	51	56	49	44	18	14	2	2
		English Language Learners	31	48	69	52	26	14	3	2
Grade 8	Reading	Overall	34	30	66	70	23	31	2	4
		Black	45	47	55	53	17	16	1	1
		Hispanic	41	39	59	61	16	21	1	2
		White	24	22	76	78	30	38	2	5
		American Indian	*	45	*	55	*	18	*	2
		Asian	8	14	92	86	60	56	11	12
		Pacific Islander	*	35	*	65	*	25	*	2
		Two or More Races	28	27	72	73	32	35	5	6
		EcoDis	42	42	58	58	16	19	1	1
		Students with Disabilities	74	69	26	31	5	7	1	n/a

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	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	80	76	40	24	8	4	1	n/a

* Indicates reporting standards not met.

n/a Indicates data reporting is not applicable for this group.

State Level: 2022 NAEP Participation Rates for Students with Disabilities and English Learners			
Grade	Subject	Student Group	Rate
Grade 4	Reading	Students with Disabilities	89%
		English Learners	95%
	Mathematics	Students with Disabilities	87%
		English Learners	95%
Grade 8	Reading	Students with Disabilities	89%
		English Learners	97%
	Mathematics	Students with Disabilities	93%
		English Learners	97%

Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education

This section provides information on the cohort rate at which students who graduated from high school in the 2021-22 school year enrolled in a Texas public postsecondary education institution in the 2022-23 academic year in (I) programs of public postsecondary education in Texas; (II) programs of private postsecondaryeducation in Texas; and (III) programs of postsecondary education outside Texas. (CWD: children with disability; EL: English learner)

There is no data for this campus.

Part (xiv): Additional Information - Chronic Absenteeism

This section provides information on the Chronic Absenteeism per EDFacts definition: percent of unduplicated number of K - 12 students enrolled in a school for at least 10 days and absent for 10% or more days during the 2022-23 school year. (CWD: children with disability; EL: English learner)

There is no data for this campus.

Part (xv): Section 1003 Fund

This section provides a list of all the LEAs and schools that received funds under Section 1003, including the amount of funds each school received and the types of strategies implemented in each school with such funds for the 2022-23 school year.

Section 1003 Funds for the 2023-24 school year will be updated by the end of June, 2025.

There is no data for this campus.

Part (xvi): Count of 1st Year English Learners Excluded from the State Accountability

This section provides number of recently arrived English learners exempted from the ELA/Reading assessments and whose results are excluded from the 2023-24 State accountability.

There is no data for this campus.

"The 2024 accountability reports are not yet publicly available. The release of these reports is pending judicial ruling and decisions from the 89th legislature during a special called session."



"The 2024 accountability reports are not yet publicly available. The release of these reports is pending judicial ruling and decisions from the 89th legislature during a special called session."



Texas Education Agency
School Safety Choice Option
Persistently Dangerous School
Identification Methodology

Pursuant to the requirements of No Child Left Behind Act of 2001, Section 9532, Texas Education Agency (TEA) has developed a definition and methodology for identification of campuses required to implement the School Safety Choice Option (SSCO).

A campus will be identified as a persistently dangerous school (PDS) and required to implement the SSCO if it meets the following criteria:

- The campus is coded as a Regular Instructional Campus in AskTED; and
- The campus has fewer than 200 students and has reported to the Public Education Information Management System (PEIMS) 425 Record two (2) or more selected mandatory expulsion incidents in each of the three most recent consecutive years for which data are available; or
- The campus has 200 or more students and has a number of mandatory expellable incidents per year equal to 1% or more of its enrollment in each of the three (3) most recent consecutive years for which data are available.

LEAs report PEIMS data periodically in the summer and fall; therefore, SSCO uses the three previous years' data and not the current year's data to make identifications. The enrollment number or student population figure is the summer PEIMS submission attendance figure, a unique count of the students served at the campus in a given year.

TEA uses the following mandatory expulsion incidents self-reported on the campus PEIMS 425 Record of Incidents as the basis for identification of persistently dangerous schools and to create the "watch lists" discussed below. All incidents related to a continuation action from a prior school year are omitted from consideration.

All regular instructional campuses that have at least one of the mandatory expulsion incidents in any of the most recent three years for which data are available will be included in the pool of campuses analyzed.[1] Each incident is counted once, regardless of the number of students involved.

Watch List for Two Years' Incidents: If a campus meets the incident rates in the definition for the two most recent consecutive years, the Agency will require the district to submit its most recent Multi-Hazard Plan [TEC 37.108(a)]. The Agency will also request the district's most recently completed School Security Audit Report [TEC 37.108(b)], if available, along with any Corrective Action Plan developed to address any district-wide issues or issues identified on the campus as a result of the audit report.

Watch List for One Year's Incidents: If a campus meets the incident rates in the definition for the most recent year, the Agency will notify the campus by letter of the watch list status. The district is not required to submit the Multi-Hazard Plan to the agency but to be maintained locally.

If a campus is identified as persistently dangerous, the Texas Education Agency will provide the applicable LEA with specific implementation requirements.

[1] See SSCO Guidance for specific listing of which years of data are specifically used to identify schools as persistently dangerous in the current year or placed on either of the watch lists.

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Mandatory Expellable Incidents Included in Definition		
PEIMS Action Reason Code	Description of Behavior	Required to Implement SSCO
11	Used, exhibited, or possessed a firearm	**Current Method for Identifying Campuses Required to Implement the SSCO:** On campuses with a student population of fewer than 200 students, two (2) or more incidents per year in each of the three (3) most recent consecutive years for which data are available will cause the campus to be identified as a persistently dangerous school. On campuses with a population of 200 or more students, a number of incidents equal to 1% of the campus enrollment in each of the three (3) most recent consecutive years for which data are available will cause the campus to be identified as a persistently dangerous school.
12	Used, exhibited, or possessed an illegal knife	
14	Used, exhibited, or possessed a prohibited weapon	
16	Arson	
17	Murder, attempted murder	
18	Indecency with a child	
19	Aggravated kidnapping	
29	Aggravated assault on school employee	
30	Aggravated assault on student	
31	Sexual assault or aggravated sexual assault on school employee	
32	Sexual assault or aggravated sexual assault on student	
36	Felony controlled substance violation	
37	Felony alcohol violation	
46	Aggravated robbery	
47	Manslaughter	
48	Criminally negligent homicide	
57	Continuous Sexual Abuse of Young Child or Children	

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Report on Violent or Criminal Incidents
Student Disciplinary Action Incident Counts by Reason Code 2023-2024 School Year

Reason Code	Description	DEL RIO HS	DEL RIO EARLY COLLEGE HS	ALAMOS ACADEMY	DEL RIO MIDDLE	GARFIELD EL	SAN FELIPE MEMORIAL MIDDLE	LAMAR EL	BRENDA DARWIN L. EL.	SIERRA VISTA EL	TOBEY CHAVIRA EL	DR. HERBIN CALDERO N. EL.	DR. LEONEL GARZA JR. EL	ROBERTO "BOBBY" BARRERA EL STEM MAGNET	GENDALFALLS EL
		#	#	#	#	#	#	#	#	#	#	#	#	#	#
11	Used, exhibited, possessed firearm	0	0	0	0	0	0	0	0	0	0	0	0	0	0
12	Used, exhibited possessed illegal knife	0	0	0	0	0	0	0	0	0	0	0	0	0	0
14	Used, exhibited, possessed prohibited weapon	0	0	0	0	0	0	0	0	0	0	0	0	0	0
16	Arson	0	0	0	0	0	0	0	0	0	0	0	0	0	0
17	Murder, attempted murder	0	0	0	0	0	0	0	0	0	0	0	0	0	0
18	Indecency with a child	0	0	0	0	0	0	0	0	0	0	0	0	0	0
19	Aggravated kidnapping	0	0	0	0	0	0	0	0	0	0	0	0	0	0
28	Aggravated assault on school employee	0	0	0	0	0	0	0	0	0	0	0	0	0	0
30	Aggravated assault on student	0	0	0	0	0	0	0	0	0	0	0	0	0	0
31	Sexual assault or aggravated sexual assault on school	0	0	0	0	0	0	0	0	0	0	0	0	0	0
32	Sexual assault or aggravated sexual assault on student	0	0	0	0	0	0	0	0	0	0	0	0	0	0
36	Felony controlled substance violation	0	0	0	1	0	0	0	0	0	0	0	0	0	0
37	Felony alcohol violation	0	0	0	0	0	0	0	0	0	0	0	0	0	0
46	Aggravated robbery	0	0	0	0	0	0	0	0	0	0	0	0	0	0
47	Manslaughter	0	0	0	0	0	0	0	0	0	0	0	0	0	0
48	Criminally negligent homicide	0	0	0	0	0	0	0	0	0	0	0	0	0	0
57	Continuous Sexual Abuse of Young Child or Children	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	TOTAL INCIDENTS	0	0	0	1	0	0	0	0	0	0	0	0	0	0
STUDENT ENROLLMENT		2,401	486	102	1414	665	687	546	466	529	932	627	605	155	572
	INCIDENT RATE	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Counts less than 3 are blank cells and zero counts are displayed as 0 because "NOT" is in compliance with the Family Educational Rights and Privacy Act (FERPA).
Disciplinary Action Reason Codes: 11, 12, 14, 16, 17, 18, 19, 28, 30, 31, 32, 36, 37, 46, 47, 48 and 57 are the Codes used by TEA to identify a "Persistently Dangerous School" under the Texas Education Code.
For information concerning school violence prevention and safe school strategies, please visit the district's website or contact the Safe School Coordinator at the campus, administration office and at the district.

DISTRICT POLICIES / RESOURCES RELATED TO COVID-19 AND SCHOOL SAFETY

For more information and to access the San Felipe Del Rio CISD Covid-19, Student Handbook, Student Code of Conduct, Board Policy, etc., please visit the San Felipe Del Rio CISD website: www.sfdr-cisd.org



SFDR Home Page



SFDR Home Page ☛ Covid-19



SFDR Home Page ☛ Anonymous Reporting



SFDR Home Page ☛ Students & Families ☛ Student (or Parent) ☛ Student-Parent Handbook



SFDR Home Page ☛ A thru Z ☛ "T" Technology ☛ Children's Internet Protection Act (CIPA) Rules



SFDR Home Page ☛ A thru Z ☛ "B" Board Policy Manual

SAN FELIPE-DEL RIO CISD

Goal 1. The District shall maintain a safe environment, utilize a transformative curriculum and diverse instructional opportunities to ensure student socialization and student achievement at the highest standards of excellence.

Objective 6. (Safe and Healthy Schools) SFDRCISD will provide evidence based drug and violence prevention programs to educate students, parents and staff and will comply with district safety, discipline, bullying, mental health services, suicide, and drug-free policies through staff, student and parent communication and training by May 2024.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Safety procedures, including awareness of policies on bullying, dating violence, sexual abuse and other maltreatment and address the prevention concerning unwanted physical or verbal aggression, sexual harassment, suicide prevention, and conflict resolution through written and electronic transmission of District Management Plan Incorporate "See Something, Say Something" to all campuses through QR codes. Utilize Health Curriculum for student lessons. (Title I SW Elements: 1.1,2.2,2.3) (Target Group: All) (Strategic Priorities: 3,4)	Campus Administrators, Counselors, Teachers	August-May	(F)Title IV SSAEP	Criteria: Reports, school monitor data, District Plan 05/29/24 - On Track (S) 03/08/24 - On Track 11/14/23 - On Track
2. Provide training to all campus and district staff on prevention, early identification, intervention mentoring programs, recovery support services, rehabilitation, mental health safety, bullying, dating violence, child sexual abuse and other maltreatment, conflict resolution, school drop out prevention, suicide prevention, human trafficking, suicide prevention and drug-free policies either in person or through virtual training platform. including TCHAT services. (Title I SW Elements: 1.1,2.1,2.2,3.1) (Target Group: All)	Campus Administrators, Counselors, Directors, Parents, Teachers	August-May	(F)Title IIA Principal and Teacher Improvement, (F)Title IV SSAEP	Criteria: Electronic media, written policies, sign in sheets, ppts., lessons 05/29/24 - On Track (S) 03/08/24 - On Track 11/14/23 - On Track
3. Provide curriculum/guidance relating to Child Abuse, Family Violence, Dating Violence, Suicide Prevention and Sex Trafficking and Human Sexuality to designated campuses through SHAC. (School Health Advisory Committee). (Title I SW Elements: 1.1,2.1) (Target Group: All)	Campus Administrators, Chief Instructional Officers, Teachers	Year Round	(O)Local Districts	Criteria: Curriculum, lesson plans, attendance logs, permission forms 05/29/24 - On Track (S) 03/08/24 - On Track 11/14/23 - On Track
4. Provide support and resources to Campus Discipline Plans to include reducing the overuse of discipline practices that remove students from the classroom through	Campus Administrators, Chief Instructional Officers, Directors, Teachers	August-May	(F)Title IV SSAEP	Criteria: Six weeks discipline report to include all office referrals 05/29/24 - On Track (S)

SAN FELIPE-DEL RIO CISD

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Objective 6. (Safe and Healthy Schools) SFDRCISD will provide evidence based drug and violence prevention programs to educate students, parents and staff and will comply with district safety, discipline, bullying, mental health services, suicide, and drug-free policies through staff, student and parent communication and training by May 2024.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
implementation of school wide positive behavioral intervention plans to improve academic outcomes and school conditions of student learning. (Title I SW Elements: 1.1,2.1,2.2,3.1) (Target Group: All) (Strategic Priorities: 4)				03/08/24 - On Track 11/14/23 - Significant Progress
5. SFDRCISD will provide Del Rio Middle School with a demerits application to assist in decreasing student discipline referrals through Demerit Dashboard. By May, 2024, Del Rio Middle School will see a 20% reduction in discipline referrals, through the use of a demerits application. The data from the application will be used to measure progress against discipline referral data from the 2022-2023 school year. (Title I SW Elements: 1.1) (Target Group: All)	Campus Administrators, Teachers	August-May	(F)Title V RLIS	Criteria: Discipline Reports 05/29/24 - On Track (S) 03/08/24 - On Track 11/14/23 - Significant Progress
6. Continuation of district wide Del Rio CARES mental health program with social-emotional lessons provided to all grade levels (K-2, 3-5, 6-8, 9-12) to promote safe and healthy school climates. Teachers and/or counselors provide weekly lessons to all students. District and community celebrate Del Rio CARES Day the last Thursday of each month with a positive character trait and activity. Lessons to educate students against the use of alcohol, tobacco, marijuana, smokeless tobacco products and e-cigarettes through classroom discussions, videos, written materials. (Title I SW Elements: 1.1,2.2) (Target Group: All) (Strategic Priorities: 3)	Campus Administrators, Chief Instructional Officers, Counselors, Curriculum Coordinators, Directors, Parents, Region 15, Teachers	August-May	(F)Title IV SSAEP, (F)Title V RLIS	Criteria: Agendas, sign in sheets 05/29/24 - On Track (S) 03/08/24 - On Track 11/14/23 - On Track
7. Gratitude workbook journals will assist 5th-8th grade students to develop a positive attitude promoting higher levels of student achievement, increased social and emotional	Campus Administrators, Teachers	August-May	(F)Title V RLIS	Criteria: Teacher distribution logs, lesson plans, completed activities 05/29/24 - Completed (S)

SAN FELIPE-DEL RIO CISD

Goal 1. The District shall maintain a safe environment, utilize a transformative curriculum and diverse instructional opportunities to ensure student socialization and student achievement at the highest standards of excellence.

Objective 6. (Safe and Healthy Schools) SFDRCISD will provide evidence based drug and violence prevention programs to educate students, parents and staff and will comply with district safety, discipline, bullying, mental health services, suicide, and drug-free policies through staff, student and parent communication and training by May 2024.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
individual growth, and enhance school safety. Discussions are linked with Del Rio CARES lessons to instill positivity and gratitude impacting school culture. (Title I SW Elements: 1.1,2.2) (Target Group: 5th,6th,7th ,8th) (Strategic Priorities: 3,4)				03/08/24 - Completed 11/14/23 - On Track
8. Establish partnerships within the community to provide resources and support for schools including serving as campus role models, campus guest speakers for student and parent trainings including District-Wide Parental Conference to strengthen the relationship and partnership between school and community. (Title I SW Elements: 1.1,2.1) (Target Group: All) (Strategic Priorities: 3)	Chief Instructional Officers, Counselors, Directors, Teachers, Title I Coordinator	August-May	(F)Title IV SSAEP, (S)Local Funds	Criteria: Agendas, flyers, sign in sheets, surveys 05/29/24 - On Track (S) 03/08/24 - On Track 11/14/23 - On Track
9. Address the needs of students in special programs of Special Education, Bilingual Education, 504, At-Risk, Military, Migrant, McKinney-Vento, Foster Care, students in neglected/delinquent facilities including drug and violence prevention, mental health services, mentoring opportunities through counseling sessions, and instructional support through student and parent trainings and meetings. (Title I SW Elements: 2.1,2.2,2.6) (Target Group: BI,ESL,Migrant,EB,SPED,AtRisk,FC,HS,504)	Counselors, Directors, Title I Coordinator	August-May	(F)Title I, (F)Title IV SSAEP	Criteria: Agendas, sign in sheets, counselor monitor logs 05/29/24 - On Track (S) 03/08/24 - On Track 11/14/23 - On Track

SAN FELIPE-DEL RIO COLLEGE BOUND

SAT/ACT PARTICIPATION

	CLASS OF 2015	CLASS OF 2016	CLASS OF 2017	CLASS OF 2018	CLASS OF 2019	CLASS OF 2020	CLASS OF 2021	CLASS OF 2022	CLASS OF 2023	CLASS OF 2024
SAT	226	315	326	354	357	286	317	210	168	98
ACT	60	61	41	29	26	31	22	15	15	16

PSAT PARTICIPATION (GRADES 10 & 11)

	2014-2015 SY	2015-2016 SY	2016-2017 SY	2017-2018 SY	2018-2019 SY	2019-2020 SY	2020-2021 SY	2021-2022 SY	2022-2023 SY	2023-2024 SY
NUMBER OF STUDENTS	1370	1310	1340	1190	305	504	118	215	351	341

NATIONAL HISPANIC MERIT SCHOLARS

	CLASS OF 2015	CLASS OF 2016	CLASS OF 2017	CLASS OF 2018	CLASS OF 2019	CLASS OF 2020	CLASS OF 2021	CLASS OF 2022	CLASS OF 2023	CLASS OF 2024
NUMBER OF STUDENTS	7	4	3	2	2	0	4	14	33	16

NATIONAL MERIT SCHOLARS

	CLASS OF 2015	CLASS OF 2016	CLASS OF 2017	CLASS OF 2018	CLASS OF 2019	CLASS OF 2020	CLASS OF 2021	CLASS OF 2022	CLASS OF 2023	CLASS OF 2024
NUMBER OF STUDENTS	1	0	0	0	0	0	1	1	2	2

NATIONAL RURAL AND SMALL TOWN AWARD

										CLASS OF 2024
NUMBER OF STUDENTS										6

SCHOLARSHIP OFFERS

	CLASS OF 2015	CLASS OF 2016	CLASS OF 2017	CLASS OF 2018	CLASS OF 2019	CLASS OF 2020	CLASS OF 2021	CLASS OF 2022	CLASS OF 2023	CLASS OF 2024
NUMBER OF STUDENTS	$2,700,000	$1,100,000	$2,696,200	$906,455	$3,809,835	$3,967,303	$2,785,818	$1,142,850	$3,318,185	$2,068,729

*Approximate amounts based on award letters, and student/parent input

FAFSA APPLICATIONS*

	CLASS OF 2015	CLASS OF 2016	CLASS OF 2017	CLASS OF 2018	CLASS OF 2019	CLASS OF 2020	CLASS OF 2021	CLASS OF 2022	CLASS OF 2023	CLASS OF 2024
SFDRCISD	497	484	512	394	363	430	331	343	518	347

*Verify # of applications submitted through the Del Rio High School College Readiness C

Report of 2022-2023 High School Graduates' Enrollment and Academic Performance in Texas Public Higher Education in FY 2024

Texas statute requires every school district to include, with their performance report, information received under Texas Education Code §51.403(e). This information, provided to districts from the Texas Higher Education Coordinating Board (THECB), reports on student performance in postsecondary institutions during the first year enrolled after graduation from high school.

Student performance is measured by the Grade Point Average (GPA) earned by 2022-2023 high school graduates who attended public four-year and two-year higher education in FY 2024. The data is presented alphabetically for each county, school district and high school. The bookmarks can be used to select the first letter of a county. Then the user can scroll down to the desired county, school district and high school.

For each student, the grade points and college-level semester credit hours earned by a student in fall 2023, spring 2024, and summer 2024 are added together and averaged to determine the GPA. These GPAs are accumulated in a range of five categories from < 2.0 to > 3.5. If a GPA could not be calculated for some reason, that student is placed in the "Unknown" column. GPA data is only available for students attending public higher education institutions in Texas. If a high school has fewer than five students attending four-year or two-year public higher education institutions, the number of students is shown but no GPA breakout is given. If a student attended both a four-year and a two-year institution in FY 2024, the student's GPA is shown in the type of institution where the most semester credit hours were earned.

The number of students located at Texas independent institutions is presented. Also shown are "not trackable" graduates, those with non-standard ID numbers that cannot be used to match student identifiers at Texas higher education institutions. "Not found" graduates have standard ID numbers but were not located in FY 2024 at Texas higher education institutions. They might have enrolled in higher education outside of Texas.

No data is given for high schools with 25 or fewer graduates.

Because the statute calls for data on the first year enrolled after graduation, the level of the institution attended by students in this report may not match that given in THECB's high school to college report at http://www.txhighereddata.org/Interactive/HSCollLink. That report shows where students attended in the fall semester after their high school graduation year. This report attributes students to the level of institution where they earned the most semester credit hours during the whole academic year, not just the fall semester.

Please note: In May 2012 the 2006-2007, 2007-2008, and 2008-2009 versions of the *Report of High School Graduates' Enrollment and Academic Performance in Texas Public Higher Education* were updated to reflect a minor correction in how the GPA data are distributed across ranges.

Texas High School Graduates from FY2023
Enrolled in Texas Public or Independent Higher Education in FY 2024

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
VAL VERDE									
	SAN FELIPE-DEL RIO CISD								
	233901004	BLENDED ACADEMY							
		Four-Year Public University	0						
		Two-Year Public Colleges	18	11	1	0	2	3	1
		Independent Colleges & Universities	0						
		Not Trackable	3						
		Not Found	114						
		Total High School Graduates	135						
	233901005	DEL RIO EARLY COLLEGE H S							
		Four-Year Public University	55	15	8	11	7	14	0
		Two-Year Public Colleges	16	4	1	5	5	1	0
		Independent Colleges & Universities	1						
		Not Trackable	3						
		Not Found	38						
		Total High School Graduates	113						
	233901001	DEL RIO H S							
		Four-Year Public University	100	16	4	16	30	32	2
		Two-Year Public Colleges	156	38	17	21	32	41	7
		Independent Colleges & Universities	6						
		Not Trackable	12						
		Not Found	230						
		Total High School Graduates	504						

Source: Texas Higher Education Coordinating Board and Texas Education Agency

"Not found" graduates have standard ID numbers that were not found in the specified year at Texas higher education institutions.

"Not trackable" graduates have non-standard ID numbers that will not find a match at Texas higher education institutions.

Includes high schools with more than 25 graduates. If enrollment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates From FY 2023
Enrolled in Texas Public or Independent Higher Education Fall 2023

County=VAL VERDE

District	Code	Institution	Students
SAN FELIPE-DEL RIO CISD	233901	SOUTHWEST TEXAS COLLEGE (003614)	133
		U. OF TEXAS AT SAN ANTONIO (010115)	43
		ANGELO STATE UNIVERSITY (003541)	29
		TEXAS STATE UNIVERSITY (003615)	19
		TEXAS A&M UNIVERSITY (003632)	18
		U. OF TEXAS AT AUSTIN (003658)	12
		TEXAS TECH UNIVERSITY (003644)	7
		SUL ROSS RIO GRANDE COLLEGE (000020)	5
		TEXAS A&M UNIV-SAN ANTONIO (042485)	5
		UNIV OF THE INCARNATE WORD (003578)	5
		Other Pub/Ind 4-yr Institution (10)	16
		Other Pub/Ind 2-yr Institution (9)	18
		Not trackable	18
		Not found	424
		Total high school graduates	*752*

Districts with more than 25 graduates
"Other" records combine records where total Students for one institution < 5.
"Not trackable" graduates have non-standard ID numbers that will not find a match at Texas higher education institutions.
"Not found" graduates have standard ID numbers that were not found in the specified Fall term at Texas higher education institutions.

Source: Texas Higher Education Coordinating Board and Texas Education Agency
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