Agenda of Regular Meeting

The Board of Trustees
McAllen Independent School District

A Regular Meeting of the Board of Trustees of the McAllen Independent School District will be held Monday, February 26, 2024, beginning at 5:00 PM Dr. Ricardo Chapa Board Room/Administration Building of the McAllen Independent School District, 2000 North 23rd Street, McAllen, TX 78501.

Items listed on this agenda may be taken in an order other than as shown on this agenda. Unless removed from the consent agenda, items identified within the consent agenda will be acted on at one time.

At this meeting there may be discussion and action by the Board on the item(s) and subject(s) listed as follows:

1. **CALL MEETING TO ORDER**
2. **MOMENT OF SILENCE**
3. **PLEDGE OF ALLEGIANCE**
4. **PUBLIC COMMENT(S)**
5. **SUPERINTENDENT'S REPORT(S)**

   Presenter: Dr. René Gutiérrez, Superintendent

   A) Students use virtual reality to Study Medical Emergencies

      Presenter: Dr. René Gutiérrez, Superintendent

   B) Sweetheart Celebration brings Families Together!

      Presenter: Dr. René Gutiérrez, Superintendent

   C) McAllen ISD teacher named State Finalist in 2024 H-E-B Excellence in Education Awards!

      Presenter: Dr. René Gutiérrez, Superintendent

6. **PUBLIC HEARING** for 2022-2023 District Texas Academic Performance Report (TAPR) **6**
   Item Submitted: Jeanette Nino, Associate Superintendent for Instructional Leadership

   Presenter: Dr. René Gutiérrez, Superintendent

7. **RECOGNITION(S)**
8. **PROCLAMATION(S)**

A) Discussion and Possible Action to Adopt the Proclamation Regarding National Youth Art Month (March 2024) 1018
Item Submitted: Dr. Rosalba De Hoyos, Associate Superintendent for Instructional Services

Presenter: Dr. René Gutiérrez, Superintendent

9. **DONATION(S)**

10. **CONSENT AGENDA ITEMS**

A) Discussion and Possible Action on Request for Proposal No. 2024-1022 Career and Technology Education Instructional Supplies, Materials, Equipment and Related Services (Round 4) 1020
Item Submitted: Dr. Rosalba De Hoyos, Associate Superintendent for Instructional Services

Presenter: Dr. René Gutiérrez, Superintendent

B) Discussion and Possible Action on Request for Proposal No. 2022-1038 Special Education Equipment, Supplies, Services, and Related Products (Round 18) 1022
Item Submitted: Dr. Rosalba De Hoyos, Associate Superintendent for Instructional Services

Presenter: Dr. René Gutiérrez, Superintendent

C) Discussion and Possible Action on Request for Proposal No. 2024-1020 Professional Development, Site Licenses, Supplemental Materials, & Other Related Products and Services (Round 5) 1024
Item Submitted: Lorena Garcia, Deputy Superintendent Business and Operations

Presenter: Dr. René Gutiérrez, Superintendent

D) Discussion and Possible Action on Request for Proposal No. 2024-1021 Apparel, Awards, Incentives, Printing, and Related Products and Services (Round 4) 1026
Item Submitted: Lorena Garcia, Deputy Superintendent Business and Operations

Presenter: Dr. René Gutiérrez, Superintendent

E) Discussion and Possible Action on Agreement No. 2024-295 Arbitrage Rebate Compliance Services (Hilltop Securities Asset Management, LLC) 1028
Item Submitted: Lorena Garcia, Deputy Superintendent Business and Operations

Presenter: Dr. René Gutiérrez, Superintendent

F) Discussion and Possible Action on Amended Agreement No. 2024-254 City of McAllen Community Development Block Grant Funding for Track Lighting Project at Dorothea Brown Middle School 1036
Item Submitted: Lorena Garcia, Deputy Superintendent Business and Operations

Presenter: Dr. René Gutiérrez, Superintendent

11. **INSTRUCTIONAL SERVICES, INSTRUCTIONAL LEADERSHIP, HUMAN RESOURCES, BUSINESS AND OPERATIONS, AND BOARD OF TRUSTEES ITEMS**

A) **Instructional Services Item(s)** (Dr. Rosalba De Hoyos)

1. Discussion and Possible Action on the 2024 Summer School Programs 1052
   Item Submitted: Dr. Rosalba De Hoyos, Associate Superintendent for Instructional Services

   Presenter: Dr. René Gutiérrez, Superintendent

2. Report Regarding Theory of Knowledge (International Baccalaureate Course) 1068
   Item Submitted: Dr. Rosalba De Hoyos, Associate Superintendent Instructional Services

   Presenter: Dr. René Gutiérrez, Superintendent

B) **Instructional Leadership Item(s)** (Jeanette Nino)

C) **Human Resources Item(s)** (Todd Miller) (Olga Mendez)

1. Discussion of the Texas Association of School Board (TASB) Localized Policy Manual Update 122 (2nd Reading) 1073
   Item Submitted: Todd Miller, Assistant Superintendent for Human Resources/Olga Mendez, Director for Human Resources

   Presenter: Dr. René Gutiérrez, Superintendent

2. Discussion and Possible Action to Adopt the Resolution in Compliance with Requirements of Senate Bill 763 Considering Chaplains 1074
   Item Submitted: Todd Miller, Assistant Superintendent for Human Resources/Olga Mendez, Director for Human Resources

   Presenter: Dr. René Gutiérrez, Superintendent

D) **Business and Operations Item(s)** (Lorena Garcia)

1. Discussion and Possible Action on the Resolution Approving Independent Sources for Investment Training and Designation of Investment Officers 1076
   Item Submitted: Lorena Garcia, Deputy Superintendent Business and Operations

   Presenter: Dr. René Gutiérrez, Superintendent

2. Discussion and Possible Action to Terminate Contract No. 2023-202 with Noble Texas Builders, LLC through Construction Manager a Risk (CMAR) No. 2023-1008 for McAllen High School, McAllen Memorial High School and James Nikki Rowe High School New Mariachi and Black Box Buildings 1078
   Item Submitted: Lorena Garcia, Deputy Superintendent Business and Operations

   Presenter: Dr. René Gutiérrez, Superintendent

3. Discussion and Possible Action on Disposal of Vehicle 1223
   Item Submitted: Lorena Garcia, Deputy Superintendent District and Operations

   Presenter: Dr. René Gutiérrez, Superintendent

E) **Board of Trustees Item(s)**

1. Approval of Board of Education Meeting Minutes 1227
    a) Special Board Meeting - Budget Workshop February 12, 2024 4:00 PM
    b) Regular Board Meeting - February 12, 2024 5:00 PM

12. **RECESS TO CLOSED SESSION: Board of Trustees may go into Closed Session pursuant to Section(s) 551.071, 551.072, 551.074, 551.076, and 551.089 Texas Government Code, to discuss the following:**

A) Discussion of Human Resources Recommendation(s) for School Year 2023-2024

B) Discussion of Human Resources Employee Resignation(s) and Retirees for School Year 2023-2024

C) Discussion of Resignation and Settlement Agreement Concerning Term Contract Employee

D) Discussion Regarding School Safety and Security

E) Pending and/or Potential Litigation

F) Discussion Regarding Quinta Mazatlan and International Museum of Art and Science

G) Possible Real Estate Acquisition

13. **RECONVENE IN OPEN SESSION**

14. **ACTION ON ITEM(S) IN CLOSED SESSION**

A) Discussion and Possible Action of Human Resources Recommendation(s) for School Year 2023-2024 1228
Item Submitted: Todd Miller, Assistant Superintendent for Human Resources/Olga Mendez, Director for Human Resources

Presenter: Dr. René Gutiérrez, Superintendent

B) Discussion of Human Resources Employee Resignation(s) and Retirees for School Year 2023-2024 1229
Item Submitted: Todd Miller, Assistant Superintendent for Human Resources/Olga Mendez, Director for Human Resources

Presenter: Dr. René Gutiérrez, Superintendent

C) Discussion and Possible Action on Resignation and Settlement Agreement Concerning Term Contract Employee 1230
Item Submitted: Todd Miller, Assistant Superintendent for Human Resources/Olga Mendez, Director for Human Resources

Presenter: Dr. Rene Gutierrez

D) Discussion Regarding School Safety and Security

E) Pending and/or Potential Litigation

F) Discussion Regarding Quinta Mazatlan and International Museum of Art and Science

G) Possible Real Estate Acquisition

15. **SCHEDULE OF FUTURE MEETINGS**

A) Special Called Board Meeting- (Budget Workshop #2) - March 4, 2024 - 5:00 PM Dr. Ricardo Chapa Board Room/Administration Building

B) Regular Board Meeting- March 18, 2024 - 5:00 PM Dr. Ricardo Chapa Board Room/Administration Building

C) Special Board Meeting - (Student Recognitions) - March 25, 2024 - 5:30 PM Auditorium/McAllen High School

D) Regular Board Meeting - April 8, 2024 - 5:00 PM Dr. Ricardo Chapa Board Room/Administration Building

E) Special Called Board Meeting (Budget Workshop #3) - April 15, 2024 - 5:00 PM Dr. Ricardo Chapa Board Room/Administration Building

F) Regular Board Meeting - April 22, 2024 - 5:00 PM Dr. Ricardo Chapa Board Room/Administration Building

16. **ADJOURNMENT**

If, during the course of the meeting, discussion of any item on the agenda should be held in a closed meeting, the Board will conduct a closed meeting in accordance with the Texas Open Meetings Act, Government Code, Chapter 551, Subchapters D and E. Before any closed meeting is convened, the presiding officer will publicly identify the section or sections of the Act authorizing the closed meeting. All final votes, actions, or decisions will be taken in open meeting.

Pursuant to Texas Government Code 551.127, a member or employee of a governmental body is authorized to participate remotely in a meeting of the governmental body through a videoconference call, as long as a quorum of the governmental body is physically present at the location of the Board Meeting. Any video conference conducted pursuant to this section will comply with the technical requirements of this section.

Pursuant to Texas Government Code 551.129, the Board of Trustees may use a telephone conference call, video conference call, or communications over the internet to conduct a public consultation with its attorney in an open meeting of the governmental body, or, a private consultation with its attorney in closed meeting of the governmental body.

The notice for this meeting was posted in compliance with the Texas Open Meeting Act on February 23, 2023 by 3:00 P.M.
Natalia Goza
on behalf of the Board of Trustees

BOARD AGENDA REPORT
MCALLEN INDEPENDENT SCHOOL DISTRICT

MEETING DATE: February 26, 2024

SUBJECT: Public Hearing for 2022-2023 District Texas Academic Performance Report (TAPR)

REFERENCE: Goal 1: Student Achievement/Student Focus, Texas Education Code Section 39.306

BACKGROUND INFORMATION/REASON FOR BOARD CONSIDERATION:
The Texas Academic Performance Report (TAPR) is the state's school district performance report. The TAPR provides the general public with a detailed accounting of a school district's performance in relation to the state and the Region One schools. The guidelines for the TAPR require the district's board of trustees to publish an annual report that includes the TAPR, campus performance objectives; progress toward HB3 Goals; information on violent or criminal incidents; PEIMS financial standard reports; special education determination status; district accreditation status; and 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). Guidelines also require a hearing for public discussion to be held within 90 days of the receipt of the TAPR materials and disseminate the report within the district. District breaks/holidays do not count toward the 90 days. The district received the TAPR on December 15, 2023. The public notice of this hearing was posted on January 27, 2024 in the Monitor.

ADMINISTRATIVE CONSIDERATIONS/FACTS AND ANALYSIS:
An overview of the District Texas Academic Performance Report (TAPR) will precede the public hearing scheduled for February 26, 2024. Public may access the TAPR Report on the McAllen ISD District Website.

LEGAL REVIEW: None.

BUDGETARY CONSIDERATIONS: None.

RECOMMENDED BOARD ACTION: This item is for information purposes only.

Attachment: ☑

SUBMITTED BY: _____

SUPERVISOR: Jeanette Nino (Feb 17, 2024 11:32 CST)

For further information contact:
Name: Jeanette C. Nino
Office: 956-618-6053
eMail: jeanette.nino@mcallenisd.net

Approved for presentation to the Board of Education:

RENE GUTIERREZ (Feb 19, 2024 10:55 CST)

Superintendent of Schools Feb 19, 2024

Public Hearing
of
McAllen Independent School District

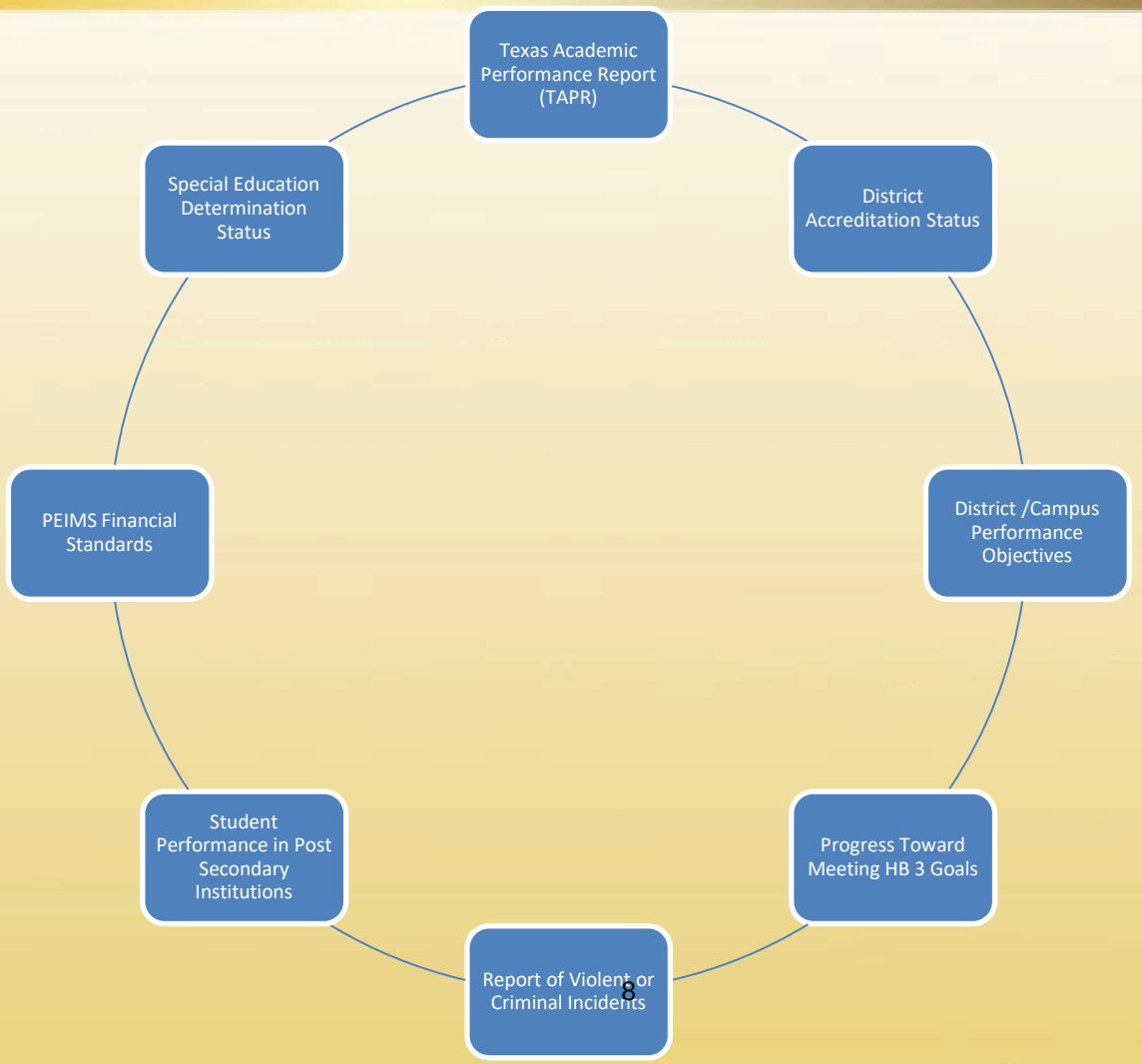
2022-2023

Texas Academic Performance Report

Presented February 26, 2024

McAllen ISD 2022-2023 Annual Report

Texas Education Code Section (TEC) § 39.306 § 39.362



2022-2023
District Accreditation Status

Financial Integrity Rating System of Texas (FIRST) Rating:	Superior
Status:	Passed
State Accountability Rating:	Pending
2022 Special Education Determination Status:	Pending
Accreditation Status:	Accredited

McAllen ISD Overview
2022-2023 Student Information

- 20,343 Students
- 30 Campuses
- 1,578 Graduates (Class of Academic Year 2021-2022)

STAAR 2023 at Approaches Grade Level or Above - All Grades

	STATE	REGION 1	DISTRICT Performance	DISTRICT Participation
All Subjects	76%	76%	80%	100%
Reading Language Arts	77%	76%	82%	100%
Mathematics	75%	76%	80%	100%
Science	77%	77%	77%	99%
Social Studies	78%	77%	82%	100%

Class of 2022
SAT Score Information

Average SAT Score All Subjects

	STATE	REGION I	DISTRICT
Class of 2022	1001	969	**983**

Average SAT Score

Class of 2022	STATE	REGION I	DISTRICT
ELA	506	495	**500**
MATH	496	474	**483**

Class of 2022
ACT Score Information

Average ACT Score All Subjects

	STATE	REGION I	DISTRICT
Class of 2022	19.5	18.2	**22.5**

Average ACT Score

Class of 2022	STATE	REGION I	DISTRICT
ELA	19.2	18.0	**23.0**
MATH	19.3	17.8	**21.0**

Student Performance in Post Secondary Institutions (2019-2020 Graduates attending 2020-2021)

	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	Unknown
Four-Year Public University	541	111	50	64	111	191	13
Two-Year Public Colleges	323	136	42	39	46	49	11
Independent Colleges and Universities	33						
Not Trackable	136						
Not Found	605						
Total HS Graduates 2019-2020	1638*						

* Source: Texas Higher Education Coordinating Board

Report on Criminal and Violent Crimes 2022-2023

Campus	Incident Codes																
	11	12	13	14	16	17	18	19	29	30	31	32	36	37	46	47	48
McAllen High School										1			4				
Memorial High School													9				
Rowe High School										3			5				
Lamar Academy																	
Achieve ECHS																	
I & G Center																	
Brown Middle School																	
Cathey Middle School																	
De Leon Middle School																	
Fossum Middle School													1				
Morris Middle School										1							
Travis Middle School													2				
Alvarez Elementary																	
Bonham Elementary																	
Escandon Elementary																	
Fields Elementary																	
Garza Elementary																	
Gonzalez Elementary																	
Hendricks Elementary																	
Houston Elementary																	
Jackson Elementary																	
McAuliffe Elementary																	
Milam Elementary																	
Perez Elementary																	
Rayburn Elementary																	
Roosevelt Elementary																	
Sanchez Elementary																	
Seguin Elementary																	
Thigpen-Zavala Elementary																	
Wilson Elementary																	
Total										5			21				

Summary:

5 = (Code 30) Aggravated Assault Under Penal Code Section 22.02 Against Someone Other

21 = (Code 36) Felony Controlled Substance Violation

	Incident Code Description
11	Used, Exhibited, or Possessed a Firearm
12	Used, Exhibited, or Possessed an Illegal Knife
13	Used, Exhibited, or Possessed and Illegal Club
14	Used, Exhibited ,or Possessed Weapon Under Penal Code Section 46 .05
16	Arson
17	Murder, Capital Murder, Criminal Attempt to Commit Murder, or Capital Murder
18	Indecency with a Child
19	Aggravated Kidnapping
29	Aggravated Assault Under Penal Code Section 22.02 Against District Employee
30	Aggravated Assault Under Penal Code Section 22.02 Against Someone Other
31	Sexual Assault Under Penal Code 22.011
32	Sexual Assault Under Penal Code 22.011 or Aggravated Sexual Assault of a Child
36	Felony Controlled Substance Violation
37	Felony Alcohol Violation
46	Aggravated Robbery
47	Manslaughter
48	Criminally Negligent Homicide

Violence Prevention Programs

- **Counseling Department District Wide Efforts**
  - Counselor/Administration Highlighting Drug Prevention, Anti-Bullying, Military Connectedness…..
  - Zones of Regulation Curriculum is used for identification elementary
  - Self-regulation lessons for identified elementary students in need
  - Emotional Intelligence lessons taught district wide every 6 weeks to all students
  - Emotional Quotient Specialist hired for every high school. The Specialist also services their Vertical Team Middle Schools
  - Emotional Intelligence is a mandatory class required to graduate for every 9th and 10th grader



House Bill 3
Updated Adopted Goals/Action Plan

- Early Childhood Reading
- Early Childhood Math
- College, Career and Military Readiness (CCMR)

February 2024

House Bill 3 Plan Requirements: Student Outcome Goals

The board must adopt three student outcome goals:

1. Early childhood literacy aligned to 3rd grade STAAR Reading
2. Early childhood numeracy aligned to 3rd grade STAAR Math
3. College, Career and Military Readiness (CCMR) Goals aligned to graduates that meet readiness requirements

House Bill 3 Plan Requirements:
Goals must be quantifiable and measurable

HB3 District student outcome goal requirements:

1. Identify five-year student outcome goals with annual targets for:
   - "all-student" population and
   - all other student populations
2. Monitor progress through progress monitoring calendar
3. Display plan on district and campus websites annually

Progress Monitoring: Board Update Calendar

HB3 Student Outcome Goals Progress Monitoring Board Update Calendar		
Board Update	**HB3 Academic Year**	**Action**
December 2020	House Bill 3 Year 1 2019-20	Board Approval of Adopted District Student Outcome Goals 1, 2, and 3 /Action plan
December 2021	House Bill 3 Year 2 2020-21	Board Approval of Updated Adopted District Student Outcome Goals 1, 2, and 3 /Action plan
January 2023	House Bill 3 Year 3 2021-22	Progress Monitoring: Board Update of progress towards goals
February 2024	House Bill 3 Year 4 2022-23	Progress Monitoring: Board Update of progress towards goals
February 2025	House Bill 3 Year 5 2023-24	Progress Monitoring: Board Update of progress towards goals

GOAL 1:
EARLY CHILDHOOD LITERACY

Early Childhood Literacy Board Outcome Yearly Target Goals for STAAR 3rd Grade Reading

The percent of 3rd grade student (all students) that score at meets grade level or above on STAAR Reading will increase each year.

House Bill 3 YEAR 1 (19-20 AY)		
Percent STAAR Reading Mastery Pre-Pandemic Goal	Percent STAAR Reading Mastery New Goal	Percent STAAR Reading Actual Score
2020	2020	2020
47%	N/A	NA
Face to Face - August 2020 to March 2020 Remote Instruction - March 2020 to May 2020 Not Rated: Declared State of Disaster for Accountability Ratings		

House Bill 3 YEAR 2 (20-21 AY)		
Percent STAAR Reading Mastery Pre-Pandemic Goal	Percent STAAR Reading Mastery New Goal	Percent STAAR Reading Actual Score
2021	2021	2021
50%	N/A	*33%
Remote Instruction - Face to Face Minimal * 50% of Students Participated in Testing Not Rated: Declared State of Disaster for Accountability Ratings		

House Bill 3 YEAR 3 (21-22 AY)		
Percent STAAR Reading Mastery Pre-Pandemic Goal	Percent STAAR Reading Mastery New Goal	Percent STAAR Reading Actual Score
2022	2022	2022
53%	40%	57%
Face to Face A-F Accountability in Progress		

House Bill 3 YEAR 4 (22-23 AY)		
Percent STAAR Reading Mastery Pre-Pandemic Goal	Percent STAAR Reading Mastery New Goal	Percent STAAR Reading Actual Score
2023	2023	2023
57%	46%	54%
Face to Face A-F Accountability in Progress		

House Bill 3 YEAR 5 (23-24 AY)		
Percent STAAR Reading Mastery Pre-Pandemic Goal	Percent STAAR Reading Mastery New Goal	Percent STAAR Reading Actual Score
2024	2024	2024
60%	48%	Public Hearing for TAPR 2024**
Face to Face A-F Accountability in Progress		

House Bill 3 Goal:

60 percent of all students will meet the state's "Meets" standard on the STAAR test by 2030.

This is also known as the state's 60x30 plan.

Early Childhood Literacy Progress Measure for Reading

Progress Measure 1.1: The percent of **Pre-Kindergarten students** that score on grade level or above in Reading on the Circle diagnostic will increase from 56% to 64% by June 2024.

House Bill 3 YEAR 1 (19-20 AY)		
Percent Circle Diagnostic Reading Mastery Pre-Pandemic Goal	Percent Circle Diagnostic Reading Mastery New Goal	Percent Circle Diagnostic Reading Actual Score
2020	2020	2020
56%	N/A	NA
Face to Face August 2020 to March 2020 Remote Instruction March 2020 to May 2020 Students Did Not Test Online Not Rated: Declared State of Disaster for Accountability Ratings		

House Bill 3 YEAR 2 (20-21 AY)		
Percent Circle Diagnostic Reading Mastery Pre-Pandemic Goal	Percent Circle Diagnostic Reading Mastery New Goal	Percent Circle Diagnostic Reading Actual Score
2021	2021	2021
58%	N/A	81%
Remote Instruction - Face to Face Minimal Some Students Tested Face to Face and Majority of Students Tested Remotely Not Rated: Declared State of Disaster for Accountability Ratings		

House Bill 3 YEAR 3 (21-22 AY)		
Percent Circle Diagnostic Reading Mastery Pre-Pandemic Goal	Percent Circle Diagnostic Reading Mastery New Goal	Percent Circle Diagnostic Reading Actual Score
2022	2022	2022
60%	60%	87%
Face to Face A-F Accountability in Progress		

House Bill 3 YEAR 4 (22-23 AY)		
Percent Circle Diagnostic Reading Mastery Pre-Pandemic Goal	Percent Circle Diagnostic Reading Mastery New Goal	Percent Circle Diagnostic Reading Actual Score
2023	2023	2023
62%	62%	82%
Face to Face A-F Accountability in Progress		

House Bill 3 YEAR 5 (23-24 AY)		
Percent Circle Diagnostic Reading Mastery Pre-Pandemic Goal	Percent Circle Diagnostic Reading Mastery New Goal	Percent Circle Diagnostic Reading Actual Score
2024	2024	2024
64%	64%	Public Hearing for TAPR 2024**
Face to Face A-F Accountability in Progress		

Early Childhood Literacy Progress Measure for Reading

Progress Measure 1.2: The percent of **Kindergarten students** that score "on track to meet grade level demands" in Reading on the Amplify Dibels and Idel reading diagnostic will increase from 52% to 60% by June 2024.

House Bill 3 YEAR 1 (19-20 AY)		
Percent Amplify Diagnostic Reading Mastery Pre-Pandemic Goal	Percent Amplify Diagnostic Reading Mastery New Goal	Percent Amplify Diagnostic Reading Actual Score
2020	2020	2020
52%	N/A	NA
Face to Face August 2020 to March 2020 Remote Instruction March 2020 to May 2020 Students Did Not Test Online Not Rated: Declared State of Disaster for Accountability Ratings		

House Bill 3 YEAR 2 (20-21 AY)		
Percent Amplify Diagnostic Reading Mastery Pre-Pandemic Goal	Percent Amplify Diagnostic Reading Mastery New Goal	Percent Amplify Diagnostic Reading Actual Score
2021	2021	2021
54%	N/A	50%
Remote Instruction - Face to Face Minimal Some Students Tested Face to Face and Majority of Students Tested Remotely Not Rated: Declared State of Disaster for Accountability Ratings		

House Bill 3 YEAR 3 (21-22 AY)		
Percent Amplify Diagnostic Reading Mastery Pre-Pandemic Goal	Percent Amplify Diagnostic Reading Mastery New Goal	Percent Amplify Diagnostic Reading Actual Score
2022	2022	2022
56%	56%	64%
Face to Face A-F Accountability in Progress		

House Bill 3 YEAR 4 (22-23 AY)		
Percent Amplify Diagnostic Reading Mastery Pre-Pandemic Goal	Percent Amplify Diagnostic Reading Mastery New Goal	Percent Amplify Diagnostic Reading Actual Score
2023	2023	2023
58%	48%	79%
Face to Face A-F Accountability in Progress		

House Bill 3 YEAR 5 (23-24 AY)		
Percent Amplify Diagnostic Reading Mastery Pre-Pandemic Goal	Percent Amplify Diagnostic Reading Mastery New Goal	Percent Amplify Diagnostic Reading Actual Score
2024	2024	2024
60%	50%	Public Hearing for TAPR 2024**
Face to Face A-F Accountability in Progress		

Early Childhood Literacy Progress Measure for Reading

Progress Measure 1.3: The percent of **1st grade students** that score "on track to meet grade level demands" in Reading on the Amplify Dibels and Idel reading diagnostic will increase from 55% to 63% by June 2024.

House Bill 3 YEAR 1 (19-20 AY)		
Percent Amplify Diagnostic Reading Mastery Pre-Pandemic Goal	Percent Amplify Diagnostic Reading Mastery New Goal	Percent Amplify Diagnostic Reading Actual Score
2020	2020	2020
55%	N/A	NA
Face to Face August 2020 to March 2020 Remote Instruction March 2020 to May 2020 Students Did Not Test Online Not Rated: Declared State of Disaster for Accountability Ratings		

House Bill 3 YEAR 2 (20-21 AY)		
Percent Amplify Diagnostic Reading Mastery Pre-Pandemic Goal	Percent Amplify Diagnostic Reading Mastery New Goal	Percent Amplify Diagnostic Reading Actual Score
2021	2021	2021
57%	N/A	53%
Remote Instruction - Face to Face Minimal Some Students Tested Face to Face and Majority of Students Tested Remotely Not Rated: Declared State of Disaster for Accountability Ratings		

House Bill 3 YEAR 3 (21-22 AY)		
Percent Amplify Diagnostic Reading Mastery Pre-Pandemic Goal	Percent Amplify Diagnostic Reading Mastery New Goal	Percent Amplify Diagnostic Reading Actual Score
2022	2022	2022
59%	59%	66%
Face to Face A-F Accountability in Progress		

House Bill 3 YEAR 4 (22-23 AY)		
Percent Amplify Diagnostic Reading Mastery Pre-Pandemic Goal	Percent Amplify Diagnostic Reading Mastery New Goal	Percent Amplify Diagnostic Reading Actual Score
2023	2023	2023
61%	48%	68%
Face to Face A-F Accountability in Progress		

House Bill 3 YEAR 5 (23-24 AY)		
Percent Amplify Diagnostic Reading Mastery Pre-Pandemic Goal	Percent Amplify Diagnostic Reading Mastery New Goal	Percent Amplify Diagnostic Reading Actual Score
2024	2024	2024
63%	50%	Public Hearing for TAPR 2024**
Face to Face A-F Accountability in Progress		

Early Childhood Literacy Progress Measure for Reading

Progress Measure 1.4: The percent of **2nd grade students** that "on track to meet grade level demands" in Reading on the Amplify Dibels and Idel reading diagnostic will increase from 61% to 69% by June 2024.

House Bill 3 YEAR 1 (19-20 AY)		
Percent Amplify Diagnostic Reading Mastery Pre-Pandemic Goal	Percent Amplify Diagnostic Reading Mastery New Goal	Percent Amplify Diagnostic Reading Actual Score
2020	2020	2020
61%	N/A	NA
Face to Face August 2020 to March 2020 Remote Instruction March 2020 to May 2020 Students Did Not Test Online Not Rated: Declared State of Disaster for Accountability Ratings		

House Bill 3 YEAR 2 (20-21 AY)		
Percent Amplify Diagnostic Reading Mastery Pre-Pandemic Goal	Percent Amplify Diagnostic Reading Mastery New Goal	Percent Amplify Diagnostic Reading Actual Score
2021	2021	2021
63%	N/A	59%
Remote Instruction - Face to Face Minimal Some Students Tested Face to Face and Majority of Students Tested Remotely Not Rated: Declared State of Disaster for Accountability Ratings		

House Bill 3 YEAR 3 (21-22 AY)		
Percent Amplify Diagnostic Reading Mastery Pre-Pandemic Goal	Percent Amplify Diagnostic Reading Mastery New Goal	Percent Amplify Diagnostic Reading Actual Score
2022	2022	2022
65%	65%	61%
Face to Face A-F Accountability in Progress		

House Bill 3 YEAR 4 (22-23 AY)		
Percent Amplify Diagnostic Reading Mastery Pre-Pandemic Goal	Percent Amplify Diagnostic Reading Mastery New Goal	Percent Amplify Diagnostic Reading Actual Score
2023	2023	2023
67%	48%	68%
Face to Face A-F Accountability in Progress		

House Bill 3 YEAR 5 (23-24 AY)		
Percent Amplify Diagnostic Reading Mastery Pre-Pandemic Goal	Percent Amplify Diagnostic Reading Mastery New Goal	Percent Amplify Diagnostic Reading Actual Score
2024	2024	2024
69%	50%	Public Hearing for TAPR 2024**
Face to Face A-F Accountability in Progress		

GOAL 2:
EARLY CHILDHOOD MATH

Early Childhood Math Board Outcome Yearly Target Goals for STAAR 3rd Grade Mathematics

The percent of 3rd grade student (all students) that score at meets grade level or above on STAAR Mathematics will increase each year.

House Bill 3 YEAR 1 (19-20 AY)		
Percent STAAR Math Mastery Pre-Pandemic Goal	Percent STAAR Math Mastery New Goal	Percent STAAR Math Actual Score
2020	2020	2020
53%	N/A	NA
Face to Face August 2020 to March 2020 Remote Instruction March 2020 to May 2020 Not Rated: Declared State of Disaster for Accountability Ratings		

House Bill 3 YEAR 2 (20-21 AY)		
Percent STAAR Math Mastery Pre-Pandemic Goal	Percent STAAR Math Mastery New Goal	Percent STAAR Math Actual Score
2021	2021	2021
55%	N/A	*29%
Remote Instruction - Face to Face Minimal * 51% of Students Participated in Testing Not Rated: Declared State of Disaster for Accountability Ratings		

House Bill 3 YEAR 3 (21-22 AY)		
Percent STAAR Math Mastery Pre-Pandemic Goal	Percent STAAR Math Mastery New Goal	Percent STAAR Math Actual Score
2022	2022	2022
57%	33%	48%
Face to Face A-F Accountability in Progress		

House Bill 3 YEAR 4 (22-23 AY)		
Percent STAAR Math Mastery Pre-Pandemic Goal	Percent STAAR Math Mastery New Goal	Percent STAAR Math Actual Score
2023	2023	2023
59%	43%	49%
Face to Face A-F Accountability in Progress		

House Bill 3 YEAR 5 (23-24 AY)		
Percent STAAR Math Mastery Pre-Pandemic Goal	Percent STAAR Math Mastery New Goal	Percent STAAR Math Actual Score
2024	2024	2024
61%	48%	Public Hearing for TAPR 2024**
Face to Face A-F Accountability in Progress		

House Bill 3 Goal:

60 percent of all students will meet the state's "Meets" standard on the STAAR test by 2030.
This is also known as the state's 60x30 plan.

Early Childhood Progress Measure for Mathematics

Progress Measure 2.1: The percent of **Pre-Kindergarten** that score "on track" on the CIRCLEPM math diagnostic will increase from 55% to 70% by June 2024.

House Bill 3 YEAR 1 (19-20 AY)		
Percent CIRCLEPM Diagnostic Math Mastery Pre-Pandemic Goal	Percent CIRCLEPM Diagnostic Math Mastery New Goal	Percent CIRCLEPM Diagnostic Math Actual Score
2020	2020	2020
55%	N/A	NA
Face to Face August 2020 to March 2020 Remote Instruction March 2020 to May 2020 Students Did Not Test Online Not Rated: Declared State of Disaster for Accountability Ratings		

House Bill 3 YEAR 2 (20-21 AY)		
Percent CIRCLEPM Diagnostic Math Mastery Pre-Pandemic Goal	Percent CIRCLEPM Diagnostic Math Mastery New Goal	Percent CIRCLEPM Diagnostic Math Actual Score
2021	2021	2021
57%	N/A	83%
Remote Instruction - Face to Face Minimal Some Students Tested Face to Face and Majority of Students Tested Remotely Not Rated: Declared State of Disaster for Accountability Ratings		

House Bill 3 YEAR 3 (21-22 AY)		
Percent CIRCLEPM Diagnostic Math Mastery Pre-Pandemic Goal	Percent CIRCLEPM Diagnostic Math Mastery New Goal	Percent CIRCLEPM Diagnostic Math Actual Score
2022	2022	2022
60%	60%	92%
Face to Face A-F Accountability in Progress		

House Bill 3 YEAR 4 (22-23 AY)		
Percent CIRCLEPM Diagnostic Math Mastery Pre-Pandemic Goal	Percent CIRCLEPM Diagnostic Math Mastery New Goal	Percent CIRCLEPM Diagnostic Math Actual Score
2023	2023	2023
64%	64%	84%
Face to Face A-F Accountability in Progress		

House Bill 3 YEAR 5 (23-24 AY)		
Percent CIRCLEPM Diagnostic Math Mastery Pre-Pandemic Goal	Percent CIRCLEPM Diagnostic Math Mastery New Goal	Percent CIRCLEPM Diagnostic Math Actual Score
2024	2024	2024
70%	70%	Public Hearing for TAPR 2024**
Face to Face A-F Accountability in Progress		

Early Childhood Progress Measure for Mathematics

Progress Measure 2.2: The percent of **Kindergarten students** that score "on track" on Go Math* End-Of-Year (EOY) will increase from 54% to 66% by June 2024.

House Bill 3 YEAR 1 (19-20 AY)		
Percent Go Math Diagnostic Math Mastery Pre-Pandemic Goal	Percent Go Math Diagnostic Math Mastery New Goal	Percent Go Math Diagnostic Math Actual Score
2020	2020	2020
54%	N/A	NA
Face to Face August 2020 to March 2020 Remote Instruction March 2020 to May 2020 Students Did Not Test Online Not Rated: Declared State of Disaster for Accountability Ratings		

House Bill 3 YEAR 2 (20-21 AY)		
Percent Go Math Diagnostic Math Mastery Pre-Pandemic Goal	Percent Go Math Diagnostic Math Mastery New Goal	Percent Go Math Diagnostic Math Actual Score
2021	2021	2021
58%	N/A	98%
Remote Instruction - Face to Face Minimal Some Students Tested Face to Face and Majority of Students Tested Remotely Not Rated: Declared State of Disaster for Accountability Ratings		

House Bill 3 YEAR 3 (21-22 AY)		
Percent Go Math Diagnostic Math Mastery Pre-Pandemic Goal	Percent Go Math Diagnostic Math Mastery New Goal	Percent Go Math Diagnostic Math Actual Score
2022	2022	2022
61%	61%	93%
Face to Face A-F Accountability in Progress		

House Bill 3 YEAR 4 (22-23 AY)		
Percent iReady* Diagnostic Math Mastery Pre-Pandemic Goal	Percent iReady* Diagnostic Math Mastery New Goal	Percent iReady* Diagnostic Math Actual Score
2023	2023	2023
64%	48%	64%
Face to Face A-F Accountability in Progress		

House Bill 3 YEAR 5 (23-24 AY)		
Percent iReady* Diagnostic Math Mastery Pre-Pandemic Goal	Percent iReady* Diagnostic Math Mastery New Goal	Percent iReady* Diagnostic Math Actual Score
2024	2024	2024
66%	50%	Public Hearing for TAPR 2024**
Face to Face A-F Accountability in Progress		

Early Childhood Progress Measure for Mathematics

Progress Measure 2.3: The percent of **1st grade students** that score "on track" on Go Math* EOY will increase from 53% to 67% by June 2024.

House Bill 3 YEAR 1 (19-20 AY)		
Percent Go Math Diagnostic Math Mastery Pre-Pandemic Goal	Percent Go Math Diagnostic Math Mastery New Goal	Percent Go Math Diagnostic Math Actual Score
2020	2020	2020
53%	N/A	NA
Face to Face August 2020 to March 2020 Remote Instruction March 2020 to May 2020 Students Did Not Test Online Not Rated: Declared State of Disaster for Accountability Ratings		

House Bill 3 YEAR 2 (20-21 AY)		
Percent Go Math Diagnostic Math Mastery Pre-Pandemic Goal	Percent Go Math Diagnostic Math Mastery New Goal	Percent Go Math Diagnostic Math Actual Score
2021	2021	2021
58%	N/A	85%
Remote Instruction - Face to Face Minimal Some Students Tested Face to Face and Majority of Students Tested Remotely Not Rated: Declared State of Disaster for Accountability Ratings		

House Bill 3 YEAR 3 (21-22 AY)		
Percent Go Math Diagnostic Math Mastery Pre-Pandemic Goal	Percent Go Math Diagnostic Math Mastery New Goal	Percent Go Math Diagnostic Math Actual Score
2022	2022	2022
61%	61%	73%
Face to Face A-F Accountability in Progress		

House Bill 3 YEAR 4 (22-23 AY)		
Percent iReady* Diagnostic Math Mastery Pre-Pandemic Goal	Percent iReady* Diagnostic Math Mastery New Goal	Percent iReady* Diagnostic Math Actual Score
2023	2023	2023
64%	48%	48%
Face to Face A-F Accountability in Progress		

House Bill 3 YEAR 5 (23-24 AY)		
Percent Go Math Diagnostic Math Mastery Pre-Pandemic Goal	Percent Go Math Diagnostic Math Mastery New Goal	Percent Go Math Diagnostic Math Actual Score
2024	2024	2024
67%	50%	Public Hearing for TAPR 2024**
Face to Face A-F Accountability in Progress		

Early Childhood Progress Measure for Mathematics

Progress Measure 2.4: The percent of **2nd grade students** that score "on track" on Go Math* EOY will increase from 53% to 67% by June 2024.

House Bill 3 YEAR 1 (19-20 AY)		
Percent Go Math Diagnostic Math Mastery Pre-Pandemic Goal	Percent Go Math Diagnostic Math Mastery New Goal	Percent Go Math Diagnostic Math Actual Score
2020	2020	2020
53%	N/A	NA
Face to Face August 2020 to March 2020 Remote Instruction March 2020 to May 2020 Students Did Not Test Online Not Rated: Declared State of Disaster for Accountability Ratings		

House Bill 3 YEAR 2 (20-21 AY)		
Percent Go Math Diagnostic Math Mastery Pre-Pandemic Goal	Percent Go Math Diagnostic Math Mastery New Goal	Percent Go Math Diagnostic Math Actual Score
2021	2021	2021
58%	N/A	87%
Remote Instruction - Face to Face Minimal Some Students Tested Face to Face and Majority of Students Tested Remotely Not Rated: Declared State of Disaster for Accountability Ratings		

House Bill 3 YEAR 3 (21-22 AY)		
Percent Go Math Diagnostic Math Mastery Pre-Pandemic Goal	Percent Go Math Diagnostic Math Mastery New Goal	Percent Go Math Diagnostic Math Actual Score
2022	2022	2022
61%	61%	79%
Face to Face A-F Accountability in Progress		

House Bill 3 YEAR 4 (22-23 AY)		
Percent Go Math Diagnostic Math Mastery Pre-Pandemic Goal	Percent Go Math Diagnostic Math Mastery New Goal	Percent Go Math Diagnostic Math Actual Score
2023	2023	2023
64%	48%	50%
Face to Face A-F Accountability in Progress		

House Bill 3 YEAR 5 (23-24 AY)		
Percent Go Math Diagnostic Math Mastery Pre-Pandemic Goal	Percent Go Math Diagnostic Math Mastery New Goal	Percent Go Math Diagnostic Math Actual Score
2024	2024	2024
67%	50%	Public Hearing for TAPR 2024**
Face to Face A-F Accountability in Progress		

GOAL 3:
COLLEGE, CAREER, MILITARY READINESS (CCMR)

Board Approved June 2020 (5 Years of Goals)
Goal 3 - College, Career, Military, Readiness
(Note: No Military Readiness points Seniors 2020, 2021, 2022)
(Note: No CTE Coherent Sequence Points 2020, 2021, 2022)
CCMR Board Outcome Goal
The percentage of graduates (all students) that meet the Criteria for CCMR will increase from 76% to 80% by August 2024

Prior to House Bill 3 (Effective Academic Year 19-20) District August 2018 Accountability –Earned A Seniors 2018 (17-18 AY)		
Goal	CCMR Component Score	CCMR Scaled %
N/A	2018	2018
N/A	76	94%
100 % Face to Face		

Prior to House Bill 3 (Effective Academic Year 19-20) District August 2019 Accountability –Earned A Seniors 2019 (18-19 AY)		
Goal	CCMR Component Score	CCMR Scaled %
N/A	2019	2019
N/A	80	94%
100 % Face to Face		

House Bill 3 YEAR 1 Seniors 2020 (19-20 AY)			
Pre-Pandemic Goal	New Goal	CCMR Component Score	CCMR Scaled %
2020	2020	2020	2020
76%	N/A	69	92%
Face to Face August 2020 to March 2020 Remote Instruction March 2020 to May 2020			
No A-F Accountability			

House Bill 3 YEAR 2 Seniors 2021 (20-21 AY) Board Approved 5 Year Goals Dec. 2020			
Pre-Pandemic Goal	New Goal	CCMR Component Score	CCMR Scaled %
2021	2021	2021	2021
78%	N/A	70	93%
Remote Instruction - Face to Face Minimal			
No A-F Accountability			

House Bill 3 YEAR 3 Seniors 2022 (21-22 AY)			
Pre-Pandemic Goal	New Goal	CCMR Component Score	CCMR Scaled %
2022	2022	2022	2022
80%	76 = Component score 78 = Scaled	86.2	To be released after TEA resolution
Face to Face			
A-F Accountability in progress			

House Bill 3 YEAR 4 Seniors 2023 (22-23 AY)			
Pre-Pandemic Goal	New Goal	CCMR Component Score	CCMR Scaled %
2023	2023	2023	2023
82%	88 = Component score ≥ 90 = Scaled	Public Hearing for TAPR 2024**	Public Hearing for TAPR 2024**
Face to Face			
A-F Accountability in progress			

House Bill 3 YEAR 5 Seniors 2024 (23-24 AY)			
Pre-Pandemic Goal	New Goal	CCMR Component Score	CCMR Scaled %
2024	2024	2024	2024
84%	88 = Component score ≥ 90 = Scaled	Public Hearing for TAPR 2025**	Public Hearing for TAPR 2025**
Face to Face			
A-F Accountability in progress			

2022 - 2023
District Accountability Overview

		STAAR 1.0	STAAR 1.0		STAAR 1.0	STAAR 1.0	STAAR 2.0 Baseline
		2017-2018	2018-2019	COVID	2020-2021	2021-2022	2022-2023
District	D1	86	89			90	84
	D1 - STAAR	82	85			84	*NA*
	D1 - CCMR	93	94			93	*NA*
	D1 - Grad	80	85			95	*NA*
	D2a	84	84			93	75
	D2b	92	92			92	88
	D3	93	95			100	86
	Overall	92 A	93 A			95 A	87 B

Note: The 2022 – 2023 District Accountability Rating has not been released at this time.
The calculations displayed in this chart for the 2022-2023 school year is a prediction based on using preliminary accountability data.

Dissemination of the McAllen ISD 2022-2023 Annual Report

The state prepared portions of the TAPR are available at:
https://tea.texas.gov/perfreport/tapr/index.html

The PEIMS Financial Standard reports of 2022-2023 Financial Actual Information at:
http://tea.texas.gov/financialstandardreports/

The District Accreditation Status report for 2022-23 at:
http://tea.texas.gov/accredstatus/

The Texas Higher Education Coordinating Board report for 2020-2021 High School Graduates at:
http://www.txhighereddata.org/index.cfm?objectid=5BFD5120-D971-11E8-BB65050560100A9

The TAPR and the TAPR glossary are also available on the McAllen District website:
https://www.mcallenisd.org/page/texas-academic-performance-reports

Copies of the McAllen ISD District TAPR are also maintained at: Central Office, Every McAllen ISD Campus, Public Library, Chambers of Commerce.

MCALLEN ISD

TEXAS ACADEMIC PERFORMANCE REPORTS

2022-2023

TAPR Annual Report

2022-23 Texas Academic Performance Report (TAPR)

District Name: MCALLEN ISD

District Number: 108906

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	School Year	State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2023	76%	75%	**79%**	-	79%	84%	*	89%	-	100%	58%	85%	79%	79%	76%	75%
	2022	76%	76%	**81%**	*	80%	98%	*	94%	-	100%	54%	90%	82%	77%	77%	74%
At Meets Grade Level or Above	2023	50%	50%	**54%**	-	53%	68%	*	89%	-	78%	34%	60%	55%	52%	48%	48%
	2022	51%	49%	**57%**	*	55%	88%	*	94%	-	40%	32%	76%	58%	52%	50%	47%
At Masters Grade Level	2023	20%	21%	**26%**	-	24%	48%	*	67%	-	44%	13%	25%	25%	31%	20%	21%
	2022	30%	26%	**33%**	*	32%	55%	*	72%	-	40%	11%	52%	34%	30%	27%	26%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2023	73%	74%	**78%**	-	77%	82%	*	94%	-	100%	64%	65%	77%	79%	75%	76%
	2022	71%	70%	**74%**	*	73%	88%	*	94%	-	100%	47%	86%	76%	69%	70%	70%
At Meets Grade Level or Above	2023	45%	44%	**49%**	-	47%	64%	*	89%	-	78%	36%	50%	48%	50%	44%	43%
	2022	43%	41%	**48%**	*	46%	78%	*	83%	-	80%	33%	52%	48%	50%	42%	42%
At Masters Grade Level	2023	19%	17%	**18%**	-	17%	23%	*	61%	-	44%	13%	20%	18%	19%	14%	14%
	2022	21%	18%	**24%**	*	23%	39%	*	50%	-	40%	13%	38%	25%	22%	19%	19%
Grade 4 Reading																	
At Approaches Grade Level or Above	2023	77%	77%	**80%**	*	79%	96%	*	100%	-	80%	56%	90%	80%	79%	75%	74%
	2022	77%	77%	**81%**	100%	80%	100%	*	92%	-	100%	51%	86%	81%	82%	78%	76%
At Meets Grade Level or Above	2023	48%	48%	**55%**	*	54%	73%	*	95%	-	60%	28%	75%	55%	54%	48%	48%
	2022	54%	52%	**60%**	71%	59%	80%	*	69%	-	88%	32%	55%	60%	58%	53%	50%
At Masters Grade Level	2023	22%	22%	**29%**	*	28%	44%	*	74%	-	60%	14%	35%	29%	29%	22%	25%
	2022	28%	25%	**31%**	71%	30%	53%	*	62%	-	75%	12%	36%	32%	29%	25%	24%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2023	71%	73%	**78%**	*	77%	92%	*	100%	-	100%	52%	95%	79%	75%	73%	75%
	2022	70%	71%	**79%**	86%	78%	98%	*	92%	-	100%	45%	95%	79%	79%	74%	76%
At Meets Grade Level or Above	2023	48%	49%	**57%**	*	55%	79%	*	100%	-	60%	33%	75%	58%	54%	49%	53%
	2022	43%	43%	**55%**	43%	53%	80%	*	92%	-	88%	28%	68%	55%	53%	47%	48%
At Masters Grade Level	2023	22%	21%	**28%**	*	26%	50%	*	84%	-	60%	11%	50%	28%	28%	22%	23%
	2022	23%	22%	**32%**	43%	30%	58%	*	77%	-	75%	14%	55%	33%	27%	24%	28%
Grade 5 Reading																	

	School Year	State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2023	81%	81%	**86%**	83%	85%	96%	*	93%	-	100%	58%	100%	86%	84%	82%	82%
	2022	81%	81%	**86%**	*	85%	91%	-	100%	*	100%	58%	100%	86%	84%	82%	80%
At Meets Grade Level or Above	2023	57%	57%	**66%**	67%	65%	87%	*	80%	-	100%	33%	64%	67%	64%	59%	59%
	2022	58%	57%	**66%**	*	65%	80%	-	93%	*	100%	35%	78%	67%	65%	60%	56%
At Masters Grade Level	2023	28%	29%	**40%**	50%	38%	68%	*	67%	-	71%	12%	36%	41%	37%	31%	33%
	2022	36%	34%	**42%**	*	41%	64%	-	93%	*	75%	14%	44%	43%	39%	34%	33%
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2023	80%	83%	**86%**	100%	86%	96%	*	93%	-	100%	76%	90%	87%	83%	83%	85%
	2022	77%	79%	**86%**	*	86%	87%	-	100%	*	100%	64%	94%	86%	85%	82%	82%
At Meets Grade Level or Above	2023	51%	54%	**60%**	50%	59%	83%	*	93%	-	86%	35%	67%	62%	56%	53%	55%
	2022	48%	49%	**57%**	*	56%	65%	-	100%	*	100%	31%	72%	57%	56%	49%	50%
At Masters Grade Level	2023	21%	20%	**25%**	17%	24%	45%	*	73%	-	57%	12%	33%	25%	25%	19%	21%
	2022	25%	24%	**32%**	*	31%	44%	-	93%	*	75%	14%	17%	32%	32%	25%	28%
Grade 5 Science																	
At Approaches Grade Level or Above	2023	65%	67%	**68%**	83%	67%	87%	*	87%	-	86%	44%	59%	68%	69%	62%	60%
	2022	66%	68%	**67%**	*	66%	80%	-	100%	*	75%	38%	83%	68%	63%	60%	61%
At Meets Grade Level or Above	2023	36%	36%	**37%**	50%	36%	51%	*	73%	-	57%	25%	41%	38%	35%	31%	28%
	2022	38%	40%	**39%**	*	38%	62%	-	73%	*	63%	25%	33%	40%	35%	31%	31%
At Masters Grade Level	2023	16%	16%	**17%**	50%	16%	34%	*	53%	-	57%	9%	14%	18%	15%	13%	12%
	2022	18%	18%	**19%**	*	17%	38%	-	67%	*	50%	11%	17%	19%	17%	13%	15%
Grade 6 Reading																	
At Approaches Grade Level or Above	2023	77%	75%	**81%**	*	81%	95%	-	100%	*	86%	55%	81%	82%	80%	76%	74%
	2022	70%	68%	**76%**	80%	76%	87%	-	94%	*	60%	49%	92%	76%	77%	71%	69%
At Meets Grade Level or Above	2023	52%	50%	**59%**	*	58%	78%	-	100%	*	86%	30%	62%	60%	58%	51%	48%
	2022	43%	40%	**50%**	50%	49%	58%	-	94%	*	20%	32%	54%	50%	47%	41%	37%
At Masters Grade Level	2023	22%	20%	**27%**	*	27%	34%	-	78%	*	43%	13%	10%	28%	26%	18%	19%
	2022	23%	20%	**27%**	30%	26%	38%	-	67%	*	0%	13%	31%	28%	24%	19%	16%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2023	75%	73%	**77%**	*	76%	87%	-	*	*	100%	61%	88%	76%	79%	73%	72%
	2022	73%	69%	**72%**	86%	72%	84%	-	100%	*	*	52%	79%	72%	73%	68%	63%

	School Year	State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2023	40%	35%	**37%**	*	36%	45%	-	*	*	60%	29%	47%	37%	38%	31%	32%
	2022	39%	33%	**34%**	29%	33%	44%	-	83%	*	*	27%	37%	31%	41%	28%	25%
At Masters Grade Level	2023	16%	12%	**12%**	*	12%	17%	-	*	*	20%	16%	6%	12%	13%	8%	8%
	2022	16%	12%	**9%**	14%	9%	16%	-	67%	*	*	15%	11%	8%	13%	7%	7%
Grade 7 Reading																	
At Approaches Grade Level or Above	2023	78%	78%	**85%**	100%	84%	88%	-	88%	*	100%	57%	86%	85%	84%	81%	76%
	2022	80%	79%	**85%**	100%	84%	95%	*	85%	-	100%	52%	93%	84%	85%	81%	78%
At Meets Grade Level or Above	2023	55%	54%	**63%**	90%	62%	78%	-	88%	*	50%	34%	66%	62%	64%	54%	49%
	2022	56%	54%	**64%**	90%	63%	84%	*	85%	-	86%	29%	67%	64%	67%	58%	55%
At Masters Grade Level	2023	27%	27%	**35%**	40%	34%	56%	-	88%	*	50%	17%	34%	34%	39%	25%	22%
	2022	37%	34%	**45%**	50%	44%	55%	*	85%	-	57%	15%	60%	44%	47%	37%	33%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2023	63%	61%	**69%**	71%	68%	82%	-	91%	*	80%	47%	59%	67%	73%	61%	56%
	2022	61%	61%	**65%**	90%	64%	78%	*	94%	-	71%	40%	88%	65%	67%	59%	58%
At Meets Grade Level or Above	2023	37%	35%	**44%**	29%	43%	64%	-	91%	*	0%	28%	44%	42%	48%	34%	30%
	2022	31%	31%	**39%**	70%	38%	48%	*	81%	-	57%	23%	71%	38%	42%	31%	30%
At Masters Grade Level	2023	11%	11%	**18%**	14%	17%	32%	-	91%	*	0%	16%	22%	17%	19%	13%	13%
	2022	13%	13%	**19%**	50%	18%	26%	*	75%	-	29%	13%	35%	18%	24%	13%	12%
Grade 8 Reading																	
At Approaches Grade Level or Above	2023	83%	84%	**88%**	100%	88%	100%	*	94%	*	100%	61%	100%	88%	89%	85%	84%
	2022	83%	83%	**90%**	*	89%	100%	-	100%	-	*	53%	95%	89%	90%	88%	84%
At Meets Grade Level or Above	2023	58%	57%	**66%**	89%	65%	82%	*	75%	*	89%	28%	71%	65%	66%	57%	54%
	2022	58%	57%	**68%**	*	67%	76%	-	95%	-	*	34%	70%	68%	71%	63%	58%
At Masters Grade Level	2023	28%	25%	**36%**	78%	34%	56%	*	63%	*	56%	12%	41%	35%	38%	26%	24%
	2022	37%	36%	**48%**	*	47%	55%	-	58%	-	*	19%	50%	47%	51%	42%	39%
Grade 8 Mathematics																	
At Approaches Grade Level or Above	2023	76%	78%	**82%**	100%	81%	100%	*	100%	*	100%	54%	92%	81%	87%	78%	78%
	2022	71%	72%	**81%**	*	80%	95%	-	100%	-	*	51%	81%	80%	83%	77%	74%
At Meets Grade Level or Above	2023	46%	47%	**57%**	86%	55%	84%	*	93%	*	89%	29%	58%	56%	60%	49%	49%
	2022	40%	41%	**54%**	*	52%	71%	-	100%	-	*	26%	69%	53%	58%	48%	44%

	School Year	State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2023	17%	15%	**26%**	57%	25%	43%	*	71%	*	67%	13%	25%	27%	24%	20%	19%
	2022	14%	15%	**28%**	*	27%	47%	-	67%	-	*	14%	25%	28%	28%	22%	19%
Grade 8 Science																	
At Approaches Grade Level or Above	2023	74%	72%	**74%**	89%	73%	92%	*	81%	*	78%	45%	71%	72%	81%	67%	66%
	2022	74%	75%	**83%**	*	82%	95%	-	100%	-	*	45%	85%	83%	85%	80%	78%
At Meets Grade Level or Above	2023	47%	44%	**46%**	89%	45%	64%	*	81%	*	44%	22%	59%	45%	48%	37%	36%
	2022	45%	44%	**56%**	*	55%	70%	-	95%	-	*	24%	75%	56%	58%	49%	45%
At Masters Grade Level	2023	17%	14%	**15%**	44%	14%	30%	*	56%	*	33%	9%	29%	16%	13%	10%	9%
	2022	24%	22%	**31%**	*	30%	42%	-	68%	-	*	13%	35%	31%	33%	24%	20%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2023	62%	61%	**66%**	100%	65%	88%	*	75%	*	67%	39%	71%	65%	73%	59%	55%
	2022	61%	60%	**66%**	*	65%	82%	-	95%	-	*	36%	80%	66%	69%	61%	57%
At Meets Grade Level or Above	2023	33%	31%	**39%**	100%	37%	64%	*	69%	*	56%	24%	53%	37%	45%	30%	27%
	2022	31%	27%	**33%**	*	31%	53%	-	84%	-	*	20%	30%	32%	36%	25%	21%
At Masters Grade Level	2023	16%	15%	**21%**	56%	19%	40%	*	69%	*	33%	13%	35%	21%	20%	14%	13%
	2022	18%	15%	**18%**	*	17%	32%	-	26%	-	*	12%	10%	17%	19%	11%	8%
End of Course English I																	
At Approaches Grade Level or Above	2023	72%	72%	**77%**	100%	76%	94%	-	100%	-	*	37%	57%	77%	75%	73%	68%
	2022	65%	64%	**73%**	67%	73%	80%	*	100%	-	92%	28%	50%	74%	68%	68%	61%
At Meets Grade Level or Above	2023	52%	50%	**58%**	100%	56%	84%	-	95%	-	*	23%	32%	58%	56%	51%	45%
	2022	47%	44%	**55%**	42%	55%	64%	*	94%	-	92%	17%	41%	57%	49%	48%	39%
At Masters Grade Level	2023	13%	11%	**17%**	33%	16%	24%	-	47%	-	*	10%	4%	16%	18%	11%	8%
	2022	11%	9%	**16%**	25%	15%	22%	*	61%	-	46%	6%	23%	16%	12%	10%	7%
End of Course English II																	
At Approaches Grade Level or Above	2023	74%	72%	**80%**	100%	79%	92%	*	100%	*	100%	34%	59%	81%	78%	77%	69%
	2022	72%	70%	**78%**	75%	78%	85%	*	100%	-	86%	36%	50%	79%	76%	73%	64%
At Meets Grade Level or Above	2023	54%	50%	**64%**	88%	62%	79%	*	95%	*	100%	19%	36%	64%	61%	57%	50%
	2022	55%	51%	**61%**	63%	60%	73%	*	95%	-	86%	22%	13%	61%	60%	54%	40%

	School Year	State	Region 01	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	2023	9%	7%	**12%**	25%	12%	22%	*	47%	*	40%	6%	0%	13%	11%	7%	5%
	2022	9%	7%	**12%**	0%	12%	22%	*	55%	-	0%	8%	0%	12%	13%	8%	4%
End of Course Algebra I																	
At Approaches Grade Level or Above	2023	79%	83%	**84%**	89%	84%	87%	-	100%	-	100%	59%	73%	84%	84%	81%	80%
	2022	76%	80%	**81%**	85%	80%	85%	-	100%	-	100%	53%	82%	82%	77%	78%	77%
At Meets Grade Level or Above	2023	43%	46%	**49%**	78%	48%	56%	-	100%	-	100%	27%	40%	48%	52%	43%	42%
	2022	43%	44%	**46%**	46%	45%	52%	-	96%	-	71%	18%	55%	48%	40%	40%	42%
At Masters Grade Level	2023	23%	22%	**29%**	56%	28%	41%	-	88%	-	60%	14%	23%	28%	32%	23%	22%
	2022	27%	26%	**28%**	31%	27%	39%	-	84%	-	29%	8%	45%	28%	26%	22%	24%
End of Course Biology																	
At Approaches Grade Level or Above	2023	88%	87%	**88%**	100%	88%	97%	-	100%	*	*	59%	83%	88%	87%	86%	82%
	2022	83%	82%	**86%**	91%	86%	90%	*	100%	-	100%	53%	94%	87%	82%	83%	78%
At Meets Grade Level or Above	2023	56%	50%	**55%**	60%	54%	68%	-	94%	*	*	27%	34%	56%	51%	49%	42%
	2022	55%	48%	**57%**	64%	56%	66%	*	94%	-	73%	19%	63%	59%	47%	51%	43%
At Masters Grade Level	2023	21%	16%	**21%**	40%	20%	39%	-	44%	*	*	10%	9%	21%	20%	16%	12%
	2022	21%	15%	**19%**	9%	18%	22%	*	59%	-	36%	5%	25%	20%	15%	15%	11%
End of Course U.S. History																	
At Approaches Grade Level or Above	2023	94%	94%	**95%**	100%	95%	97%	*	100%	-	*	76%	91%	94%	96%	94%	91%
	2022	89%	88%	**92%**	*	92%	95%	*	100%	-	100%	67%	93%	92%	91%	89%	83%
At Meets Grade Level or Above	2023	70%	65%	**73%**	80%	72%	82%	*	100%	-	*	41%	70%	74%	72%	67%	56%
	2022	68%	61%	**71%**	*	71%	85%	*	88%	-	100%	39%	71%	72%	70%	66%	52%
At Masters Grade Level	2023	38%	30%	**42%**	40%	41%	53%	*	81%	-	*	22%	35%	41%	45%	34%	25%
	2022	42%	33%	**43%**	*	42%	61%	*	76%	-	50%	18%	43%	44%	40%	37%	23%
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2023	90%	86%	**90%**	-	91%	83%	*	100%	-	*	80%	60%	92%	79%	87%	57%
	2022	92%	86%	**93%**	*	92%	100%	-	100%	-	*	100%	-	94%	86%	89%	67%
At Meets Grade Level or Above	2023	61%	38%	**54%**	-	54%	48%	*	90%	-	*	30%	40%	58%	33%	44%	27%
	2022	64%	39%	**58%**	*	55%	77%	-	80%	-	*	67%	-	61%	41%	50%	25%

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At Masters Grade Level	2023	12%	3%	**5%**	-	5%	7%	*	30%	-	*	0%	0%	6%	3%	3%	0%
	2022	13%	4%	**7%**	*	6%	17%	-	20%	-	*	17%	-	7%	8%	5%	8%
All Grades All Subjects																	
At Approaches Grade Level or Above	2023	76%	76%	**80%**	91%	80%	92%	95%	94%	90%	93%	54%	77%	80%	81%	76%	74%
	2022	74%	74%	**79%**	85%	79%	89%	75%	97%	100%	94%	48%	86%	80%	78%	75%	72%
At Meets Grade Level or Above	2023	49%	48%	**55%**	75%	54%	72%	67%	89%	60%	72%	29%	51%	55%	54%	47%	45%
	2022	48%	45%	**54%**	60%	53%	69%	67%	90%	80%	79%	27%	58%	54%	52%	47%	42%
At Masters Grade Level	2023	20%	18%	**24%**	42%	23%	39%	14%	65%	10%	47%	12%	22%	24%	25%	18%	17%
	2022	23%	21%	**27%**	35%	26%	40%	33%	65%	0%	44%	12%	34%	27%	26%	21%	19%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2023	77%	76%	**82%**	93%	81%	93%	88%	96%	*	96%	51%	78%	82%	81%	78%	75%
	2022	75%	74%	**80%**	86%	80%	91%	71%	96%	*	93%	47%	84%	81%	79%	76%	72%
At Meets Grade Level or Above	2023	53%	52%	**61%**	83%	60%	79%	75%	89%	*	82%	28%	54%	61%	60%	53%	50%
	2022	53%	50%	**60%**	64%	59%	74%	71%	91%	*	80%	28%	59%	61%	58%	53%	47%
At Masters Grade Level	2023	20%	19%	**27%**	43%	25%	42%	25%	63%	*	51%	12%	20%	26%	28%	19%	18%
	2022	25%	22%	**30%**	39%	29%	43%	29%	68%	*	46%	12%	39%	30%	28%	23%	21%
All Grades Mathematics																	
At Approaches Grade Level or Above	2023	75%	76%	**80%**	83%	79%	89%	100%	97%	*	98%	59%	77%	80%	80%	75%	75%
	2022	72%	73%	**78%**	85%	77%	89%	*	97%	*	96%	50%	87%	78%	76%	73%	72%
At Meets Grade Level or Above	2023	45%	44%	**51%**	61%	50%	66%	63%	93%	*	69%	31%	51%	51%	50%	44%	43%
	2022	42%	40%	**48%**	54%	47%	63%	*	90%	*	82%	26%	60%	48%	47%	41%	40%
At Masters Grade Level	2023	19%	17%	**22%**	36%	21%	34%	0%	70%	*	44%	13%	25%	22%	23%	17%	17%
	2022	20%	19%	**25%**	38%	23%	37%	*	68%	*	42%	13%	33%	25%	24%	19%	20%
All Grades Science																	
At Approaches Grade Level or Above	2023	77%	77%	**77%**	90%	77%	91%	*	90%	*	84%	49%	74%	77%	79%	73%	70%
	2022	76%	76%	**80%**	83%	79%	89%	*	100%	*	91%	45%	87%	80%	78%	76%	73%
At Meets Grade Level or Above	2023	47%	44%	**47%**	70%	46%	61%	*	84%	*	53%	25%	41%	47%	45%	40%	36%
	2022	47%	44%	**52%**	61%	51%	66%	*	88%	*	70%	22%	57%	53%	47%	45%	40%

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At Masters Grade Level	2023	18%	15%	**18%**	45%	17%	34%	*	51%	*	42%	9%	14%	18%	16%	13%	11%
	2022	21%	17%	**23%**	22%	22%	33%	*	63%	*	39%	9%	26%	23%	21%	17%	14%
All Grades Social Studies																	
At Approaches Grade Level or Above	2023	78%	77%	**82%**	100%	81%	94%	*	89%	*	77%	55%	83%	81%	85%	77%	71%
	2022	75%	75%	**80%**	88%	80%	88%	*	97%	-	100%	52%	85%	80%	81%	76%	69%
At Meets Grade Level or Above	2023	52%	48%	**57%**	93%	56%	75%	*	86%	*	69%	31%	63%	57%	59%	49%	40%
	2022	50%	45%	**54%**	63%	53%	69%	*	86%	-	78%	30%	47%	54%	54%	48%	34%
At Masters Grade Level	2023	27%	22%	**32%**	50%	31%	48%	*	76%	*	46%	17%	35%	32%	33%	24%	18%
	2022	30%	24%	**31%**	13%	31%	46%	*	50%	-	44%	15%	24%	32%	31%	25%	15%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2023	37%	36%	**40%**	-	38%	59%	*	89%	-	67%	29%	40%	40%	42%	34%	34%
	2022	36%	33%	**42%**	*	39%	76%	*	83%	-	40%	27%	52%	41%	42%	35%	34%
Reading and Mathematics Including EOC	2023	37%	36%	**40%**	-	38%	59%	*	89%	-	67%	29%	40%	40%	42%	34%	34%
	2022	36%	33%	**42%**	*	39%	76%	*	83%	-	40%	27%	52%	41%	42%	35%	34%
Reading Including EOC	2023	50%	50%	**54%**	-	53%	68%	*	89%	-	78%	34%	60%	55%	52%	48%	48%
	2022	51%	49%	**57%**	*	55%	88%	*	94%	-	40%	32%	76%	58%	52%	50%	47%
Math Including EOC	2023	45%	44%	**49%**	-	47%	64%	*	89%	-	78%	36%	50%	48%	50%	44%	43%
	2022	43%	41%	**48%**	*	46%	78%	*	83%	-	80%	33%	52%	48%	50%	42%	42%
4th Graders																	
Reading and Mathematics	2023	38%	38%	**46%**	*	45%	67%	*	95%	-	60%	24%	65%	47%	44%	38%	40%
	2022	36%	35%	**46%**	43%	45%	73%	*	69%	-	75%	23%	50%	47%	44%	38%	38%
Reading and Mathematics Including EOC	2023	38%	38%	**46%**	*	45%	67%	*	95%	-	60%	24%	65%	47%	44%	38%	40%
	2022	36%	35%	**46%**	43%	45%	73%	*	69%	-	75%	23%	50%	47%	44%	38%	38%
Reading Including EOC	2023	48%	48%	**55%**	*	54%	73%	*	95%	-	60%	28%	75%	55%	54%	48%	48%
	2022	54%	52%	**60%**	71%	59%	80%	*	69%	-	88%	32%	55%	60%	58%	53%	50%
Math Including EOC	2023	48%	49%	**57%**	*	55%	79%	*	100%	-	60%	33%	75%	58%	54%	49%	53%
	2022	43%	43%	**55%**	43%	53%	80%	*	92%	-	88%	28%	68%	55%	53%	47%	48%
5th Graders																	
Reading and Mathematics	2023	43%	44%	**53%**	50%	52%	79%	*	80%	-	86%	26%	52%	54%	51%	44%	46%
	2022	41%	41%	**51%**	*	50%	64%	-	93%	*	100%	27%	67%	51%	49%	43%	43%

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Reading and Mathematics Including EOC	2023	43%	44%	**53%**	50%	52%	79%	*	80%	-	86%	26%	52%	54%	51%	44%	46%
	2022	41%	41%	**51%**	*	50%	64%	-	93%	*	100%	27%	67%	51%	49%	43%	43%
Reading Including EOC	2023	57%	57%	**66%**	67%	65%	87%	*	80%	-	100%	33%	64%	67%	64%	59%	59%
	2022	58%	57%	**66%**	*	65%	80%	-	93%	*	100%	35%	78%	67%	65%	60%	56%
Math Including EOC	2023	51%	54%	**60%**	50%	59%	83%	*	93%	-	86%	35%	67%	62%	56%	53%	55%
	2022	48%	49%	**57%**	*	56%	65%	-	100%	*	100%	31%	72%	57%	56%	49%	50%
6th Graders																	
Reading and Mathematics	2023	35%	31%	**41%**	*	40%	55%	-	89%	*	29%	24%	57%	42%	39%	33%	32%
	2022	31%	26%	**35%**	40%	33%	49%	-	94%	*	20%	27%	38%	35%	32%	26%	24%
Reading and Mathematics Including EOC	2023	35%	31%	**41%**	*	40%	55%	-	89%	*	29%	24%	57%	42%	39%	33%	32%
	2022	31%	26%	**35%**	40%	33%	49%	-	94%	*	20%	27%	38%	35%	32%	26%	24%
Reading Including EOC	2023	52%	50%	**59%**	*	58%	78%	-	100%	*	86%	30%	62%	60%	58%	51%	48%
	2022	43%	40%	**50%**	50%	49%	58%	-	94%	*	20%	32%	54%	51%	47%	41%	37%
Math Including EOC	2023	40%	36%	**47%**	*	46%	55%	-	89%	*	43%	31%	57%	47%	44%	38%	40%
	2022	40%	33%	**42%**	50%	41%	55%	-	94%	*	80%	30%	54%	42%	44%	34%	32%
7th Graders																	
Reading and Mathematics	2023	37%	33%	**35%**	29%	35%	57%	-	80%	*	*	25%	33%	34%	40%	27%	23%
	2022	32%	28%	**30%**	43%	30%	33%	*	*	-	50%	17%	54%	27%	38%	24%	22%
Reading and Mathematics Including EOC	2023	38%	34%	**41%**	50%	40%	64%	-	88%	*	33%	27%	41%	41%	42%	31%	27%
	2022	33%	29%	**38%**	60%	37%	51%	*	77%	-	57%	18%	60%	38%	40%	30%	29%
Reading Including EOC	2023	55%	54%	**63%**	90%	62%	78%	-	88%	*	50%	34%	66%	62%	64%	54%	49%
	2022	56%	54%	**64%**	90%	63%	84%	*	85%	-	86%	29%	67%	64%	67%	58%	55%
Math Including EOC	2023	43%	38%	**44%**	50%	43%	64%	-	88%	*	50%	27%	45%	44%	44%	34%	29%
	2022	37%	33%	**42%**	70%	40%	55%	*	77%	-	57%	22%	67%	41%	42%	34%	33%
8th Graders																	
Reading and Mathematics	2023	31%	34%	**47%**	71%	45%	73%	*	71%	*	75%	19%	55%	47%	46%	39%	37%
	2022	27%	30%	**45%**	*	44%	59%	-	89%	-	*	21%	38%	44%	51%	39%	34%
Reading and Mathematics Including EOC	2023	44%	44%	**53%**	78%	52%	78%	*	75%	*	78%	21%	65%	53%	55%	45%	43%
	2022	41%	41%	**52%**	*	51%	64%	-	95%	-	*	21%	55%	51%	57%	45%	41%
Reading Including EOC	2023	58%	59%	**66%**	89%	65%	82%	*	75%	*	89%	28%	71%	65%	66%	57%	54%
	2022	58%	58%	**68%**	*	67%	76%	-	95%	-	*	34%	70%	68%	71%	63%	57%

	School Year	State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Math Including EOC	2023	51%	52%	**60%**	89%	59%	86%	*	94%	*	89%	31%	71%	59%	67%	52%	52%
	2022	48%	50%	**59%**	*	57%	74%	-	100%	-	*	26%	70%	58%	63%	53%	51%
3rd - 8th Graders																	
Reading and Mathematics	2023	37%	36%	**44%**	52%	43%	65%	57%	85%	*	60%	25%	50%	44%	44%	36%	36%
	2022	34%	32%	**41%**	52%	40%	60%	*	83%	*	66%	24%	50%	41%	42%	34%	32%
Reading and Mathematics Including EOC	2023	39%	38%	**46%**	59%	45%	67%	57%	86%	*	60%	25%	52%	46%	45%	38%	37%
	2022	36%	34%	**44%**	56%	43%	62%	*	86%	*	67%	24%	52%	44%	44%	36%	35%
Reading Including EOC	2023	53%	53%	**61%**	78%	60%	78%	71%	87%	*	79%	31%	66%	61%	60%	53%	51%
	2022	53%	52%	**61%**	72%	60%	78%	*	90%	*	75%	32%	66%	61%	60%	54%	51%
Math Including EOC	2023	47%	45%	**53%**	63%	52%	71%	57%	93%	*	70%	33%	59%	53%	52%	45%	45%
	2022	43%	41%	**50%**	62%	49%	68%	*	92%	*	83%	28%	63%	50%	51%	43%	42%

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

	School Year	State	Region01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress - Annual Growth by Grade and Subject																	
Grade 4 ELA/Reading	2023	55%	58%	**57%**	*	56%	63%	*	82%	-	60%	45%	55%	57%	58%	52%	52%
Grade 4 Mathematics	2023	63%	66%	**70%**	*	69%	79%	*	94%	-	70%	59%	78%	70%	70%	66%	70%
Grade 5 ELA/Reading	2023	65%	68%	**77%**	67%	76%	91%	*	89%	-	100%	55%	82%	77%	75%	73%	74%
Grade 5 Mathematics	2023	71%	73%	**71%**	58%	70%	76%	*	93%	-	86%	79%	67%	70%	72%	70%	69%
Grade 6 ELA/Reading	2023	51%	49%	**55%**	*	55%	60%	-	100%	*	71%	43%	50%	56%	54%	49%	51%
Grade 6 Mathematics	2023	54%	48%	**52%**	*	52%	56%	-	*	*	60%	60%	69%	52%	51%	49%	49%
Grade 7 ELA/Reading	2023	71%	74%	**79%**	94%	78%	84%	-	100%	*	83%	62%	81%	78%	80%	75%	72%
Grade 7 Mathematics	2023	56%	56%	**53%**	50%	52%	75%	-	91%	*	0%	51%	52%	51%	61%	50%	45%
Grade 8 ELA/Reading	2023	63%	67%	**68%**	81%	67%	80%	*	80%	*	83%	56%	74%	67%	70%	64%	64%
Grade 8 Mathematics	2023	74%	80%	**83%**	*	82%	98%	*	*	*	100%	69%	75%	83%	84%	82%	80%
End of Course English I	2023	57%	52%	**53%**	*	53%	63%	-	72%	-	*	39%	51%	54%	52%	48%	46%
End of Course English II	2023	74%	72%	**76%**	88%	76%	83%	*	72%	-	78%	61%	70%	77%	75%	76%	73%
End of Course Algebra I	2023	76%	76%	**72%**	86%	72%	64%	-	100%	-	60%	68%	72%	72%	73%	70%	72%
All Grades Both Subjects	2023	64%	64%	**67%**	77%	66%	74%	56%	86%	75%	74%	57%	66%	67%	67%	63%	63%
All Grades ELA/Reading	2023	63%	63%	**67%**	79%	66%	75%	40%	82%	*	79%	51%	65%	67%	67%	63%	62%
All Grades Mathematics	2023	66%	66%	**67%**	73%	66%	73%	*	93%	*	66%	64%	68%	66%	68%	64%	64%
School Progress - Accelerated Learning by Grade and Subject																	
Grade 4 ELA/Reading	2023	33%	35%	**26%**	-	26%	*	*	-	-	-	20%	*	27%	25%	27%	22%
Grade 4 Mathematics	2023	27%	33%	**30%**	-	30%	20%	*	-	-	-	21%	*	28%	35%	29%	27%
Grade 5 ELA/Reading	2023	37%	40%	**44%**	*	44%	*	-	*	-	-	30%	*	45%	44%	43%	44%
Grade 5 Mathematics	2023	48%	56%	**54%**	*	53%	*	-	*	-	-	59%	*	54%	54%	52%	57%
Grade 6 ELA/Reading	2023	26%	25%	**35%**	-	34%	*	-	-	-	*	18%	*	34%	37%	33%	37%
Grade 6 Mathematics	2023	35%	33%	**33%**	*	33%	29%	-	-	-	-	26%	*	31%	37%	31%	27%
Grade 7 ELA/Reading	2023	39%	43%	**47%**	-	47%	43%	-	*	-	*	27%	50%	48%	45%	45%	40%
Grade 7 Mathematics	2023	22%	23%	**20%**	-	20%	20%	-	-	-	-	12%	17%	19%	23%	18%	18%
Grade 8 ELA/Reading	2023	39%	45%	**43%**	-	42%	*	-	*	-	-	33%	*	42%	46%	41%	42%
Grade 8 Mathematics	2023	49%	58%	**59%**	-	57%	100%	-	*	*	*	34%	*	56%	69%	57%	55%
End of Course English I	2023	26%	23%	**22%**	-	22%	-	-	-	-	-	8%	24%	20%	29%	23%	25%
End of Course English II	2023	41%	38%	**47%**	*	46%	75%	-	-	-	-	27%	43%	50%	40%	48%	43%
End of Course Algebra I	2023	58%	64%	**54%**	-	54%	*	-	-	-	-	36%	29%	53%	57%	51%	54%
All Grades Both Subjects	2023	38%	41%	**41%**	50%	41%	59%	*	43%	*	100%	28%	36%	41%	42%	40%	39%
All Grades ELA/Reading	2023	35%	36%	**40%**	*	39%	71%	*	40%	-	*	24%	42%	40%	39%	39%	38%
All Grades Mathematics	2023	40%	45%	**43%**	*	43%	50%	*	*	*	*	33%	28%	42%	46%	41%	41%

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

	School Year	State	Region 01	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	2023	76%	76%	**80%**	75%	74%	-	76%	77%	77%	70%	79%	69%	79%	78%	85%	71%	96%
	2022	74%	74%	**79%**	73%	71%	-	72%	77%	93%	68%	81%	67%	93%	80%	84%	69%	95%
At Meets Grade Level or Above	2023	49%	48%	**55%**	46%	44%	-	49%	51%	51%	38%	54%	37%	45%	45%	62%	40%	82%
	2022	48%	45%	**54%**	44%	40%	-	47%	48%	71%	36%	65%	35%	68%	47%	60%	38%	79%
At Masters Grade Level	2023	20%	18%	**24%**	19%	17%	-	22%	23%	18%	12%	30%	11%	12%	22%	29%	14%	45%
	2022	23%	21%	**27%**	23%	20%	-	23%	25%	44%	14%	37%	13%	41%	18%	32%	16%	42%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2023	77%	76%	**82%**	77%	75%	-	79%	80%	82%	71%	80%	70%	82%	79%	86%	73%	97%
	2022	75%	74%	**80%**	76%	76%	-	73%	76%	97%	66%	80%	65%	97%	76%	86%	69%	96%
At Meets Grade Level or Above	2023	53%	52%	**61%**	51%	47%	-	55%	59%	62%	44%	60%	43%	56%	54%	68%	46%	90%
	2022	53%	50%	**60%**	49%	47%	-	49%	51%	85%	39%	64%	37%	72%	50%	68%	42%	87%
At Masters Grade Level	2023	20%	19%	**27%**	23%	20%	-	26%	30%	21%	12%	37%	11%	11%	29%	32%	15%	46%
	2022	25%	22%	**30%**	27%	24%	-	29%	27%	60%	15%	32%	13%	59%	21%	35%	18%	41%
All Grades Mathematics																		
At Approaches Grade Level or Above	2023	75%	76%	**80%**	79%	77%	-	78%	82%	83%	69%	84%	68%	83%	86%	83%	73%	95%
	2022	72%	73%	**78%**	75%	73%	-	69%	84%	95%	66%	81%	65%	93%	82%	82%	69%	92%
At Meets Grade Level or Above	2023	45%	44%	**51%**	48%	47%	-	49%	52%	52%	35%	58%	34%	38%	45%	56%	40%	74%
	2022	42%	40%	**48%**	44%	39%	-	43%	51%	83%	34%	67%	31%	72%	46%	53%	37%	69%
At Masters Grade Level	2023	19%	17%	**22%**	18%	15%	-	24%	22%	21%	13%	27%	12%	15%	18%	26%	14%	41%
	2022	20%	19%	**25%**	22%	19%	-	18%	28%	55%	15%	41%	13%	31%	15%	28%	17%	41%
All Grades Science																		
At Approaches Grade Level or Above	2023	77%	77%	**77%**	59%	57%	-	67%	57%	61%	71%	64%	71%	66%	54%	83%	67%	97%
	2022	76%	76%	**80%**	60%	52%	-	77%	62%	94%	75%	80%	74%	100%	80%	84%	69%	98%
At Meets Grade Level or Above	2023	47%	44%	**47%**	28%	26%	-	35%	26%	33%	33%	29%	34%	37%	21%	54%	31%	79%
	2022	47%	44%	**52%**	30%	22%	-	50%	31%	65%	38%	60%	37%	71%	40%	58%	34%	80%
At Masters Grade Level	2023	18%	15%	**18%**	10%	10%	-	11%	8%	10%	9%	20%	8%	8%	8%	22%	9%	37%
	2022	21%	17%	**23%**	12%	10%	-	19%	9%	31%	11%	32%	10%	41%	13%	27%	11%	42%
All Grades Social Studies																		
At Approaches Grade Level or Above	2023	78%	77%	**82%**	61%	*	-	*	55%	69%	66%	*	66%	77%	69%	87%	66%	95%
	2022	75%	75%	**80%**	78%	*	-	-	*	77%	66%	100%	65%	82%	*	83%	65%	95%
At Meets Grade Level or Above	2023	52%	48%	**57%**	35%	*	-	*	36%	42%	33%	*	33%	38%	31%	65%	33%	81%
	2022	50%	45%	**54%**	28%	*	-	-	*	27%	32%	100%	31%	53%	*	59%	30%	75%
At Masters Grade Level	2023	27%	22%	**32%**	16%	*	-	*	0%	19%	13%	*	12%	15%	15%	39%	12%	53%
	2022	30%	24%	**31%**	13%	*	-	-	*	13%	12%	71%	11%	29%	*	37%	11%	48%
School Progress - Annual Growth																		
All Grades Both Subjects	2023	64%	64%	**67%**	64%	62%	-	66%	68%	65%	60%	64%	60%	75%	66%	69%	61%	77%
All Grades ELA/Reading	2023	63%	63%	**67%**	60%	58%	-	61%	69%	60%	60%	68%	60%	73%	61%	70%	60%	77%

	School Year	State	Region 01	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 Mathematics	2023	66%	66%	**67%**	67%	67%	-	71%	66%	71%	60%	59%	60%	81%	72%	69%	63%	78%
School Progress - Accelerated Learning																		
All Grades Both Subjects	2023	38%	41%	**41%**	38%	36%	-	45%	38%	45%	39%	44%	39%	56%	52%	44%	39%	73%
All Grades ELA/Reading	2023	35%	36%	**40%**	35%	32%	-	46%	35%	38%	39%	32%	39%	47%	38%	42%	38%	72%
All Grades Mathematics	2023	40%	45%	**43%**	41%	40%	-	45%	42%	50%	40%	57%	39%	67%	64%	45%	40%	74%

* 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 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2023 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**100%**	100%	100%	100%	100%	100%	100%	100%	100%	99%	100%	99%	100%	100%
Included in Accountability	93%	93%	**93%**	91%	93%	94%	100%	95%	100%	97%	94%	94%	97%	81%	92%	88%
Not Included in Accountability: Mobile	4%	3%	**3%**	8%	3%	4%	0%	2%	0%	3%	3%	5%	1%	11%	4%	4%
Not Included in Accountability: Other Exclusions	2%	3%	**3%**	1%	3%	2%	0%	3%	0%	0%	3%	0%	2%	8%	4%	7%
Not Tested	1%	1%	**0%**	0%	0%	0%	0%	0%	0%	0%	0%	1%	0%	1%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	**100%**	100%	100%	100%	100%	100%	*	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	92%	91%	**91%**	90%	90%	93%	100%	93%	*	98%	92%	94%	95%	78%	89%	84%
Not Included in Accountability: Mobile	4%	3%	**3%**	8%	3%	4%	0%	2%	*	2%	3%	6%	1%	10%	4%	4%
Not Included in Accountability: Other Exclusions	3%	5%	**6%**	2%	6%	3%	0%	5%	*	0%	4%	0%	4%	11%	7%	12%
Not Tested	1%	1%	**0%**	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%	0%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**100%**	100%	100%	100%	100%	100%	*	100%	100%	99%	100%	99%	100%	100%
Included in Accountability	94%	95%	**94%**	88%	94%	94%	100%	96%	*	98%	96%	95%	99%	82%	94%	91%
Not Included in Accountability: Mobile	5%	3%	**4%**	12%	4%	4%	0%	2%	*	2%	3%	5%	1%	11%	4%	4%
Not Included in Accountability: Other Exclusions	1%	1%	**2%**	0%	2%	2%	0%	2%	*	0%	1%	0%	0%	6%	2%	4%
Not Tested	1%	1%	**0%**	0%	0%	0%	0%	0%	*	0%	0%	1%	0%	1%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	0%	0%	*	0%	0%	1%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	99%	99%	**99%**	100%	99%	98%	*	100%	*	100%	99%	98%	99%	98%	99%	99%
Included in Accountability	93%	95%	**95%**	95%	95%	94%	*	96%	*	95%	95%	92%	98%	83%	94%	93%
Not Included in Accountability: Mobile	4%	3%	**3%**	5%	3%	3%	*	2%	*	5%	2%	5%	1%	10%	4%	4%
Not Included in Accountability: Other Exclusions	1%	1%	**1%**	0%	1%	1%	*	2%	*	0%	1%	0%	0%	4%	1%	3%
Not Tested	1%	1%	**1%**	0%	1%	2%	*	0%	*	0%	1%	2%	1%	2%	1%	1%

	State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	1%	**0%**	0%	0%	0%	*	0%	*	0%	1%	0%	0%	1%	0%	0%
Other	0%	0%	**1%**	0%	1%	2%	*	0%	*	0%	0%	2%	0%	2%	1%	0%
Social Studies																
Assessment Participant	99%	99%	**100%**	100%	100%	100%	*	100%	*	100%	100%	100%	100%	99%	100%	100%
Included in Accountability	94%	95%	**96%**	100%	95%	98%	*	95%	*	93%	94%	95%	99%	84%	95%	93%
Not Included in Accountability: Mobile	4%	3%	**3%**	0%	3%	2%	*	0%	*	7%	3%	5%	0%	10%	3%	4%
Not Included in Accountability: Other Exclusions	1%	1%	**2%**	0%	2%	0%	*	5%	*	0%	2%	0%	0%	6%	2%	4%
Not Tested	1%	1%	**0%**	0%	0%	0%	*	0%	*	0%	0%	0%	0%	1%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	*	0%	*	0%	0%	0%	0%	1%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Accelerated Testers																
SAT/ACT Participant	93%	90%	**91%**	-	91%	85%	*	100%	-	*	91%	71%	95%	75%	91%	79%
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**99%**	99%	99%	99%	100%	99%	100%	99%	99%	98%	99%	98%	99%	100%
Included in Accountability	93%	92%	**92%**	90%	92%	95%	86%	94%	100%	94%	92%	90%	97%	75%	92%	88%
Not Included in Accountability: Mobile	5%	4%	**4%**	8%	4%	4%	14%	2%	0%	5%	3%	7%	1%	14%	3%	4%
Not Included in Accountability: Other Exclusions	1%	2%	**3%**	1%	3%	1%	0%	3%	0%	0%	4%	1%	1%	9%	4%	8%
Not Tested	1%	1%	**1%**	1%	1%	1%	0%	1%	0%	1%	1%	2%	1%	2%	1%	0%
Absent	1%	1%	**0%**	1%	0%	0%	0%	0%	0%	0%	1%	1%	0%	1%	0%	0%
Other	0%	0%	**1%**	0%	0%	0%	0%	1%	0%	1%	0%	0%	0%	1%	0%	0%
Reading																
Assessment Participant	99%	99%	**99%**	98%	99%	99%	100%	100%	*	100%	99%	98%	100%	98%	99%	100%
Included in Accountability	92%	91%	**90%**	89%	90%	94%	88%	93%	*	95%	91%	89%	96%	73%	90%	84%
Not Included in Accountability: Mobile	5%	4%	**4%**	8%	4%	3%	13%	3%	*	5%	3%	7%	1%	13%	3%	4%
Not Included in Accountability: Other Exclusions	2%	4%	**5%**	2%	5%	2%	0%	4%	*	0%	5%	2%	3%	12%	6%	11%
Not Tested	1%	1%	**1%**	2%	1%	1%	0%	0%	*	0%	1%	2%	0%	2%	1%	0%
Absent	1%	1%	**0%**	2%	0%	1%	0%	0%	*	0%	1%	1%	0%	1%	1%	0%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	*	0%	0%	1%	0%	1%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**99%**	100%	99%	99%	54	*	99%	*	100%	100%	99%	99%	99%	100%
Included in Accountability	93%	93%	**92%**	91%	92%	95%	*	94%	*	94%	94%	91%	98%	76%	93%	90%

	State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Mobile	5%	4%	**4%**	8%	4%	4%	*	2%	*	6%	4%	7%	1%	15%	4%	5%
Not Included in Accountability: Other Exclusions	1%	1%	**2%**	2%	2%	1%	*	4%	*	0%	2%	0%	0%	8%	3%	5%
Not Tested	1%	1%	**1%**	0%	1%	1%	*	1%	*	0%	0%	1%	1%	1%	1%	0%
Absent	1%	1%	**0%**	0%	0%	0%	*	0%	*	0%	0%	1%	0%	0%	0%	0%
Other	0%	1%	**1%**	0%	1%	0%	*	1%	*	0%	0%	0%	1%	0%	0%	0%
Science																
Assessment Participant	98%	98%	**99%**	100%	99%	98%	*	95%	*	96%	99%	97%	99%	98%	99%	99%
Included in Accountability	93%	94%	**93%**	90%	93%	94%	*	91%	*	92%	93%	89%	98%	77%	93%	91%
Not Included in Accountability: Mobile	4%	4%	**4%**	10%	4%	4%	*	4%	*	4%	4%	8%	1%	15%	3%	4%
Not Included in Accountability: Other Exclusions	1%	1%	**2%**	0%	2%	0%	*	0%	*	0%	3%	0%	0%	6%	2%	4%
Not Tested	2%	2%	**1%**	0%	1%	2%	*	5%	*	4%	1%	3%	1%	2%	1%	1%
Absent	1%	1%	**0%**	0%	0%	0%	*	0%	*	0%	1%	3%	0%	1%	1%	0%
Other	0%	0%	**1%**	0%	1%	1%	*	5%	*	4%	0%	0%	1%	1%	1%	0%
Social Studies																
Assessment Participant	98%	99%	**99%**	100%	99%	99%	*	100%	-	100%	98%	100%	100%	98%	99%	99%
Included in Accountability	94%	95%	**94%**	89%	95%	95%	*	100%	-	100%	92%	92%	98%	80%	94%	91%
Not Included in Accountability: Mobile	4%	3%	**3%**	11%	3%	3%	*	0%	-	0%	3%	8%	1%	11%	3%	4%
Not Included in Accountability: Other Exclusions	1%	1%	**2%**	0%	2%	1%	*	0%	-	0%	3%	0%	0%	7%	2%	5%
Not Tested	2%	1%	**1%**	0%	1%	1%	*	0%	-	0%	2%	0%	0%	2%	1%	1%
Absent	1%	1%	**0%**	0%	0%	0%	*	0%	-	0%	1%	0%	0%	1%	1%	1%
Other	0%	0%	**0%**	0%	0%	1%	*	0%	-	0%	1%	0%	0%	1%	0%	0%
Accelerated Testers																
SAT/ACT Participant	89%	78%	**80%**	*	79%	88%	-	79%	-	80%	100%	-	81%	71%	75%	75%

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

	State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2021-22	92.2%	90.7%	**92.1%**	92.0%	91.9%	93.2%	95.5%	97.1%	*	93.5%	90.1%	91.1%	91.8%
2020-21	95.0%	96.4%	**97.3%**	96.8%	97.2%	98.5%	98.8%	99.6%	*	98.0%	96.5%	96.7%	96.7%
Chronic Absenteeism													
2021-22	25.7%	34.7%	**26.6%**	32.5%	27.1%	21.0%	14.3%	5.5%	*	20.9%	36.2%	30.8%	28.0%
2020-21	15.0%	11.1%	**8.6%**	10.7%	8.8%	5.1%	5.9%	1.3%	*	8.1%	11.0%	10.6%	10.6%
Annual Dropout Rate (Gr 7-8)													
2021-22	0.7%	0.3%	**0.1%**	0.0%	0.1%	0.0%	*	0.0%	-	0.0%	0.0%	0.1%	0.2%
2020-21	0.9%	0.9%	**0.1%**	0.0%	0.1%	0.0%	*	0.0%	-	0.0%	0.0%	0.1%	0.2%
Annual Dropout Rate (Gr 9-12)													
2021-22	2.2%	1.3%	**0.1%**	0.0%	0.1%	0.0%	0.0%	0.0%	-	0.0%	0.5%	0.1%	0.1%
2020-21	2.4%	2.0%	**0.1%**	0.0%	0.1%	0.3%	0.0%	0.0%	*	0.0%	0.5%	0.1%	0.1%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	89.7%	92.9%	**99.1%**	100.0%	99.1%	98.3%	*	100.0%	-	88.9%	93.0%	99.0%	98.9%
Received TxCHSE	0.3%	0.1%	**0.1%**	0.0%	0.1%	0.0%	*	0.0%	-	0.0%	0.0%	0.1%	0.0%
Continued HS	3.5%	3.2%	**0.4%**	0.0%	0.4%	0.0%	*	0.0%	-	0.0%	2.6%	0.3%	0.4%
Dropped Out	6.4%	3.9%	**0.5%**	0.0%	0.4%	1.7%	*	0.0%	-	11.1%	4.3%	0.7%	0.7%
Graduates and TxCHSE	90.0%	93.0%	**99.1%**	100.0%	99.2%	98.3%	*	100.0%	-	88.9%	93.0%	99.1%	98.9%
Graduates, TxCHSE, and Continuers	93.6%	96.1%	**99.5%**	100.0%	99.6%	98.3%	*	100.0%	-	88.9%	95.7%	99.3%	99.3%
Class of 2021													
Graduated	90.0%	92.1%	**98.4%**	*	98.3%	100.0%	*	100.0%	-	*	95.7%	97.7%	96.5%
Received TxCHSE	0.3%	0.1%	**0.2%**	*	0.2%	0.0%	*	0.0%	-	*	0.0%	0.2%	0.0%
Continued HS	3.9%	3.3%	**0.6%**	*	0.6%	0.0%	*	0.0%	-	*	1.4%	0.8%	0.4%
Dropped Out	5.8%	4.5%	**0.9%**	*	0.9%	0.0%	*	0.0%	-	*	2.8%	1.3%	3.0%
Graduates and TxCHSE	90.3%	92.2%	**98.6%**	*	98.5%	100.0%	*	100.0%	-	*	95.7%	97.9%	96.5%
Graduates, TxCHSE, and Continuers	94.2%	95.5%	**99.1%**	*	99.1%	100.0%	*	100.0%	-	*	97.2%	98.7%	97.0%
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.2%	94.1%	**98.9%**	*	98.9%	100.0%	*	100.0%	-	*	97.1%	98.6%	97.4%
Received TxCHSE	0.4%	0.1%	**0.2%**	*	0.3%	0.0%	*	0.0%	-	*	0.0%	0.3%	0.0%
Continued HS	1.0%	1.0%	**0.1%**	*	0.1%	0.0%	*	0.0%	-	*	0.0%	0.0%	0.0%
Dropped Out	6.3%	4.7%	**0.7%**	*	0.8%	0.0%	*	0.0%	-	*	2.9%	1.1%	2.6%
Graduates and TxCHSE	92.7%	94.3%	**99.2%**	*	99.1%	100.0%	*	100.0%	-	*	97.1%	98.9%	97.4%
Graduates, TxCHSE, and Continuers	93.7%	95.3%	**99.3%**	*	99.2%	100.0%	*	100.0%	-	*	97.1%	98.9%	97.4%

	State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2020													
Graduated	92.2%	93.8%	**98.9%**	*	98.8%	100.0%	-	100.0%	-	100.0%	92.4%	98.4%	98.2%
Received TxCHSE	0.5%	0.2%	**0.0%**	*	0.0%	0.0%	-	0.0%	-	0.0%	0.0%	0.0%	0.0%
Continued HS	1.1%	1.1%	**0.1%**	*	0.1%	0.0%	-	0.0%	-	0.0%	0.8%	0.0%	0.0%
Dropped Out	6.2%	4.9%	**1.1%**	*	1.1%	0.0%	-	0.0%	-	0.0%	6.8%	1.6%	1.8%
Graduates and TxCHSE	92.7%	94.0%	**98.9%**	*	98.8%	100.0%	-	100.0%	-	100.0%	92.4%	98.4%	98.2%
Graduates, TxCHSE, and Continuers	93.8%	95.1%	**98.9%**	*	98.9%	100.0%	-	100.0%	-	100.0%	93.2%	98.4%	98.2%
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.7%	94.2%	**98.9%**	*	98.9%	100.0%	-	100.0%	-	100.0%	93.4%	98.4%	98.2%
Received TxCHSE	0.5%	0.2%	**0.0%**	*	0.0%	0.0%	-	0.0%	-	0.0%	0.0%	0.0%	0.0%
Continued HS	0.5%	0.7%	**0.0%**	*	0.0%	0.0%	-	0.0%	-	0.0%	0.0%	0.0%	0.0%
Dropped Out	6.2%	4.9%	**1.1%**	*	1.1%	0.0%	-	0.0%	-	0.0%	6.6%	1.6%	1.8%
Graduates and TxCHSE	93.2%	94.4%	**98.9%**	*	98.9%	100.0%	-	100.0%	-	100.0%	93.4%	98.4%	98.2%
Graduates, TxCHSE, and Continuers	93.8%	95.1%	**98.9%**	*	98.9%	100.0%	-	100.0%	-	100.0%	93.4%	98.4%	98.2%
Class of 2019													
Graduated	92.6%	93.3%	**98.3%**	*	98.4%	98.4%	-	100.0%	*	*	91.4%	97.8%	99.1%
Received TxCHSE	0.6%	0.3%	**0.1%**	*	0.1%	0.0%	-	0.0%	*	*	0.0%	0.2%	0.0%
Continued HS	0.6%	0.7%	**0.0%**	*	0.0%	0.0%	-	0.0%	*	*	0.0%	0.0%	0.0%
Dropped Out	6.2%	5.7%	**1.5%**	*	1.5%	1.6%	-	0.0%	*	*	8.6%	2.0%	0.9%
Graduates and TxCHSE	93.2%	93.5%	**98.5%**	*	98.5%	98.4%	-	100.0%	*	*	91.4%	98.0%	99.1%
Graduates, TxCHSE, and Continuers	93.8%	94.3%	**98.5%**	*	98.5%	98.4%	-	100.0%	*	*	91.4%	98.0%	99.1%
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2022	89.7%	92.9%	**97.4%**	100.0%	97.5%	96.7%	*	100.0%	-	88.9%	76.4%	96.9%	98.2%
Class of 2021	90.0%	92.1%	**96.8%**	*	96.6%	100.0%	*	100.0%	-	*	84.4%	95.8%	94.5%
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2022	59.5%	60.0%	**-**	-	-	-	-	-	-	-	-	-	-
Class of 2021	87.5%	90.0%	**-**	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2022	3.7%	2.0%	**0.1%**	0.0%	0.1%	0.0%	*	0.0%	-	0.0%	0.0%	0.2%	0.4%
Class of 2021	3.8%	1.5%	**0.2%**	*	0.2%	0.0%	*	0.0%	-	*	1.5%	0.2%	0.4%
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2022	84.3%	92.0%	**99.4%**	100.0%	99.4%	100.0%	*	100.0%	-	100.0%	96.3%	99.1%	99.3%
Class of 2021	81.9%	92.2%	**97.0%**	*	97.1%	95.1%	*	100.0%	-	*	95.6%	96.5%	93.7%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													

	State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2022	88.0%	94.0%	**99.6%**	100.0%	99.5%	100.0%	*	100.0%	-	100.0%	96.3%	99.3%	99.6%
Class of 2021	85.7%	93.6%	**97.2%**	*	97.3%	95.1%	*	100.0%	-	*	97.0%	96.7%	94.2%
RHSP/DAP Graduates (Annual Rate)													
2021-22	23.6%	57.1%	**-**	-	-	-	-	-	-	-	-	-	-
2020-21	43.8%	36.1%	**-**	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2021-22	3.9%	2.3%	**0.1%**	0.0%	0.1%	0.0%	*	0.0%	-	0.0%	0.8%	0.1%	0.0%
2020-21	3.8%	1.5%	**0.3%**	*	0.3%	0.0%	*	0.0%	-	*	1.3%	0.4%	0.8%
FHSP-DLA Graduates (Annual Rate)													
2021-22	82.3%	90.3%	**98.7%**	100.0%	98.6%	100.0%	*	100.0%	-	100.0%	88.4%	98.8%	98.8%
2020-21	80.4%	91.0%	**96.4%**	*	96.5%	91.7%	*	100.0%	-	*	89.7%	95.6%	94.4%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2021-22	86.0%	92.5%	**98.7%**	100.0%	98.6%	100.0%	*	100.0%	-	100.0%	89.3%	98.9%	98.8%
2020-21	84.1%	92.3%	**96.7%**	*	96.8%	91.7%	*	100.0%	-	*	91.0%	96.0%	95.2%

	District Count	District Percent	State Count	State Percent
Graduates (2021-22 Annual Graduates)				
Total Graduates	1,578	100.0%	368,686	100.0%
By Ethnicity:				
African American	6	0.4%	45,227	12.3%
Hispanic	1,475	93.5%	191,125	51.8%
White	63	4.0%	103,171	28.0%
American Indian	2	0.1%	1,159	0.3%
Asian	24	1.5%	18,794	5.1%
Pacific Islander	0	0.0%	569	0.2%
Two or More Races	8	0.5%	8,641	2.3%
By Graduation Type:				
Minimum H.S. Program	0	0.0%	433	0.1%
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	134	0.0%
Foundation H.S. Program (No Endorsement)	20	1.3%	51,023	13.8%
Foundation H.S. Program (Endorsement)	1	0.1%	14,179	3.8%
Foundation H.S. Program (DLA)	1,557	98.7%	302,917	82.2%
Special Education Graduates	121	7.7%	32,447	8.8%
Economically Disadvantaged Graduates	1,047	66.3%	194,571	52.8%
Emergent Bilingual (EB)/English Learner (EL) Graduates	259	16.4%	40,398	11.0%
At-Risk Graduates	755	47.8%	159,689	43.3%

Academic Year	State	Region 01	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)													
2021-22	70.0%	88.5%	**86.2%**	66.7%	85.8%	90.5%	*	95.8%	-	100.0%	95.9%	84.0%	78.4%
2020-21	65.2%	80.5%	**69.6%**	*	68.9%	76.7%	*	96.4%	-	*	93.6%	64.4%	60.2%
College Ready Graduates													
College Ready (Annual Graduates)													
2021-22	52.9%	59.1%	**56.6%**	16.7%	55.7%	68.3%	*	87.5%	-	75.0%	10.7%	48.7%	36.7%
2020-21	52.7%	60.2%	**55.6%**	*	54.3%	71.7%	*	96.4%	-	*	6.4%	47.7%	41.4%
TSI Criteria Graduates in English Language Arts (Annual Graduates)													
2021-22	57.1%	58.3%	**60.6%**	66.7%	59.6%	69.8%	*	95.8%	-	75.0%	11.6%	52.5%	30.1%
2020-21	56.1%	58.0%	**58.8%**	*	57.5%	76.7%	*	92.9%	-	*	9.6%	51.0%	22.1%
TSI Criteria Graduates in Mathematics (Annual Graduates)													
2021-22	48.2%	53.2%	**51.0%**	16.7%	50.0%	58.7%	*	87.5%	-	75.0%	12.4%	44.0%	24.7%
2020-21	45.7%	51.2%	**45.5%**	*	43.7%	68.3%	*	92.9%	-	*	4.5%	37.4%	21.7%
TSI Criteria Graduates in Both Subjects (Annual Graduates)													
2021-22	42.2%	46.8%	**46.2%**	16.7%	45.0%	57.1%	*	87.5%	-	75.0%	9.1%	38.2%	18.9%
2020-21	40.4%	45.0%	**42.5%**	*	40.7%	66.7%	*	89.3%	-	*	3.8%	34.3%	14.5%
AP / IB Met Criteria in Any Subject (Annual Graduates)													
2021-22	20.5%	21.6%	**29.5%**	0.0%	27.9%	52.4%	*	62.5%	-	75.0%	5.0%	23.3%	25.1%
2020-21	21.3%	23.2%	**34.9%**	*	33.6%	53.3%	*	67.9%	-	*	2.6%	30.1%	33.3%
Associate Degree (Annual Graduates)													
2021-22	2.4%	5.4%	**3.6%**	0.0%	3.5%	4.8%	*	4.2%	-	12.5%	1.7%	3.5%	1.2%
2020-21	2.6%	6.3%	**5.8%**	*	5.8%	1.7%	*	14.3%	-	*	0.0%	5.8%	2.4%
Dual Course Credits in Any Subject (Annual Graduates)													
2021-22	24.0%	30.3%	**22.6%**	16.7%	21.8%	33.3%	*	37.5%	-	37.5%	7.4%	17.3%	8.1%
2020-21	25.9%	35.1%	**27.6%**	*	27.6%	21.7%	*	39.3%	-	*	1.3%	24.1%	10.8%
Onramps Course Credits (Annual Graduates)													
2021-22	4.4%	3.0%	**8.3%**	0.0%	7.7%	20.6%	*	12.5%	-	25.0%	0.8%	5.3%	2.7%
2020-21	4.4%	3.3%	**7.6%**	*	7.5%	6.7%	*	14.3%	-	*	0.0%	5.4%	0.4%
Career / Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2021-22	33.5%	62.4%	**64.4%**	50.0%	64.6%	57.1%	*	75.0%	-	75.0%	95.9%	64.0%	63.3%
2020-21	24.2%	43.1%	**25.0%**	*	25.7%	16.7%	*	3.6%	-	*	93.6%	26.2%	28.1%
Approved Industry-Based Certification (Annual Graduates)													
2021-22	28.0%	57.7%	**60.2%**	50.0%	60.4%	50.8%	*	70.8%	-	75.0%	42.1%	59.0%	57.1%

Academic Year	State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
2020-21	18.4%	37.1%	**16.5%**	*	17.1%	10.0%	*	3.6%	-	*	10.9%	16.1%	18.1%
Graduates with Level I or Level II Certificate (Annual Graduates)													
2021-22	0.7%	1.4%	**0.1%**	0.0%	0.1%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
2020-21	0.7%	1.4%	**0.7%**	*	0.6%	1.7%	*	0.0%	-	*	0.0%	0.6%	0.4%
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2021-22	2.5%	2.6%	**1.7%**	0.0%	1.7%	1.6%	*	4.2%	-	0.0%	21.5%	1.6%	1.2%
2020-21	2.4%	2.5%	**0.7%**	*	0.6%	1.7%	*	0.0%	-	*	7.1%	0.7%	0.0%
Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)													
2021-22	5.0%	6.0%	**6.8%**	0.0%	6.8%	7.9%	*	8.3%	-	12.5%	89.3%	8.7%	9.3%
2020-21	4.4%	5.5%	**8.7%**	*	9.0%	3.3%	*	0.0%	-	*	91.0%	10.3%	12.4%

	Academic Year	State	Region 01	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	2021-22	22.8%	43.8%	**37.3%**	33.3%	37.1%	33.3%	*	66.7%	-	25.0%	9.1%	33.3%	16.6%
	2020-21	25.9%	44.6%	**27.5%**	*	27.4%	23.3%	*	39.3%	-	*	5.1%	27.7%	17.7%
Mathematics	2021-22	18.7%	37.2%	**34.8%**	16.7%	35.1%	25.4%	*	50.0%	-	25.0%	10.7%	31.7%	17.4%
	2020-21	19.4%	36.7%	**28.5%**	*	28.4%	25.0%	*	42.9%	-	*	3.2%	25.4%	18.1%
Both Subjects	2021-22	12.6%	31.6%	**25.9%**	16.7%	25.8%	19.0%	*	45.8%	-	25.0%	8.3%	23.0%	10.0%
	2020-21	14.4%	31.3%	**19.2%**	*	19.0%	16.7%	*	32.1%	-	*	2.6%	18.7%	12.4%
Completed and Received Credit for College Prep Courses (Annual Graduates)														
English Language Arts	2021-22	11.7%	13.7%	**8.1%**	0.0%	8.7%	0.0%	*	0.0%	-	0.0%	2.5%	9.3%	10.0%
	2020-21	8.6%	10.9%	**2.6%**	*	2.7%	0.0%	*	0.0%	-	*	0.6%	2.9%	1.6%
Mathematics	2021-22	14.0%	16.6%	**7.4%**	0.0%	7.9%	1.6%	*	0.0%	-	0.0%	1.7%	8.0%	7.7%
	2020-21	10.3%	13.4%	**2.9%**	*	3.0%	1.7%	*	3.6%	-	*	0.0%	2.7%	3.6%
Both Subjects	2021-22	7.5%	10.5%	**5.5%**	0.0%	5.9%	0.0%	*	0.0%	-	0.0%	0.8%	6.1%	5.8%
	2020-21	4.9%	7.9%	**0.8%**	*	0.8%	0.0%	*	0.0%	-	*	0.0%	0.8%	0.4%
AP/IB Results (Participation) (Grades 11-12)														
All Subjects	2022	23.0%	28.1%	**41.4%**	10.0%	40.4%	55.7%	*	74.4%	-	69.2%	7.6%	33.8%	23.6%
	2021	21.1%	23.0%	**39.1%**	22.2%	37.6%	62.1%	*	77.8%	*	70.0%	6.4%	30.9%	20.9%
English Language Arts	2022	13.2%	17.7%	**27.6%**	0.0%	26.4%	42.6%	*	58.1%	-	69.2%	4.5%	20.0%	5.3%
	2021	12.1%	13.9%	**26.6%**	22.2%	24.8%	50.8%	*	68.5%	*	60.0%	3.9%	18.0%	6.3%
Mathematics	2022	6.9%	7.6%	**11.8%**	0.0%	11.0%	21.3%	*	39.5%	-	38.5%	1.7%	7.6%	2.1%
	2021	6.1%	5.4%	**10.0%**	11.1%	8.8%	25.0%	*	46.3%	*	10.0%	0.3%	6.5%	1.2%
Science	2022	9.6%	11.1%	**12.2%**	0.0%	11.4%	23.0%	*	32.6%	-	23.1%	2.5%	9.2%	3.1%
	2021	8.7%	8.7%	**17.9%**	11.1%	16.8%	34.7%	*	40.7%	*	40.0%	3.6%	13.8%	6.5%
Social Studies	2022	12.5%	16.8%	**24.7%**	10.0%	23.7%	34.4%	*	62.8%	-	53.8%	3.4%	18.0%	6.3%
	2021	11.6%	14.1%	**20.6%**	22.2%	19.2%	37.9%	*	61.1%	*	60.0%	1.9%	13.4%	3.5%
AP/IB Results (Examinees >= Criterion) (Grades 11-12)														
All Subjects	2022	53.3%	35.1%	**47.2%**	*	45.9%	58.8%	*	56.3%	-	88.9%	33.3%	44.0%	58.7%
	2021	48.6%	29.6%	**34.2%**	*	32.4%	49.4%	-	54.8%	-	57.1%	17.4%	30.9%	46.7%
English Language Arts	2022	53.2%	23.6%	**40.9%**	-	38.4%	63.5%	*	52.0%	-	88.9%	25.0%	33.6%	9.4%
	2021	42.7%	15.3%	**23.4%**	*	20.4%	49.2%	-	43.2%	-	16.7%	14.3%	17.0%	5.6%
Mathematics	2022	50.4%	20.6%	**31.3%**	-	27.6%	57.7%	-	64.7%	-	20.0%	33.3%	24.4%	23.1%
	2021	49.4%	20.1%	**33.6%**	*	30.9%	41.9%	-	52.0%	-	*	*	27.8%	0.0%
Science	2022	44.7%	15.8%	**36.7%**	-	32.7%	67.9%	-	57.1%	-	*	11.1%	27.1%	5.3%
	2021	41.4%	13.0%	**18.9%**	*	15.2%	37.2%	-	59.1%	-	*	7.7%	13.0%	2.7%

	Academic Year	State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Social Studies	2022	41.9%	13.3%	**27.1%**	*	25.2%	40.5%	*	44.4%	-	71.4%	16.7%	22.2%	7.9%
	2021	42.2%	13.2%	**26.4%**	*	23.8%	42.6%	-	54.5%	-	0.0%	14.3%	21.4%	5.0%
SAT/ACT Results (Annual Graduates)														
Tested	2021-22	71.5%	49.6%	**68.3%**	100.0%	67.4%	76.2%	*	95.8%	-	75.0%	38.1%	61.9%	58.1%
	2020-21	70.8%	47.9%	**93.6%**	*	93.2%	98.3%	*	100.0%	?	*	72.0%	91.5%	96.0%
At/Above Criterion for All Examinees	2021-22	32.1%	20.7%	**26.9%**	0.0%	24.1%	56.3%	*	73.9%	-	100.0%	10.4%	18.0%	2.7%
	2020-21	32.9%	20.8%	**22.9%**	*	20.1%	62.7%	*	76.7%	*	*	0.9%	16.2%	0.8%
Average SAT Score (Annual Graduates)														
All Subjects	2021-22	1001	969	**983**	917	970	1135	*	1182	-	1195	820	938	835
	2020-21	1002	953	**942**	825	932	1086	1120	1176	1120	1110	763	906	806
English Language Arts and Writing	2021-22	506	495	**500**	462	493	584	*	584	-	607	404	476	421
	2020-21	504	483	**477**	410	471	549	610	586	560	520	387	458	402
Mathematics	2021-22	496	474	**483**	455	477	552	*	598	-	588	416	462	414
	2020-21	498	470	**466**	415	460	537	510	590	560	590	376	448	404
Average ACT Score (Annual Graduates)														
All Subjects	2021-22	19.5	18.2	**22.5**	*	21.4	30.0	-	*	-	*	-	20.9	14.6
	2020-21	20.0	18.0	**22.5**	16.0	21.5	28.1	22.0	28.8	-	-	-	21.6	16.7
English Language Arts	2021-22	19.2	18.0	**23.0**	*	22.0	29.8	-	*	-	*	-	21.2	14.3
	2020-21	19.6	17.4	**22.6**	15.5	21.6	27.9	24.0	29.6	-	-	-	21.5	15.0
Mathematics	2021-22	19.3	17.8	**21.0**	*	19.9	29.4	-	*	-	*	-	19.5	14.6
	2020-21	19.9	18.0	**22.0**	21.0	21.1	27.6	15.0	27.6	-	-	-	21.6	17.3
Science	2021-22	19.8	18.7	**22.4**	*	21.2	30.8	-	*	-	*	-	21.1	14.8
	2020-21	20.3	18.5	**22.2**	11.0	21.3	27.9	23.0	28.0	-	-	-	21.2	18.7

	Academic Year	State	Region 01	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	2021-22	44.2%	53.6%	**45.3%**	24.0%	44.4%	52.0%	100.0%	83.1%	-	74.1%	19.1%	39.4%	25.5%
	2020-21	42.5%	54.0%	**45.3%**	26.1%	44.3%	55.5%	28.6%	92.3%	*	55.0%	16.2%	38.1%	24.6%
English Language Arts	2021-22	16.6%	22.8%	**14.7%**	4.2%	14.1%	21.1%	20.0%	36.7%	-	33.3%	3.6%	10.4%	2.0%
	2020-21	16.3%	23.2%	**15.0%**	4.5%	14.1%	26.7%	0.0%	45.5%	*	31.6%	2.6%	10.0%	2.5%
Mathematics	2021-22	19.9%	23.6%	**17.9%**	8.7%	17.3%	23.4%	20.0%	47.8%	-	30.4%	5.9%	14.4%	5.9%
	2020-21	19.3%	25.2%	**16.3%**	4.5%	15.7%	23.0%	0.0%	45.8%	*	37.5%	4.0%	12.8%	5.9%
Science	2021-22	21.1%	24.4%	**25.0%**	16.7%	24.5%	29.3%	60.0%	43.2%	-	34.6%	11.6%	22.3%	13.0%
	2020-21	20.6%	24.0%	**24.7%**	9.5%	24.2%	29.5%	0.0%	48.3%	*	26.3%	10.3%	21.3%	12.3%
Social Studies	2021-22	22.8%	30.6%	**22.9%**	16.0%	21.8%	32.0%	60.0%	67.1%	-	51.9%	3.9%	16.3%	5.0%
	2020-21	22.8%	30.7%	**25.3%**	13.0%	23.9%	41.2%	14.3%	78.0%	*	55.0%	3.4%	17.5%	6.2%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2020-21	46.7%	51.3%	**60.9%**	*	60.1%	70.0%	*	85.7%	-	*	35.0%	53.5%	39.4%
	2019-20	46.1%	48.9%	**54.8%**	*	54.4%	57.6%	-	62.5%	-	83.3%	22.3%	48.3%	32.0%
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course														
	2020-21	-	-	**-**	-	-	-	-	-	-	-	-	-	-
	2019-20	-	-	**-**	-	-	-	-	-	-	-	-	-	-

	---------- Membership ----------				---------- Enrollment ----------			
	---- District ----		-------- State --------		---- District ----		-------- State --------	
Student Information	**Count**	**Percent**	**Count**	**Percent**	**Count**	**Percent**	**Count**	**Percent**
Total Students	20,343	100.0%	5,504,150	100.0%	20,399	100.0%	5,518,432	100.0%
Students by Grade:								
Early Childhood Education	32	0.2%	17,201	0.3%	50	0.2%	25,110	0.5%
Pre-Kindergarten	1,106	5.4%	243,493	4.4%	1,129	5.5%	244,284	4.4%
Pre-Kindergarten: 3-year Old	285	1.4%	40,199	0.7%	302	1.5%	40,535	0.7%
Pre-Kindergarten: 4-year Old	821	4.0%	203,294	3.7%	827	4.1%	203,749	3.7%
Kindergarten	1,186	5.8%	367,180	6.7%	1,186	5.8%	367,633	6.7%
Grade 1	1,327	6.5%	399,048	7.2%	1,328	6.5%	399,419	7.2%
Grade 2	1,327	6.5%	395,639	7.2%	1,330	6.5%	395,969	7.2%
Grade 3	1,297	6.4%	393,583	7.2%	1,301	6.4%	393,871	7.1%
Grade 4	1,347	6.6%	393,765	7.2%	1,348	6.6%	394,020	7.1%
Grade 5	1,482	7.3%	395,111	7.2%	1,483	7.3%	395,384	7.2%
Grade 6	1,483	7.3%	399,341	7.3%	1,484	7.3%	399,557	7.2%
Grade 7	1,509	7.4%	409,362	7.4%	1,510	7.4%	409,566	7.4%
Grade 8	1,560	7.7%	425,589	7.7%	1,560	7.6%	425,758	7.7%
Grade 9	1,834	9.0%	477,875	8.7%	1,834	9.0%	478,101	8.7%
Grade 10	1,870	9.2%	436,752	7.9%	1,870	9.2%	437,002	7.9%
Grade 11	1,544	7.6%	385,894	7.0%	1,544	7.6%	386,246	7.0%
Grade 12	1,439	7.1%	364,317	6.6%	1,442	7.1%	366,512	6.6%
Ethnic Distribution:								
African American	72	0.4%	705,310	12.8%	72	0.4%	706,775	12.8%
Hispanic	19,032	93.6%	2,915,219	53.0%	19,080	93.5%	2,921,416	52.9%
White	905	4.4%	1,410,571	25.6%	912	4.5%	1,416,240	25.7%
American Indian	17	0.1%	17,920	0.3%	17	0.1%	17,976	0.3%
Asian	234	1.2%	280,306	5.1%	235	1.2%	280,742	5.1%
Pacific Islander	4	0.0%	8,696	0.2%	4	0.0%	8,718	0.2%
Two or More Races	79	0.4%	166,128	3.0%	79	0.4%	166,565	3.0%
Sex:								
Female	9,850	48.4%	2,688,496	48.8%	9,873	48.4%	2,693,780	48.8%
Male	10,493	51.6%	2,815,654	51.2%	10,526	51.6%	2,824,652	51.2%
Economically Disadvantaged	14,773	72.6%	3,415,987	62.1%	14,787	72.5%	3,421,217	62.0%
Non-Educationally Disadvantaged	5,570	27.4%	2,088,163	37.9%	5,612	27.5%	2,097,215	38.0%
Section 504 Students	2,036	10.0%	407,619	7.4%	2,036	10.0%	407,904	7.4%
EB Students/EL	7,324	36.0%	1,269,408	23.1%	7,338	36.0%	1,270,533	23.0%
Students w/ Disciplinary Placements (2021-22)	398	1.8%	87,162	1.5%				

	---------- Membership ----------				---------- Enrollment ----------			
	---- District ----		-------- State --------		---- District ----		-------- State --------	
Student Information	**Count**	**Percent**	**Count**	**Percent**	**Count**	**Percent**	**Count**	**Percent**
Students w/ Dyslexia	1,786	8.8%	302,409	5.5%	1,787	8.8%	302,615	5.5%
Foster Care	30	0.1%	13,415	0.2%	30	0.1%	13,453	0.2%
Homeless	290	1.4%	72,534	1.3%	290	1.4%	72,654	1.3%
Immigrant	487	2.4%	122,390	2.2%	487	2.4%	122,504	2.2%
Migrant	376	1.8%	13,769	0.3%	376	1.8%	13,810	0.3%
Title I	19,480	95.8%	3,555,650	64.6%	19,531	95.7%	3,563,890	64.6%
Military Connected	81	0.4%	199,203	3.6%	81	0.4%	199,325	3.6%
At-Risk	12,014	59.1%	2,935,164	53.3%	12,030	59.0%	2,938,753	53.3%
Students by Instructional Program:								
Bilingual/ESL Education	7,797	38.3%	1,278,846	23.2%	7,822	38.3%	1,279,697	23.2%
Career and Technical Education	7,047	34.6%	1,459,380	26.5%	7,047	34.5%	1,459,687	26.5%
Career and Technical Education (9-12 grades only)	5,609	83.9%	1,203,083	72.3%	5,609	83.8%	1,203,363	72.2%
Gifted and Talented Education	2,346	11.5%	453,585	8.2%	2,347	11.5%	453,689	8.2%
Special Education	2,893	14.2%	693,061	12.6%	2,925	14.3%	702,785	12.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	2,893		693,060					
By Type of Primary Disability Students with Intellectual Disabilities	1,403	48.5%	305,800	44.1%				
Students with Physical Disabilities	532	18.4%	138,820	20.0%				
Students with Autism	445	15.4%	107,586	15.5%				
Students with Behavioral Disabilities	478	16.5%	130,018	18.8%				
Students with Non-Categorical Early Childhood	35	1.2%	10,836	1.6%				
Mobility (2021-22):								
Total Mobile Students	3,162	15.8%	893,031	16.8%				
By Ethnicity: African American	20	0.1%	176,665	3.3%				
Hispanic	2,992	14.9%	462,284	8.7%				
White	110	0.5%	180,620	3.4%				
American Indian	3	0.0%	3,221	0.1%				
Asian	23	0.1%	38,716	0.7%				
Pacific Islander	0	0.0%	2,067	0.0%				
Two or More Races	14	0.1%	29,458	0.6%				
Count and Percent of Special Ed Students who are Mobile	454	16.1%	131,925	18.6%				
Count and Percent of EB Students/EL who are Mobile	1,303	18.4%	191,469	17.1%				
Count and Percent of Econ Dis Students who are Mobile	2,563	17.4%	604,295	18.7%				
Student Attrition (2021-22):	66							
Total Student Attrition	2,630	16.4%	751,495	18.1%				

	-Non-Special Education Rates-		-Special Education Rates-	
Student Information	**District**	**State**	**District**	**State**
Retention Rates by Grade:				
Kindergarten	2.1%	1.5%	3.3%	4.5%
Grade 1	4.0%	2.5%	5.2%	3.6%
Grade 2	2.3%	1.6%	3.3%	2.0%
Grade 3	0.9%	0.8%	0.8%	0.9%
Grade 4	0.1%	0.5%	0.0%	0.5%
Grade 5	0.1%	0.3%	0.0%	0.4%
Grade 6	0.4%	0.3%	0.0%	0.4%
Grade 7	0.4%	0.4%	0.0%	0.5%
Grade 8	0.4%	0.4%	0.5%	0.5%
Grade 9	10.8%	8.7%	16.8%	12.6%

	---- District ----		----- State -----	
	Count	**Percent**	**Count**	**Percent**
Data Quality:				
Underreported Students	10	0.1%	7,322	0.3%

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

Class Size Information	District	State
Elementary:		
Kindergarten	18.0	18.7
Grade 1	17.3	19.1
Grade 2	18.2	19.1
Grade 3	17.7	19.3
Grade 4	18.3	19.4
Grade 5	20.0	20.8
Grade 6	21.5	19.2
Secondary:		
English/Language Arts	15.0	16.2
Foreign Languages	17.1	18.8
Mathematics	18.0	17.5
Science	19.0	18.5
Social Studies	19.0	18.9

	----- District -----		------- State -------	
Staff Information	**Count**	**Percent**	**Count**	**Percent**
Total Staff	3,360.2	100.0%	763,729.4	100.0%
Professional Staff:	2,051.5	61.1%	489,326.8	64.1%
Teachers	1,498.6	44.6%	371,646.7	48.7%
Professional Support	410.2	12.2%	82,878.8	10.9%
Campus Administration (School Leadership)	108.1	3.2%	25,300.5	3.3%
Central Administration	34.5	1.0%	9,500.8	1.2%
Educational Aides:	417.7	12.4%	86,185.9	11.3%
Auxiliary Staff:	891.0	26.5%	188,216.7	24.6%
Librarians and Counselors (Headcount):				
Full-time Librarians	29.0	n/a	4,258.0	n/a
Part-time Librarians	0.0	n/a	646.0	n/a
Full-time Counselors	76.0	n/a	13,815.0	n/a
Part-time Counselors	2.0	n/a	1,240.0	n/a
Total Minority Staff:	3,116.1	92.7%	406,630.8	53.2%
Teachers by Ethnicity:				
African American	9.0	0.6%	44,033.4	11.8%
Hispanic	1,322.3	88.2%	110,015.9	29.6%
White	147.3	9.8%	203,967.5	54.9%
American Indian	0.0	0.0%	1,274.2	0.3%
Asian	13.0	0.9%	7,310.0	2.0%
Pacific Islander	1.0	0.1%	514.6	0.1%
Two or More Races	6.0	0.4%	4,531.1	1.2%
Teachers by Sex:				
Males	438.5	29.3%	90,752.5	24.4%
Females	1,060.1	70.7%	280,894.2	75.6%
Teachers by Highest Degree Held:				
No Degree	10.9	0.7%	7,591.2	2.0%
Bachelors	1,190.8	79.5%	268,238.6	72.2%
Masters	295.9	19.7%	92,878.9	25.0%
Doctorate	1.0	0.1%	2,938.0	0.8%
Teachers by Years of Experience:				
Beginning Teachers	58.5	3.9%	36,179.6	9.7%
1-5 Years Experience	284.7	19.0%	97,667.0	26.3%
6-10 Years Experience	342.5	22.9%	76,209.5	20.5%
11-20 Years Experience	512.5	34.2%	101,173.2	27.2%

Texas Education Agency
2022-23 Staff Information (TAPR)
MCALLEN ISD (108906) - HIDALGO COUNTY

	----- District -----		------- State -------	
Staff Information	**Count**	**Percent**	**Count**	**Percent**
21-30 Years Experience	230.5	15.4%	49,550.0	13.3%
Over 30 Years Experience	69.9	4.7%	10,867.4	2.9%
Number of Students per Teacher	13.6	n/a	14.8	n/a

Staff Information	**District**	**State**
Experience of Campus Leadership:		
Average Years Experience of Principals	6.6	6.1
Average Years Experience of Principals with District	6.6	5.3
Average Years Experience of Assistant Principals	6.1	5.2
Average Years Experience of Assistant Principals with District	5.3	4.4
Average Years Experience of Teachers:	13.5	11.0
Average Years Experience of Teachers with District:	10.3	6.9
Average Teacher Salary by Years of Experience (regular duties only):		
Beginning Teachers	$50,549	$53,300
1-5 Years Experience	$53,264	$56,516
6-10 Years Experience	$56,886	$59,732
11-20 Years Experience	$60,642	$63,389
21-30 Years Experience	$66,288	$67,876
Over 30 Years Experience	$73,268	$72,560
Average Actual Salaries (regular duties only):		
Teachers	$59,446	$60,717
Professional Support	$67,588	$72,022
Campus Administration (School Leadership)	$76,926	$85,167
Central Administration	$103,690	$112,702
Instructional Staff Percent:	63.8%	65.1%
Turnover Rate for Teachers:	13.9%	21.4%
Staff Exclusions:		
Shared Services Arrangement Staff:		
Professional Staff	9.6	1,277.2
Educational Aides	0.0	171.8
Auxiliary Staff	4.0	389.8
Contracted Instructional Staff: 69	1.5	2,105.4

	------ District -----		------- State -------	
Designation	**Headcount**	**Average Payout**	**Headcount**	**Average Payout**
Teacher Incentive Allotment:				
Recognized	-	-	5,474	$5,974
Exemplary	-	-	4,862	$11,898
Master	-	-	2,224	$21,920

	------ District -----		------- State -------	
Program Information	**Count**	**Percent**	**Count**	**Percent**
Teachers by Program (population served):				
Bilingual/ESL Education	95.5	6.4%	22,050.2	5.9%
Career and Technical Education	94.3	6.3%	19,907.7	5.4%
Compensatory Education	46.3	3.1%	11,928.5	3.2%
Gifted and Talented Education	21.3	1.4%	6,181.8	1.7%
Regular Education	1,000.1	66.7%	262,398.5	70.6%
Special Education	133.7	8.9%	36,110.2	9.7%
Other	107.5	7.2%	13,069.7	3.5%

- 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.

2022-23 Texas Academic Performance Report (TAPR)

District Name: MCALLEN ISD

Campus Name: MCALLEN H S

Campus Number: 108906001

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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	2023	72%	77%	**72%**	*	70%	95%	-	*	-	*	29%	71%	73%	70%	64%	59%
	2022	65%	73%	**68%**	*	67%	87%	*	*	-	86%	22%	67%	70%	61%	62%	49%
At Meets Grade Level or Above	2023	52%	58%	**55%**	*	53%	84%	-	*	-	*	19%	57%	56%	52%	44%	37%
	2022	47%	55%	**51%**	*	50%	69%	*	*	-	86%	17%	33%	54%	40%	42%	27%
At Masters Grade Level	2023	13%	17%	**17%**	*	17%	26%	-	*	-	*	10%	29%	19%	13%	8%	6%
	2022	11%	16%	**16%**	*	15%	21%	*	*	-	57%	8%	33%	18%	11%	11%	5%
End of Course English II																	
At Approaches Grade Level or Above	2023	74%	80%	**76%**	*	75%	91%	*	*	-	100%	33%	67%	77%	72%	71%	59%
	2022	72%	78%	**73%**	*	72%	88%	-	100%	-	*	32%	50%	74%	70%	67%	49%
At Meets Grade Level or Above	2023	54%	64%	**60%**	*	58%	82%	*	*	-	100%	19%	50%	62%	49%	49%	38%
	2022	55%	61%	**57%**	*	56%	73%	-	100%	-	*	24%	17%	59%	50%	49%	28%
At Masters Grade Level	2023	9%	12%	**11%**	*	10%	26%	*	*	-	20%	10%	0%	13%	4%	4%	2%
	2022	9%	12%	**12%**	*	12%	20%	-	20%	-	*	12%	0%	14%	7%	7%	2%
End of Course Algebra I																	
At Approaches Grade Level or Above	2023	79%	84%	**78%**	*	78%	78%	-	-	-	*	50%	60%	76%	82%	75%	71%
	2022	76%	81%	**70%**	*	70%	79%	-	*	-	*	42%	*	71%	67%	67%	67%
At Meets Grade Level or Above	2023	43%	49%	**29%**	*	29%	28%	-	-	-	*	20%	40%	27%	34%	24%	21%
	2022	43%	46%	**24%**	*	23%	29%	-	*	-	*	13%	*	25%	18%	20%	21%
At Masters Grade Level	2023	23%	29%	**10%**	*	9%	17%	-	-	-	*	9%	40%	8%	14%	6%	5%
	2022	27%	28%	**9%**	*	9%	17%	-	*	-	*	3%	*	9%	9%	7%	10%
End of Course Biology																	
At Approaches Grade Level or Above	2023	88%	88%	**85%**	*	84%	100%	-	*	-	*	50%	100%	86%	84%	81%	76%
	2022	83%	86%	**82%**	*	82%	95%	*	*	-	100%	42%	100%	84%	75%	78%	69%
At Meets Grade Level or Above	2023	56%	55%	**50%**	*	48%	66%	-	*	-	*	20%	67%	52%	42%	37%	30%
	2022	55%	57%	**53%**	*	52%	76%	*	*	-	80%	14%	60%	56%	43%	44%	31%
At Masters Grade Level	2023	21%	21%	**20%**	*	18%	40%	-	*	-	*	4%	17%	21%	16%	10%	8%
	2022	21%	19%	**16%**	*	15%	32%	*	*	-	20%	1%	20%	17%	13%	13%	8%
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	2023	94%	95%	**94%**	*	93%	94%	-	100%	-	*	78%	*	94%	93%	91%	89%
	2022	89%	92%	**88%**	*	87%	100%	-	*	-	*	72%	100%	89%	85%	84%	72%
At Meets Grade Level or Above	2023	70%	73%	**73%**	*	72%	81%	-	100%	-	*	47%	*	74%	66%	63%	52%
	2022	68%	71%	**66%**	*	65%	93%	-	*	-	*	48%	83%	66%	67%	58%	40%
At Masters Grade Level	2023	38%	42%	**43%**	*	42%	53%	-	57%	-	*	31%	*	43%	42%	33%	22%
	2022	42%	43%	**37%**	*	37%	54%	-	*	-	*	18%	50%	37%	37%	31%	11%
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2023	90%	90%	**93%**	-	93%	94%	-	*	-	*	86%	*	94%	92%	91%	67%
	2022	92%	93%	**98%**	-	98%	100%	-	100%	-	*	*	-	98%	100%	100%	-
At Meets Grade Level or Above	2023	61%	54%	**46%**	-	45%	53%	-	*	-	*	29%	*	44%	54%	36%	17%
	2022	64%	58%	**58%**	-	55%	74%	-	40%	-	*	*	-	61%	27%	46%	-
At Masters Grade Level	2023	12%	5%	**4%**	-	3%	12%	-	*	-	*	0%	*	4%	4%	0%	0%
	2022	13%	7%	**4%**	-	1%	16%	-	0%	-	*	*	-	4%	0%	0%	-
All Grades All Subjects																	
At Approaches Grade Level or Above	2023	76%	80%	**81%**	100%	80%	93%	*	100%	-	100%	46%	72%	82%	80%	76%	69%
	2022	74%	79%	**76%**	77%	76%	91%	*	100%	-	91%	41%	77%	78%	71%	71%	60%
At Meets Grade Level or Above	2023	49%	55%	**54%**	91%	53%	71%	*	95%	-	86%	24%	55%	56%	49%	43%	35%
	2022	48%	54%	**51%**	54%	50%	70%	*	71%	-	82%	22%	42%	53%	43%	42%	29%
At Masters Grade Level	2023	20%	24%	**20%**	36%	19%	32%	*	30%	-	36%	11%	21%	21%	17%	11%	8%
	2022	23%	27%	**17%**	8%	16%	27%	*	29%	-	27%	8%	23%	18%	14%	13%	7%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2023	77%	82%	**74%**	100%	72%	93%	*	100%	-	100%	31%	69%	75%	70%	68%	59%
	2022	75%	80%	**71%**	80%	70%	87%	*	100%	-	82%	27%	58%	72%	65%	64%	49%
At Meets Grade Level or Above	2023	53%	61%	**57%**	100%	55%	83%	*	86%	-	100%	19%	54%	59%	51%	46%	37%
	2022	53%	60%	**54%**	60%	53%	71%	*	86%	-	82%	21%	25%	56%	45%	45%	28%
At Masters Grade Level	2023	20%	27%	**14%**	33%	14%	26%	*	14%	-	29%	10%	15%	16%	9%	6%	4%
	2022	25%	30%	**14%**	20%	14%	20%	*	29%	-	36%	10%	17%	16%	9%	9%	4%
All Grades Mathematics																	
At Approaches Grade Level or Above	2023	75%	80%	**81%**	*	81%	88%	-	*	-	*	52%	67%	81%	84%	78%	71%
	2022	72%	78%	**75%**	*	74%	88%	-	100%	-	*	43%	*	76%	69%	69%	67%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2023	45%	51%	**32%**	*	32%	39%	-	*	-	*	20%	50%	31%	37%	26%	21%
	2022	42%	48%	**29%**	*	28%	48%	-	50%	-	*	13%	*	32%	19%	22%	21%
At Masters Grade Level	2023	19%	22%	**8%**	*	8%	15%	-	*	-	*	8%	33%	7%	13%	5%	5%
	2022	20%	25%	**8%**	*	8%	14%	-	17%	-	*	3%	*	8%	9%	7%	10%
All Grades Science																	
At Approaches Grade Level or Above	2023	77%	77%	**85%**	*	84%	97%	-	*	-	*	51%	100%	86%	83%	81%	76%
	2022	76%	80%	**82%**	*	82%	95%	*	*	-	100%	42%	100%	84%	75%	78%	69%
At Meets Grade Level or Above	2023	47%	47%	**50%**	*	49%	65%	-	*	-	*	20%	67%	52%	43%	37%	30%
	2022	47%	52%	**53%**	*	52%	77%	*	*	-	80%	14%	60%	56%	42%	44%	31%
At Masters Grade Level	2023	18%	18%	**20%**	*	18%	38%	-	*	-	*	4%	17%	21%	15%	10%	8%
	2022	21%	23%	**17%**	*	15%	33%	*	*	-	20%	1%	20%	18%	13%	13%	8%
All Grades Social Studies																	
At Approaches Grade Level or Above	2023	78%	82%	**94%**	*	93%	94%	-	100%	-	*	78%	*	94%	93%	91%	89%
	2022	75%	80%	**88%**	*	87%	100%	-	*	-	*	72%	100%	89%	85%	84%	72%
At Meets Grade Level or Above	2023	52%	57%	**73%**	*	72%	81%	-	100%	-	*	47%	*	74%	66%	63%	52%
	2022	50%	54%	**66%**	*	65%	93%	-	*	-	*	48%	83%	66%	67%	58%	40%
At Masters Grade Level	2023	27%	32%	**43%**	*	42%	53%	-	57%	-	*	31%	*	43%	42%	33%	22%
	2022	30%	31%	**37%**	*	37%	54%	-	*	-	*	18%	50%	37%	37%	31%	11%

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

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress - Annual Growth by Grade and Subject																	
End of Course English I	2023	57%	53%	**52%**	*	52%	59%	-	*	-	*	37%	60%	54%	46%	42%	39%
End of Course English II	2023	74%	76%	**73%**	*	73%	77%	*	*	-	*	64%	*	75%	66%	72%	70%
End of Course Algebra I	2023	76%	72%	**56%**	*	56%	42%	-	-	-	*	68%	*	54%	61%	54%	54%
All Grades Both Subjects	2023	64%	67%	**61%**	67%	61%	63%	*	71%	-	67%	56%	64%	62%	57%	56%	54%
All Grades ELA/Reading	2023	63%	67%	**63%**	80%	62%	67%	*	71%	-	60%	49%	63%	65%	56%	57%	53%
All Grades Mathematics	2023	66%	67%	**56%**	*	56%	42%	-	-	-	*	68%	*	54%	61%	54%	54%
School Progress - Accelerated Learning by Grade and Subject																	
End of Course English I	2023	26%	22%	**22%**	-	22%	-	-	-	-	-	15%	-	17%	33%	19%	21%
End of Course English II	2023	41%	47%	**38%**	*	37%	*	-	-	-	-	24%	*	42%	29%	46%	30%
End of Course Algebra I	2023	58%	54%	**48%**	-	48%	-	-	-	-	-	37%	-	43%	58%	45%	41%
All Grades Both Subjects	2023	38%	41%	**37%**	*	36%	*	-	-	-	-	26%	*	37%	38%	39%	31%
All Grades ELA/Reading	2023	35%	40%	**33%**	*	32%	*	-	-	-	-	20%	*	34%	30%	37%	26%
All Grades Mathematics	2023	40%	43%	**48%**	-	48%	-	-	-	-	-	37%	-	43%	58%	45%	41%

* 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	2023	76%	80%	**81%**	-	-	-	-	-	-	66%	*	66%	-	*	88%	66%	97%
	2022	74%	79%	**76%**	-	-	-	-	-	-	56%	-	56%	-	43%	84%	55%	93%
At Meets Grade Level or Above	2023	49%	55%	**54%**	-	-	-	-	-	-	30%	*	30%	-	*	64%	30%	83%
	2022	48%	54%	**51%**	-	-	-	-	-	-	23%	-	23%	-	0%	60%	23%	77%
At Masters Grade Level	2023	20%	24%	**20%**	-	-	-	-	-	-	6%	*	6%	-	*	25%	6%	36%
	2022	23%	27%	**17%**	-	-	-	-	-	-	4%	-	4%	-	0%	21%	4%	30%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2023	77%	82%	**74%**	-	-	-	-	-	-	55%	*	55%	-	*	83%	55%	96%
	2022	75%	80%	**71%**	-	-	-	-	-	-	43%	-	43%	-	*	81%	43%	94%
At Meets Grade Level or Above	2023	53%	61%	**57%**	-	-	-	-	-	-	31%	*	31%	-	*	69%	31%	89%
	2022	53%	60%	**54%**	-	-	-	-	-	-	20%	-	20%	-	*	66%	20%	84%
At Masters Grade Level	2023	20%	27%	**14%**	-	-	-	-	-	-	2%	*	2%	-	*	20%	2%	29%
	2022	25%	30%	**14%**	-	-	-	-	-	-	1%	-	1%	-	*	19%	1%	24%
All Grades Mathematics																		
At Approaches Grade Level or Above	2023	75%	80%	**81%**	-	-	-	-	-	-	70%	*	70%	-	*	86%	69%	96%
	2022	72%	78%	**75%**	-	-	-	-	-	-	67%	-	67%	-	*	78%	66%	80%
At Meets Grade Level or Above	2023	45%	51%	**32%**	-	-	-	-	-	-	18%	*	18%	-	*	37%	18%	54%
	2022	42%	48%	**29%**	-	-	-	-	-	-	19%	-	19%	-	*	32%	19%	47%
At Masters Grade Level	2023	19%	22%	**8%**	-	-	-	-	-	-	5%	*	5%	-	*	10%	5%	9%
	2022	20%	25%	**8%**	-	-	-	-	-	-	8%	-	8%	-	*	8%	8%	12%
All Grades Science																		
At Approaches Grade Level or Above	2023	77%	77%	**85%**	-	-	-	-	-	-	73%	*	73%	-	*	91%	73%	98%
	2022	76%	80%	**82%**	-	-	-	-	-	-	66%	-	66%	-	*	89%	65%	96%
At Meets Grade Level or Above	2023	47%	47%	**50%**	-	-	-	-	-	-	23%	*	23%	-	*	61%	23%	90%
	2022	47%	52%	**53%**	-	-	-	-	-	-	24%	-	24%	-	*	64%	24%	72%
At Masters Grade Level	2023	18%	18%	**20%**	-	-	-	-	-	-	5%	*	5%	-	*	25%	5%	44%
	2022	21%	23%	**17%**	-	-	-	-	-	-	5%	-	5%	-	*	20%	5%	29%
All Grades Social Studies																		
At Approaches Grade Level or Above	2023	78%	82%	**94%**	-	-	-	-	-	-	87%	-	87%	-	*	95%	87%	99%
	2022	75%	80%	**88%**	-	-	-	-	-	-	72%	-	72%	-	-	92%	71%	95%
At Meets Grade Level or Above	2023	52%	57%	**73%**	-	-	-	-	-	-	48%	-	48%	-	*	80%	48%	90%
	2022	50%	54%	**66%**	-	-	-	77	-	-	40%	-	40%	-	-	72%	39%	82%

2022-23 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)

MCALLEN H S (108906001) - MCALLEN ISD - HIDALGO 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	2023	27%	32%	**43%**	-	-	-	-	-	-	20%	-	20%	-	*	49%	19%	63%
	2022	30%	31%	**37%**	-	-	-	-	-	-	8%	-	8%	-	-	44%	8%	53%
School Progress - Annual Growth																		
All Grades Both Subjects	2023	64%	67%	**61%**	-	-	-	-	-	-	53%	-	53%	-	-	65%	53%	65%
All Grades ELA/Reading	2023	63%	67%	**63%**	-	-	-	-	-	-	51%	-	51%	-	-	67%	51%	68%
All Grades Mathematics	2023	66%	67%	**56%**	-	-	-	-	-	-	55%	-	55%	-	-	56%	55%	50%
School Progress - Accelerated Learning																		
All Grades Both Subjects	2023	38%	41%	**37%**	-	-	-	-	-	-	31%	-	31%	-	-	44%	31%	*
All Grades ELA/Reading	2023	35%	40%	**33%**	-	-	-	-	-	-	26%	-	26%	-	-	39%	26%	*
All Grades Mathematics	2023	40%	43%	**48%**	-	-	-	-	-	-	41%	-	41%	-	-	58%	41%	-

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

\- Indicates there are no students in the group.

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2023 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	**99%**	100%	99%	98%	*	100%	-	100%	100%	100%	99%	99%	99%	99%
Included in Accountability	93%	93%	**89%**	100%	88%	97%	*	100%	-	100%	91%	74%	92%	79%	85%	79%
Not Included in Accountability: Mobile	4%	3%	**5%**	0%	5%	0%	*	0%	-	0%	6%	26%	3%	10%	8%	8%
Not Included in Accountability: Other Exclusions	2%	3%	**5%**	0%	6%	1%	*	0%	-	0%	3%	0%	4%	9%	7%	13%
Not Tested	1%	0%	**1%**	0%	1%	2%	*	0%	-	0%	0%	0%	1%	1%	1%	1%
Absent	1%	0%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%	1%	0%	0%
Other	0%	0%	**1%**	0%	0%	2%	*	0%	-	0%	0%	0%	0%	1%	0%	0%
Reading																
Assessment Participant	99%	100%	**100%**	100%	100%	100%	*	100%	-	100%	100%	100%	100%	99%	99%	99%
Included in Accountability	92%	91%	**84%**	100%	83%	97%	*	100%	-	100%	88%	76%	88%	72%	78%	70%
Not Included in Accountability: Mobile	4%	3%	**5%**	0%	5%	0%	*	0%	-	0%	6%	24%	4%	9%	8%	6%
Not Included in Accountability: Other Exclusions	3%	6%	**11%**	0%	11%	3%	*	0%	-	0%	6%	0%	8%	17%	13%	23%
Not Tested	1%	0%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%	1%	1%	1%
Absent	1%	0%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%	1%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%	1%	0%	0%
Mathematics																
Assessment Participant	99%	100%	**99%**	*	99%	100%	-	*	-	*	99%	100%	99%	98%	99%	99%
Included in Accountability	94%	94%	**92%**	*	91%	100%	-	*	-	*	93%	75%	96%	82%	89%	87%
Not Included in Accountability: Mobile	5%	4%	**6%**	*	7%	0%	-	*	-	*	6%	25%	3%	13%	9%	10%
Not Included in Accountability: Other Exclusions	1%	2%	**1%**	*	1%	0%	-	*	-	*	0%	0%	0%	2%	1%	2%
Not Tested	1%	0%	**1%**	*	1%	0%	-	*	-	*	1%	0%	1%	2%	1%	1%
Absent	1%	0%	**1%**	*	1%	0%	-	*	-	*	1%	0%	0%	2%	1%	0%
Other	0%	0%	**0%**	*	1%	0%	-	*	-	*	0%	0%	0%	1%	1%	1%
Science																
Assessment Participant	99%	99%	**98%**	*	98%	93%	-	*	-	*	99%	100%	98%	97%	99%	99%
Included in Accountability	93%	95%	**91%**	*	91%	93%	-	*	-	*	93%	67%	94%	83%	89%	88%
Not Included in Accountability: Mobile	4%	3%	**6%**	*	6%	0%	-	*	-	*	6%	33%	4%	13%	10%	10%
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	*	0%	0%	-	*	-	*	0%	0%	0%	2%	1%	1%
Not Tested	1%	1%	**2%**	*	2%	8%	-	*	-	*	1%	0%	2%	3%	1%	1%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	0%	**1%**	*	1%	0%	-	*	-	*	1%	0%	1%	0%	0%	0%
Other	0%	1%	**2%**	*	1%	8%	-	*	-	*	0%	0%	1%	3%	1%	1%
Social Studies																
Assessment Participant	99%	100%	**100%**	*	100%	100%	-	100%	-	*	100%	100%	100%	100%	100%	99%
Included in Accountability	94%	96%	**96%**	*	95%	100%	-	100%	-	*	95%	80%	97%	91%	93%	89%
Not Included in Accountability: Mobile	4%	3%	**3%**	*	3%	0%	-	0%	-	*	3%	20%	2%	6%	6%	8%
Not Included in Accountability: Other Exclusions	1%	2%	**1%**	*	1%	0%	-	0%	-	*	2%	0%	0%	3%	1%	2%
Not Tested	1%	0%	**0%**	*	0%	0%	-	0%	-	*	0%	0%	0%	0%	0%	1%
Absent	1%	0%	**0%**	*	0%	0%	-	0%	-	*	0%	0%	0%	0%	0%	1%
Other	0%	0%	**0%**	*	0%	0%	-	0%	-	*	0%	0%	0%	0%	0%	0%
Accelerated Testers																
SAT/ACT Participant	93%	91%	**92%**	-	93%	85%	-	*	-	*	100%	*	95%	83%	97%	86%
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**96%**	100%	97%	98%	*	94%	-	100%	97%	93%	98%	91%	97%	98%
Included in Accountability	93%	92%	**89%**	87%	90%	97%	*	94%	-	100%	90%	87%	94%	75%	91%	84%
Not Included in Accountability: Mobile	5%	4%	**4%**	13%	4%	1%	*	0%	-	0%	4%	3%	2%	11%	3%	6%
Not Included in Accountability: Other Exclusions	1%	3%	**3%**	0%	3%	1%	*	0%	-	0%	3%	3%	2%	5%	3%	8%
Not Tested	1%	1%	**4%**	0%	3%	2%	*	6%	-	0%	3%	7%	2%	9%	3%	2%
Absent	1%	0%	**1%**	0%	1%	0%	*	0%	-	0%	0%	0%	1%	1%	1%	1%
Other	0%	1%	**3%**	0%	2%	2%	*	6%	-	0%	2%	7%	2%	7%	2%	1%
Reading																
Assessment Participant	99%	99%	**96%**	100%	97%	100%	*	100%	-	100%	96%	87%	99%	88%	98%	98%
Included in Accountability	92%	90%	**87%**	83%	88%	98%	*	100%	-	100%	88%	80%	94%	69%	88%	79%
Not Included in Accountability: Mobile	5%	4%	**4%**	17%	4%	0%	*	0%	-	0%	3%	0%	2%	10%	3%	5%
Not Included in Accountability: Other Exclusions	2%	5%	**5%**	0%	6%	2%	*	0%	-	0%	5%	7%	4%	9%	6%	14%
Not Tested	1%	1%	**4%**	0%	3%	0%	*	0%	-	0%	4%	13%	1%	12%	2%	2%
Absent	1%	0%	**1%**	0%	1%	0%	*	0%	-	0%	0%	0%	0%	2%	1%	1%
Other	0%	0%	**3%**	0%	2%	0%	*	0%	-	0%	4%	13%	1%	11%	1%	1%
Mathematics																
Assessment Participant	99%	99%	**94%**	*	94%	100%	80	-	86%	-	*	100%	*	94%	96%	95%	98%
Included in Accountability	93%	92%	**89%**	*	88%	100%	-	86%	-	*	94%	*	92%	79%	90%	87%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Mobile	5%	4%	**5%**	*	5%	0%	-	0%	-	*	6%	*	2%	13%	4%	8%
Not Included in Accountability: Other Exclusions	1%	2%	**1%**	*	1%	0%	-	0%	-	*	0%	*	0%	4%	1%	3%
Not Tested	1%	1%	**6%**	*	6%	0%	-	14%	-	*	0%	*	6%	4%	5%	2%
Absent	1%	0%	**1%**	*	1%	0%	-	0%	-	*	0%	*	1%	1%	1%	1%
Other	0%	1%	**5%**	*	5%	0%	-	14%	-	*	0%	*	5%	3%	4%	1%
Science																
Assessment Participant	98%	99%	**98%**	*	98%	95%	*	*	-	100%	100%	100%	99%	96%	98%	98%
Included in Accountability	93%	93%	**93%**	*	93%	95%	*	*	-	100%	95%	100%	97%	81%	94%	90%
Not Included in Accountability: Mobile	4%	4%	**5%**	*	5%	0%	*	*	-	0%	5%	0%	2%	14%	4%	7%
Not Included in Accountability: Other Exclusions	1%	2%	**0%**	*	0%	0%	*	*	-	0%	0%	0%	0%	1%	0%	1%
Not Tested	2%	1%	**2%**	*	2%	5%	*	*	-	0%	0%	0%	1%	4%	2%	2%
Absent	1%	0%	**1%**	*	1%	0%	*	*	-	0%	0%	0%	1%	2%	1%	1%
Other	0%	1%	**1%**	*	1%	5%	*	*	-	0%	0%	0%	1%	2%	1%	1%
Social Studies																
Assessment Participant	98%	99%	**97%**	*	98%	97%	-	*	-	*	93%	100%	98%	93%	98%	98%
Included in Accountability	94%	94%	**92%**	*	93%	93%	-	*	-	*	88%	86%	96%	82%	94%	90%
Not Included in Accountability: Mobile	4%	3%	**4%**	*	4%	3%	-	*	-	*	1%	14%	1%	11%	3%	7%
Not Included in Accountability: Other Exclusions	1%	2%	**1%**	*	1%	0%	-	*	-	*	3%	0%	0%	1%	1%	1%
Not Tested	2%	1%	**3%**	*	2%	3%	-	*	-	*	7%	0%	2%	7%	2%	2%
Absent	1%	0%	**1%**	*	1%	0%	-	*	-	*	3%	0%	1%	1%	1%	2%
Other	0%	0%	**2%**	*	1%	3%	-	*	-	*	4%	0%	1%	6%	1%	0%
Accelerated Testers																
SAT/ACT Participant	89%	80%	**76%**	-	73%	90%	-	83%	-	*	*	-	77%	69%	61%	-

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2021-22	92.2%	92.1%	**89.6%**	92.7%	89.4%	91.6%	*	93.7%	-	89.4%	87.3%	88.3%	87.5%
2020-21	95.0%	97.3%	**98.5%**	100.0%	98.4%	99.4%	*	99.7%	-	99.3%	98.1%	98.0%	96.8%
Chronic Absenteeism													
2021-22	25.7%	26.6%	**36.1%**	20.0%	36.8%	30.4%	*	16.7%	-	28.6%	44.1%	40.7%	42.7%
2020-21	15.0%	8.6%	**5.1%**	0.0%	5.4%	0.8%	*	0.0%	-	0.0%	6.4%	6.7%	10.0%
Annual Dropout Rate (Gr 7-8)													
2021-22	0.7%	0.1%	**-**	-	-	-	-	-	-	-	-	-	-
2020-21	0.9%	0.1%	**-**	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2021-22	2.2%	0.1%	**0.1%**	0.0%	0.1%	0.0%	*	0.0%	-	0.0%	0.8%	0.1%	0.2%
2020-21	2.4%	0.1%	**0.1%**	0.0%	0.1%	0.0%	*	0.0%	-	0.0%	1.1%	0.1%	0.0%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	89.7%	99.1%	**98.6%**	*	98.7%	100.0%	*	100.0%	-	*	90.9%	98.7%	97.4%
Received TxCHSE	0.3%	0.1%	**0.0%**	*	0.0%	0.0%	*	0.0%	-	*	0.0%	0.0%	0.0%
Continued HS	3.5%	0.4%	**0.8%**	*	0.9%	0.0%	*	0.0%	-	*	4.5%	0.6%	1.3%
Dropped Out	6.4%	0.5%	**0.6%**	*	0.4%	0.0%	*	0.0%	-	*	4.5%	0.6%	1.3%
Graduates and TxCHSE	90.0%	99.1%	**98.6%**	*	98.7%	100.0%	*	100.0%	-	*	90.9%	98.7%	97.4%
Graduates, TxCHSE, and Continuers	93.6%	99.5%	**99.4%**	*	99.6%	100.0%	*	100.0%	-	*	95.5%	99.4%	98.7%
Class of 2021													
Graduated	90.0%	98.4%	**98.1%**	-	98.0%	100.0%	-	100.0%	-	-	93.9%	96.9%	94.4%
Received TxCHSE	0.3%	0.2%	**0.2%**	-	0.2%	0.0%	-	0.0%	-	-	0.0%	0.3%	0.0%
Continued HS	3.9%	0.6%	**0.2%**	-	0.2%	0.0%	-	0.0%	-	-	0.0%	0.3%	0.0%
Dropped Out	5.8%	0.9%	**1.5%**	-	1.6%	0.0%	-	0.0%	-	-	6.1%	2.4%	5.6%
Graduates and TxCHSE	90.3%	98.6%	**98.3%**	-	98.2%	100.0%	-	100.0%	-	-	93.9%	97.2%	94.4%
Graduates, TxCHSE, and Continuers	94.2%	99.1%	**98.5%**	-	98.4%	100.0%	-	100.0%	-	-	93.9%	97.6%	94.4%
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.2%	98.9%	**98.3%**	-	98.2%	100.0%	-	100.0%	-	-	93.9%	97.6%	96.3%
Received TxCHSE	0.4%	0.2%	**0.4%**	-	0.4%	0.0%	-	0.0%	-	-	0.0%	0.7%	0.0%
Continued HS	1.0%	0.1%	**0.2%**	-	0.2%	0.0%	-	0.0%	-	-	0.0%	0.0%	0.0%
Dropped Out	6.3%	0.7%	**1.1%**	-	1.1%	0.0%	-	0.0%	-	-	6.1%	1.7%	3.7%
Graduates and TxCHSE	92.7%	99.2%	**98.7%**	-	98.7%	100.0%	-	100.0%	-	-	93.9%	98.3%	96.3%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.7%	99.3%	**98.9%**	-	98.9%	100.0%	-	100.0%	-	-	93.9%	98.3%	96.3%
Class of 2020													
Graduated	92.2%	98.9%	**99.2%**	*	99.2%	100.0%	-	*	-	*	91.2%	98.7%	98.6%
Received TxCHSE	0.5%	0.0%	**0.0%**	*	0.0%	0.0%	-	*	-	*	0.0%	0.0%	0.0%
Continued HS	1.1%	0.1%	**0.0%**	*	0.0%	0.0%	-	*	-	*	0.0%	0.0%	0.0%
Dropped Out	6.2%	1.1%	**0.8%**	*	0.8%	0.0%	-	*	-	*	8.8%	1.3%	1.4%
Graduates and TxCHSE	92.7%	98.9%	**99.2%**	*	99.2%	100.0%	-	*	-	*	91.2%	98.7%	98.6%
Graduates, TxCHSE, and Continuers	93.8%	98.9%	**99.2%**	*	99.2%	100.0%	-	*	-	*	91.2%	98.7%	98.6%
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.7%	98.9%	**99.2%**	*	99.2%	100.0%	-	*	-	*	91.4%	98.7%	98.7%
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	6.2%	1.1%	**0.8%**	*	0.8%	0.0%	-	*	-	*	8.6%	1.3%	1.3%
Graduates and TxCHSE	93.2%	98.9%	**99.2%**	*	99.2%	100.0%	-	*	-	*	91.4%	98.7%	98.7%
Graduates, TxCHSE, and Continuers	93.8%	98.9%	**99.2%**	*	99.2%	100.0%	-	*	-	*	91.4%	98.7%	98.7%
Class of 2019													
Graduated	92.6%	98.3%	**98.3%**	*	98.6%	96.2%	-	100.0%	-	*	94.6%	97.9%	98.8%
Received TxCHSE	0.6%	0.1%	**0.0%**	*	0.0%	0.0%	-	0.0%	-	*	0.0%	0.0%	0.0%
Continued HS	0.6%	0.0%	**0.0%**	*	0.0%	0.0%	-	0.0%	-	*	0.0%	0.0%	0.0%
Dropped Out	6.2%	1.5%	**1.7%**	*	1.4%	3.8%	-	0.0%	-	*	5.4%	2.1%	1.2%
Graduates and TxCHSE	93.2%	98.5%	**98.3%**	*	98.6%	96.2%	-	100.0%	-	*	94.6%	97.9%	98.8%
Graduates, TxCHSE, and Continuers	93.8%	98.5%	**98.3%**	*	98.6%	96.2%	-	100.0%	-	*	94.6%	97.9%	98.8%
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2022	89.7%	97.4%	**96.8%**	*	97.0%	96.6%	*	100.0%	-	*	76.9%	96.8%	96.2%
Class of 2021	90.0%	96.8%	**96.5%**	-	96.3%	100.0%	-	100.0%	-	-	75.6%	94.9%	94.5%
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2022	59.5%	-	**-**	-	-	-	-	-	-	-	-	-	-
Class of 2021	87.5%	-	**-**	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2022	3.7%	0.1%	**0.4%**	*	0.4%	0.0%	*	0.0%	-	*	0.0%	0.7%	1.3%
Class of 2021	3.8%	0.2%	**0.2%**	-	0.2%	0.0%	-	0.0%	-	-	0.0%	0.4%	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 2022	84.3%	99.4%	**98.4%**	*	98.2%	100.0%	*	100.0%	-	*	90.0%	97.4%	97.4%
Class of 2021	81.9%	97.0%	**90.4%**	-	90.4%	87.5%	-	100.0%	-	-	87.1%	87.5%	74.5%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2022	88.0%	99.6%	**98.8%**	*	98.7%	100.0%	*	100.0%	-	*	90.0%	98.0%	98.7%
Class of 2021	85.7%	97.2%	**90.6%**	-	90.6%	87.5%	-	100.0%	-	-	87.1%	87.8%	74.5%
RHSP/DAP Graduates (Annual Rate)													
2021-22	23.6%	-	**-**	-	-	-	-	-	-	-	-	-	-
2020-21	43.8%	-	**-**	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2021-22	3.9%	0.1%	**0.0%**	*	0.0%	0.0%	*	0.0%	-	*	0.0%	0.0%	0.0%
2020-21	3.8%	0.3%	**0.6%**	-	0.7%	0.0%	-	0.0%	-	-	0.0%	1.0%	1.5%
FHSP-DLA Graduates (Annual Rate)													
2021-22	82.3%	98.7%	**97.1%**	*	96.8%	100.0%	*	100.0%	-	*	78.3%	97.0%	95.5%
2020-21	80.4%	96.4%	**89.0%**	-	89.2%	83.3%	-	100.0%	-	-	71.1%	85.5%	80.0%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2021-22	86.0%	98.7%	**97.1%**	*	96.8%	100.0%	*	100.0%	-	*	78.3%	97.0%	95.5%
2020-21	84.1%	96.7%	**89.6%**	-	89.8%	83.3%	-	100.0%	-	-	71.1%	86.5%	81.5%

	Campus Count	Campus Percent	District Count	State Count
Graduates (2021-22 Annual Graduates)				
Total Graduates	484	100.0%	1,578	368,686
By Ethnicity:				
African American	2	0.4%	6	45,227
Hispanic	440	90.9%	1,475	191,125
White	29	6.0%	63	103,171
American Indian	1	0.2%	2	1,159
Asian	10	2.1%	24	18,794
Pacific Islander	0	0.0%	0	569
Two or More Races	2	0.4%	8	8,641
By Graduation Type:				
Minimum H.S. Program	0	0.0%	0	433
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	0	134
Foundation H.S. Program (No Endorsement)	14	2.9%	20	51,023
Foundation H.S. Program (Endorsement)	0	0.0%	1	14,179
Foundation H.S. Program (DLA)	470	97.1%	1,557	302,917
Special Education Graduates	46	9.5%	121	32,447
Economically Disadvantaged Graduates	297	61.4%	1,047	194,571
Emergent Bilingual (EB)/English Learner (EL) Graduates	66	13.6%	259	40,398
At-Risk Graduates	240	49.6%	755	159,689

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)													
2021-22	70.0%	86.2%	**82.9%**	*	82.3%	89.7%	*	90.0%	-	*	95.7%	77.8%	68.2%
2020-21	65.2%	69.6%	**69.2%**	-	68.1%	79.2%	-	100.0%	-	-	76.3%	61.6%	70.8%
College Ready Graduates													
College Ready (Annual Graduates)													
2021-22	52.9%	56.6%	**52.9%**	*	51.1%	72.4%	*	80.0%	-	*	2.2%	39.4%	37.9%
2020-21	52.7%	55.6%	**58.2%**	-	56.4%	79.2%	-	100.0%	-	-	7.9%	48.5%	52.3%
TSI Criteria Graduates in English Language Arts (Annual Graduates)													
2021-22	57.1%	60.6%	**57.9%**	*	55.5%	75.9%	*	100.0%	-	*	6.5%	46.1%	24.2%
2020-21	56.1%	58.8%	**62.5%**	-	60.8%	83.3%	-	100.0%	-	-	2.6%	52.9%	20.0%
TSI Criteria Graduates in Mathematics (Annual Graduates)													
2021-22	48.2%	51.0%	**40.7%**	*	38.6%	58.6%	*	80.0%	-	*	2.2%	29.0%	16.7%
2020-21	45.7%	45.5%	**48.4%**	-	46.2%	79.2%	-	85.7%	-	-	2.6%	38.7%	33.8%
TSI Criteria Graduates in Both Subjects (Annual Graduates)													
2021-22	42.2%	46.2%	**35.5%**	*	33.0%	58.6%	*	80.0%	-	*	0.0%	22.2%	12.1%
2020-21	40.4%	42.5%	**44.1%**	-	41.6%	79.2%	-	85.7%	-	-	2.6%	33.0%	16.9%
AP / IB Met Criteria in Any Subject (Annual Graduates)													
2021-22	20.5%	29.5%	**28.7%**	*	26.1%	62.1%	*	50.0%	-	*	2.2%	19.5%	31.8%
2020-21	21.3%	34.9%	**30.6%**	-	29.0%	58.3%	-	42.9%	-	-	2.6%	23.9%	41.5%
Associate Degree (Annual Graduates)													
2021-22	2.4%	3.6%	**0.0%**	*	0.0%	0.0%	*	0.0%	-	*	0.0%	0.0%	0.0%
2020-21	2.6%	5.8%	**0.2%**	-	0.0%	4.2%	-	0.0%	-	-	0.0%	0.0%	0.0%
Dual Course Credits in Any Subject (Annual Graduates)													
2021-22	24.0%	22.6%	**29.5%**	*	28.9%	37.9%	*	40.0%	-	*	2.2%	17.5%	6.1%
2020-21	25.9%	27.6%	**25.1%**	-	24.8%	29.2%	-	28.6%	-	-	2.6%	18.9%	6.2%
Onramps Course Credits (Annual Graduates)													
2021-22	4.4%	8.3%	**13.4%**	*	11.8%	34.5%	*	20.0%	-	*	0.0%	8.4%	3.0%
2020-21	4.4%	7.6%	**6.6%**	-	6.6%	4.2%	-	14.3%	-	-	0.0%	4.4%	0.0%
Career / Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2021-22	33.5%	64.4%	**59.5%**	*	60.0%	51.7%	*	60.0%	-	*	95.7%	58.2%	47.0%
2020-21	24.2%	25.0%	**22.2%**	-	23.0%	12.5%	-	0.0%	-	-	76.3%	22.9%	26.2%
Approved Industry-Based Certification (Annual Graduates)													
2021-22	28.0%	60.2%	**53.5%**	*	53.6%	48.3%	*	60.0%	-	*	32.6%	50.8%	40.9%

Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
2020-21	18.4%	16.5%	**16.6%**	-	17.0%	12.5%	-	0.0%	-	-	5.3%	16.5%	16.9%
Graduates with Level I or Level II Certificate (Annual Graduates)													
2021-22	0.7%	0.1%	**0.0%**	*	0.0%	0.0%	*	0.0%	-	*	0.0%	0.0%	0.0%
2020-21	0.7%	0.7%	**0.0%**	-	0.0%	0.0%	-	0.0%	-	-	0.0%	0.0%	0.0%
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2021-22	2.5%	1.7%	**3.3%**	*	3.6%	0.0%	*	0.0%	-	*	34.8%	3.4%	3.0%
2020-21	2.4%	0.7%	**0.4%**	-	0.4%	0.0%	-	0.0%	-	-	5.3%	0.3%	0.0%
Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)													
2021-22	5.0%	6.8%	**7.4%**	*	7.7%	3.4%	*	0.0%	-	*	78.3%	10.4%	7.6%
2020-21	4.4%	8.7%	**5.6%**	-	6.0%	0.0%	-	0.0%	-	-	71.1%	6.7%	9.2%

	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	2021-22	22.8%	37.3%	**34.7%**	*	33.9%	34.5%	*	70.0%	-	*	2.2%	28.6%	10.6%
	2020-21	25.9%	27.5%	**25.1%**	-	24.3%	29.2%	-	57.1%	-	-	2.6%	23.9%	16.9%
Mathematics	2021-22	18.7%	34.8%	**30.2%**	*	30.0%	24.1%	*	50.0%	-	*	0.0%	23.9%	12.1%
	2020-21	19.4%	28.5%	**28.0%**	-	27.0%	33.3%	-	71.4%	-	-	2.6%	21.9%	21.5%
Both Subjects	2021-22	12.6%	25.9%	**21.1%**	*	20.2%	24.1%	*	40.0%	-	*	0.0%	15.2%	4.5%
	2020-21	14.4%	19.2%	**15.1%**	-	14.2%	25.0%	-	42.9%	-	-	2.6%	12.5%	13.8%
Completed and Received Credit for College Prep Courses (Annual Graduates)														
English Language Arts	2021-22	11.7%	8.1%	**5.0%**	*	5.5%	0.0%	*	0.0%	-	*	4.3%	6.4%	10.6%
	2020-21	8.6%	2.6%	**8.5%**	-	9.1%	0.0%	-	0.0%	-	-	0.0%	10.1%	6.2%
Mathematics	2021-22	14.0%	7.4%	**1.9%**	*	2.0%	0.0%	*	0.0%	-	*	2.2%	2.4%	4.5%
	2020-21	10.3%	2.9%	**9.1%**	-	9.7%	0.0%	-	0.0%	-	-	0.0%	9.1%	12.3%
Both Subjects	2021-22	7.5%	5.5%	**0.4%**	*	0.5%	0.0%	*	0.0%	-	*	0.0%	0.7%	3.0%
	2020-21	4.9%	0.8%	**2.7%**	-	2.9%	0.0%	-	0.0%	-	-	0.0%	2.7%	1.5%
AP/IB Results (Participation) (Grades 11-12)														
All Subjects	2022	23.0%	41.4%	**41.2%**	*	40.1%	54.2%	*	61.5%	-	*	5.5%	32.1%	26.3%
	2021	21.1%	39.1%	**36.3%**	*	33.8%	73.6%	*	63.2%	-	*	2.6%	24.2%	20.0%
English Language Arts	2022	13.2%	27.6%	**27.4%**	*	25.7%	47.5%	*	46.2%	-	*	2.3%	17.0%	2.5%
	2021	12.1%	26.6%	**25.9%**	*	23.1%	67.9%	*	52.6%	-	*	1.8%	13.5%	2.0%
Mathematics	2022	6.9%	11.8%	**15.9%**	*	14.7%	28.8%	*	30.8%	-	*	0.0%	9.6%	0.6%
	2021	6.1%	10.0%	**12.2%**	*	10.7%	32.1%	*	31.6%	-	*	0.0%	7.6%	2.0%
Science	2022	9.6%	12.2%	**8.1%**	*	7.0%	20.3%	*	30.8%	-	*	0.0%	5.1%	1.3%
	2021	8.7%	17.9%	**11.4%**	*	10.7%	26.4%	*	10.5%	-	*	0.0%	7.8%	1.3%
Social Studies	2022	12.5%	24.7%	**19.2%**	*	18.0%	28.8%	*	53.8%	-	*	2.3%	12.2%	3.8%
	2021	11.6%	20.6%	**20.2%**	*	18.5%	41.5%	*	47.4%	-	*	1.8%	11.3%	2.7%
AP/IB Results (Examinees >= Criterion) (Grades 11-12)														
All Subjects	2022	53.3%	47.2%	**46.6%**	-	45.2%	59.4%	-	50.0%	-	*	42.9%	45.6%	78.6%
	2021	48.6%	34.2%	**35.4%**	-	34.0%	46.2%	-	41.7%	-	*	*	33.3%	60.0%
English Language Arts	2022	53.2%	40.9%	**42.8%**	-	39.6%	67.9%	-	33.3%	-	*	*	35.0%	*
	2021	42.7%	23.4%	**23.5%**	-	20.4%	44.4%	-	20.0%	-	*	*	16.9%	*
Mathematics	2022	50.4%	31.3%	**16.3%**	-	13.1%	41.2%	-	*	-	*	-	12.1%	*
	2021	49.4%	33.6%	**11.7%**	-	11.5%	11.8%	-	16.7%	-	*	-	12.0%	*
Science	2022	44.7%	36.7%	**34.6%**	-	30.6%	58.3%	-	*	-	-	-	29.0%	*
	2021	41.4%	18.9%	**13.3%**	-	9.6%	28.6%	-	*	-	-	-	7.8%	*

	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	2022	41.9%	27.1%	**23.2%**	-	21.4%	41.2%	-	28.6%	-	*	*	14.9%	16.7%
	2021	42.2%	26.4%	**18.9%**	-	15.6%	36.4%	-	44.4%	-	*	*	14.9%	*
SAT/ACT Results (Annual Graduates)														
Tested	2021-22	71.5%	68.3%	**50.8%**	*	48.0%	79.3%	*	90.0%	-	*	19.1%	38.9%	30.3%
	2020-21	70.8%	93.6%	**94.4%**	-	93.8%	100.0%	-	100.0%	-	-	63.2%	94.6%	98.5%
At/Above Criterion for All Examinees	2021-22	32.1%	26.9%	**30.5%**	*	26.1%	65.2%	-	44.4%	-	*	0.0%	16.4%	0.0%
	2020-21	32.9%	22.9%	**18.4%**	-	14.6%	76.0%	-	42.9%	-	-	0.0%	10.4%	0.0%
Average SAT Score (Annual Graduates)														
All Subjects	2021-22	1001	983	**1014**	*	994	1161	-	1091	-	*	829	950	860
	2020-21	1002	942	**928**	-	915	1098	-	1077	-	-	735	888	798
English Language Arts and Writing	2021-22	506	500	**521**	*	510	599	-	557	-	*	420	484	435
	2020-21	504	477	**470**	-	463	556	-	557	-	-	366	447	400
Mathematics	2021-22	496	483	**494**	*	484	562	-	534	-	*	409	465	425
	2020-21	498	466	**458**	-	452	542	-	520	-	-	368	441	398
Average ACT Score (Annual Graduates)														
All Subjects	2021-22	19.5	22.5	**22.0**	*	20.9	*	-	*	-	-	-	20.2	-
	2020-21	20.0	22.5	**22.5**	-	21.4	27.8	-	24.0	-	-	-	21.8	18.0
English Language Arts	2021-22	19.2	23.0	**22.4**	*	21.2	*	-	*	-	-	-	20.4	-
	2020-21	19.6	22.6	**22.9**	-	21.8	28.1	-	26.0	-	-	-	21.8	18.0
Mathematics	2021-22	19.3	21.0	**20.5**	*	19.4	*	-	*	-	-	-	18.0	-
	2020-21	19.9	22.0	**21.5**	-	20.7	26.8	-	17.0	-	-	-	21.4	18.0
Science	2021-22	19.8	22.4	**22.3**	*	21.2	*	-	*	-	-	-	21.7	-
	2020-21	20.3	22.2	**21.8**	-	20.7	26.6	-	26.0	-	-	-	21.8	17.0

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Advanced/Dual-Credit Course Completion (Grades 9-12)														
Any Subject	2021-22	44.2%	45.3%	**41.3%**	22.2%	40.0%	50.8%	*	90.5%	-	66.7%	19.2%	34.0%	19.7%
	2020-21	42.5%	45.3%	**43.3%**	28.6%	41.6%	61.7%	*	92.6%	-	33.3%	12.7%	33.3%	18.0%
English Language Arts	2021-22	16.6%	14.7%	**13.8%**	11.1%	12.9%	24.0%	*	33.3%	-	25.0%	1.4%	8.3%	0.9%
	2020-21	16.3%	15.0%	**14.3%**	0.0%	13.0%	32.5%	*	38.5%	-	11.1%	0.9%	7.1%	0.5%
Mathematics	2021-22	19.9%	17.9%	**21.0%**	22.2%	20.0%	31.7%	*	55.0%	-	25.0%	8.6%	15.9%	6.3%
	2020-21	19.3%	16.3%	**18.1%**	0.0%	17.1%	29.7%	*	50.0%	-	22.2%	1.8%	12.4%	7.2%
Science	2021-22	21.1%	25.0%	**21.9%**	11.1%	21.5%	24.8%	*	52.4%	-	16.7%	12.5%	19.3%	10.4%
	2020-21	20.6%	24.7%	**21.6%**	0.0%	21.1%	27.1%	*	42.3%	-	0.0%	7.8%	18.3%	9.2%
Social Studies	2021-22	22.8%	22.9%	**18.0%**	22.2%	16.6%	28.6%	*	57.1%	-	50.0%	1.9%	11.2%	2.6%
	2020-21	22.8%	25.3%	**22.8%**	28.6%	20.8%	45.8%	*	63.0%	-	33.3%	2.7%	12.8%	2.5%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2020-21	46.7%	60.9%	**56.7%**	-	55.5%	70.8%	-	85.7%	-	-	26.3%	49.3%	29.2%
	2019-20	46.1%	54.8%	**54.8%**	*	53.8%	65.2%	-	80.0%	-	*	18.2%	47.1%	33.3%
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course														
	2020-21	-	-	**-**	-	-	-	-	-	-	-	-	-	-
	2019-20	-	-	**-**	-	-	-	-	-	-	-	-	-	-

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Total Students	2,131	100.0%	20,343	5,504,150	2,133	100.0%	20,399	5,518,432
Students by Grade:								
Early Childhood Education	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.5%
Pre-Kindergarten	0	0.0%	5.4%	4.4%	0	0.0%	5.5%	4.4%
Pre-Kindergarten: 3-year Old	0	0.0%	1.4%	0.7%	0	0.0%	1.5%	0.7%
Pre-Kindergarten: 4-year Old	0	0.0%	4.0%	3.7%	0	0.0%	4.1%	3.7%
Kindergarten	0	0.0%	5.8%	6.7%	0	0.0%	5.8%	6.7%
Grade 1	0	0.0%	6.5%	7.2%	0	0.0%	6.5%	7.2%
Grade 2	0	0.0%	6.5%	7.2%	0	0.0%	6.5%	7.2%
Grade 3	0	0.0%	6.4%	7.2%	0	0.0%	6.4%	7.1%
Grade 4	0	0.0%	6.6%	7.2%	0	0.0%	6.6%	7.1%
Grade 5	0	0.0%	7.3%	7.2%	0	0.0%	7.3%	7.2%
Grade 6	0	0.0%	7.3%	7.3%	0	0.0%	7.3%	7.2%
Grade 7	0	0.0%	7.4%	7.4%	0	0.0%	7.4%	7.4%
Grade 8	0	0.0%	7.7%	7.7%	0	0.0%	7.6%	7.7%
Grade 9	598	28.1%	9.0%	8.7%	598	28.0%	9.0%	8.7%
Grade 10	578	27.1%	9.2%	7.9%	578	27.1%	9.2%	7.9%
Grade 11	520	24.4%	7.6%	7.0%	520	24.4%	7.6%	7.0%
Grade 12	435	20.4%	7.1%	6.6%	437	20.5%	7.1%	6.6%
Ethnic Distribution:								
African American	6	0.3%	0.4%	12.8%	6	0.3%	0.4%	12.8%
Hispanic	1,960	92.0%	93.6%	53.0%	1,962	92.0%	93.5%	52.9%
White	137	6.4%	4.4%	25.6%	137	6.4%	4.5%	25.7%
American Indian	1	0.0%	0.1%	0.3%	1	0.0%	0.1%	0.3%
Asian	16	0.8%	1.2%	5.1%	16	0.8%	1.2%	5.1%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	11	0.5%	0.4%	3.0%	11	0.5%	0.4%	3.0%
Sex:								
Female	1,016	47.7%	48.4%	48.8%	1,017	47.7%	48.4%	48.8%
Male	1,115	52.3%	51.6%	51.2%	1,116	52.3%	51.6%	51.2%
Economically Disadvantaged	1,344	63.1%	72.6%	62.1%	1,344	63.0%	72.5%	62.0%
Non-Educationally Disadvantaged	787	36.9%	27.4%	37.9%	789	37.0%	27.5%	38.0%
Section 504 Students	245	11.5%	10.0%	7.4%	245	11.5%	10.0%	7.4%
EB Students/EL	560	26.3%	36.0%	23.1%	561	26.3%	36.0%	23.0%
Students w/ Disciplinary Placements (2021-22)	107	4.5%	1.8%	1.5%				

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Students w/ Dyslexia	128	6.0%	8.8%	5.5%	128	6.0%	8.8%	5.5%
Foster Care	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Homeless	16	0.8%	1.4%	1.3%	16	0.8%	1.4%	1.3%
Immigrant	55	2.6%	2.4%	2.2%	55	2.6%	2.4%	2.2%
Migrant	37	1.7%	1.8%	0.3%	37	1.7%	1.8%	0.3%
Title I	2,131	100.0%	95.8%	64.6%	2,133	100.0%	95.7%	64.6%
Military Connected	6	0.3%	0.4%	3.6%	6	0.3%	0.4%	3.6%
At-Risk	1,299	61.0%	59.1%	53.3%	1,301	61.0%	59.0%	53.3%
Students by Instructional Program:								
Bilingual/ESL Education	554	26.0%	38.3%	23.2%	555	26.0%	38.3%	23.2%
Career and Technical Education	1,794	84.2%	34.6%	26.5%				
Career and Technical Education (9-12 grades only)	1,794	84.2%	83.9%	72.3%				
Gifted and Talented Education	241	11.3%	11.5%	8.2%	241	11.3%	11.5%	8.2%
Special Education	246	11.5%	14.2%	12.6%	247	11.6%	14.3%	12.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	246							
By Type of Primary Disability Students with Intellectual Disabilities	145	58.9%	48.5%	44.1%				
Students with Physical Disabilities	5	2.0%	18.4%	20.0%				
Students with Autism	42	17.1%	15.4%	15.5%				
Students with Behavioral Disabilities	54	22.0%	16.5%	18.8%				
Students with Non-Categorical Early Childhood	0	0.0%	1.2%	1.6%				
Mobility (2021-22):								
Total Mobile Students	394	16.6%	15.8%	16.8%				
By Ethnicity: African American	2	0.1%	0.1%	3.3%				
Hispanic	376	15.8%	14.9%	8.7%				
White	12	0.5%	0.5%	3.4%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	3	0.1%	0.1%	0.7%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	1	0.0%	0.1%	0.6%				
Count and Percent of Special Ed Students who are Mobile	49	19.0%	16.1%	18.6%				
Count and Percent of EB Students/EL who are Mobile	164	28.4%	18.4%	17.1%				
Count and Percent of Econ Dis Students who are Mobile	310	19.2%	17.4%	18.7%				
Student Attrition (2021-22):	92							
Total Student Attrition	311	17.8%	16.4%	18.1%				

	--Non-Special Education Rates--			---Special Education Rates---		
Student Information	**Campus**	**District**	**State**	**Campus**	**District**	**State**
Retention Rates by Grade:						
Kindergarten	-	2.1%	1.5%	-	3.3%	4.5%
Grade 1	-	4.0%	2.5%	-	5.2%	3.6%
Grade 2	-	2.3%	1.6%	-	3.3%	2.0%
Grade 3	-	0.9%	0.8%	-	0.8%	0.9%
Grade 4	-	0.1%	0.5%	-	0.0%	0.5%
Grade 5	-	0.1%	0.3%	-	0.0%	0.4%
Grade 6	-	0.4%	0.3%	-	0.0%	0.4%
Grade 7	-	0.4%	0.4%	-	0.0%	0.5%
Grade 8	-	0.4%	0.4%	-	0.5%	0.5%
Grade 9	12.3%	10.8%	8.7%	18.5%	16.8%	12.6%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	-	18.0	18.7
Grade 1	-	17.3	19.1
Grade 2	-	18.2	19.1
Grade 3	-	17.7	19.3
Grade 4	-	18.3	19.4
Grade 5	-	20.0	20.8
Grade 6	-	21.5	19.2
Secondary:			
English/Language Arts	18.0	15.0	16.2
Foreign Languages	21.5	17.1	18.8
Mathematics	20.4	18.0	17.5
Science	21.6	19.0	18.5
Social Studies	21.9	19.0	18.9

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Total Staff	240.2	100.0%	100.0%	100.0%
Professional Staff:	209.2	87.1%	61.1%	64.1%
Teachers	177.4	73.9%	44.6%	48.7%
Professional Support	26.8	11.2%	12.2%	10.9%
Campus Administration (School Leadership)	5.0	2.1%	3.2%	3.3%
Educational Aides:	31.0	12.9%	12.4%	11.3%
Librarians and Counselors (Headcount):				
Full-time Librarians	2.0	n/a	29.0	4,258.0
Part-time Librarians	0.0	n/a	0.0	646.0
Full-time Counselors	8.0	n/a	76.0	13,815.0
Part-time Counselors	1.0	n/a	2.0	1,240.0
Total Minority Staff:	204.5	85.1%	92.7%	53.2%
Teachers by Ethnicity:				
African American	2.0	1.1%	0.6%	11.8%
Hispanic	145.9	82.2%	88.2%	29.6%
White	28.3	16.0%	9.8%	54.9%
American Indian	0.0	0.0%	0.0%	0.3%
Asian	0.2	0.1%	0.9%	2.0%
Pacific Islander	0.0	0.0%	0.1%	0.1%
Two or More Races	1.0	0.6%	0.4%	1.2%
Teachers by Sex:				
Males	90.0	50.7%	29.3%	24.4%
Females	87.4	49.3%	70.7%	75.6%
Teachers by Highest Degree Held:				
No Degree	3.0	1.7%	0.7%	2.0%
Bachelors	135.3	76.3%	79.5%	72.2%
Masters	38.1	21.5%	19.7%	25.0%
Doctorate	1.0	0.6%	0.1%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	7.0	3.9%	3.9%	9.7%
1-5 Years Experience	26.0	14.7%	19.0%	26.3%
6-10 Years Experience	46.1	26.0%	22.9%	20.5%
11-20 Years Experience	60.7	34.2%	34.2%	27.2%
21-30 Years Experience	28.5	16.0%	15.4%	13.3%
Over 30 Years Experience	9.1	5.2%	4.7%	2.9%

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Number of Students per Teacher	12.0	n/a	13.6	14.8

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	14.0	6.6	6.1
Average Years Experience of Principals with District	14.0	6.6	5.3
Average Years Experience of Assistant Principals	4.0	6.1	5.2
Average Years Experience of Assistant Principals with District	4.0	5.3	4.4
Average Years Experience of Teachers:	13.9	13.5	11.0
Average Years Experience of Teachers with District:	9.9	10.3	6.9
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$53,632	$50,549	$53,300
1-5 Years Experience	$57,630	$53,264	$56,516
6-10 Years Experience	$57,994	$56,886	$59,732
11-20 Years Experience	$61,182	$60,642	$63,389
21-30 Years Experience	$66,782	$66,288	$67,876
Over 30 Years Experience	$74,223	$73,268	$72,560
Average Actual Salaries (regular duties only):			
Teachers	$61,106	$59,446	$60,717
Professional Support	$67,099	$67,588	$72,022
Campus Administration (School Leadership)	$84,982	$76,926	$85,167
Instructional Staff Percent:	n/a	63.8%	65.1%
Contracted Instructional Staff (not incl. above):	0.0	1.5	2,105.4

	----- Campus -----			
Program Information	**Count**	**Percent**	**District**	**State**
Teachers by Program (population served):				
Bilingual/ESL Education	2.3	1.3%	6.4%	5.9%
Career and Technical Education	26.6	15.0%	6.3%	5.4%
Compensatory Education	7.2	4.0%	3.1%	3.2%
Gifted and Talented Education	0.0	0.0%	1.4%	1.7%
Regular Education	87.5	49.3%	66.7%	70.6%
Special Education	95 9.6	5.4%	8.9%	9.7%
Other	44.3	25.0%	7.2%	3.5%

- 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.

2022-23 Texas Academic Performance Report (TAPR)

District Name: MCALLEN ISD

Campus Name: MEMORIAL H S

Campus Number: 108906002

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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	2023	72%	77%	**76%**	*	75%	100%	-	100%	-	*	36%	50%	75%	78%	72%	68%
	2022	65%	73%	**75%**	67%	74%	84%	*	100%	-	*	28%	29%	75%	74%	70%	67%
At Meets Grade Level or Above	2023	52%	58%	**56%**	*	55%	91%	-	100%	-	*	21%	20%	54%	63%	50%	45%
	2022	47%	55%	**57%**	33%	57%	68%	*	100%	-	*	14%	29%	58%	55%	51%	45%
At Masters Grade Level	2023	13%	17%	**15%**	*	14%	18%	-	78%	-	*	15%	0%	13%	24%	12%	8%
	2022	11%	16%	**14%**	17%	13%	28%	*	50%	-	*	2%	14%	14%	14%	8%	7%
End of Course English II																	
At Approaches Grade Level or Above	2023	74%	80%	**81%**	*	80%	100%	-	100%	*	*	26%	57%	81%	80%	75%	72%
	2022	72%	78%	**82%**	*	82%	96%	*	100%	-	-	32%	-	82%	83%	78%	74%
At Meets Grade Level or Above	2023	54%	64%	**63%**	*	61%	90%	-	100%	*	*	12%	29%	62%	66%	54%	51%
	2022	55%	61%	**68%**	*	67%	84%	*	100%	-	-	23%	-	67%	70%	61%	53%
At Masters Grade Level	2023	9%	12%	**13%**	*	11%	30%	-	43%	*	*	5%	0%	11%	17%	6%	5%
	2022	9%	12%	**15%**	*	15%	28%	*	63%	-	-	4%	-	14%	21%	8%	8%
End of Course Algebra I																	
At Approaches Grade Level or Above	2023	79%	84%	**78%**	*	78%	91%	-	*	-	*	47%	65%	78%	78%	75%	71%
	2022	76%	81%	**71%**	80%	70%	75%	-	*	-	*	48%	60%	71%	69%	71%	67%
At Meets Grade Level or Above	2023	43%	49%	**35%**	*	34%	36%	-	*	-	*	23%	21%	31%	45%	32%	31%
	2022	43%	46%	**29%**	20%	28%	38%	-	*	-	*	13%	20%	28%	33%	26%	24%
At Masters Grade Level	2023	23%	29%	**12%**	*	11%	9%	-	*	-	*	12%	0%	8%	23%	11%	11%
	2022	27%	28%	**14%**	20%	13%	33%	-	*	-	*	5%	20%	12%	21%	12%	10%
End of Course Biology																	
At Approaches Grade Level or Above	2023	88%	88%	**88%**	*	88%	90%	-	100%	*	*	56%	80%	88%	90%	86%	85%
	2022	83%	86%	**86%**	83%	86%	85%	-	100%	-	*	49%	100%	86%	86%	84%	81%
At Meets Grade Level or Above	2023	56%	55%	**50%**	*	49%	60%	-	100%	*	*	22%	23%	49%	56%	44%	41%
	2022	55%	57%	**55%**	67%	55%	65%	-	100%	-	*	17%	40%	57%	49%	50%	45%
At Masters Grade Level	2023	21%	21%	**17%**	*	16%	30%	-	50%	*	*	7%	6%	16%	23%	12%	11%
	2022	21%	19%	**16%**	17%	16%	19%	-	40%	-	*	5%	0%	16%	15%	11%	8%
End of Course U.S. History																	

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2023	94%	95%	**95%**	*	95%	100%	*	100%	-	-	65%	100%	94%	98%	94%	92%
	2022	89%	92%	**94%**	*	93%	100%	*	100%	-	*	61%	*	94%	92%	92%	91%
At Meets Grade Level or Above	2023	70%	73%	**76%**	*	75%	86%	*	100%	-	-	20%	74%	75%	80%	68%	59%
	2022	68%	71%	**78%**	*	77%	94%	*	100%	-	*	31%	*	79%	71%	73%	65%
At Masters Grade Level	2023	38%	42%	**44%**	*	43%	62%	*	100%	-	-	12%	37%	41%	54%	34%	27%
	2022	42%	43%	**48%**	*	47%	75%	*	86%	-	*	16%	*	49%	45%	41%	30%
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2023	90%	90%	**94%**	-	94%	100%	*	*	-	-	*	*	97%	77%	91%	67%
	2022	92%	93%	**87%**	-	86%	100%	-	*	-	*	*	-	89%	81%	75%	33%
At Meets Grade Level or Above	2023	61%	54%	**67%**	-	66%	60%	*	*	-	-	*	*	75%	23%	53%	33%
	2022	64%	58%	**59%**	-	55%	100%	-	*	-	*	*	-	64%	44%	45%	0%
At Masters Grade Level	2023	12%	5%	**8%**	-	7%	0%	*	*	-	-	*	*	9%	0%	3%	0%
	2022	13%	7%	**12%**	-	11%	40%	-	*	-	*	*	-	12%	13%	8%	0%
All Grades All Subjects																	
At Approaches Grade Level or Above	2023	76%	80%	**84%**	100%	83%	97%	*	100%	*	100%	44%	68%	84%	84%	80%	76%
	2022	74%	79%	**81%**	74%	81%	88%	*	100%	-	100%	42%	67%	82%	80%	78%	74%
At Meets Grade Level or Above	2023	49%	55%	**57%**	83%	56%	76%	*	100%	*	60%	19%	29%	56%	61%	50%	45%
	2022	48%	54%	**57%**	48%	57%	69%	*	100%	-	100%	19%	38%	58%	55%	51%	45%
At Masters Grade Level	2023	20%	24%	**19%**	33%	18%	32%	*	66%	*	60%	10%	6%	17%	26%	14%	11%
	2022	23%	27%	**20%**	13%	19%	34%	*	55%	-	29%	6%	19%	20%	21%	14%	11%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2023	77%	82%	**78%**	100%	77%	100%	-	100%	*	*	31%	52%	78%	79%	74%	70%
	2022	75%	80%	**78%**	60%	78%	90%	*	100%	-	*	30%	29%	78%	78%	74%	70%
At Meets Grade Level or Above	2023	53%	61%	**59%**	100%	58%	90%	-	100%	*	*	16%	22%	58%	64%	52%	48%
	2022	53%	60%	**62%**	40%	62%	76%	*	100%	-	*	18%	29%	62%	62%	55%	48%
At Masters Grade Level	2023	20%	27%	**14%**	33%	13%	26%	-	63%	*	*	10%	0%	12%	21%	9%	7%
	2022	25%	30%	**15%**	10%	14%	28%	*	57%	-	*	3%	14%	14%	17%	8%	7%
All Grades Mathematics																	
At Approaches Grade Level or Above	2023	75%	80%	**82%**	*	81%	94%	*	*	-	*	47%	64%	83%	78%	77%	71%
	2022	72%	78%	**73%**	80%	73%	79%	-	*	-	*	48%	60%	74%	72%	71%	66%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2023	45%	51%	**42%**	*	41%	44%	*	*	-	*	22%	22%	42%	41%	36%	31%
	2022	42%	48%	**34%**	20%	33%	48%	-	*	-	*	13%	20%	34%	35%	28%	24%
At Masters Grade Level	2023	19%	22%	**11%**	*	11%	6%	*	*	-	*	12%	0%	8%	20%	10%	10%
	2022	20%	25%	**14%**	20%	13%	34%	-	*	-	*	5%	20%	12%	20%	12%	10%
All Grades Science																	
At Approaches Grade Level or Above	2023	77%	77%	**88%**	*	88%	90%	-	100%	*	*	56%	80%	88%	89%	86%	85%
	2022	76%	80%	**86%**	83%	86%	85%	-	100%	-	*	49%	100%	87%	85%	84%	81%
At Meets Grade Level or Above	2023	47%	47%	**50%**	*	49%	60%	-	100%	*	*	22%	23%	49%	55%	43%	41%
	2022	47%	52%	**55%**	67%	55%	65%	-	100%	-	*	17%	40%	57%	48%	51%	45%
At Masters Grade Level	2023	18%	18%	**17%**	*	16%	30%	-	50%	*	*	7%	6%	16%	22%	12%	11%
	2022	21%	23%	**16%**	17%	16%	19%	-	33%	-	*	5%	0%	16%	15%	11%	8%
All Grades Social Studies																	
At Approaches Grade Level or Above	2023	78%	82%	**95%**	*	95%	100%	*	100%	-	-	65%	100%	94%	98%	94%	92%
	2022	75%	80%	**94%**	*	93%	100%	*	100%	-	*	61%	*	94%	92%	92%	91%
At Meets Grade Level or Above	2023	52%	57%	**76%**	*	75%	86%	*	100%	-	-	20%	74%	75%	80%	68%	59%
	2022	50%	54%	**78%**	*	77%	94%	*	100%	-	*	31%	*	79%	71%	73%	65%
At Masters Grade Level	2023	27%	32%	**44%**	*	43%	62%	*	100%	-	-	12%	37%	41%	54%	34%	27%
	2022	30%	31%	**48%**	*	47%	75%	*	86%	-	*	16%	*	49%	45%	41%	30%

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

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress - Annual Growth by Grade and Subject																	
End of Course English I	2023	57%	53%	**50%**	*	49%	56%	-	89%	-	*	45%	52%	49%	55%	49%	43%
End of Course English II	2023	74%	76%	**78%**	*	77%	92%	-	67%	-	*	67%	68%	78%	78%	78%	74%
End of Course Algebra I	2023	76%	72%	**61%**	*	61%	36%	-	*	-	*	48%	67%	59%	68%	61%	64%
All Grades Both Subjects	2023	64%	67%	**64%**	100%	63%	71%	-	82%	-	*	54%	61%	63%	68%	63%	60%
All Grades ELA/Reading	2023	63%	67%	**65%**	100%	64%	80%	-	80%	-	*	56%	56%	64%	68%	64%	58%
All Grades Mathematics	2023	66%	67%	**61%**	*	61%	36%	-	*	-	*	48%	67%	59%	68%	61%	64%
School Progress - Accelerated Learning by Grade and Subject																	
End of Course English I	2023	26%	22%	**22%**	-	22%	-	-	-	-	-	0%	24%	18%	33%	23%	26%
End of Course English II	2023	41%	47%	**55%**	-	54%	*	-	-	-	-	32%	40%	59%	38%	54%	53%
End of Course Algebra I	2023	58%	54%	**43%**	-	43%	-	-	-	-	-	0%	29%	45%	33%	40%	41%
All Grades Both Subjects	2023	38%	41%	**44%**	-	43%	*	-	-	-	-	16%	28%	46%	36%	42%	43%
All Grades ELA/Reading	2023	35%	40%	**44%**	-	43%	*	-	-	-	-	22%	27%	46%	36%	43%	44%
All Grades Mathematics	2023	40%	43%	**43%**	-	43%	-	-	-	-	-	0%	29%	45%	33%	40%	41%

* 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	2023	76%	80%	**84%**	50%	33%	-	-	*	-	75%	*	74%	81%	*	89%	74%	94%
	2022	74%	79%	**81%**	-	-	-	-	-	-	72%	*	71%	-	*	85%	71%	93%
At Meets Grade Level or Above	2023	49%	55%	**57%**	50%	33%	-	-	*	-	41%	*	41%	52%	*	65%	41%	81%
	2022	48%	54%	**57%**	-	-	-	-	-	-	40%	*	40%	-	*	64%	40%	76%
At Masters Grade Level	2023	20%	24%	**19%**	25%	0%	-	-	*	-	8%	*	8%	4%	*	25%	8%	34%
	2022	23%	27%	**20%**	-	-	-	-	-	-	8%	*	8%	-	*	25%	8%	30%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2023	77%	82%	**78%**	60%	*	-	-	*	-	69%	*	68%	85%	*	85%	68%	93%
	2022	75%	80%	**78%**	-	-	-	-	-	-	66%	*	66%	-	*	83%	66%	93%
At Meets Grade Level or Above	2023	53%	61%	**59%**	60%	*	-	-	*	-	45%	*	44%	63%	*	69%	44%	86%
	2022	53%	60%	**62%**	-	-	-	-	-	-	42%	*	42%	-	*	71%	42%	86%
At Masters Grade Level	2023	20%	27%	**14%**	20%	*	-	-	*	-	5%	*	5%	2%	*	20%	5%	27%
	2022	25%	30%	**15%**	-	-	-	-	-	-	5%	*	5%	-	*	20%	5%	21%
All Grades Mathematics																		
At Approaches Grade Level or Above	2023	75%	80%	**82%**	*	*	-	-	-	-	70%	*	70%	67%	-	88%	70%	90%
	2022	72%	78%	**73%**	-	-	-	-	-	-	65%	*	65%	-	*	77%	65%	85%
At Meets Grade Level or Above	2023	45%	51%	**42%**	*	*	-	-	-	-	29%	*	30%	13%	-	47%	28%	65%
	2022	42%	48%	**34%**	-	-	-	-	-	-	24%	*	25%	-	*	40%	25%	35%
At Masters Grade Level	2023	19%	22%	**11%**	*	*	-	-	-	-	9%	*	10%	7%	-	11%	8%	18%
	2022	20%	25%	**14%**	-	-	-	-	-	-	9%	*	9%	-	*	17%	9%	14%
All Grades Science																		
At Approaches Grade Level or Above	2023	77%	77%	**88%**	*	-	-	-	*	-	84%	*	84%	*	-	91%	84%	97%
	2022	76%	80%	**86%**	-	-	-	-	-	-	79%	-	79%	-	*	90%	79%	99%
At Meets Grade Level or Above	2023	47%	47%	**50%**	*	-	-	-	*	-	38%	*	38%	*	-	58%	38%	75%
	2022	47%	52%	**55%**	-	-	-	-	-	-	42%	-	42%	-	*	63%	42%	74%
At Masters Grade Level	2023	18%	18%	**17%**	*	-	-	-	*	-	9%	*	9%	*	-	21%	9%	39%
	2022	21%	23%	**16%**	-	-	-	-	-	-	6%	-	6%	-	*	23%	6%	24%
All Grades Social Studies																		
At Approaches Grade Level or Above	2023	78%	82%	**95%**	*	*	-	-	-	-	90%	-	90%	*	*	97%	90%	96%
	2022	75%	80%	**94%**	-	-	-	-	-	-	89%	-	89%	-	-	94%	89%	97%
At Meets Grade Level or Above	2023	52%	57%	**76%**	*	*	-	-	-	-	49%	-	49%	*	*	84%	49%	91%
	2022	50%	54%	**78%**	-	-	-	103	-	-	58%	-	58%	-	-	82%	58%	91%

	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	2023	27%	32%	**44%**	*	*	-	-	-	-	17%	-	16%	*	*	54%	17%	53%
	2022	30%	31%	**48%**	-	-	-	-	-	-	23%	-	23%	-	-	56%	23%	59%
School Progress - Annual Growth																		
All Grades Both Subjects	2023	64%	67%	**64%**	*	*	-	-	*	-	59%	-	58%	78%	*	67%	58%	74%
All Grades ELA/Reading	2023	63%	67%	**65%**	*	*	-	-	*	-	58%	-	57%	78%	*	69%	57%	74%
All Grades Mathematics	2023	66%	67%	**61%**	-	-	-	-	-	-	63%	-	63%	*	-	59%	62%	70%
School Progress - Accelerated Learning																		
All Grades Both Subjects	2023	38%	41%	**44%**	-	-	-	-	-	-	42%	-	41%	*	-	44%	42%	*
All Grades ELA/Reading	2023	35%	40%	**44%**	-	-	-	-	-	-	44%	-	42%	*	-	44%	44%	*
All Grades Mathematics	2023	40%	43%	**43%**	-	-	-	-	-	-	39%	-	39%	-	-	46%	39%	*

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2023 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	**99%**	100%	99%	99%	*	100%	*	100%	98%	100%	99%	98%	99%	99%
Included in Accountability	93%	93%	**87%**	86%	86%	91%	*	100%	*	100%	78%	99%	91%	75%	84%	77%
Not Included in Accountability: Mobile	4%	3%	**3%**	7%	3%	8%	*	0%	*	0%	6%	1%	1%	10%	4%	4%
Not Included in Accountability: Other Exclusions	2%	3%	**9%**	7%	9%	0%	*	0%	*	0%	13%	0%	7%	13%	11%	18%
Not Tested	1%	0%	**1%**	0%	1%	1%	*	0%	*	0%	2%	0%	1%	2%	1%	1%
Absent	1%	0%	**1%**	0%	1%	0%	*	0%	*	0%	1%	0%	0%	1%	1%	1%
Other	0%	0%	**1%**	0%	1%	1%	*	0%	*	0%	1%	0%	0%	1%	1%	0%
Reading																
Assessment Participant	99%	100%	**99%**	100%	99%	100%	-	100%	*	*	98%	100%	100%	99%	99%	99%
Included in Accountability	92%	91%	**80%**	86%	79%	91%	-	100%	*	*	73%	98%	83%	70%	76%	67%
Not Included in Accountability: Mobile	4%	3%	**3%**	0%	3%	9%	-	0%	*	*	5%	2%	1%	9%	4%	4%
Not Included in Accountability: Other Exclusions	3%	6%	**16%**	14%	17%	0%	-	0%	*	*	20%	0%	15%	19%	19%	29%
Not Tested	1%	0%	**1%**	0%	1%	0%	-	0%	*	*	2%	0%	0%	1%	1%	1%
Absent	1%	0%	**0%**	0%	0%	0%	-	0%	*	*	1%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	0%	*	*	1%	0%	0%	1%	0%	0%
Mathematics																
Assessment Participant	99%	100%	**99%**	*	99%	95%	*	*	-	*	98%	100%	99%	98%	98%	99%
Included in Accountability	94%	94%	**92%**	*	93%	84%	*	*	-	*	89%	100%	98%	78%	91%	88%
Not Included in Accountability: Mobile	5%	4%	**4%**	*	4%	11%	*	*	-	*	6%	0%	1%	13%	5%	6%
Not Included in Accountability: Other Exclusions	1%	2%	**2%**	*	2%	0%	*	*	-	*	3%	0%	0%	7%	3%	5%
Not Tested	1%	0%	**1%**	*	1%	5%	*	*	-	*	2%	0%	1%	2%	2%	1%
Absent	1%	0%	**1%**	*	1%	0%	*	*	-	*	2%	0%	1%	1%	1%	1%
Other	0%	0%	**1%**	*	1%	5%	*	*	-	*	0%	0%	0%	1%	1%	0%
Science																
Assessment Participant	99%	99%	**97%**	*	97%	100%	-	100%	*	*	96%	100%	98%	95%	97%	98%
Included in Accountability	93%	95%	**91%**	*	91%	83%	-	100%	*	*	80%	97%	96%	77%	89%	88%
Not Included in Accountability: Mobile	4%	3%	**4%**	*	3%	17%	-	0%	*	*	6%	3%	1%	11%	4%	4%
Not Included in Accountability: Other Exclusions	1%	1%	**3%**	*	3%	0%	-	0%	*	*	10%	0%	1%	7%	3%	6%
Not Tested	1%	1%	**3%**	*	3%	0%	-	0%	*	*	4%	0%	2%	5%	3%	2%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	0%	**1%**	*	1%	0%	-	0%	*	*	3%	0%	1%	2%	2%	1%
Other	0%	1%	**2%**	*	2%	0%	-	0%	*	*	1%	0%	1%	3%	1%	0%
Social Studies																
Assessment Participant	99%	100%	**99%**	*	99%	100%	*	100%	-	-	98%	100%	99%	99%	99%	99%
Included in Accountability	94%	96%	**94%**	*	93%	100%	*	100%	-	-	82%	100%	97%	82%	92%	88%
Not Included in Accountability: Mobile	4%	3%	**3%**	*	3%	0%	*	0%	-	-	10%	0%	1%	9%	3%	5%
Not Included in Accountability: Other Exclusions	1%	2%	**3%**	*	3%	0%	*	0%	-	-	7%	0%	1%	8%	4%	6%
Not Tested	1%	0%	**1%**	*	1%	0%	*	0%	-	-	2%	0%	1%	1%	1%	1%
Absent	1%	0%	**1%**	*	1%	0%	*	0%	-	-	0%	0%	1%	1%	1%	0%
Other	0%	0%	**0%**	*	0%	0%	*	0%	-	-	2%	0%	0%	0%	0%	0%
Accelerated Testers																
SAT/ACT Participant	93%	91%	**92%**	-	92%	83%	*	*	-	-	*	*	95%	79%	88%	90%
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**98%**	100%	98%	97%	*	97%	-	88%	98%	100%	98%	97%	98%	99%
Included in Accountability	93%	92%	**88%**	100%	88%	90%	*	89%	-	88%	78%	75%	91%	75%	86%	81%
Not Included in Accountability: Mobile	5%	4%	**4%**	0%	3%	6%	*	9%	-	0%	5%	25%	1%	11%	4%	4%
Not Included in Accountability: Other Exclusions	1%	3%	**7%**	0%	7%	1%	*	0%	-	0%	15%	0%	6%	10%	8%	14%
Not Tested	1%	1%	**2%**	0%	2%	3%	*	3%	-	13%	2%	0%	2%	3%	2%	1%
Absent	1%	0%	**1%**	0%	1%	2%	*	0%	-	0%	2%	0%	1%	2%	1%	1%
Other	0%	1%	**1%**	0%	1%	1%	*	3%	-	13%	0%	0%	1%	1%	0%	0%
Reading																
Assessment Participant	99%	99%	**99%**	100%	99%	98%	*	100%	-	*	98%	100%	99%	98%	99%	99%
Included in Accountability	92%	90%	**84%**	100%	83%	93%	*	88%	-	*	75%	70%	87%	73%	81%	73%
Not Included in Accountability: Mobile	5%	4%	**3%**	0%	3%	4%	*	13%	-	*	5%	30%	1%	10%	4%	4%
Not Included in Accountability: Other Exclusions	2%	5%	**12%**	0%	12%	2%	*	0%	-	*	18%	0%	10%	15%	14%	23%
Not Tested	1%	1%	**1%**	0%	1%	2%	*	0%	-	*	2%	0%	1%	2%	1%	1%
Absent	1%	0%	**1%**	0%	1%	2%	*	0%	-	*	2%	0%	1%	2%	1%	1%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	-	*	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**98%**	100%	98%	94%	106	-	*	-	*	99%	100%	98%	98%	98%	98%
Included in Accountability	93%	92%	**92%**	100%	92%	88%	-	*	-	*	81%	71%	95%	82%	91%	89%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Mobile	5%	4%	**4%**	0%	4%	6%	-	*	-	*	6%	29%	1%	13%	4%	5%
Not Included in Accountability: Other Exclusions	1%	2%	**2%**	0%	3%	0%	-	*	-	*	12%	0%	2%	4%	3%	5%
Not Tested	1%	1%	**2%**	0%	2%	6%	-	*	-	*	1%	0%	2%	2%	2%	2%
Absent	1%	0%	**1%**	0%	1%	3%	-	*	-	*	1%	0%	1%	2%	1%	2%
Other	0%	1%	**1%**	0%	1%	3%	-	*	-	*	0%	0%	1%	0%	1%	0%
Science																
Assessment Participant	98%	99%	**96%**	100%	96%	97%	-	88%	-	*	99%	100%	97%	92%	98%	99%
Included in Accountability	93%	93%	**89%**	100%	90%	90%	-	75%	-	*	78%	71%	94%	74%	90%	89%
Not Included in Accountability: Mobile	4%	4%	**4%**	0%	3%	7%	-	13%	-	*	4%	29%	1%	13%	4%	3%
Not Included in Accountability: Other Exclusions	1%	2%	**3%**	0%	3%	0%	-	0%	-	*	16%	0%	2%	5%	4%	6%
Not Tested	2%	1%	**4%**	0%	4%	3%	-	13%	-	*	1%	0%	3%	8%	2%	1%
Absent	1%	0%	**1%**	0%	1%	3%	-	0%	-	*	1%	0%	1%	2%	1%	1%
Other	0%	1%	**3%**	0%	3%	0%	-	13%	-	*	0%	0%	2%	6%	1%	0%
Social Studies																
Assessment Participant	98%	99%	**99%**	*	99%	100%	*	100%	-	*	97%	*	99%	97%	99%	98%
Included in Accountability	94%	94%	**92%**	*	92%	89%	*	100%	-	*	82%	*	96%	78%	91%	85%
Not Included in Accountability: Mobile	4%	3%	**4%**	*	3%	11%	*	0%	-	*	5%	*	2%	8%	4%	5%
Not Included in Accountability: Other Exclusions	1%	2%	**3%**	*	3%	0%	*	0%	-	*	9%	*	1%	11%	4%	9%
Not Tested	2%	1%	**1%**	*	1%	0%	*	0%	-	*	3%	*	1%	3%	1%	2%
Absent	1%	0%	**1%**	*	1%	0%	*	0%	-	*	3%	*	1%	3%	1%	2%
Other	0%	0%	**0%**	*	0%	0%	*	0%	-	*	0%	*	0%	0%	0%	0%
Accelerated Testers																
SAT/ACT Participant	89%	80%	**82%**	-	83%	83%	-	80%	-	*	*	-	85%	74%	84%	86%

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2021-22	92.2%	92.1%	**89.7%**	88.4%	89.5%	92.3%	*	97.4%	-	85.6%	84.8%	88.2%	87.9%
2020-21	95.0%	97.3%	**96.2%**	93.3%	96.1%	97.3%	*	99.9%	*	*	95.0%	95.0%	94.3%
Chronic Absenteeism													
2021-22	25.7%	26.6%	**36.8%**	45.5%	37.6%	23.2%	*	4.0%	-	42.9%	52.8%	42.4%	45.2%
2020-21	15.0%	8.6%	**12.0%**	25.0%	12.2%	10.3%	0.0%	0.0%	*	20.0%	14.9%	15.5%	18.2%
Annual Dropout Rate (Gr 7-8)													
2021-22	0.7%	0.1%	**-**	-	-	-	-	-	-	-	-	-	-
2020-21	0.9%	0.1%	**-**	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2021-22	2.2%	0.1%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.4%	0.1%	0.0%
2020-21	2.4%	0.1%	**0.0%**	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.1%	0.2%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	89.7%	99.1%	**99.1%**	*	99.1%	100.0%	*	*	-	*	90.3%	99.1%	100.0%
Received TxCHSE	0.3%	0.1%	**0.2%**	*	0.2%	0.0%	*	*	-	*	0.0%	0.3%	0.0%
Continued HS	3.5%	0.4%	**0.2%**	*	0.2%	0.0%	*	*	-	*	3.2%	0.0%	0.0%
Dropped Out	6.4%	0.5%	**0.4%**	*	0.5%	0.0%	*	*	-	*	6.5%	0.6%	0.0%
Graduates and TxCHSE	90.0%	99.1%	**99.4%**	*	99.3%	100.0%	*	*	-	*	90.3%	99.4%	100.0%
Graduates, TxCHSE, and Continuers	93.6%	99.5%	**99.6%**	*	99.5%	100.0%	*	*	-	*	93.5%	99.4%	100.0%
Class of 2021													
Graduated	90.0%	98.4%	**98.3%**	*	98.2%	100.0%	*	100.0%	-	-	93.9%	97.8%	96.7%
Received TxCHSE	0.3%	0.2%	**0.2%**	*	0.2%	0.0%	*	0.0%	-	-	0.0%	0.0%	0.0%
Continued HS	3.9%	0.6%	**0.6%**	*	0.7%	0.0%	*	0.0%	-	-	2.0%	0.9%	0.0%
Dropped Out	5.8%	0.9%	**0.8%**	*	0.9%	0.0%	*	0.0%	-	-	4.1%	1.3%	3.3%
Graduates and TxCHSE	90.3%	98.6%	**98.6%**	*	98.4%	100.0%	*	100.0%	-	-	93.9%	97.8%	96.7%
Graduates, TxCHSE, and Continuers	94.2%	99.1%	**99.2%**	*	99.1%	100.0%	*	100.0%	-	-	95.9%	98.7%	96.7%
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.2%	98.9%	**99.0%**	*	98.9%	100.0%	*	100.0%	-	-	95.9%	98.7%	96.7%
Received TxCHSE	0.4%	0.2%	**0.2%**	*	0.2%	0.0%	*	0.0%	-	-	0.0%	0.0%	0.0%
Continued HS	1.0%	0.1%	**0.0%**	*	0.0%	0.0%	*	0.0%	-	-	0.0%	0.0%	0.0%
Dropped Out	6.3%	0.7%	**0.8%**	*	0.9%	0.0%	*	0.0%	-	-	4.1%	1.3%	3.3%
Graduates and TxCHSE	92.7%	99.2%	**99.2%**	*	99.1%	100.0%	*	100.0%	-	-	95.9%	98.7%	96.7%

	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	93.7%	99.3%	**99.2%**	*	99.1%	100.0%	*	100.0%	-	-	95.9%	98.7%	96.7%
Class of 2020													
Graduated	92.2%	98.9%	**98.4%**	*	98.2%	100.0%	-	100.0%	-	*	91.4%	97.7%	98.2%
Received TxCHSE	0.5%	0.0%	**0.0%**	*	0.0%	0.0%	-	0.0%	-	*	0.0%	0.0%	0.0%
Continued HS	1.1%	0.1%	**0.2%**	*	0.2%	0.0%	-	0.0%	-	*	2.9%	0.0%	0.0%
Dropped Out	6.2%	1.1%	**1.4%**	*	1.6%	0.0%	-	0.0%	-	*	5.7%	2.3%	1.8%
Graduates and TxCHSE	92.7%	98.9%	**98.4%**	*	98.2%	100.0%	-	100.0%	-	*	91.4%	97.7%	98.2%
Graduates, TxCHSE, and Continuers	93.8%	98.9%	**98.6%**	*	98.4%	100.0%	-	100.0%	-	*	94.3%	97.7%	98.2%
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.7%	98.9%	**98.6%**	*	98.4%	100.0%	-	100.0%	-	*	94.3%	97.7%	98.2%
Received TxCHSE	0.5%	0.0%	**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%	0.0%
Dropped Out	6.2%	1.1%	**1.4%**	*	1.6%	0.0%	-	0.0%	-	*	5.7%	2.3%	1.8%
Graduates and TxCHSE	93.2%	98.9%	**98.6%**	*	98.4%	100.0%	-	100.0%	-	*	94.3%	97.7%	98.2%
Graduates, TxCHSE, and Continuers	93.8%	98.9%	**98.6%**	*	98.4%	100.0%	-	100.0%	-	*	94.3%	97.7%	98.2%
Class of 2019													
Graduated	92.6%	98.3%	**98.1%**	-	98.0%	100.0%	-	100.0%	-	-	83.3%	97.1%	100.0%
Received TxCHSE	0.6%	0.1%	**0.2%**	-	0.2%	0.0%	-	0.0%	-	-	0.0%	0.3%	0.0%
Continued HS	0.6%	0.0%	**0.0%**	-	0.0%	0.0%	-	0.0%	-	-	0.0%	0.0%	0.0%
Dropped Out	6.2%	1.5%	**1.7%**	-	1.8%	0.0%	-	0.0%	-	-	16.7%	2.6%	0.0%
Graduates and TxCHSE	93.2%	98.5%	**98.3%**	-	98.2%	100.0%	-	100.0%	-	-	83.3%	97.4%	100.0%
Graduates, TxCHSE, and Continuers	93.8%	98.5%	**98.3%**	-	98.2%	100.0%	-	100.0%	-	-	83.3%	97.4%	100.0%
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2022	89.7%	97.4%	**97.7%**	*	97.5%	100.0%	*	*	-	*	73.7%	96.9%	98.9%
Class of 2021	90.0%	96.8%	**95.8%**	*	95.4%	100.0%	*	100.0%	-	-	82.1%	94.5%	92.7%
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2022	59.5%	-	**-**	-	-	-	-	-	-	-	-	-	-
Class of 2021	87.5%	-	**-**	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2022	3.7%	0.1%	**0.0%**	*	0.0%	0.0%	*	*	-	*	0.0%	0.0%	0.0%
Class of 2021	3.8%	0.2%	**0.4%**	*	0.5%	0.0%	*	0.0%	-	-	4.3%	0.3%	1.1%
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 2022	84.3%	99.4%	**99.8%**	*	99.8%	100.0%	*	*	-	*	100.0%	99.7%	100.0%
Class of 2021	81.9%	97.0%	**99.6%**	*	99.5%	100.0%	*	100.0%	-	-	95.7%	99.7%	98.9%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2022	88.0%	99.6%	**99.8%**	*	99.8%	100.0%	*	*	-	*	100.0%	99.7%	100.0%
Class of 2021	85.7%	97.2%	**100.0%**	*	100.0%	100.0%	*	100.0%	-	-	100.0%	100.0%	100.0%
RHSP/DAP Graduates (Annual Rate)													
2021-22	23.6%	-	**-**	-	-	-	-	-	-	-	-	-	-
2020-21	43.8%	-	**-**	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2021-22	3.9%	0.1%	**0.0%**	*	0.0%	0.0%	*	*	-	*	0.0%	0.0%	0.0%
2020-21	3.8%	0.3%	**0.4%**	*	0.4%	0.0%	*	0.0%	-	-	3.9%	0.3%	1.1%
FHSP-DLA Graduates (Annual Rate)													
2021-22	82.3%	98.7%	**98.7%**	*	98.7%	100.0%	*	*	-	*	91.4%	99.1%	100.0%
2020-21	80.4%	96.4%	**98.8%**	*	98.9%	96.0%	*	100.0%	-	-	90.2%	98.7%	98.9%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2021-22	86.0%	98.7%	**98.7%**	*	98.7%	100.0%	*	*	-	*	91.4%	99.1%	100.0%
2020-21	84.1%	96.7%	**99.2%**	*	99.3%	96.0%	*	100.0%	-	-	94.1%	99.0%	100.0%

	Campus Count	Campus Percent	District Count	State Count
Graduates (2021-22 Annual Graduates)				
Total Graduates	471	100.0%	1,578	368,686
By Ethnicity:				
African American	1	0.2%	6	45,227
Hispanic	447	94.9%	1,475	191,125
White	16	3.4%	63	103,171
American Indian	1	0.2%	2	1,159
Asian	3	0.6%	24	18,794
Pacific Islander	0	0.0%	0	569
Two or More Races	3	0.6%	8	8,641
By Graduation Type:				
Minimum H.S. Program	0	0.0%	0	433
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	0	134
Foundation H.S. Program (No Endorsement)	6	1.3%	20	51,023
Foundation H.S. Program (Endorsement)	0	0.0%	1	14,179
Foundation H.S. Program (DLA)	465	98.7%	1,557	302,917
Special Education Graduates	35	7.4%	121	32,447
Economically Disadvantaged Graduates	319	67.7%	1,047	194,571
Emergent Bilingual (EB)/English Learner (EL) Graduates	90	19.1%	259	40,398
At-Risk Graduates	242	51.4%	755	159,689

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)													
2021-22	70.0%	86.2%	**77.9%**	*	77.4%	87.5%	*	*	-	*	91.4%	75.5%	72.2%
2020-21	65.2%	69.6%	**66.0%**	*	64.7%	80.0%	*	90.0%	-	-	98.0%	60.2%	47.8%
College Ready Graduates													
College Ready (Annual Graduates)													
2021-22	52.9%	56.6%	**48.0%**	*	47.4%	56.3%	*	*	-	*	2.9%	39.8%	27.8%
2020-21	52.7%	55.6%	**49.2%**	*	47.4%	68.0%	*	90.0%	-	-	3.9%	38.9%	26.7%
TSI Criteria Graduates in English Language Arts (Annual Graduates)													
2021-22	57.1%	60.6%	**50.5%**	*	50.3%	50.0%	*	*	-	*	0.0%	42.0%	21.1%
2020-21	56.1%	58.8%	**54.8%**	*	52.8%	80.0%	*	80.0%	-	-	11.8%	43.0%	18.9%
TSI Criteria Graduates in Mathematics (Annual Graduates)													
2021-22	48.2%	51.0%	**43.5%**	*	42.7%	56.3%	*	*	-	*	0.0%	34.8%	18.9%
2020-21	45.7%	45.5%	**41.3%**	*	39.1%	64.0%	*	90.0%	-	-	5.9%	29.0%	10.0%
TSI Criteria Graduates in Both Subjects (Annual Graduates)													
2021-22	42.2%	46.2%	**38.9%**	*	38.0%	50.0%	*	*	-	*	0.0%	29.8%	12.2%
2020-21	40.4%	42.5%	**38.8%**	*	36.9%	60.0%	*	80.0%	-	-	3.9%	27.1%	6.7%
AP / IB Met Criteria in Any Subject (Annual Graduates)													
2021-22	20.5%	29.5%	**30.6%**	*	29.5%	43.8%	*	*	-	*	2.9%	23.5%	22.2%
2020-21	21.3%	34.9%	**35.1%**	*	33.0%	60.0%	*	70.0%	-	-	0.0%	28.0%	23.3%
Associate Degree (Annual Graduates)													
2021-22	2.4%	3.6%	**0.6%**	*	0.7%	0.0%	*	*	-	*	0.0%	0.3%	0.0%
2020-21	2.6%	5.8%	**0.4%**	*	0.4%	0.0%	*	0.0%	-	-	0.0%	0.6%	0.0%
Dual Course Credits in Any Subject (Annual Graduates)													
2021-22	24.0%	22.6%	**10.6%**	*	10.3%	18.8%	*	*	-	*	0.0%	8.5%	5.6%
2020-21	25.9%	27.6%	**13.9%**	*	13.9%	12.0%	*	20.0%	-	-	0.0%	12.1%	3.3%
Onramps Course Credits (Annual Graduates)													
2021-22	4.4%	8.3%	**7.0%**	*	6.7%	12.5%	*	*	-	*	0.0%	5.0%	3.3%
2020-21	4.4%	7.6%	**7.5%**	*	7.2%	12.0%	*	10.0%	-	-	0.0%	5.1%	0.0%
Career / Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2021-22	33.5%	64.4%	**59.9%**	*	59.3%	62.5%	*	*	-	*	91.4%	59.9%	58.9%
2020-21	24.2%	25.0%	**25.5%**	*	26.5%	16.0%	*	0.0%	-	-	98.0%	28.0%	25.6%
Approved Industry-Based Certification (Annual Graduates)													
2021-22	28.0%	60.2%	**55.8%**	*	55.5%	50.0%	*	*	-	*	40.0%	55.2%	51.1%

Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
2020-21	18.4%	16.5%	**16.6%**	*	17.8%	4.0%	*	0.0%	-	-	15.7%	16.6%	17.8%
Graduates with Level I or Level II Certificate (Annual Graduates)													
2021-22	0.7%	0.1%	**0.2%**	*	0.2%	0.0%	*	*	-	*	0.0%	0.0%	0.0%
2020-21	0.7%	0.7%	**0.2%**	*	0.2%	0.0%	*	0.0%	-	-	0.0%	0.3%	0.0%
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2021-22	2.5%	1.7%	**0.8%**	*	0.9%	0.0%	*	*	-	*	11.4%	1.3%	1.1%
2020-21	2.4%	0.7%	**1.2%**	*	1.1%	4.0%	*	0.0%	-	-	11.8%	1.3%	0.0%
Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)													
2021-22	5.0%	6.8%	**6.8%**	*	6.7%	12.5%	*	*	-	*	91.4%	8.2%	10.0%
2020-21	4.4%	8.7%	**10.0%**	*	10.1%	8.0%	*	0.0%	-	-	94.1%	12.7%	13.3%

	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	2021-22	22.8%	37.3%	**22.3%**	*	23.0%	0.0%	*	*	-	*	0.0%	21.3%	13.3%
	2020-21	25.9%	27.5%	**17.2%**	*	17.5%	12.0%	*	10.0%	-	-	3.9%	18.2%	13.3%
Mathematics	2021-22	18.7%	34.8%	**26.1%**	*	26.8%	18.8%	*	*	-	*	0.0%	23.5%	13.3%
	2020-21	19.4%	28.5%	**19.5%**	*	20.0%	12.0%	*	20.0%	-	-	2.0%	16.6%	10.0%
Both Subjects	2021-22	12.6%	25.9%	**14.9%**	*	15.7%	0.0%	*	*	-	*	0.0%	13.8%	7.8%
	2020-21	14.4%	19.2%	**8.9%**	*	9.4%	0.0%	*	10.0%	-	-	0.0%	9.6%	5.6%
Completed and Received Credit for College Prep Courses (Annual Graduates)														
English Language Arts	2021-22	11.7%	8.1%	**0.0%**	*	0.0%	0.0%	*	*	-	*	0.0%	0.0%	0.0%
	2020-21	8.6%	2.6%	**0.0%**	*	0.0%	0.0%	*	0.0%	-	-	0.0%	0.0%	0.0%
Mathematics	2021-22	14.0%	7.4%	**3.6%**	*	3.6%	6.3%	*	*	-	*	0.0%	3.8%	4.4%
	2020-21	10.3%	2.9%	**0.8%**	*	0.4%	4.0%	*	10.0%	-	-	0.0%	0.6%	1.1%
Both Subjects	2021-22	7.5%	5.5%	**0.0%**	*	0.0%	0.0%	*	*	-	*	0.0%	0.0%	0.0%
	2020-21	4.9%	0.8%	**0.0%**	*	0.0%	0.0%	*	0.0%	-	-	0.0%	0.0%	0.0%
AP/IB Results (Participation) (Grades 11-12)														
All Subjects	2022	23.0%	41.4%	**40.5%**	*	39.2%	63.3%	*	90.0%	-	*	3.7%	30.8%	21.7%
	2021	21.1%	39.1%	**37.6%**	*	36.2%	59.1%	*	71.4%	*	*	3.5%	28.9%	19.3%
English Language Arts	2022	13.2%	27.6%	**23.5%**	*	22.4%	36.7%	*	70.0%	-	*	0.0%	13.4%	3.2%
	2021	12.1%	26.6%	**21.4%**	*	19.4%	45.5%	*	71.4%	*	*	2.7%	11.6%	2.0%
Mathematics	2022	6.9%	11.8%	**10.7%**	*	10.0%	20.0%	*	40.0%	-	*	0.9%	5.9%	2.3%
	2021	6.1%	10.0%	**10.9%**	*	9.8%	22.7%	*	57.1%	*	*	0.0%	7.1%	1.0%
Science	2022	9.6%	12.2%	**14.4%**	*	13.6%	30.0%	*	40.0%	-	*	1.9%	9.4%	3.2%
	2021	8.7%	17.9%	**23.3%**	*	21.7%	47.7%	*	50.0%	*	*	0.9%	15.8%	7.4%
Social Studies	2022	12.5%	24.7%	**24.9%**	*	23.5%	46.7%	*	60.0%	-	*	1.9%	15.5%	4.6%
	2021	11.6%	20.6%	**18.6%**	*	16.8%	38.6%	*	71.4%	*	*	0.9%	11.0%	1.5%
AP/IB Results (Examinees >= Criterion) (Grades 11-12)														
All Subjects	2022	53.3%	47.2%	**55.4%**	*	54.8%	63.2%	*	55.6%	-	*	*	52.5%	59.6%
	2021	48.6%	34.2%	**40.3%**	-	37.0%	61.5%	-	80.0%	-	*	*	33.5%	53.8%
English Language Arts	2022	53.2%	40.9%	**48.0%**	-	45.6%	72.7%	*	57.1%	-	*	-	41.6%	0.0%
	2021	42.7%	23.4%	**35.9%**	-	31.5%	65.0%	-	70.0%	-	*	*	27.5%	*
Mathematics	2022	50.4%	31.3%	**47.1%**	-	42.9%	83.3%	-	*	-	*	*	35.9%	40.0%
	2021	49.4%	33.6%	**48.6%**	-	43.0%	80.0%	-	75.0%	-	-	-	34.7%	*
Science	2022	44.7%	36.7%	**50.0%**	-	46.8%	88.9%	-	*	-	*	*	37.1%	14.3%
	2021	41.4%	18.9%	**26.2%**	-	21.4%	47.6%	-	85.7%	-	*	*	17.4%	6.7%

	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	2022	41.9%	27.1%	**29.4%**	*	27.6%	42.9%	*	50.0%	-	*	*	23.3%	0.0%
	2021	42.2%	26.4%	**35.4%**	-	32.1%	58.8%	-	60.0%	-	*	*	22.4%	*
SAT/ACT Results (Annual Graduates)														
Tested	2021-22	71.5%	68.3%	**86.0%**	*	85.9%	75.0%	*	*	-	*	63.9%	81.0%	80.0%
	2020-21	70.8%	93.6%	**94.2%**	*	93.9%	92.0%	*	100.0%	?	-	73.1%	89.3%	95.6%
At/Above Criterion for All Examinees	2021-22	32.1%	26.9%	**23.2%**	*	21.4%	50.0%	*	*	-	*	0.0%	14.0%	4.2%
	2020-21	32.9%	22.9%	**25.8%**	*	22.7%	56.5%	*	80.0%	*	-	2.6%	16.6%	0.0%
Average SAT Score (Annual Graduates)														
All Subjects	2021-22	1001	983	**959**	*	952	1098	*	*	-	*	733	911	822
	2020-21	1002	942	**952**	660	936	1112	1120	1257	1120	-	767	893	793
English Language Arts and Writing	2021-22	506	500	**486**	*	483	561	*	*	-	*	362	462	418
	2020-21	504	477	**482**	350	475	562	610	622	560	-	395	453	397
Mathematics	2021-22	496	483	**473**	*	469	538	*	*	-	*	371	448	404
	2020-21	498	466	**469**	310	461	550	510	635	560	-	373	440	396
Average ACT Score (Annual Graduates)														
All Subjects	2021-22	19.5	22.5	**22.4**	-	22.3	*	-	*	-	-	-	20.4	*
	2020-21	20.0	22.5	**22.8**	-	21.0	28.7	22.0	31.7	-	-	-	21.0	-
English Language Arts	2021-22	19.2	23.0	**23.0**	-	23.2	*	-	*	-	-	-	20.7	*
	2020-21	19.6	22.6	**22.5**	-	20.7	27.7	24.0	32.0	-	-	-	20.6	-
Mathematics	2021-22	19.3	21.0	**21.0**	-	20.5	*	-	*	-	-	-	19.1	*
	2020-21	19.9	22.0	**22.7**	-	21.1	29.0	15.0	32.3	-	-	-	21.2	-
Science	2021-22	19.8	22.4	**22.2**	-	22.0	*	-	*	-	-	-	20.4	*
	2020-21	20.3	22.2	**22.7**	-	20.9	30.0	23.0	30.0	-	-	-	21.1	-

	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	2021-22	44.2%	45.3%	**44.6%**	27.3%	43.5%	58.2%	*	88.0%	-	83.3%	16.7%	37.2%	24.3%
	2020-21	42.5%	45.3%	**43.7%**	25.0%	42.7%	53.2%	20.0%	92.9%	*	60.0%	17.9%	35.0%	24.3%
English Language Arts	2021-22	16.6%	14.7%	**13.1%**	0.0%	12.6%	17.3%	*	34.8%	-	33.3%	3.9%	8.2%	2.0%
	2020-21	16.3%	15.0%	**11.7%**	0.0%	10.6%	25.6%	0.0%	42.3%	-	60.0%	2.7%	6.5%	0.9%
Mathematics	2021-22	19.9%	17.9%	**14.7%**	0.0%	14.3%	16.9%	*	45.5%	-	*	3.0%	11.6%	5.3%
	2020-21	19.3%	16.3%	**10.9%**	12.5%	10.5%	15.4%	*	25.0%	-	*	2.8%	7.9%	2.5%
Science	2021-22	21.1%	25.0%	**25.5%**	20.0%	24.7%	36.8%	*	36.0%	-	60.0%	9.5%	22.1%	13.7%
	2020-21	20.6%	24.7%	**28.3%**	14.3%	27.8%	35.9%	0.0%	44.4%	-	60.0%	14.3%	23.6%	14.2%
Social Studies	2021-22	22.8%	22.9%	**25.0%**	18.2%	23.5%	40.8%	*	80.0%	-	66.7%	1.9%	14.7%	4.6%
	2020-21	22.8%	25.3%	**24.3%**	0.0%	22.7%	42.2%	20.0%	85.7%	*	60.0%	0.9%	15.1%	6.6%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2020-21	46.7%	60.9%	**61.2%**	*	60.7%	68.0%	*	70.0%	-	-	42.3%	51.7%	43.3%
	2019-20	46.1%	54.8%	**55.0%**	*	54.9%	56.0%	-	60.0%	-	*	24.3%	46.7%	25.0%
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course														
	2020-21	-	-	**-**	-	-	-	-	-	-	-	-	-	-
	2019-20	-	-	**-**	-	-	-	-	-	-	-	-	-	-

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Total Students	2,079	100.0%	20,343	5,504,150	2,080	100.0%	20,399	5,518,432
Students by Grade:								
Early Childhood Education	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.5%
Pre-Kindergarten	0	0.0%	5.4%	4.4%	0	0.0%	5.5%	4.4%
Pre-Kindergarten: 3-year Old	0	0.0%	1.4%	0.7%	0	0.0%	1.5%	0.7%
Pre-Kindergarten: 4-year Old	0	0.0%	4.0%	3.7%	0	0.0%	4.1%	3.7%
Kindergarten	0	0.0%	5.8%	6.7%	0	0.0%	5.8%	6.7%
Grade 1	0	0.0%	6.5%	7.2%	0	0.0%	6.5%	7.2%
Grade 2	0	0.0%	6.5%	7.2%	0	0.0%	6.5%	7.2%
Grade 3	0	0.0%	6.4%	7.2%	0	0.0%	6.4%	7.1%
Grade 4	0	0.0%	6.6%	7.2%	0	0.0%	6.6%	7.1%
Grade 5	0	0.0%	7.3%	7.2%	0	0.0%	7.3%	7.2%
Grade 6	0	0.0%	7.3%	7.3%	0	0.0%	7.3%	7.2%
Grade 7	0	0.0%	7.4%	7.4%	0	0.0%	7.4%	7.4%
Grade 8	0	0.0%	7.7%	7.7%	0	0.0%	7.6%	7.7%
Grade 9	567	27.3%	9.0%	8.7%	567	27.3%	9.0%	8.7%
Grade 10	605	29.1%	9.2%	7.9%	605	29.1%	9.2%	7.9%
Grade 11	470	22.6%	7.6%	7.0%	470	22.6%	7.6%	7.0%
Grade 12	437	21.0%	7.1%	6.6%	438	21.1%	7.1%	6.6%
Ethnic Distribution:								
African American	11	0.5%	0.4%	12.8%	11	0.5%	0.4%	12.8%
Hispanic	1,963	94.4%	93.6%	53.0%	1,964	94.4%	93.5%	52.9%
White	67	3.2%	4.4%	25.6%	67	3.2%	4.5%	25.7%
American Indian	2	0.1%	0.1%	0.3%	2	0.1%	0.1%	0.3%
Asian	32	1.5%	1.2%	5.1%	32	1.5%	1.2%	5.1%
Pacific Islander	1	0.0%	0.0%	0.2%	1	0.0%	0.0%	0.2%
Two or More Races	3	0.1%	0.4%	3.0%	3	0.1%	0.4%	3.0%
Sex:								
Female	992	47.7%	48.4%	48.8%	993	47.7%	48.4%	48.8%
Male	1,087	52.3%	51.6%	51.2%	1,087	52.3%	51.6%	51.2%
Economically Disadvantaged	1,399	67.3%	72.6%	62.1%	1,400	67.3%	72.5%	62.0%
Non-Educationally Disadvantaged	680	32.7%	27.4%	37.9%	680	32.7%	27.5%	38.0%
Section 504 Students	156	7.5%	10.0%	7.4%	156	7.5%	10.0%	7.4%
EB Students/EL	704	33.9%	36.0%	23.1%	704	33.8%	36.0%	23.0%
Students w/ Disciplinary Placements (2021-22)	65	2.8%	1.8%	1.5%				

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Students w/ Dyslexia	106	5.1%	8.8%	5.5%	106	5.1%	8.8%	5.5%
Foster Care	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Homeless	34	1.6%	1.4%	1.3%	34	1.6%	1.4%	1.3%
Immigrant	43	2.1%	2.4%	2.2%	43	2.1%	2.4%	2.2%
Migrant	35	1.7%	1.8%	0.3%	35	1.7%	1.8%	0.3%
Title I	2,079	100.0%	95.8%	64.6%	2,080	100.0%	95.7%	64.6%
Military Connected	2	0.1%	0.4%	3.6%	2	0.1%	0.4%	3.6%
At-Risk	1,259	60.6%	59.1%	53.3%	1,260	60.6%	59.0%	53.3%
Students by Instructional Program:								
Bilingual/ESL Education	702	33.8%	38.3%	23.2%	702	33.8%	38.3%	23.2%
Career and Technical Education	1,710	82.3%	34.6%	26.5%				
Career and Technical Education (9-12 grades only)	1,710	82.3%	83.9%	72.3%				
Gifted and Talented Education	263	12.7%	11.5%	8.2%	263	12.6%	11.5%	8.2%
Special Education	250	12.0%	14.2%	12.6%	250	12.0%	14.3%	12.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	250							
By Type of Primary Disability Students with Intellectual Disabilities	117	46.8%	48.5%	44.1%				
Students with Physical Disabilities	40	16.0%	18.4%	20.0%				
Students with Autism	40	16.0%	15.4%	15.5%				
Students with Behavioral Disabilities	53	21.2%	16.5%	18.8%				
Students with Non-Categorical Early Childhood	0	0.0%	1.2%	1.6%				
Mobility (2021-22):								
Total Mobile Students	327	14.3%	15.8%	16.8%				
By Ethnicity: African American	1	0.0%	0.1%	3.3%				
Hispanic	309	13.5%	14.9%	8.7%				
White	13	0.6%	0.5%	3.4%				
American Indian	1	0.0%	0.0%	0.1%				
Asian	1	0.0%	0.1%	0.7%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	2	0.1%	0.1%	0.6%				
Count and Percent of Special Ed Students who are Mobile	49	19.3%	16.1%	18.6%				
Count and Percent of EB Students/EL who are Mobile	119	17.3%	18.4%	17.1%				
Count and Percent of Econ Dis Students who are Mobile	275	16.7%	17.4%	18.7%				
Student Attrition (2021-22):	118							
Total Student Attrition	282	16.5%	16.4%	18.1%				

	--Non-Special Education Rates--			---Special Education Rates---		
Student Information	**Campus**	**District**	**State**	**Campus**	**District**	**State**
Retention Rates by Grade:						
Kindergarten	-	2.1%	1.5%	-	3.3%	4.5%
Grade 1	-	4.0%	2.5%	-	5.2%	3.6%
Grade 2	-	2.3%	1.6%	-	3.3%	2.0%
Grade 3	-	0.9%	0.8%	-	0.8%	0.9%
Grade 4	-	0.1%	0.5%	-	0.0%	0.5%
Grade 5	-	0.1%	0.3%	-	0.0%	0.4%
Grade 6	-	0.4%	0.3%	-	0.0%	0.4%
Grade 7	-	0.4%	0.4%	-	0.0%	0.5%
Grade 8	-	0.4%	0.4%	-	0.5%	0.5%
Grade 9	10.4%	10.8%	8.7%	16.4%	16.8%	12.6%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	-	18.0	18.7
Grade 1	-	17.3	19.1
Grade 2	-	18.2	19.1
Grade 3	-	17.7	19.3
Grade 4	-	18.3	19.4
Grade 5	-	20.0	20.8
Grade 6	-	21.5	19.2
Secondary:			
English/Language Arts	16.0	15.0	16.2
Foreign Languages	19.5	17.1	18.8
Mathematics	21.3	18.0	17.5
Science	23.2	19.0	18.5
Social Studies	23.7	19.0	18.9

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Total Staff	211.8	100.0%	100.0%	100.0%
Professional Staff:	176.1	83.1%	61.1%	64.1%
Teachers	145.6	68.7%	44.6%	48.7%
Professional Support	25.5	12.0%	12.2%	10.9%
Campus Administration (School Leadership)	5.0	2.4%	3.2%	3.3%
Educational Aides:	35.7	16.9%	12.4%	11.3%
Librarians and Counselors (Headcount):				
Full-time Librarians	2.0	n/a	29.0	4,258.0
Part-time Librarians	0.0	n/a	0.0	646.0
Full-time Counselors	9.0	n/a	76.0	13,815.0
Part-time Counselors	2.0	n/a	2.0	1,240.0
Total Minority Staff:	178.2	84.1%	92.7%	53.2%
Teachers by Ethnicity:				
African American	3.0	2.1%	0.6%	11.8%
Hispanic	115.6	79.4%	88.2%	29.6%
White	23.9	16.4%	9.8%	54.9%
American Indian	0.0	0.0%	0.0%	0.3%
Asian	2.0	1.4%	0.9%	2.0%
Pacific Islander	0.0	0.0%	0.1%	0.1%
Two or More Races	1.0	0.7%	0.4%	1.2%
Teachers by Sex:				
Males	69.6	47.8%	29.3%	24.4%
Females	76.0	52.2%	70.7%	75.6%
Teachers by Highest Degree Held:				
No Degree	4.9	3.4%	0.7%	2.0%
Bachelors	106.2	72.9%	79.5%	72.2%
Masters	34.5	23.7%	19.7%	25.0%
Doctorate	0.0	0.0%	0.1%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	3.9	2.7%	3.9%	9.7%
1-5 Years Experience	23.4	16.1%	19.0%	26.3%
6-10 Years Experience	30.0	20.6%	22.9%	20.5%
11-20 Years Experience	53.4	36.7%	34.2%	27.2%
21-30 Years Experience	25.8	17.7%	15.4%	13.3%
Over 30 Years Experience	9.1	6.2%	4.7%	2.9%

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Number of Students per Teacher	14.3	n/a	13.6	14.8

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	11.0	6.6	6.1
Average Years Experience of Principals with District	11.0	6.6	5.3
Average Years Experience of Assistant Principals	8.0	6.1	5.2
Average Years Experience of Assistant Principals with District	7.3	5.3	4.4
Average Years Experience of Teachers:	14.6	13.5	11.0
Average Years Experience of Teachers with District:	11.1	10.3	6.9
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$51,071	$50,549	$53,300
1-5 Years Experience	$48,956	$53,264	$56,516
6-10 Years Experience	$57,587	$56,886	$59,732
11-20 Years Experience	$62,239	$60,642	$63,389
21-30 Years Experience	$66,618	$66,288	$67,876
Over 30 Years Experience	$70,175	$73,268	$72,560
Average Actual Salaries (regular duties only):			
Teachers	$60,114	$59,446	$60,717
Professional Support	$66,312	$67,588	$72,022
Campus Administration (School Leadership)	$71,884	$76,926	$85,167
Instructional Staff Percent:	n/a	63.8%	65.1%
Contracted Instructional Staff (not incl. above):	0.0	1.5	2,105.4

	----- Campus -----			
Program Information	**Count**	**Percent**	**District**	**State**
Teachers by Program (population served):				
Bilingual/ESL Education	1.8	1.2%	6.4%	5.9%
Career and Technical Education	24.7	17.0%	6.3%	5.4%
Compensatory Education	6.0	4.1%	3.1%	3.2%
Gifted and Talented Education	0.0	0.0%	1.4%	1.7%
Regular Education	83.3	57.2%	66.7%	70.6%
Special Education	13.2	9.1%	8.9%	9.7%
Other	16.6	11.4%	7.2%	3.5%

- 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.

2022-23 Texas Academic Performance Report (TAPR)

District Name: MCALLEN ISD

Campus Name: ROWE H S

Campus Number: 108906006

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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	2023	72%	77%	**80%**	*	79%	89%	-	*	-	-	41%	*	80%	78%	77%	73%
	2022	65%	73%	**72%**	*	72%	61%	-	100%	-	*	29%	57%	74%	63%	68%	59%
At Meets Grade Level or Above	2023	52%	58%	**57%**	*	57%	79%	-	*	-	-	22%	*	60%	49%	52%	45%
	2022	47%	55%	**52%**	*	51%	44%	-	100%	-	*	16%	57%	54%	41%	46%	33%
At Masters Grade Level	2023	13%	17%	**14%**	*	14%	16%	-	*	-	-	8%	*	14%	14%	10%	8%
	2022	11%	16%	**12%**	*	12%	17%	-	67%	-	*	9%	29%	13%	8%	8%	3%
End of Course English II																	
At Approaches Grade Level or Above	2023	74%	80%	**82%**	*	81%	81%	-	100%	-	*	37%	*	82%	79%	79%	71%
	2022	72%	78%	**76%**	*	76%	63%	-	100%	-	*	41%	*	77%	72%	72%	63%
At Meets Grade Level or Above	2023	54%	64%	**63%**	*	63%	56%	-	100%	-	*	18%	*	64%	61%	58%	52%
	2022	55%	61%	**56%**	*	56%	58%	-	83%	-	*	17%	*	55%	58%	51%	33%
At Masters Grade Level	2023	9%	12%	**12%**	*	11%	6%	-	67%	-	*	5%	*	13%	9%	9%	3%
	2022	9%	12%	**7%**	*	6%	16%	-	67%	-	*	9%	*	6%	9%	7%	2%
End of Course Algebra I																	
At Approaches Grade Level or Above	2023	79%	84%	**85%**	*	85%	77%	-	*	-	-	72%	*	85%	82%	84%	90%
	2022	76%	81%	**84%**	*	84%	81%	-	*	-	*	65%	*	84%	87%	83%	79%
At Meets Grade Level or Above	2023	43%	49%	**40%**	*	40%	46%	-	*	-	-	26%	*	39%	46%	41%	43%
	2022	43%	46%	**43%**	*	44%	31%	-	*	-	*	20%	*	44%	40%	42%	41%
At Masters Grade Level	2023	23%	29%	**15%**	*	14%	31%	-	*	-	-	10%	*	14%	19%	15%	16%
	2022	27%	28%	**16%**	*	16%	6%	-	*	-	*	10%	*	16%	16%	15%	12%
End of Course Biology																	
At Approaches Grade Level or Above	2023	88%	88%	**90%**	*	90%	93%	-	*	-	-	68%	*	91%	89%	89%	85%
	2022	83%	86%	**88%**	*	88%	85%	-	100%	-	*	66%	80%	89%	86%	85%	81%
At Meets Grade Level or Above	2023	56%	55%	**60%**	*	60%	73%	-	*	-	-	32%	*	63%	51%	57%	46%
	2022	55%	57%	**57%**	*	57%	50%	-	100%	-	*	19%	80%	60%	43%	51%	41%
At Masters Grade Level	2023	21%	21%	**21%**	*	21%	33%	-	*	-	-	11%	*	23%	15%	19%	13%
	2022	21%	19%	**20%**	*	19%	10%	-	83%	-	*	8%	40%	21%	13%	16%	10%
End of Course U.S. History																	

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2023	94%	95%	**95%**	*	95%	100%	-	100%	-	-	83%	-	94%	98%	94%	92%
	2022	89%	92%	**93%**	-	94%	83%	-	100%	-	*	71%	*	93%	94%	91%	86%
At Meets Grade Level or Above	2023	70%	73%	**71%**	*	70%	79%	-	100%	-	-	54%	-	70%	76%	67%	53%
	2022	68%	71%	**68%**	-	69%	67%	-	67%	-	*	40%	*	69%	68%	65%	49%
At Masters Grade Level	2023	38%	42%	**37%**	*	36%	47%	-	83%	-	-	24%	-	37%	36%	33%	20%
	2022	42%	43%	**41%**	-	41%	58%	-	67%	-	*	18%	*	42%	38%	35%	24%
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2023	90%	90%	**85%**	-	86%	*	-	*	-	*	-	*	87%	74%	83%	38%
	2022	92%	93%	**94%**	*	93%	100%	-	100%	-	*	*	-	94%	80%	93%	*
At Meets Grade Level or Above	2023	61%	54%	**49%**	-	48%	*	-	*	-	*	-	*	53%	26%	37%	13%
	2022	64%	58%	**56%**	*	53%	67%	-	100%	-	*	*	-	57%	40%	51%	*
At Masters Grade Level	2023	12%	5%	**5%**	-	5%	*	-	*	-	*	-	*	5%	5%	5%	0%
	2022	13%	7%	**6%**	*	5%	0%	-	33%	-	*	*	-	6%	0%	7%	*
All Grades All Subjects																	
At Approaches Grade Level or Above	2023	76%	80%	**86%**	80%	86%	87%	-	100%	-	*	57%	67%	86%	84%	84%	80%
	2022	74%	79%	**83%**	90%	83%	76%	-	100%	-	100%	53%	70%	83%	80%	79%	72%
At Meets Grade Level or Above	2023	49%	55%	**59%**	40%	58%	66%	-	91%	-	*	28%	58%	60%	54%	55%	47%
	2022	48%	54%	**55%**	50%	55%	51%	-	91%	-	80%	22%	60%	56%	50%	51%	38%
At Masters Grade Level	2023	20%	24%	**19%**	0%	18%	26%	-	52%	-	*	10%	8%	19%	18%	16%	11%
	2022	23%	27%	**18%**	10%	18%	18%	-	66%	-	30%	11%	35%	18%	16%	15%	9%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2023	77%	82%	**81%**	*	80%	86%	-	100%	-	*	39%	60%	81%	79%	78%	72%
	2022	75%	80%	**74%**	80%	74%	62%	-	100%	-	*	35%	56%	76%	68%	70%	61%
At Meets Grade Level or Above	2023	53%	61%	**60%**	*	60%	69%	-	89%	-	*	21%	60%	62%	54%	55%	48%
	2022	53%	60%	**54%**	60%	53%	51%	-	92%	-	*	17%	44%	55%	50%	48%	33%
At Masters Grade Level	2023	20%	27%	**13%**	*	13%	11%	-	44%	-	*	7%	0%	13%	12%	9%	6%
	2022	25%	30%	**10%**	20%	9%	16%	-	67%	-	*	9%	22%	10%	9%	7%	2%
All Grades Mathematics																	
At Approaches Grade Level or Above	2023	75%	80%	**85%**	*	85%	69%	-	100%	-	*	72%	*	86%	80%	84%	88%
	2022	72%	78%	**86%**	*	86%	86%	-	100%	-	*	65%	*	86%	87%	84%	80%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2023	45%	51%	**43%**	*	42%	38%	-	100%	-	*	26%	*	43%	42%	40%	42%
	2022	42%	48%	**46%**	*	46%	41%	-	100%	-	*	21%	*	47%	40%	43%	40%
At Masters Grade Level	2023	19%	22%	**12%**	*	11%	25%	-	40%	-	*	10%	*	11%	16%	13%	15%
	2022	20%	25%	**14%**	*	14%	5%	-	50%	-	*	11%	*	14%	15%	14%	12%
All Grades Science																	
At Approaches Grade Level or Above	2023	77%	77%	**90%**	*	90%	93%	-	*	-	-	68%	*	91%	89%	89%	85%
	2022	76%	80%	**88%**	*	88%	85%	-	100%	-	*	66%	80%	88%	86%	86%	81%
At Meets Grade Level or Above	2023	47%	47%	**60%**	*	60%	73%	-	*	-	-	32%	*	63%	50%	57%	46%
	2022	47%	52%	**57%**	*	57%	50%	-	100%	-	*	19%	80%	60%	43%	51%	41%
At Masters Grade Level	2023	18%	18%	**21%**	*	21%	33%	-	*	-	-	11%	*	23%	16%	19%	13%
	2022	21%	23%	**20%**	*	19%	10%	-	83%	-	*	8%	40%	21%	13%	16%	10%
All Grades Social Studies																	
At Approaches Grade Level or Above	2023	78%	82%	**95%**	*	95%	100%	-	100%	-	-	83%	-	94%	98%	94%	92%
	2022	75%	80%	**93%**	-	94%	83%	-	100%	-	*	71%	*	93%	94%	91%	86%
At Meets Grade Level or Above	2023	52%	57%	**71%**	*	70%	79%	-	100%	-	-	54%	-	70%	76%	67%	53%
	2022	50%	54%	**68%**	-	69%	67%	-	67%	-	*	40%	*	69%	68%	65%	49%
At Masters Grade Level	2023	27%	32%	**37%**	*	36%	47%	-	83%	-	-	24%	-	37%	36%	33%	20%
	2022	30%	31%	**41%**	-	41%	58%	-	67%	-	*	18%	*	42%	38%	35%	24%

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

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress - Annual Growth by Grade and Subject																	
End of Course English I	2023	57%	53%	**55%**	-	55%	77%	-	*	-	-	35%	*	56%	53%	51%	55%
End of Course English II	2023	74%	76%	**81%**	*	81%	78%	-	83%	-	*	52%	-	80%	82%	79%	80%
End of Course Algebra I	2023	76%	72%	**73%**	-	73%	68%	-	*	-	-	73%	*	74%	68%	72%	81%
All Grades Both Subjects	2023	64%	67%	**69%**	*	69%	74%	-	67%	-	*	53%	80%	70%	67%	67%	71%
All Grades ELA/Reading	2023	63%	67%	**68%**	*	68%	77%	-	63%	-	*	43%	*	68%	67%	65%	67%
All Grades Mathematics	2023	66%	67%	**73%**	-	73%	68%	-	*	-	-	73%	*	74%	68%	72%	81%
School Progress - Accelerated Learning by Grade and Subject																	
End of Course English I	2023	26%	22%	**25%**	-	25%	-	-	-	-	-	4%	-	26%	23%	26%	30%
End of Course English II	2023	41%	47%	**51%**	-	51%	*	-	-	-	-	25%	-	49%	57%	46%	51%
End of Course Algebra I	2023	58%	54%	**63%**	-	64%	*	-	-	-	-	50%	-	63%	65%	58%	72%
All Grades Both Subjects	2023	38%	41%	**50%**	-	50%	*	-	-	-	-	28%	-	49%	52%	46%	52%
All Grades ELA/Reading	2023	35%	40%	**42%**	-	42%	*	-	-	-	-	16%	-	42%	44%	40%	43%
All Grades Mathematics	2023	40%	43%	**63%**	-	64%	*	-	-	-	-	50%	-	63%	65%	58%	72%

* 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	2023	76%	80%	**86%**	*	*	-	-	-	-	77%	*	77%	*	*	88%	76%	98%
	2022	74%	79%	**83%**	*	-	-	-	-	*	68%	90%	67%	-	40%	86%	68%	95%
At Meets Grade Level or Above	2023	49%	55%	**59%**	*	*	-	-	-	-	41%	*	41%	*	*	63%	41%	81%
	2022	48%	54%	**55%**	*	-	-	-	-	*	31%	80%	30%	-	0%	60%	30%	77%
At Masters Grade Level	2023	20%	24%	**19%**	*	*	-	-	-	-	8%	*	8%	*	*	21%	8%	33%
	2022	23%	27%	**18%**	*	-	-	-	-	*	6%	40%	6%	-	0%	20%	6%	30%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2023	77%	82%	**81%**	*	*	-	-	-	-	68%	*	68%	*	*	85%	67%	98%
	2022	75%	80%	**74%**	*	-	-	-	-	*	52%	*	52%	-	*	79%	52%	94%
At Meets Grade Level or Above	2023	53%	61%	**60%**	*	*	-	-	-	-	41%	*	41%	*	*	66%	41%	86%
	2022	53%	60%	**54%**	*	-	-	-	-	*	22%	*	21%	-	*	62%	22%	80%
At Masters Grade Level	2023	20%	27%	**13%**	*	*	-	-	-	-	3%	*	3%	*	*	16%	3%	26%
	2022	25%	30%	**10%**	*	-	-	-	-	*	0%	*	0%	-	*	12%	0%	17%
All Grades Mathematics																		
At Approaches Grade Level or Above	2023	75%	80%	**85%**	-	-	-	-	-	-	86%	*	86%	*	-	82%	86%	94%
	2022	72%	78%	**86%**	-	-	-	-	-	-	78%	*	78%	-	*	88%	79%	92%
At Meets Grade Level or Above	2023	45%	51%	**43%**	-	-	-	-	-	-	40%	*	41%	*	-	40%	40%	62%
	2022	42%	48%	**46%**	-	-	-	-	-	-	37%	*	37%	-	*	46%	36%	62%
At Masters Grade Level	2023	19%	22%	**12%**	-	-	-	-	-	-	13%	*	13%	*	-	10%	13%	18%
	2022	20%	25%	**14%**	-	-	-	-	-	-	10%	*	10%	-	*	15%	10%	19%
All Grades Science																		
At Approaches Grade Level or Above	2023	77%	77%	**90%**	-	-	-	-	-	-	82%	-	82%	-	-	93%	82%	100%
	2022	76%	80%	**88%**	*	-	-	-	-	*	77%	*	76%	-	*	91%	77%	98%
At Meets Grade Level or Above	2023	47%	47%	**60%**	-	-	-	-	-	-	41%	-	41%	-	-	66%	41%	86%
	2022	47%	52%	**57%**	*	-	-	-	-	*	32%	*	31%	-	*	63%	32%	79%
At Masters Grade Level	2023	18%	18%	**21%**	-	-	-	-	-	-	12%	-	12%	-	-	25%	12%	30%
	2022	21%	23%	**20%**	*	-	-	-	-	*	5%	*	4%	-	*	21%	4%	41%
All Grades Social Studies																		
At Approaches Grade Level or Above	2023	78%	82%	**95%**	-	-	-	-	-	-	89%	-	89%	*	*	96%	89%	98%
	2022	75%	80%	**93%**	-	-	-	-	-	-	86%	*	86%	-	-	95%	86%	98%
At Meets Grade Level or Above	2023	52%	57%	**71%**	-	-	-	-	-	-	44%	-	44%	*	*	77%	43%	83%
	2022	50%	54%	**68%**	-	-	-	129	-	-	45%	*	44%	-	-	73%	45%	81%

	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	2023	27%	32%	**37%**	-	-	-	-	-	-	10%	-	10%	*	*	40%	10%	52%
	2022	30%	31%	**41%**	-	-	-	-	-	-	21%	*	20%	-	-	45%	21%	53%
School Progress - Annual Growth																		
All Grades Both Subjects	2023	64%	67%	**69%**	*	*	-	-	-	-	71%	-	71%	-	-	68%	71%	72%
All Grades ELA/Reading	2023	63%	67%	**68%**	*	*	-	-	-	-	66%	-	66%	-	-	68%	66%	71%
All Grades Mathematics	2023	66%	67%	**73%**	-	-	-	-	-	-	80%	-	80%	-	-	66%	80%	85%
School Progress - Accelerated Learning																		
All Grades Both Subjects	2023	38%	41%	**50%**	-	-	-	-	-	-	51%	-	51%	-	-	45%	51%	100%
All Grades ELA/Reading	2023	35%	40%	**42%**	-	-	-	-	-	-	41%	-	41%	-	-	37%	41%	100%
All Grades Mathematics	2023	40%	43%	**63%**	-	-	-	-	-	-	72%	-	72%	-	-	56%	72%	-

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2023 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	**99%**	100%	99%	99%	-	100%	-	*	100%	93%	100%	98%	99%	99%
Included in Accountability	93%	93%	**89%**	83%	89%	93%	-	74%	-	*	92%	86%	93%	75%	89%	79%
Not Included in Accountability: Mobile	4%	3%	**3%**	17%	3%	3%	-	6%	-	*	4%	0%	2%	8%	3%	3%
Not Included in Accountability: Other Exclusions	2%	3%	**7%**	0%	7%	2%	-	19%	-	*	4%	7%	5%	14%	7%	17%
Not Tested	1%	0%	**1%**	0%	1%	1%	-	0%	-	*	0%	7%	0%	2%	1%	1%
Absent	1%	0%	**0%**	0%	0%	0%	-	0%	-	*	0%	0%	0%	1%	0%	0%
Other	0%	0%	**1%**	0%	1%	1%	-	0%	-	*	0%	7%	0%	2%	0%	0%
Reading																
Assessment Participant	99%	100%	**100%**	*	100%	100%	-	100%	-	*	100%	100%	100%	100%	100%	100%
Included in Accountability	92%	91%	**84%**	*	84%	92%	-	64%	-	*	87%	83%	88%	69%	83%	69%
Not Included in Accountability: Mobile	4%	3%	**3%**	*	3%	3%	-	7%	-	*	5%	0%	2%	8%	4%	3%
Not Included in Accountability: Other Exclusions	3%	6%	**13%**	*	13%	5%	-	29%	-	*	8%	17%	10%	22%	13%	27%
Not Tested	1%	0%	**0%**	*	0%	0%	-	0%	-	*	0%	0%	0%	0%	0%	0%
Absent	1%	0%	**0%**	*	0%	0%	-	0%	-	*	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	*	0%	0%	-	0%	-	*	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	100%	**98%**	*	98%	100%	-	100%	-	*	99%	*	99%	96%	99%	99%
Included in Accountability	94%	94%	**92%**	*	92%	94%	-	100%	-	*	96%	*	96%	80%	92%	87%
Not Included in Accountability: Mobile	5%	4%	**4%**	*	4%	6%	-	0%	-	*	3%	*	3%	8%	5%	6%
Not Included in Accountability: Other Exclusions	1%	2%	**2%**	*	2%	0%	-	0%	-	*	0%	*	0%	8%	2%	5%
Not Tested	1%	0%	**2%**	*	2%	0%	-	0%	-	*	1%	*	1%	4%	1%	1%
Absent	1%	0%	**0%**	*	0%	0%	-	0%	-	*	1%	*	0%	1%	0%	0%
Other	0%	0%	**1%**	*	2%	0%	-	0%	-	*	0%	*	1%	3%	1%	1%
Science																
Assessment Participant	99%	99%	**97%**	*	98%	94%	-	*	-	-	100%	80%	99%	94%	98%	98%
Included in Accountability	93%	95%	**93%**	*	93%	94%	-	*	-	-	98%	80%	97%	80%	93%	91%
Not Included in Accountability: Mobile	4%	3%	**3%**	*	3%	0%	-	*	-	-	2%	0%	1%	9%	3%	4%
Not Included in Accountability: Other Exclusions	1%	1%	**1%**	*	1%	0%	-	*	-	-	0%	0%	0%	5%	1%	3%
Not Tested	1%	1%	**3%**	*	2%	6%	-	*	-	-	0%	20%	1%	6%	2%	2%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	0%	**1%**	*	1%	0%	-	*	-	-	0%	0%	1%	0%	1%	1%
Other	0%	1%	**2%**	*	2%	6%	-	*	-	-	0%	20%	1%	6%	1%	2%
Social Studies																
Assessment Participant	99%	100%	**100%**	*	100%	100%	-	100%	-	-	100%	-	100%	98%	99%	99%
Included in Accountability	94%	96%	**96%**	*	96%	95%	-	75%	-	-	93%	-	99%	83%	97%	93%
Not Included in Accountability: Mobile	4%	3%	**2%**	*	2%	5%	-	0%	-	-	5%	-	1%	6%	1%	0%
Not Included in Accountability: Other Exclusions	1%	2%	**2%**	*	2%	0%	-	25%	-	-	2%	-	0%	9%	1%	6%
Not Tested	1%	0%	**0%**	*	0%	0%	-	0%	-	-	0%	-	0%	2%	1%	1%
Absent	1%	0%	**0%**	*	0%	0%	-	0%	-	-	0%	-	0%	2%	1%	1%
Other	0%	0%	**0%**	*	0%	0%	-	0%	-	-	0%	-	0%	0%	0%	0%
Accelerated Testers																
SAT/ACT Participant	93%	91%	**88%**	-	88%	*	-	*	-	*	-	*	95%	61%	89%	62%
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**98%**	100%	98%	98%	-	95%	-	100%	100%	91%	98%	98%	98%	100%
Included in Accountability	93%	92%	**90%**	77%	90%	94%	-	86%	-	100%	90%	87%	94%	75%	90%	83%
Not Included in Accountability: Mobile	5%	4%	**3%**	23%	3%	3%	-	5%	-	0%	5%	0%	1%	12%	2%	3%
Not Included in Accountability: Other Exclusions	1%	3%	**5%**	0%	5%	1%	-	3%	-	0%	5%	4%	3%	12%	6%	14%
Not Tested	1%	1%	**2%**	0%	2%	2%	-	5%	-	0%	0%	9%	2%	2%	2%	0%
Absent	1%	0%	**1%**	0%	1%	1%	-	0%	-	0%	0%	9%	1%	1%	1%	0%
Other	0%	1%	**1%**	0%	1%	1%	-	5%	-	0%	0%	0%	1%	1%	1%	0%
Reading																
Assessment Participant	99%	99%	**99%**	100%	99%	98%	-	100%	-	*	100%	100%	99%	99%	99%	100%
Included in Accountability	92%	90%	**85%**	83%	85%	90%	-	86%	-	*	85%	90%	90%	70%	86%	73%
Not Included in Accountability: Mobile	5%	4%	**3%**	17%	3%	5%	-	7%	-	*	5%	0%	2%	10%	2%	2%
Not Included in Accountability: Other Exclusions	2%	5%	**10%**	0%	10%	2%	-	7%	-	*	9%	10%	7%	19%	11%	24%
Not Tested	1%	1%	**1%**	0%	1%	2%	-	0%	-	*	0%	0%	1%	1%	1%	0%
Absent	1%	0%	**1%**	0%	1%	2%	-	0%	-	*	0%	0%	1%	1%	1%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	0%	-	*	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**98%**	*	98%	100%	132	-	100%	-	*	100%	*	98%	98%	97%	99%
Included in Accountability	93%	92%	**93%**	*	93%	96%	-	100%	-	*	91%	*	97%	79%	94%	92%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Mobile	5%	4%	**3%**	*	3%	4%	-	0%	-	*	7%	*	1%	14%	2%	3%
Not Included in Accountability: Other Exclusions	1%	2%	**1%**	*	1%	0%	-	0%	-	*	2%	*	0%	6%	1%	3%
Not Tested	1%	1%	**2%**	*	2%	0%	-	0%	-	*	0%	*	2%	2%	3%	1%
Absent	1%	0%	**1%**	*	1%	0%	-	0%	-	*	0%	*	1%	1%	1%	0%
Other	0%	1%	**2%**	*	2%	0%	-	0%	-	*	0%	*	2%	1%	2%	1%
Science																
Assessment Participant	98%	99%	**97%**	*	97%	95%	-	78%	-	*	100%	83%	97%	97%	97%	100%
Included in Accountability	93%	93%	**91%**	*	91%	95%	-	67%	-	*	93%	83%	95%	77%	93%	93%
Not Included in Accountability: Mobile	4%	4%	**4%**	*	4%	0%	-	11%	-	*	5%	0%	2%	15%	3%	4%
Not Included in Accountability: Other Exclusions	1%	2%	**1%**	*	1%	0%	-	0%	-	*	2%	0%	0%	5%	1%	3%
Not Tested	2%	1%	**3%**	*	3%	5%	-	22%	-	*	0%	17%	3%	3%	3%	0%
Absent	1%	0%	**0%**	*	0%	0%	-	0%	-	*	0%	17%	0%	1%	0%	0%
Other	0%	1%	**3%**	*	3%	5%	-	22%	-	*	0%	0%	3%	2%	3%	0%
Social Studies																
Assessment Participant	98%	99%	**100%**	-	100%	100%	-	100%	-	*	100%	*	100%	99%	100%	100%
Included in Accountability	94%	94%	**96%**	-	96%	100%	-	100%	-	*	96%	*	99%	85%	96%	94%
Not Included in Accountability: Mobile	4%	3%	**3%**	-	3%	0%	-	0%	-	*	1%	*	1%	10%	2%	2%
Not Included in Accountability: Other Exclusions	1%	2%	**1%**	-	1%	0%	-	0%	-	*	3%	*	0%	4%	1%	4%
Not Tested	2%	1%	**0%**	-	0%	0%	-	0%	-	*	0%	*	0%	1%	0%	0%
Absent	1%	0%	**0%**	-	0%	0%	-	0%	-	*	0%	*	0%	1%	0%	0%
Other	0%	0%	**0%**	-	0%	0%	-	0%	-	*	0%	*	0%	0%	0%	0%
Accelerated Testers																
SAT/ACT Participant	89%	80%	**80%**	*	79%	86%	-	75%	-	*	*	-	81%	56%	73%	57%

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2021-22	92.2%	92.1%	**91.1%**	*	91.0%	91.3%	-	97.1%	-	*	89.5%	90.2%	90.1%
2020-21	95.0%	97.3%	**98.5%**	96.1%	98.4%	98.9%	*	99.9%	*	*	99.0%	98.1%	98.1%
Chronic Absenteeism													
2021-22	25.7%	26.6%	**32.3%**	85.7%	32.3%	34.5%	-	9.7%	-	40.0%	44.0%	36.0%	36.6%
2020-21	15.0%	8.6%	**5.4%**	12.5%	5.6%	1.9%	*	0.0%	*	0.0%	3.3%	6.7%	7.0%
Annual Dropout Rate (Gr 7-8)													
2021-22	0.7%	0.1%	**-**	-	-	-	-	-	-	-	-	-	-
2020-21	0.9%	0.1%	**-**	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2021-22	2.2%	0.1%	**0.0%**	0.0%	0.0%	0.0%	-	0.0%	-	0.0%	0.4%	0.1%	0.0%
2020-21	2.4%	0.1%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.4%	0.1%	0.0%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	89.7%	99.1%	**99.6%**	*	99.5%	100.0%	-	100.0%	-	*	96.8%	99.3%	98.8%
Received TxCHSE	0.3%	0.1%	**0.0%**	*	0.0%	0.0%	-	0.0%	-	*	0.0%	0.0%	0.0%
Continued HS	3.5%	0.4%	**0.2%**	*	0.2%	0.0%	-	0.0%	-	*	0.0%	0.3%	0.0%
Dropped Out	6.4%	0.5%	**0.2%**	*	0.2%	0.0%	-	0.0%	-	*	3.2%	0.3%	1.2%
Graduates and TxCHSE	90.0%	99.1%	**99.6%**	*	99.5%	100.0%	-	100.0%	-	*	96.8%	99.3%	98.8%
Graduates, TxCHSE, and Continuers	93.6%	99.5%	**99.8%**	*	99.8%	100.0%	-	100.0%	-	*	96.8%	99.7%	98.8%
Class of 2021													
Graduated	90.0%	98.4%	**99.6%**	*	99.5%	100.0%	-	100.0%	-	*	98.1%	99.7%	98.4%
Received TxCHSE	0.3%	0.2%	**0.0%**	*	0.0%	0.0%	-	0.0%	-	*	0.0%	0.0%	0.0%
Continued HS	3.9%	0.6%	**0.4%**	*	0.5%	0.0%	-	0.0%	-	*	1.9%	0.3%	1.6%
Dropped Out	5.8%	0.9%	**0.0%**	*	0.0%	0.0%	-	0.0%	-	*	0.0%	0.0%	0.0%
Graduates and TxCHSE	90.3%	98.6%	**99.6%**	*	99.5%	100.0%	-	100.0%	-	*	98.1%	99.7%	98.4%
Graduates, TxCHSE, and Continuers	94.2%	99.1%	**100.0%**	*	100.0%	100.0%	-	100.0%	-	*	100.0%	100.0%	100.0%
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.2%	98.9%	**100.0%**	*	100.0%	100.0%	-	100.0%	-	*	100.0%	100.0%	100.0%
Received TxCHSE	0.4%	0.2%	**0.0%**	*	0.0%	0.0%	-	0.0%	-	*	0.0%	0.0%	0.0%
Continued HS	1.0%	0.1%	**0.0%**	*	0.0%	0.0%	-	0.0%	-	*	0.0%	0.0%	0.0%
Dropped Out	6.3%	0.7%	**0.0%**	*	0.0%	0.0%	-	0.0%	-	*	0.0%	0.0%	0.0%
Graduates and TxCHSE	92.7%	99.2%	**100.0%**	*	100.0%	100.0%	-	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	93.7%	99.3%	**100.0%**	*	100.0%	100.0%	-	100.0%	-	*	100.0%	100.0%	100.0%
Class of 2020													
Graduated	92.2%	98.9%	**99.1%**	*	99.1%	100.0%	-	100.0%	-	*	94.6%	98.7%	97.0%
Received TxCHSE	0.5%	0.0%	**0.0%**	*	0.0%	0.0%	-	0.0%	-	*	0.0%	0.0%	0.0%
Continued HS	1.1%	0.1%	**0.0%**	*	0.0%	0.0%	-	0.0%	-	*	0.0%	0.0%	0.0%
Dropped Out	6.2%	1.1%	**0.9%**	*	0.9%	0.0%	-	0.0%	-	*	5.4%	1.3%	3.0%
Graduates and TxCHSE	92.7%	98.9%	**99.1%**	*	99.1%	100.0%	-	100.0%	-	*	94.6%	98.7%	97.0%
Graduates, TxCHSE, and Continuers	93.8%	98.9%	**99.1%**	*	99.1%	100.0%	-	100.0%	-	*	94.6%	98.7%	97.0%
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.7%	98.9%	**99.1%**	*	99.1%	100.0%	-	100.0%	-	*	94.9%	98.7%	97.0%
Received TxCHSE	0.5%	0.0%	**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%	0.0%
Dropped Out	6.2%	1.1%	**0.9%**	*	0.9%	0.0%	-	0.0%	-	*	5.1%	1.3%	3.0%
Graduates and TxCHSE	93.2%	98.9%	**99.1%**	*	99.1%	100.0%	-	100.0%	-	*	94.9%	98.7%	97.0%
Graduates, TxCHSE, and Continuers	93.8%	98.9%	**99.1%**	*	99.1%	100.0%	-	100.0%	-	*	94.9%	98.7%	97.0%
Class of 2019													
Graduated	92.6%	98.3%	**98.7%**	*	98.7%	100.0%	-	100.0%	*	-	94.3%	98.0%	98.7%
Received TxCHSE	0.6%	0.1%	**0.0%**	*	0.0%	0.0%	-	0.0%	*	-	0.0%	0.0%	0.0%
Continued HS	0.6%	0.0%	**0.0%**	*	0.0%	0.0%	-	0.0%	*	-	0.0%	0.0%	0.0%
Dropped Out	6.2%	1.5%	**1.3%**	*	1.3%	0.0%	-	0.0%	*	-	5.7%	2.0%	1.3%
Graduates and TxCHSE	93.2%	98.5%	**98.7%**	*	98.7%	100.0%	-	100.0%	*	-	94.3%	98.0%	98.7%
Graduates, TxCHSE, and Continuers	93.8%	98.5%	**98.7%**	*	98.7%	100.0%	-	100.0%	*	-	94.3%	98.0%	98.7%
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2022	89.7%	97.4%	**97.4%**	*	97.2%	100.0%	-	100.0%	-	*	73.2%	96.1%	98.8%
Class of 2021	90.0%	96.8%	**98.7%**	*	98.6%	100.0%	-	100.0%	-	*	91.2%	98.3%	96.8%
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2022	59.5%	-	**-**	-	-	-	-	-	-	-	-	-	-
Class of 2021	87.5%	-	**-**	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2022	3.7%	0.1%	**0.0%**	*	0.0%	0.0%	-	0.0%	-	*	0.0%	0.0%	0.0%
Class of 2021	3.8%	0.2%	**0.0%**	*	0.0%	0.0%	-	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 2022	84.3%	99.4%	**100.0%**	*	100.0%	100.0%	-	100.0%	-	*	100.0%	100.0%	100.0%
Class of 2021	81.9%	97.0%	**100.0%**	*	100.0%	100.0%	-	100.0%	-	*	100.0%	100.0%	100.0%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2022	88.0%	99.6%	**100.0%**	*	100.0%	100.0%	-	100.0%	-	*	100.0%	100.0%	100.0%
Class of 2021	85.7%	97.2%	**100.0%**	*	100.0%	100.0%	-	100.0%	-	*	100.0%	100.0%	100.0%
RHSP/DAP Graduates (Annual Rate)													
2021-22	23.6%	-	**-**	-	-	-	-	-	-	-	-	-	-
2020-21	43.8%	-	**-**	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2021-22	3.9%	0.1%	**0.2%**	*	0.2%	0.0%	-	0.0%	-	*	3.1%	0.3%	0.0%
2020-21	3.8%	0.3%	**0.0%**	*	0.0%	0.0%	-	0.0%	-	*	0.0%	0.0%	0.0%
FHSP-DLA Graduates (Annual Rate)													
2021-22	82.3%	98.7%	**99.8%**	*	99.8%	100.0%	-	100.0%	-	*	96.9%	99.7%	100.0%
2020-21	80.4%	96.4%	**100.0%**	*	100.0%	100.0%	-	100.0%	-	*	100.0%	100.0%	100.0%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2021-22	86.0%	98.7%	**100.0%**	*	100.0%	100.0%	-	100.0%	-	*	100.0%	100.0%	100.0%
2020-21	84.1%	96.7%	**100.0%**	*	100.0%	100.0%	-	100.0%	-	*	100.0%	100.0%	100.0%

	Campus Count	Campus Percent	District Count	State Count
Graduates (2021-22 Annual Graduates)				
Total Graduates	443	100.0%	1,578	368,686
By Ethnicity:				
African American	2	0.5%	6	45,227
Hispanic	419	94.6%	1,475	191,125
White	12	2.7%	63	103,171
American Indian	0	0.0%	2	1,159
Asian	9	2.0%	24	18,794
Pacific Islander	0	0.0%	0	569
Two or More Races	1	0.2%	8	8,641
By Graduation Type:				
Minimum H.S. Program	0	0.0%	0	433
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	0	134
Foundation H.S. Program (No Endorsement)	0	0.0%	20	51,023
Foundation H.S. Program (Endorsement)	1	0.2%	1	14,179
Foundation H.S. Program (DLA)	442	99.8%	1,557	302,917
Special Education Graduates	32	7.2%	121	32,447
Economically Disadvantaged Graduates	293	66.1%	1,047	194,571
Emergent Bilingual (EB)/English Learner (EL) Graduates	72	16.3%	259	40,398
At-Risk Graduates	180	40.6%	755	159,689

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)													
2021-22	70.0%	86.2%	**98.9%**	*	98.8%	100.0%	-	100.0%	-	*	100.0%	99.3%	97.2%
2020-21	65.2%	69.6%	**70.5%**	*	70.3%	60.0%	-	100.0%	-	*	100.0%	66.1%	61.6%
College Ready Graduates													
College Ready (Annual Graduates)													
2021-22	52.9%	56.6%	**65.0%**	*	64.4%	66.7%	-	88.9%	-	*	15.6%	60.1%	43.1%
2020-21	52.7%	55.6%	**51.9%**	*	50.9%	60.0%	-	100.0%	-	*	6.6%	45.7%	43.8%
TSI Criteria Graduates in English Language Arts (Annual Graduates)													
2021-22	57.1%	60.6%	**70.0%**	*	69.5%	66.7%	-	88.9%	-	*	15.6%	63.5%	41.7%
2020-21	56.1%	58.8%	**49.8%**	*	48.9%	50.0%	-	100.0%	-	*	8.2%	44.4%	16.4%
TSI Criteria Graduates in Mathematics (Annual Graduates)													
2021-22	48.2%	51.0%	**62.8%**	*	62.3%	58.3%	-	88.9%	-	*	25.0%	58.4%	31.9%
2020-21	45.7%	45.5%	**36.2%**	*	34.7%	50.0%	-	100.0%	-	*	3.3%	31.3%	16.4%
TSI Criteria Graduates in Both Subjects (Annual Graduates)													
2021-22	42.2%	46.2%	**59.1%**	*	58.5%	58.3%	-	88.9%	-	*	15.6%	53.6%	27.8%
2020-21	40.4%	42.5%	**33.4%**	*	31.8%	50.0%	-	100.0%	-	*	3.3%	28.6%	12.3%
AP / IB Met Criteria in Any Subject (Annual Graduates)													
2021-22	20.5%	29.5%	**28.2%**	*	27.0%	41.7%	-	66.7%	-	*	9.4%	23.5%	22.2%
2020-21	21.3%	34.9%	**31.9%**	*	30.9%	20.0%	-	100.0%	-	*	3.3%	28.6%	32.9%
Associate Degree (Annual Graduates)													
2021-22	2.4%	3.6%	**1.4%**	*	1.4%	0.0%	-	0.0%	-	*	0.0%	1.0%	0.0%
2020-21	2.6%	5.8%	**1.3%**	*	1.4%	0.0%	-	0.0%	-	*	0.0%	1.3%	0.0%
Dual Course Credits in Any Subject (Annual Graduates)													
2021-22	24.0%	22.6%	**17.4%**	*	16.5%	25.0%	-	44.4%	-	*	6.3%	13.7%	6.9%
2020-21	25.9%	27.6%	**27.8%**	*	27.5%	30.0%	-	42.9%	-	*	1.6%	22.4%	12.3%
Onramps Course Credits (Annual Graduates)													
2021-22	4.4%	8.3%	**7.2%**	*	7.2%	8.3%	-	11.1%	-	*	3.1%	5.1%	2.8%
2020-21	4.4%	7.6%	**11.9%**	*	11.7%	0.0%	-	28.6%	-	*	0.0%	9.2%	1.4%
Career / Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2021-22	33.5%	64.4%	**88.0%**	*	87.8%	91.7%	-	100.0%	-	*	100.0%	89.1%	88.9%
2020-21	24.2%	25.0%	**35.1%**	*	35.8%	30.0%	-	14.3%	-	*	100.0%	36.2%	35.6%
Approved Industry-Based Certification (Annual Graduates)													
2021-22	28.0%	60.2%	**85.1%**	*	85.2%	83.3%	-	88.9%	-	*	62.5%	86.0%	83.3%

Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
2020-21	18.4%	16.5%	**21.8%**	*	22.1%	20.0%	-	14.3%	-	*	11.5%	21.1%	23.3%
Graduates with Level I or Level II Certificate (Annual Graduates)													
2021-22	0.7%	0.1%	**0.0%**	*	0.0%	0.0%	-	0.0%	-	*	0.0%	0.0%	0.0%
2020-21	0.7%	0.7%	**2.2%**	*	2.0%	10.0%	-	0.0%	-	*	0.0%	1.6%	1.4%
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2021-22	2.5%	1.7%	**1.6%**	*	1.2%	8.3%	-	11.1%	-	*	18.8%	1.0%	0.0%
2020-21	2.4%	0.7%	**0.6%**	*	0.7%	0.0%	-	0.0%	-	*	4.9%	0.7%	0.0%
Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)													
2021-22	5.0%	6.8%	**7.2%**	*	6.7%	16.7%	-	22.2%	-	*	100.0%	8.9%	11.1%
2020-21	4.4%	8.7%	**13.1%**	*	13.7%	0.0%	-	0.0%	-	*	100.0%	14.5%	13.7%

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
TSIA Results (Graduates >= Criterion) (Annual Graduates)														
Reading	2021-22	22.8%	37.3%	**45.8%**	*	45.1%	50.0%	-	66.7%	-	*	12.5%	38.9%	19.4%
	2020-21	25.9%	27.5%	**20.0%**	*	19.6%	30.0%	-	28.6%	-	*	4.9%	19.7%	11.0%
Mathematics	2021-22	18.7%	34.8%	**37.0%**	*	37.0%	16.7%	-	66.7%	-	*	21.9%	33.8%	18.1%
	2020-21	19.4%	28.5%	**21.6%**	*	21.4%	30.0%	-	14.3%	-	*	3.3%	19.4%	15.1%
Both Subjects	2021-22	12.6%	25.9%	**31.2%**	*	30.8%	16.7%	-	66.7%	-	*	12.5%	27.0%	11.1%
	2020-21	14.4%	19.2%	**13.6%**	*	13.1%	30.0%	-	14.3%	-	*	3.3%	12.8%	9.6%
Completed and Received Credit for College Prep Courses (Annual Graduates)														
English Language Arts	2021-22	11.7%	8.1%	**21.9%**	*	23.2%	0.0%	-	0.0%	-	*	3.1%	24.2%	22.2%
	2020-21	8.6%	2.6%	**0.0%**	*	0.0%	0.0%	-	0.0%	-	*	0.0%	0.0%	0.0%
Mathematics	2021-22	14.0%	7.4%	**19.6%**	*	20.8%	0.0%	-	0.0%	-	*	3.1%	20.8%	16.7%
	2020-21	10.3%	2.9%	**0.0%**	*	0.0%	0.0%	-	0.0%	-	*	0.0%	0.0%	0.0%
Both Subjects	2021-22	7.5%	5.5%	**18.3%**	*	19.3%	0.0%	-	0.0%	-	*	3.1%	19.8%	16.7%
	2020-21	4.9%	0.8%	**0.0%**	*	0.0%	0.0%	-	0.0%	-	*	0.0%	0.0%	0.0%
AP/IB Results (Participation) (Grades 11-12)														
All Subjects	2022	23.0%	41.4%	**37.1%**	*	36.0%	52.2%	-	75.0%	-	*	7.6%	30.9%	20.9%
	2021	21.1%	39.1%	**34.9%**	*	33.5%	45.0%	-	93.8%	-	*	7.6%	28.3%	15.6%
English Language Arts	2022	13.2%	27.6%	**23.0%**	*	22.0%	34.8%	-	56.3%	-	*	4.8%	18.4%	5.3%
	2021	12.1%	26.6%	**20.2%**	*	19.1%	20.0%	-	75.0%	-	*	2.5%	13.7%	3.4%
Mathematics	2022	6.9%	11.8%	**10.0%**	*	9.1%	13.0%	-	50.0%	-	*	3.8%	7.7%	3.2%
	2021	6.1%	10.0%	**8.0%**	*	7.0%	15.0%	-	56.3%	-	*	0.8%	5.8%	0.6%
Science	2022	9.6%	12.2%	**5.1%**	*	4.4%	13.0%	-	25.0%	-	*	1.0%	3.3%	1.1%
	2021	8.7%	17.9%	**12.9%**	*	11.8%	25.0%	-	62.5%	-	*	5.0%	10.1%	3.4%
Social Studies	2022	12.5%	24.7%	**25.6%**	*	24.2%	39.1%	-	75.0%	-	*	2.9%	19.5%	7.5%
	2021	11.6%	20.6%	**23.4%**	*	21.9%	35.0%	-	81.3%	-	*	2.5%	17.5%	3.9%
AP/IB Results (Examinees >= Criterion) (Grades 11-12)														
All Subjects	2022	53.3%	47.2%	**44.6%**	-	43.2%	50.0%	-	66.7%	-	*	37.5%	40.5%	51.3%
	2021	48.6%	34.2%	**35.6%**	*	34.9%	22.2%	-	60.0%	-	*	22.2%	35.0%	42.9%
English Language Arts	2022	53.2%	40.9%	**42.4%**	-	40.9%	37.5%	-	66.7%	-	*	60.0%	36.9%	20.0%
	2021	42.7%	23.4%	**24.4%**	*	22.5%	*	-	50.0%	-	*	*	19.5%	0.0%
Mathematics	2022	50.4%	31.3%	**44.7%**	-	40.2%	*	-	75.0%	-	*	*	35.3%	16.7%
	2021	49.4%	33.6%	**52.6%**	*	50.8%	*	-	55.6%	-	-	*	45.9%	*
Science	2022	44.7%	36.7%	**62.5%**	-	55.0%	*	-	*	-	*	*	59.1%	*
	2021	41.4%	18.9%	**21.4%**	*	18.2%	20.0%	-	50.0%	-	-	16.7%	17.2%	0.0%

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Social Studies	2022	41.9%	27.1%	**31.1%**	-	28.9%	44.4%	-	50.0%	-	*	*	27.9%	14.3%
	2021	42.2%	26.4%	**28.5%**	*	27.5%	14.3%	-	53.8%	-	*	*	26.1%	0.0%
SAT/ACT Results (Annual Graduates)														
Tested	2021-22	71.5%	68.3%	**72.0%**	*	71.6%	66.7%	-	88.9%	-	*	28.6%	65.8%	62.5%
	2020-21	70.8%	93.6%	**100.0%**	*	100.0%	90.0%	-	100.0%	-	*	80.3%	100.0%	100.0%
At/Above Criterion for All Examinees	2021-22	32.1%	26.9%	**25.4%**	*	22.3%	62.5%	-	100.0%	-	*	30.0%	18.0%	0.0%
	2020-21	32.9%	22.9%	**18.9%**	*	16.8%	44.4%	-	88.9%	-	*	0.0%	15.4%	0.0%
Average SAT Score (Annual Graduates)														
All Subjects	2021-22	1001	983	**979**	*	964	1184	-	1281	-	*	905	942	841
	2020-21	1002	942	**921**	990	915	969	-	1144	-	1110	767	902	811
English Language Arts and Writing	2021-22	506	500	**497**	*	490	619	-	615	-	*	440	477	415
	2020-21	504	477	**466**	470	463	478	-	568	-	520	388	456	402
Mathematics	2021-22	496	483	**482**	*	475	565	-	666	-	*	465	466	425
	2020-21	498	466	**455**	520	452	491	-	576	-	590	379	445	409
Average ACT Score (Annual Graduates)														
All Subjects	2021-22	19.5	22.5	**21.5**	-	19.8	*	-	*	-	*	-	19.9	*
	2020-21	20.0	22.5	**22.7**	-	22.3	-	-	26.0	-	-	-	22.4	16.0
English Language Arts	2021-22	19.2	23.0	**21.8**	-	20.1	*	-	*	-	*	-	19.6	*
	2020-21	19.6	22.6	**23.0**	-	22.5	-	-	27.1	-	-	-	22.6	13.5
Mathematics	2021-22	19.3	21.0	**20.3**	-	18.9	*	-	*	-	*	-	19.3	*
	2020-21	19.9	22.0	**21.9**	-	21.6	-	-	24.8	-	-	-	22.2	17.0
Science	2021-22	19.8	22.4	**21.6**	-	19.8	*	-	*	-	*	-	20.7	*
	2020-21	20.3	22.2	**22.3**	-	22.0	-	-	25.0	-	-	-	21.2	19.5

	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	2021-22	44.2%	45.3%	**41.9%**	20.0%	41.5%	42.6%	-	72.4%	-	*	16.2%	37.2%	25.5%
	2020-21	42.5%	45.3%	**40.9%**	25.0%	40.2%	42.0%	*	89.3%	*	80.0%	14.6%	36.0%	22.5%
English Language Arts	2021-22	16.6%	14.7%	**14.0%**	0.0%	13.6%	15.1%	-	40.7%	-	*	2.5%	10.5%	2.1%
	2020-21	16.3%	15.0%	**12.5%**	14.3%	11.9%	12.2%	*	50.0%	*	*	1.7%	8.7%	1.8%
Mathematics	2021-22	19.9%	17.9%	**13.9%**	*	13.8%	10.2%	-	42.1%	-	*	3.0%	12.2%	5.8%
	2020-21	19.3%	16.3%	**17.6%**	0.0%	17.2%	15.6%	*	57.1%	*	*	6.3%	15.8%	7.7%
Science	2021-22	21.1%	25.0%	**25.0%**	20.0%	24.6%	26.4%	-	44.4%	-	*	10.1%	21.9%	15.1%
	2020-21	20.6%	24.7%	**20.7%**	14.3%	20.2%	22.4%	*	53.6%	*	*	6.8%	18.0%	10.5%
Social Studies	2021-22	22.8%	22.9%	**19.8%**	0.0%	19.0%	22.2%	-	65.5%	-	*	2.5%	15.3%	4.5%
	2020-21	22.8%	25.3%	**23.0%**	12.5%	21.8%	26.5%	*	85.7%	*	80.0%	3.7%	17.6%	4.7%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2020-21	46.7%	60.9%	**63.4%**	*	62.4%	80.0%	-	100.0%	-	*	32.8%	57.6%	39.7%
	2019-20	46.1%	54.8%	**56.2%**	*	56.4%	40.0%	-	57.1%	-	-	26.2%	50.3%	35.1%
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course														
	2020-21	-	-	**-**	-	-	-	-	-	-	-	-	-	-
	2019-20	-	-	**-**	-	-	-	-	-	-	-	-	-	-

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Total Students	1,944	100.0%	20,343	5,504,150	1,944	100.0%	20,399	5,518,432
Students by Grade:								
Early Childhood Education	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.5%
Pre-Kindergarten	0	0.0%	5.4%	4.4%	0	0.0%	5.5%	4.4%
Pre-Kindergarten: 3-year Old	0	0.0%	1.4%	0.7%	0	0.0%	1.5%	0.7%
Pre-Kindergarten: 4-year Old	0	0.0%	4.0%	3.7%	0	0.0%	4.1%	3.7%
Kindergarten	0	0.0%	5.8%	6.7%	0	0.0%	5.8%	6.7%
Grade 1	0	0.0%	6.5%	7.2%	0	0.0%	6.5%	7.2%
Grade 2	0	0.0%	6.5%	7.2%	0	0.0%	6.5%	7.2%
Grade 3	0	0.0%	6.4%	7.2%	0	0.0%	6.4%	7.1%
Grade 4	0	0.0%	6.6%	7.2%	0	0.0%	6.6%	7.1%
Grade 5	0	0.0%	7.3%	7.2%	0	0.0%	7.3%	7.2%
Grade 6	0	0.0%	7.3%	7.3%	0	0.0%	7.3%	7.2%
Grade 7	0	0.0%	7.4%	7.4%	0	0.0%	7.4%	7.4%
Grade 8	0	0.0%	7.7%	7.7%	0	0.0%	7.6%	7.7%
Grade 9	533	27.4%	9.0%	8.7%	533	27.4%	9.0%	8.7%
Grade 10	522	26.9%	9.2%	7.9%	522	26.9%	9.2%	7.9%
Grade 11	427	22.0%	7.6%	7.0%	427	22.0%	7.6%	7.0%
Grade 12	462	23.8%	7.1%	6.6%	462	23.8%	7.1%	6.6%
Ethnic Distribution:								
African American	3	0.2%	0.4%	12.8%	3	0.2%	0.4%	12.8%
Hispanic	1,855	95.4%	93.6%	53.0%	1,855	95.4%	93.5%	52.9%
White	59	3.0%	4.4%	25.6%	59	3.0%	4.5%	25.7%
American Indian	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Asian	24	1.2%	1.2%	5.1%	24	1.2%	1.2%	5.1%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	3	0.2%	0.4%	3.0%	3	0.2%	0.4%	3.0%
Sex:								
Female	928	47.7%	48.4%	48.8%	928	47.7%	48.4%	48.8%
Male	1,016	52.3%	51.6%	51.2%	1,016	52.3%	51.6%	51.2%
Economically Disadvantaged	1,436	73.9%	72.6%	62.1%	1,436	73.9%	72.5%	62.0%
Non-Educationally Disadvantaged	508	26.1%	27.4%	37.9%	508	26.1%	27.5%	38.0%
Section 504 Students	218	11.2%	10.0%	7.4%	218	11.2%	10.0%	7.4%
EB Students/EL	476	24.5%	36.0%	23.1%	476	24.5%	36.0%	23.0%
Students w/ Disciplinary Placements (2021-22)	90	4.3%	1.8%	1.5%				

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Students w/ Dyslexia	127	6.5%	8.8%	5.5%	127	6.5%	8.8%	5.5%
Foster Care	3	0.2%	0.1%	0.2%	3	0.2%	0.1%	0.2%
Homeless	26	1.3%	1.4%	1.3%	26	1.3%	1.4%	1.3%
Immigrant	48	2.5%	2.4%	2.2%	48	2.5%	2.4%	2.2%
Migrant	40	2.1%	1.8%	0.3%	40	2.1%	1.8%	0.3%
Title I	1,944	100.0%	95.8%	64.6%	1,944	100.0%	95.7%	64.6%
Military Connected	6	0.3%	0.4%	3.6%	6	0.3%	0.4%	3.6%
At-Risk	1,140	58.6%	59.1%	53.3%	1,140	58.6%	59.0%	53.3%
Students by Instructional Program:								
Bilingual/ESL Education	474	24.4%	38.3%	23.2%	474	24.4%	38.3%	23.2%
Career and Technical Education	1,680	86.4%	34.6%	26.5%				
Career and Technical Education (9-12 grades only)	1,680	86.4%	83.9%	72.3%				
Gifted and Talented Education	184	9.5%	11.5%	8.2%	184	9.5%	11.5%	8.2%
Special Education	243	12.5%	14.2%	12.6%	243	12.5%	14.3%	12.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	243							
By Type of Primary Disability Students with Intellectual Disabilities	140	57.6%	48.5%	44.1%				
Students with Physical Disabilities	11	4.5%	18.4%	20.0%				
Students with Autism	37	15.2%	15.4%	15.5%				
Students with Behavioral Disabilities	55	22.6%	16.5%	18.8%				
Students with Non-Categorical Early Childhood	0	0.0%	1.2%	1.6%				
Mobility (2021-22):								
Total Mobile Students	297	14.1%	15.8%	16.8%				
By Ethnicity: African American	2	0.1%	0.1%	3.3%				
Hispanic	284	13.5%	14.9%	8.7%				
White	5	0.2%	0.5%	3.4%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	5	0.2%	0.1%	0.7%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	1	0.0%	0.1%	0.6%				
Count and Percent of Special Ed Students who are Mobile	33	13.9%	16.1%	18.6%				
Count and Percent of EB Students/EL who are Mobile	102	20.6%	18.4%	17.1%				
Count and Percent of Econ Dis Students who are Mobile	232	15.0%	17.4%	18.7%				
Student Attrition (2021-22):	144							
Total Student Attrition	236	15.2%	16.4%	18.1%				

	--Non-Special Education Rates--			---Special Education Rates---		
Student Information	**Campus**	**District**	**State**	**Campus**	**District**	**State**
Retention Rates by Grade:						
Kindergarten	-	2.1%	1.5%	-	3.3%	4.5%
Grade 1	-	4.0%	2.5%	-	5.2%	3.6%
Grade 2	-	2.3%	1.6%	-	3.3%	2.0%
Grade 3	-	0.9%	0.8%	-	0.8%	0.9%
Grade 4	-	0.1%	0.5%	-	0.0%	0.5%
Grade 5	-	0.1%	0.3%	-	0.0%	0.4%
Grade 6	-	0.4%	0.3%	-	0.0%	0.4%
Grade 7	-	0.4%	0.4%	-	0.0%	0.5%
Grade 8	-	0.4%	0.4%	-	0.5%	0.5%
Grade 9	10.5%	10.8%	8.7%	18.5%	16.8%	12.6%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	-	18.0	18.7
Grade 1	-	17.3	19.1
Grade 2	-	18.2	19.1
Grade 3	-	17.7	19.3
Grade 4	-	18.3	19.4
Grade 5	-	20.0	20.8
Grade 6	-	21.5	19.2
Secondary:			
English/Language Arts	16.3	15.0	16.2
Foreign Languages	19.7	17.1	18.8
Mathematics	22.9	18.0	17.5
Science	22.2	19.0	18.5
Social Studies	23.8	19.0	18.9

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Total Staff	198.7	100.0%	100.0%	100.0%
Professional Staff:	175.0	88.1%	61.1%	64.1%
Teachers	139.5	70.2%	44.6%	48.7%
Professional Support	30.5	15.4%	12.2%	10.9%
Campus Administration (School Leadership)	5.0	2.5%	3.2%	3.3%
Educational Aides:	23.7	11.9%	12.4%	11.3%
Librarians and Counselors (Headcount):				
Full-time Librarians	2.0	n/a	29.0	4,258.0
Part-time Librarians	0.0	n/a	0.0	646.0
Full-time Counselors	11.0	n/a	76.0	13,815.0
Part-time Counselors	2.0	n/a	2.0	1,240.0
Total Minority Staff:	188.3	94.8%	92.7%	53.2%
Teachers by Ethnicity:				
African American	1.0	0.7%	0.6%	11.8%
Hispanic	129.6	92.9%	88.2%	29.6%
White	6.0	4.3%	9.8%	54.9%
American Indian	0.0	0.0%	0.0%	0.3%
Asian	2.9	2.1%	0.9%	2.0%
Pacific Islander	0.0	0.0%	0.1%	0.1%
Two or More Races	0.0	0.0%	0.4%	1.2%
Teachers by Sex:				
Males	74.1	53.2%	29.3%	24.4%
Females	65.3	46.8%	70.7%	75.6%
Teachers by Highest Degree Held:				
No Degree	0.9	0.6%	0.7%	2.0%
Bachelors	111.0	79.6%	79.5%	72.2%
Masters	27.6	19.8%	19.7%	25.0%
Doctorate	0.0	0.0%	0.1%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	3.0	2.2%	3.9%	9.7%
1-5 Years Experience	35.6	25.5%	19.0%	26.3%
6-10 Years Experience	34.9	25.0%	22.9%	20.5%
11-20 Years Experience	31.8	22.8%	34.2%	27.2%
21-30 Years Experience	29.6	21.2%	15.4%	13.3%
Over 30 Years Experience	4.6	3.3%	4.7%	2.9%

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Staff Information	**Count/Average**	**Percent**	**District**	**State**
Number of Students per Teacher	13.9	n/a	13.6	14.8

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	9.0	6.6	6.1
Average Years Experience of Principals with District	9.0	6.6	5.3
Average Years Experience of Assistant Principals	10.8	6.1	5.2
Average Years Experience of Assistant Principals with District	7.3	5.3	4.4
Average Years Experience of Teachers:	12.8	13.5	11.0
Average Years Experience of Teachers with District:	9.6	10.3	6.9
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$53,545	$50,549	$53,300
1-5 Years Experience	$54,512	$53,264	$56,516
6-10 Years Experience	$57,665	$56,886	$59,732
11-20 Years Experience	$60,598	$60,642	$63,389
21-30 Years Experience	$66,539	$66,288	$67,876
Over 30 Years Experience	$75,746	$73,268	$72,560
Average Actual Salaries (regular duties only):			
Teachers	$59,921	$59,446	$60,717
Professional Support	$66,770	$67,588	$72,022
Campus Administration (School Leadership)	$90,513	$76,926	$85,167
Instructional Staff Percent:	n/a	63.8%	65.1%
Contracted Instructional Staff (not incl. above):	0.0	1.5	2,105.4

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Program Information	**Count**	**Percent**	**District**	**State**
Teachers by Program (population served):				
Bilingual/ESL Education	1.5	1.1%	6.4%	5.9%
Career and Technical Education	24.6	17.6%	6.3%	5.4%
Compensatory Education	6.3	4.5%	3.1%	3.2%
Gifted and Talented Education	0.0	0.0%	1.4%	1.7%
Regular Education	88.7	63.6%	66.7%	70.6%
Special Education	147.6	4.0%	8.9%	9.7%
Other	12.8	9.2%	7.2%	3.5%

- 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.

2022-23 Texas Academic Performance Report (TAPR)

District Name: MCALLEN ISD

Campus Name: LAMAR ACADEMY

Campus Number: 108906007

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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	2023	72%	77%	**56%**	-	56%	-	-	-	-	-	-	-	57%	*	56%	*
	2022	65%	73%	**55%**	-	50%	*	-	-	-	-	*	-	44%	*	50%	50%
At Meets Grade Level or Above	2023	52%	58%	**56%**	-	56%	-	-	-	-	-	-	-	57%	*	56%	*
	2022	47%	55%	**27%**	-	25%	*	-	-	-	-	*	-	11%	*	25%	13%
At Masters Grade Level	2023	13%	17%	**0%**	-	0%	-	-	-	-	-	-	-	0%	*	0%	*
	2022	11%	16%	**9%**	-	0%	*	-	-	-	-	*	-	0%	*	0%	0%
End of Course English II																	
At Approaches Grade Level or Above	2023	74%	80%	**89%**	-	89%	*	-	-	-	-	*	-	88%	*	88%	78%
	2022	72%	78%	**89%**	-	88%	*	-	-	-	-	-	-	94%	*	88%	80%
At Meets Grade Level or Above	2023	54%	64%	**58%**	-	56%	*	-	-	-	-	*	-	63%	*	53%	33%
	2022	55%	61%	**58%**	-	53%	*	-	-	-	-	-	-	56%	*	56%	60%
At Masters Grade Level	2023	9%	12%	**0%**	-	0%	*	-	-	-	-	*	-	0%	*	0%	0%
	2022	9%	12%	**11%**	-	6%	*	-	-	-	-	-	-	6%	*	0%	0%
End of Course Algebra I																	
At Approaches Grade Level or Above	2023	79%	84%	**67%**	-	67%	-	-	-	-	-	-	-	60%	*	60%	*
	2022	76%	81%	**70%**	-	78%	-	-	-	-	-	-	-	75%	*	75%	*
At Meets Grade Level or Above	2023	43%	49%	**33%**	-	33%	-	-	-	-	-	-	-	40%	*	40%	*
	2022	43%	46%	**20%**	-	22%	-	-	-	-	-	-	-	13%	*	13%	*
At Masters Grade Level	2023	23%	29%	**17%**	-	17%	-	-	-	-	-	-	-	20%	*	20%	*
	2022	27%	28%	**20%**	-	22%	-	-	-	-	-	-	-	13%	*	13%	*
End of Course Biology																	
At Approaches Grade Level or Above	2023	88%	88%	*	-	*	-	-	-	-	-	-	-	*	-	*	*
	2022	83%	86%	*	-	*	*	-	-	-	-	-	-	*	*	*	*
At Meets Grade Level or Above	2023	56%	55%	*	-	*	-	-	-	-	-	-	-	*	-	*	*
	2022	55%	57%	*	-	*	*	-	-	-	-	-	-	*	*	*	*
At Masters Grade Level	2023	21%	21%	*	-	*	-	-	-	-	-	-	-	*	-	*	*
	2022	21%	19%	*	-	*	*	-	-	-	-	-	-	*	*	*	*
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	2023	94%	95%	**92%**	-	92%	-	-	-	-	-	*	-	90%	100%	90%	92%
	2022	89%	92%	**84%**	-	88%	*	-	-	-	-	-	*	79%	100%	84%	79%
At Meets Grade Level or Above	2023	70%	73%	**33%**	-	33%	-	-	-	-	-	*	-	37%	17%	33%	17%
	2022	68%	71%	**39%**	-	41%	*	-	-	-	-	-	*	34%	56%	35%	7%
At Masters Grade Level	2023	38%	42%	**3%**	-	3%	-	-	-	-	-	*	-	3%	0%	3%	0%
	2022	42%	43%	**16%**	-	15%	*	-	-	-	-	-	*	14%	22%	13%	7%
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2023	90%	90%	*	-	*	*	-	-	-	-	-	*	-	*	*	*
	2022	92%	93%	*	-	*	-	-	-	-	-	-	-	*	-	*	-
At Meets Grade Level or Above	2023	61%	54%	*	-	*	*	-	-	-	-	-	*	-	*	*	*
	2022	64%	58%	*	-	*	-	-	-	-	-	-	-	*	-	*	-
At Masters Grade Level	2023	12%	5%	*	-	*	*	-	-	-	-	-	*	-	*	*	*
	2022	13%	7%	*	-	*	-	-	-	-	-	-	-	*	-	*	-
All Grades All Subjects																	
At Approaches Grade Level or Above	2023	76%	80%	**79%**	-	81%	*	-	-	-	-	*	*	79%	81%	77%	71%
	2022	74%	79%	**81%**	-	83%	86%	-	-	-	-	*	*	79%	88%	81%	69%
At Meets Grade Level or Above	2023	49%	55%	**40%**	-	40%	*	-	-	-	-	*	*	44%	25%	39%	23%
	2022	48%	54%	**40%**	-	39%	71%	-	-	-	-	*	*	33%	65%	36%	19%
At Masters Grade Level	2023	20%	24%	**3%**	-	3%	*	-	-	-	-	*	*	3%	0%	3%	0%
	2022	23%	27%	**13%**	-	11%	43%	-	-	-	-	*	*	9%	29%	7%	3%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2023	77%	82%	**79%**	-	78%	*	-	-	-	-	*	-	78%	80%	77%	69%
	2022	75%	80%	**77%**	-	76%	*	-	-	-	-	*	-	76%	80%	75%	62%
At Meets Grade Level or Above	2023	53%	61%	**57%**	-	56%	*	-	-	-	-	*	-	61%	40%	54%	38%
	2022	53%	60%	**47%**	-	44%	*	-	-	-	-	*	-	40%	80%	46%	31%
At Masters Grade Level	2023	20%	27%	**0%**	-	0%	*	-	-	-	-	*	-	0%	0%	0%	0%
	2022	25%	30%	**10%**	-	4%	*	-	-	-	-	*	-	4%	40%	0%	0%
All Grades Mathematics																	
At Approaches Grade Level or Above	2023	75%	80%	**67%**	-	75%	*	-	-	-	-	-	*	60%	*	63%	*
	2022	72%	78%	**73%**	-	80%	-	-	-	-	-	-	-	78%	*	78%	*

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2023	45%	51%	**33%**	-	38%	*	-	-	-	-	-	*	40%	*	38%	*
	2022	42%	48%	**18%**	-	20%	-	-	-	-	-	-	-	11%	*	11%	*
At Masters Grade Level	2023	19%	22%	**11%**	-	13%	*	-	-	-	-	-	*	20%	*	13%	*
	2022	20%	25%	**18%**	-	20%	-	-	-	-	-	-	-	11%	*	11%	*
All Grades Science																	
At Approaches Grade Level or Above	2023	77%	77%	**20%**	-	*	*	-	-	-	-	-	-	*	*	20%	*
	2022	76%	80%	*	-	*	*	-	-	-	-	-	-	*	*	*	*
At Meets Grade Level or Above	2023	47%	47%	**0%**	-	*	*	-	-	-	-	-	-	*	*	0%	*
	2022	47%	52%	*	-	*	*	-	-	-	-	-	-	*	*	*	*
At Masters Grade Level	2023	18%	18%	**0%**	-	*	*	-	-	-	-	-	-	*	*	0%	*
	2022	21%	23%	*	-	*	*	-	-	-	-	-	-	*	*	*	*
All Grades Social Studies																	
At Approaches Grade Level or Above	2023	78%	82%	**92%**	-	92%	-	-	-	-	-	*	-	90%	100%	90%	92%
	2022	75%	80%	**84%**	-	88%	*	-	-	-	-	-	*	79%	100%	84%	79%
At Meets Grade Level or Above	2023	52%	57%	**33%**	-	33%	-	-	-	-	-	*	-	37%	17%	33%	17%
	2022	50%	54%	**39%**	-	41%	*	-	-	-	-	-	*	34%	56%	35%	7%
At Masters Grade Level	2023	27%	32%	**3%**	-	3%	-	-	-	-	-	*	-	3%	0%	3%	0%
	2022	30%	31%	**16%**	-	15%	*	-	-	-	-	-	*	14%	22%	13%	7%

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

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress - Annual Growth by Grade and Subject																	
End of Course English II	2023	74%	76%	**80%**	-	*	*	-	-	-	-	-	-	80%	-	*	*
All Grades Both Subjects	2023	64%	67%	**80%**	-	*	*	-	-	-	-	-	-	80%	-	*	*
All Grades ELA/Reading	2023	63%	67%	**80%**	-	*	*	-	-	-	-	-	-	80%	-	*	*

* 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	2023	76%	80%	**79%**	-	-	-	-	-	-	70%	-	70%	-	-	84%	70%	*
	2022	74%	79%	**81%**	-	-	-	-	-	-	66%	-	66%	-	-	87%	66%	100%
At Meets Grade Level or Above	2023	49%	55%	**40%**	-	-	-	-	-	-	20%	-	20%	-	-	49%	20%	*
	2022	48%	54%	**40%**	-	-	-	-	-	-	14%	-	14%	-	-	50%	14%	75%
At Masters Grade Level	2023	20%	24%	**3%**	-	-	-	-	-	-	0%	-	0%	-	-	4%	0%	*
	2022	23%	27%	**13%**	-	-	-	-	-	-	0%	-	0%	-	-	20%	0%	25%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2023	77%	82%	**79%**	-	-	-	-	-	-	69%	-	69%	-	-	86%	69%	*
	2022	75%	80%	**77%**	-	-	-	-	-	-	58%	-	58%	-	-	87%	58%	*
At Meets Grade Level or Above	2023	53%	61%	**57%**	-	-	-	-	-	-	38%	-	38%	-	-	71%	38%	*
	2022	53%	60%	**47%**	-	-	-	-	-	-	25%	-	25%	-	-	53%	25%	*
At Masters Grade Level	2023	20%	27%	**0%**	-	-	-	-	-	-	0%	-	0%	-	-	0%	0%	*
	2022	25%	30%	**10%**	-	-	-	-	-	-	0%	-	0%	-	-	20%	0%	*
All Grades Mathematics																		
At Approaches Grade Level or Above	2023	75%	80%	**67%**	-	-	-	-	-	-	*	-	*	-	-	67%	*	-
	2022	72%	78%	**73%**	-	-	-	-	-	-	*	-	*	-	-	88%	*	-
At Meets Grade Level or Above	2023	45%	51%	**33%**	-	-	-	-	-	-	*	-	*	-	-	50%	*	-
	2022	42%	48%	**18%**	-	-	-	-	-	-	*	-	*	-	-	25%	*	-
At Masters Grade Level	2023	19%	22%	**11%**	-	-	-	-	-	-	*	-	*	-	-	17%	*	-
	2022	20%	25%	**18%**	-	-	-	-	-	-	*	-	*	-	-	25%	*	-
All Grades Science																		
At Approaches Grade Level or Above	2023	77%	77%	**20%**	-	-	-	-	-	-	*	-	*	-	-	*	*	-
	2022	76%	80%	*	-	-	-	-	-	-	*	-	*	-	-	*	*	-
At Meets Grade Level or Above	2023	47%	47%	**0%**	-	-	-	-	-	-	*	-	*	-	-	*	*	-
	2022	47%	52%	*	-	-	-	-	-	-	*	-	*	-	-	*	*	-
At Masters Grade Level	2023	18%	18%	**0%**	-	-	-	-	-	-	*	-	*	-	-	*	*	-
	2022	21%	23%	*	-	-	-	-	-	-	*	-	*	-	-	*	*	-
All Grades Social Studies																		
At Approaches Grade Level or Above	2023	78%	82%	**92%**	-	-	-	-	-	-	91%	-	91%	-	-	91%	91%	*
	2022	75%	80%	**84%**	-	-	-	-	-	-	75%	-	75%	-	-	86%	75%	100%
At Meets Grade Level or Above	2023	52%	57%	**33%**	-	-	-	-	-	-	9%	-	9%	-	-	39%	9%	*
	2022	50%	54%	**39%**	-	-	-	155	-	-	0%	-	0%	-	-	57%	0%	60%

2022-23 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)

LAMAR ACADEMY (108906007) - MCALLEN ISD - HIDALGO 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	2023	27%	32%	**3%**	-	-	-	-	-	-	0%	-	0%	-	-	4%	0%	*
	2022	30%	31%	**16%**	-	-	-	-	-	-	0%	-	0%	-	-	19%	0%	40%
School Progress - Annual Growth																		
All Grades Both Subjects	2023	64%	67%	**80%**	-	-	-	-	-	-	*	-	*	-	-	*	*	-
All Grades ELA/Reading	2023	63%	67%	**80%**	-	-	-	-	-	-	*	-	*	-	-	*	*	-

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

\- Indicates there are no students in the group.

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2023 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	**98%**	-	98%	*	-	-	-	-	100%	*	99%	97%	98%	98%
Included in Accountability	93%	93%	**68%**	-	68%	*	-	-	-	-	50%	*	78%	46%	68%	62%
Not Included in Accountability: Mobile	4%	3%	**20%**	-	20%	*	-	-	-	-	33%	*	14%	34%	21%	12%
Not Included in Accountability: Other Exclusions	2%	3%	**10%**	-	11%	*	-	-	-	-	17%	*	8%	17%	10%	24%
Not Tested	1%	0%	**2%**	-	2%	*	-	-	-	-	0%	*	1%	3%	2%	2%
Absent	1%	0%	**0%**	-	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%
Other	0%	0%	**2%**	-	2%	*	-	-	-	-	0%	*	1%	3%	2%	2%
Reading																
Assessment Participant	99%	100%	**100%**	-	100%	*	-	-	-	-	*	-	100%	100%	100%	100%
Included in Accountability	92%	91%	**58%**	-	59%	*	-	-	-	-	*	-	68%	36%	59%	46%
Not Included in Accountability: Mobile	4%	3%	**17%**	-	15%	*	-	-	-	-	*	-	15%	21%	18%	11%
Not Included in Accountability: Other Exclusions	3%	6%	**25%**	-	26%	*	-	-	-	-	*	-	18%	43%	23%	43%
Not Tested	1%	0%	**0%**	-	0%	*	-	-	-	-	*	-	0%	0%	0%	0%
Absent	1%	0%	**0%**	-	0%	*	-	-	-	-	*	-	0%	0%	0%	0%
Other	0%	0%	**0%**	-	0%	*	-	-	-	-	*	-	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	100%	**90%**	-	89%	*	-	-	-	-	-	*	83%	*	89%	*
Included in Accountability	94%	94%	**90%**	-	89%	*	-	-	-	-	-	*	83%	*	89%	*
Not Included in Accountability: Mobile	5%	4%	**0%**	-	0%	*	-	-	-	-	-	*	0%	*	0%	*
Not Included in Accountability: Other Exclusions	1%	2%	**0%**	-	0%	*	-	-	-	-	-	*	0%	*	0%	*
Not Tested	1%	0%	**10%**	-	11%	*	-	-	-	-	-	*	17%	*	11%	*
Absent	1%	0%	**0%**	-	0%	*	-	-	-	-	-	*	0%	*	0%	*
Other	0%	0%	**10%**	-	11%	*	-	-	-	-	-	*	17%	*	11%	*
Science																
Assessment Participant	99%	99%	**83%**	-	80%	*	-	-	-	-	-	*	*	*	83%	*
Included in Accountability	93%	95%	**83%**	-	80%	*	-	-	-	-	-	*	*	*	83%	*
Not Included in Accountability: Mobile	4%	3%	**0%**	-	0%	*	-	-	-	-	-	*	*	*	0%	*
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	-	0%	*	-	-	-	-	-	*	*	*	0%	*
Not Tested	1%	1%	**17%**	-	20%	*	-	-	-	-	-	*	*	*	17%	*

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	0%	**0%**	-	0%	*	-	-	-	-	-	*	*	*	0%	*
Other	0%	1%	**17%**	-	20%	*	-	-	-	-	-	*	*	*	17%	*
Social Studies																
Assessment Participant	99%	100%	**100%**	-	100%	-	-	-	-	-	*	-	100%	100%	100%	100%
Included in Accountability	94%	96%	**71%**	-	71%	-	-	-	-	-	*	-	83%	40%	70%	80%
Not Included in Accountability: Mobile	4%	3%	**29%**	-	29%	-	-	-	-	-	*	-	17%	60%	30%	20%
Not Included in Accountability: Other Exclusions	1%	2%	**0%**	-	0%	-	-	-	-	-	*	-	0%	0%	0%	0%
Not Tested	1%	0%	**0%**	-	0%	-	-	-	-	-	*	-	0%	0%	0%	0%
Absent	1%	0%	**0%**	-	0%	-	-	-	-	-	*	-	0%	0%	0%	0%
Other	0%	0%	**0%**	-	0%	-	-	-	-	-	*	-	0%	0%	0%	0%
Accelerated Testers																
SAT/ACT Participant	93%	91%	**67%**	-	*	*	-	-	-	-	-	*	*	80%	67%	*
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**99%**	-	99%	100%	-	-	-	-	100%	*	99%	100%	99%	100%
Included in Accountability	93%	92%	**62%**	-	60%	70%	-	-	-	-	13%	*	66%	50%	62%	58%
Not Included in Accountability: Mobile	5%	4%	**31%**	-	33%	20%	-	-	-	-	88%	*	29%	35%	29%	25%
Not Included in Accountability: Other Exclusions	1%	3%	**7%**	-	7%	10%	-	-	-	-	0%	*	4%	15%	8%	16%
Not Tested	1%	1%	**1%**	-	1%	0%	-	-	-	-	0%	*	1%	0%	1%	0%
Absent	1%	0%	**1%**	-	1%	0%	-	-	-	-	0%	*	1%	0%	1%	0%
Other	0%	1%	**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%	90%	**54%**	-	51%	60%	-	-	-	-	20%	*	58%	38%	52%	46%
Not Included in Accountability: Mobile	5%	4%	**30%**	-	33%	20%	-	-	-	-	80%	*	33%	23%	28%	21%
Not Included in Accountability: Other Exclusions	2%	5%	**16%**	-	16%	20%	-	-	-	-	0%	*	9%	38%	20%	32%
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%	**93%**	-	92%	-	158	-	-	-	-	*	91%	*	91%	*
Included in Accountability	93%	92%	**79%**	-	77%	-	-	-	-	-	-	*	82%	*	82%	*

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Mobile	5%	4%	**14%**	-	15%	-	-	-	-	-	-	*	9%	*	9%	*
Not Included in Accountability: Other Exclusions	1%	2%	**0%**	-	0%	-	-	-	-	-	-	*	0%	*	0%	*
Not Tested	1%	1%	**7%**	-	8%	-	-	-	-	-	-	*	9%	*	9%	*
Absent	1%	0%	**7%**	-	8%	-	-	-	-	-	-	*	9%	*	9%	*
Other	0%	1%	**0%**	-	0%	-	-	-	-	-	-	*	0%	*	0%	*
Science																
Assessment Participant	98%	99%	**100%**	-	*	*	-	-	-	-	-	-	100%	*	100%	*
Included in Accountability	93%	93%	**67%**	-	*	*	-	-	-	-	-	-	60%	*	60%	*
Not Included in Accountability: Mobile	4%	4%	**33%**	-	*	*	-	-	-	-	-	-	40%	*	40%	*
Not Included in Accountability: Other Exclusions	1%	2%	**0%**	-	*	*	-	-	-	-	-	-	0%	*	0%	*
Not Tested	2%	1%	**0%**	-	*	*	-	-	-	-	-	-	0%	*	0%	*
Absent	1%	0%	**0%**	-	*	*	-	-	-	-	-	-	0%	*	0%	*
Other	0%	1%	**0%**	-	*	*	-	-	-	-	-	-	0%	*	0%	*
Social Studies																
Assessment Participant	98%	99%	**100%**	-	100%	*	-	-	-	-	*	*	100%	100%	100%	100%
Included in Accountability	94%	94%	**66%**	-	63%	*	-	-	-	-	*	*	71%	53%	67%	70%
Not Included in Accountability: Mobile	4%	3%	**34%**	-	37%	*	-	-	-	-	*	*	29%	47%	33%	30%
Not Included in Accountability: Other Exclusions	1%	2%	**0%**	-	0%	*	-	-	-	-	*	*	0%	0%	0%	0%
Not Tested	2%	1%	**0%**	-	0%	*	-	-	-	-	*	*	0%	0%	0%	0%
Absent	1%	0%	**0%**	-	0%	*	-	-	-	-	*	*	0%	0%	0%	0%
Other	0%	0%	**0%**	-	0%	*	-	-	-	-	*	*	0%	0%	0%	0%
Accelerated Testers																
SAT/ACT Participant	89%	80%	*	-	*	-	-	-	-	-	-	-	*	-	*	-

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2021-22	92.2%	92.1%	**70.2%**	*	70.4%	*	-	*	-	*	*	69.4%	75.9%
2020-21	95.0%	97.3%	**75.6%**	-	75.4%	*	-	-	-	-	*	74.8%	77.0%
Chronic Absenteeism													
2021-22	25.7%	26.6%	**81.6%**	-	81.4%	83.3%	-	*	-	-	83.3%	81.5%	76.2%
2020-21	15.0%	8.6%	**72.3%**	-	72.2%	*	-	-	-	-	62.5%	76.4%	72.7%
Annual Dropout Rate (Gr 7-8)													
2021-22	0.7%	0.1%	**-**	-	-	-	-	-	-	-	-	-	-
2020-21	0.9%	0.1%	**-**	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2021-22	2.2%	0.1%	**0.6%**	*	0.6%	0.0%	-	*	-	*	0.0%	0.7%	0.0%
2020-21	2.4%	0.1%	**1.3%**	-	0.7%	*	-	-	-	-	0.0%	1.6%	2.9%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	89.7%	99.1%	**98.0%**	*	98.9%	*	-	*	-	*	*	97.6%	100.0%
Received TxCHSE	0.3%	0.1%	**0.0%**	*	0.0%	*	-	*	-	*	*	0.0%	0.0%
Continued HS	3.5%	0.4%	**0.0%**	*	0.0%	*	-	*	-	*	*	0.0%	0.0%
Dropped Out	6.4%	0.5%	**2.0%**	*	1.1%	*	-	*	-	*	*	2.4%	0.0%
Graduates and TxCHSE	90.0%	99.1%	**98.0%**	*	98.9%	*	-	*	-	*	*	97.6%	100.0%
Graduates, TxCHSE, and Continuers	93.6%	99.5%	**98.0%**	*	98.9%	*	-	*	-	*	*	97.6%	100.0%
Class of 2021													
Graduated	90.0%	98.4%	**91.4%**	-	91.3%	*	-	-	-	-	100.0%	89.6%	92.3%
Received TxCHSE	0.3%	0.2%	**1.2%**	-	1.3%	*	-	-	-	-	0.0%	1.5%	0.0%
Continued HS	3.9%	0.6%	**3.7%**	-	3.8%	*	-	-	-	-	0.0%	4.5%	0.0%
Dropped Out	5.8%	0.9%	**3.7%**	-	3.8%	*	-	-	-	-	0.0%	4.5%	7.7%
Graduates and TxCHSE	90.3%	98.6%	**92.6%**	-	92.5%	*	-	-	-	-	100.0%	91.0%	92.3%
Graduates, TxCHSE, and Continuers	94.2%	99.1%	**96.3%**	-	96.3%	*	-	-	-	-	100.0%	95.5%	92.3%
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.2%	98.9%	**95.1%**	-	95.0%	*	-	-	-	-	100.0%	94.0%	92.3%
Received TxCHSE	0.4%	0.2%	**1.2%**	-	1.3%	*	-	-	-	-	0.0%	1.5%	0.0%
Continued HS	1.0%	0.1%	**0.0%**	-	0.0%	*	-	-	-	-	0.0%	0.0%	0.0%
Dropped Out	6.3%	0.7%	**3.7%**	-	3.8%	*	-	-	-	-	0.0%	4.5%	7.7%
Graduates and TxCHSE	92.7%	99.2%	**96.3%**	-	96.3%	*	-	-	-	-	100.0%	95.5%	92.3%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.7%	99.3%	**96.3%**	-	96.3%	*	-	-	-	-	100.0%	95.5%	92.3%
Class of 2020													
Graduated	92.2%	98.9%	**97.6%**	-	97.5%	*	-	*	-	-	90.0%	97.9%	100.0%
Received TxCHSE	0.5%	0.0%	**0.0%**	-	0.0%	*	-	*	-	-	0.0%	0.0%	0.0%
Continued HS	1.1%	0.1%	**0.0%**	-	0.0%	*	-	*	-	-	0.0%	0.0%	0.0%
Dropped Out	6.2%	1.1%	**2.4%**	-	2.5%	*	-	*	-	-	10.0%	2.1%	0.0%
Graduates and TxCHSE	92.7%	98.9%	**97.6%**	-	97.5%	*	-	*	-	-	90.0%	97.9%	100.0%
Graduates, TxCHSE, and Continuers	93.8%	98.9%	**97.6%**	-	97.5%	*	-	*	-	-	90.0%	97.9%	100.0%
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.7%	98.9%	**97.6%**	-	97.5%	*	-	*	-	-	90.0%	97.9%	100.0%
Received TxCHSE	0.5%	0.0%	**0.0%**	-	0.0%	*	-	*	-	-	0.0%	0.0%	0.0%
Continued HS	0.5%	0.0%	**0.0%**	-	0.0%	*	-	*	-	-	0.0%	0.0%	0.0%
Dropped Out	6.2%	1.1%	**2.4%**	-	2.5%	*	-	*	-	-	10.0%	2.1%	0.0%
Graduates and TxCHSE	93.2%	98.9%	**97.6%**	-	97.5%	*	-	*	-	-	90.0%	97.9%	100.0%
Graduates, TxCHSE, and Continuers	93.8%	98.9%	**97.6%**	-	97.5%	*	-	*	-	-	90.0%	97.9%	100.0%
Class of 2019													
Graduated	92.6%	98.3%	**95.9%**	-	95.7%	*	-	*	-	*	*	97.1%	*
Received TxCHSE	0.6%	0.1%	**1.0%**	-	1.1%	*	-	*	-	*	*	1.4%	*
Continued HS	0.6%	0.0%	**0.0%**	-	0.0%	*	-	*	-	*	*	0.0%	*
Dropped Out	6.2%	1.5%	**3.1%**	-	3.2%	*	-	*	-	*	*	1.4%	*
Graduates and TxCHSE	93.2%	98.5%	**96.9%**	-	96.8%	*	-	*	-	*	*	98.6%	*
Graduates, TxCHSE, and Continuers	93.8%	98.5%	**96.9%**	-	96.8%	*	-	*	-	*	*	98.6%	*
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2022	89.7%	97.4%	**98.0%**	*	98.9%	*	-	*	-	*	*	97.6%	100.0%
Class of 2021	90.0%	96.8%	**90.2%**	-	90.1%	*	-	-	-	-	100.0%	89.6%	92.3%
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2022	59.5%	-	**-**	-	-	-	-	-	-	-	-	-	-
Class of 2021	87.5%	-	**-**	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2022	3.7%	0.1%	**0.0%**	*	0.0%	*	-	*	-	*	*	0.0%	0.0%
Class of 2021	3.8%	0.2%	**0.0%**	-	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 2022	84.3%	99.4%	**100.0%**	*	100.0%	*	-	*	-	*	*	100.0%	100.0%
Class of 2021	81.9%	97.0%	**100.0%**	-	100.0%	*	-	-	-	-	100.0%	100.0%	100.0%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2022	88.0%	99.6%	**100.0%**	*	100.0%	*	-	*	-	*	*	100.0%	100.0%
Class of 2021	85.7%	97.2%	**100.0%**	-	100.0%	*	-	-	-	-	100.0%	100.0%	100.0%
RHSP/DAP Graduates (Annual Rate)													
2021-22	23.6%	-	**-**	-	-	-	-	-	-	-	-	-	-
2020-21	43.8%	-	**-**	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2021-22	3.9%	0.1%	**0.0%**	*	0.0%	*	-	*	-	*	*	0.0%	0.0%
2020-21	3.8%	0.3%	**0.0%**	-	0.0%	*	-	-	-	-	0.0%	0.0%	0.0%
FHSP-DLA Graduates (Annual Rate)													
2021-22	82.3%	98.7%	**100.0%**	*	100.0%	*	-	*	-	*	*	100.0%	100.0%
2020-21	80.4%	96.4%	**100.0%**	-	100.0%	*	-	-	-	-	100.0%	100.0%	100.0%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2021-22	86.0%	98.7%	**100.0%**	*	100.0%	*	-	*	-	*	*	100.0%	100.0%
2020-21	84.1%	96.7%	**100.0%**	-	100.0%	*	-	-	-	-	100.0%	100.0%	100.0%

	Campus Count	Campus Percent	District Count	State Count
Graduates (2021-22 Annual Graduates)				
Total Graduates	109	100.0%	1,578	368,686
By Ethnicity:				
African American	1	0.9%	6	45,227
Hispanic	103	94.5%	1,475	191,125
White	3	2.8%	63	103,171
American Indian	0	0.0%	2	1,159
Asian	1	0.9%	24	18,794
Pacific Islander	0	0.0%	0	569
Two or More Races	1	0.9%	8	8,641
By Graduation Type:				
Minimum H.S. Program	0	0.0%	0	433
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	0	134
Foundation H.S. Program (No Endorsement)	0	0.0%	20	51,023
Foundation H.S. Program (Endorsement)	0	0.0%	1	14,179
Foundation H.S. Program (DLA)	109	100.0%	1,557	302,917
Special Education Graduates	2	1.8%	121	32,447
Economically Disadvantaged Graduates	86	78.9%	1,047	194,571
Emergent Bilingual (EB)/English Learner (EL) Graduates	25	22.9%	259	40,398
At-Risk Graduates	69	63.3%	755	159,689

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)													
2021-22	70.0%	86.2%	**76.1%**	*	75.7%	*	-	*	-	*	*	75.6%	68.0%
2020-21	65.2%	69.6%	**40.3%**	-	39.5%	*	-	-	-	-	100.0%	40.3%	54.5%
College Ready Graduates													
College Ready (Annual Graduates)													
2021-22	52.9%	56.6%	**47.7%**	*	46.6%	*	-	*	-	*	*	44.2%	32.0%
2020-21	52.7%	55.6%	**27.3%**	-	26.3%	*	-	-	-	-	0.0%	24.2%	27.3%
TSI Criteria Graduates in English Language Arts (Annual Graduates)													
2021-22	57.1%	60.6%	**53.2%**	*	51.5%	*	-	*	-	*	*	47.7%	28.0%
2020-21	56.1%	58.8%	**49.4%**	-	48.7%	*	-	-	-	-	40.0%	46.8%	36.4%
TSI Criteria Graduates in Mathematics (Annual Graduates)													
2021-22	48.2%	51.0%	**52.3%**	*	52.4%	*	-	*	-	*	*	51.2%	36.0%
2020-21	45.7%	45.5%	**20.8%**	-	19.7%	*	-	-	-	-	0.0%	17.7%	18.2%
TSI Criteria Graduates in Both Subjects (Annual Graduates)													
2021-22	42.2%	46.2%	**41.3%**	*	40.8%	*	-	*	-	*	*	38.4%	24.0%
2020-21	40.4%	42.5%	**19.5%**	-	18.4%	*	-	-	-	-	0.0%	16.1%	18.2%
AP / IB Met Criteria in Any Subject (Annual Graduates)													
2021-22	20.5%	29.5%	**11.9%**	*	9.7%	*	-	*	-	*	*	11.6%	24.0%
2020-21	21.3%	34.9%	**13.0%**	-	11.8%	*	-	-	-	-	0.0%	9.7%	9.1%
Associate Degree (Annual Graduates)													
2021-22	2.4%	3.6%	**0.0%**	*	0.0%	*	-	*	-	*	*	0.0%	0.0%
2020-21	2.6%	5.8%	**0.0%**	-	0.0%	*	-	-	-	-	0.0%	0.0%	0.0%
Dual Course Credits in Any Subject (Annual Graduates)													
2021-22	24.0%	22.6%	**13.8%**	*	13.6%	*	-	*	-	*	*	11.6%	4.0%
2020-21	25.9%	27.6%	**9.1%**	-	9.2%	*	-	-	-	-	0.0%	11.3%	9.1%
Onramps Course Credits (Annual Graduates)													
2021-22	4.4%	8.3%	**0.9%**	*	1.0%	*	-	*	-	*	*	0.0%	0.0%
2020-21	4.4%	7.6%	**2.6%**	-	2.6%	*	-	-	-	-	0.0%	1.6%	0.0%
Career / Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2021-22	33.5%	64.4%	**45.0%**	*	46.6%	*	-	*	-	*	*	44.2%	60.0%
2020-21	24.2%	25.0%	**16.9%**	-	17.1%	*	-	-	-	-	100.0%	19.4%	36.4%
Approved Industry-Based Certification (Annual Graduates)													
2021-22	28.0%	60.2%	**45.0%**	*	46.6%	*	-	*	-	*	*	44.2%	60.0%

Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
2020-21	18.4%	16.5%	**10.4%**	-	10.5%	*	-	-	-	-	0.0%	11.3%	9.1%
Graduates with Level I or Level II Certificate (Annual Graduates)													
2021-22	0.7%	0.1%	**0.0%**	*	0.0%	*	-	*	-	*	*	0.0%	0.0%
2020-21	0.7%	0.7%	**0.0%**	-	0.0%	*	-	-	-	-	0.0%	0.0%	0.0%
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2021-22	2.5%	1.7%	**0.0%**	*	0.0%	*	-	*	-	*	*	0.0%	0.0%
2020-21	2.4%	0.7%	**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)													
2021-22	5.0%	6.8%	**1.8%**	*	1.9%	*	-	*	-	*	*	2.3%	4.0%
2020-21	4.4%	8.7%	**6.5%**	-	6.6%	*	-	-	-	-	100.0%	8.1%	27.3%

	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	2021-22	22.8%	37.3%	**38.5%**	*	38.8%	*	-	*	-	*	*	34.9%	16.0%
	2020-21	25.9%	27.5%	**35.1%**	-	34.2%	*	-	-	-	-	20.0%	30.6%	36.4%
Mathematics	2021-22	18.7%	34.8%	**45.0%**	*	46.6%	*	-	*	-	*	*	44.2%	32.0%
	2020-21	19.4%	28.5%	**14.3%**	-	13.2%	*	-	-	-	-	0.0%	12.9%	18.2%
Both Subjects	2021-22	12.6%	25.9%	**28.4%**	*	30.1%	*	-	*	-	*	*	27.9%	16.0%
	2020-21	14.4%	19.2%	**13.0%**	-	11.8%	*	-	-	-	-	0.0%	11.3%	18.2%
Completed and Received Credit for College Prep Courses (Annual Graduates)														
English Language Arts	2021-22	11.7%	8.1%	**6.4%**	*	6.8%	*	-	*	-	*	*	8.1%	12.0%
	2020-21	8.6%	2.6%	**1.3%**	-	1.3%	*	-	-	-	-	20.0%	1.6%	0.0%
Mathematics	2021-22	14.0%	7.4%	**3.7%**	*	3.9%	*	-	*	-	*	*	4.7%	4.0%
	2020-21	10.3%	2.9%	**0.0%**	-	0.0%	*	-	-	-	-	0.0%	0.0%	0.0%
Both Subjects	2021-22	7.5%	5.5%	**3.7%**	*	3.9%	*	-	*	-	*	*	4.7%	4.0%
	2020-21	4.9%	0.8%	**0.0%**	-	0.0%	*	-	-	-	-	0.0%	0.0%	0.0%
AP/IB Results (Participation) (Grades 11-12)														
All Subjects	2022	23.0%	41.4%	**4.8%**	*	5.2%	0.0%	-	*	-	*	0.0%	5.9%	12.9%
	2021	21.1%	39.1%	**0.9%**	-	1.0%	*	-	-	-	-	0.0%	0.0%	0.0%
English Language Arts	2022	13.2%	27.6%	**0.0%**	*	0.0%	0.0%	-	*	-	*	0.0%	0.0%	0.0%
	2021	12.1%	26.6%	**0.0%**	-	0.0%	*	-	-	-	-	0.0%	0.0%	0.0%
Mathematics	2022	6.9%	11.8%	**0.0%**	*	0.0%	0.0%	-	*	-	*	0.0%	0.0%	0.0%
	2021	6.1%	10.0%	**0.0%**	-	0.0%	*	-	-	-	-	0.0%	0.0%	0.0%
Science	2022	9.6%	12.2%	**0.0%**	*	0.0%	0.0%	-	*	-	*	0.0%	0.0%	0.0%
	2021	8.7%	17.9%	**0.0%**	-	0.0%	*	-	-	-	-	0.0%	0.0%	0.0%
Social Studies	2022	12.5%	24.7%	**1.6%**	*	1.7%	0.0%	-	*	-	*	0.0%	2.0%	3.2%
	2021	11.6%	20.6%	**0.9%**	-	1.0%	*	-	-	-	-	0.0%	0.0%	0.0%
AP/IB Results (Examinees >= Criterion) (Grades 11-12)														
All Subjects	2022	53.3%	47.2%	**66.7%**	-	66.7%	-	-	-	-	-	-	66.7%	*
	2021	48.6%	34.2%	*	-	*	-	-	-	-	-	-	-	-
English Language Arts	2022	53.2%	40.9%	-	-	-	-	-	-	-	-	-	-	-
	2021	42.7%	23.4%	-	-	-	-	-	-	-	-	-	-	-
Mathematics	2022	50.4%	31.3%	-	-	-	-	-	-	-	-	-	-	-
	2021	49.4%	33.6%	-	-	-	-	-	-	-	-	-	-	-
Science	2022	44.7%	36.7%	-	-	-	-	-	-	-	-	-	-	-
	2021	41.4%	18.9%	-	-	-	-	-	-	-	-	-	-	-

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Social Studies	2022	41.9%	27.1%	*	-	*	-	-	-	-	-	-	*	*
	2021	42.2%	26.4%	*	-	*	-	-	-	-	-	-	-	-
SAT/ACT Results (Annual Graduates)														
Tested	2021-22	71.5%	68.3%	**24.8%**	*	23.3%	*	-	*	-	*	*	24.4%	29.2%
	2020-21	70.8%	93.6%	**19.5%**	?	15.8%	*	-	-	-	-	20.0%	14.5%	18.2%
At/Above Criterion for All Examinees	2021-22	32.1%	26.9%	**18.5%**	-	16.7%	*	-	-	-	-	-	14.3%	0.0%
	2020-21	32.9%	22.9%	**40.0%**	*	33.3%	*	-	-	-	-	*	22.2%	*
Average SAT Score (Annual Graduates)														
All Subjects	2021-22	1001	983	**885**	-	893	*	-	-	-	-	-	871	767
	2020-21	1002	942	**1036**	-	993	1275	-	-	-	-	770	968	840
English Language Arts and Writing	2021-22	506	500	**450**	-	455	*	-	-	-	-	-	446	407
	2020-21	504	477	**519**	-	503	610	-	-	-	-	370	480	410
Mathematics	2021-22	496	483	**435**	-	438	*	-	-	-	-	-	425	360
	2020-21	498	466	**517**	-	490	665	-	-	-	-	400	488	430
Average ACT Score (Annual Graduates)														
All Subjects	2021-22	19.5	22.5	*	-	-	*	-	-	-	-	-	-	-
	2020-21	20.0	22.5	**19.0**	16.0	22.0	-	-	-	-	-	-	16.0	-
English Language Arts	2021-22	19.2	23.0	*	-	-	*	-	-	-	-	-	-	-
	2020-21	19.6	22.6	**18.8**	15.5	22.0	-	-	-	-	-	-	15.5	-
Mathematics	2021-22	19.3	21.0	*	-	-	*	-	-	-	-	-	-	-
	2020-21	19.9	22.0	**21.0**	21.0	21.0	-	-	-	-	-	-	21.0	-
Science	2021-22	19.8	22.4	*	-	-	*	-	-	-	-	-	-	-
	2020-21	20.3	22.2	**17.5**	11.0	24.0	-	-	-	-	-	-	11.0	-

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Advanced/Dual-Credit Course Completion (Grades 9-12)														
Any Subject	2021-22	44.2%	45.3%	**19.0%**	*	19.0%	28.6%	-	*	-	*	0.0%	19.3%	12.5%
	2020-21	42.5%	45.3%	**13.3%**	-	13.6%	*	-	-	-	-	16.7%	15.3%	7.1%
English Language Arts	2021-22	16.6%	14.7%	**0.0%**	*	0.0%	0.0%	-	*	-	*	0.0%	0.0%	0.0%
	2020-21	16.3%	15.0%	**0.0%**	-	0.0%	*	-	-	-	-	0.0%	0.0%	0.0%
Mathematics	2021-22	19.9%	17.9%	**10.7%**	*	11.3%	0.0%	-	-	-	-	0.0%	9.6%	2.9%
	2020-21	19.3%	16.3%	**6.7%**	-	6.9%	*	-	-	-	-	0.0%	8.1%	7.4%
Science	2021-22	21.1%	25.0%	**6.7%**	*	7.2%	0.0%	-	*	-	-	*	7.8%	8.8%
	2020-21	20.6%	24.7%	**6.7%**	-	6.8%	*	-	-	-	-	20.0%	7.1%	0.0%
Social Studies	2021-22	22.8%	22.9%	**2.8%**	*	2.2%	20.0%	-	-	-	*	0.0%	1.9%	2.8%
	2020-21	22.8%	25.3%	**0.0%**	-	0.0%	*	-	-	-	-	0.0%	0.0%	0.0%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2020-21	46.7%	60.9%	**40.3%**	-	40.8%	*	-	-	-	-	60.0%	33.9%	27.3%
	2019-20	46.1%	54.8%	**31.0%**	-	30.6%	-	-	*	-	-	0.0%	30.8%	31.6%
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course														
	2020-21	-	-	**-**	-	-	-	-	-	-	-	-	-	-
	2019-20	-	-	**-**	-	-	-	-	-	-	-	-	-	-

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Total Students	87	100.0%	20,343	5,504,150	87	100.0%	20,399	5,518,432
Students by Grade:								
Early Childhood Education	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.5%
Pre-Kindergarten	0	0.0%	5.4%	4.4%	0	0.0%	5.5%	4.4%
Pre-Kindergarten: 3-year Old	0	0.0%	1.4%	0.7%	0	0.0%	1.5%	0.7%
Pre-Kindergarten: 4-year Old	0	0.0%	4.0%	3.7%	0	0.0%	4.1%	3.7%
Kindergarten	0	0.0%	5.8%	6.7%	0	0.0%	5.8%	6.7%
Grade 1	0	0.0%	6.5%	7.2%	0	0.0%	6.5%	7.2%
Grade 2	0	0.0%	6.5%	7.2%	0	0.0%	6.5%	7.2%
Grade 3	0	0.0%	6.4%	7.2%	0	0.0%	6.4%	7.1%
Grade 4	0	0.0%	6.6%	7.2%	0	0.0%	6.6%	7.1%
Grade 5	0	0.0%	7.3%	7.2%	0	0.0%	7.3%	7.2%
Grade 6	0	0.0%	7.3%	7.3%	0	0.0%	7.3%	7.2%
Grade 7	0	0.0%	7.4%	7.4%	0	0.0%	7.4%	7.4%
Grade 8	0	0.0%	7.7%	7.7%	0	0.0%	7.6%	7.7%
Grade 9	4	4.6%	9.0%	8.7%	4	4.6%	9.0%	8.7%
Grade 10	29	33.3%	9.2%	7.9%	29	33.3%	9.2%	7.9%
Grade 11	33	37.9%	7.6%	7.0%	33	37.9%	7.6%	7.0%
Grade 12	21	24.1%	7.1%	6.6%	21	24.1%	7.1%	6.6%
Ethnic Distribution:								
African American	0	0.0%	0.4%	12.8%	0	0.0%	0.4%	12.8%
Hispanic	83	95.4%	93.6%	53.0%	83	95.4%	93.5%	52.9%
White	4	4.6%	4.4%	25.6%	4	4.6%	4.5%	25.7%
American Indian	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Asian	0	0.0%	1.2%	5.1%	0	0.0%	1.2%	5.1%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	0	0.0%	0.4%	3.0%	0	0.0%	0.4%	3.0%
Sex:								
Female	56	64.4%	48.4%	48.8%	56	64.4%	48.4%	48.8%
Male	31	35.6%	51.6%	51.2%	31	35.6%	51.6%	51.2%
Economically Disadvantaged	73	83.9%	72.6%	62.1%	73	83.9%	72.5%	62.0%
Non-Educationally Disadvantaged	14	16.1%	27.4%	37.9%	14	16.1%	27.5%	38.0%
Section 504 Students	17	19.5%	10.0%	7.4%	17	19.5%	10.0%	7.4%
EB Students/EL	22	25.3%	36.0%	23.1%	22	25.3%	36.0%	23.0%
Students w/ Disciplinary Placements (2021-22)	0	0.0%	1.8%	1.5%				

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Students w/ Dyslexia	4	4.6%	8.8%	5.5%	4	4.6%	8.8%	5.5%
Foster Care	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Homeless	5	5.7%	1.4%	1.3%	5	5.7%	1.4%	1.3%
Immigrant	0	0.0%	2.4%	2.2%	0	0.0%	2.4%	2.2%
Migrant	2	2.3%	1.8%	0.3%	2	2.3%	1.8%	0.3%
Title I	87	100.0%	95.8%	64.6%	87	100.0%	95.7%	64.6%
Military Connected	1	1.1%	0.4%	3.6%	1	1.1%	0.4%	3.6%
At-Risk	87	100.0%	59.1%	53.3%	87	100.0%	59.0%	53.3%
Students by Instructional Program:								
Bilingual/ESL Education	22	25.3%	38.3%	23.2%	22	25.3%	38.3%	23.2%
Career and Technical Education	33	37.9%	34.6%	26.5%				
Career and Technical Education (9-12 grades only)	33	37.9%	83.9%	72.3%				
Gifted and Talented Education	4	4.6%	11.5%	8.2%	4	4.6%	11.5%	8.2%
Special Education	5	5.7%	14.2%	12.6%	5	5.7%	14.3%	12.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	5							
By Type of Primary Disability Students with Intellectual Disabilities	*	*	48.5%	44.1%				
Students with Physical Disabilities	0	0.0%	18.4%	20.0%				
Students with Autism	0	0.0%	15.4%	15.5%				
Students with Behavioral Disabilities	*	*	16.5%	18.8%				
Students with Non-Categorical Early Childhood	0	0.0%	1.2%	1.6%				
Mobility (2021-22):								
Total Mobile Students	145	83.8%	15.8%	16.8%				
By Ethnicity: African American	1	0.6%	0.1%	3.3%				
Hispanic	137	79.2%	14.9%	8.7%				
White	5	2.9%	0.5%	3.4%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	1	0.6%	0.1%	0.7%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	1	0.6%	0.1%	0.6%				
Count and Percent of Special Ed Students who are Mobile	7	100.0%	16.1%	18.6%				
Count and Percent of EB Students/EL who are Mobile	35	83.3%	18.4%	17.1%				
Count and Percent of Econ Dis Students who are Mobile	117	81.8%	17.4%	18.7%				
Student Attrition (2021-22):	170							
Total Student Attrition	34	63.0%	16.4%	18.1%				

	--Non-Special Education Rates--			---Special Education Rates---		
Student Information	**Campus**	**District**	**State**	**Campus**	**District**	**State**
Retention Rates by Grade:						
Kindergarten	-	2.1%	1.5%	-	3.3%	4.5%
Grade 1	-	4.0%	2.5%	-	5.2%	3.6%
Grade 2	-	2.3%	1.6%	-	3.3%	2.0%
Grade 3	-	0.9%	0.8%	-	0.8%	0.9%
Grade 4	-	0.1%	0.5%	-	0.0%	0.5%
Grade 5	-	0.1%	0.3%	-	0.0%	0.4%
Grade 6	-	0.4%	0.3%	-	0.0%	0.4%
Grade 7	-	0.4%	0.4%	-	0.0%	0.5%
Grade 8	-	0.4%	0.4%	-	0.5%	0.5%
Grade 9	14.3%	10.8%	8.7%	-	16.8%	12.6%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	-	18.0	18.7
Grade 1	-	17.3	19.1
Grade 2	-	18.2	19.1
Grade 3	-	17.7	19.3
Grade 4	-	18.3	19.4
Grade 5	-	20.0	20.8
Grade 6	-	21.5	19.2
Secondary:			
English/Language Arts	2.3	15.0	16.2
Foreign Languages	1.6	17.1	18.8
Mathematics	1.8	18.0	17.5
Science	1.6	19.0	18.5
Social Studies	1.7	19.0	18.9

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Total Staff	24.1	100.0%	100.0%	100.0%
Professional Staff:	23.2	96.3%	61.1%	64.1%
Teachers	16.8	69.8%	44.6%	48.7%
Professional Support	4.4	18.3%	12.2%	10.9%
Campus Administration (School Leadership)	2.0	8.3%	3.2%	3.3%
Educational Aides:	0.9	3.7%	12.4%	11.3%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	29.0	4,258.0
Part-time Librarians	0.0	n/a	0.0	646.0
Full-time Counselors	1.0	n/a	76.0	13,815.0
Part-time Counselors	1.0	n/a	2.0	1,240.0
Total Minority Staff:	23.0	95.3%	92.7%	53.2%
Teachers by Ethnicity:				
African American	0.0	0.0%	0.6%	11.8%
Hispanic	15.7	93.3%	88.2%	29.6%
White	1.1	6.7%	9.8%	54.9%
American Indian	0.0	0.0%	0.0%	0.3%
Asian	0.0	0.0%	0.9%	2.0%
Pacific Islander	0.0	0.0%	0.1%	0.1%
Two or More Races	0.0	0.0%	0.4%	1.2%
Teachers by Sex:				
Males	6.6	39.2%	29.3%	24.4%
Females	10.2	60.8%	70.7%	75.6%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.7%	2.0%
Bachelors	13.5	80.2%	79.5%	72.2%
Masters	3.3	19.8%	19.7%	25.0%
Doctorate	0.0	0.0%	0.1%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	1.0	5.9%	3.9%	9.7%
1-5 Years Experience	1.7	10.3%	19.0%	26.3%
6-10 Years Experience	5.9	35.0%	22.9%	20.5%
11-20 Years Experience	3.4	20.4%	34.2%	27.2%
21-30 Years Experience	3.6	21.5%	15.4%	13.3%
Over 30 Years Experience	1.1	6.8%	4.7%	2.9%

Texas Education Agency
2022-23 Staff Information (TAPR)
LAMAR ACADEMY (108906007) - MCALLEN ISD - HIDALGO COUNTY

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Number of Students per Teacher	5.2	n/a	13.6	14.8

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	4.0	6.6	6.1
Average Years Experience of Principals with District	4.0	6.6	5.3
Average Years Experience of Assistant Principals	9.0	6.1	5.2
Average Years Experience of Assistant Principals with District	9.0	5.3	4.4
Average Years Experience of Teachers:	14.4	13.5	11.0
Average Years Experience of Teachers with District:	12.2	10.3	6.9
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$52,151	$50,549	$53,300
1-5 Years Experience	$54,197	$53,264	$56,516
6-10 Years Experience	$57,174	$56,886	$59,732
11-20 Years Experience	$59,291	$60,642	$63,389
21-30 Years Experience	$66,823	$66,288	$67,876
Over 30 Years Experience	$72,648	$73,268	$72,560
Average Actual Salaries (regular duties only):			
Teachers	$60,124	$59,446	$60,717
Professional Support	$66,045	$67,588	$72,022
Campus Administration (School Leadership)	$95,837	$76,926	$85,167
Instructional Staff Percent:	n/a	63.8%	65.1%
Contracted Instructional Staff (not incl. above):	0.0	1.5	2,105.4

	----- Campus -----			
Program Information	**Count**	**Percent**	**District**	**State**
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	6.4%	5.9%
Career and Technical Education	1.1	6.4%	6.3%	5.4%
Compensatory Education	1.4	8.6%	3.1%	3.2%
Gifted and Talented Education	0.0	0.0%	1.4%	1.7%
Regular Education	13.1	77.7%	66.7%	70.6%
Special Education	1730.9	5.2%	8.9%	9.7%
Other	0.3	2.0%	7.2%	3.5%

- 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.

2022-23 Texas Academic Performance Report (TAPR)

District Name: MCALLEN ISD

Campus Name: ACHIEVE EARLY COLLEGE H S

Campus Number: 108906011

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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	2023	72%	77%	**98%**	-	98%	*	-	*	-	*	100%	*	100%	93%	97%	98%
	2022	65%	73%	**98%**	-	98%	*	-	*	-	*	67%	*	97%	100%	97%	97%
At Meets Grade Level or Above	2023	52%	58%	**94%**	-	93%	*	-	*	-	*	100%	*	95%	89%	92%	93%
	2022	47%	55%	**90%**	-	90%	*	-	*	-	*	44%	*	90%	93%	88%	88%
At Masters Grade Level	2023	13%	17%	**36%**	-	34%	*	-	*	-	*	22%	*	35%	41%	24%	24%
	2022	11%	16%	**40%**	-	41%	*	-	*	-	*	0%	*	43%	31%	35%	37%
End of Course English II																	
At Approaches Grade Level or Above	2023	74%	80%	**100%**	-	100%	*	-	*	-	*	100%	*	100%	100%	100%	100%
	2022	72%	78%	**98%**	-	98%	-	-	*	-	*	*	-	99%	95%	97%	97%
At Meets Grade Level or Above	2023	54%	64%	**97%**	-	97%	*	-	*	-	*	100%	*	96%	100%	95%	94%
	2022	55%	61%	**92%**	-	92%	-	-	*	-	*	*	-	93%	89%	88%	84%
At Masters Grade Level	2023	9%	12%	**25%**	-	26%	*	-	*	-	*	0%	*	25%	29%	23%	24%
	2022	9%	12%	**28%**	-	28%	-	-	*	-	*	*	-	29%	26%	19%	9%
End of Course Algebra I																	
At Approaches Grade Level or Above	2023	79%	84%	**100%**	-	100%	*	-	-	-	-	*	-	100%	100%	100%	100%
	2022	76%	81%	**99%**	-	100%	*	-	*	-	*	100%	*	100%	96%	100%	100%
At Meets Grade Level or Above	2023	43%	49%	**90%**	-	90%	*	-	-	-	-	*	-	91%	89%	87%	84%
	2022	43%	46%	**81%**	-	81%	*	-	*	-	*	57%	*	80%	83%	80%	85%
At Masters Grade Level	2023	23%	29%	**63%**	-	62%	*	-	-	-	-	*	-	61%	67%	56%	44%
	2022	27%	28%	**53%**	-	54%	*	-	*	-	*	57%	*	49%	61%	54%	61%
End of Course Biology																	
At Approaches Grade Level or Above	2023	88%	88%	**100%**	-	100%	*	-	*	-	*	100%	*	100%	100%	100%	100%
	2022	83%	86%	**100%**	-	100%	-	-	*	-	*	100%	*	100%	100%	100%	100%
At Meets Grade Level or Above	2023	56%	55%	**94%**	-	94%	*	-	*	-	*	100%	*	95%	91%	92%	88%
	2022	55%	57%	**95%**	-	96%	-	-	*	-	*	100%	*	97%	88%	95%	95%
At Masters Grade Level	2023	21%	21%	**49%**	-	47%	*	-	*	-	*	71%	*	50%	43%	38%	38%
	2022	21%	19%	**51%**	-	51%	-	-	*	-	*	29%	*	53%	42%	45%	44%
End of Course U.S. History																	

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2023	94%	95%	**100%**	-	100%	-	-	*	-	*	*	-	100%	100%	100%	100%
	2022	89%	92%	**100%**	-	100%	*	-	*	-	*	*	-	100%	100%	100%	100%
At Meets Grade Level or Above	2023	70%	73%	**100%**	-	100%	-	-	*	-	*	*	-	100%	100%	100%	100%
	2022	68%	71%	**96%**	-	96%	*	-	*	-	*	*	-	95%	100%	94%	93%
At Masters Grade Level	2023	38%	42%	**74%**	-	73%	-	-	*	-	*	*	-	72%	83%	71%	68%
	2022	42%	43%	**73%**	-	72%	*	-	*	-	*	*	-	75%	67%	70%	71%
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2023	90%	90%	**92%**	-	91%	*	-	*	-	-	*	-	91%	*	89%	*
	2022	92%	93%	**100%**	-	100%	-	-	-	-	-	*	-	100%	*	100%	*
At Meets Grade Level or Above	2023	61%	54%	**61%**	-	60%	*	-	*	-	-	*	-	65%	*	67%	*
	2022	64%	58%	**72%**	-	72%	-	-	-	-	-	*	-	71%	*	76%	*
At Masters Grade Level	2023	12%	5%	**6%**	-	4%	*	-	*	-	-	*	-	7%	*	7%	*
	2022	13%	7%	**0%**	-	0%	-	-	-	-	-	*	-	0%	*	0%	*
All Grades All Subjects																	
At Approaches Grade Level or Above	2023	76%	80%	**99%**	-	99%	100%	-	100%	-	*	100%	100%	99%	98%	99%	99%
	2022	74%	79%	**99%**	-	99%	*	-	100%	-	100%	87%	*	99%	98%	99%	98%
At Meets Grade Level or Above	2023	49%	55%	**92%**	-	92%	100%	-	92%	-	*	100%	100%	93%	90%	92%	91%
	2022	48%	54%	**91%**	-	91%	*	-	100%	-	88%	71%	*	91%	90%	89%	89%
At Masters Grade Level	2023	20%	24%	**42%**	-	42%	50%	-	58%	-	*	34%	20%	41%	48%	37%	35%
	2022	23%	27%	**46%**	-	46%	*	-	80%	-	38%	26%	*	47%	43%	41%	41%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2023	77%	82%	**99%**	-	99%	*	-	100%	-	*	100%	*	100%	95%	99%	99%
	2022	75%	80%	**98%**	-	98%	*	-	*	-	*	69%	*	98%	98%	97%	97%
At Meets Grade Level or Above	2023	53%	61%	**95%**	-	95%	*	-	100%	-	*	100%	*	96%	93%	94%	93%
	2022	53%	60%	**91%**	-	91%	*	-	*	-	*	54%	*	91%	92%	88%	87%
At Masters Grade Level	2023	20%	27%	**31%**	-	30%	*	-	50%	-	*	12%	*	29%	36%	24%	24%
	2022	25%	30%	**35%**	-	35%	*	-	*	-	*	8%	*	37%	29%	28%	27%
All Grades Mathematics																	
At Approaches Grade Level or Above	2023	75%	80%	**97%**	-	97%	*	-	*	-	-	100%	-	96%	100%	95%	97%
	2022	72%	78%	**99%**	-	100%	*	-	*	-	*	100%	*	100%	96%	100%	100%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2023	45%	51%	**78%**	-	78%	*	-	*	-	-	100%	-	78%	80%	79%	83%
	2022	42%	48%	**78%**	-	78%	*	-	*	-	*	67%	*	77%	83%	79%	86%
At Masters Grade Level	2023	19%	22%	**36%**	-	36%	*	-	*	-	-	60%	-	30%	60%	36%	38%
	2022	20%	25%	**39%**	-	39%	*	-	*	-	*	44%	*	32%	58%	40%	57%
All Grades Science																	
At Approaches Grade Level or Above	2023	77%	77%	**99%**	-	99%	*	-	*	-	*	100%	*	99%	100%	100%	100%
	2022	76%	80%	**100%**	-	100%	-	-	*	-	*	100%	*	100%	100%	100%	100%
At Meets Grade Level or Above	2023	47%	47%	**92%**	-	91%	*	-	*	-	*	100%	*	93%	88%	92%	88%
	2022	47%	52%	**95%**	-	96%	-	-	*	-	*	100%	*	97%	88%	95%	95%
At Masters Grade Level	2023	18%	18%	**47%**	-	46%	*	-	*	-	*	71%	*	49%	42%	38%	38%
	2022	21%	23%	**51%**	-	51%	-	-	*	-	*	29%	*	53%	42%	45%	44%
All Grades Social Studies																	
At Approaches Grade Level or Above	2023	78%	82%	**100%**	-	100%	-	-	*	-	*	*	-	100%	100%	100%	100%
	2022	75%	80%	**100%**	-	100%	*	-	*	-	*	*	-	100%	100%	100%	100%
At Meets Grade Level or Above	2023	52%	57%	**100%**	-	100%	-	-	*	-	*	*	-	100%	100%	100%	100%
	2022	50%	54%	**96%**	-	96%	*	-	*	-	*	*	-	95%	100%	94%	93%
At Masters Grade Level	2023	27%	32%	**74%**	-	73%	-	-	*	-	*	*	-	72%	83%	71%	68%
	2022	30%	31%	**73%**	-	72%	*	-	*	-	*	*	-	75%	67%	70%	71%

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

\- Indicates there are no students in the group.

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress - Annual Growth by Grade and Subject																	
End of Course English I	2023	57%	53%	**61%**	-	60%	*	-	*	-	*	71%	*	62%	58%	50%	51%
End of Course English II	2023	74%	76%	**73%**	-	73%	*	-	*	-	*	100%	*	70%	88%	75%	70%
End of Course Algebra I	2023	76%	72%	**98%**	-	98%	*	-	-	-	-	*	-	97%	100%	97%	100%
All Grades Both Subjects	2023	64%	67%	**73%**	-	72%	*	-	67%	-	*	89%	*	71%	78%	70%	68%
All Grades ELA/Reading	2023	63%	67%	**68%**	-	67%	*	-	67%	-	*	87%	*	67%	70%	63%	60%
All Grades Mathematics	2023	66%	67%	**98%**	-	98%	*	-	-	-	-	*	-	97%	100%	97%	100%
School Progress - Accelerated Learning by Grade and Subject																	
End of Course English I	2023	26%	22%	*	-	*	-	-	-	-	-	-	-	-	*	*	-
End of Course English II	2023	41%	47%	*	-	*	-	-	-	-	-	*	*	*	*	*	*
End of Course Algebra I	2023	58%	54%	**100%**	-	100%	-	-	-	-	-	*	-	*	*	100%	100%
All Grades Both Subjects	2023	38%	41%	**89%**	-	89%	-	-	-	-	-	*	*	100%	*	89%	100%
All Grades ELA/Reading	2023	35%	40%	*	-	*	-	-	-	-	-	*	*	*	*	*	*
All Grades Mathematics	2023	40%	43%	**100%**	-	100%	-	-	-	-	-	*	-	*	*	100%	100%

* 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	2023	76%	80%	**99%**	100%	-	-	100%	-	100%	99%	-	99%	-	*	99%	99%	99%
	2022	74%	79%	**99%**	100%	-	-	-	-	100%	97%	-	97%	-	*	99%	98%	100%
At Meets Grade Level or Above	2023	49%	55%	**92%**	96%	-	-	96%	-	96%	87%	-	87%	-	*	93%	88%	94%
	2022	48%	54%	**91%**	100%	-	-	-	-	100%	84%	-	84%	-	*	92%	84%	94%
At Masters Grade Level	2023	20%	24%	**42%**	29%	-	-	29%	-	31%	30%	-	30%	-	*	46%	27%	50%
	2022	23%	27%	**46%**	47%	-	-	-	-	47%	38%	-	38%	-	*	49%	37%	50%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2023	77%	82%	**99%**	100%	-	-	100%	-	100%	98%	-	98%	-	*	99%	98%	100%
	2022	75%	80%	**98%**	100%	-	-	-	-	100%	94%	-	94%	-	*	98%	95%	100%
At Meets Grade Level or Above	2023	53%	61%	**95%**	96%	-	-	96%	-	96%	90%	-	90%	-	*	96%	89%	100%
	2022	53%	60%	**91%**	100%	-	-	-	-	100%	80%	-	80%	-	*	92%	80%	99%
At Masters Grade Level	2023	20%	27%	**31%**	19%	-	-	19%	-	22%	21%	-	21%	-	*	36%	16%	37%
	2022	25%	30%	**35%**	57%	-	-	-	-	57%	27%	-	27%	-	*	39%	27%	36%
All Grades Mathematics																		
At Approaches Grade Level or Above	2023	75%	80%	**97%**	100%	-	-	100%	-	100%	100%	-	100%	-	-	98%	100%	91%
	2022	72%	78%	**99%**	*	-	-	-	-	*	100%	-	100%	-	*	100%	100%	100%
At Meets Grade Level or Above	2023	45%	51%	**78%**	100%	-	-	100%	-	100%	80%	-	80%	-	-	81%	86%	64%
	2022	42%	48%	**78%**	*	-	-	-	-	*	80%	-	80%	-	*	79%	82%	76%
At Masters Grade Level	2023	19%	22%	**36%**	56%	-	-	56%	-	56%	33%	-	33%	-	-	38%	41%	27%
	2022	20%	25%	**39%**	*	-	-	-	-	*	64%	-	64%	-	*	33%	61%	24%
All Grades Science																		
At Approaches Grade Level or Above	2023	77%	77%	**99%**	100%	-	-	100%	-	100%	100%	-	100%	-	-	98%	100%	100%
	2022	76%	80%	**100%**	100%	-	-	-	-	100%	100%	-	100%	-	*	100%	100%	100%
At Meets Grade Level or Above	2023	47%	47%	**92%**	95%	-	-	95%	-	95%	81%	-	81%	-	-	94%	85%	100%
	2022	47%	52%	**95%**	100%	-	-	-	-	100%	91%	-	91%	-	*	95%	92%	100%
At Masters Grade Level	2023	18%	18%	**47%**	30%	-	-	30%	-	30%	41%	-	41%	-	-	54%	35%	56%
	2022	21%	23%	**51%**	43%	-	-	-	-	43%	34%	-	34%	-	*	55%	31%	69%
All Grades Social Studies																		
At Approaches Grade Level or Above	2023	78%	82%	**100%**	-	-	-	-	-	-	100%	-	100%	-	-	100%	100%	100%
	2022	75%	80%	**100%**	-	-	-	-	-	-	100%	-	100%	-	-	100%	100%	100%
At Meets Grade Level or Above	2023	52%	57%	**100%**	-	-	-	-	-	-	100%	-	100%	-	-	100%	100%	100%
	2022	50%	54%	**96%**	-	-	-	181	-	-	83%	-	83%	-	-	100%	83%	93%

2022-23 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)

ACHIEVE EARLY COLLEGE H S (108906011) - MCALLEN ISD - HIDALGO 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	2023	27%	32%	**74%**	-	-	-	-	-	-	38%	-	38%	-	-	70%	38%	86%
	2022	30%	31%	**73%**	-	-	-	-	-	-	50%	-	50%	-	-	77%	50%	73%
School Progress - Annual Growth																		
All Grades Both Subjects	2023	64%	67%	**73%**	56%	-	-	56%	-	55%	78%	-	78%	-	*	79%	70%	66%
All Grades ELA/Reading	2023	63%	67%	**68%**	40%	-	-	40%	-	37%	71%	-	71%	-	*	76%	60%	63%
All Grades Mathematics	2023	66%	67%	**98%**	100%	-	-	100%	-	100%	100%	-	100%	-	-	95%	100%	100%
School Progress - Accelerated Learning																		
All Grades Both Subjects	2023	38%	41%	**89%**	*	-	-	*	-	*	*	-	*	-	-	*	100%	*
All Grades ELA/Reading	2023	35%	40%	*	-	-	-	-	-	-	*	-	*	-	-	*	*	-
All Grades Mathematics	2023	40%	43%	**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.

	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)
2023 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	**100%**	-	100%	100%	-	100%	-	*	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	93%	**96%**	-	96%	75%	-	100%	-	*	97%	83%	96%	98%	96%	93%
Not Included in Accountability: Mobile	4%	3%	**2%**	-	1%	25%	-	0%	-	*	0%	17%	2%	1%	1%	2%
Not Included in Accountability: Other Exclusions	2%	3%	**2%**	-	2%	0%	-	0%	-	*	3%	0%	2%	1%	3%	5%
Not Tested	1%	0%	**0%**	-	0%	0%	-	0%	-	*	0%	0%	0%	0%	0%	0%
Absent	1%	0%	**0%**	-	0%	0%	-	0%	-	*	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	-	0%	0%	-	0%	-	*	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	100%	**100%**	-	100%	*	-	100%	-	*	100%	*	100%	100%	100%	100%
Included in Accountability	92%	91%	**94%**	-	94%	*	-	100%	-	*	94%	*	93%	96%	92%	89%
Not Included in Accountability: Mobile	4%	3%	**2%**	-	2%	*	-	0%	-	*	0%	*	2%	2%	2%	2%
Not Included in Accountability: Other Exclusions	3%	6%	**4%**	-	5%	*	-	0%	-	*	6%	*	5%	2%	6%	9%
Not Tested	1%	0%	**0%**	-	0%	*	-	0%	-	*	0%	*	0%	0%	0%	0%
Absent	1%	0%	**0%**	-	0%	*	-	0%	-	*	0%	*	0%	0%	0%	0%
Other	0%	0%	**0%**	-	0%	*	-	0%	-	*	0%	*	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	100%	**100%**	-	100%	*	-	*	-	-	100%	-	100%	100%	100%	100%
Included in Accountability	94%	94%	**99%**	-	99%	*	-	*	-	-	100%	-	99%	100%	99%	97%
Not Included in Accountability: Mobile	5%	4%	**1%**	-	1%	*	-	*	-	-	0%	-	1%	0%	1%	3%
Not Included in Accountability: Other Exclusions	1%	2%	**0%**	-	0%	*	-	*	-	-	0%	-	0%	0%	0%	0%
Not Tested	1%	0%	**0%**	-	0%	*	-	*	-	-	0%	-	0%	0%	0%	0%
Absent	1%	0%	**0%**	-	0%	*	-	*	-	-	0%	-	0%	0%	0%	0%
Other	0%	0%	**0%**	-	0%	*	-	*	-	-	0%	-	0%	0%	0%	0%
Science																
Assessment Participant	99%	99%	**99%**	-	99%	*	-	*	-	*	100%	*	99%	100%	99%	100%
Included in Accountability	93%	95%	**96%**	-	97%	*	-	*	-	*	100%	*	95%	100%	97%	98%
Not Included in Accountability: Mobile	4%	3%	**3%**	-	2%	*	-	*	-	*	0%	*	3%	0%	1%	2%
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	-	0%	*	-	*	-	*	0%	*	0%	0%	0%	0%
Not Tested	1%	1%	**1%**	-	1%	*	-	*	-	*	0%	*	1%	0%	1%	0%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	0%	**0%**	-	0%	*	-	*	-	*	0%	*	0%	0%	0%	0%
Other	0%	1%	**1%**	-	1%	*	-	*	-	*	0%	*	1%	0%	1%	0%
Social Studies																
Assessment Participant	99%	100%	**100%**	-	100%	-	-	*	-	*	*	-	100%	100%	100%	100%
Included in Accountability	94%	96%	**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%	2%	**0%**	-	0%	-	-	*	-	*	*	-	0%	0%	0%	0%
Not Tested	1%	0%	**0%**	-	0%	-	-	*	-	*	*	-	0%	0%	0%	0%
Absent	1%	0%	**0%**	-	0%	-	-	*	-	*	*	-	0%	0%	0%	0%
Other	0%	0%	**0%**	-	0%	-	-	*	-	*	*	-	0%	0%	0%	0%
Accelerated Testers																
SAT/ACT Participant	93%	91%	**98%**	-	98%	*	-	*	-	-	*	-	98%	*	96%	*
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**99%**	-	99%	100%	-	100%	-	100%	100%	100%	99%	100%	99%	100%
Included in Accountability	93%	92%	**96%**	-	96%	80%	-	100%	-	100%	89%	50%	97%	94%	95%	95%
Not Included in Accountability: Mobile	5%	4%	**1%**	-	1%	0%	-	0%	-	0%	6%	50%	0%	5%	1%	0%
Not Included in Accountability: Other Exclusions	1%	3%	**2%**	-	2%	20%	-	0%	-	0%	6%	0%	2%	1%	2%	5%
Not Tested	1%	1%	**1%**	-	1%	0%	-	0%	-	0%	0%	0%	1%	0%	1%	0%
Absent	1%	0%	**0%**	-	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	1%	**1%**	-	1%	0%	-	0%	-	0%	0%	0%	1%	0%	1%	0%
Reading																
Assessment Participant	99%	99%	**100%**	-	100%	*	-	*	-	*	100%	*	100%	100%	100%	100%
Included in Accountability	92%	90%	**94%**	-	95%	*	-	*	-	*	81%	*	95%	92%	93%	89%
Not Included in Accountability: Mobile	5%	4%	**1%**	-	1%	*	-	*	-	*	6%	*	0%	6%	2%	0%
Not Included in Accountability: Other Exclusions	2%	5%	**4%**	-	4%	*	-	*	-	*	13%	*	5%	2%	6%	11%
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%	*	184	-	*	-	*	100%	*	100%	100%	100%	100%
Included in Accountability	93%	92%	**99%**	-	99%	*	-	*	-	*	100%	*	100%	96%	99%	100%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Mobile	5%	4%	**1%**	-	1%	*	-	*	-	*	0%	*	0%	4%	1%	0%
Not Included in Accountability: Other Exclusions	1%	2%	**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%	1%	**0%**	-	0%	*	-	*	-	*	0%	*	0%	0%	0%	0%
Science																
Assessment Participant	98%	99%	**97%**	-	97%	-	-	*	-	*	100%	*	96%	100%	97%	100%
Included in Accountability	93%	93%	**95%**	-	95%	-	-	*	-	*	88%	*	96%	93%	95%	100%
Not Included in Accountability: Mobile	4%	4%	**2%**	-	2%	-	-	*	-	*	13%	*	0%	7%	2%	0%
Not Included in Accountability: Other Exclusions	1%	2%	**0%**	-	0%	-	-	*	-	*	0%	*	0%	0%	0%	0%
Not Tested	2%	1%	**3%**	-	3%	-	-	*	-	*	0%	*	4%	0%	3%	0%
Absent	1%	0%	**0%**	-	0%	-	-	*	-	*	0%	*	0%	0%	0%	0%
Other	0%	1%	**3%**	-	3%	-	-	*	-	*	0%	*	4%	0%	3%	0%
Social Studies																
Assessment Participant	98%	99%	**100%**	-	100%	*	-	*	-	*	*	-	100%	100%	100%	100%
Included in Accountability	94%	94%	**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%	2%	**0%**	-	0%	*	-	*	-	*	*	-	0%	0%	0%	0%
Not Tested	2%	1%	**0%**	-	0%	*	-	*	-	*	*	-	0%	0%	0%	0%
Absent	1%	0%	**0%**	-	0%	*	-	*	-	*	*	-	0%	0%	0%	0%
Other	0%	0%	**0%**	-	0%	*	-	*	-	*	*	-	0%	0%	0%	0%
Accelerated Testers																
SAT/ACT Participant	89%	80%	**86%**	-	86%	-	-	-	-	-	*	-	86%	*	85%	*

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2021-22	92.2%	92.1%	**96.6%**	-	96.6%	97.1%	-	99.2%	-	*	95.0%	96.4%	96.4%
2020-21	95.0%	97.3%	**99.2%**	-	99.2%	99.0%	-	99.9%	-	*	99.5%	99.1%	99.4%
Chronic Absenteeism													
2021-22	25.7%	26.6%	**8.5%**	-	8.6%	16.7%	-	0.0%	-	0.0%	18.2%	8.0%	9.0%
2020-21	15.0%	8.6%	**1.8%**	-	1.6%	12.5%	-	0.0%	-	*	0.0%	2.5%	0.0%
Annual Dropout Rate (Gr 7-8)													
2021-22	0.7%	0.1%	**-**	-	-	-	-	-	-	-	-	-	-
2020-21	0.9%	0.1%	**-**	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2021-22	2.2%	0.1%	**0.0%**	-	0.0%	0.0%	-	0.0%	-	0.0%	0.0%	0.0%	0.0%
2020-21	2.4%	0.1%	**0.0%**	-	0.0%	0.0%	-	0.0%	-	*	0.0%	0.0%	0.0%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	89.7%	99.1%	**100.0%**	-	100.0%	*	-	*	-	*	100.0%	100.0%	100.0%
Received TxCHSE	0.3%	0.1%	**0.0%**	-	0.0%	*	-	*	-	*	0.0%	0.0%	0.0%
Continued HS	3.5%	0.4%	**0.0%**	-	0.0%	*	-	*	-	*	0.0%	0.0%	0.0%
Dropped Out	6.4%	0.5%	**0.0%**	-	0.0%	*	-	*	-	*	0.0%	0.0%	0.0%
Graduates and TxCHSE	90.0%	99.1%	**100.0%**	-	100.0%	*	-	*	-	*	100.0%	100.0%	100.0%
Graduates, TxCHSE, and Continuers	93.6%	99.5%	**100.0%**	-	100.0%	*	-	*	-	*	100.0%	100.0%	100.0%
Class of 2021													
Graduated	90.0%	98.4%	**100.0%**	-	100.0%	-	-	*	-	-	*	100.0%	100.0%
Received TxCHSE	0.3%	0.2%	**0.0%**	-	0.0%	-	-	*	-	-	*	0.0%	0.0%
Continued HS	3.9%	0.6%	**0.0%**	-	0.0%	-	-	*	-	-	*	0.0%	0.0%
Dropped Out	5.8%	0.9%	**0.0%**	-	0.0%	-	-	*	-	-	*	0.0%	0.0%
Graduates and TxCHSE	90.3%	98.6%	**100.0%**	-	100.0%	-	-	*	-	-	*	100.0%	100.0%
Graduates, TxCHSE, and Continuers	94.2%	99.1%	**100.0%**	-	100.0%	-	-	*	-	-	*	100.0%	100.0%
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.2%	98.9%	**100.0%**	-	100.0%	-	-	*	-	-	*	100.0%	100.0%
Received TxCHSE	0.4%	0.2%	**0.0%**	-	0.0%	-	-	*	-	-	*	0.0%	0.0%
Continued HS	1.0%	0.1%	**0.0%**	-	0.0%	-	-	*	-	-	*	0.0%	0.0%
Dropped Out	6.3%	0.7%	**0.0%**	-	0.0%	-	-	*	-	-	*	0.0%	0.0%
Graduates and TxCHSE	92.7%	99.2%	**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	93.7%	99.3%	**100.0%**	-	100.0%	-	-	*	-	-	*	100.0%	100.0%
Class of 2020													
Graduated	92.2%	98.9%	**100.0%**	-	100.0%	*	-	-	-	-	*	100.0%	*
Received TxCHSE	0.5%	0.0%	**0.0%**	-	0.0%	*	-	-	-	-	*	0.0%	*
Continued HS	1.1%	0.1%	**0.0%**	-	0.0%	*	-	-	-	-	*	0.0%	*
Dropped Out	6.2%	1.1%	**0.0%**	-	0.0%	*	-	-	-	-	*	0.0%	*
Graduates and TxCHSE	92.7%	98.9%	**100.0%**	-	100.0%	*	-	-	-	-	*	100.0%	*
Graduates, TxCHSE, and Continuers	93.8%	98.9%	**100.0%**	-	100.0%	*	-	-	-	-	*	100.0%	*
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.7%	98.9%	**100.0%**	-	100.0%	*	-	-	-	-	*	100.0%	*
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	6.2%	1.1%	**0.0%**	-	0.0%	*	-	-	-	-	*	0.0%	*
Graduates and TxCHSE	93.2%	98.9%	**100.0%**	-	100.0%	*	-	-	-	-	*	100.0%	*
Graduates, TxCHSE, and Continuers	93.8%	98.9%	**100.0%**	-	100.0%	*	-	-	-	-	*	100.0%	*
Class of 2019													
Graduated	92.6%	98.3%	**100.0%**	-	100.0%	*	-	*	-	-	*	100.0%	100.0%
Received TxCHSE	0.6%	0.1%	**0.0%**	-	0.0%	*	-	*	-	-	*	0.0%	0.0%
Continued HS	0.6%	0.0%	**0.0%**	-	0.0%	*	-	*	-	-	*	0.0%	0.0%
Dropped Out	6.2%	1.5%	**0.0%**	-	0.0%	*	-	*	-	-	*	0.0%	0.0%
Graduates and TxCHSE	93.2%	98.5%	**100.0%**	-	100.0%	*	-	*	-	-	*	100.0%	100.0%
Graduates, TxCHSE, and Continuers	93.8%	98.5%	**100.0%**	-	100.0%	*	-	*	-	-	*	100.0%	100.0%
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2022	89.7%	97.4%	**100.0%**	-	100.0%	*	-	*	-	*	100.0%	100.0%	100.0%
Class of 2021	90.0%	96.8%	**100.0%**	-	100.0%	-	-	*	-	-	*	100.0%	100.0%
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2022	59.5%	-	**-**	-	-	-	-	-	-	-	-	-	-
Class of 2021	87.5%	-	**-**	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2022	3.7%	0.1%	**0.0%**	-	0.0%	*	-	*	-	*	0.0%	0.0%	0.0%
Class of 2021	3.8%	0.2%	**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 2022	84.3%	99.4%	**100.0%**	-	100.0%	*	-	*	-	*	100.0%	100.0%	100.0%
Class of 2021	81.9%	97.0%	**100.0%**	-	100.0%	-	-	*	-	-	*	100.0%	100.0%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2022	88.0%	99.6%	**100.0%**	-	100.0%	*	-	*	-	*	100.0%	100.0%	100.0%
Class of 2021	85.7%	97.2%	**100.0%**	-	100.0%	-	-	*	-	-	*	100.0%	100.0%
RHSP/DAP Graduates (Annual Rate)													
2021-22	23.6%	-	**-**	-	-	-	-	-	-	-	-	-	-
2020-21	43.8%	-	**-**	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2021-22	3.9%	0.1%	**0.0%**	-	0.0%	*	-	*	-	*	0.0%	0.0%	0.0%
2020-21	3.8%	0.3%	**0.0%**	-	0.0%	-	-	*	-	-	*	0.0%	0.0%
FHSP-DLA Graduates (Annual Rate)													
2021-22	82.3%	98.7%	**100.0%**	-	100.0%	*	-	*	-	*	100.0%	100.0%	100.0%
2020-21	80.4%	96.4%	**100.0%**	-	100.0%	-	-	*	-	-	*	100.0%	100.0%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2021-22	86.0%	98.7%	**100.0%**	-	100.0%	*	-	*	-	*	100.0%	100.0%	100.0%
2020-21	84.1%	96.7%	**100.0%**	-	100.0%	-	-	*	-	-	*	100.0%	100.0%

	Campus Count	Campus Percent	District Count	State Count
Graduates (2021-22 Annual Graduates)				
Total Graduates	71	100.0%	1,578	368,686
By Ethnicity:				
African American	0	0.0%	6	45,227
Hispanic	66	93.0%	1,475	191,125
White	3	4.2%	63	103,171
American Indian	0	0.0%	2	1,159
Asian	1	1.4%	24	18,794
Pacific Islander	0	0.0%	0	569
Two or More Races	1	1.4%	8	8,641
By Graduation Type:				
Minimum H.S. Program	0	0.0%	0	433
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	0	134
Foundation H.S. Program (No Endorsement)	0	0.0%	20	51,023
Foundation H.S. Program (Endorsement)	0	0.0%	1	14,179
Foundation H.S. Program (DLA)	71	100.0%	1,557	302,917
Special Education Graduates	6	8.5%	121	32,447
Economically Disadvantaged Graduates	52	73.2%	1,047	194,571
Emergent Bilingual (EB)/English Learner (EL) Graduates	6	8.5%	259	40,398
At-Risk Graduates	24	33.8%	755	159,689

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)													
2021-22	70.0%	86.2%	**100.0%**	-	100.0%	*	-	*	-	*	100.0%	100.0%	100.0%
2020-21	65.2%	69.6%	**100.0%**	-	100.0%	-	-	*	-	-	*	100.0%	100.0%
College Ready Graduates													
College Ready (Annual Graduates)													
2021-22	52.9%	56.6%	**100.0%**	-	100.0%	*	-	*	-	*	100.0%	100.0%	100.0%
2020-21	52.7%	55.6%	**100.0%**	-	100.0%	-	-	*	-	-	*	100.0%	100.0%
TSI Criteria Graduates in English Language Arts (Annual Graduates)													
2021-22	57.1%	60.6%	**100.0%**	-	100.0%	*	-	*	-	*	100.0%	100.0%	100.0%
2020-21	56.1%	58.8%	**98.4%**	-	98.4%	-	-	*	-	-	*	98.9%	90.0%
TSI Criteria Graduates in Mathematics (Annual Graduates)													
2021-22	48.2%	51.0%	**94.4%**	-	93.9%	*	-	*	-	*	100.0%	94.2%	66.7%
2020-21	45.7%	45.5%	**98.4%**	-	98.4%	-	-	*	-	-	*	97.8%	90.0%
TSI Criteria Graduates in Both Subjects (Annual Graduates)													
2021-22	42.2%	46.2%	**94.4%**	-	93.9%	*	-	*	-	*	100.0%	94.2%	66.7%
2020-21	40.4%	42.5%	**96.9%**	-	96.8%	-	-	*	-	-	*	96.6%	80.0%
AP / IB Met Criteria in Any Subject (Annual Graduates)													
2021-22	20.5%	29.5%	**63.4%**	-	63.6%	*	-	*	-	*	16.7%	61.5%	33.3%
2020-21	21.3%	34.9%	**75.0%**	-	75.8%	-	-	*	-	-	*	77.5%	100.0%
Associate Degree (Annual Graduates)													
2021-22	2.4%	3.6%	**67.6%**	-	65.2%	*	-	*	-	*	33.3%	63.5%	50.0%
2020-21	2.6%	5.8%	**66.4%**	-	65.3%	-	-	*	-	-	*	62.9%	60.0%
Dual Course Credits in Any Subject (Annual Graduates)													
2021-22	24.0%	22.6%	**100.0%**	-	100.0%	*	-	*	-	*	100.0%	100.0%	100.0%
2020-21	25.9%	27.6%	**99.2%**	-	99.2%	-	-	*	-	-	*	98.9%	100.0%
Onramps Course Credits (Annual Graduates)													
2021-22	4.4%	8.3%	**0.0%**	-	0.0%	*	-	*	-	*	0.0%	0.0%	0.0%
2020-21	4.4%	7.6%	**0.0%**	-	0.0%	-	-	*	-	-	*	0.0%	0.0%
Career / Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2021-22	33.5%	64.4%	**11.3%**	-	12.1%	*	-	*	-	*	100.0%	13.5%	16.7%
2020-21	24.2%	25.0%	**1.6%**	-	1.6%	-	-	*	-	-	*	1.1%	0.0%
Approved Industry-Based Certification (Annual Graduates)													
2021-22	28.0%	60.2%	**2.8%**	-	3.0%	*	-	*	-	*	0.0%	1.9%	0.0%

Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
2020-21	18.4%	16.5%	**0.8%**	-	0.8%	-	-	*	-	-	*	0.0%	0.0%
Graduates with Level I or Level II Certificate (Annual Graduates)													
2021-22	0.7%	0.1%	**0.0%**	-	0.0%	*	-	*	-	*	0.0%	0.0%	0.0%
2020-21	0.7%	0.7%	**0.0%**	-	0.0%	-	-	*	-	-	*	0.0%	0.0%
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2021-22	2.5%	1.7%	**0.0%**	-	0.0%	*	-	*	-	*	0.0%	0.0%	0.0%
2020-21	2.4%	0.7%	**0.0%**	-	0.0%	-	-	*	-	-	*	0.0%	0.0%
Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)													
2021-22	5.0%	6.8%	**8.5%**	-	9.1%	*	-	*	-	*	100.0%	11.5%	16.7%
2020-21	4.4%	8.7%	**0.8%**	-	0.8%	-	-	*	-	-	*	1.1%	0.0%

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
TSIA Results (Graduates >= Criterion) (Annual Graduates)														
Reading	2021-22	22.8%	37.3%	**100.0%**	-	100.0%	*	-	*	-	*	100.0%	100.0%	100.0%
	2020-21	25.9%	27.5%	**98.4%**	-	98.4%	-	-	*	-	-	*	98.9%	90.0%
Mathematics	2021-22	18.7%	34.8%	**94.4%**	-	93.9%	*	-	*	-	*	100.0%	94.2%	66.7%
	2020-21	19.4%	28.5%	**98.4%**	-	98.4%	-	-	*	-	-	*	97.8%	90.0%
Both Subjects	2021-22	12.6%	25.9%	**94.4%**	-	93.9%	*	-	*	-	*	100.0%	94.2%	66.7%
	2020-21	14.4%	19.2%	**96.9%**	-	96.8%	-	-	*	-	-	*	96.6%	80.0%
Completed and Received Credit for College Prep Courses (Annual Graduates)														
English Language Arts	2021-22	11.7%	8.1%	**0.0%**	-	0.0%	*	-	*	-	*	0.0%	0.0%	0.0%
	2020-21	8.6%	2.6%	**0.0%**	-	0.0%	-	-	*	-	-	*	0.0%	0.0%
Mathematics	2021-22	14.0%	7.4%	**0.0%**	-	0.0%	*	-	*	-	*	0.0%	0.0%	0.0%
	2020-21	10.3%	2.9%	**0.0%**	-	0.0%	-	-	*	-	-	*	0.0%	0.0%
Both Subjects	2021-22	7.5%	5.5%	**0.0%**	-	0.0%	*	-	*	-	*	0.0%	0.0%	0.0%
	2020-21	4.9%	0.8%	**0.0%**	-	0.0%	-	-	*	-	-	*	0.0%	0.0%
AP/IB Results (Participation) (Grades 11-12)														
All Subjects	2022	23.0%	41.4%	**98.8%**	-	98.7%	100.0%	-	*	-	*	100.0%	97.5%	91.7%
	2021	21.1%	39.1%	**97.7%**	-	97.6%	*	-	100.0%	-	*	100.0%	96.1%	100.0%
English Language Arts	2022	13.2%	27.6%	**97.6%**	-	97.5%	100.0%	-	*	-	*	100.0%	96.7%	91.7%
	2021	12.1%	26.6%	**95.9%**	-	95.7%	*	-	100.0%	-	*	85.7%	94.8%	100.0%
Mathematics	2022	6.9%	11.8%	**14.8%**	-	14.5%	0.0%	-	*	-	*	12.5%	13.2%	8.3%
	2021	6.1%	10.0%	**8.8%**	-	7.7%	*	-	40.0%	-	*	0.0%	5.2%	4.3%
Science	2022	9.6%	12.2%	**71.0%**	-	71.1%	80.0%	-	*	-	*	75.0%	69.4%	66.7%
	2021	8.7%	17.9%	**54.8%**	-	53.8%	*	-	60.0%	-	*	85.7%	54.2%	60.9%
Social Studies	2022	12.5%	24.7%	**67.5%**	-	68.6%	40.0%	-	*	-	*	50.0%	65.3%	58.3%
	2021	11.6%	20.6%	**29.0%**	-	29.3%	*	-	20.0%	-	*	14.3%	24.2%	26.1%
AP/IB Results (Examinees >= Criterion) (Grades 11-12)														
All Subjects	2022	53.3%	47.2%	**34.1%**	-	32.5%	60.0%	-	*	-	*	12.5%	31.4%	9.1%
	2021	48.6%	34.2%	**19.3%**	-	18.2%	*	-	20.0%	-	*	0.0%	19.7%	21.7%
English Language Arts	2022	53.2%	40.9%	**26.1%**	-	23.9%	60.0%	-	*	-	*	0.0%	23.1%	9.1%
	2021	42.7%	23.4%	**9.1%**	-	8.0%	*	-	20.0%	-	*	0.0%	9.7%	8.7%
Mathematics	2022	50.4%	31.3%	**8.0%**	-	4.3%	-	-	*	-	*	*	6.3%	*
	2021	49.4%	33.6%	**15.8%**	-	6.3%	*	-	*	-	-	-	0.0%	*
Science	2022	44.7%	36.7%	**12.5%**	-	10.6%	*	-	*	-	*	0.0%	10.7%	0.0%
	2021	41.4%	18.9%	**7.6%**	-	6.3%	*	-	*	-	*	0.0%	7.2%	0.0%

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Social Studies	2022	41.9%	27.1%	**20.2%**	-	19.3%	*	-	*	-	*	*	19.0%	0.0%
	2021	42.2%	26.4%	**17.5%**	-	14.8%	*	-	*	-	-	*	18.9%	16.7%
SAT/ACT Results (Annual Graduates)														
Tested	2021-22	71.5%	68.3%	**100.0%**	-	100.0%	*	-	*	-	*	100.0%	100.0%	100.0%
	2020-21	70.8%	93.6%	**100.0%**	-	100.0%	?	-	*	-	-	*	100.0%	100.0%
At/Above Criterion for All Examinees	2021-22	32.1%	26.9%	**41.9%**	-	40.5%	*	-	*	-	*	33.3%	38.7%	14.3%
	2020-21	32.9%	22.9%	**40.3%**	-	38.8%	*	-	*	-	-	*	33.3%	18.2%
Average SAT Score (Annual Graduates)														
All Subjects	2021-22	1001	983	**1046**	-	1035	*	-	*	-	*	1002	1043	949
	2020-21	1002	942	**1026**	-	1020	1130	-	1210	-	-	1020	1005	913
English Language Arts and Writing	2021-22	506	500	**529**	-	523	*	-	*	-	*	482	526	469
	2020-21	504	477	**514**	-	512	620	-	583	-	-	530	504	451
Mathematics	2021-22	496	483	**517**	-	512	*	-	*	-	*	520	516	480
	2020-21	498	466	**512**	-	508	510	-	628	-	-	490	501	462
Average ACT Score (Annual Graduates)														
All Subjects	2021-22	19.5	22.5	**25.2**	-	*	-	-	-	-	*	-	*	-
	2020-21	20.0	22.5	**22.1**	-	20.6	-	-	36.0	-	-	-	21.8	-
English Language Arts	2021-22	19.2	23.0	**26.9**	-	*	-	-	-	-	*	-	*	-
	2020-21	19.6	22.6	**21.5**	-	19.9	-	-	35.5	-	-	-	21.4	-
Mathematics	2021-22	19.3	21.0	**22.4**	-	*	-	-	-	-	*	-	*	-
	2020-21	19.9	22.0	**21.7**	-	20.2	-	-	35.0	-	-	-	21.2	-
Science	2021-22	19.8	22.4	**23.8**	-	*	-	-	-	-	*	-	*	-
	2020-21	20.3	22.2	**22.8**	-	21.3	-	-	36.0	-	-	-	22.4	-

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Advanced/Dual-Credit Course Completion (Grades 9-12)														
Any Subject	2021-22	44.2%	45.3%	**96.3%**	-	96.1%	100.0%	-	100.0%	-	100.0%	72.7%	96.8%	96.9%
	2020-21	42.5%	45.3%	**91.9%**	-	91.5%	100.0%	-	100.0%	-	*	76.9%	90.8%	88.6%
English Language Arts	2021-22	16.6%	14.7%	**36.5%**	-	35.6%	83.3%	-	42.9%	-	40.0%	31.8%	35.3%	12.7%
	2020-21	16.3%	15.0%	**51.1%**	-	50.6%	57.1%	-	62.5%	-	*	46.2%	50.2%	34.3%
Mathematics	2021-22	19.9%	17.9%	**40.9%**	-	40.3%	66.7%	-	50.0%	-	40.0%	36.4%	37.9%	14.8%
	2020-21	19.3%	16.3%	**33.4%**	-	32.4%	57.1%	-	57.1%	-	-	27.3%	28.6%	13.3%
Science	2021-22	21.1%	25.0%	**44.7%**	-	44.2%	83.3%	-	42.9%	-	40.0%	40.9%	45.2%	17.7%
	2020-21	20.6%	24.7%	**45.5%**	-	45.0%	42.9%	-	62.5%	-	*	50.0%	44.4%	31.8%
Social Studies	2021-22	22.8%	22.9%	**60.7%**	-	60.7%	83.3%	-	57.1%	-	40.0%	54.5%	60.2%	33.3%
	2020-21	22.8%	25.3%	**60.5%**	-	60.0%	71.4%	-	75.0%	-	*	53.8%	56.3%	39.7%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2020-21	46.7%	60.9%	**78.9%**	-	78.2%	-	-	*	-	-	*	73.0%	80.0%
	2019-20	46.1%	54.8%	**76.4%**	-	76.1%	*	-	-	-	-	*	76.6%	*
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course														
	2020-21	-	-	**-**	-	-	-	-	-	-	-	-	-	-
	2019-20	-	-	**-**	-	-	-	-	-	-	-	-	-	-

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Total Students	411	100.0%	20,343	5,504,150	411	100.0%	20,399	5,518,432
Students by Grade:								
Early Childhood Education	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.5%
Pre-Kindergarten	0	0.0%	5.4%	4.4%	0	0.0%	5.5%	4.4%
Pre-Kindergarten: 3-year Old	0	0.0%	1.4%	0.7%	0	0.0%	1.5%	0.7%
Pre-Kindergarten: 4-year Old	0	0.0%	4.0%	3.7%	0	0.0%	4.1%	3.7%
Kindergarten	0	0.0%	5.8%	6.7%	0	0.0%	5.8%	6.7%
Grade 1	0	0.0%	6.5%	7.2%	0	0.0%	6.5%	7.2%
Grade 2	0	0.0%	6.5%	7.2%	0	0.0%	6.5%	7.2%
Grade 3	0	0.0%	6.4%	7.2%	0	0.0%	6.4%	7.1%
Grade 4	0	0.0%	6.6%	7.2%	0	0.0%	6.6%	7.1%
Grade 5	0	0.0%	7.3%	7.2%	0	0.0%	7.3%	7.2%
Grade 6	0	0.0%	7.3%	7.3%	0	0.0%	7.3%	7.2%
Grade 7	0	0.0%	7.4%	7.4%	0	0.0%	7.4%	7.4%
Grade 8	0	0.0%	7.7%	7.7%	0	0.0%	7.6%	7.7%
Grade 9	113	27.5%	9.0%	8.7%	113	27.5%	9.0%	8.7%
Grade 10	127	30.9%	9.2%	7.9%	127	30.9%	9.2%	7.9%
Grade 11	90	21.9%	7.6%	7.0%	90	21.9%	7.6%	7.0%
Grade 12	81	19.7%	7.1%	6.6%	81	19.7%	7.1%	6.6%
Ethnic Distribution:								
African American	0	0.0%	0.4%	12.8%	0	0.0%	0.4%	12.8%
Hispanic	392	95.4%	93.6%	53.0%	392	95.4%	93.5%	52.9%
White	5	1.2%	4.4%	25.6%	5	1.2%	4.5%	25.7%
American Indian	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Asian	10	2.4%	1.2%	5.1%	10	2.4%	1.2%	5.1%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	4	1.0%	0.4%	3.0%	4	1.0%	0.4%	3.0%
Sex:								
Female	225	54.7%	48.4%	48.8%	225	54.7%	48.4%	48.8%
Male	186	45.3%	51.6%	51.2%	186	45.3%	51.6%	51.2%
Economically Disadvantaged	285	69.3%	72.6%	62.1%	285	69.3%	72.5%	62.0%
Non-Educationally Disadvantaged	126	30.7%	27.4%	37.9%	126	30.7%	27.5%	38.0%
Section 504 Students	18	4.4%	10.0%	7.4%	18	4.4%	10.0%	7.4%
EB Students/EL	74	18.0%	36.0%	23.1%	74	18.0%	36.0%	23.0%
Students w/ Disciplinary Placements (2021-22)	2	0.5%	1.8%	1.5%				

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Students w/ Dyslexia	10	2.4%	8.8%	5.5%	10	2.4%	8.8%	5.5%
Foster Care	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Homeless	3	0.7%	1.4%	1.3%	3	0.7%	1.4%	1.3%
Immigrant	4	1.0%	2.4%	2.2%	4	1.0%	2.4%	2.2%
Migrant	6	1.5%	1.8%	0.3%	6	1.5%	1.8%	0.3%
Title I	411	100.0%	95.8%	64.6%	411	100.0%	95.7%	64.6%
Military Connected	1	0.2%	0.4%	3.6%	1	0.2%	0.4%	3.6%
At-Risk	150	36.5%	59.1%	53.3%	150	36.5%	59.0%	53.3%
Students by Instructional Program:								
Bilingual/ESL Education	84	20.4%	38.3%	23.2%	84	20.4%	38.3%	23.2%
Career and Technical Education	379	92.2%	34.6%	26.5%				
Career and Technical Education (9-12 grades only)	379	92.2%	83.9%	72.3%				
Gifted and Talented Education	65	15.8%	11.5%	8.2%	65	15.8%	11.5%	8.2%
Special Education	21	5.1%	14.2%	12.6%	21	5.1%	14.3%	12.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	21							
By Type of Primary Disability Students with Intellectual Disabilities	7	33.3%	48.5%	44.1%				
Students with Physical Disabilities	*	*	18.4%	20.0%				
Students with Autism	*	*	15.4%	15.5%				
Students with Behavioral Disabilities	8	38.1%	16.5%	18.8%				
Students with Non-Categorical Early Childhood	0	0.0%	1.2%	1.6%				
Mobility (2021-22):								
Total Mobile Students	27	6.5%	15.8%	16.8%				
By Ethnicity: African American	0	0.0%	0.1%	3.3%				
Hispanic	26	6.3%	14.9%	8.7%				
White	0	0.0%	0.5%	3.4%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	1	0.2%	0.1%	0.7%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	0	0.0%	0.1%	0.6%				
Count and Percent of Special Ed Students who are Mobile	1	4.5%	16.1%	18.6%				
Count and Percent of EB Students/EL who are Mobile	4	6.0%	18.4%	17.1%				
Count and Percent of Econ Dis Students who are Mobile	24	8.1%	17.4%	18.7%				
Student Attrition (2021-22):	196							
Total Student Attrition	37	11.3%	16.4%	18.1%				

	--Non-Special Education Rates--			---Special Education Rates---		
Student Information	**Campus**	**District**	**State**	**Campus**	**District**	**State**
Retention Rates by Grade:						
Kindergarten	-	2.1%	1.5%	-	3.3%	4.5%
Grade 1	-	4.0%	2.5%	-	5.2%	3.6%
Grade 2	-	2.3%	1.6%	-	3.3%	2.0%
Grade 3	-	0.9%	0.8%	-	0.8%	0.9%
Grade 4	-	0.1%	0.5%	-	0.0%	0.5%
Grade 5	-	0.1%	0.3%	-	0.0%	0.4%
Grade 6	-	0.4%	0.3%	-	0.0%	0.4%
Grade 7	-	0.4%	0.4%	-	0.0%	0.5%
Grade 8	-	0.4%	0.4%	-	0.5%	0.5%
Grade 9	0.0%	10.8%	8.7%	0.0%	16.8%	12.6%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	-	18.0	18.7
Grade 1	-	17.3	19.1
Grade 2	-	18.2	19.1
Grade 3	-	17.7	19.3
Grade 4	-	18.3	19.4
Grade 5	-	20.0	20.8
Grade 6	-	21.5	19.2
Secondary:			
English/Language Arts	12.6	15.0	16.2
Foreign Languages	13.8	17.1	18.8
Mathematics	14.9	18.0	17.5
Science	15.6	19.0	18.5
Social Studies	16.9	19.0	18.9

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Total Staff	61.2	100.0%	100.0%	100.0%
Professional Staff:	51.2	83.7%	61.1%	64.1%
Teachers	41.3	67.4%	44.6%	48.7%
Professional Support	7.0	11.4%	12.2%	10.9%
Campus Administration (School Leadership)	3.0	4.9%	3.2%	3.3%
Educational Aides:	10.0	16.3%	12.4%	11.3%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	29.0	4,258.0
Part-time Librarians	0.0	n/a	0.0	646.0
Full-time Counselors	2.0	n/a	76.0	13,815.0
Part-time Counselors	0.0	n/a	2.0	1,240.0
Total Minority Staff:	54.7	89.3%	92.7%	53.2%
Teachers by Ethnicity:				
African American	0.0	0.0%	0.6%	11.8%
Hispanic	33.6	81.5%	88.2%	29.6%
White	5.5	13.4%	9.8%	54.9%
American Indian	0.0	0.0%	0.0%	0.3%
Asian	2.1	5.1%	0.9%	2.0%
Pacific Islander	0.0	0.0%	0.1%	0.1%
Two or More Races	0.0	0.0%	0.4%	1.2%
Teachers by Sex:				
Males	16.5	39.9%	29.3%	24.4%
Females	24.8	60.1%	70.7%	75.6%
Teachers by Highest Degree Held:				
No Degree	0.1	0.3%	0.7%	2.0%
Bachelors	20.4	49.4%	79.5%	72.2%
Masters	20.8	50.3%	19.7%	25.0%
Doctorate	0.0	0.0%	0.1%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	2.0	4.8%	3.9%	9.7%
1-5 Years Experience	2.3	5.6%	19.0%	26.3%
6-10 Years Experience	11.3	27.5%	22.9%	20.5%
11-20 Years Experience	14.9	36.2%	34.2%	27.2%
21-30 Years Experience	8.1	19.6%	15.4%	13.3%
Over 30 Years Experience	2.6	6.3%	4.7%	2.9%

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Staff Information	**Count/Average**	**Percent**	**District**	**State**
Number of Students per Teacher	10.0	n/a	13.6	14.8

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	6.0	6.6	6.1
Average Years Experience of Principals with District	6.0	6.6	5.3
Average Years Experience of Assistant Principals	7.0	6.1	5.2
Average Years Experience of Assistant Principals with District	7.0	5.3	4.4
Average Years Experience of Teachers:	15.2	13.5	11.0
Average Years Experience of Teachers with District:	12.0	10.3	6.9
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$52,151	$50,549	$53,300
1-5 Years Experience	$53,921	$53,264	$56,516
6-10 Years Experience	$56,970	$56,886	$59,732
11-20 Years Experience	$59,077	$60,642	$63,389
21-30 Years Experience	$68,962	$66,288	$67,876
Over 30 Years Experience	$75,394	$73,268	$72,560
Average Actual Salaries (regular duties only):			
Teachers	$60,842	$59,446	$60,717
Professional Support	$66,404	$67,588	$72,022
Campus Administration (School Leadership)	$92,409	$76,926	$85,167
Instructional Staff Percent:	n/a	63.8%	65.1%
Contracted Instructional Staff (not incl. above):	0.0	1.5	2,105.4

	----- Campus -----			
Program Information	**Count**	**Percent**	**District**	**State**
Teachers by Program (population served):				
Bilingual/ESL Education	0.4	1.0%	6.4%	5.9%
Career and Technical Education	5.7	13.7%	6.3%	5.4%
Compensatory Education	0.0	0.0%	3.1%	3.2%
Gifted and Talented Education	0.0	0.0%	1.4%	1.7%
Regular Education	17.1	41.5%	66.7%	70.6%
Special Education	6.9	16.8%	8.9%	9.7%
Other	11.2	27.0%	7.2%	3.5%

- 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.

2022-23 Texas Academic Performance Report (TAPR)

District Name: MCALLEN ISD

Campus Name: INSTR/GUID CENTER

Campus Number: 108906005

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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	2023	72%	77%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2022	65%	73%	*	-	*	-	-	-	-	-	-	-	*	-	*	*
At Meets Grade Level or Above	2023	52%	58%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2022	47%	55%	*	-	*	-	-	-	-	-	-	-	*	-	*	*
At Masters Grade Level	2023	13%	17%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2022	11%	16%	*	-	*	-	-	-	-	-	-	-	*	-	*	*
End of Course English II																	
At Approaches Grade Level or Above	2023	74%	80%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2022	72%	78%	*	-	*	-	-	-	-	-	-	-	*	-	*	*
At Meets Grade Level or Above	2023	54%	64%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2022	55%	61%	*	-	*	-	-	-	-	-	-	-	*	-	*	*
At Masters Grade Level	2023	9%	12%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2022	9%	12%	*	-	*	-	-	-	-	-	-	-	*	-	*	*
End of Course Algebra I																	
At Approaches Grade Level or Above	2023	79%	84%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2022	76%	81%	*	-	*	-	-	-	-	-	-	-	*	-	*	-
At Meets Grade Level or Above	2023	43%	49%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2022	43%	46%	*	-	*	-	-	-	-	-	-	-	*	-	*	-
At Masters Grade Level	2023	23%	29%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2022	27%	28%	*	-	*	-	-	-	-	-	-	-	*	-	*	-
End of Course Biology																	
At Approaches Grade Level or Above	2023	88%	88%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2022	83%	86%	*	-	*	-	-	-	-	-	-	-	*	-	*	-
At Meets Grade Level or Above	2023	56%	55%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2022	55%	57%	*	-	*	-	-	-	-	-	-	-	*	-	*	-
At Masters Grade Level	2023	21%	21%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2022	21%	19%	*	-	*	-	-	-	-	-	-	-	*	-	*	-
SAT/ACT All Subjects																	

	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	2023	90%	90%	*	-	*	-	-	-	-	-	-	-	-	*	*	-
	2022	92%	93%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2023	61%	54%	*	-	*	-	-	-	-	-	-	-	-	*	*	-
	2022	64%	58%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2023	12%	5%	*	-	*	-	-	-	-	-	-	-	-	*	*	-
	2022	13%	7%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Grades All Subjects																	
At Approaches Grade Level or Above	2023	76%	80%	*	-	*	-	-	-	-	-	-	-	-	*	*	-
	2022	74%	79%	**40%**	-	40%	-	-	-	-	-	-	-	40%	-	40%	*
At Meets Grade Level or Above	2023	49%	55%	*	-	*	-	-	-	-	-	-	-	-	*	*	-
	2022	48%	54%	**20%**	-	20%	-	-	-	-	-	-	-	20%	-	20%	*
At Masters Grade Level	2023	20%	24%	*	-	*	-	-	-	-	-	-	-	-	*	*	-
	2022	23%	27%	**0%**	-	0%	-	-	-	-	-	-	-	0%	-	0%	*
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2022	75%	80%	*	-	*	-	-	-	-	-	-	-	*	-	*	*
At Meets Grade Level or Above	2022	53%	60%	*	-	*	-	-	-	-	-	-	-	*	-	*	*
At Masters Grade Level	2022	25%	30%	*	-	*	-	-	-	-	-	-	-	*	-	*	*
All Grades Mathematics																	
At Approaches Grade Level or Above	2023	75%	80%	*	-	*	-	-	-	-	-	-	-	-	*	*	-
	2022	72%	78%	*	-	*	-	-	-	-	-	-	-	*	-	*	-
At Meets Grade Level or Above	2023	45%	51%	*	-	*	-	-	-	-	-	-	-	-	*	*	-
	2022	42%	48%	*	-	*	-	-	-	-	-	-	-	*	-	*	-
At Masters Grade Level	2023	19%	22%	*	-	*	-	-	-	-	-	-	-	-	*	*	-
	2022	20%	25%	*	-	*	-	-	-	-	-	-	-	*	-	*	-
All Grades Science																	
At Approaches Grade Level or Above	2022	76%	80%	*	-	*	-	-	-	-	-	-	-	*	-	*	-
At Meets Grade Level or Above	2022	47%	52%	*	-	*	-	-	-	-	-	-	-	*	-	*	-
At Masters Grade Level	2022	21%	23%	*	-	*	-	-	-	-	-	-	-	*	-	*	-

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

This campus is not rated on Progress (TAPR).

	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	2023	76%	80%	*	-	-	-	-	-	-	-	-	-	-	-	*	-	-
	2022	74%	79%	**40%**	-	-	-	-	-	-	*	-	*	-	-	*	*	-
At Meets Grade Level or Above	2023	49%	55%	*	-	-	-	-	-	-	-	-	-	-	-	*	-	-
	2022	48%	54%	**20%**	-	-	-	-	-	-	*	-	*	-	-	*	*	-
At Masters Grade Level	2023	20%	24%	*	-	-	-	-	-	-	-	-	-	-	-	*	-	-
	2022	23%	27%	**0%**	-	-	-	-	-	-	*	-	*	-	-	*	*	-
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2023	77%	82%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2022	75%	80%	*	-	-	-	-	-	-	*	-	*	-	-	*	*	-
At Meets Grade Level or Above	2023	53%	61%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2022	53%	60%	*	-	-	-	-	-	-	*	-	*	-	-	*	*	-
At Masters Grade Level	2023	20%	27%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2022	25%	30%	*	-	-	-	-	-	-	*	-	*	-	-	*	*	-
All Grades Mathematics																		
At Approaches Grade Level or Above	2023	75%	80%	*	-	-	-	-	-	-	-	-	-	-	-	*	-	-
	2022	72%	78%	*	-	-	-	-	-	-	-	-	-	-	-	*	-	-
At Meets Grade Level or Above	2023	45%	51%	*	-	-	-	-	-	-	-	-	-	-	-	*	-	-
	2022	42%	48%	*	-	-	-	-	-	-	-	-	-	-	-	*	-	-
At Masters Grade Level	2023	19%	22%	*	-	-	-	-	-	-	-	-	-	-	-	*	-	-
	2022	20%	25%	*	-	-	-	-	-	-	-	-	-	-	-	*	-	-
All Grades Science																		
At Approaches Grade Level or Above	2023	77%	77%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2022	76%	80%	*	-	-	-	-	-	-	-	-	-	-	-	*	-	-
At Meets Grade Level or Above	2023	47%	47%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2022	47%	52%	*	-	-	-	-	-	-	-	-	-	-	-	*	-	-
At Masters Grade Level	2023	18%	18%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2022	21%	23%	*	-	-	-	-	-	-	-	-	-	-	-	*	-	-

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2023 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	*	-	*	-	-	-	-	-	-	-	-	*	*	-
Included in Accountability	93%	93%	*	-	*	-	-	-	-	-	-	-	-	*	*	-
Not Included in Accountability: Mobile	4%	3%	*	-	*	-	-	-	-	-	-	-	-	*	*	-
Not Included in Accountability: Other Exclusions	2%	3%	*	-	*	-	-	-	-	-	-	-	-	*	*	-
Not Tested	1%	0%	*	-	*	-	-	-	-	-	-	-	-	*	*	-
Absent	1%	0%	*	-	*	-	-	-	-	-	-	-	-	*	*	-
Other	0%	0%	*	-	*	-	-	-	-	-	-	-	-	*	*	-
Mathematics																
Assessment Participant	99%	100%	*	-	*	-	-	-	-	-	-	-	-	*	*	-
Included in Accountability	94%	94%	*	-	*	-	-	-	-	-	-	-	-	*	*	-
Not Included in Accountability: Mobile	5%	4%	*	-	*	-	-	-	-	-	-	-	-	*	*	-
Not Included in Accountability: Other Exclusions	1%	2%	*	-	*	-	-	-	-	-	-	-	-	*	*	-
Not Tested	1%	0%	*	-	*	-	-	-	-	-	-	-	-	*	*	-
Absent	1%	0%	*	-	*	-	-	-	-	-	-	-	-	*	*	-
Other	0%	0%	*	-	*	-	-	-	-	-	-	-	-	*	*	-
Accelerated Testers																
SAT/ACT Participant	93%	91%	*	-	*	-	-	-	-	-	-	-	-	*	*	-
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**84%**	-	83%	-	-	-	-	-	*	-	100%	57%	81%	*
Included in Accountability	93%	92%	**26%**	-	28%	-	-	-	-	-	*	-	42%	0%	31%	*
Not Included in Accountability: Mobile	5%	4%	**58%**	-	56%	-	-	-	-	-	*	-	58%	57%	50%	*
Not Included in Accountability: Other Exclusions	1%	3%	**0%**	-	0%	-	-	-	-	-	*	-	0%	0%	0%	*
Not Tested	1%	1%	**16%**	-	17%	-	-	-	-	-	*	-	0%	43%	19%	*
Absent	1%	0%	**16%**	-	17%	-	-	-	-	-	*	-	0%	43%	19%	*
Other	0%	1%	**0%**	-	0%	-	-	-	-	-	*	-	0%	0%	0%	*
Reading																
Assessment Participant	99%	99%	**89%**	-	88%	-	-	-	-	-	*	-	100%	*	88%	*
Included in Accountability	92%	90%	**33%**	-	38%	-	-	-	-	-	*	-	43%	*	38%	*

	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%	4%	**56%**	-	50%	-	-	-	-	-	*	-	57%	*	50%	*
Not Included in Accountability: Other Exclusions	2%	5%	**0%**	-	0%	-	-	-	-	-	*	-	0%	*	0%	*
Not Tested	1%	1%	**11%**	-	13%	-	-	-	-	-	*	-	0%	*	13%	*
Absent	1%	0%	**11%**	-	13%	-	-	-	-	-	*	-	0%	*	13%	*
Other	0%	0%	**0%**	-	0%	-	-	-	-	-	*	-	0%	*	0%	*
Mathematics																
Assessment Participant	99%	99%	*	-	*	-	-	-	-	-	*	-	*	*	*	-
Included in Accountability	93%	92%	*	-	*	-	-	-	-	-	*	-	*	*	*	-
Not Included in Accountability: Mobile	5%	4%	*	-	*	-	-	-	-	-	*	-	*	*	*	-
Not Included in Accountability: Other Exclusions	1%	2%	*	-	*	-	-	-	-	-	*	-	*	*	*	-
Not Tested	1%	1%	*	-	*	-	-	-	-	-	*	-	*	*	*	-
Absent	1%	0%	*	-	*	-	-	-	-	-	*	-	*	*	*	-
Other	0%	1%	*	-	*	-	-	-	-	-	*	-	*	*	*	-
Science																
Assessment Participant	98%	99%	**80%**	-	80%	-	-	-	-	-	*	-	*	*	*	-
Included in Accountability	93%	93%	**20%**	-	20%	-	-	-	-	-	*	-	*	*	*	-
Not Included in Accountability: Mobile	4%	4%	**60%**	-	60%	-	-	-	-	-	*	-	*	*	*	-
Not Included in Accountability: Other Exclusions	1%	2%	**0%**	-	0%	-	-	-	-	-	*	-	*	*	*	-
Not Tested	2%	1%	**20%**	-	20%	-	-	-	-	-	*	-	*	*	*	-
Absent	1%	0%	**20%**	-	20%	-	-	-	-	-	*	-	*	*	*	-
Other	0%	1%	**0%**	-	0%	-	-	-	-	-	*	-	*	*	*	-
Social Studies																
Assessment Participant	98%	99%	*	-	*	-	-	-	-	-	-	-	*	-	*	*
Included in Accountability	94%	94%	*	-	*	-	-	-	-	-	-	-	*	-	*	*
Not Included in Accountability: Mobile	4%	3%	*	-	*	-	-	-	-	-	-	-	*	-	*	*
Not Included in Accountability: Other Exclusions	1%	2%	*	-	*	-	-	-	-	-	-	-	*	-	*	*
Not Tested	2%	1%	*	-	*	-	-	-	-	-	-	-	*	-	*	*
Absent	1%	0%	*	-	*	-	-	-	-	-	-	-	*	-	*	*
Other	0%	0%	*	-	*	-	-	-	-	-	-	-	*	-	*	*

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2021-22	92.2%	92.1%	**74.7%**	-	74.5%	*	-	-	-	-	65.3%	74.8%	72.8%
2020-21	95.0%	97.3%	**87.2%**	-	87.2%	-	-	-	-	-	*	86.3%	*
Chronic Absenteeism													
2021-22	25.7%	26.6%	**53.2%**	-	53.5%	*	-	-	-	-	72.7%	53.0%	57.1%
2020-21	15.0%	8.6%	**42.1%**	-	42.1%	-	-	-	-	-	50.0%	44.8%	45.0%
Annual Dropout Rate (Gr 7-8)													
2021-22	0.7%	0.1%	**0.0%**	-	0.0%	-	-	-	-	-	0.0%	0.0%	0.0%
2020-21	0.9%	0.1%	**0.0%**	-	0.0%	-	-	-	-	-	0.0%	0.0%	0.0%
Annual Dropout Rate (Gr 9-12)													
2021-22	2.2%	0.1%	**0.0%**	-	0.0%	*	-	-	-	-	0.0%	0.0%	0.0%
2020-21	2.4%	0.1%	**0.0%**	-	0.0%	-	-	-	-	-	*	0.0%	0.0%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	89.7%	99.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.5%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.0%	99.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.6%	99.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021													
Graduated	90.0%	98.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	98.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	99.1%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.2%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	99.2%	-	-	-	-	-	-	-	-	-	-	-

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.7%	99.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	92.2%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	98.9%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.7%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	92.6%	98.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	1.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	98.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	98.5%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2022	89.7%	97.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	90.0%	96.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2022	59.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2022	3.7%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	3.8%	0.2%	-	-	210	-	-	-	-	-	-	-	-
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 2022	84.3%	99.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	81.9%	97.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2022	88.0%	99.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	85.7%	97.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
2020-21	43.8%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2021-22	3.9%	0.1%	-	-	-	-	-	-	-	-	-	-	-
2020-21	3.8%	0.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2021-22	82.3%	98.7%	-	-	-	-	-	-	-	-	-	-	-
2020-21	80.4%	96.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2021-22	86.0%	98.7%	-	-	-	-	-	-	-	-	-	-	-
2020-21	84.1%	96.7%	-	-	-	-	-	-	-	-	-	-	-

	Campus Count	Campus Percent	District Count	State Count
Graduates (2021-22 Annual Graduates)				
Total Graduates	-	-	1,578	368,686
By Ethnicity:				
African American	-	-	6	45,227
Hispanic	-	-	1,475	191,125
White	-	-	63	103,171
American Indian	-	-	2	1,159
Asian	-	-	24	18,794
Pacific Islander	-	-	0	569
Two or More Races	-	-	8	8,641
By Graduation Type:				
Minimum H.S. Program	-	-	0	433
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	134
Foundation H.S. Program (No Endorsement)	-	-	20	51,023
Foundation H.S. Program (Endorsement)	-	-	1	14,179
Foundation H.S. Program (DLA)	-	-	1,557	302,917
Special Education Graduates	-	-	121	32,447
Economically Disadvantaged Graduates	-	-	1,047	194,571
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	259	40,398
At-Risk Graduates	-	-	755	159,689

There is no data for this campus.

There is no data for this campus.

	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	2021-22	44.2%	45.3%	**5.1%**	-	5.1%	-	-	-	-	-	0.0%	3.2%	4.8%
	2020-21	42.5%	45.3%	**0.0%**	-	0.0%	-	-	-	-	-	-	0.0%	*
English Language Arts	2021-22	16.6%	14.7%	**0.0%**	-	0.0%	-	-	-	-	-	0.0%	0.0%	0.0%
	2020-21	16.3%	15.0%	**0.0%**	-	0.0%	-	-	-	-	-	-	0.0%	*
Mathematics	2021-22	19.9%	17.9%	**5.7%**	-	5.7%	-	-	-	-	-	0.0%	3.6%	5.6%
	2020-21	19.3%	16.3%	**0.0%**	-	0.0%	-	-	-	-	-	-	0.0%	*
Science	2021-22	21.1%	25.0%	**0.0%**	-	0.0%	-	-	-	-	-	0.0%	0.0%	0.0%
	2020-21	20.6%	24.7%	**0.0%**	-	0.0%	-	-	-	-	-	-	0.0%	*
Social Studies	2021-22	22.8%	22.9%	**0.0%**	-	0.0%	-	-	-	-	-	0.0%	0.0%	0.0%
	2020-21	22.8%	25.3%	**0.0%**	-	0.0%	-	-	-	-	-	-	0.0%	*
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2020-21	46.7%	60.9%	**-**	-	-	-	-	-	-	-	-	-	-
	2019-20	46.1%	54.8%	**-**	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course														
	2020-21	-	-	**-**	-	-	-	-	-	-	-	-	-	-
	2019-20	-	-	**-**	-	-	-	-	-	-	-	-	-	-

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Total Students	71	100.0%	20,343	5,504,150	71	100.0%	20,399	5,518,432
Students by Grade:								
Early Childhood Education	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.5%
Pre-Kindergarten	0	0.0%	5.4%	4.4%	0	0.0%	5.5%	4.4%
Pre-Kindergarten: 3-year Old	0	0.0%	1.4%	0.7%	0	0.0%	1.5%	0.7%
Pre-Kindergarten: 4-year Old	0	0.0%	4.0%	3.7%	0	0.0%	4.1%	3.7%
Kindergarten	0	0.0%	5.8%	6.7%	0	0.0%	5.8%	6.7%
Grade 1	0	0.0%	6.5%	7.2%	0	0.0%	6.5%	7.2%
Grade 2	0	0.0%	6.5%	7.2%	0	0.0%	6.5%	7.2%
Grade 3	0	0.0%	6.4%	7.2%	0	0.0%	6.4%	7.1%
Grade 4	0	0.0%	6.6%	7.2%	0	0.0%	6.6%	7.1%
Grade 5	0	0.0%	7.3%	7.2%	0	0.0%	7.3%	7.2%
Grade 6	9	12.7%	7.3%	7.3%	9	12.7%	7.3%	7.2%
Grade 7	11	15.5%	7.4%	7.4%	11	15.5%	7.4%	7.4%
Grade 8	16	22.5%	7.7%	7.7%	16	22.5%	7.6%	7.7%
Grade 9	19	26.8%	9.0%	8.7%	19	26.8%	9.0%	8.7%
Grade 10	9	12.7%	9.2%	7.9%	9	12.7%	9.2%	7.9%
Grade 11	4	5.6%	7.6%	7.0%	4	5.6%	7.6%	7.0%
Grade 12	3	4.2%	7.1%	6.6%	3	4.2%	7.1%	6.6%
Ethnic Distribution:								
African American	0	0.0%	0.4%	12.8%	0	0.0%	0.4%	12.8%
Hispanic	69	97.2%	93.6%	53.0%	69	97.2%	93.5%	52.9%
White	1	1.4%	4.4%	25.6%	1	1.4%	4.5%	25.7%
American Indian	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Asian	0	0.0%	1.2%	5.1%	0	0.0%	1.2%	5.1%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	1	1.4%	0.4%	3.0%	1	1.4%	0.4%	3.0%
Sex:								
Female	23	32.4%	48.4%	48.8%	23	32.4%	48.4%	48.8%
Male	48	67.6%	51.6%	51.2%	48	67.6%	51.6%	51.2%
Economically Disadvantaged	67	94.4%	72.6%	62.1%	67	94.4%	72.5%	62.0%
Non-Educationally Disadvantaged	4	5.6%	27.4%	37.9%	4	5.6%	27.5%	38.0%
Section 504 Students	10	14.1%	10.0%	7.4%	10	14.1%	10.0%	7.4%
EB Students/EL	46	64.8%	36.0%	23.1%	46	64.8%	36.0%	23.0%
Students w/ Disciplinary Placements (2021-22)	18	7.8%	1.8%	1.5%				

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Students w/ Dyslexia	6	8.5%	8.8%	5.5%	6	8.5%	8.8%	5.5%
Foster Care	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Homeless	2	2.8%	1.4%	1.3%	2	2.8%	1.4%	1.3%
Immigrant	0	0.0%	2.4%	2.2%	0	0.0%	2.4%	2.2%
Migrant	5	7.0%	1.8%	0.3%	5	7.0%	1.8%	0.3%
Title I	0	0.0%	95.8%	64.6%	0	0.0%	95.7%	64.6%
Military Connected	0	0.0%	0.4%	3.6%	0	0.0%	0.4%	3.6%
At-Risk	70	98.6%	59.1%	53.3%	70	98.6%	59.0%	53.3%
Students by Instructional Program:								
Bilingual/ESL Education	46	64.8%	38.3%	23.2%	46	64.8%	38.3%	23.2%
Career and Technical Education	28	39.4%	34.6%	26.5%				
Career and Technical Education (9-12 grades only)	13	37.1%	83.9%	72.3%				
Gifted and Talented Education	0	0.0%	11.5%	8.2%	0	0.0%	11.5%	8.2%
Special Education	9	12.7%	14.2%	12.6%	9	12.7%	14.3%	12.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	9							
By Type of Primary Disability Students with Intellectual Disabilities	*	*	48.5%	44.1%				
Students with Physical Disabilities	0	0.0%	18.4%	20.0%				
Students with Autism	0	0.0%	15.4%	15.5%				
Students with Behavioral Disabilities	**	**	16.5%	18.8%				
Students with Non-Categorical Early Childhood	0	0.0%	1.2%	1.6%				
Mobility (2021-22):								
Total Mobile Students	231	99.6%	15.8%	16.8%				
By Ethnicity: African American	0	0.0%	0.1%	3.3%				
Hispanic	227	97.8%	14.9%	8.7%				
White	4	1.7%	0.5%	3.4%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.1%	0.7%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	0	0.0%	0.1%	0.6%				
Count and Percent of Special Ed Students who are Mobile	41	100.0%	16.1%	18.6%				
Count and Percent of EB Students/EL who are Mobile	105	99.1%	18.4%	17.1%				
Count and Percent of Econ Dis Students who are Mobile	205	99.5%	17.4%	18.7%				
Student Attrition (2021-22):	217							
Total Student Attrition	0	0.0%	16.4%	18.1%				

	--Non-Special Education Rates--			---Special Education Rates---		
Student Information	**Campus**	**District**	**State**	**Campus**	**District**	**State**
Retention Rates by Grade:						
Kindergarten	-	2.1%	1.5%	-	3.3%	4.5%
Grade 1	-	4.0%	2.5%	-	5.2%	3.6%
Grade 2	-	2.3%	1.6%	-	3.3%	2.0%
Grade 3	-	0.9%	0.8%	-	0.8%	0.9%
Grade 4	-	0.1%	0.5%	-	0.0%	0.5%
Grade 5	-	0.1%	0.3%	-	0.0%	0.4%
Grade 6	0.0%	0.4%	0.3%	-	0.0%	0.4%
Grade 7	0.0%	0.4%	0.4%	-	0.0%	0.5%
Grade 8	0.0%	0.4%	0.4%	0.0%	0.5%	0.5%
Grade 9	55.6%	10.8%	8.7%	0.0%	16.8%	12.6%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	-	18.0	18.7
Grade 1	-	17.3	19.1
Grade 2	-	18.2	19.1
Grade 3	-	17.7	19.3
Grade 4	-	18.3	19.4
Grade 5	-	20.0	20.8
Grade 6	6.8	21.5	19.2
Secondary:			
English/Language Arts	3.4	15.0	16.2
Foreign Languages	2.6	17.1	18.8
Mathematics	3.1	18.0	17.5
Science	3.1	19.0	18.5
Social Studies	3.5	19.0	18.9

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Total Staff	18.2	100.0%	100.0%	100.0%
Professional Staff:	16.2	89.0%	61.1%	64.1%
Teachers	12.8	70.7%	44.6%	48.7%
Professional Support	1.3	7.3%	12.2%	10.9%
Campus Administration (School Leadership)	2.0	11.0%	3.2%	3.3%
Educational Aides:	2.0	11.0%	12.4%	11.3%
Librarians and Counselors (Headcount):				
Full-time Librarians	0.0	n/a	29.0	4,258.0
Part-time Librarians	0.0	n/a	0.0	646.0
Full-time Counselors	1.0	n/a	76.0	13,815.0
Part-time Counselors	0.0	n/a	2.0	1,240.0
Total Minority Staff:	15.2	83.5%	92.7%	53.2%
Teachers by Ethnicity:				
African American	0.0	0.0%	0.6%	11.8%
Hispanic	11.8	92.2%	88.2%	29.6%
White	1.0	7.8%	9.8%	54.9%
American Indian	0.0	0.0%	0.0%	0.3%
Asian	0.0	0.0%	0.9%	2.0%
Pacific Islander	0.0	0.0%	0.1%	0.1%
Two or More Races	0.0	0.0%	0.4%	1.2%
Teachers by Sex:				
Males	7.8	61.1%	29.3%	24.4%
Females	5.0	38.9%	70.7%	75.6%
Teachers by Highest Degree Held:				
No Degree	1.0	7.6%	0.7%	2.0%
Bachelors	6.9	53.4%	79.5%	72.2%
Masters	5.0	38.9%	19.7%	25.0%
Doctorate	0.0	0.0%	0.1%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	0.0	0.0%	3.9%	9.7%
1-5 Years Experience	1.9	14.5%	19.0%	26.3%
6-10 Years Experience	2.0	15.6%	22.9%	20.5%
11-20 Years Experience	6.0	46.7%	34.2%	27.2%
21-30 Years Experience	1.0	7.8%	15.4%	13.3%
Over 30 Years Experience	2.0	15.4%	4.7%	2.9%

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Number of Students per Teacher	5.5	n/a	13.6	14.8

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	7.0	6.6	6.1
Average Years Experience of Principals with District	7.0	6.6	5.3
Average Years Experience of Assistant Principals	10.0	6.1	5.2
Average Years Experience of Assistant Principals with District	10.0	5.3	4.4
Average Years Experience of Teachers:	15.7	13.5	11.0
Average Years Experience of Teachers with District:	12.2	10.3	6.9
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	$50,549	$53,300
1-5 Years Experience	$52,765	$53,264	$56,516
6-10 Years Experience	$56,460	$56,886	$59,732
11-20 Years Experience	$60,707	$60,642	$63,389
21-30 Years Experience	$68,925	$66,288	$67,876
Over 30 Years Experience	$68,081	$73,268	$72,560
Average Actual Salaries (regular duties only):			
Teachers	$60,668	$59,446	$60,717
Professional Support	$67,966	$67,588	$72,022
Campus Administration (School Leadership)	$97,820	$76,926	$85,167
Instructional Staff Percent:	n/a	63.8%	65.1%
Contracted Instructional Staff (not incl. above):	0.0	1.5	2,105.4

	----- Campus -----			
Program Information	**Count**	**Percent**	**District**	**State**
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	6.4%	5.9%
Career and Technical Education	0.0	0.0%	6.3%	5.4%
Compensatory Education	0.9	6.9%	3.1%	3.2%
Gifted and Talented Education	0.0	0.0%	1.4%	1.7%
Regular Education	11.8	92.2%	66.7%	70.6%
Special Education	220.1	0.9%	8.9%	9.7%
Other	0.0	0.0%	7.2%	3.5%

- 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.

2022-23 Texas Academic Performance Report (TAPR)

District Name: MCALLEN ISD

Campus Name: BROWN MIDDLE

Campus Number: 108906044

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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 6 Reading																	
At Approaches Grade Level or Above	2023	77%	81%	**70%**	-	69%	*	-	-	-	-	49%	60%	69%	75%	69%	68%
	2022	70%	76%	**66%**	-	66%	*	-	-	-	-	42%	*	65%	73%	65%	62%
At Meets Grade Level or Above	2023	52%	59%	**48%**	-	47%	*	-	-	-	-	23%	20%	45%	58%	46%	46%
	2022	43%	50%	**39%**	-	39%	*	-	-	-	-	27%	*	38%	43%	37%	35%
At Masters Grade Level	2023	22%	27%	**18%**	-	18%	*	-	-	-	-	14%	0%	17%	19%	17%	17%
	2022	23%	27%	**16%**	-	16%	*	-	-	-	-	6%	*	16%	17%	15%	14%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2023	75%	77%	**80%**	-	80%	*	-	-	-	-	80%	*	81%	76%	81%	81%
	2022	73%	72%	**69%**	-	69%	*	-	-	-	-	50%	*	70%	68%	69%	64%
At Meets Grade Level or Above	2023	40%	37%	**39%**	-	39%	*	-	-	-	-	40%	*	39%	36%	38%	42%
	2022	39%	34%	**28%**	-	27%	*	-	-	-	-	25%	*	29%	21%	27%	25%
At Masters Grade Level	2023	16%	12%	**9%**	-	9%	*	-	-	-	-	17%	*	9%	12%	9%	10%
	2022	16%	9%	**4%**	-	5%	*	-	-	-	-	9%	*	5%	4%	4%	5%
Grade 7 Reading																	
At Approaches Grade Level or Above	2023	78%	85%	**73%**	-	73%	*	-	-	-	-	46%	50%	73%	71%	71%	68%
	2022	80%	85%	**78%**	-	78%	*	-	-	-	*	42%	*	79%	74%	77%	73%
At Meets Grade Level or Above	2023	55%	63%	**43%**	-	43%	*	-	-	-	-	31%	17%	45%	37%	40%	37%
	2022	56%	64%	**53%**	-	52%	*	-	-	-	*	24%	*	52%	59%	52%	52%
At Masters Grade Level	2023	27%	35%	**22%**	-	22%	*	-	-	-	-	23%	0%	22%	21%	18%	18%
	2022	37%	45%	**31%**	-	30%	*	-	-	-	*	12%	*	32%	26%	30%	31%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2023	63%	69%	**53%**	-	53%	*	-	-	-	-	36%	33%	55%	45%	52%	48%
	2022	61%	65%	**60%**	-	60%	*	-	-	-	*	38%	80%	59%	66%	58%	56%
At Meets Grade Level or Above	2023	37%	44%	**28%**	-	28%	*	-	-	-	-	28%	17%	30%	20%	27%	25%
	2022	31%	39%	**35%**	-	34%	*	-	-	-	*	24%	60%	36%	28%	30%	29%
At Masters Grade Level	2023	11%	18%	**11%**	-	11%	*	-	-	-	-	12%	17%	11%	8%	10%	11%
	2022	13%	19%	**11%**	-	10%	*	-	-	-	*	9%	20%	11%	10%	10%	9%
Grade 8 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	2023	83%	88%	**81%**	-	81%	*	-	-	-	*	47%	*	81%	83%	80%	76%
	2022	83%	90%	**84%**	-	83%	*	-	-	-	*	47%	*	84%	83%	82%	86%
At Meets Grade Level or Above	2023	58%	66%	**54%**	-	54%	*	-	-	-	*	29%	*	54%	53%	53%	48%
	2022	58%	68%	**57%**	-	57%	*	-	-	-	*	31%	*	55%	72%	55%	55%
At Masters Grade Level	2023	28%	36%	**21%**	-	22%	*	-	-	-	*	6%	*	23%	13%	19%	20%
	2022	37%	48%	**35%**	-	35%	*	-	-	-	*	6%	*	32%	56%	34%	32%
Grade 8 Mathematics																	
At Approaches Grade Level or Above	2023	76%	82%	**75%**	-	75%	*	-	-	-	*	50%	*	73%	87%	74%	71%
	2022	71%	81%	**74%**	-	74%	*	-	-	-	*	65%	*	74%	75%	73%	70%
At Meets Grade Level or Above	2023	46%	57%	**49%**	-	49%	*	-	-	-	*	26%	*	47%	57%	46%	48%
	2022	40%	54%	**36%**	-	36%	*	-	-	-	*	23%	*	34%	50%	35%	36%
At Masters Grade Level	2023	17%	26%	**11%**	-	11%	*	-	-	-	*	9%	*	13%	3%	12%	11%
	2022	14%	28%	**8%**	-	8%	*	-	-	-	*	6%	*	7%	13%	8%	9%
Grade 8 Science																	
At Approaches Grade Level or Above	2023	74%	74%	**65%**	-	65%	*	-	-	-	*	41%	*	64%	70%	63%	61%
	2022	74%	83%	**78%**	-	78%	*	-	-	-	*	50%	*	78%	83%	76%	77%
At Meets Grade Level or Above	2023	47%	46%	**29%**	-	29%	*	-	-	-	*	15%	*	32%	13%	29%	27%
	2022	45%	56%	**44%**	-	43%	*	-	-	-	*	25%	*	44%	39%	42%	42%
At Masters Grade Level	2023	17%	15%	**5%**	-	5%	*	-	-	-	*	6%	*	6%	0%	4%	5%
	2022	24%	31%	**16%**	-	16%	*	-	-	-	*	13%	*	17%	11%	16%	16%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2023	62%	66%	**54%**	-	54%	*	-	-	-	*	26%	*	55%	50%	53%	48%
	2022	61%	66%	**60%**	-	60%	*	-	-	-	*	28%	*	59%	67%	59%	60%
At Meets Grade Level or Above	2023	33%	39%	**27%**	-	27%	*	-	-	-	*	18%	*	27%	23%	26%	25%
	2022	31%	33%	**18%**	-	17%	*	-	-	-	*	16%	*	16%	28%	17%	17%
At Masters Grade Level	2023	16%	21%	**10%**	-	10%	*	-	-	-	*	9%	*	12%	3%	10%	10%
	2022	18%	18%	**6%**	-	5%	*	-	-	-	*	6%	*	5%	11%	6%	6%
End of Course Algebra I																	
At Approaches Grade Level or Above	2023	79%	84%	**100%**	-	100%	-	-	-	-	-	*	*	100%	-	100%	100%
	2022	76%	81%	**100%**	-	100%	-	-	-	-	-	*	*	100%	*	100%	100%

	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	2023	43%	49%	**96%**	-	96%	-	-	-	-	-	*	*	96%	-	95%	93%
	2022	43%	46%	**100%**	-	100%	-	-	-	-	-	*	*	100%	*	100%	100%
At Masters Grade Level	2023	23%	29%	**88%**	-	88%	-	-	-	-	-	*	*	88%	-	85%	86%
	2022	27%	28%	**88%**	-	88%	-	-	-	-	-	*	*	87%	*	88%	92%
All Grades All Subjects																	
At Approaches Grade Level or Above	2023	76%	80%	**69%**	-	69%	63%	-	-	-	*	48%	68%	69%	69%	68%	65%
	2022	74%	79%	**72%**	-	72%	75%	-	-	-	100%	45%	92%	72%	73%	71%	70%
At Meets Grade Level or Above	2023	49%	55%	**40%**	-	40%	31%	-	-	-	*	26%	34%	41%	37%	39%	38%
	2022	48%	54%	**41%**	-	41%	38%	-	-	-	83%	25%	50%	41%	42%	39%	39%
At Masters Grade Level	2023	20%	24%	**15%**	-	15%	0%	-	-	-	*	12%	11%	16%	10%	14%	14%
	2022	23%	27%	**19%**	-	19%	31%	-	-	-	17%	9%	21%	19%	18%	18%	19%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2023	77%	82%	**75%**	-	74%	86%	-	-	-	*	47%	67%	74%	76%	73%	71%
	2022	75%	80%	**76%**	-	76%	83%	-	-	-	*	44%	90%	76%	76%	75%	73%
At Meets Grade Level or Above	2023	53%	61%	**48%**	-	48%	57%	-	-	-	*	27%	27%	48%	49%	46%	44%
	2022	53%	60%	**50%**	-	50%	33%	-	-	-	*	28%	40%	48%	56%	48%	47%
At Masters Grade Level	2023	20%	27%	**20%**	-	20%	0%	-	-	-	*	14%	7%	21%	18%	18%	18%
	2022	25%	30%	**27%**	-	27%	33%	-	-	-	*	8%	30%	27%	29%	26%	26%
All Grades Mathematics																	
At Approaches Grade Level or Above	2023	75%	80%	**71%**	-	71%	57%	-	-	-	*	58%	67%	71%	67%	70%	68%
	2022	72%	78%	**70%**	-	70%	83%	-	-	-	*	51%	90%	70%	69%	69%	67%
At Meets Grade Level or Above	2023	45%	51%	**41%**	-	41%	14%	-	-	-	*	33%	27%	42%	36%	39%	40%
	2022	42%	48%	**39%**	-	39%	33%	-	-	-	*	24%	50%	40%	32%	37%	37%
At Masters Grade Level	2023	19%	22%	**14%**	-	14%	0%	-	-	-	*	14%	13%	15%	8%	13%	14%
	2022	20%	25%	**15%**	-	15%	17%	-	-	-	*	9%	20%	16%	11%	15%	16%
All Grades Science																	
At Approaches Grade Level or Above	2023	77%	77%	**65%**	-	65%	*	-	-	-	*	41%	*	64%	70%	63%	61%
	2022	76%	80%	**78%**	-	78%	*	-	-	-	*	50%	*	78%	83%	76%	77%
At Meets Grade Level or Above	2023	47%	47%	**29%**	-	29%	*	-	-	-	*	15%	*	32%	13%	29%	27%
	2022	47%	52%	**44%**	-	43%	*	-	-	-	*	25%	*	44%	39%	42%	42%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2023	18%	18%	**5%**	-	5%	*	-	-	-	*	6%	*	6%	0%	4%	5%
	2022	21%	23%	**16%**	-	16%	*	-	-	-	*	13%	*	17%	11%	16%	16%
All Grades Social Studies																	
At Approaches Grade Level or Above	2023	78%	82%	**54%**	-	54%	*	-	-	-	*	26%	*	55%	50%	53%	48%
	2022	75%	80%	**60%**	-	60%	*	-	-	-	*	28%	*	59%	67%	59%	60%
At Meets Grade Level or Above	2023	52%	57%	**27%**	-	27%	*	-	-	-	*	18%	*	27%	23%	26%	25%
	2022	50%	54%	**18%**	-	17%	*	-	-	-	*	16%	*	16%	28%	17%	17%
At Masters Grade Level	2023	27%	32%	**10%**	-	10%	*	-	-	-	*	9%	*	12%	3%	10%	10%
	2022	30%	31%	**6%**	-	5%	*	-	-	-	*	6%	*	5%	11%	6%	6%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
6th Graders																	
Reading and Mathematics	2023	35%	41%	**36%**	-	37%	*	-	-	-	-	23%	20%	36%	37%	36%	38%
	2022	31%	35%	**28%**	-	28%	*	-	-	-	-	27%	*	30%	17%	26%	25%
Reading and Mathematics Including EOC	2023	35%	41%	**36%**	-	37%	*	-	-	-	-	23%	20%	36%	37%	36%	38%
	2022	31%	35%	**28%**	-	28%	*	-	-	-	-	27%	*	30%	17%	26%	25%
Reading Including EOC	2023	52%	59%	**48%**	-	47%	*	-	-	-	-	23%	20%	45%	58%	46%	46%
	2022	43%	50%	**39%**	-	39%	*	-	-	-	-	27%	*	38%	43%	37%	35%
Math Including EOC	2023	40%	47%	**45%**	-	45%	*	-	-	-	-	40%	20%	46%	40%	44%	48%
	2022	40%	42%	**36%**	-	36%	*	-	-	-	-	27%	*	38%	27%	34%	33%
7th Graders																	
Reading and Mathematics	2023	37%	35%	**22%**	-	23%	*	-	-	-	-	28%	17%	24%	16%	21%	20%
	2022	32%	30%	**24%**	-	23%	*	-	-	-	*	15%	*	25%	19%	21%	19%
Reading and Mathematics Including EOC	2023	38%	41%	**27%**	-	27%	*	-	-	-	-	31%	17%	29%	16%	24%	23%
	2022	33%	38%	**29%**	-	29%	*	-	-	-	*	15%	*	31%	19%	27%	28%
Reading Including EOC	2023	55%	63%	**43%**	-	43%	*	-	-	-	-	31%	17%	45%	37%	40%	37%
	2022	56%	64%	**53%**	-	52%	*	-	-	-	*	24%	*	52%	59%	52%	52%
Math Including EOC	2023	43%	44%	**28%**	-	28%	*	-	-	-	-	31%	17%	31%	16%	26%	24%
	2022	37%	42%	**34%**	-	34%	*	-	-	-	*	21%	*	36%	22%	31%	33%
8th Graders																	
Reading and Mathematics	2023	31%	47%	**38%**	-	38%	*	-	-	-	*	18%	*	38%	40%	37%	36%
	2022	27%	45%	**26%**	-	26%	*	-	-	-	*	16%	*	23%	44%	26%	25%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading and Mathematics Including EOC	2023	44%	53%	**42%**	-	41%	*	-	-	-	*	18%	*	42%	40%	40%	38%
	2022	41%	52%	**37%**	-	37%	*	-	-	-	*	19%	*	36%	50%	36%	36%
Reading Including EOC	2023	58%	66%	**54%**	-	54%	*	-	-	-	*	29%	*	54%	53%	53%	48%
	2022	58%	68%	**57%**	-	57%	*	-	-	-	*	31%	*	55%	72%	55%	55%
Math Including EOC	2023	51%	60%	**50%**	-	50%	*	-	-	-	*	26%	*	48%	57%	48%	48%
	2022	48%	59%	**46%**	-	46%	*	-	-	-	*	25%	*	45%	56%	45%	45%
3rd - 8th Graders																	
Reading and Mathematics	2023	37%	44%	**33%**	-	33%	14%	-	-	-	*	22%	21%	33%	30%	31%	31%
	2022	34%	41%	**26%**	-	26%	17%	-	-	-	*	20%	33%	26%	23%	24%	23%
Reading and Mathematics Including EOC	2023	39%	46%	**35%**	-	35%	14%	-	-	-	*	23%	27%	36%	30%	33%	33%
	2022	36%	44%	**31%**	-	31%	17%	-	-	-	*	20%	40%	32%	25%	29%	30%
Reading Including EOC	2023	53%	61%	**48%**	-	48%	57%	-	-	-	*	27%	27%	48%	49%	46%	44%
	2022	53%	61%	**49%**	-	49%	33%	-	-	-	*	28%	40%	48%	56%	48%	47%
Math Including EOC	2023	47%	53%	**41%**	-	41%	14%	-	-	-	*	33%	27%	42%	36%	39%	40%
	2022	43%	50%	**39%**	-	38%	33%	-	-	-	*	24%	50%	40%	32%	36%	36%

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

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress - Annual Growth by Grade and Subject																	
Grade 6 ELA/Reading	2023	51%	55%	**47%**	-	47%	*	-	-	-	-	48%	*	47%	48%	47%	44%
Grade 6 Mathematics	2023	54%	52%	**58%**	-	58%	*	-	-	-	-	76%	*	59%	58%	58%	58%
Grade 7 ELA/Reading	2023	71%	79%	**70%**	-	70%	*	-	-	-	-	67%	42%	72%	63%	69%	68%
Grade 7 Mathematics	2023	56%	53%	**43%**	-	44%	*	-	-	-	-	50%	17%	42%	47%	43%	38%
Grade 8 ELA/Reading	2023	63%	68%	**64%**	-	64%	*	-	-	-	*	52%	*	62%	72%	63%	62%
Grade 8 Mathematics	2023	74%	83%	**76%**	-	76%	*	-	-	-	*	70%	*	77%	72%	76%	72%
End of Course Algebra I	2023	76%	72%	**96%**	-	96%	-	-	-	-	-	*	*	96%	-	95%	93%
All Grades Both Subjects	2023	64%	67%	**60%**	-	60%	71%	-	-	-	*	61%	43%	61%	60%	60%	57%
All Grades ELA/Reading	2023	63%	67%	**60%**	-	60%	79%	-	-	-	*	55%	43%	60%	61%	59%	58%
All Grades Mathematics	2023	66%	67%	**61%**	-	60%	64%	-	-	-	*	67%	43%	61%	58%	60%	57%
School Progress - Accelerated Learning by Grade and Subject																	
Grade 6 ELA/Reading	2023	26%	35%	**27%**	-	25%	*	-	-	-	-	24%	-	27%	29%	27%	16%
Grade 6 Mathematics	2023	35%	33%	**41%**	-	43%	*	-	-	-	-	58%	-	39%	44%	48%	33%
Grade 7 ELA/Reading	2023	39%	47%	**30%**	-	30%	*	-	-	-	-	18%	*	33%	19%	27%	27%
Grade 7 Mathematics	2023	22%	20%	**10%**	-	10%	-	-	-	-	-	9%	*	9%	15%	11%	12%
Grade 8 ELA/Reading	2023	39%	43%	**34%**	-	34%	-	-	-	-	-	17%	-	29%	50%	32%	32%
Grade 8 Mathematics	2023	49%	59%	**50%**	-	49%	*	-	-	-	-	25%	*	48%	67%	50%	47%
All Grades Both Subjects	2023	38%	41%	**33%**	-	33%	40%	-	-	-	-	24%	*	33%	34%	33%	29%
All Grades ELA/Reading	2023	35%	40%	**30%**	-	30%	*	-	-	-	-	19%	*	30%	30%	29%	26%
All Grades Mathematics	2023	40%	43%	**36%**	-	36%	*	-	-	-	-	30%	*	35%	39%	38%	33%

* 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	2023	76%	80%	**69%**	71%	71%	-	*	*	-	62%	80%	62%	-	-	79%	64%	87%
	2022	74%	79%	**72%**	-	-	-	-	-	-	68%	-	68%	-	-	77%	68%	91%
At Meets Grade Level or Above	2023	49%	55%	**40%**	41%	42%	-	*	*	-	34%	50%	34%	-	-	46%	35%	72%
	2022	48%	54%	**41%**	-	-	-	-	-	-	36%	-	36%	-	-	44%	36%	70%
At Masters Grade Level	2023	20%	24%	**15%**	14%	14%	-	*	*	-	12%	10%	12%	-	-	16%	12%	38%
	2022	23%	27%	**19%**	-	-	-	-	-	-	17%	-	17%	-	-	18%	17%	41%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2023	77%	82%	**75%**	64%	63%	-	*	*	-	71%	*	71%	-	-	84%	69%	93%
	2022	75%	80%	**76%**	-	-	-	-	-	-	72%	-	72%	-	-	81%	72%	94%
At Meets Grade Level or Above	2023	53%	61%	**48%**	39%	40%	-	*	*	-	42%	*	41%	-	-	59%	41%	85%
	2022	53%	60%	**50%**	-	-	-	-	-	-	44%	-	44%	-	-	53%	44%	84%
At Masters Grade Level	2023	20%	27%	**20%**	11%	11%	-	*	*	-	17%	*	17%	-	-	24%	16%	59%
	2022	25%	30%	**27%**	-	-	-	-	-	-	23%	-	23%	-	-	29%	23%	63%
All Grades Mathematics																		
At Approaches Grade Level or Above	2023	75%	80%	**71%**	79%	79%	-	*	*	-	64%	*	63%	-	-	78%	66%	85%
	2022	72%	78%	**70%**	-	-	-	-	-	-	65%	-	65%	-	-	78%	65%	84%
At Meets Grade Level or Above	2023	45%	51%	**41%**	44%	44%	-	*	*	-	37%	*	37%	-	-	42%	38%	74%
	2022	42%	48%	**39%**	-	-	-	-	-	-	34%	-	34%	-	-	43%	34%	69%
At Masters Grade Level	2023	19%	22%	**14%**	17%	17%	-	*	*	-	11%	*	11%	-	-	14%	12%	41%
	2022	20%	25%	**15%**	-	-	-	-	-	-	15%	-	15%	-	-	12%	15%	31%
All Grades Science																		
At Approaches Grade Level or Above	2023	77%	77%	**65%**	*	-	-	*	-	-	57%	*	57%	-	-	76%	58%	83%
	2022	76%	80%	**78%**	-	-	-	-	-	-	75%	-	75%	-	-	79%	75%	100%
At Meets Grade Level or Above	2023	47%	47%	**29%**	*	-	-	*	-	-	21%	*	21%	-	-	33%	21%	72%
	2022	47%	52%	**44%**	-	-	-	-	-	-	41%	-	41%	-	-	45%	41%	64%
At Masters Grade Level	2023	18%	18%	**5%**	*	-	-	*	-	-	3%	*	4%	-	-	4%	3%	17%
	2022	21%	23%	**16%**	-	-	-	-	-	-	15%	-	15%	-	-	15%	15%	36%
All Grades Social Studies																		
At Approaches Grade Level or Above	2023	78%	82%	**54%**	*	-	-	*	-	-	43%	*	44%	-	-	69%	43%	83%
	2022	75%	80%	**60%**	-	-	-	-	-	-	57%	-	57%	-	-	60%	57%	91%
At Meets Grade Level or Above	2023	52%	57%	**27%**	*	-	-	*	-	-	22%	*	22%	-	-	31%	22%	50%
	2022	50%	54%	**18%**	-	-	-	230	-	-	15%	-	15%	-	-	19%	15%	36%

2022-23 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)

BROWN MIDDLE (108906044) - MCALLEN ISD - HIDALGO 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	2023	27%	32%	**10%**	*	-	-	*	-	-	8%	*	8%	-	-	12%	8%	22%
	2022	30%	31%	**6%**	-	-	-	-	-	-	6%	-	6%	-	-	6%	6%	9%
School Progress - Annual Growth																		
All Grades Both Subjects	2023	64%	67%	**60%**	52%	52%	-	*	*	-	58%	50%	58%	-	-	67%	57%	73%
All Grades ELA/Reading	2023	63%	67%	**60%**	43%	43%	-	*	*	-	61%	*	61%	-	-	65%	57%	76%
All Grades Mathematics	2023	66%	67%	**61%**	62%	62%	-	*	*	-	55%	*	55%	-	-	69%	56%	70%
School Progress - Accelerated Learning																		
All Grades Both Subjects	2023	38%	41%	**33%**	14%	14%	-	-	-	-	32%	*	32%	-	-	48%	30%	*
All Grades ELA/Reading	2023	35%	40%	**30%**	0%	0%	-	-	-	-	30%	*	30%	-	-	48%	26%	*
All Grades Mathematics	2023	40%	43%	**36%**	27%	27%	-	-	-	-	34%	*	34%	-	-	47%	33%	*

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

- Indicates there are no students in the group.

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2023 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	**100%**	-	100%	100%	-	-	-	*	100%	100%	100%	99%	100%	100%
Included in Accountability	93%	93%	**94%**	-	94%	89%	-	-	-	*	97%	100%	97%	80%	94%	95%
Not Included in Accountability: Mobile	4%	3%	**5%**	-	5%	11%	-	-	-	*	3%	0%	2%	16%	5%	4%
Not Included in Accountability: Other Exclusions	2%	3%	**1%**	-	1%	0%	-	-	-	*	0%	0%	0%	3%	1%	1%
Not Tested	1%	0%	**0%**	-	0%	0%	-	-	-	*	0%	0%	0%	1%	0%	0%
Absent	1%	0%	**0%**	-	0%	0%	-	-	-	*	0%	0%	0%	1%	0%	0%
Other	0%	0%	**0%**	-	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	100%	**99%**	-	99%	100%	-	-	-	*	100%	100%	100%	98%	100%	100%
Included in Accountability	92%	91%	**93%**	-	93%	88%	-	-	-	*	96%	100%	97%	79%	94%	94%
Not Included in Accountability: Mobile	4%	3%	**5%**	-	5%	13%	-	-	-	*	3%	0%	2%	16%	5%	4%
Not Included in Accountability: Other Exclusions	3%	6%	**1%**	-	1%	0%	-	-	-	*	1%	0%	0%	3%	1%	1%
Not Tested	1%	0%	**1%**	-	1%	0%	-	-	-	*	0%	0%	0%	2%	0%	0%
Absent	1%	0%	**1%**	-	1%	0%	-	-	-	*	0%	0%	0%	2%	0%	0%
Other	0%	0%	**0%**	-	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	100%	**100%**	-	100%	100%	-	-	-	*	100%	100%	100%	98%	100%	100%
Included in Accountability	94%	94%	**94%**	-	94%	88%	-	-	-	*	97%	100%	98%	79%	94%	95%
Not Included in Accountability: Mobile	5%	4%	**5%**	-	5%	13%	-	-	-	*	3%	0%	2%	16%	5%	4%
Not Included in Accountability: Other Exclusions	1%	2%	**1%**	-	1%	0%	-	-	-	*	0%	0%	0%	3%	1%	1%
Not Tested	1%	0%	**0%**	-	0%	0%	-	-	-	*	0%	0%	0%	2%	0%	0%
Absent	1%	0%	**0%**	-	0%	0%	-	-	-	*	0%	0%	0%	2%	0%	0%
Other	0%	0%	**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%	95%	**94%**	-	94%	*	-	-	-	*	97%	*	97%	81%	94%	96%
Not Included in Accountability: Mobile	4%	3%	**5%**	-	5%	*	-	-	-	*	3%	*	3%	16%	5%	4%
Not Included in Accountability: Other Exclusions	1%	1%	**1%**	-	1%	*	-	-	-	*	0%	*	0%	3%	1%	1%
Not Tested	1%	1%	**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)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	0%	**0%**	-	0%	*	-	-	-	*	0%	*	0%	0%	0%	0%
Other	0%	1%	**0%**	-	0%	*	-	-	-	*	0%	*	0%	0%	0%	0%
Social Studies																
Assessment Participant	99%	100%	**100%**	-	100%	*	-	-	-	*	100%	*	100%	100%	100%	100%
Included in Accountability	94%	96%	**94%**	-	94%	*	-	-	-	*	97%	*	97%	81%	94%	96%
Not Included in Accountability: Mobile	4%	3%	**5%**	-	5%	*	-	-	-	*	3%	*	3%	16%	5%	4%
Not Included in Accountability: Other Exclusions	1%	2%	**1%**	-	1%	*	-	-	-	*	0%	*	0%	3%	1%	1%
Not Tested	1%	0%	**0%**	-	0%	*	-	-	-	*	0%	*	0%	0%	0%	0%
Absent	1%	0%	**0%**	-	0%	*	-	-	-	*	0%	*	0%	0%	0%	0%
Other	0%	0%	**0%**	-	0%	*	-	-	-	*	0%	*	0%	0%	0%	0%
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**100%**	*	100%	100%	-	-	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	92%	**90%**	*	90%	100%	-	-	-	100%	92%	100%	98%	60%	90%	88%
Not Included in Accountability: Mobile	5%	4%	**4%**	*	4%	0%	-	-	-	0%	4%	0%	1%	16%	4%	4%
Not Included in Accountability: Other Exclusions	1%	3%	**5%**	*	5%	0%	-	-	-	0%	4%	0%	1%	23%	5%	7%
Not Tested	1%	1%	**0%**	*	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	0%	**0%**	*	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	1%	**0%**	*	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	**100%**	*	100%	100%	-	-	-	*	100%	100%	100%	100%	100%	100%
Included in Accountability	92%	90%	**90%**	*	90%	100%	-	-	-	*	92%	100%	97%	61%	90%	88%
Not Included in Accountability: Mobile	5%	4%	**5%**	*	5%	0%	-	-	-	*	3%	0%	2%	16%	5%	5%
Not Included in Accountability: Other Exclusions	2%	5%	**5%**	*	5%	0%	-	-	-	*	6%	0%	1%	22%	5%	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	93%	92%	**90%**	*	90%	100%	-	-	-	*	92%	100%	97%	63%	90%	88%
Not Included in Accountability: Mobile	5%	4%	**5%**	*	5%	0%	233	-	-	*	3%	0%	2%	17%	5%	5%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Other Exclusions	1%	2%	**5%**	*	5%	0%	-	-	-	*	6%	0%	1%	21%	5%	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%	1%	**0%**	*	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	98%	99%	**100%**	-	100%	*	-	-	-	*	100%	*	100%	100%	100%	100%
Included in Accountability	93%	93%	**91%**	-	91%	*	-	-	-	*	94%	*	99%	55%	92%	89%
Not Included in Accountability: Mobile	4%	4%	**3%**	-	3%	*	-	-	-	*	6%	*	1%	15%	3%	3%
Not Included in Accountability: Other Exclusions	1%	2%	**5%**	-	5%	*	-	-	-	*	0%	*	0%	30%	5%	8%
Not Tested	2%	1%	**0%**	-	0%	*	-	-	-	*	0%	*	0%	0%	0%	0%
Absent	1%	0%	**0%**	-	0%	*	-	-	-	*	0%	*	0%	0%	0%	0%
Other	0%	1%	**0%**	-	0%	*	-	-	-	*	0%	*	0%	0%	0%	0%
Social Studies																
Assessment Participant	98%	99%	**100%**	-	100%	*	-	-	-	*	100%	*	100%	100%	100%	100%
Included in Accountability	94%	94%	**91%**	-	91%	*	-	-	-	*	94%	*	99%	55%	92%	89%
Not Included in Accountability: Mobile	4%	3%	**3%**	-	3%	*	-	-	-	*	6%	*	1%	15%	3%	3%
Not Included in Accountability: Other Exclusions	1%	2%	**5%**	-	5%	*	-	-	-	*	0%	*	0%	30%	5%	8%
Not Tested	2%	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%

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2021-22	92.2%	92.1%	**91.1%**	-	91.1%	95.3%	-	-	-	*	88.6%	90.8%	91.3%
2020-21	95.0%	97.3%	**96.7%**	-	96.7%	99.9%	-	*	-	*	96.0%	96.5%	96.4%
Chronic Absenteeism													
2021-22	25.7%	26.6%	**30.6%**	-	30.6%	14.3%	-	-	-	*	36.4%	31.9%	29.0%
2020-21	15.0%	8.6%	**10.6%**	-	10.7%	0.0%	-	*	-	*	12.4%	11.3%	12.0%
Annual Dropout Rate (Gr 7-8)													
2021-22	0.7%	0.1%	**0.0%**	-	0.0%	0.0%	-	-	-	*	0.0%	0.0%	0.0%
2020-21	0.9%	0.1%	**0.4%**	-	0.5%	0.0%	-	-	-	*	0.0%	0.5%	0.7%
Annual Dropout Rate (Gr 9-12)													
2021-22	2.2%	0.1%	**-**	-	-	-	-	-	-	-	-	-	-
2020-21	2.4%	0.1%	**-**	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	89.7%	99.1%	**-**	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.1%	**-**	-	-	-	-	-	-	-	-	-	-
Continued HS	3.5%	0.4%	**-**	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.4%	0.5%	**-**	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.0%	99.1%	**-**	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.6%	99.5%	**-**	-	-	-	-	-	-	-	-	-	-
Class of 2021													
Graduated	90.0%	98.4%	**-**	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.2%	**-**	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	0.6%	**-**	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	0.9%	**-**	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	98.6%	**-**	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	99.1%	**-**	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.2%	98.9%	**-**	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.2%	**-**	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.1%	**-**	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	0.7%	**-**	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	99.2%	**-**	-	-	-	-	-	-	-	-	-	-

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.7%	99.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	92.2%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	98.9%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.7%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	92.6%	98.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	1.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	98.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	98.5%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2022	89.7%	97.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	90.0%	96.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2022	59.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2022	3.7%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	3.8%	0.2%	-	-	236	-	-	-	-	-	-	-	-
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 2022	84.3%	99.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	81.9%	97.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2022	88.0%	99.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	85.7%	97.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
2020-21	43.8%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2021-22	3.9%	0.1%	-	-	-	-	-	-	-	-	-	-	-
2020-21	3.8%	0.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2021-22	82.3%	98.7%	-	-	-	-	-	-	-	-	-	-	-
2020-21	80.4%	96.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2021-22	86.0%	98.7%	-	-	-	-	-	-	-	-	-	-	-
2020-21	84.1%	96.7%	-	-	-	-	-	-	-	-	-	-	-

	Campus Count	Campus Percent	District Count	State Count
Graduates (2021-22 Annual Graduates)				
Total Graduates	-	-	1,578	368,686
By Ethnicity:				
African American	-	-	6	45,227
Hispanic	-	-	1,475	191,125
White	-	-	63	103,171
American Indian	-	-	2	1,159
Asian	-	-	24	18,794
Pacific Islander	-	-	0	569
Two or More Races	-	-	8	8,641
By Graduation Type:				
Minimum H.S. Program	-	-	0	433
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	134
Foundation H.S. Program (No Endorsement)	-	-	20	51,023
Foundation H.S. Program (Endorsement)	-	-	1	14,179
Foundation H.S. Program (DLA)	-	-	1,557	302,917
Special Education Graduates	-	-	121	32,447
Economically Disadvantaged Graduates	-	-	1,047	194,571
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	259	40,398
At-Risk Graduates	-	-	755	159,689

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	585	100.0%	20,343	5,504,150	585	100.0%	20,399	5,518,432
Students by Grade:								
Early Childhood Education	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.5%
Pre-Kindergarten	0	0.0%	5.4%	4.4%	0	0.0%	5.5%	4.4%
Pre-Kindergarten: 3-year Old	0	0.0%	1.4%	0.7%	0	0.0%	1.5%	0.7%
Pre-Kindergarten: 4-year Old	0	0.0%	4.0%	3.7%	0	0.0%	4.1%	3.7%
Kindergarten	0	0.0%	5.8%	6.7%	0	0.0%	5.8%	6.7%
Grade 1	0	0.0%	6.5%	7.2%	0	0.0%	6.5%	7.2%
Grade 2	0	0.0%	6.5%	7.2%	0	0.0%	6.5%	7.2%
Grade 3	0	0.0%	6.4%	7.2%	0	0.0%	6.4%	7.1%
Grade 4	0	0.0%	6.6%	7.2%	0	0.0%	6.6%	7.1%
Grade 5	0	0.0%	7.3%	7.2%	0	0.0%	7.3%	7.2%
Grade 6	203	34.7%	7.3%	7.3%	203	34.7%	7.3%	7.2%
Grade 7	191	32.6%	7.4%	7.4%	191	32.6%	7.4%	7.4%
Grade 8	191	32.6%	7.7%	7.7%	191	32.6%	7.6%	7.7%
Grade 9	0	0.0%	9.0%	8.7%	0	0.0%	9.0%	8.7%
Grade 10	0	0.0%	9.2%	7.9%	0	0.0%	9.2%	7.9%
Grade 11	0	0.0%	7.6%	7.0%	0	0.0%	7.6%	7.0%
Grade 12	0	0.0%	7.1%	6.6%	0	0.0%	7.1%	6.6%
Ethnic Distribution:								
African American	0	0.0%	0.4%	12.8%	0	0.0%	0.4%	12.8%
Hispanic	577	98.6%	93.6%	53.0%	577	98.6%	93.5%	52.9%
White	7	1.2%	4.4%	25.6%	7	1.2%	4.5%	25.7%
American Indian	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Asian	0	0.0%	1.2%	5.1%	0	0.0%	1.2%	5.1%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	1	0.2%	0.4%	3.0%	1	0.2%	0.4%	3.0%
Sex:								
Female	304	52.0%	48.4%	48.8%	304	52.0%	48.4%	48.8%
Male	281	48.0%	51.6%	51.2%	281	48.0%	51.6%	51.2%
Economically Disadvantaged	526	89.9%	72.6%	62.1%	526	89.9%	72.5%	62.0%
Non-Educationally Disadvantaged	59	10.1%	27.4%	37.9%	59	10.1%	27.5%	38.0%
Section 504 Students	93	15.9%	10.0%	7.4%	93	15.9%	10.0%	7.4%
EB Students/EL	386	66.0%	36.0%	23.1%	386	66.0%	36.0%	23.0%
Students w/ Disciplinary Placements (2021-22)	15	2.4%	1.8%	1.5%				

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Students w/ Dyslexia	103	17.6%	8.8%	5.5%	103	17.6%	8.8%	5.5%
Foster Care	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Homeless	15	2.6%	1.4%	1.3%	15	2.6%	1.4%	1.3%
Immigrant	22	3.8%	2.4%	2.2%	22	3.8%	2.4%	2.2%
Migrant	24	4.1%	1.8%	0.3%	24	4.1%	1.8%	0.3%
Title I	585	100.0%	95.8%	64.6%	585	100.0%	95.7%	64.6%
Military Connected	0	0.0%	0.4%	3.6%	0	0.0%	0.4%	3.6%
At-Risk	480	82.1%	59.1%	53.3%	480	82.1%	59.0%	53.3%
Students by Instructional Program:								
Bilingual/ESL Education	386	66.0%	38.3%	23.2%	386	66.0%	38.3%	23.2%
Career and Technical Education	181	30.9%	34.6%	26.5%				
Career and Technical Education (9-12 grades only)	0	0.0%	83.9%	72.3%				
Gifted and Talented Education	56	9.6%	11.5%	8.2%	56	9.6%	11.5%	8.2%
Special Education	104	17.8%	14.2%	12.6%	104	17.8%	14.3%	12.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	104							
By Type of Primary Disability Students with Intellectual Disabilities	58	55.8%	48.5%	44.1%				
Students with Physical Disabilities	15	14.4%	18.4%	20.0%				
Students with Autism	9	8.7%	15.4%	15.5%				
Students with Behavioral Disabilities	22	21.2%	16.5%	18.8%				
Students with Non-Categorical Early Childhood	0	0.0%	1.2%	1.6%				
Mobility (2021-22):								
Total Mobile Students	69	11.2%	15.8%	16.8%				
By Ethnicity: African American	0	0.0%	0.1%	3.3%				
Hispanic	69	11.2%	14.9%	8.7%				
White	0	0.0%	0.5%	3.4%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.1%	0.7%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	0	0.0%	0.1%	0.6%				
Count and Percent of Special Ed Students who are Mobile	13	11.8%	16.1%	18.6%				
Count and Percent of EB Students/EL who are Mobile	46	11.3%	18.4%	17.1%				
Count and Percent of Econ Dis Students who are Mobile	66	11.5%	17.4%	18.7%				
Student Attrition (2021-22):	243							
Total Student Attrition	52	13.1%	16.4%	18.1%				

	--Non-Special Education Rates--			---Special Education Rates---		
Student Information	**Campus**	**District**	**State**	**Campus**	**District**	**State**
Retention Rates by Grade:						
Kindergarten	-	2.1%	1.5%	-	3.3%	4.5%
Grade 1	-	4.0%	2.5%	-	5.2%	3.6%
Grade 2	-	2.3%	1.6%	-	3.3%	2.0%
Grade 3	-	0.9%	0.8%	-	0.8%	0.9%
Grade 4	-	0.1%	0.5%	-	0.0%	0.5%
Grade 5	-	0.1%	0.3%	-	0.0%	0.4%
Grade 6	0.0%	0.4%	0.3%	0.0%	0.0%	0.4%
Grade 7	0.6%	0.4%	0.4%	0.0%	0.0%	0.5%
Grade 8	0.0%	0.4%	0.4%	0.0%	0.5%	0.5%
Grade 9	-	10.8%	8.7%	-	16.8%	12.6%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	-	18.0	18.7
Grade 1	-	17.3	19.1
Grade 2	-	18.2	19.1
Grade 3	-	17.7	19.3
Grade 4	-	18.3	19.4
Grade 5	-	20.0	20.8
Grade 6	20.6	21.5	19.2
Secondary:			
English/Language Arts	15.1	15.0	16.2
Foreign Languages	-	17.1	18.8
Mathematics	22.8	18.0	17.5
Science	22.2	19.0	18.5
Social Studies	22.1	19.0	18.9

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Total Staff	80.0	100.0%	100.0%	100.0%
Professional Staff:	65.7	82.1%	61.1%	64.1%
Teachers	52.5	65.6%	44.6%	48.7%
Professional Support	10.2	12.8%	12.2%	10.9%
Campus Administration (School Leadership)	3.0	3.8%	3.2%	3.3%
Educational Aides:	14.3	17.9%	12.4%	11.3%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	29.0	4,258.0
Part-time Librarians	0.0	n/a	0.0	646.0
Full-time Counselors	3.0	n/a	76.0	13,815.0
Part-time Counselors	0.0	n/a	2.0	1,240.0
Total Minority Staff:	68.1	85.2%	92.7%	53.2%
Teachers by Ethnicity:				
African American	0.0	0.0%	0.6%	11.8%
Hispanic	44.7	85.2%	88.2%	29.6%
White	6.0	11.4%	9.8%	54.9%
American Indian	0.0	0.0%	0.0%	0.3%
Asian	0.0	0.0%	0.9%	2.0%
Pacific Islander	0.0	0.0%	0.1%	0.1%
Two or More Races	1.8	3.4%	0.4%	1.2%
Teachers by Sex:				
Males	17.2	32.8%	29.3%	24.4%
Females	35.2	67.2%	70.7%	75.6%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.7%	2.0%
Bachelors	44.4	84.7%	79.5%	72.2%
Masters	8.0	15.3%	19.7%	25.0%
Doctorate	0.0	0.0%	0.1%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	0.0	0.0%	3.9%	9.7%
1-5 Years Experience	11.3	21.6%	19.0%	26.3%
6-10 Years Experience	13.9	26.6%	22.9%	20.5%
11-20 Years Experience	19.2	36.6%	34.2%	27.2%
21-30 Years Experience	3.0	5.7%	15.4%	13.3%
Over 30 Years Experience	5.0	9.5%	4.7%	2.9%

Texas Education Agency
2022-23 Staff Information (TAPR)
BROWN MIDDLE (108906044) - MCALLEN ISD - HIDALGO COUNTY

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Number of Students per Teacher	11.2	n/a	13.6	14.8

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	10.0	6.6	6.1
Average Years Experience of Principals with District	10.0	6.6	5.3
Average Years Experience of Assistant Principals	1.0	6.1	5.2
Average Years Experience of Assistant Principals with District	1.0	5.3	4.4
Average Years Experience of Teachers:	13.1	13.5	11.0
Average Years Experience of Teachers with District:	9.9	10.3	6.9
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	$50,549	$53,300
1-5 Years Experience	$53,929	$53,264	$56,516
6-10 Years Experience	$57,069	$56,886	$59,732
11-20 Years Experience	$60,202	$60,642	$63,389
21-30 Years Experience	$65,680	$66,288	$67,876
Over 30 Years Experience	$77,285	$73,268	$72,560
Average Actual Salaries (regular duties only):			
Teachers	$59,959	$59,446	$60,717
Professional Support	$58,787	$67,588	$72,022
Campus Administration (School Leadership)	$78,974	$76,926	$85,167
Instructional Staff Percent:	n/a	63.8%	65.1%
Contracted Instructional Staff (not incl. above):	0.0	1.5	2,105.4

	----- Campus -----			
Program Information	**Count**	**Percent**	**District**	**State**
Teachers by Program (population served):				
Bilingual/ESL Education	0.7	1.3%	6.4%	5.9%
Career and Technical Education	2.0	3.8%	6.3%	5.4%
Compensatory Education	0.0	0.0%	3.1%	3.2%
Gifted and Talented Education	0.3	0.6%	1.4%	1.7%
Regular Education	46.4	88.5%	66.7%	70.6%
Special Education	246.0	5.8%	8.9%	9.7%
Other	0.0	0.0%	7.2%	3.5%

- 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.

2022-23 Texas Academic Performance Report (TAPR)

District Name: MCALLEN ISD

Campus Name: CATHEY MIDDLE

Campus Number: 108906047

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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 6 Reading																	
At Approaches Grade Level or Above	2023	77%	81%	**81%**	-	80%	100%	-	*	*	*	49%	*	81%	81%	73%	72%
	2022	70%	76%	**85%**	*	84%	89%	-	*	*	*	43%	-	83%	89%	83%	85%
At Meets Grade Level or Above	2023	52%	59%	**59%**	-	58%	86%	-	*	*	*	30%	*	59%	60%	48%	45%
	2022	43%	50%	**56%**	*	54%	67%	-	*	*	*	29%	-	57%	55%	49%	42%
At Masters Grade Level	2023	22%	27%	**26%**	-	26%	14%	-	*	*	*	5%	*	24%	31%	15%	17%
	2022	23%	27%	**29%**	*	25%	44%	-	*	*	*	5%	-	28%	29%	18%	14%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2023	75%	77%	**80%**	-	79%	100%	-	*	*	*	54%	*	77%	86%	74%	72%
	2022	73%	72%	**84%**	*	83%	87%	-	*	*	*	76%	-	83%	86%	81%	82%
At Meets Grade Level or Above	2023	40%	37%	**39%**	-	39%	33%	-	*	*	*	14%	*	37%	43%	31%	34%
	2022	39%	34%	**43%**	*	40%	60%	-	*	*	*	33%	-	40%	49%	37%	36%
At Masters Grade Level	2023	16%	12%	**11%**	-	10%	17%	-	*	*	*	11%	*	8%	16%	4%	7%
	2022	16%	9%	**15%**	*	12%	33%	-	*	*	*	14%	-	13%	20%	11%	9%
Grade 7 Reading																	
At Approaches Grade Level or Above	2023	78%	85%	**87%**	*	87%	88%	-	*	*	*	58%	*	88%	85%	84%	83%
	2022	80%	85%	**89%**	*	89%	89%	*	80%	-	-	58%	*	88%	94%	84%	81%
At Meets Grade Level or Above	2023	55%	63%	**70%**	*	68%	76%	-	*	*	*	35%	*	67%	76%	64%	63%
	2022	56%	64%	**72%**	*	71%	78%	*	80%	-	-	37%	*	71%	75%	63%	62%
At Masters Grade Level	2023	27%	35%	**39%**	*	36%	59%	-	*	*	*	19%	*	35%	46%	31%	29%
	2022	37%	45%	**52%**	*	51%	67%	*	80%	-	-	24%	*	50%	57%	40%	37%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2023	63%	69%	**72%**	*	72%	75%	-	*	*	-	67%	*	71%	75%	66%	63%
	2022	61%	65%	**71%**	*	69%	100%	*	*	-	-	49%	*	70%	75%	64%	70%
At Meets Grade Level or Above	2023	37%	44%	**49%**	*	48%	56%	-	*	*	-	30%	*	47%	53%	43%	34%
	2022	31%	39%	**45%**	*	43%	78%	*	*	-	-	29%	*	44%	48%	36%	42%
At Masters Grade Level	2023	11%	18%	**23%**	*	22%	19%	-	*	*	-	11%	*	20%	30%	22%	14%
	2022	13%	19%	**25%**	*	22%	56%	*	*	-	-	14%	*	21%	35%	18%	20%
Grade 8 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	2023	83%	88%	**90%**	*	90%	100%	*	86%	-	-	60%	*	90%	89%	84%	88%
	2022	83%	90%	**91%**	*	90%	100%	-	100%	-	-	59%	*	91%	91%	88%	89%
At Meets Grade Level or Above	2023	58%	66%	**73%**	*	74%	60%	*	71%	-	-	28%	*	73%	75%	63%	64%
	2022	58%	68%	**72%**	*	71%	64%	-	100%	-	-	41%	*	69%	78%	63%	66%
At Masters Grade Level	2023	28%	36%	**46%**	*	44%	60%	*	71%	-	-	18%	*	45%	48%	34%	35%
	2022	37%	48%	**54%**	*	54%	36%	-	78%	-	-	17%	*	50%	65%	44%	49%
Grade 8 Mathematics																	
At Approaches Grade Level or Above	2023	76%	82%	**86%**	*	85%	100%	*	100%	-	*	55%	-	85%	90%	79%	83%
	2022	71%	81%	**84%**	*	84%	90%	-	100%	-	-	40%	*	82%	90%	81%	85%
At Meets Grade Level or Above	2023	46%	57%	**64%**	*	63%	67%	*	100%	-	*	26%	-	63%	69%	51%	62%
	2022	40%	54%	**66%**	*	65%	80%	-	100%	-	-	30%	*	61%	79%	62%	63%
At Masters Grade Level	2023	17%	26%	**32%**	*	31%	50%	*	60%	-	*	16%	-	34%	29%	21%	23%
	2022	14%	28%	**36%**	*	34%	60%	-	60%	-	-	17%	*	33%	43%	29%	28%
Grade 8 Science																	
At Approaches Grade Level or Above	2023	74%	74%	**81%**	*	80%	100%	*	71%	-	-	55%	*	79%	85%	72%	75%
	2022	74%	83%	**87%**	*	86%	100%	-	100%	-	-	45%	*	86%	89%	83%	82%
At Meets Grade Level or Above	2023	47%	46%	**60%**	*	59%	70%	*	71%	-	-	30%	*	59%	62%	47%	51%
	2022	45%	56%	**64%**	*	63%	64%	-	100%	-	-	24%	*	58%	77%	56%	53%
At Masters Grade Level	2023	17%	15%	**23%**	*	21%	40%	*	57%	-	-	10%	*	24%	19%	13%	11%
	2022	24%	31%	**39%**	*	38%	45%	-	67%	-	-	10%	*	35%	49%	31%	33%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2023	62%	66%	**71%**	*	71%	80%	*	71%	-	-	40%	*	70%	74%	63%	61%
	2022	61%	66%	**71%**	*	70%	73%	-	100%	-	-	38%	*	69%	77%	69%	67%
At Meets Grade Level or Above	2023	33%	39%	**49%**	*	48%	60%	*	71%	-	-	30%	*	47%	55%	41%	40%
	2022	31%	33%	**38%**	*	36%	55%	-	89%	-	-	24%	*	37%	42%	32%	32%
At Masters Grade Level	2023	16%	21%	**30%**	*	28%	30%	*	71%	-	-	13%	*	30%	28%	19%	17%
	2022	18%	18%	**22%**	*	21%	55%	-	22%	-	-	10%	*	20%	29%	17%	17%
End of Course Algebra I																	
At Approaches Grade Level or Above	2023	79%	84%	**100%**	*	100%	100%	-	*	-	-	*	*	100%	100%	100%	100%
	2022	76%	81%	**98%**	*	97%	*	-	100%	-	-	*	-	97%	100%	94%	96%

	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	2023	43%	49%	**96%**	*	96%	100%	-	*	-	-	*	*	95%	100%	92%	92%
	2022	43%	46%	**90%**	*	89%	*	-	100%	-	-	*	-	88%	100%	83%	84%
At Masters Grade Level	2023	23%	29%	**88%**	*	86%	100%	-	*	-	-	*	*	86%	94%	88%	79%
	2022	27%	28%	**75%**	*	74%	*	-	86%	-	-	*	-	73%	86%	58%	64%
All Grades All Subjects																	
At Approaches Grade Level or Above	2023	76%	80%	**82%**	94%	81%	91%	*	87%	*	*	55%	86%	81%	83%	75%	75%
	2022	74%	79%	**83%**	100%	82%	91%	*	98%	*	*	51%	81%	82%	87%	80%	80%
At Meets Grade Level or Above	2023	49%	55%	**60%**	94%	59%	67%	*	82%	*	*	28%	77%	59%	63%	50%	50%
	2022	48%	54%	**59%**	80%	57%	67%	*	94%	*	*	32%	56%	57%	64%	51%	51%
At Masters Grade Level	2023	20%	24%	**31%**	72%	30%	42%	*	71%	*	*	14%	55%	31%	33%	22%	21%
	2022	23%	27%	**37%**	70%	35%	49%	*	69%	*	*	15%	44%	35%	42%	27%	28%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2023	77%	82%	**86%**	100%	86%	94%	*	92%	*	*	55%	88%	87%	85%	81%	81%
	2022	75%	80%	**89%**	100%	88%	92%	*	94%	*	*	55%	100%	88%	91%	85%	85%
At Meets Grade Level or Above	2023	53%	61%	**68%**	100%	67%	74%	*	83%	*	*	30%	75%	67%	70%	59%	57%
	2022	53%	60%	**67%**	88%	66%	68%	*	94%	*	*	36%	67%	66%	70%	59%	57%
At Masters Grade Level	2023	20%	27%	**37%**	67%	35%	50%	*	75%	*	*	14%	63%	35%	41%	27%	27%
	2022	25%	30%	**46%**	75%	45%	47%	*	83%	*	*	17%	50%	44%	50%	35%	34%
All Grades Mathematics																	
At Approaches Grade Level or Above	2023	75%	80%	**81%**	83%	81%	88%	*	100%	*	*	59%	75%	80%	84%	75%	75%
	2022	72%	78%	**82%**	100%	80%	92%	*	100%	*	*	53%	83%	80%	85%	76%	79%
At Meets Grade Level or Above	2023	45%	51%	**56%**	83%	55%	62%	*	92%	*	*	25%	63%	55%	58%	45%	47%
	2022	42%	48%	**56%**	88%	54%	71%	*	94%	*	*	32%	67%	54%	61%	48%	50%
At Masters Grade Level	2023	19%	22%	**30%**	83%	28%	38%	*	75%	*	*	16%	38%	29%	30%	21%	20%
	2022	20%	25%	**32%**	75%	29%	50%	*	78%	*	*	16%	50%	30%	36%	22%	23%
All Grades Science																	
At Approaches Grade Level or Above	2023	77%	77%	**81%**	*	80%	100%	*	71%	-	-	55%	*	79%	85%	72%	75%
	2022	76%	80%	**87%**	*	86%	100%	-	100%	-	-	45%	*	86%	89%	83%	82%
At Meets Grade Level or Above	2023	47%	47%	**60%**	*	59%	70%	*	71%	-	-	30%	*	59%	62%	47%	51%
	2022	47%	52%	**64%**	*	63%	64%	-	100%	-	-	24%	*	58%	77%	56%	53%

	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	2023	18%	18%	**23%**	*	21%	40%	*	57%	-	-	10%	*	24%	19%	13%	11%
	2022	21%	23%	**39%**	*	38%	45%	-	67%	-	-	10%	*	35%	49%	31%	33%
All Grades Social Studies																	
At Approaches Grade Level or Above	2023	78%	82%	**71%**	*	71%	80%	*	71%	-	-	40%	*	70%	74%	63%	61%
	2022	75%	80%	**71%**	*	70%	73%	-	100%	-	-	38%	*	69%	77%	69%	67%
At Meets Grade Level or Above	2023	52%	57%	**49%**	*	48%	60%	*	71%	-	-	30%	*	47%	55%	41%	40%
	2022	50%	54%	**38%**	*	36%	55%	-	89%	-	-	24%	*	37%	42%	32%	32%
At Masters Grade Level	2023	27%	32%	**30%**	*	28%	30%	*	71%	-	-	13%	*	30%	28%	19%	17%
	2022	30%	31%	**22%**	*	21%	55%	-	22%	-	-	10%	*	20%	29%	17%	17%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
6th Graders																	
Reading and Mathematics	2023	35%	41%	**45%**	-	44%	43%	-	*	*	*	19%	*	45%	45%	35%	35%
	2022	31%	35%	**43%**	*	39%	67%	-	*	*	*	29%	-	45%	40%	34%	31%
Reading and Mathematics Including EOC	2023	35%	41%	**45%**	-	44%	43%	-	*	*	*	19%	*	45%	45%	35%	35%
	2022	31%	35%	**43%**	*	39%	67%	-	*	*	*	29%	-	45%	40%	34%	31%
Reading Including EOC	2023	52%	59%	**59%**	-	58%	86%	-	*	*	*	30%	*	59%	60%	48%	45%
	2022	43%	50%	**56%**	*	54%	67%	-	*	*	*	29%	-	57%	55%	49%	42%
Math Including EOC	2023	40%	47%	**49%**	-	49%	43%	-	*	*	*	19%	*	49%	50%	40%	40%
	2022	40%	42%	**50%**	*	47%	67%	-	*	*	*	33%	-	50%	51%	42%	44%
7th Graders																	
Reading and Mathematics	2023	37%	35%	**40%**	*	38%	53%	-	*	*	*	23%	*	36%	46%	35%	30%
	2022	32%	30%	**37%**	*	36%	50%	*	*	-	-	22%	*	34%	44%	30%	33%
Reading and Mathematics Including EOC	2023	38%	41%	**45%**	*	42%	59%	-	*	*	*	23%	*	44%	47%	37%	34%
	2022	33%	38%	**45%**	*	43%	67%	*	80%	-	-	26%	*	45%	46%	34%	36%
Reading Including EOC	2023	55%	63%	**70%**	*	68%	76%	-	*	*	*	35%	*	67%	76%	64%	63%
	2022	56%	64%	**72%**	*	71%	78%	*	80%	-	-	37%	*	71%	75%	63%	62%
Math Including EOC	2023	43%	44%	**46%**	*	44%	59%	-	*	*	*	23%	*	45%	48%	39%	34%
	2022	37%	42%	**48%**	*	46%	78%	*	80%	-	-	34%	*	49%	48%	38%	40%
8th Graders																	
Reading and Mathematics	2023	31%	47%	**56%**	*	56%	33%	*	60%	-	-	19%	-	56%	58%	44%	50%
	2022	27%	45%	**55%**	*	53%	60%	-	100%	-	-	24%	*	48%	70%	47%	46%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading and Mathematics Including EOC	2023	44%	53%	**64%**	*	64%	60%	*	71%	-	-	23%	*	63%	67%	50%	56%
	2022	41%	52%	**59%**	*	58%	55%	-	100%	-	-	24%	*	54%	75%	50%	52%
Reading Including EOC	2023	58%	66%	**73%**	*	74%	60%	*	71%	-	-	28%	*	73%	75%	63%	64%
	2022	58%	68%	**72%**	*	71%	64%	-	100%	-	-	41%	*	69%	78%	63%	66%
Math Including EOC	2023	51%	60%	**70%**	*	68%	80%	*	100%	-	-	33%	*	68%	76%	56%	65%
	2022	48%	59%	**68%**	*	67%	73%	-	100%	-	-	28%	*	63%	82%	63%	66%
3rd - 8th Graders																	
Reading and Mathematics	2023	37%	44%	**47%**	*	46%	46%	*	70%	*	*	20%	40%	46%	49%	38%	38%
	2022	34%	41%	**45%**	71%	43%	62%	*	91%	*	*	24%	50%	42%	51%	36%	36%
Reading and Mathematics Including EOC	2023	39%	46%	**52%**	83%	51%	56%	*	75%	*	*	21%	63%	52%	53%	41%	42%
	2022	36%	44%	**50%**	75%	48%	63%	*	94%	*	*	26%	50%	48%	54%	39%	40%
Reading Including EOC	2023	53%	61%	**68%**	100%	67%	74%	*	83%	*	*	30%	75%	67%	70%	59%	57%
	2022	53%	61%	**67%**	88%	66%	68%	*	94%	*	*	36%	67%	66%	70%	59%	57%
Math Including EOC	2023	47%	53%	**56%**	83%	55%	62%	*	92%	*	*	25%	63%	55%	58%	45%	47%
	2022	43%	50%	**56%**	88%	54%	71%	*	94%	*	*	32%	67%	54%	61%	48%	50%

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

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress - Annual Growth by Grade and Subject																	
Grade 6 ELA/Reading	2023	51%	55%	**56%**	-	55%	57%	-	*	*	*	34%	*	54%	61%	46%	50%
Grade 6 Mathematics	2023	54%	52%	**53%**	-	54%	17%	-	*	*	*	64%	*	53%	54%	54%	55%
Grade 7 ELA/Reading	2023	71%	79%	**81%**	*	80%	80%	-	*	*	*	65%	*	79%	85%	79%	77%
Grade 7 Mathematics	2023	56%	53%	**54%**	*	52%	64%	-	*	*	-	54%	*	50%	60%	55%	42%
Grade 8 ELA/Reading	2023	63%	68%	**74%**	*	74%	80%	*	86%	-	-	60%	*	75%	70%	69%	74%
Grade 8 Mathematics	2023	74%	83%	**87%**	*	86%	100%	*	*	-	*	61%	-	87%	88%	85%	88%
End of Course Algebra I	2023	76%	72%	**93%**	*	91%	100%	-	*	-	-	*	*	90%	100%	92%	88%
All Grades Both Subjects	2023	64%	67%	**69%**	82%	68%	71%	*	90%	*	*	56%	75%	68%	70%	65%	65%
All Grades ELA/Reading	2023	63%	67%	**71%**	83%	70%	75%	*	92%	*	*	52%	88%	70%	72%	65%	67%
All Grades Mathematics	2023	66%	67%	**67%**	80%	66%	68%	*	89%	*	*	61%	63%	66%	69%	66%	64%
School Progress - Accelerated Learning by Grade and Subject																	
Grade 6 ELA/Reading	2023	26%	35%	**38%**	-	37%	*	-	-	-	-	11%	*	44%	27%	32%	45%
Grade 6 Mathematics	2023	35%	33%	**35%**	-	35%	-	-	-	-	-	19%	*	36%	33%	30%	32%
Grade 7 ELA/Reading	2023	39%	47%	**41%**	-	40%	*	-	-	-	-	25%	*	44%	30%	32%	33%
Grade 7 Mathematics	2023	22%	20%	**12%**	-	12%	*	-	-	-	-	20%	*	17%	0%	8%	7%
Grade 8 ELA/Reading	2023	39%	43%	**41%**	-	39%	*	-	*	-	-	31%	-	46%	25%	34%	52%
Grade 8 Mathematics	2023	49%	59%	**69%**	-	68%	*	-	-	-	-	41%	-	67%	74%	66%	71%
All Grades Both Subjects	2023	38%	41%	**44%**	-	43%	67%	-	*	-	-	25%	*	47%	36%	39%	44%
All Grades ELA/Reading	2023	35%	40%	**40%**	-	38%	*	-	*	-	-	22%	*	45%	27%	33%	45%
All Grades Mathematics	2023	40%	43%	**47%**	-	47%	*	-	-	-	-	29%	*	48%	43%	43%	44%

* 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	2023	76%	80%	**82%**	72%	80%	-	-	63%	-	74%	100%	74%	-	75%	86%	74%	93%
	2022	74%	79%	**83%**	-	-	-	-	-	-	79%	-	79%	-	*	85%	79%	94%
At Meets Grade Level or Above	2023	49%	55%	**60%**	50%	60%	-	-	38%	-	49%	33%	49%	-	42%	66%	47%	79%
	2022	48%	54%	**59%**	-	-	-	-	-	-	49%	-	49%	-	*	62%	49%	80%
At Masters Grade Level	2023	20%	24%	**31%**	22%	20%	-	-	25%	-	19%	33%	19%	-	17%	38%	18%	53%
	2022	23%	27%	**37%**	-	-	-	-	-	-	25%	-	25%	-	*	41%	25%	58%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2023	77%	82%	**86%**	67%	80%	-	-	*	-	81%	*	80%	-	83%	90%	80%	100%
	2022	75%	80%	**89%**	-	-	-	-	-	-	83%	-	83%	-	*	91%	83%	98%
At Meets Grade Level or Above	2023	53%	61%	**68%**	56%	60%	-	-	*	-	55%	*	55%	-	50%	75%	54%	91%
	2022	53%	60%	**67%**	-	-	-	-	-	-	55%	-	55%	-	*	72%	55%	88%
At Masters Grade Level	2023	20%	27%	**37%**	22%	20%	-	-	*	-	26%	*	25%	-	17%	43%	24%	65%
	2022	25%	30%	**46%**	-	-	-	-	-	-	30%	-	30%	-	*	52%	30%	72%
All Grades Mathematics																		
At Approaches Grade Level or Above	2023	75%	80%	**81%**	78%	80%	-	-	*	-	74%	*	73%	-	67%	86%	73%	91%
	2022	72%	78%	**82%**	-	-	-	-	-	-	79%	-	79%	-	*	83%	79%	88%
At Meets Grade Level or Above	2023	45%	51%	**56%**	44%	60%	-	-	*	-	46%	*	46%	-	33%	61%	45%	71%
	2022	42%	48%	**56%**	-	-	-	-	-	-	48%	-	48%	-	*	59%	48%	79%
At Masters Grade Level	2023	19%	22%	**30%**	22%	20%	-	-	*	-	19%	*	18%	-	17%	35%	18%	50%
	2022	20%	25%	**32%**	-	-	-	-	-	-	20%	-	20%	-	*	35%	21%	63%
All Grades Science																		
At Approaches Grade Level or Above	2023	77%	77%	**81%**	-	-	-	-	-	-	73%	-	73%	-	-	84%	72%	94%
	2022	76%	80%	**87%**	-	-	-	-	-	-	81%	-	81%	-	-	88%	81%	100%
At Meets Grade Level or Above	2023	47%	47%	**60%**	-	-	-	-	-	-	50%	-	50%	-	-	65%	48%	76%
	2022	47%	52%	**64%**	-	-	-	-	-	-	52%	-	52%	-	-	66%	52%	85%
At Masters Grade Level	2023	18%	18%	**23%**	-	-	-	-	-	-	9%	-	9%	-	-	29%	9%	29%
	2022	21%	23%	**39%**	-	-	-	-	-	-	32%	-	32%	-	-	42%	32%	45%
All Grades Social Studies																		
At Approaches Grade Level or Above	2023	78%	82%	**71%**	-	-	-	-	-	-	59%	-	59%	-	-	78%	58%	82%
	2022	75%	80%	**71%**	-	-	-	-	-	-	67%	-	67%	-	-	71%	67%	90%
At Meets Grade Level or Above	2023	52%	57%	**49%**	-	-	-	-	-	-	37%	-	37%	-	-	55%	35%	76%
	2022	50%	54%	**38%**	-	-	-	256	-	-	31%	-	31%	-	-	40%	31%	60%

2022-23 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)

CATHEY MIDDLE (108906047) - MCALLEN ISD - HIDALGO 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	2023	27%	32%	**30%**	-	-	-	-	-	-	14%	-	14%	-	-	36%	12%	59%
	2022	30%	31%	**22%**	-	-	-	-	-	-	17%	-	17%	-	-	24%	17%	30%
School Progress - Annual Growth																		
All Grades Both Subjects	2023	64%	67%	**69%**	47%	50%	-	-	44%	-	66%	75%	66%	-	42%	71%	65%	81%
All Grades ELA/Reading	2023	63%	67%	**71%**	39%	40%	-	-	*	-	67%	*	67%	-	50%	73%	65%	87%
All Grades Mathematics	2023	66%	67%	**67%**	56%	60%	-	-	*	-	65%	*	65%	-	33%	69%	64%	74%
School Progress - Accelerated Learning																		
All Grades Both Subjects	2023	38%	41%	**44%**	*	*	-	-	*	-	45%	*	44%	-	*	42%	44%	*
All Grades ELA/Reading	2023	35%	40%	**40%**	*	-	-	-	*	-	46%	*	44%	-	*	32%	45%	*
All Grades Mathematics	2023	40%	43%	**47%**	*	*	-	-	*	-	44%	-	44%	-	*	49%	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.

	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)
2023 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	**100%**	100%	100%	100%	*	100%	*	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	93%	**92%**	100%	92%	90%	*	100%	*	67%	92%	92%	98%	81%	92%	88%
Not Included in Accountability: Mobile	4%	3%	**5%**	0%	5%	8%	*	0%	*	33%	7%	8%	2%	11%	6%	6%
Not Included in Accountability: Other Exclusions	2%	3%	**3%**	0%	3%	2%	*	0%	*	0%	1%	0%	0%	8%	2%	7%
Not Tested	1%	0%	**0%**	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	100%	**100%**	100%	100%	100%	*	100%	*	*	100%	100%	100%	100%	100%	100%
Included in Accountability	92%	91%	**91%**	100%	91%	89%	*	100%	*	*	91%	89%	97%	80%	91%	87%
Not Included in Accountability: Mobile	4%	3%	**6%**	0%	6%	8%	*	0%	*	*	8%	11%	3%	11%	6%	6%
Not Included in Accountability: Other Exclusions	3%	6%	**3%**	0%	3%	3%	*	0%	*	*	1%	0%	0%	9%	3%	7%
Not Tested	1%	0%	**0%**	0%	0%	0%	*	0%	*	*	0%	0%	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	*	0%	*	*	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	*	*	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	100%	**100%**	100%	100%	100%	*	100%	*	*	99%	100%	100%	100%	100%	100%
Included in Accountability	94%	94%	**92%**	100%	92%	89%	*	100%	*	*	90%	89%	97%	81%	92%	88%
Not Included in Accountability: Mobile	5%	4%	**5%**	0%	5%	8%	*	0%	*	*	8%	11%	3%	11%	6%	6%
Not Included in Accountability: Other Exclusions	1%	2%	**3%**	0%	3%	3%	*	0%	*	*	1%	0%	0%	8%	2%	6%
Not Tested	1%	0%	**0%**	0%	0%	0%	*	0%	*	*	1%	0%	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	*	0%	*	*	1%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	*	*	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	99%	99%	**100%**	*	100%	100%	*	100%	-	-	100%	*	100%	100%	100%	100%
Included in Accountability	93%	95%	**93%**	*	93%	91%	*	100%	-	-	95%	*	99%	80%	92%	88%
Not Included in Accountability: Mobile	4%	3%	**4%**	*	4%	9%	*	0%	-	-	5%	*	1%	11%	6%	5%
Not Included in Accountability: Other Exclusions	1%	1%	**3%**	*	3%	0%	*	0%	-	-	0%	*	0%	9%	3%	7%
Not Tested	1%	1%	**0%**	*	0%	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)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	0%	**0%**	*	0%	0%	*	0%	-	-	0%	*	0%	0%	0%	0%
Other	0%	1%	**0%**	*	0%	0%	*	0%	-	-	0%	*	0%	0%	0%	0%
Social Studies																
Assessment Participant	99%	100%	**100%**	*	100%	100%	*	100%	-	-	100%	*	100%	100%	100%	100%
Included in Accountability	94%	96%	**93%**	*	93%	91%	*	100%	-	-	95%	*	99%	80%	92%	88%
Not Included in Accountability: Mobile	4%	3%	**4%**	*	4%	9%	*	0%	-	-	5%	*	1%	11%	6%	5%
Not Included in Accountability: Other Exclusions	1%	2%	**3%**	*	3%	0%	*	0%	-	-	0%	*	0%	9%	3%	7%
Not Tested	1%	0%	**0%**	*	0%	0%	*	0%	-	-	0%	*	0%	0%	0%	0%
Absent	1%	0%	**0%**	*	0%	0%	*	0%	-	-	0%	*	0%	0%	0%	0%
Other	0%	0%	**0%**	*	0%	0%	*	0%	-	-	0%	*	0%	0%	0%	0%
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**100%**	100%	100%	100%	*	100%	*	*	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	92%	**93%**	100%	93%	91%	*	90%	*	*	95%	100%	99%	80%	93%	88%
Not Included in Accountability: Mobile	5%	4%	**4%**	0%	4%	7%	*	0%	*	*	4%	0%	1%	11%	3%	4%
Not Included in Accountability: Other Exclusions	1%	3%	**3%**	0%	3%	2%	*	10%	*	*	1%	0%	0%	9%	4%	8%
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%	1%	**0%**	0%	0%	0%	*	0%	*	*	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	**100%**	100%	100%	100%	*	100%	*	*	100%	100%	100%	100%	100%	100%
Included in Accountability	92%	90%	**91%**	100%	92%	88%	*	86%	*	*	94%	100%	98%	77%	91%	85%
Not Included in Accountability: Mobile	5%	4%	**5%**	0%	5%	9%	*	0%	*	*	5%	0%	1%	12%	4%	5%
Not Included in Accountability: Other Exclusions	2%	5%	**4%**	0%	4%	2%	*	14%	*	*	1%	0%	0%	11%	5%	10%
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%	*	*	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	92%	**92%**	100%	92%	88%	*	86%	*	*	94%	100%	98%	78%	92%	87%
Not Included in Accountability: Mobile	5%	4%	**5%**	0%	5%	9%	259 *	0%	*	*	5%	0%	1%	12%	4%	5%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Other Exclusions	1%	2%	**3%**	0%	3%	2%	*	14%	*	*	1%	0%	0%	9%	4%	8%
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%	1%	**0%**	0%	0%	0%	*	0%	*	*	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	98%	99%	**100%**	*	100%	100%	-	100%	-	-	100%	*	100%	100%	100%	100%
Included in Accountability	93%	93%	**96%**	*	96%	100%	-	100%	-	-	100%	*	100%	89%	98%	93%
Not Included in Accountability: Mobile	4%	4%	**2%**	*	2%	0%	-	0%	-	-	0%	*	0%	6%	0%	2%
Not Included in Accountability: Other Exclusions	1%	2%	**2%**	*	2%	0%	-	0%	-	-	0%	*	0%	6%	2%	5%
Not Tested	2%	1%	**0%**	*	0%	0%	-	0%	-	-	0%	*	0%	0%	0%	0%
Absent	1%	0%	**0%**	*	0%	0%	-	0%	-	-	0%	*	0%	0%	0%	0%
Other	0%	1%	**0%**	*	0%	0%	-	0%	-	-	0%	*	0%	0%	0%	0%
Social Studies																
Assessment Participant	98%	99%	**100%**	*	100%	100%	-	100%	-	-	100%	*	100%	100%	100%	100%
Included in Accountability	94%	94%	**96%**	*	96%	100%	-	100%	-	-	100%	*	100%	89%	98%	93%
Not Included in Accountability: Mobile	4%	3%	**2%**	*	2%	0%	-	0%	-	-	0%	*	0%	6%	0%	2%
Not Included in Accountability: Other Exclusions	1%	2%	**2%**	*	2%	0%	-	0%	-	-	0%	*	0%	6%	2%	5%
Not Tested	2%	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%

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2021-22	92.2%	92.1%	**94.3%**	92.9%	94.1%	95.3%	*	98.7%	*	*	92.3%	93.5%	94.3%
2020-21	95.0%	97.3%	**99.4%**	99.9%	99.4%	99.1%	*	99.9%	-	*	99.0%	99.1%	99.2%
Chronic Absenteeism													
2021-22	25.7%	26.6%	**17.5%**	33.3%	17.8%	14.9%	*	0.0%	*	*	30.6%	19.6%	16.1%
2020-21	15.0%	8.6%	**1.3%**	0.0%	1.3%	2.3%	*	0.0%	-	*	2.0%	2.1%	2.3%
Annual Dropout Rate (Gr 7-8)													
2021-22	0.7%	0.1%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	-	*	0.0%	0.0%	0.0%
2020-21	0.9%	0.1%	**0.0%**	0.0%	0.0%	0.0%	-	0.0%	-	*	0.0%	0.0%	0.0%
Annual Dropout Rate (Gr 9-12)													
2021-22	2.2%	0.1%	**-**	-	-	-	-	-	-	-	-	-	-
2020-21	2.4%	0.1%	**-**	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	89.7%	99.1%	**-**	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.1%	**-**	-	-	-	-	-	-	-	-	-	-
Continued HS	3.5%	0.4%	**-**	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.4%	0.5%	**-**	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.0%	99.1%	**-**	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.6%	99.5%	**-**	-	-	-	-	-	-	-	-	-	-
Class of 2021													
Graduated	90.0%	98.4%	**-**	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.2%	**-**	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	0.6%	**-**	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	0.9%	**-**	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	98.6%	**-**	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	99.1%	**-**	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.2%	98.9%	**-**	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.2%	**-**	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.1%	**-**	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	0.7%	**-**	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	99.2%	**-**	-	-	-	-	-	-	-	-	-	-

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.7%	99.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	92.2%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	98.9%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.7%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	92.6%	98.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	1.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	98.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	98.5%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2022	89.7%	97.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	90.0%	96.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2022	59.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2022	3.7%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	3.8%	0.2%	-	-	262	-	-	-	-	-	-	-	-
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 2022	84.3%	99.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	81.9%	97.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2022	88.0%	99.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	85.7%	97.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
2020-21	43.8%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2021-22	3.9%	0.1%	-	-	-	-	-	-	-	-	-	-	-
2020-21	3.8%	0.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2021-22	82.3%	98.7%	-	-	-	-	-	-	-	-	-	-	-
2020-21	80.4%	96.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2021-22	86.0%	98.7%	-	-	-	-	-	-	-	-	-	-	-
2020-21	84.1%	96.7%	-	-	-	-	-	-	-	-	-	-	-

	Campus Count	Campus Percent	District Count	State Count
Graduates (2021-22 Annual Graduates)				
Total Graduates	-	-	1,578	368,686
By Ethnicity:				
African American	-	-	6	45,227
Hispanic	-	-	1,475	191,125
White	-	-	63	103,171
American Indian	-	-	2	1,159
Asian	-	-	24	18,794
Pacific Islander	-	-	0	569
Two or More Races	-	-	8	8,641
By Graduation Type:				
Minimum H.S. Program	-	-	0	433
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	134
Foundation H.S. Program (No Endorsement)	-	-	20	51,023
Foundation H.S. Program (Endorsement)	-	-	1	14,179
Foundation H.S. Program (DLA)	-	-	1,557	302,917
Special Education Graduates	-	-	121	32,447
Economically Disadvantaged Graduates	-	-	1,047	194,571
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	259	40,398
At-Risk Graduates	-	-	755	159,689

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	819	100.0%	20,343	5,504,150	821	100.0%	20,399	5,518,432
Students by Grade:								
Early Childhood Education	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.5%
Pre-Kindergarten	0	0.0%	5.4%	4.4%	0	0.0%	5.5%	4.4%
Pre-Kindergarten: 3-year Old	0	0.0%	1.4%	0.7%	0	0.0%	1.5%	0.7%
Pre-Kindergarten: 4-year Old	0	0.0%	4.0%	3.7%	0	0.0%	4.1%	3.7%
Kindergarten	0	0.0%	5.8%	6.7%	0	0.0%	5.8%	6.7%
Grade 1	0	0.0%	6.5%	7.2%	0	0.0%	6.5%	7.2%
Grade 2	0	0.0%	6.5%	7.2%	0	0.0%	6.5%	7.2%
Grade 3	0	0.0%	6.4%	7.2%	0	0.0%	6.4%	7.1%
Grade 4	0	0.0%	6.6%	7.2%	0	0.0%	6.6%	7.1%
Grade 5	0	0.0%	7.3%	7.2%	0	0.0%	7.3%	7.2%
Grade 6	255	31.1%	7.3%	7.3%	256	31.2%	7.3%	7.2%
Grade 7	264	32.2%	7.4%	7.4%	265	32.3%	7.4%	7.4%
Grade 8	300	36.6%	7.7%	7.7%	300	36.5%	7.6%	7.7%
Grade 9	0	0.0%	9.0%	8.7%	0	0.0%	9.0%	8.7%
Grade 10	0	0.0%	9.2%	7.9%	0	0.0%	9.2%	7.9%
Grade 11	0	0.0%	7.6%	7.0%	0	0.0%	7.6%	7.0%
Grade 12	0	0.0%	7.1%	6.6%	0	0.0%	7.1%	6.6%
Ethnic Distribution:								
African American	6	0.7%	0.4%	12.8%	6	0.7%	0.4%	12.8%
Hispanic	761	92.9%	93.6%	53.0%	763	92.9%	93.5%	52.9%
White	35	4.3%	4.4%	25.6%	35	4.3%	4.5%	25.7%
American Indian	1	0.1%	0.1%	0.3%	1	0.1%	0.1%	0.3%
Asian	12	1.5%	1.2%	5.1%	12	1.5%	1.2%	5.1%
Pacific Islander	2	0.2%	0.0%	0.2%	2	0.2%	0.0%	0.2%
Two or More Races	2	0.2%	0.4%	3.0%	2	0.2%	0.4%	3.0%
Sex:								
Female	415	50.7%	48.4%	48.8%	417	50.8%	48.4%	48.8%
Male	404	49.3%	51.6%	51.2%	404	49.2%	51.6%	51.2%
Economically Disadvantaged	565	69.0%	72.6%	62.1%	565	68.8%	72.5%	62.0%
Non-Educationally Disadvantaged	254	31.0%	27.4%	37.9%	256	31.2%	27.5%	38.0%
Section 504 Students	97	11.8%	10.0%	7.4%	97	11.8%	10.0%	7.4%
EB Students/EL	320	39.1%	36.0%	23.1%	320	39.0%	36.0%	23.0%
Students w/ Disciplinary Placements (2021-22)	13	1.4%	1.8%	1.5%				

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Students w/ Dyslexia	77	9.4%	8.8%	5.5%	78	9.5%	8.8%	5.5%
Foster Care	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Homeless	21	2.6%	1.4%	1.3%	21	2.6%	1.4%	1.3%
Immigrant	28	3.4%	2.4%	2.2%	28	3.4%	2.4%	2.2%
Migrant	9	1.1%	1.8%	0.3%	9	1.1%	1.8%	0.3%
Title I	819	100.0%	95.8%	64.6%	821	100.0%	95.7%	64.6%
Military Connected	0	0.0%	0.4%	3.6%	0	0.0%	0.4%	3.6%
At-Risk	483	59.0%	59.1%	53.3%	483	58.8%	59.0%	53.3%
Students by Instructional Program:								
Bilingual/ESL Education	313	38.2%	38.3%	23.2%	313	38.1%	38.3%	23.2%
Career and Technical Education	265	32.4%	34.6%	26.5%				
Career and Technical Education (9-12 grades only)	0	0.0%	83.9%	72.3%				
Gifted and Talented Education	128	15.6%	11.5%	8.2%	128	15.6%	11.5%	8.2%
Special Education	107	13.1%	14.2%	12.6%	109	13.3%	14.3%	12.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	107							
By Type of Primary Disability Students with Intellectual Disabilities	53	49.5%	48.5%	44.1%				
Students with Physical Disabilities	12	11.2%	18.4%	20.0%				
Students with Autism	16	15.0%	15.4%	15.5%				
Students with Behavioral Disabilities	26	24.3%	16.5%	18.8%				
Students with Non-Categorical Early Childhood	0	0.0%	1.2%	1.6%				
Mobility (2021-22):								
Total Mobile Students	136	14.5%	15.8%	16.8%				
By Ethnicity: African American	2	0.2%	0.1%	3.3%				
Hispanic	121	12.9%	14.9%	8.7%				
White	10	1.1%	0.5%	3.4%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	2	0.2%	0.1%	0.7%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	1	0.1%	0.1%	0.6%				
Count and Percent of Special Ed Students who are Mobile	16	14.8%	16.1%	18.6%				
Count and Percent of EB Students/EL who are Mobile	56	16.7%	18.4%	17.1%				
Count and Percent of Econ Dis Students who are Mobile	102	17.1%	17.4%	18.7%				
Student Attrition (2021-22):	269							
Total Student Attrition	76	13.9%	16.4%	18.1%				

	--Non-Special Education Rates--			---Special Education Rates---		
Student Information	**Campus**	**District**	**State**	**Campus**	**District**	**State**
Retention Rates by Grade:						
Kindergarten	-	2.1%	1.5%	-	3.3%	4.5%
Grade 1	-	4.0%	2.5%	-	5.2%	3.6%
Grade 2	-	2.3%	1.6%	-	3.3%	2.0%
Grade 3	-	0.9%	0.8%	-	0.8%	0.9%
Grade 4	-	0.1%	0.5%	-	0.0%	0.5%
Grade 5	-	0.1%	0.3%	-	0.0%	0.4%
Grade 6	0.9%	0.4%	0.3%	0.0%	0.0%	0.4%
Grade 7	0.8%	0.4%	0.4%	0.0%	0.0%	0.5%
Grade 8	0.4%	0.4%	0.4%	0.0%	0.5%	0.5%
Grade 9	-	10.8%	8.7%	-	16.8%	12.6%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	-	18.0	18.7
Grade 1	-	17.3	19.1
Grade 2	-	18.2	19.1
Grade 3	-	17.7	19.3
Grade 4	-	18.3	19.4
Grade 5	-	20.0	20.8
Grade 6	22.6	21.5	19.2
Secondary:			
English/Language Arts	22.9	15.0	16.2
Foreign Languages	-	17.1	18.8
Mathematics	20.9	18.0	17.5
Science	23.4	19.0	18.5
Social Studies	22.6	19.0	18.9

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Total Staff	81.8	100.0%	100.0%	100.0%
Professional Staff:	66.0	80.7%	61.1%	64.1%
Teachers	55.9	68.3%	44.6%	48.7%
Professional Support	7.1	8.7%	12.2%	10.9%
Campus Administration (School Leadership)	3.0	3.7%	3.2%	3.3%
Educational Aides:	15.8	19.3%	12.4%	11.3%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	29.0	4,258.0
Part-time Librarians	0.0	n/a	0.0	646.0
Full-time Counselors	2.0	n/a	76.0	13,815.0
Part-time Counselors	0.0	n/a	2.0	1,240.0
Total Minority Staff:	72.2	88.3%	92.7%	53.2%
Teachers by Ethnicity:				
African American	1.0	1.8%	0.6%	11.8%
Hispanic	45.3	81.1%	88.2%	29.6%
White	7.6	13.5%	9.8%	54.9%
American Indian	0.0	0.0%	0.0%	0.3%
Asian	1.0	1.8%	0.9%	2.0%
Pacific Islander	0.0	0.0%	0.1%	0.1%
Two or More Races	1.0	1.8%	0.4%	1.2%
Teachers by Sex:				
Males	18.8	33.7%	29.3%	24.4%
Females	37.1	66.3%	70.7%	75.6%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.7%	2.0%
Bachelors	51.2	91.6%	79.5%	72.2%
Masters	4.7	8.4%	19.7%	25.0%
Doctorate	0.0	0.0%	0.1%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	2.0	3.6%	3.9%	9.7%
1-5 Years Experience	11.0	19.6%	19.0%	26.3%
6-10 Years Experience	17.8	31.9%	22.9%	20.5%
11-20 Years Experience	18.4	33.0%	34.2%	27.2%
21-30 Years Experience	4.7	8.3%	15.4%	13.3%
Over 30 Years Experience	2.0	3.6%	4.7%	2.9%

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Number of Students per Teacher	14.7	n/a	13.6	14.8

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	5.0	6.6	6.1
Average Years Experience of Principals with District	5.0	6.6	5.3
Average Years Experience of Assistant Principals	3.5	6.1	5.2
Average Years Experience of Assistant Principals with District	3.5	5.3	4.4
Average Years Experience of Teachers:	12.2	13.5	11.0
Average Years Experience of Teachers with District:	9.7	10.3	6.9
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$53,266	$50,549	$53,300
1-5 Years Experience	$51,990	$53,264	$56,516
6-10 Years Experience	$56,911	$56,886	$59,732
11-20 Years Experience	$60,979	$60,642	$63,389
21-30 Years Experience	$64,706	$66,288	$67,876
Over 30 Years Experience	$67,892	$73,268	$72,560
Average Actual Salaries (regular duties only):			
Teachers	$58,196	$59,446	$60,717
Professional Support	$63,256	$67,588	$72,022
Campus Administration (School Leadership)	$78,720	$76,926	$85,167
Instructional Staff Percent:	n/a	63.8%	65.1%
Contracted Instructional Staff (not incl. above):	0.1	1.5	2,105.4

	----- Campus -----			
Program Information	**Count**	**Percent**	**District**	**State**
Teachers by Program (population served):				
Bilingual/ESL Education	1.0	1.8%	6.4%	5.9%
Career and Technical Education	1.9	3.5%	6.3%	5.4%
Compensatory Education	1.0	1.8%	3.1%	3.2%
Gifted and Talented Education	0.0	0.0%	1.4%	1.7%
Regular Education	36.7	65.6%	66.7%	70.6%
Special Education	272 3.9	7.0%	8.9%	9.7%
Other	11.4	20.3%	7.2%	3.5%

- 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.

2022-23 Texas Academic Performance Report (TAPR)

District Name: MCALLEN ISD

Campus Name: DE LEON MIDDLE

Campus Number: 108906046

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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 6 Reading																	
At Approaches Grade Level or Above	2023	77%	81%	**77%**	*	77%	*	-	-	-	*	46%	83%	78%	73%	74%	72%
	2022	70%	76%	**69%**	-	68%	*	-	*	-	-	37%	100%	70%	65%	65%	60%
At Meets Grade Level or Above	2023	52%	59%	**54%**	*	54%	*	-	-	-	*	26%	67%	58%	42%	51%	49%
	2022	43%	50%	**43%**	-	42%	*	-	*	-	-	26%	60%	43%	43%	38%	32%
At Masters Grade Level	2023	22%	27%	**20%**	*	21%	*	-	-	-	*	20%	0%	24%	6%	18%	16%
	2022	23%	27%	**22%**	-	22%	*	-	*	-	-	14%	40%	21%	26%	17%	12%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2023	75%	77%	**67%**	*	67%	*	-	-	-	-	55%	83%	69%	63%	69%	68%
	2022	73%	72%	**59%**	-	58%	*	-	-	-	-	32%	*	61%	49%	57%	52%
At Meets Grade Level or Above	2023	40%	37%	**21%**	*	21%	*	-	-	-	-	24%	50%	21%	21%	20%	19%
	2022	39%	34%	**21%**	-	21%	*	-	-	-	-	18%	*	20%	22%	19%	13%
At Masters Grade Level	2023	16%	12%	**6%**	*	6%	*	-	-	-	-	18%	0%	6%	5%	6%	3%
	2022	16%	9%	**6%**	-	6%	*	-	-	-	-	15%	*	5%	7%	5%	4%
Grade 7 Reading																	
At Approaches Grade Level or Above	2023	78%	85%	**77%**	-	77%	*	-	*	-	-	39%	*	77%	80%	75%	70%
	2022	80%	85%	**80%**	-	79%	88%	-	100%	-	*	48%	*	80%	78%	78%	77%
At Meets Grade Level or Above	2023	55%	63%	**50%**	-	50%	*	-	*	-	-	17%	*	50%	53%	47%	41%
	2022	56%	64%	**53%**	-	51%	75%	-	100%	-	*	27%	*	56%	41%	51%	46%
At Masters Grade Level	2023	27%	35%	**22%**	-	21%	*	-	*	-	-	14%	*	20%	29%	18%	12%
	2022	37%	45%	**36%**	-	35%	13%	-	100%	-	*	18%	*	38%	24%	33%	30%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2023	63%	69%	**55%**	-	54%	*	-	-	-	*	30%	*	54%	61%	53%	46%
	2022	61%	65%	**49%**	-	48%	57%	-	*	-	*	33%	*	50%	44%	45%	43%
At Meets Grade Level or Above	2023	37%	44%	**25%**	-	26%	*	-	-	-	*	16%	*	24%	29%	22%	16%
	2022	31%	39%	**18%**	-	17%	29%	-	*	-	*	20%	*	18%	15%	16%	12%
At Masters Grade Level	2023	11%	18%	**8%**	-	8%	*	-	-	-	*	16%	*	6%	16%	7%	5%
	2022	13%	19%	**9%**	-	8%	14%	-	*	-	*	16%	*	9%	8%	8%	6%
Grade 8 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	2023	83%	88%	**87%**	-	86%	100%	-	100%	-	*	51%	*	87%	85%	85%	87%
	2022	83%	90%	**88%**	-	87%	100%	-	*	-	-	55%	100%	88%	91%	88%	79%
At Meets Grade Level or Above	2023	58%	66%	**59%**	-	58%	80%	-	80%	-	*	26%	*	59%	59%	55%	51%
	2022	58%	68%	**62%**	-	62%	67%	-	*	-	-	30%	80%	63%	56%	60%	52%
At Masters Grade Level	2023	28%	36%	**26%**	-	24%	40%	-	60%	-	*	15%	*	26%	27%	24%	21%
	2022	37%	48%	**41%**	-	40%	50%	-	*	-	-	24%	60%	41%	38%	38%	34%
Grade 8 Mathematics																	
At Approaches Grade Level or Above	2023	76%	82%	**75%**	-	74%	*	-	100%	-	*	38%	*	74%	82%	73%	75%
	2022	71%	81%	**72%**	-	71%	100%	-	*	-	-	50%	*	70%	83%	71%	58%
At Meets Grade Level or Above	2023	46%	57%	**45%**	-	44%	*	-	80%	-	*	15%	*	46%	39%	42%	40%
	2022	40%	54%	**45%**	-	43%	71%	-	*	-	-	25%	*	46%	34%	41%	35%
At Masters Grade Level	2023	17%	26%	**21%**	-	20%	*	-	80%	-	*	13%	*	21%	21%	20%	19%
	2022	14%	28%	**24%**	-	23%	43%	-	*	-	-	19%	*	26%	14%	23%	24%
Grade 8 Science																	
At Approaches Grade Level or Above	2023	74%	74%	**63%**	-	62%	60%	-	100%	-	*	26%	*	62%	71%	61%	59%
	2022	74%	83%	**78%**	-	77%	100%	-	*	-	-	42%	100%	78%	82%	77%	74%
At Meets Grade Level or Above	2023	47%	46%	**31%**	-	29%	40%	-	100%	-	*	18%	*	30%	39%	28%	28%
	2022	45%	56%	**48%**	-	47%	83%	-	*	-	-	24%	60%	50%	42%	45%	46%
At Masters Grade Level	2023	17%	15%	**11%**	-	10%	40%	-	60%	-	*	13%	*	11%	15%	10%	9%
	2022	24%	31%	**25%**	-	24%	50%	-	*	-	-	18%	20%	25%	27%	21%	18%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2023	62%	66%	**49%**	-	48%	80%	-	80%	-	*	28%	*	48%	59%	47%	45%
	2022	61%	66%	**51%**	-	50%	67%	-	*	-	-	33%	80%	51%	52%	49%	42%
At Meets Grade Level or Above	2023	33%	39%	**20%**	-	19%	40%	-	60%	-	*	15%	*	21%	20%	18%	17%
	2022	31%	33%	**24%**	-	23%	50%	-	*	-	-	27%	0%	25%	24%	21%	18%
At Masters Grade Level	2023	16%	21%	**13%**	-	11%	40%	-	60%	-	*	13%	*	13%	15%	11%	11%
	2022	18%	18%	**15%**	-	15%	33%	-	*	-	-	21%	0%	16%	15%	12%	10%
End of Course Algebra I																	
At Approaches Grade Level or Above	2023	79%	84%	**100%**	-	100%	*	-	*	-	-	*	*	100%	100%	100%	100%
	2022	76%	81%	**95%**	-	95%	*	-	100%	-	-	*	*	95%	100%	95%	100%

	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	2023	43%	49%	**96%**	-	96%	*	-	*	-	-	*	*	95%	100%	94%	100%
	2022	43%	46%	**63%**	-	61%	*	-	83%	-	-	*	*	61%	86%	63%	78%
At Masters Grade Level	2023	23%	29%	**60%**	-	62%	*	-	*	-	-	*	*	58%	75%	61%	67%
	2022	27%	28%	**39%**	-	37%	*	-	67%	-	-	*	*	39%	43%	35%	39%
All Grades All Subjects																	
At Approaches Grade Level or Above	2023	76%	80%	**70%**	*	69%	88%	-	95%	-	100%	39%	88%	69%	72%	68%	65%
	2022	74%	79%	**69%**	-	69%	83%	-	96%	-	*	41%	94%	70%	67%	67%	62%
At Meets Grade Level or Above	2023	49%	55%	**40%**	*	39%	53%	-	82%	-	67%	20%	63%	40%	39%	37%	34%
	2022	48%	54%	**40%**	-	39%	58%	-	81%	-	*	24%	56%	42%	35%	37%	33%
At Masters Grade Level	2023	20%	24%	**17%**	*	17%	24%	-	68%	-	42%	15%	13%	17%	18%	15%	13%
	2022	23%	27%	**23%**	-	22%	31%	-	56%	-	*	18%	28%	24%	20%	20%	18%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2023	77%	82%	**81%**	*	80%	92%	-	100%	-	*	45%	91%	81%	79%	79%	77%
	2022	75%	80%	**79%**	-	78%	89%	-	100%	-	*	46%	100%	79%	77%	77%	71%
At Meets Grade Level or Above	2023	53%	61%	**55%**	*	54%	67%	-	83%	-	*	23%	82%	56%	51%	51%	47%
	2022	53%	60%	**52%**	-	52%	67%	-	90%	-	*	28%	73%	54%	46%	49%	43%
At Masters Grade Level	2023	20%	27%	**23%**	*	22%	25%	-	67%	-	*	16%	18%	23%	21%	20%	17%
	2022	25%	30%	**32%**	-	32%	28%	-	70%	-	*	19%	55%	33%	28%	29%	25%
All Grades Mathematics																	
At Approaches Grade Level or Above	2023	75%	80%	**68%**	*	67%	100%	-	100%	-	*	41%	91%	68%	69%	66%	64%
	2022	72%	78%	**63%**	-	62%	78%	-	100%	-	*	38%	91%	64%	57%	60%	54%
At Meets Grade Level or Above	2023	45%	51%	**36%**	*	36%	50%	-	83%	-	*	19%	55%	37%	34%	32%	30%
	2022	42%	48%	**31%**	-	30%	44%	-	82%	-	*	21%	64%	32%	26%	28%	24%
At Masters Grade Level	2023	19%	22%	**16%**	*	15%	8%	-	83%	-	*	15%	9%	16%	17%	14%	13%
	2022	20%	25%	**16%**	-	15%	28%	-	64%	-	*	16%	18%	17%	11%	14%	13%
All Grades Science																	
At Approaches Grade Level or Above	2023	77%	77%	**63%**	-	62%	60%	-	100%	-	*	26%	*	62%	71%	61%	59%
	2022	76%	80%	**78%**	-	77%	100%	-	*	-	-	42%	100%	78%	82%	77%	74%
At Meets Grade Level or Above	2023	47%	47%	**31%**	-	29%	40%	-	100%	-	*	18%	*	30%	39%	28%	28%
	2022	47%	52%	**48%**	-	47%	83%	-	*	-	-	24%	60%	50%	42%	45%	46%

	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	2023	18%	18%	**11%**	-	10%	40%	-	60%	-	*	13%	*	11%	15%	10%	9%
	2022	21%	23%	**25%**	-	24%	50%	-	*	-	-	18%	20%	25%	27%	21%	18%
All Grades Social Studies																	
At Approaches Grade Level or Above	2023	78%	82%	**49%**	-	48%	80%	-	80%	-	*	28%	*	48%	59%	47%	45%
	2022	75%	80%	**51%**	-	50%	67%	-	*	-	-	33%	80%	51%	52%	49%	42%
At Meets Grade Level or Above	2023	52%	57%	**20%**	-	19%	40%	-	60%	-	*	15%	*	21%	20%	18%	17%
	2022	50%	54%	**24%**	-	23%	50%	-	*	-	-	27%	0%	25%	24%	21%	18%
At Masters Grade Level	2023	27%	32%	**13%**	-	11%	40%	-	60%	-	*	13%	*	13%	15%	11%	11%
	2022	30%	31%	**15%**	-	15%	33%	-	*	-	-	21%	0%	16%	15%	12%	10%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
6th Graders																	
Reading and Mathematics	2023	35%	41%	**27%**	*	27%	*	-	-	-	*	23%	50%	31%	15%	25%	22%
	2022	31%	35%	**23%**	-	23%	*	-	*	-	-	20%	40%	23%	26%	20%	15%
Reading and Mathematics Including EOC	2023	35%	41%	**27%**	*	27%	*	-	-	-	*	23%	50%	31%	15%	25%	22%
	2022	31%	35%	**23%**	-	23%	*	-	*	-	-	20%	40%	23%	26%	20%	15%
Reading Including EOC	2023	52%	59%	**54%**	*	54%	*	-	-	-	*	26%	67%	58%	42%	51%	49%
	2022	43%	50%	**43%**	-	43%	*	-	*	-	-	26%	60%	43%	43%	38%	33%
Math Including EOC	2023	40%	47%	**30%**	*	30%	*	-	-	-	*	26%	50%	32%	25%	27%	26%
	2022	40%	42%	**28%**	-	27%	*	-	*	-	-	20%	60%	28%	28%	25%	18%
7th Graders																	
Reading and Mathematics	2023	37%	35%	**19%**	-	19%	*	-	-	-	-	14%	*	18%	22%	16%	13%
	2022	32%	30%	**11%**	-	11%	29%	-	*	-	*	18%	*	12%	9%	10%	9%
Reading and Mathematics Including EOC	2023	38%	41%	**28%**	-	28%	*	-	*	-	-	17%	*	28%	29%	24%	18%
	2022	33%	38%	**20%**	-	19%	38%	-	80%	-	*	18%	*	22%	14%	18%	17%
Reading Including EOC	2023	55%	63%	**50%**	-	50%	*	-	*	-	-	17%	*	50%	53%	47%	41%
	2022	56%	64%	**53%**	-	51%	75%	-	100%	-	*	27%	*	55%	41%	51%	46%
Math Including EOC	2023	43%	44%	**31%**	-	31%	*	-	*	-	-	17%	*	31%	33%	28%	21%
	2022	37%	42%	**23%**	-	21%	38%	-	80%	-	*	18%	*	25%	14%	20%	20%
8th Graders																	
Reading and Mathematics	2023	31%	47%	**37%**	-	36%	*	-	80%	-	*	15%	*	39%	26%	34%	32%
	2022	27%	45%	**38%**	-	38%	33%	-	*	-	-	22%	*	40%	28%	35%	30%

	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	2023	44%	53%	**40%**	-	39%	60%	-	80%	-	*	15%	*	42%	32%	37%	36%
	2022	41%	52%	**38%**	-	37%	33%	-	*	-	-	21%	60%	39%	28%	36%	31%
Reading Including EOC	2023	58%	66%	**59%**	-	58%	80%	-	80%	-	*	26%	*	59%	59%	55%	51%
	2022	58%	68%	**62%**	-	62%	67%	-	*	-	-	30%	80%	63%	56%	60%	52%
Math Including EOC	2023	51%	60%	**46%**	-	44%	60%	-	80%	-	*	15%	*	46%	44%	42%	42%
	2022	48%	59%	**43%**	-	42%	67%	-	*	-	-	24%	80%	44%	38%	42%	37%
3rd - 8th Graders																	
Reading and Mathematics	2023	37%	44%	**28%**	*	27%	40%	-	80%	-	*	17%	56%	30%	20%	25%	23%
	2022	34%	41%	**23%**	-	23%	29%	-	60%	-	*	20%	40%	24%	20%	21%	16%
Reading and Mathematics Including EOC	2023	39%	46%	**32%**	*	31%	50%	-	83%	-	*	18%	55%	34%	25%	28%	26%
	2022	36%	44%	**27%**	-	26%	33%	-	80%	-	*	20%	45%	28%	22%	24%	20%
Reading Including EOC	2023	53%	61%	**55%**	*	54%	67%	-	83%	-	*	23%	82%	56%	51%	51%	47%
	2022	53%	61%	**52%**	-	52%	67%	-	90%	-	*	28%	73%	54%	46%	49%	43%
Math Including EOC	2023	47%	53%	**36%**	*	36%	50%	-	83%	-	*	19%	55%	37%	34%	32%	30%
	2022	43%	50%	**31%**	-	30%	44%	-	90%	-	*	21%	64%	32%	25%	28%	24%

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

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress - Annual Growth by Grade and Subject																	
Grade 6 ELA/Reading	2023	51%	55%	**50%**	-	50%	*	-	-	-	*	47%	58%	51%	45%	49%	50%
Grade 6 Mathematics	2023	54%	52%	**42%**	*	41%	*	-	-	-	-	60%	58%	41%	45%	42%	39%
Grade 7 ELA/Reading	2023	71%	79%	**69%**	-	69%	*	-	*	-	-	43%	*	69%	68%	66%	60%
Grade 7 Mathematics	2023	56%	53%	**37%**	-	37%	*	-	-	-	*	38%	*	33%	54%	36%	36%
Grade 8 ELA/Reading	2023	63%	68%	**65%**	-	64%	80%	-	60%	-	*	57%	*	64%	69%	64%	64%
Grade 8 Mathematics	2023	74%	83%	**85%**	-	84%	*	-	*	-	*	61%	*	85%	84%	86%	83%
End of Course Algebra I	2023	76%	72%	**85%**	-	89%	*	-	*	-	-	*	*	83%	100%	87%	89%
All Grades Both Subjects	2023	64%	67%	**60%**	*	60%	63%	-	75%	-	57%	50%	70%	59%	61%	58%	58%
All Grades ELA/Reading	2023	63%	67%	**62%**	-	62%	63%	-	67%	-	*	49%	77%	62%	61%	60%	59%
All Grades Mathematics	2023	66%	67%	**57%**	*	57%	64%	-	*	-	*	52%	64%	56%	62%	57%	57%
School Progress - Accelerated Learning by Grade and Subject																	
Grade 6 ELA/Reading	2023	26%	35%	**31%**	-	31%	-	-	-	-	-	18%	-	30%	33%	33%	38%
Grade 6 Mathematics	2023	35%	33%	**40%**	*	41%	-	-	-	-	-	27%	-	42%	36%	39%	31%
Grade 7 ELA/Reading	2023	39%	47%	**38%**	-	38%	*	-	-	-	-	13%	-	36%	44%	38%	35%
Grade 7 Mathematics	2023	22%	20%	**16%**	-	15%	*	-	-	-	-	9%	-	10%	32%	15%	13%
Grade 8 ELA/Reading	2023	39%	43%	**50%**	-	50%	-	-	-	-	-	20%	-	51%	44%	48%	54%
Grade 8 Mathematics	2023	49%	59%	**55%**	-	54%	*	-	-	-	-	22%	-	53%	65%	55%	54%
All Grades Both Subjects	2023	38%	41%	**40%**	*	40%	*	-	-	-	-	17%	-	39%	43%	40%	39%
All Grades ELA/Reading	2023	35%	40%	**40%**	-	40%	*	-	-	-	-	16%	-	40%	40%	39%	42%
All Grades Mathematics	2023	40%	43%	**40%**	*	40%	*	-	-	-	-	18%	-	39%	45%	40%	37%

* 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	2023	76%	80%	**70%**	83%	*	-	-	*	-	63%	92%	62%	-	*	74%	62%	93%
	2022	74%	79%	**69%**	-	-	-	-	-	-	56%	-	56%	100%	33%	75%	56%	95%
At Meets Grade Level or Above	2023	49%	55%	**40%**	17%	*	-	-	*	-	30%	67%	30%	-	*	46%	30%	72%
	2022	48%	54%	**40%**	-	-	-	-	-	-	26%	-	26%	100%	17%	46%	26%	72%
At Masters Grade Level	2023	20%	24%	**17%**	0%	*	-	-	*	-	11%	25%	10%	-	*	21%	10%	50%
	2022	23%	27%	**23%**	-	-	-	-	-	-	13%	-	13%	100%	0%	26%	13%	48%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2023	77%	82%	**81%**	*	*	-	-	*	-	75%	100%	75%	-	*	84%	75%	98%
	2022	75%	80%	**79%**	-	-	-	-	-	-	68%	-	68%	*	*	85%	68%	97%
At Meets Grade Level or Above	2023	53%	61%	**55%**	*	*	-	-	*	-	43%	83%	42%	-	*	62%	42%	93%
	2022	53%	60%	**52%**	-	-	-	-	-	-	36%	-	36%	*	*	61%	36%	89%
At Masters Grade Level	2023	20%	27%	**23%**	*	*	-	-	*	-	13%	50%	12%	-	*	28%	12%	68%
	2022	25%	30%	**32%**	-	-	-	-	-	-	20%	-	20%	*	*	38%	19%	64%
All Grades Mathematics																		
At Approaches Grade Level or Above	2023	75%	80%	**68%**	*	*	-	-	*	-	61%	83%	61%	-	*	71%	61%	98%
	2022	72%	78%	**63%**	-	-	-	-	-	-	49%	-	49%	*	*	70%	49%	94%
At Meets Grade Level or Above	2023	45%	51%	**36%**	*	*	-	-	*	-	26%	50%	26%	-	*	42%	26%	80%
	2022	42%	48%	**31%**	-	-	-	-	-	-	18%	-	18%	*	*	37%	18%	63%
At Masters Grade Level	2023	19%	22%	**16%**	*	*	-	-	*	-	10%	0%	11%	-	*	18%	10%	50%
	2022	20%	25%	**16%**	-	-	-	-	-	-	9%	-	9%	*	*	18%	9%	37%
All Grades Science																		
At Approaches Grade Level or Above	2023	77%	77%	**63%**	*	-	-	-	*	-	54%	-	54%	-	-	68%	54%	95%
	2022	76%	80%	**78%**	-	-	-	-	-	-	66%	-	66%	*	-	79%	66%	100%
At Meets Grade Level or Above	2023	47%	47%	**31%**	*	-	-	-	*	-	26%	-	26%	-	-	34%	25%	50%
	2022	47%	52%	**48%**	-	-	-	-	-	-	31%	-	31%	*	-	48%	31%	85%
At Masters Grade Level	2023	18%	18%	**11%**	*	-	-	-	*	-	7%	-	7%	-	-	13%	7%	32%
	2022	21%	23%	**25%**	-	-	-	-	-	-	9%	-	9%	*	-	27%	9%	52%
All Grades Social Studies																		
At Approaches Grade Level or Above	2023	78%	82%	**49%**	*	-	-	-	*	-	43%	-	43%	-	-	54%	42%	73%
	2022	75%	80%	**51%**	-	-	-	-	-	-	28%	-	28%	*	-	53%	28%	88%
At Meets Grade Level or Above	2023	52%	57%	**20%**	*	-	-	-	*	-	15%	-	15%	-	-	24%	14%	41%
	2022	50%	54%	**24%**	-	-	-	282	-	-	10%	-	10%	*	-	27%	10%	45%

	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	2023	27%	32%	**13%**	*	-	-	-	*	-	9%	-	9%	-	-	14%	9%	32%
	2022	30%	31%	**15%**	-	-	-	-	-	-	4%	-	4%	*	-	17%	4%	33%
School Progress - Annual Growth																		
All Grades Both Subjects	2023	64%	67%	**60%**	*	*	-	-	*	-	56%	42%	56%	-	*	61%	56%	88%
All Grades ELA/Reading	2023	63%	67%	**62%**	*	*	-	-	*	-	57%	67%	57%	-	*	64%	57%	90%
All Grades Mathematics	2023	66%	67%	**57%**	*	*	-	-	*	-	55%	17%	56%	-	*	57%	55%	87%
School Progress - Accelerated Learning																		
All Grades Both Subjects	2023	38%	41%	**40%**	*	-	-	-	*	-	38%	*	38%	-	-	41%	38%	100%
All Grades ELA/Reading	2023	35%	40%	**40%**	-	-	-	-	-	-	42%	-	42%	-	-	36%	42%	-
All Grades Mathematics	2023	40%	43%	**40%**	*	-	-	-	*	-	35%	*	35%	-	-	45%	35%	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.

	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)
2023 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	**100%**	*	100%	100%	-	100%	-	100%	99%	100%	99%	100%	100%	100%
Included in Accountability	93%	93%	**91%**	*	91%	100%	-	79%	-	75%	92%	100%	97%	71%	92%	90%
Not Included in Accountability: Mobile	4%	3%	**5%**	*	5%	0%	-	14%	-	25%	3%	0%	1%	18%	5%	5%
Not Included in Accountability: Other Exclusions	2%	3%	**3%**	*	3%	0%	-	7%	-	0%	4%	0%	1%	11%	3%	5%
Not Tested	1%	0%	**0%**	*	0%	0%	-	0%	-	0%	1%	0%	1%	0%	0%	0%
Absent	1%	0%	**0%**	*	0%	0%	-	0%	-	0%	1%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	*	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	100%	**100%**	*	99%	100%	-	100%	-	100%	99%	100%	100%	100%	100%	100%
Included in Accountability	92%	91%	**91%**	*	91%	100%	-	67%	-	80%	93%	100%	98%	69%	91%	88%
Not Included in Accountability: Mobile	4%	3%	**5%**	*	5%	0%	-	22%	-	20%	3%	0%	1%	18%	6%	5%
Not Included in Accountability: Other Exclusions	3%	6%	**4%**	*	4%	0%	-	11%	-	0%	3%	0%	1%	12%	3%	7%
Not Tested	1%	0%	**0%**	*	1%	0%	-	0%	-	0%	1%	0%	0%	0%	0%	0%
Absent	1%	0%	**0%**	*	1%	0%	-	0%	-	0%	1%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	*	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	100%	**100%**	*	100%	100%	-	100%	-	100%	99%	100%	100%	100%	100%	100%
Included in Accountability	94%	94%	**91%**	*	92%	100%	-	67%	-	80%	93%	100%	98%	71%	92%	89%
Not Included in Accountability: Mobile	5%	4%	**5%**	*	5%	0%	-	22%	-	20%	3%	0%	1%	18%	6%	5%
Not Included in Accountability: Other Exclusions	1%	2%	**3%**	*	3%	0%	-	11%	-	0%	3%	0%	0%	11%	2%	5%
Not Tested	1%	0%	**0%**	*	0%	0%	-	0%	-	0%	1%	0%	0%	0%	0%	0%
Absent	1%	0%	**0%**	*	0%	0%	-	0%	-	0%	1%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	*	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	99%	99%	**99%**	-	99%	100%	-	100%	-	*	98%	*	99%	100%	99%	100%
Included in Accountability	93%	95%	**92%**	-	92%	100%	-	100%	-	*	89%	*	97%	73%	93%	93%
Not Included in Accountability: Mobile	4%	3%	**5%**	-	5%	0%	-	0%	-	*	5%	*	2%	18%	5%	4%
Not Included in Accountability: Other Exclusions	1%	1%	**2%**	-	3%	0%	-	0%	-	*	5%	*	1%	9%	1%	4%
Not Tested	1%	1%	**1%**	-	1%	0%	-	0%	-	*	2%	*	1%	0%	1%	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%	0%	**1%**	-	1%	0%	-	0%	-	*	2%	*	1%	0%	1%	0%
Other	0%	1%	**0%**	-	0%	0%	-	0%	-	*	0%	*	0%	0%	0%	0%
Social Studies																
Assessment Participant	99%	100%	**99%**	-	99%	100%	-	100%	-	*	98%	*	99%	100%	99%	100%
Included in Accountability	94%	96%	**92%**	-	92%	100%	-	100%	-	*	89%	*	97%	73%	93%	93%
Not Included in Accountability: Mobile	4%	3%	**5%**	-	5%	0%	-	0%	-	*	5%	*	2%	18%	5%	4%
Not Included in Accountability: Other Exclusions	1%	2%	**2%**	-	3%	0%	-	0%	-	*	5%	*	1%	9%	1%	4%
Not Tested	1%	0%	**1%**	-	1%	0%	-	0%	-	*	2%	*	1%	0%	1%	0%
Absent	1%	0%	**1%**	-	1%	0%	-	0%	-	*	2%	*	1%	0%	1%	0%
Other	0%	0%	**0%**	-	0%	0%	-	0%	-	*	0%	*	0%	0%	0%	0%
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**100%**	*	99%	100%	-	100%	-	*	98%	100%	100%	99%	99%	100%
Included in Accountability	93%	92%	**89%**	*	90%	89%	-	93%	-	*	86%	84%	97%	61%	90%	84%
Not Included in Accountability: Mobile	5%	4%	**7%**	*	6%	11%	-	0%	-	*	8%	16%	2%	26%	5%	9%
Not Included in Accountability: Other Exclusions	1%	3%	**4%**	*	4%	0%	-	7%	-	*	4%	0%	1%	13%	4%	7%
Not Tested	1%	1%	**0%**	*	1%	0%	-	0%	-	*	2%	0%	0%	1%	1%	0%
Absent	1%	0%	**0%**	*	0%	0%	-	0%	-	*	2%	0%	0%	1%	1%	0%
Other	0%	1%	**0%**	*	0%	0%	-	0%	-	*	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	**100%**	*	100%	100%	-	100%	-	*	99%	100%	100%	99%	100%	100%
Included in Accountability	92%	90%	**89%**	*	90%	90%	-	91%	-	*	85%	85%	97%	62%	90%	85%
Not Included in Accountability: Mobile	5%	4%	**7%**	*	6%	10%	-	0%	-	*	8%	15%	1%	25%	6%	8%
Not Included in Accountability: Other Exclusions	2%	5%	**4%**	*	4%	0%	-	9%	-	*	5%	0%	1%	13%	4%	7%
Not Tested	1%	1%	**0%**	*	0%	0%	-	0%	-	*	1%	0%	0%	1%	0%	0%
Absent	1%	0%	**0%**	*	0%	0%	-	0%	-	*	1%	0%	0%	1%	0%	0%
Other	0%	0%	**0%**	*	0%	0%	-	0%	-	*	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**99%**	*	99%	100%	-	100%	-	*	98%	100%	100%	99%	99%	100%
Included in Accountability	93%	92%	**89%**	*	90%	90%	-	92%	-	*	86%	85%	98%	62%	90%	85%
Not Included in Accountability: Mobile	5%	4%	**7%**	*	6%	10%	285	-	0%	-	*	8%	15%	1%	25%	6%	8%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Other Exclusions	1%	2%	**3%**	*	3%	0%	-	8%	-	*	3%	0%	0%	12%	3%	6%
Not Tested	1%	1%	**1%**	*	1%	0%	-	0%	-	*	2%	0%	0%	1%	1%	0%
Absent	1%	0%	**1%**	*	1%	0%	-	0%	-	*	2%	0%	0%	1%	1%	0%
Other	0%	1%	**0%**	*	0%	0%	-	0%	-	*	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	98%	99%	**100%**	-	100%	100%	-	*	-	-	97%	100%	100%	100%	100%	99%
Included in Accountability	93%	93%	**88%**	-	89%	86%	-	*	-	-	87%	83%	97%	56%	91%	82%
Not Included in Accountability: Mobile	4%	4%	**9%**	-	8%	14%	-	*	-	-	8%	17%	2%	31%	5%	10%
Not Included in Accountability: Other Exclusions	1%	2%	**3%**	-	4%	0%	-	*	-	-	3%	0%	0%	14%	4%	7%
Not Tested	2%	1%	**0%**	-	0%	0%	-	*	-	-	3%	0%	0%	0%	0%	1%
Absent	1%	0%	**0%**	-	0%	0%	-	*	-	-	3%	0%	0%	0%	0%	1%
Other	0%	1%	**0%**	-	0%	0%	-	*	-	-	0%	0%	0%	0%	0%	0%
Social Studies																
Assessment Participant	98%	99%	**100%**	-	100%	100%	-	*	-	-	97%	100%	100%	100%	100%	99%
Included in Accountability	94%	94%	**87%**	-	88%	86%	-	*	-	-	87%	83%	97%	55%	91%	82%
Not Included in Accountability: Mobile	4%	3%	**9%**	-	8%	14%	-	*	-	-	8%	17%	2%	32%	5%	10%
Not Included in Accountability: Other Exclusions	1%	2%	**3%**	-	4%	0%	-	*	-	-	3%	0%	0%	13%	4%	7%
Not Tested	2%	1%	**0%**	-	0%	0%	-	*	-	-	3%	0%	0%	0%	0%	1%
Absent	1%	0%	**0%**	-	0%	0%	-	*	-	-	3%	0%	0%	0%	0%	1%
Other	0%	0%	**0%**	-	0%	0%	-	*	-	-	0%	0%	0%	0%	0%	0%

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2021-22	92.2%	92.1%	**90.5%**	-	90.3%	92.4%	-	96.3%	-	*	87.3%	90.1%	90.4%
2020-21	95.0%	97.3%	**96.1%**	*	96.1%	99.0%	*	98.1%	-	*	95.5%	95.8%	95.7%
Chronic Absenteeism													
2021-22	25.7%	26.6%	**34.3%**	-	34.6%	29.2%	-	16.7%	-	*	48.9%	36.0%	35.1%
2020-21	15.0%	8.6%	**12.0%**	*	12.2%	0.0%	-	6.7%	-	*	15.0%	12.8%	13.9%
Annual Dropout Rate (Gr 7-8)													
2021-22	0.7%	0.1%	**0.3%**	-	0.3%	0.0%	-	0.0%	-	*	0.0%	0.4%	0.8%
2020-21	0.9%	0.1%	**0.0%**	*	0.0%	0.0%	-	0.0%	-	*	0.0%	0.0%	0.0%
Annual Dropout Rate (Gr 9-12)													
2021-22	2.2%	0.1%	**-**	-	-	-	-	-	-	-	-	-	-
2020-21	2.4%	0.1%	**-**	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	89.7%	99.1%	**-**	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.1%	**-**	-	-	-	-	-	-	-	-	-	-
Continued HS	3.5%	0.4%	**-**	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.4%	0.5%	**-**	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.0%	99.1%	**-**	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.6%	99.5%	**-**	-	-	-	-	-	-	-	-	-	-
Class of 2021													
Graduated	90.0%	98.4%	**-**	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.2%	**-**	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	0.6%	**-**	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	0.9%	**-**	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	98.6%	**-**	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	99.1%	**-**	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.2%	98.9%	**-**	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.2%	**-**	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.1%	**-**	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	0.7%	**-**	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	99.2%	**-**	-	-	-	-	-	-	-	-	-	-

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.7%	99.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	92.2%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	98.9%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.7%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	92.6%	98.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	1.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	98.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	98.5%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2022	89.7%	97.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	90.0%	96.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2022	59.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2022	3.7%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	3.8%	0.2%	-	-	288	-	-	-	-	-	-	-	-
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 2022	84.3%	99.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	81.9%	97.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2022	88.0%	99.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	85.7%	97.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
2020-21	43.8%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2021-22	3.9%	0.1%	-	-	-	-	-	-	-	-	-	-	-
2020-21	3.8%	0.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2021-22	82.3%	98.7%	-	-	-	-	-	-	-	-	-	-	-
2020-21	80.4%	96.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2021-22	86.0%	98.7%	-	-	-	-	-	-	-	-	-	-	-
2020-21	84.1%	96.7%	-	-	-	-	-	-	-	-	-	-	-

	Campus Count	Campus Percent	District Count	State Count
Graduates (2021-22 Annual Graduates)				
Total Graduates	-	-	1,578	368,686
By Ethnicity:				
African American	-	-	6	45,227
Hispanic	-	-	1,475	191,125
White	-	-	63	103,171
American Indian	-	-	2	1,159
Asian	-	-	24	18,794
Pacific Islander	-	-	0	569
Two or More Races	-	-	8	8,641
By Graduation Type:				
Minimum H.S. Program	-	-	0	433
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	134
Foundation H.S. Program (No Endorsement)	-	-	20	51,023
Foundation H.S. Program (Endorsement)	-	-	1	14,179
Foundation H.S. Program (DLA)	-	-	1,557	302,917
Special Education Graduates	-	-	121	32,447
Economically Disadvantaged Graduates	-	-	1,047	194,571
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	259	40,398
At-Risk Graduates	-	-	755	159,689

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	800	100.0%	20,343	5,504,150	800	100.0%	20,399	5,518,432
Students by Grade:								
Early Childhood Education	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.5%
Pre-Kindergarten	0	0.0%	5.4%	4.4%	0	0.0%	5.5%	4.4%
Pre-Kindergarten: 3-year Old	0	0.0%	1.4%	0.7%	0	0.0%	1.5%	0.7%
Pre-Kindergarten: 4-year Old	0	0.0%	4.0%	3.7%	0	0.0%	4.1%	3.7%
Kindergarten	0	0.0%	5.8%	6.7%	0	0.0%	5.8%	6.7%
Grade 1	0	0.0%	6.5%	7.2%	0	0.0%	6.5%	7.2%
Grade 2	0	0.0%	6.5%	7.2%	0	0.0%	6.5%	7.2%
Grade 3	0	0.0%	6.4%	7.2%	0	0.0%	6.4%	7.1%
Grade 4	0	0.0%	6.6%	7.2%	0	0.0%	6.6%	7.1%
Grade 5	0	0.0%	7.3%	7.2%	0	0.0%	7.3%	7.2%
Grade 6	229	28.6%	7.3%	7.3%	229	28.6%	7.3%	7.2%
Grade 7	287	35.9%	7.4%	7.4%	287	35.9%	7.4%	7.4%
Grade 8	284	35.5%	7.7%	7.7%	284	35.5%	7.6%	7.7%
Grade 9	0	0.0%	9.0%	8.7%	0	0.0%	9.0%	8.7%
Grade 10	0	0.0%	9.2%	7.9%	0	0.0%	9.2%	7.9%
Grade 11	0	0.0%	7.6%	7.0%	0	0.0%	7.6%	7.0%
Grade 12	0	0.0%	7.1%	6.6%	0	0.0%	7.1%	6.6%
Ethnic Distribution:								
African American	1	0.1%	0.4%	12.8%	1	0.1%	0.4%	12.8%
Hispanic	774	96.8%	93.6%	53.0%	774	96.8%	93.5%	52.9%
White	14	1.8%	4.4%	25.6%	14	1.8%	4.5%	25.7%
American Indian	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Asian	7	0.9%	1.2%	5.1%	7	0.9%	1.2%	5.1%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	4	0.5%	0.4%	3.0%	4	0.5%	0.4%	3.0%
Sex:								
Female	365	45.6%	48.4%	48.8%	365	45.6%	48.4%	48.8%
Male	435	54.4%	51.6%	51.2%	435	54.4%	51.6%	51.2%
Economically Disadvantaged	691	86.4%	72.6%	62.1%	691	86.4%	72.5%	62.0%
Non-Educationally Disadvantaged	109	13.6%	27.4%	37.9%	109	13.6%	27.5%	38.0%
Section 504 Students	125	15.6%	10.0%	7.4%	125	15.6%	10.0%	7.4%
EB Students/EL	376	47.0%	36.0%	23.1%	376	47.0%	36.0%	23.0%
Students w/ Disciplinary Placements (2021-22)	39	4.2%	1.8%	1.5%				

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Students w/ Dyslexia	105	13.1%	8.8%	5.5%	105	13.1%	8.8%	5.5%
Foster Care	1	0.1%	0.1%	0.2%	1	0.1%	0.1%	0.2%
Homeless	25	3.1%	1.4%	1.3%	25	3.1%	1.4%	1.3%
Immigrant	19	2.4%	2.4%	2.2%	19	2.4%	2.4%	2.2%
Migrant	9	1.1%	1.8%	0.3%	9	1.1%	1.8%	0.3%
Title I	800	100.0%	95.8%	64.6%	800	100.0%	95.7%	64.6%
Military Connected	1	0.1%	0.4%	3.6%	1	0.1%	0.4%	3.6%
At-Risk	589	73.6%	59.1%	53.3%	589	73.6%	59.0%	53.3%
Students by Instructional Program:								
Bilingual/ESL Education	375	46.9%	38.3%	23.2%	375	46.9%	38.3%	23.2%
Career and Technical Education	299	37.4%	34.6%	26.5%				
Career and Technical Education (9-12 grades only)	0	0.0%	83.9%	72.3%				
Gifted and Talented Education	91	11.4%	11.5%	8.2%	91	11.4%	11.5%	8.2%
Special Education	120	15.0%	14.2%	12.6%	120	15.0%	14.3%	12.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	120							
By Type of Primary Disability Students with Intellectual Disabilities	61	50.8%	48.5%	44.1%				
Students with Physical Disabilities	7	5.8%	18.4%	20.0%				
Students with Autism	15	12.5%	15.4%	15.5%				
Students with Behavioral Disabilities	37	30.8%	16.5%	18.8%				
Students with Non-Categorical Early Childhood	0	0.0%	1.2%	1.6%				
Mobility (2021-22):								
Total Mobile Students	144	15.8%	15.8%	16.8%				
By Ethnicity: African American	0	0.0%	0.1%	3.3%				
Hispanic	136	14.9%	14.9%	8.7%				
White	6	0.7%	0.5%	3.4%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	1	0.1%	0.1%	0.7%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	1	0.1%	0.1%	0.6%				
Count and Percent of Special Ed Students who are Mobile	27	19.3%	16.1%	18.6%				
Count and Percent of EB Students/EL who are Mobile	72	17.6%	18.4%	17.1%				
Count and Percent of Econ Dis Students who are Mobile	117	14.9%	17.4%	18.7%				
Student Attrition (2021-22):	295							
Total Student Attrition	74	12.9%	16.4%	18.1%				

	--Non-Special Education Rates--			---Special Education Rates---		
Student Information	**Campus**	**District**	**State**	**Campus**	**District**	**State**
Retention Rates by Grade:						
Kindergarten	-	2.1%	1.5%	-	3.3%	4.5%
Grade 1	-	4.0%	2.5%	-	5.2%	3.6%
Grade 2	-	2.3%	1.6%	-	3.3%	2.0%
Grade 3	-	0.9%	0.8%	-	0.8%	0.9%
Grade 4	-	0.1%	0.5%	-	0.0%	0.5%
Grade 5	-	0.1%	0.3%	-	0.0%	0.4%
Grade 6	0.8%	0.4%	0.3%	0.0%	0.0%	0.4%
Grade 7	0.4%	0.4%	0.4%	0.0%	0.0%	0.5%
Grade 8	1.3%	0.4%	0.4%	0.0%	0.5%	0.5%
Grade 9	-	10.8%	8.7%	-	16.8%	12.6%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	-	18.0	18.7
Grade 1	-	17.3	19.1
Grade 2	-	18.2	19.1
Grade 3	-	17.7	19.3
Grade 4	-	18.3	19.4
Grade 5	-	20.0	20.8
Grade 6	19.8	21.5	19.2
Secondary:			
English/Language Arts	20.3	15.0	16.2
Foreign Languages	6.7	17.1	18.8
Mathematics	22.8	18.0	17.5
Science	21.1	19.0	18.5
Social Studies	21.2	19.0	18.9

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Total Staff	84.9	100.0%	100.0%	100.0%
Professional Staff:	76.0	89.6%	61.1%	64.1%
Teachers	64.1	75.5%	44.6%	48.7%
Professional Support	8.9	10.5%	12.2%	10.9%
Campus Administration (School Leadership)	3.0	3.5%	3.2%	3.3%
Educational Aides:	8.8	10.4%	12.4%	11.3%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	29.0	4,258.0
Part-time Librarians	0.0	n/a	0.0	646.0
Full-time Counselors	2.0	n/a	76.0	13,815.0
Part-time Counselors	0.0	n/a	2.0	1,240.0
Total Minority Staff:	73.9	87.1%	92.7%	53.2%
Teachers by Ethnicity:				
African American	1.0	1.6%	0.6%	11.8%
Hispanic	52.1	81.3%	88.2%	29.6%
White	10.0	15.6%	9.8%	54.9%
American Indian	0.0	0.0%	0.0%	0.3%
Asian	1.0	1.6%	0.9%	2.0%
Pacific Islander	0.0	0.0%	0.1%	0.1%
Two or More Races	0.0	0.0%	0.4%	1.2%
Teachers by Sex:				
Males	22.0	34.3%	29.3%	24.4%
Females	42.1	65.7%	70.7%	75.6%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.7%	2.0%
Bachelors	56.0	87.3%	79.5%	72.2%
Masters	8.1	12.7%	19.7%	25.0%
Doctorate	0.0	0.0%	0.1%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	0.0	0.0%	3.9%	9.7%
1-5 Years Experience	10.9	17.1%	19.0%	26.3%
6-10 Years Experience	15.3	23.9%	22.9%	20.5%
11-20 Years Experience	23.9	37.4%	34.2%	27.2%
21-30 Years Experience	8.7	13.6%	15.4%	13.3%
Over 30 Years Experience	5.1	8.0%	4.7%	2.9%

Texas Education Agency
2022-23 Staff Information (TAPR)
DE LEON MIDDLE (108906046) - MCALLEN ISD - HIDALGO COUNTY

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Number of Students per Teacher	12.5	n/a	13.6	14.8

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	3.0	6.6	6.1
Average Years Experience of Principals with District	3.0	6.6	5.3
Average Years Experience of Assistant Principals	5.5	6.1	5.2
Average Years Experience of Assistant Principals with District	5.5	5.3	4.4
Average Years Experience of Teachers:	14.9	13.5	11.0
Average Years Experience of Teachers with District:	11.3	10.3	6.9
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	$50,549	$53,300
1-5 Years Experience	$50,370	$53,264	$56,516
6-10 Years Experience	$56,552	$56,886	$59,732
11-20 Years Experience	$60,841	$60,642	$63,389
21-30 Years Experience	$66,917	$66,288	$67,876
Over 30 Years Experience	$74,540	$73,268	$72,560
Average Actual Salaries (regular duties only):			
Teachers	$59,950	$59,446	$60,717
Professional Support	$66,027	$67,588	$72,022
Campus Administration (School Leadership)	$77,610	$76,926	$85,167
Instructional Staff Percent:	n/a	63.8%	65.1%
Contracted Instructional Staff (not incl. above):	0.0	1.5	2,105.4

	----- Campus -----			
Program Information	**Count**	**Percent**	**District**	**State**
Teachers by Program (population served):				
Bilingual/ESL Education	1.0	1.6%	6.4%	5.9%
Career and Technical Education	2.7	4.2%	6.3%	5.4%
Compensatory Education	2.7	4.2%	3.1%	3.2%
Gifted and Talented Education	0.0	0.0%	1.4%	1.7%
Regular Education	48.0	75.0%	66.7%	70.6%
Special Education	298.1	12.6%	8.9%	9.7%
Other	1.6	2.5%	7.2%	3.5%

- 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.

2022-23 Texas Academic Performance Report (TAPR)

District Name: MCALLEN ISD

Campus Name: MICHAEL E FOSSUM MIDDLE

Campus Number: 108906048

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	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 6 Reading																	
At Approaches Grade Level or Above	2023	77%	81%	**89%**	*	90%	75%	-	*	-	-	66%	*	88%	92%	86%	88%
	2022	70%	76%	**77%**	*	77%	*	-	*	-	-	54%	86%	77%	76%	72%	76%
At Meets Grade Level or Above	2023	52%	59%	**69%**	*	70%	50%	-	*	-	-	37%	*	69%	73%	64%	67%
	2022	43%	50%	**51%**	*	51%	*	-	*	-	-	39%	57%	53%	43%	43%	47%
At Masters Grade Level	2023	22%	27%	**33%**	*	34%	0%	-	*	-	-	8%	*	34%	29%	25%	35%
	2022	23%	27%	**31%**	*	31%	*	-	*	-	-	29%	43%	35%	17%	24%	27%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2023	75%	77%	**87%**	*	88%	75%	-	*	-	-	70%	*	87%	87%	85%	87%
	2022	73%	72%	**72%**	*	73%	*	-	-	-	-	42%	80%	71%	76%	68%	66%
At Meets Grade Level or Above	2023	40%	37%	**45%**	*	46%	13%	-	*	-	-	38%	*	46%	41%	42%	47%
	2022	39%	34%	**34%**	*	34%	*	-	-	-	-	27%	20%	31%	45%	28%	37%
At Masters Grade Level	2023	16%	12%	**19%**	*	20%	0%	-	*	-	-	19%	*	20%	15%	16%	15%
	2022	16%	9%	**9%**	*	9%	*	-	-	-	-	27%	0%	10%	7%	6%	8%
Grade 7 Reading																	
At Approaches Grade Level or Above	2023	78%	85%	**92%**	*	92%	83%	-	*	-	*	70%	100%	91%	98%	91%	93%
	2022	80%	85%	**91%**	*	90%	100%	-	*	-	*	66%	*	91%	88%	87%	89%
At Meets Grade Level or Above	2023	55%	63%	**74%**	*	74%	67%	-	*	-	*	43%	71%	75%	71%	68%	74%
	2022	56%	64%	**73%**	*	73%	71%	-	*	-	*	32%	*	73%	75%	70%	72%
At Masters Grade Level	2023	27%	35%	**48%**	*	47%	50%	-	*	-	*	23%	57%	47%	53%	36%	37%
	2022	37%	45%	**55%**	*	56%	43%	-	*	-	*	16%	*	54%	61%	51%	45%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2023	63%	69%	**76%**	-	76%	*	-	*	-	-	60%	67%	74%	84%	70%	68%
	2022	61%	65%	**75%**	*	75%	75%	-	*	-	*	38%	*	75%	76%	71%	76%
At Meets Grade Level or Above	2023	37%	44%	**52%**	-	52%	*	-	*	-	-	30%	56%	50%	57%	44%	49%
	2022	31%	39%	**46%**	*	46%	25%	-	*	-	*	15%	*	43%	59%	41%	42%
At Masters Grade Level	2023	11%	18%	**24%**	-	24%	*	-	*	-	-	23%	33%	25%	22%	19%	29%
	2022	13%	19%	**23%**	*	23%	0%	-	*	-	*	8%	*	23%	22%	19%	19%
Grade 8 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	2023	83%	88%	**92%**	*	91%	100%	-	*	-	*	68%	*	91%	94%	89%	91%
	2022	83%	90%	**92%**	-	92%	100%	-	*	-	*	59%	*	93%	86%	91%	85%
At Meets Grade Level or Above	2023	58%	66%	**71%**	*	70%	100%	-	*	-	*	28%	*	71%	71%	61%	65%
	2022	58%	68%	**75%**	-	75%	60%	-	*	-	*	47%	*	75%	71%	76%	66%
At Masters Grade Level	2023	28%	36%	**42%**	*	41%	40%	-	*	-	*	10%	*	41%	45%	35%	26%
	2022	37%	48%	**58%**	-	58%	40%	-	*	-	*	38%	*	59%	53%	56%	55%
Grade 8 Mathematics																	
At Approaches Grade Level or Above	2023	76%	82%	**88%**	*	87%	100%	-	*	-	*	66%	*	87%	95%	86%	86%
	2022	71%	81%	**80%**	-	80%	78%	-	*	-	*	50%	*	81%	77%	78%	78%
At Meets Grade Level or Above	2023	46%	57%	**63%**	*	62%	100%	-	*	-	*	34%	*	61%	76%	57%	57%
	2022	40%	54%	**54%**	-	55%	22%	-	*	-	*	31%	*	55%	51%	50%	49%
At Masters Grade Level	2023	17%	26%	**30%**	*	28%	33%	-	*	-	*	3%	*	29%	34%	27%	21%
	2022	14%	28%	**29%**	-	29%	11%	-	*	-	*	19%	*	32%	18%	21%	22%
Grade 8 Science																	
At Approaches Grade Level or Above	2023	74%	74%	**80%**	*	79%	100%	-	*	-	*	50%	*	77%	92%	73%	75%
	2022	74%	83%	**85%**	-	85%	80%	-	*	-	*	53%	*	85%	86%	84%	80%
At Meets Grade Level or Above	2023	47%	46%	**53%**	*	51%	80%	-	*	-	*	20%	*	51%	58%	44%	44%
	2022	45%	56%	**57%**	-	57%	60%	-	*	-	*	28%	*	59%	49%	53%	49%
At Masters Grade Level	2023	17%	15%	**16%**	*	16%	0%	-	*	-	*	3%	*	17%	14%	13%	13%
	2022	24%	31%	**32%**	-	32%	10%	-	*	-	*	16%	*	32%	31%	26%	25%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2023	62%	66%	**78%**	*	77%	100%	-	*	-	*	48%	*	76%	84%	71%	71%
	2022	61%	66%	**69%**	-	68%	80%	-	*	-	*	44%	*	68%	69%	64%	66%
At Meets Grade Level or Above	2023	33%	39%	**44%**	*	42%	60%	-	*	-	*	25%	*	43%	48%	35%	35%
	2022	31%	33%	**32%**	-	32%	20%	-	*	-	*	22%	*	33%	29%	28%	23%
At Masters Grade Level	2023	16%	21%	**24%**	*	23%	20%	-	*	-	*	15%	*	24%	24%	20%	20%
	2022	18%	18%	**18%**	-	18%	10%	-	*	-	*	19%	*	18%	16%	14%	9%
End of Course Algebra I																	
At Approaches Grade Level or Above	2023	79%	84%	**100%**	*	100%	*	-	*	-	*	*	*	100%	100%	100%	100%
	2022	76%	81%	**99%**	*	99%	*	-	*	-	-	*	*	99%	100%	100%	100%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2023	43%	49%	**99%**	*	99%	*	-	*	-	*	*	*	98%	100%	97%	100%
	2022	43%	46%	**89%**	*	88%	*	-	*	-	-	*	*	90%	83%	92%	89%
At Masters Grade Level	2023	23%	29%	**95%**	*	96%	*	-	*	-	*	*	*	94%	100%	97%	100%
	2022	27%	28%	**72%**	*	70%	*	-	*	-	-	*	*	71%	83%	70%	66%
All Grades All Subjects																	
At Approaches Grade Level or Above	2023	76%	80%	**86%**	86%	86%	85%	-	100%	-	86%	62%	76%	84%	91%	82%	83%
	2022	74%	79%	**81%**	75%	81%	84%	-	100%	-	90%	51%	73%	82%	80%	78%	78%
At Meets Grade Level or Above	2023	49%	55%	**61%**	86%	60%	60%	-	100%	-	79%	32%	58%	60%	63%	53%	56%
	2022	48%	54%	**56%**	63%	55%	44%	-	96%	-	70%	30%	47%	56%	54%	51%	50%
At Masters Grade Level	2023	20%	24%	**32%**	29%	32%	21%	-	78%	-	50%	13%	39%	32%	32%	26%	26%
	2022	23%	27%	**35%**	13%	35%	23%	-	75%	-	40%	20%	23%	36%	31%	30%	29%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2023	77%	82%	**91%**	80%	91%	84%	-	100%	-	*	68%	93%	90%	94%	89%	91%
	2022	75%	80%	**87%**	*	87%	95%	-	100%	-	*	60%	85%	88%	84%	84%	84%
At Meets Grade Level or Above	2023	53%	61%	**72%**	80%	71%	68%	-	100%	-	*	35%	67%	72%	72%	64%	68%
	2022	53%	60%	**67%**	*	67%	62%	-	100%	-	*	39%	54%	68%	64%	64%	63%
At Masters Grade Level	2023	20%	27%	**41%**	40%	41%	26%	-	67%	-	*	13%	40%	41%	42%	32%	32%
	2022	25%	30%	**49%**	*	49%	43%	-	63%	-	*	27%	38%	50%	45%	45%	44%
All Grades Mathematics																	
At Approaches Grade Level or Above	2023	75%	80%	**85%**	80%	85%	79%	-	100%	-	*	67%	73%	84%	89%	82%	81%
	2022	72%	78%	**79%**	*	79%	76%	-	100%	-	*	44%	77%	80%	78%	76%	77%
At Meets Grade Level or Above	2023	45%	51%	**58%**	80%	58%	47%	-	100%	-	*	36%	60%	57%	61%	52%	55%
	2022	42%	48%	**52%**	*	52%	29%	-	100%	-	*	23%	54%	51%	55%	47%	49%
At Masters Grade Level	2023	19%	22%	**32%**	40%	31%	21%	-	83%	-	*	16%	47%	32%	31%	27%	27%
	2022	20%	25%	**29%**	*	28%	14%	-	100%	-	*	16%	15%	30%	22%	23%	23%
All Grades Science																	
At Approaches Grade Level or Above	2023	77%	77%	**80%**	*	79%	100%	-	*	-	*	50%	*	77%	92%	73%	75%
	2022	76%	80%	**85%**	-	85%	80%	-	*	-	*	53%	*	85%	86%	84%	80%
At Meets Grade Level or Above	2023	47%	47%	**53%**	*	51%	80%	-	*	-	*	20%	*	51%	58%	44%	44%
	2022	47%	52%	**57%**	-	57%	60%	-	*	-	*	28%	*	59%	49%	53%	49%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2023	18%	18%	**16%**	*	16%	0%	-	*	-	*	3%	*	17%	14%	13%	13%
	2022	21%	23%	**32%**	-	32%	10%	-	*	-	*	16%	*	32%	31%	26%	25%
All Grades Social Studies																	
At Approaches Grade Level or Above	2023	78%	82%	**78%**	*	77%	100%	-	*	-	*	48%	*	76%	84%	71%	71%
	2022	75%	80%	**69%**	-	68%	80%	-	*	-	*	44%	*	68%	69%	64%	66%
At Meets Grade Level or Above	2023	52%	57%	**44%**	*	42%	60%	-	*	-	*	25%	*	43%	48%	35%	35%
	2022	50%	54%	**32%**	-	32%	20%	-	*	-	*	22%	*	33%	29%	28%	23%
At Masters Grade Level	2023	27%	32%	**24%**	*	23%	20%	-	*	-	*	15%	*	24%	24%	20%	20%
	2022	30%	31%	**18%**	-	18%	10%	-	*	-	*	19%	*	18%	16%	14%	9%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
6th Graders																	
Reading and Mathematics	2023	35%	41%	**49%**	*	50%	13%	-	*	-	-	32%	*	50%	45%	43%	50%
	2022	31%	35%	**33%**	*	32%	*	-	*	-	-	29%	29%	35%	28%	26%	32%
Reading and Mathematics Including EOC	2023	35%	41%	**49%**	*	50%	13%	-	*	-	-	32%	*	50%	45%	43%	50%
	2022	31%	35%	**33%**	*	32%	*	-	*	-	-	29%	29%	35%	28%	26%	32%
Reading Including EOC	2023	52%	59%	**69%**	*	70%	50%	-	*	-	-	37%	*	69%	73%	64%	67%
	2022	43%	50%	**51%**	*	51%	*	-	*	-	-	39%	57%	53%	43%	43%	47%
Math Including EOC	2023	40%	47%	**55%**	*	56%	13%	-	*	-	-	39%	*	56%	48%	49%	59%
	2022	40%	42%	**42%**	*	41%	*	-	*	-	-	32%	43%	41%	46%	33%	43%
7th Graders																	
Reading and Mathematics	2023	37%	35%	**44%**	-	44%	40%	-	*	-	-	28%	33%	43%	50%	38%	39%
	2022	32%	30%	**39%**	*	40%	0%	-	-	-	*	13%	*	34%	58%	36%	32%
Reading and Mathematics Including EOC	2023	38%	41%	**50%**	*	49%	50%	-	*	-	*	30%	43%	50%	51%	41%	42%
	2022	33%	38%	**48%**	*	49%	0%	-	*	-	*	13%	*	46%	57%	44%	40%
Reading Including EOC	2023	55%	63%	**74%**	*	74%	67%	-	*	-	*	43%	71%	75%	71%	68%	74%
	2022	56%	64%	**73%**	*	73%	71%	-	*	-	*	32%	*	73%	75%	70%	72%
Math Including EOC	2023	43%	44%	**51%**	*	50%	50%	-	*	-	*	30%	43%	51%	51%	42%	44%
	2022	37%	42%	**51%**	*	51%	14%	-	*	-	*	13%	*	49%	59%	45%	44%
8th Graders																	
Reading and Mathematics	2023	31%	47%	**52%**	*	50%	100%	-	*	-	*	18%	*	51%	56%	44%	42%
	2022	27%	45%	**49%**	-	50%	22%	-	*	-	*	29%	*	50%	46%	45%	42%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading and Mathematics Including EOC	2023	44%	53%	**60%**	*	58%	100%	-	*	-	*	23%	*	59%	65%	52%	49%
	2022	41%	52%	**56%**	-	57%	30%	-	*	-	*	28%	*	57%	55%	53%	50%
Reading Including EOC	2023	58%	66%	**71%**	*	70%	100%	-	*	-	*	28%	*	71%	71%	61%	65%
	2022	58%	68%	**75%**	-	75%	60%	-	*	-	*	47%	*	75%	71%	76%	66%
Math Including EOC	2023	51%	60%	**68%**	*	67%	100%	-	*	-	*	38%	*	65%	84%	63%	60%
	2022	48%	59%	**61%**	-	62%	30%	-	*	-	*	28%	*	62%	59%	59%	57%
3rd - 8th Graders																	
Reading and Mathematics	2023	37%	44%	**48%**	*	48%	44%	-	100%	-	*	26%	50%	48%	50%	42%	44%
	2022	34%	41%	**40%**	*	40%	20%	-	*	-	*	23%	33%	39%	44%	36%	36%
Reading and Mathematics Including EOC	2023	39%	46%	**53%**	80%	53%	47%	-	100%	-	*	28%	53%	53%	54%	46%	47%
	2022	36%	44%	**47%**	*	47%	24%	-	100%	-	*	22%	38%	47%	47%	42%	42%
Reading Including EOC	2023	53%	61%	**72%**	80%	71%	68%	-	100%	-	*	35%	67%	72%	72%	64%	68%
	2022	53%	61%	**67%**	*	67%	62%	-	100%	-	*	39%	54%	68%	64%	64%	63%
Math Including EOC	2023	47%	53%	**58%**	80%	58%	47%	-	100%	-	*	36%	60%	57%	61%	52%	55%
	2022	43%	50%	**52%**	*	52%	29%	-	100%	-	*	23%	54%	51%	55%	47%	49%

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

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress - Annual Growth by Grade and Subject																	
Grade 6 ELA/Reading	2023	51%	55%	**63%**	*	65%	25%	-	-	-	-	49%	*	64%	59%	62%	69%
Grade 6 Mathematics	2023	54%	52%	**57%**	*	58%	38%	-	-	-	-	65%	*	56%	61%	54%	54%
Grade 7 ELA/Reading	2023	71%	79%	**88%**	*	89%	67%	-	*	-	*	60%	100%	88%	91%	85%	89%
Grade 7 Mathematics	2023	56%	53%	**65%**	-	65%	*	-	*	-	-	60%	67%	64%	71%	63%	59%
Grade 8 ELA/Reading	2023	63%	68%	**65%**	*	64%	80%	-	*	-	*	49%	*	64%	71%	62%	61%
Grade 8 Mathematics	2023	74%	83%	**83%**	*	82%	100%	-	-	-	*	76%	*	81%	88%	83%	77%
End of Course Algebra I	2023	76%	72%	**95%**	*	96%	*	-	*	-	*	*	*	94%	100%	97%	100%
All Grades Both Subjects	2023	64%	67%	**71%**	71%	71%	62%	-	100%	-	88%	60%	78%	71%	74%	69%	69%
All Grades ELA/Reading	2023	63%	67%	**72%**	*	72%	53%	-	*	-	*	52%	83%	72%	73%	69%	72%
All Grades Mathematics	2023	66%	67%	**71%**	*	71%	71%	-	*	-	*	67%	73%	69%	76%	69%	66%
School Progress - Accelerated Learning by Grade and Subject																	
Grade 6 ELA/Reading	2023	26%	35%	**42%**	-	40%	*	-	-	-	-	29%	*	38%	60%	39%	54%
Grade 6 Mathematics	2023	35%	33%	**43%**	*	48%	*	-	-	-	-	33%	-	37%	*	33%	40%
Grade 7 ELA/Reading	2023	39%	47%	**71%**	-	72%	*	-	-	-	-	38%	*	64%	100%	73%	72%
Grade 7 Mathematics	2023	22%	20%	**23%**	-	24%	*	-	-	-	-	21%	*	24%	17%	18%	16%
Grade 8 ELA/Reading	2023	39%	43%	**48%**	-	48%	-	-	-	-	-	46%	*	50%	*	50%	55%
Grade 8 Mathematics	2023	49%	59%	**59%**	-	58%	*	-	-	-	*	48%	*	56%	78%	60%	47%
All Grades Both Subjects	2023	38%	41%	**50%**	*	50%	43%	-	-	-	*	37%	57%	47%	68%	49%	47%
All Grades ELA/Reading	2023	35%	40%	**59%**	-	58%	*	-	-	-	-	38%	80%	55%	78%	59%	62%
All Grades Mathematics	2023	40%	43%	**43%**	*	44%	*	-	-	-	*	37%	*	41%	58%	40%	33%

* 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	2023	76%	80%	**86%**	86%	88%	-	90%	84%	84%	76%	-	76%	-	80%	87%	80%	95%
	2022	74%	79%	**81%**	89%	80%	-	76%	90%	93%	75%	100%	69%	93%	*	82%	74%	96%
At Meets Grade Level or Above	2023	49%	55%	**61%**	59%	58%	-	75%	57%	54%	50%	-	50%	-	30%	63%	52%	78%
	2022	48%	54%	**56%**	66%	70%	-	55%	53%	71%	47%	94%	37%	68%	*	57%	43%	79%
At Masters Grade Level	2023	20%	24%	**32%**	29%	27%	-	50%	19%	26%	21%	-	21%	-	20%	34%	21%	53%
	2022	23%	27%	**35%**	40%	10%	-	26%	33%	47%	25%	61%	19%	35%	*	37%	22%	56%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2023	77%	82%	**91%**	91%	94%	-	88%	85%	93%	91%	-	91%	-	70%	91%	89%	96%
	2022	75%	80%	**87%**	90%	*	-	74%	86%	100%	82%	100%	79%	93%	*	88%	80%	99%
At Meets Grade Level or Above	2023	53%	61%	**72%**	69%	64%	-	79%	68%	68%	64%	-	64%	-	40%	73%	63%	94%
	2022	53%	60%	**67%**	75%	*	-	53%	71%	88%	54%	100%	47%	80%	*	68%	54%	96%
At Masters Grade Level	2023	20%	27%	**41%**	35%	33%	-	50%	26%	32%	23%	-	23%	-	30%	44%	26%	63%
	2022	25%	30%	**49%**	56%	*	-	37%	50%	70%	33%	40%	28%	67%	*	51%	34%	79%
All Grades Mathematics																		
At Approaches Grade Level or Above	2023	75%	80%	**85%**	88%	82%	-	92%	94%	88%	68%	-	68%	-	90%	87%	78%	96%
	2022	72%	78%	**79%**	90%	*	-	79%	93%	95%	71%	100%	65%	100%	*	79%	73%	96%
At Meets Grade Level or Above	2023	45%	51%	**58%**	59%	52%	-	71%	59%	56%	47%	-	47%	-	20%	59%	50%	80%
	2022	42%	48%	**52%**	70%	*	-	58%	43%	88%	40%	80%	32%	80%	*	51%	43%	81%
At Masters Grade Level	2023	19%	22%	**32%**	31%	21%	-	50%	24%	32%	21%	-	21%	-	10%	32%	22%	61%
	2022	20%	25%	**29%**	39%	*	-	16%	21%	60%	16%	60%	13%	20%	*	29%	16%	60%
All Grades Science																		
At Approaches Grade Level or Above	2023	77%	77%	**80%**	77%	-	-	-	70%	76%	70%	-	70%	-	-	81%	72%	91%
	2022	76%	80%	**85%**	97%	*	-	-	*	97%	76%	*	47%	100%	-	86%	74%	98%
At Meets Grade Level or Above	2023	47%	47%	**53%**	38%	-	-	-	30%	36%	45%	-	45%	-	-	56%	40%	65%
	2022	47%	52%	**57%**	68%	*	-	-	*	69%	50%	*	20%	67%	-	60%	37%	84%
At Masters Grade Level	2023	18%	18%	**16%**	12%	-	-	-	0%	12%	14%	-	14%	-	-	17%	10%	26%
	2022	21%	23%	**32%**	29%	*	-	-	*	31%	29%	*	13%	33%	-	36%	18%	42%
All Grades Social Studies																		
At Approaches Grade Level or Above	2023	78%	82%	**78%**	69%	-	-	-	60%	72%	66%	-	66%	-	-	80%	66%	96%
	2022	75%	80%	**69%**	81%	*	-	-	*	79%	68%	*	47%	80%	-	67%	60%	88%
At Meets Grade Level or Above	2023	52%	57%	**44%**	42%	-	-	-	40%	44%	32%	-	32%	-	-	48%	33%	52%
	2022	50%	54%	**32%**	29%	*	-	308	-	*	28%	41%	*	20%	47%	-	36%	21%	40%

	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	2023	27%	32%	**24%**	19%	-	-	-	0%	20%	20%	-	20%	-	-	25%	16%	39%
	2022	30%	31%	**18%**	13%	*	-	-	*	14%	18%	*	0%	20%	-	22%	8%	21%
School Progress - Annual Growth																		
All Grades Both Subjects	2023	64%	67%	**71%**	69%	58%	-	85%	66%	75%	68%	-	68%	-	70%	72%	67%	81%
All Grades ELA/Reading	2023	63%	67%	**72%**	72%	67%	-	83%	69%	74%	74%	-	74%	-	60%	72%	71%	83%
All Grades Mathematics	2023	66%	67%	**71%**	66%	48%	-	88%	64%	76%	62%	-	62%	-	80%	73%	64%	79%
School Progress - Accelerated Learning																		
All Grades Both Subjects	2023	38%	41%	**50%**	47%	50%	-	44%	30%	56%	41%	-	41%	-	71%	52%	46%	*
All Grades ELA/Reading	2023	35%	40%	**59%**	55%	*	-	40%	38%	63%	68%	-	68%	-	*	57%	62%	*
All Grades Mathematics	2023	40%	43%	**43%**	38%	33%	-	*	*	50%	22%	-	22%	-	*	48%	32%	*

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2023 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	**100%**	100%	100%	100%	-	100%	*	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	93%	**94%**	100%	94%	92%	-	100%	*	100%	96%	79%	98%	80%	95%	92%
Not Included in Accountability: Mobile	4%	3%	**5%**	0%	5%	8%	-	0%	*	0%	3%	21%	2%	17%	4%	6%
Not Included in Accountability: Other Exclusions	2%	3%	**1%**	0%	1%	0%	-	0%	*	0%	1%	0%	0%	3%	1%	2%
Not Tested	1%	0%	**0%**	0%	0%	0%	-	0%	*	0%	0%	0%	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	-	0%	*	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	0%	*	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	100%	**100%**	100%	100%	100%	-	100%	*	*	100%	100%	100%	100%	100%	100%
Included in Accountability	92%	91%	**94%**	100%	95%	90%	-	100%	*	*	96%	83%	98%	81%	96%	92%
Not Included in Accountability: Mobile	4%	3%	**5%**	0%	4%	10%	-	0%	*	*	3%	17%	2%	16%	3%	6%
Not Included in Accountability: Other Exclusions	3%	6%	**1%**	0%	1%	0%	-	0%	*	*	1%	0%	0%	4%	1%	3%
Not Tested	1%	0%	**0%**	0%	0%	0%	-	0%	*	*	0%	0%	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	-	0%	*	*	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	0%	*	*	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	100%	**100%**	100%	100%	100%	-	100%	*	*	100%	100%	100%	100%	100%	100%
Included in Accountability	94%	94%	**94%**	100%	95%	90%	-	100%	*	*	96%	83%	98%	81%	96%	92%
Not Included in Accountability: Mobile	5%	4%	**5%**	0%	4%	10%	-	0%	*	*	3%	17%	2%	15%	3%	6%
Not Included in Accountability: Other Exclusions	1%	2%	**1%**	0%	1%	0%	-	0%	*	*	1%	0%	0%	4%	1%	3%
Not Tested	1%	0%	**0%**	0%	0%	0%	-	0%	*	*	0%	0%	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	-	0%	*	*	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	0%	*	*	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	99%	99%	**100%**	*	100%	100%	-	*	*	*	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	95%	**94%**	*	94%	100%	-	*	*	*	95%	67%	99%	78%	94%	93%
Not Included in Accountability: Mobile	4%	3%	**6%**	*	6%	0%	-	*	*	*	5%	33%	1%	20%	5%	6%
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	*	0%	0%	-	*	*	*	0%	0%	0%	2%	1%	1%
Not Tested	1%	1%	**0%**	*	0%	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)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	0%	**0%**	*	0%	0%	-	*	*	*	0%	0%	0%	0%	0%	0%
Other	0%	1%	**0%**	*	0%	0%	-	*	*	*	0%	0%	0%	0%	0%	0%
Social Studies																
Assessment Participant	99%	100%	**100%**	*	100%	100%	-	*	*	*	100%	100%	100%	100%	100%	100%
Included in Accountability	94%	96%	**94%**	*	94%	100%	-	*	*	*	95%	67%	99%	78%	94%	93%
Not Included in Accountability: Mobile	4%	3%	**6%**	*	6%	0%	-	*	*	*	5%	33%	1%	20%	5%	6%
Not Included in Accountability: Other Exclusions	1%	2%	**0%**	*	0%	0%	-	*	*	*	0%	0%	0%	2%	1%	1%
Not Tested	1%	0%	**0%**	*	0%	0%	-	*	*	*	0%	0%	0%	0%	0%	0%
Absent	1%	0%	**0%**	*	0%	0%	-	*	*	*	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	*	0%	0%	-	*	*	*	0%	0%	0%	0%	0%	0%
2022 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	93%	92%	**95%**	100%	95%	97%	-	92%	-	100%	97%	100%	98%	83%	96%	92%
Not Included in Accountability: Mobile	5%	4%	**4%**	0%	4%	3%	-	8%	-	0%	3%	0%	2%	11%	2%	4%
Not Included in Accountability: Other Exclusions	1%	3%	**1%**	0%	1%	0%	-	0%	-	0%	0%	0%	0%	6%	2%	4%
Not Tested	1%	1%	**0%**	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	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	92%	90%	**94%**	*	94%	95%	-	89%	-	*	95%	100%	97%	82%	96%	92%
Not Included in Accountability: Mobile	5%	4%	**4%**	*	4%	5%	-	11%	-	*	4%	0%	2%	12%	2%	4%
Not Included in Accountability: Other Exclusions	2%	5%	**1%**	*	1%	0%	-	0%	-	*	1%	0%	0%	6%	2%	4%
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	93%	92%	**94%**	*	95%	95%	-	89%	-	*	96%	100%	98%	82%	96%	92%
Not Included in Accountability: Mobile	5%	4%	**4%**	*	4%	5%	311	-	11%	-	*	4%	0%	2%	12%	2%	4%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Other Exclusions	1%	2%	**1%**	*	1%	0%	-	0%	-	*	0%	0%	0%	6%	2%	3%
Not Tested	1%	1%	**0%**	*	0%	0%	-	0%	-	*	0%	0%	0%	0%	0%	0%
Absent	1%	0%	**0%**	*	0%	0%	-	0%	-	*	0%	0%	0%	0%	0%	0%
Other	0%	1%	**0%**	*	0%	0%	-	0%	-	*	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	98%	99%	**100%**	-	100%	100%	-	*	-	*	100%	*	100%	100%	100%	100%
Included in Accountability	93%	93%	**95%**	-	95%	100%	-	*	-	*	100%	*	98%	84%	95%	93%
Not Included in Accountability: Mobile	4%	4%	**4%**	-	3%	0%	-	*	-	*	0%	*	2%	9%	3%	4%
Not Included in Accountability: Other Exclusions	1%	2%	**1%**	-	1%	0%	-	*	-	*	0%	*	0%	7%	2%	4%
Not Tested	2%	1%	**0%**	-	0%	0%	-	*	-	*	0%	*	0%	0%	0%	0%
Absent	1%	0%	**0%**	-	0%	0%	-	*	-	*	0%	*	0%	0%	0%	0%
Other	0%	1%	**0%**	-	0%	0%	-	*	-	*	0%	*	0%	0%	0%	0%
Social Studies																
Assessment Participant	98%	99%	**100%**	-	100%	100%	-	*	-	*	100%	*	100%	100%	100%	100%
Included in Accountability	94%	94%	**95%**	-	95%	100%	-	*	-	*	100%	*	98%	84%	95%	93%
Not Included in Accountability: Mobile	4%	3%	**4%**	-	3%	0%	-	*	-	*	0%	*	2%	9%	3%	4%
Not Included in Accountability: Other Exclusions	1%	2%	**1%**	-	1%	0%	-	*	-	*	0%	*	0%	7%	2%	4%
Not Tested	2%	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%

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2021-22	92.2%	92.1%	**93.9%**	*	93.9%	89.6%	-	97.8%	-	*	92.0%	93.3%	94.2%
2020-21	95.0%	97.3%	**98.4%**	*	98.4%	98.0%	*	100.0%	-	99.8%	96.5%	97.9%	98.0%
Chronic Absenteeism													
2021-22	25.7%	26.6%	**17.9%**	40.0%	17.4%	40.0%	-	0.0%	-	0.0%	30.6%	21.8%	15.5%
2020-21	15.0%	8.6%	**4.3%**	*	4.4%	3.2%	*	0.0%	-	0.0%	7.7%	5.3%	5.1%
Annual Dropout Rate (Gr 7-8)													
2021-22	0.7%	0.1%	**0.2%**	*	0.2%	0.0%	-	0.0%	-	*	0.0%	0.0%	0.0%
2020-21	0.9%	0.1%	**0.0%**	-	0.0%	0.0%	-	0.0%	-	*	0.0%	0.0%	0.0%
Annual Dropout Rate (Gr 9-12)													
2021-22	2.2%	0.1%	**-**	-	-	-	-	-	-	-	-	-	-
2020-21	2.4%	0.1%	**-**	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	89.7%	99.1%	**-**	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.1%	**-**	-	-	-	-	-	-	-	-	-	-
Continued HS	3.5%	0.4%	**-**	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.4%	0.5%	**-**	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.0%	99.1%	**-**	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.6%	99.5%	**-**	-	-	-	-	-	-	-	-	-	-
Class of 2021													
Graduated	90.0%	98.4%	**-**	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.2%	**-**	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	0.6%	**-**	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	0.9%	**-**	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	98.6%	**-**	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	99.1%	**-**	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.2%	98.9%	**-**	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.2%	**-**	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.1%	**-**	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	0.7%	**-**	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	99.2%	**-**	-	-	-	-	-	-	-	-	-	-

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.7%	99.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	92.2%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	98.9%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.7%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	92.6%	98.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	1.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	98.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	98.5%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2022	89.7%	97.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	90.0%	96.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2022	59.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2022	3.7%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	3.8%	0.2%	-	-	314	-	-	-	-	-	-	-	-
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 2022	84.3%	99.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	81.9%	97.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2022	88.0%	99.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	85.7%	97.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
2020-21	43.8%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2021-22	3.9%	0.1%	-	-	-	-	-	-	-	-	-	-	-
2020-21	3.8%	0.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2021-22	82.3%	98.7%	-	-	-	-	-	-	-	-	-	-	-
2020-21	80.4%	96.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2021-22	86.0%	98.7%	-	-	-	-	-	-	-	-	-	-	-
2020-21	84.1%	96.7%	-	-	-	-	-	-	-	-	-	-	-

	Campus Count	Campus Percent	District Count	State Count
Graduates (2021-22 Annual Graduates)				
Total Graduates	-	-	1,578	368,686
By Ethnicity:				
African American	-	-	6	45,227
Hispanic	-	-	1,475	191,125
White	-	-	63	103,171
American Indian	-	-	2	1,159
Asian	-	-	24	18,794
Pacific Islander	-	-	0	569
Two or More Races	-	-	8	8,641
By Graduation Type:				
Minimum H.S. Program	-	-	0	433
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	134
Foundation H.S. Program (No Endorsement)	-	-	20	51,023
Foundation H.S. Program (Endorsement)	-	-	1	14,179
Foundation H.S. Program (DLA)	-	-	1,557	302,917
Special Education Graduates	-	-	121	32,447
Economically Disadvantaged Graduates	-	-	1,047	194,571
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	259	40,398
At-Risk Graduates	-	-	755	159,689

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	780	100.0%	20,343	5,504,150	780	100.0%	20,399	5,518,432
Students by Grade:								
Early Childhood Education	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.5%
Pre-Kindergarten	0	0.0%	5.4%	4.4%	0	0.0%	5.5%	4.4%
Pre-Kindergarten: 3-year Old	0	0.0%	1.4%	0.7%	0	0.0%	1.5%	0.7%
Pre-Kindergarten: 4-year Old	0	0.0%	4.0%	3.7%	0	0.0%	4.1%	3.7%
Kindergarten	0	0.0%	5.8%	6.7%	0	0.0%	5.8%	6.7%
Grade 1	0	0.0%	6.5%	7.2%	0	0.0%	6.5%	7.2%
Grade 2	0	0.0%	6.5%	7.2%	0	0.0%	6.5%	7.2%
Grade 3	0	0.0%	6.4%	7.2%	0	0.0%	6.4%	7.1%
Grade 4	0	0.0%	6.6%	7.2%	0	0.0%	6.6%	7.1%
Grade 5	0	0.0%	7.3%	7.2%	0	0.0%	7.3%	7.2%
Grade 6	263	33.7%	7.3%	7.3%	263	33.7%	7.3%	7.2%
Grade 7	259	33.2%	7.4%	7.4%	259	33.2%	7.4%	7.4%
Grade 8	258	33.1%	7.7%	7.7%	258	33.1%	7.6%	7.7%
Grade 9	0	0.0%	9.0%	8.7%	0	0.0%	9.0%	8.7%
Grade 10	0	0.0%	9.2%	7.9%	0	0.0%	9.2%	7.9%
Grade 11	0	0.0%	7.6%	7.0%	0	0.0%	7.6%	7.0%
Grade 12	0	0.0%	7.1%	6.6%	0	0.0%	7.1%	6.6%
Ethnic Distribution:								
African American	5	0.6%	0.4%	12.8%	5	0.6%	0.4%	12.8%
Hispanic	745	95.5%	93.6%	53.0%	745	95.5%	93.5%	52.9%
White	20	2.6%	4.4%	25.6%	20	2.6%	4.5%	25.7%
American Indian	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Asian	6	0.8%	1.2%	5.1%	6	0.8%	1.2%	5.1%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	4	0.5%	0.4%	3.0%	4	0.5%	0.4%	3.0%
Sex:								
Female	368	47.2%	48.4%	48.8%	368	47.2%	48.4%	48.8%
Male	412	52.8%	51.6%	51.2%	412	52.8%	51.6%	51.2%
Economically Disadvantaged	461	59.1%	72.6%	62.1%	461	59.1%	72.5%	62.0%
Non-Educationally Disadvantaged	319	40.9%	27.4%	37.9%	319	40.9%	27.5%	38.0%
Section 504 Students	113	14.5%	10.0%	7.4%	113	14.5%	10.0%	7.4%
EB Students/EL	205	26.3%	36.0%	23.1%	205	26.3%	36.0%	23.0%
Students w/ Disciplinary Placements (2021-22)	17	1.9%	1.8%	1.5%				

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Students w/ Dyslexia	101	12.9%	8.8%	5.5%	101	12.9%	8.8%	5.5%
Foster Care	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Homeless	10	1.3%	1.4%	1.3%	10	1.3%	1.4%	1.3%
Immigrant	8	1.0%	2.4%	2.2%	8	1.0%	2.4%	2.2%
Migrant	7	0.9%	1.8%	0.3%	7	0.9%	1.8%	0.3%
Title I	780	100.0%	95.8%	64.6%	780	100.0%	95.7%	64.6%
Military Connected	1	0.1%	0.4%	3.6%	1	0.1%	0.4%	3.6%
At-Risk	416	53.3%	59.1%	53.3%	416	53.3%	59.0%	53.3%
Students by Instructional Program:								
Bilingual/ESL Education	223	28.6%	38.3%	23.2%	223	28.6%	38.3%	23.2%
Career and Technical Education	215	27.6%	34.6%	26.5%				
Career and Technical Education (9-12 grades only)	0	0.0%	83.9%	72.3%				
Gifted and Talented Education	144	18.5%	11.5%	8.2%	144	18.5%	11.5%	8.2%
Special Education	114	14.6%	14.2%	12.6%	114	14.6%	14.3%	12.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	114							
By Type of Primary Disability Students with Intellectual Disabilities	67	58.8%	48.5%	44.1%				
Students with Physical Disabilities	13	11.4%	18.4%	20.0%				
Students with Autism	14	12.3%	15.4%	15.5%				
Students with Behavioral Disabilities	20	17.5%	16.5%	18.8%				
Students with Non-Categorical Early Childhood	0	0.0%	1.2%	1.6%				
Mobility (2021-22):								
Total Mobile Students	96	10.8%	15.8%	16.8%				
By Ethnicity: African American	1	0.1%	0.1%	3.3%				
Hispanic	91	10.3%	14.9%	8.7%				
White	3	0.3%	0.5%	3.4%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	1	0.1%	0.1%	0.7%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	0	0.0%	0.1%	0.6%				
Count and Percent of Special Ed Students who are Mobile	16	12.9%	16.1%	18.6%				
Count and Percent of EB Students/EL who are Mobile	34	13.3%	18.4%	17.1%				
Count and Percent of Econ Dis Students who are Mobile	73	12.6%	17.4%	18.7%				
Student Attrition (2021-22):	321							
Total Student Attrition	62	11.9%	16.4%	18.1%				

	--Non-Special Education Rates--			---Special Education Rates---		
Student Information	**Campus**	**District**	**State**	**Campus**	**District**	**State**
Retention Rates by Grade:						
Kindergarten	-	2.1%	1.5%	-	3.3%	4.5%
Grade 1	-	4.0%	2.5%	-	5.2%	3.6%
Grade 2	-	2.3%	1.6%	-	3.3%	2.0%
Grade 3	-	0.9%	0.8%	-	0.8%	0.9%
Grade 4	-	0.1%	0.5%	-	0.0%	0.5%
Grade 5	-	0.1%	0.3%	-	0.0%	0.4%
Grade 6	0.0%	0.4%	0.3%	0.0%	0.0%	0.4%
Grade 7	0.0%	0.4%	0.4%	0.0%	0.0%	0.5%
Grade 8	0.0%	0.4%	0.4%	0.0%	0.5%	0.5%
Grade 9	-	10.8%	8.7%	-	16.8%	12.6%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	-	18.0	18.7
Grade 1	-	17.3	19.1
Grade 2	-	18.2	19.1
Grade 3	-	17.7	19.3
Grade 4	-	18.3	19.4
Grade 5	-	20.0	20.8
Grade 6	23.1	21.5	19.2
Secondary:			
English/Language Arts	22.5	15.0	16.2
Foreign Languages	9.8	17.1	18.8
Mathematics	25.8	18.0	17.5
Science	23.2	19.0	18.5
Social Studies	23.2	19.0	18.9

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Total Staff	74.0	100.0%	100.0%	100.0%
Professional Staff:	63.8	86.2%	61.1%	64.1%
Teachers	54.1	73.2%	44.6%	48.7%
Professional Support	6.6	9.0%	12.2%	10.9%
Campus Administration (School Leadership)	3.0	4.1%	3.2%	3.3%
Educational Aides:	10.2	13.8%	12.4%	11.3%
Librarians and Counselors (Headcount):				
Full-time Librarians	0.0	n/a	29.0	4,258.0
Part-time Librarians	0.0	n/a	0.0	646.0
Full-time Counselors	2.0	n/a	76.0	13,815.0
Part-time Counselors	0.0	n/a	2.0	1,240.0
Total Minority Staff:	67.5	91.2%	92.7%	53.2%
Teachers by Ethnicity:				
African American	1.0	1.8%	0.6%	11.8%
Hispanic	47.7	88.0%	88.2%	29.6%
White	5.5	10.1%	9.8%	54.9%
American Indian	0.0	0.0%	0.0%	0.3%
Asian	0.0	0.0%	0.9%	2.0%
Pacific Islander	0.0	0.0%	0.1%	0.1%
Two or More Races	0.0	0.0%	0.4%	1.2%
Teachers by Sex:				
Males	13.2	24.4%	29.3%	24.4%
Females	40.9	75.6%	70.7%	75.6%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.7%	2.0%
Bachelors	40.1	74.0%	79.5%	72.2%
Masters	14.1	26.0%	19.7%	25.0%
Doctorate	0.0	0.0%	0.1%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	1.0	1.8%	3.9%	9.7%
1-5 Years Experience	14.5	26.9%	19.0%	26.3%
6-10 Years Experience	10.1	18.6%	22.9%	20.5%
11-20 Years Experience	22.4	41.5%	34.2%	27.2%
21-30 Years Experience	6.1	11.3%	15.4%	13.3%
Over 30 Years Experience	0.0	0.0%	4.7%	2.9%

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Number of Students per Teacher	14.4	n/a	13.6	14.8

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	2.0	6.6	6.1
Average Years Experience of Principals with District	2.0	6.6	5.3
Average Years Experience of Assistant Principals	1.0	6.1	5.2
Average Years Experience of Assistant Principals with District	1.0	5.3	4.4
Average Years Experience of Teachers:	11.7	13.5	11.0
Average Years Experience of Teachers with District:	9.1	10.3	6.9
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$52,152	$50,549	$53,300
1-5 Years Experience	$53,480	$53,264	$56,516
6-10 Years Experience	$56,298	$56,886	$59,732
11-20 Years Experience	$61,700	$60,642	$63,389
21-30 Years Experience	$65,509	$66,288	$67,876
Over 30 Years Experience	-	$73,268	$72,560
Average Actual Salaries (regular duties only):			
Teachers	$58,749	$59,446	$60,717
Professional Support	$68,417	$67,588	$72,022
Campus Administration (School Leadership)	$81,559	$76,926	$85,167
Instructional Staff Percent:	n/a	63.8%	65.1%
Contracted Instructional Staff (not incl. above):	0.0	1.5	2,105.4

	----- Campus -----			
Program Information	**Count**	**Percent**	**District**	**State**
Teachers by Program (population served):				
Bilingual/ESL Education	4.0	7.4%	6.4%	5.9%
Career and Technical Education	2.0	3.7%	6.3%	5.4%
Compensatory Education	0.0	0.0%	3.1%	3.2%
Gifted and Talented Education	0.0	0.0%	1.4%	1.7%
Regular Education	42.8	79.1%	66.7%	70.6%
Special Education	5.0	9.2%	8.9%	9.7%
Other	0.3	0.6%	7.2%	3.5%

- 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.

2022-23 Texas Academic Performance Report (TAPR)

District Name: MCALLEN ISD

Campus Name: MORRIS MIDDLE

Campus Number: 108906045

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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 6 Reading																	
At Approaches Grade Level or Above	2023	77%	81%	**90%**	*	89%	97%	-	100%	-	*	67%	*	91%	87%	83%	86%
	2022	70%	76%	**85%**	*	84%	90%	-	90%	-	*	58%	100%	87%	80%	75%	72%
At Meets Grade Level or Above	2023	52%	59%	**74%**	*	71%	90%	-	100%	-	*	36%	*	75%	70%	60%	60%
	2022	43%	50%	**63%**	*	63%	67%	-	90%	-	*	42%	75%	66%	55%	51%	39%
At Masters Grade Level	2023	22%	27%	**45%**	*	42%	55%	-	100%	-	*	18%	*	46%	40%	27%	29%
	2022	23%	27%	**39%**	*	38%	38%	-	60%	-	*	9%	38%	42%	30%	26%	22%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2023	75%	77%	**82%**	*	81%	95%	-	*	-	*	59%	*	81%	86%	75%	82%
	2022	73%	72%	**91%**	*	91%	88%	-	*	-	*	77%	83%	92%	89%	88%	83%
At Meets Grade Level or Above	2023	40%	37%	**49%**	*	47%	62%	-	*	-	*	35%	*	48%	52%	38%	40%
	2022	39%	34%	**52%**	*	52%	50%	-	*	-	*	42%	67%	47%	60%	45%	35%
At Masters Grade Level	2023	16%	12%	**19%**	*	18%	24%	-	*	-	*	19%	*	19%	18%	9%	13%
	2022	16%	9%	**14%**	*	14%	6%	-	*	-	*	13%	17%	10%	20%	11%	11%
Grade 7 Reading																	
At Approaches Grade Level or Above	2023	78%	85%	**93%**	*	93%	95%	-	*	-	*	71%	100%	94%	91%	89%	81%
	2022	80%	85%	**92%**	100%	91%	100%	-	*	-	*	61%	*	92%	93%	90%	93%
At Meets Grade Level or Above	2023	55%	63%	**76%**	*	76%	90%	-	*	-	*	54%	75%	75%	77%	62%	53%
	2022	56%	64%	**79%**	80%	78%	96%	-	*	-	*	27%	*	78%	81%	72%	67%
At Masters Grade Level	2023	27%	35%	**48%**	*	47%	67%	-	*	-	*	14%	13%	48%	48%	34%	28%
	2022	37%	45%	**59%**	40%	59%	67%	-	*	-	*	9%	*	58%	64%	48%	44%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2023	63%	69%	**85%**	*	84%	96%	-	83%	-	*	57%	67%	85%	86%	76%	68%
	2022	61%	65%	**83%**	80%	83%	84%	-	88%	-	*	57%	*	84%	79%	79%	83%
At Meets Grade Level or Above	2023	37%	44%	**65%**	*	63%	88%	-	83%	-	*	43%	50%	62%	71%	52%	47%
	2022	31%	39%	**59%**	60%	59%	53%	-	88%	-	*	34%	*	60%	58%	49%	57%
At Masters Grade Level	2023	11%	18%	**26%**	*	23%	48%	-	83%	-	*	14%	0%	27%	23%	16%	20%
	2022	13%	19%	**32%**	40%	31%	26%	-	75%	-	*	11%	*	31%	35%	19%	24%
Grade 8 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	2023	83%	88%	**95%**	*	95%	100%	-	*	-	*	82%	*	96%	92%	93%	90%
	2022	83%	90%	**95%**	*	95%	100%	-	*	-	*	61%	100%	95%	95%	94%	94%
At Meets Grade Level or Above	2023	58%	66%	**81%**	*	80%	93%	-	*	-	*	42%	*	82%	76%	74%	65%
	2022	58%	68%	**78%**	*	77%	85%	-	*	-	*	29%	100%	78%	76%	71%	63%
At Masters Grade Level	2023	28%	36%	**50%**	*	49%	67%	-	*	-	*	6%	*	52%	45%	36%	34%
	2022	37%	48%	**53%**	*	52%	62%	-	*	-	*	11%	75%	55%	46%	42%	34%
Grade 8 Mathematics																	
At Approaches Grade Level or Above	2023	76%	82%	**92%**	*	91%	100%	-	*	-	*	73%	*	93%	88%	89%	92%
	2022	71%	81%	**93%**	*	92%	100%	-	-	-	*	57%	*	95%	88%	91%	90%
At Meets Grade Level or Above	2023	46%	57%	**71%**	*	68%	92%	-	*	-	*	48%	*	74%	60%	64%	61%
	2022	40%	54%	**66%**	*	63%	86%	-	-	-	*	25%	*	68%	61%	58%	52%
At Masters Grade Level	2023	17%	26%	**39%**	*	38%	52%	-	*	-	*	18%	*	42%	30%	29%	31%
	2022	14%	28%	**39%**	*	36%	57%	-	-	-	*	11%	*	42%	30%	30%	27%
Grade 8 Science																	
At Approaches Grade Level or Above	2023	74%	74%	**85%**	*	84%	96%	-	*	-	*	67%	*	86%	82%	80%	76%
	2022	74%	83%	**91%**	*	90%	100%	-	*	-	*	50%	100%	93%	85%	89%	87%
At Meets Grade Level or Above	2023	47%	46%	**61%**	*	60%	70%	-	*	-	*	36%	*	63%	55%	53%	51%
	2022	45%	56%	**68%**	*	67%	71%	-	*	-	*	21%	100%	71%	59%	60%	51%
At Masters Grade Level	2023	17%	15%	**22%**	*	20%	33%	-	*	-	*	6%	*	24%	14%	14%	13%
	2022	24%	31%	**43%**	*	41%	50%	-	*	-	*	7%	50%	46%	32%	31%	19%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2023	62%	66%	**88%**	*	88%	93%	-	*	-	*	64%	*	88%	88%	83%	80%
	2022	61%	66%	**86%**	*	85%	91%	-	*	-	*	50%	100%	87%	80%	81%	75%
At Meets Grade Level or Above	2023	33%	39%	**61%**	*	59%	78%	-	*	-	*	36%	*	59%	65%	50%	44%
	2022	31%	33%	**53%**	*	51%	65%	-	*	-	*	11%	63%	54%	49%	40%	28%
At Masters Grade Level	2023	16%	21%	**32%**	*	29%	52%	-	*	-	*	15%	*	34%	25%	18%	15%
	2022	18%	18%	**28%**	*	28%	32%	-	*	-	*	0%	25%	30%	21%	16%	9%
End of Course English I																	
At Approaches Grade Level or Above	2023	72%	77%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-
	2022	65%	73%	*	-	*	-	-	-	-	-	-	-	*	-	*	-

	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	2023	52%	58%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2022	47%	55%	*	-	*	-	-	-	-	-	-	-	*	-	*	-
At Masters Grade Level	2023	13%	17%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2022	11%	16%	*	-	*	-	-	-	-	-	-	-	*	-	*	-
End of Course Algebra I																	
At Approaches Grade Level or Above	2023	79%	84%	**100%**	*	100%	100%	-	*	-	*	*	*	100%	100%	100%	100%
	2022	76%	81%	**100%**	*	100%	100%	-	*	-	*	-	100%	100%	100%	100%	100%
At Meets Grade Level or Above	2023	43%	49%	**99%**	*	99%	100%	-	*	-	*	*	*	99%	100%	97%	94%
	2022	43%	46%	**98%**	*	97%	100%	-	*	-	*	-	83%	98%	94%	96%	100%
At Masters Grade Level	2023	23%	29%	**90%**	*	90%	100%	-	*	-	*	*	*	91%	84%	85%	94%
	2022	27%	28%	**91%**	*	92%	84%	-	*	-	*	-	67%	92%	89%	93%	100%
End of Course Biology																	
At Approaches Grade Level or Above	2023	88%	88%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2022	83%	86%	*	-	*	-	-	-	-	-	-	-	*	*	*	*
At Meets Grade Level or Above	2023	56%	55%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2022	55%	57%	*	-	*	-	-	-	-	-	-	-	*	*	*	*
At Masters Grade Level	2023	21%	21%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2022	21%	19%	*	-	*	-	-	-	-	-	-	-	*	*	*	*
All Grades All Subjects																	
At Approaches Grade Level or Above	2023	76%	80%	**89%**	100%	89%	97%	-	80%	-	82%	68%	90%	90%	88%	84%	82%
	2022	74%	79%	**90%**	95%	89%	96%	-	91%	-	88%	59%	94%	91%	86%	86%	85%
At Meets Grade Level or Above	2023	49%	55%	**69%**	85%	68%	84%	-	75%	-	50%	42%	78%	69%	68%	58%	54%
	2022	48%	54%	**67%**	65%	65%	76%	-	88%	-	63%	30%	81%	68%	63%	57%	50%
At Masters Grade Level	2023	20%	24%	**38%**	65%	36%	52%	-	70%	-	32%	15%	33%	39%	32%	25%	25%
	2022	23%	27%	**42%**	45%	41%	49%	-	62%	-	44%	9%	46%	44%	36%	30%	26%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2023	77%	82%	**93%**	100%	92%	97%	-	89%	-	89%	73%	100%	94%	90%	88%	86%
	2022	75%	80%	**91%**	100%	90%	98%	-	86%	-	71%	60%	94%	91%	88%	86%	85%
At Meets Grade Level or Above	2023	53%	61%	**77%**	71%	76%	91%	-	78%	-	44%	44%	88%	78%	74%	65%	60%
	2022	53%	60%	**73%**	67%	72%	84%	-	86%	-	43%	33%	83%	74%	69%	64%	55%

	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	2023	20%	27%	**48%**	57%	46%	62%	-	78%	-	44%	13%	25%	49%	44%	32%	31%
	2022	25%	30%	**50%**	44%	50%	57%	-	50%	-	29%	10%	56%	52%	45%	39%	33%
All Grades Mathematics																	
At Approaches Grade Level or Above	2023	75%	80%	**88%**	100%	87%	97%	-	89%	-	89%	64%	88%	88%	87%	81%	81%
	2022	72%	78%	**90%**	89%	90%	94%	-	93%	-	100%	64%	89%	91%	87%	87%	86%
At Meets Grade Level or Above	2023	45%	51%	**66%**	86%	64%	84%	-	89%	-	56%	43%	75%	67%	65%	55%	53%
	2022	42%	48%	**65%**	56%	63%	74%	-	86%	-	71%	34%	78%	65%	62%	55%	51%
At Masters Grade Level	2023	19%	22%	**34%**	57%	33%	48%	-	78%	-	11%	19%	31%	37%	28%	23%	27%
	2022	20%	25%	**38%**	44%	36%	46%	-	71%	-	43%	12%	44%	40%	32%	26%	26%
All Grades Science																	
At Approaches Grade Level or Above	2023	77%	77%	**85%**	*	84%	96%	-	*	-	*	67%	*	86%	82%	80%	76%
	2022	76%	80%	**91%**	*	90%	100%	-	*	-	*	50%	100%	93%	86%	89%	87%
At Meets Grade Level or Above	2023	47%	47%	**61%**	*	60%	70%	-	*	-	*	36%	*	63%	55%	53%	51%
	2022	47%	52%	**68%**	*	67%	71%	-	*	-	*	21%	100%	71%	58%	60%	50%
At Masters Grade Level	2023	18%	18%	**22%**	*	20%	33%	-	*	-	*	6%	*	24%	14%	14%	13%
	2022	21%	23%	**43%**	*	41%	50%	-	*	-	*	7%	50%	46%	32%	31%	19%
All Grades Social Studies																	
At Approaches Grade Level or Above	2023	78%	82%	**88%**	*	88%	93%	-	*	-	*	64%	*	88%	88%	83%	80%
	2022	75%	80%	**86%**	*	85%	91%	-	*	-	*	50%	100%	87%	80%	81%	75%
At Meets Grade Level or Above	2023	52%	57%	**61%**	*	59%	78%	-	*	-	*	36%	*	59%	65%	50%	44%
	2022	50%	54%	**53%**	*	51%	65%	-	*	-	*	11%	63%	54%	49%	40%	28%
At Masters Grade Level	2023	27%	32%	**32%**	*	29%	52%	-	*	-	*	15%	*	34%	25%	18%	15%
	2022	30%	31%	**28%**	*	28%	32%	-	*	-	*	0%	25%	30%	21%	16%	9%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
6th Graders																	
Reading and Mathematics	2023	35%	41%	**57%**	*	54%	74%	-	100%	-	*	31%	*	58%	53%	41%	42%
	2022	31%	35%	**51%**	*	50%	52%	-	90%	-	*	36%	63%	52%	47%	37%	29%
Reading and Mathematics Including EOC	2023	35%	41%	**57%**	*	54%	74%	-	100%	-	*	31%	*	58%	53%	41%	42%
	2022	31%	35%	**51%**	*	50%	52%	-	90%	-	*	36%	63%	52%	47%	37%	29%
Reading Including EOC	2023	52%	59%	**74%**	*	71%	90%	-	100%	-	*	36%	*	75%	70%	60%	60%
	2022	43%	50%	**63%**	*	63%	67%	331 -	90%	-	*	42%	75%	66%	55%	51%	39%

	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	2023	40%	47%	**61%**	*	59%	74%	-	100%	-	*	38%	*	62%	59%	47%	53%
	2022	40%	42%	**62%**	*	61%	62%	-	90%	-	*	45%	75%	61%	63%	51%	43%
7th Graders																	
Reading and Mathematics	2023	37%	35%	**54%**	*	53%	82%	-	*	-	*	39%	33%	50%	63%	39%	30%
	2022	32%	30%	**46%**	*	47%	41%	-	*	-	*	15%	*	43%	52%	40%	44%
Reading and Mathematics Including EOC	2023	38%	41%	**59%**	*	58%	86%	-	*	-	*	43%	50%	57%	64%	42%	35%
	2022	33%	38%	**56%**	40%	56%	63%	-	*	-	*	15%	*	57%	55%	47%	51%
Reading Including EOC	2023	55%	63%	**76%**	*	76%	90%	-	*	-	*	54%	75%	75%	77%	62%	53%
	2022	56%	64%	**79%**	80%	78%	96%	-	*	-	*	27%	*	78%	81%	72%	67%
Math Including EOC	2023	43%	44%	**64%**	*	63%	86%	-	*	-	*	43%	63%	63%	69%	49%	42%
	2022	37%	42%	**60%**	60%	59%	63%	-	*	-	*	30%	*	60%	58%	52%	58%
8th Graders																	
Reading and Mathematics	2023	31%	47%	**61%**	*	58%	87%	-	*	-	*	30%	*	64%	50%	54%	45%
	2022	27%	45%	**58%**	*	56%	80%	-	-	-	*	14%	*	60%	54%	49%	45%
Reading and Mathematics Including EOC	2023	44%	53%	**68%**	*	67%	89%	-	*	-	*	30%	*	70%	61%	60%	52%
	2022	41%	52%	**66%**	*	63%	82%	-	*	-	*	14%	88%	68%	61%	55%	50%
Reading Including EOC	2023	58%	66%	**81%**	*	80%	93%	-	*	-	*	42%	*	82%	76%	74%	65%
	2022	58%	68%	**78%**	*	77%	85%	-	*	-	*	29%	100%	79%	76%	71%	63%
Math Including EOC	2023	51%	60%	**74%**	*	72%	93%	-	*	-	*	48%	*	76%	69%	67%	65%
	2022	48%	59%	**72%**	*	69%	91%	-	*	-	*	25%	88%	74%	66%	62%	56%
3rd - 8th Graders																	
Reading and Mathematics	2023	37%	44%	**57%**	60%	55%	80%	-	75%	-	25%	33%	64%	57%	56%	44%	39%
	2022	34%	41%	**51%**	38%	51%	60%	-	82%	-	33%	22%	67%	52%	50%	41%	38%
Reading and Mathematics Including EOC	2023	39%	46%	**61%**	71%	59%	82%	-	78%	-	22%	35%	69%	62%	59%	48%	43%
	2022	36%	44%	**58%**	44%	56%	68%	-	86%	-	43%	22%	72%	59%	54%	46%	42%
Reading Including EOC	2023	53%	61%	**77%**	71%	76%	91%	-	78%	-	44%	44%	88%	78%	74%	65%	60%
	2022	53%	61%	**73%**	67%	72%	84%	-	86%	-	43%	33%	83%	74%	70%	65%	56%
Math Including EOC	2023	47%	53%	**66%**	86%	64%	84%	-	89%	-	56%	43%	75%	67%	65%	55%	53%
	2022	43%	50%	**65%**	56%	63%	74%	-	86%	-	71%	34%	78%	65%	62%	55%	52%

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

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress - Annual Growth by Grade and Subject																	
Grade 6 ELA/Reading	2023	51%	55%	**64%**	*	63%	71%	-	100%	-	*	46%	*	66%	59%	53%	61%
Grade 6 Mathematics	2023	54%	52%	**54%**	*	53%	66%	-	*	-	*	54%	*	56%	48%	45%	44%
Grade 7 ELA/Reading	2023	71%	79%	**87%**	*	86%	95%	-	*	-	*	88%	75%	86%	88%	83%	79%
Grade 7 Mathematics	2023	56%	53%	**62%**	*	60%	86%	-	83%	-	*	57%	58%	59%	68%	56%	56%
Grade 8 ELA/Reading	2023	63%	68%	**76%**	*	75%	83%	-	*	-	*	63%	*	77%	72%	74%	74%
Grade 8 Mathematics	2023	74%	83%	**85%**	*	84%	96%	-	*	-	*	76%	*	85%	83%	83%	84%
End of Course Algebra I	2023	76%	72%	**92%**	*	92%	100%	-	*	-	*	*	*	94%	84%	85%	94%
All Grades Both Subjects	2023	64%	67%	**72%**	88%	71%	84%	-	94%	-	50%	64%	73%	73%	71%	66%	68%
All Grades ELA/Reading	2023	63%	67%	**76%**	86%	75%	82%	-	100%	-	72%	65%	69%	76%	74%	70%	71%
All Grades Mathematics	2023	66%	67%	**69%**	92%	68%	85%	-	89%	-	25%	63%	79%	69%	68%	62%	63%
School Progress - Accelerated Learning by Grade and Subject																	
Grade 6 ELA/Reading	2023	26%	35%	**32%**	-	32%	-	-	-	-	-	23%	-	20%	57%	25%	43%
Grade 6 Mathematics	2023	35%	33%	**27%**	-	25%	*	-	-	-	-	20%	-	24%	40%	26%	29%
Grade 7 ELA/Reading	2023	39%	47%	**65%**	-	64%	*	-	*	-	*	38%	-	67%	62%	59%	50%
Grade 7 Mathematics	2023	22%	20%	**22%**	-	23%	*	-	-	-	-	0%	*	29%	10%	19%	18%
Grade 8 ELA/Reading	2023	39%	43%	**54%**	-	52%	-	-	*	-	-	58%	-	57%	50%	53%	57%
Grade 8 Mathematics	2023	49%	59%	**71%**	-	69%	*	-	*	-	-	50%	-	70%	72%	69%	74%
All Grades Both Subjects	2023	38%	41%	**51%**	-	50%	71%	-	*	-	*	34%	*	51%	52%	47%	48%
All Grades ELA/Reading	2023	35%	40%	**55%**	-	53%	*	-	*	-	*	39%	-	54%	56%	50%	51%
All Grades Mathematics	2023	40%	43%	**48%**	-	47%	67%	-	*	-	-	28%	*	48%	48%	44%	44%

* 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	2023	76%	80%	**89%**	83%	79%	-	88%	88%	-	80%	96%	78%	81%	67%	92%	79%	97%
	2022	74%	79%	**90%**	*	-	-	-	-	*	81%	*	81%	90%	100%	91%	81%	98%
At Meets Grade Level or Above	2023	49%	55%	**69%**	45%	40%	-	50%	54%	-	48%	69%	48%	43%	39%	74%	47%	87%
	2022	48%	54%	**67%**	*	-	-	-	-	*	41%	*	41%	50%	79%	71%	41%	84%
At Masters Grade Level	2023	20%	24%	**38%**	19%	13%	-	38%	25%	-	19%	42%	17%	15%	16%	41%	18%	58%
	2022	23%	27%	**42%**	*	-	-	-	-	*	16%	*	16%	25%	36%	45%	17%	61%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2023	77%	82%	**93%**	85%	79%	-	*	92%	-	84%	92%	82%	88%	81%	95%	84%	98%
	2022	75%	80%	**91%**	*	-	-	-	-	*	83%	*	82%	100%	*	92%	82%	99%
At Meets Grade Level or Above	2023	53%	61%	**77%**	45%	42%	-	*	58%	-	56%	77%	56%	52%	56%	82%	54%	88%
	2022	53%	60%	**73%**	*	-	-	-	-	*	46%	*	46%	50%	*	78%	46%	88%
At Masters Grade Level	2023	20%	27%	**48%**	18%	13%	-	*	25%	-	26%	54%	23%	18%	19%	53%	23%	69%
	2022	25%	30%	**50%**	*	-	-	-	-	*	23%	*	22%	30%	*	55%	22%	71%
All Grades Mathematics																		
At Approaches Grade Level or Above	2023	75%	80%	**88%**	80%	79%	-	*	83%	-	78%	100%	74%	94%	80%	90%	78%	97%
	2022	72%	78%	**90%**	*	-	-	-	-	*	84%	*	85%	80%	*	91%	83%	97%
At Meets Grade Level or Above	2023	45%	51%	**66%**	45%	38%	-	*	50%	-	48%	62%	46%	48%	40%	70%	47%	84%
	2022	42%	48%	**65%**	*	-	-	-	-	*	43%	*	43%	50%	*	68%	43%	84%
At Masters Grade Level	2023	19%	22%	**34%**	20%	13%	-	*	25%	-	18%	31%	17%	18%	27%	36%	19%	64%
	2022	20%	25%	**38%**	*	-	-	-	-	*	15%	*	15%	20%	*	40%	16%	64%
All Grades Science																		
At Approaches Grade Level or Above	2023	77%	77%	**85%**	-	-	-	-	-	-	75%	-	76%	67%	33%	88%	70%	96%
	2022	76%	80%	**91%**	*	-	-	-	-	*	82%	-	82%	-	*	91%	83%	100%
At Meets Grade Level or Above	2023	47%	47%	**61%**	-	-	-	-	-	-	42%	-	43%	36%	22%	65%	39%	91%
	2022	47%	52%	**68%**	*	-	-	-	-	*	37%	-	37%	-	*	71%	38%	92%
At Masters Grade Level	2023	18%	18%	**22%**	-	-	-	-	-	-	9%	-	8%	9%	0%	25%	8%	39%
	2022	21%	23%	**43%**	*	-	-	-	-	*	10%	-	10%	-	*	47%	11%	59%
All Grades Social Studies																		
At Approaches Grade Level or Above	2023	78%	82%	**88%**	-	-	-	-	-	-	79%	-	80%	76%	56%	91%	76%	96%
	2022	75%	80%	**86%**	*	-	-	-	-	*	67%	-	67%	-	*	88%	68%	97%
At Meets Grade Level or Above	2023	52%	57%	**61%**	-	-	-	-	-	-	35%	-	35%	36%	22%	66%	33%	87%
	2022	50%	54%	**53%**	*	-	-	334	-	*	20%	-	20%	-	*	58%	23%	65%

	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	2023	27%	32%	**32%**	-	-	-	-	-	-	11%	-	8%	15%	11%	37%	11%	35%
	2022	30%	31%	**28%**	*	-	-	-	-	*	4%	-	4%	-	*	33%	6%	30%
School Progress - Annual Growth																		
All Grades Both Subjects	2023	64%	67%	**72%**	46%	42%	-	75%	44%	-	69%	63%	69%	76%	71%	74%	64%	84%
All Grades ELA/Reading	2023	63%	67%	**76%**	49%	50%	-	*	46%	-	74%	73%	75%	69%	69%	77%	68%	88%
All Grades Mathematics	2023	66%	67%	**69%**	44%	35%	-	*	42%	-	64%	54%	63%	83%	73%	71%	61%	79%
School Progress - Accelerated Learning																		
All Grades Both Subjects	2023	38%	41%	**51%**	33%	38%	-	*	*	-	49%	*	46%	62%	71%	53%	49%	*
All Grades ELA/Reading	2023	35%	40%	**55%**	43%	40%	-	*	*	-	53%	-	52%	50%	*	57%	52%	*
All Grades Mathematics	2023	40%	43%	**48%**	20%	*	-	*	*	-	45%	*	40%	73%	*	50%	45%	*

* 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

2022-23 STAAR Participation (TAPR)

MORRIS MIDDLE (108906045) - MCALLEN ISD - HIDALGO 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)
2023 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	**100%**	100%	100%	100%	-	100%	-	100%	100%	100%	100%	99%	100%	99%
Included in Accountability	93%	93%	**96%**	71%	96%	95%	-	100%	-	100%	98%	100%	98%	89%	93%	89%
Not Included in Accountability: Mobile	4%	3%	**3%**	29%	3%	3%	-	0%	-	0%	1%	0%	1%	7%	5%	6%
Not Included in Accountability: Other Exclusions	2%	3%	**1%**	0%	1%	3%	-	0%	-	0%	1%	0%	0%	4%	2%	4%
Not Tested	1%	0%	**0%**	0%	0%	0%	-	0%	-	0%	0%	0%	0%	1%	0%	1%
Absent	1%	0%	**0%**	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	1%
Other	0%	0%	**0%**	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	100%	**100%**	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	92%	91%	**95%**	70%	96%	94%	-	100%	-	100%	98%	100%	98%	88%	92%	89%
Not Included in Accountability: Mobile	4%	3%	**3%**	30%	3%	2%	-	0%	-	0%	1%	0%	2%	7%	5%	6%
Not Included in Accountability: Other Exclusions	3%	6%	**1%**	0%	1%	4%	-	0%	-	0%	1%	0%	0%	4%	3%	5%
Not Tested	1%	0%	**0%**	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	100%	**100%**	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	99%
Included in Accountability	94%	94%	**96%**	70%	96%	94%	-	100%	-	100%	98%	100%	98%	89%	93%	89%
Not Included in Accountability: Mobile	5%	4%	**3%**	30%	3%	2%	-	0%	-	0%	1%	0%	1%	7%	5%	6%
Not Included in Accountability: Other Exclusions	1%	2%	**1%**	0%	1%	4%	-	0%	-	0%	1%	0%	0%	4%	2%	4%
Not Tested	1%	0%	**0%**	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	1%
Absent	1%	0%	**0%**	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	1%
Other	0%	0%	**0%**	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	99%	99%	**99%**	*	99%	100%	-	*	-	*	100%	*	100%	98%	99%	99%
Included in Accountability	93%	95%	**96%**	*	96%	96%	-	*	-	*	97%	*	99%	87%	93%	89%
Not Included in Accountability: Mobile	4%	3%	**3%**	*	3%	4%	-	*	-	*	3%	*	1%	8%	6%	8%
Not Included in Accountability: Other Exclusions	1%	1%	**1%**	*	1%	0%	-	*	-	*	0%	*	0%	2%	1%	2%
Not Tested	1%	1%	**1%**	*	1%	0%	-	*	-	*	0%	*	0%	2%	1%	1%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	0%	**0%**	*	0%	0%	-	*	-	*	0%	*	0%	1%	1%	1%
Other	0%	1%	**0%**	*	0%	0%	-	*	-	*	0%	*	0%	1%	0%	0%
Social Studies																
Assessment Participant	99%	100%	**100%**	*	100%	100%	-	*	-	*	100%	*	100%	99%	99%	99%
Included in Accountability	94%	96%	**96%**	*	96%	96%	-	*	-	*	97%	*	99%	89%	93%	89%
Not Included in Accountability: Mobile	4%	3%	**3%**	*	3%	4%	-	*	-	*	3%	*	1%	8%	6%	8%
Not Included in Accountability: Other Exclusions	1%	2%	**1%**	*	1%	0%	-	*	-	*	0%	*	0%	2%	1%	2%
Not Tested	1%	0%	**0%**	*	0%	0%	-	*	-	*	0%	*	0%	1%	1%	1%
Absent	1%	0%	**0%**	*	0%	0%	-	*	-	*	0%	*	0%	1%	1%	1%
Other	0%	0%	**0%**	*	0%	0%	-	*	-	*	0%	*	0%	0%	0%	0%
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**100%**	100%	100%	100%	-	100%	-	100%	98%	100%	100%	100%	100%	100%
Included in Accountability	93%	92%	**95%**	100%	95%	98%	-	100%	-	100%	93%	100%	99%	87%	94%	91%
Not Included in Accountability: Mobile	5%	4%	**3%**	0%	4%	0%	-	0%	-	0%	5%	0%	1%	9%	4%	4%
Not Included in Accountability: Other Exclusions	1%	3%	**1%**	0%	1%	2%	-	0%	-	0%	0%	0%	0%	4%	2%	5%
Not Tested	1%	1%	**0%**	0%	0%	0%	-	0%	-	0%	2%	0%	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	-	0%	-	0%	2%	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%	99%	100%	100%	100%	100%	100%
Included in Accountability	92%	90%	**95%**	100%	95%	99%	-	100%	-	100%	94%	100%	99%	86%	94%	90%
Not Included in Accountability: Mobile	5%	4%	**3%**	0%	4%	0%	-	0%	-	0%	4%	0%	1%	9%	4%	5%
Not Included in Accountability: Other Exclusions	2%	5%	**1%**	0%	1%	1%	-	0%	-	0%	1%	0%	0%	4%	3%	6%
Not Tested	1%	1%	**0%**	0%	0%	0%	-	0%	-	0%	1%	0%	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	-	0%	-	0%	1%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**100%**	100%	100%	100%	-	100%	-	100%	99%	100%	100%	100%	100%	100%
Included in Accountability	93%	92%	**95%**	100%	95%	99%	-	100%	-	100%	95%	100%	99%	86%	94%	90%
Not Included in Accountability: Mobile	5%	4%	**3%**	0%	4%	0%	337	-	0%	-	0%	4%	0%	1%	9%	4%	5%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Other Exclusions	1%	2%	**1%**	0%	1%	1%	-	0%	-	0%	0%	0%	0%	4%	2%	5%
Not Tested	1%	1%	**0%**	0%	0%	0%	-	0%	-	0%	1%	0%	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	-	0%	-	0%	1%	0%	0%	0%	0%	0%
Other	0%	1%	**0%**	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	98%	99%	**100%**	*	100%	100%	-	*	-	*	97%	100%	100%	100%	100%	100%
Included in Accountability	93%	93%	**96%**	*	96%	97%	-	*	-	*	90%	100%	98%	90%	95%	94%
Not Included in Accountability: Mobile	4%	4%	**3%**	*	3%	0%	-	*	-	*	6%	0%	1%	7%	4%	3%
Not Included in Accountability: Other Exclusions	1%	2%	**1%**	*	0%	3%	-	*	-	*	0%	0%	0%	2%	1%	3%
Not Tested	2%	1%	**0%**	*	0%	0%	-	*	-	*	3%	0%	0%	0%	0%	0%
Absent	1%	0%	**0%**	*	0%	0%	-	*	-	*	3%	0%	0%	0%	0%	0%
Other	0%	1%	**0%**	*	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%
Social Studies																
Assessment Participant	98%	99%	**100%**	*	100%	100%	-	*	-	*	97%	100%	100%	100%	100%	100%
Included in Accountability	94%	94%	**96%**	*	96%	97%	-	*	-	*	90%	100%	98%	90%	95%	94%
Not Included in Accountability: Mobile	4%	3%	**3%**	*	3%	0%	-	*	-	*	6%	0%	1%	7%	4%	3%
Not Included in Accountability: Other Exclusions	1%	2%	**1%**	*	0%	3%	-	*	-	*	0%	0%	0%	2%	1%	3%
Not Tested	2%	1%	**0%**	*	0%	0%	-	*	-	*	3%	0%	0%	0%	0%	0%
Absent	1%	0%	**0%**	*	0%	0%	-	*	-	*	3%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	*	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2021-22	92.2%	92.1%	**92.9%**	95.5%	92.6%	94.0%	-	97.9%	-	97.6%	90.1%	91.2%	91.6%
2020-21	95.0%	97.3%	**99.0%**	99.4%	98.9%	99.9%	*	100.0%	-	99.1%	98.2%	98.4%	98.2%
Chronic Absenteeism													
2021-22	25.7%	26.6%	**22.9%**	11.1%	24.0%	16.7%	-	0.0%	-	0.0%	36.4%	31.1%	28.1%
2020-21	15.0%	8.6%	**3.7%**	0.0%	4.2%	0.0%	*	0.0%	-	0.0%	7.4%	5.9%	5.4%
Annual Dropout Rate (Gr 7-8)													
2021-22	0.7%	0.1%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	0.0%
2020-21	0.9%	0.1%	**0.0%**	*	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
Annual Dropout Rate (Gr 9-12)													
2021-22	2.2%	0.1%	**-**	-	-	-	-	-	-	-	-	-	-
2020-21	2.4%	0.1%	**-**	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	89.7%	99.1%	**-**	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.1%	**-**	-	-	-	-	-	-	-	-	-	-
Continued HS	3.5%	0.4%	**-**	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.4%	0.5%	**-**	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.0%	99.1%	**-**	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.6%	99.5%	**-**	-	-	-	-	-	-	-	-	-	-
Class of 2021													
Graduated	90.0%	98.4%	**-**	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.2%	**-**	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	0.6%	**-**	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	0.9%	**-**	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	98.6%	**-**	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	99.1%	**-**	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.2%	98.9%	**-**	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.2%	**-**	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.1%	**-**	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	0.7%	**-**	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	99.2%	**-**	-	-	-	-	-	-	-	-	-	-

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.7%	99.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	92.2%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	98.9%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.7%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	92.6%	98.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	1.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	98.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	98.5%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2022	89.7%	97.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	90.0%	96.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2022	59.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2022	3.7%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	3.8%	0.2%	-	-	340	-	-	-	-	-	-	-	-
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 2022	84.3%	99.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	81.9%	97.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2022	88.0%	99.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	85.7%	97.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
2020-21	43.8%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2021-22	3.9%	0.1%	-	-	-	-	-	-	-	-	-	-	-
2020-21	3.8%	0.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2021-22	82.3%	98.7%	-	-	-	-	-	-	-	-	-	-	-
2020-21	80.4%	96.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2021-22	86.0%	98.7%	-	-	-	-	-	-	-	-	-	-	-
2020-21	84.1%	96.7%	-	-	-	-	-	-	-	-	-	-	-

	Campus Count	Campus Percent	District Count	State Count
Graduates (2021-22 Annual Graduates)				
Total Graduates	-	-	1,578	368,686
By Ethnicity:				
African American	-	-	6	45,227
Hispanic	-	-	1,475	191,125
White	-	-	63	103,171
American Indian	-	-	2	1,159
Asian	-	-	24	18,794
Pacific Islander	-	-	0	569
Two or More Races	-	-	8	8,641
By Graduation Type:				
Minimum H.S. Program	-	-	0	433
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	134
Foundation H.S. Program (No Endorsement)	-	-	20	51,023
Foundation H.S. Program (Endorsement)	-	-	1	14,179
Foundation H.S. Program (DLA)	-	-	1,557	302,917
Special Education Graduates	-	-	121	32,447
Economically Disadvantaged Graduates	-	-	1,047	194,571
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	259	40,398
At-Risk Graduates	-	-	755	159,689

There is no data for this campus.

	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	2021-22	22.8%	37.3%	-	-	-	-	-	-	-	-	-	-	-
	2020-21	25.9%	27.5%	-	-	-	-	-	-	-	-	-	-	-
Mathematics	2021-22	18.7%	34.8%	-	-	-	-	-	-	-	-	-	-	-
	2020-21	19.4%	28.5%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects	2021-22	12.6%	25.9%	-	-	-	-	-	-	-	-	-	-	-
	2020-21	14.4%	19.2%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)														
English Language Arts	2021-22	11.7%	8.1%	-	-	-	-	-	-	-	-	-	-	-
	2020-21	8.6%	2.6%	-	-	-	-	-	-	-	-	-	-	-
Mathematics	2021-22	14.0%	7.4%	-	-	-	-	-	-	-	-	-	-	-
	2020-21	10.3%	2.9%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects	2021-22	7.5%	5.5%	-	-	-	-	-	-	-	-	-	-	-
	2020-21	4.9%	0.8%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)														
All Subjects	2022	23.0%	41.4%	-	-	-	-	-	-	-	-	-	-	-
	2021	21.1%	39.1%	?	-	?	-	-	-	-	-	-	?	-
English Language Arts	2022	13.2%	27.6%	-	-	-	-	-	-	-	-	-	-	-
	2021	12.1%	26.6%	-	-	-	-	-	-	-	-	-	-	-
Mathematics	2022	6.9%	11.8%	-	-	-	-	-	-	-	-	-	-	-
	2021	6.1%	10.0%	-	-	-	-	-	-	-	-	-	-	-
Science	2022	9.6%	12.2%	-	-	-	-	-	-	-	-	-	-	-
	2021	8.7%	17.9%	-	-	-	-	-	-	-	-	-	-	-
Social Studies	2022	12.5%	24.7%	-	-	-	-	-	-	-	-	-	-	-
	2021	11.6%	20.6%	?	-	?	-	-	-	-	-	-	?	-
AP/IB Results (Examinees >= Criterion) (Grades 11-12)														
All Subjects	2022	53.3%	47.2%	-	-	-	-	-	-	-	-	-	-	-
	2021	48.6%	34.2%	*	-	*	-	-	-	-	-	-	*	-
English Language Arts	2022	53.2%	40.9%	-	-	-	-	-	-	-	-	-	-	-
	2021	42.7%	23.4%	-	-	-	-	-	-	-	-	-	-	-
Mathematics	2022	50.4%	31.3%	-	-	-	-	-	-	-	-	-	-	-
	2021	49.4%	33.6%	-	-	-	-	-	-	-	-	-	-	-
Science	2022	44.7%	36.7%	-	-	-	-	-	-	-	-	-	-	-
	2021	41.4%	18.9%	-	-	-	-	-	-	-	-	-	-	-

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Social Studies	2022	41.9%	27.1%	-	-	-	-	-	-	-	-	-	-	-
	2021	42.2%	26.4%	*	-	*	-	-	-	-	-	-	*	-
SAT/ACT Results (Annual Graduates)														
Tested	2021-22	71.5%	68.3%	-	-	-	-	-	-	-	-	-	-	-
	2020-21	70.8%	93.6%	-	-	-	-	-	-	-	-	-	-	-
At/Above Criterion for All Examinees	2021-22	32.1%	26.9%	-	-	-	-	-	-	-	-	-	-	-
	2020-21	32.9%	22.9%	-	-	-	-	-	-	-	-	-	-	-
Average SAT Score (Annual Graduates)														
All Subjects	2021-22	1001	983	-	-	-	-	-	-	-	-	-	-	-
	2020-21	1002	942	-	-	-	-	-	-	-	-	-	-	-
English Language Arts and Writing	2021-22	506	500	-	-	-	-	-	-	-	-	-	-	-
	2020-21	504	477	-	-	-	-	-	-	-	-	-	-	-
Mathematics	2021-22	496	483	-	-	-	-	-	-	-	-	-	-	-
	2020-21	498	466	-	-	-	-	-	-	-	-	-	-	-
Average ACT Score (Annual Graduates)														
All Subjects	2021-22	19.5	22.5	-	-	-	-	-	-	-	-	-	-	-
	2020-21	20.0	22.5	-	-	-	-	-	-	-	-	-	-	-
English Language Arts	2021-22	19.2	23.0	-	-	-	-	-	-	-	-	-	-	-
	2020-21	19.6	22.6	-	-	-	-	-	-	-	-	-	-	-
Mathematics	2021-22	19.3	21.0	-	-	-	-	-	-	-	-	-	-	-
	2020-21	19.9	22.0	-	-	-	-	-	-	-	-	-	-	-
Science	2021-22	19.8	22.4	-	-	-	-	-	-	-	-	-	-	-
	2020-21	20.3	22.2	-	-	-	-	-	-	-	-	-	-	-

There is no data for this campus.

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Total Students	1,016	100.0%	20,343	5,504,150	1,016	100.0%	20,399	5,518,432
Students by Grade:								
Early Childhood Education	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.5%
Pre-Kindergarten	0	0.0%	5.4%	4.4%	0	0.0%	5.5%	4.4%
Pre-Kindergarten: 3-year Old	0	0.0%	1.4%	0.7%	0	0.0%	1.5%	0.7%
Pre-Kindergarten: 4-year Old	0	0.0%	4.0%	3.7%	0	0.0%	4.1%	3.7%
Kindergarten	0	0.0%	5.8%	6.7%	0	0.0%	5.8%	6.7%
Grade 1	0	0.0%	6.5%	7.2%	0	0.0%	6.5%	7.2%
Grade 2	0	0.0%	6.5%	7.2%	0	0.0%	6.5%	7.2%
Grade 3	0	0.0%	6.4%	7.2%	0	0.0%	6.4%	7.1%
Grade 4	0	0.0%	6.6%	7.2%	0	0.0%	6.6%	7.1%
Grade 5	0	0.0%	7.3%	7.2%	0	0.0%	7.3%	7.2%
Grade 6	345	34.0%	7.3%	7.3%	345	34.0%	7.3%	7.2%
Grade 7	346	34.1%	7.4%	7.4%	346	34.1%	7.4%	7.4%
Grade 8	325	32.0%	7.7%	7.7%	325	32.0%	7.6%	7.7%
Grade 9	0	0.0%	9.0%	8.7%	0	0.0%	9.0%	8.7%
Grade 10	0	0.0%	9.2%	7.9%	0	0.0%	9.2%	7.9%
Grade 11	0	0.0%	7.6%	7.0%	0	0.0%	7.6%	7.0%
Grade 12	0	0.0%	7.1%	6.6%	0	0.0%	7.1%	6.6%
Ethnic Distribution:								
African American	8	0.8%	0.4%	12.8%	8	0.8%	0.4%	12.8%
Hispanic	907	89.3%	93.6%	53.0%	907	89.3%	93.5%	52.9%
White	83	8.2%	4.4%	25.6%	83	8.2%	4.5%	25.7%
American Indian	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Asian	9	0.9%	1.2%	5.1%	9	0.9%	1.2%	5.1%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	9	0.9%	0.4%	3.0%	9	0.9%	0.4%	3.0%
Sex:								
Female	519	51.1%	48.4%	48.8%	519	51.1%	48.4%	48.8%
Male	497	48.9%	51.6%	51.2%	497	48.9%	51.6%	51.2%
Economically Disadvantaged	526	51.8%	72.6%	62.1%	526	51.8%	72.5%	62.0%
Non-Educationally Disadvantaged	490	48.2%	27.4%	37.9%	490	48.2%	27.5%	38.0%
Section 504 Students	124	12.2%	10.0%	7.4%	124	12.2%	10.0%	7.4%
EB Students/EL	226	22.2%	36.0%	23.1%	226	22.2%	36.0%	23.0%
Students w/ Disciplinary Placements (2021-22)	18	1.7%	1.8%	1.5%				

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Students w/ Dyslexia	86	8.5%	8.8%	5.5%	86	8.5%	8.8%	5.5%
Foster Care	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Homeless	7	0.7%	1.4%	1.3%	7	0.7%	1.4%	1.3%
Immigrant	19	1.9%	2.4%	2.2%	19	1.9%	2.4%	2.2%
Migrant	12	1.2%	1.8%	0.3%	12	1.2%	1.8%	0.3%
Title I	1,016	100.0%	95.8%	64.6%	1,016	100.0%	95.7%	64.6%
Military Connected	7	0.7%	0.4%	3.6%	7	0.7%	0.4%	3.6%
At-Risk	421	41.4%	59.1%	53.3%	421	41.4%	59.0%	53.3%
Students by Instructional Program:								
Bilingual/ESL Education	218	21.5%	38.3%	23.2%	218	21.5%	38.3%	23.2%
Career and Technical Education	295	29.0%	34.6%	26.5%				
Career and Technical Education (9-12 grades only)	0	0.0%	83.9%	72.3%				
Gifted and Talented Education	207	20.4%	11.5%	8.2%	207	20.4%	11.5%	8.2%
Special Education	107	10.5%	14.2%	12.6%	107	10.5%	14.3%	12.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	107							
By Type of Primary Disability Students with Intellectual Disabilities	59	55.1%	48.5%	44.1%				
Students with Physical Disabilities	9	8.4%	18.4%	20.0%				
Students with Autism	19	17.8%	15.4%	15.5%				
Students with Behavioral Disabilities	20	18.7%	16.5%	18.8%				
Students with Non-Categorical Early Childhood	0	0.0%	1.2%	1.6%				
Mobility (2021-22):								
Total Mobile Students	102	9.7%	15.8%	16.8%				
By Ethnicity: African American	0	0.0%	0.1%	3.3%				
Hispanic	98	9.3%	14.9%	8.7%				
White	3	0.3%	0.5%	3.4%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.1%	0.7%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	1	0.1%	0.1%	0.6%				
Count and Percent of Special Ed Students who are Mobile	15	13.8%	16.1%	18.6%				
Count and Percent of EB Students/EL who are Mobile	38	17.4%	18.4%	17.1%				
Count and Percent of Econ Dis Students who are Mobile	72	12.5%	17.4%	18.7%				
Student Attrition (2021-22):	348							
Total Student Attrition	91	13.4%	16.4%	18.1%				

	--Non-Special Education Rates--			---Special Education Rates---		
Student Information	**Campus**	**District**	**State**	**Campus**	**District**	**State**
Retention Rates by Grade:						
Kindergarten	-	2.1%	1.5%	-	3.3%	4.5%
Grade 1	-	4.0%	2.5%	-	5.2%	3.6%
Grade 2	-	2.3%	1.6%	-	3.3%	2.0%
Grade 3	-	0.9%	0.8%	-	0.8%	0.9%
Grade 4	-	0.1%	0.5%	-	0.0%	0.5%
Grade 5	-	0.1%	0.3%	-	0.0%	0.4%
Grade 6	0.0%	0.4%	0.3%	0.0%	0.0%	0.4%
Grade 7	0.0%	0.4%	0.4%	0.0%	0.0%	0.5%
Grade 8	0.0%	0.4%	0.4%	3.0%	0.5%	0.5%
Grade 9	-	10.8%	8.7%	-	16.8%	12.6%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	-	18.0	18.7
Grade 1	-	17.3	19.1
Grade 2	-	18.2	19.1
Grade 3	-	17.7	19.3
Grade 4	-	18.3	19.4
Grade 5	-	20.0	20.8
Grade 6	24.3	21.5	19.2
Secondary:			
English/Language Arts	18.4	15.0	16.2
Foreign Languages	-	17.1	18.8
Mathematics	25.7	18.0	17.5
Science	25.8	19.0	18.5
Social Studies	24.9	19.0	18.9

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Total Staff	84.6	100.0%	100.0%	100.0%
Professional Staff:	71.6	84.7%	61.1%	64.1%
Teachers	59.8	70.7%	44.6%	48.7%
Professional Support	8.8	10.4%	12.2%	10.9%
Campus Administration (School Leadership)	3.0	3.5%	3.2%	3.3%
Educational Aides:	12.9	15.3%	12.4%	11.3%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	29.0	4,258.0
Part-time Librarians	0.0	n/a	0.0	646.0
Full-time Counselors	3.0	n/a	76.0	13,815.0
Part-time Counselors	0.0	n/a	2.0	1,240.0
Total Minority Staff:	70.9	83.9%	92.7%	53.2%
Teachers by Ethnicity:				
African American	0.0	0.0%	0.6%	11.8%
Hispanic	46.5	77.8%	88.2%	29.6%
White	12.1	20.2%	9.8%	54.9%
American Indian	0.0	0.0%	0.0%	0.3%
Asian	1.0	1.7%	0.9%	2.0%
Pacific Islander	0.0	0.0%	0.1%	0.1%
Two or More Races	0.2	0.4%	0.4%	1.2%
Teachers by Sex:				
Males	26.2	43.8%	29.3%	24.4%
Females	33.6	56.2%	70.7%	75.6%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.7%	2.0%
Bachelors	50.7	84.9%	79.5%	72.2%
Masters	9.1	15.1%	19.7%	25.0%
Doctorate	0.0	0.0%	0.1%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	5.0	8.4%	3.9%	9.7%
1-5 Years Experience	13.1	21.9%	19.0%	26.3%
6-10 Years Experience	12.2	20.5%	22.9%	20.5%
11-20 Years Experience	21.4	35.7%	34.2%	27.2%
21-30 Years Experience	6.1	10.2%	15.4%	13.3%
Over 30 Years Experience	2.0	3.3%	4.7%	2.9%

Texas Education Agency
2022-23 Staff Information (TAPR)
MORRIS MIDDLE (108906045) - MCALLEN ISD - HIDALGO COUNTY

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Number of Students per Teacher	17.0	n/a	13.6	14.8

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	2.0	6.6	6.1
Average Years Experience of Principals with District	2.0	6.6	5.3
Average Years Experience of Assistant Principals	8.5	6.1	5.2
Average Years Experience of Assistant Principals with District	4.0	5.3	4.4
Average Years Experience of Teachers:	12.2	13.5	11.0
Average Years Experience of Teachers with District:	8.7	10.3	6.9
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$52,151	$50,549	$53,300
1-5 Years Experience	$54,163	$53,264	$56,516
6-10 Years Experience	$56,475	$56,886	$59,732
11-20 Years Experience	$60,767	$60,642	$63,389
21-30 Years Experience	$66,986	$66,288	$67,876
Over 30 Years Experience	$77,330	$73,268	$72,560
Average Actual Salaries (regular duties only):			
Teachers	$58,909	$59,446	$60,717
Professional Support	$68,461	$67,588	$72,022
Campus Administration (School Leadership)	$83,471	$76,926	$85,167
Instructional Staff Percent:	n/a	63.8%	65.1%
Contracted Instructional Staff (not incl. above):	0.0	1.5	2,105.4

	----- Campus -----			
Program Information	**Count**	**Percent**	**District**	**State**
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	6.4%	5.9%
Career and Technical Education	1.0	1.7%	6.3%	5.4%
Compensatory Education	0.0	0.0%	3.1%	3.2%
Gifted and Talented Education	1.8	3.0%	1.4%	1.7%
Regular Education	44.8	74.9%	66.7%	70.6%
Special Education	5.2	8.6%	8.9%	9.7%
Other	7.0	11.7%	7.2%	3.5%

- 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.

2022-23 Texas Academic Performance Report (TAPR)

District Name: MCALLEN ISD

Campus Name: TRAVIS MIDDLE

Campus Number: 108906042

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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 6 Reading																	
At Approaches Grade Level or Above	2023	77%	81%	**73%**	-	73%	*	-	-	-	-	58%	-	76%	63%	73%	68%
	2022	70%	76%	**71%**	*	70%	*	-	-	-	-	64%	*	73%	63%	70%	69%
At Meets Grade Level or Above	2023	52%	59%	**41%**	-	40%	*	-	-	-	-	32%	-	44%	29%	40%	35%
	2022	43%	50%	**32%**	*	33%	*	-	-	-	-	27%	*	35%	26%	31%	29%
At Masters Grade Level	2023	22%	27%	**10%**	-	9%	*	-	-	-	-	16%	-	9%	13%	9%	8%
	2022	23%	27%	**16%**	*	16%	*	-	-	-	-	14%	*	18%	9%	16%	14%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2023	75%	77%	**57%**	-	57%	*	-	-	-	-	46%	-	56%	62%	57%	51%
	2022	73%	72%	**46%**	*	45%	*	-	-	-	-	41%	*	50%	35%	46%	41%
At Meets Grade Level or Above	2023	40%	37%	**22%**	-	21%	*	-	-	-	-	24%	-	21%	24%	22%	17%
	2022	39%	34%	**13%**	*	12%	*	-	-	-	-	23%	*	15%	6%	12%	12%
At Masters Grade Level	2023	16%	12%	**6%**	-	5%	*	-	-	-	-	14%	-	5%	8%	6%	4%
	2022	16%	9%	**5%**	*	5%	*	-	-	-	-	18%	*	7%	0%	5%	5%
Grade 7 Reading																	
At Approaches Grade Level or Above	2023	78%	85%	**81%**	*	81%	*	-	-	-	-	64%	*	83%	73%	81%	79%
	2022	80%	85%	**71%**	-	71%	*	-	-	-	-	40%	-	72%	63%	70%	70%
At Meets Grade Level or Above	2023	55%	63%	**51%**	*	51%	*	-	-	-	-	32%	*	52%	47%	50%	43%
	2022	56%	64%	**46%**	-	46%	*	-	-	-	-	23%	-	45%	50%	46%	45%
At Masters Grade Level	2023	27%	35%	**21%**	*	21%	*	-	-	-	-	9%	*	21%	20%	19%	18%
	2022	37%	45%	**24%**	-	24%	*	-	-	-	-	11%	-	25%	20%	25%	24%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2023	63%	69%	**60%**	*	61%	*	-	-	-	-	42%	*	58%	66%	59%	61%
	2022	61%	65%	**42%**	-	43%	*	-	-	-	-	33%	-	40%	52%	42%	41%
At Meets Grade Level or Above	2023	37%	44%	**27%**	*	27%	*	-	-	-	-	25%	*	31%	13%	26%	27%
	2022	31%	39%	**19%**	-	19%	*	-	-	-	-	19%	-	17%	26%	18%	19%
At Masters Grade Level	2023	11%	18%	**8%**	*	8%	*	-	-	-	-	21%	*	10%	0%	8%	11%
	2022	13%	19%	**8%**	-	8%	*	-	-	-	-	17%	-	6%	16%	7%	6%
Grade 8 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	2023	83%	88%	**80%**	-	80%	*	-	-	-	*	58%	-	79%	86%	80%	77%
	2022	83%	90%	**79%**	*	78%	*	-	-	-	-	35%	*	78%	82%	79%	76%
At Meets Grade Level or Above	2023	58%	66%	**44%**	-	43%	*	-	-	-	*	21%	-	44%	45%	43%	42%
	2022	58%	68%	**53%**	*	52%	*	-	-	-	-	26%	*	54%	50%	52%	46%
At Masters Grade Level	2023	28%	36%	**16%**	-	16%	*	-	-	-	*	16%	-	14%	24%	16%	14%
	2022	37%	48%	**35%**	*	33%	*	-	-	-	-	17%	*	35%	36%	35%	28%
Grade 8 Mathematics																	
At Approaches Grade Level or Above	2023	76%	82%	**75%**	-	74%	*	-	-	-	*	47%	-	74%	78%	74%	74%
	2022	71%	81%	**71%**	*	70%	*	-	-	-	-	43%	*	72%	64%	70%	67%
At Meets Grade Level or Above	2023	46%	57%	**44%**	-	43%	*	-	-	-	*	26%	-	41%	59%	43%	43%
	2022	40%	54%	**43%**	*	42%	*	-	-	-	-	24%	*	46%	32%	42%	39%
At Masters Grade Level	2023	17%	26%	**19%**	-	19%	*	-	-	-	*	21%	-	19%	19%	19%	19%
	2022	14%	28%	**18%**	*	17%	*	-	-	-	-	10%	*	17%	23%	17%	11%
Grade 8 Science																	
At Approaches Grade Level or Above	2023	74%	74%	**63%**	-	63%	*	-	-	-	*	37%	-	61%	75%	62%	63%
	2022	74%	83%	**73%**	*	72%	*	-	-	-	-	26%	*	71%	81%	73%	71%
At Meets Grade Level or Above	2023	47%	46%	**30%**	-	30%	*	-	-	-	*	18%	-	30%	29%	28%	29%
	2022	45%	56%	**43%**	*	41%	*	-	-	-	-	17%	*	42%	44%	42%	33%
At Masters Grade Level	2023	17%	15%	**8%**	-	8%	*	-	-	-	*	16%	-	9%	4%	7%	8%
	2022	24%	31%	**21%**	*	21%	*	-	-	-	-	13%	*	21%	19%	19%	12%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2023	62%	66%	**44%**	-	43%	*	-	-	-	*	32%	-	43%	48%	43%	43%
	2022	61%	66%	**45%**	*	44%	*	-	-	-	-	22%	*	48%	36%	43%	38%
At Meets Grade Level or Above	2023	33%	39%	**18%**	-	18%	*	-	-	-	*	21%	-	17%	21%	17%	18%
	2022	31%	33%	**15%**	*	15%	*	-	-	-	-	17%	*	15%	14%	13%	11%
At Masters Grade Level	2023	16%	21%	**9%**	-	10%	*	-	-	-	*	16%	-	11%	3%	9%	9%
	2022	18%	18%	**3%**	*	3%	*	-	-	-	-	13%	*	3%	4%	1%	2%
End of Course Algebra I																	
At Approaches Grade Level or Above	2023	79%	84%	**100%**	-	100%	-	-	-	-	-	-	-	100%	*	100%	100%
	2022	76%	81%	**98%**	-	98%	*	-	-	-	-	*	-	97%	100%	98%	97%

	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	2023	43%	49%	**100%**	-	100%	-	-	-	-	-	-	-	100%	*	100%	100%
	2022	43%	46%	**93%**	-	93%	*	-	-	-	-	*	-	95%	83%	93%	94%
At Masters Grade Level	2023	23%	29%	**81%**	-	81%	-	-	-	-	-	-	-	79%	*	79%	83%
	2022	27%	28%	**68%**	-	67%	*	-	-	-	-	*	-	68%	67%	67%	71%
End of Course Biology																	
At Approaches Grade Level or Above	2023	88%	88%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-
	2022	83%	86%	*	-	*	-	-	-	-	-	-	-	-	*	*	*
At Meets Grade Level or Above	2023	56%	55%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-
	2022	55%	57%	*	-	*	-	-	-	-	-	-	-	-	*	*	*
At Masters Grade Level	2023	21%	21%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-
	2022	21%	19%	*	-	*	-	-	-	-	-	-	-	-	*	*	*
All Grades All Subjects																	
At Approaches Grade Level or Above	2023	76%	80%	**67%**	*	67%	88%	-	-	-	*	47%	*	67%	69%	66%	65%
	2022	74%	79%	**64%**	88%	63%	82%	-	-	-	-	38%	75%	64%	60%	63%	61%
At Meets Grade Level or Above	2023	49%	55%	**35%**	*	35%	44%	-	-	-	*	25%	*	36%	33%	35%	32%
	2022	48%	54%	**35%**	50%	35%	59%	-	-	-	-	23%	25%	36%	31%	34%	32%
At Masters Grade Level	2023	20%	24%	**13%**	*	13%	25%	-	-	-	*	16%	*	13%	12%	13%	12%
	2022	23%	27%	**18%**	25%	18%	41%	-	-	-	-	14%	25%	19%	16%	17%	15%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2023	77%	82%	**78%**	*	78%	100%	-	-	-	*	59%	*	79%	73%	78%	75%
	2022	75%	80%	**73%**	*	73%	88%	-	-	-	-	45%	*	75%	69%	73%	72%
At Meets Grade Level or Above	2023	53%	61%	**45%**	*	44%	50%	-	-	-	*	28%	*	46%	39%	44%	40%
	2022	53%	60%	**44%**	*	44%	63%	-	-	-	-	25%	*	45%	41%	43%	41%
At Masters Grade Level	2023	20%	27%	**15%**	*	15%	33%	-	-	-	*	14%	*	14%	19%	14%	13%
	2022	25%	30%	**25%**	*	25%	63%	-	-	-	-	14%	*	27%	20%	25%	23%
All Grades Mathematics																	
At Approaches Grade Level or Above	2023	75%	80%	**66%**	*	66%	67%	-	-	-	*	45%	*	66%	68%	65%	64%
	2022	72%	78%	**57%**	*	56%	75%	-	-	-	-	40%	*	58%	52%	56%	54%
At Meets Grade Level or Above	2023	45%	51%	**34%**	*	34%	67%	-	-	-	*	25%	*	35%	32%	34%	33%
	2022	42%	48%	**31%**	*	30%	50%	-	-	-	-	23%	*	33%	24%	30%	30%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2023	19%	22%	**14%**	*	14%	33%	-	-	-	*	18%	*	16%	10%	14%	15%
	2022	20%	25%	**16%**	*	15%	38%	-	-	-	-	15%	*	16%	15%	15%	14%
All Grades Science																	
At Approaches Grade Level or Above	2023	77%	77%	**63%**	-	63%	*	-	-	-	*	37%	-	61%	75%	62%	63%
	2022	76%	80%	**73%**	*	72%	*	-	-	-	-	26%	*	71%	82%	73%	71%
At Meets Grade Level or Above	2023	47%	47%	**30%**	-	30%	*	-	-	-	*	18%	-	30%	29%	28%	29%
	2022	47%	52%	**42%**	*	41%	*	-	-	-	-	17%	*	42%	43%	42%	33%
At Masters Grade Level	2023	18%	18%	**8%**	-	8%	*	-	-	-	*	16%	-	9%	4%	7%	8%
	2022	21%	23%	**21%**	*	21%	*	-	-	-	-	13%	*	21%	18%	19%	12%
All Grades Social Studies																	
At Approaches Grade Level or Above	2023	78%	82%	**44%**	-	43%	*	-	-	-	*	32%	-	43%	48%	43%	43%
	2022	75%	80%	**45%**	*	44%	*	-	-	-	-	22%	*	48%	36%	43%	38%
At Meets Grade Level or Above	2023	52%	57%	**18%**	-	18%	*	-	-	-	*	21%	-	17%	21%	17%	18%
	2022	50%	54%	**15%**	*	15%	*	-	-	-	-	17%	*	15%	14%	13%	11%
At Masters Grade Level	2023	27%	32%	**9%**	-	10%	*	-	-	-	*	16%	-	11%	3%	9%	9%
	2022	30%	31%	**3%**	*	3%	*	-	-	-	-	13%	*	3%	4%	1%	2%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
6th Graders																	
Reading and Mathematics	2023	35%	41%	**22%**	-	21%	*	-	-	-	-	21%	-	23%	18%	22%	15%
	2022	31%	35%	**14%**	*	15%	*	-	-	-	-	23%	*	18%	3%	13%	14%
Reading and Mathematics Including EOC	2023	35%	41%	**22%**	-	21%	*	-	-	-	-	21%	-	23%	18%	22%	15%
	2022	31%	35%	**14%**	*	15%	*	-	-	-	-	23%	*	18%	3%	13%	14%
Reading Including EOC	2023	52%	59%	**41%**	-	40%	*	-	-	-	-	32%	-	44%	29%	40%	35%
	2022	43%	50%	**32%**	*	33%	*	-	-	-	-	27%	*	35%	26%	31%	29%
Math Including EOC	2023	40%	47%	**28%**	-	27%	*	-	-	-	-	26%	-	28%	26%	28%	23%
	2022	40%	42%	**19%**	*	19%	*	-	-	-	-	23%	*	22%	9%	17%	18%
7th Graders																	
Reading and Mathematics	2023	37%	35%	**21%**	*	22%	*	-	-	-	-	23%	*	25%	10%	22%	21%
	2022	32%	30%	**15%**	-	15%	*	-	-	-	-	20%	-	13%	20%	15%	14%
Reading and Mathematics Including EOC	2023	38%	41%	**25%**	*	25%	*	-	-	-	-	23%	*	29%	10%	24%	23%
	2022	33%	38%	**20%**	-	20%	*	358	-	-	-	20%	-	20%	20%	19%	20%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading Including EOC	2023	55%	63%	**51%**	*	51%	*	-	-	-	-	32%	*	52%	47%	50%	43%
	2022	56%	64%	**46%**	-	46%	*	-	-	-	-	23%	-	45%	50%	46%	45%
Math Including EOC	2023	43%	44%	**27%**	*	27%	*	-	-	-	-	23%	*	32%	10%	26%	26%
	2022	37%	42%	**24%**	-	23%	*	-	-	-	-	19%	-	24%	23%	23%	25%
8th Graders																	
Reading and Mathematics	2023	31%	47%	**31%**	-	30%	*	-	-	-	*	18%	-	29%	41%	30%	29%
	2022	27%	45%	**31%**	*	29%	*	-	-	-	-	19%	*	32%	27%	29%	23%
Reading and Mathematics Including EOC	2023	44%	53%	**36%**	-	36%	*	-	-	-	*	18%	-	35%	45%	36%	35%
	2022	41%	52%	**41%**	*	39%	*	-	-	-	-	22%	*	42%	36%	40%	32%
Reading Including EOC	2023	58%	66%	**44%**	-	43%	*	-	-	-	*	21%	-	44%	45%	43%	42%
	2022	58%	68%	**53%**	*	52%	*	-	-	-	-	26%	*	54%	50%	52%	46%
Math Including EOC	2023	51%	60%	**47%**	-	46%	*	-	-	-	*	26%	-	44%	62%	46%	46%
	2022	48%	59%	**51%**	*	50%	*	-	-	-	-	30%	*	53%	43%	50%	47%
3rd - 8th Graders																	
Reading and Mathematics	2023	37%	44%	**25%**	*	24%	50%	-	-	-	*	20%	*	25%	22%	25%	22%
	2022	34%	41%	**19%**	*	19%	33%	-	-	-	-	21%	*	20%	15%	18%	17%
Reading and Mathematics Including EOC	2023	39%	46%	**28%**	*	28%	50%	-	-	-	*	20%	*	29%	24%	28%	25%
	2022	36%	44%	**25%**	*	25%	50%	-	-	-	-	21%	*	27%	18%	24%	22%
Reading Including EOC	2023	53%	61%	**45%**	*	44%	50%	-	-	-	*	28%	*	46%	39%	44%	40%
	2022	53%	61%	**44%**	*	44%	63%	-	-	-	-	25%	*	45%	41%	43%	41%
Math Including EOC	2023	47%	53%	**34%**	*	34%	67%	-	-	-	*	25%	*	35%	32%	34%	33%
	2022	43%	50%	**31%**	*	30%	50%	-	-	-	-	23%	*	33%	24%	30%	30%

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

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress - Annual Growth by Grade and Subject																	
Grade 6 ELA/Reading	2023	51%	55%	**43%**	-	43%	*	-	-	-	-	42%	-	44%	38%	42%	43%
Grade 6 Mathematics	2023	54%	52%	**44%**	-	44%	*	-	-	-	-	47%	-	45%	41%	45%	42%
Grade 7 ELA/Reading	2023	71%	79%	**74%**	*	74%	*	-	-	-	-	52%	*	73%	75%	73%	73%
Grade 7 Mathematics	2023	56%	53%	**57%**	*	57%	*	-	-	-	-	57%	*	56%	58%	57%	56%
Grade 8 ELA/Reading	2023	63%	68%	**57%**	-	57%	*	-	-	-	*	61%	-	54%	71%	56%	53%
Grade 8 Mathematics	2023	74%	83%	**83%**	-	83%	*	-	-	-	*	71%	-	83%	86%	83%	81%
End of Course Algebra I	2023	76%	72%	**100%**	-	100%	-	-	-	-	-	-	-	100%	*	100%	100%
All Grades Both Subjects	2023	64%	67%	**60%**	*	60%	64%	-	-	-	*	55%	*	60%	60%	60%	58%
All Grades ELA/Reading	2023	63%	67%	**57%**	*	57%	58%	-	-	-	*	52%	*	56%	60%	56%	55%
All Grades Mathematics	2023	66%	67%	**64%**	*	64%	70%	-	-	-	*	59%	*	64%	61%	64%	62%
School Progress - Accelerated Learning by Grade and Subject																	
Grade 6 ELA/Reading	2023	26%	35%	**41%**	-	41%	-	-	-	-	-	9%	-	44%	30%	40%	41%
Grade 6 Mathematics	2023	35%	33%	**18%**	-	18%	*	-	-	-	-	6%	-	16%	23%	17%	15%
Grade 7 ELA/Reading	2023	39%	47%	**55%**	-	55%	-	-	-	-	-	50%	-	59%	46%	55%	57%
Grade 7 Mathematics	2023	22%	20%	**34%**	-	34%	-	-	-	-	-	18%	-	30%	47%	33%	40%
Grade 8 ELA/Reading	2023	39%	43%	**39%**	-	39%	-	-	-	-	-	39%	-	32%	64%	39%	31%
Grade 8 Mathematics	2023	49%	59%	**58%**	-	57%	*	-	-	-	*	24%	-	57%	62%	57%	57%
End of Course Algebra I	2023	58%	54%	*	-	*	-	-	-	-	-	-	-	*	-	*	-
All Grades Both Subjects	2023	38%	41%	**42%**	-	42%	*	-	-	-	*	24%	-	41%	45%	42%	41%
All Grades ELA/Reading	2023	35%	40%	**44%**	-	44%	-	-	-	-	-	33%	-	43%	47%	44%	42%
All Grades Mathematics	2023	40%	43%	**41%**	-	41%	*	-	-	-	*	17%	-	40%	44%	40%	41%

* 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	2023	76%	80%	**67%**	-	-	-	-	-	-	62%	-	62%	-	-	72%	62%	100%
	2022	74%	79%	**64%**	-	-	-	-	-	-	59%	-	59%	-	-	69%	59%	98%
At Meets Grade Level or Above	2023	49%	55%	**35%**	-	-	-	-	-	-	29%	-	29%	-	-	41%	29%	92%
	2022	48%	54%	**35%**	-	-	-	-	-	-	30%	-	30%	-	-	42%	30%	80%
At Masters Grade Level	2023	20%	24%	**13%**	-	-	-	-	-	-	9%	-	9%	-	-	15%	9%	69%
	2022	23%	27%	**18%**	-	-	-	-	-	-	13%	-	13%	-	-	25%	13%	55%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2023	77%	82%	**78%**	-	-	-	-	-	-	73%	-	73%	-	-	85%	73%	100%
	2022	75%	80%	**73%**	-	-	-	-	-	-	71%	-	71%	-	-	76%	71%	100%
At Meets Grade Level or Above	2023	53%	61%	**45%**	-	-	-	-	-	-	36%	-	36%	-	-	55%	36%	100%
	2022	53%	60%	**44%**	-	-	-	-	-	-	39%	-	39%	-	-	50%	39%	93%
At Masters Grade Level	2023	20%	27%	**15%**	-	-	-	-	-	-	10%	-	10%	-	-	19%	10%	71%
	2022	25%	30%	**25%**	-	-	-	-	-	-	20%	-	20%	-	-	30%	20%	80%
All Grades Mathematics																		
At Approaches Grade Level or Above	2023	75%	80%	**66%**	-	-	-	-	-	-	62%	-	62%	-	-	70%	62%	100%
	2022	72%	78%	**57%**	-	-	-	-	-	-	52%	-	52%	-	-	62%	52%	100%
At Meets Grade Level or Above	2023	45%	51%	**34%**	-	-	-	-	-	-	29%	-	29%	-	-	38%	29%	100%
	2022	42%	48%	**31%**	-	-	-	-	-	-	28%	-	28%	-	-	33%	28%	80%
At Masters Grade Level	2023	19%	22%	**14%**	-	-	-	-	-	-	11%	-	11%	-	-	14%	11%	82%
	2022	20%	25%	**16%**	-	-	-	-	-	-	13%	-	13%	-	-	19%	13%	47%
All Grades Science																		
At Approaches Grade Level or Above	2023	77%	77%	**63%**	-	-	-	-	-	-	60%	-	60%	-	-	64%	60%	100%
	2022	76%	80%	**73%**	-	-	-	-	-	-	70%	-	70%	-	-	77%	70%	100%
At Meets Grade Level or Above	2023	47%	47%	**30%**	-	-	-	-	-	-	24%	-	24%	-	-	32%	24%	89%
	2022	47%	52%	**42%**	-	-	-	-	-	-	30%	-	30%	-	-	63%	30%	86%
At Masters Grade Level	2023	18%	18%	**8%**	-	-	-	-	-	-	4%	-	4%	-	-	8%	4%	56%
	2022	21%	23%	**21%**	-	-	-	-	-	-	9%	-	9%	-	-	44%	9%	43%
All Grades Social Studies																		
At Approaches Grade Level or Above	2023	78%	82%	**44%**	-	-	-	-	-	-	38%	-	38%	-	-	47%	38%	100%
	2022	75%	80%	**45%**	-	-	-	-	-	-	36%	-	36%	-	-	60%	36%	86%
At Meets Grade Level or Above	2023	52%	57%	**18%**	-	-	-	-	-	-	14%	-	14%	-	-	18%	14%	67%
	2022	50%	54%	**15%**	-	-	-	361	-	-	8%	-	8%	-	-	26%	8%	43%

	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	2023	27%	32%	**9%**	-	-	-	-	-	-	5%	-	5%	-	-	10%	5%	56%
	2022	30%	31%	**3%**	-	-	-	-	-	-	0%	-	0%	-	-	7%	0%	29%
School Progress - Annual Growth																		
All Grades Both Subjects	2023	64%	67%	**60%**	-	-	-	-	-	-	57%	-	57%	-	-	63%	57%	88%
All Grades ELA/Reading	2023	63%	67%	**57%**	-	-	-	-	-	-	53%	-	53%	-	-	61%	53%	82%
All Grades Mathematics	2023	66%	67%	**64%**	-	-	-	-	-	-	60%	-	60%	-	-	66%	60%	94%
School Progress - Accelerated Learning																		
All Grades Both Subjects	2023	38%	41%	**42%**	-	-	-	-	-	-	41%	-	41%	-	-	45%	41%	-
All Grades ELA/Reading	2023	35%	40%	**44%**	-	-	-	-	-	-	42%	-	42%	-	-	53%	42%	-
All Grades Mathematics	2023	40%	43%	**41%**	-	-	-	-	-	-	41%	-	41%	-	-	41%	41%	-

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2023 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	**100%**	*	100%	100%	-	-	-	*	100%	*	100%	100%	100%	100%
Included in Accountability	93%	93%	**90%**	*	90%	80%	-	-	-	*	94%	*	96%	72%	90%	90%
Not Included in Accountability: Mobile	4%	3%	**8%**	*	8%	20%	-	-	-	*	6%	*	4%	22%	8%	8%
Not Included in Accountability: Other Exclusions	2%	3%	**2%**	*	2%	0%	-	-	-	*	0%	*	0%	7%	2%	2%
Not Tested	1%	0%	**0%**	*	0%	0%	-	-	-	*	0%	*	0%	0%	0%	0%
Absent	1%	0%	**0%**	*	0%	0%	-	-	-	*	0%	*	0%	0%	0%	0%
Other	0%	0%	**0%**	*	0%	0%	-	-	-	*	0%	*	0%	0%	0%	0%
Reading																
Assessment Participant	99%	100%	**100%**	*	100%	100%	-	-	-	*	100%	*	100%	100%	100%	100%
Included in Accountability	92%	91%	**90%**	*	90%	75%	-	-	-	*	92%	*	96%	72%	90%	89%
Not Included in Accountability: Mobile	4%	3%	**8%**	*	8%	25%	-	-	-	*	7%	*	4%	21%	8%	9%
Not Included in Accountability: Other Exclusions	3%	6%	**2%**	*	2%	0%	-	-	-	*	1%	*	0%	7%	2%	3%
Not Tested	1%	0%	**0%**	*	0%	0%	-	-	-	*	0%	*	0%	0%	0%	0%
Absent	1%	0%	**0%**	*	0%	0%	-	-	-	*	0%	*	0%	0%	0%	0%
Other	0%	0%	**0%**	*	0%	0%	-	-	-	*	0%	*	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	100%	**100%**	*	100%	100%	-	-	-	*	100%	*	100%	100%	100%	100%
Included in Accountability	94%	94%	**90%**	*	90%	75%	-	-	-	*	93%	*	96%	72%	90%	89%
Not Included in Accountability: Mobile	5%	4%	**9%**	*	9%	25%	-	-	-	*	7%	*	4%	22%	9%	9%
Not Included in Accountability: Other Exclusions	1%	2%	**2%**	*	2%	0%	-	-	-	*	0%	*	0%	6%	1%	2%
Not Tested	1%	0%	**0%**	*	0%	0%	-	-	-	*	0%	*	0%	0%	0%	0%
Absent	1%	0%	**0%**	*	0%	0%	-	-	-	*	0%	*	0%	0%	0%	0%
Other	0%	0%	**0%**	*	0%	0%	-	-	-	*	0%	*	0%	0%	0%	0%
Science																
Assessment Participant	99%	99%	**99%**	-	99%	*	-	-	-	*	100%	-	99%	98%	99%	99%
Included in Accountability	93%	95%	**91%**	-	91%	*	-	-	-	*	100%	-	97%	68%	91%	92%
Not Included in Accountability: Mobile	4%	3%	**6%**	-	7%	*	-	-	-	*	0%	-	2%	22%	7%	5%
Not Included in Accountability: Other Exclusions	1%	1%	**2%**	-	2%	*	-	-	-	*	0%	-	0%	7%	2%	2%
Not Tested	1%	1%	**1%**	-	1%	*	-	-	-	*	0%	-	1%	2%	1%	1%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	0%	**0%**	-	0%	*	-	-	-	*	0%	-	0%	0%	0%	0%
Other	0%	1%	**1%**	-	1%	*	-	-	-	*	0%	-	1%	2%	1%	1%
Social Studies																
Assessment Participant	99%	100%	**100%**	-	100%	*	-	-	-	*	100%	-	100%	100%	100%	100%
Included in Accountability	94%	96%	**92%**	-	92%	*	-	-	-	*	100%	-	98%	71%	92%	92%
Not Included in Accountability: Mobile	4%	3%	**6%**	-	7%	*	-	-	-	*	0%	-	2%	22%	7%	5%
Not Included in Accountability: Other Exclusions	1%	2%	**2%**	-	2%	*	-	-	-	*	0%	-	0%	7%	2%	2%
Not Tested	1%	0%	**0%**	-	0%	*	-	-	-	*	0%	-	0%	0%	0%	0%
Absent	1%	0%	**0%**	-	0%	*	-	-	-	*	0%	-	0%	0%	0%	0%
Other	0%	0%	**0%**	-	0%	*	-	-	-	*	0%	-	0%	0%	0%	0%
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**99%**	100%	99%	100%	-	-	-	-	100%	100%	100%	99%	99%	99%
Included in Accountability	93%	92%	**89%**	100%	89%	100%	-	-	-	-	93%	67%	97%	67%	89%	89%
Not Included in Accountability: Mobile	5%	4%	**8%**	0%	8%	0%	-	-	-	-	6%	33%	3%	23%	7%	7%
Not Included in Accountability: Other Exclusions	1%	3%	**2%**	0%	2%	0%	-	-	-	-	0%	0%	0%	9%	2%	3%
Not Tested	1%	1%	**1%**	0%	1%	0%	-	-	-	-	0%	0%	0%	1%	1%	1%
Absent	1%	0%	**1%**	0%	1%	0%	-	-	-	-	0%	0%	0%	1%	1%	1%
Other	0%	1%	**0%**	0%	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	**99%**	*	99%	100%	-	-	-	-	100%	*	100%	98%	99%	99%
Included in Accountability	92%	90%	**89%**	*	89%	100%	-	-	-	-	93%	*	96%	67%	89%	88%
Not Included in Accountability: Mobile	5%	4%	**8%**	*	8%	0%	-	-	-	-	6%	*	3%	21%	7%	7%
Not Included in Accountability: Other Exclusions	2%	5%	**3%**	*	3%	0%	-	-	-	-	1%	*	0%	9%	3%	4%
Not Tested	1%	1%	**1%**	*	1%	0%	-	-	-	-	0%	*	0%	2%	1%	1%
Absent	1%	0%	**1%**	*	1%	0%	-	-	-	-	0%	*	0%	2%	1%	1%
Other	0%	0%	**0%**	*	0%	0%	-	-	-	-	0%	*	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**99%**	*	99%	100%	-	-	-	-	100%	*	100%	99%	99%	99%
Included in Accountability	93%	92%	**89%**	*	89%	100%	-	-	-	-	94%	*	97%	69%	90%	89%
Not Included in Accountability: Mobile	5%	4%	**8%**	*	8%	0%	364	-	-	-	6%	*	3%	22%	7%	7%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Other Exclusions	1%	2%	**2%**	*	2%	0%	-	-	-	-	0%	*	0%	7%	2%	3%
Not Tested	1%	1%	**1%**	*	1%	0%	-	-	-	-	0%	*	0%	1%	1%	1%
Absent	1%	0%	**1%**	*	1%	0%	-	-	-	-	0%	*	0%	1%	1%	1%
Other	0%	1%	**0%**	*	0%	0%	-	-	-	-	0%	*	0%	0%	0%	0%
Science																
Assessment Participant	98%	99%	**100%**	*	100%	*	-	-	-	-	100%	*	100%	100%	100%	100%
Included in Accountability	93%	93%	**88%**	*	88%	*	-	-	-	-	92%	*	97%	64%	88%	90%
Not Included in Accountability: Mobile	4%	4%	**9%**	*	10%	*	-	-	-	-	8%	*	3%	27%	9%	7%
Not Included in Accountability: Other Exclusions	1%	2%	**2%**	*	2%	*	-	-	-	-	0%	*	0%	9%	3%	3%
Not Tested	2%	1%	**0%**	*	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%
Absent	1%	0%	**0%**	*	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%
Other	0%	1%	**0%**	*	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%
Social Studies																
Assessment Participant	98%	99%	**100%**	*	100%	*	-	-	-	-	100%	*	100%	100%	100%	100%
Included in Accountability	94%	94%	**88%**	*	88%	*	-	-	-	-	92%	*	97%	64%	88%	90%
Not Included in Accountability: Mobile	4%	3%	**10%**	*	10%	*	-	-	-	-	8%	*	3%	27%	9%	7%
Not Included in Accountability: Other Exclusions	1%	2%	**2%**	*	2%	*	-	-	-	-	0%	*	0%	9%	3%	3%
Not Tested	2%	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%

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2021-22	92.2%	92.1%	**91.1%**	*	91.0%	*	-	-	-	-	90.8%	91.1%	91.7%
2020-21	95.0%	97.3%	**96.8%**	*	96.7%	96.9%	-	*	-	*	98.0%	96.7%	96.8%
Chronic Absenteeism													
2021-22	25.7%	26.6%	**32.8%**	*	33.2%	16.7%	-	-	-	-	35.0%	33.3%	30.9%
2020-21	15.0%	8.6%	**9.8%**	*	9.9%	10.0%	-	*	-	*	4.2%	10.0%	9.3%
Annual Dropout Rate (Gr 7-8)													
2021-22	0.7%	0.1%	**0.0%**	*	0.0%	0.0%	-	-	-	-	0.0%	0.0%	0.0%
2020-21	0.9%	0.1%	**0.0%**	*	0.0%	0.0%	-	*	-	*	0.0%	0.0%	0.0%
Annual Dropout Rate (Gr 9-12)													
2021-22	2.2%	0.1%	-	-	-	-	-	-	-	-	-	-	-
2020-21	2.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	89.7%	99.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.5%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.0%	99.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.6%	99.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021													
Graduated	90.0%	98.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	98.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	99.1%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.2%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	99.2%	-	-	-	-	-	-	-	-	-	-	-

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.7%	99.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	92.2%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	98.9%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.7%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	92.6%	98.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	1.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	98.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	98.5%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2022	89.7%	97.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	90.0%	96.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2022	59.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2022	3.7%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	3.8%	0.2%	-	-	367	-	-	-	-	-	-	-	-
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 2022	84.3%	99.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	81.9%	97.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2022	88.0%	99.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	85.7%	97.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
2020-21	43.8%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2021-22	3.9%	0.1%	-	-	-	-	-	-	-	-	-	-	-
2020-21	3.8%	0.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2021-22	82.3%	98.7%	-	-	-	-	-	-	-	-	-	-	-
2020-21	80.4%	96.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2021-22	86.0%	98.7%	-	-	-	-	-	-	-	-	-	-	-
2020-21	84.1%	96.7%	-	-	-	-	-	-	-	-	-	-	-

	Campus Count	Campus Percent	District Count	State Count
Graduates (2021-22 Annual Graduates)				
Total Graduates	-	-	1,578	368,686
By Ethnicity:				
African American	-	-	6	45,227
Hispanic	-	-	1,475	191,125
White	-	-	63	103,171
American Indian	-	-	2	1,159
Asian	-	-	24	18,794
Pacific Islander	-	-	0	569
Two or More Races	-	-	8	8,641
By Graduation Type:				
Minimum H.S. Program	-	-	0	433
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	134
Foundation H.S. Program (No Endorsement)	-	-	20	51,023
Foundation H.S. Program (Endorsement)	-	-	1	14,179
Foundation H.S. Program (DLA)	-	-	1,557	302,917
Special Education Graduates	-	-	121	32,447
Economically Disadvantaged Graduates	-	-	1,047	194,571
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	259	40,398
At-Risk Graduates	-	-	755	159,689

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	516	100.0%	20,343	5,504,150	516	100.0%	20,399	5,518,432
Students by Grade:								
Early Childhood Education	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.5%
Pre-Kindergarten	0	0.0%	5.4%	4.4%	0	0.0%	5.5%	4.4%
Pre-Kindergarten: 3-year Old	0	0.0%	1.4%	0.7%	0	0.0%	1.5%	0.7%
Pre-Kindergarten: 4-year Old	0	0.0%	4.0%	3.7%	0	0.0%	4.1%	3.7%
Kindergarten	0	0.0%	5.8%	6.7%	0	0.0%	5.8%	6.7%
Grade 1	0	0.0%	6.5%	7.2%	0	0.0%	6.5%	7.2%
Grade 2	0	0.0%	6.5%	7.2%	0	0.0%	6.5%	7.2%
Grade 3	0	0.0%	6.4%	7.2%	0	0.0%	6.4%	7.1%
Grade 4	0	0.0%	6.6%	7.2%	0	0.0%	6.6%	7.1%
Grade 5	0	0.0%	7.3%	7.2%	0	0.0%	7.3%	7.2%
Grade 6	179	34.7%	7.3%	7.3%	179	34.7%	7.3%	7.2%
Grade 7	151	29.3%	7.4%	7.4%	151	29.3%	7.4%	7.4%
Grade 8	186	36.0%	7.7%	7.7%	186	36.0%	7.6%	7.7%
Grade 9	0	0.0%	9.0%	8.7%	0	0.0%	9.0%	8.7%
Grade 10	0	0.0%	9.2%	7.9%	0	0.0%	9.2%	7.9%
Grade 11	0	0.0%	7.6%	7.0%	0	0.0%	7.6%	7.0%
Grade 12	0	0.0%	7.1%	6.6%	0	0.0%	7.1%	6.6%
Ethnic Distribution:								
African American	5	1.0%	0.4%	12.8%	5	1.0%	0.4%	12.8%
Hispanic	503	97.5%	93.6%	53.0%	503	97.5%	93.5%	52.9%
White	7	1.4%	4.4%	25.6%	7	1.4%	4.5%	25.7%
American Indian	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Asian	0	0.0%	1.2%	5.1%	0	0.0%	1.2%	5.1%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	1	0.2%	0.4%	3.0%	1	0.2%	0.4%	3.0%
Sex:								
Female	236	45.7%	48.4%	48.8%	236	45.7%	48.4%	48.8%
Male	280	54.3%	51.6%	51.2%	280	54.3%	51.6%	51.2%
Economically Disadvantaged	496	96.1%	72.6%	62.1%	496	96.1%	72.5%	62.0%
Non-Educationally Disadvantaged	20	3.9%	27.4%	37.9%	20	3.9%	27.5%	38.0%
Section 504 Students	78	15.1%	10.0%	7.4%	78	15.1%	10.0%	7.4%
EB Students/EL	322	62.4%	36.0%	23.1%	322	62.4%	36.0%	23.0%
Students w/ Disciplinary Placements (2021-22)	24	4.3%	1.8%	1.5%				

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Students w/ Dyslexia	90	17.4%	8.8%	5.5%	90	17.4%	8.8%	5.5%
Foster Care	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Homeless	9	1.7%	1.4%	1.3%	9	1.7%	1.4%	1.3%
Immigrant	21	4.1%	2.4%	2.2%	21	4.1%	2.4%	2.2%
Migrant	20	3.9%	1.8%	0.3%	20	3.9%	1.8%	0.3%
Title I	516	100.0%	95.8%	64.6%	516	100.0%	95.7%	64.6%
Military Connected	0	0.0%	0.4%	3.6%	0	0.0%	0.4%	3.6%
At-Risk	438	84.9%	59.1%	53.3%	438	84.9%	59.0%	53.3%
Students by Instructional Program:								
Bilingual/ESL Education	322	62.4%	38.3%	23.2%	322	62.4%	38.3%	23.2%
Career and Technical Education	168	32.6%	34.6%	26.5%				
Career and Technical Education (9-12 grades only)	0	0.0%	83.9%	72.3%				
Gifted and Talented Education	33	6.4%	11.5%	8.2%	33	6.4%	11.5%	8.2%
Special Education	105	20.3%	14.2%	12.6%	105	20.3%	14.3%	12.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	105							
By Type of Primary Disability Students with Intellectual Disabilities	65	61.9%	48.5%	44.1%				
Students with Physical Disabilities	7	6.7%	18.4%	20.0%				
Students with Autism	11	10.5%	15.4%	15.5%				
Students with Behavioral Disabilities	22	21.0%	16.5%	18.8%				
Students with Non-Categorical Early Childhood	0	0.0%	1.2%	1.6%				
Mobility (2021-22):								
Total Mobile Students	111	19.8%	15.8%	16.8%				
By Ethnicity: African American	0	0.0%	0.1%	3.3%				
Hispanic	110	19.6%	14.9%	8.7%				
White	1	0.2%	0.5%	3.4%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.1%	0.7%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	0	0.0%	0.1%	0.6%				
Count and Percent of Special Ed Students who are Mobile	16	16.0%	16.1%	18.6%				
Count and Percent of EB Students/EL who are Mobile	67	18.2%	18.4%	17.1%				
Count and Percent of Econ Dis Students who are Mobile	104	19.4%	17.4%	18.7%				
Student Attrition (2021-22):	374							
Total Student Attrition	52	15.3%	16.4%	18.1%				

	--Non-Special Education Rates--			---Special Education Rates---		
Student Information	**Campus**	**District**	**State**	**Campus**	**District**	**State**
Retention Rates by Grade:						
Kindergarten	-	2.1%	1.5%	-	3.3%	4.5%
Grade 1	-	4.0%	2.5%	-	5.2%	3.6%
Grade 2	-	2.3%	1.6%	-	3.3%	2.0%
Grade 3	-	0.9%	0.8%	-	0.8%	0.9%
Grade 4	-	0.1%	0.5%	-	0.0%	0.5%
Grade 5	-	0.1%	0.3%	-	0.0%	0.4%
Grade 6	0.8%	0.4%	0.3%	0.0%	0.0%	0.4%
Grade 7	0.7%	0.4%	0.4%	0.0%	0.0%	0.5%
Grade 8	0.7%	0.4%	0.4%	0.0%	0.5%	0.5%
Grade 9	-	10.8%	8.7%	-	16.8%	12.6%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	-	18.0	18.7
Grade 1	-	17.3	19.1
Grade 2	-	18.2	19.1
Grade 3	-	17.7	19.3
Grade 4	-	18.3	19.4
Grade 5	-	20.0	20.8
Grade 6	17.8	21.5	19.2
Secondary:			
English/Language Arts	18.1	15.0	16.2
Foreign Languages	-	17.1	18.8
Mathematics	20.4	18.0	17.5
Science	38.3	19.0	18.5
Social Studies	18.1	19.0	18.9

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Total Staff	71.4	100.0%	100.0%	100.0%
Professional Staff:	59.1	82.9%	61.1%	64.1%
Teachers	46.9	65.6%	44.6%	48.7%
Professional Support	9.3	13.0%	12.2%	10.9%
Campus Administration (School Leadership)	3.0	4.2%	3.2%	3.3%
Educational Aides:	12.2	17.1%	12.4%	11.3%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	29.0	4,258.0
Part-time Librarians	0.0	n/a	0.0	646.0
Full-time Counselors	3.0	n/a	76.0	13,815.0
Part-time Counselors	0.0	n/a	2.0	1,240.0
Total Minority Staff:	68.1	95.4%	92.7%	53.2%
Teachers by Ethnicity:				
African American	0.0	0.0%	0.6%	11.8%
Hispanic	42.5	90.7%	88.2%	29.6%
White	3.3	7.0%	9.8%	54.9%
American Indian	0.0	0.0%	0.0%	0.3%
Asian	0.1	0.2%	0.9%	2.0%
Pacific Islander	1.0	2.1%	0.1%	0.1%
Two or More Races	0.0	0.0%	0.4%	1.2%
Teachers by Sex:				
Males	18.1	38.5%	29.3%	24.4%
Females	28.8	61.5%	70.7%	75.6%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.7%	2.0%
Bachelors	37.5	80.0%	79.5%	72.2%
Masters	9.4	20.0%	19.7%	25.0%
Doctorate	0.0	0.0%	0.1%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	4.8	10.3%	3.9%	9.7%
1-5 Years Experience	5.1	10.9%	19.0%	26.3%
6-10 Years Experience	17.0	36.3%	22.9%	20.5%
11-20 Years Experience	11.9	25.4%	34.2%	27.2%
21-30 Years Experience	6.0	12.8%	15.4%	13.3%
Over 30 Years Experience	2.0	4.3%	4.7%	2.9%

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Number of Students per Teacher	11.0	n/a	13.6	14.8

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	9.0	6.6	6.1
Average Years Experience of Principals with District	9.0	6.6	5.3
Average Years Experience of Assistant Principals	3.0	6.1	5.2
Average Years Experience of Assistant Principals with District	3.0	5.3	4.4
Average Years Experience of Teachers:	12.6	13.5	11.0
Average Years Experience of Teachers with District:	9.7	10.3	6.9
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$46,904	$50,549	$53,300
1-5 Years Experience	$53,318	$53,264	$56,516
6-10 Years Experience	$56,371	$56,886	$59,732
11-20 Years Experience	$60,335	$60,642	$63,389
21-30 Years Experience	$67,953	$66,288	$67,876
Over 30 Years Experience	$76,467	$73,268	$72,560
Average Actual Salaries (regular duties only):			
Teachers	$58,412	$59,446	$60,717
Professional Support	$67,586	$67,588	$72,022
Campus Administration (School Leadership)	$76,731	$76,926	$85,167
Instructional Staff Percent:	n/a	63.8%	65.1%
Contracted Instructional Staff (not incl. above):	0.0	1.5	2,105.4

	----- Campus -----			
Program Information	**Count**	**Percent**	**District**	**State**
Teachers by Program (population served):				
Bilingual/ESL Education	1.0	2.1%	6.4%	5.9%
Career and Technical Education	2.0	4.3%	6.3%	5.4%
Compensatory Education	4.7	10.0%	3.1%	3.2%
Gifted and Talented Education	0.0	0.0%	1.4%	1.7%
Regular Education	31.3	66.7%	66.7%	70.6%
Special Education	37 6.8	14.6%	8.9%	9.7%
Other	1.1	2.4%	7.2%	3.5%

- 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.

2022-23 Texas Academic Performance Report (TAPR)

District Name: MCALLEN ISD

Campus Name: ALVAREZ EL

Campus Number: 108906101

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	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2023	76%	79%	**82%**	-	82%	-	-	-	-	-	70%	*	81%	89%	81%	95%
	2022	76%	81%	**79%**	-	79%	-	-	-	-	-	40%	*	81%	63%	79%	74%
At Meets Grade Level or Above	2023	50%	54%	**56%**	-	56%	-	-	-	-	-	30%	*	53%	67%	56%	68%
	2022	51%	57%	**39%**	-	39%	-	-	-	-	-	30%	*	42%	25%	40%	44%
At Masters Grade Level	2023	20%	26%	**22%**	-	22%	-	-	-	-	-	20%	*	17%	44%	23%	27%
	2022	30%	33%	**25%**	-	25%	-	-	-	-	-	10%	*	27%	13%	25%	26%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2023	73%	78%	**82%**	-	82%	-	-	-	-	-	80%	*	78%	100%	84%	95%
	2022	71%	74%	**64%**	-	64%	-	-	-	-	-	40%	*	67%	50%	66%	74%
At Meets Grade Level or Above	2023	45%	49%	**51%**	-	51%	-	-	-	-	-	40%	*	50%	56%	51%	55%
	2022	43%	48%	**36%**	-	36%	-	-	-	-	-	40%	*	35%	38%	36%	37%
At Masters Grade Level	2023	19%	18%	**13%**	-	13%	-	-	-	-	-	10%	*	17%	0%	14%	9%
	2022	21%	24%	**18%**	-	18%	-	-	-	-	-	20%	*	17%	25%	17%	15%
Grade 4 Reading																	
At Approaches Grade Level or Above	2023	77%	80%	**64%**	-	64%	-	-	-	-	-	38%	*	67%	55%	65%	64%
	2022	77%	81%	**73%**	-	73%	-	-	-	-	-	50%	-	74%	73%	73%	76%
At Meets Grade Level or Above	2023	48%	55%	**43%**	-	43%	-	-	-	-	-	25%	*	40%	55%	42%	46%
	2022	54%	60%	**39%**	-	39%	-	-	-	-	-	30%	-	39%	36%	36%	39%
At Masters Grade Level	2023	22%	29%	**29%**	-	29%	-	-	-	-	-	25%	*	27%	36%	27%	32%
	2022	28%	31%	**14%**	-	14%	-	-	-	-	-	10%	-	13%	18%	16%	18%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2023	71%	78%	**71%**	-	71%	-	-	-	-	-	50%	*	71%	73%	71%	71%
	2022	70%	79%	**63%**	-	63%	-	-	-	-	-	40%	-	63%	64%	64%	61%
At Meets Grade Level or Above	2023	48%	57%	**46%**	-	46%	-	-	-	-	-	31%	*	44%	55%	46%	46%
	2022	43%	55%	**35%**	-	35%	-	-	-	-	-	10%	-	34%	36%	34%	33%
At Masters Grade Level	2023	22%	28%	**20%**	-	20%	-	-	-	-	-	13%	*	18%	27%	19%	21%
	2022	23%	32%	**20%**	-	20%	-	-	-	-	-	0%	-	21%	18%	18%	15%
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	2023	81%	86%	**66%**	-	66%	-	-	-	-	-	36%	-	65%	69%	63%	68%
	2022	81%	86%	**67%**	-	66%	*	-	-	-	-	50%	-	63%	88%	64%	56%
At Meets Grade Level or Above	2023	57%	66%	**45%**	-	45%	-	-	-	-	-	21%	-	38%	63%	41%	47%
	2022	58%	66%	**44%**	-	43%	*	-	-	-	-	30%	-	41%	63%	40%	30%
At Masters Grade Level	2023	28%	40%	**14%**	-	14%	-	-	-	-	-	7%	-	10%	25%	12%	18%
	2022	36%	42%	**28%**	-	28%	*	-	-	-	-	10%	-	26%	38%	24%	26%
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2023	80%	86%	**79%**	-	79%	-	-	-	-	-	71%	-	78%	81%	76%	82%
	2022	77%	86%	**78%**	-	77%	*	-	-	-	-	90%	-	74%	100%	78%	70%
At Meets Grade Level or Above	2023	51%	60%	**41%**	-	41%	-	-	-	-	-	21%	-	40%	44%	37%	37%
	2022	48%	57%	**46%**	-	45%	*	-	-	-	-	40%	-	46%	50%	44%	37%
At Masters Grade Level	2023	21%	25%	**14%**	-	14%	-	-	-	-	-	0%	-	10%	25%	14%	18%
	2022	25%	32%	**13%**	-	13%	*	-	-	-	-	20%	-	13%	13%	10%	7%
Grade 5 Science																	
At Approaches Grade Level or Above	2023	65%	68%	**43%**	-	43%	-	-	-	-	-	21%	-	40%	50%	39%	45%
	2022	66%	67%	**46%**	-	45%	*	-	-	-	-	30%	-	46%	50%	44%	41%
At Meets Grade Level or Above	2023	36%	37%	**18%**	-	18%	-	-	-	-	-	14%	-	15%	25%	14%	16%
	2022	38%	39%	**24%**	-	23%	*	-	-	-	-	30%	-	22%	38%	20%	11%
At Masters Grade Level	2023	16%	17%	**5%**	-	5%	-	-	-	-	-	0%	-	8%	0%	4%	3%
	2022	18%	19%	**7%**	-	8%	*	-	-	-	-	10%	-	7%	13%	8%	4%
All Grades All Subjects																	
At Approaches Grade Level or Above	2023	76%	80%	**69%**	-	69%	-	-	-	-	-	50%	*	68%	72%	68%	72%
	2022	74%	79%	**67%**	-	67%	*	-	-	-	-	49%	*	67%	69%	67%	65%
At Meets Grade Level or Above	2023	49%	55%	**42%**	-	42%	-	-	-	-	-	26%	*	40%	50%	41%	43%
	2022	48%	54%	**38%**	-	37%	*	-	-	-	-	30%	*	37%	40%	36%	33%
At Masters Grade Level	2023	20%	24%	**17%**	-	17%	-	-	-	-	-	11%	*	15%	22%	16%	18%
	2022	23%	27%	**18%**	-	18%	*	-	-	-	-	11%	*	18%	19%	17%	16%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2023	77%	82%	**70%**	-	70%	-	-	-	-	-	45%	*	70%	69%	69%	74%
	2022	75%	80%	**73%**	-	73%	*	-	-	-	-	47%	*	73%	74%	72%	69%

	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	2023	53%	61%	**47%**	-	47%	-	-	-	-	-	25%	*	43%	61%	46%	52%
	2022	53%	60%	**41%**	-	41%	*	-	-	-	-	30%	*	41%	41%	39%	38%
At Masters Grade Level	2023	20%	27%	**22%**	-	22%	-	-	-	-	-	18%	*	18%	33%	21%	25%
	2022	25%	30%	**23%**	-	23%	*	-	-	-	-	10%	*	23%	22%	22%	23%
All Grades Mathematics																	
At Approaches Grade Level or Above	2023	75%	80%	**77%**	-	77%	-	-	-	-	-	65%	*	75%	83%	77%	82%
	2022	72%	78%	**69%**	-	68%	*	-	-	-	-	57%	*	68%	70%	69%	68%
At Meets Grade Level or Above	2023	45%	51%	**46%**	-	46%	-	-	-	-	-	30%	*	45%	50%	45%	44%
	2022	42%	48%	**39%**	-	39%	*	-	-	-	-	30%	*	39%	41%	38%	36%
At Masters Grade Level	2023	19%	22%	**16%**	-	16%	-	-	-	-	-	8%	*	15%	19%	16%	17%
	2022	20%	25%	**17%**	-	17%	*	-	-	-	-	13%	*	17%	19%	15%	13%
All Grades Science																	
At Approaches Grade Level or Above	2023	77%	77%	**43%**	-	43%	-	-	-	-	-	21%	-	40%	50%	39%	45%
	2022	76%	80%	**46%**	-	45%	*	-	-	-	-	30%	-	46%	50%	44%	41%
At Meets Grade Level or Above	2023	47%	47%	**18%**	-	18%	-	-	-	-	-	14%	-	15%	25%	14%	16%
	2022	47%	52%	**24%**	-	23%	*	-	-	-	-	30%	-	22%	38%	20%	11%
At Masters Grade Level	2023	18%	18%	**5%**	-	5%	-	-	-	-	-	0%	-	8%	0%	4%	3%
	2022	21%	23%	**7%**	-	8%	*	-	-	-	-	10%	-	7%	13%	8%	4%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2023	37%	40%	**40%**	-	40%	-	-	-	-	-	20%	*	39%	44%	40%	45%
	2022	36%	42%	**27%**	-	27%	-	-	-	-	-	30%	*	27%	25%	26%	26%
Reading and Mathematics Including EOC	2023	37%	40%	**40%**	-	40%	-	-	-	-	-	20%	*	39%	44%	40%	45%
	2022	36%	42%	**27%**	-	27%	-	-	-	-	-	30%	*	27%	25%	26%	26%
Reading Including EOC	2023	50%	54%	**56%**	-	56%	-	-	-	-	-	30%	*	53%	67%	56%	68%
	2022	51%	57%	**39%**	-	39%	-	-	-	-	-	30%	*	42%	25%	40%	44%
Math Including EOC	2023	45%	49%	**51%**	-	51%	-	-	-	-	-	40%	*	50%	56%	51%	55%
	2022	43%	48%	**36%**	-	36%	-	-	-	-	-	40%	*	35%	38%	36%	37%
4th Graders																	
Reading and Mathematics	2023	38%	46%	**38%**	-	38%	-	-	-	-	-	25%	*	33%	55%	37%	39%
	2022	36%	46%	**24%**	-	24%	-	-	-	-	-	10%	-	24%	27%	23%	24%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading and Mathematics Including EOC	2023	38%	46%	**38%**	-	38%	-	-	-	-	-	25%	*	33%	55%	37%	39%
	2022	36%	46%	**24%**	-	24%	-	-	-	-	-	10%	-	24%	27%	23%	24%
Reading Including EOC	2023	48%	55%	**43%**	-	43%	-	-	-	-	-	25%	*	40%	55%	42%	46%
	2022	54%	60%	**39%**	-	39%	-	-	-	-	-	30%	-	39%	36%	36%	39%
Math Including EOC	2023	48%	57%	**46%**	-	46%	-	-	-	-	-	31%	*	44%	55%	46%	46%
	2022	43%	55%	**35%**	-	35%	-	-	-	-	-	10%	-	34%	36%	34%	33%
5th Graders																	
Reading and Mathematics	2023	43%	53%	**32%**	-	32%	-	-	-	-	-	21%	-	28%	44%	29%	32%
	2022	41%	51%	**39%**	-	38%	*	-	-	-	-	30%	-	37%	50%	36%	26%
Reading and Mathematics Including EOC	2023	43%	53%	**32%**	-	32%	-	-	-	-	-	21%	-	28%	44%	29%	32%
	2022	41%	51%	**39%**	-	38%	*	-	-	-	-	30%	-	37%	50%	36%	26%
Reading Including EOC	2023	57%	66%	**45%**	-	45%	-	-	-	-	-	21%	-	38%	63%	41%	47%
	2022	58%	66%	**44%**	-	43%	*	-	-	-	-	30%	-	41%	63%	40%	30%
Math Including EOC	2023	51%	60%	**41%**	-	41%	-	-	-	-	-	21%	-	40%	44%	37%	37%
	2022	48%	57%	**46%**	-	45%	*	-	-	-	-	40%	-	46%	50%	44%	37%
3rd - 8th Graders																	
Reading and Mathematics	2023	37%	44%	**36%**	-	36%	-	-	-	-	-	23%	*	33%	47%	35%	38%
	2022	34%	41%	**30%**	-	30%	*	-	-	-	-	23%	*	30%	33%	29%	25%
Reading and Mathematics Including EOC	2023	39%	46%	**36%**	-	36%	-	-	-	-	-	23%	*	33%	47%	35%	38%
	2022	36%	44%	**30%**	-	30%	*	-	-	-	-	23%	*	30%	33%	29%	25%
Reading Including EOC	2023	53%	61%	**47%**	-	47%	-	-	-	-	-	25%	*	43%	61%	46%	52%
	2022	53%	61%	**41%**	-	41%	*	-	-	-	-	30%	*	41%	41%	39%	38%
Math Including EOC	2023	47%	53%	**46%**	-	46%	-	-	-	-	-	30%	*	45%	50%	45%	44%
	2022	43%	50%	**39%**	-	39%	*	-	-	-	-	30%	*	39%	41%	38%	36%

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

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress - Annual Growth by Grade and Subject																	
Grade 4 ELA/Reading	2023	55%	57%	**47%**	-	47%	-	-	-	-	-	33%	*	44%	60%	46%	54%
Grade 4 Mathematics	2023	63%	70%	**65%**	-	65%	-	-	-	-	-	63%	*	63%	75%	66%	73%
Grade 5 ELA/Reading	2023	65%	77%	**57%**	-	57%	-	-	-	-	-	32%	-	53%	70%	55%	59%
Grade 5 Mathematics	2023	71%	71%	**69%**	-	69%	-	-	-	-	-	82%	-	69%	70%	68%	74%
All Grades Both Subjects	2023	64%	67%	**60%**	-	60%	-	-	-	-	-	53%	*	57%	69%	59%	65%
All Grades ELA/Reading	2023	63%	67%	**52%**	-	52%	-	-	-	-	-	33%	*	48%	66%	50%	57%
All Grades Mathematics	2023	66%	67%	**67%**	-	67%	-	-	-	-	-	72%	*	66%	72%	67%	74%
School Progress - Accelerated Learning by Grade and Subject																	
Grade 4 ELA/Reading	2023	33%	26%	**10%**	-	10%	-	-	-	-	-	0%	*	14%	*	11%	17%
Grade 4 Mathematics	2023	27%	30%	**25%**	-	25%	-	-	-	-	-	20%	-	20%	40%	22%	22%
Grade 5 ELA/Reading	2023	37%	44%	**29%**	-	29%	-	-	-	-	-	14%	-	30%	*	29%	22%
Grade 5 Mathematics	2023	48%	54%	**59%**	-	59%	-	-	-	-	-	60%	-	56%	67%	55%	60%
All Grades Both Subjects	2023	38%	41%	**35%**	-	35%	-	-	-	-	-	26%	*	33%	39%	33%	36%
All Grades ELA/Reading	2023	35%	40%	**21%**	-	21%	-	-	-	-	-	7%	*	24%	14%	22%	20%
All Grades Mathematics	2023	40%	43%	**43%**	-	43%	-	-	-	-	-	40%	-	39%	55%	39%	46%

* 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	2023	76%	80%	**69%**	70%	70%	-	-	-	63%	-	-	-	-	88%	65%	71%	100%
	2022	74%	79%	**67%**	63%	63%	-	-	-	-	-	-	-	-	100%	70%	64%	88%
At Meets Grade Level or Above	2023	49%	55%	**42%**	41%	41%	-	-	-	33%	-	-	-	-	50%	42%	42%	71%
	2022	48%	54%	**38%**	32%	32%	-	-	-	-	-	-	-	-	33%	43%	32%	63%
At Masters Grade Level	2023	20%	24%	**17%**	17%	17%	-	-	-	14%	-	-	-	-	13%	15%	16%	57%
	2022	23%	27%	**18%**	14%	14%	-	-	-	-	-	-	-	-	17%	20%	15%	50%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2023	77%	82%	**70%**	72%	72%	-	-	-	66%	-	-	-	-	*	65%	73%	*
	2022	75%	80%	**73%**	67%	67%	-	-	-	-	-	-	-	-	*	78%	68%	*
At Meets Grade Level or Above	2023	53%	61%	**47%**	49%	49%	-	-	-	43%	-	-	-	-	*	41%	51%	*
	2022	53%	60%	**41%**	37%	37%	-	-	-	-	-	-	-	-	*	44%	37%	*
At Masters Grade Level	2023	20%	27%	**22%**	24%	24%	-	-	-	20%	-	-	-	-	*	17%	24%	*
	2022	25%	30%	**23%**	21%	21%	-	-	-	-	-	-	-	-	*	22%	21%	*
All Grades Mathematics																		
At Approaches Grade Level or Above	2023	75%	80%	**77%**	80%	80%	-	-	-	80%	-	-	-	-	*	71%	81%	*
	2022	72%	78%	**69%**	67%	67%	-	-	-	-	-	-	-	-	*	69%	68%	*
At Meets Grade Level or Above	2023	45%	51%	**46%**	44%	44%	-	-	-	40%	-	-	-	-	*	48%	44%	*
	2022	42%	48%	**39%**	35%	35%	-	-	-	-	-	-	-	-	*	43%	35%	*
At Masters Grade Level	2023	19%	22%	**16%**	15%	15%	-	-	-	20%	-	-	-	-	*	14%	15%	*
	2022	20%	25%	**17%**	12%	12%	-	-	-	-	-	-	-	-	*	22%	12%	*
All Grades Science																		
At Approaches Grade Level or Above	2023	77%	77%	**43%**	43%	43%	-	-	-	43%	-	-	-	-	*	39%	43%	*
	2022	76%	80%	**46%**	36%	36%	-	-	-	-	-	-	-	-	-	52%	36%	*
At Meets Grade Level or Above	2023	47%	47%	**18%**	17%	17%	-	-	-	17%	-	-	-	-	*	22%	16%	*
	2022	47%	52%	**24%**	8%	8%	-	-	-	-	-	-	-	-	-	37%	8%	*
At Masters Grade Level	2023	18%	18%	**5%**	3%	3%	-	-	-	3%	-	-	-	-	*	11%	3%	*
	2022	21%	23%	**7%**	0%	0%	-	-	-	-	-	-	-	-	-	11%	0%	*
School Progress - Annual Growth																		
All Grades Both Subjects	2023	64%	67%	**60%**	64%	64%	-	-	-	67%	-	-	-	-	67%	52%	64%	*
All Grades ELA/Reading	2023	63%	67%	**52%**	55%	55%	-	-	-	59%	-	-	-	-	*	46%	56%	*
All Grades Mathematics	2023	66%	67%	**67%**	73%	73%	-	-	-	75%	-	-	-	-	*	58%	73%	*
School Progress - Accelerated Learning																		
All Grades Both Subjects	2023	38%	41%	**35%**	34%	34%	-	-	-	43%	-	-	-	-	-	33%	34%	*

	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 ELA/Reading	2023	35%	40%	**21%**	20%	20%	-	-	-	22%	-	-	-	-	-	22%	20%	-
All Grades Mathematics	2023	40%	43%	**43%**	43%	43%	-	-	-	57%	-	-	-	-	-	39%	43%	*

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2023 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	**100%**	-	100%	-	-	-	-	-	100%	*	100%	100%	100%	100%
Included in Accountability	93%	93%	**94%**	-	94%	-	-	-	-	-	100%	*	100%	78%	93%	90%
Not Included in Accountability: Mobile	4%	3%	**5%**	-	5%	-	-	-	-	-	0%	*	0%	16%	5%	7%
Not Included in Accountability: Other Exclusions	2%	3%	**2%**	-	2%	-	-	-	-	-	0%	*	0%	6%	2%	3%
Not Tested	1%	0%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%
Absent	1%	0%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%
Other	0%	0%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%
Reading																
Assessment Participant	99%	100%	**100%**	-	100%	-	-	-	-	-	100%	*	100%	100%	100%	100%
Included in Accountability	92%	91%	**93%**	-	93%	-	-	-	-	-	100%	*	100%	77%	93%	90%
Not Included in Accountability: Mobile	4%	3%	**5%**	-	5%	-	-	-	-	-	0%	*	0%	17%	5%	7%
Not Included in Accountability: Other Exclusions	3%	6%	**2%**	-	2%	-	-	-	-	-	0%	*	0%	6%	2%	3%
Not Tested	1%	0%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%
Absent	1%	0%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%
Other	0%	0%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	100%	**100%**	-	100%	-	-	-	-	-	100%	*	100%	100%	100%	100%
Included in Accountability	94%	94%	**93%**	-	93%	-	-	-	-	-	100%	*	100%	77%	93%	90%
Not Included in Accountability: Mobile	5%	4%	**5%**	-	5%	-	-	-	-	-	0%	*	0%	17%	5%	7%
Not Included in Accountability: Other Exclusions	1%	2%	**2%**	-	2%	-	-	-	-	-	0%	*	0%	6%	2%	3%
Not Tested	1%	0%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%
Absent	1%	0%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%
Other	0%	0%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%
Science																
Assessment Participant	99%	99%	**100%**	-	100%	-	-	-	-	-	100%	-	100%	100%	100%	100%
Included in Accountability	93%	95%	**95%**	-	95%	-	-	-	-	-	100%	-	100%	84%	94%	93%
Not Included in Accountability: Mobile	4%	3%	**3%**	-	3%	-	-	-	-	-	0%	-	0%	11%	4%	5%
Not Included in Accountability: Other Exclusions	1%	1%	**2%**	-	2%	-	-	-	-	-	0%	-	0%	5%	2%	2%
Not Tested	1%	1%	**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)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	0%	**0%**	-	0%	-	-	-	-	-	0%	-	0%	0%	0%	0%
Other	0%	1%	**0%**	-	0%	-	-	-	-	-	0%	-	0%	0%	0%	0%
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**100%**	*	100%	*	-	-	-	-	99%	*	100%	100%	100%	100%
Included in Accountability	93%	92%	**88%**	*	89%	*	-	-	-	-	88%	*	97%	60%	88%	86%
Not Included in Accountability: Mobile	5%	4%	**8%**	*	7%	*	-	-	-	-	11%	*	2%	24%	8%	7%
Not Included in Accountability: Other Exclusions	1%	3%	**4%**	*	4%	*	-	-	-	-	0%	*	0%	16%	4%	7%
Not Tested	1%	1%	**0%**	*	0%	*	-	-	-	-	1%	*	0%	0%	0%	0%
Absent	1%	0%	**0%**	*	0%	*	-	-	-	-	1%	*	0%	0%	0%	0%
Other	0%	1%	**0%**	*	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	**99%**	*	100%	*	-	-	-	-	97%	*	99%	100%	99%	100%
Included in Accountability	92%	90%	**88%**	*	88%	*	-	-	-	-	88%	*	98%	59%	87%	84%
Not Included in Accountability: Mobile	5%	4%	**7%**	*	7%	*	-	-	-	-	9%	*	1%	22%	7%	7%
Not Included in Accountability: Other Exclusions	2%	5%	**5%**	*	5%	*	-	-	-	-	0%	*	0%	20%	5%	9%
Not Tested	1%	1%	**1%**	*	0%	*	-	-	-	-	3%	*	1%	0%	1%	0%
Absent	1%	0%	**1%**	*	0%	*	-	-	-	-	3%	*	1%	0%	1%	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	93%	92%	**89%**	*	90%	*	-	-	-	-	88%	*	98%	63%	89%	87%
Not Included in Accountability: Mobile	5%	4%	**7%**	*	7%	*	-	-	-	-	12%	*	2%	23%	8%	7%
Not Included in Accountability: Other Exclusions	1%	2%	**3%**	*	3%	*	-	-	-	-	0%	*	0%	14%	4%	6%
Not Tested	1%	1%	**0%**	*	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%
Absent	1%	0%	**0%**	*	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%
Other	0%	1%	**0%**	*	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%
Science																
Assessment Participant	98%	99%	**100%**	*	100%	*	-	-	-	-	100%	-	100%	100%	100%	100%
Included in Accountability	93%	93%	**87%**	*	88%	*	-	-	-	-	83%	-	96%	57%	86%	87%
Not Included in Accountability: Mobile	4%	4%	**11%**	*	10%	*	389	-	-	-	17%	-	4%	36%	12%	10%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Other Exclusions	1%	2%	**2%**	*	2%	*	-	-	-	-	0%	-	0%	7%	2%	3%
Not Tested	2%	1%	**0%**	*	0%	*	-	-	-	-	0%	-	0%	0%	0%	0%
Absent	1%	0%	**0%**	*	0%	*	-	-	-	-	0%	-	0%	0%	0%	0%
Other	0%	1%	**0%**	*	0%	*	-	-	-	-	0%	-	0%	0%	0%	0%

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

- Indicates there are no students in the group.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2021-22	92.2%	92.1%	**93.2%**	*	93.3%	*	-	-	-	-	92.5%	93.2%	93.5%
2020-21	95.0%	97.3%	**95.1%**	*	95.3%	*	-	-	-	-	94.7%	94.9%	95.2%
Chronic Absenteeism													
2021-22	25.7%	26.6%	**23.7%**	*	23.6%	16.7%	-	-	-	-	19.3%	23.1%	22.4%
2020-21	15.0%	8.6%	**17.1%**	*	16.6%	*	-	-	-	-	24.0%	17.2%	15.8%
Annual Dropout Rate (Gr 7-8)													
2021-22	0.7%	0.1%	-	-	-	-	-	-	-	-	-	-	-
2020-21	0.9%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2021-22	2.2%	0.1%	-	-	-	-	-	-	-	-	-	-	-
2020-21	2.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	89.7%	99.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.5%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.0%	99.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.6%	99.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021													
Graduated	90.0%	98.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	98.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	99.1%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.2%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	99.2%	-	-	-	-	-	-	-	-	-	-	-

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.7%	99.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	92.2%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	98.9%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.7%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	92.6%	98.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	1.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	98.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	98.5%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2022	89.7%	97.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	90.0%	96.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2022	59.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2022	3.7%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	3.8%	0.2%	-	-	392	-	-	-	-	-	-	-	-
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 2022	84.3%	99.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	81.9%	97.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2022	88.0%	99.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	85.7%	97.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
2020-21	43.8%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2021-22	3.9%	0.1%	-	-	-	-	-	-	-	-	-	-	-
2020-21	3.8%	0.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2021-22	82.3%	98.7%	-	-	-	-	-	-	-	-	-	-	-
2020-21	80.4%	96.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2021-22	86.0%	98.7%	-	-	-	-	-	-	-	-	-	-	-
2020-21	84.1%	96.7%	-	-	-	-	-	-	-	-	-	-	-

	Campus Count	Campus Percent	District Count	State Count
Graduates (2021-22 Annual Graduates)				
Total Graduates	-	-	1,578	368,686
By Ethnicity:				
African American	-	-	6	45,227
Hispanic	-	-	1,475	191,125
White	-	-	63	103,171
American Indian	-	-	2	1,159
Asian	-	-	24	18,794
Pacific Islander	-	-	0	569
Two or More Races	-	-	8	8,641
By Graduation Type:				
Minimum H.S. Program	-	-	0	433
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	134
Foundation H.S. Program (No Endorsement)	-	-	20	51,023
Foundation H.S. Program (Endorsement)	-	-	1	14,179
Foundation H.S. Program (DLA)	-	-	1,557	302,917
Special Education Graduates	-	-	121	32,447
Economically Disadvantaged Graduates	-	-	1,047	194,571
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	259	40,398
At-Risk Graduates	-	-	755	159,689

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	460	100.0%	20,343	5,504,150	461	100.0%	20,399	5,518,432
Students by Grade:								
Early Childhood Education	0	0.0%	0.2%	0.3%	1	0.2%	0.2%	0.5%
Pre-Kindergarten	147	32.0%	5.4%	4.4%	147	31.9%	5.5%	4.4%
Pre-Kindergarten: 3-year Old	81	17.6%	1.4%	0.7%	81	17.6%	1.5%	0.7%
Pre-Kindergarten: 4-year Old	66	14.3%	4.0%	3.7%	66	14.3%	4.1%	3.7%
Kindergarten	43	9.3%	5.8%	6.7%	43	9.3%	5.8%	6.7%
Grade 1	53	11.5%	6.5%	7.2%	53	11.5%	6.5%	7.2%
Grade 2	51	11.1%	6.5%	7.2%	51	11.1%	6.5%	7.2%
Grade 3	47	10.2%	6.4%	7.2%	47	10.2%	6.4%	7.1%
Grade 4	60	13.0%	6.6%	7.2%	60	13.0%	6.6%	7.1%
Grade 5	59	12.8%	7.3%	7.2%	59	12.8%	7.3%	7.2%
Grade 6	0	0.0%	7.3%	7.3%	0	0.0%	7.3%	7.2%
Grade 7	0	0.0%	7.4%	7.4%	0	0.0%	7.4%	7.4%
Grade 8	0	0.0%	7.7%	7.7%	0	0.0%	7.6%	7.7%
Grade 9	0	0.0%	9.0%	8.7%	0	0.0%	9.0%	8.7%
Grade 10	0	0.0%	9.2%	7.9%	0	0.0%	9.2%	7.9%
Grade 11	0	0.0%	7.6%	7.0%	0	0.0%	7.6%	7.0%
Grade 12	0	0.0%	7.1%	6.6%	0	0.0%	7.1%	6.6%
Ethnic Distribution:								
African American	2	0.4%	0.4%	12.8%	2	0.4%	0.4%	12.8%
Hispanic	442	96.1%	93.6%	53.0%	443	96.1%	93.5%	52.9%
White	14	3.0%	4.4%	25.6%	14	3.0%	4.5%	25.7%
American Indian	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Asian	1	0.2%	1.2%	5.1%	1	0.2%	1.2%	5.1%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	1	0.2%	0.4%	3.0%	1	0.2%	0.4%	3.0%
Sex:								
Female	225	48.9%	48.4%	48.8%	225	48.8%	48.4%	48.8%
Male	235	51.1%	51.6%	51.2%	236	51.2%	51.6%	51.2%
Economically Disadvantaged	442	96.1%	72.6%	62.1%	443	96.1%	72.5%	62.0%
Non-Educationally Disadvantaged	18	3.9%	27.4%	37.9%	18	3.9%	27.5%	38.0%
Section 504 Students	31	6.7%	10.0%	7.4%	31	6.7%	10.0%	7.4%
EB Students/EL	250	54.3%	36.0%	23.1%	251	54.4%	36.0%	23.0%
Students w/ Disciplinary Placements (2021-22)	0	0.0%	1.8%	1.5%				

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Students w/ Dyslexia	37	8.0%	8.8%	5.5%	37	8.0%	8.8%	5.5%
Foster Care	2	0.4%	0.1%	0.2%	2	0.4%	0.1%	0.2%
Homeless	8	1.7%	1.4%	1.3%	8	1.7%	1.4%	1.3%
Immigrant	14	3.0%	2.4%	2.2%	14	3.0%	2.4%	2.2%
Migrant	15	3.3%	1.8%	0.3%	15	3.3%	1.8%	0.3%
Title I	460	100.0%	95.8%	64.6%	461	100.0%	95.7%	64.6%
Military Connected	0	0.0%	0.4%	3.6%	0	0.0%	0.4%	3.6%
At-Risk	354	77.0%	59.1%	53.3%	355	77.0%	59.0%	53.3%
Students by Instructional Program:								
Bilingual/ESL Education	290	63.0%	38.3%	23.2%	291	63.1%	38.3%	23.2%
Career and Technical Education	0	0.0%	34.6%	26.5%				
Career and Technical Education (9-12 grades only)	0	0.0%	83.9%	72.3%				
Gifted and Talented Education	16	3.5%	11.5%	8.2%	16	3.5%	11.5%	8.2%
Special Education	61	13.3%	14.2%	12.6%	62	13.4%	14.3%	12.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	61							
By Type of Primary Disability Students with Intellectual Disabilities	29	47.5%	48.5%	44.1%				
Students with Physical Disabilities	18	29.5%	18.4%	20.0%				
Students with Autism	7	11.5%	15.4%	15.5%				
Students with Behavioral Disabilities	7	11.5%	16.5%	18.8%				
Students with Non-Categorical Early Childhood	0	0.0%	1.2%	1.6%				
Mobility (2021-22):								
Total Mobile Students	54	18.8%	15.8%	16.8%				
By Ethnicity: African American	1	0.3%	0.1%	3.3%				
Hispanic	52	18.1%	14.9%	8.7%				
White	1	0.3%	0.5%	3.4%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.1%	0.7%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	0	0.0%	0.1%	0.6%				
Count and Percent of Special Ed Students who are Mobile	11	19.3%	16.1%	18.6%				
Count and Percent of EB Students/EL who are Mobile	32	20.5%	18.4%	17.1%				
Count and Percent of Econ Dis Students who are Mobile	51	18.8%	17.4%	18.7%				
Student Attrition (2021-22):	399							
Total Student Attrition	98	27.5%	16.4%	18.1%				

	--Non-Special Education Rates--			---Special Education Rates---		
Student Information	**Campus**	**District**	**State**	**Campus**	**District**	**State**
Retention Rates by Grade:						
Kindergarten	0.0%	2.1%	1.5%	0.0%	3.3%	4.5%
Grade 1	0.0%	4.0%	2.5%	0.0%	5.2%	3.6%
Grade 2	0.0%	2.3%	1.6%	0.0%	3.3%	2.0%
Grade 3	0.0%	0.9%	0.8%	0.0%	0.8%	0.9%
Grade 4	0.0%	0.1%	0.5%	0.0%	0.0%	0.5%
Grade 5	0.0%	0.1%	0.3%	0.0%	0.0%	0.4%
Grade 6	-	0.4%	0.3%	-	0.0%	0.4%
Grade 7	-	0.4%	0.4%	-	0.0%	0.5%
Grade 8	-	0.4%	0.4%	-	0.5%	0.5%
Grade 9	-	10.8%	8.7%	-	16.8%	12.6%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	17.3	18.0	18.7
Grade 1	15.4	17.3	19.1
Grade 2	18.9	18.2	19.1
Grade 3	18.5	17.7	19.3
Grade 4	16.9	18.3	19.4
Grade 5	16.6	20.0	20.8
Grade 6	-	21.5	19.2
Secondary:			
English/Language Arts	-	15.0	16.2
Foreign Languages	-	17.1	18.8
Mathematics	-	18.0	17.5
Science	-	19.0	18.5
Social Studies	-	19.0	18.9

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Total Staff	46.3	100.0%	100.0%	100.0%
Professional Staff:	36.1	77.9%	61.1%	64.1%
Teachers	26.5	57.2%	44.6%	48.7%
Professional Support	6.0	12.9%	12.2%	10.9%
Campus Administration (School Leadership)	3.6	7.8%	3.2%	3.3%
Educational Aides:	10.2	22.1%	12.4%	11.3%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	29.0	4,258.0
Part-time Librarians	0.0	n/a	0.0	646.0
Full-time Counselors	1.0	n/a	76.0	13,815.0
Part-time Counselors	1.0	n/a	2.0	1,240.0
Total Minority Staff:	43.2	93.4%	92.7%	53.2%
Teachers by Ethnicity:				
African American	0.0	0.0%	0.6%	11.8%
Hispanic	23.5	88.7%	88.2%	29.6%
White	2.0	7.6%	9.8%	54.9%
American Indian	0.0	0.0%	0.0%	0.3%
Asian	0.0	0.0%	0.9%	2.0%
Pacific Islander	0.0	0.0%	0.1%	0.1%
Two or More Races	1.0	3.8%	0.4%	1.2%
Teachers by Sex:				
Males	4.0	15.1%	29.3%	24.4%
Females	22.5	84.9%	70.7%	75.6%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.7%	2.0%
Bachelors	21.6	81.4%	79.5%	72.2%
Masters	4.9	18.6%	19.7%	25.0%
Doctorate	0.0	0.0%	0.1%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	3.2	12.0%	3.9%	9.7%
1-5 Years Experience	8.9	33.8%	19.0%	26.3%
6-10 Years Experience	5.0	19.0%	22.9%	20.5%
11-20 Years Experience	5.4	20.4%	34.2%	27.2%
21-30 Years Experience	3.9	14.8%	15.4%	13.3%
Over 30 Years Experience	0.0	0.0%	4.7%	2.9%

Texas Education Agency
2022-23 Staff Information (TAPR)
ALVAREZ EL (108906101) - MCALLEN ISD - HIDALGO COUNTY

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Number of Students per Teacher	17.4	n/a	13.6	14.8

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	2.0	6.6	6.1
Average Years Experience of Principals with District	2.0	6.6	5.3
Average Years Experience of Assistant Principals	4.0	6.1	5.2
Average Years Experience of Assistant Principals with District	4.0	5.3	4.4
Average Years Experience of Teachers:	8.7	13.5	11.0
Average Years Experience of Teachers with District:	4.4	10.3	6.9
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$44,090	$50,549	$53,300
1-5 Years Experience	$52,095	$53,264	$56,516
6-10 Years Experience	$56,073	$56,886	$59,732
11-20 Years Experience	$59,076	$60,642	$63,389
21-30 Years Experience	$58,428	$66,288	$67,876
Over 30 Years Experience	-	$73,268	$72,560
Average Actual Salaries (regular duties only):			
Teachers	$54,253	$59,446	$60,717
Professional Support	$63,986	$67,588	$72,022
Campus Administration (School Leadership)	$76,811	$76,926	$85,167
Instructional Staff Percent:	n/a	63.8%	65.1%
Contracted Instructional Staff (not incl. above):	0.0	1.5	2,105.4

	----- Campus -----			
Program Information	**Count**	**Percent**	**District**	**State**
Teachers by Program (population served):				
Bilingual/ESL Education	3.9	14.6%	6.4%	5.9%
Career and Technical Education	0.0	0.0%	6.3%	5.4%
Compensatory Education	0.0	0.0%	3.1%	3.2%
Gifted and Talented Education	0.0	0.0%	1.4%	1.7%
Regular Education	20.5	77.3%	66.7%	70.6%
Special Education	402.2	8.1%	8.9%	9.7%
Other	0.0	0.0%	7.2%	3.5%

- 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.

2022-23 Texas Academic Performance Report (TAPR)

District Name: MCALLEN ISD

Campus Name: CASTANEDA EL

Campus Number: 108906126

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	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2023	76%	79%	**82%**	-	81%	*	-	-	-	*	57%	-	83%	75%	79%	70%
	2022	76%	81%	**92%**	-	91%	*	-	-	-	-	43%	*	92%	86%	91%	89%
At Meets Grade Level or Above	2023	50%	54%	**62%**	-	61%	*	-	-	-	*	36%	-	62%	58%	52%	52%
	2022	51%	57%	**63%**	-	62%	*	-	-	-	-	29%	*	62%	71%	58%	39%
At Masters Grade Level	2023	20%	26%	**25%**	-	24%	*	-	-	-	*	0%	-	25%	25%	12%	19%
	2022	30%	33%	**37%**	-	36%	*	-	-	-	-	0%	*	37%	43%	35%	39%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2023	73%	78%	**78%**	-	77%	*	-	-	-	*	57%	-	79%	75%	76%	74%
	2022	71%	74%	**81%**	-	81%	*	-	-	-	-	57%	*	79%	100%	84%	67%
At Meets Grade Level or Above	2023	45%	49%	**52%**	-	52%	*	-	-	-	*	29%	-	51%	58%	42%	44%
	2022	43%	48%	**54%**	-	53%	*	-	-	-	-	43%	*	48%	100%	51%	33%
At Masters Grade Level	2023	19%	18%	**26%**	-	26%	*	-	-	-	*	14%	-	26%	25%	12%	22%
	2022	21%	24%	**27%**	-	28%	*	-	-	-	-	14%	*	27%	29%	23%	11%
Grade 4 Reading																	
At Approaches Grade Level or Above	2023	77%	80%	**90%**	*	89%	*	-	*	-	-	56%	*	89%	93%	86%	82%
	2022	77%	81%	**80%**	-	81%	*	-	*	-	*	47%	*	75%	95%	75%	75%
At Meets Grade Level or Above	2023	48%	55%	**62%**	*	61%	*	-	*	-	-	44%	*	63%	57%	50%	47%
	2022	54%	60%	**55%**	-	55%	*	-	*	-	*	33%	*	53%	59%	51%	53%
At Masters Grade Level	2023	22%	29%	**35%**	*	35%	*	-	*	-	-	11%	*	39%	21%	28%	18%
	2022	28%	31%	**22%**	-	22%	*	-	*	-	*	0%	*	27%	9%	20%	25%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2023	71%	78%	**87%**	*	88%	*	-	*	-	-	78%	*	87%	86%	83%	76%
	2022	70%	79%	**85%**	-	86%	*	-	*	-	*	60%	*	80%	100%	82%	78%
At Meets Grade Level or Above	2023	48%	57%	**62%**	*	61%	*	-	*	-	-	33%	*	65%	50%	56%	59%
	2022	43%	55%	**60%**	-	61%	*	-	*	-	*	47%	*	63%	55%	56%	50%
At Masters Grade Level	2023	22%	28%	**35%**	*	33%	*	-	*	-	-	11%	*	37%	29%	31%	24%
	2022	23%	32%	**34%**	-	34%	*	-	*	-	*	27%	*	34%	32%	33%	36%
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	2023	81%	86%	**83%**	-	83%	-	-	*	-	*	53%	*	80%	91%	84%	79%
	2022	81%	86%	**88%**	-	87%	*	-	*	-	*	50%	-	93%	74%	86%	82%
At Meets Grade Level or Above	2023	57%	66%	**65%**	-	66%	-	-	*	-	*	41%	*	66%	64%	66%	68%
	2022	58%	66%	**78%**	-	77%	*	-	*	-	*	38%	-	83%	63%	75%	77%
At Masters Grade Level	2023	28%	40%	**34%**	-	33%	-	-	*	-	*	6%	*	33%	36%	40%	39%
	2022	36%	42%	**40%**	-	39%	*	-	*	-	*	0%	-	45%	26%	39%	41%
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2023	80%	86%	**83%**	-	84%	-	-	*	-	*	67%	*	80%	91%	86%	82%
	2022	77%	86%	**94%**	-	94%	*	-	*	-	*	88%	-	93%	95%	91%	95%
At Meets Grade Level or Above	2023	51%	60%	**61%**	-	62%	-	-	*	-	*	39%	*	66%	48%	64%	58%
	2022	48%	57%	**56%**	-	55%	*	-	*	-	*	25%	-	62%	37%	56%	55%
At Masters Grade Level	2023	21%	25%	**23%**	-	23%	-	-	*	-	*	11%	*	26%	13%	22%	13%
	2022	25%	32%	**39%**	-	38%	*	-	*	-	*	0%	-	45%	21%	39%	41%
Grade 5 Science																	
At Approaches Grade Level or Above	2023	65%	68%	**64%**	-	64%	-	-	*	-	*	59%	*	61%	73%	63%	53%
	2022	66%	67%	**68%**	-	69%	*	-	*	-	*	25%	-	72%	53%	65%	77%
At Meets Grade Level or Above	2023	36%	37%	**34%**	-	35%	-	-	*	-	*	41%	*	35%	32%	33%	26%
	2022	38%	39%	**30%**	-	31%	*	-	*	-	*	13%	-	34%	16%	28%	36%
At Masters Grade Level	2023	16%	17%	**13%**	-	13%	-	-	*	-	*	18%	*	13%	14%	14%	11%
	2022	18%	19%	**10%**	-	10%	*	-	*	-	*	0%	-	10%	11%	11%	14%
All Grades All Subjects																	
At Approaches Grade Level or Above	2023	76%	80%	**80%**	*	80%	*	-	40%	-	100%	60%	92%	79%	84%	79%	73%
	2022	74%	79%	**84%**	-	84%	77%	-	60%	-	88%	53%	100%	83%	85%	82%	80%
At Meets Grade Level or Above	2023	49%	55%	**56%**	*	56%	*	-	40%	-	86%	38%	77%	58%	51%	52%	50%
	2022	48%	54%	**56%**	-	57%	38%	-	60%	-	75%	34%	90%	58%	51%	54%	50%
At Masters Grade Level	2023	20%	24%	**26%**	*	26%	*	-	40%	-	43%	10%	46%	28%	23%	23%	21%
	2022	23%	27%	**30%**	-	29%	23%	-	60%	-	50%	7%	60%	32%	22%	28%	30%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2023	77%	82%	**84%**	*	84%	*	-	*	-	*	55%	100%	83%	88%	83%	77%
	2022	75%	80%	**86%**	-	86%	100%	-	*	-	*	47%	100%	86%	85%	83%	80%

	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	2023	53%	61%	**63%**	*	63%	*	-	*	-	*	40%	80%	64%	60%	57%	59%
	2022	53%	60%	**65%**	-	65%	60%	-	*	-	*	33%	80%	66%	63%	61%	57%
At Masters Grade Level	2023	20%	27%	**31%**	*	31%	*	-	*	-	*	5%	20%	32%	29%	29%	28%
	2022	25%	30%	**32%**	-	32%	40%	-	*	-	*	0%	60%	36%	21%	30%	33%
All Grades Mathematics																	
At Approaches Grade Level or Above	2023	75%	80%	**83%**	*	83%	*	-	*	-	*	66%	100%	82%	86%	82%	78%
	2022	72%	78%	**87%**	-	87%	80%	-	*	-	*	67%	100%	84%	98%	86%	80%
At Meets Grade Level or Above	2023	45%	51%	**59%**	*	59%	*	-	*	-	*	34%	80%	61%	51%	55%	54%
	2022	42%	48%	**57%**	-	57%	40%	-	*	-	*	40%	100%	58%	54%	55%	47%
At Masters Grade Level	2023	19%	22%	**27%**	*	27%	*	-	*	-	*	12%	80%	29%	20%	22%	18%
	2022	20%	25%	**34%**	-	33%	20%	-	*	-	*	17%	60%	36%	27%	32%	32%
All Grades Science																	
At Approaches Grade Level or Above	2023	77%	77%	**64%**	-	64%	-	-	*	-	*	59%	*	61%	73%	63%	53%
	2022	76%	80%	**68%**	-	69%	*	-	*	-	*	25%	-	72%	53%	65%	77%
At Meets Grade Level or Above	2023	47%	47%	**34%**	-	35%	-	-	*	-	*	41%	*	35%	32%	33%	26%
	2022	47%	52%	**30%**	-	31%	*	-	*	-	*	13%	-	34%	16%	28%	36%
At Masters Grade Level	2023	18%	18%	**13%**	-	13%	-	-	*	-	*	18%	*	13%	14%	14%	11%
	2022	21%	23%	**10%**	-	10%	*	-	*	-	*	0%	-	10%	11%	11%	14%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2023	37%	40%	**45%**	-	44%	*	-	-	-	*	21%	-	43%	50%	33%	41%
	2022	36%	42%	**47%**	-	47%	*	-	-	-	-	29%	*	44%	71%	42%	28%
Reading and Mathematics Including EOC	2023	37%	40%	**45%**	-	44%	*	-	-	-	*	21%	-	43%	50%	33%	41%
	2022	36%	42%	**47%**	-	47%	*	-	-	-	-	29%	*	44%	71%	42%	28%
Reading Including EOC	2023	50%	54%	**62%**	-	61%	*	-	-	-	*	36%	-	62%	58%	52%	52%
	2022	51%	57%	**63%**	-	62%	*	-	-	-	-	29%	*	62%	71%	58%	39%
Math Including EOC	2023	45%	49%	**52%**	-	52%	*	-	-	-	*	29%	-	51%	58%	42%	44%
	2022	43%	48%	**54%**	-	53%	*	-	-	-	-	43%	*	48%	100%	51%	33%
4th Graders																	
Reading and Mathematics	2023	38%	46%	**55%**	*	54%	*	-	*	-	-	33%	*	57%	50%	47%	47%
	2022	36%	46%	**44%**	-	45%	*	-	*	-	*	33%	*	45%	41%	39%	39%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading and Mathematics Including EOC	2023	38%	46%	**55%**	*	54%	*	-	*	-	-	33%	*	57%	50%	47%	47%
	2022	36%	46%	**44%**	-	45%	*	-	*	-	*	33%	*	45%	41%	39%	39%
Reading Including EOC	2023	48%	55%	**62%**	*	61%	*	-	*	-	-	44%	*	63%	57%	50%	47%
	2022	54%	60%	**55%**	-	55%	*	-	*	-	*	33%	*	53%	59%	51%	53%
Math Including EOC	2023	48%	57%	**62%**	*	61%	*	-	*	-	-	33%	*	65%	50%	56%	59%
	2022	43%	55%	**60%**	-	61%	*	-	*	-	*	47%	*	63%	55%	56%	50%
5th Graders																	
Reading and Mathematics	2023	43%	53%	**54%**	-	54%	-	-	*	-	*	35%	*	57%	45%	54%	55%
	2022	41%	51%	**51%**	-	49%	*	-	*	-	*	25%	-	57%	32%	53%	55%
Reading and Mathematics Including EOC	2023	43%	53%	**54%**	-	54%	-	-	*	-	*	35%	*	57%	45%	54%	55%
	2022	41%	51%	**51%**	-	49%	*	-	*	-	*	25%	-	57%	32%	53%	55%
Reading Including EOC	2023	57%	66%	**65%**	-	66%	-	-	*	-	*	41%	*	66%	64%	66%	68%
	2022	58%	66%	**78%**	-	77%	*	-	*	-	*	38%	-	83%	63%	75%	77%
Math Including EOC	2023	51%	60%	**61%**	-	62%	-	-	*	-	*	39%	*	66%	48%	64%	58%
	2022	48%	57%	**56%**	-	55%	*	-	*	-	*	25%	-	62%	37%	56%	55%
3rd - 8th Graders																	
Reading and Mathematics	2023	37%	44%	**52%**	*	51%	*	-	*	-	*	30%	80%	53%	48%	46%	49%
	2022	34%	41%	**47%**	-	47%	40%	-	*	-	*	30%	80%	49%	42%	45%	41%
Reading and Mathematics Including EOC	2023	39%	46%	**52%**	*	51%	*	-	*	-	*	30%	80%	53%	48%	46%	49%
	2022	36%	44%	**47%**	-	47%	40%	-	*	-	*	30%	80%	49%	42%	45%	41%
Reading Including EOC	2023	53%	61%	**63%**	*	63%	*	-	*	-	*	40%	80%	64%	60%	57%	59%
	2022	53%	61%	**65%**	-	65%	60%	-	*	-	*	33%	80%	66%	63%	61%	57%
Math Including EOC	2023	47%	53%	**59%**	*	59%	*	-	*	-	*	34%	80%	61%	51%	55%	54%
	2022	43%	50%	**57%**	-	57%	40%	-	*	-	*	40%	100%	58%	54%	55%	47%

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

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress - Annual Growth by Grade and Subject																	
Grade 4 ELA/Reading	2023	55%	57%	**62%**	-	63%	*	-	-	-	-	44%	*	67%	42%	53%	47%
Grade 4 Mathematics	2023	63%	70%	**78%**	-	78%	*	-	-	-	-	56%	*	79%	75%	71%	94%
Grade 5 ELA/Reading	2023	65%	77%	**76%**	-	77%	-	-	*	-	*	57%	*	75%	82%	80%	81%
Grade 5 Mathematics	2023	71%	71%	**61%**	-	62%	-	-	*	-	*	63%	*	64%	53%	57%	53%
All Grades Both Subjects	2023	64%	67%	**69%**	-	70%	*	-	*	-	*	56%	55%	71%	64%	66%	68%
All Grades ELA/Reading	2023	63%	67%	**71%**	-	71%	*	-	*	-	*	52%	30%	72%	66%	69%	70%
All Grades Mathematics	2023	66%	67%	**68%**	-	68%	*	-	*	-	*	60%	80%	70%	61%	63%	66%
School Progress - Accelerated Learning by Grade and Subject																	
Grade 4 ELA/Reading	2023	33%	26%	**60%**	-	60%	-	-	-	-	-	*	-	*	*	*	*
Grade 4 Mathematics	2023	27%	30%	**62%**	-	62%	-	-	-	-	-	60%	-	44%	*	57%	50%
Grade 5 ELA/Reading	2023	37%	44%	**26%**	-	28%	-	-	*	-	-	11%	-	24%	*	27%	20%
Grade 5 Mathematics	2023	48%	54%	**31%**	-	33%	-	-	*	-	-	43%	-	21%	*	33%	25%
All Grades Both Subjects	2023	38%	41%	**40%**	-	41%	-	-	*	-	-	33%	-	30%	89%	37%	31%
All Grades ELA/Reading	2023	35%	40%	**33%**	-	35%	-	-	*	-	-	17%	-	29%	*	29%	25%
All Grades Mathematics	2023	40%	43%	**45%**	-	46%	-	-	*	-	-	50%	-	30%	100%	44%	36%

* 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	2023	76%	80%	**80%**	71%	71%	-	-	-	-	63%	63%	-	-	71%	85%	70%	100%
	2022	74%	79%	**84%**	77%	77%	-	-	-	80%	85%	85%	-	-	*	86%	78%	100%
At Meets Grade Level or Above	2023	49%	55%	**56%**	46%	46%	-	-	-	-	50%	50%	-	-	43%	60%	46%	95%
	2022	48%	54%	**56%**	41%	41%	-	-	-	40%	74%	74%	-	-	*	59%	46%	88%
At Masters Grade Level	2023	20%	24%	**26%**	17%	17%	-	-	-	-	19%	19%	-	-	29%	30%	17%	53%
	2022	23%	27%	**30%**	19%	19%	-	-	-	20%	63%	63%	-	-	*	30%	26%	65%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2023	77%	82%	**84%**	76%	76%	-	-	-	-	67%	67%	-	-	*	89%	75%	100%
	2022	75%	80%	**86%**	79%	79%	-	-	-	80%	80%	80%	-	-	*	89%	78%	100%
At Meets Grade Level or Above	2023	53%	61%	**63%**	53%	53%	-	-	-	-	67%	67%	-	-	*	66%	55%	100%
	2022	53%	60%	**65%**	47%	46%	-	-	-	60%	80%	80%	-	-	*	69%	51%	100%
At Masters Grade Level	2023	20%	27%	**31%**	21%	21%	-	-	-	-	33%	33%	-	-	*	33%	23%	86%
	2022	25%	30%	**32%**	23%	23%	-	-	-	20%	60%	60%	-	-	*	32%	28%	75%
All Grades Mathematics																		
At Approaches Grade Level or Above	2023	75%	80%	**83%**	76%	76%	-	-	-	-	67%	67%	-	-	*	85%	76%	100%
	2022	72%	78%	**87%**	79%	77%	-	-	-	100%	80%	80%	-	-	*	90%	78%	100%
At Meets Grade Level or Above	2023	45%	51%	**59%**	48%	48%	-	-	-	-	67%	67%	-	-	*	62%	49%	100%
	2022	42%	48%	**57%**	37%	37%	-	-	-	40%	80%	80%	-	-	*	62%	43%	88%
At Masters Grade Level	2023	19%	22%	**27%**	17%	17%	-	-	-	-	17%	17%	-	-	*	32%	17%	29%
	2022	20%	25%	**34%**	19%	17%	-	-	-	40%	80%	80%	-	-	*	35%	28%	63%
All Grades Science																		
At Approaches Grade Level or Above	2023	77%	77%	**64%**	46%	46%	-	-	-	-	*	*	-	-	*	72%	45%	100%
	2022	76%	80%	**68%**	64%	67%	-	-	-	60%	100%	100%	-	-	-	64%	76%	*
At Meets Grade Level or Above	2023	47%	47%	**34%**	21%	21%	-	-	-	-	*	*	-	-	*	40%	18%	80%
	2022	47%	52%	**30%**	29%	33%	-	-	-	20%	57%	57%	-	-	-	27%	38%	*
At Masters Grade Level	2023	18%	18%	**13%**	7%	7%	-	-	-	-	*	*	-	-	*	15%	6%	40%
	2022	21%	23%	**10%**	0%	0%	-	-	-	0%	43%	43%	-	-	-	9%	14%	*
School Progress - Annual Growth																		
All Grades Both Subjects	2023	64%	67%	**69%**	72%	72%	-	-	-	-	38%	38%	-	-	*	70%	68%	64%
All Grades ELA/Reading	2023	63%	67%	**71%**	71%	71%	-	-	-	-	*	*	-	-	*	71%	67%	86%
All Grades Mathematics	2023	66%	67%	**68%**	73%	73%	-	-	-	-	*	*	-	-	*	69%	70%	43%
School Progress - Accelerated Learning																		
All Grades Both Subjects	2023	38%	41%	**40%**	35%	35%	-	-	-	-	*	*	-	-	*	48%	31%	-

	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 ELA/Reading	2023	35%	40%	**33%**	33%	33%	-	-	-	-	*	*	-	-	*	42%	25%	-
All Grades Mathematics	2023	40%	43%	**45%**	36%	36%	-	-	-	-	*	*	-	-	*	53%	36%	-

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

Texas Education Agency
2022-23 STAAR Participation (TAPR)
CASTANEDA EL (108906126) - MCALLEN ISD - HIDALGO 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)
2023 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	**100%**	*	100%	*	-	100%	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	93%	**96%**	*	96%	*	-	100%	-	100%	100%	100%	98%	92%	95%	96%
Not Included in Accountability: Mobile	4%	3%	**3%**	*	3%	*	-	0%	-	0%	0%	0%	2%	6%	5%	3%
Not Included in Accountability: Other Exclusions	2%	3%	**0%**	*	0%	*	-	0%	-	0%	0%	0%	0%	2%	0%	1%
Not Tested	1%	0%	**0%**	*	0%	*	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	0%	**0%**	*	0%	*	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	*	0%	*	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	100%	**100%**	*	100%	*	-	*	-	*	100%	100%	100%	100%	100%	100%
Included in Accountability	92%	91%	**96%**	*	96%	*	-	*	-	*	100%	100%	98%	91%	94%	95%
Not Included in Accountability: Mobile	4%	3%	**4%**	*	4%	*	-	*	-	*	0%	0%	2%	8%	6%	3%
Not Included in Accountability: Other Exclusions	3%	6%	**0%**	*	0%	*	-	*	-	*	0%	0%	0%	2%	0%	1%
Not Tested	1%	0%	**0%**	*	0%	*	-	*	-	*	0%	0%	0%	0%	0%	0%
Absent	1%	0%	**0%**	*	0%	*	-	*	-	*	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	*	0%	*	-	*	-	*	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	100%	**100%**	*	100%	*	-	*	-	*	100%	100%	100%	100%	100%	100%
Included in Accountability	94%	94%	**96%**	*	96%	*	-	*	-	*	100%	100%	98%	91%	94%	95%
Not Included in Accountability: Mobile	5%	4%	**4%**	*	4%	*	-	*	-	*	0%	0%	2%	7%	6%	3%
Not Included in Accountability: Other Exclusions	1%	2%	**0%**	*	0%	*	-	*	-	*	0%	0%	0%	2%	0%	1%
Not Tested	1%	0%	**0%**	*	0%	*	-	*	-	*	0%	0%	0%	0%	0%	0%
Absent	1%	0%	**0%**	*	0%	*	-	*	-	*	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	*	0%	*	-	*	-	*	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	99%	99%	**99%**	-	99%	-	-	*	-	*	100%	*	99%	100%	98%	100%
Included in Accountability	93%	95%	**98%**	-	98%	-	-	*	-	*	100%	*	97%	100%	96%	100%
Not Included in Accountability: Mobile	4%	3%	**1%**	-	1%	-	-	*	-	*	0%	*	1%	0%	2%	0%
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	-	0%	-	-	*	-	*	0%	*	0%	0%	0%	0%
Not Tested	1%	1%	**1%**	-	1%	-	-	*	-	*	0%	*	1%	0%	2%	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%	0%	**1%**	-	1%	-	-	*	-	*	0%	*	1%	0%	2%	0%
Other	0%	1%	**0%**	-	0%	-	-	*	-	*	0%	*	0%	0%	0%	0%
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**100%**	-	100%	100%	-	100%	-	100%	100%	100%	100%	99%	100%	99%
Included in Accountability	93%	92%	**95%**	-	95%	100%	-	100%	-	100%	100%	100%	100%	80%	94%	91%
Not Included in Accountability: Mobile	5%	4%	**3%**	-	3%	0%	-	0%	-	0%	0%	0%	0%	12%	4%	3%
Not Included in Accountability: Other Exclusions	1%	3%	**2%**	-	2%	0%	-	0%	-	0%	0%	0%	0%	7%	2%	5%
Not Tested	1%	1%	**0%**	-	0%	0%	-	0%	-	0%	0%	0%	0%	1%	0%	1%
Absent	1%	0%	**0%**	-	0%	0%	-	0%	-	0%	0%	0%	0%	1%	0%	1%
Other	0%	1%	**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%	90%	**95%**	-	95%	100%	-	*	-	*	100%	100%	100%	80%	94%	92%
Not Included in Accountability: Mobile	5%	4%	**3%**	-	3%	0%	-	*	-	*	0%	0%	0%	12%	3%	2%
Not Included in Accountability: Other Exclusions	2%	5%	**2%**	-	2%	0%	-	*	-	*	0%	0%	0%	8%	3%	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%	99%	**100%**	-	100%	100%	-	*	-	*	100%	100%	100%	98%	99%	99%
Included in Accountability	93%	92%	**95%**	-	95%	100%	-	*	-	*	100%	100%	100%	80%	94%	92%
Not Included in Accountability: Mobile	5%	4%	**3%**	-	3%	0%	-	*	-	*	0%	0%	0%	12%	3%	2%
Not Included in Accountability: Other Exclusions	1%	2%	**2%**	-	2%	0%	-	*	-	*	0%	0%	0%	7%	2%	5%
Not Tested	1%	1%	**0%**	-	0%	0%	-	*	-	*	0%	0%	0%	2%	1%	1%
Absent	1%	0%	**0%**	-	0%	0%	-	*	-	*	0%	0%	0%	2%	1%	1%
Other	0%	1%	**0%**	-	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	98%	99%	**100%**	-	100%	*	-	*	-	*	100%	-	100%	100%	100%	100%
Included in Accountability	93%	93%	**95%**	-	95%	*	-	*	-	*	100%	-	100%	83%	93%	88%
Not Included in Accountability: Mobile	4%	4%	**4%**	-	4%	*	414	*	-	*	0%	-	0%	13%	5%	8%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Other Exclusions	1%	2%	**1%**	-	1%	*	-	*	-	*	0%	-	0%	4%	2%	4%
Not Tested	2%	1%	**0%**	-	0%	*	-	*	-	*	0%	-	0%	0%	0%	0%
Absent	1%	0%	**0%**	-	0%	*	-	*	-	*	0%	-	0%	0%	0%	0%
Other	0%	1%	**0%**	-	0%	*	-	*	-	*	0%	-	0%	0%	0%	0%

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2021-22	92.2%	92.1%	**94.5%**	-	94.5%	94.0%	-	*	-	97.7%	94.1%	93.8%	95.1%
2020-21	95.0%	97.3%	**96.4%**	*	96.5%	97.2%	-	*	-	*	94.4%	95.5%	97.0%
Chronic Absenteeism													
2021-22	25.7%	26.6%	**17.1%**	-	17.3%	14.3%	-	*	-	0.0%	22.7%	21.2%	14.0%
2020-21	15.0%	8.6%	**12.9%**	*	12.2%	16.7%	-	0.0%	-	40.0%	20.0%	16.3%	11.3%
Annual Dropout Rate (Gr 7-8)													
2021-22	0.7%	0.1%	**-**	-	-	-	-	-	-	-	-	-	-
2020-21	0.9%	0.1%	**-**	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2021-22	2.2%	0.1%	**-**	-	-	-	-	-	-	-	-	-	-
2020-21	2.4%	0.1%	**-**	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	89.7%	99.1%	**-**	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.1%	**-**	-	-	-	-	-	-	-	-	-	-
Continued HS	3.5%	0.4%	**-**	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.4%	0.5%	**-**	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.0%	99.1%	**-**	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.6%	99.5%	**-**	-	-	-	-	-	-	-	-	-	-
Class of 2021													
Graduated	90.0%	98.4%	**-**	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.2%	**-**	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	0.6%	**-**	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	0.9%	**-**	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	98.6%	**-**	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	99.1%	**-**	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.2%	98.9%	**-**	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.2%	**-**	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.1%	**-**	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	0.7%	**-**	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	99.2%	**-**	-	-	-	-	-	-	-	-	-	-

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.7%	99.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	92.2%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	98.9%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.7%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	92.6%	98.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	1.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	98.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	98.5%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2022	89.7%	97.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	90.0%	96.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2022	59.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2022	3.7%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	3.8%	0.2%	-	-	417	-	-	-	-	-	-	-	-
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 2022	84.3%	99.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	81.9%	97.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2022	88.0%	99.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	85.7%	97.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
2020-21	43.8%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2021-22	3.9%	0.1%	-	-	-	-	-	-	-	-	-	-	-
2020-21	3.8%	0.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2021-22	82.3%	98.7%	-	-	-	-	-	-	-	-	-	-	-
2020-21	80.4%	96.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2021-22	86.0%	98.7%	-	-	-	-	-	-	-	-	-	-	-
2020-21	84.1%	96.7%	-	-	-	-	-	-	-	-	-	-	-

	Campus Count	Campus Percent	District Count	State Count
Graduates (2021-22 Annual Graduates)				
Total Graduates	-	-	1,578	368,686
By Ethnicity:				
African American	-	-	6	45,227
Hispanic	-	-	1,475	191,125
White	-	-	63	103,171
American Indian	-	-	2	1,159
Asian	-	-	24	18,794
Pacific Islander	-	-	0	569
Two or More Races	-	-	8	8,641
By Graduation Type:				
Minimum H.S. Program	-	-	0	433
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	134
Foundation H.S. Program (No Endorsement)	-	-	20	51,023
Foundation H.S. Program (Endorsement)	-	-	1	14,179
Foundation H.S. Program (DLA)	-	-	1,557	302,917
Special Education Graduates	-	-	121	32,447
Economically Disadvantaged Graduates	-	-	1,047	194,571
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	259	40,398
At-Risk Graduates	-	-	755	159,689

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	498	100.0%	20,343	5,504,150	500	100.0%	20,399	5,518,432
Students by Grade:								
Early Childhood Education	6	1.2%	0.2%	0.3%	7	1.4%	0.2%	0.5%
Pre-Kindergarten	65	13.1%	5.4%	4.4%	65	13.0%	5.5%	4.4%
Pre-Kindergarten: 3-year Old	14	2.8%	1.4%	0.7%	14	2.8%	1.5%	0.7%
Pre-Kindergarten: 4-year Old	51	10.2%	4.0%	3.7%	51	10.2%	4.1%	3.7%
Kindergarten	76	15.3%	5.8%	6.7%	76	15.2%	5.8%	6.7%
Grade 1	65	13.1%	6.5%	7.2%	65	13.0%	6.5%	7.2%
Grade 2	66	13.3%	6.5%	7.2%	66	13.2%	6.5%	7.2%
Grade 3	65	13.1%	6.4%	7.2%	66	13.2%	6.4%	7.1%
Grade 4	62	12.4%	6.6%	7.2%	62	12.4%	6.6%	7.1%
Grade 5	93	18.7%	7.3%	7.2%	93	18.6%	7.3%	7.2%
Grade 6	0	0.0%	7.3%	7.3%	0	0.0%	7.3%	7.2%
Grade 7	0	0.0%	7.4%	7.4%	0	0.0%	7.4%	7.4%
Grade 8	0	0.0%	7.7%	7.7%	0	0.0%	7.6%	7.7%
Grade 9	0	0.0%	9.0%	8.7%	0	0.0%	9.0%	8.7%
Grade 10	0	0.0%	9.2%	7.9%	0	0.0%	9.2%	7.9%
Grade 11	0	0.0%	7.6%	7.0%	0	0.0%	7.6%	7.0%
Grade 12	0	0.0%	7.1%	6.6%	0	0.0%	7.1%	6.6%
Ethnic Distribution:								
African American	2	0.4%	0.4%	12.8%	2	0.4%	0.4%	12.8%
Hispanic	477	95.8%	93.6%	53.0%	479	95.8%	93.5%	52.9%
White	8	1.6%	4.4%	25.6%	8	1.6%	4.5%	25.7%
American Indian	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Asian	7	1.4%	1.2%	5.1%	7	1.4%	1.2%	5.1%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	4	0.8%	0.4%	3.0%	4	0.8%	0.4%	3.0%
Sex:								
Female	254	51.0%	48.4%	48.8%	255	51.0%	48.4%	48.8%
Male	244	49.0%	51.6%	51.2%	245	49.0%	51.6%	51.2%
Economically Disadvantaged	346	69.5%	72.6%	62.1%	347	69.4%	72.5%	62.0%
Non-Educationally Disadvantaged	152	30.5%	27.4%	37.9%	153	30.6%	27.5%	38.0%
Section 504 Students	40	8.0%	10.0%	7.4%	40	8.0%	10.0%	7.4%
EB Students/EL	144	28.9%	36.0%	23.1%	144	28.8%	36.0%	23.0%
Students w/ Disciplinary Placements (2021-22)	0	0.0%	1.8%	1.5%				

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Students w/ Dyslexia	45	9.0%	8.8%	5.5%	45	9.0%	8.8%	5.5%
Foster Care	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Homeless	5	1.0%	1.4%	1.3%	5	1.0%	1.4%	1.3%
Immigrant	6	1.2%	2.4%	2.2%	6	1.2%	2.4%	2.2%
Migrant	0	0.0%	1.8%	0.3%	0	0.0%	1.8%	0.3%
Title I	498	100.0%	95.8%	64.6%	500	100.0%	95.7%	64.6%
Military Connected	1	0.2%	0.4%	3.6%	1	0.2%	0.4%	3.6%
At-Risk	243	48.8%	59.1%	53.3%	243	48.6%	59.0%	53.3%
Students by Instructional Program:								
Bilingual/ESL Education	152	30.5%	38.3%	23.2%	152	30.4%	38.3%	23.2%
Career and Technical Education	0	0.0%	34.6%	26.5%				
Career and Technical Education (9-12 grades only)	0	0.0%	83.9%	72.3%				
Gifted and Talented Education	34	6.8%	11.5%	8.2%	34	6.8%	11.5%	8.2%
Special Education	86	17.3%	14.2%	12.6%	88	17.6%	14.3%	12.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	86							
By Type of Primary Disability Students with Intellectual Disabilities	32	37.2%	48.5%	44.1%				
Students with Physical Disabilities	23	26.7%	18.4%	20.0%				
Students with Autism	22	25.6%	15.4%	15.5%				
Students with Behavioral Disabilities	*	*	16.5%	18.8%				
Students with Non-Categorical Early Childhood	**	**	1.2%	1.6%				
Mobility (2021-22):								
Total Mobile Students	48	12.4%	15.8%	16.8%				
By Ethnicity: African American	0	0.0%	0.1%	3.3%				
Hispanic	46	11.9%	14.9%	8.7%				
White	1	0.3%	0.5%	3.4%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	1	0.3%	0.1%	0.7%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	0	0.0%	0.1%	0.6%				
Count and Percent of Special Ed Students who are Mobile	9	13.6%	16.1%	18.6%				
Count and Percent of EB Students/EL who are Mobile	14	10.1%	18.4%	17.1%				
Count and Percent of Econ Dis Students who are Mobile	39	13.6%	17.4%	18.7%				
Student Attrition (2021-22):	424							
Total Student Attrition	84	20.2%	16.4%	18.1%				

	--Non-Special Education Rates--			---Special Education Rates---		
Student Information	**Campus**	**District**	**State**	**Campus**	**District**	**State**
Retention Rates by Grade:						
Kindergarten	0.0%	2.1%	1.5%	0.0%	3.3%	4.5%
Grade 1	0.0%	4.0%	2.5%	0.0%	5.2%	3.6%
Grade 2	0.0%	2.3%	1.6%	0.0%	3.3%	2.0%
Grade 3	0.0%	0.9%	0.8%	0.0%	0.8%	0.9%
Grade 4	0.0%	0.1%	0.5%	0.0%	0.0%	0.5%
Grade 5	0.0%	0.1%	0.3%	0.0%	0.0%	0.4%
Grade 6	-	0.4%	0.3%	-	0.0%	0.4%
Grade 7	-	0.4%	0.4%	-	0.0%	0.5%
Grade 8	-	0.4%	0.4%	-	0.5%	0.5%
Grade 9	-	10.8%	8.7%	-	16.8%	12.6%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	23.0	18.0	18.7
Grade 1	18.9	17.3	19.1
Grade 2	19.2	18.2	19.1
Grade 3	18.3	17.7	19.3
Grade 4	17.9	18.3	19.4
Grade 5	19.3	20.0	20.8
Grade 6	-	21.5	19.2
Secondary:			
English/Language Arts	-	15.0	16.2
Foreign Languages	-	17.1	18.8
Mathematics	-	18.0	17.5
Science	-	19.0	18.5
Social Studies	-	19.0	18.9

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Total Staff	55.2	100.0%	100.0%	100.0%
Professional Staff:	43.5	78.9%	61.1%	64.1%
Teachers	32.1	58.1%	44.6%	48.7%
Professional Support	8.5	15.3%	12.2%	10.9%
Campus Administration (School Leadership)	3.0	5.4%	3.2%	3.3%
Educational Aides:	11.7	21.1%	12.4%	11.3%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	29.0	4,258.0
Part-time Librarians	0.0	n/a	0.0	646.0
Full-time Counselors	1.0	n/a	76.0	13,815.0
Part-time Counselors	1.0	n/a	2.0	1,240.0
Total Minority Staff:	55.0	99.6%	92.7%	53.2%
Teachers by Ethnicity:				
African American	0.0	0.0%	0.6%	11.8%
Hispanic	32.1	100.0%	88.2%	29.6%
White	0.0	0.0%	9.8%	54.9%
American Indian	0.0	0.0%	0.0%	0.3%
Asian	0.0	0.0%	0.9%	2.0%
Pacific Islander	0.0	0.0%	0.1%	0.1%
Two or More Races	0.0	0.0%	0.4%	1.2%
Teachers by Sex:				
Males	1.0	3.1%	29.3%	24.4%
Females	31.1	96.9%	70.7%	75.6%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.7%	2.0%
Bachelors	27.1	84.5%	79.5%	72.2%
Masters	5.0	15.5%	19.7%	25.0%
Doctorate	0.0	0.0%	0.1%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	2.0	6.1%	3.9%	9.7%
1-5 Years Experience	11.7	36.6%	19.0%	26.3%
6-10 Years Experience	3.0	9.4%	22.9%	20.5%
11-20 Years Experience	6.4	19.9%	34.2%	27.2%
21-30 Years Experience	7.0	21.8%	15.4%	13.3%
Over 30 Years Experience	2.0	6.2%	4.7%	2.9%

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Number of Students per Teacher	15.5	n/a	13.6	14.8

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	8.0	6.6	6.1
Average Years Experience of Principals with District	8.0	6.6	5.3
Average Years Experience of Assistant Principals	13.0	6.1	5.2
Average Years Experience of Assistant Principals with District	10.0	5.3	4.4
Average Years Experience of Teachers:	12.8	13.5	11.0
Average Years Experience of Teachers with District:	9.5	10.3	6.9
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$52,148	$50,549	$53,300
1-5 Years Experience	$53,836	$53,264	$56,516
6-10 Years Experience	$57,966	$56,886	$59,732
11-20 Years Experience	$61,187	$60,642	$63,389
21-30 Years Experience	$66,745	$66,288	$67,876
Over 30 Years Experience	$71,056	$73,268	$72,560
Average Actual Salaries (regular duties only):			
Teachers	$59,473	$59,446	$60,717
Professional Support	$64,224	$67,588	$72,022
Campus Administration (School Leadership)	$77,915	$76,926	$85,167
Instructional Staff Percent:	n/a	63.8%	65.1%
Contracted Instructional Staff (not incl. above):	0.9	1.5	2,105.4

	----- Campus -----			
Program Information	**Count**	**Percent**	**District**	**State**
Teachers by Program (population served):				
Bilingual/ESL Education	3.6	11.1%	6.4%	5.9%
Career and Technical Education	0.0	0.0%	6.3%	5.4%
Compensatory Education	3.0	9.4%	3.1%	3.2%
Gifted and Talented Education	0.0	0.0%	1.4%	1.7%
Regular Education	21.4	66.6%	66.7%	70.6%
Special Education	4274.1	12.9%	8.9%	9.7%
Other	0.0	0.0%	7.2%	3.5%

- 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.

2022-23 Texas Academic Performance Report (TAPR)

District Name: MCALLEN ISD

Campus Name: ESCANDON EL

Campus Number: 108906119

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	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2023	76%	79%	**59%**	-	60%	*	-	-	-	-	20%	*	60%	57%	58%	50%
	2022	76%	81%	**65%**	-	65%	-	-	-	-	-	44%	-	66%	64%	62%	59%
At Meets Grade Level or Above	2023	50%	54%	**38%**	-	38%	*	-	-	-	-	10%	*	33%	50%	36%	22%
	2022	51%	57%	**38%**	-	38%	-	-	-	-	-	31%	-	37%	43%	36%	28%
At Masters Grade Level	2023	20%	26%	**20%**	-	20%	*	-	-	-	-	0%	*	14%	36%	20%	9%
	2022	30%	33%	**21%**	-	21%	-	-	-	-	-	13%	-	21%	21%	19%	16%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2023	73%	78%	**73%**	-	75%	*	-	-	-	-	50%	*	74%	71%	73%	72%
	2022	71%	74%	**65%**	-	65%	-	-	-	-	-	56%	-	66%	64%	66%	56%
At Meets Grade Level or Above	2023	45%	49%	**39%**	-	40%	*	-	-	-	-	0%	*	31%	64%	38%	22%
	2022	43%	48%	**37%**	-	37%	-	-	-	-	-	31%	-	32%	50%	38%	31%
At Masters Grade Level	2023	19%	18%	**7%**	-	7%	*	-	-	-	-	0%	*	7%	7%	7%	3%
	2022	21%	24%	**15%**	-	15%	-	-	-	-	-	6%	-	16%	14%	17%	13%
Grade 4 Reading																	
At Approaches Grade Level or Above	2023	77%	80%	**66%**	-	66%	-	-	-	-	-	38%	-	64%	73%	62%	63%
	2022	77%	81%	**78%**	-	78%	-	-	-	-	-	50%	*	71%	100%	76%	79%
At Meets Grade Level or Above	2023	48%	55%	**39%**	-	39%	-	-	-	-	-	19%	-	33%	55%	35%	30%
	2022	54%	60%	**53%**	-	53%	-	-	-	-	-	25%	*	49%	65%	51%	45%
At Masters Grade Level	2023	22%	29%	**30%**	-	30%	-	-	-	-	-	19%	-	27%	36%	27%	30%
	2022	28%	31%	**20%**	-	20%	-	-	-	-	-	15%	*	24%	6%	18%	12%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2023	71%	78%	**66%**	-	66%	-	-	-	-	-	38%	-	64%	73%	62%	59%
	2022	70%	79%	**74%**	-	74%	-	-	-	-	-	45%	*	75%	71%	74%	81%
At Meets Grade Level or Above	2023	48%	57%	**39%**	-	39%	-	-	-	-	-	31%	-	39%	36%	35%	30%
	2022	43%	55%	**39%**	-	39%	-	-	-	-	-	20%	*	42%	29%	40%	38%
At Masters Grade Level	2023	22%	28%	**16%**	-	16%	-	-	-	-	-	6%	-	12%	27%	16%	11%
	2022	23%	32%	**18%**	-	18%	-	-	-	-	-	0%	*	20%	12%	18%	19%
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	2023	81%	86%	**70%**	-	70%	-	-	-	-	-	47%	-	73%	60%	69%	70%
	2022	81%	86%	**77%**	-	78%	*	-	-	-	-	33%	*	79%	70%	73%	76%
At Meets Grade Level or Above	2023	57%	66%	**46%**	-	46%	-	-	-	-	-	5%	-	51%	30%	45%	47%
	2022	58%	66%	**52%**	-	52%	*	-	-	-	-	8%	*	51%	60%	45%	50%
At Masters Grade Level	2023	28%	40%	**15%**	-	15%	-	-	-	-	-	0%	-	17%	10%	14%	14%
	2022	36%	42%	**31%**	-	32%	*	-	-	-	-	0%	*	30%	40%	23%	34%
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2023	80%	86%	**73%**	-	73%	-	-	-	-	-	79%	-	81%	50%	73%	74%
	2022	77%	86%	**86%**	-	87%	*	-	-	-	-	67%	*	85%	90%	83%	88%
At Meets Grade Level or Above	2023	51%	60%	**43%**	-	43%	-	-	-	-	-	37%	-	51%	20%	41%	47%
	2022	48%	57%	**39%**	-	41%	*	-	-	-	-	17%	*	41%	30%	32%	38%
At Masters Grade Level	2023	21%	25%	**18%**	-	18%	-	-	-	-	-	5%	-	19%	15%	16%	19%
	2022	25%	32%	**24%**	-	25%	*	-	-	-	-	0%	*	23%	30%	20%	28%
Grade 5 Science																	
At Approaches Grade Level or Above	2023	65%	68%	**62%**	-	62%	-	-	-	-	-	37%	-	64%	55%	59%	58%
	2022	66%	67%	**61%**	-	61%	*	-	-	-	-	8%	*	59%	70%	55%	58%
At Meets Grade Level or Above	2023	36%	37%	**30%**	-	30%	-	-	-	-	-	11%	-	34%	20%	31%	28%
	2022	38%	39%	**35%**	-	36%	*	-	-	-	-	8%	*	36%	30%	25%	32%
At Masters Grade Level	2023	16%	17%	**8%**	-	8%	-	-	-	-	-	0%	-	7%	10%	7%	7%
	2022	18%	19%	**17%**	-	17%	*	-	-	-	-	0%	*	16%	20%	13%	20%
All Grades All Subjects																	
At Approaches Grade Level or Above	2023	76%	80%	**67%**	-	68%	*	-	-	-	-	46%	33%	69%	61%	66%	64%
	2022	74%	79%	**73%**	-	73%	50%	-	-	-	-	44%	88%	72%	76%	71%	72%
At Meets Grade Level or Above	2023	49%	55%	**39%**	-	39%	*	-	-	-	-	17%	17%	40%	36%	38%	33%
	2022	48%	54%	**42%**	-	43%	17%	-	-	-	-	21%	75%	42%	45%	39%	38%
At Masters Grade Level	2023	20%	24%	**15%**	-	15%	*	-	-	-	-	5%	0%	14%	18%	14%	13%
	2022	23%	27%	**21%**	-	21%	0%	-	-	-	-	6%	25%	22%	18%	18%	21%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2023	77%	82%	**65%**	-	66%	*	-	-	-	-	38%	*	66%	62%	64%	62%
	2022	75%	80%	**74%**	-	75%	*	-	-	-	-	44%	*	73%	80%	72%	73%

	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	2023	53%	61%	**41%**	-	42%	*	-	-	-	-	11%	*	41%	42%	40%	34%
	2022	53%	60%	**49%**	-	49%	*	-	-	-	-	23%	*	47%	56%	45%	43%
At Masters Grade Level	2023	20%	27%	**20%**	-	20%	*	-	-	-	-	7%	*	19%	24%	19%	17%
	2022	25%	30%	**24%**	-	24%	*	-	-	-	-	10%	*	25%	20%	20%	22%
All Grades Mathematics																	
At Approaches Grade Level or Above	2023	75%	80%	**72%**	-	72%	*	-	-	-	-	58%	*	75%	62%	70%	70%
	2022	72%	78%	**76%**	-	76%	*	-	-	-	-	54%	*	77%	73%	75%	77%
At Meets Grade Level or Above	2023	45%	51%	**41%**	-	41%	*	-	-	-	-	27%	*	42%	38%	39%	34%
	2022	42%	48%	**39%**	-	39%	*	-	-	-	-	23%	*	39%	37%	37%	36%
At Masters Grade Level	2023	19%	22%	**14%**	-	14%	*	-	-	-	-	4%	*	13%	16%	13%	12%
	2022	20%	25%	**20%**	-	20%	*	-	-	-	-	2%	*	20%	17%	18%	21%
All Grades Science																	
At Approaches Grade Level or Above	2023	77%	77%	**62%**	-	62%	-	-	-	-	-	37%	-	64%	55%	59%	58%
	2022	76%	80%	**61%**	-	61%	*	-	-	-	-	8%	*	59%	70%	55%	58%
At Meets Grade Level or Above	2023	47%	47%	**30%**	-	30%	-	-	-	-	-	11%	-	34%	20%	31%	28%
	2022	47%	52%	**35%**	-	36%	*	-	-	-	-	8%	*	36%	30%	25%	32%
At Masters Grade Level	2023	18%	18%	**8%**	-	8%	-	-	-	-	-	0%	-	7%	10%	7%	7%
	2022	21%	23%	**17%**	-	17%	*	-	-	-	-	0%	*	16%	20%	13%	20%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2023	37%	40%	**32%**	-	33%	*	-	-	-	-	0%	*	26%	50%	31%	16%
	2022	36%	42%	**29%**	-	29%	-	-	-	-	-	25%	-	24%	43%	30%	19%
Reading and Mathematics Including EOC	2023	37%	40%	**32%**	-	33%	*	-	-	-	-	0%	*	26%	50%	31%	16%
	2022	36%	42%	**29%**	-	29%	-	-	-	-	-	25%	-	24%	43%	30%	19%
Reading Including EOC	2023	50%	54%	**38%**	-	38%	*	-	-	-	-	10%	*	33%	50%	36%	22%
	2022	51%	57%	**38%**	-	38%	-	-	-	-	-	31%	-	37%	43%	36%	28%
Math Including EOC	2023	45%	49%	**39%**	-	40%	*	-	-	-	-	0%	*	31%	64%	38%	22%
	2022	43%	48%	**37%**	-	37%	-	-	-	-	-	31%	-	32%	50%	38%	31%
4th Graders																	
Reading and Mathematics	2023	38%	46%	**30%**	-	30%	-	-	-	-	-	19%	-	30%	27%	27%	22%
	2022	36%	46%	**33%**	-	33%	-	-	-	-	-	5%	*	34%	29%	33%	29%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading and Mathematics Including EOC	2023	38%	46%	**30%**	-	30%	-	-	-	-	-	19%	-	30%	27%	27%	22%
	2022	36%	46%	**33%**	-	33%	-	-	-	-	-	5%	*	34%	29%	33%	29%
Reading Including EOC	2023	48%	55%	**39%**	-	39%	-	-	-	-	-	19%	-	33%	55%	35%	30%
	2022	54%	60%	**53%**	-	53%	-	-	-	-	-	25%	*	49%	65%	51%	45%
Math Including EOC	2023	48%	57%	**39%**	-	39%	-	-	-	-	-	31%	-	39%	36%	35%	30%
	2022	43%	55%	**39%**	-	39%	-	-	-	-	-	20%	*	42%	29%	40%	38%
5th Graders																	
Reading and Mathematics	2023	43%	53%	**33%**	-	33%	-	-	-	-	-	5%	-	37%	20%	31%	35%
	2022	41%	51%	**35%**	-	36%	*	-	-	-	-	8%	*	36%	30%	27%	32%
Reading and Mathematics Including EOC	2023	43%	53%	**33%**	-	33%	-	-	-	-	-	5%	-	37%	20%	31%	35%
	2022	41%	51%	**35%**	-	36%	*	-	-	-	-	8%	*	36%	30%	27%	32%
Reading Including EOC	2023	57%	66%	**46%**	-	46%	-	-	-	-	-	5%	-	51%	30%	45%	47%
	2022	58%	66%	**52%**	-	52%	*	-	-	-	-	8%	*	51%	60%	45%	50%
Math Including EOC	2023	51%	60%	**43%**	-	43%	-	-	-	-	-	37%	-	51%	20%	41%	47%
	2022	48%	57%	**39%**	-	41%	*	-	-	-	-	17%	*	41%	30%	32%	38%
3rd - 8th Graders																	
Reading and Mathematics	2023	37%	44%	**32%**	-	32%	*	-	-	-	-	9%	*	32%	31%	30%	25%
	2022	34%	41%	**33%**	-	33%	*	-	-	-	-	13%	*	32%	34%	30%	27%
Reading and Mathematics Including EOC	2023	39%	46%	**32%**	-	32%	*	-	-	-	-	9%	*	32%	31%	30%	25%
	2022	36%	44%	**33%**	-	33%	*	-	-	-	-	13%	*	32%	34%	30%	27%
Reading Including EOC	2023	53%	61%	**41%**	-	42%	*	-	-	-	-	11%	*	41%	42%	40%	34%
	2022	53%	61%	**49%**	-	49%	*	-	-	-	-	23%	*	47%	56%	45%	43%
Math Including EOC	2023	47%	53%	**41%**	-	41%	*	-	-	-	-	27%	*	42%	38%	39%	34%
	2022	43%	50%	**39%**	-	39%	*	-	-	-	-	23%	*	39%	37%	37%	36%

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

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress - Annual Growth by Grade and Subject																	
Grade 4 ELA/Reading	2023	55%	57%	**53%**	-	53%	-	-	-	-	-	41%	-	50%	65%	53%	52%
Grade 4 Mathematics	2023	63%	70%	**57%**	-	57%	-	-	-	-	-	53%	-	55%	65%	57%	54%
Grade 5 ELA/Reading	2023	65%	77%	**57%**	-	57%	-	-	-	-	-	37%	-	59%	50%	58%	62%
Grade 5 Mathematics	2023	71%	71%	**72%**	-	72%	-	-	-	-	-	92%	-	72%	71%	71%	74%
All Grades Both Subjects	2023	64%	67%	**61%**	-	61%	-	-	-	-	-	56%	-	61%	62%	61%	62%
All Grades ELA/Reading	2023	63%	67%	**56%**	-	56%	-	-	-	-	-	39%	-	56%	56%	56%	58%
All Grades Mathematics	2023	66%	67%	**67%**	-	67%	-	-	-	-	-	74%	-	66%	69%	67%	66%
School Progress - Accelerated Learning by Grade and Subject																	
Grade 4 ELA/Reading	2023	33%	26%	**0%**	-	0%	-	-	-	-	-	0%	-	0%	*	0%	0%
Grade 4 Mathematics	2023	27%	30%	**20%**	-	20%	-	-	-	-	-	20%	-	18%	*	15%	27%
Grade 5 ELA/Reading	2023	37%	44%	**23%**	-	23%	-	-	-	-	-	22%	-	27%	14%	23%	25%
Grade 5 Mathematics	2023	48%	54%	**37%**	-	37%	-	-	-	-	-	64%	-	47%	25%	35%	38%
All Grades Both Subjects	2023	38%	41%	**23%**	-	23%	-	-	-	-	-	28%	-	25%	19%	22%	24%
All Grades ELA/Reading	2023	35%	40%	**14%**	-	14%	-	-	-	-	-	11%	-	15%	10%	14%	14%
All Grades Mathematics	2023	40%	43%	**31%**	-	31%	-	-	-	-	-	43%	-	35%	25%	28%	33%

* 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	2023	76%	80%	**67%**	62%	62%	-	-	-	-	87%	87%	-	-	*	71%	64%	100%
	2022	74%	79%	**73%**	71%	71%	-	-	-	-	71%	71%	-	-	*	74%	71%	100%
At Meets Grade Level or Above	2023	49%	55%	**39%**	29%	29%	-	-	-	-	60%	60%	-	-	*	47%	32%	100%
	2022	48%	54%	**42%**	35%	35%	-	-	-	-	47%	47%	-	-	*	50%	36%	100%
At Masters Grade Level	2023	20%	24%	**15%**	9%	9%	-	-	-	-	33%	33%	-	-	*	18%	12%	80%
	2022	23%	27%	**21%**	20%	20%	-	-	-	-	0%	0%	-	-	*	21%	19%	80%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2023	77%	82%	**65%**	59%	59%	-	-	-	-	83%	83%	-	-	*	70%	61%	*
	2022	75%	80%	**74%**	72%	72%	-	-	-	-	57%	57%	-	-	*	77%	72%	*
At Meets Grade Level or Above	2023	53%	61%	**41%**	31%	31%	-	-	-	-	50%	50%	-	-	*	51%	33%	*
	2022	53%	60%	**49%**	41%	41%	-	-	-	-	29%	29%	-	-	*	59%	41%	*
At Masters Grade Level	2023	20%	27%	**20%**	12%	12%	-	-	-	-	50%	50%	-	-	*	25%	15%	*
	2022	25%	30%	**24%**	21%	21%	-	-	-	-	0%	0%	-	-	*	28%	19%	*
All Grades Mathematics																		
At Approaches Grade Level or Above	2023	75%	80%	**72%**	67%	67%	-	-	-	-	100%	100%	-	-	*	74%	69%	*
	2022	72%	78%	**76%**	75%	75%	-	-	-	-	100%	100%	-	-	*	73%	77%	*
At Meets Grade Level or Above	2023	45%	51%	**41%**	28%	28%	-	-	-	-	100%	100%	-	-	*	49%	33%	*
	2022	42%	48%	**39%**	31%	31%	-	-	-	-	71%	71%	-	-	*	43%	34%	*
At Masters Grade Level	2023	19%	22%	**14%**	9%	9%	-	-	-	-	33%	33%	-	-	*	17%	11%	*
	2022	20%	25%	**20%**	20%	20%	-	-	-	-	0%	0%	-	-	*	17%	19%	*
All Grades Science																		
At Approaches Grade Level or Above	2023	77%	77%	**62%**	55%	55%	-	-	-	-	*	*	-	-	*	67%	57%	*
	2022	76%	80%	**61%**	58%	58%	-	-	-	-	*	*	-	-	-	67%	56%	*
At Meets Grade Level or Above	2023	47%	47%	**30%**	26%	26%	-	-	-	-	*	*	-	-	*	33%	26%	*
	2022	47%	52%	**35%**	29%	29%	-	-	-	-	*	*	-	-	-	43%	29%	*
At Masters Grade Level	2023	18%	18%	**8%**	3%	3%	-	-	-	-	*	*	-	-	*	8%	5%	*
	2022	21%	23%	**17%**	20%	20%	-	-	-	-	*	*	-	-	-	10%	19%	*
School Progress - Annual Growth																		
All Grades Both Subjects	2023	64%	67%	**61%**	59%	59%	-	-	-	-	79%	79%	-	-	*	60%	62%	*
All Grades ELA/Reading	2023	63%	67%	**56%**	54%	54%	-	-	-	-	75%	75%	-	-	*	53%	57%	*
All Grades Mathematics	2023	66%	67%	**67%**	64%	64%	-	-	-	-	83%	83%	-	-	*	67%	67%	*
School Progress - Accelerated Learning																		
All Grades Both Subjects	2023	38%	41%	**23%**	24%	24%	-	-	-	-	*	*	-	-	-	22%	24%	-

	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 ELA/Reading	2023	35%	40%	**14%**	14%	14%	-	-	-	-	*	*	-	-	-	14%	14%	-
All Grades Mathematics	2023	40%	43%	**31%**	33%	33%	-	-	-	-	-	-	-	-	-	28%	33%	-

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2023 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	**100%**	-	100%	100%	-	-	-	-	100%	100%	100%	99%	100%	100%
Included in Accountability	93%	93%	**92%**	-	93%	40%	-	-	-	-	93%	67%	96%	82%	92%	89%
Not Included in Accountability: Mobile	4%	3%	**6%**	-	6%	0%	-	-	-	-	7%	33%	4%	10%	5%	8%
Not Included in Accountability: Other Exclusions	2%	3%	**2%**	-	1%	60%	-	-	-	-	0%	0%	0%	7%	2%	3%
Not Tested	1%	0%	**0%**	-	0%	0%	-	-	-	-	0%	0%	0%	1%	0%	0%
Absent	1%	0%	**0%**	-	0%	0%	-	-	-	-	0%	0%	0%	1%	0%	0%
Other	0%	0%	**0%**	-	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	100%	**100%**	-	100%	*	-	-	-	-	100%	*	100%	100%	100%	100%
Included in Accountability	92%	91%	**92%**	-	93%	*	-	-	-	-	94%	*	96%	82%	92%	89%
Not Included in Accountability: Mobile	4%	3%	**6%**	-	6%	*	-	-	-	-	6%	*	4%	11%	6%	8%
Not Included in Accountability: Other Exclusions	3%	6%	**2%**	-	2%	*	-	-	-	-	0%	*	0%	7%	2%	3%
Not Tested	1%	0%	**0%**	-	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%
Absent	1%	0%	**0%**	-	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%
Other	0%	0%	**0%**	-	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	100%	**99%**	-	99%	*	-	-	-	-	100%	*	100%	98%	99%	99%
Included in Accountability	94%	94%	**92%**	-	92%	*	-	-	-	-	94%	*	96%	80%	92%	88%
Not Included in Accountability: Mobile	5%	4%	**6%**	-	6%	*	-	-	-	-	6%	*	4%	11%	5%	8%
Not Included in Accountability: Other Exclusions	1%	2%	**2%**	-	2%	*	-	-	-	-	0%	*	0%	7%	2%	3%
Not Tested	1%	0%	**1%**	-	1%	*	-	-	-	-	0%	*	0%	2%	1%	1%
Absent	1%	0%	**1%**	-	1%	*	-	-	-	-	0%	*	0%	2%	1%	1%
Other	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%	95%	**93%**	-	94%	*	-	-	-	-	90%	*	95%	87%	94%	90%
Not Included in Accountability: Mobile	4%	3%	**6%**	-	6%	*	-	-	-	-	10%	*	5%	9%	5%	8%
Not Included in Accountability: Other Exclusions	1%	1%	**1%**	-	0%	*	-	-	-	-	0%	*	0%	4%	1%	2%
Not Tested	1%	1%	**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%	0%	**0%**	-	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%
Other	0%	1%	**0%**	-	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**100%**	-	100%	100%	-	-	-	-	98%	100%	99%	100%	100%	100%
Included in Accountability	93%	92%	**90%**	-	90%	67%	-	-	-	-	92%	100%	96%	71%	91%	91%
Not Included in Accountability: Mobile	5%	4%	**8%**	-	8%	33%	-	-	-	-	7%	0%	3%	24%	7%	7%
Not Included in Accountability: Other Exclusions	1%	3%	**1%**	-	1%	0%	-	-	-	-	0%	0%	0%	5%	1%	2%
Not Tested	1%	1%	**0%**	-	0%	0%	-	-	-	-	2%	0%	1%	0%	0%	0%
Absent	1%	0%	**0%**	-	0%	0%	-	-	-	-	2%	0%	1%	0%	0%	0%
Other	0%	1%	**0%**	-	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	**100%**	-	100%	*	-	-	-	-	98%	*	99%	100%	99%	100%
Included in Accountability	92%	90%	**90%**	-	90%	*	-	-	-	-	92%	*	96%	72%	91%	91%
Not Included in Accountability: Mobile	5%	4%	**8%**	-	8%	*	-	-	-	-	6%	*	3%	23%	7%	7%
Not Included in Accountability: Other Exclusions	2%	5%	**1%**	-	1%	*	-	-	-	-	0%	*	0%	5%	2%	2%
Not Tested	1%	1%	**0%**	-	0%	*	-	-	-	-	2%	*	1%	0%	1%	0%
Absent	1%	0%	**0%**	-	0%	*	-	-	-	-	2%	*	1%	0%	1%	0%
Other	0%	0%	**0%**	-	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**100%**	-	100%	*	-	-	-	-	98%	*	99%	100%	99%	100%
Included in Accountability	93%	92%	**90%**	-	90%	*	-	-	-	-	92%	*	96%	72%	91%	91%
Not Included in Accountability: Mobile	5%	4%	**8%**	-	8%	*	-	-	-	-	6%	*	3%	23%	7%	7%
Not Included in Accountability: Other Exclusions	1%	2%	**1%**	-	1%	*	-	-	-	-	0%	*	0%	5%	2%	2%
Not Tested	1%	1%	**0%**	-	0%	*	-	-	-	-	2%	*	1%	0%	1%	0%
Absent	1%	0%	**0%**	-	0%	*	-	-	-	-	2%	*	1%	0%	1%	0%
Other	0%	1%	**0%**	-	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%
Science																
Assessment Participant	98%	99%	**100%**	-	100%	*	-	-	-	-	100%	*	100%	100%	100%	100%
Included in Accountability	93%	93%	**90%**	-	91%	*	-	-	-	-	86%	*	95%	67%	92%	93%
Not Included in Accountability: Mobile	4%	4%	**10%**	-	9%	*	439	-	-	-	14%	*	5%	33%	8%	7%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Other Exclusions	1%	2%	**0%**	-	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%
Not Tested	2%	1%	**0%**	-	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%
Absent	1%	0%	**0%**	-	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%
Other	0%	1%	**0%**	-	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%

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

- Indicates there are no students in the group.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2021-22	92.2%	92.1%	**90.7%**	-	90.7%	91.6%	-	-	-	-	89.3%	90.4%	90.9%
2020-21	95.0%	97.3%	**96.5%**	-	96.6%	95.9%	-	-	-	-	95.5%	96.3%	96.6%
Chronic Absenteeism													
2021-22	25.7%	26.6%	**35.9%**	-	36.0%	33.3%	-	-	-	-	40.5%	38.7%	35.2%
2020-21	15.0%	8.6%	**9.4%**	-	9.3%	16.7%	-	-	-	-	11.1%	10.0%	9.4%
Annual Dropout Rate (Gr 7-8)													
2021-22	0.7%	0.1%	**-**	-	-	-	-	-	-	-	-	-	-
2020-21	0.9%	0.1%	**-**	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2021-22	2.2%	0.1%	**-**	-	-	-	-	-	-	-	-	-	-
2020-21	2.4%	0.1%	**-**	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	89.7%	99.1%	**-**	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.1%	**-**	-	-	-	-	-	-	-	-	-	-
Continued HS	3.5%	0.4%	**-**	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.4%	0.5%	**-**	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.0%	99.1%	**-**	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.6%	99.5%	**-**	-	-	-	-	-	-	-	-	-	-
Class of 2021													
Graduated	90.0%	98.4%	**-**	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.2%	**-**	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	0.6%	**-**	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	0.9%	**-**	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	98.6%	**-**	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	99.1%	**-**	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.2%	98.9%	**-**	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.2%	**-**	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.1%	**-**	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	0.7%	**-**	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	99.2%	**-**	-	-	-	-	-	-	-	-	-	-

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.7%	99.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	92.2%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	98.9%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.7%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	92.6%	98.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	1.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	98.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	98.5%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2022	89.7%	97.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	90.0%	96.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2022	59.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2022	3.7%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	3.8%	0.2%	-	-	442	-	-	-	-	-	-	-	-
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 2022	84.3%	99.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	81.9%	97.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2022	88.0%	99.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	85.7%	97.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
2020-21	43.8%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2021-22	3.9%	0.1%	-	-	-	-	-	-	-	-	-	-	-
2020-21	3.8%	0.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2021-22	82.3%	98.7%	-	-	-	-	-	-	-	-	-	-	-
2020-21	80.4%	96.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2021-22	86.0%	98.7%	-	-	-	-	-	-	-	-	-	-	-
2020-21	84.1%	96.7%	-	-	-	-	-	-	-	-	-	-	-

	Campus Count	Campus Percent	District Count	State Count
Graduates (2021-22 Annual Graduates)				
Total Graduates	-	-	1,578	368,686
By Ethnicity:				
African American	-	-	6	45,227
Hispanic	-	-	1,475	191,125
White	-	-	63	103,171
American Indian	-	-	2	1,159
Asian	-	-	24	18,794
Pacific Islander	-	-	0	569
Two or More Races	-	-	8	8,641
By Graduation Type:				
Minimum H.S. Program	-	-	0	433
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	134
Foundation H.S. Program (No Endorsement)	-	-	20	51,023
Foundation H.S. Program (Endorsement)	-	-	1	14,179
Foundation H.S. Program (DLA)	-	-	1,557	302,917
Special Education Graduates	-	-	121	32,447
Economically Disadvantaged Graduates	-	-	1,047	194,571
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	259	40,398
At-Risk Graduates	-	-	755	159,689

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	490	100.0%	20,343	5,504,150	495	100.0%	20,399	5,518,432
Students by Grade:								
Early Childhood Education	5	1.0%	0.2%	0.3%	10	2.0%	0.2%	0.5%
Pre-Kindergarten	140	28.6%	5.4%	4.4%	140	28.3%	5.5%	4.4%
Pre-Kindergarten: 3-year Old	74	15.1%	1.4%	0.7%	74	14.9%	1.5%	0.7%
Pre-Kindergarten: 4-year Old	66	13.5%	4.0%	3.7%	66	13.3%	4.1%	3.7%
Kindergarten	48	9.8%	5.8%	6.7%	48	9.7%	5.8%	6.7%
Grade 1	54	11.0%	6.5%	7.2%	54	10.9%	6.5%	7.2%
Grade 2	50	10.2%	6.5%	7.2%	50	10.1%	6.5%	7.2%
Grade 3	61	12.4%	6.4%	7.2%	61	12.3%	6.4%	7.1%
Grade 4	47	9.6%	6.6%	7.2%	47	9.5%	6.6%	7.1%
Grade 5	85	17.3%	7.3%	7.2%	85	17.2%	7.3%	7.2%
Grade 6	0	0.0%	7.3%	7.3%	0	0.0%	7.3%	7.2%
Grade 7	0	0.0%	7.4%	7.4%	0	0.0%	7.4%	7.4%
Grade 8	0	0.0%	7.7%	7.7%	0	0.0%	7.6%	7.7%
Grade 9	0	0.0%	9.0%	8.7%	0	0.0%	9.0%	8.7%
Grade 10	0	0.0%	9.2%	7.9%	0	0.0%	9.2%	7.9%
Grade 11	0	0.0%	7.6%	7.0%	0	0.0%	7.6%	7.0%
Grade 12	0	0.0%	7.1%	6.6%	0	0.0%	7.1%	6.6%
Ethnic Distribution:								
African American	0	0.0%	0.4%	12.8%	0	0.0%	0.4%	12.8%
Hispanic	424	86.5%	93.6%	53.0%	427	86.3%	93.5%	52.9%
White	65	13.3%	4.4%	25.6%	67	13.5%	4.5%	25.7%
American Indian	1	0.2%	0.1%	0.3%	1	0.2%	0.1%	0.3%
Asian	0	0.0%	1.2%	5.1%	0	0.0%	1.2%	5.1%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	0	0.0%	0.4%	3.0%	0	0.0%	0.4%	3.0%
Sex:								
Female	249	50.8%	48.4%	48.8%	252	50.9%	48.4%	48.8%
Male	241	49.2%	51.6%	51.2%	243	49.1%	51.6%	51.2%
Economically Disadvantaged	464	94.7%	72.6%	62.1%	464	93.7%	72.5%	62.0%
Non-Educationally Disadvantaged	26	5.3%	27.4%	37.9%	31	6.3%	27.5%	38.0%
Section 504 Students	29	5.9%	10.0%	7.4%	29	5.9%	10.0%	7.4%
EB Students/EL	286	58.4%	36.0%	23.1%	286	57.8%	36.0%	23.0%
Students w/ Disciplinary Placements (2021-22)	0	0.0%	1.8%	1.5%				

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Students w/ Dyslexia	39	8.0%	8.8%	5.5%	39	7.9%	8.8%	5.5%
Foster Care	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Homeless	12	2.4%	1.4%	1.3%	12	2.4%	1.4%	1.3%
Immigrant	9	1.8%	2.4%	2.2%	9	1.8%	2.4%	2.2%
Migrant	13	2.7%	1.8%	0.3%	13	2.6%	1.8%	0.3%
Title I	490	100.0%	95.8%	64.6%	495	100.0%	95.7%	64.6%
Military Connected	0	0.0%	0.4%	3.6%	0	0.0%	0.4%	3.6%
At-Risk	353	72.0%	59.1%	53.3%	353	71.3%	59.0%	53.3%
Students by Instructional Program:								
Bilingual/ESL Education	337	68.8%	38.3%	23.2%	337	68.1%	38.3%	23.2%
Career and Technical Education	0	0.0%	34.6%	26.5%				
Career and Technical Education (9-12 grades only)	0	0.0%	83.9%	72.3%				
Gifted and Talented Education	19	3.9%	11.5%	8.2%	19	3.8%	11.5%	8.2%
Special Education	89	18.2%	14.2%	12.6%	94	19.0%	14.3%	12.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	89							
By Type of Primary Disability Students with Intellectual Disabilities	22	24.7%	48.5%	44.1%				
Students with Physical Disabilities	49	55.1%	18.4%	20.0%				
Students with Autism	**	**	15.4%	15.5%				
Students with Behavioral Disabilities	**	**	16.5%	18.8%				
Students with Non-Categorical Early Childhood	*	*	1.2%	1.6%				
Mobility (2021-22):								
Total Mobile Students	59	16.3%	15.8%	16.8%				
By Ethnicity: African American	0	0.0%	0.1%	3.3%				
Hispanic	58	16.0%	14.9%	8.7%				
White	1	0.3%	0.5%	3.4%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.1%	0.7%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	0	0.0%	0.1%	0.6%				
Count and Percent of Special Ed Students who are Mobile	13	15.5%	16.1%	18.6%				
Count and Percent of EB Students/EL who are Mobile	30	13.8%	18.4%	17.1%				
Count and Percent of Econ Dis Students who are Mobile	50	15.3%	17.4%	18.7%				
Student Attrition (2021-22):	449							
Total Student Attrition	117	26.8%	16.4%	18.1%				

	--Non-Special Education Rates--			---Special Education Rates---		
Student Information	**Campus**	**District**	**State**	**Campus**	**District**	**State**
Retention Rates by Grade:						
Kindergarten	0.0%	2.1%	1.5%	0.0%	3.3%	4.5%
Grade 1	8.5%	4.0%	2.5%	0.0%	5.2%	3.6%
Grade 2	0.0%	2.3%	1.6%	7.7%	3.3%	2.0%
Grade 3	5.4%	0.9%	0.8%	0.0%	0.8%	0.9%
Grade 4	0.0%	0.1%	0.5%	0.0%	0.0%	0.5%
Grade 5	0.0%	0.1%	0.3%	0.0%	0.0%	0.4%
Grade 6	-	0.4%	0.3%	-	0.0%	0.4%
Grade 7	-	0.4%	0.4%	-	0.0%	0.5%
Grade 8	-	0.4%	0.4%	-	0.5%	0.5%
Grade 9	-	10.8%	8.7%	-	16.8%	12.6%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	11.2	18.0	18.7
Grade 1	11.6	17.3	19.1
Grade 2	12.3	18.2	19.1
Grade 3	17.2	17.7	19.3
Grade 4	18.7	18.3	19.4
Grade 5	27.7	20.0	20.8
Grade 6	-	21.5	19.2
Secondary:			
English/Language Arts	-	15.0	16.2
Foreign Languages	-	17.1	18.8
Mathematics	-	18.0	17.5
Science	-	19.0	18.5
Social Studies	-	19.0	18.9

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Total Staff	66.4	100.0%	100.0%	100.0%
Professional Staff:	50.8	76.5%	61.1%	64.1%
Teachers	37.4	56.4%	44.6%	48.7%
Professional Support	9.4	14.2%	12.2%	10.9%
Campus Administration (School Leadership)	4.0	6.0%	3.2%	3.3%
Educational Aides:	15.6	23.5%	12.4%	11.3%
Librarians and Counselors (Headcount):				
Full-time Librarians	0.0	n/a	29.0	4,258.0
Part-time Librarians	0.0	n/a	0.0	646.0
Full-time Counselors	1.0	n/a	76.0	13,815.0
Part-time Counselors	1.0	n/a	2.0	1,240.0
Total Minority Staff:	63.5	95.6%	92.7%	53.2%
Teachers by Ethnicity:				
African American	0.0	0.0%	0.6%	11.8%
Hispanic	36.4	97.3%	88.2%	29.6%
White	1.0	2.7%	9.8%	54.9%
American Indian	0.0	0.0%	0.0%	0.3%
Asian	0.0	0.0%	0.9%	2.0%
Pacific Islander	0.0	0.0%	0.1%	0.1%
Two or More Races	0.0	0.0%	0.4%	1.2%
Teachers by Sex:				
Males	3.1	8.2%	29.3%	24.4%
Females	34.4	91.8%	70.7%	75.6%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.7%	2.0%
Bachelors	29.0	77.5%	79.5%	72.2%
Masters	8.4	22.5%	19.7%	25.0%
Doctorate	0.0	0.0%	0.1%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	0.0	0.0%	3.9%	9.7%
1-5 Years Experience	8.1	21.7%	19.0%	26.3%
6-10 Years Experience	8.3	22.2%	22.9%	20.5%
11-20 Years Experience	14.1	37.6%	34.2%	27.2%
21-30 Years Experience	5.0	13.4%	15.4%	13.3%
Over 30 Years Experience	1.9	5.1%	4.7%	2.9%

Texas Education Agency
2022-23 Staff Information (TAPR)
ESCANDON EL (108906119) - MCALLEN ISD - HIDALGO COUNTY

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Number of Students per Teacher	13.1	n/a	13.6	14.8

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	2.0	6.6	6.1
Average Years Experience of Principals with District	2.0	6.6	5.3
Average Years Experience of Assistant Principals	2.0	6.1	5.2
Average Years Experience of Assistant Principals with District	2.0	5.3	4.4
Average Years Experience of Teachers:	13.4	13.5	11.0
Average Years Experience of Teachers with District:	10.7	10.3	6.9
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	$50,549	$53,300
1-5 Years Experience	$53,327	$53,264	$56,516
6-10 Years Experience	$56,618	$56,886	$59,732
11-20 Years Experience	$58,846	$60,642	$63,389
21-30 Years Experience	$66,190	$66,288	$67,876
Over 30 Years Experience	$74,487	$73,268	$72,560
Average Actual Salaries (regular duties only):			
Teachers	$58,939	$59,446	$60,717
Professional Support	$63,026	$67,588	$72,022
Campus Administration (School Leadership)	$74,528	$76,926	$85,167
Instructional Staff Percent:	n/a	63.8%	65.1%
Contracted Instructional Staff (not incl. above):	0.1	1.5	2,105.4

	----- Campus -----			
Program Information	**Count**	**Percent**	**District**	**State**
Teachers by Program (population served):				
Bilingual/ESL Education	7.2	19.2%	6.4%	5.9%
Career and Technical Education	0.0	0.0%	6.3%	5.4%
Compensatory Education	0.0	0.0%	3.1%	3.2%
Gifted and Talented Education	0.0	0.0%	1.4%	1.7%
Regular Education	26.4	70.4%	66.7%	70.6%
Special Education	3.9	10.4%	8.9%	9.7%
Other	0.0	0.0%	7.2%	3.5%

- 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.

2022-23 Texas Academic Performance Report (TAPR)

District Name: MCALLEN ISD

Campus Name: FIELDS EL

Campus Number: 108906114

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	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2023	76%	79%	**55%**	-	55%	-	-	-	-	-	55%	*	58%	42%	53%	53%
	2022	76%	81%	**72%**	-	72%	-	-	-	-	-	60%	*	70%	80%	71%	67%
At Meets Grade Level or Above	2023	50%	54%	**33%**	-	33%	-	-	-	-	-	35%	*	35%	25%	33%	33%
	2022	51%	57%	**38%**	-	38%	-	-	-	-	-	27%	*	35%	47%	38%	27%
At Masters Grade Level	2023	20%	26%	**14%**	-	14%	-	-	-	-	-	30%	*	14%	17%	15%	14%
	2022	30%	33%	**12%**	-	12%	-	-	-	-	-	0%	*	9%	20%	11%	10%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2023	73%	78%	**54%**	-	54%	-	-	-	-	-	60%	*	53%	58%	53%	53%
	2022	71%	74%	**57%**	-	57%	-	-	-	-	-	40%	*	51%	73%	57%	47%
At Meets Grade Level or Above	2023	45%	49%	**23%**	-	23%	-	-	-	-	-	35%	*	23%	25%	23%	22%
	2022	43%	48%	**34%**	-	34%	-	-	-	-	-	27%	*	30%	47%	34%	30%
At Masters Grade Level	2023	19%	18%	**10%**	-	10%	-	-	-	-	-	30%	*	11%	8%	10%	6%
	2022	21%	24%	**17%**	-	17%	-	-	-	-	-	7%	*	16%	20%	16%	3%
Grade 4 Reading																	
At Approaches Grade Level or Above	2023	77%	80%	**61%**	-	61%	-	-	-	-	-	50%	-	57%	73%	60%	63%
	2022	77%	81%	**70%**	-	70%	-	-	-	-	-	44%	-	68%	77%	67%	63%
At Meets Grade Level or Above	2023	48%	55%	**30%**	-	30%	-	-	-	-	-	31%	-	24%	47%	27%	22%
	2022	54%	60%	**38%**	-	38%	-	-	-	-	-	25%	-	32%	62%	36%	31%
At Masters Grade Level	2023	22%	29%	**11%**	-	11%	-	-	-	-	-	13%	-	7%	20%	8%	9%
	2022	28%	31%	**22%**	-	22%	-	-	-	-	-	25%	-	20%	31%	19%	13%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2023	71%	78%	**54%**	-	54%	-	-	-	-	-	44%	-	48%	73%	50%	50%
	2022	70%	79%	**62%**	-	62%	-	-	-	-	-	25%	-	56%	85%	59%	59%
At Meets Grade Level or Above	2023	48%	57%	**35%**	-	35%	-	-	-	-	-	38%	-	29%	53%	27%	25%
	2022	43%	55%	**37%**	-	37%	-	-	-	-	-	25%	-	34%	46%	31%	31%
At Masters Grade Level	2023	22%	28%	**16%**	-	16%	-	-	-	-	-	19%	-	14%	20%	13%	9%
	2022	23%	32%	**17%**	-	17%	-	-	-	-	-	25%	-	16%	23%	17%	9%
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	2023	81%	86%	**74%**	-	74%	-	-	-	-	-	50%	-	73%	76%	71%	71%
	2022	81%	86%	**84%**	-	84%	*	-	-	-	-	58%	-	84%	87%	84%	85%
At Meets Grade Level or Above	2023	57%	66%	**46%**	-	46%	-	-	-	-	-	39%	-	43%	52%	39%	36%
	2022	58%	66%	**64%**	-	63%	*	-	-	-	-	33%	-	65%	60%	60%	61%
At Masters Grade Level	2023	28%	40%	**21%**	-	21%	-	-	-	-	-	22%	-	22%	19%	18%	12%
	2022	36%	42%	**38%**	-	37%	*	-	-	-	-	17%	-	42%	20%	39%	32%
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2023	80%	86%	**77%**	-	77%	-	-	-	-	-	56%	-	78%	75%	75%	80%
	2022	77%	86%	**77%**	-	76%	*	-	-	-	-	42%	-	79%	67%	76%	83%
At Meets Grade Level or Above	2023	51%	60%	**49%**	-	49%	-	-	-	-	-	25%	-	42%	65%	42%	43%
	2022	48%	57%	**43%**	-	42%	*	-	-	-	-	25%	-	45%	33%	40%	41%
At Masters Grade Level	2023	21%	25%	**19%**	-	19%	-	-	-	-	-	25%	-	18%	20%	15%	13%
	2022	25%	32%	**23%**	-	22%	*	-	-	-	-	25%	-	26%	13%	21%	20%
Grade 5 Science																	
At Approaches Grade Level or Above	2023	65%	68%	**63%**	-	63%	-	-	-	-	-	29%	-	57%	80%	59%	61%
	2022	66%	67%	**69%**	-	68%	*	-	-	-	-	42%	-	71%	60%	69%	76%
At Meets Grade Level or Above	2023	36%	37%	**27%**	-	27%	-	-	-	-	-	29%	-	25%	30%	21%	20%
	2022	38%	39%	**40%**	-	39%	*	-	-	-	-	33%	-	44%	27%	36%	41%
At Masters Grade Level	2023	16%	17%	**11%**	-	11%	-	-	-	-	-	24%	-	10%	15%	8%	5%
	2022	18%	19%	**16%**	-	16%	*	-	-	-	-	17%	-	18%	7%	13%	15%
All Grades All Subjects																	
At Approaches Grade Level or Above	2023	76%	80%	**63%**	-	63%	-	-	-	-	-	50%	*	61%	70%	61%	62%
	2022	74%	79%	**71%**	-	71%	*	-	-	-	-	44%	*	70%	75%	69%	70%
At Meets Grade Level or Above	2023	49%	55%	**35%**	-	35%	-	-	-	-	-	33%	*	32%	44%	31%	29%
	2022	48%	54%	**43%**	-	42%	*	-	-	-	-	28%	*	42%	46%	40%	39%
At Masters Grade Level	2023	20%	24%	**15%**	-	15%	-	-	-	-	-	24%	*	14%	17%	13%	10%
	2022	23%	27%	**21%**	-	21%	*	-	-	-	-	16%	*	22%	19%	20%	15%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2023	77%	82%	**64%**	-	64%	-	-	-	-	-	52%	*	63%	67%	62%	63%
	2022	75%	80%	**76%**	-	76%	*	-	-	-	-	53%	*	75%	81%	75%	73%

	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	2023	53%	61%	**37%**	-	37%	-	-	-	-	-	35%	*	35%	44%	34%	31%
	2022	53%	60%	**48%**	-	48%	*	-	-	-	-	28%	*	46%	56%	45%	42%
At Masters Grade Level	2023	20%	27%	**16%**	-	16%	-	-	-	-	-	22%	*	15%	19%	14%	12%
	2022	25%	30%	**25%**	-	25%	*	-	-	-	-	14%	*	26%	23%	24%	19%
All Grades Mathematics																	
At Approaches Grade Level or Above	2023	75%	80%	**62%**	-	62%	-	-	-	-	-	54%	*	60%	70%	60%	62%
	2022	72%	78%	**66%**	-	66%	*	-	-	-	-	35%	*	64%	74%	65%	65%
At Meets Grade Level or Above	2023	45%	51%	**36%**	-	36%	-	-	-	-	-	33%	*	31%	51%	31%	31%
	2022	42%	48%	**38%**	-	38%	*	-	-	-	-	26%	*	37%	42%	35%	35%
At Masters Grade Level	2023	19%	22%	**15%**	-	15%	-	-	-	-	-	25%	*	14%	17%	13%	9%
	2022	20%	25%	**20%**	-	19%	*	-	-	-	-	19%	*	20%	19%	18%	12%
All Grades Science																	
At Approaches Grade Level or Above	2023	77%	77%	**63%**	-	63%	-	-	-	-	-	29%	-	57%	80%	59%	61%
	2022	76%	80%	**69%**	-	68%	*	-	-	-	-	42%	-	71%	60%	69%	76%
At Meets Grade Level or Above	2023	47%	47%	**27%**	-	27%	-	-	-	-	-	29%	-	25%	30%	21%	20%
	2022	47%	52%	**40%**	-	39%	*	-	-	-	-	33%	-	44%	27%	36%	41%
At Masters Grade Level	2023	18%	18%	**11%**	-	11%	-	-	-	-	-	24%	-	10%	15%	8%	5%
	2022	21%	23%	**16%**	-	16%	*	-	-	-	-	17%	-	18%	7%	13%	15%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2023	37%	40%	**19%**	-	19%	-	-	-	-	-	30%	*	18%	25%	20%	17%
	2022	36%	42%	**28%**	-	28%	-	-	-	-	-	27%	*	26%	33%	27%	20%
Reading and Mathematics Including EOC	2023	37%	40%	**19%**	-	19%	-	-	-	-	-	30%	*	18%	25%	20%	17%
	2022	36%	42%	**28%**	-	28%	-	-	-	-	-	27%	*	26%	33%	27%	20%
Reading Including EOC	2023	50%	54%	**33%**	-	33%	-	-	-	-	-	35%	*	35%	25%	33%	33%
	2022	51%	57%	**38%**	-	38%	-	-	-	-	-	27%	*	35%	47%	38%	27%
Math Including EOC	2023	45%	49%	**23%**	-	23%	-	-	-	-	-	35%	*	23%	25%	23%	22%
	2022	43%	48%	**34%**	-	34%	-	-	-	-	-	27%	*	30%	47%	34%	30%
4th Graders																	
Reading and Mathematics	2023	38%	46%	**25%**	-	25%	-	-	-	-	-	31%	-	19%	40%	21%	16%
	2022	36%	46%	**29%**	-	29%	-	-	-	-	-	25%	-	26%	38%	26%	22%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading and Mathematics Including EOC	2023	38%	46%	**25%**	-	25%	-	-	-	-	-	31%	-	19%	40%	21%	16%
	2022	36%	46%	**29%**	-	29%	-	-	-	-	-	25%	-	26%	38%	26%	22%
Reading Including EOC	2023	48%	55%	**30%**	-	30%	-	-	-	-	-	31%	-	24%	47%	27%	22%
	2022	54%	60%	**38%**	-	38%	-	-	-	-	-	25%	-	32%	62%	36%	31%
Math Including EOC	2023	48%	57%	**35%**	-	35%	-	-	-	-	-	38%	-	29%	53%	27%	25%
	2022	43%	55%	**37%**	-	37%	-	-	-	-	-	25%	-	34%	46%	31%	31%
5th Graders																	
Reading and Mathematics	2023	43%	53%	**39%**	-	39%	-	-	-	-	-	25%	-	34%	50%	30%	30%
	2022	41%	51%	**39%**	-	38%	*	-	-	-	-	25%	-	42%	27%	36%	37%
Reading and Mathematics Including EOC	2023	43%	53%	**39%**	-	39%	-	-	-	-	-	25%	-	34%	50%	30%	30%
	2022	41%	51%	**39%**	-	38%	*	-	-	-	-	25%	-	42%	27%	36%	37%
Reading Including EOC	2023	57%	66%	**46%**	-	46%	-	-	-	-	-	39%	-	43%	52%	39%	36%
	2022	58%	66%	**64%**	-	63%	*	-	-	-	-	33%	-	65%	60%	60%	61%
Math Including EOC	2023	51%	60%	**49%**	-	49%	-	-	-	-	-	25%	-	42%	65%	42%	43%
	2022	48%	57%	**43%**	-	42%	*	-	-	-	-	25%	-	45%	33%	40%	41%
3rd - 8th Graders																	
Reading and Mathematics	2023	37%	44%	**28%**	-	28%	-	-	-	-	-	29%	*	23%	40%	24%	21%
	2022	34%	41%	**32%**	-	32%	*	-	-	-	-	26%	*	32%	33%	30%	27%
Reading and Mathematics Including EOC	2023	39%	46%	**28%**	-	28%	-	-	-	-	-	29%	*	23%	40%	24%	21%
	2022	36%	44%	**32%**	-	32%	*	-	-	-	-	26%	*	32%	33%	30%	27%
Reading Including EOC	2023	53%	61%	**37%**	-	37%	-	-	-	-	-	35%	*	35%	44%	34%	31%
	2022	53%	61%	**48%**	-	48%	*	-	-	-	-	28%	*	46%	56%	45%	42%
Math Including EOC	2023	47%	53%	**36%**	-	36%	-	-	-	-	-	33%	*	31%	51%	31%	31%
	2022	43%	50%	**38%**	-	38%	*	-	-	-	-	26%	*	37%	42%	35%	35%

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

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress - Annual Growth by Grade and Subject																	
Grade 4 ELA/Reading	2023	55%	57%	**41%**	-	41%	-	-	-	-	-	32%	-	38%	50%	40%	40%
Grade 4 Mathematics	2023	63%	70%	**44%**	-	44%	-	-	-	-	-	54%	-	43%	46%	34%	35%
Grade 5 ELA/Reading	2023	65%	77%	**65%**	-	65%	-	-	-	-	-	56%	-	69%	55%	63%	62%
Grade 5 Mathematics	2023	71%	71%	**77%**	-	77%	-	-	-	-	-	78%	-	77%	78%	76%	74%
All Grades Both Subjects	2023	64%	67%	**58%**	-	58%	-	-	-	-	-	56%	-	58%	58%	55%	54%
All Grades ELA/Reading	2023	63%	67%	**54%**	-	54%	-	-	-	-	-	45%	-	55%	53%	53%	52%
All Grades Mathematics	2023	66%	67%	**62%**	-	62%	-	-	-	-	-	67%	-	61%	64%	57%	57%
School Progress - Accelerated Learning by Grade and Subject																	
Grade 4 ELA/Reading	2023	33%	26%	**12%**	-	12%	-	-	-	-	-	0%	-	15%	*	13%	20%
Grade 4 Mathematics	2023	27%	30%	**4%**	-	4%	-	-	-	-	-	0%	-	5%	*	5%	0%
Grade 5 ELA/Reading	2023	37%	44%	**43%**	-	43%	-	-	-	-	-	20%	-	44%	*	45%	47%
Grade 5 Mathematics	2023	48%	54%	**44%**	-	44%	-	-	-	-	-	36%	-	48%	*	46%	57%
All Grades Both Subjects	2023	38%	41%	**26%**	-	26%	-	-	-	-	-	18%	-	29%	13%	28%	31%
All Grades ELA/Reading	2023	35%	40%	**29%**	-	29%	-	-	-	-	-	13%	-	32%	14%	31%	36%
All Grades Mathematics	2023	40%	43%	**24%**	-	24%	-	-	-	-	-	21%	-	27%	13%	26%	28%

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

	School Year	State	District	Campus	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	2023	76%	80%	**63%**	62%	-	-	62%	-	-	*	*	-	-	-	64%	62%	-
	2022	74%	79%	**71%**	69%	*	-	70%	-	-	*	*	-	-	-	72%	70%	-
At Meets Grade Level or Above	2023	49%	55%	**35%**	28%	-	-	28%	-	-	*	*	-	-	-	42%	29%	-
	2022	48%	54%	**43%**	38%	*	-	38%	-	-	*	*	-	-	-	47%	39%	-
At Masters Grade Level	2023	20%	24%	**15%**	10%	-	-	10%	-	-	*	*	-	-	-	21%	10%	-
	2022	23%	27%	**21%**	15%	*	-	15%	-	-	*	*	-	-	-	28%	15%	-
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2023	77%	82%	**64%**	62%	-	-	62%	-	-	*	*	-	-	-	65%	63%	-
	2022	75%	80%	**76%**	72%	*	-	72%	-	-	*	*	-	-	-	80%	73%	-
At Meets Grade Level or Above	2023	53%	61%	**37%**	30%	-	-	30%	-	-	*	*	-	-	-	44%	31%	-
	2022	53%	60%	**48%**	41%	*	-	41%	-	-	*	*	-	-	-	55%	42%	-
At Masters Grade Level	2023	20%	27%	**16%**	12%	-	-	12%	-	-	*	*	-	-	-	20%	12%	-
	2022	25%	30%	**25%**	20%	*	-	20%	-	-	*	*	-	-	-	32%	19%	-
All Grades Mathematics																		
At Approaches Grade Level or Above	2023	75%	80%	**62%**	62%	-	-	62%	-	-	*	*	-	-	-	63%	62%	-
	2022	72%	78%	**66%**	64%	*	-	65%	-	-	*	*	-	-	-	67%	65%	-
At Meets Grade Level or Above	2023	45%	51%	**36%**	30%	-	-	30%	-	-	*	*	-	-	-	42%	31%	-
	2022	42%	48%	**38%**	34%	*	-	34%	-	-	*	*	-	-	-	42%	35%	-
At Masters Grade Level	2023	19%	22%	**15%**	9%	-	-	9%	-	-	*	*	-	-	-	22%	9%	-
	2022	20%	25%	**20%**	11%	*	-	11%	-	-	*	*	-	-	-	28%	12%	-
All Grades Science																		
At Approaches Grade Level or Above	2023	77%	77%	**63%**	61%	-	-	61%	-	-	-	-	-	-	-	67%	61%	-
	2022	76%	80%	**69%**	75%	-	-	75%	-	-	-	-	-	-	-	61%	76%	-
At Meets Grade Level or Above	2023	47%	47%	**27%**	20%	-	-	20%	-	-	-	-	-	-	-	37%	20%	-
	2022	47%	52%	**40%**	40%	-	-	40%	-	-	-	-	-	-	-	39%	41%	-
At Masters Grade Level	2023	18%	18%	**11%**	5%	-	-	5%	-	-	-	-	-	-	-	20%	5%	-
	2022	21%	23%	**16%**	13%	-	-	13%	-	-	-	-	-	-	-	17%	15%	-
School Progress - Annual Growth																		
All Grades Both Subjects	2023	64%	67%	**58%**	54%	-	-	54%	-	-	*	*	-	-	-	63%	54%	-
All Grades ELA/Reading	2023	63%	67%	**54%**	51%	-	-	51%	-	-	*	*	-	-	-	57%	52%	-
All Grades Mathematics	2023	66%	67%	**62%**	56%	-	-	56%	-	-	*	*	-	-	-	69%	57%	-
School Progress - Accelerated Learning																		
All Grades Both Subjects	2023	38%	41%	**26%**	31%	-	-	31%	-	-	-	-	-	-	-	18%	31%	-

	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 ELA/Reading	2023	35%	40%	**29%**	36%	-	-	36%	-	-	-	-	-	-	-	15%	36%	-
All Grades Mathematics	2023	40%	43%	**24%**	28%	-	-	28%	-	-	-	-	-	-	-	20%	28%	-

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2023 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	**100%**	-	100%	-	-	-	-	-	99%	*	100%	100%	100%	100%
Included in Accountability	93%	93%	**90%**	-	90%	-	-	-	-	-	95%	*	98%	73%	90%	88%
Not Included in Accountability: Mobile	4%	3%	**6%**	-	6%	-	-	-	-	-	4%	*	1%	15%	6%	5%
Not Included in Accountability: Other Exclusions	2%	3%	**4%**	-	4%	-	-	-	-	-	0%	*	0%	11%	4%	6%
Not Tested	1%	0%	**0%**	-	0%	-	-	-	-	-	1%	*	0%	0%	0%	0%
Absent	1%	0%	**0%**	-	0%	-	-	-	-	-	1%	*	0%	0%	0%	0%
Other	0%	0%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%
Reading																
Assessment Participant	99%	100%	**100%**	-	100%	-	-	-	-	-	100%	*	100%	100%	100%	100%
Included in Accountability	92%	91%	**90%**	-	90%	-	-	-	-	-	96%	*	98%	71%	89%	87%
Not Included in Accountability: Mobile	4%	3%	**6%**	-	6%	-	-	-	-	-	4%	*	1%	18%	6%	6%
Not Included in Accountability: Other Exclusions	3%	6%	**4%**	-	4%	-	-	-	-	-	0%	*	1%	12%	4%	7%
Not Tested	1%	0%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%
Absent	1%	0%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%
Other	0%	0%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	100%	**100%**	-	100%	-	-	-	-	-	98%	*	99%	100%	99%	99%
Included in Accountability	94%	94%	**90%**	-	90%	-	-	-	-	-	95%	*	98%	72%	90%	88%
Not Included in Accountability: Mobile	5%	4%	**6%**	-	6%	-	-	-	-	-	4%	*	1%	15%	5%	5%
Not Included in Accountability: Other Exclusions	1%	2%	**4%**	-	4%	-	-	-	-	-	0%	*	0%	12%	4%	7%
Not Tested	1%	0%	**0%**	-	0%	-	-	-	-	-	2%	*	1%	0%	1%	1%
Absent	1%	0%	**0%**	-	0%	-	-	-	-	-	2%	*	1%	0%	1%	1%
Other	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%	95%	**93%**	-	93%	-	-	-	-	-	94%	-	98%	83%	92%	93%
Not Included in Accountability: Mobile	4%	3%	**4%**	-	4%	-	-	-	-	-	6%	-	2%	8%	5%	2%
Not Included in Accountability: Other Exclusions	1%	1%	**3%**	-	3%	-	-	-	-	-	0%	-	0%	8%	3%	5%
Not Tested	1%	1%	**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)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	0%	**0%**	-	0%	-	-	-	-	-	0%	-	0%	0%	0%	0%
Other	0%	1%	**0%**	-	0%	-	-	-	-	-	0%	-	0%	0%	0%	0%
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**100%**	-	100%	*	-	-	-	-	100%	*	100%	100%	100%	100%
Included in Accountability	93%	92%	**86%**	-	86%	*	-	-	-	-	92%	*	98%	59%	85%	80%
Not Included in Accountability: Mobile	5%	4%	**11%**	-	11%	*	-	-	-	-	8%	*	2%	29%	11%	13%
Not Included in Accountability: Other Exclusions	1%	3%	**4%**	-	4%	*	-	-	-	-	0%	*	0%	12%	4%	7%
Not Tested	1%	1%	**0%**	-	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%
Absent	1%	0%	**0%**	-	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%
Other	0%	1%	**0%**	-	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	**100%**	-	100%	*	-	-	-	-	100%	*	100%	100%	100%	100%
Included in Accountability	92%	90%	**85%**	-	85%	*	-	-	-	-	93%	*	98%	58%	85%	80%
Not Included in Accountability: Mobile	5%	4%	**10%**	-	10%	*	-	-	-	-	7%	*	2%	28%	11%	12%
Not Included in Accountability: Other Exclusions	2%	5%	**4%**	-	4%	*	-	-	-	-	0%	*	0%	14%	4%	8%
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	93%	92%	**86%**	-	86%	*	-	-	-	-	93%	*	98%	59%	85%	80%
Not Included in Accountability: Mobile	5%	4%	**10%**	-	10%	*	-	-	-	-	7%	*	2%	29%	11%	13%
Not Included in Accountability: Other Exclusions	1%	2%	**4%**	-	4%	*	-	-	-	-	0%	*	0%	12%	4%	7%
Not Tested	1%	1%	**0%**	-	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%
Absent	1%	0%	**0%**	-	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%
Other	0%	1%	**0%**	-	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%
Science																
Assessment Participant	98%	99%	**100%**	-	100%	*	-	-	-	-	100%	-	100%	100%	100%	100%
Included in Accountability	93%	93%	**87%**	-	86%	*	-	-	-	-	86%	-	97%	60%	86%	82%
Not Included in Accountability: Mobile	4%	4%	**11%**	-	11%	*	464	-	-	-	14%	-	3%	32%	12%	14%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Other Exclusions	1%	2%	**2%**	-	2%	*	-	-	-	-	0%	-	0%	8%	3%	4%
Not Tested	2%	1%	**0%**	-	0%	*	-	-	-	-	0%	-	0%	0%	0%	0%
Absent	1%	0%	**0%**	-	0%	*	-	-	-	-	0%	-	0%	0%	0%	0%
Other	0%	1%	**0%**	-	0%	*	-	-	-	-	0%	-	0%	0%	0%	0%

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

- Indicates there are no students in the group.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2021-22	92.2%	92.1%	**94.3%**	*	94.3%	96.0%	-	*	-	*	92.9%	94.1%	94.6%
2020-21	95.0%	97.3%	**95.9%**	*	95.8%	*	-	-	-	-	95.7%	96.0%	96.3%
Chronic Absenteeism													
2021-22	25.7%	26.6%	**17.8%**	*	17.8%	0.0%	-	*	-	*	27.4%	18.9%	14.7%
2020-21	15.0%	8.6%	**14.0%**	*	14.1%	14.3%	-	-	-	-	14.1%	12.8%	12.8%
Annual Dropout Rate (Gr 7-8)													
2021-22	0.7%	0.1%	-	-	-	-	-	-	-	-	-	-	-
2020-21	0.9%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2021-22	2.2%	0.1%	-	-	-	-	-	-	-	-	-	-	-
2020-21	2.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	89.7%	99.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.5%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.0%	99.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.6%	99.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021													
Graduated	90.0%	98.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	98.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	99.1%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.2%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	99.2%	-	-	-	-	-	-	-	-	-	-	-

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.7%	99.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	92.2%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	98.9%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.7%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	92.6%	98.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	1.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	98.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	98.5%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2022	89.7%	97.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	90.0%	96.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2022	59.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2022	3.7%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	3.8%	0.2%	-	-	467	-	-	-	-	-	-	-	-
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 2022	84.3%	99.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	81.9%	97.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2022	88.0%	99.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	85.7%	97.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
2020-21	43.8%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2021-22	3.9%	0.1%	-	-	-	-	-	-	-	-	-	-	-
2020-21	3.8%	0.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2021-22	82.3%	98.7%	-	-	-	-	-	-	-	-	-	-	-
2020-21	80.4%	96.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2021-22	86.0%	98.7%	-	-	-	-	-	-	-	-	-	-	-
2020-21	84.1%	96.7%	-	-	-	-	-	-	-	-	-	-	-

	Campus Count	Campus Percent	District Count	State Count
Graduates (2021-22 Annual Graduates)				
Total Graduates	-	-	1,578	368,686
By Ethnicity:				
African American	-	-	6	45,227
Hispanic	-	-	1,475	191,125
White	-	-	63	103,171
American Indian	-	-	2	1,159
Asian	-	-	24	18,794
Pacific Islander	-	-	0	569
Two or More Races	-	-	8	8,641
By Graduation Type:				
Minimum H.S. Program	-	-	0	433
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	134
Foundation H.S. Program (No Endorsement)	-	-	20	51,023
Foundation H.S. Program (Endorsement)	-	-	1	14,179
Foundation H.S. Program (DLA)	-	-	1,557	302,917
Special Education Graduates	-	-	121	32,447
Economically Disadvantaged Graduates	-	-	1,047	194,571
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	259	40,398
At-Risk Graduates	-	-	755	159,689

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	480	100.0%	20,343	5,504,150	481	100.0%	20,399	5,518,432
Students by Grade:								
Early Childhood Education	2	0.4%	0.2%	0.3%	3	0.6%	0.2%	0.5%
Pre-Kindergarten	43	9.0%	5.4%	4.4%	43	8.9%	5.5%	4.4%
Pre-Kindergarten: 3-year Old	0	0.0%	1.4%	0.7%	0	0.0%	1.5%	0.7%
Pre-Kindergarten: 4-year Old	43	9.0%	4.0%	3.7%	43	8.9%	4.1%	3.7%
Kindergarten	71	14.8%	5.8%	6.7%	71	14.8%	5.8%	6.7%
Grade 1	77	16.0%	6.5%	7.2%	77	16.0%	6.5%	7.2%
Grade 2	62	12.9%	6.5%	7.2%	62	12.9%	6.5%	7.2%
Grade 3	72	15.0%	6.4%	7.2%	72	15.0%	6.4%	7.1%
Grade 4	70	14.6%	6.6%	7.2%	70	14.6%	6.6%	7.1%
Grade 5	83	17.3%	7.3%	7.2%	83	17.3%	7.3%	7.2%
Grade 6	0	0.0%	7.3%	7.3%	0	0.0%	7.3%	7.2%
Grade 7	0	0.0%	7.4%	7.4%	0	0.0%	7.4%	7.4%
Grade 8	0	0.0%	7.7%	7.7%	0	0.0%	7.6%	7.7%
Grade 9	0	0.0%	9.0%	8.7%	0	0.0%	9.0%	8.7%
Grade 10	0	0.0%	9.2%	7.9%	0	0.0%	9.2%	7.9%
Grade 11	0	0.0%	7.6%	7.0%	0	0.0%	7.6%	7.0%
Grade 12	0	0.0%	7.1%	6.6%	0	0.0%	7.1%	6.6%
Ethnic Distribution:								
African American	2	0.4%	0.4%	12.8%	2	0.4%	0.4%	12.8%
Hispanic	461	96.0%	93.6%	53.0%	462	96.0%	93.5%	52.9%
White	15	3.1%	4.4%	25.6%	15	3.1%	4.5%	25.7%
American Indian	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Asian	1	0.2%	1.2%	5.1%	1	0.2%	1.2%	5.1%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	1	0.2%	0.4%	3.0%	1	0.2%	0.4%	3.0%
Sex:								
Female	222	46.3%	48.4%	48.8%	222	46.2%	48.4%	48.8%
Male	258	53.8%	51.6%	51.2%	259	53.8%	51.6%	51.2%
Economically Disadvantaged	437	91.0%	72.6%	62.1%	438	91.1%	72.5%	62.0%
Non-Educationally Disadvantaged	43	9.0%	27.4%	37.9%	43	8.9%	27.5%	38.0%
Section 504 Students	52	10.8%	10.0%	7.4%	52	10.8%	10.0%	7.4%
EB Students/EL	261	54.4%	36.0%	23.1%	261	54.3%	36.0%	23.0%
Students w/ Disciplinary Placements (2021-22)	0	0.0%	1.8%	1.5%				

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Students w/ Dyslexia	67	14.0%	8.8%	5.5%	67	13.9%	8.8%	5.5%
Foster Care	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Homeless	10	2.1%	1.4%	1.3%	10	2.1%	1.4%	1.3%
Immigrant	20	4.2%	2.4%	2.2%	20	4.2%	2.4%	2.2%
Migrant	6	1.3%	1.8%	0.3%	6	1.2%	1.8%	0.3%
Title I	480	100.0%	95.8%	64.6%	481	100.0%	95.7%	64.6%
Military Connected	0	0.0%	0.4%	3.6%	0	0.0%	0.4%	3.6%
At-Risk	351	73.1%	59.1%	53.3%	351	73.0%	59.0%	53.3%
Students by Instructional Program:								
Bilingual/ESL Education	375	78.1%	38.3%	23.2%	375	78.0%	38.3%	23.2%
Career and Technical Education	0	0.0%	34.6%	26.5%				
Career and Technical Education (9-12 grades only)	0	0.0%	83.9%	72.3%				
Gifted and Talented Education	34	7.1%	11.5%	8.2%	34	7.1%	11.5%	8.2%
Special Education	119	24.8%	14.2%	12.6%	120	24.9%	14.3%	12.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	119							
By Type of Primary Disability Students with Intellectual Disabilities	55	46.2%	48.5%	44.1%				
Students with Physical Disabilities	27	22.7%	18.4%	20.0%				
Students with Autism	**	**	15.4%	15.5%				
Students with Behavioral Disabilities	**	**	16.5%	18.8%				
Students with Non-Categorical Early Childhood	*	*	1.2%	1.6%				
Mobility (2021-22):								
Total Mobile Students	86	20.9%	15.8%	16.8%				
By Ethnicity: African American	2	0.5%	0.1%	3.3%				
Hispanic	81	19.7%	14.9%	8.7%				
White	3	0.7%	0.5%	3.4%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.1%	0.7%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	0	0.0%	0.1%	0.6%				
Count and Percent of Special Ed Students who are Mobile	18	20.9%	16.1%	18.6%				
Count and Percent of EB Students/EL who are Mobile	43	19.1%	18.4%	17.1%				
Count and Percent of Econ Dis Students who are Mobile	82	21.5%	17.4%	18.7%				
Student Attrition (2021-22):	474							
Total Student Attrition	73	18.5%	16.4%	18.1%				

	--Non-Special Education Rates--			---Special Education Rates---		
Student Information	**Campus**	**District**	**State**	**Campus**	**District**	**State**
Retention Rates by Grade:						
Kindergarten	0.0%	2.1%	1.5%	0.0%	3.3%	4.5%
Grade 1	2.1%	4.0%	2.5%	0.0%	5.2%	3.6%
Grade 2	1.8%	2.3%	1.6%	0.0%	3.3%	2.0%
Grade 3	0.0%	0.9%	0.8%	0.0%	0.8%	0.9%
Grade 4	0.0%	0.1%	0.5%	0.0%	0.0%	0.5%
Grade 5	0.0%	0.1%	0.3%	0.0%	0.0%	0.4%
Grade 6	-	0.4%	0.3%	-	0.0%	0.4%
Grade 7	-	0.4%	0.4%	-	0.0%	0.5%
Grade 8	-	0.4%	0.4%	-	0.5%	0.5%
Grade 9	-	10.8%	8.7%	-	16.8%	12.6%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	12.9	18.0	18.7
Grade 1	15.3	17.3	19.1
Grade 2	19.4	18.2	19.1
Grade 3	18.0	17.7	19.3
Grade 4	22.7	18.3	19.4
Grade 5	27.1	20.0	20.8
Grade 6	-	21.5	19.2
Secondary:			
English/Language Arts	-	15.0	16.2
Foreign Languages	-	17.1	18.8
Mathematics	-	18.0	17.5
Science	-	19.0	18.5
Social Studies	-	19.0	18.9

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Total Staff	67.2	100.0%	100.0%	100.0%
Professional Staff:	50.7	75.4%	61.1%	64.1%
Teachers	36.9	54.9%	44.6%	48.7%
Professional Support	9.8	14.6%	12.2%	10.9%
Campus Administration (School Leadership)	4.0	5.9%	3.2%	3.3%
Educational Aides:	16.5	24.6%	12.4%	11.3%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	29.0	4,258.0
Part-time Librarians	0.0	n/a	0.0	646.0
Full-time Counselors	2.0	n/a	76.0	13,815.0
Part-time Counselors	0.0	n/a	2.0	1,240.0
Total Minority Staff:	66.0	98.1%	92.7%	53.2%
Teachers by Ethnicity:				
African American	0.0	0.0%	0.6%	11.8%
Hispanic	35.8	97.1%	88.2%	29.6%
White	0.0	0.0%	9.8%	54.9%
American Indian	0.0	0.0%	0.0%	0.3%
Asian	1.1	2.9%	0.9%	2.0%
Pacific Islander	0.0	0.0%	0.1%	0.1%
Two or More Races	0.0	0.0%	0.4%	1.2%
Teachers by Sex:				
Males	2.1	5.6%	29.3%	24.4%
Females	34.8	94.4%	70.7%	75.6%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.7%	2.0%
Bachelors	30.9	83.8%	79.5%	72.2%
Masters	6.0	16.2%	19.7%	25.0%
Doctorate	0.0	0.0%	0.1%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	3.0	8.1%	3.9%	9.7%
1-5 Years Experience	11.0	29.8%	19.0%	26.3%
6-10 Years Experience	9.5	25.7%	22.9%	20.5%
11-20 Years Experience	10.4	28.1%	34.2%	27.2%
21-30 Years Experience	3.0	8.1%	15.4%	13.3%
Over 30 Years Experience	0.0	0.1%	4.7%	2.9%

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Number of Students per Teacher	13.0	n/a	13.6	14.8

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	4.0	6.6	6.1
Average Years Experience of Principals with District	4.0	6.6	5.3
Average Years Experience of Assistant Principals	3.0	6.1	5.2
Average Years Experience of Assistant Principals with District	3.0	5.3	4.4
Average Years Experience of Teachers:	10.7	13.5	11.0
Average Years Experience of Teachers with District:	8.2	10.3	6.9
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$52,818	$50,549	$53,300
1-5 Years Experience	$53,813	$53,264	$56,516
6-10 Years Experience	$56,593	$56,886	$59,732
11-20 Years Experience	$60,224	$60,642	$63,389
21-30 Years Experience	$67,193	$66,288	$67,876
Over 30 Years Experience	$77,125	$73,268	$72,560
Average Actual Salaries (regular duties only):			
Teachers	$57,362	$59,446	$60,717
Professional Support	$59,163	$67,588	$72,022
Campus Administration (School Leadership)	$71,992	$76,926	$85,167
Instructional Staff Percent:	n/a	63.8%	65.1%
Contracted Instructional Staff (not incl. above):	0.1	1.5	2,105.4

	----- Campus -----			
Program Information	**Count**	**Percent**	**District**	**State**
Teachers by Program (population served):				
Bilingual/ESL Education	8.6	23.2%	6.4%	5.9%
Career and Technical Education	0.0	0.0%	6.3%	5.4%
Compensatory Education	0.0	0.0%	3.1%	3.2%
Gifted and Talented Education	0.0	0.0%	1.4%	1.7%
Regular Education	23.1	62.5%	66.7%	70.6%
Special Education	477.3	14.3%	8.9%	9.7%
Other	0.0	0.0%	7.2%	3.5%

- 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.

2022-23 Texas Academic Performance Report (TAPR)

District Name: MCALLEN ISD

Campus Name: GARZA EL

Campus Number: 108906122

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	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2023	76%	79%	**92%**	-	91%	*	-	*	-	*	83%	-	89%	100%	93%	91%
	2022	76%	81%	**77%**	-	77%	80%	*	*	-	-	40%	-	84%	36%	77%	73%
At Meets Grade Level or Above	2023	50%	54%	**55%**	-	54%	*	-	*	-	*	17%	-	62%	31%	50%	36%
	2022	51%	57%	**64%**	-	63%	80%	*	*	-	-	30%	-	72%	18%	65%	45%
At Masters Grade Level	2023	20%	26%	**18%**	-	18%	*	-	*	-	*	0%	-	21%	8%	17%	9%
	2022	30%	33%	**45%**	-	44%	60%	*	*	-	-	20%	-	52%	9%	44%	18%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2023	73%	78%	**80%**	-	80%	*	-	*	-	*	83%	-	79%	85%	81%	73%
	2022	71%	74%	**68%**	-	69%	60%	*	*	-	-	30%	-	74%	36%	67%	64%
At Meets Grade Level or Above	2023	45%	49%	**43%**	-	43%	*	-	*	-	*	33%	-	45%	38%	50%	18%
	2022	43%	48%	**45%**	-	44%	60%	*	*	-	-	20%	-	48%	27%	40%	55%
At Masters Grade Level	2023	19%	18%	**8%**	-	7%	*	-	*	-	*	0%	-	11%	0%	7%	9%
	2022	21%	24%	**19%**	-	16%	40%	*	*	-	-	0%	-	22%	0%	19%	18%
Grade 4 Reading																	
At Approaches Grade Level or Above	2023	77%	80%	**78%**	-	78%	80%	-	*	-	-	55%	-	83%	65%	77%	69%
	2022	77%	81%	**78%**	*	77%	*	-	*	-	-	50%	*	79%	75%	79%	68%
At Meets Grade Level or Above	2023	48%	55%	**62%**	-	62%	60%	-	*	-	-	45%	-	67%	50%	61%	46%
	2022	54%	60%	**62%**	*	61%	*	-	*	-	-	42%	*	62%	63%	60%	45%
At Masters Grade Level	2023	22%	29%	**28%**	-	26%	40%	-	*	-	-	9%	-	30%	25%	27%	31%
	2022	28%	31%	**29%**	*	26%	*	-	*	-	-	17%	*	29%	31%	23%	14%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2023	71%	78%	**70%**	-	69%	80%	-	*	-	-	45%	-	74%	60%	68%	62%
	2022	70%	79%	**78%**	*	77%	*	-	*	-	-	50%	*	78%	81%	70%	73%
At Meets Grade Level or Above	2023	48%	57%	**45%**	-	41%	80%	-	*	-	-	18%	-	46%	40%	36%	38%
	2022	43%	55%	**51%**	*	50%	*	-	*	-	-	17%	*	51%	50%	38%	41%
At Masters Grade Level	2023	22%	28%	**27%**	-	24%	60%	-	*	-	-	9%	-	28%	25%	18%	23%
	2022	23%	32%	**25%**	*	26%	*	-	*	-	-	17%	*	27%	19%	19%	18%
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	2023	81%	86%	**89%**	*	90%	*	-	*	-	-	73%	*	88%	93%	88%	92%
	2022	81%	86%	**96%**	*	95%	*	-	*	-	-	67%	*	96%	92%	94%	94%
At Meets Grade Level or Above	2023	57%	66%	**67%**	*	68%	*	-	*	-	-	45%	*	64%	79%	63%	50%
	2022	58%	66%	**74%**	*	73%	*	-	*	-	-	33%	*	77%	62%	67%	72%
At Masters Grade Level	2023	28%	40%	**38%**	*	39%	*	-	*	-	-	27%	*	39%	36%	33%	15%
	2022	36%	42%	**49%**	*	47%	*	-	*	-	-	33%	*	52%	38%	41%	50%
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2023	80%	86%	**86%**	*	87%	*	-	*	-	-	82%	*	85%	93%	78%	81%
	2022	77%	86%	**90%**	*	91%	*	-	*	-	-	67%	*	91%	85%	86%	89%
At Meets Grade Level or Above	2023	51%	60%	**65%**	*	65%	*	-	*	-	-	55%	*	64%	71%	60%	50%
	2022	48%	57%	**58%**	*	59%	*	-	*	-	-	22%	*	59%	54%	53%	72%
At Masters Grade Level	2023	21%	25%	**26%**	*	27%	*	-	*	-	-	9%	*	22%	43%	13%	19%
	2022	25%	32%	**36%**	*	38%	*	-	*	-	-	22%	*	38%	31%	31%	56%
Grade 5 Science																	
At Approaches Grade Level or Above	2023	65%	68%	**58%**	*	60%	*	-	*	-	-	45%	*	55%	71%	58%	46%
	2022	66%	67%	**70%**	*	70%	*	-	*	-	-	44%	*	73%	54%	59%	67%
At Meets Grade Level or Above	2023	36%	37%	**30%**	*	30%	*	-	*	-	-	18%	*	30%	29%	28%	19%
	2022	38%	39%	**35%**	*	34%	*	-	*	-	-	33%	*	38%	23%	31%	44%
At Masters Grade Level	2023	16%	17%	**11%**	*	10%	*	-	*	-	-	9%	*	10%	14%	5%	0%
	2022	18%	19%	**20%**	*	19%	*	-	*	-	-	22%	*	20%	23%	14%	22%
All Grades All Subjects																	
At Approaches Grade Level or Above	2023	76%	80%	**79%**	*	79%	65%	-	86%	-	*	64%	83%	79%	79%	77%	73%
	2022	74%	79%	**80%**	71%	80%	83%	*	100%	-	-	49%	100%	82%	68%	76%	76%
At Meets Grade Level or Above	2023	49%	55%	**53%**	*	52%	55%	-	71%	-	*	34%	67%	54%	48%	50%	38%
	2022	48%	54%	**55%**	43%	55%	65%	*	86%	-	-	28%	80%	58%	44%	50%	53%
At Masters Grade Level	2023	20%	24%	**23%**	*	22%	25%	-	57%	-	*	10%	33%	23%	22%	17%	14%
	2022	23%	27%	**32%**	43%	30%	48%	*	71%	-	-	18%	50%	34%	23%	27%	28%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2023	77%	82%	**86%**	*	86%	78%	-	*	-	*	68%	*	87%	83%	86%	86%
	2022	75%	80%	**83%**	*	83%	90%	*	*	-	-	52%	*	86%	70%	83%	78%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2023	53%	61%	**62%**	*	62%	56%	-	*	-	*	39%	*	64%	53%	58%	46%
	2022	53%	60%	**66%**	*	66%	90%	*	*	-	-	35%	*	70%	50%	64%	55%
At Masters Grade Level	2023	20%	27%	**29%**	*	29%	22%	-	*	-	*	14%	*	31%	23%	25%	18%
	2022	25%	30%	**41%**	*	38%	80%	*	*	-	-	23%	*	44%	28%	36%	27%
All Grades Mathematics																	
At Approaches Grade Level or Above	2023	75%	80%	**79%**	*	79%	67%	-	*	-	*	68%	*	80%	77%	75%	74%
	2022	72%	78%	**79%**	*	79%	80%	*	*	-	-	48%	*	81%	70%	74%	76%
At Meets Grade Level or Above	2023	45%	51%	**52%**	*	51%	67%	-	*	-	*	36%	*	53%	49%	48%	40%
	2022	42%	48%	**51%**	*	51%	50%	*	*	-	-	19%	*	53%	45%	44%	55%
At Masters Grade Level	2023	19%	22%	**21%**	*	20%	33%	-	*	-	*	7%	*	21%	23%	13%	18%
	2022	20%	25%	**27%**	*	27%	20%	*	*	-	-	13%	*	29%	18%	23%	31%
All Grades Science																	
At Approaches Grade Level or Above	2023	77%	77%	**58%**	*	60%	*	-	*	-	-	45%	*	55%	71%	58%	46%
	2022	76%	80%	**70%**	*	70%	*	-	*	-	-	44%	*	73%	54%	59%	67%
At Meets Grade Level or Above	2023	47%	47%	**30%**	*	30%	*	-	*	-	-	18%	*	30%	29%	28%	19%
	2022	47%	52%	**35%**	*	34%	*	-	*	-	-	33%	*	38%	23%	31%	44%
At Masters Grade Level	2023	18%	18%	**11%**	*	10%	*	-	*	-	-	9%	*	10%	14%	5%	0%
	2022	21%	23%	**20%**	*	19%	*	-	*	-	-	22%	*	20%	23%	14%	22%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2023	37%	40%	**33%**	-	32%	*	-	*	-	*	17%	-	36%	23%	36%	9%
	2022	36%	42%	**41%**	-	39%	60%	*	*	-	-	20%	-	47%	9%	35%	45%
Reading and Mathematics Including EOC	2023	37%	40%	**33%**	-	32%	*	-	*	-	*	17%	-	36%	23%	36%	9%
	2022	36%	42%	**41%**	-	39%	60%	*	*	-	-	20%	-	47%	9%	35%	45%
Reading Including EOC	2023	50%	54%	**55%**	-	54%	*	-	*	-	*	17%	-	62%	31%	50%	36%
	2022	51%	57%	**64%**	-	63%	80%	*	*	-	-	30%	-	72%	18%	65%	45%
Math Including EOC	2023	45%	49%	**43%**	-	43%	*	-	*	-	*	33%	-	45%	38%	50%	18%
	2022	43%	48%	**45%**	-	44%	60%	*	*	-	-	20%	-	48%	27%	40%	55%
4th Graders																	
Reading and Mathematics	2023	38%	46%	**43%**	-	41%	60%	-	*	-	-	18%	-	46%	35%	36%	31%
	2022	36%	46%	**41%**	*	41%	*	-	*	-	-	17%	*	41%	38%	32%	23%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading and Mathematics Including EOC	2023	38%	46%	**43%**	-	41%	60%	-	*	-	-	18%	-	46%	35%	36%	31%
	2022	36%	46%	**41%**	*	41%	*	-	*	-	-	17%	*	41%	38%	32%	23%
Reading Including EOC	2023	48%	55%	**62%**	-	62%	60%	-	*	-	-	45%	-	67%	50%	61%	46%
	2022	54%	60%	**62%**	*	61%	*	-	*	-	-	42%	*	62%	63%	60%	45%
Math Including EOC	2023	48%	57%	**45%**	-	41%	80%	-	*	-	-	18%	-	46%	40%	36%	38%
	2022	43%	55%	**51%**	*	50%	*	-	*	-	-	17%	*	51%	50%	38%	41%
5th Graders																	
Reading and Mathematics	2023	43%	53%	**57%**	*	57%	*	-	*	-	-	45%	*	54%	71%	53%	38%
	2022	41%	51%	**52%**	*	53%	*	-	*	-	-	22%	*	54%	46%	45%	67%
Reading and Mathematics Including EOC	2023	43%	53%	**57%**	*	57%	*	-	*	-	-	45%	*	54%	71%	53%	38%
	2022	41%	51%	**52%**	*	53%	*	-	*	-	-	22%	*	54%	46%	45%	67%
Reading Including EOC	2023	57%	66%	**67%**	*	68%	*	-	*	-	-	45%	*	64%	79%	63%	50%
	2022	58%	66%	**74%**	*	73%	*	-	*	-	-	33%	*	77%	62%	67%	72%
Math Including EOC	2023	51%	60%	**65%**	*	65%	*	-	*	-	-	55%	*	64%	71%	60%	50%
	2022	48%	57%	**58%**	*	59%	*	-	*	-	-	22%	*	59%	54%	53%	72%
3rd - 8th Graders																	
Reading and Mathematics	2023	37%	44%	**46%**	*	45%	56%	-	*	-	*	29%	*	46%	43%	41%	30%
	2022	34%	41%	**44%**	*	44%	50%	*	*	-	-	19%	*	47%	33%	38%	43%
Reading and Mathematics Including EOC	2023	39%	46%	**46%**	*	45%	56%	-	*	-	*	29%	*	46%	43%	41%	30%
	2022	36%	44%	**44%**	*	44%	50%	*	*	-	-	19%	*	47%	33%	38%	43%
Reading Including EOC	2023	53%	61%	**62%**	*	62%	56%	-	*	-	*	39%	*	64%	53%	58%	46%
	2022	53%	61%	**66%**	*	66%	90%	*	*	-	-	35%	*	70%	50%	64%	55%
Math Including EOC	2023	47%	53%	**52%**	*	51%	67%	-	*	-	*	36%	*	53%	49%	48%	40%
	2022	43%	50%	**51%**	*	51%	50%	*	*	-	-	19%	*	53%	45%	44%	55%

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

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress - Annual Growth by Grade and Subject																	
Grade 4 ELA/Reading	2023	55%	57%	**53%**	-	54%	*	-	*	-	-	25%	-	55%	47%	49%	62%
Grade 4 Mathematics	2023	63%	70%	**56%**	-	56%	*	-	*	-	-	50%	-	57%	53%	51%	58%
Grade 5 ELA/Reading	2023	65%	77%	**78%**	*	79%	*	-	*	-	-	82%	*	78%	75%	76%	64%
Grade 5 Mathematics	2023	71%	71%	**79%**	*	81%	*	-	*	-	-	91%	*	79%	79%	74%	72%
All Grades Both Subjects	2023	64%	67%	**67%**	*	68%	33%	-	*	-	-	63%	*	69%	62%	62%	65%
All Grades ELA/Reading	2023	63%	67%	**66%**	*	68%	17%	-	*	-	-	55%	*	68%	59%	62%	63%
All Grades Mathematics	2023	66%	67%	**68%**	*	69%	50%	-	*	-	-	71%	*	69%	64%	62%	67%
School Progress - Accelerated Learning by Grade and Subject																	
Grade 4 ELA/Reading	2023	33%	26%	**13%**	-	13%	*	-	-	-	-	0%	-	13%	13%	20%	*
Grade 4 Mathematics	2023	27%	30%	**30%**	-	32%	*	-	-	-	-	14%	-	31%	29%	38%	20%
Grade 5 ELA/Reading	2023	37%	44%	**69%**	-	69%	-	-	-	-	-	60%	-	71%	*	75%	86%
Grade 5 Mathematics	2023	48%	54%	**47%**	-	50%	*	-	-	-	-	60%	-	50%	*	25%	29%
All Grades Both Subjects	2023	38%	41%	**39%**	-	41%	*	-	-	-	-	32%	-	45%	25%	37%	43%
All Grades ELA/Reading	2023	35%	40%	**41%**	-	42%	*	-	-	-	-	30%	-	50%	20%	44%	64%
All Grades Mathematics	2023	40%	43%	**38%**	-	40%	*	-	-	-	-	33%	-	41%	30%	32%	25%

* 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	2023	76%	80%	**79%**	71%	71%	-	-	-	-	82%	82%	-	-	67%	81%	71%	86%
	2022	74%	79%	**80%**	75%	73%	-	-	-	100%	100%	100%	-	-	*	81%	73%	86%
At Meets Grade Level or Above	2023	49%	55%	**53%**	35%	35%	-	-	-	-	36%	36%	-	-	17%	57%	34%	71%
	2022	48%	54%	**55%**	51%	48%	-	-	-	83%	43%	43%	-	-	*	56%	45%	82%
At Masters Grade Level	2023	20%	24%	**23%**	12%	12%	-	-	-	-	36%	36%	-	-	0%	26%	13%	21%
	2022	23%	27%	**32%**	25%	24%	-	-	-	33%	0%	0%	-	-	*	33%	20%	57%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2023	77%	82%	**86%**	87%	87%	-	-	-	-	80%	80%	-	-	*	86%	87%	80%
	2022	75%	80%	**83%**	81%	80%	-	-	-	*	*	*	-	-	*	85%	78%	82%
At Meets Grade Level or Above	2023	53%	61%	**62%**	47%	47%	-	-	-	-	20%	20%	-	-	*	67%	42%	80%
	2022	53%	60%	**66%**	56%	53%	-	-	-	*	*	*	-	-	*	70%	48%	82%
At Masters Grade Level	2023	20%	27%	**29%**	18%	18%	-	-	-	-	20%	20%	-	-	*	33%	18%	20%
	2022	25%	30%	**41%**	22%	20%	-	-	-	*	*	*	-	-	*	45%	18%	64%
All Grades Mathematics																		
At Approaches Grade Level or Above	2023	75%	80%	**79%**	71%	71%	-	-	-	-	80%	80%	-	-	*	81%	73%	80%
	2022	72%	78%	**79%**	72%	70%	-	-	-	*	*	*	-	-	*	80%	73%	91%
At Meets Grade Level or Above	2023	45%	51%	**52%**	32%	32%	-	-	-	-	60%	60%	-	-	*	56%	36%	80%
	2022	42%	48%	**51%**	47%	43%	-	-	-	*	*	*	-	-	*	50%	45%	91%
At Masters Grade Level	2023	19%	22%	**21%**	11%	11%	-	-	-	-	60%	60%	-	-	*	22%	16%	40%
	2022	20%	25%	**27%**	28%	27%	-	-	-	*	*	*	-	-	*	25%	23%	64%
All Grades Science																		
At Approaches Grade Level or Above	2023	77%	77%	**58%**	37%	37%	-	-	-	-	*	*	-	-	*	64%	36%	*
	2022	76%	80%	**70%**	67%	57%	-	-	-	*	*	*	-	-	-	71%	58%	83%
At Meets Grade Level or Above	2023	47%	47%	**30%**	16%	16%	-	-	-	-	*	*	-	-	*	35%	14%	*
	2022	47%	52%	**35%**	44%	43%	-	-	-	*	*	*	-	-	-	31%	33%	67%
At Masters Grade Level	2023	18%	18%	**11%**	0%	0%	-	-	-	-	*	*	-	-	*	16%	0%	*
	2022	21%	23%	**20%**	22%	29%	-	-	-	*	*	*	-	-	-	20%	17%	33%
School Progress - Annual Growth																		
All Grades Both Subjects	2023	64%	67%	**67%**	64%	64%	-	-	-	-	50%	50%	-	-	*	68%	64%	70%
All Grades ELA/Reading	2023	63%	67%	**66%**	68%	68%	-	-	-	-	*	*	-	-	*	67%	64%	60%
All Grades Mathematics	2023	66%	67%	**68%**	61%	61%	-	-	-	-	*	*	-	-	*	69%	65%	80%
School Progress - Accelerated Learning																		
All Grades Both Subjects	2023	38%	41%	**39%**	42%	42%	-	-	-	-	-	-	-	-	*	37%	45%	*

2022-23 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)

GARZA EL (108906122) - MCALLEN ISD - HIDALGO 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 ELA/Reading	2023	35%	40%	**41%**	63%	63%	-	-	-	-	-	-	-	-	*	29%	67%	*
All Grades Mathematics	2023	40%	43%	**38%**	27%	27%	-	-	-	-	-	-	-	-	-	44%	27%	*

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

- Indicates there are no students in the group.

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2023 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	**100%**	*	100%	100%	-	100%	-	*	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	93%	**98%**	*	98%	100%	-	100%	-	*	97%	100%	100%	92%	99%	95%
Not Included in Accountability: Mobile	4%	3%	**2%**	*	2%	0%	-	0%	-	*	3%	0%	0%	7%	1%	3%
Not Included in Accountability: Other Exclusions	2%	3%	**0%**	*	0%	0%	-	0%	-	*	0%	0%	0%	2%	1%	2%
Not Tested	1%	0%	**0%**	*	0%	0%	-	0%	-	*	0%	0%	0%	0%	0%	0%
Absent	1%	0%	**0%**	*	0%	0%	-	0%	-	*	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	*	0%	0%	-	0%	-	*	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	100%	**100%**	*	100%	100%	-	*	-	*	100%	*	100%	100%	100%	100%
Included in Accountability	92%	91%	**98%**	*	98%	100%	-	*	-	*	97%	*	100%	90%	98%	94%
Not Included in Accountability: Mobile	4%	3%	**2%**	*	2%	0%	-	*	-	*	3%	*	0%	8%	1%	4%
Not Included in Accountability: Other Exclusions	3%	6%	**0%**	*	0%	0%	-	*	-	*	0%	*	0%	2%	1%	2%
Not Tested	1%	0%	**0%**	*	0%	0%	-	*	-	*	0%	*	0%	0%	0%	0%
Absent	1%	0%	**0%**	*	0%	0%	-	*	-	*	0%	*	0%	0%	0%	0%
Other	0%	0%	**0%**	*	0%	0%	-	*	-	*	0%	*	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	100%	**100%**	*	100%	100%	-	*	-	*	100%	*	100%	100%	100%	100%
Included in Accountability	94%	94%	**98%**	*	98%	100%	-	*	-	*	97%	*	100%	90%	98%	94%
Not Included in Accountability: Mobile	5%	4%	**2%**	*	2%	0%	-	*	-	*	3%	*	0%	8%	1%	4%
Not Included in Accountability: Other Exclusions	1%	2%	**0%**	*	0%	0%	-	*	-	*	0%	*	0%	2%	1%	2%
Not Tested	1%	0%	**0%**	*	0%	0%	-	*	-	*	0%	*	0%	0%	0%	0%
Absent	1%	0%	**0%**	*	0%	0%	-	*	-	*	0%	*	0%	0%	0%	0%
Other	0%	0%	**0%**	*	0%	0%	-	*	-	*	0%	*	0%	0%	0%	0%
Science																
Assessment Participant	99%	99%	**100%**	*	100%	*	-	*	-	-	100%	*	100%	100%	100%	100%
Included in Accountability	93%	95%	**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%	1%	**0%**	*	0%	*	-	*	-	-	0%	*	0%	0%	0%	0%
Not Tested	1%	1%	**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%	0%	**0%**	*	0%	*	-	*	-	-	0%	*	0%	0%	0%	0%
Other	0%	1%	**0%**	*	0%	*	-	*	-	-	0%	*	0%	0%	0%	0%
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**100%**	100%	100%	100%	*	100%	-	-	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	92%	**92%**	100%	92%	88%	*	100%	-	-	93%	71%	97%	73%	93%	91%
Not Included in Accountability: Mobile	5%	4%	**8%**	0%	8%	12%	*	0%	-	-	7%	29%	3%	24%	6%	6%
Not Included in Accountability: Other Exclusions	1%	3%	**1%**	0%	1%	0%	*	0%	-	-	0%	0%	0%	3%	1%	3%
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%	1%	**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%	90%	**92%**	*	92%	91%	*	*	-	-	94%	67%	97%	74%	94%	91%
Not Included in Accountability: Mobile	5%	4%	**7%**	*	7%	9%	*	*	-	-	6%	33%	3%	22%	5%	5%
Not Included in Accountability: Other Exclusions	2%	5%	**1%**	*	1%	0%	*	*	-	-	0%	0%	0%	4%	1%	4%
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	93%	92%	**92%**	*	92%	91%	*	*	-	-	94%	67%	97%	74%	94%	91%
Not Included in Accountability: Mobile	5%	4%	**7%**	*	7%	9%	*	*	-	-	6%	33%	3%	22%	5%	5%
Not Included in Accountability: Other Exclusions	1%	2%	**1%**	*	1%	0%	*	*	-	-	0%	0%	0%	4%	1%	4%
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%	1%	**0%**	*	0%	0%	*	*	-	-	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	98%	99%	**100%**	*	100%	*	-	*	-	-	100%	*	100%	100%	100%	100%
Included in Accountability	93%	93%	**90%**	*	90%	*	-	*	-	-	90%	*	97%	68%	92%	90%
Not Included in Accountability: Mobile	4%	4%	**10%**	*	10%	*	489 -	*	-	-	10%	*	3%	32%	8%	10%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Other Exclusions	1%	2%	**0%**	*	0%	*	-	*	-	-	0%	*	0%	0%	0%	0%
Not Tested	2%	1%	**0%**	*	0%	*	-	*	-	-	0%	*	0%	0%	0%	0%
Absent	1%	0%	**0%**	*	0%	*	-	*	-	-	0%	*	0%	0%	0%	0%
Other	0%	1%	**0%**	*	0%	*	-	*	-	-	0%	*	0%	0%	0%	0%

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2021-22	92.2%	92.1%	**94.6%**	*	94.6%	93.9%	*	97.8%	-	*	93.0%	94.0%	95.7%
2020-21	95.0%	97.3%	**99.2%**	*	99.2%	99.3%	*	*	-	*	99.3%	99.0%	99.2%
Chronic Absenteeism													
2021-22	25.7%	26.6%	**17.9%**	*	18.2%	21.4%	*	0.0%	-	*	28.1%	21.6%	11.7%
2020-21	15.0%	8.6%	**2.4%**	*	2.6%	0.0%	*	0.0%	-	*	0.0%	1.9%	4.6%
Annual Dropout Rate (Gr 7-8)													
2021-22	0.7%	0.1%	-	-	-	-	-	-	-	-	-	-	-
2020-21	0.9%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2021-22	2.2%	0.1%	-	-	-	-	-	-	-	-	-	-	-
2020-21	2.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	89.7%	99.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.5%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.0%	99.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.6%	99.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021													
Graduated	90.0%	98.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	98.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	99.1%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.2%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	99.2%	-	-	-	-	-	-	-	-	-	-	-

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.7%	99.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	92.2%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	98.9%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.7%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	92.6%	98.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	1.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	98.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	98.5%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2022	89.7%	97.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	90.0%	96.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2022	59.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2022	3.7%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	3.8%	0.2%	-	-	492	-	-	-	-	-	-	-	-
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 2022	84.3%	99.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	81.9%	97.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2022	88.0%	99.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	85.7%	97.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
2020-21	43.8%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2021-22	3.9%	0.1%	-	-	-	-	-	-	-	-	-	-	-
2020-21	3.8%	0.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2021-22	82.3%	98.7%	-	-	-	-	-	-	-	-	-	-	-
2020-21	80.4%	96.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2021-22	86.0%	98.7%	-	-	-	-	-	-	-	-	-	-	-
2020-21	84.1%	96.7%	-	-	-	-	-	-	-	-	-	-	-

	Campus Count	Campus Percent	District Count	State Count
Graduates (2021-22 Annual Graduates)				
Total Graduates	-	-	1,578	368,686
By Ethnicity:				
African American	-	-	6	45,227
Hispanic	-	-	1,475	191,125
White	-	-	63	103,171
American Indian	-	-	2	1,159
Asian	-	-	24	18,794
Pacific Islander	-	-	0	569
Two or More Races	-	-	8	8,641
By Graduation Type:				
Minimum H.S. Program	-	-	0	433
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	134
Foundation H.S. Program (No Endorsement)	-	-	20	51,023
Foundation H.S. Program (Endorsement)	-	-	1	14,179
Foundation H.S. Program (DLA)	-	-	1,557	302,917
Special Education Graduates	-	-	121	32,447
Economically Disadvantaged Graduates	-	-	1,047	194,571
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	259	40,398
At-Risk Graduates	-	-	755	159,689

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	461	100.0%	20,343	5,504,150	464	100.0%	20,399	5,518,432
Students by Grade:								
Early Childhood Education	0	0.0%	0.2%	0.3%	2	0.4%	0.2%	0.5%
Pre-Kindergarten	49	10.6%	5.4%	4.4%	49	10.6%	5.5%	4.4%
Pre-Kindergarten: 3-year Old	12	2.6%	1.4%	0.7%	12	2.6%	1.5%	0.7%
Pre-Kindergarten: 4-year Old	37	8.0%	4.0%	3.7%	37	8.0%	4.1%	3.7%
Kindergarten	62	13.4%	5.8%	6.7%	62	13.4%	5.8%	6.7%
Grade 1	58	12.6%	6.5%	7.2%	59	12.7%	6.5%	7.2%
Grade 2	67	14.5%	6.5%	7.2%	67	14.4%	6.5%	7.2%
Grade 3	63	13.7%	6.4%	7.2%	63	13.6%	6.4%	7.1%
Grade 4	79	17.1%	6.6%	7.2%	79	17.0%	6.6%	7.1%
Grade 5	83	18.0%	7.3%	7.2%	83	17.9%	7.3%	7.2%
Grade 6	0	0.0%	7.3%	7.3%	0	0.0%	7.3%	7.2%
Grade 7	0	0.0%	7.4%	7.4%	0	0.0%	7.4%	7.4%
Grade 8	0	0.0%	7.7%	7.7%	0	0.0%	7.6%	7.7%
Grade 9	0	0.0%	9.0%	8.7%	0	0.0%	9.0%	8.7%
Grade 10	0	0.0%	9.2%	7.9%	0	0.0%	9.2%	7.9%
Grade 11	0	0.0%	7.6%	7.0%	0	0.0%	7.6%	7.0%
Grade 12	0	0.0%	7.1%	6.6%	0	0.0%	7.1%	6.6%
Ethnic Distribution:								
African American	2	0.4%	0.4%	12.8%	2	0.4%	0.4%	12.8%
Hispanic	422	91.5%	93.6%	53.0%	425	91.6%	93.5%	52.9%
White	30	6.5%	4.4%	25.6%	30	6.5%	4.5%	25.7%
American Indian	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Asian	6	1.3%	1.2%	5.1%	6	1.3%	1.2%	5.1%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	1	0.2%	0.4%	3.0%	1	0.2%	0.4%	3.0%
Sex:								
Female	238	51.6%	48.4%	48.8%	238	51.3%	48.4%	48.8%
Male	223	48.4%	51.6%	51.2%	226	48.7%	51.6%	51.2%
Economically Disadvantaged	339	73.5%	72.6%	62.1%	340	73.3%	72.5%	62.0%
Non-Educationally Disadvantaged	122	26.5%	27.4%	37.9%	124	26.7%	27.5%	38.0%
Section 504 Students	43	9.3%	10.0%	7.4%	43	9.3%	10.0%	7.4%
EB Students/EL	92	20.0%	36.0%	23.1%	92	19.8%	36.0%	23.0%
Students w/ Disciplinary Placements (2021-22)	1	0.2%	1.8%	1.5%				

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Students w/ Dyslexia	43	9.3%	8.8%	5.5%	43	9.3%	8.8%	5.5%
Foster Care	8	1.7%	0.1%	0.2%	8	1.7%	0.1%	0.2%
Homeless	1	0.2%	1.4%	1.3%	1	0.2%	1.4%	1.3%
Immigrant	2	0.4%	2.4%	2.2%	2	0.4%	2.4%	2.2%
Migrant	4	0.9%	1.8%	0.3%	4	0.9%	1.8%	0.3%
Title I	461	100.0%	95.8%	64.6%	464	100.0%	95.7%	64.6%
Military Connected	1	0.2%	0.4%	3.6%	1	0.2%	0.4%	3.6%
At-Risk	191	41.4%	59.1%	53.3%	191	41.2%	59.0%	53.3%
Students by Instructional Program:								
Bilingual/ESL Education	87	18.9%	38.3%	23.2%	87	18.8%	38.3%	23.2%
Career and Technical Education	0	0.0%	34.6%	26.5%				
Career and Technical Education (9-12 grades only)	0	0.0%	83.9%	72.3%				
Gifted and Talented Education	50	10.8%	11.5%	8.2%	50	10.8%	11.5%	8.2%
Special Education	64	13.9%	14.2%	12.6%	67	14.4%	14.3%	12.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	64							
By Type of Primary Disability Students with Intellectual Disabilities	20	31.3%	48.5%	44.1%				
Students with Physical Disabilities	37	57.8%	18.4%	20.0%				
Students with Autism	*	*	15.4%	15.5%				
Students with Behavioral Disabilities	*	*	16.5%	18.8%				
Students with Non-Categorical Early Childhood	0	0.0%	1.2%	1.6%				
Mobility (2021-22):								
Total Mobile Students	61	15.6%	15.8%	16.8%				
By Ethnicity: African American	0	0.0%	0.1%	3.3%				
Hispanic	50	12.8%	14.9%	8.7%				
White	10	2.6%	0.5%	3.4%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.1%	0.7%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	1	0.3%	0.1%	0.6%				
Count and Percent of Special Ed Students who are Mobile	11	19.3%	16.1%	18.6%				
Count and Percent of EB Students/EL who are Mobile	10	13.0%	18.4%	17.1%				
Count and Percent of Econ Dis Students who are Mobile	46	16.4%	17.4%	18.7%				
Student Attrition (2021-22):	499							
Total Student Attrition	60	15.5%	16.4%	18.1%				

	--Non-Special Education Rates--			---Special Education Rates---		
Student Information	**Campus**	**District**	**State**	**Campus**	**District**	**State**
Retention Rates by Grade:						
Kindergarten	2.1%	2.1%	1.5%	22.2%	3.3%	4.5%
Grade 1	1.8%	4.0%	2.5%	0.0%	5.2%	3.6%
Grade 2	0.0%	2.3%	1.6%	0.0%	3.3%	2.0%
Grade 3	0.0%	0.9%	0.8%	9.1%	0.8%	0.9%
Grade 4	0.0%	0.1%	0.5%	0.0%	0.0%	0.5%
Grade 5	0.0%	0.1%	0.3%	0.0%	0.0%	0.4%
Grade 6	-	0.4%	0.3%	-	0.0%	0.4%
Grade 7	-	0.4%	0.4%	-	0.0%	0.5%
Grade 8	-	0.4%	0.4%	-	0.5%	0.5%
Grade 9	-	10.8%	8.7%	-	16.8%	12.6%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	18.5	18.0	18.7
Grade 1	18.5	17.3	19.1
Grade 2	18.6	18.2	19.1
Grade 3	17.0	17.7	19.3
Grade 4	17.5	18.3	19.4
Grade 5	19.2	20.0	20.8
Grade 6	-	21.5	19.2
Secondary:			
English/Language Arts	-	15.0	16.2
Foreign Languages	-	17.1	18.8
Mathematics	-	18.0	17.5
Science	-	19.0	18.5
Social Studies	-	19.0	18.9

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Total Staff	53.0	100.0%	100.0%	100.0%
Professional Staff:	42.8	80.8%	61.1%	64.1%
Teachers	32.0	60.4%	44.6%	48.7%
Professional Support	6.8	12.8%	12.2%	10.9%
Campus Administration (School Leadership)	4.0	7.6%	3.2%	3.3%
Educational Aides:	10.2	19.2%	12.4%	11.3%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	29.0	4,258.0
Part-time Librarians	0.0	n/a	0.0	646.0
Full-time Counselors	1.0	n/a	76.0	13,815.0
Part-time Counselors	1.0	n/a	2.0	1,240.0
Total Minority Staff:	52.0	98.1%	92.7%	53.2%
Teachers by Ethnicity:				
African American	0.0	0.0%	0.6%	11.8%
Hispanic	32.0	100.0%	88.2%	29.6%
White	0.0	0.0%	9.8%	54.9%
American Indian	0.0	0.0%	0.0%	0.3%
Asian	0.0	0.0%	0.9%	2.0%
Pacific Islander	0.0	0.0%	0.1%	0.1%
Two or More Races	0.0	0.0%	0.4%	1.2%
Teachers by Sex:				
Males	3.9	12.3%	29.3%	24.4%
Females	28.1	87.7%	70.7%	75.6%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.7%	2.0%
Bachelors	26.0	81.3%	79.5%	72.2%
Masters	6.0	18.7%	19.7%	25.0%
Doctorate	0.0	0.0%	0.1%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	0.9	3.0%	3.9%	9.7%
1-5 Years Experience	0.0	0.0%	19.0%	26.3%
6-10 Years Experience	7.1	22.1%	22.9%	20.5%
11-20 Years Experience	9.0	28.1%	34.2%	27.2%
21-30 Years Experience	13.0	40.6%	15.4%	13.3%
Over 30 Years Experience	2.0	6.2%	4.7%	2.9%

Texas Education Agency
2022-23 Staff Information (TAPR)
GARZA EL (108906122) - MCALLEN ISD - HIDALGO COUNTY

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Number of Students per Teacher	14.4	n/a	13.6	14.8

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	6.0	6.6	6.1
Average Years Experience of Principals with District	6.0	6.6	5.3
Average Years Experience of Assistant Principals	2.0	6.1	5.2
Average Years Experience of Assistant Principals with District	2.0	5.3	4.4
Average Years Experience of Teachers:	18.2	13.5	11.0
Average Years Experience of Teachers with District:	12.9	10.3	6.9
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$45,076	$50,549	$53,300
1-5 Years Experience	-	$53,264	$56,516
6-10 Years Experience	$57,104	$56,886	$59,732
11-20 Years Experience	$57,153	$60,642	$63,389
21-30 Years Experience	$66,054	$66,288	$67,876
Over 30 Years Experience	$69,918	$73,268	$72,560
Average Actual Salaries (regular duties only):			
Teachers	$61,197	$59,446	$60,717
Professional Support	$66,155	$67,588	$72,022
Campus Administration (School Leadership)	$74,864	$76,926	$85,167
Instructional Staff Percent:	n/a	63.8%	65.1%
Contracted Instructional Staff (not incl. above):	0.0	1.5	2,105.4

	----- Campus -----			
Program Information	**Count**	**Percent**	**District**	**State**
Teachers by Program (population served):				
Bilingual/ESL Education	1.3	4.0%	6.4%	5.9%
Career and Technical Education	0.0	0.0%	6.3%	5.4%
Compensatory Education	0.0	0.0%	3.1%	3.2%
Gifted and Talented Education	5.0	15.6%	1.4%	1.7%
Regular Education	23.7	74.1%	66.7%	70.6%
Special Education	502.0	6.3%	8.9%	9.7%
Other	0.0	0.0%	7.2%	3.5%

- 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.

2022-23 Texas Academic Performance Report (TAPR)

District Name: MCALLEN ISD

Campus Name: GONZALEZ EL

Campus Number: 108906124

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	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2023	76%	79%	**95%**	-	94%	100%	-	90%	-	*	67%	*	94%	96%	96%	97%
	2022	76%	81%	**91%**	*	89%	100%	-	100%	-	*	58%	*	91%	91%	87%	89%
At Meets Grade Level or Above	2023	50%	54%	**83%**	-	82%	86%	-	90%	-	*	42%	*	84%	78%	77%	88%
	2022	51%	57%	**72%**	*	66%	86%	-	100%	-	*	33%	*	75%	59%	53%	61%
At Masters Grade Level	2023	20%	26%	**52%**	-	49%	57%	-	60%	-	*	42%	*	49%	61%	46%	61%
	2022	30%	33%	**46%**	*	42%	50%	-	88%	-	*	0%	*	52%	23%	21%	29%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2023	73%	78%	**91%**	-	89%	100%	-	100%	-	*	83%	*	91%	91%	85%	94%
	2022	71%	74%	**85%**	*	82%	93%	-	100%	-	*	58%	*	88%	73%	68%	86%
At Meets Grade Level or Above	2023	45%	49%	**67%**	-	64%	71%	-	90%	-	*	50%	*	68%	65%	69%	73%
	2022	43%	48%	**64%**	*	58%	71%	-	100%	-	*	33%	*	64%	64%	45%	54%
At Masters Grade Level	2023	19%	18%	**34%**	-	29%	29%	-	60%	-	*	33%	*	29%	52%	38%	39%
	2022	21%	24%	**37%**	*	35%	36%	-	63%	-	*	8%	*	42%	18%	13%	29%
Grade 4 Reading																	
At Approaches Grade Level or Above	2023	77%	80%	**94%**	*	92%	100%	-	100%	-	*	68%	*	92%	97%	85%	93%
	2022	77%	81%	**95%**	*	94%	100%	-	100%	-	*	83%	*	96%	92%	89%	91%
At Meets Grade Level or Above	2023	48%	55%	**75%**	*	72%	80%	-	100%	-	*	37%	*	74%	76%	55%	73%
	2022	54%	60%	**83%**	*	80%	100%	-	88%	-	*	50%	*	84%	79%	69%	66%
At Masters Grade Level	2023	22%	29%	**50%**	*	45%	50%	-	100%	-	*	26%	*	50%	50%	30%	48%
	2022	28%	31%	**50%**	*	45%	55%	-	75%	-	*	17%	*	48%	58%	28%	38%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2023	71%	78%	**90%**	*	88%	100%	-	100%	-	*	58%	*	90%	92%	83%	88%
	2022	70%	79%	**92%**	*	90%	100%	-	100%	-	*	67%	*	94%	88%	86%	94%
At Meets Grade Level or Above	2023	48%	57%	**74%**	*	70%	90%	-	100%	-	*	53%	*	74%	74%	53%	73%
	2022	43%	55%	**73%**	*	66%	100%	-	100%	-	*	67%	*	73%	71%	53%	63%
At Masters Grade Level	2023	22%	28%	**47%**	*	43%	50%	-	88%	-	*	21%	*	45%	50%	25%	43%
	2022	23%	32%	**50%**	*	40%	82%	-	88%	-	*	33%	*	49%	54%	28%	47%
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	2023	81%	86%	**98%**	*	98%	100%	-	100%	-	*	*	*	98%	100%	97%	95%
	2022	81%	86%	**96%**	*	95%	100%	-	100%	*	*	71%	*	97%	92%	93%	88%
At Meets Grade Level or Above	2023	57%	66%	**89%**	*	87%	100%	-	89%	-	*	*	*	89%	88%	76%	73%
	2022	58%	66%	**87%**	*	84%	100%	-	90%	*	*	57%	*	88%	83%	83%	75%
At Masters Grade Level	2023	28%	40%	**74%**	*	71%	90%	-	78%	-	*	*	*	73%	76%	59%	59%
	2022	36%	42%	**71%**	*	66%	100%	-	90%	*	*	29%	*	71%	71%	60%	59%
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2023	80%	86%	**98%**	*	97%	100%	-	100%	-	*	*	*	97%	100%	93%	95%
	2022	77%	86%	**95%**	*	94%	100%	-	100%	*	*	57%	*	96%	92%	90%	84%
At Meets Grade Level or Above	2023	51%	60%	**86%**	*	84%	90%	-	100%	-	*	*	*	85%	91%	76%	78%
	2022	48%	57%	**85%**	*	82%	100%	-	100%	*	*	29%	*	86%	83%	70%	69%
At Masters Grade Level	2023	21%	25%	**49%**	*	44%	60%	-	89%	-	*	*	*	44%	65%	34%	43%
	2022	25%	32%	**61%**	*	56%	70%	-	90%	*	*	0%	*	62%	58%	40%	47%
Grade 5 Science																	
At Approaches Grade Level or Above	2023	65%	68%	**87%**	*	84%	100%	-	100%	-	*	*	*	86%	91%	72%	76%
	2022	66%	67%	**91%**	*	89%	100%	-	100%	*	*	71%	*	91%	92%	90%	78%
At Meets Grade Level or Above	2023	36%	37%	**61%**	*	57%	70%	-	78%	-	*	*	*	60%	65%	52%	49%
	2022	38%	39%	**72%**	*	69%	90%	-	70%	*	*	14%	*	73%	67%	47%	47%
At Masters Grade Level	2023	16%	17%	**33%**	*	28%	40%	-	44%	-	*	*	*	35%	26%	14%	30%
	2022	18%	19%	**47%**	*	42%	50%	-	70%	*	*	14%	*	48%	42%	23%	31%
All Grades All Subjects																	
At Approaches Grade Level or Above	2023	76%	80%	**93%**	100%	92%	100%	-	98%	-	100%	69%	100%	93%	96%	87%	91%
	2022	74%	79%	**92%**	100%	90%	99%	-	100%	*	100%	65%	100%	93%	88%	86%	87%
At Meets Grade Level or Above	2023	49%	55%	**77%**	100%	74%	84%	-	92%	-	89%	48%	44%	76%	77%	64%	72%
	2022	48%	54%	**77%**	100%	72%	91%	-	92%	*	100%	39%	67%	78%	73%	59%	62%
At Masters Grade Level	2023	20%	24%	**49%**	75%	45%	55%	-	73%	-	89%	31%	0%	47%	54%	34%	46%
	2022	23%	27%	**52%**	78%	47%	61%	-	81%	*	100%	12%	67%	53%	47%	29%	40%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2023	77%	82%	**96%**	*	95%	100%	-	96%	-	100%	71%	*	95%	98%	92%	95%
	2022	75%	80%	**94%**	*	92%	100%	-	100%	*	100%	68%	*	95%	91%	89%	89%

	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	2023	53%	61%	**82%**	*	80%	89%	-	93%	-	88%	44%	*	83%	81%	67%	77%
	2022	53%	60%	**81%**	*	77%	94%	-	92%	*	100%	44%	*	82%	74%	67%	67%
At Masters Grade Level	2023	20%	27%	**59%**	*	56%	67%	-	78%	-	88%	35%	*	58%	62%	43%	55%
	2022	25%	30%	**56%**	*	51%	66%	-	85%	*	100%	12%	*	57%	51%	35%	42%
All Grades Mathematics																	
At Approaches Grade Level or Above	2023	75%	80%	**93%**	*	92%	100%	-	100%	-	100%	68%	*	93%	95%	86%	92%
	2022	72%	78%	**91%**	*	89%	97%	-	100%	*	100%	60%	*	93%	84%	81%	88%
At Meets Grade Level or Above	2023	45%	51%	**77%**	*	73%	85%	-	96%	-	88%	50%	*	76%	78%	64%	75%
	2022	42%	48%	**74%**	*	69%	89%	-	100%	*	100%	40%	*	75%	73%	55%	62%
At Masters Grade Level	2023	19%	22%	**44%**	*	39%	48%	-	78%	-	88%	26%	*	39%	56%	32%	42%
	2022	20%	25%	**50%**	*	44%	60%	-	81%	*	100%	12%	*	51%	44%	26%	41%
All Grades Science																	
At Approaches Grade Level or Above	2023	77%	77%	**87%**	*	84%	100%	-	100%	-	*	*	*	86%	91%	72%	76%
	2022	76%	80%	**91%**	*	89%	100%	-	100%	*	*	71%	*	91%	92%	90%	78%
At Meets Grade Level or Above	2023	47%	47%	**61%**	*	57%	70%	-	78%	-	*	*	*	60%	65%	52%	49%
	2022	47%	52%	**72%**	*	69%	90%	-	70%	*	*	14%	*	73%	67%	47%	47%
At Masters Grade Level	2023	18%	18%	**33%**	*	28%	40%	-	44%	-	*	*	*	35%	26%	14%	30%
	2022	21%	23%	**47%**	*	42%	50%	-	70%	*	*	14%	*	48%	42%	23%	31%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2023	37%	40%	**65%**	-	61%	71%	-	90%	-	*	42%	*	64%	65%	65%	70%
	2022	36%	42%	**57%**	*	51%	64%	-	100%	-	*	25%	*	58%	52%	38%	46%
Reading and Mathematics Including EOC	2023	37%	40%	**65%**	-	61%	71%	-	90%	-	*	42%	*	64%	65%	65%	70%
	2022	36%	42%	**57%**	*	51%	64%	-	100%	-	*	25%	*	58%	52%	38%	46%
Reading Including EOC	2023	50%	54%	**83%**	-	82%	86%	-	90%	-	*	42%	*	84%	78%	77%	88%
	2022	51%	57%	**72%**	*	67%	86%	-	100%	-	*	33%	*	75%	62%	54%	61%
Math Including EOC	2023	45%	49%	**67%**	-	64%	71%	-	90%	-	*	50%	*	68%	65%	69%	73%
	2022	43%	48%	**64%**	*	59%	71%	-	100%	-	*	33%	*	64%	67%	46%	54%
4th Graders																	
Reading and Mathematics	2023	38%	46%	**66%**	*	63%	70%	-	100%	-	*	37%	*	65%	68%	43%	63%
	2022	36%	46%	**68%**	*	61%	100%	-	88%	-	*	50%	*	68%	68%	49%	53%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading and Mathematics Including EOC	2023	38%	46%	**66%**	*	63%	70%	-	100%	-	*	37%	*	65%	68%	43%	63%
	2022	36%	46%	**68%**	*	61%	100%	-	88%	-	*	50%	*	68%	68%	49%	53%
Reading Including EOC	2023	48%	55%	**75%**	*	72%	80%	-	100%	-	*	37%	*	74%	76%	55%	73%
	2022	54%	60%	**82%**	*	79%	100%	-	88%	-	*	50%	*	84%	76%	68%	66%
Math Including EOC	2023	48%	57%	**74%**	*	70%	90%	-	100%	-	*	53%	*	74%	74%	53%	73%
	2022	43%	55%	**72%**	*	65%	100%	-	100%	-	*	67%	*	73%	68%	51%	63%
5th Graders																	
Reading and Mathematics	2023	43%	53%	**81%**	*	79%	90%	-	89%	-	*	*	*	80%	85%	69%	70%
	2022	41%	51%	**81%**	*	78%	100%	-	90%	*	*	29%	*	81%	83%	67%	63%
Reading and Mathematics Including EOC	2023	43%	53%	**81%**	*	79%	90%	-	89%	-	*	*	*	80%	85%	69%	70%
	2022	41%	51%	**81%**	*	78%	100%	-	90%	*	*	29%	*	81%	83%	67%	63%
Reading Including EOC	2023	57%	66%	**89%**	*	87%	100%	-	89%	-	*	*	*	89%	88%	76%	73%
	2022	58%	66%	**87%**	*	84%	100%	-	90%	*	*	57%	*	88%	83%	83%	75%
Math Including EOC	2023	51%	60%	**86%**	*	84%	90%	-	100%	-	*	*	*	85%	91%	76%	78%
	2022	48%	57%	**85%**	*	82%	100%	-	100%	*	*	29%	*	86%	83%	70%	69%
3rd - 8th Graders																	
Reading and Mathematics	2023	37%	44%	**71%**	*	68%	78%	-	93%	-	88%	38%	*	70%	74%	57%	67%
	2022	34%	41%	**69%**	*	64%	86%	-	92%	*	100%	32%	*	69%	69%	50%	54%
Reading and Mathematics Including EOC	2023	39%	46%	**71%**	*	68%	78%	-	93%	-	88%	38%	*	70%	74%	57%	67%
	2022	36%	44%	**69%**	*	64%	86%	-	92%	*	100%	32%	*	69%	69%	50%	54%
Reading Including EOC	2023	53%	61%	**82%**	*	80%	89%	-	93%	-	88%	44%	*	83%	81%	67%	77%
	2022	53%	61%	**81%**	*	77%	94%	-	92%	*	100%	44%	*	82%	74%	67%	67%
Math Including EOC	2023	47%	53%	**77%**	*	73%	85%	-	96%	-	88%	50%	*	76%	78%	64%	75%
	2022	43%	50%	**74%**	*	69%	89%	-	100%	*	100%	40%	*	75%	73%	55%	62%

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

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress - Annual Growth by Grade and Subject																	
Grade 4 ELA/Reading	2023	55%	57%	**76%**	*	74%	80%	-	100%	-	*	44%	*	74%	82%	66%	75%
Grade 4 Mathematics	2023	63%	70%	**81%**	*	77%	100%	-	100%	-	*	71%	*	80%	82%	74%	82%
Grade 5 ELA/Reading	2023	65%	77%	**93%**	*	92%	100%	-	94%	-	*	*	*	93%	93%	89%	86%
Grade 5 Mathematics	2023	71%	71%	**80%**	*	80%	70%	-	89%	-	*	*	*	79%	85%	72%	74%
All Grades Both Subjects	2023	64%	67%	**83%**	83%	81%	88%	-	95%	-	100%	61%	92%	82%	85%	74%	79%
All Grades ELA/Reading	2023	63%	67%	**85%**	*	83%	90%	-	97%	-	*	53%	*	84%	87%	75%	80%
All Grades Mathematics	2023	66%	67%	**80%**	*	79%	85%	-	94%	-	*	70%	*	79%	83%	73%	78%
School Progress - Accelerated Learning by Grade and Subject																	
Grade 4 ELA/Reading	2023	33%	26%	**50%**	-	50%	-	-	-	-	-	17%	-	44%	*	43%	*
Grade 4 Mathematics	2023	27%	30%	**38%**	-	38%	-	-	-	-	-	11%	-	36%	40%	36%	40%
Grade 5 ELA/Reading	2023	37%	44%	**83%**	-	83%	-	-	-	-	-	-	-	80%	*	*	*
Grade 5 Mathematics	2023	48%	54%	**89%**	-	89%	-	-	-	-	-	*	-	86%	*	*	*
All Grades Both Subjects	2023	38%	41%	**58%**	-	58%	-	-	-	-	-	13%	-	56%	64%	54%	57%
All Grades ELA/Reading	2023	35%	40%	**61%**	-	61%	-	-	-	-	-	17%	-	57%	*	56%	57%
All Grades Mathematics	2023	40%	43%	**56%**	-	56%	-	-	-	-	-	10%	-	56%	57%	53%	57%

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

Texas Education Agency

2022-23 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)

GONZALEZ EL (108906124) - MCALLEN ISD - HIDALGO 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	2023	76%	80%	**93%**	86%	91%	-	-	83%	100%	98%	100%	95%	*	100%	94%	88%	100%
	2022	74%	79%	**92%**	88%	76%	-	-	93%	100%	100%	*	100%	-	100%	94%	84%	95%
At Meets Grade Level or Above	2023	49%	55%	**77%**	65%	75%	-	-	58%	83%	86%	100%	71%	*	63%	79%	67%	89%
	2022	48%	54%	**77%**	57%	52%	-	-	51%	90%	81%	*	79%	-	100%	82%	53%	87%
At Masters Grade Level	2023	20%	24%	**49%**	36%	44%	-	-	30%	44%	65%	82%	48%	*	38%	50%	41%	65%
	2022	23%	27%	**52%**	33%	33%	-	-	20%	65%	55%	*	52%	-	100%	56%	31%	63%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2023	77%	82%	**96%**	92%	96%	-	-	89%	100%	100%	100%	100%	*	*	96%	93%	100%
	2022	75%	80%	**94%**	86%	76%	-	-	89%	100%	100%	*	100%	-	*	96%	85%	100%
At Meets Grade Level or Above	2023	53%	61%	**82%**	72%	79%	-	-	67%	89%	89%	100%	78%	*	*	84%	73%	95%
	2022	53%	60%	**81%**	62%	59%	-	-	56%	100%	77%	*	75%	-	*	85%	58%	89%
At Masters Grade Level	2023	20%	27%	**59%**	46%	54%	-	-	41%	56%	74%	90%	56%	*	*	61%	51%	76%
	2022	25%	30%	**56%**	32%	35%	-	-	19%	71%	54%	*	50%	-	*	61%	32%	67%
All Grades Mathematics																		
At Approaches Grade Level or Above	2023	75%	80%	**93%**	87%	92%	-	-	85%	100%	100%	100%	100%	*	*	94%	90%	100%
	2022	72%	78%	**91%**	90%	76%	-	-	96%	100%	100%	*	100%	-	*	92%	88%	89%
At Meets Grade Level or Above	2023	45%	51%	**77%**	68%	83%	-	-	59%	78%	89%	100%	78%	*	*	77%	71%	90%
	2022	42%	48%	**74%**	54%	47%	-	-	48%	100%	92%	*	92%	-	*	79%	52%	85%
At Masters Grade Level	2023	19%	22%	**44%**	32%	38%	-	-	28%	33%	63%	80%	44%	*	*	45%	37%	62%
	2022	20%	25%	**50%**	32%	35%	-	-	22%	57%	54%	*	50%	-	*	53%	32%	63%
All Grades Science																		
At Approaches Grade Level or Above	2023	77%	77%	**87%**	65%	78%	-	-	57%	-	80%	*	*	-	-	92%	64%	100%
	2022	76%	80%	**91%**	87%	75%	-	-	*	100%	100%	-	100%	-	*	96%	73%	100%
At Meets Grade Level or Above	2023	47%	47%	**61%**	35%	44%	-	-	29%	-	60%	*	*	-	-	66%	36%	75%
	2022	47%	52%	**72%**	53%	50%	-	-	*	67%	60%	-	60%	-	*	81%	38%	83%
At Masters Grade Level	2023	18%	18%	**33%**	13%	33%	-	-	0%	-	40%	*	*	-	-	34%	20%	50%
	2022	21%	23%	**47%**	40%	25%	-	-	*	67%	60%	-	60%	-	*	52%	27%	50%
School Progress - Annual Growth																		
All Grades Both Subjects	2023	64%	67%	**83%**	73%	84%	-	-	70%	-	84%	86%	82%	-	*	84%	75%	90%
All Grades ELA/Reading	2023	63%	67%	**85%**	76%	77%	-	-	75%	-	82%	86%	79%	-	*	87%	75%	95%
All Grades Mathematics	2023	66%	67%	**80%**	71%	91%	-	-	64%	-	86%	86%	86%	-	*	81%	75%	86%
School Progress - Accelerated Learning																		
All Grades Both Subjects	2023	38%	41%	**58%**	45%	50%	-	-	40%	-	-	-	-	-	-	59%	45%	*

2022-23 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)

GONZALEZ EL (108906124) - MCALLEN ISD - HIDALGO 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 ELA/Reading	2023	35%	40%	**61%**	57%	*	-	-	*	-	-	-	-	-	-	64%	57%	-
All Grades Mathematics	2023	40%	43%	**56%**	*	*	-	-	*	-	-	-	-	-	-	56%	*	*

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

- Indicates there are no students in the group.

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2023 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	**100%**	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	93%	**95%**	100%	95%	93%	-	100%	-	100%	88%	82%	98%	86%	89%	93%
Not Included in Accountability: Mobile	4%	3%	**5%**	0%	5%	7%	-	0%	-	0%	7%	18%	2%	12%	11%	5%
Not Included in Accountability: Other Exclusions	2%	3%	**1%**	0%	1%	0%	-	0%	-	0%	5%	0%	0%	2%	1%	1%
Not Tested	1%	0%	**0%**	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	100%	**100%**	*	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	92%	91%	**94%**	*	94%	93%	-	100%	-	100%	87%	80%	98%	85%	88%	92%
Not Included in Accountability: Mobile	4%	3%	**5%**	*	5%	7%	-	0%	-	0%	8%	20%	2%	13%	11%	6%
Not Included in Accountability: Other Exclusions	3%	6%	**1%**	*	1%	0%	-	0%	-	0%	5%	0%	0%	3%	1%	2%
Not Tested	1%	0%	**0%**	*	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	0%	**0%**	*	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	*	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	100%	**100%**	*	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	94%	94%	**94%**	*	94%	93%	-	100%	-	100%	87%	80%	98%	85%	88%	92%
Not Included in Accountability: Mobile	5%	4%	**5%**	*	5%	7%	-	0%	-	0%	8%	20%	2%	13%	11%	6%
Not Included in Accountability: Other Exclusions	1%	2%	**1%**	*	1%	0%	-	0%	-	0%	5%	0%	0%	3%	1%	2%
Not Tested	1%	0%	**0%**	*	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	0%	**0%**	*	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	*	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	99%	99%	**100%**	*	100%	100%	-	100%	-	*	*	*	100%	100%	100%	100%
Included in Accountability	93%	95%	**98%**	*	98%	91%	-	100%	-	*	*	*	100%	92%	94%	97%
Not Included in Accountability: Mobile	4%	3%	**2%**	*	2%	9%	-	0%	-	*	*	*	0%	8%	6%	3%
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%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	0%	**0%**	*	0%	0%	-	0%	-	*	*	*	0%	0%	0%	0%
Other	0%	1%	**0%**	*	0%	0%	-	0%	-	*	*	*	0%	0%	0%	0%
2022 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	93%	92%	**92%**	100%	91%	92%	-	100%	*	100%	93%	100%	99%	71%	92%	81%
Not Included in Accountability: Mobile	5%	4%	**4%**	0%	5%	8%	-	0%	*	0%	3%	0%	1%	14%	4%	6%
Not Included in Accountability: Other Exclusions	1%	3%	**4%**	0%	5%	0%	-	0%	*	0%	3%	0%	0%	15%	5%	13%
Not Tested	1%	1%	**0%**	0%	0%	0%	-	0%	*	0%	0%	0%	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	-	0%	*	0%	0%	0%	0%	0%	0%	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	92%	90%	**91%**	*	90%	92%	-	100%	*	100%	93%	*	99%	70%	92%	80%
Not Included in Accountability: Mobile	5%	4%	**4%**	*	5%	8%	-	0%	*	0%	4%	*	1%	14%	4%	6%
Not Included in Accountability: Other Exclusions	2%	5%	**4%**	*	5%	0%	-	0%	*	0%	4%	*	0%	16%	4%	14%
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	93%	92%	**91%**	*	90%	92%	-	100%	*	100%	93%	*	99%	70%	92%	80%
Not Included in Accountability: Mobile	5%	4%	**4%**	*	5%	8%	-	0%	*	0%	4%	*	1%	14%	4%	6%
Not Included in Accountability: Other Exclusions	1%	2%	**4%**	*	5%	0%	-	0%	*	0%	4%	*	0%	16%	4%	14%
Not Tested	1%	1%	**0%**	*	0%	0%	-	0%	*	0%	0%	*	0%	0%	0%	0%
Absent	1%	0%	**0%**	*	0%	0%	-	0%	*	0%	0%	*	0%	0%	0%	0%
Other	0%	1%	**0%**	*	0%	0%	-	0%	*	0%	0%	*	0%	0%	0%	0%
Science																
Assessment Participant	98%	99%	**100%**	*	100%	100%	-	100%	*	*	100%	*	100%	100%	100%	100%
Included in Accountability	93%	93%	**93%**	*	92%	91%	-	100%	*	*	100%	*	99%	75%	88%	86%
Not Included in Accountability: Mobile	4%	4%	**5%**	*	5%	9%	-	0%	*	*	0%	*	1%	16%	6%	5%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Other Exclusions	1%	2%	**2%**	*	3%	0%	-	0%	*	*	0%	*	0%	9%	6%	8%
Not Tested	2%	1%	**0%**	*	0%	0%	-	0%	*	*	0%	*	0%	0%	0%	0%
Absent	1%	0%	**0%**	*	0%	0%	-	0%	*	*	0%	*	0%	0%	0%	0%
Other	0%	1%	**0%**	*	0%	0%	-	0%	*	*	0%	*	0%	0%	0%	0%

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

- Indicates there are no students in the group.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2021-22	92.2%	92.1%	**96.1%**	98.7%	95.8%	96.9%	-	97.5%	*	98.3%	94.8%	94.7%	96.2%
2020-21	95.0%	97.3%	**98.2%**	98.6%	98.1%	98.4%	-	99.0%	*	99.4%	96.9%	96.4%	98.1%
Chronic Absenteeism													
2021-22	25.7%	26.6%	**7.3%**	0.0%	8.5%	3.4%	-	1.9%	*	0.0%	12.3%	16.4%	6.6%
2020-21	15.0%	8.6%	**5.9%**	0.0%	6.1%	5.9%	-	4.8%	*	7.7%	18.2%	13.1%	7.0%
Annual Dropout Rate (Gr 7-8)													
2021-22	0.7%	0.1%	-	-	-	-	-	-	-	-	-	-	-
2020-21	0.9%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2021-22	2.2%	0.1%	-	-	-	-	-	-	-	-	-	-	-
2020-21	2.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	89.7%	99.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.5%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.0%	99.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.6%	99.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021													
Graduated	90.0%	98.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	98.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	99.1%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.2%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	99.2%	-	-	-	-	-	-	-	-	-	-	-

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.7%	99.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	92.2%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	98.9%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.7%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	92.6%	98.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	1.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	98.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	98.5%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2022	89.7%	97.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	90.0%	96.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2022	59.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2022	3.7%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	3.8%	0.2%	-	-	517	-	-	-	-	-	-	-	-
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 2022	84.3%	99.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	81.9%	97.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2022	88.0%	99.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	85.7%	97.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
2020-21	43.8%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2021-22	3.9%	0.1%	-	-	-	-	-	-	-	-	-	-	-
2020-21	3.8%	0.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2021-22	82.3%	98.7%	-	-	-	-	-	-	-	-	-	-	-
2020-21	80.4%	96.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2021-22	86.0%	98.7%	-	-	-	-	-	-	-	-	-	-	-
2020-21	84.1%	96.7%	-	-	-	-	-	-	-	-	-	-	-

	Campus Count	Campus Percent	District Count	State Count
Graduates (2021-22 Annual Graduates)				
Total Graduates	-	-	1,578	368,686
By Ethnicity:				
African American	-	-	6	45,227
Hispanic	-	-	1,475	191,125
White	-	-	63	103,171
American Indian	-	-	2	1,159
Asian	-	-	24	18,794
Pacific Islander	-	-	0	569
Two or More Races	-	-	8	8,641
By Graduation Type:				
Minimum H.S. Program	-	-	0	433
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	134
Foundation H.S. Program (No Endorsement)	-	-	20	51,023
Foundation H.S. Program (Endorsement)	-	-	1	14,179
Foundation H.S. Program (DLA)	-	-	1,557	302,917
Special Education Graduates	-	-	121	32,447
Economically Disadvantaged Graduates	-	-	1,047	194,571
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	259	40,398
At-Risk Graduates	-	-	755	159,689

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	792	100.0%	20,343	5,504,150	797	100.0%	20,399	5,518,432
Students by Grade:								
Early Childhood Education	0	0.0%	0.2%	0.3%	5	0.6%	0.2%	0.5%
Pre-Kindergarten	50	6.3%	5.4%	4.4%	50	6.3%	5.5%	4.4%
Pre-Kindergarten: 3-year Old	0	0.0%	1.4%	0.7%	0	0.0%	1.5%	0.7%
Pre-Kindergarten: 4-year Old	50	6.3%	4.0%	3.7%	50	6.3%	4.1%	3.7%
Kindergarten	92	11.6%	5.8%	6.7%	92	11.5%	5.8%	6.7%
Grade 1	124	15.7%	6.5%	7.2%	124	15.6%	6.5%	7.2%
Grade 2	151	19.1%	6.5%	7.2%	151	18.9%	6.5%	7.2%
Grade 3	113	14.3%	6.4%	7.2%	113	14.2%	6.4%	7.1%
Grade 4	127	16.0%	6.6%	7.2%	127	15.9%	6.6%	7.1%
Grade 5	135	17.0%	7.3%	7.2%	135	16.9%	7.3%	7.2%
Grade 6	0	0.0%	7.3%	7.3%	0	0.0%	7.3%	7.2%
Grade 7	0	0.0%	7.4%	7.4%	0	0.0%	7.4%	7.4%
Grade 8	0	0.0%	7.7%	7.7%	0	0.0%	7.6%	7.7%
Grade 9	0	0.0%	9.0%	8.7%	0	0.0%	9.0%	8.7%
Grade 10	0	0.0%	9.2%	7.9%	0	0.0%	9.2%	7.9%
Grade 11	0	0.0%	7.6%	7.0%	0	0.0%	7.6%	7.0%
Grade 12	0	0.0%	7.1%	6.6%	0	0.0%	7.1%	6.6%
Ethnic Distribution:								
African American	6	0.8%	0.4%	12.8%	6	0.8%	0.4%	12.8%
Hispanic	649	81.9%	93.6%	53.0%	652	81.8%	93.5%	52.9%
White	56	7.1%	4.4%	25.6%	57	7.2%	4.5%	25.7%
American Indian	2	0.3%	0.1%	0.3%	2	0.3%	0.1%	0.3%
Asian	64	8.1%	1.2%	5.1%	65	8.2%	1.2%	5.1%
Pacific Islander	1	0.1%	0.0%	0.2%	1	0.1%	0.0%	0.2%
Two or More Races	14	1.8%	0.4%	3.0%	14	1.8%	0.4%	3.0%
Sex:								
Female	413	52.1%	48.4%	48.8%	415	52.1%	48.4%	48.8%
Male	379	47.9%	51.6%	51.2%	382	47.9%	51.6%	51.2%
Economically Disadvantaged	288	36.4%	72.6%	62.1%	290	36.4%	72.5%	62.0%
Non-Educationally Disadvantaged	504	63.6%	27.4%	37.9%	507	63.6%	27.5%	38.0%
Section 504 Students	31	3.9%	10.0%	7.4%	31	3.9%	10.0%	7.4%
EB Students/EL	213	26.9%	36.0%	23.1%	213	26.7%	36.0%	23.0%
Students w/ Disciplinary Placements (2021-22)	0	0.0%	1.8%	1.5%				

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Students w/ Dyslexia	42	5.3%	8.8%	5.5%	42	5.3%	8.8%	5.5%
Foster Care	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Homeless	7	0.9%	1.4%	1.3%	7	0.9%	1.4%	1.3%
Immigrant	24	3.0%	2.4%	2.2%	24	3.0%	2.4%	2.2%
Migrant	1	0.1%	1.8%	0.3%	1	0.1%	1.8%	0.3%
Title I	0	0.0%	95.8%	64.6%	0	0.0%	95.7%	64.6%
Military Connected	9	1.1%	0.4%	3.6%	9	1.1%	0.4%	3.6%
At-Risk	304	38.4%	59.1%	53.3%	304	38.1%	59.0%	53.3%
Students by Instructional Program:								
Bilingual/ESL Education	235	29.7%	38.3%	23.2%	235	29.5%	38.3%	23.2%
Career and Technical Education	0	0.0%	34.6%	26.5%				
Career and Technical Education (9-12 grades only)	0	0.0%	83.9%	72.3%				
Gifted and Talented Education	154	19.4%	11.5%	8.2%	154	19.3%	11.5%	8.2%
Special Education	76	9.6%	14.2%	12.6%	81	10.2%	14.3%	12.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	76							
By Type of Primary Disability Students with Intellectual Disabilities	33	43.4%	48.5%	44.1%				
Students with Physical Disabilities	18	23.7%	18.4%	20.0%				
Students with Autism	20	26.3%	15.4%	15.5%				
Students with Behavioral Disabilities	5	6.6%	16.5%	18.8%				
Students with Non-Categorical Early Childhood	0	0.0%	1.2%	1.6%				
Mobility (2021-22):								
Total Mobile Students	85	12.3%	15.8%	16.8%				
By Ethnicity: African American	1	0.1%	0.1%	3.3%				
Hispanic	74	10.7%	14.9%	8.7%				
White	6	0.9%	0.5%	3.4%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	4	0.6%	0.1%	0.7%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	0	0.0%	0.1%	0.6%				
Count and Percent of Special Ed Students who are Mobile	10	15.4%	16.1%	18.6%				
Count and Percent of EB Students/EL who are Mobile	28	15.4%	18.4%	17.1%				
Count and Percent of Econ Dis Students who are Mobile	45	19.2%	17.4%	18.7%				
Student Attrition (2021-22):	524							
Total Student Attrition	87	13.2%	16.4%	18.1%				

	--Non-Special Education Rates--			---Special Education Rates---		
Student Information	**Campus**	**District**	**State**	**Campus**	**District**	**State**
Retention Rates by Grade:						
Kindergarten	0.0%	2.1%	1.5%	20.0%	3.3%	4.5%
Grade 1	0.0%	4.0%	2.5%	0.0%	5.2%	3.6%
Grade 2	0.0%	2.3%	1.6%	0.0%	3.3%	2.0%
Grade 3	0.0%	0.9%	0.8%	0.0%	0.8%	0.9%
Grade 4	0.0%	0.1%	0.5%	0.0%	0.0%	0.5%
Grade 5	0.0%	0.1%	0.3%	0.0%	0.0%	0.4%
Grade 6	-	0.4%	0.3%	-	0.0%	0.4%
Grade 7	-	0.4%	0.4%	-	0.0%	0.5%
Grade 8	-	0.4%	0.4%	-	0.5%	0.5%
Grade 9	-	10.8%	8.7%	-	16.8%	12.6%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	17.5	18.0	18.7
Grade 1	19.7	17.3	19.1
Grade 2	23.8	18.2	19.1
Grade 3	18.9	17.7	19.3
Grade 4	20.1	18.3	19.4
Grade 5	21.8	20.0	20.8
Grade 6	-	21.5	19.2
Secondary:			
English/Language Arts	-	15.0	16.2
Foreign Languages	-	17.1	18.8
Mathematics	-	18.0	17.5
Science	-	19.0	18.5
Social Studies	-	19.0	18.9

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Total Staff	77.4	100.0%	100.0%	100.0%
Professional Staff:	62.7	81.0%	61.1%	64.1%
Teachers	51.0	66.0%	44.6%	48.7%
Professional Support	7.6	9.9%	12.2%	10.9%
Campus Administration (School Leadership)	4.0	5.2%	3.2%	3.3%
Educational Aides:	14.7	19.0%	12.4%	11.3%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	29.0	4,258.0
Part-time Librarians	0.0	n/a	0.0	646.0
Full-time Counselors	2.0	n/a	76.0	13,815.0
Part-time Counselors	0.0	n/a	2.0	1,240.0
Total Minority Staff:	74.0	95.6%	92.7%	53.2%
Teachers by Ethnicity:				
African American	0.0	0.0%	0.6%	11.8%
Hispanic	48.0	94.1%	88.2%	29.6%
White	3.0	5.9%	9.8%	54.9%
American Indian	0.0	0.0%	0.0%	0.3%
Asian	0.0	0.0%	0.9%	2.0%
Pacific Islander	0.0	0.0%	0.1%	0.1%
Two or More Races	0.0	0.0%	0.4%	1.2%
Teachers by Sex:				
Males	6.1	12.0%	29.3%	24.4%
Females	44.9	88.0%	70.7%	75.6%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.7%	2.0%
Bachelors	41.0	80.2%	79.5%	72.2%
Masters	10.1	19.8%	19.7%	25.0%
Doctorate	0.0	0.0%	0.1%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	5.0	9.8%	3.9%	9.7%
1-5 Years Experience	13.0	25.5%	19.0%	26.3%
6-10 Years Experience	7.0	13.7%	22.9%	20.5%
11-20 Years Experience	20.0	39.3%	34.2%	27.2%
21-30 Years Experience	5.0	9.8%	15.4%	13.3%
Over 30 Years Experience	1.0	2.0%	4.7%	2.9%

Texas Education Agency
2022-23 Staff Information (TAPR)
GONZALEZ EL (108906124) - MCALLEN ISD - HIDALGO COUNTY

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Number of Students per Teacher	15.5	n/a	13.6	14.8

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	27.0	6.6	6.1
Average Years Experience of Principals with District	27.0	6.6	5.3
Average Years Experience of Assistant Principals	12.0	6.1	5.2
Average Years Experience of Assistant Principals with District	12.0	5.3	4.4
Average Years Experience of Teachers:	11.9	13.5	11.0
Average Years Experience of Teachers with District:	8.4	10.3	6.9
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$52,151	$50,549	$53,300
1-5 Years Experience	$54,318	$53,264	$56,516
6-10 Years Experience	$56,783	$56,886	$59,732
11-20 Years Experience	$60,881	$60,642	$63,389
21-30 Years Experience	$64,440	$66,288	$67,876
Over 30 Years Experience	$80,190	$73,268	$72,560
Average Actual Salaries (regular duties only):			
Teachers	$58,519	$59,446	$60,717
Professional Support	$66,799	$67,588	$72,022
Campus Administration (School Leadership)	$77,623	$76,926	$85,167
Instructional Staff Percent:	n/a	63.8%	65.1%
Contracted Instructional Staff (not incl. above):	0.1	1.5	2,105.4

	----- Campus -----			
Program Information	**Count**	**Percent**	**District**	**State**
Teachers by Program (population served):				
Bilingual/ESL Education	4.3	8.5%	6.4%	5.9%
Career and Technical Education	0.0	0.0%	6.3%	5.4%
Compensatory Education	0.0	0.0%	3.1%	3.2%
Gifted and Talented Education	0.0	0.0%	1.4%	1.7%
Regular Education	43.2	84.6%	66.7%	70.6%
Special Education	527 3.5	6.9%	8.9%	9.7%
Other	0.0	0.0%	7.2%	3.5%

- 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.

2022-23 Texas Academic Performance Report (TAPR)

District Name: MCALLEN ISD

Campus Name: LUCILE HENDRICKS EL

Campus Number: 108906129

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	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2023	76%	79%	**80%**	-	79%	-	*	*	-	-	50%	*	82%	69%	75%	63%
	2022	76%	81%	**80%**	-	79%	-	-	*	-	-	54%	-	82%	67%	77%	85%
At Meets Grade Level or Above	2023	50%	54%	**52%**	-	50%	-	*	*	-	-	33%	*	51%	54%	45%	42%
	2022	51%	57%	**60%**	-	58%	-	-	*	-	-	23%	-	61%	50%	54%	50%
At Masters Grade Level	2023	20%	26%	**17%**	-	16%	-	*	*	-	-	8%	*	18%	15%	14%	21%
	2022	30%	33%	**34%**	-	31%	-	-	*	-	-	15%	-	32%	50%	34%	20%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2023	73%	78%	**75%**	-	74%	-	*	*	-	-	58%	*	76%	69%	66%	79%
	2022	71%	74%	**70%**	-	69%	-	-	*	-	-	46%	-	68%	83%	69%	75%
At Meets Grade Level or Above	2023	45%	49%	**34%**	-	34%	-	*	*	-	-	25%	*	37%	23%	27%	32%
	2022	43%	48%	**38%**	-	38%	-	-	*	-	-	31%	-	39%	33%	40%	40%
At Masters Grade Level	2023	19%	18%	**13%**	-	11%	-	*	*	-	-	8%	*	12%	15%	7%	11%
	2022	21%	24%	**20%**	-	19%	-	-	*	-	-	23%	-	18%	33%	20%	15%
Grade 4 Reading																	
At Approaches Grade Level or Above	2023	77%	80%	**85%**	-	86%	*	*	*	-	*	46%	-	86%	83%	84%	95%
	2022	77%	81%	**88%**	-	88%	*	-	*	-	-	67%	*	87%	92%	83%	78%
At Meets Grade Level or Above	2023	48%	55%	**67%**	-	65%	*	*	*	-	*	23%	-	67%	67%	63%	71%
	2022	54%	60%	**71%**	-	73%	*	-	*	-	-	58%	*	72%	67%	69%	57%
At Masters Grade Level	2023	22%	29%	**31%**	-	31%	*	*	*	-	*	15%	-	33%	25%	21%	33%
	2022	28%	31%	**37%**	-	38%	*	-	*	-	-	17%	*	38%	33%	31%	39%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2023	71%	78%	**87%**	-	86%	*	*	*	-	*	54%	-	88%	83%	87%	95%
	2022	70%	79%	**81%**	-	80%	*	-	*	-	-	58%	*	81%	83%	76%	74%
At Meets Grade Level or Above	2023	48%	57%	**69%**	-	67%	*	*	*	-	*	31%	-	67%	75%	66%	81%
	2022	43%	55%	**63%**	-	63%	*	-	*	-	-	42%	*	62%	67%	57%	48%
At Masters Grade Level	2023	22%	28%	**39%**	-	35%	*	*	*	-	*	23%	-	38%	42%	34%	52%
	2022	23%	32%	**41%**	-	39%	*	-	*	-	-	25%	*	47%	17%	31%	39%
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	2023	81%	86%	**89%**	-	89%	-	*	*	-	-	67%	*	92%	79%	84%	85%
	2022	81%	86%	**90%**	-	91%	*	-	-	-	-	64%	-	93%	75%	88%	90%
At Meets Grade Level or Above	2023	57%	66%	**75%**	-	74%	-	*	*	-	-	44%	*	77%	68%	73%	63%
	2022	58%	66%	**71%**	-	74%	*	-	-	-	-	36%	-	75%	50%	69%	65%
At Masters Grade Level	2023	28%	40%	**44%**	-	46%	-	*	*	-	-	17%	*	47%	37%	39%	37%
	2022	36%	42%	**41%**	-	42%	*	-	-	-	-	14%	-	44%	25%	35%	35%
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2023	80%	86%	**92%**	-	91%	-	*	*	-	-	89%	*	94%	84%	88%	89%
	2022	77%	86%	**90%**	-	91%	*	-	-	-	-	64%	-	89%	92%	88%	95%
At Meets Grade Level or Above	2023	51%	60%	**63%**	-	62%	-	*	*	-	-	28%	*	67%	53%	60%	52%
	2022	48%	57%	**59%**	-	62%	*	-	-	-	-	36%	-	61%	50%	59%	75%
At Masters Grade Level	2023	21%	25%	**15%**	-	14%	-	*	*	-	-	6%	*	19%	5%	14%	19%
	2022	25%	32%	**36%**	-	38%	*	-	-	-	-	14%	-	37%	33%	35%	50%
Grade 5 Science																	
At Approaches Grade Level or Above	2023	65%	68%	**76%**	-	76%	-	*	*	-	-	39%	*	77%	74%	69%	63%
	2022	66%	67%	**72%**	-	73%	*	-	-	-	-	50%	-	74%	67%	69%	60%
At Meets Grade Level or Above	2023	36%	37%	**43%**	-	41%	-	*	*	-	-	22%	*	47%	32%	39%	30%
	2022	38%	39%	**30%**	-	32%	*	-	-	-	-	21%	-	32%	25%	29%	30%
At Masters Grade Level	2023	16%	17%	**21%**	-	19%	-	*	*	-	-	17%	*	21%	21%	20%	15%
	2022	18%	19%	**14%**	-	15%	*	-	-	-	-	7%	-	16%	8%	12%	15%
All Grades All Subjects																	
At Approaches Grade Level or Above	2023	76%	80%	**83%**	-	83%	*	86%	100%	-	*	59%	93%	85%	78%	79%	81%
	2022	74%	79%	**82%**	-	82%	77%	-	100%	-	-	58%	*	82%	81%	79%	79%
At Meets Grade Level or Above	2023	49%	55%	**57%**	-	56%	*	57%	100%	-	*	30%	86%	59%	52%	53%	53%
	2022	48%	54%	**56%**	-	57%	15%	-	67%	-	-	35%	*	58%	50%	54%	52%
At Masters Grade Level	2023	20%	24%	**25%**	-	24%	*	14%	78%	-	*	13%	36%	26%	22%	21%	27%
	2022	23%	27%	**32%**	-	32%	15%	-	67%	-	-	16%	*	33%	26%	28%	31%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2023	77%	82%	**85%**	-	85%	*	*	*	-	*	56%	100%	87%	77%	81%	82%
	2022	75%	80%	**87%**	-	86%	80%	-	*	-	-	62%	*	88%	80%	83%	84%

	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	2023	53%	61%	**65%**	-	64%	*	*	*	-	*	35%	100%	65%	64%	61%	60%
	2022	53%	60%	**68%**	-	69%	20%	-	*	-	-	38%	*	70%	57%	65%	57%
At Masters Grade Level	2023	20%	27%	**32%**	-	31%	*	*	*	-	*	14%	33%	33%	27%	26%	31%
	2022	25%	30%	**38%**	-	38%	20%	-	*	-	-	15%	*	39%	33%	33%	32%
All Grades Mathematics																	
At Approaches Grade Level or Above	2023	75%	80%	**85%**	-	84%	*	*	*	-	*	70%	100%	86%	80%	80%	88%
	2022	72%	78%	**81%**	-	81%	80%	-	*	-	-	56%	*	80%	87%	79%	81%
At Meets Grade Level or Above	2023	45%	51%	**55%**	-	54%	*	*	*	-	*	28%	80%	57%	50%	51%	55%
	2022	42%	48%	**54%**	-	55%	20%	-	*	-	-	36%	*	55%	53%	53%	54%
At Masters Grade Level	2023	19%	22%	**21%**	-	19%	*	*	*	-	*	12%	60%	22%	18%	17%	27%
	2022	20%	25%	**33%**	-	33%	20%	-	*	-	-	21%	*	34%	27%	29%	35%
All Grades Science																	
At Approaches Grade Level or Above	2023	77%	77%	**76%**	-	76%	-	*	*	-	-	39%	*	77%	74%	69%	63%
	2022	76%	80%	**72%**	-	73%	*	-	-	-	-	50%	-	74%	67%	69%	60%
At Meets Grade Level or Above	2023	47%	47%	**43%**	-	41%	-	*	*	-	-	22%	*	47%	32%	39%	30%
	2022	47%	52%	**30%**	-	32%	*	-	-	-	-	21%	-	32%	25%	29%	30%
At Masters Grade Level	2023	18%	18%	**21%**	-	19%	-	*	*	-	-	17%	*	21%	21%	20%	15%
	2022	21%	23%	**14%**	-	15%	*	-	-	-	-	7%	-	16%	8%	12%	15%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2023	37%	40%	**27%**	-	26%	-	*	*	-	-	17%	*	27%	23%	20%	21%
	2022	36%	42%	**36%**	-	35%	-	-	*	-	-	23%	-	36%	33%	37%	35%
Reading and Mathematics Including EOC	2023	37%	40%	**27%**	-	26%	-	*	*	-	-	17%	*	27%	23%	20%	21%
	2022	36%	42%	**36%**	-	35%	-	-	*	-	-	23%	-	36%	33%	37%	35%
Reading Including EOC	2023	50%	54%	**52%**	-	50%	-	*	*	-	-	33%	*	51%	54%	45%	42%
	2022	51%	57%	**60%**	-	58%	-	-	*	-	-	23%	-	61%	50%	54%	50%
Math Including EOC	2023	45%	49%	**34%**	-	34%	-	*	*	-	-	25%	*	37%	23%	27%	32%
	2022	43%	48%	**38%**	-	38%	-	-	*	-	-	31%	-	39%	33%	40%	40%
4th Graders																	
Reading and Mathematics	2023	38%	46%	**59%**	-	57%	*	*	*	-	*	23%	-	60%	58%	55%	67%
	2022	36%	46%	**58%**	-	59%	*	-	*	-	-	42%	*	57%	58%	50%	48%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading and Mathematics Including EOC	2023	38%	46%	**59%**	-	57%	*	*	*	-	*	23%	-	60%	58%	55%	67%
	2022	36%	46%	**58%**	-	59%	*	-	*	-	-	42%	*	57%	58%	50%	48%
Reading Including EOC	2023	48%	55%	**67%**	-	65%	*	*	*	-	*	23%	-	67%	67%	63%	71%
	2022	54%	60%	**71%**	-	73%	*	-	*	-	-	58%	*	72%	67%	69%	57%
Math Including EOC	2023	48%	57%	**69%**	-	67%	*	*	*	-	*	31%	-	67%	75%	66%	81%
	2022	43%	55%	**63%**	-	63%	*	-	*	-	-	42%	*	62%	67%	57%	48%
5th Graders																	
Reading and Mathematics	2023	43%	53%	**61%**	-	59%	-	*	*	-	-	28%	*	63%	53%	58%	48%
	2022	41%	51%	**52%**	-	55%	*	-	-	-	-	29%	-	54%	42%	51%	55%
Reading and Mathematics Including EOC	2023	43%	53%	**61%**	-	59%	-	*	*	-	-	28%	*	63%	53%	58%	48%
	2022	41%	51%	**52%**	-	55%	*	-	-	-	-	29%	-	54%	42%	51%	55%
Reading Including EOC	2023	57%	66%	**75%**	-	74%	-	*	*	-	-	44%	*	77%	68%	73%	63%
	2022	58%	66%	**71%**	-	74%	*	-	-	-	-	36%	-	75%	50%	69%	65%
Math Including EOC	2023	51%	60%	**63%**	-	62%	-	*	*	-	-	28%	*	67%	53%	60%	52%
	2022	48%	57%	**59%**	-	62%	*	-	-	-	-	36%	-	61%	50%	59%	75%
3rd - 8th Graders																	
Reading and Mathematics	2023	37%	44%	**49%**	-	47%	*	*	*	-	*	23%	80%	50%	45%	45%	46%
	2022	34%	41%	**49%**	-	51%	20%	-	*	-	-	31%	*	50%	47%	47%	46%
Reading and Mathematics Including EOC	2023	39%	46%	**49%**	-	47%	*	*	*	-	*	23%	80%	50%	45%	45%	46%
	2022	36%	44%	**49%**	-	51%	20%	-	*	-	-	31%	*	50%	47%	47%	46%
Reading Including EOC	2023	53%	61%	**65%**	-	64%	*	*	*	-	*	35%	100%	65%	64%	61%	60%
	2022	53%	61%	**68%**	-	69%	20%	-	*	-	-	38%	*	70%	57%	65%	57%
Math Including EOC	2023	47%	53%	**55%**	-	54%	*	*	*	-	*	28%	80%	57%	50%	51%	55%
	2022	43%	50%	**54%**	-	55%	20%	-	*	-	-	36%	*	55%	53%	53%	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	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	2023	55%	57%	**58%**	-	58%	-	*	*	-	*	42%	-	61%	45%	51%	71%
Grade 4 Mathematics	2023	63%	70%	**90%**	-	90%	-	*	*	-	*	77%	-	92%	85%	86%	93%
Grade 5 ELA/Reading	2023	65%	77%	**81%**	-	80%	-	*	*	-	-	63%	*	84%	72%	77%	87%
Grade 5 Mathematics	2023	71%	71%	**60%**	-	59%	-	*	*	-	-	56%	*	64%	50%	64%	58%
All Grades Both Subjects	2023	64%	67%	**72%**	-	72%	-	*	83%	-	*	59%	100%	75%	63%	70%	77%
All Grades ELA/Reading	2023	63%	67%	**71%**	-	71%	-	*	*	-	*	53%	*	73%	62%	66%	80%
All Grades Mathematics	2023	66%	67%	**74%**	-	72%	-	*	*	-	*	66%	*	76%	63%	74%	73%
School Progress - Accelerated Learning by Grade and Subject																	
Grade 4 ELA/Reading	2023	33%	26%	**22%**	-	25%	-	*	-	-	-	25%	-	29%	*	29%	*
Grade 4 Mathematics	2023	27%	30%	**54%**	-	50%	-	*	-	-	-	25%	-	55%	*	60%	*
Grade 5 ELA/Reading	2023	37%	44%	**44%**	-	44%	-	-	-	-	-	50%	-	43%	*	38%	50%
Grade 5 Mathematics	2023	48%	54%	**75%**	-	75%	-	-	-	-	-	75%	-	82%	*	70%	86%
All Grades Both Subjects	2023	38%	41%	**51%**	-	51%	-	*	-	-	-	44%	-	56%	29%	51%	67%
All Grades ELA/Reading	2023	35%	40%	**33%**	-	35%	-	*	-	-	-	38%	-	36%	*	33%	50%
All Grades Mathematics	2023	40%	43%	**64%**	-	63%	-	*	-	-	-	50%	-	68%	*	65%	80%

* 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	2023	76%	80%	**83%**	79%	79%	-	-	-	70%	*	*	-	-	*	84%	80%	100%
	2022	74%	79%	**82%**	77%	77%	-	-	-	-	*	-	*	-	-	84%	78%	93%
At Meets Grade Level or Above	2023	49%	55%	**57%**	49%	49%	-	-	-	27%	*	*	-	-	*	60%	49%	100%
	2022	48%	54%	**56%**	48%	48%	-	-	-	-	*	-	*	-	-	58%	49%	79%
At Masters Grade Level	2023	20%	24%	**25%**	22%	22%	-	-	-	7%	*	*	-	-	*	25%	22%	83%
	2022	23%	27%	**32%**	30%	30%	-	-	-	-	*	-	*	-	-	33%	30%	43%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2023	77%	82%	**85%**	80%	80%	-	-	-	60%	*	*	-	-	*	86%	80%	100%
	2022	75%	80%	**87%**	82%	82%	-	-	-	-	*	-	*	-	-	88%	82%	100%
At Meets Grade Level or Above	2023	53%	61%	**65%**	54%	54%	-	-	-	33%	*	*	-	-	*	67%	56%	100%
	2022	53%	60%	**68%**	51%	51%	-	-	-	-	*	-	*	-	-	74%	53%	100%
At Masters Grade Level	2023	20%	27%	**32%**	25%	25%	-	-	-	13%	*	*	-	-	*	32%	26%	83%
	2022	25%	30%	**38%**	31%	31%	-	-	-	-	*	-	*	-	-	41%	30%	50%
All Grades Mathematics																		
At Approaches Grade Level or Above	2023	75%	80%	**85%**	86%	86%	-	-	-	80%	*	*	-	-	*	83%	87%	100%
	2022	72%	78%	**81%**	78%	78%	-	-	-	-	*	-	*	-	-	82%	79%	100%
At Meets Grade Level or Above	2023	45%	51%	**55%**	51%	51%	-	-	-	20%	*	*	-	-	*	55%	51%	100%
	2022	42%	48%	**54%**	53%	53%	-	-	-	-	*	-	*	-	-	55%	53%	67%
At Masters Grade Level	2023	19%	22%	**21%**	22%	22%	-	-	-	0%	*	*	-	-	*	18%	21%	83%
	2022	20%	25%	**33%**	36%	36%	-	-	-	-	*	-	*	-	-	32%	35%	33%
All Grades Science																		
At Approaches Grade Level or Above	2023	77%	77%	**76%**	62%	62%	-	-	-	-	*	*	-	-	-	84%	63%	-
	2022	76%	80%	**72%**	61%	61%	-	-	-	-	-	-	-	-	-	78%	61%	*
At Meets Grade Level or Above	2023	47%	47%	**43%**	31%	31%	-	-	-	-	*	*	-	-	-	51%	30%	-
	2022	47%	52%	**30%**	28%	28%	-	-	-	-	-	-	-	-	-	31%	28%	*
At Masters Grade Level	2023	18%	18%	**21%**	15%	15%	-	-	-	-	*	*	-	-	-	24%	15%	-
	2022	21%	23%	**14%**	11%	11%	-	-	-	-	-	-	-	-	-	14%	11%	*
School Progress - Annual Growth																		
All Grades Both Subjects	2023	64%	67%	**72%**	74%	74%	-	-	-	-	*	*	-	-	-	69%	74%	100%
All Grades ELA/Reading	2023	63%	67%	**71%**	77%	77%	-	-	-	-	*	*	-	-	-	65%	77%	100%
All Grades Mathematics	2023	66%	67%	**74%**	71%	71%	-	-	-	-	*	*	-	-	-	74%	70%	100%
School Progress - Accelerated Learning																		
All Grades Both Subjects	2023	38%	41%	**51%**	67%	67%	-	-	-	-	-	-	-	-	-	40%	67%	-

2022-23 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)

LUCILE HENDRICKS EL (108906129) - MCALLEN ISD - HIDALGO 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 ELA/Reading	2023	35%	40%	**33%**	50%	50%	-	-	-	-	-	-	-	-	-	20%	50%	-
All Grades Mathematics	2023	40%	43%	**64%**	80%	80%	-	-	-	-	-	-	-	-	-	53%	80%	-

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

\- Indicates there are no students in the group.

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2023 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	**99%**	-	99%	*	100%	100%	-	*	98%	93%	100%	99%	100%	100%
Included in Accountability	93%	93%	**92%**	-	92%	*	100%	75%	-	*	87%	93%	97%	79%	91%	91%
Not Included in Accountability: Mobile	4%	3%	**5%**	-	5%	*	0%	0%	-	*	6%	0%	1%	15%	6%	6%
Not Included in Accountability: Other Exclusions	2%	3%	**2%**	-	2%	*	0%	25%	-	*	5%	0%	2%	4%	3%	3%
Not Tested	1%	0%	**1%**	-	1%	*	0%	0%	-	*	2%	7%	0%	1%	0%	0%
Absent	1%	0%	**1%**	-	1%	*	0%	0%	-	*	2%	7%	0%	1%	0%	0%
Other	0%	0%	**0%**	-	0%	*	0%	0%	-	*	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	100%	**100%**	-	99%	*	*	100%	-	*	98%	100%	100%	98%	100%	100%
Included in Accountability	92%	91%	**92%**	-	92%	*	*	80%	-	*	88%	100%	97%	79%	91%	91%
Not Included in Accountability: Mobile	4%	3%	**5%**	-	5%	*	*	0%	-	*	6%	0%	1%	14%	6%	5%
Not Included in Accountability: Other Exclusions	3%	6%	**2%**	-	2%	*	*	20%	-	*	4%	0%	1%	5%	3%	4%
Not Tested	1%	0%	**0%**	-	1%	*	*	0%	-	*	2%	0%	0%	2%	0%	0%
Absent	1%	0%	**0%**	-	1%	*	*	0%	-	*	2%	0%	0%	2%	0%	0%
Other	0%	0%	**0%**	-	0%	*	*	0%	-	*	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	100%	**99%**	-	99%	*	*	100%	-	*	98%	83%	99%	98%	99%	100%
Included in Accountability	94%	94%	**92%**	-	92%	*	*	80%	-	*	88%	83%	97%	79%	90%	91%
Not Included in Accountability: Mobile	5%	4%	**5%**	-	5%	*	*	0%	-	*	6%	0%	1%	14%	6%	5%
Not Included in Accountability: Other Exclusions	1%	2%	**2%**	-	2%	*	*	20%	-	*	4%	0%	1%	5%	3%	4%
Not Tested	1%	0%	**1%**	-	1%	*	*	0%	-	*	2%	17%	1%	2%	1%	0%
Absent	1%	0%	**1%**	-	1%	*	*	0%	-	*	2%	17%	1%	2%	1%	0%
Other	0%	0%	**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%	95%	**92%**	-	93%	-	*	*	-	-	86%	*	96%	83%	91%	93%
Not Included in Accountability: Mobile	4%	3%	**5%**	-	5%	-	*	*	-	-	5%	*	0%	17%	7%	7%
Not Included in Accountability: Other Exclusions	1%	1%	**3%**	-	1%	-	*	*	-	-	10%	*	4%	0%	2%	0%
Not Tested	1%	1%	**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)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	0%	**0%**	-	0%	-	*	*	-	-	0%	*	0%	0%	0%	0%
Other	0%	1%	**0%**	-	0%	-	*	*	-	-	0%	*	0%	0%	0%	0%
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**99%**	-	99%	100%	*	100%	-	*	100%	*	99%	97%	99%	100%
Included in Accountability	93%	92%	**90%**	-	92%	100%	*	55%	-	*	87%	*	94%	76%	92%	91%
Not Included in Accountability: Mobile	5%	4%	**7%**	-	6%	0%	*	27%	-	*	9%	*	5%	19%	6%	8%
Not Included in Accountability: Other Exclusions	1%	3%	**1%**	-	1%	0%	*	18%	-	*	4%	*	1%	2%	1%	1%
Not Tested	1%	1%	**1%**	-	1%	0%	*	0%	-	*	0%	*	1%	3%	1%	0%
Absent	1%	0%	**1%**	-	1%	0%	*	0%	-	*	0%	*	1%	3%	1%	0%
Other	0%	1%	**0%**	-	0%	0%	*	0%	-	*	0%	*	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	**99%**	-	99%	100%	*	100%	-	*	100%	*	99%	98%	99%	100%
Included in Accountability	92%	90%	**90%**	-	91%	100%	*	60%	-	*	87%	*	94%	75%	92%	91%
Not Included in Accountability: Mobile	5%	4%	**8%**	-	6%	0%	*	20%	-	*	9%	*	4%	20%	7%	7%
Not Included in Accountability: Other Exclusions	2%	5%	**2%**	-	1%	0%	*	20%	-	*	4%	*	1%	3%	1%	1%
Not Tested	1%	1%	**1%**	-	1%	0%	*	0%	-	*	0%	*	1%	3%	1%	0%
Absent	1%	0%	**1%**	-	1%	0%	*	0%	-	*	0%	*	1%	3%	1%	0%
Other	0%	0%	**0%**	-	0%	0%	*	0%	-	*	0%	*	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**99%**	-	99%	100%	*	100%	-	*	100%	*	99%	98%	99%	100%
Included in Accountability	93%	92%	**90%**	-	91%	100%	*	60%	-	*	87%	*	94%	75%	92%	91%
Not Included in Accountability: Mobile	5%	4%	**8%**	-	6%	0%	*	20%	-	*	9%	*	4%	20%	7%	7%
Not Included in Accountability: Other Exclusions	1%	2%	**2%**	-	1%	0%	*	20%	-	*	4%	*	1%	3%	1%	1%
Not Tested	1%	1%	**1%**	-	1%	0%	*	0%	-	*	0%	*	1%	3%	1%	0%
Absent	1%	0%	**1%**	-	1%	0%	*	0%	-	*	0%	*	1%	3%	1%	0%
Other	0%	1%	**0%**	-	0%	0%	*	0%	-	*	0%	*	0%	0%	0%	0%
Science																
Assessment Participant	98%	99%	**99%**	-	99%	*	-	*	-	-	100%	-	100%	93%	98%	100%
Included in Accountability	93%	93%	**92%**	-	93%	*	-	*	-	-	88%	-	95%	80%	94%	87%
Not Included in Accountability: Mobile	4%	4%	**7%**	-	6%	*	-	*	-	-	13%	-	5%	13%	4%	13%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Other Exclusions	1%	2%	**0%**	-	0%	*	-	*	-	-	0%	-	0%	0%	0%	0%
Not Tested	2%	1%	**1%**	-	1%	*	-	*	-	-	0%	-	0%	7%	2%	0%
Absent	1%	0%	**1%**	-	1%	*	-	*	-	-	0%	-	0%	7%	2%	0%
Other	0%	1%	**0%**	-	0%	*	-	*	-	-	0%	-	0%	0%	0%	0%

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2021-22	92.2%	92.1%	**93.7%**	-	93.6%	91.6%	*	98.2%	-	*	91.4%	92.8%	94.3%
2020-21	95.0%	97.3%	**97.1%**	-	97.0%	96.6%	*	99.9%	-	*	93.8%	96.6%	97.0%
Chronic Absenteeism													
2021-22	25.7%	26.6%	**19.8%**	-	19.9%	37.5%	*	0.0%	-	*	31.3%	23.7%	16.7%
2020-21	15.0%	8.6%	**9.5%**	-	9.7%	10.0%	*	0.0%	-	*	17.1%	10.7%	8.3%
Annual Dropout Rate (Gr 7-8)													
2021-22	0.7%	0.1%	-	-	-	-	-	-	-	-	-	-	-
2020-21	0.9%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2021-22	2.2%	0.1%	-	-	-	-	-	-	-	-	-	-	-
2020-21	2.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	89.7%	99.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.5%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.0%	99.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.6%	99.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021													
Graduated	90.0%	98.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	98.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	99.1%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.2%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	99.2%	-	-	-	-	-	-	-	-	-	-	-

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.7%	99.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	92.2%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	98.9%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.7%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	92.6%	98.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	1.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	98.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	98.5%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2022	89.7%	97.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	90.0%	96.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2022	59.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2022	3.7%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	3.8%	0.2%	-	-	542	-	-	-	-	-	-	-	-
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 2022	84.3%	99.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	81.9%	97.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2022	88.0%	99.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	85.7%	97.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
2020-21	43.8%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2021-22	3.9%	0.1%	-	-	-	-	-	-	-	-	-	-	-
2020-21	3.8%	0.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2021-22	82.3%	98.7%	-	-	-	-	-	-	-	-	-	-	-
2020-21	80.4%	96.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2021-22	86.0%	98.7%	-	-	-	-	-	-	-	-	-	-	-
2020-21	84.1%	96.7%	-	-	-	-	-	-	-	-	-	-	-

	Campus Count	Campus Percent	District Count	State Count
Graduates (2021-22 Annual Graduates)				
Total Graduates	-	-	1,578	368,686
By Ethnicity:				
African American	-	-	6	45,227
Hispanic	-	-	1,475	191,125
White	-	-	63	103,171
American Indian	-	-	2	1,159
Asian	-	-	24	18,794
Pacific Islander	-	-	0	569
Two or More Races	-	-	8	8,641
By Graduation Type:				
Minimum H.S. Program	-	-	0	433
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	134
Foundation H.S. Program (No Endorsement)	-	-	20	51,023
Foundation H.S. Program (Endorsement)	-	-	1	14,179
Foundation H.S. Program (DLA)	-	-	1,557	302,917
Special Education Graduates	-	-	121	32,447
Economically Disadvantaged Graduates	-	-	1,047	194,571
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	259	40,398
At-Risk Graduates	-	-	755	159,689

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	422	100.0%	20,343	5,504,150	423	100.0%	20,399	5,518,432
Students by Grade:								
Early Childhood Education	0	0.0%	0.2%	0.3%	1	0.2%	0.2%	0.5%
Pre-Kindergarten	43	10.2%	5.4%	4.4%	43	10.2%	5.5%	4.4%
Pre-Kindergarten: 3-year Old	0	0.0%	1.4%	0.7%	0	0.0%	1.5%	0.7%
Pre-Kindergarten: 4-year Old	43	10.2%	4.0%	3.7%	43	10.2%	4.1%	3.7%
Kindergarten	53	12.6%	5.8%	6.7%	53	12.5%	5.8%	6.7%
Grade 1	67	15.9%	6.5%	7.2%	67	15.8%	6.5%	7.2%
Grade 2	61	14.5%	6.5%	7.2%	61	14.4%	6.5%	7.2%
Grade 3	67	15.9%	6.4%	7.2%	67	15.8%	6.4%	7.1%
Grade 4	57	13.5%	6.6%	7.2%	57	13.5%	6.6%	7.1%
Grade 5	74	17.5%	7.3%	7.2%	74	17.5%	7.3%	7.2%
Grade 6	0	0.0%	7.3%	7.3%	0	0.0%	7.3%	7.2%
Grade 7	0	0.0%	7.4%	7.4%	0	0.0%	7.4%	7.4%
Grade 8	0	0.0%	7.7%	7.7%	0	0.0%	7.6%	7.7%
Grade 9	0	0.0%	9.0%	8.7%	0	0.0%	9.0%	8.7%
Grade 10	0	0.0%	9.2%	7.9%	0	0.0%	9.2%	7.9%
Grade 11	0	0.0%	7.6%	7.0%	0	0.0%	7.6%	7.0%
Grade 12	0	0.0%	7.1%	6.6%	0	0.0%	7.1%	6.6%
Ethnic Distribution:								
African American	0	0.0%	0.4%	12.8%	0	0.0%	0.4%	12.8%
Hispanic	401	95.0%	93.6%	53.0%	402	95.0%	93.5%	52.9%
White	6	1.4%	4.4%	25.6%	6	1.4%	4.5%	25.7%
American Indian	4	0.9%	0.1%	0.3%	4	0.9%	0.1%	0.3%
Asian	7	1.7%	1.2%	5.1%	7	1.7%	1.2%	5.1%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	4	0.9%	0.4%	3.0%	4	0.9%	0.4%	3.0%
Sex:								
Female	209	49.5%	48.4%	48.8%	209	49.4%	48.4%	48.8%
Male	213	50.5%	51.6%	51.2%	214	50.6%	51.6%	51.2%
Economically Disadvantaged	302	71.6%	72.6%	62.1%	302	71.4%	72.5%	62.0%
Non-Educationally Disadvantaged	120	28.4%	27.4%	37.9%	121	28.6%	27.5%	38.0%
Section 504 Students	32	7.6%	10.0%	7.4%	32	7.6%	10.0%	7.4%
EB Students/EL	139	32.9%	36.0%	23.1%	139	32.9%	36.0%	23.0%
Students w/ Disciplinary Placements (2021-22)	0	0.0%	1.8%	1.5%				

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Students w/ Dyslexia	40	9.5%	8.8%	5.5%	40	9.5%	8.8%	5.5%
Foster Care	1	0.2%	0.1%	0.2%	1	0.2%	0.1%	0.2%
Homeless	2	0.5%	1.4%	1.3%	2	0.5%	1.4%	1.3%
Immigrant	6	1.4%	2.4%	2.2%	6	1.4%	2.4%	2.2%
Migrant	1	0.2%	1.8%	0.3%	1	0.2%	1.8%	0.3%
Title I	422	100.0%	95.8%	64.6%	423	100.0%	95.7%	64.6%
Military Connected	0	0.0%	0.4%	3.6%	0	0.0%	0.4%	3.6%
At-Risk	211	50.0%	59.1%	53.3%	211	49.9%	59.0%	53.3%
Students by Instructional Program:								
Bilingual/ESL Education	138	32.7%	38.3%	23.2%	138	32.6%	38.3%	23.2%
Career and Technical Education	0	0.0%	34.6%	26.5%				
Career and Technical Education (9-12 grades only)	0	0.0%	83.9%	72.3%				
Gifted and Talented Education	56	13.3%	11.5%	8.2%	56	13.2%	11.5%	8.2%
Special Education	76	18.0%	14.2%	12.6%	77	18.2%	14.3%	12.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	76							
By Type of Primary Disability Students with Intellectual Disabilities	33	43.4%	48.5%	44.1%				
Students with Physical Disabilities	22	28.9%	18.4%	20.0%				
Students with Autism	**	**	15.4%	15.5%				
Students with Behavioral Disabilities	11	14.5%	16.5%	18.8%				
Students with Non-Categorical Early Childhood	*	*	1.2%	1.6%				
Mobility (2021-22):								
Total Mobile Students	39	11.8%	15.8%	16.8%				
By Ethnicity: African American	0	0.0%	0.1%	3.3%				
Hispanic	33	10.0%	14.9%	8.7%				
White	2	0.6%	0.5%	3.4%				
American Indian	2	0.6%	0.0%	0.1%				
Asian	1	0.3%	0.1%	0.7%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	1	0.3%	0.1%	0.6%				
Count and Percent of Special Ed Students who are Mobile	7	8.8%	16.1%	18.6%				
Count and Percent of EB Students/EL who are Mobile	12	11.8%	18.4%	17.1%				
Count and Percent of Econ Dis Students who are Mobile	29	12.2%	17.4%	18.7%				
Student Attrition (2021-22):	549							
Total Student Attrition	32	10.2%	16.4%	18.1%				

	--Non-Special Education Rates--			---Special Education Rates---		
Student Information	**Campus**	**District**	**State**	**Campus**	**District**	**State**
Retention Rates by Grade:						
Kindergarten	0.0%	2.1%	1.5%	0.0%	3.3%	4.5%
Grade 1	2.8%	4.0%	2.5%	6.3%	5.2%	3.6%
Grade 2	0.0%	2.3%	1.6%	0.0%	3.3%	2.0%
Grade 3	0.0%	0.9%	0.8%	0.0%	0.8%	0.9%
Grade 4	0.0%	0.1%	0.5%	0.0%	0.0%	0.5%
Grade 5	0.0%	0.1%	0.3%	0.0%	0.0%	0.4%
Grade 6	-	0.4%	0.3%	-	0.0%	0.4%
Grade 7	-	0.4%	0.4%	-	0.0%	0.5%
Grade 8	-	0.4%	0.4%	-	0.5%	0.5%
Grade 9	-	10.8%	8.7%	-	16.8%	12.6%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	15.3	18.0	18.7
Grade 1	17.8	17.3	19.1
Grade 2	18.1	18.2	19.1
Grade 3	19.4	17.7	19.3
Grade 4	16.4	18.3	19.4
Grade 5	21.2	20.0	20.8
Grade 6	-	21.5	19.2
Secondary:			
English/Language Arts	-	15.0	16.2
Foreign Languages	-	17.1	18.8
Mathematics	-	18.0	17.5
Science	-	19.0	18.5
Social Studies	-	19.0	18.9

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Total Staff	53.7	100.0%	100.0%	100.0%
Professional Staff:	40.7	75.8%	61.1%	64.1%
Teachers	29.2	54.4%	44.6%	48.7%
Professional Support	7.5	13.9%	12.2%	10.9%
Campus Administration (School Leadership)	4.0	7.4%	3.2%	3.3%
Educational Aides:	13.0	24.2%	12.4%	11.3%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	29.0	4,258.0
Part-time Librarians	0.0	n/a	0.0	646.0
Full-time Counselors	1.0	n/a	76.0	13,815.0
Part-time Counselors	1.0	n/a	2.0	1,240.0
Total Minority Staff:	49.7	92.5%	92.7%	53.2%
Teachers by Ethnicity:				
African American	0.0	0.0%	0.6%	11.8%
Hispanic	26.2	89.7%	88.2%	29.6%
White	3.0	10.3%	9.8%	54.9%
American Indian	0.0	0.0%	0.0%	0.3%
Asian	0.0	0.0%	0.9%	2.0%
Pacific Islander	0.0	0.0%	0.1%	0.1%
Two or More Races	0.0	0.0%	0.4%	1.2%
Teachers by Sex:				
Males	5.1	17.4%	29.3%	24.4%
Females	24.1	82.6%	70.7%	75.6%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.7%	2.0%
Bachelors	24.2	82.8%	79.5%	72.2%
Masters	5.0	17.2%	19.7%	25.0%
Doctorate	0.0	0.0%	0.1%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	0.0	0.0%	3.9%	9.7%
1-5 Years Experience	5.0	17.1%	19.0%	26.3%
6-10 Years Experience	4.0	13.7%	22.9%	20.5%
11-20 Years Experience	13.0	44.5%	34.2%	27.2%
21-30 Years Experience	5.1	17.4%	15.4%	13.3%
Over 30 Years Experience	2.1	7.3%	4.7%	2.9%

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Number of Students per Teacher	14.4	n/a	13.6	14.8

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	9.0	6.6	6.1
Average Years Experience of Principals with District	9.0	6.6	5.3
Average Years Experience of Assistant Principals	7.0	6.1	5.2
Average Years Experience of Assistant Principals with District	7.0	5.3	4.4
Average Years Experience of Teachers:	17.4	13.5	11.0
Average Years Experience of Teachers with District:	14.8	10.3	6.9
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	$50,549	$53,300
1-5 Years Experience	$53,131	$53,264	$56,516
6-10 Years Experience	$56,694	$56,886	$59,732
11-20 Years Experience	$60,600	$60,642	$63,389
21-30 Years Experience	$67,170	$66,288	$67,876
Over 30 Years Experience	$77,557	$73,268	$72,560
Average Actual Salaries (regular duties only):			
Teachers	$61,178	$59,446	$60,717
Professional Support	$63,234	$67,588	$72,022
Campus Administration (School Leadership)	$72,819	$76,926	$85,167
Instructional Staff Percent:	n/a	63.8%	65.1%
Contracted Instructional Staff (not incl. above):	0.0	1.5	2,105.4

	----- Campus -----			
Program Information	**Count**	**Percent**	**District**	**State**
Teachers by Program (population served):				
Bilingual/ESL Education	3.4	11.7%	6.4%	5.9%
Career and Technical Education	0.0	0.0%	6.3%	5.4%
Compensatory Education	0.0	0.0%	3.1%	3.2%
Gifted and Talented Education	0.0	0.0%	1.4%	1.7%
Regular Education	22.6	77.2%	66.7%	70.6%
Special Education	3.2	11.1%	8.9%	9.7%
Other	0.0	0.0%	7.2%	3.5%

- 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.

2022-23 Texas Academic Performance Report (TAPR)

District Name: MCALLEN ISD

Campus Name: HOUSTON EL

Campus Number: 108906106

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	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2023	76%	79%	**77%**	-	77%	-	-	-	-	-	*	-	78%	75%	79%	72%
	2022	76%	81%	**77%**	-	77%	-	-	-	-	-	60%	-	76%	*	76%	74%
At Meets Grade Level or Above	2023	50%	54%	**43%**	-	43%	-	-	-	-	-	*	-	47%	25%	43%	39%
	2022	51%	57%	**40%**	-	40%	-	-	-	-	-	20%	-	40%	*	37%	37%
At Masters Grade Level	2023	20%	26%	**6%**	-	6%	-	-	-	-	-	*	-	7%	0%	6%	3%
	2022	30%	33%	**23%**	-	23%	-	-	-	-	-	0%	-	22%	*	18%	23%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2023	73%	78%	**74%**	-	74%	-	-	-	-	-	*	-	78%	50%	77%	75%
	2022	71%	74%	**58%**	-	58%	-	-	-	-	-	20%	-	60%	*	55%	57%
At Meets Grade Level or Above	2023	45%	49%	**38%**	-	38%	-	-	-	-	-	*	-	42%	13%	38%	39%
	2022	43%	48%	**21%**	-	21%	-	-	-	-	-	0%	-	22%	*	18%	17%
At Masters Grade Level	2023	19%	18%	**4%**	-	4%	-	-	-	-	-	*	-	4%	0%	4%	6%
	2022	21%	24%	**4%**	-	4%	-	-	-	-	-	0%	-	4%	*	4%	3%
Grade 4 Reading																	
At Approaches Grade Level or Above	2023	77%	80%	**66%**	-	66%	-	-	-	-	-	45%	-	65%	70%	66%	62%
	2022	77%	81%	**92%**	-	92%	-	-	-	-	-	83%	*	92%	83%	92%	92%
At Meets Grade Level or Above	2023	48%	55%	**38%**	-	38%	-	-	-	-	-	0%	-	37%	40%	36%	35%
	2022	54%	60%	**61%**	-	61%	-	-	-	-	-	67%	*	64%	33%	61%	57%
At Masters Grade Level	2023	22%	29%	**16%**	-	16%	-	-	-	-	-	0%	-	15%	20%	14%	14%
	2022	28%	31%	**36%**	-	36%	-	-	-	-	-	33%	*	38%	17%	35%	39%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2023	71%	78%	**71%**	-	71%	-	-	-	-	-	27%	-	72%	70%	70%	73%
	2022	70%	79%	**92%**	-	92%	-	-	-	-	-	100%	*	91%	100%	92%	92%
At Meets Grade Level or Above	2023	48%	57%	**48%**	-	48%	-	-	-	-	-	9%	-	48%	50%	44%	51%
	2022	43%	55%	**60%**	-	60%	-	-	-	-	-	67%	*	59%	67%	58%	59%
At Masters Grade Level	2023	22%	28%	**14%**	-	14%	-	-	-	-	-	0%	-	15%	10%	14%	14%
	2022	23%	32%	**38%**	-	38%	-	-	-	-	-	67%	*	39%	17%	32%	41%
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	2023	81%	86%	**89%**	-	89%	-	-	-	-	-	73%	*	88%	92%	89%	86%
	2022	81%	86%	**93%**	-	93%	-	-	-	-	-	78%	*	93%	92%	94%	94%
At Meets Grade Level or Above	2023	57%	66%	**64%**	-	64%	-	-	-	-	-	36%	*	66%	54%	61%	61%
	2022	58%	66%	**65%**	-	65%	-	-	-	-	-	56%	*	61%	92%	66%	66%
At Masters Grade Level	2023	28%	40%	**33%**	-	33%	-	-	-	-	-	9%	*	36%	15%	30%	39%
	2022	36%	42%	**29%**	-	29%	-	-	-	-	-	22%	*	25%	50%	28%	29%
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2023	80%	86%	**84%**	-	84%	-	-	-	-	-	82%	*	81%	100%	81%	84%
	2022	77%	86%	**89%**	-	89%	-	-	-	-	-	100%	*	89%	92%	89%	90%
At Meets Grade Level or Above	2023	51%	60%	**62%**	-	62%	-	-	-	-	-	64%	*	63%	58%	60%	65%
	2022	48%	57%	**41%**	-	41%	-	-	-	-	-	56%	*	39%	50%	39%	45%
At Masters Grade Level	2023	21%	25%	**18%**	-	18%	-	-	-	-	-	18%	*	19%	8%	14%	21%
	2022	25%	32%	**20%**	-	20%	-	-	-	-	-	33%	*	17%	42%	20%	24%
Grade 5 Science																	
At Approaches Grade Level or Above	2023	65%	68%	**69%**	-	69%	-	-	-	-	-	64%	*	69%	69%	66%	67%
	2022	66%	67%	**61%**	-	61%	-	-	-	-	-	56%	*	61%	67%	61%	63%
At Meets Grade Level or Above	2023	36%	37%	**34%**	-	34%	-	-	-	-	-	45%	*	37%	15%	33%	35%
	2022	38%	39%	**27%**	-	27%	-	-	-	-	-	44%	*	24%	42%	27%	29%
At Masters Grade Level	2023	16%	17%	**14%**	-	14%	-	-	-	-	-	9%	*	16%	0%	11%	14%
	2022	18%	19%	**8%**	-	8%	-	-	-	-	-	22%	*	8%	8%	8%	10%
All Grades All Subjects																	
At Approaches Grade Level or Above	2023	76%	80%	**76%**	-	76%	-	-	-	-	-	57%	67%	76%	77%	76%	75%
	2022	74%	79%	**81%**	-	81%	-	-	-	-	-	73%	94%	81%	83%	81%	82%
At Meets Grade Level or Above	2023	49%	55%	**48%**	-	48%	-	-	-	-	-	28%	17%	50%	38%	46%	48%
	2022	48%	54%	**46%**	-	46%	-	-	-	-	-	47%	44%	45%	54%	45%	46%
At Masters Grade Level	2023	20%	24%	**16%**	-	16%	-	-	-	-	-	7%	0%	17%	8%	14%	17%
	2022	23%	27%	**23%**	-	23%	-	-	-	-	-	27%	25%	22%	28%	21%	25%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2023	77%	82%	**79%**	-	79%	-	-	-	-	-	56%	*	78%	81%	79%	75%
	2022	75%	80%	**88%**	-	88%	-	-	-	-	-	75%	100%	88%	90%	88%	88%

	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	2023	53%	61%	**50%**	-	50%	-	-	-	-	-	16%	*	52%	42%	48%	48%
	2022	53%	60%	**57%**	-	57%	-	-	-	-	-	50%	50%	56%	67%	57%	56%
At Masters Grade Level	2023	20%	27%	**20%**	-	20%	-	-	-	-	-	4%	*	22%	13%	18%	22%
	2022	25%	30%	**30%**	-	30%	-	-	-	-	-	20%	50%	29%	38%	28%	31%
All Grades Mathematics																	
At Approaches Grade Level or Above	2023	75%	80%	**77%**	-	77%	-	-	-	-	-	56%	*	77%	77%	76%	78%
	2022	72%	78%	**82%**	-	82%	-	-	-	-	-	80%	100%	82%	86%	81%	83%
At Meets Grade Level or Above	2023	45%	51%	**51%**	-	51%	-	-	-	-	-	32%	*	53%	43%	49%	54%
	2022	42%	48%	**42%**	-	42%	-	-	-	-	-	45%	50%	42%	48%	40%	43%
At Masters Grade Level	2023	19%	22%	**13%**	-	13%	-	-	-	-	-	8%	*	14%	7%	11%	15%
	2022	20%	25%	**22%**	-	22%	-	-	-	-	-	35%	17%	21%	29%	20%	25%
All Grades Science																	
At Approaches Grade Level or Above	2023	77%	77%	**69%**	-	69%	-	-	-	-	-	64%	*	69%	69%	66%	67%
	2022	76%	80%	**61%**	-	61%	-	-	-	-	-	56%	*	61%	67%	61%	63%
At Meets Grade Level or Above	2023	47%	47%	**34%**	-	34%	-	-	-	-	-	45%	*	37%	15%	33%	35%
	2022	47%	52%	**27%**	-	27%	-	-	-	-	-	44%	*	24%	42%	27%	29%
At Masters Grade Level	2023	18%	18%	**14%**	-	14%	-	-	-	-	-	9%	*	16%	0%	11%	14%
	2022	21%	23%	**8%**	-	8%	-	-	-	-	-	22%	*	8%	8%	8%	10%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2023	37%	40%	**25%**	-	25%	-	-	-	-	-	*	-	27%	13%	23%	25%
	2022	36%	42%	**15%**	-	15%	-	-	-	-	-	0%	-	16%	*	12%	11%
Reading and Mathematics Including EOC	2023	37%	40%	**25%**	-	25%	-	-	-	-	-	*	-	27%	13%	23%	25%
	2022	36%	42%	**15%**	-	15%	-	-	-	-	-	0%	-	16%	*	12%	11%
Reading Including EOC	2023	50%	54%	**43%**	-	43%	-	-	-	-	-	*	-	47%	25%	43%	39%
	2022	51%	57%	**40%**	-	40%	-	-	-	-	-	20%	-	40%	*	37%	37%
Math Including EOC	2023	45%	49%	**38%**	-	38%	-	-	-	-	-	*	-	42%	13%	38%	39%
	2022	43%	48%	**21%**	-	21%	-	-	-	-	-	0%	-	22%	*	18%	17%
4th Graders																	
Reading and Mathematics	2023	38%	46%	**29%**	-	29%	-	-	-	-	-	0%	-	26%	40%	26%	32%
	2022	36%	46%	**49%**	-	49%	-	-	-	-	-	67%	*	50%	33%	48%	45%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading and Mathematics Including EOC	2023	38%	46%	**29%**	-	29%	-	-	-	-	-	0%	-	26%	40%	26%	32%
	2022	36%	46%	**49%**	-	49%	-	-	-	-	-	67%	*	50%	33%	48%	45%
Reading Including EOC	2023	48%	55%	**38%**	-	38%	-	-	-	-	-	0%	-	37%	40%	36%	35%
	2022	54%	60%	**61%**	-	61%	-	-	-	-	-	67%	*	64%	33%	61%	57%
Math Including EOC	2023	48%	57%	**48%**	-	48%	-	-	-	-	-	9%	-	48%	50%	44%	51%
	2022	43%	55%	**60%**	-	60%	-	-	-	-	-	67%	*	59%	67%	58%	59%
5th Graders																	
Reading and Mathematics	2023	43%	53%	**52%**	-	52%	-	-	-	-	-	36%	*	54%	42%	48%	51%
	2022	41%	51%	**37%**	-	37%	-	-	-	-	-	56%	*	35%	50%	35%	40%
Reading and Mathematics Including EOC	2023	43%	53%	**52%**	-	52%	-	-	-	-	-	36%	*	54%	42%	48%	51%
	2022	41%	51%	**37%**	-	37%	-	-	-	-	-	56%	*	35%	50%	35%	40%
Reading Including EOC	2023	57%	66%	**64%**	-	64%	-	-	-	-	-	36%	*	66%	54%	61%	61%
	2022	58%	66%	**65%**	-	65%	-	-	-	-	-	56%	*	61%	92%	66%	66%
Math Including EOC	2023	51%	60%	**62%**	-	62%	-	-	-	-	-	64%	*	63%	58%	60%	65%
	2022	48%	57%	**41%**	-	41%	-	-	-	-	-	56%	*	39%	50%	39%	45%
3rd - 8th Graders																	
Reading and Mathematics	2023	37%	44%	**37%**	-	37%	-	-	-	-	-	16%	*	38%	33%	34%	38%
	2022	34%	41%	**36%**	-	36%	-	-	-	-	-	45%	33%	35%	38%	34%	35%
Reading and Mathematics Including EOC	2023	39%	46%	**37%**	-	37%	-	-	-	-	-	16%	*	38%	33%	34%	38%
	2022	36%	44%	**36%**	-	36%	-	-	-	-	-	45%	33%	35%	38%	34%	35%
Reading Including EOC	2023	53%	61%	**50%**	-	50%	-	-	-	-	-	16%	*	52%	42%	48%	48%
	2022	53%	61%	**57%**	-	57%	-	-	-	-	-	50%	50%	56%	67%	57%	56%
Math Including EOC	2023	47%	53%	**51%**	-	51%	-	-	-	-	-	32%	*	53%	43%	49%	54%
	2022	43%	50%	**42%**	-	42%	-	-	-	-	-	45%	50%	42%	48%	40%	43%

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

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress - Annual Growth by Grade and Subject																	
Grade 4 ELA/Reading	2023	55%	57%	**42%**	-	42%	-	-	-	-	-	23%	-	39%	56%	43%	35%
Grade 4 Mathematics	2023	63%	70%	**73%**	-	73%	-	-	-	-	-	50%	-	71%	83%	69%	78%
Grade 5 ELA/Reading	2023	65%	77%	**71%**	-	71%	-	-	-	-	-	50%	*	72%	63%	70%	71%
Grade 5 Mathematics	2023	71%	71%	**53%**	-	53%	-	-	-	-	-	55%	*	49%	77%	52%	54%
All Grades Both Subjects	2023	64%	67%	**60%**	-	60%	-	-	-	-	-	44%	*	58%	70%	59%	60%
All Grades ELA/Reading	2023	63%	67%	**59%**	-	59%	-	-	-	-	-	36%	*	59%	60%	58%	57%
All Grades Mathematics	2023	66%	67%	**61%**	-	61%	-	-	-	-	-	52%	*	58%	80%	60%	63%
School Progress - Accelerated Learning by Grade and Subject																	
Grade 4 ELA/Reading	2023	33%	26%	**40%**	-	40%	-	-	-	-	-	40%	-	33%	*	40%	14%
Grade 4 Mathematics	2023	27%	30%	**30%**	-	30%	-	-	-	-	-	13%	-	29%	*	28%	31%
Grade 5 ELA/Reading	2023	37%	44%	**71%**	-	71%	-	-	-	-	-	*	-	*	*	80%	67%
Grade 5 Mathematics	2023	48%	54%	**38%**	-	38%	-	-	-	-	-	*	-	17%	*	43%	20%
All Grades Both Subjects	2023	38%	41%	**40%**	-	40%	-	-	-	-	-	29%	-	31%	78%	40%	32%
All Grades ELA/Reading	2023	35%	40%	**53%**	-	53%	-	-	-	-	-	50%	-	38%	*	53%	38%
All Grades Mathematics	2023	40%	43%	**32%**	-	32%	-	-	-	-	-	11%	-	26%	60%	32%	28%

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

	School Year	State	District	Campus	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	2023	76%	80%	**76%**	74%	74%	-	-	-	61%	-	-	-	-	*	79%	75%	100%
	2022	74%	79%	**81%**	81%	81%	-	-	-	-	-	-	-	-	-	81%	81%	*
At Meets Grade Level or Above	2023	49%	55%	**48%**	47%	47%	-	-	-	28%	-	-	-	-	*	47%	47%	100%
	2022	48%	54%	**46%**	46%	46%	-	-	-	-	-	-	-	-	-	46%	46%	*
At Masters Grade Level	2023	20%	24%	**16%**	17%	17%	-	-	-	8%	-	-	-	-	*	13%	17%	50%
	2022	23%	27%	**23%**	24%	24%	-	-	-	-	-	-	-	-	-	19%	24%	*
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2023	77%	82%	**79%**	75%	75%	-	-	-	75%	-	-	-	-	*	86%	75%	*
	2022	75%	80%	**88%**	88%	88%	-	-	-	-	-	-	-	-	-	89%	88%	*
At Meets Grade Level or Above	2023	53%	61%	**50%**	46%	46%	-	-	-	42%	-	-	-	-	*	56%	47%	*
	2022	53%	60%	**57%**	56%	56%	-	-	-	-	-	-	-	-	-	60%	56%	*
At Masters Grade Level	2023	20%	27%	**20%**	21%	21%	-	-	-	8%	-	-	-	-	*	17%	21%	*
	2022	25%	30%	**30%**	31%	31%	-	-	-	-	-	-	-	-	-	27%	31%	*
All Grades Mathematics																		
At Approaches Grade Level or Above	2023	75%	80%	**77%**	78%	78%	-	-	-	67%	-	-	-	-	*	74%	78%	*
	2022	72%	78%	**82%**	83%	83%	-	-	-	-	-	-	-	-	-	81%	83%	*
At Meets Grade Level or Above	2023	45%	51%	**51%**	53%	53%	-	-	-	42%	-	-	-	-	*	45%	53%	*
	2022	42%	48%	**42%**	42%	42%	-	-	-	-	-	-	-	-	-	40%	42%	*
At Masters Grade Level	2023	19%	22%	**13%**	14%	14%	-	-	-	17%	-	-	-	-	*	9%	14%	*
	2022	20%	25%	**22%**	24%	24%	-	-	-	-	-	-	-	-	-	16%	24%	*
All Grades Science																		
At Approaches Grade Level or Above	2023	77%	77%	**69%**	65%	65%	-	-	-	42%	-	-	-	-	-	74%	65%	*
	2022	76%	80%	**61%**	63%	63%	-	-	-	-	-	-	-	-	-	57%	63%	-
At Meets Grade Level or Above	2023	47%	47%	**34%**	33%	33%	-	-	-	0%	-	-	-	-	-	30%	33%	*
	2022	47%	52%	**27%**	29%	29%	-	-	-	-	-	-	-	-	-	19%	29%	-
At Masters Grade Level	2023	18%	18%	**14%**	13%	13%	-	-	-	0%	-	-	-	-	-	13%	13%	*
	2022	21%	23%	**8%**	10%	10%	-	-	-	-	-	-	-	-	-	5%	10%	-
School Progress - Annual Growth																		
All Grades Both Subjects	2023	64%	67%	**60%**	59%	59%	-	-	-	58%	-	-	-	-	-	61%	59%	*
All Grades ELA/Reading	2023	63%	67%	**59%**	56%	56%	-	-	-	75%	-	-	-	-	-	64%	56%	*
All Grades Mathematics	2023	66%	67%	**61%**	63%	63%	-	-	-	42%	-	-	-	-	-	58%	63%	*
School Progress - Accelerated Learning																		
All Grades Both Subjects	2023	38%	41%	**40%**	32%	32%	-	-	-	33%	-	-	-	-	-	57%	32%	-

	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 ELA/Reading	2023	35%	40%	**53%**	38%	38%	-	-	-	*	-	-	-	-	-	*	38%	-
All Grades Mathematics	2023	40%	43%	**32%**	28%	28%	-	-	-	*	-	-	-	-	-	40%	28%	-

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2023 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	**100%**	-	100%	-	-	-	-	-	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	93%	**93%**	-	93%	-	-	-	-	-	90%	75%	97%	78%	95%	95%
Not Included in Accountability: Mobile	4%	3%	**6%**	-	6%	-	-	-	-	-	10%	25%	3%	20%	5%	4%
Not Included in Accountability: Other Exclusions	2%	3%	**0%**	-	0%	-	-	-	-	-	0%	0%	0%	2%	0%	1%
Not Tested	1%	0%	**0%**	-	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%
Absent	1%	0%	**0%**	-	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	-	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	100%	**100%**	-	100%	-	-	-	-	-	100%	*	100%	100%	100%	100%
Included in Accountability	92%	91%	**93%**	-	93%	-	-	-	-	-	89%	*	97%	76%	94%	94%
Not Included in Accountability: Mobile	4%	3%	**7%**	-	7%	-	-	-	-	-	11%	*	3%	22%	5%	5%
Not Included in Accountability: Other Exclusions	3%	6%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	2%	1%	1%
Not Tested	1%	0%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%
Absent	1%	0%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%
Other	0%	0%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	100%	**100%**	-	100%	-	-	-	-	-	100%	*	100%	100%	100%	100%
Included in Accountability	94%	94%	**93%**	-	93%	-	-	-	-	-	89%	*	97%	75%	94%	94%
Not Included in Accountability: Mobile	5%	4%	**7%**	-	7%	-	-	-	-	-	11%	*	3%	23%	5%	5%
Not Included in Accountability: Other Exclusions	1%	2%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	3%	1%	1%
Not Tested	1%	0%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%
Absent	1%	0%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%
Other	0%	0%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%
Science																
Assessment Participant	99%	99%	**100%**	-	100%	-	-	-	-	-	100%	*	100%	100%	100%	100%
Included in Accountability	93%	95%	**98%**	-	98%	-	-	-	-	-	92%	*	99%	93%	98%	100%
Not Included in Accountability: Mobile	4%	3%	**2%**	-	2%	-	-	-	-	-	8%	*	1%	7%	2%	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%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	0%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%
Other	0%	1%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**100%**	-	100%	-	-	-	-	-	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	92%	**96%**	-	96%	-	-	-	-	-	100%	100%	100%	73%	97%	96%
Not Included in Accountability: Mobile	5%	4%	**3%**	-	3%	-	-	-	-	-	0%	0%	0%	20%	2%	2%
Not Included in Accountability: Other Exclusions	1%	3%	**1%**	-	1%	-	-	-	-	-	0%	0%	0%	7%	1%	1%
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%	1%	**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%	90%	**95%**	-	95%	-	-	-	-	-	100%	100%	100%	68%	97%	95%
Not Included in Accountability: Mobile	5%	4%	**3%**	-	3%	-	-	-	-	-	0%	0%	0%	23%	2%	3%
Not Included in Accountability: Other Exclusions	2%	5%	**1%**	-	1%	-	-	-	-	-	0%	0%	0%	10%	2%	2%
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	93%	92%	**96%**	-	96%	-	-	-	-	-	100%	100%	100%	70%	97%	96%
Not Included in Accountability: Mobile	5%	4%	**3%**	-	3%	-	-	-	-	-	0%	0%	0%	23%	2%	3%
Not Included in Accountability: Other Exclusions	1%	2%	**1%**	-	1%	-	-	-	-	-	0%	0%	0%	7%	1%	1%
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%	1%	**0%**	-	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	98%	99%	**100%**	-	100%	-	-	-	-	-	100%	*	100%	100%	100%	100%
Included in Accountability	93%	93%	**99%**	-	99%	-	-	-	-	-	100%	*	100%	92%	99%	100%
Not Included in Accountability: Mobile	4%	4%	**1%**	-	1%	-	564	-	-	-	0%	*	0%	8%	1%	0%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Other Exclusions	1%	2%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%
Not Tested	2%	1%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%
Absent	1%	0%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%
Other	0%	1%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2021-22	92.2%	92.1%	**93.8%**	-	93.8%	*	-	-	-	-	90.0%	93.4%	94.2%
2020-21	95.0%	97.3%	**96.4%**	-	96.4%	*	-	-	-	-	96.4%	96.1%	96.6%
Chronic Absenteeism													
2021-22	25.7%	26.6%	**22.3%**	-	22.1%	*	-	-	-	-	40.6%	25.4%	21.4%
2020-21	15.0%	8.6%	**11.9%**	-	12.0%	*	-	-	-	-	11.1%	12.8%	11.0%
Annual Dropout Rate (Gr 7-8)													
2021-22	0.7%	0.1%	-	-	-	-	-	-	-	-	-	-	-
2020-21	0.9%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2021-22	2.2%	0.1%	-	-	-	-	-	-	-	-	-	-	-
2020-21	2.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	89.7%	99.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.5%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.0%	99.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.6%	99.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021													
Graduated	90.0%	98.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	98.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	99.1%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.2%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	99.2%	-	-	-	-	-	-	-	-	-	-	-

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.7%	99.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	92.2%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	98.9%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.7%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	92.6%	98.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	1.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	98.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	98.5%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2022	89.7%	97.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	90.0%	96.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2022	59.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2022	3.7%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	3.8%	0.2%	-	-	567	-	-	-	-	-	-	-	-
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 2022	84.3%	99.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	81.9%	97.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2022	88.0%	99.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	85.7%	97.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
2020-21	43.8%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2021-22	3.9%	0.1%	-	-	-	-	-	-	-	-	-	-	-
2020-21	3.8%	0.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2021-22	82.3%	98.7%	-	-	-	-	-	-	-	-	-	-	-
2020-21	80.4%	96.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2021-22	86.0%	98.7%	-	-	-	-	-	-	-	-	-	-	-
2020-21	84.1%	96.7%	-	-	-	-	-	-	-	-	-	-	-

	Campus Count	Campus Percent	District Count	State Count
Graduates (2021-22 Annual Graduates)				
Total Graduates	-	-	1,578	368,686
By Ethnicity:				
African American	-	-	6	45,227
Hispanic	-	-	1,475	191,125
White	-	-	63	103,171
American Indian	-	-	2	1,159
Asian	-	-	24	18,794
Pacific Islander	-	-	0	569
Two or More Races	-	-	8	8,641
By Graduation Type:				
Minimum H.S. Program	-	-	0	433
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	134
Foundation H.S. Program (No Endorsement)	-	-	20	51,023
Foundation H.S. Program (Endorsement)	-	-	1	14,179
Foundation H.S. Program (DLA)	-	-	1,557	302,917
Special Education Graduates	-	-	121	32,447
Economically Disadvantaged Graduates	-	-	1,047	194,571
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	259	40,398
At-Risk Graduates	-	-	755	159,689

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	377	100.0%	20,343	5,504,150	378	100.0%	20,399	5,518,432
Students by Grade:								
Early Childhood Education	0	0.0%	0.2%	0.3%	1	0.3%	0.2%	0.5%
Pre-Kindergarten	25	6.6%	5.4%	4.4%	25	6.6%	5.5%	4.4%
Pre-Kindergarten: 3-year Old	0	0.0%	1.4%	0.7%	0	0.0%	1.5%	0.7%
Pre-Kindergarten: 4-year Old	25	6.6%	4.0%	3.7%	25	6.6%	4.1%	3.7%
Kindergarten	46	12.2%	5.8%	6.7%	46	12.2%	5.8%	6.7%
Grade 1	59	15.6%	6.5%	7.2%	59	15.6%	6.5%	7.2%
Grade 2	52	13.8%	6.5%	7.2%	52	13.8%	6.5%	7.2%
Grade 3	54	14.3%	6.4%	7.2%	54	14.3%	6.4%	7.1%
Grade 4	59	15.6%	6.6%	7.2%	59	15.6%	6.6%	7.1%
Grade 5	82	21.8%	7.3%	7.2%	82	21.7%	7.3%	7.2%
Grade 6	0	0.0%	7.3%	7.3%	0	0.0%	7.3%	7.2%
Grade 7	0	0.0%	7.4%	7.4%	0	0.0%	7.4%	7.4%
Grade 8	0	0.0%	7.7%	7.7%	0	0.0%	7.6%	7.7%
Grade 9	0	0.0%	9.0%	8.7%	0	0.0%	9.0%	8.7%
Grade 10	0	0.0%	9.2%	7.9%	0	0.0%	9.2%	7.9%
Grade 11	0	0.0%	7.6%	7.0%	0	0.0%	7.6%	7.0%
Grade 12	0	0.0%	7.1%	6.6%	0	0.0%	7.1%	6.6%
Ethnic Distribution:								
African American	0	0.0%	0.4%	12.8%	0	0.0%	0.4%	12.8%
Hispanic	374	99.2%	93.6%	53.0%	375	99.2%	93.5%	52.9%
White	2	0.5%	4.4%	25.6%	2	0.5%	4.5%	25.7%
American Indian	1	0.3%	0.1%	0.3%	1	0.3%	0.1%	0.3%
Asian	0	0.0%	1.2%	5.1%	0	0.0%	1.2%	5.1%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	0	0.0%	0.4%	3.0%	0	0.0%	0.4%	3.0%
Sex:								
Female	188	49.9%	48.4%	48.8%	189	50.0%	48.4%	48.8%
Male	189	50.1%	51.6%	51.2%	189	50.0%	51.6%	51.2%
Economically Disadvantaged	329	87.3%	72.6%	62.1%	330	87.3%	72.5%	62.0%
Non-Educationally Disadvantaged	48	12.7%	27.4%	37.9%	48	12.7%	27.5%	38.0%
Section 504 Students	48	12.7%	10.0%	7.4%	48	12.7%	10.0%	7.4%
EB Students/EL	228	60.5%	36.0%	23.1%	229	60.6%	36.0%	23.0%
Students w/ Disciplinary Placements (2021-22)	1	0.2%	1.8%	1.5%				

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Students w/ Dyslexia	51	13.5%	8.8%	5.5%	51	13.5%	8.8%	5.5%
Foster Care	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Homeless	2	0.5%	1.4%	1.3%	2	0.5%	1.4%	1.3%
Immigrant	9	2.4%	2.4%	2.2%	9	2.4%	2.4%	2.2%
Migrant	8	2.1%	1.8%	0.3%	8	2.1%	1.8%	0.3%
Title I	377	100.0%	95.8%	64.6%	378	100.0%	95.7%	64.6%
Military Connected	1	0.3%	0.4%	3.6%	1	0.3%	0.4%	3.6%
At-Risk	291	77.2%	59.1%	53.3%	292	77.2%	59.0%	53.3%
Students by Instructional Program:								
Bilingual/ESL Education	228	60.5%	38.3%	23.2%	229	60.6%	38.3%	23.2%
Career and Technical Education	0	0.0%	34.6%	26.5%				
Career and Technical Education (9-12 grades only)	0	0.0%	83.9%	72.3%				
Gifted and Talented Education	39	10.3%	11.5%	8.2%	39	10.3%	11.5%	8.2%
Special Education	43	11.4%	14.2%	12.6%	44	11.6%	14.3%	12.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	43							
By Type of Primary Disability Students with Intellectual Disabilities	16	37.2%	48.5%	44.1%				
Students with Physical Disabilities	19	44.2%	18.4%	20.0%				
Students with Autism	**	**	15.4%	15.5%				
Students with Behavioral Disabilities	*	*	16.5%	18.8%				
Students with Non-Categorical Early Childhood	0	0.0%	1.2%	1.6%				
Mobility (2021-22):								
Total Mobile Students	41	11.8%	15.8%	16.8%				
By Ethnicity: African American	0	0.0%	0.1%	3.3%				
Hispanic	41	11.8%	14.9%	8.7%				
White	0	0.0%	0.5%	3.4%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.1%	0.7%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	0	0.0%	0.1%	0.6%				
Count and Percent of Special Ed Students who are Mobile	4	12.5%	16.1%	18.6%				
Count and Percent of EB Students/EL who are Mobile	20	8.7%	18.4%	17.1%				
Count and Percent of Econ Dis Students who are Mobile	33	10.9%	17.4%	18.7%				
Student Attrition (2021-22):	574							
Total Student Attrition	46	13.7%	16.4%	18.1%				

	--Non-Special Education Rates--			---Special Education Rates---		
Student Information	**Campus**	**District**	**State**	**Campus**	**District**	**State**
Retention Rates by Grade:						
Kindergarten	0.0%	2.1%	1.5%	10.0%	3.3%	4.5%
Grade 1	6.7%	4.0%	2.5%	50.0%	5.2%	3.6%
Grade 2	9.1%	2.3%	1.6%	50.0%	3.3%	2.0%
Grade 3	2.0%	0.9%	0.8%	0.0%	0.8%	0.9%
Grade 4	0.0%	0.1%	0.5%	0.0%	0.0%	0.5%
Grade 5	0.0%	0.1%	0.3%	0.0%	0.0%	0.4%
Grade 6	-	0.4%	0.3%	-	0.0%	0.4%
Grade 7	-	0.4%	0.4%	-	0.0%	0.5%
Grade 8	-	0.4%	0.4%	-	0.5%	0.5%
Grade 9	-	10.8%	8.7%	-	16.8%	12.6%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	23.0	18.0	18.7
Grade 1	16.4	17.3	19.1
Grade 2	15.2	18.2	19.1
Grade 3	16.1	17.7	19.3
Grade 4	16.8	18.3	19.4
Grade 5	18.7	20.0	20.8
Grade 6	-	21.5	19.2
Secondary:			
English/Language Arts	-	15.0	16.2
Foreign Languages	-	17.1	18.8
Mathematics	-	18.0	17.5
Science	-	19.0	18.5
Social Studies	-	19.0	18.9

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Total Staff	44.0	100.0%	100.0%	100.0%
Professional Staff:	36.5	83.0%	61.1%	64.1%
Teachers	28.1	63.7%	44.6%	48.7%
Professional Support	4.5	10.2%	12.2%	10.9%
Campus Administration (School Leadership)	4.0	9.1%	3.2%	3.3%
Educational Aides:	7.5	17.0%	12.4%	11.3%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	29.0	4,258.0
Part-time Librarians	0.0	n/a	0.0	646.0
Full-time Counselors	1.0	n/a	76.0	13,815.0
Part-time Counselors	0.0	n/a	2.0	1,240.0
Total Minority Staff:	43.0	97.7%	92.7%	53.2%
Teachers by Ethnicity:				
African American	0.0	0.0%	0.6%	11.8%
Hispanic	28.1	100.0%	88.2%	29.6%
White	0.0	0.0%	9.8%	54.9%
American Indian	0.0	0.0%	0.0%	0.3%
Asian	0.0	0.0%	0.9%	2.0%
Pacific Islander	0.0	0.0%	0.1%	0.1%
Two or More Races	0.0	0.0%	0.4%	1.2%
Teachers by Sex:				
Males	2.1	7.3%	29.3%	24.4%
Females	26.0	92.7%	70.7%	75.6%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.7%	2.0%
Bachelors	22.1	78.6%	79.5%	72.2%
Masters	6.0	21.4%	19.7%	25.0%
Doctorate	0.0	0.0%	0.1%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	1.0	3.6%	3.9%	9.7%
1-5 Years Experience	4.0	14.3%	19.0%	26.3%
6-10 Years Experience	2.0	7.1%	22.9%	20.5%
11-20 Years Experience	12.0	43.0%	34.2%	27.2%
21-30 Years Experience	7.0	25.0%	15.4%	13.3%
Over 30 Years Experience	2.0	7.1%	4.7%	2.9%

Texas Education Agency
2022-23 Staff Information (TAPR)
HOUSTON EL (108906106) - MCALLEN ISD - HIDALGO COUNTY

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Number of Students per Teacher	13.4	n/a	13.6	14.8

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	2.0	6.6	6.1
Average Years Experience of Principals with District	2.0	6.6	5.3
Average Years Experience of Assistant Principals	2.0	6.1	5.2
Average Years Experience of Assistant Principals with District	2.0	5.3	4.4
Average Years Experience of Teachers:	16.1	13.5	11.0
Average Years Experience of Teachers with District:	13.8	10.3	6.9
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$52,151	$50,549	$53,300
1-5 Years Experience	$50,171	$53,264	$56,516
6-10 Years Experience	$55,210	$56,886	$59,732
11-20 Years Experience	$60,447	$60,642	$63,389
21-30 Years Experience	$66,972	$66,288	$67,876
Over 30 Years Experience	$67,442	$73,268	$72,560
Average Actual Salaries (regular duties only):			
Teachers	$60,440	$59,446	$60,717
Professional Support	$61,338	$67,588	$72,022
Campus Administration (School Leadership)	$71,791	$76,926	$85,167
Instructional Staff Percent:	n/a	63.8%	65.1%
Contracted Instructional Staff (not incl. above):	0.0	1.5	2,105.4

	----- Campus -----			
Program Information	**Count**	**Percent**	**District**	**State**
Teachers by Program (population served):				
Bilingual/ESL Education	3.1	10.9%	6.4%	5.9%
Career and Technical Education	0.0	0.0%	6.3%	5.4%
Compensatory Education	0.0	0.0%	3.1%	3.2%
Gifted and Talented Education	0.3	0.9%	1.4%	1.7%
Regular Education	22.7	80.9%	66.7%	70.6%
Special Education	577.0	7.3%	8.9%	9.7%
Other	0.0	0.0%	7.2%	3.5%

- 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.

2022-23 Texas Academic Performance Report (TAPR)

District Name: MCALLEN ISD

Campus Name: JACKSON EL

Campus Number: 108906107

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	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2023	76%	79%	**84%**	-	84%	*	-	-	-	-	67%	*	81%	93%	83%	77%
	2022	76%	81%	**81%**	-	80%	*	-	-	-	-	83%	-	80%	100%	82%	69%
At Meets Grade Level or Above	2023	50%	54%	**61%**	-	60%	*	-	-	-	-	50%	*	63%	53%	61%	54%
	2022	51%	57%	**49%**	-	45%	*	-	-	-	-	17%	-	45%	83%	49%	40%
At Masters Grade Level	2023	20%	26%	**30%**	-	29%	*	-	-	-	-	6%	*	36%	7%	31%	29%
	2022	30%	33%	**31%**	-	29%	*	-	-	-	-	17%	-	30%	50%	32%	24%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2023	73%	78%	**82%**	-	82%	*	-	-	-	-	67%	*	81%	87%	83%	74%
	2022	71%	74%	**83%**	-	82%	*	-	-	-	-	50%	-	81%	100%	81%	79%
At Meets Grade Level or Above	2023	45%	49%	**58%**	-	58%	*	-	-	-	-	44%	*	56%	67%	54%	51%
	2022	43%	48%	**56%**	-	53%	*	-	-	-	-	17%	-	55%	67%	53%	52%
At Masters Grade Level	2023	19%	18%	**24%**	-	23%	*	-	-	-	-	17%	*	24%	27%	20%	3%
	2022	21%	24%	**26%**	-	26%	*	-	-	-	-	0%	-	27%	17%	25%	24%
Grade 4 Reading																	
At Approaches Grade Level or Above	2023	77%	80%	**74%**	-	73%	*	-	-	-	-	50%	-	70%	85%	72%	70%
	2022	77%	81%	**79%**	*	77%	*	-	*	-	*	46%	*	85%	61%	78%	68%
At Meets Grade Level or Above	2023	48%	55%	**55%**	-	54%	*	-	-	-	-	33%	-	53%	60%	53%	58%
	2022	54%	60%	**54%**	*	54%	*	-	*	-	*	15%	*	58%	39%	51%	45%
At Masters Grade Level	2023	22%	29%	**30%**	-	29%	*	-	-	-	-	8%	-	28%	35%	30%	37%
	2022	28%	31%	**31%**	*	31%	*	-	*	-	*	0%	*	34%	22%	28%	30%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2023	71%	78%	**81%**	-	81%	*	-	-	-	-	42%	-	80%	85%	83%	79%
	2022	70%	79%	**79%**	*	78%	*	-	*	-	*	23%	*	81%	72%	78%	80%
At Meets Grade Level or Above	2023	48%	57%	**54%**	-	54%	*	-	-	-	-	17%	-	57%	45%	53%	56%
	2022	43%	55%	**63%**	*	65%	*	-	*	-	*	15%	*	68%	50%	62%	63%
At Masters Grade Level	2023	22%	28%	**21%**	-	22%	*	-	-	-	-	0%	-	23%	15%	20%	23%
	2022	23%	32%	**35%**	*	35%	*	-	*	-	*	0%	*	38%	28%	32%	40%
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	2023	81%	86%	**84%**	*	82%	*	-	*	-	-	50%	*	82%	88%	81%	81%
	2022	81%	86%	**69%**	-	70%	*	-	-	-	-	43%	*	69%	69%	68%	61%
At Meets Grade Level or Above	2023	57%	66%	**58%**	*	57%	*	-	*	-	-	14%	*	56%	60%	52%	51%
	2022	58%	66%	**44%**	-	44%	*	-	-	-	-	29%	*	43%	46%	39%	29%
At Masters Grade Level	2023	28%	40%	**30%**	*	28%	*	-	*	-	-	0%	*	25%	40%	24%	30%
	2022	36%	42%	**22%**	-	23%	*	-	-	-	-	7%	*	22%	23%	19%	16%
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2023	80%	86%	**84%**	*	82%	*	-	*	-	-	71%	*	84%	84%	84%	88%
	2022	77%	86%	**74%**	-	74%	*	-	-	-	-	43%	*	74%	77%	72%	71%
At Meets Grade Level or Above	2023	51%	60%	**50%**	*	50%	*	-	*	-	-	14%	*	47%	56%	48%	51%
	2022	48%	57%	**42%**	-	43%	*	-	-	-	-	21%	*	44%	31%	38%	33%
At Masters Grade Level	2023	21%	25%	**18%**	*	15%	*	-	*	-	-	0%	*	18%	16%	14%	16%
	2022	25%	32%	**19%**	-	19%	*	-	-	-	-	0%	*	18%	23%	18%	16%
Grade 5 Science																	
At Approaches Grade Level or Above	2023	65%	68%	**58%**	*	54%	*	-	*	-	-	36%	*	53%	68%	57%	47%
	2022	66%	67%	**44%**	-	44%	*	-	-	-	-	14%	*	44%	38%	42%	41%
At Meets Grade Level or Above	2023	36%	37%	**23%**	*	22%	*	-	*	-	-	7%	*	20%	28%	21%	16%
	2022	38%	39%	**18%**	-	18%	*	-	-	-	-	7%	*	18%	15%	19%	16%
At Masters Grade Level	2023	16%	17%	**8%**	*	5%	*	-	*	-	-	0%	*	9%	4%	6%	5%
	2022	18%	19%	**5%**	-	5%	*	-	-	-	-	0%	*	4%	8%	4%	4%
All Grades All Subjects																	
At Approaches Grade Level or Above	2023	76%	80%	**78%**	100%	77%	100%	-	*	-	-	56%	80%	76%	83%	77%	74%
	2022	74%	79%	**72%**	*	71%	87%	-	*	-	*	39%	78%	72%	69%	71%	66%
At Meets Grade Level or Above	2023	49%	55%	**51%**	17%	51%	67%	-	*	-	-	27%	50%	51%	52%	49%	48%
	2022	48%	54%	**45%**	*	45%	73%	-	*	-	*	18%	33%	46%	43%	44%	38%
At Masters Grade Level	2023	20%	24%	**23%**	0%	22%	53%	-	*	-	-	5%	20%	24%	21%	21%	21%
	2022	23%	27%	**23%**	*	23%	40%	-	*	-	*	3%	33%	24%	23%	22%	21%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2023	77%	82%	**80%**	*	80%	100%	-	*	-	-	57%	*	78%	88%	78%	76%
	2022	75%	80%	**76%**	*	75%	86%	-	*	-	*	52%	*	77%	70%	75%	65%

	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	2023	53%	61%	**58%**	*	57%	83%	-	*	-	-	34%	*	57%	58%	55%	55%
	2022	53%	60%	**48%**	*	47%	71%	-	*	-	*	21%	*	48%	49%	46%	38%
At Masters Grade Level	2023	20%	27%	**30%**	*	29%	67%	-	*	-	-	5%	*	30%	30%	28%	32%
	2022	25%	30%	**28%**	*	27%	57%	-	*	-	*	6%	*	28%	27%	26%	23%
All Grades Mathematics																	
At Approaches Grade Level or Above	2023	75%	80%	**82%**	*	82%	100%	-	*	-	-	61%	*	82%	85%	83%	81%
	2022	72%	78%	**78%**	*	78%	100%	-	*	-	*	36%	*	78%	78%	76%	76%
At Meets Grade Level or Above	2023	45%	51%	**54%**	*	54%	67%	-	*	-	-	27%	*	53%	55%	52%	53%
	2022	42%	48%	**53%**	*	53%	86%	-	*	-	*	18%	*	54%	46%	50%	48%
At Masters Grade Level	2023	19%	22%	**21%**	*	20%	50%	-	*	-	-	7%	*	22%	18%	18%	15%
	2022	20%	25%	**26%**	*	26%	29%	-	*	-	*	0%	*	26%	24%	25%	26%
All Grades Science																	
At Approaches Grade Level or Above	2023	77%	77%	**58%**	*	54%	*	-	*	-	-	36%	*	53%	68%	57%	47%
	2022	76%	80%	**44%**	-	44%	*	-	-	-	-	14%	*	44%	38%	42%	41%
At Meets Grade Level or Above	2023	47%	47%	**23%**	*	22%	*	-	*	-	-	7%	*	20%	28%	21%	16%
	2022	47%	52%	**18%**	-	18%	*	-	-	-	-	7%	*	18%	15%	19%	16%
At Masters Grade Level	2023	18%	18%	**8%**	*	5%	*	-	*	-	-	0%	*	9%	4%	6%	5%
	2022	21%	23%	**5%**	-	5%	*	-	-	-	-	0%	*	4%	8%	4%	4%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2023	37%	40%	**49%**	-	48%	*	-	-	-	-	39%	*	49%	47%	46%	43%
	2022	36%	42%	**41%**	-	38%	*	-	-	-	-	17%	-	39%	67%	40%	33%
Reading and Mathematics Including EOC	2023	37%	40%	**49%**	-	48%	*	-	-	-	-	39%	*	49%	47%	46%	43%
	2022	36%	42%	**41%**	-	38%	*	-	-	-	-	17%	-	39%	67%	40%	33%
Reading Including EOC	2023	50%	54%	**61%**	-	60%	*	-	-	-	-	50%	*	63%	53%	61%	54%
	2022	51%	57%	**49%**	-	45%	*	-	-	-	-	17%	-	45%	83%	49%	40%
Math Including EOC	2023	45%	49%	**58%**	-	58%	*	-	-	-	-	44%	*	56%	67%	54%	51%
	2022	43%	48%	**56%**	-	53%	*	-	-	-	-	17%	-	55%	67%	53%	52%
4th Graders																	
Reading and Mathematics	2023	38%	46%	**45%**	-	45%	*	-	-	-	-	17%	-	47%	40%	45%	49%
	2022	36%	46%	**49%**	*	51%	*	-	*	-	*	8%	*	55%	33%	47%	43%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading and Mathematics Including EOC	2023	38%	46%	**45%**	-	45%	*	-	-	-	-	17%	-	47%	40%	45%	49%
	2022	36%	46%	**49%**	*	51%	*	-	*	-	*	8%	*	55%	33%	47%	43%
Reading Including EOC	2023	48%	55%	**55%**	-	54%	*	-	-	-	-	33%	-	53%	60%	53%	58%
	2022	54%	60%	**54%**	*	54%	*	-	*	-	*	15%	*	58%	39%	51%	45%
Math Including EOC	2023	48%	57%	**54%**	-	54%	*	-	-	-	-	17%	-	57%	45%	53%	56%
	2022	43%	55%	**63%**	*	65%	*	-	*	-	*	15%	*	68%	50%	62%	63%
5th Graders																	
Reading and Mathematics	2023	43%	53%	**41%**	*	41%	*	-	*	-	-	14%	*	40%	44%	38%	37%
	2022	41%	51%	**33%**	-	33%	*	-	-	-	-	21%	*	33%	31%	27%	25%
Reading and Mathematics Including EOC	2023	43%	53%	**41%**	*	41%	*	-	*	-	-	14%	*	40%	44%	38%	37%
	2022	41%	51%	**33%**	-	33%	*	-	-	-	-	21%	*	33%	31%	27%	25%
Reading Including EOC	2023	57%	66%	**58%**	*	57%	*	-	*	-	-	14%	*	56%	60%	52%	51%
	2022	58%	66%	**44%**	-	44%	*	-	-	-	-	29%	*	43%	46%	39%	29%
Math Including EOC	2023	51%	60%	**50%**	*	50%	*	-	*	-	-	14%	*	47%	56%	48%	51%
	2022	48%	57%	**42%**	-	43%	*	-	-	-	-	21%	*	44%	31%	38%	33%
3rd - 8th Graders																	
Reading and Mathematics	2023	37%	44%	**45%**	*	44%	67%	-	*	-	-	25%	*	45%	43%	43%	43%
	2022	34%	41%	**41%**	*	40%	71%	-	*	-	*	15%	*	41%	38%	38%	33%
Reading and Mathematics Including EOC	2023	39%	46%	**45%**	*	44%	67%	-	*	-	-	25%	*	45%	43%	43%	43%
	2022	36%	44%	**41%**	*	40%	71%	-	*	-	*	15%	*	41%	38%	38%	33%
Reading Including EOC	2023	53%	61%	**58%**	*	57%	83%	-	*	-	-	34%	*	57%	58%	55%	55%
	2022	53%	61%	**48%**	*	47%	71%	-	*	-	*	21%	*	48%	49%	46%	38%
Math Including EOC	2023	47%	53%	**54%**	*	54%	67%	-	*	-	-	27%	*	53%	55%	52%	53%
	2022	43%	50%	**53%**	*	53%	86%	-	*	-	*	18%	*	54%	46%	50%	48%

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

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress - Annual Growth by Grade and Subject																	
Grade 4 ELA/Reading	2023	55%	57%	**53%**	-	53%	*	-	-	-	-	42%	-	52%	56%	51%	55%
Grade 4 Mathematics	2023	63%	70%	**62%**	-	63%	*	-	-	-	-	46%	-	61%	68%	62%	61%
Grade 5 ELA/Reading	2023	65%	77%	**63%**	*	63%	*	-	*	-	-	32%	*	60%	72%	58%	63%
Grade 5 Mathematics	2023	71%	71%	**58%**	*	56%	*	-	*	-	-	75%	*	50%	76%	57%	52%
All Grades Both Subjects	2023	64%	67%	**59%**	*	59%	60%	-	*	-	-	49%	*	56%	69%	57%	58%
All Grades ELA/Reading	2023	63%	67%	**58%**	*	58%	60%	-	*	-	-	37%	*	56%	65%	54%	59%
All Grades Mathematics	2023	66%	67%	**60%**	*	60%	60%	-	*	-	-	62%	*	56%	73%	60%	56%
School Progress - Accelerated Learning by Grade and Subject																	
Grade 4 ELA/Reading	2023	33%	26%	**33%**	-	33%	-	-	-	-	-	*	-	27%	*	30%	27%
Grade 4 Mathematics	2023	27%	30%	**27%**	-	27%	-	-	-	-	-	13%	-	10%	60%	25%	14%
Grade 5 ELA/Reading	2023	37%	44%	**38%**	-	38%	-	-	-	-	-	17%	*	27%	60%	36%	42%
Grade 5 Mathematics	2023	48%	54%	**53%**	*	50%	-	-	-	-	-	56%	-	50%	57%	53%	50%
All Grades Both Subjects	2023	38%	41%	**39%**	*	38%	-	-	-	-	-	26%	*	30%	61%	37%	34%
All Grades ELA/Reading	2023	35%	40%	**36%**	-	36%	-	-	-	-	-	10%	*	27%	67%	33%	35%
All Grades Mathematics	2023	40%	43%	**41%**	*	39%	-	-	-	-	-	35%	-	32%	58%	41%	33%

* 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	2023	76%	80%	**78%**	74%	83%	-	*	72%	43%	31%	40%	*	-	89%	83%	74%	-
	2022	74%	79%	**72%**	66%	67%	-	*	66%	-	64%	70%	*	-	75%	80%	66%	-
At Meets Grade Level or Above	2023	49%	55%	**51%**	49%	43%	-	*	51%	29%	15%	20%	*	-	57%	54%	48%	-
	2022	48%	54%	**45%**	37%	46%	-	*	35%	-	64%	70%	*	-	42%	55%	38%	-
At Masters Grade Level	2023	20%	24%	**23%**	21%	11%	-	*	25%	0%	0%	0%	*	-	29%	25%	21%	-
	2022	23%	27%	**23%**	21%	33%	-	*	18%	-	14%	20%	*	-	17%	27%	21%	-
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2023	77%	82%	**80%**	76%	88%	-	*	72%	*	40%	*	*	-	92%	85%	76%	-
	2022	75%	80%	**76%**	65%	77%	-	*	62%	-	67%	*	*	-	80%	91%	65%	-
At Meets Grade Level or Above	2023	53%	61%	**58%**	54%	50%	-	*	57%	*	40%	*	*	-	62%	61%	55%	-
	2022	53%	60%	**48%**	36%	54%	-	*	32%	-	67%	*	*	-	40%	63%	38%	-
At Masters Grade Level	2023	20%	27%	**30%**	31%	15%	-	*	37%	*	0%	*	*	-	54%	27%	32%	-
	2022	25%	30%	**28%**	23%	46%	-	*	17%	-	17%	*	*	-	20%	35%	23%	-
All Grades Mathematics																		
At Approaches Grade Level or Above	2023	75%	80%	**82%**	82%	85%	-	*	82%	*	40%	*	*	-	92%	84%	81%	-
	2022	72%	78%	**78%**	75%	65%	-	*	79%	-	67%	*	*	-	100%	82%	76%	-
At Meets Grade Level or Above	2023	45%	51%	**54%**	54%	46%	-	*	58%	*	0%	*	*	-	62%	55%	53%	-
	2022	42%	48%	**53%**	47%	46%	-	*	47%	-	67%	*	*	-	60%	60%	48%	-
At Masters Grade Level	2023	19%	22%	**21%**	17%	8%	-	*	20%	*	0%	*	*	-	8%	27%	15%	-
	2022	20%	25%	**26%**	26%	27%	-	*	26%	-	17%	*	*	-	20%	27%	26%	-
All Grades Science																		
At Approaches Grade Level or Above	2023	77%	77%	**58%**	50%	64%	-	-	44%	*	*	*	*	-	*	70%	47%	-
	2022	76%	80%	**44%**	43%	45%	-	-	42%	-	*	*	-	-	*	47%	41%	-
At Meets Grade Level or Above	2023	47%	47%	**23%**	18%	18%	-	-	19%	*	*	*	*	-	*	30%	16%	-
	2022	47%	52%	**18%**	15%	27%	-	-	11%	-	*	*	-	-	*	21%	16%	-
At Masters Grade Level	2023	18%	18%	**8%**	5%	9%	-	-	4%	*	*	*	*	-	*	11%	5%	-
	2022	21%	23%	**5%**	4%	18%	-	-	0%	-	*	*	-	-	*	6%	4%	-
School Progress - Annual Growth																		
All Grades Both Subjects	2023	64%	67%	**59%**	59%	40%	-	*	65%	*	25%	25%	*	-	83%	61%	58%	-
All Grades ELA/Reading	2023	63%	67%	**58%**	59%	33%	-	*	68%	*	40%	*	*	-	*	57%	59%	-
All Grades Mathematics	2023	66%	67%	**60%**	58%	47%	-	*	61%	*	10%	*	*	-	*	64%	56%	-
School Progress - Accelerated Learning																		
All Grades Both Subjects	2023	38%	41%	**39%**	38%	67%	-	*	35%	*	*	*	*	-	-	46%	34%	-

	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 ELA/Reading	2023	35%	40%	**36%**	38%	*	-	*	39%	*	*	*	*	-	-	40%	35%	-
All Grades Mathematics	2023	40%	43%	**41%**	38%	*	-	*	25%	*	*	*	*	-	-	47%	33%	-

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2023 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	**100%**	100%	100%	100%	-	*	-	-	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	93%	**88%**	100%	87%	100%	-	*	-	-	96%	100%	98%	68%	87%	81%
Not Included in Accountability: Mobile	4%	3%	**8%**	0%	9%	0%	-	*	-	-	4%	0%	2%	21%	9%	12%
Not Included in Accountability: Other Exclusions	2%	3%	**4%**	0%	4%	0%	-	*	-	-	0%	0%	0%	11%	4%	7%
Not Tested	1%	0%	**0%**	0%	0%	0%	-	*	-	-	0%	0%	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	-	*	-	-	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	*	-	-	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	100%	**100%**	*	100%	100%	-	*	-	-	100%	*	100%	100%	100%	100%
Included in Accountability	92%	91%	**88%**	*	87%	100%	-	*	-	-	96%	*	98%	67%	87%	81%
Not Included in Accountability: Mobile	4%	3%	**9%**	*	9%	0%	-	*	-	-	4%	*	2%	22%	9%	12%
Not Included in Accountability: Other Exclusions	3%	6%	**4%**	*	4%	0%	-	*	-	-	0%	*	0%	11%	4%	7%
Not Tested	1%	0%	**0%**	*	0%	0%	-	*	-	-	0%	*	0%	0%	0%	0%
Absent	1%	0%	**0%**	*	0%	0%	-	*	-	-	0%	*	0%	0%	0%	0%
Other	0%	0%	**0%**	*	0%	0%	-	*	-	-	0%	*	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	100%	**100%**	*	100%	100%	-	*	-	-	100%	*	100%	100%	100%	100%
Included in Accountability	94%	94%	**88%**	*	87%	100%	-	*	-	-	96%	*	98%	67%	87%	81%
Not Included in Accountability: Mobile	5%	4%	**9%**	*	9%	0%	-	*	-	-	4%	*	2%	22%	9%	12%
Not Included in Accountability: Other Exclusions	1%	2%	**4%**	*	4%	0%	-	*	-	-	0%	*	0%	11%	4%	7%
Not Tested	1%	0%	**0%**	*	0%	0%	-	*	-	-	0%	*	0%	0%	0%	0%
Absent	1%	0%	**0%**	*	0%	0%	-	*	-	-	0%	*	0%	0%	0%	0%
Other	0%	0%	**0%**	*	0%	0%	-	*	-	-	0%	*	0%	0%	0%	0%
Science																
Assessment Participant	99%	99%	**100%**	*	100%	*	-	*	-	-	100%	*	100%	100%	100%	100%
Included in Accountability	93%	95%	**89%**	*	88%	*	-	*	-	-	100%	*	98%	74%	88%	83%
Not Included in Accountability: Mobile	4%	3%	**8%**	*	8%	*	-	*	-	-	0%	*	2%	18%	8%	12%
Not Included in Accountability: Other Exclusions	1%	1%	**3%**	*	4%	*	-	*	-	-	0%	*	0%	9%	4%	6%
Not Tested	1%	1%	**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)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	0%	**0%**	*	0%	*	-	*	-	-	0%	*	0%	0%	0%	0%
Other	0%	1%	**0%**	*	0%	*	-	*	-	-	0%	*	0%	0%	0%	0%
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**100%**	*	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	99%
Included in Accountability	93%	92%	**88%**	*	87%	88%	-	*	-	*	94%	100%	98%	57%	87%	86%
Not Included in Accountability: Mobile	5%	4%	**6%**	*	6%	12%	-	*	-	*	0%	0%	2%	20%	5%	4%
Not Included in Accountability: Other Exclusions	1%	3%	**6%**	*	6%	0%	-	*	-	*	6%	0%	0%	23%	7%	10%
Not Tested	1%	1%	**0%**	*	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	1%
Absent	1%	0%	**0%**	*	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	1%
Other	0%	1%	**0%**	*	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	**100%**	*	100%	100%	-	*	-	*	100%	*	99%	100%	100%	99%
Included in Accountability	92%	90%	**88%**	*	87%	88%	-	*	-	*	94%	*	97%	58%	88%	86%
Not Included in Accountability: Mobile	5%	4%	**6%**	*	6%	13%	-	*	-	*	0%	*	2%	19%	5%	3%
Not Included in Accountability: Other Exclusions	2%	5%	**6%**	*	7%	0%	-	*	-	*	6%	*	1%	23%	7%	10%
Not Tested	1%	1%	**0%**	*	0%	0%	-	*	-	*	0%	*	1%	0%	0%	1%
Absent	1%	0%	**0%**	*	0%	0%	-	*	-	*	0%	*	1%	0%	0%	1%
Other	0%	0%	**0%**	*	0%	0%	-	*	-	*	0%	*	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**100%**	*	100%	100%	-	*	-	*	100%	*	99%	100%	100%	99%
Included in Accountability	93%	92%	**88%**	*	88%	88%	-	*	-	*	94%	*	97%	59%	88%	86%
Not Included in Accountability: Mobile	5%	4%	**6%**	*	6%	13%	-	*	-	*	0%	*	2%	19%	5%	3%
Not Included in Accountability: Other Exclusions	1%	2%	**6%**	*	6%	0%	-	*	-	*	6%	*	1%	22%	7%	10%
Not Tested	1%	1%	**0%**	*	0%	0%	-	*	-	*	0%	*	1%	0%	0%	1%
Absent	1%	0%	**0%**	*	0%	0%	-	*	-	*	0%	*	1%	0%	0%	1%
Other	0%	1%	**0%**	*	0%	0%	-	*	-	*	0%	*	0%	0%	0%	0%
Science																
Assessment Participant	98%	99%	**100%**	-	100%	*	-	-	-	-	100%	*	100%	100%	100%	100%
Included in Accountability	93%	93%	**87%**	-	87%	*	-	-	-	-	93%	*	99%	52%	85%	85%
Not Included in Accountability: Mobile	4%	4%	**7%**	-	7%	*	-	-	-	-	0%	*	1%	24%	8%	5%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Other Exclusions	1%	2%	**6%**	-	6%	*	-	-	-	-	7%	*	0%	24%	7%	10%
Not Tested	2%	1%	**0%**	-	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%
Absent	1%	0%	**0%**	-	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%
Other	0%	1%	**0%**	-	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%

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

- Indicates there are no students in the group.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2021-22	92.2%	92.1%	**92.9%**	*	92.9%	93.7%	-	*	-	*	93.1%	92.6%	93.3%
2020-21	95.0%	97.3%	**94.4%**	*	94.3%	95.1%	-	*	-	*	95.4%	94.3%	95.5%
Chronic Absenteeism													
2021-22	25.7%	26.6%	**25.4%**	*	25.1%	22.2%	-	*	-	*	28.4%	26.4%	24.6%
2020-21	15.0%	8.6%	**16.2%**	0.0%	16.5%	12.5%	-	*	-	*	13.6%	15.9%	13.3%
Annual Dropout Rate (Gr 7-8)													
2021-22	0.7%	0.1%	**-**	-	-	-	-	-	-	-	-	-	-
2020-21	0.9%	0.1%	**-**	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2021-22	2.2%	0.1%	**-**	-	-	-	-	-	-	-	-	-	-
2020-21	2.4%	0.1%	**-**	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	89.7%	99.1%	**-**	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.1%	**-**	-	-	-	-	-	-	-	-	-	-
Continued HS	3.5%	0.4%	**-**	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.4%	0.5%	**-**	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.0%	99.1%	**-**	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.6%	99.5%	**-**	-	-	-	-	-	-	-	-	-	-
Class of 2021													
Graduated	90.0%	98.4%	**-**	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.2%	**-**	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	0.6%	**-**	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	0.9%	**-**	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	98.6%	**-**	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	99.1%	**-**	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.2%	98.9%	**-**	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.2%	**-**	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.1%	**-**	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	0.7%	**-**	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	99.2%	**-**	-	-	-	-	-	-	-	-	-	-

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.7%	99.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	92.2%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	98.9%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.7%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	92.6%	98.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	1.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	98.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	98.5%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2022	89.7%	97.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	90.0%	96.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2022	59.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2022	3.7%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	3.8%	0.2%	-	-	592	-	-	-	-	-	-	-	-
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 2022	84.3%	99.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	81.9%	97.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2022	88.0%	99.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	85.7%	97.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
2020-21	43.8%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2021-22	3.9%	0.1%	-	-	-	-	-	-	-	-	-	-	-
2020-21	3.8%	0.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2021-22	82.3%	98.7%	-	-	-	-	-	-	-	-	-	-	-
2020-21	80.4%	96.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2021-22	86.0%	98.7%	-	-	-	-	-	-	-	-	-	-	-
2020-21	84.1%	96.7%	-	-	-	-	-	-	-	-	-	-	-

	Campus Count	Campus Percent	District Count	State Count
Graduates (2021-22 Annual Graduates)				
Total Graduates	-	-	1,578	368,686
By Ethnicity:				
African American	-	-	6	45,227
Hispanic	-	-	1,475	191,125
White	-	-	63	103,171
American Indian	-	-	2	1,159
Asian	-	-	24	18,794
Pacific Islander	-	-	0	569
Two or More Races	-	-	8	8,641
By Graduation Type:				
Minimum H.S. Program	-	-	0	433
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	134
Foundation H.S. Program (No Endorsement)	-	-	20	51,023
Foundation H.S. Program (Endorsement)	-	-	1	14,179
Foundation H.S. Program (DLA)	-	-	1,557	302,917
Special Education Graduates	-	-	121	32,447
Economically Disadvantaged Graduates	-	-	1,047	194,571
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	259	40,398
At-Risk Graduates	-	-	755	159,689

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	530	100.0%	20,343	5,504,150	535	100.0%	20,399	5,518,432
Students by Grade:								
Early Childhood Education	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.5%
Pre-Kindergarten	39	7.4%	5.4%	4.4%	39	7.3%	5.5%	4.4%
Pre-Kindergarten: 3-year Old	0	0.0%	1.4%	0.7%	0	0.0%	1.5%	0.7%
Pre-Kindergarten: 4-year Old	39	7.4%	4.0%	3.7%	39	7.3%	4.1%	3.7%
Kindergarten	82	15.5%	5.8%	6.7%	82	15.3%	5.8%	6.7%
Grade 1	82	15.5%	6.5%	7.2%	82	15.3%	6.5%	7.2%
Grade 2	67	12.6%	6.5%	7.2%	69	12.9%	6.5%	7.2%
Grade 3	83	15.7%	6.4%	7.2%	84	15.7%	6.4%	7.1%
Grade 4	88	16.6%	6.6%	7.2%	89	16.6%	6.6%	7.1%
Grade 5	89	16.8%	7.3%	7.2%	90	16.8%	7.3%	7.2%
Grade 6	0	0.0%	7.3%	7.3%	0	0.0%	7.3%	7.2%
Grade 7	0	0.0%	7.4%	7.4%	0	0.0%	7.4%	7.4%
Grade 8	0	0.0%	7.7%	7.7%	0	0.0%	7.6%	7.7%
Grade 9	0	0.0%	9.0%	8.7%	0	0.0%	9.0%	8.7%
Grade 10	0	0.0%	9.2%	7.9%	0	0.0%	9.2%	7.9%
Grade 11	0	0.0%	7.6%	7.0%	0	0.0%	7.6%	7.0%
Grade 12	0	0.0%	7.1%	6.6%	0	0.0%	7.1%	6.6%
Ethnic Distribution:								
African American	5	0.9%	0.4%	12.8%	5	0.9%	0.4%	12.8%
Hispanic	506	95.5%	93.6%	53.0%	509	95.1%	93.5%	52.9%
White	17	3.2%	4.4%	25.6%	19	3.6%	4.5%	25.7%
American Indian	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Asian	1	0.2%	1.2%	5.1%	1	0.2%	1.2%	5.1%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	1	0.2%	0.4%	3.0%	1	0.2%	0.4%	3.0%
Sex:								
Female	258	48.7%	48.4%	48.8%	259	48.4%	48.4%	48.8%
Male	272	51.3%	51.6%	51.2%	276	51.6%	51.6%	51.2%
Economically Disadvantaged	462	87.2%	72.6%	62.1%	463	86.5%	72.5%	62.0%
Non-Educationally Disadvantaged	68	12.8%	27.4%	37.9%	72	13.5%	27.5%	38.0%
Section 504 Students	55	10.4%	10.0%	7.4%	55	10.3%	10.0%	7.4%
EB Students/EL	259	48.9%	36.0%	23.1%	259	48.4%	36.0%	23.0%
Students w/ Disciplinary Placements (2021-22)	1	0.2%	1.8%	1.5%				

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Students w/ Dyslexia	50	9.4%	8.8%	5.5%	50	9.3%	8.8%	5.5%
Foster Care	7	1.3%	0.1%	0.2%	7	1.3%	0.1%	0.2%
Homeless	15	2.8%	1.4%	1.3%	15	2.8%	1.4%	1.3%
Immigrant	20	3.8%	2.4%	2.2%	20	3.7%	2.4%	2.2%
Migrant	27	5.1%	1.8%	0.3%	27	5.0%	1.8%	0.3%
Title I	530	100.0%	95.8%	64.6%	535	100.0%	95.7%	64.6%
Military Connected	1	0.2%	0.4%	3.6%	1	0.2%	0.4%	3.6%
At-Risk	372	70.2%	59.1%	53.3%	372	69.5%	59.0%	53.3%
Students by Instructional Program:								
Bilingual/ESL Education	256	48.3%	38.3%	23.2%	256	47.9%	38.3%	23.2%
Career and Technical Education	0	0.0%	34.6%	26.5%				
Career and Technical Education (9-12 grades only)	0	0.0%	83.9%	72.3%				
Gifted and Talented Education	50	9.4%	11.5%	8.2%	50	9.3%	11.5%	8.2%
Special Education	70	13.2%	14.2%	12.6%	75	14.0%	14.3%	12.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	70							
By Type of Primary Disability Students with Intellectual Disabilities	30	42.9%	48.5%	44.1%				
Students with Physical Disabilities	14	20.0%	18.4%	20.0%				
Students with Autism	14	20.0%	15.4%	15.5%				
Students with Behavioral Disabilities	12	17.1%	16.5%	18.8%				
Students with Non-Categorical Early Childhood	0	0.0%	1.2%	1.6%				
Mobility (2021-22):								
Total Mobile Students	70	15.3%	15.8%	16.8%				
By Ethnicity: African American	2	0.4%	0.1%	3.3%				
Hispanic	67	14.7%	14.9%	8.7%				
White	1	0.2%	0.5%	3.4%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.1%	0.7%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	0	0.0%	0.1%	0.6%				
Count and Percent of Special Ed Students who are Mobile	6	8.8%	16.1%	18.6%				
Count and Percent of EB Students/EL who are Mobile	31	12.3%	18.4%	17.1%				
Count and Percent of Econ Dis Students who are Mobile	60	14.7%	17.4%	18.7%				
Student Attrition (2021-22):	599							
Total Student Attrition	80	18.8%	16.4%	18.1%				

	--Non-Special Education Rates--			---Special Education Rates---		
Student Information	**Campus**	**District**	**State**	**Campus**	**District**	**State**
Retention Rates by Grade:						
Kindergarten	2.1%	2.1%	1.5%	0.0%	3.3%	4.5%
Grade 1	10.8%	4.0%	2.5%	9.1%	5.2%	3.6%
Grade 2	2.7%	2.3%	1.6%	0.0%	3.3%	2.0%
Grade 3	1.4%	0.9%	0.8%	0.0%	0.8%	0.9%
Grade 4	0.0%	0.1%	0.5%	0.0%	0.0%	0.5%
Grade 5	0.0%	0.1%	0.3%	0.0%	0.0%	0.4%
Grade 6	-	0.4%	0.3%	-	0.0%	0.4%
Grade 7	-	0.4%	0.4%	-	0.0%	0.5%
Grade 8	-	0.4%	0.4%	-	0.5%	0.5%
Grade 9	-	10.8%	8.7%	-	16.8%	12.6%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	20.6	18.0	18.7
Grade 1	20.8	17.3	19.1
Grade 2	21.2	18.2	19.1
Grade 3	20.2	17.7	19.3
Grade 4	21.7	18.3	19.4
Grade 5	21.4	20.0	20.8
Grade 6	-	21.5	19.2
Secondary:			
English/Language Arts	-	15.0	16.2
Foreign Languages	-	17.1	18.8
Mathematics	-	18.0	17.5
Science	-	19.0	18.5
Social Studies	-	19.0	18.9

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Total Staff	63.9	100.0%	100.0%	100.0%
Professional Staff:	49.5	77.4%	61.1%	64.1%
Teachers	37.2	58.2%	44.6%	48.7%
Professional Support	8.3	13.0%	12.2%	10.9%
Campus Administration (School Leadership)	4.0	6.3%	3.2%	3.3%
Educational Aides:	14.4	22.6%	12.4%	11.3%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	29.0	4,258.0
Part-time Librarians	0.0	n/a	0.0	646.0
Full-time Counselors	1.0	n/a	76.0	13,815.0
Part-time Counselors	1.0	n/a	2.0	1,240.0
Total Minority Staff:	58.9	92.2%	92.7%	53.2%
Teachers by Ethnicity:				
African American	0.0	0.0%	0.6%	11.8%
Hispanic	35.2	94.6%	88.2%	29.6%
White	2.0	5.4%	9.8%	54.9%
American Indian	0.0	0.0%	0.0%	0.3%
Asian	0.0	0.0%	0.9%	2.0%
Pacific Islander	0.0	0.0%	0.1%	0.1%
Two or More Races	0.0	0.0%	0.4%	1.2%
Teachers by Sex:				
Males	6.6	17.7%	29.3%	24.4%
Females	30.6	82.3%	70.7%	75.6%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.7%	2.0%
Bachelors	32.2	86.6%	79.5%	72.2%
Masters	5.0	13.4%	19.7%	25.0%
Doctorate	0.0	0.0%	0.1%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	0.8	2.2%	3.9%	9.7%
1-5 Years Experience	4.0	10.7%	19.0%	26.3%
6-10 Years Experience	12.4	33.4%	22.9%	20.5%
11-20 Years Experience	13.0	34.8%	34.2%	27.2%
21-30 Years Experience	6.0	16.1%	15.4%	13.3%
Over 30 Years Experience	1.0	2.7%	4.7%	2.9%

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Number of Students per Teacher	14.3	n/a	13.6	14.8

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	1.0	6.6	6.1
Average Years Experience of Principals with District	1.0	6.6	5.3
Average Years Experience of Assistant Principals	1.0	6.1	5.2
Average Years Experience of Assistant Principals with District	1.0	5.3	4.4
Average Years Experience of Teachers:	13.6	13.5	11.0
Average Years Experience of Teachers with District:	10.1	10.3	6.9
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$17,204	$50,549	$53,300
1-5 Years Experience	$54,036	$53,264	$56,516
6-10 Years Experience	$54,410	$56,886	$59,732
11-20 Years Experience	$58,507	$60,642	$63,389
21-30 Years Experience	$64,854	$66,288	$67,876
Over 30 Years Experience	$71,154	$73,268	$72,560
Average Actual Salaries (regular duties only):			
Teachers	$57,113	$59,446	$60,717
Professional Support	$64,076	$67,588	$72,022
Campus Administration (School Leadership)	$64,817	$76,926	$85,167
Instructional Staff Percent:	n/a	63.8%	65.1%
Contracted Instructional Staff (not incl. above):	0.0	1.5	2,105.4

	----- Campus -----			
Program Information	**Count**	**Percent**	**District**	**State**
Teachers by Program (population served):				
Bilingual/ESL Education	5.6	14.9%	6.4%	5.9%
Career and Technical Education	0.0	0.0%	6.3%	5.4%
Compensatory Education	0.0	0.0%	3.1%	3.2%
Gifted and Talented Education	0.0	0.0%	1.4%	1.7%
Regular Education	27.8	74.8%	66.7%	70.6%
Special Education	602 3.0	8.1%	8.9%	9.7%
Other	0.8	2.2%	7.2%	3.5%

- 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.

2022-23 Texas Academic Performance Report (TAPR)

District Name: MCALLEN ISD

Campus Name: MCAULIFFE EL

Campus Number: 108906123

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	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2023	76%	79%	**71%**	-	72%	*	-	*	-	-	58%	*	74%	62%	71%	84%
	2022	76%	81%	**73%**	-	74%	*	-	*	-	-	50%	*	79%	61%	71%	68%
At Meets Grade Level or Above	2023	50%	54%	**39%**	-	39%	*	-	*	-	-	25%	*	41%	31%	31%	36%
	2022	51%	57%	**50%**	-	49%	*	-	*	-	-	17%	*	55%	39%	50%	41%
At Masters Grade Level	2023	20%	26%	**25%**	-	25%	*	-	*	-	-	17%	*	28%	15%	22%	20%
	2022	30%	33%	**27%**	-	28%	*	-	*	-	-	8%	*	29%	22%	23%	18%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2023	73%	78%	**69%**	-	70%	*	-	*	-	-	67%	*	74%	54%	67%	68%
	2022	71%	74%	**70%**	-	70%	*	-	*	-	-	33%	*	76%	56%	67%	59%
At Meets Grade Level or Above	2023	45%	49%	**34%**	-	33%	*	-	*	-	-	29%	*	37%	23%	24%	24%
	2022	43%	48%	**43%**	-	42%	*	-	*	-	-	25%	*	47%	33%	40%	32%
At Masters Grade Level	2023	19%	18%	**12%**	-	11%	*	-	*	-	-	8%	*	13%	8%	7%	8%
	2022	21%	24%	**18%**	-	17%	*	-	*	-	-	8%	*	21%	11%	17%	5%
Grade 4 Reading																	
At Approaches Grade Level or Above	2023	77%	80%	**76%**	-	75%	*	-	-	-	-	50%	*	86%	61%	72%	68%
	2022	77%	81%	**83%**	-	82%	*	-	*	-	-	67%	-	83%	82%	81%	74%
At Meets Grade Level or Above	2023	48%	55%	**50%**	-	49%	*	-	-	-	-	8%	*	60%	35%	49%	45%
	2022	54%	60%	**60%**	-	59%	*	-	*	-	-	33%	-	61%	55%	56%	48%
At Masters Grade Level	2023	22%	29%	**28%**	-	27%	*	-	-	-	-	8%	*	31%	22%	23%	18%
	2022	28%	31%	**29%**	-	29%	*	-	*	-	-	11%	-	27%	36%	25%	15%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2023	71%	78%	**72%**	-	70%	*	-	-	-	-	42%	*	86%	50%	68%	76%
	2022	70%	79%	**71%**	-	71%	*	-	*	-	-	44%	-	68%	82%	69%	63%
At Meets Grade Level or Above	2023	48%	57%	**54%**	-	54%	*	-	-	-	-	33%	*	69%	32%	53%	52%
	2022	43%	55%	**48%**	-	47%	*	-	*	-	-	33%	-	49%	45%	46%	33%
At Masters Grade Level	2023	22%	28%	**21%**	-	20%	*	-	-	-	-	8%	*	29%	9%	21%	14%
	2022	23%	32%	**21%**	-	20%	*	-	*	-	-	22%	-	20%	27%	17%	19%
Grade 5 Reading																	

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2023	81%	86%	**84%**	-	83%	*	-	*	-	-	50%	-	84%	83%	85%	84%
	2022	81%	86%	**81%**	-	83%	*	-	-	-	-	56%	*	85%	57%	82%	75%
At Meets Grade Level or Above	2023	57%	66%	**65%**	-	63%	*	-	*	-	-	13%	-	63%	75%	65%	69%
	2022	58%	66%	**59%**	-	62%	*	-	-	-	-	33%	*	60%	57%	59%	54%
At Masters Grade Level	2023	28%	40%	**35%**	-	33%	*	-	*	-	-	13%	-	37%	25%	35%	31%
	2022	36%	42%	**39%**	-	40%	*	-	-	-	-	22%	*	40%	29%	39%	21%
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2023	80%	86%	**78%**	-	77%	*	-	*	-	-	75%	-	81%	67%	76%	84%
	2022	77%	86%	**93%**	-	94%	*	-	-	-	-	67%	*	91%	100%	92%	92%
At Meets Grade Level or Above	2023	51%	60%	**38%**	-	37%	*	-	*	-	-	13%	-	40%	33%	35%	31%
	2022	48%	57%	**50%**	-	52%	*	-	-	-	-	33%	*	49%	57%	49%	50%
At Masters Grade Level	2023	21%	25%	**20%**	-	19%	*	-	*	-	-	13%	-	21%	17%	22%	19%
	2022	25%	32%	**24%**	-	25%	*	-	-	-	-	33%	*	21%	43%	22%	25%
Grade 5 Science																	
At Approaches Grade Level or Above	2023	65%	68%	**64%**	-	62%	*	-	*	-	-	25%	-	63%	67%	63%	59%
	2022	66%	67%	**69%**	-	69%	*	-	-	-	-	33%	*	68%	71%	67%	67%
At Meets Grade Level or Above	2023	36%	37%	**40%**	-	37%	*	-	*	-	-	13%	-	37%	50%	41%	31%
	2022	38%	39%	**46%**	-	48%	*	-	-	-	-	33%	*	45%	57%	45%	42%
At Masters Grade Level	2023	16%	17%	**25%**	-	23%	*	-	*	-	-	13%	-	26%	25%	24%	22%
	2022	18%	19%	**11%**	-	12%	*	-	-	-	-	11%	*	9%	29%	10%	13%
All Grades All Subjects																	
At Approaches Grade Level or Above	2023	76%	80%	**73%**	-	73%	86%	-	100%	-	-	55%	100%	78%	62%	72%	75%
	2022	74%	79%	**77%**	-	78%	71%	-	*	-	-	49%	100%	79%	70%	76%	71%
At Meets Grade Level or Above	2023	49%	55%	**46%**	-	44%	64%	-	100%	-	-	22%	100%	48%	38%	43%	41%
	2022	48%	54%	**51%**	-	51%	43%	-	*	-	-	29%	25%	52%	46%	49%	43%
At Masters Grade Level	2023	20%	24%	**24%**	-	22%	29%	-	100%	-	-	11%	33%	26%	17%	22%	20%
	2022	23%	27%	**24%**	-	24%	7%	-	*	-	-	16%	0%	24%	25%	22%	16%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2023	77%	82%	**77%**	-	76%	83%	-	*	-	-	55%	*	81%	67%	76%	80%
	2022	75%	80%	**79%**	-	79%	83%	-	*	-	-	57%	*	83%	67%	78%	73%

	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	2023	53%	61%	**51%**	-	50%	67%	-	*	-	-	18%	*	54%	44%	49%	52%
	2022	53%	60%	**56%**	-	56%	50%	-	*	-	-	27%	*	59%	47%	55%	48%
At Masters Grade Level	2023	20%	27%	**29%**	-	28%	33%	-	*	-	-	14%	*	32%	21%	27%	24%
	2022	25%	30%	**31%**	-	32%	0%	-	*	-	-	13%	*	33%	28%	29%	18%
All Grades Mathematics																	
At Approaches Grade Level or Above	2023	75%	80%	**73%**	-	72%	83%	-	*	-	-	61%	*	80%	55%	70%	77%
	2022	72%	78%	**78%**	-	79%	67%	-	*	-	-	47%	*	79%	72%	76%	71%
At Meets Grade Level or Above	2023	45%	51%	**42%**	-	41%	50%	-	*	-	-	27%	*	47%	30%	38%	35%
	2022	42%	48%	**47%**	-	47%	50%	-	*	-	-	30%	*	48%	42%	45%	38%
At Masters Grade Level	2023	19%	22%	**18%**	-	17%	17%	-	*	-	-	9%	*	20%	11%	17%	14%
	2022	20%	25%	**21%**	-	21%	17%	-	*	-	-	20%	*	21%	22%	19%	16%
All Grades Science																	
At Approaches Grade Level or Above	2023	77%	77%	**64%**	-	62%	*	-	*	-	-	25%	-	63%	67%	63%	59%
	2022	76%	80%	**69%**	-	69%	*	-	-	-	-	33%	*	68%	71%	67%	67%
At Meets Grade Level or Above	2023	47%	47%	**40%**	-	37%	*	-	*	-	-	13%	-	37%	50%	41%	31%
	2022	47%	52%	**46%**	-	48%	*	-	-	-	-	33%	*	45%	57%	45%	42%
At Masters Grade Level	2023	18%	18%	**25%**	-	23%	*	-	*	-	-	13%	-	26%	25%	24%	22%
	2022	21%	23%	**11%**	-	12%	*	-	-	-	-	11%	*	9%	29%	10%	13%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2023	37%	40%	**31%**	-	30%	*	-	*	-	-	25%	*	35%	15%	22%	24%
	2022	36%	42%	**36%**	-	34%	*	-	*	-	-	17%	*	39%	28%	35%	27%
Reading and Mathematics Including EOC	2023	37%	40%	**31%**	-	30%	*	-	*	-	-	25%	*	35%	15%	22%	24%
	2022	36%	42%	**36%**	-	34%	*	-	*	-	-	17%	*	39%	28%	35%	27%
Reading Including EOC	2023	50%	54%	**39%**	-	39%	*	-	*	-	-	25%	*	41%	31%	31%	36%
	2022	51%	57%	**50%**	-	49%	*	-	*	-	-	17%	*	55%	39%	50%	41%
Math Including EOC	2023	45%	49%	**34%**	-	33%	*	-	*	-	-	29%	*	37%	23%	24%	24%
	2022	43%	48%	**43%**	-	42%	*	-	*	-	-	25%	*	47%	33%	40%	32%
4th Graders																	
Reading and Mathematics	2023	38%	46%	**42%**	-	41%	*	-	-	-	-	8%	*	54%	23%	43%	43%
	2022	36%	46%	**42%**	-	41%	*	-	*	-	-	33%	-	44%	36%	40%	26%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading and Mathematics Including EOC	2023	38%	46%	**42%**	-	41%	*	-	-	-	-	8%	*	54%	23%	43%	43%
	2022	36%	46%	**42%**	-	41%	*	-	*	-	-	33%	-	44%	36%	40%	26%
Reading Including EOC	2023	48%	55%	**50%**	-	49%	*	-	-	-	-	8%	*	60%	35%	49%	45%
	2022	54%	60%	**60%**	-	59%	*	-	*	-	-	33%	-	61%	55%	56%	48%
Math Including EOC	2023	48%	57%	**54%**	-	54%	*	-	-	-	-	33%	*	69%	32%	53%	52%
	2022	43%	55%	**48%**	-	47%	*	-	*	-	-	33%	-	49%	45%	46%	33%
5th Graders																	
Reading and Mathematics	2023	43%	53%	**38%**	-	37%	*	-	*	-	-	13%	-	40%	33%	35%	31%
	2022	41%	51%	**48%**	-	50%	*	-	-	-	-	33%	*	47%	57%	47%	46%
Reading and Mathematics Including EOC	2023	43%	53%	**38%**	-	37%	*	-	*	-	-	13%	-	40%	33%	35%	31%
	2022	41%	51%	**48%**	-	50%	*	-	-	-	-	33%	*	47%	57%	47%	46%
Reading Including EOC	2023	57%	66%	**65%**	-	63%	*	-	*	-	-	13%	-	63%	75%	65%	69%
	2022	58%	66%	**59%**	-	62%	*	-	-	-	-	33%	*	60%	57%	59%	54%
Math Including EOC	2023	51%	60%	**38%**	-	37%	*	-	*	-	-	13%	-	40%	33%	35%	31%
	2022	48%	57%	**50%**	-	52%	*	-	-	-	-	33%	*	49%	57%	49%	50%
3rd - 8th Graders																	
Reading and Mathematics	2023	37%	44%	**37%**	-	36%	50%	-	*	-	-	18%	*	42%	23%	33%	32%
	2022	34%	41%	**42%**	-	42%	50%	-	*	-	-	27%	*	44%	36%	41%	33%
Reading and Mathematics Including EOC	2023	39%	46%	**37%**	-	36%	50%	-	*	-	-	18%	*	42%	23%	33%	32%
	2022	36%	44%	**42%**	-	42%	50%	-	*	-	-	27%	*	44%	36%	41%	33%
Reading Including EOC	2023	53%	61%	**51%**	-	50%	67%	-	*	-	-	18%	*	54%	44%	49%	52%
	2022	53%	61%	**56%**	-	56%	50%	-	*	-	-	27%	*	59%	47%	55%	48%
Math Including EOC	2023	47%	53%	**42%**	-	41%	50%	-	*	-	-	27%	*	47%	30%	38%	35%
	2022	43%	50%	**47%**	-	47%	50%	-	*	-	-	30%	*	48%	42%	45%	38%

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

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress - Annual Growth by Grade and Subject																	
Grade 4 ELA/Reading	2023	55%	57%	**63%**	-	60%	*	-	-	-	-	50%	*	63%	62%	62%	48%
Grade 4 Mathematics	2023	63%	70%	**69%**	-	69%	*	-	-	-	-	54%	*	73%	63%	71%	67%
Grade 5 ELA/Reading	2023	65%	77%	**74%**	-	73%	*	-	*	-	-	44%	-	72%	82%	74%	77%
Grade 5 Mathematics	2023	71%	71%	**76%**	-	75%	*	-	*	-	-	100%	-	77%	73%	76%	72%
All Grades Both Subjects	2023	64%	67%	**70%**	-	69%	90%	-	*	-	-	60%	*	71%	67%	71%	67%
All Grades ELA/Reading	2023	63%	67%	**68%**	-	66%	100%	-	*	-	-	48%	*	68%	69%	68%	65%
All Grades Mathematics	2023	66%	67%	**72%**	-	72%	80%	-	*	-	-	73%	*	75%	66%	73%	70%
School Progress - Accelerated Learning by Grade and Subject																	
Grade 4 ELA/Reading	2023	33%	26%	**27%**	-	20%	*	-	-	-	-	17%	-	20%	33%	30%	20%
Grade 4 Mathematics	2023	27%	30%	**29%**	-	23%	*	-	-	-	-	14%	-	33%	25%	29%	29%
Grade 5 ELA/Reading	2023	37%	44%	**40%**	-	40%	-	-	-	-	-	*	-	44%	*	44%	50%
Grade 5 Mathematics	2023	48%	54%	**47%**	-	44%	*	-	-	-	-	67%	-	54%	*	47%	64%
All Grades Both Subjects	2023	38%	41%	**37%**	-	33%	*	-	-	-	-	30%	-	42%	26%	38%	45%
All Grades ELA/Reading	2023	35%	40%	**33%**	-	30%	*	-	-	-	-	20%	-	36%	29%	37%	36%
All Grades Mathematics	2023	40%	43%	**39%**	-	34%	*	-	-	-	-	38%	-	47%	25%	38%	50%

* 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	2023	76%	80%	**73%**	75%	68%	-	-	75%	86%	74%	74%	-	-	*	72%	75%	*
	2022	74%	79%	**77%**	72%	63%	-	*	75%	-	74%	74%	-	-	*	82%	70%	100%
At Meets Grade Level or Above	2023	49%	55%	**46%**	41%	29%	-	-	41%	71%	35%	35%	-	-	*	50%	40%	*
	2022	48%	54%	**51%**	42%	25%	-	*	48%	-	53%	53%	-	-	*	57%	41%	100%
At Masters Grade Level	2023	20%	24%	**24%**	19%	18%	-	-	20%	14%	22%	22%	-	-	*	27%	19%	*
	2022	23%	27%	**24%**	17%	5%	-	*	20%	-	16%	16%	-	-	*	30%	16%	17%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2023	77%	82%	**77%**	79%	82%	-	-	78%	86%	78%	78%	-	-	*	74%	79%	*
	2022	75%	80%	**79%**	73%	67%	-	*	74%	-	78%	78%	-	-	*	84%	72%	*
At Meets Grade Level or Above	2023	53%	61%	**51%**	52%	45%	-	-	53%	57%	33%	33%	-	-	*	51%	51%	*
	2022	53%	60%	**56%**	48%	28%	-	*	56%	-	44%	44%	-	-	*	63%	46%	*
At Masters Grade Level	2023	20%	27%	**29%**	24%	36%	-	-	22%	14%	22%	22%	-	-	*	33%	23%	*
	2022	25%	30%	**31%**	21%	11%	-	*	23%	-	0%	0%	-	-	*	43%	18%	*
All Grades Mathematics																		
At Approaches Grade Level or Above	2023	75%	80%	**73%**	79%	82%	-	-	78%	86%	67%	67%	-	-	*	70%	77%	*
	2022	72%	78%	**78%**	73%	61%	-	*	77%	-	67%	67%	-	-	*	83%	70%	*
At Meets Grade Level or Above	2023	45%	51%	**42%**	34%	18%	-	-	31%	86%	33%	33%	-	-	*	48%	34%	*
	2022	42%	48%	**47%**	37%	22%	-	*	42%	-	56%	56%	-	-	*	54%	37%	*
At Masters Grade Level	2023	19%	22%	**18%**	15%	9%	-	-	16%	14%	11%	11%	-	-	*	20%	14%	*
	2022	20%	25%	**21%**	16%	0%	-	*	21%	-	22%	22%	-	-	*	25%	17%	*
All Grades Science																		
At Approaches Grade Level or Above	2023	77%	77%	**64%**	54%	17%	-	-	65%	-	80%	80%	-	-	*	70%	59%	-
	2022	76%	80%	**69%**	68%	*	-	-	72%	-	*	*	-	-	-	70%	64%	*
At Meets Grade Level or Above	2023	47%	47%	**40%**	31%	17%	-	-	35%	-	40%	40%	-	-	*	52%	31%	-
	2022	47%	52%	**46%**	41%	*	-	-	44%	-	*	*	-	-	-	50%	36%	*
At Masters Grade Level	2023	18%	18%	**25%**	19%	0%	-	-	25%	-	40%	40%	-	-	*	30%	22%	-
	2022	21%	23%	**11%**	9%	*	-	-	11%	-	*	*	-	-	-	10%	9%	*
School Progress - Annual Growth																		
All Grades Both Subjects	2023	64%	67%	**70%**	69%	71%	-	-	70%	64%	57%	57%	-	-	*	73%	68%	*
All Grades ELA/Reading	2023	63%	67%	**68%**	66%	67%	-	-	71%	43%	57%	57%	-	-	*	71%	65%	*
All Grades Mathematics	2023	66%	67%	**72%**	73%	75%	-	-	69%	86%	57%	57%	-	-	*	75%	71%	*
School Progress - Accelerated Learning																		
All Grades Both Subjects	2023	38%	41%	**37%**	44%	71%	-	-	35%	*	*	*	-	-	*	26%	45%	-

	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 ELA/Reading	2023	35%	40%	**33%**	30%	*	-	-	14%	-	*	*	-	-	-	30%	36%	-
All Grades Mathematics	2023	40%	43%	**39%**	53%	*	-	-	50%	*	*	*	-	-	*	23%	50%	-

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2023 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	**100%**	*	100%	100%	-	100%	-	-	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	93%	**89%**	*	90%	88%	-	100%	-	-	91%	100%	96%	74%	89%	86%
Not Included in Accountability: Mobile	4%	3%	**9%**	*	8%	13%	-	0%	-	-	9%	0%	4%	19%	9%	10%
Not Included in Accountability: Other Exclusions	2%	3%	**2%**	*	2%	0%	-	0%	-	-	0%	0%	0%	6%	2%	4%
Not Tested	1%	0%	**0%**	*	0%	0%	-	0%	-	-	0%	0%	0%	0%	0%	0%
Absent	1%	0%	**0%**	*	0%	0%	-	0%	-	-	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	*	0%	0%	-	0%	-	-	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	100%	**100%**	*	100%	100%	-	*	-	-	100%	*	100%	100%	100%	100%
Included in Accountability	92%	91%	**90%**	*	90%	86%	-	*	-	-	92%	*	96%	76%	90%	87%
Not Included in Accountability: Mobile	4%	3%	**8%**	*	8%	14%	-	*	-	-	8%	*	4%	17%	8%	9%
Not Included in Accountability: Other Exclusions	3%	6%	**2%**	*	2%	0%	-	*	-	-	0%	*	0%	6%	2%	4%
Not Tested	1%	0%	**0%**	*	0%	0%	-	*	-	-	0%	*	0%	0%	0%	0%
Absent	1%	0%	**0%**	*	0%	0%	-	*	-	-	0%	*	0%	0%	0%	0%
Other	0%	0%	**0%**	*	0%	0%	-	*	-	-	0%	*	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	100%	**100%**	*	100%	100%	-	*	-	-	100%	*	100%	100%	100%	100%
Included in Accountability	94%	94%	**90%**	*	90%	86%	-	*	-	-	92%	*	96%	76%	90%	87%
Not Included in Accountability: Mobile	5%	4%	**8%**	*	8%	14%	-	*	-	-	8%	*	4%	18%	8%	9%
Not Included in Accountability: Other Exclusions	1%	2%	**2%**	*	2%	0%	-	*	-	-	0%	*	0%	6%	2%	4%
Not Tested	1%	0%	**0%**	*	0%	0%	-	*	-	-	0%	*	0%	0%	0%	0%
Absent	1%	0%	**0%**	*	0%	0%	-	*	-	-	0%	*	0%	0%	0%	0%
Other	0%	0%	**0%**	*	0%	0%	-	*	-	-	0%	*	0%	0%	0%	0%
Science																
Assessment Participant	99%	99%	**100%**	*	100%	*	-	*	-	-	100%	-	100%	100%	100%	100%
Included in Accountability	93%	95%	**86%**	*	87%	*	-	*	-	-	80%	-	96%	63%	87%	84%
Not Included in Accountability: Mobile	4%	3%	**13%**	*	12%	*	-	*	-	-	20%	-	4%	32%	13%	13%
Not Included in Accountability: Other Exclusions	1%	1%	**2%**	*	2%	*	-	*	-	-	0%	-	0%	5%	0%	3%
Not Tested	1%	1%	**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%	0%	**0%**	*	0%	*	-	*	-	-	0%	-	0%	0%	0%	0%
Other	0%	1%	**0%**	*	0%	*	-	*	-	-	0%	-	0%	0%	0%	0%
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**100%**	-	100%	100%	-	*	-	-	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	92%	**89%**	-	89%	100%	-	*	-	-	100%	80%	98%	66%	89%	89%
Not Included in Accountability: Mobile	5%	4%	**8%**	-	8%	0%	-	*	-	-	0%	20%	2%	24%	8%	5%
Not Included in Accountability: Other Exclusions	1%	3%	**3%**	-	3%	0%	-	*	-	-	0%	0%	0%	10%	3%	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%	1%	**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%	90%	**90%**	-	89%	100%	-	*	-	-	100%	*	98%	68%	90%	89%
Not Included in Accountability: Mobile	5%	4%	**8%**	-	8%	0%	-	*	-	-	0%	*	2%	23%	7%	5%
Not Included in Accountability: Other Exclusions	2%	5%	**3%**	-	3%	0%	-	*	-	-	0%	*	0%	9%	3%	6%
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	93%	92%	**90%**	-	89%	100%	-	*	-	-	100%	*	98%	68%	90%	89%
Not Included in Accountability: Mobile	5%	4%	**8%**	-	8%	0%	-	*	-	-	0%	*	2%	23%	7%	5%
Not Included in Accountability: Other Exclusions	1%	2%	**3%**	-	3%	0%	-	*	-	-	0%	*	0%	9%	3%	6%
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%	1%	**0%**	-	0%	0%	-	*	-	-	0%	*	0%	0%	0%	0%
Science																
Assessment Participant	98%	99%	**100%**	-	100%	*	-	-	-	-	100%	*	100%	100%	100%	100%
Included in Accountability	93%	93%	**87%**	-	87%	*	-	-	-	-	100%	*	98%	50%	88%	89%
Not Included in Accountability: Mobile	4%	4%	**10%**	-	10%	*	614	-	-	-	0%	*	2%	36%	9%	4%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Other Exclusions	1%	2%	**3%**	-	3%	*	-	-	-	-	0%	*	0%	14%	4%	7%
Not Tested	2%	1%	**0%**	-	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%
Absent	1%	0%	**0%**	-	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%
Other	0%	1%	**0%**	-	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%

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

- Indicates there are no students in the group.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2021-22	92.2%	92.1%	**93.4%**	-	93.5%	92.5%	-	*	-	-	91.3%	93.4%	94.2%
2020-21	95.0%	97.3%	**96.9%**	-	96.8%	99.8%	-	*	-	-	96.7%	96.6%	97.3%
Chronic Absenteeism													
2021-22	25.7%	26.6%	**24.3%**	-	24.1%	27.3%	-	*	-	-	38.2%	24.6%	19.7%
2020-21	15.0%	8.6%	**11.8%**	-	12.2%	0.0%	-	*	-	-	10.4%	12.5%	12.3%
Annual Dropout Rate (Gr 7-8)													
2021-22	0.7%	0.1%	-	-	-	-	-	-	-	-	-	-	-
2020-21	0.9%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2021-22	2.2%	0.1%	-	-	-	-	-	-	-	-	-	-	-
2020-21	2.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	89.7%	99.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.5%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.0%	99.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.6%	99.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021													
Graduated	90.0%	98.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	98.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	99.1%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.2%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	99.2%	-	-	-	-	-	-	-	-	-	-	-

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.7%	99.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	92.2%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	98.9%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.7%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	92.6%	98.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	1.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	98.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	98.5%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2022	89.7%	97.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	90.0%	96.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2022	59.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2022	3.7%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	3.8%	0.2%	-	-	617	-	-	-	-	-	-	-	-
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 2022	84.3%	99.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	81.9%	97.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2022	88.0%	99.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	85.7%	97.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
2020-21	43.8%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2021-22	3.9%	0.1%	-	-	-	-	-	-	-	-	-	-	-
2020-21	3.8%	0.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2021-22	82.3%	98.7%	-	-	-	-	-	-	-	-	-	-	-
2020-21	80.4%	96.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2021-22	86.0%	98.7%	-	-	-	-	-	-	-	-	-	-	-
2020-21	84.1%	96.7%	-	-	-	-	-	-	-	-	-	-	-

	Campus Count	Campus Percent	District Count	State Count
Graduates (2021-22 Annual Graduates)				
Total Graduates	-	-	1,578	368,686
By Ethnicity:				
African American	-	-	6	45,227
Hispanic	-	-	1,475	191,125
White	-	-	63	103,171
American Indian	-	-	2	1,159
Asian	-	-	24	18,794
Pacific Islander	-	-	0	569
Two or More Races	-	-	8	8,641
By Graduation Type:				
Minimum H.S. Program	-	-	0	433
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	134
Foundation H.S. Program (No Endorsement)	-	-	20	51,023
Foundation H.S. Program (Endorsement)	-	-	1	14,179
Foundation H.S. Program (DLA)	-	-	1,557	302,917
Special Education Graduates	-	-	121	32,447
Economically Disadvantaged Graduates	-	-	1,047	194,571
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	259	40,398
At-Risk Graduates	-	-	755	159,689

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	412	100.0%	20,343	5,504,150	413	100.0%	20,399	5,518,432
Students by Grade:								
Early Childhood Education	7	1.7%	0.2%	0.3%	7	1.7%	0.2%	0.5%
Pre-Kindergarten	31	7.5%	5.4%	4.4%	31	7.5%	5.5%	4.4%
Pre-Kindergarten: 3-year Old	0	0.0%	1.4%	0.7%	0	0.0%	1.5%	0.7%
Pre-Kindergarten: 4-year Old	31	7.5%	4.0%	3.7%	31	7.5%	4.1%	3.7%
Kindergarten	61	14.8%	5.8%	6.7%	61	14.8%	5.8%	6.7%
Grade 1	61	14.8%	6.5%	7.2%	61	14.8%	6.5%	7.2%
Grade 2	69	16.7%	6.5%	7.2%	69	16.7%	6.5%	7.2%
Grade 3	63	15.3%	6.4%	7.2%	64	15.5%	6.4%	7.1%
Grade 4	63	15.3%	6.6%	7.2%	63	15.3%	6.6%	7.1%
Grade 5	57	13.8%	7.3%	7.2%	57	13.8%	7.3%	7.2%
Grade 6	0	0.0%	7.3%	7.3%	0	0.0%	7.3%	7.2%
Grade 7	0	0.0%	7.4%	7.4%	0	0.0%	7.4%	7.4%
Grade 8	0	0.0%	7.7%	7.7%	0	0.0%	7.6%	7.7%
Grade 9	0	0.0%	9.0%	8.7%	0	0.0%	9.0%	8.7%
Grade 10	0	0.0%	9.2%	7.9%	0	0.0%	9.2%	7.9%
Grade 11	0	0.0%	7.6%	7.0%	0	0.0%	7.6%	7.0%
Grade 12	0	0.0%	7.1%	6.6%	0	0.0%	7.1%	6.6%
Ethnic Distribution:								
African American	0	0.0%	0.4%	12.8%	0	0.0%	0.4%	12.8%
Hispanic	395	95.9%	93.6%	53.0%	396	95.9%	93.5%	52.9%
White	13	3.2%	4.4%	25.6%	13	3.1%	4.5%	25.7%
American Indian	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Asian	4	1.0%	1.2%	5.1%	4	1.0%	1.2%	5.1%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	0	0.0%	0.4%	3.0%	0	0.0%	0.4%	3.0%
Sex:								
Female	182	44.2%	48.4%	48.8%	182	44.1%	48.4%	48.8%
Male	230	55.8%	51.6%	51.2%	231	55.9%	51.6%	51.2%
Economically Disadvantaged	348	84.5%	72.6%	62.1%	348	84.3%	72.5%	62.0%
Non-Educationally Disadvantaged	64	15.5%	27.4%	37.9%	65	15.7%	27.5%	38.0%
Section 504 Students	46	11.2%	10.0%	7.4%	46	11.1%	10.0%	7.4%
EB Students/EL	168	40.8%	36.0%	23.1%	168	40.7%	36.0%	23.0%
Students w/ Disciplinary Placements (2021-22)	0	0.0%	1.8%	1.5%				

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Students w/ Dyslexia	41	10.0%	8.8%	5.5%	41	9.9%	8.8%	5.5%
Foster Care	1	0.2%	0.1%	0.2%	1	0.2%	0.1%	0.2%
Homeless	11	2.7%	1.4%	1.3%	11	2.7%	1.4%	1.3%
Immigrant	22	5.3%	2.4%	2.2%	22	5.3%	2.4%	2.2%
Migrant	5	1.2%	1.8%	0.3%	5	1.2%	1.8%	0.3%
Title I	412	100.0%	95.8%	64.6%	413	100.0%	95.7%	64.6%
Military Connected	3	0.7%	0.4%	3.6%	3	0.7%	0.4%	3.6%
At-Risk	261	63.3%	59.1%	53.3%	261	63.2%	59.0%	53.3%
Students by Instructional Program:								
Bilingual/ESL Education	172	41.7%	38.3%	23.2%	172	41.6%	38.3%	23.2%
Career and Technical Education	0	0.0%	34.6%	26.5%				
Career and Technical Education (9-12 grades only)	0	0.0%	83.9%	72.3%				
Gifted and Talented Education	31	7.5%	11.5%	8.2%	31	7.5%	11.5%	8.2%
Special Education	93	22.6%	14.2%	12.6%	94	22.8%	14.3%	12.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	93							
By Type of Primary Disability Students with Intellectual Disabilities	47	50.5%	48.5%	44.1%				
Students with Physical Disabilities	18	19.4%	18.4%	20.0%				
Students with Autism	14	15.1%	15.4%	15.5%				
Students with Behavioral Disabilities	**	**	16.5%	18.8%				
Students with Non-Categorical Early Childhood	*	*	1.2%	1.6%				
Mobility (2021-22):								
Total Mobile Students	68	19.4%	15.8%	16.8%				
By Ethnicity: African American	0	0.0%	0.1%	3.3%				
Hispanic	66	18.9%	14.9%	8.7%				
White	1	0.3%	0.5%	3.4%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	1	0.3%	0.1%	0.7%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	0	0.0%	0.1%	0.6%				
Count and Percent of Special Ed Students who are Mobile	10	13.2%	16.1%	18.6%				
Count and Percent of EB Students/EL who are Mobile	28	18.4%	18.4%	17.1%				
Count and Percent of Econ Dis Students who are Mobile	58	18.8%	17.4%	18.7%				
Student Attrition (2021-22):	624							
Total Student Attrition	51	14.8%	16.4%	18.1%				

	--Non-Special Education Rates--			---Special Education Rates---		
Student Information	**Campus**	**District**	**State**	**Campus**	**District**	**State**
Retention Rates by Grade:						
Kindergarten	13.0%	2.1%	1.5%	0.0%	3.3%	4.5%
Grade 1	9.5%	4.0%	2.5%	0.0%	5.2%	3.6%
Grade 2	2.4%	2.3%	1.6%	3.6%	3.3%	2.0%
Grade 3	0.0%	0.9%	0.8%	0.0%	0.8%	0.9%
Grade 4	0.0%	0.1%	0.5%	0.0%	0.0%	0.5%
Grade 5	0.0%	0.1%	0.3%	0.0%	0.0%	0.4%
Grade 6	-	0.4%	0.3%	-	0.0%	0.4%
Grade 7	-	0.4%	0.4%	-	0.0%	0.5%
Grade 8	-	0.4%	0.4%	-	0.5%	0.5%
Grade 9	-	10.8%	8.7%	-	16.8%	12.6%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	17.5	18.0	18.7
Grade 1	15.7	17.3	19.1
Grade 2	14.4	18.2	19.1
Grade 3	13.8	17.7	19.3
Grade 4	18.1	18.3	19.4
Grade 5	16.5	20.0	20.8
Grade 6	-	21.5	19.2
Secondary:			
English/Language Arts	-	15.0	16.2
Foreign Languages	-	17.1	18.8
Mathematics	-	18.0	17.5
Science	-	19.0	18.5
Social Studies	-	19.0	18.9

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Total Staff	56.6	100.0%	100.0%	100.0%
Professional Staff:	42.6	75.3%	61.1%	64.1%
Teachers	32.0	56.6%	44.6%	48.7%
Professional Support	7.1	12.6%	12.2%	10.9%
Campus Administration (School Leadership)	3.5	6.2%	3.2%	3.3%
Educational Aides:	14.0	24.7%	12.4%	11.3%
Librarians and Counselors (Headcount):				
Full-time Librarians	0.0	n/a	29.0	4,258.0
Part-time Librarians	0.0	n/a	0.0	646.0
Full-time Counselors	2.0	n/a	76.0	13,815.0
Part-time Counselors	1.0	n/a	2.0	1,240.0
Total Minority Staff:	55.5	98.1%	92.7%	53.2%
Teachers by Ethnicity:				
African American	0.0	0.0%	0.6%	11.8%
Hispanic	32.0	100.0%	88.2%	29.6%
White	0.0	0.0%	9.8%	54.9%
American Indian	0.0	0.0%	0.0%	0.3%
Asian	0.0	0.0%	0.9%	2.0%
Pacific Islander	0.0	0.0%	0.1%	0.1%
Two or More Races	0.0	0.0%	0.4%	1.2%
Teachers by Sex:				
Males	4.1	12.7%	29.3%	24.4%
Females	27.9	87.3%	70.7%	75.6%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.7%	2.0%
Bachelors	23.0	71.9%	79.5%	72.2%
Masters	9.0	28.1%	19.7%	25.0%
Doctorate	0.0	0.0%	0.1%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	2.0	6.2%	3.9%	9.7%
1-5 Years Experience	9.0	28.1%	19.0%	26.3%
6-10 Years Experience	6.8	21.1%	22.9%	20.5%
11-20 Years Experience	11.0	34.4%	34.2%	27.2%
21-30 Years Experience	3.1	9.7%	15.4%	13.3%
Over 30 Years Experience	0.1	0.4%	4.7%	2.9%

Texas Education Agency
2022-23 Staff Information (TAPR)
MCAULIFFE EL (108906123) - MCALLEN ISD - HIDALGO COUNTY

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Number of Students per Teacher	12.9	n/a	13.6	14.8

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	4.0	6.6	6.1
Average Years Experience of Principals with District	4.0	6.6	5.3
Average Years Experience of Assistant Principals	7.0	6.1	5.2
Average Years Experience of Assistant Principals with District	7.0	5.3	4.4
Average Years Experience of Teachers:	11.4	13.5	11.0
Average Years Experience of Teachers with District:	9.8	10.3	6.9
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$52,151	$50,549	$53,300
1-5 Years Experience	$53,456	$53,264	$56,516
6-10 Years Experience	$56,114	$56,886	$59,732
11-20 Years Experience	$61,538	$60,642	$63,389
21-30 Years Experience	$66,687	$66,288	$67,876
Over 30 Years Experience	$72,620	$73,268	$72,560
Average Actual Salaries (regular duties only):			
Teachers	$58,075	$59,446	$60,717
Professional Support	$55,871	$67,588	$72,022
Campus Administration (School Leadership)	$64,015	$76,926	$85,167
Instructional Staff Percent:	n/a	63.8%	65.1%
Contracted Instructional Staff (not incl. above):	0.0	1.5	2,105.4

	----- Campus -----			
Program Information	**Count**	**Percent**	**District**	**State**
Teachers by Program (population served):				
Bilingual/ESL Education	6.3	19.8%	6.4%	5.9%
Career and Technical Education	0.0	0.0%	6.3%	5.4%
Compensatory Education	4.0	12.5%	3.1%	3.2%
Gifted and Talented Education	0.0	0.0%	1.4%	1.7%
Regular Education	18.4	57.4%	66.7%	70.6%
Special Education	627 3.3	10.3%	8.9%	9.7%
Other	0.0	0.0%	7.2%	3.5%

- 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.

2022-23 Texas Academic Performance Report (TAPR)

District Name: MCALLEN ISD

Campus Name: MILAM EL

Campus Number: 108906111

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	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2023	76%	79%	**83%**	-	81%	100%	-	*	-	-	50%	-	84%	81%	77%	64%
	2022	76%	81%	**90%**	-	89%	100%	-	*	-	-	83%	*	90%	90%	85%	85%
At Meets Grade Level or Above	2023	50%	54%	**60%**	-	57%	89%	-	*	-	-	17%	-	59%	63%	47%	36%
	2022	51%	57%	**77%**	-	74%	100%	-	*	-	-	67%	*	78%	70%	71%	74%
At Masters Grade Level	2023	20%	26%	**47%**	-	43%	78%	-	*	-	-	17%	-	46%	48%	34%	23%
	2022	30%	33%	**50%**	-	48%	67%	-	*	-	-	33%	*	49%	50%	42%	32%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2023	73%	78%	**84%**	-	84%	89%	-	*	-	-	58%	-	86%	81%	79%	68%
	2022	71%	74%	**88%**	-	88%	92%	-	*	-	-	72%	*	88%	90%	85%	85%
At Meets Grade Level or Above	2023	45%	49%	**63%**	-	59%	89%	-	*	-	-	25%	-	64%	59%	51%	45%
	2022	43%	48%	**68%**	-	65%	92%	-	*	-	-	67%	*	68%	70%	58%	68%
At Masters Grade Level	2023	19%	18%	**26%**	-	26%	33%	-	*	-	-	8%	-	22%	37%	21%	14%
	2022	21%	24%	**48%**	-	47%	50%	-	*	-	-	50%	*	48%	45%	38%	47%
Grade 4 Reading																	
At Approaches Grade Level or Above	2023	77%	80%	**90%**	-	89%	100%	-	*	-	-	86%	*	89%	96%	86%	84%
	2022	77%	81%	**87%**	-	85%	100%	-	-	-	*	57%	*	88%	85%	83%	80%
At Meets Grade Level or Above	2023	48%	55%	**73%**	-	72%	83%	-	*	-	-	50%	*	72%	76%	64%	62%
	2022	54%	60%	**70%**	-	69%	75%	-	-	-	*	33%	*	71%	68%	60%	61%
At Masters Grade Level	2023	22%	29%	**47%**	-	47%	58%	-	*	-	-	36%	*	47%	48%	36%	32%
	2022	28%	31%	**49%**	-	47%	56%	-	-	-	*	14%	*	48%	53%	39%	36%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2023	71%	78%	**88%**	-	87%	92%	-	*	-	-	86%	*	87%	92%	83%	84%
	2022	70%	79%	**86%**	-	84%	100%	-	-	-	*	62%	*	88%	80%	81%	82%
At Meets Grade Level or Above	2023	48%	57%	**74%**	-	71%	92%	-	*	-	-	64%	*	72%	80%	64%	68%
	2022	43%	55%	**67%**	-	65%	81%	-	-	-	*	38%	*	69%	63%	54%	55%
At Masters Grade Level	2023	22%	28%	**50%**	-	49%	58%	-	*	-	-	29%	*	46%	64%	37%	38%
	2022	23%	32%	**46%**	-	42%	69%	-	-	-	*	19%	*	48%	43%	30%	39%
Grade 5 Reading																	

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2023	81%	86%	**94%**	-	94%	94%	-	-	-	*	72%	*	97%	85%	93%	89%
	2022	81%	86%	**93%**	-	92%	100%	-	*	-	*	67%	-	93%	90%	88%	89%
At Meets Grade Level or Above	2023	57%	66%	**80%**	-	80%	82%	-	-	-	*	44%	*	86%	65%	74%	75%
	2022	58%	66%	**77%**	-	74%	93%	-	*	-	*	43%	-	79%	68%	71%	67%
At Masters Grade Level	2023	28%	40%	**60%**	-	58%	71%	-	-	-	*	20%	*	61%	56%	48%	45%
	2022	36%	42%	**55%**	-	50%	86%	-	*	-	*	24%	-	58%	48%	45%	39%
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2023	80%	86%	**93%**	-	93%	94%	-	-	-	*	92%	*	96%	85%	91%	93%
	2022	77%	86%	**88%**	-	87%	93%	-	*	-	*	62%	-	90%	84%	83%	80%
At Meets Grade Level or Above	2023	51%	60%	**69%**	-	67%	82%	-	-	-	*	44%	*	76%	50%	60%	64%
	2022	48%	57%	**66%**	-	64%	79%	-	*	-	*	38%	-	65%	71%	57%	57%
At Masters Grade Level	2023	21%	25%	**39%**	-	37%	53%	-	-	-	*	28%	*	43%	29%	33%	30%
	2022	25%	32%	**43%**	-	39%	64%	-	*	-	*	24%	-	43%	42%	32%	37%
Grade 5 Science																	
At Approaches Grade Level or Above	2023	65%	68%	**82%**	-	81%	88%	-	-	-	*	64%	*	84%	76%	78%	68%
	2022	66%	67%	**82%**	-	80%	93%	-	*	-	*	48%	-	83%	77%	74%	72%
At Meets Grade Level or Above	2023	36%	37%	**56%**	-	55%	59%	-	-	-	*	40%	*	59%	47%	46%	34%
	2022	38%	39%	**59%**	-	55%	93%	-	*	-	*	43%	-	61%	52%	52%	46%
At Masters Grade Level	2023	16%	17%	**33%**	-	30%	47%	-	-	-	*	16%	*	37%	21%	21%	18%
	2022	18%	19%	**28%**	-	24%	64%	-	*	-	*	24%	-	29%	23%	19%	17%
All Grades All Subjects																	
At Approaches Grade Level or Above	2023	76%	80%	**88%**	-	87%	94%	-	100%	-	*	74%	100%	89%	85%	85%	80%
	2022	74%	79%	**88%**	-	86%	97%	-	100%	-	100%	64%	*	89%	85%	83%	82%
At Meets Grade Level or Above	2023	49%	55%	**68%**	-	66%	81%	-	83%	-	*	42%	100%	70%	62%	59%	57%
	2022	48%	54%	**69%**	-	66%	87%	-	92%	-	100%	46%	*	70%	65%	60%	60%
At Masters Grade Level	2023	20%	24%	**44%**	-	42%	57%	-	33%	-	*	22%	71%	44%	42%	33%	30%
	2022	23%	27%	**45%**	-	42%	65%	-	62%	-	71%	26%	*	46%	43%	35%	35%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2023	77%	82%	**90%**	-	89%	97%	-	*	-	*	71%	*	91%	87%	87%	82%
	2022	75%	80%	**90%**	-	89%	100%	-	100%	-	*	68%	*	91%	88%	85%	85%

	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	2023	53%	61%	**72%**	-	71%	84%	-	*	-	*	39%	*	74%	67%	64%	62%
	2022	53%	60%	**74%**	-	72%	88%	-	100%	-	*	47%	*	76%	68%	67%	67%
At Masters Grade Level	2023	20%	27%	**52%**	-	50%	68%	-	*	-	*	24%	*	52%	51%	40%	36%
	2022	25%	30%	**52%**	-	49%	69%	-	60%	-	*	23%	*	52%	51%	42%	36%
All Grades Mathematics																	
At Approaches Grade Level or Above	2023	75%	80%	**89%**	-	88%	92%	-	*	-	*	82%	*	90%	86%	85%	84%
	2022	72%	78%	**88%**	-	86%	95%	-	100%	-	*	65%	*	89%	84%	83%	82%
At Meets Grade Level or Above	2023	45%	51%	**69%**	-	66%	87%	-	*	-	*	45%	*	71%	62%	59%	61%
	2022	42%	48%	**67%**	-	64%	83%	-	100%	-	*	47%	*	67%	67%	56%	59%
At Masters Grade Level	2023	19%	22%	**39%**	-	38%	50%	-	*	-	*	24%	*	38%	42%	31%	29%
	2022	20%	25%	**46%**	-	43%	62%	-	80%	-	*	30%	*	46%	43%	33%	40%
All Grades Science																	
At Approaches Grade Level or Above	2023	77%	77%	**82%**	-	81%	88%	-	-	-	*	64%	*	84%	76%	78%	68%
	2022	76%	80%	**82%**	-	80%	93%	-	*	-	*	48%	-	83%	77%	74%	72%
At Meets Grade Level or Above	2023	47%	47%	**56%**	-	55%	59%	-	-	-	*	40%	*	59%	47%	46%	34%
	2022	47%	52%	**59%**	-	55%	93%	-	*	-	*	43%	-	61%	52%	52%	46%
At Masters Grade Level	2023	18%	18%	**33%**	-	30%	47%	-	-	-	*	16%	*	37%	21%	21%	18%
	2022	21%	23%	**28%**	-	24%	64%	-	*	-	*	24%	-	29%	23%	19%	17%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2023	37%	40%	**55%**	-	51%	89%	-	*	-	-	17%	-	55%	56%	40%	32%
	2022	36%	42%	**63%**	-	59%	92%	-	*	-	-	61%	*	62%	65%	51%	56%
Reading and Mathematics Including EOC	2023	37%	40%	**55%**	-	51%	89%	-	*	-	-	17%	-	55%	56%	40%	32%
	2022	36%	42%	**63%**	-	59%	92%	-	*	-	-	61%	*	62%	65%	51%	56%
Reading Including EOC	2023	50%	54%	**60%**	-	57%	89%	-	*	-	-	17%	-	59%	63%	47%	36%
	2022	51%	57%	**77%**	-	74%	100%	-	*	-	-	67%	*	78%	70%	71%	74%
Math Including EOC	2023	45%	49%	**63%**	-	59%	89%	-	*	-	-	25%	-	64%	59%	51%	45%
	2022	43%	48%	**68%**	-	65%	92%	-	*	-	-	67%	*	68%	70%	58%	68%
4th Graders																	
Reading and Mathematics	2023	38%	46%	**67%**	-	65%	83%	-	*	-	-	50%	*	65%	72%	54%	54%
	2022	36%	46%	**61%**	-	59%	69%	-	-	-	*	33%	*	63%	58%	48%	52%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading and Mathematics Including EOC	2023	38%	46%	**67%**	-	65%	83%	-	*	-	-	50%	*	65%	72%	54%	54%
	2022	36%	46%	**61%**	-	59%	69%	-	-	-	*	33%	*	63%	58%	48%	52%
Reading Including EOC	2023	48%	55%	**73%**	-	72%	83%	-	*	-	-	50%	*	72%	76%	64%	62%
	2022	54%	60%	**70%**	-	69%	75%	-	-	-	*	33%	*	71%	68%	60%	61%
Math Including EOC	2023	48%	57%	**74%**	-	71%	92%	-	*	-	-	64%	*	72%	80%	64%	68%
	2022	43%	55%	**67%**	-	65%	81%	-	-	-	*	38%	*	69%	63%	54%	55%
5th Graders																	
Reading and Mathematics	2023	43%	53%	**65%**	-	63%	76%	-	-	-	*	36%	*	70%	50%	54%	57%
	2022	41%	51%	**61%**	-	59%	71%	-	*	-	*	38%	-	62%	58%	52%	54%
Reading and Mathematics Including EOC	2023	43%	53%	**65%**	-	63%	76%	-	-	-	*	36%	*	70%	50%	54%	57%
	2022	41%	51%	**61%**	-	59%	71%	-	*	-	*	38%	-	62%	58%	52%	54%
Reading Including EOC	2023	57%	66%	**80%**	-	80%	82%	-	-	-	*	44%	*	86%	65%	74%	75%
	2022	58%	66%	**77%**	-	74%	93%	-	*	-	*	43%	-	79%	68%	71%	67%
Math Including EOC	2023	51%	60%	**69%**	-	67%	82%	-	-	-	*	44%	*	76%	50%	60%	64%
	2022	48%	57%	**66%**	-	64%	79%	-	*	-	*	38%	-	65%	71%	57%	57%
3rd - 8th Graders																	
Reading and Mathematics	2023	37%	44%	**63%**	-	60%	82%	-	*	-	*	35%	*	64%	58%	51%	50%
	2022	34%	41%	**62%**	-	59%	76%	-	100%	-	*	43%	*	62%	59%	50%	54%
Reading and Mathematics Including EOC	2023	39%	46%	**63%**	-	60%	82%	-	*	-	*	35%	*	64%	58%	51%	50%
	2022	36%	44%	**62%**	-	59%	76%	-	100%	-	*	43%	*	62%	59%	50%	54%
Reading Including EOC	2023	53%	61%	**72%**	-	71%	84%	-	*	-	*	39%	*	74%	67%	64%	62%
	2022	53%	61%	**74%**	-	72%	88%	-	100%	-	*	47%	*	76%	68%	67%	67%
Math Including EOC	2023	47%	53%	**69%**	-	66%	87%	-	*	-	*	45%	*	71%	62%	59%	61%
	2022	43%	50%	**67%**	-	64%	83%	-	100%	-	*	47%	*	67%	67%	56%	59%

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

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress - Annual Growth by Grade and Subject																	
Grade 4 ELA/Reading	2023	55%	57%	**73%**	-	74%	67%	-	*	-	-	75%	*	73%	72%	69%	67%
Grade 4 Mathematics	2023	63%	70%	**75%**	-	75%	83%	-	*	-	-	71%	*	73%	85%	71%	69%
Grade 5 ELA/Reading	2023	65%	77%	**90%**	-	89%	100%	-	-	-	*	72%	*	93%	80%	88%	87%
Grade 5 Mathematics	2023	71%	71%	**72%**	-	72%	75%	-	-	-	*	87%	*	74%	67%	73%	76%
All Grades Both Subjects	2023	64%	67%	**78%**	-	78%	82%	-	*	-	*	77%	83%	79%	75%	76%	75%
All Grades ELA/Reading	2023	63%	67%	**82%**	-	82%	86%	-	*	-	*	73%	*	84%	76%	80%	78%
All Grades Mathematics	2023	66%	67%	**74%**	-	73%	79%	-	*	-	*	81%	*	74%	75%	72%	73%
School Progress - Accelerated Learning by Grade and Subject																	
Grade 4 ELA/Reading	2023	33%	26%	**36%**	-	36%	-	-	-	-	-	*	-	33%	*	42%	29%
Grade 4 Mathematics	2023	27%	30%	**25%**	-	27%	*	-	-	-	-	*	-	23%	*	20%	17%
Grade 5 ELA/Reading	2023	37%	44%	**61%**	-	59%	*	-	-	-	-	45%	-	70%	50%	62%	44%
Grade 5 Mathematics	2023	48%	54%	**75%**	-	75%	-	-	-	-	-	90%	-	75%	75%	77%	78%
All Grades Both Subjects	2023	38%	41%	**50%**	-	50%	*	-	-	-	-	64%	-	47%	57%	52%	45%
All Grades ELA/Reading	2023	35%	40%	**50%**	-	48%	*	-	-	-	-	50%	-	50%	50%	52%	38%
All Grades Mathematics	2023	40%	43%	**50%**	-	52%	*	-	-	-	-	79%	-	43%	64%	52%	53%

* 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	2023	76%	80%	**88%**	79%	77%	-	-	79%	-	81%	81%	-	-	100%	92%	80%	100%
	2022	74%	79%	**88%**	76%	73%	-	-	78%	-	87%	87%	-	-	100%	91%	81%	100%
At Meets Grade Level or Above	2023	49%	55%	**68%**	53%	56%	-	-	51%	-	64%	64%	-	-	63%	73%	56%	100%
	2022	48%	54%	**69%**	53%	51%	-	-	54%	-	73%	73%	-	-	50%	73%	59%	77%
At Masters Grade Level	2023	20%	24%	**44%**	27%	32%	-	-	24%	-	34%	34%	-	-	13%	49%	28%	100%
	2022	23%	27%	**45%**	28%	34%	-	-	25%	-	45%	45%	-	-	20%	50%	34%	62%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2023	77%	82%	**90%**	81%	73%	-	-	85%	-	79%	79%	-	-	*	93%	81%	*
	2022	75%	80%	**90%**	81%	84%	-	-	79%	-	89%	89%	-	-	*	93%	84%	100%
At Meets Grade Level or Above	2023	53%	61%	**72%**	58%	58%	-	-	58%	-	67%	67%	-	-	*	77%	61%	*
	2022	53%	60%	**74%**	62%	64%	-	-	60%	-	77%	77%	-	-	*	78%	66%	80%
At Masters Grade Level	2023	20%	27%	**52%**	31%	35%	-	-	29%	-	46%	46%	-	-	*	59%	35%	*
	2022	25%	30%	**52%**	29%	36%	-	-	26%	-	40%	40%	-	-	*	59%	34%	80%
All Grades Mathematics																		
At Approaches Grade Level or Above	2023	75%	80%	**89%**	81%	81%	-	-	81%	-	92%	92%	-	-	*	91%	84%	*
	2022	72%	78%	**88%**	78%	72%	-	-	81%	-	86%	86%	-	-	*	90%	82%	100%
At Meets Grade Level or Above	2023	45%	51%	**69%**	57%	62%	-	-	54%	-	75%	75%	-	-	*	72%	60%	*
	2022	42%	48%	**67%**	51%	48%	-	-	53%	-	74%	74%	-	-	*	71%	58%	80%
At Masters Grade Level	2023	19%	22%	**39%**	28%	31%	-	-	27%	-	29%	29%	-	-	*	44%	28%	*
	2022	20%	25%	**46%**	33%	40%	-	-	30%	-	57%	57%	-	-	*	48%	39%	60%
All Grades Science																		
At Approaches Grade Level or Above	2023	77%	77%	**82%**	67%	80%	-	-	60%	-	60%	60%	-	-	*	89%	67%	*
	2022	76%	80%	**82%**	56%	44%	-	-	63%	-	86%	86%	-	-	*	87%	70%	*
At Meets Grade Level or Above	2023	47%	47%	**56%**	30%	40%	-	-	25%	-	30%	30%	-	-	*	67%	31%	*
	2022	47%	52%	**59%**	32%	22%	-	-	38%	-	57%	57%	-	-	*	66%	44%	*
At Masters Grade Level	2023	18%	18%	**33%**	13%	30%	-	-	5%	-	20%	20%	-	-	*	40%	14%	*
	2022	21%	23%	**28%**	8%	11%	-	-	6%	-	29%	29%	-	-	*	33%	16%	*
School Progress - Annual Growth																		
All Grades Both Subjects	2023	64%	67%	**78%**	76%	74%	-	-	77%	-	71%	71%	-	-	*	79%	75%	*
All Grades ELA/Reading	2023	63%	67%	**82%**	78%	81%	-	-	76%	-	78%	78%	-	-	*	84%	77%	*
All Grades Mathematics	2023	66%	67%	**74%**	74%	67%	-	-	78%	-	65%	65%	-	-	*	74%	72%	*
School Progress - Accelerated Learning																		
All Grades Both Subjects	2023	38%	41%	**50%**	48%	38%	-	-	53%	-	38%	38%	-	-	-	55%	45%	-

	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 ELA/Reading	2023	35%	40%	**50%**	50%	60%	-	-	43%	-	*	*	-	-	-	63%	38%	-
All Grades Mathematics	2023	40%	43%	**50%**	45%	*	-	-	63%	-	*	*	-	-	-	47%	53%	-

* 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
2022-23 STAAR Participation (TAPR)
MILAM EL (108906111) - MCALLEN ISD - HIDALGO 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)
2023 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	**100%**	*	100%	100%	-	100%	-	*	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	93%	**93%**	*	93%	96%	-	100%	-	*	97%	100%	97%	84%	93%	87%
Not Included in Accountability: Mobile	4%	3%	**4%**	*	5%	0%	-	0%	-	*	2%	0%	3%	9%	5%	7%
Not Included in Accountability: Other Exclusions	2%	3%	**2%**	*	2%	4%	-	0%	-	*	1%	0%	0%	7%	2%	6%
Not Tested	1%	0%	**0%**	*	0%	0%	-	0%	-	*	0%	0%	0%	0%	0%	0%
Absent	1%	0%	**0%**	*	0%	0%	-	0%	-	*	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	*	0%	0%	-	0%	-	*	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	100%	**100%**	-	100%	100%	-	*	-	*	100%	*	100%	100%	100%	100%
Included in Accountability	92%	91%	**93%**	-	93%	95%	-	*	-	*	96%	*	97%	83%	92%	85%
Not Included in Accountability: Mobile	4%	3%	**5%**	-	5%	0%	-	*	-	*	2%	*	3%	9%	5%	7%
Not Included in Accountability: Other Exclusions	3%	6%	**2%**	-	2%	5%	-	*	-	*	2%	*	0%	9%	3%	7%
Not Tested	1%	0%	**0%**	-	0%	0%	-	*	-	*	0%	*	0%	0%	0%	0%
Absent	1%	0%	**0%**	-	0%	0%	-	*	-	*	0%	*	0%	0%	0%	0%
Other	0%	0%	**0%**	-	0%	0%	-	*	-	*	0%	*	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	100%	**100%**	*	100%	100%	-	*	-	*	100%	*	100%	100%	100%	100%
Included in Accountability	94%	94%	**93%**	*	93%	95%	-	*	-	*	98%	*	97%	83%	93%	86%
Not Included in Accountability: Mobile	5%	4%	**5%**	*	5%	0%	-	*	-	*	2%	*	3%	10%	5%	8%
Not Included in Accountability: Other Exclusions	1%	2%	**2%**	*	2%	5%	-	*	-	*	0%	*	0%	8%	2%	7%
Not Tested	1%	0%	**0%**	*	0%	0%	-	*	-	*	0%	*	0%	0%	0%	0%
Absent	1%	0%	**0%**	*	0%	0%	-	*	-	*	0%	*	0%	0%	0%	0%
Other	0%	0%	**0%**	*	0%	0%	-	*	-	*	0%	*	0%	0%	0%	0%
Science																
Assessment Participant	99%	99%	**100%**	-	100%	100%	-	-	-	*	100%	*	100%	100%	100%	100%
Included in Accountability	93%	95%	**96%**	-	96%	100%	-	-	-	*	96%	*	99%	89%	96%	92%
Not Included in Accountability: Mobile	4%	3%	**3%**	-	3%	0%	-	-	-	*	4%	*	1%	8%	2%	6%
Not Included in Accountability: Other Exclusions	1%	1%	**1%**	-	1%	0%	-	-	-	*	0%	*	0%	3%	1%	2%
Not Tested	1%	1%	**0%**	-	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)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	0%	**0%**	-	0%	0%	-	-	-	*	0%	*	0%	0%	0%	0%
Other	0%	1%	**0%**	-	0%	0%	-	-	-	*	0%	*	0%	0%	0%	0%
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**100%**	-	100%	100%	-	100%	-	100%	100%	*	100%	100%	100%	100%
Included in Accountability	93%	92%	**95%**	-	95%	96%	-	100%	-	100%	99%	*	99%	85%	94%	93%
Not Included in Accountability: Mobile	5%	4%	**4%**	-	4%	2%	-	0%	-	0%	1%	*	1%	11%	5%	3%
Not Included in Accountability: Other Exclusions	1%	3%	**1%**	-	1%	2%	-	0%	-	0%	0%	*	0%	4%	1%	3%
Not Tested	1%	1%	**0%**	-	0%	0%	-	0%	-	0%	0%	*	0%	0%	0%	0%
Absent	1%	0%	**0%**	-	0%	0%	-	0%	-	0%	0%	*	0%	0%	0%	0%
Other	0%	1%	**0%**	-	0%	0%	-	0%	-	0%	0%	*	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	**100%**	-	100%	100%	-	100%	-	*	100%	*	100%	100%	100%	100%
Included in Accountability	92%	90%	**95%**	-	95%	95%	-	100%	-	*	98%	*	99%	83%	93%	93%
Not Included in Accountability: Mobile	5%	4%	**4%**	-	4%	2%	-	0%	-	*	2%	*	1%	12%	5%	4%
Not Included in Accountability: Other Exclusions	2%	5%	**1%**	-	1%	2%	-	0%	-	*	0%	*	0%	5%	1%	4%
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	93%	92%	**95%**	-	95%	95%	-	100%	-	*	98%	*	99%	84%	94%	93%
Not Included in Accountability: Mobile	5%	4%	**4%**	-	4%	2%	-	0%	-	*	2%	*	1%	12%	5%	4%
Not Included in Accountability: Other Exclusions	1%	2%	**1%**	-	1%	2%	-	0%	-	*	0%	*	0%	4%	1%	3%
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%	1%	**0%**	-	0%	0%	-	0%	-	*	0%	*	0%	0%	0%	0%
Science																
Assessment Participant	98%	99%	**100%**	-	100%	100%	-	*	-	*	100%	-	100%	100%	100%	100%
Included in Accountability	93%	93%	**97%**	-	98%	100%	-	*	-	*	100%	-	99%	91%	95%	96%
Not Included in Accountability: Mobile	4%	4%	**2%**	-	2%	0%	639	-	*	-	*	0%	-	1%	6%	4%	2%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Other Exclusions	1%	2%	**1%**	-	1%	0%	-	*	-	*	0%	-	0%	3%	1%	2%
Not Tested	2%	1%	**0%**	-	0%	0%	-	*	-	*	0%	-	0%	0%	0%	0%
Absent	1%	0%	**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.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2021-22	92.2%	92.1%	**94.3%**	-	94.2%	95.2%	-	97.3%	-	*	92.9%	93.2%	94.0%
2020-21	95.0%	97.3%	**97.0%**	*	96.9%	98.3%	-	*	-	*	95.8%	95.9%	96.1%
Chronic Absenteeism													
2021-22	25.7%	26.6%	**14.2%**	-	15.2%	6.1%	-	0.0%	-	*	20.0%	19.1%	14.9%
2020-21	15.0%	8.6%	**10.1%**	*	10.5%	7.6%	-	0.0%	-	*	14.9%	14.4%	14.7%
Annual Dropout Rate (Gr 7-8)													
2021-22	0.7%	0.1%	-	-	-	-	-	-	-	-	-	-	-
2020-21	0.9%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2021-22	2.2%	0.1%	-	-	-	-	-	-	-	-	-	-	-
2020-21	2.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	89.7%	99.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.5%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.0%	99.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.6%	99.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021													
Graduated	90.0%	98.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	98.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	99.1%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.2%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	99.2%	-	-	-	-	-	-	-	-	-	-	-

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.7%	99.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	92.2%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	98.9%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.7%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	92.6%	98.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	1.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	98.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	98.5%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2022	89.7%	97.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	90.0%	96.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2022	59.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2022	3.7%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	3.8%	0.2%	-	-	642	-	-	-	-	-	-	-	-
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 2022	84.3%	99.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	81.9%	97.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2022	88.0%	99.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	85.7%	97.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
2020-21	43.8%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2021-22	3.9%	0.1%	-	-	-	-	-	-	-	-	-	-	-
2020-21	3.8%	0.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2021-22	82.3%	98.7%	-	-	-	-	-	-	-	-	-	-	-
2020-21	80.4%	96.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2021-22	86.0%	98.7%	-	-	-	-	-	-	-	-	-	-	-
2020-21	84.1%	96.7%	-	-	-	-	-	-	-	-	-	-	-

	Campus Count	Campus Percent	District Count	State Count
Graduates (2021-22 Annual Graduates)				
Total Graduates	-	-	1,578	368,686
By Ethnicity:				
African American	-	-	6	45,227
Hispanic	-	-	1,475	191,125
White	-	-	63	103,171
American Indian	-	-	2	1,159
Asian	-	-	24	18,794
Pacific Islander	-	-	0	569
Two or More Races	-	-	8	8,641
By Graduation Type:				
Minimum H.S. Program	-	-	0	433
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	134
Foundation H.S. Program (No Endorsement)	-	-	20	51,023
Foundation H.S. Program (Endorsement)	-	-	1	14,179
Foundation H.S. Program (DLA)	-	-	1,557	302,917
Special Education Graduates	-	-	121	32,447
Economically Disadvantaged Graduates	-	-	1,047	194,571
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	259	40,398
At-Risk Graduates	-	-	755	159,689

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	754	100.0%	20,343	5,504,150	755	100.0%	20,399	5,518,432
Students by Grade:								
Early Childhood Education	0	0.0%	0.2%	0.3%	1	0.1%	0.2%	0.5%
Pre-Kindergarten	43	5.7%	5.4%	4.4%	43	5.7%	5.5%	4.4%
Pre-Kindergarten: 3-year Old	0	0.0%	1.4%	0.7%	0	0.0%	1.5%	0.7%
Pre-Kindergarten: 4-year Old	43	5.7%	4.0%	3.7%	43	5.7%	4.1%	3.7%
Kindergarten	103	13.7%	5.8%	6.7%	103	13.6%	5.8%	6.7%
Grade 1	121	16.0%	6.5%	7.2%	121	16.0%	6.5%	7.2%
Grade 2	125	16.6%	6.5%	7.2%	125	16.6%	6.5%	7.2%
Grade 3	107	14.2%	6.4%	7.2%	107	14.2%	6.4%	7.1%
Grade 4	118	15.6%	6.6%	7.2%	118	15.6%	6.6%	7.1%
Grade 5	137	18.2%	7.3%	7.2%	137	18.1%	7.3%	7.2%
Grade 6	0	0.0%	7.3%	7.3%	0	0.0%	7.3%	7.2%
Grade 7	0	0.0%	7.4%	7.4%	0	0.0%	7.4%	7.4%
Grade 8	0	0.0%	7.7%	7.7%	0	0.0%	7.6%	7.7%
Grade 9	0	0.0%	9.0%	8.7%	0	0.0%	9.0%	8.7%
Grade 10	0	0.0%	9.2%	7.9%	0	0.0%	9.2%	7.9%
Grade 11	0	0.0%	7.6%	7.0%	0	0.0%	7.6%	7.0%
Grade 12	0	0.0%	7.1%	6.6%	0	0.0%	7.1%	6.6%
Ethnic Distribution:								
African American	2	0.3%	0.4%	12.8%	2	0.3%	0.4%	12.8%
Hispanic	665	88.2%	93.6%	53.0%	666	88.2%	93.5%	52.9%
White	80	10.6%	4.4%	25.6%	80	10.6%	4.5%	25.7%
American Indian	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Asian	5	0.7%	1.2%	5.1%	5	0.7%	1.2%	5.1%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	2	0.3%	0.4%	3.0%	2	0.3%	0.4%	3.0%
Sex:								
Female	352	46.7%	48.4%	48.8%	352	46.6%	48.4%	48.8%
Male	402	53.3%	51.6%	51.2%	403	53.4%	51.6%	51.2%
Economically Disadvantaged	456	60.5%	72.6%	62.1%	456	60.4%	72.5%	62.0%
Non-Educationally Disadvantaged	298	39.5%	27.4%	37.9%	299	39.6%	27.5%	38.0%
Section 504 Students	75	9.9%	10.0%	7.4%	75	9.9%	10.0%	7.4%
EB Students/EL	231	30.6%	36.0%	23.1%	231	30.6%	36.0%	23.0%
Students w/ Disciplinary Placements (2021-22)	0	0.0%	1.8%	1.5%				

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Students w/ Dyslexia	78	10.3%	8.8%	5.5%	78	10.3%	8.8%	5.5%
Foster Care	1	0.1%	0.1%	0.2%	1	0.1%	0.1%	0.2%
Homeless	4	0.5%	1.4%	1.3%	4	0.5%	1.4%	1.3%
Immigrant	18	2.4%	2.4%	2.2%	18	2.4%	2.4%	2.2%
Migrant	4	0.5%	1.8%	0.3%	4	0.5%	1.8%	0.3%
Title I	754	100.0%	95.8%	64.6%	755	100.0%	95.7%	64.6%
Military Connected	6	0.8%	0.4%	3.6%	6	0.8%	0.4%	3.6%
At-Risk	328	43.5%	59.1%	53.3%	328	43.4%	59.0%	53.3%
Students by Instructional Program:								
Bilingual/ESL Education	245	32.5%	38.3%	23.2%	245	32.5%	38.3%	23.2%
Career and Technical Education	0	0.0%	34.6%	26.5%				
Career and Technical Education (9-12 grades only)	0	0.0%	83.9%	72.3%				
Gifted and Talented Education	127	16.8%	11.5%	8.2%	127	16.8%	11.5%	8.2%
Special Education	89	11.8%	14.2%	12.6%	90	11.9%	14.3%	12.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	89							
By Type of Primary Disability Students with Intellectual Disabilities	49	55.1%	48.5%	44.1%				
Students with Physical Disabilities	22	24.7%	18.4%	20.0%				
Students with Autism	13	14.6%	15.4%	15.5%				
Students with Behavioral Disabilities	5	5.6%	16.5%	18.8%				
Students with Non-Categorical Early Childhood	0	0.0%	1.2%	1.6%				
Mobility (2021-22):								
Total Mobile Students	76	11.3%	15.8%	16.8%				
By Ethnicity: African American	0	0.0%	0.1%	3.3%				
Hispanic	71	10.5%	14.9%	8.7%				
White	4	0.6%	0.5%	3.4%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.1%	0.7%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	1	0.1%	0.1%	0.6%				
Count and Percent of Special Ed Students who are Mobile	9	8.5%	16.1%	18.6%				
Count and Percent of EB Students/EL who are Mobile	30	14.2%	18.4%	17.1%				
Count and Percent of Econ Dis Students who are Mobile	53	13.2%	17.4%	18.7%				
Student Attrition (2021-22):	649							
Total Student Attrition	105	16.4%	16.4%	18.1%				

	--Non-Special Education Rates--			---Special Education Rates---		
Student Information	**Campus**	**District**	**State**	**Campus**	**District**	**State**
Retention Rates by Grade:						
Kindergarten	8.9%	2.1%	1.5%	0.0%	3.3%	4.5%
Grade 1	6.7%	4.0%	2.5%	0.0%	5.2%	3.6%
Grade 2	1.1%	2.3%	1.6%	0.0%	3.3%	2.0%
Grade 3	2.0%	0.9%	0.8%	0.0%	0.8%	0.9%
Grade 4	0.0%	0.1%	0.5%	0.0%	0.0%	0.5%
Grade 5	0.0%	0.1%	0.3%	0.0%	0.0%	0.4%
Grade 6	-	0.4%	0.3%	-	0.0%	0.4%
Grade 7	-	0.4%	0.4%	-	0.0%	0.5%
Grade 8	-	0.4%	0.4%	-	0.5%	0.5%
Grade 9	-	10.8%	8.7%	-	16.8%	12.6%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	18.7	18.0	18.7
Grade 1	17.5	17.3	19.1
Grade 2	19.2	18.2	19.1
Grade 3	16.2	17.7	19.3
Grade 4	17.3	18.3	19.4
Grade 5	20.4	20.0	20.8
Grade 6	-	21.5	19.2
Secondary:			
English/Language Arts	-	15.0	16.2
Foreign Languages	-	17.1	18.8
Mathematics	-	18.0	17.5
Science	-	19.0	18.5
Social Studies	-	19.0	18.9

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Total Staff	77.6	100.0%	100.0%	100.0%
Professional Staff:	63.7	82.1%	61.1%	64.1%
Teachers	50.8	65.6%	44.6%	48.7%
Professional Support	8.8	11.4%	12.2%	10.9%
Campus Administration (School Leadership)	4.0	5.2%	3.2%	3.3%
Educational Aides:	13.9	17.9%	12.4%	11.3%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	29.0	4,258.0
Part-time Librarians	0.0	n/a	0.0	646.0
Full-time Counselors	2.0	n/a	76.0	13,815.0
Part-time Counselors	0.0	n/a	2.0	1,240.0
Total Minority Staff:	63.4	81.8%	92.7%	53.2%
Teachers by Ethnicity:				
African American	0.0	0.0%	0.6%	11.8%
Hispanic	38.7	76.1%	88.2%	29.6%
White	12.0	23.6%	9.8%	54.9%
American Indian	0.0	0.0%	0.0%	0.3%
Asian	0.2	0.3%	0.9%	2.0%
Pacific Islander	0.0	0.0%	0.1%	0.1%
Two or More Races	0.0	0.0%	0.4%	1.2%
Teachers by Sex:				
Males	0.2	0.4%	29.3%	24.4%
Females	50.6	99.6%	70.7%	75.6%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.7%	2.0%
Bachelors	39.6	78.0%	79.5%	72.2%
Masters	11.2	22.0%	19.7%	25.0%
Doctorate	0.0	0.0%	0.1%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	1.0	2.0%	3.9%	9.7%
1-5 Years Experience	5.1	9.9%	19.0%	26.3%
6-10 Years Experience	6.0	11.8%	22.9%	20.5%
11-20 Years Experience	24.7	48.6%	34.2%	27.2%
21-30 Years Experience	12.1	23.7%	15.4%	13.3%
Over 30 Years Experience	2.0	4.0%	4.7%	2.9%

Texas Education Agency
2022-23 Staff Information (TAPR)
MILAM EL (108906111) - MCALLEN ISD - HIDALGO COUNTY

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Number of Students per Teacher	14.8	n/a	13.6	14.8

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	6.0	6.6	6.1
Average Years Experience of Principals with District	6.0	6.6	5.3
Average Years Experience of Assistant Principals	5.5	6.1	5.2
Average Years Experience of Assistant Principals with District	2.5	5.3	4.4
Average Years Experience of Teachers:	16.2	13.5	11.0
Average Years Experience of Teachers with District:	13.2	10.3	6.9
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$52,151	$50,549	$53,300
1-5 Years Experience	$53,887	$53,264	$56,516
6-10 Years Experience	$56,160	$56,886	$59,732
11-20 Years Experience	$60,524	$60,642	$63,389
21-30 Years Experience	$66,137	$66,288	$67,876
Over 30 Years Experience	$74,807	$73,268	$72,560
Average Actual Salaries (regular duties only):			
Teachers	$61,084	$59,446	$60,717
Professional Support	$66,491	$67,588	$72,022
Campus Administration (School Leadership)	$78,604	$76,926	$85,167
Instructional Staff Percent:	n/a	63.8%	65.1%
Contracted Instructional Staff (not incl. above):	0.0	1.5	2,105.4

	----- Campus -----			
Program Information	**Count**	**Percent**	**District**	**State**
Teachers by Program (population served):				
Bilingual/ESL Education	3.9	7.7%	6.4%	5.9%
Career and Technical Education	0.0	0.0%	6.3%	5.4%
Compensatory Education	0.0	0.0%	3.1%	3.2%
Gifted and Talented Education	9.0	17.7%	1.4%	1.7%
Regular Education	34.6	68.1%	66.7%	70.6%
Special Education	652 3.3	6.6%	8.9%	9.7%
Other	0.0	0.0%	7.2%	3.5%

- 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.

2022-23 Texas Academic Performance Report (TAPR)

District Name: MCALLEN ISD

Campus Name: DR PABLO PEREZ

Campus Number: 108906128

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	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2023	76%	79%	**81%**	-	80%	86%	-	*	-	*	64%	*	78%	100%	77%	71%
	2022	76%	81%	**93%**	-	93%	*	-	*	-	*	40%	-	93%	94%	88%	86%
At Meets Grade Level or Above	2023	50%	54%	**52%**	-	50%	71%	-	*	-	*	50%	*	51%	60%	43%	50%
	2022	51%	57%	**69%**	-	69%	*	-	*	-	*	40%	-	68%	75%	60%	64%
At Masters Grade Level	2023	20%	26%	**21%**	-	17%	43%	-	*	-	*	0%	*	17%	40%	10%	21%
	2022	30%	33%	**45%**	-	44%	*	-	*	-	*	10%	-	44%	50%	33%	50%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2023	73%	78%	**79%**	-	80%	71%	-	*	-	*	50%	*	76%	100%	77%	64%
	2022	71%	74%	**86%**	-	86%	*	-	*	-	*	50%	-	87%	81%	81%	86%
At Meets Grade Level or Above	2023	45%	49%	**49%**	-	45%	71%	-	*	-	*	36%	*	49%	50%	47%	43%
	2022	43%	48%	**60%**	-	59%	*	-	*	-	*	30%	-	58%	69%	54%	57%
At Masters Grade Level	2023	19%	18%	**16%**	-	16%	14%	-	*	-	*	7%	*	16%	20%	7%	14%
	2022	21%	24%	**28%**	-	26%	*	-	*	-	*	0%	-	27%	31%	19%	29%
Grade 4 Reading																	
At Approaches Grade Level or Above	2023	77%	80%	**92%**	-	94%	*	-	*	-	*	82%	-	91%	96%	94%	93%
	2022	77%	81%	**82%**	-	81%	*	-	-	-	*	42%	*	77%	100%	75%	69%
At Meets Grade Level or Above	2023	48%	55%	**62%**	-	62%	*	-	*	-	*	36%	-	65%	54%	61%	67%
	2022	54%	60%	**69%**	-	69%	*	-	-	-	*	37%	*	68%	70%	57%	54%
At Masters Grade Level	2023	22%	29%	**34%**	-	33%	*	-	*	-	*	9%	-	35%	33%	23%	47%
	2022	28%	31%	**39%**	-	39%	*	-	-	-	*	5%	*	43%	25%	32%	23%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2023	71%	78%	**87%**	-	87%	*	-	*	-	*	55%	-	91%	75%	81%	87%
	2022	70%	79%	**83%**	-	82%	*	-	-	-	*	42%	*	78%	100%	77%	73%
At Meets Grade Level or Above	2023	48%	57%	**67%**	-	66%	*	-	*	-	*	27%	-	70%	58%	58%	67%
	2022	43%	55%	**62%**	-	61%	*	-	-	-	*	32%	*	55%	85%	50%	42%
At Masters Grade Level	2023	22%	28%	**26%**	-	23%	*	-	*	-	*	9%	-	25%	29%	19%	40%
	2022	23%	32%	**39%**	-	39%	*	-	-	-	*	11%	*	38%	45%	32%	27%
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	2023	81%	86%	**93%**	-	92%	*	-	*	-	*	71%	*	91%	100%	96%	84%
	2022	81%	86%	**88%**	-	88%	*	-	-	-	-	33%	-	89%	85%	80%	82%
At Meets Grade Level or Above	2023	57%	66%	**79%**	-	79%	*	-	*	-	*	43%	*	74%	95%	75%	56%
	2022	58%	66%	**69%**	-	69%	*	-	-	-	-	22%	-	75%	55%	63%	55%
At Masters Grade Level	2023	28%	40%	**55%**	-	55%	*	-	*	-	*	14%	*	55%	52%	54%	36%
	2022	36%	42%	**48%**	-	50%	*	-	-	-	-	0%	-	56%	25%	37%	27%
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2023	80%	86%	**96%**	-	96%	*	-	*	-	*	90%	*	95%	100%	92%	96%
	2022	77%	86%	**87%**	-	88%	*	-	-	-	-	44%	-	85%	90%	77%	82%
At Meets Grade Level or Above	2023	51%	60%	**73%**	-	71%	*	-	*	-	*	52%	*	68%	90%	63%	56%
	2022	48%	57%	**65%**	-	65%	*	-	-	-	-	22%	-	69%	55%	54%	64%
At Masters Grade Level	2023	21%	25%	**25%**	-	26%	*	-	*	-	*	10%	*	24%	29%	21%	12%
	2022	25%	32%	**37%**	-	38%	*	-	-	-	-	0%	-	40%	30%	23%	27%
Grade 5 Science																	
At Approaches Grade Level or Above	2023	65%	68%	**73%**	-	71%	*	-	*	-	*	43%	*	69%	86%	58%	50%
	2022	66%	67%	**67%**	-	67%	*	-	-	-	-	22%	-	73%	50%	57%	64%
At Meets Grade Level or Above	2023	36%	37%	**40%**	-	39%	*	-	*	-	*	24%	*	38%	48%	25%	31%
	2022	38%	39%	**44%**	-	46%	*	-	-	-	-	22%	-	53%	20%	29%	45%
At Masters Grade Level	2023	16%	17%	**22%**	-	21%	*	-	*	-	*	5%	*	20%	29%	17%	12%
	2022	18%	19%	**21%**	-	22%	*	-	-	-	-	0%	-	27%	5%	6%	18%
All Grades All Subjects																	
At Approaches Grade Level or Above	2023	76%	80%	**86%**	-	86%	85%	-	100%	-	89%	65%	100%	85%	92%	82%	78%
	2022	74%	79%	**84%**	-	84%	87%	-	*	-	100%	40%	*	83%	86%	77%	76%
At Meets Grade Level or Above	2023	49%	55%	**61%**	-	60%	74%	-	100%	-	56%	39%	80%	59%	66%	53%	51%
	2022	48%	54%	**63%**	-	63%	61%	-	*	-	50%	31%	*	63%	61%	53%	53%
At Masters Grade Level	2023	20%	24%	**29%**	-	28%	35%	-	86%	-	22%	8%	40%	28%	34%	21%	25%
	2022	23%	27%	**37%**	-	37%	35%	-	*	-	33%	5%	*	39%	30%	26%	28%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2023	77%	82%	**89%**	-	90%	87%	-	*	-	*	72%	*	87%	98%	88%	83%
	2022	75%	80%	**88%**	-	87%	100%	-	*	-	*	39%	*	86%	93%	81%	76%

	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	2023	53%	61%	**66%**	-	65%	73%	-	*	-	*	43%	*	64%	71%	59%	57%
	2022	53%	60%	**69%**	-	69%	70%	-	*	-	*	34%	*	70%	66%	60%	57%
At Masters Grade Level	2023	20%	27%	**38%**	-	37%	47%	-	*	-	*	9%	*	37%	42%	27%	35%
	2022	25%	30%	**44%**	-	44%	40%	-	*	-	*	5%	*	47%	32%	34%	31%
All Grades Mathematics																	
At Approaches Grade Level or Above	2023	75%	80%	**88%**	-	88%	80%	-	*	-	*	70%	*	88%	89%	82%	85%
	2022	72%	78%	**85%**	-	85%	80%	-	*	-	*	45%	*	84%	91%	79%	78%
At Meets Grade Level or Above	2023	45%	51%	**64%**	-	62%	80%	-	*	-	*	41%	*	63%	69%	55%	56%
	2022	42%	48%	**62%**	-	62%	70%	-	*	-	*	29%	*	60%	70%	53%	51%
At Masters Grade Level	2023	19%	22%	**23%**	-	22%	27%	-	*	-	*	9%	*	22%	27%	15%	20%
	2022	20%	25%	**35%**	-	34%	40%	-	*	-	*	5%	*	34%	36%	24%	27%
All Grades Science																	
At Approaches Grade Level or Above	2023	77%	77%	**73%**	-	71%	*	-	*	-	*	43%	*	69%	86%	58%	50%
	2022	76%	80%	**67%**	-	67%	*	-	-	-	-	22%	-	73%	50%	57%	64%
At Meets Grade Level or Above	2023	47%	47%	**40%**	-	39%	*	-	*	-	*	24%	*	38%	48%	25%	31%
	2022	47%	52%	**44%**	-	46%	*	-	-	-	-	22%	-	53%	20%	29%	45%
At Masters Grade Level	2023	18%	18%	**22%**	-	21%	*	-	*	-	*	5%	*	20%	29%	17%	12%
	2022	21%	23%	**21%**	-	22%	*	-	-	-	-	0%	-	27%	5%	6%	18%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2023	37%	40%	**40%**	-	38%	57%	-	*	-	*	29%	*	38%	50%	37%	43%
	2022	36%	42%	**54%**	-	53%	*	-	*	-	*	30%	-	52%	63%	46%	57%
Reading and Mathematics Including EOC	2023	37%	40%	**40%**	-	38%	57%	-	*	-	*	29%	*	38%	50%	37%	43%
	2022	36%	42%	**54%**	-	53%	*	-	*	-	*	30%	-	52%	63%	46%	57%
Reading Including EOC	2023	50%	54%	**52%**	-	50%	71%	-	*	-	*	50%	*	51%	60%	43%	50%
	2022	51%	57%	**69%**	-	69%	*	-	*	-	*	40%	-	68%	75%	60%	64%
Math Including EOC	2023	45%	49%	**49%**	-	45%	71%	-	*	-	*	36%	*	49%	50%	47%	43%
	2022	43%	48%	**60%**	-	59%	*	-	*	-	*	30%	-	58%	69%	54%	57%
4th Graders																	
Reading and Mathematics	2023	38%	46%	**53%**	-	51%	*	-	*	-	*	27%	-	57%	42%	48%	47%
	2022	36%	46%	**56%**	-	56%	*	-	-	-	*	32%	*	54%	65%	43%	42%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading and Mathematics Including EOC	2023	38%	46%	**53%**	-	51%	*	-	*	-	*	27%	-	57%	42%	48%	47%
	2022	36%	46%	**56%**	-	56%	*	-	-	-	*	32%	*	54%	65%	43%	42%
Reading Including EOC	2023	48%	55%	**62%**	-	62%	*	-	*	-	*	36%	-	65%	54%	61%	67%
	2022	54%	60%	**69%**	-	69%	*	-	-	-	*	37%	*	68%	70%	57%	54%
Math Including EOC	2023	48%	57%	**67%**	-	66%	*	-	*	-	*	27%	-	70%	58%	58%	67%
	2022	43%	55%	**62%**	-	61%	*	-	-	-	*	32%	*	55%	85%	50%	42%
5th Graders																	
Reading and Mathematics	2023	43%	53%	**69%**	-	69%	*	-	*	-	*	43%	*	64%	90%	58%	48%
	2022	41%	51%	**60%**	-	60%	*	-	-	-	-	22%	-	65%	45%	46%	45%
Reading and Mathematics Including EOC	2023	43%	53%	**69%**	-	69%	*	-	*	-	*	43%	*	64%	90%	58%	48%
	2022	41%	51%	**60%**	-	60%	*	-	-	-	-	22%	-	65%	45%	46%	45%
Reading Including EOC	2023	57%	66%	**79%**	-	79%	*	-	*	-	*	43%	*	74%	95%	75%	56%
	2022	58%	66%	**69%**	-	69%	*	-	-	-	-	22%	-	75%	55%	63%	55%
Math Including EOC	2023	51%	60%	**73%**	-	71%	*	-	*	-	*	52%	*	68%	90%	63%	56%
	2022	48%	57%	**65%**	-	65%	*	-	-	-	-	22%	-	69%	55%	54%	64%
3rd - 8th Graders																	
Reading and Mathematics	2023	37%	44%	**55%**	-	54%	67%	-	*	-	*	35%	*	53%	62%	47%	46%
	2022	34%	41%	**57%**	-	56%	70%	-	*	-	*	29%	*	56%	57%	45%	47%
Reading and Mathematics Including EOC	2023	39%	46%	**55%**	-	54%	67%	-	*	-	*	35%	*	53%	62%	47%	46%
	2022	36%	44%	**57%**	-	56%	70%	-	*	-	*	29%	*	56%	57%	45%	47%
Reading Including EOC	2023	53%	61%	**66%**	-	65%	73%	-	*	-	*	43%	*	64%	71%	59%	57%
	2022	53%	61%	**69%**	-	69%	70%	-	*	-	*	34%	*	70%	66%	60%	57%
Math Including EOC	2023	47%	53%	**64%**	-	62%	80%	-	*	-	*	41%	*	63%	69%	55%	56%
	2022	43%	50%	**62%**	-	62%	70%	-	*	-	*	29%	*	60%	70%	53%	51%

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

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress - Annual Growth by Grade and Subject																	
Grade 4 ELA/Reading	2023	55%	57%	**59%**	-	58%	*	-	*	-	*	70%	-	60%	57%	60%	63%
Grade 4 Mathematics	2023	63%	70%	**70%**	-	68%	*	-	*	-	*	55%	-	72%	61%	64%	80%
Grade 5 ELA/Reading	2023	65%	77%	**84%**	-	84%	*	-	-	-	*	70%	*	82%	89%	92%	80%
Grade 5 Mathematics	2023	71%	71%	**68%**	-	68%	*	-	-	-	*	78%	*	68%	68%	65%	62%
All Grades Both Subjects	2023	64%	67%	**70%**	-	70%	78%	-	*	-	75%	70%	*	71%	68%	69%	71%
All Grades ELA/Reading	2023	63%	67%	**72%**	-	71%	75%	-	*	-	*	70%	*	71%	72%	75%	74%
All Grades Mathematics	2023	66%	67%	**69%**	-	68%	81%	-	*	-	*	70%	*	70%	65%	64%	69%
School Progress - Accelerated Learning by Grade and Subject																	
Grade 4 ELA/Reading	2023	33%	26%	*	-	*	-	-	-	-	-	*	-	*	*	*	*
Grade 4 Mathematics	2023	27%	30%	**40%**	-	44%	*	-	-	-	-	*	-	43%	*	50%	*
Grade 5 ELA/Reading	2023	37%	44%	**53%**	-	53%	-	-	-	-	-	45%	-	53%	-	83%	50%
Grade 5 Mathematics	2023	48%	54%	**73%**	-	73%	-	-	-	-	-	80%	-	71%	*	60%	86%
All Grades Both Subjects	2023	38%	41%	**59%**	-	60%	*	-	-	-	-	59%	-	59%	60%	68%	58%
All Grades ELA/Reading	2023	35%	40%	**58%**	-	58%	-	-	-	-	-	53%	-	56%	*	88%	50%
All Grades Mathematics	2023	40%	43%	**60%**	-	63%	*	-	-	-	-	64%	-	62%	*	55%	67%

* 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	2023	76%	80%	**86%**	75%	*	-	72%	77%	-	81%	81%	-	-	71%	89%	73%	100%
	2022	74%	79%	**84%**	72%	*	-	51%	88%	-	78%	78%	-	-	100%	86%	70%	100%
At Meets Grade Level or Above	2023	49%	55%	**61%**	48%	*	-	39%	56%	-	52%	52%	-	-	57%	64%	45%	86%
	2022	48%	54%	**63%**	49%	*	-	35%	58%	-	78%	78%	-	-	43%	65%	46%	83%
At Masters Grade Level	2023	20%	24%	**29%**	18%	*	-	15%	17%	-	38%	38%	-	-	29%	30%	19%	55%
	2022	23%	27%	**37%**	28%	*	-	16%	35%	-	33%	33%	-	-	14%	39%	21%	57%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2023	77%	82%	**89%**	82%	*	-	81%	81%	-	89%	89%	-	-	*	91%	80%	100%
	2022	75%	80%	**88%**	73%	*	-	50%	94%	-	*	*	-	-	*	91%	70%	100%
At Meets Grade Level or Above	2023	53%	61%	**66%**	53%	*	-	38%	62%	-	67%	67%	-	-	*	68%	51%	89%
	2022	53%	60%	**69%**	51%	*	-	39%	61%	-	*	*	-	-	*	72%	48%	91%
At Masters Grade Level	2023	20%	27%	**38%**	26%	*	-	31%	19%	-	44%	44%	-	-	*	39%	24%	89%
	2022	25%	30%	**44%**	35%	*	-	17%	50%	-	*	*	-	-	*	47%	25%	55%
All Grades Mathematics																		
At Approaches Grade Level or Above	2023	75%	80%	**88%**	87%	*	-	94%	81%	-	78%	78%	-	-	*	89%	82%	100%
	2022	72%	78%	**85%**	76%	*	-	56%	94%	-	*	*	-	-	*	87%	73%	100%
At Meets Grade Level or Above	2023	45%	51%	**64%**	55%	*	-	56%	57%	-	44%	44%	-	-	*	66%	49%	89%
	2022	42%	48%	**62%**	49%	*	-	33%	61%	-	*	*	-	-	*	65%	45%	73%
At Masters Grade Level	2023	19%	22%	**23%**	16%	*	-	13%	19%	-	33%	33%	-	-	*	24%	18%	33%
	2022	20%	25%	**35%**	24%	*	-	17%	28%	-	*	*	-	-	*	37%	20%	55%
All Grades Science																		
At Approaches Grade Level or Above	2023	77%	77%	**73%**	43%	*	-	36%	50%	-	*	*	-	-	*	81%	41%	*
	2022	76%	80%	**67%**	50%	-	-	*	57%	-	*	*	-	-	*	67%	60%	*
At Meets Grade Level or Above	2023	47%	47%	**40%**	29%	*	-	21%	33%	-	*	*	-	-	*	43%	23%	*
	2022	47%	52%	**44%**	38%	-	-	*	43%	-	*	*	-	-	*	44%	40%	*
At Masters Grade Level	2023	18%	18%	**22%**	5%	*	-	0%	0%	-	*	*	-	-	*	26%	9%	*
	2022	21%	23%	**21%**	13%	-	-	*	14%	-	*	*	-	-	*	22%	10%	*
School Progress - Annual Growth																		
All Grades Both Subjects	2023	64%	67%	**70%**	69%	*	-	67%	73%	-	70%	70%	-	-	*	70%	66%	89%
All Grades ELA/Reading	2023	63%	67%	**72%**	69%	*	-	69%	67%	-	100%	100%	-	-	*	71%	68%	94%
All Grades Mathematics	2023	66%	67%	**69%**	69%	*	-	66%	79%	-	40%	40%	-	-	*	69%	65%	83%
School Progress - Accelerated Learning																		
All Grades Both Subjects	2023	38%	41%	**59%**	69%	-	-	69%	-	-	*	*	-	-	*	60%	58%	-

	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 ELA/Reading	2023	35%	40%	**58%**	57%	-	-	57%	-	-	*	*	-	-	*	67%	50%	-
All Grades Mathematics	2023	40%	43%	**60%**	83%	-	-	83%	-	-	*	*	-	-	*	56%	67%	-

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2023 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	**100%**	-	100%	100%	-	100%	-	100%	100%	100%	100%	99%	100%	100%
Included in Accountability	93%	93%	**94%**	-	94%	100%	-	100%	-	100%	91%	100%	99%	81%	87%	91%
Not Included in Accountability: Mobile	4%	3%	**4%**	-	4%	0%	-	0%	-	0%	4%	0%	1%	11%	7%	1%
Not Included in Accountability: Other Exclusions	2%	3%	**2%**	-	2%	0%	-	0%	-	0%	5%	0%	0%	7%	5%	8%
Not Tested	1%	0%	**0%**	-	0%	0%	-	0%	-	0%	0%	0%	0%	1%	0%	0%
Absent	1%	0%	**0%**	-	0%	0%	-	0%	-	0%	0%	0%	0%	1%	0%	0%
Other	0%	0%	**0%**	-	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	100%	**100%**	-	100%	100%	-	*	-	*	100%	*	100%	100%	100%	100%
Included in Accountability	92%	91%	**94%**	-	93%	100%	-	*	-	*	90%	*	99%	80%	87%	89%
Not Included in Accountability: Mobile	4%	3%	**4%**	-	4%	0%	-	*	-	*	4%	*	1%	12%	7%	2%
Not Included in Accountability: Other Exclusions	3%	6%	**2%**	-	2%	0%	-	*	-	*	6%	*	0%	9%	6%	10%
Not Tested	1%	0%	**0%**	-	0%	0%	-	*	-	*	0%	*	0%	0%	0%	0%
Absent	1%	0%	**0%**	-	0%	0%	-	*	-	*	0%	*	0%	0%	0%	0%
Other	0%	0%	**0%**	-	0%	0%	-	*	-	*	0%	*	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	100%	**100%**	-	100%	100%	-	*	-	*	100%	*	100%	100%	100%	100%
Included in Accountability	94%	94%	**94%**	-	93%	100%	-	*	-	*	90%	*	99%	80%	87%	89%
Not Included in Accountability: Mobile	5%	4%	**4%**	-	4%	0%	-	*	-	*	4%	*	1%	12%	7%	2%
Not Included in Accountability: Other Exclusions	1%	2%	**2%**	-	2%	0%	-	*	-	*	6%	*	0%	9%	6%	10%
Not Tested	1%	0%	**0%**	-	0%	0%	-	*	-	*	0%	*	0%	0%	0%	0%
Absent	1%	0%	**0%**	-	0%	0%	-	*	-	*	0%	*	0%	0%	0%	0%
Other	0%	0%	**0%**	-	0%	0%	-	*	-	*	0%	*	0%	0%	0%	0%
Science																
Assessment Participant	99%	99%	**99%**	-	99%	*	-	*	-	*	100%	*	100%	96%	100%	100%
Included in Accountability	93%	95%	**97%**	-	97%	*	-	*	-	*	95%	*	100%	88%	92%	100%
Not Included in Accountability: Mobile	4%	3%	**2%**	-	2%	*	-	*	-	*	5%	*	0%	8%	8%	0%
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	-	0%	*	-	*	-	*	0%	*	0%	0%	0%	0%
Not Tested	1%	1%	**1%**	-	1%	*	-	*	-	*	0%	*	0%	4%	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%	0%	**1%**	-	1%	*	-	*	-	*	0%	*	0%	4%	0%	0%
Other	0%	1%	**0%**	-	0%	*	-	*	-	*	0%	*	0%	0%	0%	0%
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**100%**	-	100%	100%	-	*	-	100%	100%	*	100%	100%	100%	100%
Included in Accountability	93%	92%	**93%**	-	93%	79%	-	*	-	100%	98%	*	98%	79%	94%	88%
Not Included in Accountability: Mobile	5%	4%	**5%**	-	5%	21%	-	*	-	0%	2%	*	2%	15%	5%	4%
Not Included in Accountability: Other Exclusions	1%	3%	**2%**	-	2%	0%	-	*	-	0%	0%	*	0%	6%	1%	8%
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%	1%	**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%	90%	**93%**	-	94%	83%	-	*	-	*	97%	*	98%	80%	95%	89%
Not Included in Accountability: Mobile	5%	4%	**5%**	-	5%	17%	-	*	-	*	3%	*	2%	14%	4%	4%
Not Included in Accountability: Other Exclusions	2%	5%	**1%**	-	2%	0%	-	*	-	*	0%	*	0%	6%	1%	7%
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	93%	92%	**93%**	-	94%	83%	-	*	-	*	97%	*	98%	80%	95%	89%
Not Included in Accountability: Mobile	5%	4%	**5%**	-	5%	17%	-	*	-	*	3%	*	2%	14%	4%	4%
Not Included in Accountability: Other Exclusions	1%	2%	**1%**	-	2%	0%	-	*	-	*	0%	*	0%	6%	1%	7%
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%	1%	**0%**	-	0%	0%	-	*	-	*	0%	*	0%	0%	0%	0%
Science																
Assessment Participant	98%	99%	**100%**	-	100%	100%	-	-	-	-	100%	-	100%	100%	100%	100%
Included in Accountability	93%	93%	**90%**	-	92%	60%	-	-	-	-	100%	-	98%	74%	90%	79%
Not Included in Accountability: Mobile	4%	4%	**7%**	-	5%	40%	664	-	-	-	0%	-	2%	19%	8%	7%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Other Exclusions	1%	2%	**2%**	-	3%	0%	-	-	-	-	0%	-	0%	7%	3%	14%
Not Tested	2%	1%	**0%**	-	0%	0%	-	-	-	-	0%	-	0%	0%	0%	0%
Absent	1%	0%	**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.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2021-22	92.2%	92.1%	**94.9%**	*	95.0%	93.1%	-	*	-	*	94.0%	93.8%	94.9%
2020-21	95.0%	97.3%	**97.6%**	*	97.5%	98.7%	-	*	-	99.7%	96.2%	96.1%	96.9%
Chronic Absenteeism													
2021-22	25.7%	26.6%	**13.0%**	*	12.1%	29.2%	-	0.0%	-	0.0%	20.3%	17.9%	13.2%
2020-21	15.0%	8.6%	**8.8%**	*	9.4%	4.8%	-	0.0%	-	0.0%	12.1%	13.2%	7.2%
Annual Dropout Rate (Gr 7-8)													
2021-22	0.7%	0.1%	-	-	-	-	-	-	-	-	-	-	-
2020-21	0.9%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2021-22	2.2%	0.1%	-	-	-	-	-	-	-	-	-	-	-
2020-21	2.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	89.7%	99.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.5%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.0%	99.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.6%	99.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021													
Graduated	90.0%	98.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	98.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	99.1%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.2%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	99.2%	-	-	-	-	-	-	-	-	-	-	-

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.7%	99.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	92.2%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	98.9%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.7%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	92.6%	98.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	1.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	98.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	98.5%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2022	89.7%	97.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	90.0%	96.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2022	59.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2022	3.7%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	3.8%	0.2%	-	-	667	-	-	-	-	-	-	-	-
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 2022	84.3%	99.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	81.9%	97.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2022	88.0%	99.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	85.7%	97.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
2020-21	43.8%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2021-22	3.9%	0.1%	-	-	-	-	-	-	-	-	-	-	-
2020-21	3.8%	0.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2021-22	82.3%	98.7%	-	-	-	-	-	-	-	-	-	-	-
2020-21	80.4%	96.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2021-22	86.0%	98.7%	-	-	-	-	-	-	-	-	-	-	-
2020-21	84.1%	96.7%	-	-	-	-	-	-	-	-	-	-	-

	Campus Count	Campus Percent	District Count	State Count
Graduates (2021-22 Annual Graduates)				
Total Graduates	-	-	1,578	368,686
By Ethnicity:				
African American	-	-	6	45,227
Hispanic	-	-	1,475	191,125
White	-	-	63	103,171
American Indian	-	-	2	1,159
Asian	-	-	24	18,794
Pacific Islander	-	-	0	569
Two or More Races	-	-	8	8,641
By Graduation Type:				
Minimum H.S. Program	-	-	0	433
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	134
Foundation H.S. Program (No Endorsement)	-	-	20	51,023
Foundation H.S. Program (Endorsement)	-	-	1	14,179
Foundation H.S. Program (DLA)	-	-	1,557	302,917
Special Education Graduates	-	-	121	32,447
Economically Disadvantaged Graduates	-	-	1,047	194,571
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	259	40,398
At-Risk Graduates	-	-	755	159,689

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	536	100.0%	20,343	5,504,150	560	100.0%	20,399	5,518,432
Students by Grade:								
Early Childhood Education	3	0.6%	0.2%	0.3%	3	0.5%	0.2%	0.5%
Pre-Kindergarten	39	7.3%	5.4%	4.4%	62	11.1%	5.5%	4.4%
Pre-Kindergarten: 3-year Old	0	0.0%	1.4%	0.7%	17	3.0%	1.5%	0.7%
Pre-Kindergarten: 4-year Old	39	7.3%	4.0%	3.7%	45	8.0%	4.1%	3.7%
Kindergarten	72	13.4%	5.8%	6.7%	72	12.9%	5.8%	6.7%
Grade 1	77	14.4%	6.5%	7.2%	77	13.8%	6.5%	7.2%
Grade 2	74	13.8%	6.5%	7.2%	74	13.2%	6.5%	7.2%
Grade 3	76	14.2%	6.4%	7.2%	77	13.8%	6.4%	7.1%
Grade 4	99	18.5%	6.6%	7.2%	99	17.7%	6.6%	7.1%
Grade 5	96	17.9%	7.3%	7.2%	96	17.1%	7.3%	7.2%
Grade 6	0	0.0%	7.3%	7.3%	0	0.0%	7.3%	7.2%
Grade 7	0	0.0%	7.4%	7.4%	0	0.0%	7.4%	7.4%
Grade 8	0	0.0%	7.7%	7.7%	0	0.0%	7.6%	7.7%
Grade 9	0	0.0%	9.0%	8.7%	0	0.0%	9.0%	8.7%
Grade 10	0	0.0%	9.2%	7.9%	0	0.0%	9.2%	7.9%
Grade 11	0	0.0%	7.6%	7.0%	0	0.0%	7.6%	7.0%
Grade 12	0	0.0%	7.1%	6.6%	0	0.0%	7.1%	6.6%
Ethnic Distribution:								
African American	1	0.2%	0.4%	12.8%	1	0.2%	0.4%	12.8%
Hispanic	490	91.4%	93.6%	53.0%	512	91.4%	93.5%	52.9%
White	33	6.2%	4.4%	25.6%	35	6.3%	4.5%	25.7%
American Indian	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Asian	7	1.3%	1.2%	5.1%	7	1.3%	1.2%	5.1%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	5	0.9%	0.4%	3.0%	5	0.9%	0.4%	3.0%
Sex:								
Female	241	45.0%	48.4%	48.8%	251	44.8%	48.4%	48.8%
Male	295	55.0%	51.6%	51.2%	309	55.2%	51.6%	51.2%
Economically Disadvantaged	272	50.7%	72.6%	62.1%	277	49.5%	72.5%	62.0%
Non-Educationally Disadvantaged	264	49.3%	27.4%	37.9%	283	50.5%	27.5%	38.0%
Section 504 Students	29	5.4%	10.0%	7.4%	29	5.2%	10.0%	7.4%
EB Students/EL	98	18.3%	36.0%	23.1%	109	19.5%	36.0%	23.0%
Students w/ Disciplinary Placements (2021-22)	0	0.0%	1.8%	1.5%				

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Students w/ Dyslexia	49	9.1%	8.8%	5.5%	49	8.8%	8.8%	5.5%
Foster Care	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Homeless	0	0.0%	1.4%	1.3%	0	0.0%	1.4%	1.3%
Immigrant	6	1.1%	2.4%	2.2%	6	1.1%	2.4%	2.2%
Migrant	6	1.1%	1.8%	0.3%	6	1.1%	1.8%	0.3%
Title I	536	100.0%	95.8%	64.6%	560	100.0%	95.7%	64.6%
Military Connected	11	2.1%	0.4%	3.6%	11	2.0%	0.4%	3.6%
At-Risk	181	33.8%	59.1%	53.3%	192	34.3%	59.0%	53.3%
Students by Instructional Program:								
Bilingual/ESL Education	159	29.7%	38.3%	23.2%	181	32.3%	38.3%	23.2%
Career and Technical Education	0	0.0%	34.6%	26.5%				
Career and Technical Education (9-12 grades only)	0	0.0%	83.9%	72.3%				
Gifted and Talented Education	85	15.9%	11.5%	8.2%	86	15.4%	11.5%	8.2%
Special Education	93	17.4%	14.2%	12.6%	95	17.0%	14.3%	12.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	93							
By Type of Primary Disability Students with Intellectual Disabilities	37	39.8%	48.5%	44.1%				
Students with Physical Disabilities	15	16.1%	18.4%	20.0%				
Students with Autism	21	22.6%	15.4%	15.5%				
Students with Behavioral Disabilities	12	12.9%	16.5%	18.8%				
Students with Non-Categorical Early Childhood	8	8.6%	1.2%	1.6%				
Mobility (2021-22):								
Total Mobile Students	43	9.8%	15.8%	16.8%				
By Ethnicity: African American	1	0.2%	0.1%	3.3%				
Hispanic	35	8.0%	14.9%	8.7%				
White	6	1.4%	0.5%	3.4%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	1	0.2%	0.1%	0.7%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	0	0.0%	0.1%	0.6%				
Count and Percent of Special Ed Students who are Mobile	3	4.1%	16.1%	18.6%				
Count and Percent of EB Students/EL who are Mobile	5	6.6%	18.4%	17.1%				
Count and Percent of Econ Dis Students who are Mobile	26	11.4%	17.4%	18.7%				
Student Attrition (2021-22):	674							
Total Student Attrition	66	14.4%	16.4%	18.1%				

	--Non-Special Education Rates--			---Special Education Rates---		
Student Information	**Campus**	**District**	**State**	**Campus**	**District**	**State**
Retention Rates by Grade:						
Kindergarten	3.3%	2.1%	1.5%	0.0%	3.3%	4.5%
Grade 1	3.2%	4.0%	2.5%	0.0%	5.2%	3.6%
Grade 2	1.7%	2.3%	1.6%	0.0%	3.3%	2.0%
Grade 3	0.0%	0.9%	0.8%	0.0%	0.8%	0.9%
Grade 4	0.0%	0.1%	0.5%	0.0%	0.0%	0.5%
Grade 5	0.0%	0.1%	0.3%	0.0%	0.0%	0.4%
Grade 6	-	0.4%	0.3%	-	0.0%	0.4%
Grade 7	-	0.4%	0.4%	-	0.0%	0.5%
Grade 8	-	0.4%	0.4%	-	0.5%	0.5%
Grade 9	-	10.8%	8.7%	-	16.8%	12.6%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	23.0	18.0	18.7
Grade 1	18.5	17.3	19.1
Grade 2	17.2	18.2	19.1
Grade 3	18.8	17.7	19.3
Grade 4	19.4	18.3	19.4
Grade 5	23.9	20.0	20.8
Grade 6	-	21.5	19.2
Secondary:			
English/Language Arts	-	15.0	16.2
Foreign Languages	-	17.1	18.8
Mathematics	-	18.0	17.5
Science	-	19.0	18.5
Social Studies	-	19.0	18.9

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Total Staff	64.1	100.0%	100.0%	100.0%
Professional Staff:	48.9	76.3%	61.1%	64.1%
Teachers	39.1	61.0%	44.6%	48.7%
Professional Support	6.8	10.6%	12.2%	10.9%
Campus Administration (School Leadership)	3.0	4.7%	3.2%	3.3%
Educational Aides:	15.2	23.7%	12.4%	11.3%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	29.0	4,258.0
Part-time Librarians	0.0	n/a	0.0	646.0
Full-time Counselors	1.0	n/a	76.0	13,815.0
Part-time Counselors	0.0	n/a	2.0	1,240.0
Total Minority Staff:	56.1	87.5%	92.7%	53.2%
Teachers by Ethnicity:				
African American	0.0	0.0%	0.6%	11.8%
Hispanic	33.9	86.7%	88.2%	29.6%
White	5.0	12.8%	9.8%	54.9%
American Indian	0.0	0.0%	0.0%	0.3%
Asian	0.2	0.6%	0.9%	2.0%
Pacific Islander	0.0	0.0%	0.1%	0.1%
Two or More Races	0.0	0.0%	0.4%	1.2%
Teachers by Sex:				
Males	2.3	5.8%	29.3%	24.4%
Females	36.9	94.2%	70.7%	75.6%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.7%	2.0%
Bachelors	31.9	81.5%	79.5%	72.2%
Masters	7.2	18.5%	19.7%	25.0%
Doctorate	0.0	0.0%	0.1%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	2.9	7.5%	3.9%	9.7%
1-5 Years Experience	5.0	12.7%	19.0%	26.3%
6-10 Years Experience	7.0	17.9%	22.9%	20.5%
11-20 Years Experience	16.2	41.5%	34.2%	27.2%
21-30 Years Experience	7.0	18.0%	15.4%	13.3%
Over 30 Years Experience	1.0	2.6%	4.7%	2.9%

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Number of Students per Teacher	13.7	n/a	13.6	14.8

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	4.0	6.6	6.1
Average Years Experience of Principals with District	4.0	6.6	5.3
Average Years Experience of Assistant Principals	2.0	6.1	5.2
Average Years Experience of Assistant Principals with District	2.0	5.3	4.4
Average Years Experience of Teachers:	14.3	13.5	11.0
Average Years Experience of Teachers with District:	11.4	10.3	6.9
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$52,150	$50,549	$53,300
1-5 Years Experience	$53,773	$53,264	$56,516
6-10 Years Experience	$57,350	$56,886	$59,732
11-20 Years Experience	$60,661	$60,642	$63,389
21-30 Years Experience	$66,094	$66,288	$67,876
Over 30 Years Experience	$77,511	$73,268	$72,560
Average Actual Salaries (regular duties only):			
Teachers	$59,970	$59,446	$60,717
Professional Support	$65,475	$67,588	$72,022
Campus Administration (School Leadership)	$78,688	$76,926	$85,167
Instructional Staff Percent:	n/a	63.8%	65.1%
Contracted Instructional Staff (not incl. above):	0.0	1.5	2,105.4

	----- Campus -----			
Program Information	**Count**	**Percent**	**District**	**State**
Teachers by Program (population served):				
Bilingual/ESL Education	2.4	6.2%	6.4%	5.9%
Career and Technical Education	0.0	0.0%	6.3%	5.4%
Compensatory Education	3.0	7.7%	3.1%	3.2%
Gifted and Talented Education	0.0	0.0%	1.4%	1.7%
Regular Education	28.5	72.8%	66.7%	70.6%
Special Education	5.2	13.3%	8.9%	9.7%
Other	0.0	0.0%	7.2%	3.5%

- 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.

2022-23 Texas Academic Performance Report (TAPR)

District Name: MCALLEN ISD

Campus Name: RAYBURN EL

Campus Number: 108906120

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	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2023	76%	79%	**84%**	-	87%	67%	*	*	-	-	67%	-	87%	73%	80%	64%
	2022	76%	81%	**90%**	-	88%	*	-	*	-	*	75%	*	87%	100%	88%	83%
At Meets Grade Level or Above	2023	50%	54%	**52%**	-	52%	50%	*	*	-	-	33%	-	54%	47%	41%	29%
	2022	51%	57%	**63%**	-	63%	*	-	*	-	*	58%	*	60%	77%	56%	72%
At Masters Grade Level	2023	20%	26%	**26%**	-	25%	33%	*	*	-	-	11%	-	26%	27%	20%	14%
	2022	30%	33%	**43%**	-	42%	*	-	*	-	*	17%	*	38%	62%	35%	44%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2023	73%	78%	**78%**	-	80%	67%	*	*	-	-	78%	-	78%	80%	73%	57%
	2022	71%	74%	**87%**	-	85%	*	-	*	-	*	58%	*	85%	92%	83%	94%
At Meets Grade Level or Above	2023	45%	49%	**51%**	-	50%	50%	*	*	-	-	44%	-	52%	47%	41%	21%
	2022	43%	48%	**60%**	-	58%	*	-	*	-	*	58%	*	58%	69%	54%	50%
At Masters Grade Level	2023	19%	18%	**22%**	-	20%	33%	*	*	-	-	6%	-	24%	13%	14%	7%
	2022	21%	24%	**32%**	-	33%	*	-	*	-	*	17%	*	27%	54%	29%	28%
Grade 4 Reading																	
At Approaches Grade Level or Above	2023	77%	80%	**86%**	-	85%	*	-	*	-	*	65%	*	87%	86%	88%	90%
	2022	77%	81%	**91%**	-	90%	*	-	-	-	-	50%	-	95%	80%	87%	94%
At Meets Grade Level or Above	2023	48%	55%	**64%**	-	66%	*	-	*	-	*	29%	*	63%	67%	60%	65%
	2022	54%	60%	**74%**	-	73%	*	-	-	-	-	50%	-	82%	53%	64%	63%
At Masters Grade Level	2023	22%	29%	**34%**	-	34%	*	-	*	-	*	12%	*	33%	38%	31%	35%
	2022	28%	31%	**38%**	-	37%	*	-	-	-	-	17%	-	42%	27%	31%	31%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2023	71%	78%	**92%**	-	91%	*	-	*	-	*	76%	*	90%	95%	92%	95%
	2022	70%	79%	**91%**	-	90%	*	-	-	-	-	67%	-	97%	73%	87%	94%
At Meets Grade Level or Above	2023	48%	57%	**67%**	-	68%	*	-	*	-	*	29%	*	67%	67%	67%	65%
	2022	43%	55%	**66%**	-	65%	*	-	-	-	-	50%	-	74%	47%	59%	69%
At Masters Grade Level	2023	22%	28%	**40%**	-	37%	*	-	*	-	*	12%	*	37%	48%	40%	25%
	2022	23%	32%	**38%**	-	37%	*	-	-	-	-	17%	-	45%	20%	33%	44%
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	2023	81%	86%	**95%**	-	95%	*	-	-	-	-	75%	-	98%	87%	92%	94%
	2022	81%	86%	**93%**	-	92%	100%	-	-	-	*	63%	*	98%	79%	90%	86%
At Meets Grade Level or Above	2023	57%	66%	**80%**	-	80%	*	-	-	-	-	50%	-	85%	67%	74%	81%
	2022	58%	66%	**82%**	-	80%	100%	-	-	-	*	63%	*	89%	63%	79%	68%
At Masters Grade Level	2023	28%	40%	**52%**	-	51%	*	-	-	-	-	25%	-	61%	27%	42%	50%
	2022	36%	42%	**53%**	-	51%	83%	-	-	-	*	13%	*	55%	47%	40%	32%
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2023	80%	86%	**96%**	-	96%	*	-	-	-	-	100%	-	100%	87%	95%	94%
	2022	77%	86%	**96%**	-	95%	100%	-	-	-	*	88%	*	98%	89%	94%	100%
At Meets Grade Level or Above	2023	51%	60%	**73%**	-	73%	*	-	-	-	-	75%	-	78%	60%	66%	69%
	2022	48%	57%	**81%**	-	80%	83%	-	-	-	*	50%	*	81%	79%	81%	91%
At Masters Grade Level	2023	21%	25%	**38%**	-	38%	*	-	-	-	-	25%	-	39%	33%	32%	38%
	2022	25%	32%	**46%**	-	46%	33%	-	-	-	*	38%	*	43%	53%	46%	50%
Grade 5 Science																	
At Approaches Grade Level or Above	2023	65%	68%	**73%**	-	73%	*	-	-	-	-	63%	-	80%	53%	66%	56%
	2022	66%	67%	**78%**	-	77%	100%	-	-	-	*	25%	*	81%	68%	71%	77%
At Meets Grade Level or Above	2023	36%	37%	**45%**	-	45%	*	-	-	-	-	63%	-	49%	33%	34%	31%
	2022	38%	39%	**49%**	-	46%	83%	-	-	-	*	25%	*	49%	47%	44%	41%
At Masters Grade Level	2023	16%	17%	**20%**	-	20%	*	-	-	-	-	13%	-	22%	13%	18%	19%
	2022	18%	19%	**25%**	-	23%	50%	-	-	-	*	25%	*	26%	21%	23%	23%
All Grades All Subjects																	
At Approaches Grade Level or Above	2023	76%	80%	**86%**	-	87%	83%	*	80%	-	*	73%	*	88%	81%	83%	80%
	2022	74%	79%	**89%**	-	88%	100%	-	*	-	86%	62%	92%	91%	82%	86%	90%
At Meets Grade Level or Above	2023	49%	55%	**62%**	-	62%	48%	*	80%	-	*	41%	*	63%	56%	54%	53%
	2022	48%	54%	**68%**	-	67%	86%	-	*	-	57%	52%	85%	70%	62%	63%	65%
At Masters Grade Level	2023	20%	24%	**33%**	-	32%	35%	*	70%	-	*	13%	*	34%	30%	28%	28%
	2022	23%	27%	**39%**	-	38%	57%	-	*	-	14%	20%	38%	39%	40%	34%	36%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2023	77%	82%	**88%**	-	88%	82%	*	80%	-	*	67%	*	90%	82%	86%	84%
	2022	75%	80%	**91%**	-	90%	100%	-	*	-	*	65%	100%	93%	85%	88%	88%

	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	2023	53%	61%	**65%**	-	66%	45%	*	80%	-	*	35%	*	66%	61%	57%	60%
	2022	53%	60%	**73%**	-	72%	91%	-	*	-	*	58%	100%	76%	64%	67%	68%
At Masters Grade Level	2023	20%	27%	**36%**	-	36%	36%	*	60%	-	*	14%	*	38%	31%	30%	34%
	2022	25%	30%	**45%**	-	44%	73%	-	*	-	*	15%	60%	45%	45%	36%	36%
All Grades Mathematics																	
At Approaches Grade Level or Above	2023	75%	80%	**88%**	-	89%	82%	*	80%	-	*	81%	*	88%	88%	85%	84%
	2022	72%	78%	**91%**	-	90%	100%	-	*	-	*	69%	100%	93%	85%	88%	96%
At Meets Grade Level or Above	2023	45%	51%	**63%**	-	63%	55%	*	80%	-	*	44%	*	65%	59%	57%	54%
	2022	42%	48%	**69%**	-	68%	82%	-	*	-	*	54%	100%	71%	66%	65%	71%
At Masters Grade Level	2023	19%	22%	**33%**	-	32%	36%	*	80%	-	*	12%	*	33%	33%	28%	24%
	2022	20%	25%	**39%**	-	39%	45%	-	*	-	*	23%	40%	38%	43%	37%	41%
All Grades Science																	
At Approaches Grade Level or Above	2023	77%	77%	**73%**	-	73%	*	-	-	-	-	63%	-	80%	53%	66%	56%
	2022	76%	80%	**78%**	-	77%	100%	-	-	-	*	25%	*	81%	68%	71%	77%
At Meets Grade Level or Above	2023	47%	47%	**45%**	-	45%	*	-	-	-	-	63%	-	49%	33%	34%	31%
	2022	47%	52%	**49%**	-	46%	83%	-	-	-	*	25%	*	49%	47%	44%	41%
At Masters Grade Level	2023	18%	18%	**20%**	-	20%	*	-	-	-	-	13%	-	22%	13%	18%	19%
	2022	21%	23%	**25%**	-	23%	50%	-	-	-	*	25%	*	26%	21%	23%	23%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2023	37%	40%	**43%**	-	42%	50%	*	*	-	-	33%	-	44%	40%	31%	14%
	2022	36%	42%	**54%**	-	55%	*	-	*	-	*	50%	*	51%	69%	46%	50%
Reading and Mathematics Including EOC	2023	37%	40%	**43%**	-	42%	50%	*	*	-	-	33%	-	44%	40%	31%	14%
	2022	36%	42%	**54%**	-	55%	*	-	*	-	*	50%	*	51%	69%	46%	50%
Reading Including EOC	2023	50%	54%	**52%**	-	52%	50%	*	*	-	-	33%	-	54%	47%	41%	29%
	2022	51%	57%	**63%**	-	63%	*	-	*	-	*	58%	*	60%	77%	56%	72%
Math Including EOC	2023	45%	49%	**51%**	-	50%	50%	*	*	-	-	44%	-	52%	47%	41%	21%
	2022	43%	48%	**60%**	-	58%	*	-	*	-	*	58%	*	58%	69%	54%	50%
4th Graders																	
Reading and Mathematics	2023	38%	46%	**60%**	-	62%	*	-	*	-	*	29%	*	60%	62%	58%	55%
	2022	36%	46%	**60%**	-	60%	*	-	-	-	-	50%	-	68%	40%	51%	50%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading and Mathematics Including EOC	2023	38%	46%	**60%**	-	62%	*	-	*	-	*	29%	*	60%	62%	58%	55%
	2022	36%	46%	**60%**	-	60%	*	-	-	-	-	50%	-	68%	40%	51%	50%
Reading Including EOC	2023	48%	55%	**64%**	-	66%	*	-	*	-	*	29%	*	63%	67%	60%	65%
	2022	54%	60%	**74%**	-	73%	*	-	-	-	-	50%	-	82%	53%	64%	63%
Math Including EOC	2023	48%	57%	**67%**	-	68%	*	-	*	-	*	29%	*	67%	67%	67%	65%
	2022	43%	55%	**66%**	-	65%	*	-	-	-	-	50%	-	74%	47%	59%	69%
5th Graders																	
Reading and Mathematics	2023	43%	53%	**64%**	-	64%	*	-	-	-	-	50%	-	68%	53%	53%	63%
	2022	41%	51%	**72%**	-	71%	83%	-	-	-	*	38%	*	77%	58%	69%	68%
Reading and Mathematics Including EOC	2023	43%	53%	**64%**	-	64%	*	-	-	-	-	50%	-	68%	53%	53%	63%
	2022	41%	51%	**72%**	-	71%	83%	-	-	-	*	38%	*	77%	58%	69%	68%
Reading Including EOC	2023	57%	66%	**80%**	-	80%	*	-	-	-	-	50%	-	85%	67%	74%	81%
	2022	58%	66%	**82%**	-	80%	100%	-	-	-	*	63%	*	89%	63%	79%	68%
Math Including EOC	2023	51%	60%	**73%**	-	73%	*	-	-	-	-	75%	-	78%	60%	66%	69%
	2022	48%	57%	**81%**	-	80%	83%	-	-	-	*	50%	*	81%	79%	81%	91%
3rd - 8th Graders																	
Reading and Mathematics	2023	37%	44%	**56%**	-	56%	45%	*	80%	-	*	35%	*	56%	53%	47%	46%
	2022	34%	41%	**63%**	-	62%	82%	-	*	-	*	46%	100%	65%	55%	56%	57%
Reading and Mathematics Including EOC	2023	39%	46%	**56%**	-	56%	45%	*	80%	-	*	35%	*	56%	53%	47%	46%
	2022	36%	44%	**63%**	-	62%	82%	-	*	-	*	46%	100%	65%	55%	56%	57%
Reading Including EOC	2023	53%	61%	**65%**	-	66%	45%	*	80%	-	*	35%	*	66%	61%	57%	60%
	2022	53%	61%	**73%**	-	72%	91%	-	*	-	*	58%	100%	76%	64%	67%	68%
Math Including EOC	2023	47%	53%	**63%**	-	63%	55%	*	80%	-	*	44%	*	65%	59%	57%	54%
	2022	43%	50%	**69%**	-	68%	82%	-	*	-	*	54%	100%	71%	66%	65%	71%

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

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress - Annual Growth by Grade and Subject																	
Grade 4 ELA/Reading	2023	55%	57%	**66%**	-	67%	*	-	*	-	*	53%	*	66%	66%	68%	71%
Grade 4 Mathematics	2023	63%	70%	**83%**	-	84%	*	-	*	-	*	77%	*	83%	82%	87%	82%
Grade 5 ELA/Reading	2023	65%	77%	**86%**	-	86%	*	-	-	-	-	69%	-	90%	75%	82%	84%
Grade 5 Mathematics	2023	71%	71%	**73%**	-	74%	*	-	-	-	-	88%	-	78%	57%	68%	63%
All Grades Both Subjects	2023	64%	67%	**77%**	-	78%	56%	-	83%	-	*	70%	*	79%	70%	77%	75%
All Grades ELA/Reading	2023	63%	67%	**75%**	-	76%	*	-	*	-	*	59%	*	77%	70%	75%	77%
All Grades Mathematics	2023	66%	67%	**78%**	-	79%	*	-	*	-	*	80%	*	81%	71%	78%	73%
School Progress - Accelerated Learning by Grade and Subject																	
Grade 4 ELA/Reading	2023	33%	26%	**38%**	-	38%	-	-	-	-	-	*	-	33%	*	50%	*
Grade 4 Mathematics	2023	27%	30%	**58%**	-	58%	-	-	-	-	-	63%	-	56%	*	67%	*
Grade 5 ELA/Reading	2023	37%	44%	*	-	*	-	-	-	-	-	*	-	*	*	*	*
Grade 5 Mathematics	2023	48%	54%	*	-	*	-	-	-	-	-	*	-	*	*	*	*
All Grades Both Subjects	2023	38%	41%	**54%**	-	54%	-	-	-	-	-	47%	-	53%	57%	62%	57%
All Grades ELA/Reading	2023	35%	40%	**36%**	-	36%	-	-	-	-	-	14%	-	38%	*	44%	*
All Grades Mathematics	2023	40%	43%	**67%**	-	67%	-	-	-	-	-	70%	-	64%	*	75%	*

* 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	2023	76%	80%	**86%**	72%	71%	-	-	-	67%	83%	83%	-	-	*	88%	73%	100%
	2022	74%	79%	**89%**	81%	80%	-	-	-	*	100%	100%	-	-	*	89%	84%	100%
At Meets Grade Level or Above	2023	49%	55%	**62%**	39%	40%	-	-	-	37%	58%	58%	-	-	*	64%	42%	84%
	2022	48%	54%	**68%**	46%	48%	-	-	-	*	80%	80%	-	-	*	69%	52%	91%
At Masters Grade Level	2023	20%	24%	**33%**	10%	10%	-	-	-	11%	42%	42%	-	-	*	35%	14%	63%
	2022	23%	27%	**39%**	14%	14%	-	-	-	*	60%	60%	-	-	*	41%	21%	66%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2023	77%	82%	**88%**	81%	80%	-	-	-	89%	80%	80%	-	-	*	89%	78%	100%
	2022	75%	80%	**91%**	77%	76%	-	-	-	*	100%	100%	-	-	*	93%	82%	100%
At Meets Grade Level or Above	2023	53%	61%	**65%**	52%	50%	-	-	-	67%	60%	60%	-	-	*	66%	49%	92%
	2022	53%	60%	**73%**	53%	55%	-	-	-	*	71%	71%	-	-	*	75%	58%	89%
At Masters Grade Level	2023	20%	27%	**36%**	13%	13%	-	-	-	11%	40%	40%	-	-	*	37%	16%	85%
	2022	25%	30%	**45%**	17%	17%	-	-	-	*	57%	57%	-	-	*	49%	24%	61%
All Grades Mathematics																		
At Approaches Grade Level or Above	2023	75%	80%	**88%**	77%	77%	-	-	-	89%	80%	80%	-	-	*	90%	78%	100%
	2022	72%	78%	**91%**	93%	93%	-	-	-	*	100%	100%	-	-	*	89%	95%	100%
At Meets Grade Level or Above	2023	45%	51%	**63%**	39%	40%	-	-	-	44%	60%	60%	-	-	*	66%	43%	85%
	2022	42%	48%	**69%**	53%	55%	-	-	-	*	86%	86%	-	-	*	69%	61%	94%
At Masters Grade Level	2023	19%	22%	**33%**	10%	10%	-	-	-	22%	40%	40%	-	-	*	36%	14%	54%
	2022	20%	25%	**39%**	17%	17%	-	-	-	*	71%	71%	-	-	*	38%	26%	72%
All Grades Science																		
At Approaches Grade Level or Above	2023	77%	77%	**73%**	22%	13%	-	-	-	22%	*	*	-	-	-	80%	30%	100%
	2022	76%	80%	**78%**	58%	55%	-	-	-	*	*	*	-	-	*	78%	64%	100%
At Meets Grade Level or Above	2023	47%	47%	**45%**	0%	0%	-	-	-	0%	*	*	-	-	-	50%	10%	67%
	2022	47%	52%	**49%**	8%	9%	-	-	-	*	*	*	-	-	*	52%	14%	88%
At Masters Grade Level	2023	18%	18%	**20%**	0%	0%	-	-	-	0%	*	*	-	-	-	20%	10%	33%
	2022	21%	23%	**25%**	0%	0%	-	-	-	*	*	*	-	-	*	26%	0%	63%
School Progress - Annual Growth																		
All Grades Both Subjects	2023	64%	67%	**77%**	72%	74%	-	-	-	64%	81%	81%	-	-	*	77%	69%	89%
All Grades ELA/Reading	2023	63%	67%	**75%**	71%	69%	-	-	-	72%	*	*	-	-	*	74%	67%	100%
All Grades Mathematics	2023	66%	67%	**78%**	74%	78%	-	-	-	56%	*	*	-	-	*	81%	71%	77%
School Progress - Accelerated Learning																		
All Grades Both Subjects	2023	38%	41%	**54%**	57%	57%	-	-	-	*	-	-	-	-	-	53%	57%	-

	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 ELA/Reading	2023	35%	40%	**36%**	*	*	-	-	-	*	-	-	-	-	-	29%	*	-
All Grades Mathematics	2023	40%	43%	**67%**	*	*	-	-	-	*	-	-	-	-	-	67%	*	-

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2023 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	**100%**	-	100%	100%	*	100%	-	100%	100%	*	100%	100%	100%	100%
Included in Accountability	93%	93%	**93%**	-	94%	85%	*	100%	-	40%	92%	*	97%	85%	92%	94%
Not Included in Accountability: Mobile	4%	3%	**7%**	-	6%	15%	*	0%	-	60%	8%	*	3%	15%	8%	6%
Not Included in Accountability: Other Exclusions	2%	3%	**0%**	-	0%	0%	*	0%	-	0%	0%	*	0%	0%	0%	0%
Not Tested	1%	0%	**0%**	-	0%	0%	*	0%	-	0%	0%	*	0%	0%	0%	0%
Absent	1%	0%	**0%**	-	0%	0%	*	0%	-	0%	0%	*	0%	0%	0%	0%
Other	0%	0%	**0%**	-	0%	0%	*	0%	-	0%	0%	*	0%	0%	0%	0%
Reading																
Assessment Participant	99%	100%	**100%**	-	100%	100%	*	100%	-	*	100%	*	100%	100%	100%	100%
Included in Accountability	92%	91%	**93%**	-	94%	85%	*	100%	-	*	91%	*	97%	85%	92%	94%
Not Included in Accountability: Mobile	4%	3%	**7%**	-	6%	15%	*	0%	-	*	9%	*	3%	15%	8%	6%
Not Included in Accountability: Other Exclusions	3%	6%	**0%**	-	0%	0%	*	0%	-	*	0%	*	0%	0%	0%	0%
Not Tested	1%	0%	**0%**	-	0%	0%	*	0%	-	*	0%	*	0%	0%	0%	0%
Absent	1%	0%	**0%**	-	0%	0%	*	0%	-	*	0%	*	0%	0%	0%	0%
Other	0%	0%	**0%**	-	0%	0%	*	0%	-	*	0%	*	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	100%	**100%**	-	100%	100%	*	100%	-	*	100%	*	100%	100%	100%	100%
Included in Accountability	94%	94%	**93%**	-	94%	85%	*	100%	-	*	91%	*	97%	85%	92%	94%
Not Included in Accountability: Mobile	5%	4%	**7%**	-	6%	15%	*	0%	-	*	9%	*	3%	15%	8%	6%
Not Included in Accountability: Other Exclusions	1%	2%	**0%**	-	0%	0%	*	0%	-	*	0%	*	0%	0%	0%	0%
Not Tested	1%	0%	**0%**	-	0%	0%	*	0%	-	*	0%	*	0%	0%	0%	0%
Absent	1%	0%	**0%**	-	0%	0%	*	0%	-	*	0%	*	0%	0%	0%	0%
Other	0%	0%	**0%**	-	0%	0%	*	0%	-	*	0%	*	0%	0%	0%	0%
Science																
Assessment Participant	99%	99%	**100%**	-	100%	*	-	-	-	*	100%	-	100%	100%	100%	100%
Included in Accountability	93%	95%	**93%**	-	95%	*	-	-	-	*	100%	-	95%	88%	95%	89%
Not Included in Accountability: Mobile	4%	3%	**7%**	-	5%	*	-	-	-	*	0%	-	5%	12%	5%	11%
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%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	0%	**0%**	-	0%	*	-	-	-	*	0%	-	0%	0%	0%	0%
Other	0%	1%	**0%**	-	0%	*	-	-	-	*	0%	-	0%	0%	0%	0%
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**100%**	-	100%	93%	-	*	-	100%	100%	100%	100%	99%	100%	100%
Included in Accountability	93%	92%	**95%**	-	95%	93%	-	*	-	100%	88%	100%	100%	83%	95%	96%
Not Included in Accountability: Mobile	5%	4%	**3%**	-	4%	0%	-	*	-	0%	7%	0%	0%	12%	3%	3%
Not Included in Accountability: Other Exclusions	1%	3%	**1%**	-	1%	0%	-	*	-	0%	4%	0%	0%	4%	1%	1%
Not Tested	1%	1%	**0%**	-	0%	7%	-	*	-	0%	0%	0%	0%	1%	0%	0%
Absent	1%	0%	**0%**	-	0%	7%	-	*	-	0%	0%	0%	0%	1%	0%	0%
Other	0%	1%	**0%**	-	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	**100%**	-	100%	92%	-	*	-	*	100%	100%	100%	98%	100%	100%
Included in Accountability	92%	90%	**95%**	-	95%	92%	-	*	-	*	90%	100%	100%	82%	95%	95%
Not Included in Accountability: Mobile	5%	4%	**3%**	-	4%	0%	-	*	-	*	7%	0%	0%	12%	3%	3%
Not Included in Accountability: Other Exclusions	2%	5%	**1%**	-	1%	0%	-	*	-	*	3%	0%	0%	4%	1%	2%
Not Tested	1%	1%	**0%**	-	0%	8%	-	*	-	*	0%	0%	0%	2%	0%	0%
Absent	1%	0%	**0%**	-	0%	8%	-	*	-	*	0%	0%	0%	2%	0%	0%
Other	0%	0%	**0%**	-	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**100%**	-	100%	92%	-	*	-	*	100%	100%	100%	98%	100%	100%
Included in Accountability	93%	92%	**95%**	-	95%	92%	-	*	-	*	90%	100%	100%	82%	95%	95%
Not Included in Accountability: Mobile	5%	4%	**3%**	-	4%	0%	-	*	-	*	7%	0%	0%	12%	3%	3%
Not Included in Accountability: Other Exclusions	1%	2%	**1%**	-	1%	0%	-	*	-	*	3%	0%	0%	4%	1%	2%
Not Tested	1%	1%	**0%**	-	0%	8%	-	*	-	*	0%	0%	0%	2%	0%	0%
Absent	1%	0%	**0%**	-	0%	8%	-	*	-	*	0%	0%	0%	2%	0%	0%
Other	0%	1%	**0%**	-	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	98%	99%	**100%**	-	100%	100%	-	-	-	*	100%	*	100%	100%	100%	100%
Included in Accountability	93%	93%	**96%**	-	96%	100%	-	-	-	*	80%	*	100%	86%	96%	100%
Not Included in Accountability: Mobile	4%	4%	**3%**	-	3%	0%	689	-	-	-	*	10%	*	0%	9%	2%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Other Exclusions	1%	2%	**1%**	-	1%	0%	-	-	-	*	10%	*	0%	5%	2%	0%
Not Tested	2%	1%	**0%**	-	0%	0%	-	-	-	*	0%	*	0%	0%	0%	0%
Absent	1%	0%	**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.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2021-22	92.2%	92.1%	**94.8%**	-	94.6%	95.8%	*	98.2%	-	*	93.4%	94.2%	94.4%
2020-21	95.0%	97.3%	**97.5%**	-	97.4%	98.8%	*	99.8%	-	*	94.1%	96.8%	97.2%
Chronic Absenteeism													
2021-22	25.7%	26.6%	**12.4%**	-	12.6%	15.4%	*	0.0%	-	0.0%	23.3%	14.2%	10.4%
2020-21	15.0%	8.6%	**7.6%**	-	8.0%	0.0%	*	0.0%	-	*	18.0%	10.4%	7.0%
Annual Dropout Rate (Gr 7-8)													
2021-22	0.7%	0.1%	-	-	-	-	-	-	-	-	-	-	-
2020-21	0.9%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2021-22	2.2%	0.1%	-	-	-	-	-	-	-	-	-	-	-
2020-21	2.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	89.7%	99.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.5%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.0%	99.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.6%	99.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021													
Graduated	90.0%	98.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	98.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	99.1%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.2%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	99.2%	-	-	-	-	-	-	-	-	-	-	-

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.7%	99.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	92.2%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	98.9%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.7%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	92.6%	98.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	1.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	98.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	98.5%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2022	89.7%	97.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	90.0%	96.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2022	59.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2022	3.7%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	3.8%	0.2%	-	-	692	-	-	-	-	-	-	-	-
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 2022	84.3%	99.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	81.9%	97.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2022	88.0%	99.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	85.7%	97.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
2020-21	43.8%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2021-22	3.9%	0.1%	-	-	-	-	-	-	-	-	-	-	-
2020-21	3.8%	0.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2021-22	82.3%	98.7%	-	-	-	-	-	-	-	-	-	-	-
2020-21	80.4%	96.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2021-22	86.0%	98.7%	-	-	-	-	-	-	-	-	-	-	-
2020-21	84.1%	96.7%	-	-	-	-	-	-	-	-	-	-	-

	Campus Count	Campus Percent	District Count	State Count
Graduates (2021-22 Annual Graduates)				
Total Graduates	-	-	1,578	368,686
By Ethnicity:				
African American	-	-	6	45,227
Hispanic	-	-	1,475	191,125
White	-	-	63	103,171
American Indian	-	-	2	1,159
Asian	-	-	24	18,794
Pacific Islander	-	-	0	569
Two or More Races	-	-	8	8,641
By Graduation Type:				
Minimum H.S. Program	-	-	0	433
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	134
Foundation H.S. Program (No Endorsement)	-	-	20	51,023
Foundation H.S. Program (Endorsement)	-	-	1	14,179
Foundation H.S. Program (DLA)	-	-	1,557	302,917
Special Education Graduates	-	-	121	32,447
Economically Disadvantaged Graduates	-	-	1,047	194,571
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	259	40,398
At-Risk Graduates	-	-	755	159,689

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	492	100.0%	20,343	5,504,150	492	100.0%	20,399	5,518,432
Students by Grade:								
Early Childhood Education	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.5%
Pre-Kindergarten	52	10.6%	5.4%	4.4%	52	10.6%	5.5%	4.4%
Pre-Kindergarten: 3-year Old	0	0.0%	1.4%	0.7%	0	0.0%	1.5%	0.7%
Pre-Kindergarten: 4-year Old	52	10.6%	4.0%	3.7%	52	10.6%	4.1%	3.7%
Kindergarten	76	15.4%	5.8%	6.7%	76	15.4%	5.8%	6.7%
Grade 1	79	16.1%	6.5%	7.2%	79	16.1%	6.5%	7.2%
Grade 2	82	16.7%	6.5%	7.2%	82	16.7%	6.5%	7.2%
Grade 3	71	14.4%	6.4%	7.2%	71	14.4%	6.4%	7.1%
Grade 4	76	15.4%	6.6%	7.2%	76	15.4%	6.6%	7.1%
Grade 5	56	11.4%	7.3%	7.2%	56	11.4%	7.3%	7.2%
Grade 6	0	0.0%	7.3%	7.3%	0	0.0%	7.3%	7.2%
Grade 7	0	0.0%	7.4%	7.4%	0	0.0%	7.4%	7.4%
Grade 8	0	0.0%	7.7%	7.7%	0	0.0%	7.6%	7.7%
Grade 9	0	0.0%	9.0%	8.7%	0	0.0%	9.0%	8.7%
Grade 10	0	0.0%	9.2%	7.9%	0	0.0%	9.2%	7.9%
Grade 11	0	0.0%	7.6%	7.0%	0	0.0%	7.6%	7.0%
Grade 12	0	0.0%	7.1%	6.6%	0	0.0%	7.1%	6.6%
Ethnic Distribution:								
African American	1	0.2%	0.4%	12.8%	1	0.2%	0.4%	12.8%
Hispanic	454	92.3%	93.6%	53.0%	454	92.3%	93.5%	52.9%
White	25	5.1%	4.4%	25.6%	25	5.1%	4.5%	25.7%
American Indian	1	0.2%	0.1%	0.3%	1	0.2%	0.1%	0.3%
Asian	10	2.0%	1.2%	5.1%	10	2.0%	1.2%	5.1%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	1	0.2%	0.4%	3.0%	1	0.2%	0.4%	3.0%
Sex:								
Female	242	49.2%	48.4%	48.8%	242	49.2%	48.4%	48.8%
Male	250	50.8%	51.6%	51.2%	250	50.8%	51.6%	51.2%
Economically Disadvantaged	334	67.9%	72.6%	62.1%	334	67.9%	72.5%	62.0%
Non-Educationally Disadvantaged	158	32.1%	27.4%	37.9%	158	32.1%	27.5%	38.0%
Section 504 Students	41	8.3%	10.0%	7.4%	41	8.3%	10.0%	7.4%
EB Students/EL	85	17.3%	36.0%	23.1%	85	17.3%	36.0%	23.0%
Students w/ Disciplinary Placements (2021-22)	0	0.0%	1.8%	1.5%				

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Students w/ Dyslexia	46	9.3%	8.8%	5.5%	46	9.3%	8.8%	5.5%
Foster Care	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Homeless	1	0.2%	1.4%	1.3%	1	0.2%	1.4%	1.3%
Immigrant	4	0.8%	2.4%	2.2%	4	0.8%	2.4%	2.2%
Migrant	3	0.6%	1.8%	0.3%	3	0.6%	1.8%	0.3%
Title I	492	100.0%	95.8%	64.6%	492	100.0%	95.7%	64.6%
Military Connected	9	1.8%	0.4%	3.6%	9	1.8%	0.4%	3.6%
At-Risk	173	35.2%	59.1%	53.3%	173	35.2%	59.0%	53.3%
Students by Instructional Program:								
Bilingual/ESL Education	84	17.1%	38.3%	23.2%	84	17.1%	38.3%	23.2%
Career and Technical Education	0	0.0%	34.6%	26.5%				
Career and Technical Education (9-12 grades only)	0	0.0%	83.9%	72.3%				
Gifted and Talented Education	60	12.2%	11.5%	8.2%	60	12.2%	11.5%	8.2%
Special Education	82	16.7%	14.2%	12.6%	82	16.7%	14.3%	12.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	82							
By Type of Primary Disability Students with Intellectual Disabilities	33	40.2%	48.5%	44.1%				
Students with Physical Disabilities	18	22.0%	18.4%	20.0%				
Students with Autism	22	26.8%	15.4%	15.5%				
Students with Behavioral Disabilities	**	**	16.5%	18.8%				
Students with Non-Categorical Early Childhood	*	*	1.2%	1.6%				
Mobility (2021-22):								
Total Mobile Students	48	12.5%	15.8%	16.8%				
By Ethnicity: African American	0	0.0%	0.1%	3.3%				
Hispanic	41	10.7%	14.9%	8.7%				
White	5	1.3%	0.5%	3.4%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.1%	0.7%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	2	0.5%	0.1%	0.6%				
Count and Percent of Special Ed Students who are Mobile	9	14.8%	16.1%	18.6%				
Count and Percent of EB Students/EL who are Mobile	10	13.0%	18.4%	17.1%				
Count and Percent of Econ Dis Students who are Mobile	34	12.6%	17.4%	18.7%				
Student Attrition (2021-22):	699							
Total Student Attrition	68	16.7%	16.4%	18.1%				

	--Non-Special Education Rates--			---Special Education Rates---		
Student Information	**Campus**	**District**	**State**	**Campus**	**District**	**State**
Retention Rates by Grade:						
Kindergarten	1.6%	2.1%	1.5%	8.3%	3.3%	4.5%
Grade 1	5.9%	4.0%	2.5%	18.2%	5.2%	3.6%
Grade 2	5.1%	2.3%	1.6%	22.2%	3.3%	2.0%
Grade 3	0.0%	0.9%	0.8%	7.7%	0.8%	0.9%
Grade 4	2.0%	0.1%	0.5%	0.0%	0.0%	0.5%
Grade 5	0.0%	0.1%	0.3%	0.0%	0.0%	0.4%
Grade 6	-	0.4%	0.3%	-	0.0%	0.4%
Grade 7	-	0.4%	0.4%	-	0.0%	0.5%
Grade 8	-	0.4%	0.4%	-	0.5%	0.5%
Grade 9	-	10.8%	8.7%	-	16.8%	12.6%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	16.5	18.0	18.7
Grade 1	18.0	17.3	19.1
Grade 2	19.4	18.2	19.1
Grade 3	16.4	17.7	19.3
Grade 4	18.2	18.3	19.4
Grade 5	18.1	20.0	20.8
Grade 6	-	21.5	19.2
Secondary:			
English/Language Arts	-	15.0	16.2
Foreign Languages	-	17.1	18.8
Mathematics	-	18.0	17.5
Science	-	19.0	18.5
Social Studies	-	19.0	18.9

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Total Staff	60.9	100.0%	100.0%	100.0%
Professional Staff:	44.4	72.9%	61.1%	64.1%
Teachers	35.2	57.8%	44.6%	48.7%
Professional Support	5.2	8.6%	12.2%	10.9%
Campus Administration (School Leadership)	4.0	6.6%	3.2%	3.3%
Educational Aides:	16.5	27.1%	12.4%	11.3%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	29.0	4,258.0
Part-time Librarians	0.0	n/a	0.0	646.0
Full-time Counselors	1.0	n/a	76.0	13,815.0
Part-time Counselors	0.0	n/a	2.0	1,240.0
Total Minority Staff:	54.9	90.1%	92.7%	53.2%
Teachers by Ethnicity:				
African American	0.0	0.0%	0.6%	11.8%
Hispanic	30.0	85.2%	88.2%	29.6%
White	5.0	14.2%	9.8%	54.9%
American Indian	0.0	0.0%	0.0%	0.3%
Asian	0.2	0.6%	0.9%	2.0%
Pacific Islander	0.0	0.0%	0.1%	0.1%
Two or More Races	0.0	0.0%	0.4%	1.2%
Teachers by Sex:				
Males	2.3	6.4%	29.3%	24.4%
Females	32.9	93.6%	70.7%	75.6%
Teachers by Highest Degree Held:				
No Degree	1.0	2.8%	0.7%	2.0%
Bachelors	31.0	88.1%	79.5%	72.2%
Masters	3.2	9.1%	19.7%	25.0%
Doctorate	0.0	0.0%	0.1%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	2.0	5.7%	3.9%	9.7%
1-5 Years Experience	6.4	18.3%	19.0%	26.3%
6-10 Years Experience	8.5	24.1%	22.9%	20.5%
11-20 Years Experience	13.2	37.5%	34.2%	27.2%
21-30 Years Experience	1.1	3.0%	15.4%	13.3%
Over 30 Years Experience	4.0	11.4%	4.7%	2.9%

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Number of Students per Teacher	14.0	n/a	13.6	14.8

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	8.0	6.6	6.1
Average Years Experience of Principals with District	8.0	6.6	5.3
Average Years Experience of Assistant Principals	2.0	6.1	5.2
Average Years Experience of Assistant Principals with District	2.0	5.3	4.4
Average Years Experience of Teachers:	12.6	13.5	11.0
Average Years Experience of Teachers with District:	11.4	10.3	6.9
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$52,151	$50,549	$53,300
1-5 Years Experience	$50,206	$53,264	$56,516
6-10 Years Experience	$55,880	$56,886	$59,732
11-20 Years Experience	$59,509	$60,642	$63,389
21-30 Years Experience	$64,106	$66,288	$67,876
Over 30 Years Experience	$72,547	$73,268	$72,560
Average Actual Salaries (regular duties only):			
Teachers	$58,133	$59,446	$60,717
Professional Support	$64,225	$67,588	$72,022
Campus Administration (School Leadership)	$69,447	$76,926	$85,167
Instructional Staff Percent:	n/a	63.8%	65.1%
Contracted Instructional Staff (not incl. above):	0.0	1.5	2,105.4

	----- Campus -----			
Program Information	**Count**	**Percent**	**District**	**State**
Teachers by Program (population served):				
Bilingual/ESL Education	2.3	6.5%	6.4%	5.9%
Career and Technical Education	0.0	0.0%	6.3%	5.4%
Compensatory Education	0.0	0.0%	3.1%	3.2%
Gifted and Talented Education	4.9	13.8%	1.4%	1.7%
Regular Education	23.8	67.5%	66.7%	70.6%
Special Education	7024.3	12.2%	8.9%	9.7%
Other	0.0	0.0%	7.2%	3.5%

- 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.

2022-23 Texas Academic Performance Report (TAPR)

District Name: MCALLEN ISD

Campus Name: ROOSEVELT EL

Campus Number: 108906121

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	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2023	76%	79%	**78%**	-	77%	*	-	-	-	*	62%	-	76%	82%	77%	78%
	2022	76%	81%	**65%**	-	65%	-	-	-	-	-	24%	*	69%	17%	63%	67%
At Meets Grade Level or Above	2023	50%	54%	**50%**	-	48%	*	-	-	-	*	38%	-	53%	41%	47%	51%
	2022	51%	57%	**51%**	-	51%	-	-	-	-	-	12%	*	56%	0%	51%	56%
At Masters Grade Level	2023	20%	26%	**16%**	-	17%	*	-	-	-	*	14%	-	16%	18%	15%	17%
	2022	30%	33%	**25%**	-	25%	-	-	-	-	-	0%	*	27%	0%	25%	30%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2023	73%	78%	**78%**	-	77%	*	-	-	-	*	57%	-	78%	76%	77%	76%
	2022	71%	74%	**63%**	-	63%	-	-	-	-	-	29%	*	66%	33%	62%	60%
At Meets Grade Level or Above	2023	45%	49%	**56%**	-	56%	*	-	-	-	*	48%	-	57%	53%	57%	54%
	2022	43%	48%	**43%**	-	43%	-	-	-	-	-	18%	*	45%	17%	40%	42%
At Masters Grade Level	2023	19%	18%	**21%**	-	21%	*	-	-	-	*	24%	-	24%	12%	21%	17%
	2022	21%	24%	**16%**	-	16%	-	-	-	-	-	6%	*	18%	0%	15%	12%
Grade 4 Reading																	
At Approaches Grade Level or Above	2023	77%	80%	**72%**	-	72%	-	-	-	-	-	47%	*	78%	42%	73%	72%
	2022	77%	81%	**72%**	-	72%	-	-	-	-	-	53%	-	73%	67%	72%	73%
At Meets Grade Level or Above	2023	48%	55%	**35%**	-	35%	-	-	-	-	-	27%	*	38%	17%	35%	34%
	2022	54%	60%	**39%**	-	39%	-	-	-	-	-	27%	-	42%	17%	40%	30%
At Masters Grade Level	2023	22%	29%	**11%**	-	11%	-	-	-	-	-	13%	*	12%	8%	13%	13%
	2022	28%	31%	**21%**	-	21%	-	-	-	-	-	20%	-	24%	0%	22%	12%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2023	71%	78%	**57%**	-	57%	-	-	-	-	-	40%	*	62%	33%	58%	60%
	2022	70%	79%	**72%**	-	72%	-	-	-	-	-	47%	-	73%	67%	72%	70%
At Meets Grade Level or Above	2023	48%	57%	**36%**	-	36%	-	-	-	-	-	20%	*	40%	17%	36%	36%
	2022	43%	55%	**38%**	-	38%	-	-	-	-	-	20%	-	36%	50%	38%	33%
At Masters Grade Level	2023	22%	28%	**15%**	-	15%	-	-	-	-	-	20%	*	17%	8%	16%	13%
	2022	23%	32%	**16%**	-	16%	-	-	-	-	-	13%	-	16%	17%	17%	12%
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	2023	81%	86%	**83%**	-	83%	-	-	-	-	-	67%	*	81%	100%	81%	85%
	2022	81%	86%	**74%**	-	74%	-	-	-	-	-	36%	-	72%	83%	74%	76%
At Meets Grade Level or Above	2023	57%	66%	**53%**	-	53%	-	-	-	-	-	47%	*	50%	83%	53%	47%
	2022	58%	66%	**48%**	-	48%	-	-	-	-	-	9%	-	44%	67%	46%	44%
At Masters Grade Level	2023	28%	40%	**21%**	-	21%	-	-	-	-	-	13%	*	21%	17%	19%	15%
	2022	36%	42%	**27%**	-	27%	-	-	-	-	-	9%	-	26%	33%	25%	20%
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2023	80%	86%	**78%**	-	78%	-	-	-	-	-	67%	*	77%	83%	74%	74%
	2022	77%	86%	**79%**	-	79%	-	-	-	-	-	36%	-	80%	75%	77%	78%
At Meets Grade Level or Above	2023	51%	60%	**47%**	-	47%	-	-	-	-	-	27%	*	46%	50%	45%	53%
	2022	48%	57%	**45%**	-	45%	-	-	-	-	-	18%	-	44%	50%	44%	41%
At Masters Grade Level	2023	21%	25%	**16%**	-	16%	-	-	-	-	-	20%	*	15%	17%	17%	12%
	2022	25%	32%	**18%**	-	18%	-	-	-	-	-	9%	-	22%	0%	18%	20%
Grade 5 Science																	
At Approaches Grade Level or Above	2023	65%	68%	**50%**	-	50%	-	-	-	-	-	33%	*	48%	67%	43%	50%
	2022	66%	67%	**38%**	-	38%	-	-	-	-	-	9%	-	39%	33%	34%	34%
At Meets Grade Level or Above	2023	36%	37%	**22%**	-	22%	-	-	-	-	-	20%	*	23%	17%	19%	18%
	2022	38%	39%	**18%**	-	18%	-	-	-	-	-	9%	-	22%	0%	16%	20%
At Masters Grade Level	2023	16%	17%	**9%**	-	9%	-	-	-	-	-	7%	*	8%	17%	11%	6%
	2022	18%	19%	**8%**	-	8%	-	-	-	-	-	9%	-	9%	0%	8%	7%
All Grades All Subjects																	
At Approaches Grade Level or Above	2023	76%	80%	**71%**	-	70%	*	-	-	-	*	54%	67%	71%	67%	69%	71%
	2022	74%	79%	**66%**	-	66%	-	-	-	-	-	34%	*	67%	57%	65%	65%
At Meets Grade Level or Above	2023	49%	55%	**43%**	-	42%	*	-	-	-	*	33%	33%	44%	38%	42%	42%
	2022	48%	54%	**41%**	-	41%	-	-	-	-	-	16%	*	42%	32%	39%	39%
At Masters Grade Level	2023	20%	24%	**15%**	-	16%	*	-	-	-	*	16%	22%	16%	13%	16%	13%
	2022	23%	27%	**19%**	-	19%	-	-	-	-	-	9%	*	20%	8%	18%	16%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2023	77%	82%	**77%**	-	77%	*	-	-	-	*	59%	*	79%	71%	77%	78%
	2022	75%	80%	**70%**	-	70%	-	-	-	-	-	37%	*	71%	63%	69%	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	2023	53%	61%	**45%**	-	45%	*	-	-	-	*	37%	*	47%	40%	45%	43%
	2022	53%	60%	**47%**	-	47%	-	-	-	-	-	16%	*	48%	38%	46%	44%
At Masters Grade Level	2023	20%	27%	**16%**	-	16%	*	-	-	-	*	14%	*	16%	14%	15%	15%
	2022	25%	30%	**25%**	-	25%	-	-	-	-	-	9%	*	26%	17%	24%	21%
All Grades Mathematics																	
At Approaches Grade Level or Above	2023	75%	80%	**70%**	-	70%	*	-	-	-	*	55%	*	72%	63%	70%	69%
	2022	72%	78%	**71%**	-	71%	-	-	-	-	-	37%	*	73%	63%	70%	69%
At Meets Grade Level or Above	2023	45%	51%	**46%**	-	46%	*	-	-	-	*	33%	*	47%	40%	46%	47%
	2022	42%	48%	**42%**	-	42%	-	-	-	-	-	19%	*	42%	42%	41%	39%
At Masters Grade Level	2023	19%	22%	**17%**	-	17%	*	-	-	-	*	22%	*	18%	11%	18%	14%
	2022	20%	25%	**17%**	-	17%	-	-	-	-	-	9%	*	19%	4%	17%	15%
All Grades Science																	
At Approaches Grade Level or Above	2023	77%	77%	**50%**	-	50%	-	-	-	-	-	33%	*	48%	67%	43%	50%
	2022	76%	80%	**38%**	-	38%	-	-	-	-	-	9%	-	39%	33%	34%	34%
At Meets Grade Level or Above	2023	47%	47%	**22%**	-	22%	-	-	-	-	-	20%	*	23%	17%	19%	18%
	2022	47%	52%	**18%**	-	18%	-	-	-	-	-	9%	-	22%	0%	16%	20%
At Masters Grade Level	2023	18%	18%	**9%**	-	9%	-	-	-	-	-	7%	*	8%	17%	11%	6%
	2022	21%	23%	**8%**	-	8%	-	-	-	-	-	9%	-	9%	0%	8%	7%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2023	37%	40%	**41%**	-	41%	*	-	-	-	*	38%	-	45%	29%	40%	44%
	2022	36%	42%	**37%**	-	37%	-	-	-	-	-	12%	*	40%	0%	35%	40%
Reading and Mathematics Including EOC	2023	37%	40%	**41%**	-	41%	*	-	-	-	*	38%	-	45%	29%	40%	44%
	2022	36%	42%	**37%**	-	37%	-	-	-	-	-	12%	*	40%	0%	35%	40%
Reading Including EOC	2023	50%	54%	**50%**	-	48%	*	-	-	-	*	38%	-	53%	41%	47%	51%
	2022	51%	57%	**51%**	-	51%	-	-	-	-	-	12%	*	56%	0%	51%	56%
Math Including EOC	2023	45%	49%	**56%**	-	56%	*	-	-	-	*	48%	-	57%	53%	57%	54%
	2022	43%	48%	**43%**	-	43%	-	-	-	-	-	18%	*	45%	17%	40%	42%
4th Graders																	
Reading and Mathematics	2023	38%	46%	**24%**	-	24%	-	-	-	-	-	20%	*	27%	8%	25%	23%
	2022	36%	46%	**25%**	-	25%	-	-	-	-	-	20%	-	25%	17%	25%	18%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading and Mathematics Including EOC	2023	38%	46%	**24%**	-	24%	-	-	-	-	-	20%	*	27%	8%	25%	23%
	2022	36%	46%	**25%**	-	25%	-	-	-	-	-	20%	-	25%	17%	25%	18%
Reading Including EOC	2023	48%	55%	**35%**	-	35%	-	-	-	-	-	27%	*	38%	17%	35%	34%
	2022	54%	60%	**39%**	-	39%	-	-	-	-	-	27%	-	42%	17%	40%	30%
Math Including EOC	2023	48%	57%	**36%**	-	36%	-	-	-	-	-	20%	*	40%	17%	36%	36%
	2022	43%	55%	**38%**	-	38%	-	-	-	-	-	20%	-	36%	50%	38%	33%
5th Graders																	
Reading and Mathematics	2023	43%	53%	**36%**	-	36%	-	-	-	-	-	27%	*	37%	33%	34%	35%
	2022	41%	51%	**33%**	-	33%	-	-	-	-	-	9%	-	30%	50%	33%	29%
Reading and Mathematics Including EOC	2023	43%	53%	**36%**	-	36%	-	-	-	-	-	27%	*	37%	33%	34%	35%
	2022	41%	51%	**33%**	-	33%	-	-	-	-	-	9%	-	30%	50%	33%	29%
Reading Including EOC	2023	57%	66%	**53%**	-	53%	-	-	-	-	-	47%	*	50%	83%	53%	47%
	2022	58%	66%	**48%**	-	48%	-	-	-	-	-	9%	-	44%	67%	46%	44%
Math Including EOC	2023	51%	60%	**47%**	-	47%	-	-	-	-	-	27%	*	46%	50%	45%	53%
	2022	48%	57%	**45%**	-	45%	-	-	-	-	-	18%	-	44%	50%	44%	41%
3rd - 8th Graders																	
Reading and Mathematics	2023	37%	44%	**33%**	-	33%	*	-	-	-	*	29%	*	36%	23%	33%	34%
	2022	34%	41%	**32%**	-	32%	-	-	-	-	-	14%	*	32%	29%	31%	30%
Reading and Mathematics Including EOC	2023	39%	46%	**33%**	-	33%	*	-	-	-	*	29%	*	36%	23%	33%	34%
	2022	36%	44%	**32%**	-	32%	-	-	-	-	-	14%	*	32%	29%	31%	30%
Reading Including EOC	2023	53%	61%	**45%**	-	45%	*	-	-	-	*	37%	*	47%	40%	45%	43%
	2022	53%	61%	**47%**	-	47%	-	-	-	-	-	16%	*	48%	38%	46%	44%
Math Including EOC	2023	47%	53%	**46%**	-	46%	*	-	-	-	*	33%	*	47%	40%	46%	47%
	2022	43%	50%	**42%**	-	42%	-	-	-	-	-	19%	*	42%	42%	41%	39%

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

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress - Annual Growth by Grade and Subject																	
Grade 4 ELA/Reading	2023	55%	57%	**33%**	-	33%	-	-	-	-	-	38%	*	35%	17%	37%	26%
Grade 4 Mathematics	2023	63%	70%	**52%**	-	52%	-	-	-	-	-	50%	*	52%	56%	48%	56%
Grade 5 ELA/Reading	2023	65%	77%	**66%**	-	66%	-	-	-	-	-	50%	*	63%	*	67%	70%
Grade 5 Mathematics	2023	71%	71%	**66%**	-	66%	-	-	-	-	-	63%	*	65%	*	70%	72%
All Grades Both Subjects	2023	64%	67%	**53%**	-	53%	-	-	-	-	-	51%	38%	53%	52%	55%	54%
All Grades ELA/Reading	2023	63%	67%	**48%**	-	48%	-	-	-	-	-	44%	*	49%	42%	51%	45%
All Grades Mathematics	2023	66%	67%	**59%**	-	59%	-	-	-	-	-	57%	*	58%	62%	58%	63%
School Progress - Accelerated Learning by Grade and Subject																	
Grade 4 ELA/Reading	2023	33%	26%	**32%**	-	32%	-	-	-	-	-	22%	-	33%	*	36%	27%
Grade 4 Mathematics	2023	27%	30%	**4%**	-	4%	-	-	-	-	-	11%	*	6%	0%	6%	6%
Grade 5 ELA/Reading	2023	37%	44%	**47%**	-	47%	-	-	-	-	-	29%	-	47%	-	47%	56%
Grade 5 Mathematics	2023	48%	54%	**31%**	-	31%	-	-	-	-	-	38%	-	27%	*	33%	33%
All Grades Both Subjects	2023	38%	41%	**26%**	-	26%	-	-	-	-	-	24%	*	27%	20%	30%	27%
All Grades ELA/Reading	2023	35%	40%	**38%**	-	38%	-	-	-	-	-	25%	-	40%	*	41%	40%
All Grades Mathematics	2023	40%	43%	**15%**	-	15%	-	-	-	-	-	24%	*	15%	17%	19%	18%

* 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	2023	76%	80%	**71%**	70%	70%	-	-	-	*	*	*	-	-	*	71%	70%	*
	2022	74%	79%	**66%**	66%	66%	-	-	-	-	80%	80%	-	-	-	67%	65%	*
At Meets Grade Level or Above	2023	49%	55%	**43%**	40%	40%	-	-	-	*	*	*	-	-	*	44%	41%	*
	2022	48%	54%	**41%**	38%	38%	-	-	-	-	60%	60%	-	-	-	44%	38%	*
At Masters Grade Level	2023	20%	24%	**15%**	12%	12%	-	-	-	*	*	*	-	-	*	19%	13%	*
	2022	23%	27%	**19%**	16%	16%	-	-	-	-	40%	40%	-	-	-	23%	16%	*
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2023	77%	82%	**77%**	78%	78%	-	-	-	*	*	*	-	-	*	76%	78%	*
	2022	75%	80%	**70%**	72%	72%	-	-	-	-	*	*	-	-	-	68%	72%	*
At Meets Grade Level or Above	2023	53%	61%	**45%**	42%	41%	-	-	-	*	*	*	-	-	*	49%	43%	*
	2022	53%	60%	**47%**	45%	45%	-	-	-	-	*	*	-	-	-	50%	44%	*
At Masters Grade Level	2023	20%	27%	**16%**	15%	15%	-	-	-	*	*	*	-	-	*	17%	15%	*
	2022	25%	30%	**25%**	21%	21%	-	-	-	-	*	*	-	-	-	29%	22%	*
All Grades Mathematics																		
At Approaches Grade Level or Above	2023	75%	80%	**70%**	68%	68%	-	-	-	*	*	*	-	-	*	72%	69%	*
	2022	72%	78%	**71%**	71%	71%	-	-	-	-	*	*	-	-	-	74%	69%	*
At Meets Grade Level or Above	2023	45%	51%	**46%**	46%	46%	-	-	-	*	*	*	-	-	*	45%	46%	*
	2022	42%	48%	**42%**	39%	39%	-	-	-	-	*	*	-	-	-	46%	39%	*
At Masters Grade Level	2023	19%	22%	**17%**	12%	12%	-	-	-	*	*	*	-	-	*	22%	13%	*
	2022	20%	25%	**17%**	13%	13%	-	-	-	-	*	*	-	-	-	21%	14%	*
All Grades Science																		
At Approaches Grade Level or Above	2023	77%	77%	**50%**	48%	48%	-	-	-	-	-	-	-	-	-	50%	48%	*
	2022	76%	80%	**38%**	33%	33%	-	-	-	-	*	*	-	-	-	44%	34%	-
At Meets Grade Level or Above	2023	47%	47%	**22%**	15%	15%	-	-	-	-	-	-	-	-	-	29%	15%	*
	2022	47%	52%	**18%**	18%	18%	-	-	-	-	*	*	-	-	-	16%	20%	-
At Masters Grade Level	2023	18%	18%	**9%**	3%	3%	-	-	-	-	-	-	-	-	-	13%	3%	*
	2022	21%	23%	**8%**	8%	8%	-	-	-	-	*	*	-	-	-	8%	7%	-
School Progress - Annual Growth																		
All Grades Both Subjects	2023	64%	67%	**53%**	53%	53%	-	-	-	-	*	*	-	-	-	53%	53%	*
All Grades ELA/Reading	2023	63%	67%	**48%**	45%	45%	-	-	-	-	*	*	-	-	-	53%	44%	*
All Grades Mathematics	2023	66%	67%	**59%**	62%	62%	-	-	-	-	*	*	-	-	-	52%	62%	*
School Progress - Accelerated Learning																		
All Grades Both Subjects	2023	38%	41%	**26%**	28%	28%	-	-	-	-	*	*	-	-	-	24%	27%	-

	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 ELA/Reading	2023	35%	40%	**38%**	40%	40%	-	-	-	-	-	-	-	-	-	36%	40%	-
All Grades Mathematics	2023	40%	43%	**15%**	19%	19%	-	-	-	-	*	*	-	-	-	9%	18%	-

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2023 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	**100%**	-	100%	*	-	-	-	*	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	93%	**94%**	-	94%	*	-	-	-	*	96%	100%	99%	76%	93%	94%
Not Included in Accountability: Mobile	4%	3%	**2%**	-	2%	*	-	-	-	*	0%	0%	1%	8%	3%	1%
Not Included in Accountability: Other Exclusions	2%	3%	**4%**	-	3%	*	-	-	-	*	4%	0%	1%	16%	4%	5%
Not Tested	1%	0%	**0%**	-	0%	*	-	-	-	*	0%	0%	0%	0%	0%	0%
Absent	1%	0%	**0%**	-	0%	*	-	-	-	*	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	-	0%	*	-	-	-	*	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	100%	**100%**	-	100%	*	-	-	-	*	100%	*	100%	100%	100%	100%
Included in Accountability	92%	91%	**93%**	-	94%	*	-	-	-	*	94%	*	99%	74%	93%	92%
Not Included in Accountability: Mobile	4%	3%	**2%**	-	2%	*	-	-	-	*	0%	*	1%	6%	2%	1%
Not Included in Accountability: Other Exclusions	3%	6%	**5%**	-	4%	*	-	-	-	*	6%	*	1%	19%	5%	7%
Not Tested	1%	0%	**0%**	-	0%	*	-	-	-	*	0%	*	0%	0%	0%	0%
Absent	1%	0%	**0%**	-	0%	*	-	-	-	*	0%	*	0%	0%	0%	0%
Other	0%	0%	**0%**	-	0%	*	-	-	-	*	0%	*	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	100%	**100%**	-	100%	*	-	-	-	*	100%	*	100%	100%	100%	100%
Included in Accountability	94%	94%	**94%**	-	95%	*	-	-	-	*	96%	*	99%	78%	94%	94%
Not Included in Accountability: Mobile	5%	4%	**2%**	-	2%	*	-	-	-	*	0%	*	1%	9%	3%	2%
Not Included in Accountability: Other Exclusions	1%	2%	**3%**	-	3%	*	-	-	-	*	4%	*	1%	13%	3%	5%
Not Tested	1%	0%	**0%**	-	0%	*	-	-	-	*	0%	*	0%	0%	0%	0%
Absent	1%	0%	**0%**	-	0%	*	-	-	-	*	0%	*	0%	0%	0%	0%
Other	0%	0%	**0%**	-	0%	*	-	-	-	*	0%	*	0%	0%	0%	0%
Science																
Assessment Participant	99%	99%	**100%**	-	100%	-	-	-	-	-	100%	*	100%	100%	100%	100%
Included in Accountability	93%	95%	**95%**	-	95%	-	-	-	-	-	100%	*	98%	75%	94%	97%
Not Included in Accountability: Mobile	4%	3%	**3%**	-	3%	-	-	-	-	-	0%	*	2%	13%	4%	0%
Not Included in Accountability: Other Exclusions	1%	1%	**2%**	-	2%	-	-	-	-	-	0%	*	0%	13%	2%	3%
Not Tested	1%	1%	**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%	0%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%
Other	0%	1%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**100%**	-	100%	-	-	-	-	-	100%	*	100%	100%	100%	100%
Included in Accountability	93%	92%	**89%**	-	89%	-	-	-	-	-	98%	*	98%	56%	90%	86%
Not Included in Accountability: Mobile	5%	4%	**7%**	-	6%	-	-	-	-	-	2%	*	2%	24%	5%	7%
Not Included in Accountability: Other Exclusions	1%	3%	**4%**	-	4%	-	-	-	-	-	0%	*	0%	20%	5%	7%
Not Tested	1%	1%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%
Absent	1%	0%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%
Other	0%	1%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	**100%**	-	100%	-	-	-	-	-	100%	*	100%	100%	100%	100%
Included in Accountability	92%	90%	**89%**	-	90%	-	-	-	-	-	98%	*	98%	55%	91%	87%
Not Included in Accountability: Mobile	5%	4%	**6%**	-	6%	-	-	-	-	-	2%	*	2%	25%	5%	6%
Not Included in Accountability: Other Exclusions	2%	5%	**4%**	-	4%	-	-	-	-	-	0%	*	0%	20%	4%	7%
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	93%	92%	**89%**	-	90%	-	-	-	-	-	98%	*	98%	55%	91%	87%
Not Included in Accountability: Mobile	5%	4%	**6%**	-	6%	-	-	-	-	-	2%	*	2%	25%	5%	6%
Not Included in Accountability: Other Exclusions	1%	2%	**4%**	-	4%	-	-	-	-	-	0%	*	0%	20%	4%	7%
Not Tested	1%	1%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%
Absent	1%	0%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%
Other	0%	1%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%
Science																
Assessment Participant	98%	99%	**100%**	-	100%	-	-	-	-	-	100%	-	100%	100%	100%	100%
Included in Accountability	93%	93%	**87%**	-	87%	-	-	-	-	-	100%	-	96%	60%	86%	82%
Not Included in Accountability: Mobile	4%	4%	**8%**	-	8%	-	714	-	-	-	0%	-	4%	20%	8%	10%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Other Exclusions	1%	2%	**5%**	-	5%	-	-	-	-	-	0%	-	0%	20%	6%	8%
Not Tested	2%	1%	**0%**	-	0%	-	-	-	-	-	0%	-	0%	0%	0%	0%
Absent	1%	0%	**0%**	-	0%	-	-	-	-	-	0%	-	0%	0%	0%	0%
Other	0%	1%	**0%**	-	0%	-	-	-	-	-	0%	-	0%	0%	0%	0%

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2021-22	92.2%	92.1%	**90.7%**	-	90.7%	88.5%	-	-	-	-	89.3%	90.6%	91.0%
2020-21	95.0%	97.3%	**94.5%**	-	94.5%	*	-	-	-	-	91.4%	94.5%	95.8%
Chronic Absenteeism													
2021-22	25.7%	26.6%	**38.6%**	-	38.5%	42.9%	-	-	-	-	50.0%	38.9%	38.3%
2020-21	15.0%	8.6%	**18.0%**	-	17.6%	*	-	-	-	-	25.7%	18.0%	14.2%
Annual Dropout Rate (Gr 7-8)													
2021-22	0.7%	0.1%	-	-	-	-	-	-	-	-	-	-	-
2020-21	0.9%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2021-22	2.2%	0.1%	-	-	-	-	-	-	-	-	-	-	-
2020-21	2.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	89.7%	99.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.5%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.0%	99.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.6%	99.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021													
Graduated	90.0%	98.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	98.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	99.1%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.2%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	99.2%	-	-	-	-	-	-	-	-	-	-	-

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.7%	99.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	92.2%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	98.9%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.7%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	92.6%	98.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	1.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	98.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	98.5%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2022	89.7%	97.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	90.0%	96.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2022	59.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2022	3.7%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	3.8%	0.2%	-	-	717	-	-	-	-	-	-	-	-
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 2022	84.3%	99.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	81.9%	97.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2022	88.0%	99.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	85.7%	97.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
2020-21	43.8%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2021-22	3.9%	0.1%	-	-	-	-	-	-	-	-	-	-	-
2020-21	3.8%	0.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2021-22	82.3%	98.7%	-	-	-	-	-	-	-	-	-	-	-
2020-21	80.4%	96.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2021-22	86.0%	98.7%	-	-	-	-	-	-	-	-	-	-	-
2020-21	84.1%	96.7%	-	-	-	-	-	-	-	-	-	-	-

	Campus Count	Campus Percent	District Count	State Count
Graduates (2021-22 Annual Graduates)				
Total Graduates	-	-	1,578	368,686
By Ethnicity:				
African American	-	-	6	45,227
Hispanic	-	-	1,475	191,125
White	-	-	63	103,171
American Indian	-	-	2	1,159
Asian	-	-	24	18,794
Pacific Islander	-	-	0	569
Two or More Races	-	-	8	8,641
By Graduation Type:				
Minimum H.S. Program	-	-	0	433
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	134
Foundation H.S. Program (No Endorsement)	-	-	20	51,023
Foundation H.S. Program (Endorsement)	-	-	1	14,179
Foundation H.S. Program (DLA)	-	-	1,557	302,917
Special Education Graduates	-	-	121	32,447
Economically Disadvantaged Graduates	-	-	1,047	194,571
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	259	40,398
At-Risk Graduates	-	-	755	159,689

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	433	100.0%	20,343	5,504,150	433	100.0%	20,399	5,518,432
Students by Grade:								
Early Childhood Education	3	0.7%	0.2%	0.3%	3	0.7%	0.2%	0.5%
Pre-Kindergarten	29	6.7%	5.4%	4.4%	29	6.7%	5.5%	4.4%
Pre-Kindergarten: 3-year Old	0	0.0%	1.4%	0.7%	0	0.0%	1.5%	0.7%
Pre-Kindergarten: 4-year Old	29	6.7%	4.0%	3.7%	29	6.7%	4.1%	3.7%
Kindergarten	56	12.9%	5.8%	6.7%	56	12.9%	5.8%	6.7%
Grade 1	62	14.3%	6.5%	7.2%	62	14.3%	6.5%	7.2%
Grade 2	66	15.2%	6.5%	7.2%	66	15.2%	6.5%	7.2%
Grade 3	75	17.3%	6.4%	7.2%	75	17.3%	6.4%	7.1%
Grade 4	79	18.2%	6.6%	7.2%	79	18.2%	6.6%	7.1%
Grade 5	63	14.5%	7.3%	7.2%	63	14.5%	7.3%	7.2%
Grade 6	0	0.0%	7.3%	7.3%	0	0.0%	7.3%	7.2%
Grade 7	0	0.0%	7.4%	7.4%	0	0.0%	7.4%	7.4%
Grade 8	0	0.0%	7.7%	7.7%	0	0.0%	7.6%	7.7%
Grade 9	0	0.0%	9.0%	8.7%	0	0.0%	9.0%	8.7%
Grade 10	0	0.0%	9.2%	7.9%	0	0.0%	9.2%	7.9%
Grade 11	0	0.0%	7.6%	7.0%	0	0.0%	7.6%	7.0%
Grade 12	0	0.0%	7.1%	6.6%	0	0.0%	7.1%	6.6%
Ethnic Distribution:								
African American	0	0.0%	0.4%	12.8%	0	0.0%	0.4%	12.8%
Hispanic	404	93.3%	93.6%	53.0%	404	93.3%	93.5%	52.9%
White	28	6.5%	4.4%	25.6%	28	6.5%	4.5%	25.7%
American Indian	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Asian	0	0.0%	1.2%	5.1%	0	0.0%	1.2%	5.1%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	1	0.2%	0.4%	3.0%	1	0.2%	0.4%	3.0%
Sex:								
Female	179	41.3%	48.4%	48.8%	179	41.3%	48.4%	48.8%
Male	254	58.7%	51.6%	51.2%	254	58.7%	51.6%	51.2%
Economically Disadvantaged	415	95.8%	72.6%	62.1%	415	95.8%	72.5%	62.0%
Non-Educationally Disadvantaged	18	4.2%	27.4%	37.9%	18	4.2%	27.5%	38.0%
Section 504 Students	34	7.9%	10.0%	7.4%	34	7.9%	10.0%	7.4%
EB Students/EL	251	58.0%	36.0%	23.1%	251	58.0%	36.0%	23.0%
Students w/ Disciplinary Placements (2021-22)	0	0.0%	1.8%	1.5%				

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Students w/ Dyslexia	55	12.7%	8.8%	5.5%	55	12.7%	8.8%	5.5%
Foster Care	1	0.2%	0.1%	0.2%	1	0.2%	0.1%	0.2%
Homeless	13	3.0%	1.4%	1.3%	13	3.0%	1.4%	1.3%
Immigrant	9	2.1%	2.4%	2.2%	9	2.1%	2.4%	2.2%
Migrant	13	3.0%	1.8%	0.3%	13	3.0%	1.8%	0.3%
Title I	433	100.0%	95.8%	64.6%	433	100.0%	95.7%	64.6%
Military Connected	0	0.0%	0.4%	3.6%	0	0.0%	0.4%	3.6%
At-Risk	327	75.5%	59.1%	53.3%	327	75.5%	59.0%	53.3%
Students by Instructional Program:								
Bilingual/ESL Education	252	58.2%	38.3%	23.2%	252	58.2%	38.3%	23.2%
Career and Technical Education	0	0.0%	34.6%	26.5%				
Career and Technical Education (9-12 grades only)	0	0.0%	83.9%	72.3%				
Gifted and Talented Education	23	5.3%	11.5%	8.2%	23	5.3%	11.5%	8.2%
Special Education	114	26.3%	14.2%	12.6%	114	26.3%	14.3%	12.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	114							
By Type of Primary Disability Students with Intellectual Disabilities	57	50.0%	48.5%	44.1%				
Students with Physical Disabilities	22	19.3%	18.4%	20.0%				
Students with Autism	23	20.2%	15.4%	15.5%				
Students with Behavioral Disabilities	**	**	16.5%	18.8%				
Students with Non-Categorical Early Childhood	*	*	1.2%	1.6%				
Mobility (2021-22):								
Total Mobile Students	57	15.0%	15.8%	16.8%				
By Ethnicity: African American	0	0.0%	0.1%	3.3%				
Hispanic	57	15.0%	14.9%	8.7%				
White	0	0.0%	0.5%	3.4%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.1%	0.7%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	0	0.0%	0.1%	0.6%				
Count and Percent of Special Ed Students who are Mobile	10	10.4%	16.1%	18.6%				
Count and Percent of EB Students/EL who are Mobile	37	15.7%	18.4%	17.1%				
Count and Percent of Econ Dis Students who are Mobile	51	14.1%	17.4%	18.7%				
Student Attrition (2021-22):	724							
Total Student Attrition	49	13.8%	16.4%	18.1%				

	--Non-Special Education Rates--			---Special Education Rates---		
Student Information	**Campus**	**District**	**State**	**Campus**	**District**	**State**
Retention Rates by Grade:						
Kindergarten	0.0%	2.1%	1.5%	0.0%	3.3%	4.5%
Grade 1	0.0%	4.0%	2.5%	0.0%	5.2%	3.6%
Grade 2	2.0%	2.3%	1.6%	0.0%	3.3%	2.0%
Grade 3	0.0%	0.9%	0.8%	0.0%	0.8%	0.9%
Grade 4	0.0%	0.1%	0.5%	0.0%	0.0%	0.5%
Grade 5	0.0%	0.1%	0.3%	0.0%	0.0%	0.4%
Grade 6	-	0.4%	0.3%	-	0.0%	0.4%
Grade 7	-	0.4%	0.4%	-	0.0%	0.5%
Grade 8	-	0.4%	0.4%	-	0.5%	0.5%
Grade 9	-	10.8%	8.7%	-	16.8%	12.6%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	22.3	18.0	18.7
Grade 1	17.2	17.3	19.1
Grade 2	18.1	18.2	19.1
Grade 3	19.2	17.7	19.3
Grade 4	21.4	18.3	19.4
Grade 5	16.4	20.0	20.8
Grade 6	-	21.5	19.2
Secondary:			
English/Language Arts	-	15.0	16.2
Foreign Languages	-	17.1	18.8
Mathematics	-	18.0	17.5
Science	-	19.0	18.5
Social Studies	-	19.0	18.9

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Total Staff	55.1	100.0%	100.0%	100.0%
Professional Staff:	40.3	73.3%	61.1%	64.1%
Teachers	29.5	53.6%	44.6%	48.7%
Professional Support	7.3	13.2%	12.2%	10.9%
Campus Administration (School Leadership)	3.5	6.4%	3.2%	3.3%
Educational Aides:	14.7	26.7%	12.4%	11.3%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	29.0	4,258.0
Part-time Librarians	0.0	n/a	0.0	646.0
Full-time Counselors	1.0	n/a	76.0	13,815.0
Part-time Counselors	0.0	n/a	2.0	1,240.0
Total Minority Staff:	52.2	94.7%	92.7%	53.2%
Teachers by Ethnicity:				
African American	0.0	0.0%	0.6%	11.8%
Hispanic	29.5	100.0%	88.2%	29.6%
White	0.0	0.0%	9.8%	54.9%
American Indian	0.0	0.0%	0.0%	0.3%
Asian	0.0	0.0%	0.9%	2.0%
Pacific Islander	0.0	0.0%	0.1%	0.1%
Two or More Races	0.0	0.0%	0.4%	1.2%
Teachers by Sex:				
Males	2.1	7.3%	29.3%	24.4%
Females	27.4	92.7%	70.7%	75.6%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.7%	2.0%
Bachelors	21.3	72.2%	79.5%	72.2%
Masters	8.2	27.8%	19.7%	25.0%
Doctorate	0.0	0.0%	0.1%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	0.0	0.0%	3.9%	9.7%
1-5 Years Experience	5.0	16.9%	19.0%	26.3%
6-10 Years Experience	8.3	27.9%	22.9%	20.5%
11-20 Years Experience	12.3	41.6%	34.2%	27.2%
21-30 Years Experience	4.0	13.5%	15.4%	13.3%
Over 30 Years Experience	0.0	0.0%	4.7%	2.9%

Texas Education Agency
2022-23 Staff Information (TAPR)
ROOSEVELT EL (108906121) - MCALLEN ISD - HIDALGO COUNTY

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Number of Students per Teacher	14.7	n/a	13.6	14.8

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	1.0	6.6	6.1
Average Years Experience of Principals with District	1.0	6.6	5.3
Average Years Experience of Assistant Principals	16.0	6.1	5.2
Average Years Experience of Assistant Principals with District	16.0	5.3	4.4
Average Years Experience of Teachers:	12.6	13.5	11.0
Average Years Experience of Teachers with District:	9.9	10.3	6.9
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	$50,549	$53,300
1-5 Years Experience	$53,430	$53,264	$56,516
6-10 Years Experience	$56,520	$56,886	$59,732
11-20 Years Experience	$61,448	$60,642	$63,389
21-30 Years Experience	$64,955	$66,288	$67,876
Over 30 Years Experience	-	$73,268	$72,560
Average Actual Salaries (regular duties only):			
Teachers	$59,189	$59,446	$60,717
Professional Support	$59,509	$67,588	$72,022
Campus Administration (School Leadership)	$69,902	$76,926	$85,167
Instructional Staff Percent:	n/a	63.8%	65.1%
Contracted Instructional Staff (not incl. above):	0.0	1.5	2,105.4

	----- Campus -----			
Program Information	**Count**	**Percent**	**District**	**State**
Teachers by Program (population served):				
Bilingual/ESL Education	2.0	6.8%	6.4%	5.9%
Career and Technical Education	0.0	0.0%	6.3%	5.4%
Compensatory Education	0.0	0.0%	3.1%	3.2%
Gifted and Talented Education	0.0	0.0%	1.4%	1.7%
Regular Education	22.2	75.2%	66.7%	70.6%
Special Education	5.3	18.0%	8.9%	9.7%
Other	0.0	0.0%	7.2%	3.5%

- 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.

2022-23 Texas Academic Performance Report (TAPR)

District Name: MCALLEN ISD

Campus Name: BLANCA E SANCHEZ

Campus Number: 108906127

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	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2023	76%	79%	**87%**	-	87%	*	*	-	-	-	64%	-	87%	88%	86%	93%
	2022	76%	81%	**89%**	*	88%	*	-	-	-	-	71%	*	90%	82%	80%	91%
At Meets Grade Level or Above	2023	50%	54%	**62%**	-	60%	*	*	-	-	-	27%	-	63%	56%	63%	74%
	2022	51%	57%	**69%**	*	68%	*	-	-	-	-	47%	*	75%	45%	60%	68%
At Masters Grade Level	2023	20%	26%	**33%**	-	31%	*	*	-	-	-	9%	-	30%	44%	31%	37%
	2022	30%	33%	**44%**	*	41%	*	-	-	-	-	24%	*	45%	36%	46%	55%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2023	73%	78%	**86%**	-	85%	*	*	-	-	-	73%	-	84%	94%	86%	93%
	2022	71%	74%	**82%**	*	81%	*	-	-	-	-	59%	*	88%	55%	74%	82%
At Meets Grade Level or Above	2023	45%	49%	**53%**	-	51%	*	*	-	-	-	36%	-	54%	50%	53%	52%
	2022	43%	48%	**50%**	*	47%	*	-	-	-	-	35%	*	55%	27%	43%	50%
At Masters Grade Level	2023	19%	18%	**23%**	-	23%	*	*	-	-	-	0%	-	24%	19%	22%	30%
	2022	21%	24%	**24%**	*	22%	*	-	-	-	-	6%	*	25%	18%	17%	27%
Grade 4 Reading																	
At Approaches Grade Level or Above	2023	77%	80%	**90%**	*	90%	*	-	-	-	-	78%	*	90%	91%	83%	88%
	2022	77%	81%	**79%**	*	78%	*	*	-	-	-	40%	*	81%	71%	80%	72%
At Meets Grade Level or Above	2023	48%	55%	**66%**	*	65%	*	-	-	-	-	39%	*	75%	45%	60%	75%
	2022	54%	60%	**63%**	*	62%	*	*	-	-	-	30%	*	66%	53%	59%	62%
At Masters Grade Level	2023	22%	29%	**27%**	*	26%	*	-	-	-	-	11%	*	31%	18%	21%	33%
	2022	28%	31%	**33%**	*	32%	*	*	-	-	-	0%	*	34%	29%	27%	34%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2023	71%	78%	**86%**	*	85%	*	-	-	-	-	72%	*	92%	71%	79%	88%
	2022	70%	79%	**74%**	*	73%	*	*	-	-	-	10%	*	76%	65%	67%	79%
At Meets Grade Level or Above	2023	48%	57%	**62%**	*	61%	*	-	-	-	-	56%	*	69%	48%	52%	58%
	2022	43%	55%	**59%**	*	59%	*	*	-	-	-	0%	*	64%	41%	53%	62%
At Masters Grade Level	2023	22%	28%	**33%**	*	31%	*	-	-	-	-	6%	*	42%	14%	26%	42%
	2022	23%	32%	**36%**	*	36%	*	*	-	-	-	0%	*	41%	18%	27%	38%
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	2023	81%	86%	**88%**	*	88%	*	*	-	-	-	55%	*	90%	82%	86%	89%
	2022	81%	86%	**89%**	-	90%	*	-	-	-	-	50%	-	86%	100%	86%	91%
At Meets Grade Level or Above	2023	57%	66%	**69%**	*	69%	*	*	-	-	-	36%	*	72%	59%	68%	73%
	2022	58%	66%	**72%**	-	73%	*	-	-	-	-	21%	-	70%	81%	65%	73%
At Masters Grade Level	2023	28%	40%	**40%**	*	40%	*	*	-	-	-	9%	*	43%	32%	39%	43%
	2022	36%	42%	**46%**	-	45%	*	-	-	-	-	7%	-	48%	38%	35%	48%
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2023	80%	86%	**86%**	*	86%	*	*	-	-	-	64%	*	85%	91%	86%	89%
	2022	77%	86%	**91%**	-	91%	*	-	-	-	-	57%	-	92%	88%	90%	91%
At Meets Grade Level or Above	2023	51%	60%	**56%**	*	56%	*	*	-	-	-	18%	*	58%	50%	48%	51%
	2022	48%	57%	**67%**	-	68%	*	-	-	-	-	21%	-	65%	75%	57%	73%
At Masters Grade Level	2023	21%	25%	**23%**	*	23%	*	*	-	-	-	9%	*	24%	18%	20%	24%
	2022	25%	32%	**41%**	-	40%	*	-	-	-	-	14%	-	43%	31%	31%	55%
Grade 5 Science																	
At Approaches Grade Level or Above	2023	65%	68%	**62%**	*	61%	*	*	-	-	-	55%	*	63%	59%	59%	62%
	2022	66%	67%	**75%**	-	75%	*	-	-	-	-	36%	-	73%	81%	69%	85%
At Meets Grade Level or Above	2023	36%	37%	**22%**	*	22%	*	*	-	-	-	18%	*	22%	23%	21%	19%
	2022	38%	39%	**48%**	-	48%	*	-	-	-	-	29%	-	49%	44%	39%	61%
At Masters Grade Level	2023	16%	17%	**9%**	*	9%	*	*	-	-	-	0%	*	9%	9%	9%	8%
	2022	18%	19%	**27%**	-	26%	*	-	-	-	-	7%	-	27%	25%	18%	30%
All Grades All Subjects																	
At Approaches Grade Level or Above	2023	76%	80%	**83%**	60%	83%	100%	100%	-	-	-	67%	69%	84%	82%	80%	85%
	2022	74%	79%	**82%**	100%	82%	80%	*	-	-	-	49%	83%	84%	78%	78%	85%
At Meets Grade Level or Above	2023	49%	55%	**55%**	40%	54%	93%	40%	-	-	-	35%	44%	58%	47%	52%	56%
	2022	48%	54%	**61%**	83%	61%	70%	*	-	-	-	28%	42%	63%	54%	54%	65%
At Masters Grade Level	2023	20%	24%	**27%**	20%	26%	57%	20%	-	-	-	7%	19%	28%	21%	24%	30%
	2022	23%	27%	**36%**	67%	35%	70%	*	-	-	-	9%	25%	38%	28%	28%	41%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2023	77%	82%	**88%**	*	88%	100%	*	-	-	-	68%	83%	89%	87%	85%	90%
	2022	75%	80%	**85%**	*	85%	*	*	-	-	-	56%	83%	86%	84%	82%	85%

	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	2023	53%	61%	**66%**	*	65%	100%	*	-	-	-	35%	50%	70%	53%	64%	74%
	2022	53%	60%	**68%**	*	67%	*	*	-	-	-	34%	50%	70%	61%	62%	68%
At Masters Grade Level	2023	20%	27%	**34%**	*	33%	83%	*	-	-	-	10%	17%	35%	30%	31%	39%
	2022	25%	30%	**41%**	*	39%	*	*	-	-	-	12%	17%	42%	34%	35%	45%
All Grades Mathematics																	
At Approaches Grade Level or Above	2023	75%	80%	**86%**	*	85%	100%	*	-	-	-	70%	83%	86%	85%	84%	90%
	2022	72%	78%	**82%**	*	82%	*	*	-	-	-	46%	83%	86%	70%	77%	85%
At Meets Grade Level or Above	2023	45%	51%	**57%**	*	56%	100%	*	-	-	-	40%	50%	59%	49%	51%	53%
	2022	42%	48%	**59%**	*	59%	*	*	-	-	-	22%	33%	62%	50%	52%	63%
At Masters Grade Level	2023	19%	22%	**26%**	*	25%	50%	*	-	-	-	5%	17%	29%	17%	22%	31%
	2022	20%	25%	**34%**	*	33%	*	*	-	-	-	7%	33%	37%	23%	26%	42%
All Grades Science																	
At Approaches Grade Level or Above	2023	77%	77%	**62%**	*	61%	*	*	-	-	-	55%	*	63%	59%	59%	62%
	2022	76%	80%	**75%**	-	75%	*	-	-	-	-	36%	-	73%	81%	69%	85%
At Meets Grade Level or Above	2023	47%	47%	**22%**	*	22%	*	*	-	-	-	18%	*	22%	23%	21%	19%
	2022	47%	52%	**48%**	-	48%	*	-	-	-	-	29%	-	49%	44%	39%	61%
At Masters Grade Level	2023	18%	18%	**9%**	*	9%	*	*	-	-	-	0%	*	9%	9%	9%	8%
	2022	21%	23%	**27%**	-	26%	*	-	-	-	-	7%	-	27%	25%	18%	30%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2023	37%	40%	**47%**	-	44%	*	*	-	-	-	18%	-	48%	44%	45%	48%
	2022	36%	42%	**47%**	*	44%	*	-	-	-	-	29%	*	51%	27%	40%	50%
Reading and Mathematics Including EOC	2023	37%	40%	**47%**	-	44%	*	*	-	-	-	18%	-	48%	44%	45%	48%
	2022	36%	42%	**47%**	*	44%	*	-	-	-	-	29%	*	51%	27%	40%	50%
Reading Including EOC	2023	50%	54%	**62%**	-	60%	*	*	-	-	-	27%	-	63%	56%	63%	74%
	2022	51%	57%	**69%**	*	68%	*	-	-	-	-	47%	*	75%	45%	60%	68%
Math Including EOC	2023	45%	49%	**53%**	-	51%	*	*	-	-	-	36%	-	54%	50%	53%	52%
	2022	43%	48%	**50%**	*	47%	*	-	-	-	-	35%	*	55%	27%	43%	50%
4th Graders																	
Reading and Mathematics	2023	38%	46%	**54%**	*	52%	*	-	-	-	-	39%	*	63%	33%	45%	58%
	2022	36%	46%	**49%**	*	48%	*	*	-	-	-	0%	*	53%	35%	41%	48%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading and Mathematics Including EOC	2023	38%	46%	**54%**	*	52%	*	-	-	-	-	39%	*	63%	33%	45%	58%
	2022	36%	46%	**49%**	*	48%	*	*	-	-	-	0%	*	53%	35%	41%	48%
Reading Including EOC	2023	48%	55%	**66%**	*	65%	*	-	-	-	-	39%	*	75%	45%	60%	75%
	2022	54%	60%	**63%**	*	62%	*	*	-	-	-	30%	*	66%	53%	59%	62%
Math Including EOC	2023	48%	57%	**62%**	*	61%	*	-	-	-	-	56%	*	69%	48%	52%	58%
	2022	43%	55%	**59%**	*	59%	*	*	-	-	-	0%	*	64%	41%	53%	62%
5th Graders																	
Reading and Mathematics	2023	43%	53%	**51%**	*	51%	*	*	-	-	-	18%	*	53%	45%	45%	51%
	2022	41%	51%	**63%**	-	64%	*	-	-	-	-	21%	-	62%	69%	55%	70%
Reading and Mathematics Including EOC	2023	43%	53%	**51%**	*	51%	*	*	-	-	-	18%	*	53%	45%	45%	51%
	2022	41%	51%	**63%**	-	64%	*	-	-	-	-	21%	-	62%	69%	55%	70%
Reading Including EOC	2023	57%	66%	**69%**	*	69%	*	*	-	-	-	36%	*	72%	59%	68%	73%
	2022	58%	66%	**72%**	-	73%	*	-	-	-	-	21%	-	70%	81%	65%	73%
Math Including EOC	2023	51%	60%	**56%**	*	56%	*	*	-	-	-	18%	*	58%	50%	48%	51%
	2022	48%	57%	**67%**	-	68%	*	-	-	-	-	21%	-	65%	75%	57%	73%
3rd - 8th Graders																	
Reading and Mathematics	2023	37%	44%	**50%**	*	49%	100%	*	-	-	-	28%	50%	54%	41%	45%	52%
	2022	34%	41%	**53%**	*	53%	*	*	-	-	-	20%	17%	55%	45%	46%	57%
Reading and Mathematics Including EOC	2023	39%	46%	**50%**	*	49%	100%	*	-	-	-	28%	50%	54%	41%	45%	52%
	2022	36%	44%	**53%**	*	53%	*	*	-	-	-	20%	17%	55%	45%	46%	57%
Reading Including EOC	2023	53%	61%	**66%**	*	65%	100%	*	-	-	-	35%	50%	70%	53%	64%	74%
	2022	53%	61%	**68%**	*	67%	*	*	-	-	-	34%	50%	70%	61%	62%	68%
Math Including EOC	2023	47%	53%	**57%**	*	56%	100%	*	-	-	-	40%	50%	59%	49%	51%	53%
	2022	43%	50%	**59%**	*	59%	*	*	-	-	-	22%	33%	62%	50%	52%	63%

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

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress - Annual Growth by Grade and Subject																	
Grade 4 ELA/Reading	2023	55%	57%	**62%**	*	63%	*	-	-	-	-	59%	*	65%	56%	55%	57%
Grade 4 Mathematics	2023	63%	70%	**77%**	*	77%	*	-	-	-	-	74%	*	79%	72%	74%	80%
Grade 5 ELA/Reading	2023	65%	77%	**78%**	*	79%	*	*	-	-	-	61%	*	78%	75%	79%	86%
Grade 5 Mathematics	2023	71%	71%	**64%**	*	63%	*	*	-	-	-	89%	*	59%	81%	69%	69%
All Grades Both Subjects	2023	64%	67%	**70%**	*	70%	100%	*	-	-	-	69%	54%	70%	71%	70%	74%
All Grades ELA/Reading	2023	63%	67%	**71%**	*	72%	*	*	-	-	-	60%	58%	73%	65%	69%	75%
All Grades Mathematics	2023	66%	67%	**70%**	*	69%	*	*	-	-	-	79%	50%	68%	76%	71%	73%
School Progress - Accelerated Learning by Grade and Subject																	
Grade 4 ELA/Reading	2023	33%	26%	**63%**	-	63%	-	-	-	-	-	50%	-	67%	*	63%	*
Grade 4 Mathematics	2023	27%	30%	**42%**	-	42%	-	-	-	-	-	38%	-	67%	17%	40%	*
Grade 5 ELA/Reading	2023	37%	44%	**56%**	*	59%	-	-	-	-	-	20%	*	54%	60%	54%	64%
Grade 5 Mathematics	2023	48%	54%	**61%**	*	59%	-	-	-	-	-	63%	*	53%	83%	61%	67%
All Grades Both Subjects	2023	38%	41%	**56%**	*	56%	-	-	-	-	-	44%	*	57%	53%	55%	64%
All Grades ELA/Reading	2023	35%	40%	**58%**	*	60%	-	-	-	-	-	36%	*	58%	57%	57%	62%
All Grades Mathematics	2023	40%	43%	**54%**	*	53%	-	-	-	-	-	50%	*	57%	50%	54%	67%

* 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	2023	76%	80%	**83%**	85%	66%	-	90%	-	-	77%	77%	-	-	100%	82%	82%	100%
	2022	74%	79%	**82%**	88%	73%	-	98%	89%	-	50%	50%	-	-	*	81%	83%	100%
At Meets Grade Level or Above	2023	49%	55%	**55%**	58%	41%	-	63%	-	-	31%	31%	-	-	20%	55%	51%	83%
	2022	48%	54%	**61%**	67%	39%	-	91%	67%	-	36%	36%	-	-	*	59%	60%	100%
At Masters Grade Level	2023	20%	24%	**27%**	30%	16%	-	35%	-	-	23%	23%	-	-	0%	25%	22%	69%
	2022	23%	27%	**36%**	43%	23%	-	61%	43%	-	21%	21%	-	-	*	32%	38%	70%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2023	77%	82%	**88%**	90%	74%	-	95%	-	-	80%	80%	-	-	*	87%	88%	100%
	2022	75%	80%	**85%**	88%	79%	-	100%	86%	-	33%	33%	-	-	*	86%	82%	100%
At Meets Grade Level or Above	2023	53%	61%	**66%**	76%	58%	-	82%	-	-	40%	40%	-	-	*	61%	70%	93%
	2022	53%	60%	**68%**	70%	42%	-	95%	69%	-	33%	33%	-	-	*	68%	64%	100%
At Masters Grade Level	2023	20%	27%	**34%**	38%	21%	-	43%	-	-	40%	40%	-	-	*	31%	31%	79%
	2022	25%	30%	**41%**	48%	26%	-	73%	44%	-	17%	17%	-	-	*	38%	41%	80%
All Grades Mathematics																		
At Approaches Grade Level or Above	2023	75%	80%	**86%**	90%	68%	-	97%	-	-	80%	80%	-	-	*	84%	88%	100%
	2022	72%	78%	**82%**	87%	74%	-	95%	89%	-	67%	67%	-	-	*	81%	82%	100%
At Meets Grade Level or Above	2023	45%	51%	**57%**	56%	37%	-	62%	-	-	20%	20%	-	-	*	59%	47%	86%
	2022	42%	48%	**59%**	66%	42%	-	82%	69%	-	33%	33%	-	-	*	57%	58%	100%
At Masters Grade Level	2023	19%	22%	**26%**	32%	16%	-	37%	-	-	20%	20%	-	-	*	23%	23%	71%
	2022	20%	25%	**34%**	44%	26%	-	55%	47%	-	17%	17%	-	-	*	29%	39%	60%
All Grades Science																		
At Approaches Grade Level or Above	2023	77%	77%	**62%**	61%	33%	-	67%	-	-	*	*	-	-	*	62%	53%	100%
	2022	76%	80%	**75%**	87%	50%	-	100%	93%	-	*	*	-	-	-	67%	83%	*
At Meets Grade Level or Above	2023	47%	47%	**22%**	18%	0%	-	22%	-	-	*	*	-	-	*	25%	10%	57%
	2022	47%	52%	**48%**	61%	17%	-	100%	53%	-	*	*	-	-	-	39%	57%	*
At Masters Grade Level	2023	18%	18%	**9%**	9%	0%	-	11%	-	-	*	*	-	-	*	10%	0%	43%
	2022	21%	23%	**27%**	29%	0%	-	50%	27%	-	*	*	-	-	-	24%	27%	*
School Progress - Annual Growth																		
All Grades Both Subjects	2023	64%	67%	**70%**	75%	68%	-	78%	-	-	50%	50%	-	-	*	68%	73%	83%
All Grades ELA/Reading	2023	63%	67%	**71%**	77%	68%	-	80%	-	-	*	*	-	-	*	68%	73%	89%
All Grades Mathematics	2023	66%	67%	**70%**	74%	68%	-	76%	-	-	*	*	-	-	*	68%	72%	78%
School Progress - Accelerated Learning																		
All Grades Both Subjects	2023	38%	41%	**56%**	62%	38%	-	77%	-	-	*	*	-	-	*	50%	64%	-

	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 ELA/Reading	2023	35%	40%	**58%**	64%	*	-	71%	-	-	*	*	-	-	-	54%	62%	-
All Grades Mathematics	2023	40%	43%	**54%**	60%	*	-	83%	-	-	*	*	-	-	*	48%	67%	-

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2023 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	**100%**	100%	100%	100%	100%	-	-	-	100%	100%	100%	99%	100%	100%
Included in Accountability	93%	93%	**98%**	56%	99%	100%	100%	-	-	-	98%	89%	99%	94%	99%	99%
Not Included in Accountability: Mobile	4%	3%	**1%**	44%	1%	0%	0%	-	-	-	2%	11%	0%	4%	1%	0%
Not Included in Accountability: Other Exclusions	2%	3%	**0%**	0%	0%	0%	0%	-	-	-	0%	0%	0%	1%	0%	1%
Not Tested	1%	0%	**0%**	0%	0%	0%	0%	-	-	-	0%	0%	0%	1%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	0%	-	-	-	0%	0%	0%	1%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	100%	**100%**	*	100%	100%	*	-	-	-	100%	100%	100%	100%	100%	100%
Included in Accountability	92%	91%	**98%**	*	99%	100%	*	-	-	-	98%	86%	99%	94%	99%	99%
Not Included in Accountability: Mobile	4%	3%	**2%**	*	1%	0%	*	-	-	-	2%	14%	1%	5%	1%	0%
Not Included in Accountability: Other Exclusions	3%	6%	**0%**	*	0%	0%	*	-	-	-	0%	0%	0%	2%	0%	1%
Not Tested	1%	0%	**0%**	*	0%	0%	*	-	-	-	0%	0%	0%	0%	0%	0%
Absent	1%	0%	**0%**	*	0%	0%	*	-	-	-	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	*	0%	0%	*	-	-	-	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	100%	**99%**	*	99%	100%	*	-	-	-	100%	100%	99%	98%	100%	100%
Included in Accountability	94%	94%	**97%**	*	98%	100%	*	-	-	-	98%	86%	99%	92%	99%	99%
Not Included in Accountability: Mobile	5%	4%	**2%**	*	1%	0%	*	-	-	-	2%	14%	1%	5%	1%	0%
Not Included in Accountability: Other Exclusions	1%	2%	**0%**	*	0%	0%	*	-	-	-	0%	0%	0%	2%	0%	1%
Not Tested	1%	0%	**1%**	*	1%	0%	*	-	-	-	0%	0%	1%	2%	0%	0%
Absent	1%	0%	**1%**	*	1%	0%	*	-	-	-	0%	0%	1%	2%	0%	0%
Other	0%	0%	**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%	95%	**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%	1%	**0%**	*	0%	*	*	-	-	-	0%	*	0%	0%	0%	0%
Not Tested	1%	1%	**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)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	0%	**0%**	*	0%	*	*	-	-	-	0%	*	0%	0%	0%	0%
Other	0%	1%	**0%**	*	0%	*	*	-	-	-	0%	*	0%	0%	0%	0%
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**100%**	100%	100%	100%	*	-	-	*	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	92%	**93%**	55%	95%	100%	*	-	-	*	96%	100%	98%	78%	94%	93%
Not Included in Accountability: Mobile	5%	4%	**5%**	45%	4%	0%	*	-	-	*	2%	0%	1%	19%	5%	5%
Not Included in Accountability: Other Exclusions	1%	3%	**1%**	0%	1%	0%	*	-	-	*	2%	0%	0%	3%	1%	2%
Not Tested	1%	1%	**0%**	0%	0%	0%	*	-	-	*	0%	0%	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	*	-	-	*	0%	0%	0%	0%	0%	0%
Other	0%	1%	**0%**	0%	0%	0%	*	-	-	*	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	**100%**	100%	100%	*	*	-	-	*	100%	100%	100%	100%	100%	100%
Included in Accountability	92%	90%	**93%**	60%	94%	*	*	-	-	*	95%	100%	98%	77%	94%	92%
Not Included in Accountability: Mobile	5%	4%	**6%**	40%	5%	*	*	-	-	*	2%	0%	1%	19%	5%	5%
Not Included in Accountability: Other Exclusions	2%	5%	**1%**	0%	1%	*	*	-	-	*	2%	0%	1%	4%	1%	2%
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	93%	92%	**93%**	60%	94%	*	*	-	-	*	95%	100%	98%	77%	94%	92%
Not Included in Accountability: Mobile	5%	4%	**6%**	40%	5%	*	*	-	-	*	2%	0%	1%	19%	5%	5%
Not Included in Accountability: Other Exclusions	1%	2%	**1%**	0%	1%	*	*	-	-	*	2%	0%	1%	4%	1%	2%
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%	1%	**0%**	0%	0%	*	*	-	-	*	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	98%	99%	**100%**	*	100%	*	-	-	-	*	100%	-	100%	100%	100%	100%
Included in Accountability	93%	93%	**95%**	*	97%	*	-	-	-	*	100%	-	98%	84%	96%	100%
Not Included in Accountability: Mobile	4%	4%	**5%**	*	3%	*	739	-	-	*	0%	-	2%	16%	4%	0%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Other Exclusions	1%	2%	**0%**	*	0%	*	-	-	-	*	0%	-	0%	0%	0%	0%
Not Tested	2%	1%	**0%**	*	0%	*	-	-	-	*	0%	-	0%	0%	0%	0%
Absent	1%	0%	**0%**	*	0%	*	-	-	-	*	0%	-	0%	0%	0%	0%
Other	0%	1%	**0%**	*	0%	*	-	-	-	*	0%	-	0%	0%	0%	0%

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2021-22	92.2%	92.1%	**94.9%**	*	94.9%	95.9%	*	*	-	*	93.2%	94.5%	95.3%
2020-21	95.0%	97.3%	**98.6%**	96.2%	98.7%	98.7%	*	-	-	*	98.1%	98.2%	99.0%
Chronic Absenteeism													
2021-22	25.7%	26.6%	**13.0%**	16.7%	13.2%	0.0%	*	*	-	*	21.1%	16.9%	7.6%
2020-21	15.0%	8.6%	**4.0%**	28.6%	3.4%	0.0%	*	-	-	*	6.6%	5.4%	3.2%
Annual Dropout Rate (Gr 7-8)													
2021-22	0.7%	0.1%	-	-	-	-	-	-	-	-	-	-	-
2020-21	0.9%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2021-22	2.2%	0.1%	-	-	-	-	-	-	-	-	-	-	-
2020-21	2.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	89.7%	99.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.5%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.0%	99.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.6%	99.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021													
Graduated	90.0%	98.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	98.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	99.1%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.2%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	99.2%	-	-	-	-	-	-	-	-	-	-	-

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.7%	99.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	92.2%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	98.9%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.7%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	92.6%	98.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	1.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	98.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	98.5%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2022	89.7%	97.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	90.0%	96.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2022	59.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2022	3.7%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	3.8%	0.2%	-	-	742	-	-	-	-	-	-	-	-
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 2022	84.3%	99.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	81.9%	97.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2022	88.0%	99.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	85.7%	97.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
2020-21	43.8%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2021-22	3.9%	0.1%	-	-	-	-	-	-	-	-	-	-	-
2020-21	3.8%	0.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2021-22	82.3%	98.7%	-	-	-	-	-	-	-	-	-	-	-
2020-21	80.4%	96.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2021-22	86.0%	98.7%	-	-	-	-	-	-	-	-	-	-	-
2020-21	84.1%	96.7%	-	-	-	-	-	-	-	-	-	-	-

	Campus Count	Campus Percent	District Count	State Count
Graduates (2021-22 Annual Graduates)				
Total Graduates	-	-	1,578	368,686
By Ethnicity:				
African American	-	-	6	45,227
Hispanic	-	-	1,475	191,125
White	-	-	63	103,171
American Indian	-	-	2	1,159
Asian	-	-	24	18,794
Pacific Islander	-	-	0	569
Two or More Races	-	-	8	8,641
By Graduation Type:				
Minimum H.S. Program	-	-	0	433
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	134
Foundation H.S. Program (No Endorsement)	-	-	20	51,023
Foundation H.S. Program (Endorsement)	-	-	1	14,179
Foundation H.S. Program (DLA)	-	-	1,557	302,917
Special Education Graduates	-	-	121	32,447
Economically Disadvantaged Graduates	-	-	1,047	194,571
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	259	40,398
At-Risk Graduates	-	-	755	159,689

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	514	100.0%	20,343	5,504,150	515	100.0%	20,399	5,518,432
Students by Grade:								
Early Childhood Education	1	0.2%	0.2%	0.3%	1	0.2%	0.2%	0.5%
Pre-Kindergarten	49	9.5%	5.4%	4.4%	49	9.5%	5.5%	4.4%
Pre-Kindergarten: 3-year Old	0	0.0%	1.4%	0.7%	0	0.0%	1.5%	0.7%
Pre-Kindergarten: 4-year Old	49	9.5%	4.0%	3.7%	49	9.5%	4.1%	3.7%
Kindergarten	62	12.1%	5.8%	6.7%	62	12.0%	5.8%	6.7%
Grade 1	73	14.2%	6.5%	7.2%	73	14.2%	6.5%	7.2%
Grade 2	88	17.1%	6.5%	7.2%	89	17.3%	6.5%	7.2%
Grade 3	80	15.6%	6.4%	7.2%	80	15.5%	6.4%	7.1%
Grade 4	71	13.8%	6.6%	7.2%	71	13.8%	6.6%	7.1%
Grade 5	90	17.5%	7.3%	7.2%	90	17.5%	7.3%	7.2%
Grade 6	0	0.0%	7.3%	7.3%	0	0.0%	7.3%	7.2%
Grade 7	0	0.0%	7.4%	7.4%	0	0.0%	7.4%	7.4%
Grade 8	0	0.0%	7.7%	7.7%	0	0.0%	7.6%	7.7%
Grade 9	0	0.0%	9.0%	8.7%	0	0.0%	9.0%	8.7%
Grade 10	0	0.0%	9.2%	7.9%	0	0.0%	9.2%	7.9%
Grade 11	0	0.0%	7.6%	7.0%	0	0.0%	7.6%	7.0%
Grade 12	0	0.0%	7.1%	6.6%	0	0.0%	7.1%	6.6%
Ethnic Distribution:								
African American	3	0.6%	0.4%	12.8%	3	0.6%	0.4%	12.8%
Hispanic	494	96.1%	93.6%	53.0%	495	96.1%	93.5%	52.9%
White	12	2.3%	4.4%	25.6%	12	2.3%	4.5%	25.7%
American Indian	2	0.4%	0.1%	0.3%	2	0.4%	0.1%	0.3%
Asian	3	0.6%	1.2%	5.1%	3	0.6%	1.2%	5.1%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	0	0.0%	0.4%	3.0%	0	0.0%	0.4%	3.0%
Sex:								
Female	261	50.8%	48.4%	48.8%	262	50.9%	48.4%	48.8%
Male	253	49.2%	51.6%	51.2%	253	49.1%	51.6%	51.2%
Economically Disadvantaged	315	61.3%	72.6%	62.1%	315	61.2%	72.5%	62.0%
Non-Educationally Disadvantaged	199	38.7%	27.4%	37.9%	200	38.8%	27.5%	38.0%
Section 504 Students	54	10.5%	10.0%	7.4%	54	10.5%	10.0%	7.4%
EB Students/EL	167	32.5%	36.0%	23.1%	167	32.4%	36.0%	23.0%
Students w/ Disciplinary Placements (2021-22)	0	0.0%	1.8%	1.5%				

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Students w/ Dyslexia	45	8.8%	8.8%	5.5%	45	8.7%	8.8%	5.5%
Foster Care	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Homeless	6	1.2%	1.4%	1.3%	6	1.2%	1.4%	1.3%
Immigrant	4	0.8%	2.4%	2.2%	4	0.8%	2.4%	2.2%
Migrant	6	1.2%	1.8%	0.3%	6	1.2%	1.8%	0.3%
Title I	514	100.0%	95.8%	64.6%	515	100.0%	95.7%	64.6%
Military Connected	7	1.4%	0.4%	3.6%	7	1.4%	0.4%	3.6%
At-Risk	263	51.2%	59.1%	53.3%	263	51.1%	59.0%	53.3%
Students by Instructional Program:								
Bilingual/ESL Education	268	52.1%	38.3%	23.2%	268	52.0%	38.3%	23.2%
Career and Technical Education	0	0.0%	34.6%	26.5%				
Career and Technical Education (9-12 grades only)	0	0.0%	83.9%	72.3%				
Gifted and Talented Education	68	13.2%	11.5%	8.2%	68	13.2%	11.5%	8.2%
Special Education	74	14.4%	14.2%	12.6%	75	14.6%	14.3%	12.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	74							
By Type of Primary Disability Students with Intellectual Disabilities	31	41.9%	48.5%	44.1%				
Students with Physical Disabilities	24	32.4%	18.4%	20.0%				
Students with Autism	10	13.5%	15.4%	15.5%				
Students with Behavioral Disabilities	9	12.2%	16.5%	18.8%				
Students with Non-Categorical Early Childhood	0	0.0%	1.2%	1.6%				
Mobility (2021-22):								
Total Mobile Students	40	9.8%	15.8%	16.8%				
By Ethnicity: African American	3	0.7%	0.1%	3.3%				
Hispanic	35	8.5%	14.9%	8.7%				
White	1	0.2%	0.5%	3.4%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.1%	0.7%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	1	0.2%	0.1%	0.6%				
Count and Percent of Special Ed Students who are Mobile	4	5.3%	16.1%	18.6%				
Count and Percent of EB Students/EL who are Mobile	12	9.1%	18.4%	17.1%				
Count and Percent of Econ Dis Students who are Mobile	25	10.0%	17.4%	18.7%				
Student Attrition (2021-22):	749							
Total Student Attrition	46	11.2%	16.4%	18.1%				

	--Non-Special Education Rates--			---Special Education Rates---		
Student Information	**Campus**	**District**	**State**	**Campus**	**District**	**State**
Retention Rates by Grade:						
Kindergarten	0.0%	2.1%	1.5%	0.0%	3.3%	4.5%
Grade 1	0.0%	4.0%	2.5%	8.7%	5.2%	3.6%
Grade 2	0.0%	2.3%	1.6%	0.0%	3.3%	2.0%
Grade 3	0.0%	0.9%	0.8%	0.0%	0.8%	0.9%
Grade 4	0.0%	0.1%	0.5%	0.0%	0.0%	0.5%
Grade 5	0.0%	0.1%	0.3%	0.0%	0.0%	0.4%
Grade 6	-	0.4%	0.3%	-	0.0%	0.4%
Grade 7	-	0.4%	0.4%	-	0.0%	0.5%
Grade 8	-	0.4%	0.4%	-	0.5%	0.5%
Grade 9	-	10.8%	8.7%	-	16.8%	12.6%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	18.6	18.0	18.7
Grade 1	13.8	17.3	19.1
Grade 2	20.0	18.2	19.1
Grade 3	17.7	17.7	19.3
Grade 4	19.1	18.3	19.4
Grade 5	19.9	20.0	20.8
Grade 6	-	21.5	19.2
Secondary:			
English/Language Arts	-	15.0	16.2
Foreign Languages	-	17.1	18.8
Mathematics	-	18.0	17.5
Science	-	19.0	18.5
Social Studies	-	19.0	18.9

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Total Staff	57.6	100.0%	100.0%	100.0%
Professional Staff:	45.7	79.4%	61.1%	64.1%
Teachers	34.8	60.5%	44.6%	48.7%
Professional Support	6.9	11.9%	12.2%	10.9%
Campus Administration (School Leadership)	4.0	6.9%	3.2%	3.3%
Educational Aides:	11.9	20.6%	12.4%	11.3%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	29.0	4,258.0
Part-time Librarians	0.0	n/a	0.0	646.0
Full-time Counselors	1.0	n/a	76.0	13,815.0
Part-time Counselors	1.0	n/a	2.0	1,240.0
Total Minority Staff:	54.9	95.4%	92.7%	53.2%
Teachers by Ethnicity:				
African American	0.0	0.0%	0.6%	11.8%
Hispanic	34.8	100.0%	88.2%	29.6%
White	0.0	0.0%	9.8%	54.9%
American Indian	0.0	0.0%	0.0%	0.3%
Asian	0.0	0.0%	0.9%	2.0%
Pacific Islander	0.0	0.0%	0.1%	0.1%
Two or More Races	0.0	0.0%	0.4%	1.2%
Teachers by Sex:				
Males	1.0	2.9%	29.3%	24.4%
Females	33.8	97.1%	70.7%	75.6%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.7%	2.0%
Bachelors	29.8	85.5%	79.5%	72.2%
Masters	5.1	14.5%	19.7%	25.0%
Doctorate	0.0	0.0%	0.1%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	3.0	8.6%	3.9%	9.7%
1-5 Years Experience	10.0	28.7%	19.0%	26.3%
6-10 Years Experience	7.1	20.4%	22.9%	20.5%
11-20 Years Experience	11.7	33.7%	34.2%	27.2%
21-30 Years Experience	2.0	5.7%	15.4%	13.3%
Over 30 Years Experience	1.0	2.9%	4.7%	2.9%

Texas Education Agency
2022-23 Staff Information (TAPR)
BLANCA E SANCHEZ (108906127) - MCALLEN ISD - HIDALGO COUNTY

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Number of Students per Teacher	14.8	n/a	13.6	14.8

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	2.0	6.6	6.1
Average Years Experience of Principals with District	2.0	6.6	5.3
Average Years Experience of Assistant Principals	2.0	6.1	5.2
Average Years Experience of Assistant Principals with District	2.0	5.3	4.4
Average Years Experience of Teachers:	10.5	13.5	11.0
Average Years Experience of Teachers with District:	8.6	10.3	6.9
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$52,818	$50,549	$53,300
1-5 Years Experience	$52,139	$53,264	$56,516
6-10 Years Experience	$55,724	$56,886	$59,732
11-20 Years Experience	$60,638	$60,642	$63,389
21-30 Years Experience	$66,104	$66,288	$67,876
Over 30 Years Experience	$73,786	$73,268	$72,560
Average Actual Salaries (regular duties only):			
Teachers	$57,216	$59,446	$60,717
Professional Support	$64,759	$67,588	$72,022
Campus Administration (School Leadership)	$72,754	$76,926	$85,167
Instructional Staff Percent:	n/a	63.8%	65.1%
Contracted Instructional Staff (not incl. above):	0.0	1.5	2,105.4

	----- Campus -----			
Program Information	**Count**	**Percent**	**District**	**State**
Teachers by Program (population served):				
Bilingual/ESL Education	7.7	22.2%	6.4%	5.9%
Career and Technical Education	0.0	0.0%	6.3%	5.4%
Compensatory Education	0.0	0.0%	3.1%	3.2%
Gifted and Talented Education	0.0	0.0%	1.4%	1.7%
Regular Education	22.7	65.3%	66.7%	70.6%
Special Education	752 4.3	12.5%	8.9%	9.7%
Other	0.0	0.0%	7.2%	3.5%

-	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.

2022-23 Texas Academic Performance Report (TAPR)

District Name: MCALLEN ISD

Campus Name: SEGUIN EL

Campus Number: 108906116

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	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2023	76%	79%	**71%**	-	72%	*	-	-	-	-	50%	*	72%	56%	71%	79%
	2022	76%	81%	**73%**	-	73%	-	-	-	-	-	40%	*	72%	75%	71%	65%
At Meets Grade Level or Above	2023	50%	54%	**47%**	-	47%	*	-	-	-	-	36%	*	49%	33%	48%	51%
	2022	51%	57%	**38%**	-	38%	-	-	-	-	-	15%	*	37%	44%	36%	28%
At Masters Grade Level	2023	20%	26%	**15%**	-	14%	*	-	-	-	-	0%	*	16%	11%	14%	19%
	2022	30%	33%	**12%**	-	12%	-	-	-	-	-	0%	*	10%	19%	10%	12%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2023	73%	78%	**68%**	-	66%	*	-	-	-	-	57%	*	68%	67%	70%	79%
	2022	71%	74%	**69%**	-	69%	-	-	-	-	-	35%	*	69%	69%	68%	67%
At Meets Grade Level or Above	2023	45%	49%	**33%**	-	34%	*	-	-	-	-	36%	*	33%	33%	33%	35%
	2022	43%	48%	**32%**	-	32%	-	-	-	-	-	15%	*	31%	38%	31%	30%
At Masters Grade Level	2023	19%	18%	**9%**	-	9%	*	-	-	-	-	0%	*	10%	0%	9%	9%
	2022	21%	24%	**6%**	-	6%	-	-	-	-	-	5%	*	7%	0%	5%	7%
Grade 4 Reading																	
At Approaches Grade Level or Above	2023	77%	80%	**69%**	-	68%	*	-	-	-	-	38%	*	70%	63%	66%	68%
	2022	77%	81%	**73%**	-	73%	-	-	-	-	-	50%	*	76%	60%	72%	82%
At Meets Grade Level or Above	2023	48%	55%	**41%**	-	41%	*	-	-	-	-	19%	*	41%	42%	39%	44%
	2022	54%	60%	**55%**	-	55%	-	-	-	-	-	17%	*	56%	50%	53%	57%
At Masters Grade Level	2023	22%	29%	**15%**	-	15%	*	-	-	-	-	10%	*	15%	16%	11%	17%
	2022	28%	31%	**28%**	-	28%	-	-	-	-	-	17%	*	30%	20%	26%	32%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2023	71%	78%	**80%**	-	80%	*	-	-	-	-	52%	*	82%	74%	79%	88%
	2022	70%	79%	**63%**	-	63%	-	-	-	-	-	17%	*	66%	50%	61%	75%
At Meets Grade Level or Above	2023	48%	57%	**59%**	-	59%	*	-	-	-	-	38%	*	57%	63%	56%	71%
	2022	43%	55%	**42%**	-	42%	-	-	-	-	-	0%	*	44%	30%	39%	57%
At Masters Grade Level	2023	22%	28%	**11%**	-	11%	*	-	-	-	-	5%	*	13%	5%	11%	12%
	2022	23%	32%	**27%**	-	27%	-	-	-	-	-	0%	*	30%	10%	26%	36%
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	2023	81%	86%	**82%**	-	82%	*	-	-	-	-	38%	-	85%	75%	80%	81%
	2022	81%	86%	**75%**	-	75%	-	-	-	-	-	69%	*	77%	60%	74%	66%
At Meets Grade Level or Above	2023	57%	66%	**60%**	-	58%	*	-	-	-	-	13%	-	63%	55%	54%	65%
	2022	58%	66%	**53%**	-	53%	-	-	-	-	-	38%	*	54%	50%	51%	45%
At Masters Grade Level	2023	28%	40%	**40%**	-	40%	*	-	-	-	-	0%	-	42%	35%	35%	48%
	2022	36%	42%	**27%**	-	27%	-	-	-	-	-	15%	*	31%	0%	26%	21%
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2023	80%	86%	**82%**	-	82%	*	-	-	-	-	50%	-	85%	75%	81%	90%
	2022	77%	86%	**76%**	-	76%	-	-	-	-	-	77%	*	82%	40%	74%	71%
At Meets Grade Level or Above	2023	51%	60%	**54%**	-	54%	*	-	-	-	-	0%	-	60%	40%	50%	65%
	2022	48%	57%	**47%**	-	47%	-	-	-	-	-	38%	*	49%	30%	43%	42%
At Masters Grade Level	2023	21%	25%	**21%**	-	20%	*	-	-	-	-	0%	-	23%	15%	19%	16%
	2022	25%	32%	**20%**	-	20%	-	-	-	-	-	15%	*	23%	0%	19%	16%
Grade 5 Science																	
At Approaches Grade Level or Above	2023	65%	68%	**64%**	-	65%	*	-	-	-	-	14%	-	69%	50%	65%	57%
	2022	66%	67%	**56%**	-	56%	-	-	-	-	-	62%	*	62%	20%	53%	45%
At Meets Grade Level or Above	2023	36%	37%	**30%**	-	32%	*	-	-	-	-	0%	-	35%	17%	27%	30%
	2022	38%	39%	**27%**	-	27%	-	-	-	-	-	46%	*	29%	10%	24%	13%
At Masters Grade Level	2023	16%	17%	**11%**	-	11%	*	-	-	-	-	0%	-	8%	17%	8%	17%
	2022	18%	19%	**11%**	-	11%	-	-	-	-	-	8%	*	12%	0%	11%	8%
All Grades All Subjects																	
At Approaches Grade Level or Above	2023	76%	80%	**74%**	-	73%	79%	-	-	-	-	45%	75%	75%	67%	73%	78%
	2022	74%	79%	**69%**	-	69%	-	-	-	-	-	51%	77%	72%	56%	68%	66%
At Meets Grade Level or Above	2023	49%	55%	**47%**	-	46%	47%	-	-	-	-	25%	75%	48%	42%	44%	51%
	2022	48%	54%	**41%**	-	41%	-	-	-	-	-	25%	62%	42%	37%	39%	37%
At Masters Grade Level	2023	20%	24%	**17%**	-	17%	21%	-	-	-	-	3%	50%	17%	16%	15%	19%
	2022	23%	27%	**18%**	-	18%	-	-	-	-	-	8%	23%	20%	7%	17%	17%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2023	77%	82%	**73%**	-	73%	75%	-	-	-	-	42%	*	75%	67%	72%	76%
	2022	75%	80%	**74%**	-	74%	-	-	-	-	-	51%	80%	75%	67%	72%	70%

	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	2023	53%	61%	**49%**	-	48%	75%	-	-	-	-	23%	*	50%	46%	46%	52%
	2022	53%	60%	**48%**	-	48%	-	-	-	-	-	23%	80%	48%	47%	46%	41%
At Masters Grade Level	2023	20%	27%	**23%**	-	22%	38%	-	-	-	-	5%	*	22%	23%	19%	26%
	2022	25%	30%	**21%**	-	21%	-	-	-	-	-	8%	40%	23%	14%	20%	20%
All Grades Mathematics																	
At Approaches Grade Level or Above	2023	75%	80%	**77%**	-	76%	100%	-	-	-	-	53%	*	78%	73%	76%	85%
	2022	72%	78%	**70%**	-	70%	-	-	-	-	-	46%	80%	73%	56%	68%	71%
At Meets Grade Level or Above	2023	45%	51%	**49%**	-	49%	38%	-	-	-	-	30%	*	49%	48%	46%	56%
	2022	42%	48%	**40%**	-	40%	-	-	-	-	-	21%	80%	41%	33%	37%	41%
At Masters Grade Level	2023	19%	22%	**13%**	-	13%	13%	-	-	-	-	2%	*	15%	8%	13%	12%
	2022	20%	25%	**16%**	-	16%	-	-	-	-	-	8%	20%	19%	3%	15%	17%
All Grades Science																	
At Approaches Grade Level or Above	2023	77%	77%	**64%**	-	65%	*	-	-	-	-	14%	-	69%	50%	65%	57%
	2022	76%	80%	**56%**	-	56%	-	-	-	-	-	62%	*	62%	20%	53%	45%
At Meets Grade Level or Above	2023	47%	47%	**30%**	-	32%	*	-	-	-	-	0%	-	35%	17%	27%	30%
	2022	47%	52%	**27%**	-	27%	-	-	-	-	-	46%	*	29%	10%	24%	13%
At Masters Grade Level	2023	18%	18%	**11%**	-	11%	*	-	-	-	-	0%	-	8%	17%	8%	17%
	2022	21%	23%	**11%**	-	11%	-	-	-	-	-	8%	*	12%	0%	11%	8%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2023	37%	40%	**24%**	-	24%	*	-	-	-	-	36%	*	25%	22%	24%	23%
	2022	36%	42%	**21%**	-	21%	-	-	-	-	-	10%	*	19%	31%	20%	19%
Reading and Mathematics Including EOC	2023	37%	40%	**24%**	-	24%	*	-	-	-	-	36%	*	25%	22%	24%	23%
	2022	36%	42%	**21%**	-	21%	-	-	-	-	-	10%	*	19%	31%	20%	19%
Reading Including EOC	2023	50%	54%	**47%**	-	47%	*	-	-	-	-	36%	*	49%	33%	48%	51%
	2022	51%	57%	**38%**	-	38%	-	-	-	-	-	15%	*	37%	44%	36%	28%
Math Including EOC	2023	45%	49%	**33%**	-	34%	*	-	-	-	-	36%	*	33%	33%	33%	35%
	2022	43%	48%	**32%**	-	32%	-	-	-	-	-	15%	*	31%	38%	31%	30%
4th Graders																	
Reading and Mathematics	2023	38%	46%	**34%**	-	34%	*	-	-	-	-	14%	*	36%	26%	30%	39%
	2022	36%	46%	**40%**	-	40%	-	-	-	-	-	0%	*	42%	30%	37%	54%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading and Mathematics Including EOC	2023	38%	46%	**34%**	-	34%	*	-	-	-	-	14%	*	36%	26%	30%	39%
	2022	36%	46%	**40%**	-	40%	-	-	-	-	-	0%	*	42%	30%	37%	54%
Reading Including EOC	2023	48%	55%	**41%**	-	41%	*	-	-	-	-	19%	*	41%	42%	39%	44%
	2022	54%	60%	**55%**	-	55%	-	-	-	-	-	17%	*	56%	50%	53%	57%
Math Including EOC	2023	48%	57%	**59%**	-	59%	*	-	-	-	-	38%	*	57%	63%	56%	71%
	2022	43%	55%	**42%**	-	42%	-	-	-	-	-	0%	*	44%	30%	39%	57%
5th Graders																	
Reading and Mathematics	2023	43%	53%	**46%**	-	45%	*	-	-	-	-	0%	-	50%	35%	39%	55%
	2022	41%	51%	**41%**	-	41%	-	-	-	-	-	31%	*	43%	30%	39%	37%
Reading and Mathematics Including EOC	2023	43%	53%	**46%**	-	45%	*	-	-	-	-	0%	-	50%	35%	39%	55%
	2022	41%	51%	**41%**	-	41%	-	-	-	-	-	31%	*	43%	30%	39%	37%
Reading Including EOC	2023	57%	66%	**60%**	-	58%	*	-	-	-	-	13%	-	63%	55%	54%	65%
	2022	58%	66%	**53%**	-	53%	-	-	-	-	-	38%	*	54%	50%	51%	45%
Math Including EOC	2023	51%	60%	**54%**	-	54%	*	-	-	-	-	0%	-	60%	40%	50%	65%
	2022	48%	57%	**47%**	-	47%	-	-	-	-	-	38%	*	49%	30%	43%	42%
3rd - 8th Graders																	
Reading and Mathematics	2023	37%	44%	**34%**	-	34%	38%	-	-	-	-	19%	*	35%	29%	31%	37%
	2022	34%	41%	**33%**	-	33%	-	-	-	-	-	15%	80%	34%	31%	31%	34%
Reading and Mathematics Including EOC	2023	39%	46%	**34%**	-	34%	38%	-	-	-	-	19%	*	35%	29%	31%	37%
	2022	36%	44%	**33%**	-	33%	-	-	-	-	-	15%	80%	34%	31%	31%	34%
Reading Including EOC	2023	53%	61%	**49%**	-	48%	75%	-	-	-	-	23%	*	50%	46%	46%	52%
	2022	53%	61%	**48%**	-	48%	-	-	-	-	-	23%	80%	48%	47%	46%	41%
Math Including EOC	2023	47%	53%	**49%**	-	49%	38%	-	-	-	-	30%	*	49%	48%	46%	56%
	2022	43%	50%	**40%**	-	40%	-	-	-	-	-	21%	80%	41%	33%	37%	41%

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

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress - Annual Growth by Grade and Subject																	
Grade 4 ELA/Reading	2023	55%	57%	**54%**	-	54%	*	-	-	-	-	43%	*	55%	53%	53%	54%
Grade 4 Mathematics	2023	63%	70%	**79%**	-	80%	*	-	-	-	-	65%	*	81%	72%	77%	91%
Grade 5 ELA/Reading	2023	65%	77%	**78%**	-	77%	*	-	-	-	-	64%	-	77%	81%	78%	69%
Grade 5 Mathematics	2023	71%	71%	**77%**	-	75%	*	-	-	-	-	93%	-	76%	78%	78%	72%
All Grades Both Subjects	2023	64%	67%	**71%**	-	71%	88%	-	-	-	-	60%	*	72%	71%	70%	72%
All Grades ELA/Reading	2023	63%	67%	**65%**	-	64%	*	-	-	-	-	48%	*	65%	66%	63%	60%
All Grades Mathematics	2023	66%	67%	**78%**	-	78%	*	-	-	-	-	72%	*	79%	75%	78%	83%
School Progress - Accelerated Learning by Grade and Subject																	
Grade 4 ELA/Reading	2023	33%	26%	**15%**	-	15%	-	-	-	-	-	8%	-	20%	0%	16%	17%
Grade 4 Mathematics	2023	27%	30%	**46%**	-	46%	-	-	-	-	-	23%	-	44%	50%	45%	62%
Grade 5 ELA/Reading	2023	37%	44%	**44%**	-	40%	*	-	-	-	-	40%	-	44%	43%	36%	20%
Grade 5 Mathematics	2023	48%	54%	**55%**	-	52%	*	-	-	-	-	57%	-	60%	43%	55%	71%
All Grades Both Subjects	2023	38%	41%	**40%**	-	39%	*	-	-	-	-	27%	-	42%	36%	39%	43%
All Grades ELA/Reading	2023	35%	40%	**28%**	-	26%	*	-	-	-	-	18%	-	29%	25%	24%	18%
All Grades Mathematics	2023	40%	43%	**50%**	-	49%	*	-	-	-	-	35%	-	52%	46%	50%	65%

* 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	2023	76%	80%	**74%**	77%	77%	-	-	-	*	78%	78%	-	-	-	69%	77%	100%
	2022	74%	79%	**69%**	62%	62%	-	-	-	-	83%	83%	-	-	-	72%	66%	88%
At Meets Grade Level or Above	2023	49%	55%	**47%**	50%	50%	-	-	-	*	56%	56%	-	-	-	42%	50%	75%
	2022	48%	54%	**41%**	31%	31%	-	-	-	-	67%	67%	-	-	-	46%	37%	50%
At Masters Grade Level	2023	20%	24%	**17%**	18%	18%	-	-	-	*	22%	22%	-	-	-	15%	19%	25%
	2022	23%	27%	**18%**	13%	13%	-	-	-	-	42%	42%	-	-	-	18%	17%	25%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2023	77%	82%	**73%**	76%	76%	-	-	-	*	57%	57%	-	-	-	71%	75%	*
	2022	75%	80%	**74%**	66%	66%	-	-	-	-	80%	80%	-	-	-	77%	69%	*
At Meets Grade Level or Above	2023	53%	61%	**49%**	52%	52%	-	-	-	*	43%	43%	-	-	-	46%	51%	*
	2022	53%	60%	**48%**	36%	36%	-	-	-	-	67%	67%	-	-	-	55%	41%	*
At Masters Grade Level	2023	20%	27%	**23%**	25%	25%	-	-	-	*	14%	14%	-	-	-	19%	25%	*
	2022	25%	30%	**21%**	16%	16%	-	-	-	-	47%	47%	-	-	-	23%	20%	*
All Grades Mathematics																		
At Approaches Grade Level or Above	2023	75%	80%	**77%**	84%	84%	-	-	-	*	100%	100%	-	-	-	67%	85%	*
	2022	72%	78%	**70%**	69%	69%	-	-	-	-	80%	80%	-	-	-	69%	70%	*
At Meets Grade Level or Above	2023	45%	51%	**49%**	54%	54%	-	-	-	*	71%	71%	-	-	-	41%	55%	*
	2022	42%	48%	**40%**	36%	36%	-	-	-	-	67%	67%	-	-	-	38%	41%	*
At Masters Grade Level	2023	19%	22%	**13%**	12%	12%	-	-	-	*	14%	14%	-	-	-	15%	12%	*
	2022	20%	25%	**16%**	13%	13%	-	-	-	-	40%	40%	-	-	-	15%	17%	*
All Grades Science																		
At Approaches Grade Level or Above	2023	77%	77%	**64%**	50%	50%	-	-	-	-	*	*	-	-	-	69%	54%	*
	2022	76%	80%	**56%**	34%	34%	-	-	-	-	100%	100%	-	-	-	68%	45%	-
At Meets Grade Level or Above	2023	47%	47%	**30%**	25%	25%	-	-	-	-	*	*	-	-	-	31%	29%	*
	2022	47%	52%	**27%**	3%	3%	-	-	-	-	67%	67%	-	-	-	41%	13%	-
At Masters Grade Level	2023	18%	18%	**11%**	13%	13%	-	-	-	-	*	*	-	-	-	6%	18%	*
	2022	21%	23%	**11%**	3%	3%	-	-	-	-	33%	33%	-	-	-	14%	8%	-
School Progress - Annual Growth																		
All Grades Both Subjects	2023	64%	67%	**71%**	73%	73%	-	-	-	-	63%	63%	-	-	-	71%	72%	75%
All Grades ELA/Reading	2023	63%	67%	**65%**	61%	61%	-	-	-	-	42%	42%	-	-	-	70%	59%	*
All Grades Mathematics	2023	66%	67%	**78%**	84%	84%	-	-	-	-	83%	83%	-	-	-	72%	84%	*
School Progress - Accelerated Learning																		
All Grades Both Subjects	2023	38%	41%	**40%**	42%	42%	-	-	-	-	*	*	-	-	-	38%	43%	-

2022-23 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)

SEGUIN EL (108906116) - MCALLEN ISD - HIDALGO 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 ELA/Reading	2023	35%	40%	**28%**	20%	20%	-	-	-	-	*	*	-	-	-	37%	18%	-
All Grades Mathematics	2023	40%	43%	**50%**	61%	61%	-	-	-	-	*	*	-	-	-	38%	65%	-

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

- Indicates there are no students in the group.

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2023 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	**100%**	-	100%	100%	-	-	-	-	99%	100%	100%	99%	100%	100%
Included in Accountability	93%	93%	**92%**	-	92%	95%	-	-	-	-	94%	67%	99%	75%	93%	89%
Not Included in Accountability: Mobile	4%	3%	**4%**	-	4%	0%	-	-	-	-	5%	33%	1%	11%	3%	4%
Not Included in Accountability: Other Exclusions	2%	3%	**4%**	-	4%	5%	-	-	-	-	0%	0%	0%	13%	3%	7%
Not Tested	1%	0%	**0%**	-	0%	0%	-	-	-	-	1%	0%	0%	1%	0%	0%
Absent	1%	0%	**0%**	-	0%	0%	-	-	-	-	1%	0%	0%	1%	0%	0%
Other	0%	0%	**0%**	-	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	100%	**100%**	-	100%	100%	-	-	-	-	100%	100%	100%	100%	100%	100%
Included in Accountability	92%	91%	**92%**	-	92%	89%	-	-	-	-	96%	67%	99%	74%	93%	88%
Not Included in Accountability: Mobile	4%	3%	**4%**	-	4%	0%	-	-	-	-	4%	33%	1%	11%	3%	4%
Not Included in Accountability: Other Exclusions	3%	6%	**4%**	-	4%	11%	-	-	-	-	0%	0%	0%	15%	4%	8%
Not Tested	1%	0%	**0%**	-	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	0%
Absent	1%	0%	**0%**	-	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	-	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	100%	**100%**	-	100%	100%	-	-	-	-	100%	100%	100%	100%	100%	100%
Included in Accountability	94%	94%	**93%**	-	93%	100%	-	-	-	-	96%	67%	99%	76%	94%	90%
Not Included in Accountability: Mobile	5%	4%	**4%**	-	4%	0%	-	-	-	-	4%	33%	1%	11%	3%	4%
Not Included in Accountability: Other Exclusions	1%	2%	**3%**	-	3%	0%	-	-	-	-	0%	0%	0%	13%	3%	6%
Not Tested	1%	0%	**0%**	-	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	0%
Absent	1%	0%	**0%**	-	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	-	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	99%	99%	**97%**	-	97%	*	-	-	-	-	89%	-	100%	92%	96%	97%
Included in Accountability	93%	95%	**90%**	-	90%	*	-	-	-	-	78%	-	100%	72%	93%	86%
Not Included in Accountability: Mobile	4%	3%	**4%**	-	4%	*	-	-	-	-	11%	-	0%	12%	2%	6%
Not Included in Accountability: Other Exclusions	1%	1%	**3%**	-	3%	*	-	-	-	-	0%	-	0%	8%	2%	6%
Not Tested	1%	1%	**3%**	-	3%	*	-	-	-	-	11%	-	0%	8%	4%	3%

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	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	0%	**3%**	-	3%	*	-	-	-	-	11%	-	0%	8%	4%	3%
Other	0%	1%	**0%**	-	0%	*	-	-	-	-	0%	-	0%	0%	0%	0%
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**99%**	-	99%	-	-	-	-	-	100%	83%	99%	100%	99%	100%
Included in Accountability	93%	92%	**86%**	-	86%	-	-	-	-	-	91%	72%	97%	55%	93%	83%
Not Included in Accountability: Mobile	5%	4%	**9%**	-	9%	-	-	-	-	-	6%	11%	2%	31%	3%	9%
Not Included in Accountability: Other Exclusions	1%	3%	**4%**	-	4%	-	-	-	-	-	3%	0%	1%	15%	3%	8%
Not Tested	1%	1%	**1%**	-	1%	-	-	-	-	-	0%	17%	1%	0%	1%	0%
Absent	1%	0%	**1%**	-	1%	-	-	-	-	-	0%	17%	1%	0%	1%	0%
Other	0%	1%	**0%**	-	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	**100%**	-	100%	-	-	-	-	-	100%	86%	99%	100%	100%	100%
Included in Accountability	92%	90%	**86%**	-	86%	-	-	-	-	-	91%	71%	97%	54%	93%	82%
Not Included in Accountability: Mobile	5%	4%	**9%**	-	9%	-	-	-	-	-	7%	14%	2%	30%	3%	9%
Not Included in Accountability: Other Exclusions	2%	5%	**5%**	-	5%	-	-	-	-	-	2%	0%	1%	16%	4%	9%
Not Tested	1%	1%	**0%**	-	0%	-	-	-	-	-	0%	14%	1%	0%	0%	0%
Absent	1%	0%	**0%**	-	0%	-	-	-	-	-	0%	14%	1%	0%	0%	0%
Other	0%	0%	**0%**	-	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**100%**	-	100%	-	-	-	-	-	100%	86%	99%	100%	100%	100%
Included in Accountability	93%	92%	**86%**	-	86%	-	-	-	-	-	91%	71%	97%	55%	93%	83%
Not Included in Accountability: Mobile	5%	4%	**9%**	-	9%	-	-	-	-	-	7%	14%	2%	30%	3%	9%
Not Included in Accountability: Other Exclusions	1%	2%	**4%**	-	4%	-	-	-	-	-	2%	0%	1%	15%	4%	8%
Not Tested	1%	1%	**0%**	-	0%	-	-	-	-	-	0%	14%	1%	0%	0%	0%
Absent	1%	0%	**0%**	-	0%	-	-	-	-	-	0%	14%	1%	0%	0%	0%
Other	0%	1%	**0%**	-	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	98%	99%	**99%**	-	99%	-	-	-	-	-	100%	*	99%	100%	99%	100%
Included in Accountability	93%	93%	**86%**	-	86%	-	-	-	-	-	93%	*	93%	59%	95%	84%
Not Included in Accountability: Mobile	4%	4%	**10%**	-	10%	-	764	-	-	-	0%	*	4%	35%	3%	11%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Other Exclusions	1%	2%	**2%**	-	2%	-	-	-	-	-	7%	*	1%	6%	1%	4%
Not Tested	2%	1%	**1%**	-	1%	-	-	-	-	-	0%	*	1%	0%	1%	0%
Absent	1%	0%	**1%**	-	1%	-	-	-	-	-	0%	*	1%	0%	1%	0%
Other	0%	1%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%

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

- Indicates there are no students in the group.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2021-22	92.2%	92.1%	**89.0%**	*	89.1%	88.7%	-	-	-	*	87.2%	88.7%	90.9%
2020-21	95.0%	97.3%	**94.2%**	*	94.2%	93.6%	-	-	-	*	94.0%	94.1%	95.3%
Chronic Absenteeism													
2021-22	25.7%	26.6%	**45.3%**	*	44.8%	44.4%	-	-	-	*	50.6%	47.3%	39.1%
2020-21	15.0%	8.6%	**18.1%**	*	17.9%	42.9%	-	-	-	*	20.0%	18.9%	15.6%
Annual Dropout Rate (Gr 7-8)													
2021-22	0.7%	0.1%	-	-	-	-	-	-	-	-	-	-	-
2020-21	0.9%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2021-22	2.2%	0.1%	-	-	-	-	-	-	-	-	-	-	-
2020-21	2.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	89.7%	99.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.5%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.0%	99.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.6%	99.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021													
Graduated	90.0%	98.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	98.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	99.1%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.2%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	99.2%	-	-	-	-	-	-	-	-	-	-	-

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.7%	99.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	92.2%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	98.9%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.7%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	92.6%	98.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	1.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	98.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	98.5%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2022	89.7%	97.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	90.0%	96.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2022	59.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2022	3.7%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	3.8%	0.2%	-	-	767	-	-	-	-	-	-	-	-
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 2022	84.3%	99.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	81.9%	97.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2022	88.0%	99.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	85.7%	97.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
2020-21	43.8%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2021-22	3.9%	0.1%	-	-	-	-	-	-	-	-	-	-	-
2020-21	3.8%	0.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2021-22	82.3%	98.7%	-	-	-	-	-	-	-	-	-	-	-
2020-21	80.4%	96.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2021-22	86.0%	98.7%	-	-	-	-	-	-	-	-	-	-	-
2020-21	84.1%	96.7%	-	-	-	-	-	-	-	-	-	-	-

	Campus Count	Campus Percent	District Count	State Count
Graduates (2021-22 Annual Graduates)				
Total Graduates	-	-	1,578	368,686
By Ethnicity:				
African American	-	-	6	45,227
Hispanic	-	-	1,475	191,125
White	-	-	63	103,171
American Indian	-	-	2	1,159
Asian	-	-	24	18,794
Pacific Islander	-	-	0	569
Two or More Races	-	-	8	8,641
By Graduation Type:				
Minimum H.S. Program	-	-	0	433
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	134
Foundation H.S. Program (No Endorsement)	-	-	20	51,023
Foundation H.S. Program (Endorsement)	-	-	1	14,179
Foundation H.S. Program (DLA)	-	-	1,557	302,917
Special Education Graduates	-	-	121	32,447
Economically Disadvantaged Graduates	-	-	1,047	194,571
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	259	40,398
At-Risk Graduates	-	-	755	159,689

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	577	100.0%	20,343	5,504,150	577	100.0%	20,399	5,518,432
Students by Grade:								
Early Childhood Education	5	0.9%	0.2%	0.3%	5	0.9%	0.2%	0.5%
Pre-Kindergarten	64	11.1%	5.4%	4.4%	64	11.1%	5.5%	4.4%
Pre-Kindergarten: 3-year Old	16	2.8%	1.4%	0.7%	16	2.8%	1.5%	0.7%
Pre-Kindergarten: 4-year Old	48	8.3%	4.0%	3.7%	48	8.3%	4.1%	3.7%
Kindergarten	85	14.7%	5.8%	6.7%	85	14.7%	5.8%	6.7%
Grade 1	91	15.8%	6.5%	7.2%	91	15.8%	6.5%	7.2%
Grade 2	87	15.1%	6.5%	7.2%	87	15.1%	6.5%	7.2%
Grade 3	87	15.1%	6.4%	7.2%	87	15.1%	6.4%	7.1%
Grade 4	84	14.6%	6.6%	7.2%	84	14.6%	6.6%	7.1%
Grade 5	74	12.8%	7.3%	7.2%	74	12.8%	7.3%	7.2%
Grade 6	0	0.0%	7.3%	7.3%	0	0.0%	7.3%	7.2%
Grade 7	0	0.0%	7.4%	7.4%	0	0.0%	7.4%	7.4%
Grade 8	0	0.0%	7.7%	7.7%	0	0.0%	7.6%	7.7%
Grade 9	0	0.0%	9.0%	8.7%	0	0.0%	9.0%	8.7%
Grade 10	0	0.0%	9.2%	7.9%	0	0.0%	9.2%	7.9%
Grade 11	0	0.0%	7.6%	7.0%	0	0.0%	7.6%	7.0%
Grade 12	0	0.0%	7.1%	6.6%	0	0.0%	7.1%	6.6%
Ethnic Distribution:								
African American	0	0.0%	0.4%	12.8%	0	0.0%	0.4%	12.8%
Hispanic	552	95.7%	93.6%	53.0%	552	95.7%	93.5%	52.9%
White	25	4.3%	4.4%	25.6%	25	4.3%	4.5%	25.7%
American Indian	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Asian	0	0.0%	1.2%	5.1%	0	0.0%	1.2%	5.1%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	0	0.0%	0.4%	3.0%	0	0.0%	0.4%	3.0%
Sex:								
Female	276	47.8%	48.4%	48.8%	276	47.8%	48.4%	48.8%
Male	301	52.2%	51.6%	51.2%	301	52.2%	51.6%	51.2%
Economically Disadvantaged	553	95.8%	72.6%	62.1%	553	95.8%	72.5%	62.0%
Non-Educationally Disadvantaged	24	4.2%	27.4%	37.9%	24	4.2%	27.5%	38.0%
Section 504 Students	43	7.5%	10.0%	7.4%	43	7.5%	10.0%	7.4%
EB Students/EL	267	46.3%	36.0%	23.1%	267	46.3%	36.0%	23.0%
Students w/ Disciplinary Placements (2021-22)	0	0.0%	1.8%	1.5%				

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Students w/ Dyslexia	35	6.1%	8.8%	5.5%	35	6.1%	8.8%	5.5%
Foster Care	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Homeless	18	3.1%	1.4%	1.3%	18	3.1%	1.4%	1.3%
Immigrant	26	4.5%	2.4%	2.2%	26	4.5%	2.4%	2.2%
Migrant	16	2.8%	1.8%	0.3%	16	2.8%	1.8%	0.3%
Title I	577	100.0%	95.8%	64.6%	577	100.0%	95.7%	64.6%
Military Connected	4	0.7%	0.4%	3.6%	4	0.7%	0.4%	3.6%
At-Risk	379	65.7%	59.1%	53.3%	379	65.7%	59.0%	53.3%
Students by Instructional Program:								
Bilingual/ESL Education	277	48.0%	38.3%	23.2%	277	48.0%	38.3%	23.2%
Career and Technical Education	0	0.0%	34.6%	26.5%				
Career and Technical Education (9-12 grades only)	0	0.0%	83.9%	72.3%				
Gifted and Talented Education	30	5.2%	11.5%	8.2%	30	5.2%	11.5%	8.2%
Special Education	96	16.6%	14.2%	12.6%	96	16.6%	14.3%	12.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	96							
By Type of Primary Disability Students with Intellectual Disabilities	28	29.2%	48.5%	44.1%				
Students with Physical Disabilities	34	35.4%	18.4%	20.0%				
Students with Autism	22	22.9%	15.4%	15.5%				
Students with Behavioral Disabilities	7	7.3%	16.5%	18.8%				
Students with Non-Categorical Early Childhood	5	5.2%	1.2%	1.6%				
Mobility (2021-22):								
Total Mobile Students	81	17.2%	15.8%	16.8%				
By Ethnicity: African American	1	0.2%	0.1%	3.3%				
Hispanic	76	16.1%	14.9%	8.7%				
White	4	0.8%	0.5%	3.4%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.1%	0.7%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	0	0.0%	0.1%	0.6%				
Count and Percent of Special Ed Students who are Mobile	12	14.5%	16.1%	18.6%				
Count and Percent of EB Students/EL who are Mobile	42	17.9%	18.4%	17.1%				
Count and Percent of Econ Dis Students who are Mobile	66	15.0%	17.4%	18.7%				
Student Attrition (2021-22):	774							
Total Student Attrition	99	20.4%	16.4%	18.1%				

	--Non-Special Education Rates--			---Special Education Rates---		
Student Information	**Campus**	**District**	**State**	**Campus**	**District**	**State**
Retention Rates by Grade:						
Kindergarten	2.8%	2.1%	1.5%	10.0%	3.3%	4.5%
Grade 1	4.5%	4.0%	2.5%	6.7%	5.2%	3.6%
Grade 2	8.0%	2.3%	1.6%	10.5%	3.3%	2.0%
Grade 3	2.9%	0.9%	0.8%	0.0%	0.8%	0.9%
Grade 4	0.0%	0.1%	0.5%	0.0%	0.0%	0.5%
Grade 5	1.4%	0.1%	0.3%	0.0%	0.0%	0.4%
Grade 6	-	0.4%	0.3%	-	0.0%	0.4%
Grade 7	-	0.4%	0.4%	-	0.0%	0.5%
Grade 8	-	0.4%	0.4%	-	0.5%	0.5%
Grade 9	-	10.8%	8.7%	-	16.8%	12.6%

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

Class Size Information	**Campus**	**District**	**State**
Elementary:			
Kindergarten	17.7	18.0	18.7
Grade 1	17.7	17.3	19.1
Grade 2	17.7	18.2	19.1
Grade 3	18.4	17.7	19.3
Grade 4	15.5	18.3	19.4
Grade 5	16.6	20.0	20.8
Grade 6	-	21.5	19.2
Secondary:			
English/Language Arts	-	15.0	16.2
Foreign Languages	-	17.1	18.8
Mathematics	-	18.0	17.5
Science	-	19.0	18.5
Social Studies	-	19.0	18.9

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Total Staff	69.2	100.0%	100.0%	100.0%
Professional Staff:	50.6	73.2%	61.1%	64.1%
Teachers	39.1	56.5%	44.6%	48.7%
Professional Support	7.6	10.9%	12.2%	10.9%
Campus Administration (School Leadership)	4.0	5.8%	3.2%	3.3%
Educational Aides:	18.5	26.8%	12.4%	11.3%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	29.0	4,258.0
Part-time Librarians	0.0	n/a	0.0	646.0
Full-time Counselors	1.0	n/a	76.0	13,815.0
Part-time Counselors	1.0	n/a	2.0	1,240.0
Total Minority Staff:	68.2	98.6%	92.7%	53.2%
Teachers by Ethnicity:				
African American	0.0	0.0%	0.6%	11.8%
Hispanic	38.1	97.4%	88.2%	29.6%
White	0.0	0.0%	9.8%	54.9%
American Indian	0.0	0.0%	0.0%	0.3%
Asian	1.0	2.6%	0.9%	2.0%
Pacific Islander	0.0	0.0%	0.1%	0.1%
Two or More Races	0.0	0.0%	0.4%	1.2%
Teachers by Sex:				
Males	3.5	8.9%	29.3%	24.4%
Females	35.6	91.1%	70.7%	75.6%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.7%	2.0%
Bachelors	34.1	87.2%	79.5%	72.2%
Masters	5.0	12.8%	19.7%	25.0%
Doctorate	0.0	0.0%	0.1%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	2.0	5.1%	3.9%	9.7%
1-5 Years Experience	10.6	27.1%	19.0%	26.3%
6-10 Years Experience	6.5	16.6%	22.9%	20.5%
11-20 Years Experience	12.0	30.7%	34.2%	27.2%
21-30 Years Experience	5.0	12.8%	15.4%	13.3%
Over 30 Years Experience	3.0	7.7%	4.7%	2.9%

Texas Education Agency
2022-23 Staff Information (TAPR)
SEGUIN EL (108906116) - MCALLEN ISD - HIDALGO COUNTY

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Number of Students per Teacher	14.8	n/a	13.6	14.8

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	8.0	6.6	6.1
Average Years Experience of Principals with District	8.0	6.6	5.3
Average Years Experience of Assistant Principals	10.0	6.1	5.2
Average Years Experience of Assistant Principals with District	10.0	5.3	4.4
Average Years Experience of Teachers:	12.8	13.5	11.0
Average Years Experience of Teachers with District:	10.3	10.3	6.9
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$40,004	$50,549	$53,300
1-5 Years Experience	$53,818	$53,264	$56,516
6-10 Years Experience	$56,484	$56,886	$59,732
11-20 Years Experience	$60,294	$60,642	$63,389
21-30 Years Experience	$64,110	$66,288	$67,876
Over 30 Years Experience	$66,027	$73,268	$72,560
Average Actual Salaries (regular duties only):			
Teachers	$57,805	$59,446	$60,717
Professional Support	$63,210	$67,588	$72,022
Campus Administration (School Leadership)	$72,453	$76,926	$85,167
Instructional Staff Percent:	n/a	63.8%	65.1%
Contracted Instructional Staff (not incl. above):	0.0	1.5	2,105.4

	----- Campus -----			
Program Information	**Count**	**Percent**	**District**	**State**
Teachers by Program (population served):				
Bilingual/ESL Education	4.6	11.9%	6.4%	5.9%
Career and Technical Education	0.0	0.0%	6.3%	5.4%
Compensatory Education	1.4	3.5%	3.1%	3.2%
Gifted and Talented Education	0.0	0.0%	1.4%	1.7%
Regular Education	28.8	73.8%	66.7%	70.6%
Special Education	7774.2	10.8%	8.9%	9.7%
Other	0.0	0.0%	7.2%	3.5%

- 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.

2022-23 Texas Academic Performance Report (TAPR)

District Name: MCALLEN ISD

Campus Name: THIGPEN-ZAVALA EL

Campus Number: 108906130

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	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2023	76%	79%	**92%**	-	92%	-	-	-	-	-	85%	*	90%	100%	94%	94%
	2022	76%	81%	**80%**	-	80%	*	-	-	-	-	53%	*	79%	88%	79%	79%
At Meets Grade Level or Above	2023	50%	54%	**64%**	-	64%	-	-	-	-	-	69%	*	59%	82%	64%	60%
	2022	51%	57%	**63%**	-	64%	*	-	-	-	-	33%	*	61%	75%	60%	54%
At Masters Grade Level	2023	20%	26%	**30%**	-	30%	-	-	-	-	-	31%	*	21%	64%	28%	17%
	2022	30%	33%	**41%**	-	42%	*	-	-	-	-	13%	*	42%	38%	36%	36%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2023	73%	78%	**92%**	-	92%	-	-	-	-	-	77%	*	90%	100%	94%	97%
	2022	71%	74%	**85%**	-	87%	*	-	-	-	-	53%	*	82%	100%	83%	86%
At Meets Grade Level or Above	2023	45%	49%	**76%**	-	76%	-	-	-	-	-	62%	*	74%	82%	77%	77%
	2022	43%	48%	**72%**	-	73%	*	-	-	-	-	33%	*	71%	75%	71%	71%
At Masters Grade Level	2023	19%	18%	**34%**	-	34%	-	-	-	-	-	31%	*	33%	36%	34%	29%
	2022	21%	24%	**48%**	-	49%	*	-	-	-	-	13%	*	47%	50%	45%	54%
Grade 4 Reading																	
At Approaches Grade Level or Above	2023	77%	80%	**82%**	-	81%	*	-	-	-	-	69%	*	82%	82%	79%	78%
	2022	77%	81%	**85%**	-	84%	*	-	-	-	-	63%	*	83%	92%	84%	81%
At Meets Grade Level or Above	2023	48%	55%	**52%**	-	53%	*	-	-	-	-	19%	*	48%	64%	45%	52%
	2022	54%	60%	**47%**	-	44%	*	-	-	-	-	13%	*	43%	62%	46%	43%
At Masters Grade Level	2023	22%	29%	**27%**	-	28%	*	-	-	-	-	6%	*	30%	18%	26%	26%
	2022	28%	31%	**12%**	-	12%	*	-	-	-	-	0%	*	11%	15%	12%	14%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2023	71%	78%	**70%**	-	72%	*	-	-	-	-	38%	*	67%	82%	66%	67%
	2022	70%	79%	**82%**	-	81%	*	-	-	-	-	50%	*	83%	77%	81%	76%
At Meets Grade Level or Above	2023	48%	57%	**57%**	-	58%	*	-	-	-	-	19%	*	55%	64%	50%	52%
	2022	43%	55%	**52%**	-	51%	*	-	-	-	-	25%	*	51%	54%	51%	49%
At Masters Grade Level	2023	22%	28%	**36%**	-	37%	*	-	-	-	-	0%	*	36%	36%	32%	30%
	2022	23%	32%	**15%**	-	16%	*	-	-	-	-	0%	*	17%	8%	16%	16%
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	2023	81%	86%	**90%**	-	90%	*	-	-	-	-	67%	*	90%	92%	90%	88%
	2022	81%	86%	**92%**	-	92%	-	-	-	-	-	86%	-	92%	92%	91%	90%
At Meets Grade Level or Above	2023	57%	66%	**67%**	-	65%	*	-	-	-	-	22%	*	67%	67%	64%	65%
	2022	58%	66%	**72%**	-	72%	-	-	-	-	-	29%	-	73%	67%	71%	74%
At Masters Grade Level	2023	28%	40%	**35%**	-	33%	*	-	-	-	-	0%	*	35%	33%	34%	43%
	2022	36%	42%	**51%**	-	51%	-	-	-	-	-	14%	-	49%	58%	48%	54%
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2023	80%	86%	**95%**	-	95%	*	-	-	-	-	100%	*	98%	83%	95%	95%
	2022	77%	86%	**87%**	-	87%	-	-	-	-	-	71%	-	86%	92%	86%	85%
At Meets Grade Level or Above	2023	51%	60%	**71%**	-	70%	*	-	-	-	-	78%	*	75%	58%	69%	68%
	2022	48%	57%	**61%**	-	61%	-	-	-	-	-	36%	-	63%	50%	59%	51%
At Masters Grade Level	2023	21%	25%	**21%**	-	20%	*	-	-	-	-	0%	*	20%	25%	22%	25%
	2022	25%	32%	**25%**	-	25%	-	-	-	-	-	0%	-	24%	25%	24%	21%
Grade 5 Science																	
At Approaches Grade Level or Above	2023	65%	68%	**89%**	-	88%	*	-	-	-	-	89%	*	88%	92%	88%	85%
	2022	66%	67%	**82%**	-	82%	-	-	-	-	-	57%	-	84%	75%	81%	85%
At Meets Grade Level or Above	2023	36%	37%	**49%**	-	50%	*	-	-	-	-	33%	*	45%	67%	47%	43%
	2022	38%	39%	**46%**	-	46%	-	-	-	-	-	7%	-	47%	42%	45%	36%
At Masters Grade Level	2023	16%	17%	**19%**	-	18%	*	-	-	-	-	11%	*	18%	25%	20%	20%
	2022	18%	19%	**21%**	-	21%	-	-	-	-	-	0%	-	24%	8%	22%	21%
All Grades All Subjects																	
At Approaches Grade Level or Above	2023	76%	80%	**88%**	-	88%	91%	-	-	-	-	72%	100%	88%	90%	88%	87%
	2022	74%	79%	**85%**	-	85%	88%	-	-	-	-	63%	100%	84%	87%	84%	83%
At Meets Grade Level or Above	2023	49%	55%	**63%**	-	63%	64%	-	-	-	-	41%	100%	61%	69%	60%	60%
	2022	48%	54%	**58%**	-	58%	63%	-	-	-	-	26%	88%	58%	59%	57%	53%
At Masters Grade Level	2023	20%	24%	**28%**	-	28%	36%	-	-	-	-	12%	89%	27%	34%	28%	27%
	2022	23%	27%	**29%**	-	30%	0%	-	-	-	-	7%	88%	30%	27%	28%	30%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2023	77%	82%	**89%**	-	88%	*	-	-	-	-	74%	*	88%	91%	88%	87%
	2022	75%	80%	**86%**	-	86%	*	-	-	-	-	68%	*	85%	91%	85%	84%

	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	2023	53%	61%	**62%**	-	61%	*	-	-	-	-	37%	*	59%	71%	59%	60%
	2022	53%	60%	**60%**	-	60%	*	-	-	-	-	27%	*	59%	67%	59%	58%
At Masters Grade Level	2023	20%	27%	**31%**	-	31%	*	-	-	-	-	13%	*	29%	38%	30%	29%
	2022	25%	30%	**34%**	-	35%	*	-	-	-	-	11%	*	34%	36%	32%	35%
All Grades Mathematics																	
At Approaches Grade Level or Above	2023	75%	80%	**87%**	-	88%	*	-	-	-	-	66%	*	87%	88%	87%	88%
	2022	72%	78%	**84%**	-	85%	*	-	-	-	-	59%	*	84%	88%	83%	82%
At Meets Grade Level or Above	2023	45%	51%	**69%**	-	69%	*	-	-	-	-	47%	*	69%	68%	67%	67%
	2022	42%	48%	**60%**	-	61%	*	-	-	-	-	32%	*	61%	58%	59%	56%
At Masters Grade Level	2023	19%	22%	**29%**	-	29%	*	-	-	-	-	11%	*	28%	32%	28%	27%
	2022	20%	25%	**28%**	-	28%	*	-	-	-	-	5%	*	28%	24%	27%	28%
All Grades Science																	
At Approaches Grade Level or Above	2023	77%	77%	**89%**	-	88%	*	-	-	-	-	89%	*	88%	92%	88%	85%
	2022	76%	80%	**82%**	-	82%	-	-	-	-	-	57%	-	84%	75%	81%	85%
At Meets Grade Level or Above	2023	47%	47%	**49%**	-	50%	*	-	-	-	-	33%	*	45%	67%	47%	43%
	2022	47%	52%	**46%**	-	46%	-	-	-	-	-	7%	-	47%	42%	45%	36%
At Masters Grade Level	2023	18%	18%	**19%**	-	18%	*	-	-	-	-	11%	*	18%	25%	20%	20%
	2022	21%	23%	**21%**	-	21%	-	-	-	-	-	0%	-	24%	8%	22%	21%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2023	37%	40%	**58%**	-	58%	-	-	-	-	-	62%	*	54%	73%	57%	54%
	2022	36%	42%	**61%**	-	62%	*	-	-	-	-	33%	*	61%	63%	60%	54%
Reading and Mathematics Including EOC	2023	37%	40%	**58%**	-	58%	-	-	-	-	-	62%	*	54%	73%	57%	54%
	2022	36%	42%	**61%**	-	62%	*	-	-	-	-	33%	*	61%	63%	60%	54%
Reading Including EOC	2023	50%	54%	**64%**	-	64%	-	-	-	-	-	69%	*	59%	82%	64%	60%
	2022	51%	57%	**63%**	-	64%	*	-	-	-	-	33%	*	61%	75%	60%	54%
Math Including EOC	2023	45%	49%	**76%**	-	76%	-	-	-	-	-	62%	*	74%	82%	77%	77%
	2022	43%	48%	**72%**	-	73%	*	-	-	-	-	33%	*	71%	75%	71%	71%
4th Graders																	
Reading and Mathematics	2023	38%	46%	**48%**	-	49%	*	-	-	-	-	13%	*	42%	64%	39%	44%
	2022	36%	46%	**35%**	-	33%	*	-	-	-	-	13%	*	30%	54%	33%	32%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading and Mathematics Including EOC	2023	38%	46%	**48%**	-	49%	*	-	-	-	-	13%	*	42%	64%	39%	44%
	2022	36%	46%	**35%**	-	33%	*	-	-	-	-	13%	*	30%	54%	33%	32%
Reading Including EOC	2023	48%	55%	**52%**	-	53%	*	-	-	-	-	19%	*	48%	64%	45%	52%
	2022	54%	60%	**47%**	-	44%	*	-	-	-	-	13%	*	43%	62%	46%	43%
Math Including EOC	2023	48%	57%	**57%**	-	58%	*	-	-	-	-	19%	*	55%	64%	50%	52%
	2022	43%	55%	**52%**	-	51%	*	-	-	-	-	25%	*	51%	54%	51%	49%
5th Graders																	
Reading and Mathematics	2023	43%	53%	**59%**	-	57%	*	-	-	-	-	22%	*	59%	58%	56%	58%
	2022	41%	51%	**51%**	-	51%	-	-	-	-	-	21%	-	55%	33%	48%	46%
Reading and Mathematics Including EOC	2023	43%	53%	**59%**	-	57%	*	-	-	-	-	22%	*	59%	58%	56%	58%
	2022	41%	51%	**51%**	-	51%	-	-	-	-	-	21%	-	55%	33%	48%	46%
Reading Including EOC	2023	57%	66%	**67%**	-	65%	*	-	-	-	-	22%	*	67%	67%	64%	65%
	2022	58%	66%	**72%**	-	72%	-	-	-	-	-	29%	-	73%	67%	71%	74%
Math Including EOC	2023	51%	60%	**71%**	-	70%	*	-	-	-	-	78%	*	75%	58%	69%	68%
	2022	48%	57%	**61%**	-	61%	-	-	-	-	-	36%	-	63%	50%	59%	51%
3rd - 8th Graders																	
Reading and Mathematics	2023	37%	44%	**55%**	-	55%	*	-	-	-	-	32%	*	53%	65%	52%	53%
	2022	34%	41%	**48%**	-	48%	*	-	-	-	-	24%	*	48%	48%	46%	43%
Reading and Mathematics Including EOC	2023	39%	46%	**55%**	-	55%	*	-	-	-	-	32%	*	53%	65%	52%	53%
	2022	36%	44%	**48%**	-	48%	*	-	-	-	-	24%	*	48%	48%	46%	43%
Reading Including EOC	2023	53%	61%	**62%**	-	61%	*	-	-	-	-	37%	*	59%	71%	59%	60%
	2022	53%	61%	**60%**	-	60%	*	-	-	-	-	27%	*	59%	67%	59%	58%
Math Including EOC	2023	47%	53%	**69%**	-	69%	*	-	-	-	-	47%	*	69%	68%	67%	67%
	2022	43%	50%	**60%**	-	61%	*	-	-	-	-	32%	*	61%	58%	59%	56%

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

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress - Annual Growth by Grade and Subject																	
Grade 4 ELA/Reading	2023	55%	57%	**55%**	-	56%	*	-	-	-	-	50%	*	59%	41%	55%	61%
Grade 4 Mathematics	2023	63%	70%	**56%**	-	57%	*	-	-	-	-	13%	*	53%	64%	51%	54%
Grade 5 ELA/Reading	2023	65%	77%	**86%**	-	86%	*	-	-	-	-	67%	*	87%	82%	85%	89%
Grade 5 Mathematics	2023	71%	71%	**90%**	-	90%	*	-	-	-	-	89%	*	92%	82%	90%	91%
All Grades Both Subjects	2023	64%	67%	**75%**	-	75%	75%	-	-	-	-	48%	100%	76%	67%	74%	77%
All Grades ELA/Reading	2023	63%	67%	**73%**	-	73%	*	-	-	-	-	56%	*	76%	61%	73%	78%
All Grades Mathematics	2023	66%	67%	**76%**	-	76%	*	-	-	-	-	40%	*	77%	73%	74%	76%
School Progress - Accelerated Learning by Grade and Subject																	
Grade 4 ELA/Reading	2023	33%	26%	**30%**	-	30%	-	-	-	-	-	43%	-	25%	*	30%	29%
Grade 4 Mathematics	2023	27%	30%	**22%**	-	25%	*	-	-	-	-	0%	-	14%	*	22%	33%
Grade 5 ELA/Reading	2023	37%	44%	**40%**	-	40%	-	-	-	-	-	*	-	44%	*	40%	44%
Grade 5 Mathematics	2023	48%	54%	**91%**	-	91%	-	-	-	-	-	*	-	89%	*	91%	90%
All Grades Both Subjects	2023	38%	41%	**48%**	-	49%	*	-	-	-	-	33%	-	45%	57%	48%	53%
All Grades ELA/Reading	2023	35%	40%	**35%**	-	35%	-	-	-	-	-	36%	-	35%	*	35%	38%
All Grades Mathematics	2023	40%	43%	**60%**	-	63%	*	-	-	-	-	30%	-	56%	*	60%	69%

* 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	2023	76%	80%	**88%**	87%	87%	-	-	80%	56%	-	-	-	-	80%	89%	87%	100%
	2022	74%	79%	**85%**	82%	82%	-	-	-	-	*	*	-	-	*	88%	82%	100%
At Meets Grade Level or Above	2023	49%	55%	**63%**	58%	59%	-	-	40%	31%	-	-	-	-	60%	68%	58%	100%
	2022	48%	54%	**58%**	50%	50%	-	-	-	-	*	*	-	-	*	66%	51%	100%
At Masters Grade Level	2023	20%	24%	**28%**	24%	25%	-	-	0%	0%	-	-	-	-	40%	31%	25%	100%
	2022	23%	27%	**29%**	25%	25%	-	-	-	-	*	*	-	-	*	29%	26%	100%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2023	77%	82%	**89%**	88%	88%	-	-	*	75%	-	-	-	-	*	91%	87%	*
	2022	75%	80%	**86%**	82%	82%	-	-	-	-	*	*	-	-	*	90%	83%	100%
At Meets Grade Level or Above	2023	53%	61%	**62%**	58%	60%	-	-	*	38%	-	-	-	-	*	65%	58%	*
	2022	53%	60%	**60%**	54%	54%	-	-	-	-	*	*	-	-	*	65%	55%	100%
At Masters Grade Level	2023	20%	27%	**31%**	27%	28%	-	-	*	0%	-	-	-	-	*	35%	27%	*
	2022	25%	30%	**34%**	30%	30%	-	-	-	-	*	*	-	-	*	33%	31%	100%
All Grades Mathematics																		
At Approaches Grade Level or Above	2023	75%	80%	**87%**	88%	87%	-	-	*	38%	-	-	-	-	*	85%	88%	*
	2022	72%	78%	**84%**	80%	80%	-	-	-	-	*	*	-	-	*	89%	81%	100%
At Meets Grade Level or Above	2023	45%	51%	**69%**	66%	65%	-	-	*	25%	-	-	-	-	*	73%	65%	*
	2022	42%	48%	**60%**	52%	52%	-	-	-	-	*	*	-	-	*	68%	53%	100%
At Masters Grade Level	2023	19%	22%	**29%**	24%	24%	-	-	*	0%	-	-	-	-	*	33%	24%	*
	2022	20%	25%	**28%**	24%	24%	-	-	-	-	*	*	-	-	*	27%	23%	100%
All Grades Science																		
At Approaches Grade Level or Above	2023	77%	77%	**89%**	85%	84%	-	-	*	-	-	-	-	-	*	96%	85%	-
	2022	76%	80%	**82%**	84%	84%	-	-	-	-	*	*	-	-	-	77%	84%	*
At Meets Grade Level or Above	2023	47%	47%	**49%**	41%	42%	-	-	*	-	-	-	-	-	*	61%	43%	-
	2022	47%	52%	**46%**	32%	32%	-	-	-	-	*	*	-	-	-	64%	34%	*
At Masters Grade Level	2023	18%	18%	**19%**	18%	18%	-	-	*	-	-	-	-	-	*	17%	20%	-
	2022	21%	23%	**21%**	16%	16%	-	-	-	-	*	*	-	-	-	23%	18%	*
School Progress - Annual Growth																		
All Grades Both Subjects	2023	64%	67%	**75%**	75%	75%	-	-	*	47%	-	-	-	-	*	71%	75%	100%
All Grades ELA/Reading	2023	63%	67%	**73%**	76%	76%	-	-	*	56%	-	-	-	-	*	65%	76%	*
All Grades Mathematics	2023	66%	67%	**76%**	74%	73%	-	-	*	38%	-	-	-	-	*	76%	75%	*
School Progress - Accelerated Learning																		
All Grades Both Subjects	2023	38%	41%	**48%**	53%	52%	-	-	*	38%	-	-	-	-	*	25%	53%	-

2022-23 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)

THIGPEN-ZAVALA EL (108906130) - MCALLEN ISD - HIDALGO 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 ELA/Reading	2023	35%	40%	**35%**	40%	36%	-	-	*	*	-	-	-	-	*	*	38%	-
All Grades Mathematics	2023	40%	43%	**60%**	67%	67%	-	-	-	*	-	-	-	-	*	*	69%	-

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

\- Indicates there are no students in the group.

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2023 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	**100%**	-	100%	100%	-	-	-	-	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	93%	**95%**	-	95%	100%	-	-	-	-	100%	100%	98%	86%	95%	93%
Not Included in Accountability: Mobile	4%	3%	**4%**	-	4%	0%	-	-	-	-	0%	0%	2%	12%	4%	6%
Not Included in Accountability: Other Exclusions	2%	3%	**1%**	-	1%	0%	-	-	-	-	0%	0%	0%	2%	1%	1%
Not Tested	1%	0%	**0%**	-	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	0%
Absent	1%	0%	**0%**	-	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	-	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	100%	**100%**	-	100%	*	-	-	-	-	100%	*	100%	100%	100%	100%
Included in Accountability	92%	91%	**96%**	-	96%	*	-	-	-	-	100%	*	98%	87%	95%	94%
Not Included in Accountability: Mobile	4%	3%	**4%**	-	4%	*	-	-	-	-	0%	*	2%	10%	4%	6%
Not Included in Accountability: Other Exclusions	3%	6%	**1%**	-	1%	*	-	-	-	-	0%	*	0%	3%	1%	1%
Not Tested	1%	0%	**0%**	-	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%
Absent	1%	0%	**0%**	-	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%
Other	0%	0%	**0%**	-	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	100%	**100%**	-	100%	*	-	-	-	-	100%	*	100%	100%	100%	100%
Included in Accountability	94%	94%	**95%**	-	95%	*	-	-	-	-	100%	*	98%	85%	95%	93%
Not Included in Accountability: Mobile	5%	4%	**4%**	-	4%	*	-	-	-	-	0%	*	2%	13%	5%	6%
Not Included in Accountability: Other Exclusions	1%	2%	**1%**	-	1%	*	-	-	-	-	0%	*	0%	3%	1%	1%
Not Tested	1%	0%	**0%**	-	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%
Absent	1%	0%	**0%**	-	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%
Other	0%	0%	**0%**	-	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%
Science																
Assessment Participant	99%	99%	**100%**	-	100%	*	-	-	-	-	100%	*	100%	100%	100%	100%
Included in Accountability	93%	95%	**95%**	-	95%	*	-	-	-	-	100%	*	98%	86%	95%	93%
Not Included in Accountability: Mobile	4%	3%	**5%**	-	5%	*	-	-	-	-	0%	*	2%	14%	5%	7%
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%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	0%	**0%**	-	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%
Other	0%	1%	**0%**	-	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**100%**	-	100%	100%	-	-	-	-	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	92%	**88%**	-	87%	100%	-	-	-	-	93%	100%	97%	62%	87%	85%
Not Included in Accountability: Mobile	5%	4%	**8%**	-	8%	0%	-	-	-	-	7%	0%	3%	21%	8%	8%
Not Included in Accountability: Other Exclusions	1%	3%	**5%**	-	5%	0%	-	-	-	-	0%	0%	0%	17%	5%	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%	1%	**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%	90%	**87%**	-	87%	*	-	-	-	-	93%	*	97%	62%	87%	85%
Not Included in Accountability: Mobile	5%	4%	**8%**	-	8%	*	-	-	-	-	8%	*	3%	21%	8%	8%
Not Included in Accountability: Other Exclusions	2%	5%	**5%**	-	5%	*	-	-	-	-	0%	*	0%	17%	5%	7%
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	93%	92%	**88%**	-	88%	*	-	-	-	-	93%	*	97%	63%	87%	85%
Not Included in Accountability: Mobile	5%	4%	**8%**	-	8%	*	-	-	-	-	8%	*	3%	21%	8%	8%
Not Included in Accountability: Other Exclusions	1%	2%	**4%**	-	4%	*	-	-	-	-	0%	*	0%	15%	4%	7%
Not Tested	1%	1%	**0%**	-	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%
Absent	1%	0%	**0%**	-	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%
Other	0%	1%	**0%**	-	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%
Science																
Assessment Participant	98%	99%	**100%**	-	100%	-	-	-	-	-	100%	-	100%	100%	100%	100%
Included in Accountability	93%	93%	**87%**	-	87%	-	-	-	-	-	93%	-	98%	60%	87%	83%
Not Included in Accountability: Mobile	4%	4%	**7%**	-	7%	-	789	-	-	-	7%	-	2%	20%	7%	9%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Other Exclusions	1%	2%	**6%**	-	6%	-	-	-	-	-	0%	-	0%	20%	6%	9%
Not Tested	2%	1%	**0%**	-	0%	-	-	-	-	-	0%	-	0%	0%	0%	0%
Absent	1%	0%	**0%**	-	0%	-	-	-	-	-	0%	-	0%	0%	0%	0%
Other	0%	1%	**0%**	-	0%	-	-	-	-	-	0%	-	0%	0%	0%	0%

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

\- Indicates there are no students in the group.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2021-22	92.2%	92.1%	**93.6%**	-	93.5%	*	*	-	-	-	91.0%	93.4%	93.8%
2020-21	95.0%	97.3%	**97.6%**	*	97.6%	*	-	-	-	-	96.6%	97.6%	97.4%
Chronic Absenteeism													
2021-22	25.7%	26.6%	**21.8%**	-	22.2%	0.0%	*	-	-	-	33.8%	22.5%	19.9%
2020-21	15.0%	8.6%	**8.4%**	*	8.2%	*	-	-	-	-	12.1%	8.5%	9.6%
Annual Dropout Rate (Gr 7-8)													
2021-22	0.7%	0.1%	-	-	-	-	-	-	-	-	-	-	-
2020-21	0.9%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2021-22	2.2%	0.1%	-	-	-	-	-	-	-	-	-	-	-
2020-21	2.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	89.7%	99.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.5%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.0%	99.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.6%	99.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021													
Graduated	90.0%	98.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	98.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	99.1%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.2%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	99.2%	-	-	-	-	-	-	-	-	-	-	-

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.7%	99.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	92.2%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	98.9%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.7%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	92.6%	98.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	1.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	98.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	98.5%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2022	89.7%	97.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	90.0%	96.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2022	59.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2022	3.7%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	3.8%	0.2%	-	-	792	-	-	-	-	-	-	-	-
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 2022	84.3%	99.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	81.9%	97.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2022	88.0%	99.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	85.7%	97.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
2020-21	43.8%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2021-22	3.9%	0.1%	-	-	-	-	-	-	-	-	-	-	-
2020-21	3.8%	0.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2021-22	82.3%	98.7%	-	-	-	-	-	-	-	-	-	-	-
2020-21	80.4%	96.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2021-22	86.0%	98.7%	-	-	-	-	-	-	-	-	-	-	-
2020-21	84.1%	96.7%	-	-	-	-	-	-	-	-	-	-	-

	Campus Count	Campus Percent	District Count	State Count
Graduates (2021-22 Annual Graduates)				
Total Graduates	-	-	1,578	368,686
By Ethnicity:				
African American	-	-	6	45,227
Hispanic	-	-	1,475	191,125
White	-	-	63	103,171
American Indian	-	-	2	1,159
Asian	-	-	24	18,794
Pacific Islander	-	-	0	569
Two or More Races	-	-	8	8,641
By Graduation Type:				
Minimum H.S. Program	-	-	0	433
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	134
Foundation H.S. Program (No Endorsement)	-	-	20	51,023
Foundation H.S. Program (Endorsement)	-	-	1	14,179
Foundation H.S. Program (DLA)	-	-	1,557	302,917
Special Education Graduates	-	-	121	32,447
Economically Disadvantaged Graduates	-	-	1,047	194,571
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	259	40,398
At-Risk Graduates	-	-	755	159,689

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	494	100.0%	20,343	5,504,150	494	100.0%	20,399	5,518,432
Students by Grade:								
Early Childhood Education	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.5%
Pre-Kindergarten	155	31.4%	5.4%	4.4%	155	31.4%	5.5%	4.4%
Pre-Kindergarten: 3-year Old	80	16.2%	1.4%	0.7%	80	16.2%	1.5%	0.7%
Pre-Kindergarten: 4-year Old	75	15.2%	4.0%	3.7%	75	15.2%	4.1%	3.7%
Kindergarten	49	9.9%	5.8%	6.7%	49	9.9%	5.8%	6.7%
Grade 1	69	14.0%	6.5%	7.2%	69	14.0%	6.5%	7.2%
Grade 2	60	12.1%	6.5%	7.2%	60	12.1%	6.5%	7.2%
Grade 3	50	10.1%	6.4%	7.2%	50	10.1%	6.4%	7.1%
Grade 4	46	9.3%	6.6%	7.2%	46	9.3%	6.6%	7.1%
Grade 5	65	13.2%	7.3%	7.2%	65	13.2%	7.3%	7.2%
Grade 6	0	0.0%	7.3%	7.3%	0	0.0%	7.3%	7.2%
Grade 7	0	0.0%	7.4%	7.4%	0	0.0%	7.4%	7.4%
Grade 8	0	0.0%	7.7%	7.7%	0	0.0%	7.6%	7.7%
Grade 9	0	0.0%	9.0%	8.7%	0	0.0%	9.0%	8.7%
Grade 10	0	0.0%	9.2%	7.9%	0	0.0%	9.2%	7.9%
Grade 11	0	0.0%	7.6%	7.0%	0	0.0%	7.6%	7.0%
Grade 12	0	0.0%	7.1%	6.6%	0	0.0%	7.1%	6.6%
Ethnic Distribution:								
African American	0	0.0%	0.4%	12.8%	0	0.0%	0.4%	12.8%
Hispanic	477	96.6%	93.6%	53.0%	477	96.6%	93.5%	52.9%
White	15	3.0%	4.4%	25.6%	15	3.0%	4.5%	25.7%
American Indian	2	0.4%	0.1%	0.3%	2	0.4%	0.1%	0.3%
Asian	0	0.0%	1.2%	5.1%	0	0.0%	1.2%	5.1%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	0	0.0%	0.4%	3.0%	0	0.0%	0.4%	3.0%
Sex:								
Female	235	47.6%	48.4%	48.8%	235	47.6%	48.4%	48.8%
Male	259	52.4%	51.6%	51.2%	259	52.4%	51.6%	51.2%
Economically Disadvantaged	466	94.3%	72.6%	62.1%	466	94.3%	72.5%	62.0%
Non-Educationally Disadvantaged	28	5.7%	27.4%	37.9%	28	5.7%	27.5%	38.0%
Section 504 Students	35	7.1%	10.0%	7.4%	35	7.1%	10.0%	7.4%
EB Students/EL	296	59.9%	36.0%	23.1%	296	59.9%	36.0%	23.0%
Students w/ Disciplinary Placements (2021-22)	0	0.0%	1.8%	1.5%				

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Students w/ Dyslexia	44	8.9%	8.8%	5.5%	44	8.9%	8.8%	5.5%
Foster Care	5	1.0%	0.1%	0.2%	5	1.0%	0.1%	0.2%
Homeless	2	0.4%	1.4%	1.3%	2	0.4%	1.4%	1.3%
Immigrant	15	3.0%	2.4%	2.2%	15	3.0%	2.4%	2.2%
Migrant	18	3.6%	1.8%	0.3%	18	3.6%	1.8%	0.3%
Title I	494	100.0%	95.8%	64.6%	494	100.0%	95.7%	64.6%
Military Connected	1	0.2%	0.4%	3.6%	1	0.2%	0.4%	3.6%
At-Risk	350	70.9%	59.1%	53.3%	350	70.9%	59.0%	53.3%
Students by Instructional Program:								
Bilingual/ESL Education	344	69.6%	38.3%	23.2%	344	69.6%	38.3%	23.2%
Career and Technical Education	0	0.0%	34.6%	26.5%				
Career and Technical Education (9-12 grades only)	0	0.0%	83.9%	72.3%				
Gifted and Talented Education	28	5.7%	11.5%	8.2%	28	5.7%	11.5%	8.2%
Special Education	73	14.8%	14.2%	12.6%	73	14.8%	14.3%	12.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	73							
By Type of Primary Disability Students with Intellectual Disabilities	42	57.5%	48.5%	44.1%				
Students with Physical Disabilities	20	27.4%	18.4%	20.0%				
Students with Autism	0	0.0%	15.4%	15.5%				
Students with Behavioral Disabilities	**	**	16.5%	18.8%				
Students with Non-Categorical Early Childhood	*	*	1.2%	1.6%				
Mobility (2021-22):								
Total Mobile Students	56	16.9%	15.8%	16.8%				
By Ethnicity: African American	0	0.0%	0.1%	3.3%				
Hispanic	56	16.9%	14.9%	8.7%				
White	0	0.0%	0.5%	3.4%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.1%	0.7%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	0	0.0%	0.1%	0.6%				
Count and Percent of Special Ed Students who are Mobile	10	13.9%	16.1%	18.6%				
Count and Percent of EB Students/EL who are Mobile	40	18.7%	18.4%	17.1%				
Count and Percent of Econ Dis Students who are Mobile	54	17.1%	17.4%	18.7%				
Student Attrition (2021-22):	799							
Total Student Attrition	97	24.1%	16.4%	18.1%				

	--Non-Special Education Rates--			---Special Education Rates---		
Student Information	**Campus**	**District**	**State**	**Campus**	**District**	**State**
Retention Rates by Grade:						
Kindergarten	0.0%	2.1%	1.5%	0.0%	3.3%	4.5%
Grade 1	6.3%	4.0%	2.5%	8.3%	5.2%	3.6%
Grade 2	5.0%	2.3%	1.6%	0.0%	3.3%	2.0%
Grade 3	5.6%	0.9%	0.8%	0.0%	0.8%	0.9%
Grade 4	0.0%	0.1%	0.5%	0.0%	0.0%	0.5%
Grade 5	0.0%	0.1%	0.3%	0.0%	0.0%	0.4%
Grade 6	-	0.4%	0.3%	-	0.0%	0.4%
Grade 7	-	0.4%	0.4%	-	0.0%	0.5%
Grade 8	-	0.4%	0.4%	-	0.5%	0.5%
Grade 9	-	10.8%	8.7%	-	16.8%	12.6%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	16.0	18.0	18.7
Grade 1	19.7	17.3	19.1
Grade 2	16.3	18.2	19.1
Grade 3	14.2	17.7	19.3
Grade 4	12.7	18.3	19.4
Grade 5	18.7	20.0	20.8
Grade 6	-	21.5	19.2
Secondary:			
English/Language Arts	-	15.0	16.2
Foreign Languages	-	17.1	18.8
Mathematics	-	18.0	17.5
Science	-	19.0	18.5
Social Studies	-	19.0	18.9

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Total Staff	53.1	100.0%	100.0%	100.0%
Professional Staff:	43.4	81.6%	61.1%	64.1%
Teachers	32.7	61.4%	44.6%	48.7%
Professional Support	6.7	12.6%	12.2%	10.9%
Campus Administration (School Leadership)	4.0	7.5%	3.2%	3.3%
Educational Aides:	9.8	18.4%	12.4%	11.3%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	29.0	4,258.0
Part-time Librarians	0.0	n/a	0.0	646.0
Full-time Counselors	1.0	n/a	76.0	13,815.0
Part-time Counselors	1.0	n/a	2.0	1,240.0
Total Minority Staff:	51.1	96.2%	92.7%	53.2%
Teachers by Ethnicity:				
African American	0.0	0.0%	0.6%	11.8%
Hispanic	31.7	96.9%	88.2%	29.6%
White	1.0	3.1%	9.8%	54.9%
American Indian	0.0	0.0%	0.0%	0.3%
Asian	0.0	0.0%	0.9%	2.0%
Pacific Islander	0.0	0.0%	0.1%	0.1%
Two or More Races	0.0	0.0%	0.4%	1.2%
Teachers by Sex:				
Males	6.1	18.6%	29.3%	24.4%
Females	26.6	81.4%	70.7%	75.6%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.7%	2.0%
Bachelors	29.7	90.8%	79.5%	72.2%
Masters	3.0	9.2%	19.7%	25.0%
Doctorate	0.0	0.0%	0.1%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	0.0	0.0%	3.9%	9.7%
1-5 Years Experience	3.0	9.2%	19.0%	26.3%
6-10 Years Experience	11.1	34.0%	22.9%	20.5%
11-20 Years Experience	14.5	44.4%	34.2%	27.2%
21-30 Years Experience	3.1	9.4%	15.4%	13.3%
Over 30 Years Experience	1.0	3.1%	4.7%	2.9%

Texas Education Agency
2022-23 Staff Information (TAPR)
THIGPEN-ZAVALA EL (108906130) - MCALLEN ISD - HIDALGO COUNTY

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Number of Students per Teacher	15.1	n/a	13.6	14.8

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	22.0	6.6	6.1
Average Years Experience of Principals with District	22.0	6.6	5.3
Average Years Experience of Assistant Principals	8.0	6.1	5.2
Average Years Experience of Assistant Principals with District	8.0	5.3	4.4
Average Years Experience of Teachers:	13.0	13.5	11.0
Average Years Experience of Teachers with District:	9.8	10.3	6.9
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	$50,549	$53,300
1-5 Years Experience	$52,320	$53,264	$56,516
6-10 Years Experience	$56,435	$56,886	$59,732
11-20 Years Experience	$59,871	$60,642	$63,389
21-30 Years Experience	$65,265	$66,288	$67,876
Over 30 Years Experience	$76,279	$73,268	$72,560
Average Actual Salaries (regular duties only):			
Teachers	$59,019	$59,446	$60,717
Professional Support	$64,522	$67,588	$72,022
Campus Administration (School Leadership)	$76,191	$76,926	$85,167
Instructional Staff Percent:	n/a	63.8%	65.1%
Contracted Instructional Staff (not incl. above):	0.0	1.5	2,105.4

	----- Campus -----			
Program Information	**Count**	**Percent**	**District**	**State**
Teachers by Program (population served):				
Bilingual/ESL Education	6.7	20.5%	6.4%	5.9%
Career and Technical Education	0.0	0.0%	6.3%	5.4%
Compensatory Education	2.0	6.1%	3.1%	3.2%
Gifted and Talented Education	0.0	0.0%	1.4%	1.7%
Regular Education	20.8	63.7%	66.7%	70.6%
Special Education	802 3.1	9.6%	8.9%	9.7%
Other	0.0	0.0%	7.2%	3.5%

- 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.

2022-23 Texas Academic Performance Report (TAPR)

District Name: MCALLEN ISD

Campus Name: WILSON EL

Campus Number: 108906112

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	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2023	76%	79%	**69%**	-	68%	*	-	*	-	-	40%	*	69%	69%	67%	64%
	2022	76%	81%	**78%**	-	76%	*	-	*	-	-	67%	*	80%	67%	75%	69%
At Meets Grade Level or Above	2023	50%	54%	**41%**	-	41%	*	-	*	-	-	27%	*	40%	46%	39%	33%
	2022	51%	57%	**52%**	-	48%	*	-	*	-	-	44%	*	55%	33%	47%	48%
At Masters Grade Level	2023	20%	26%	**16%**	-	17%	*	-	*	-	-	0%	*	13%	31%	18%	12%
	2022	30%	33%	**19%**	-	19%	*	-	*	-	-	0%	*	22%	0%	19%	14%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2023	73%	78%	**66%**	-	64%	*	-	*	-	-	47%	*	67%	62%	67%	67%
	2022	71%	74%	**56%**	-	53%	*	-	*	-	-	56%	*	62%	22%	54%	55%
At Meets Grade Level or Above	2023	45%	49%	**38%**	-	36%	*	-	*	-	-	40%	*	35%	46%	39%	33%
	2022	43%	48%	**27%**	-	24%	*	-	*	-	-	56%	*	28%	22%	26%	24%
At Masters Grade Level	2023	19%	18%	**11%**	-	12%	*	-	*	-	-	13%	*	10%	15%	14%	9%
	2022	21%	24%	**12%**	-	11%	*	-	*	-	-	33%	*	12%	11%	13%	14%
Grade 4 Reading																	
At Approaches Grade Level or Above	2023	77%	80%	**71%**	-	69%	*	-	*	-	-	56%	*	77%	50%	68%	56%
	2022	77%	81%	**64%**	-	64%	-	-	-	-	-	18%	-	68%	50%	63%	63%
At Meets Grade Level or Above	2023	48%	55%	**39%**	-	37%	*	-	*	-	-	33%	*	43%	25%	36%	26%
	2022	54%	60%	**51%**	-	51%	-	-	-	-	-	18%	-	54%	42%	51%	52%
At Masters Grade Level	2023	22%	29%	**9%**	-	8%	*	-	*	-	-	0%	*	9%	8%	10%	4%
	2022	28%	31%	**15%**	-	15%	-	-	-	-	-	9%	-	17%	8%	12%	11%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2023	71%	78%	**68%**	-	65%	*	-	*	-	-	44%	*	75%	42%	66%	70%
	2022	70%	79%	**62%**	-	62%	-	-	-	-	-	27%	-	66%	50%	61%	56%
At Meets Grade Level or Above	2023	48%	57%	**46%**	-	42%	*	-	*	-	-	33%	*	52%	25%	42%	33%
	2022	43%	55%	**36%**	-	36%	-	-	-	-	-	9%	-	39%	25%	35%	33%
At Masters Grade Level	2023	22%	28%	**13%**	-	12%	*	-	*	-	-	0%	*	14%	8%	14%	4%
	2022	23%	32%	**15%**	-	15%	-	-	-	-	-	0%	-	17%	8%	14%	11%
Grade 5 Reading																	

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2023	81%	86%	**72%**	-	72%	-	-	-	-	-	20%	-	75%	64%	67%	74%
	2022	81%	86%	**78%**	-	77%	*	-	-	-	-	65%	-	74%	93%	76%	69%
At Meets Grade Level or Above	2023	57%	66%	**52%**	-	52%	-	-	-	-	-	0%	-	55%	43%	46%	56%
	2022	58%	66%	**54%**	-	52%	*	-	-	-	-	53%	-	52%	64%	53%	36%
At Masters Grade Level	2023	28%	40%	**26%**	-	26%	-	-	-	-	-	0%	-	25%	29%	22%	26%
	2022	36%	42%	**32%**	-	31%	*	-	-	-	-	24%	-	30%	43%	29%	22%
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2023	80%	86%	**77%**	-	77%	-	-	-	-	-	44%	-	82%	64%	76%	81%
	2022	77%	86%	**72%**	-	72%	*	-	-	-	-	65%	-	69%	86%	69%	56%
At Meets Grade Level or Above	2023	51%	60%	**51%**	-	51%	-	-	-	-	-	0%	-	54%	43%	49%	62%
	2022	48%	57%	**44%**	-	42%	*	-	-	-	-	35%	-	41%	57%	39%	31%
At Masters Grade Level	2023	21%	25%	**23%**	-	23%	-	-	-	-	-	0%	-	23%	21%	20%	23%
	2022	25%	32%	**18%**	-	16%	*	-	-	-	-	18%	-	13%	36%	14%	6%
Grade 5 Science																	
At Approaches Grade Level or Above	2023	65%	68%	**68%**	-	68%	-	-	-	-	-	33%	-	72%	57%	62%	73%
	2022	66%	67%	**51%**	-	50%	*	-	-	-	-	41%	-	50%	57%	49%	36%
At Meets Grade Level or Above	2023	36%	37%	**40%**	-	40%	-	-	-	-	-	11%	-	41%	36%	31%	42%
	2022	38%	39%	**25%**	-	22%	*	-	-	-	-	24%	-	20%	43%	22%	8%
At Masters Grade Level	2023	16%	17%	**17%**	-	17%	-	-	-	-	-	0%	-	18%	14%	16%	23%
	2022	18%	19%	**19%**	-	17%	*	-	-	-	-	18%	-	15%	36%	17%	8%
All Grades All Subjects																	
At Approaches Grade Level or Above	2023	76%	80%	**70%**	-	69%	100%	-	*	-	-	41%	83%	74%	59%	67%	69%
	2022	74%	79%	**66%**	-	65%	89%	-	*	-	-	49%	100%	67%	63%	64%	57%
At Meets Grade Level or Above	2023	49%	55%	**44%**	-	42%	75%	-	*	-	-	22%	50%	45%	38%	40%	40%
	2022	48%	54%	**41%**	-	39%	83%	-	*	-	-	34%	50%	41%	43%	39%	32%
At Masters Grade Level	2023	20%	24%	**16%**	-	16%	25%	-	*	-	-	3%	0%	16%	18%	16%	14%
	2022	23%	27%	**19%**	-	18%	44%	-	*	-	-	15%	17%	18%	23%	17%	12%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2023	77%	82%	**71%**	-	70%	*	-	*	-	-	38%	*	73%	62%	67%	64%
	2022	75%	80%	**74%**	-	73%	100%	-	*	-	-	51%	*	74%	71%	72%	67%

	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	2023	53%	61%	**44%**	-	43%	*	-	*	-	-	21%	*	45%	38%	40%	38%
	2022	53%	60%	**53%**	-	50%	100%	-	*	-	-	41%	*	53%	49%	50%	45%
At Masters Grade Level	2023	20%	27%	**17%**	-	17%	*	-	*	-	-	0%	*	15%	23%	16%	14%
	2022	25%	30%	**23%**	-	22%	43%	-	*	-	-	14%	*	24%	20%	20%	16%
All Grades Mathematics																	
At Approaches Grade Level or Above	2023	75%	80%	**70%**	-	69%	*	-	*	-	-	45%	*	74%	56%	69%	72%
	2022	72%	78%	**64%**	-	63%	86%	-	*	-	-	51%	*	66%	57%	62%	55%
At Meets Grade Level or Above	2023	45%	51%	**45%**	-	43%	*	-	*	-	-	27%	*	47%	38%	43%	42%
	2022	42%	48%	**36%**	-	34%	71%	-	*	-	-	32%	*	36%	37%	33%	29%
At Masters Grade Level	2023	19%	22%	**15%**	-	15%	*	-	*	-	-	6%	*	15%	15%	16%	12%
	2022	20%	25%	**15%**	-	14%	43%	-	*	-	-	16%	*	14%	20%	14%	10%
All Grades Science																	
At Approaches Grade Level or Above	2023	77%	77%	**68%**	-	68%	-	-	-	-	-	33%	-	72%	57%	62%	73%
	2022	76%	80%	**51%**	-	50%	*	-	-	-	-	41%	-	50%	57%	49%	36%
At Meets Grade Level or Above	2023	47%	47%	**40%**	-	40%	-	-	-	-	-	11%	-	41%	36%	31%	42%
	2022	47%	52%	**25%**	-	22%	*	-	-	-	-	24%	-	20%	43%	22%	8%
At Masters Grade Level	2023	18%	18%	**17%**	-	17%	-	-	-	-	-	0%	-	18%	14%	16%	23%
	2022	21%	23%	**19%**	-	17%	*	-	-	-	-	18%	-	15%	36%	17%	8%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2023	37%	40%	**25%**	-	24%	*	-	*	-	-	27%	*	21%	38%	25%	21%
	2022	36%	42%	**24%**	-	20%	*	-	*	-	-	44%	*	24%	22%	23%	24%
Reading and Mathematics Including EOC	2023	37%	40%	**25%**	-	24%	*	-	*	-	-	27%	*	21%	38%	25%	21%
	2022	36%	42%	**24%**	-	20%	*	-	*	-	-	44%	*	24%	22%	23%	24%
Reading Including EOC	2023	50%	54%	**41%**	-	41%	*	-	*	-	-	27%	*	40%	46%	39%	33%
	2022	51%	57%	**52%**	-	48%	*	-	*	-	-	44%	*	55%	33%	47%	48%
Math Including EOC	2023	45%	49%	**38%**	-	36%	*	-	*	-	-	40%	*	35%	46%	39%	33%
	2022	43%	48%	**27%**	-	24%	*	-	*	-	-	56%	*	28%	22%	26%	24%
4th Graders																	
Reading and Mathematics	2023	38%	46%	**25%**	-	21%	*	-	*	-	-	22%	*	27%	17%	20%	7%
	2022	36%	46%	**30%**	-	30%	-	-	-	-	-	9%	-	32%	25%	29%	30%

	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	2023	38%	46%	**25%**	-	21%	*	-	*	-	-	22%	*	27%	17%	20%	7%
	2022	36%	46%	**30%**	-	30%	-	-	-	-	-	9%	-	32%	25%	29%	30%
Reading Including EOC	2023	48%	55%	**39%**	-	37%	*	-	*	-	-	33%	*	43%	25%	36%	26%
	2022	54%	60%	**51%**	-	51%	-	-	-	-	-	18%	-	54%	42%	51%	52%
Math Including EOC	2023	48%	57%	**46%**	-	42%	*	-	*	-	-	33%	*	52%	25%	42%	33%
	2022	43%	55%	**36%**	-	36%	-	-	-	-	-	9%	-	39%	25%	35%	33%
5th Graders																	
Reading and Mathematics	2023	43%	53%	**43%**	-	43%	-	-	-	-	-	0%	-	44%	43%	40%	50%
	2022	41%	51%	**40%**	-	38%	*	-	-	-	-	29%	-	37%	50%	36%	25%
Reading and Mathematics Including EOC	2023	43%	53%	**43%**	-	43%	-	-	-	-	-	0%	-	44%	43%	40%	50%
	2022	41%	51%	**40%**	-	38%	*	-	-	-	-	29%	-	37%	50%	36%	25%
Reading Including EOC	2023	57%	66%	**52%**	-	52%	-	-	-	-	-	0%	-	55%	43%	46%	56%
	2022	58%	66%	**54%**	-	52%	*	-	-	-	-	53%	-	52%	64%	53%	36%
Math Including EOC	2023	51%	60%	**51%**	-	51%	-	-	-	-	-	0%	-	54%	43%	49%	62%
	2022	48%	57%	**44%**	-	42%	*	-	-	-	-	35%	-	41%	57%	39%	31%
3rd - 8th Graders																	
Reading and Mathematics	2023	37%	44%	**31%**	-	29%	*	-	*	-	-	18%	*	30%	33%	28%	26%
	2022	34%	41%	**32%**	-	30%	71%	-	*	-	-	27%	*	31%	34%	29%	26%
Reading and Mathematics Including EOC	2023	39%	46%	**31%**	-	29%	*	-	*	-	-	18%	*	30%	33%	28%	26%
	2022	36%	44%	**32%**	-	30%	71%	-	*	-	-	27%	*	31%	34%	29%	26%
Reading Including EOC	2023	53%	61%	**44%**	-	43%	*	-	*	-	-	21%	*	45%	38%	40%	38%
	2022	53%	61%	**53%**	-	50%	100%	-	*	-	-	41%	*	53%	49%	50%	45%
Math Including EOC	2023	47%	53%	**45%**	-	43%	*	-	*	-	-	27%	*	47%	38%	43%	42%
	2022	43%	50%	**36%**	-	34%	71%	-	*	-	-	32%	*	36%	37%	33%	29%

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

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress - Annual Growth by Grade and Subject																	
Grade 4 ELA/Reading	2023	55%	57%	**40%**	-	39%	*	-	*	-	-	50%	*	41%	36%	41%	31%
Grade 4 Mathematics	2023	63%	70%	**76%**	-	75%	*	-	*	-	-	67%	*	78%	68%	74%	79%
Grade 5 ELA/Reading	2023	65%	77%	**65%**	-	65%	-	-	-	-	-	15%	-	66%	62%	62%	63%
Grade 5 Mathematics	2023	71%	71%	**81%**	-	81%	-	-	-	-	-	78%	-	81%	81%	84%	94%
All Grades Both Subjects	2023	64%	67%	**65%**	-	65%	67%	-	*	-	-	51%	*	66%	63%	65%	67%
All Grades ELA/Reading	2023	63%	67%	**52%**	-	52%	*	-	*	-	-	32%	*	53%	50%	51%	47%
All Grades Mathematics	2023	66%	67%	**79%**	-	78%	*	-	*	-	-	72%	*	80%	75%	79%	86%
School Progress - Accelerated Learning by Grade and Subject																	
Grade 4 ELA/Reading	2023	33%	26%	**15%**	-	15%	-	-	-	-	-	20%	-	29%	0%	15%	0%
Grade 4 Mathematics	2023	27%	30%	**32%**	-	32%	-	-	-	-	-	17%	-	36%	25%	33%	36%
Grade 5 ELA/Reading	2023	37%	44%	**40%**	-	40%	-	-	-	-	-	11%	-	40%	40%	37%	33%
Grade 5 Mathematics	2023	48%	54%	**40%**	-	40%	-	-	-	-	-	29%	-	46%	29%	42%	44%
All Grades Both Subjects	2023	38%	41%	**33%**	-	33%	-	-	-	-	-	19%	-	39%	23%	33%	29%
All Grades ELA/Reading	2023	35%	40%	**30%**	-	30%	-	-	-	-	-	14%	-	36%	18%	28%	17%
All Grades Mathematics	2023	40%	43%	**36%**	-	36%	-	-	-	-	-	23%	-	41%	27%	38%	40%

* 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	2023	76%	80%	**70%**	66%	66%	-	-	-	100%	64%	64%	-	-	-	71%	66%	95%
	2022	74%	79%	**66%**	54%	54%	-	-	-	-	44%	44%	-	-	-	75%	53%	100%
At Meets Grade Level or Above	2023	49%	55%	**44%**	35%	35%	-	-	-	88%	45%	45%	-	-	-	47%	35%	85%
	2022	48%	54%	**41%**	27%	27%	-	-	-	-	28%	28%	-	-	-	51%	27%	89%
At Masters Grade Level	2023	20%	24%	**16%**	10%	10%	-	-	-	0%	9%	9%	-	-	-	18%	9%	55%
	2022	23%	27%	**19%**	10%	10%	-	-	-	-	0%	0%	-	-	-	26%	9%	50%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2023	77%	82%	**71%**	61%	61%	-	-	-	*	80%	80%	-	-	-	77%	62%	88%
	2022	75%	80%	**74%**	65%	65%	-	-	-	-	57%	57%	-	-	-	80%	64%	100%
At Meets Grade Level or Above	2023	53%	61%	**44%**	32%	32%	-	-	-	*	60%	60%	-	-	-	50%	34%	75%
	2022	53%	60%	**53%**	42%	42%	-	-	-	-	29%	29%	-	-	-	61%	40%	88%
At Masters Grade Level	2023	20%	27%	**17%**	9%	9%	-	-	-	*	0%	0%	-	-	-	20%	9%	63%
	2022	25%	30%	**23%**	14%	14%	-	-	-	-	0%	0%	-	-	-	30%	13%	50%
All Grades Mathematics																		
At Approaches Grade Level or Above	2023	75%	80%	**70%**	70%	70%	-	-	-	*	60%	60%	-	-	-	68%	69%	100%
	2022	72%	78%	**64%**	51%	51%	-	-	-	-	57%	57%	-	-	-	73%	51%	100%
At Meets Grade Level or Above	2023	45%	51%	**45%**	37%	37%	-	-	-	*	40%	40%	-	-	-	48%	37%	88%
	2022	42%	48%	**36%**	22%	22%	-	-	-	-	43%	43%	-	-	-	43%	24%	88%
At Masters Grade Level	2023	19%	22%	**15%**	8%	8%	-	-	-	*	20%	20%	-	-	-	19%	9%	38%
	2022	20%	25%	**15%**	8%	8%	-	-	-	-	0%	0%	-	-	-	20%	7%	38%
All Grades Science																		
At Approaches Grade Level or Above	2023	77%	77%	**68%**	71%	71%	-	-	-	*	*	*	-	-	-	63%	68%	*
	2022	76%	80%	**51%**	37%	37%	-	-	-	-	*	*	-	-	-	69%	32%	*
At Meets Grade Level or Above	2023	47%	47%	**40%**	33%	33%	-	-	-	*	*	*	-	-	-	37%	32%	*
	2022	47%	52%	**25%**	3%	3%	-	-	-	-	*	*	-	-	-	44%	3%	*
At Masters Grade Level	2023	18%	18%	**17%**	14%	14%	-	-	-	*	*	*	-	-	-	11%	14%	*
	2022	21%	23%	**19%**	3%	3%	-	-	-	-	*	*	-	-	-	31%	3%	*
School Progress - Annual Growth																		
All Grades Both Subjects	2023	64%	67%	**65%**	63%	63%	-	-	-	*	75%	75%	-	-	-	64%	64%	83%
All Grades ELA/Reading	2023	63%	67%	**52%**	42%	42%	-	-	-	*	*	*	-	-	-	57%	45%	67%
All Grades Mathematics	2023	66%	67%	**79%**	85%	85%	-	-	-	*	*	*	-	-	-	71%	84%	100%
School Progress - Accelerated Learning																		
All Grades Both Subjects	2023	38%	41%	**33%**	26%	26%	-	-	-	-	*	*	-	-	-	38%	29%	-

2022-23 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)

WILSON EL (108906112) - MCALLEN ISD - HIDALGO 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 ELA/Reading	2023	35%	40%	**30%**	13%	13%	-	-	-	-	*	*	-	-	-	47%	17%	-
All Grades Mathematics	2023	40%	43%	**36%**	39%	39%	-	-	-	-	*	*	-	-	-	32%	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)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2023 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	**100%**	-	100%	100%	-	*	-	-	98%	100%	100%	98%	99%	99%
Included in Accountability	93%	93%	**94%**	-	94%	100%	-	*	-	-	93%	100%	100%	80%	95%	90%
Not Included in Accountability: Mobile	4%	3%	**2%**	-	2%	0%	-	*	-	-	5%	0%	0%	7%	2%	3%
Not Included in Accountability: Other Exclusions	2%	3%	**3%**	-	3%	0%	-	*	-	-	0%	0%	0%	11%	3%	6%
Not Tested	1%	0%	**0%**	-	0%	0%	-	*	-	-	2%	0%	0%	2%	1%	1%
Absent	1%	0%	**0%**	-	0%	0%	-	*	-	-	2%	0%	0%	2%	1%	1%
Other	0%	0%	**0%**	-	0%	0%	-	*	-	-	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	100%	**99%**	-	99%	*	-	*	-	-	97%	*	100%	98%	99%	99%
Included in Accountability	92%	91%	**94%**	-	94%	*	-	*	-	-	92%	*	100%	78%	94%	90%
Not Included in Accountability: Mobile	4%	3%	**2%**	-	2%	*	-	*	-	-	5%	*	0%	8%	2%	3%
Not Included in Accountability: Other Exclusions	3%	6%	**3%**	-	3%	*	-	*	-	-	0%	*	0%	12%	3%	6%
Not Tested	1%	0%	**1%**	-	1%	*	-	*	-	-	3%	*	0%	2%	1%	1%
Absent	1%	0%	**1%**	-	1%	*	-	*	-	-	3%	*	0%	2%	1%	1%
Other	0%	0%	**0%**	-	0%	*	-	*	-	-	0%	*	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	100%	**99%**	-	99%	*	-	*	-	-	97%	*	100%	98%	99%	99%
Included in Accountability	94%	94%	**94%**	-	94%	*	-	*	-	-	92%	*	100%	78%	94%	90%
Not Included in Accountability: Mobile	5%	4%	**2%**	-	2%	*	-	*	-	-	6%	*	0%	8%	2%	3%
Not Included in Accountability: Other Exclusions	1%	2%	**3%**	-	3%	*	-	*	-	-	0%	*	0%	12%	3%	6%
Not Tested	1%	0%	**1%**	-	1%	*	-	*	-	-	3%	*	0%	2%	1%	1%
Absent	1%	0%	**1%**	-	1%	*	-	*	-	-	3%	*	0%	2%	1%	1%
Other	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%	95%	**98%**	-	98%	-	-	-	-	-	100%	-	100%	93%	98%	96%
Not Included in Accountability: Mobile	4%	3%	**0%**	-	0%	-	-	-	-	-	0%	-	0%	0%	0%	0%
Not Included in Accountability: Other Exclusions	1%	1%	**2%**	-	2%	-	-	-	-	-	0%	-	0%	7%	2%	4%
Not Tested	1%	1%	**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%	0%	**0%**	-	0%	-	-	-	-	-	0%	-	0%	0%	0%	0%
Other	0%	1%	**0%**	-	0%	-	-	-	-	-	0%	-	0%	0%	0%	0%
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**100%**	-	100%	100%	-	*	-	-	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	92%	**89%**	-	89%	100%	-	*	-	-	96%	100%	96%	69%	90%	89%
Not Included in Accountability: Mobile	5%	4%	**8%**	-	9%	0%	-	*	-	-	2%	0%	4%	21%	8%	6%
Not Included in Accountability: Other Exclusions	1%	3%	**2%**	-	2%	0%	-	*	-	-	2%	0%	0%	9%	3%	4%
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%	1%	**0%**	-	0%	0%	-	*	-	-	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	**100%**	-	99%	100%	-	*	-	-	100%	*	99%	100%	99%	100%
Included in Accountability	92%	90%	**89%**	-	88%	100%	-	*	-	-	95%	*	95%	69%	89%	88%
Not Included in Accountability: Mobile	5%	4%	**8%**	-	9%	0%	-	*	-	-	3%	*	4%	22%	8%	7%
Not Included in Accountability: Other Exclusions	2%	5%	**2%**	-	3%	0%	-	*	-	-	3%	*	0%	10%	3%	5%
Not Tested	1%	1%	**0%**	-	1%	0%	-	*	-	-	0%	*	1%	0%	1%	0%
Absent	1%	0%	**0%**	-	0%	0%	-	*	-	-	0%	*	0%	0%	0%	0%
Other	0%	0%	**0%**	-	1%	0%	-	*	-	-	0%	*	1%	0%	1%	0%
Mathematics																
Assessment Participant	99%	99%	**100%**	-	100%	100%	-	*	-	-	100%	*	100%	100%	100%	100%
Included in Accountability	93%	92%	**89%**	-	89%	100%	-	*	-	-	95%	*	96%	69%	90%	88%
Not Included in Accountability: Mobile	5%	4%	**8%**	-	9%	0%	-	*	-	-	3%	*	4%	22%	8%	7%
Not Included in Accountability: Other Exclusions	1%	2%	**2%**	-	3%	0%	-	*	-	-	3%	*	0%	10%	3%	5%
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%	1%	**0%**	-	0%	0%	-	*	-	-	0%	*	0%	0%	0%	0%
Science																
Assessment Participant	98%	99%	**100%**	-	100%	*	-	-	-	-	100%	-	100%	100%	100%	100%
Included in Accountability	93%	93%	**92%**	-	91%	*	-	-	-	-	100%	-	98%	74%	92%	92%
Not Included in Accountability: Mobile	4%	4%	**7%**	-	7%	*	814	-	-	-	0%	-	2%	21%	6%	5%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Other Exclusions	1%	2%	**1%**	-	1%	*	-	-	-	-	0%	-	0%	5%	2%	3%
Not Tested	2%	1%	**0%**	-	0%	*	-	-	-	-	0%	-	0%	0%	0%	0%
Absent	1%	0%	**0%**	-	0%	*	-	-	-	-	0%	-	0%	0%	0%	0%
Other	0%	1%	**0%**	-	0%	*	-	-	-	-	0%	-	0%	0%	0%	0%

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2021-22	92.2%	92.1%	**92.9%**	-	92.8%	94.6%	-	*	-	-	89.4%	92.5%	92.7%
2020-21	95.0%	97.3%	**98.7%**	-	98.7%	98.5%	-	*	-	-	97.0%	98.7%	98.4%
Chronic Absenteeism													
2021-22	25.7%	26.6%	**21.4%**	-	21.9%	13.3%	-	*	-	-	40.3%	23.4%	20.8%
2020-21	15.0%	8.6%	**4.2%**	-	4.1%	7.7%	-	*	-	-	12.1%	4.3%	5.4%
Annual Dropout Rate (Gr 7-8)													
2021-22	0.7%	0.1%	-	-	-	-	-	-	-	-	-	-	-
2020-21	0.9%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2021-22	2.2%	0.1%	-	-	-	-	-	-	-	-	-	-	-
2020-21	2.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	89.7%	99.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.5%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.0%	99.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.6%	99.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021													
Graduated	90.0%	98.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	98.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	99.1%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.2%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	99.2%	-	-	-	-	-	-	-	-	-	-	-

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.7%	99.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	92.2%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	98.9%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.7%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	92.6%	98.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	1.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	98.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	98.5%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2022	89.7%	97.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	90.0%	96.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2022	59.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2022	3.7%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	3.8%	0.2%	-	-	817	-	-	-	-	-	-	-	-
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 2022	84.3%	99.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	81.9%	97.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2022	88.0%	99.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	85.7%	97.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
2020-21	43.8%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2021-22	3.9%	0.1%	-	-	-	-	-	-	-	-	-	-	-
2020-21	3.8%	0.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2021-22	82.3%	98.7%	-	-	-	-	-	-	-	-	-	-	-
2020-21	80.4%	96.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2021-22	86.0%	98.7%	-	-	-	-	-	-	-	-	-	-	-
2020-21	84.1%	96.7%	-	-	-	-	-	-	-	-	-	-	-

	Campus Count	Campus Percent	District Count	State Count
Graduates (2021-22 Annual Graduates)				
Total Graduates	-	-	1,578	368,686
By Ethnicity:				
African American	-	-	6	45,227
Hispanic	-	-	1,475	191,125
White	-	-	63	103,171
American Indian	-	-	2	1,159
Asian	-	-	24	18,794
Pacific Islander	-	-	0	569
Two or More Races	-	-	8	8,641
By Graduation Type:				
Minimum H.S. Program	-	-	0	433
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	134
Foundation H.S. Program (No Endorsement)	-	-	20	51,023
Foundation H.S. Program (Endorsement)	-	-	1	14,179
Foundation H.S. Program (DLA)	-	-	1,557	302,917
Special Education Graduates	-	-	121	32,447
Economically Disadvantaged Graduates	-	-	1,047	194,571
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	259	40,398
At-Risk Graduates	-	-	755	159,689

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	382	100.0%	20,343	5,504,150	382	100.0%	20,399	5,518,432
Students by Grade:								
Early Childhood Education	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.5%
Pre-Kindergarten	43	11.3%	5.4%	4.4%	43	11.3%	5.5%	4.4%
Pre-Kindergarten: 3-year Old	8	2.1%	1.4%	0.7%	8	2.1%	1.5%	0.7%
Pre-Kindergarten: 4-year Old	35	9.2%	4.0%	3.7%	35	9.2%	4.1%	3.7%
Kindergarten	49	12.8%	5.8%	6.7%	49	12.8%	5.8%	6.7%
Grade 1	55	14.4%	6.5%	7.2%	55	14.4%	6.5%	7.2%
Grade 2	49	12.8%	6.5%	7.2%	49	12.8%	6.5%	7.2%
Grade 3	63	16.5%	6.4%	7.2%	63	16.5%	6.4%	7.1%
Grade 4	62	16.2%	6.6%	7.2%	62	16.2%	6.6%	7.1%
Grade 5	61	16.0%	7.3%	7.2%	61	16.0%	7.3%	7.2%
Grade 6	0	0.0%	7.3%	7.3%	0	0.0%	7.3%	7.2%
Grade 7	0	0.0%	7.4%	7.4%	0	0.0%	7.4%	7.4%
Grade 8	0	0.0%	7.7%	7.7%	0	0.0%	7.6%	7.7%
Grade 9	0	0.0%	9.0%	8.7%	0	0.0%	9.0%	8.7%
Grade 10	0	0.0%	9.2%	7.9%	0	0.0%	9.2%	7.9%
Grade 11	0	0.0%	7.6%	7.0%	0	0.0%	7.6%	7.0%
Grade 12	0	0.0%	7.1%	6.6%	0	0.0%	7.1%	6.6%
Ethnic Distribution:								
African American	1	0.3%	0.4%	12.8%	1	0.3%	0.4%	12.8%
Hispanic	356	93.2%	93.6%	53.0%	356	93.2%	93.5%	52.9%
White	22	5.8%	4.4%	25.6%	22	5.8%	4.5%	25.7%
American Indian	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Asian	2	0.5%	1.2%	5.1%	2	0.5%	1.2%	5.1%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	1	0.3%	0.4%	3.0%	1	0.3%	0.4%	3.0%
Sex:								
Female	179	46.9%	48.4%	48.8%	179	46.9%	48.4%	48.8%
Male	203	53.1%	51.6%	51.2%	203	53.1%	51.6%	51.2%
Economically Disadvantaged	336	88.0%	72.6%	62.1%	336	88.0%	72.5%	62.0%
Non-Educationally Disadvantaged	46	12.0%	27.4%	37.9%	46	12.0%	27.5%	38.0%
Section 504 Students	24	6.3%	10.0%	7.4%	24	6.3%	10.0%	7.4%
EB Students/EL	172	45.0%	36.0%	23.1%	172	45.0%	36.0%	23.0%
Students w/ Disciplinary Placements (2021-22)	1	0.2%	1.8%	1.5%				

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Students w/ Dyslexia	36	9.4%	8.8%	5.5%	36	9.4%	8.8%	5.5%
Foster Care	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Homeless	0	0.0%	1.4%	1.3%	0	0.0%	1.4%	1.3%
Immigrant	6	1.6%	2.4%	2.2%	6	1.6%	2.4%	2.2%
Migrant	24	6.3%	1.8%	0.3%	24	6.3%	1.8%	0.3%
Title I	382	100.0%	95.8%	64.6%	382	100.0%	95.7%	64.6%
Military Connected	2	0.5%	0.4%	3.6%	2	0.5%	0.4%	3.6%
At-Risk	250	65.4%	59.1%	53.3%	250	65.4%	59.0%	53.3%
Students by Instructional Program:								
Bilingual/ESL Education	179	46.9%	38.3%	23.2%	179	46.9%	38.3%	23.2%
Career and Technical Education	0	0.0%	34.6%	26.5%				
Career and Technical Education (9-12 grades only)	0	0.0%	83.9%	72.3%				
Gifted and Talented Education	26	6.8%	11.5%	8.2%	26	6.8%	11.5%	8.2%
Special Education	64	16.8%	14.2%	12.6%	64	16.8%	14.3%	12.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	64							
By Type of Primary Disability Students with Intellectual Disabilities	31	48.4%	48.5%	44.1%				
Students with Physical Disabilities	10	15.6%	18.4%	20.0%				
Students with Autism	**	**	15.4%	15.5%				
Students with Behavioral Disabilities	15	23.4%	16.5%	18.8%				
Students with Non-Categorical Early Childhood	*	*	1.2%	1.6%				
Mobility (2021-22):								
Total Mobile Students	70	19.4%	15.8%	16.8%				
By Ethnicity: African American	0	0.0%	0.1%	3.3%				
Hispanic	68	18.9%	14.9%	8.7%				
White	2	0.6%	0.5%	3.4%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.1%	0.7%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	0	0.0%	0.1%	0.6%				
Count and Percent of Special Ed Students who are Mobile	15	20.8%	16.1%	18.6%				
Count and Percent of EB Students/EL who are Mobile	37	20.3%	18.4%	17.1%				
Count and Percent of Econ Dis Students who are Mobile	63	19.5%	17.4%	18.7%				
Student Attrition (2021-22):	824							
Total Student Attrition	65	20.1%	16.4%	18.1%				

	--Non-Special Education Rates--			---Special Education Rates---		
Student Information	**Campus**	**District**	**State**	**Campus**	**District**	**State**
Retention Rates by Grade:						
Kindergarten	0.0%	2.1%	1.5%	0.0%	3.3%	4.5%
Grade 1	1.9%	4.0%	2.5%	22.2%	5.2%	3.6%
Grade 2	2.0%	2.3%	1.6%	0.0%	3.3%	2.0%
Grade 3	0.0%	0.9%	0.8%	0.0%	0.8%	0.9%
Grade 4	0.0%	0.1%	0.5%	0.0%	0.0%	0.5%
Grade 5	0.0%	0.1%	0.3%	0.0%	0.0%	0.4%
Grade 6	-	0.4%	0.3%	-	0.0%	0.4%
Grade 7	-	0.4%	0.4%	-	0.0%	0.5%
Grade 8	-	0.4%	0.4%	-	0.5%	0.5%
Grade 9	-	10.8%	8.7%	-	16.8%	12.6%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	25.0	18.0	18.7
Grade 1	16.6	17.3	19.1
Grade 2	15.3	18.2	19.1
Grade 3	19.5	17.7	19.3
Grade 4	20.3	18.3	19.4
Grade 5	20.0	20.0	20.8
Grade 6	-	21.5	19.2
Secondary:			
English/Language Arts	-	15.0	16.2
Foreign Languages	-	17.1	18.8
Mathematics	-	18.0	17.5
Science	-	19.0	18.5
Social Studies	-	19.0	18.9

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Total Staff	48.8	100.0%	100.0%	100.0%
Professional Staff:	36.9	75.5%	61.1%	64.1%
Teachers	28.3	58.0%	44.6%	48.7%
Professional Support	5.1	10.4%	12.2%	10.9%
Campus Administration (School Leadership)	3.5	7.2%	3.2%	3.3%
Educational Aides:	12.0	24.5%	12.4%	11.3%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	29.0	4,258.0
Part-time Librarians	0.0	n/a	0.0	646.0
Full-time Counselors	1.0	n/a	76.0	13,815.0
Part-time Counselors	0.0	n/a	2.0	1,240.0
Total Minority Staff:	45.0	92.2%	92.7%	53.2%
Teachers by Ethnicity:				
African American	0.0	0.0%	0.6%	11.8%
Hispanic	25.3	89.4%	88.2%	29.6%
White	3.0	10.6%	9.8%	54.9%
American Indian	0.0	0.0%	0.0%	0.3%
Asian	0.0	0.0%	0.9%	2.0%
Pacific Islander	0.0	0.0%	0.1%	0.1%
Two or More Races	0.0	0.0%	0.4%	1.2%
Teachers by Sex:				
Males	2.9	10.4%	29.3%	24.4%
Females	25.4	89.6%	70.7%	75.6%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.7%	2.0%
Bachelors	23.3	82.3%	79.5%	72.2%
Masters	5.0	17.7%	19.7%	25.0%
Doctorate	0.0	0.0%	0.1%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	0.0	0.0%	3.9%	9.7%
1-5 Years Experience	7.9	28.0%	19.0%	26.3%
6-10 Years Experience	6.4	22.6%	22.9%	20.5%
11-20 Years Experience	6.0	21.2%	34.2%	27.2%
21-30 Years Experience	7.0	24.7%	15.4%	13.3%
Over 30 Years Experience	1.0	3.5%	4.7%	2.9%

Texas Education Agency
2022-23 Staff Information (TAPR)
WILSON EL (108906112) - MCALLEN ISD - HIDALGO COUNTY

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Number of Students per Teacher	13.5	n/a	13.6	14.8

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	1.0	6.6	6.1
Average Years Experience of Principals with District	1.0	6.6	5.3
Average Years Experience of Assistant Principals	5.0	6.1	5.2
Average Years Experience of Assistant Principals with District	5.0	5.3	4.4
Average Years Experience of Teachers:	12.4	13.5	11.0
Average Years Experience of Teachers with District:	9.9	10.3	6.9
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	$50,549	$53,300
1-5 Years Experience	$50,334	$53,264	$56,516
6-10 Years Experience	$56,038	$56,886	$59,732
11-20 Years Experience	$59,053	$60,642	$63,389
21-30 Years Experience	$66,158	$66,288	$67,876
Over 30 Years Experience	$76,305	$73,268	$72,560
Average Actual Salaries (regular duties only):			
Teachers	$58,300	$59,446	$60,717
Professional Support	$55,850	$67,588	$72,022
Campus Administration (School Leadership)	$73,321	$76,926	$85,167
Instructional Staff Percent:	n/a	63.8%	65.1%
Contracted Instructional Staff (not incl. above):	0.0	1.5	2,105.4

	----- Campus -----			
Program Information	**Count**	**Percent**	**District**	**State**
Teachers by Program (population served):				
Bilingual/ESL Education	5.0	17.8%	6.4%	5.9%
Career and Technical Education	0.0	0.0%	6.3%	5.4%
Compensatory Education	2.8	10.0%	3.1%	3.2%
Gifted and Talented Education	0.0	0.0%	1.4%	1.7%
Regular Education	17.5	61.9%	66.7%	70.6%
Special Education	827.9	10.4%	8.9%	9.7%
Other	0.0	0.0%	7.2%	3.5%

- 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.

PEIMS Financial Standard Reports (2021–22 Financial Actual Reports)

PEIMS Financial Standard Reports

This page a provides information and links to a number of different Public Education Information Management System (PEIMS) financial reports.

PEIMS 5 year Comparison Bar Charts
These bar charts compare the per student revenues and expenditures and fund balances for the two selected districts or the state.
5-year Per Student Financial Comparison Bar Charts (https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/2122_stacked_bar_charts.html)

Select the PEIMS budget and actual financial reports for the desired school year(s).

School Year	PEIMS District Financial Budget Reports Budgeted financial data each school district and statewide	PEIMS District Financial Actua Actual financial data for each school distr
2023-2024	Available Spring 2024	Available Spring 2025
2022-2023	2022-2023 Financial Budget Reports (https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/2223_FinBudRep.html)	Available Spring 2024
2021-2022	2021-2022 Financial Budget Reports (https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/2122_FinBudRep.html)	2021-2022 Financial Actual Rep (https://rptsvr1.tea.texas.gov/school.finance/forecasting/finan
2020-2021	2020-2021 Financial Budget Reports (https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/2021_FinBudRep.html)	2020-2021 Financial Actual Rep (https://rptsvr1.tea.texas.gov/school.finance/forecasting/finan
2019-2020	2019-2020 Financial Budget Reports (https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/1920_FinBudRep.html)	2019-2020 Financial Actual Rep (https://rptsvr1.tea.texas.gov/school.finance/forecasting/finan
2018-2019	2018-2019 Financial Budget Reports (https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/1819_FinBudRep.html)	2018-2019 Financial Actual Rep (https://rptsvr1.tea.texas.gov/school.finance/forecasting/finan
2017-2018	2017-2018 Financial Budget Reports (https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/1718_FinBudRep.html)	2017-2018 Financial Actual Rep (https://rptsvr1.tea.texas.gov/school.finance/forecasting/finan
2016-2017	2016-2017 Financial Budget Reports (https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/1617_FinBudRep.html)	2016-2017 Financial Actual Rep (https://rptsvr1.tea.texas.gov/school.finance/forecasting/finan
2015-2016	2015-2016 Financial Budget Reports (https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/1516_FinBudRep.html)	2015-2016 Financial Actual Rep (https://rptsvr1.tea.texas.gov/school.finance/forecasting/finan
2014-2015	2014-2015 Financial Budget Reports (https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/1415_FinBudRep.html)	2014-2015 Financial Actual Rep (https://rptsvr1.tea.texas.gov/school.finance/forecasting/finan
2013-2014	2013-2014 Financial Budget Reports (https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/1314_FinBudRep.html)	2013-2014 Financial Actual Rep (https://rptsvr1.tea.texas.gov/school.finance/forecasting/finan
2012-2013	2012-2013 Financial Budget Reports (https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/1213_FinBudRep.html)	2012-2013 Financial Actual Rep (https://rptsvr1.tea.texas.gov/school.finance/forecasting/finan
2011-2012	2011-2012 Financial Budget Reports (https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/1112_FinBudRep.html)	2011-2012 Financial Actual Rep (https://rptsvr1.tea.texas.gov/school.finance/forecasting/finan

School Year	PEIMS District Financial Budget Reports Budgeted financial data each school district and statewide	PEIMS District Financial Actua Actual financial data for each school distr
2010-2011	2010-2011 Financial Budget Reports (https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/1011_FinBudRep.html)	2010-2011 Financial Actual Rep (https://rptsvr1.tea.texas.gov/school.finance/forecasting/finan
2009-2010	2009-2010 Financial Budget Reports (https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/0910_FinBudRep.html)	2009-2010 Financial Actual Rep (https://rptsvr1.tea.texas.gov/school.finance/forecasting/finan
2008-2009	2008-2009 Financial Budget Reports (https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/0809_FinBudRep.html)	2008-2009 Financial Actual Rep (https://rptsvr1.tea.texas.gov/school.finance/forecasting/finan
2007-2008	2007-2008 Financial Budget Reports (https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/0708_FinBudRep.html)	2007-2008 Financial Actual Rep (https://rptsvr1.tea.texas.gov/school.finance/forecasting/finan
2006-2007	2006-2007 Financial Budget Reports (https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/0607_FinBudRep.html)	2006-2007 Financial Actual Rep (https://rptsvr1.tea.texas.gov/school.finance/forecasting/finan
2005-2006	2005-2006 Financial Budget Reports (https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/0506_FinBudRep.html)	2005-2006 Financial Actual Rep (https://rptsvr1.tea.texas.gov/school.finance/forecasting/finan
2004-2005	2004-2005 Financial Budget Reports (https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/0405_FinBudRep.html)	2004-2005 Financial Actual Rep (https://rptsvr1.tea.texas.gov/school.finance/forecasting/finan

Access the PEIMS budget and actual financial data for a particular school year in a single file format (.csv), a multiple file format (.txt), or as a Microsoft Access database (.mdb) at: PEIMS Financial Data Downloads (/node/103975).

PEIMS Tax Rates and Property Values These tax rate and property value data are also found in the PEIMS District Financial Actual Reports.
2021-2022 Tax Rates and Property Values (/finance-and-grants/state-funding/state-funding-reports-and-data/tax-data-22.xlsx)
2020-2021 Tax Rates and Property Values (/finance-and-grants/state-funding/state-funding-reports-and-data/taxdata21.xlsx)
2019-2020 Tax Rates and Property Values (/sites/default/files/tax_data_20.xlsx)
2018-2019 Tax Rates and Property Values (/sites/default/files/tax_data_19.xlsx)
2017-2018 Tax Rates and Property Values (/sites/default/files/tax_data_18.xlsx)
2016-2017 Tax Rates and Property Values (/sites/default/files/tax_data_17.xlsx)
2015-2016 Tax Rates and Property Values (/sites/default/files/tax_data_16.xlsx)
2014-2015 Tax Rates and Property Values (/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=25769825549)
2013-2014 Tax Rates and Property Values (/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=25769820622)
2012-2013 Tax Rates and Property Values (/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=25769812492)

PEIMS 10-Year Longitudinal Reports These tables and bar charts display expenditures per student for each school district and statewide.
2012-2013–2021-2022 Longitudinal Reports (https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/2122_longitudinal.html)

School Year	PEIMS Region Financial Actual Reports These reports aggregate district financial data by region.
2021-2022	2021-2022 Region Financial Actual Reports (https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/2122_Region_FinActRep.html)
2020-2021	2020-2021 Region Financial Actual Reports (https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/2021_Region_FinActRep.html)
2019-2020	2019-2020 Region Financial Actual Reports (https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/1920_Region_FinActRep.html)
2018-2019	2018-2019 Region Financial Actual Reports (https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/1819_Region_FinActRep.html)
2017-2018	2017-2018 Region Financial Actual Reports (https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/1718_Region_FinActRep.html)
2016-2017	2016-2017 Region Financial Actual Reports (https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/1617_Region_FinActRep.html)
2015-2016	2015-2016 Region Financial Actual Reports (https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/1516_Region_FinActRep.html)
2014-2015	2014-2015 Region Financial Actual Reports (https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/1415_Region_FinActRep.html)
2013-2014	2013-2014 Region Financial Actual Reports (https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/1314_Region_FinActRep.html)
2012-2013	2012-2013 Region Financial Actual Reports (https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/1213_Region_FinActRep.html)
2011-2012	2011-2012 Region Financial Actual Reports (https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/1112_Region_FinActRep.html)

Select the campus-level PEIMS budget and actual financial reports for the desired school year(s).

School Year	PEIMS Individual Campus Financial Budget Reports Budgeted financial data for each campus	PEIMS Individual Campus F Actual financial data
2023-2024	Available Spring 2024	Available Sp
2022-2023	2022-2023 Campus Financial Budget Reports (https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/2223_new_camp_budget.html)	Available Sp
2021-2022	2021-2022 Campus Financial Budget Reports (https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/2122_new_camp_budget.html)	2021-2022 Campus Fina (https://rptsvr1.tea.texas.gov/school.finance/forecastir
2020-2021	2020-2021 Campus Financial Budget Reports (https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/2021_new_camp_budget.html)	2020-2021 Campus Fina (https://rptsvr1.tea.texas.gov/school.finance/forecastir
2019-2020	2019-2020 Campus Financial Budget Reports (https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/1920_camp_budget.html)	2019-2020 Campus Fina (https://rptsvr1.tea.texas.gov/school.finance/forecastir
2018-2019	2018-2019 Campus Financial Budget Reports (https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/1819_camp_budget.html)	2018-2019 Campus Fina (https://rptsvr1.tea.texas.gov/school.finance/foreca
2017-2018	2017-2018 Campus Financial Budget Reports (https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/1718_camp_budget.html)	2017-2018 Campus Fina (https://rptsvr1.tea.texas.gov/school.finance/foreca
2016-2017	2016-2017 Campus Financial Budget Reports (https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/1617_camp_budget.html)	2016-2017 Campus Fin (https://rptsvr1.tea.texas.gov/school.finance/foreca
2015-2016	2015-2016 Campus Financial Budget Reports (https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/1516_camp_budget.html)	2015-2016 Campus Fina (https://rptsvr1.tea.texas.gov/school.finance/foreca

School Year	PEIMS Individual Campus Financial Budget Reports Budgeted financial data for each campus	PEIMS Individual Campus F Actual financial data
2014-2015	2014-2015 Campus Financial Budget Reports (https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/1415_camp_budget.html)	2014-2015 Campus Fina (https://rptsvr1.tea.texas.gov/school.finance/foreca
2013-2014	2013-2014 Campus Financial Budget Reports (https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/1314_camp_budget.html)	2013-2014 Campus Fina (https://rptsvr1.tea.texas.gov/school.finance/foreca
2012-2013	2012-2013 Campus Financial Budget Reports (https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/1213_camp_budget.html)	2012-2013 Campus Fina (https://rptsvr1.tea.texas.gov/school.finance/foreca
2011-2012	2011-2012 Campus Financial Budget Reports (https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/1112_camp_budget.html)	2011-2012 Campus Fina (https://rptsvr1.tea.texas.gov/school.finance/foreca
2010-2011	2010-2011 Campus Financial Budget Reports (https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/1011_camp_budget.html)	2010-2011 Campus Fina (https://rptsvr1.tea.texas.gov/school.finance/foreca
2009-2010	2009-2010 Campus Financial Budget Reports (https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/0910_camp_budget.html)	2009-2010 Campus Fina (https://rptsvr1.tea.texas.gov/school.finance/foreca
2008-2009	2008-2009 Campus Financial Budget Reports (https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/0809_camp_budget.html)	2008-2009 Campus Fina (https://rptsvr1.tea.texas.gov/school.finance/foreca
2007-2008	2007-2008 Campus Financial Budget Reports (https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/0708_camp_budget.html)	2007-2008 Campus Fina (https://rptsvr1.tea.texas.gov/school.finance/foreca
2006-2007	2006-2007 Campus Financial Budget Reports (https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/0607_camp_budget.html)	2006-2007 Campus Fina (https://rptsvr1.tea.texas.gov/school.finance/foreca
2005-2006	No longer available	2005-2006 Campus Fin (https://rptsvr1.tea.texas.gov/school.finance/foreca

Select the PEIMS campus budget and actual financial reports for all campuses by district for the desired school year(s).

School Year	PEIMS Budgeted Campus Financial Data for Each District	PEIMS Actual Campus Financi
2023-2024	Available Spring 2024	Available Spring
2022-2023	2022-2023 Financial Budget Reports for All Campuses (https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/2223_allcamp_BudRep.html)	Available Spring
2021-2022	2021-2022 Financial Budget Reports for All Campuses (https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/2122_allcamp_BudRep.html)	2021-2022 Financial Actual Rep (https://rptsvr1.tea.texas.gov/school.finance/forecasting
2020-2021	2020-2021 Financial Budget Reports for All Campuses (https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/2021_allcamp_BudRep.html)	2020-2021 Financial Actual Rep (https://rptsvr1.tea.texas.gov/school.finance/forecasting
2019-2020	2019-2020 Financial Budget Reports for All Campuses (https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/1920_allcamp_BudRep.html)	2019-2020 Financial Actual Rep (https://rptsvr1.tea.texas.gov/school.finance/forecasting
2018-2019	2018-2019 Financial Budget Reports for All Campuses (https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/1819_allcamp_BudRep.html)	2018-2019 Financial Actual Rep (https://rptsvr1.tea.texas.gov/school.finance/forecasting
2017-2018	2017-2018 Financial Budget Reports for All Campuses (https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/1718_allcamp_BudRep.html)	2017-2018 Financial Actual Rep (https://rptsvr1.tea.texas.gov/school.finance/forecasting
2016-2017	2016-2017 Financial Budget Reports for All Campuses (https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/1617_allcamp_BudRep.html)	2016-2017 Financial Actual Rep (https://rptsvr1.tea.texas.gov/school.finance/forecasting
2015-2016	2015-2016 Financial Budget Reports for All Campuses (https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/1516_allcamp_BudRep.html)	2015-2016 Financial Actual Rep (https://rptsvr1.tea.texas.gov/school.finance/forecasting

School Year	PEIMS Budgeted Campus Financial Data for Each District	PEIMS Actual Campus Financi
2014-2015	2014-2015 Financial Budget Reports for All Campuses (https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/1415_allcamp_BudRep.html)	2014-2015 Financial Actual Re (https://rptsvr1.tea.texas.gov/school.finance/forecasting
2013-2014	2013-2014 Financial Budget Reports for All Campuses (https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/1314_allcamp_BudRep.html)	2013-2014 Financial Actual Re (https://rptsvr1.tea.texas.gov/school.finance/forecasting
2012-2013	2012-2013 Financial Budget Reports for All Campuses (https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/1213_allcamp_BudRep.html)	2012-2013 Financial Actual Re (https://rptsvr1.tea.texas.gov/school.finance/forecasting

Contact Information

For additional information, contact:

Division of State Funding
(512) 463-9238

District Accreditation Status

2022-2023 Accreditation Statuses

The Texas Education Agency awards an accreditation status to each public school district and charter school. The accreditation status is based on the academic accountability rating and financial ratings from the Financial Integrity Rating System of Texas. A district or charter must be accredited by the state to operate as a public school.

The district accreditation statuses for 2022-2023 are listed below:

Show/Hide columns:
CDN | Name | ESC | District Type | 2018 FIRST Rating | 2018 Accountability Rating | 2019 FIRST Rating | 2019 Accountability Rating | 2020 FIRST Rating | 2020 Accountability Rating | 2021 FIRST Rating | 2021 Accountability Rating | 2022 FIRST Rating | 2022 Accountability Rating | 2022-2023 Accreditation Status | Reason For Status | Notes

Show 100 entries Search: mcallen

CDN	DISTRICT NAME	ESC	2022 FIRST Rating	2022 Accountability Rating	2022-2023 Accreditation Status	Reason For Status	Notes
108906	MCALLEN ISD	1	A - Superior Achievement	A	ACCREDITED		

Showing 1 to 1 of 1 entries (filtered from 1,206 total entries) Previous 1 Next

Campus Performance Objectives

McALLEN ISD

GREATNESS STARTS HERE.



2023-2024

CAMPUS PERFORMANCE OBJECTIVES GOALS

Name of Campus: Alvarez Elementary

Campus Performance Objectives

Indicator: Reading
Grade: All Grades

Group	2019-2020 STAAR Campus Performance: Passing Percentage	2021 Accountability Ratings - NOT RATED DECLARED STATE OF DISASTER	2021 STAAR Tested Campus Participation: Percentage	2021 STAAR Tested Campus Performance: Percentage	2022 STAAR Tested Campus Participation: Participation Percentage	2022 STAAR Tested Campus Performance: Performance Percentage	2023 STAAR Campus Performance/Participation: # Tested	Total Passed	% Passed	2023-2024 STAAR Goal Campus Performance: Passing Percentage
All Students	2020 Accountability Ratings - NOT RATED DECLARED STATE OF DISASTER	2021 Accountability Ratings - NOT RATED DECLARED STATE OF DISASTER	45%	52%	99%	73%	160	112	70%	100%
American Indian			*	*	*	*	*	*	*	100%
Asian			*	*	*	*	*	*	*	100%
African American			*	*	*	*	*	*	*	100%
Hispanic			44%	52%	100%	73%	160	112	70%	100%
White			*	*	100%	100%	*	*	*	100%
Pacific Islander			*	*	*	*	*	*	*	100%
Two or More Races			*	*	*	*	*	*	*	100%
Male			37%	37%		66%	76	51	67%	100%
Female			73%	73%		84%	84	61	73%	100%
Eco Disadvantage			44%	52%	99%	72%	149	103	69%	100%
Special Education			32%	22%	97%	47%	40	18	45%	100%
At-Risk			43%	43%		70%	127	82	65%	100%
EB/EL (English Learner)			53%	38%	100%	68%	88	64	73%	100%
Migrant			*	*		75%	7	3	43%	100%
Gifted and Talented			100%	100%		100%	13	13	100%	100%

* 2020-2021 No Accountability - Not Rated: Declared State of Disaster, however, different than 2019-2020. STAAR tests were administered and Fall 2021 HB 4545 came into effect.

Name of Campus: Alvarez Elementary

Campus Performance Objectives

Indicator: Math

Grade: All Grades

Group	2019-2020 STAAR Campus Performance	2021 Accountability Ratings - NOT RATED DECLARED STATE OF DISASTER	2021 STAAR Tested Campus Participation	2021 STAAR Tested Campus Performance	2022 STAAR Tested Campus Participation	2022 STAAR Tested Campus Performance	2023 STAAR Campus Performance/Participation			2023-2024 STAAR Goal Campus Performance
	Passing Percentage		Percentage	Percentage	Participation Percentage	Performance Percentage	# Tested	Total Passed	% Passed	Passing Percentage
All Students	2020 Accountability Ratings - NOT RATED DECLARED STATE OF DISASTER		45%	45%	100%	69%	160	124	78%	100%
American Indian			*	*	*	*	*	*	*	100%
Asian			*	*	*	*	*	*	*	100%
African American			*	*	*	*	*	*	*	100%
Hispanic			44%	45%	100%	68%	160	124	78%	100%
White			*	*	100%	100%	*	*	*	100%
Pacific Islander			*	*	*	*	*	*	*	100%
Two or More Races			*	*	*	*	*	*	*	100%
Male			50%	50%		70%	76	63	83%	100%
Female			37%	37%		67%	84	61	73%	100%
Eco Disadvantage			44%	43%	100%	69%	149	115	77%	100%
Special Education			32%	33%	100%	57%	40	26	65%	100%
At-Risk			38%	38%		63%	127	93	73%	100%
EB/EL (English Learner)			51%	35%	100%	68%	88	72	82%	100%
Migrant			*	*		38%	7	4	57%	100%
Gifted and Talented			100%	100%		100%	13	13	100%	100%

* 2020-2021 No Accountability - Not Rated: Declared State of Disaster, however, different than 2019-2020. STAAR tests were administered and Fall 2021 HB 4545 came into effect.

Name of Campus: Alvarez Elementary **Campus Performance Objectives**

Indicator: Science
Grade: All Grades

Group	2019-2020 STAAR Campus Performance	2021 Accountability Ratings - NOT RATED DECLARED STATE OF DISASTER	2021 STAAR Tested Campus Participation	2021 STAAR Tested Campus Performance	2022 STAAR Tested Campus Participation	2022 STAAR Tested Campus Performance	2023 STAAR Campus Performance/Participation			2023-2024 STAAR Goal Campus Performance
	Passing Percentage		Percentage	Percentage	Participation Percentage	Performance Percentage	# Tested	Total Passed	% Passed	Passing Percentage
All Students	2020 Accountability Ratings - NOT RATED DECLARED STATE OF DISASTER	2021 Accountability Ratings - NOT RATED DECLARED STATE OF DISASTER	48%	17%	100%	46%	57	24	42%	100%
American Indian			*	*	*	*	*	*	*	100%
Asian			*	*	*	*	*	*	*	100%
African American			*	*	*	*	*	*	*	100%
Hispanic			48%	17%	100%	45%	57	24	42%	100%
White			*	*	100%	100%	*	*	*	100%
Pacific Islander			*	*	*	*	*	*	*	100%
Two or More Races			*	*	*	*	*	*	*	100%
Male			33%	33%		42%	30	14	47%	100%
Female			*	*		53%	27	10	37%	100%
Eco Disadvantage			47%	14%	100%	44%	52	20	38%	100%
Special Education			42%	*	100%	30%	14	3	21%	100%
At-Risk			14%	14%		32%	52	21	40%	100%
EB/EL (English Learner)			65%	13%	100%	36%	38	16	42%	100%
Migrant			*	*		0%	3	1	33%	100%
Gifted and Talented			*	*		100%	5	5	100%	100%

* 2020-2021 No Accountability - Not Rated: Declared State of Disaster, however, different than 2019-2020. STAAR tests were administered and Fall 2021 HB 4545 came into effec

Name of Campus: Castaneda Elementary

Campus Performance Objectives

Indicator: Reading
Grade: All Grades

Group	2019-2020 STAAR Campus Performance	2021 Accountability Ratings - NOT RATED DECLARED STATE OF DISASTER	2021 STAAR Tested Campus Participation	2021 STAAR Tested Campus Performance	2022 STAAR Tested Campus Participation	2022 STAAR Tested Campus Performance	2023 STAAR Campus Performance/Participation			2023-2024 STAAR Goal Campus Performance
	Passing Percentage		Percentage	Percentage	Participation Percentage	Performance Percentage	# Tested	Total Passed	% Passed	Passing Percentage
All Students	2020 Accountability Ratings - NOT RATED DECLARED STATE OF DISASTER		40%	74%	100%	86%	218	183	84%	100%
American Indian			*	*	*	*	*	*	*	100%
Asian			40%	*	100%	50%	2	1	50%	100%
African American			*	*	*	*	1	1	100%	100%
Hispanic			39%	76%	100%	86%	210	176	84%	100%
White			*	*	100%	100%	2	2	100%	100%
Pacific Islander			*	*	*	*	*	*	*	100%
Two or More Races			*	*	100%	100%	3	3	100%	100%
Male			70%	70%		80%	99	81	82%	100%
Female			80%	80%		90%	119	102	86%	100%
Eco Disadvantage			39%	70%	100%	83%	119	99	83%	100%
Special Education			41%	45%	100%	47%	40	22	55%	100%
At-Risk			61%	61%		75%	82	61	74%	100%
EB/EL (English Learner)			45%	65%	100%	78%	76	56	74%	100%
Migrant			100%	100%		100%	*	*	*	100%
Gifted and Talented			100%	100%		100%	24	24	100%	100%

* 2020-2021 No Accountability - Not Rated: Declared State of Disaster, however, different than 2019-2020. STAAR tests were administered and Fall 2021 HB 4545 came into effect.

Name of Campus: Castaneda Elementary **Campus Performance Objectives**

Indicator: Math
Grade: All Grades

Group	2019-2020 STAAR Campus Performance	2021 Accountability Ratings - NOT RATED DECLARED STATE OF DISASTER	2021 STAAR Tested Campus Participation	2021 STAAR Tested Campus Performance	2022 STAAR Tested Campus Participation	2022 STAAR Tested Campus Performance	2023 STAAR Campus Performance/Participation			2023-2024 STAAR Goal Campus Performance
	Passing Percentage		Percentage	Percentage	Participation Percentage	Performance Percentage	# Tested	Total Passed	% Passed	Passing Percentage
All Students	2020 Accountability Ratings - NOT RATED DECLARED STATE OF DISASTER	2021 Accountability Ratings - NOT RATED DECLARED STATE OF DISASTER	36%	72%	100%	87%	219	180	82%	100%
American Indian			*	*	*	*	*	*	*	100%
Asian			40%	*	100%	50%	2	1	50%	100%
African American			*	*	*	*	1	0	0%	100%
Hispanic			36%	72%	100%	87%	211	174	82%	100%
White			*	*	100%	80%	2	2	100%	100%
Pacific Islander			*	*	*	*	*	*	*	100%
Two or More Races			*	*	100%	100%	3	3	100%	100%
Male			67%	67%		87%	100	82	82%	100%
Female			78%	78%		85%	119	98	82%	100%
Eco Disadvantage			35%	68%	99%	86%	119	98	82%	100%
Special Education			34%	60%	100%	67%	41	27	66%	100%
At-Risk			64%	64%		74%	83	62	75%	100%
EB/EL (English Learner)			35%	67%	99%	78%	76	57	75%	100%
Migrant			100%	100%		100%	*	*	*	100%
Gifted and Talented			100%	100%		100%	24	24	100%	100%

* 2020-2021 No Accountability - Not Rated: Declared State of Disaster, however, different than 2019-2020. STAAR tests were administered and Fall 2021 HB 4545 came into effect.

Name of Campus: Castaneda Elementary **Campus Performance Objectives**

Indicator: Science
Grade: All Grades

Group	2019-2020 STAAR Campus Performance	2021 Accountability Ratings - NOT RATED DECLARED STATE OF DISASTER	2021 STAAR Tested Campus Participation	2021 STAAR Tested Campus Performance	2022 STAAR Tested Campus Participation	2022 STAAR Tested Campus Performance	2023 STAAR Campus Performance/Participation			2023-2024 STAAR Goal Campus Performance
	Passing Percentage		Percentage	Percentage	Participation Percentage	Performance Percentage	# Tested	Total Passed	% Passed	Passing Percentage
All Students	2020 Accountability Ratings - NOT RATED DECLARED STATE OF DISASTER		37%	41%	100%	68%	91	58	64%	100%
American Indian			*	*	*	*	*	*	*	100%
Asian			*	*	100%	100%	1	0	0%	100%
African American			*	*	*	*	*	*	*	100%
Hispanic			36%	40%	100%	69%	89	57	64%	100%
White			*	*	100%	33%	*	*	*	100%
Pacific Islander			*	*	*	*	*	*	*	100%
Two or More Races			*	*	100%	50%	1	1	100%	100%
Male			38%	38%		68%	40	28	70%	100%
Female			43%	43%		65%	51	30	59%	100%
Eco Disadvantage			35%	28%	100%	65%	49	31	63%	100%
Special Education			27%	*	100%	25%	17	10	59%	100%
At-Risk			20%	20%		55%	38	17	45%	100%
EB/EL (English Learner)			39%	22%	100%	76%	33	15	45%	100%
Migrant			*	*		100%	*	*	*	100%
Gifted and Talented			100%	100%		100%	9	9	100%	100%

* 2020-2021 No Accountability - Not Rated: Declared State of Disaster, however, different than 2019-2020. STAAR tests were administered and Fall 2021 HB 4545 came into effect.

Name of Campus: Escandon Elementary

Campus Performance Objectives

Indicator: Reading

Grade: All Grades

Group	2019-2020 STAAR Campus Performance	2021 Accountability Ratings - NOT RATED DECLARED STATE OF DISASTER	2021 STAAR Tested Campus Participation	2021 STAAR Tested Campus Performance	2022 STAAR Tested Campus Participation	2022 STAAR Tested Campus Performance	2023 STAAR Campus Performance/Participation			2023-2024 STAAR Goal Campus Performance
	Passing Percentage		Percentage	Percentage	Participation Percentage	Performance Percentage	# Tested	Total Passed	% Passed	Passing Percentage
All Students	2020 Accountability Ratings - NOT RATED DECLARED STATE OF DISASTER	2021 Accountability Ratings - NOT RATED DECLARED STATE OF DISASTER	55%	41%	100%	74%	183	119	65%	100%
American Indian			*	*	*	*	*	*	*	100%
Asian			*	*	*	*	*	*	*	100%
African American			*	*	*	*	*	*	*	100%
Hispanic			56%	42%	100%	75%	181	118	65%	100%
White			*	*	100%	50%	2	1	50%	100%
Pacific Islander			*	*	*	*	*	*	*	100%
Two or More Races			*	*	*	*	*	*	*	100%
Male			37%	37%		72%	86	54	63%	100%
Female			44%	44%		75%	97	65	67%	100%
Eco Disadvantage			54%	35%	99%	72%	170	108	64%	100%
Special Education			58%	5%	98%	44%	45	17	38%	100%
At-Risk			36%	36%		69%	129	72	56%	100%
EB/EL (English Learner)			66%	33%	100%	72%	104	63	61%	100%
Migrant			*	*		60%	8	4	50%	100%
Gifted and Talented			75%	75%		100%	12	12	100%	100%

* 2020-2021 No Accountability - Not Rated: Declared State of Disaster, however, different than 2019-2020. STAAR tests were administered and Fall 2021 HB 4545 came into effect.

Name of Campus: Escandon Elementary **Campus Performance Objectives**

Indicator: Math
Grade: All Grades

Group	2019-2020 STAAR Campus Performance	2021 Accountability Ratings - NOT RATED DECLARED STATE OF DISASTER	2021 STAAR Tested Campus Participation	2021 STAAR Tested Campus Performance	2022 STAAR Tested Campus Participation	2022 STAAR Tested Campus Performance	2023 STAAR Campus Performance/Participation			2023-2024 STAAR Goal Campus Performance
	Passing Percentage		Percentage	Percentage	Participation Percentage	Performance Percentage	# Tested	Total Passed	% Passed	Passing Percentage
All Students	2020 Accountability Ratings - NOT RATED DECLARED STATE OF DISASTER	2021 Accountability Ratings - NOT RATED DECLARED STATE OF DISASTER	50%	35%	100%	76%	183	130	71%	100%
American Indian			*	*	*	*	*	*	*	100%
Asian			*	*	*	*	*	*	*	100%
African American			*	*	*	*	*	*	*	100%
Hispanic			50%	35%	100%	76%	181	129	71%	100%
White			*	*	100%	50%	2	1	50%	100%
Pacific Islander			*	*	*	*	*	*	*	100%
Two or More Races			*	*	*	*	*	*	*	100%
Male			39%	39%		77%	86	61	71%	100%
Female			32%	32%		73%	97	69	71%	100%
Eco Disadvantage			51%	30%	99%	75%	170	119	70%	100%
Special Education			55%	18%	98%	54%	45	26	58%	100%
At-Risk			33%	33%		73%	129	81	63%	100%
EB/EL (English Learner)			53%	31%	100%	77%	104	71	68%	100%
Migrant			*	*		80%	8	5	63%	100%
Gifted and Talented			75%	75%		100%	12	12	100%	100%

* 2020-2021 No Accountability - Not Rated: Declared State of Disaster, however, different than 2019-2020. STAAR tests were administered and Fall 2021 HB 4545 came into effect.

Name of Campus: Escandon Elementary **Campus Performance Objectives**

Indicator: Science
Grade: All Grades

Group	2019-2020 STAAR Campus Performance	2021 Accountability Ratings - NOT RATED DECLARED STATE OF DISASTER	2021 STAAR Tested Campus Participation	2021 STAAR Tested Campus Performance	2022 STAAR Tested Campus Participation	2022 STAAR Tested Campus Performance	2023 STAAR Campus Performance/Participation			2023-2024 STAAR Goal Campus Performance
	Passing Percentage		Percentage	Percentage	Participation Percentage	Performance Percentage	# Tested	Total Passed	% Passed	Passing Percentage
All Students	2020 Accountability Ratings - NOT RATED DECLARED STATE OF DISASTER		34%	20%	100%	61%	80	49	61%	100%
American Indian			*	*	*	*	*	*	*	100%
Asian			*	*	*	*	*	*	*	100%
African American			*	*	*	*	*	*	*	100%
Hispanic			32%	22%	100%	61%	79	48	61%	100%
White			*	*	100%	50%	1	1	100%	100%
Pacific Islander			*	*	*	*	*	*	*	100%
Two or More Races			*	*	*	*	*	*	*	100%
Male			38%	38%		61%	47	30	64%	100%
Female			8%	8%		60%	33	19	58%	100%
Eco Disadvantage			34%	22%	100%	55%	75	44	59%	100%
Special Education			62%	13%	100%	8%	19	7	37%	100%
At-Risk			14%	14%		59%	60	30	50%	100%
EB/EL (English Learner)			37%	15%	100%	56%	43	24	56%	100%
Migrant			*	*		50%	3	1	33%	100%
Gifted and Talented			100%	100%		100%	4	4	100%	100%

* 2020-2021 No Accountability - Not Rated: Declared State of Disaster, however, different than 2019-2020. STAAR tests were administered and Fall 2021 HB 4545 came into effect.

Name of Campus: Fields Elementary

Campus Performance Objectives

Indicator: Reading
Grade: All Grades

Group	2019-2020 STAAR Campus Performance	2021 Accountability Ratings - NOT RATED DECLARED STATE OF DISASTER	2021 STAAR Tested Campus Participation	2021 STAAR Tested Campus Performance	2022 STAAR Tested Campus Participation	2022 STAAR Tested Campus Performance	2023 STAAR Campus Performance/Participation			2023-2024 STAAR Goal Campus Performance
	Passing Percentage		Percentage	Percentage	Participation Percentage	Performance Percentage	# Tested	Total Passed	% Passed	Passing Percentage
All Students	2020 Accountability Ratings - NOT RATED DECLARED STATE OF DISASTER	2021 Accountability Ratings - NOT RATED DECLARED STATE OF DISASTER	62%	51%	100%	76%	206	129	63%	100%
American Indian			*	*	*	*	*	*	*	100%
Asian			*	*	*	*	*	*	*	100%
African American			*	*	*	*	*	*	*	100%
Hispanic			63%	52%	100%	76%	206	129	63%	100%
White			*	*	100%	100%	*	*	*	100%
Pacific Islander			*	*	*	*	*	*	*	100%
Two or More Races			*	*	*	*	*	*	*	100%
Male			48%	48%		76%	117	71	61%	100%
Female			54%	54%		76%	89	58	65%	100%
Eco Disadvantage			64%	50%	100%	75%	177	107	60%	100%
Special Education			63%	14%	100%	53%	54	28	52%	100%
At-Risk			45%	45%		72%	132	83	63%	100%
EB/EL (English Learner)			73%	44%	100%	73%	118	72	61%	100%
Migrant			100%	100%		100%	1	1	100%	100%
Gifted and Talented			100%	100%		100%	20	20	100%	100%

* 2020-2021 No Accountability - Not Rated: Declared State of Disaster, however, different than 2019-2020. STAAR tests were administered and Fall 2021 HB 4545 came into effect.

Name of Campus: Fields Elementary

Campus Performance Objectives

Indicator: Math

Grade: All Grades

Group	2019-2020 STAAR Campus Performance	2021 Accountability Ratings - NOT RATED DECLARED STATE OF DISASTER	2021 STAAR Tested Campus Participation	2021 STAAR Tested Campus Performance	2022 STAAR Tested Campus Participation	2022 STAAR Tested Campus Performance	2023 STAAR Campus Performance/Participation			2023-2024 STAAR Goal Campus Performance
	Passing Percentage		Percentage	Percentage	Participation Percentage	Performance Percentage	# Tested	Total Passed	% Passed	Passing Percentage
All Students	2020 Accountability Ratings - NOT RATED DECLARED STATE OF DISASTER	2021 Accountability Ratings - NOT RATED DECLARED STATE OF DISASTER	57%	36%	100%	66%	204	126	62%	100%
American Indian			*	*	*	*	*	*	*	100%
Asian			*	*	*	*	*	*	*	100%
African American			*	*	*	*	*	*	*	100%
Hispanic			57%	36%	100%	66%	204	126	62%	100%
White				*	100%	100%	*	*	*	100%
Pacific Islander			*	*	*	*	*	*	*	100%
Two or More Races			*	*	*	*	*	*	*	100%
Male			42%	42%		65%	115	70	61%	100%
Female			28%	28%		66%	89	56	63%	100%
Eco Disadvantage			58%	32%	100%	65%	175	104	59%	100%
Special Education			54%	10%	100%	35%	52	28	54%	100%
At-Risk			32%	32%		62%	130	81	62%	100%
EB/EL (English Learner)			62%	32%	100%	65%	116	71	61%	100%
Migrant			100%	100%		100%	1	1	100%	100%
Gifted and Talented			100%	100%		100%	20	20	100%	100%

* 2020-2021 No Accountability - Not Rated: Declared State of Disaster, however, different than 2019-2020. STAAR tests were administered and Fall 2021 HB 4545 came into effect.

Name of Campus: Fields Elementary

Campus Performance Objectives

Indicator: Science

Grade: All Grades

Group	2019-2020 STAAR Campus Performance	2021 Accountability Ratings - NOT RATED DECLARED STATE OF DISASTER	2021 STAAR Tested Campus Participation	2021 STAAR Tested Campus Performance	2022 STAAR Tested Campus Participation	2022 STAAR Tested Campus Performance	2023 STAAR Campus Performance/Participation			2023-2024 STAAR Goal Campus Performance
	Passing Percentage		Percentage	Percentage	Participation Percentage	Performance Percentage	# Tested	Total Passed	% Passed	Passing Percentage
All Students	2020 Accountability Ratings - NOT RATED DECLARED STATE OF DISASTER		45%	32%	100%	69%	73	46	63%	100%
American Indian			*	*	*	*	*	*	*	100%
Asian			*	*	*	*	*	*	*	100%
African American			*	*	*	*	*	*	*	100%
Hispanic			45%	33%	100%	68%	73	46	63%	100%
White			*	*	100%	100%	*	*	*	100%
Pacific Islander			*	*	*	*	*	*	*	100%
Two or More Races			*	*	*	*	*	*	*	100%
Male			31%	31%		76%	42	27	64%	100%
Female			33%	33%		59%	31	19	61%	100%
Eco Disadvantage			47%	32%	100%	69%	63	37	59%	100%
Special Education			36%	*	100%	42%	17	5	29%	100%
At-Risk			32%	32%		73%	56	35	63%	100%
EB/EL (English Learner)			49%	30%	100%	76%	43	26	60%	100%
Migrant			*	*		100%				100%
Gifted and Talented			80%	80%		100%	10	10	100%	100%

* 2020-2021 No Accountability - Not Rated: Declared State of Disaster, however, different than 2019-2020. STAAR tests were administered and Fall 2021 HB 4545 came into effect.

Name of Campus: Garza Elementary

Campus Performance Objectives

Indicator: Reading
Grade: All Grades

Group	2019-2020 STAAR Campus Performance	2021 Accountability Ratings - NOT RATED DECLARED STATE OF DISASTER	2021 STAAR Tested Campus Participation	2021 STAAR Tested Campus Performance	2022 STAAR Tested Campus Participation	2022 STAAR Tested Campus Performance	2023 STAAR Campus Performance/Participation			2023-2024 STAAR Goal Campus Performance
	Passing Percentage		Percentage	Percentage	Participation Percentage	Performance Percentage	# Tested	Total Passed	% Passed	Passing Percentage
All Students	2020 Accountability Ratings - NOT RATED DECLARED STATE OF DISASTER		53%	69%	100%	83%	216	185	86%	100%
American Indian			*	*	100%	0%	*	*	*	100%
Asian			*	*	100%	100%	3	3	100%	100%
African American			*	*	100%	100%	1	1	100%	100%
Hispanic			53%	68%	100%	83%	202	173	86%	100%
White			42%	*	100%	90%	9	7	78%	100%
Pacific Islander			*	*	*	*	*	*	*	100%
Two or More Races			*	*	*	*	1	1	100%	100%
Male			62%	62%		82%	104	89	86%	100%
Female			78%	78%		82%	112	96	86%	100%
Eco Disadvantage			52%	68%	100%	83%	127	108	85%	100%
Special Education			39%	33%	100%	52%	28	19	68%	100%
At-Risk			56%	56%		72%	62	49	79%	100%
EB/EL (English Learner)			88%	50%	100%	78%	46	39	85%	100%
Migrant			*	*		*	2	2	100%	100%
Gifted and Talented			100%	100%		100%	36	36	100%	100%

* 2020-2021 No Accountability - Not Rated: Declared State of Disaster, however, different than 2019-2020. STAAR tests were administered and Fall 2021 HB 4545 came into effect.

Name of Campus: Garza Elementary

Campus Performance Objectives

Indicator: Math
Grade: All Grades

Group	2019-2020 STAAR Campus Performance	2021 Accountability Ratings - NOT RATED DECLARED STATE OF DISASTER	2021 STAAR Tested Campus Participation	2021 STAAR Tested Campus Performance	2022 STAAR Tested Campus Participation	2022 STAAR Tested Campus Performance	2023 STAAR Campus Performance/Participation			2023-2024 STAAR Goal Campus Performance
	Passing Percentage		Percentage	Percentage	Participation Percentage	Performance Percentage	# Tested	Total Passed	% Passed	Passing Percentage
All Students	2020 Accountability Ratings - NOT RATED DECLARED STATE OF DISASTER	2021 Accountability Ratings - NOT RATED DECLARED STATE OF DISASTER	44%	60%	100%	79%	216	169	78%	100%
American Indian			*	*	100%	0%	*	*	*	100%
Asian			*	*	100%	100%	3	3	100%	100%
African American			*	*	100%	67%	1	1	100%	100%
Hispanic			45%	60%	100%	79%	202	158	78%	100%
White			25%	*	100%	80%	9	6	67%	100%
Pacific Islander			*	*	*	*	*	*	*	100%
Two or More Races			*	*	*	*	1	1	100%	100%
Male			55%	55%		78%	104	88	85%	100%
Female			65%	65%		76%	112	81	72%	100%
Eco Disadvantage			42%	57%	100%	74%	127	94	74%	100%
Special Education			29%	33%	100%	48%	28	19	68%	100%
At-Risk			44%	44%		63%	62	42	68%	100%
EB/EL (English Learner)			46%	46%	100%	73%	46	32	70%	100%
Migrant			*	*		*	2	2	100%	100%
Gifted and Talented			100%	100%		100%	36	36	100%	100%

* 2020-2021 No Accountability - Not Rated: Declared State of Disaster, however, different than 2019-2020. STAAR tests were administered and Fall 2021 HB 4545 came into effect.

Name of Campus: Garza Elementary

Campus Performance Objectives

Indicator: Science
Grade: All Grades

Group	2019-2020 STAAR Campus Performance	2021 Accountability Ratings - NOT RATED DECLARED STATE OF DISASTER	2021 STAAR Tested Campus Participation	2021 STAAR Tested Campus Performance	2022 STAAR Tested Campus Participation	2022 STAAR Tested Campus Performance	2023 STAAR Campus Performance/Participation			2023-2024 STAAR Goal Campus Performance
	Passing Percentage		Percentage	Percentage	Participation Percentage	Performance Percentage	# Tested	Total Passed	% Passed	Passing Percentage
All Students	2020 Accountability Ratings - NOT RATED DECLARED STATE OF DISASTER		34%	57%	100%	70%	81	47	58%	100%
American Indian			*	*	*	*	*	*	*	100%
Asian			*	*	100%	100%	1	0	0%	100%
African American			*	*	100%	0%	1	1	100%	100%
Hispanic			34%	58%	100%	70%	77	46	60%	100%
White			20%	*	100%	67%	2	0	0%	100%
Pacific Islander			*	*	*	*	*	*	*	100%
Two or More Races			*	*	*	*	*	*	*	100%
Male			53%	53%		66%	38	28	74%	100%
Female			62%	62%		70%	43	19	44%	100%
Eco Disadvantage			33%	50%	100%	59%	40	23	58%	100%
Special Education			13%	*	100%	44%	11	5	45%	100%
At-Risk			20%	20%		53%	33	12	36%	100%
EB/EL (English Learner)			18%	*	100%	58%	22	8	36%	100%
Migrant			*	*		*	*	*	*	100%
Gifted and Talented			100%	100%		100%	16	15	94%	100%

* 2020-2021 No Accountability - Not Rated: Declared State of Disaster, however, different than 2019-2020. STAAR tests were administered and Fall 2021 HB 4545 came into effect.

Name of Campus: Gonzalez Elementary

Campus Performance Objectives

Indicator: Reading

Grade: All Grades

Group	2019-2020 STAAR Campus Performance	2021 Accountability Ratings - NOT RATED DECLARED STATE OF DISASTER	2021 STAAR Tested Campus Participation	2021 STAAR Tested Campus Performance	2022 STAAR Tested Campus Participation	2022 STAAR Tested Campus Performance	2023 STAAR Campus Performance/Participation			2023-2024 STAAR Goal Campus Performance
	Passing Percentage		Percentage	Percentage	Participation Percentage	Performance Percentage	# Tested	Total Passed	% Passed	Passing Percentage
All Students	2020 Accountability Ratings - NOT RATED DECLARED STATE OF DISASTER		49%	91%	100%	94%	367	350	95%	100%
American Indian			*	*	*	*	*	*	*	100%
Asian			56%	100%	100%	100%	27	26	96%	100%
African American			50%	*	100%	100%	3	3	100%	100%
Hispanic			49%	90%	100%	92%	302	286	95%	100%
White			46%	88%	100%	100%	27	27	100%	100%
Pacific Islander			*	*	100%	100%	8	8	100%	100%
Two or More Races			56%	*	100%	100%	*	*	*	100%
Male			90%	90%		92%	173	164	95%	100%
Female			92%	92%		95%	194	186	96%	100%
Eco Disadvantage			39%	90%	100%	89%	96	87	91%	100%
Special Education			38%	*	100%	68%	34	24	71%	100%
At-Risk			78%	78%		85%	109	100	92%	100%
EB/EL (English Learner)			67%	76%	100%	85%	90	83	92%	100%
Migrant			100%	100%		100%	1	1	100%	100%
Gifted and Talented			100%	100%		100%	100	100	100%	100%

* 2020-2021 No Accountability - Not Rated: Declared State of Disaster, however, different than 2019-2020. STAAR tests were administered and Fall 2021 HB 4545 came into effect.

Name of Campus: Gonzalez Elementary

Campus Performance Objectives

Indicator: Math

Grade: All Grades

Group	2019-2020 STAAR Campus Performance	2021 Accountability Ratings - NOT RATED DECLARED STATE OF DISASTER	2021 STAAR Tested Campus Participation	2021 STAAR Tested Campus Performance	2022 STAAR Tested Campus Participation	2022 STAAR Tested Campus Performance	2023 STAAR Campus Performance/Participation			2023-2024 STAAR Goal Campus Performance
	Passing Percentage		Percentage	Percentage	Participation Percentage	Performance Percentage	# Tested	Total Passed	% Passed	Passing Percentage
All Students	2020 Accountability Ratings - NOT RATED DECLARED STATE OF DISASTER	2021 Accountability Ratings - NOT RATED DECLARED STATE OF DISASTER	43%	93%	100%	91%	367	341	93%	100%
American Indian			*	*	*	*	*	*	*	100%
Asian			52%	100%	100%	100%	27	27	100%	100%
African American			50%	*	100%	100%	3	3	100%	100%
Hispanic			42%	90%	100%	89%	302	276	91%	100%
White			46%	100%	100%	97%	27	27	100%	100%
Pacific Islander			*	*	100%	100%	*	*	*	100%
Two or More Races			56%	*	100%	100%	8	8	100%	100%
Male			94%	94%		93%	173	164	95%	100%
Female			91%	91%		89%	194	177	91%	100%
Eco Disadvantage			28%	81%	100%	81%	96	82	85%	100%
Special Education			19%	*	100%	60%	34	23	68%	100%
At-Risk			83%	83%		81%	109	94	86%	100%
EB/EL (English Learner)			39%	77%	100%	88%	90	80	89%	100%
Migrant			100%	100%		0%	1	1	100%	100%
Gifted and Talented			100%	100%		100%	100	100	100%	100%

* 2020-2021 No Accountability - Not Rated: Declared State of Disaster, however, different than 2019-2020. STAAR tests were administered and Fall 2021 HB 4545 came into effect.

Name of Campus: Gonzalez Elementary

Campus Performance Objectives

Indicator: Science

Grade: All Grades

Group	2019-2020 STAAR Campus Performance	2021 Accountability Ratings - NOT RATED DECLARED STATE OF DISASTER	2021 STAAR Tested Campus Participation	2021 STAAR Tested Campus Performance	2022 STAAR Tested Campus Participation	2022 STAAR Tested Campus Performance	2023 STAAR Campus Performance/Participation			2023-2024 STAAR Goal Campus Performance
	Passing Percentage		Percentage	Percentage	Participation Percentage	Performance Percentage	# Tested	Total Passed	% Passed	Passing Percentage
All Students	2020 Accountability Ratings - NOT RATED DECLARED STATE OF DISASTER	2021 Accountability Ratings - NOT RATED DECLARED STATE OF DISASTER	33%	82%	100%	91%	132	115	87%	100%
American Indian			*	*	*	*	*	*	*	100%
Asian			38%	*	100%	100%	9	9	100%	100%
African American			*	*	100%	100%	2	2	100%	100%
Hispanic			36%	77%	100%	89%	108	91	84%	100%
White			21%	*	100%	100%	10	10	100%	100%
Pacific Islander			*	*	100%	100%	*	*	*	100%
Two or More Races			*	*	100%	100%	3	3	100%	100%
Male			86%	86%		93%	62	59	95%	100%
Female			75%	75%		87%	70	56	80%	100%
Eco Disadvantage			22%	63%	100%	90%	29	21	72%	100%
Special Education			13%	*	100%	71%	3	2	67%	100%
At-Risk			43%	43%		69%	36	24	67%	100%
EB/EL (English Learner)			24%	40%	100%	73%	25	16	64%	100%
Migrant			*	*		100%	*	*	*	100%
Gifted and Talented			100%	100%		100%	37	36	97%	100%

* 2020-2021 No Accountability - Not Rated: Declared State of Disaster, however, different than 2019-2020. STAAR tests were administered and Fall 2021 HB 4545 came into effect.

Name of Campus: Hendricks Elementary **Campus Performance Objectives**

Indicator: Reading
Grade: All Grades

Group	2019-2020 STAAR Campus Performance	2021 Accountability Ratings - NOT RATED DECLARED STATE OF DISASTER	2021 STAAR Tested Campus Participation	2021 STAAR Tested Campus Performance	2022 STAAR Tested Campus Participation	2022 STAAR Tested Campus Performance	2023 STAAR Campus Performance/Participation			2023-2024 STAAR Goal Campus Performance
	Passing Percentage		Percentage	Percentage	Participation Percentage	Performance Percentage	# Tested	Total Passed	% Passed	Passing Percentage
All Students	2020 Accountability Ratings- NOT RATED: DECLARED STATE OF DISASTER		57%	79%	99%	87%	193	163	84%	100%
American Indian			*	*	*	*	3	2	67%	100%
Asian			*	*	100%	100%	4	4	100%	100%
African American			*	*	*	*	*	*	*	100%
Hispanic			57%	78%	99%	86%	184	155	84%	100%
White			40%	*	100%	80%	1	1	100%	100%
Pacific Islander			*	*	*	*	*	*	*	100%
Two or More Races			*	*	*	*	1	1	100%	100%
Male			77%	77%		85%	89	71	80%	100%
Female			81%	81%		88%	104	92	88%	100%
Eco Disadvantage			56%	72%	99%	83%	136	110	81%	100%
Special Education			54%	50%	100%	62%	43	24	56%	100%
At-Risk			67%	67%		77%	99	69	70%	100%
EB/EL (English Learner)			76%	64%	100%	82%	64	51	80%	100%
Migrant			*	*		100%	1	1	100%	100%
Gifted and Talented			94%	94%		100%	41	41	100%	100%

* 2020-2021 No Accountability - Not Rated: Declared State of Disaster, however, different than 2019-2020. STAAR tests were administered and Fall 2021 HB 4545 came into effect.

Name of Campus: Hendricks Elementary **Campus Performance Objectives**

Indicator: Math
Grade: All Grades

Group	2019-2020 STAAR Campus Performance	2021 Accountability Ratings - NOT RATED DECLARED STATE OF DISASTER	2021 STAAR Tested Campus Participation	2021 STAAR Tested Campus Performance	2022 STAAR Tested Campus Participation	2022 STAAR Tested Campus Performance	2023 STAAR Campus Performance/Participation			2023-2024 STAAR Goal Campus Performance
	Passing Percentage		Percentage	Percentage	Participation Percentage	Performance Percentage	# Tested	Total Passed	% Passed	Passing Percentage
All Students	2020 Accountability Ratings- NOT RATED: DECLARED STATE OF DISASTER		50%	70%	99%	81%	192	162	84%	100%
American Indian			*	*	*	*	3	3	100%	100%
Asian			*	*	100%	100%	4	4	100%	100%
African American			*	*	*	*	*	*	*	100%
Hispanic			49%	69%	99%	81%	183	153	84%	100%
White			40%	*	100%	80%	1	1	100%	100%
Pacific Islander			*	*	*	*	*	*	*	100%
Two or More Races			*	*	*	*	1	1	100%	100%
Male			75%	75%		81%	89	73	82%	100%
Female			67%	67%		82%	103	89	86%	100%
Eco Disadvantage			47%	63%	99%	79%	135	108	80%	100%
Special Education			51%	42%	100%	56%	43	30	70%	100%
At-Risk			60%	60%		74%	99	74	75%	100%
EB/EL (English Learner)			47%	57%	100%	79%	64	55	86%	100%
Migrant			*	*		100%	1	1	100%	100%
Gifted and Talented			100%	100%		97%	41	41	100%	100%

* 2020-2021 No Accountability - Not Rated: Declared State of Disaster, however, different than 2019-2020. STAAR tests were administered and Fall 2021 HB 4545 came into effec

Name of Campus: Hendricks Elementary **Campus Performance Objectives**

Indicator: Science
Grade: All Grades

Group	2019-2020 STAAR Campus Performance	2021 Accountability Ratings - NOT RATED DECLARED STATE OF DISASTER	2021 STAAR Tested Campus Participation	2021 STAAR Tested Campus Performance	2022 STAAR Tested Campus Participation	2022 STAAR Tested Campus Performance	2023 STAAR Campus Performance/Participation			2023-2024 STAAR Goal Campus Performance
	Passing Percentage		Percentage	Percentage	Participation Percentage	Performance Percentage	# Tested	Total Passed	% Passed	Passing Percentage
All Students	2020 Accountability Ratings- NOT RATED: DECLARED STATE OF DISASTER		58%	55%	99%	72%	72	55	76%	100%
American Indian			*	*	*	*	1	1	100%	100%
Asian			*	*	*	*	1	1	100%	100%
African American			*	*	*	*	*	*	*	100%
Hispanic			57%	53%	99%	73%	70	53	76%	100%
White			*	*	100%	67%	*	*	*	100%
Pacific Islander			*	*	*	*	*	*	*	100%
Two or More Races			*	*	*	*	*	*	*	100%
Male			61%	61%		76%	33	28	85%	100%
Female			50%	50%		68%	39	27	69%	100%
Eco Disadvantage			58%	46%	98%	69%	51	35	69%	100%
Special Education			45%	40%	100%	50%	18	7	39%	100%
At-Risk			22%	22%		59%	38	23	61%	100%
EB/EL (English Learner)			61%	23%	100%	61%	27	17	63%	100%
Migrant			*	*		100%	*	*	*	100%
Gifted and Talented			90%	90%		100%	16	16	100%	100%

* 2020-2021 No Accountability - Not Rated: Declared State of Disaster, however, different than 2019-2020. STAAR tests were administered and Fall 2021 HB 4545 came into effec

Name of Campus: Houston Elementary

Campus Performance Objectives

Indicator: Reading
Grade: All Grades

Group	2019-2020 STAAR Campus Performance	2021 Accountability Ratings - NOT RATED DECLARED STATE OF DISASTER	2021 STAAR Tested Campus Participation	2021 STAAR Tested Campus Performance	2022 STAAR Tested Campus Participation	2022 STAAR Tested Campus Performance	2023 STAAR Campus Performance/Participation			2023-2024 STAAR Goal Campus Performance
	Passing Percentage		Percentage	Percentage	Participation Percentage	Performance Percentage	# Tested	Total Passed	% Passed	Passing Percentage
All Students	2020 Accountability Ratings - NOT RATED DECLARED STATE OF DISASTER	2021 Accountability Ratings - NOT RATED DECLARED STATE OF DISASTER	40%	60%	100%	88%	190	149	78%	100%
American Indian			*	*	*	*	*	*	*	100%
Asian			*	*	*	*	*	*	*	100%
African American			*	*	*	*	*	*	*	100%
Hispanic			40%	60%	100%	88%	190	149	78%	100%
White			*	*	*	*	*	*	*	100%
Pacific Islander			*	*	*	*	*	*	*	100%
Two or More Races			*	*	*	*	*	*	*	100%
Male			53%	53%		87%	100	80	80%	100%
Female			71%	71%		90%	90	69	77%	100%
Eco Disadvantage			41%	60%	100%	88%	162	127	78%	100%
Special Education			55%	64%	100%	75%	25	14	56%	100%
At-Risk			56%	56%		87%	152	112	74%	100%
EB/EL (English Learner)			43%	59%	100%	88%	129	96	74%	100%
Migrant			*	*		100%	3	2	67%	100%
Gifted and Talented			100%	100%		100%	28	28	100%	100%

* 2020-2021 No Accountability - Not Rated: Declared State of Disaster, however, different than 2019-2020. STAAR tests were administered and Fall 2021 HB 4545 came into effect.

Name of Campus: Houston Elementary **Campus Performance Objectives**

Indicator: Math
Grade: All Grades

	2019-2020 STAAR Campus Performance	2021 Accountability Ratings - NOT RATED DECLARED STATE OF DISASTER	2021 STAAR Tested Campus Participation	2021 STAAR Tested Campus Performance	2022 STAAR Tested Campus Participation	2022 STAAR Tested Campus Performance	2023 STAAR Campus Performance/Participation			2023-2024 STAAR Goal Campus Performance
Group	**Passing Percentage**		**Percentage**	**Percentage**	**Participation Percentage**	**Performance Percentage**	**# Tested**	**Total Passed**	**% Passed**	**Passing Percentage**
All Students	2020 Accountability Ratings - NOT RATED DECLARED STATE OF DISASTER		39%	51%	100%	82%	189	145	77%	100%
American Indian			*	*	*	*	*	*	*	100%
Asian			*	*	*	*	*	*	*	100%
African American			*	*	*	*	*	*	*	100%
Hispanic			39%	51%	100%	82%	189	145	77%	100%
White			*	*	*	*	*	*	*	100%
Pacific Islander			*	*	*	*	*	*	*	100%
Two or More Races			*	*	*	*	*	*	*	100%
Male			46%	46%		86%	99	78	79%	100%
Female			55%	55%		79%	90	67	74%	100%
Eco Disadvantage			39%	48%	100%	81%	161	122	76%	100%
Special Education			50%	64%	100%	80%	25	14	56%	100%
At-Risk			45%	45%		80%	152	111	73%	100%
EB/EL (English Learner)			40%	52%	100%	83%	129	100	78%	100%
Migrant			*	*		100%	2	1	50%	100%
Gifted and Talented			100%	100%		100%	28	28	100%	100%

* 2020-2021 No Accountability - Not Rated: Declared State of Disaster, however, different than 2019-2020. STAAR tests were administered and Fall 2021 HB 4545 came into effect.

Name of Campus: Houston Elementary

Campus Performance Objectives

Indicator: Science

Grade: All Grades

Group	2019-2020 STAAR Campus Performance	2021 Accountability Ratings - NOT RATED DECLARED STATE OF DISASTER	2021 STAAR Tested Campus Participation	2021 STAAR Tested Campus Performance	2022 STAAR Tested Campus Participation	2022 STAAR Tested Campus Performance	2023 STAAR Campus Performance/Participation			2023-2024 STAAR Goal Campus Performance
	Passing Percentage		Percentage	Percentage	Participation Percentage	Performance Percentage	# Tested	Total Passed	% Passed	Passing Percentage
All Students	2020 Accountability Ratings - NOT RATED DECLARED STATE OF DISASTER	2021 Accountability Ratings - NOT RATED DECLARED STATE OF DISASTER	37%	44%	100%	61%	80	55	69%	100%
American Indian			*	*	*	*	*	*	*	100%
Asian			*	*	*	*	*	*	*	100%
African American			*	*	*	*	*	*	*	100%
Hispanic			37%	44%	100%	61%	80	55	69%	100%
White			*	*	*	*	*	*	*	100%
Pacific Islander			*	*	*	*	*	*	*	100%
Two or More Races			*	*	*	*	*	*	*	100%
Male			40%	40%		70%	47	35	74%	100%
Female			50%	54%		53%	33	20	61%	100%
Eco Disadvantage			36%	46%	100%	61%	64	42	66%	100%
Special Education			80%	*	100%	56%	11	7	64%	100%
At-Risk			41%	41%		61%	62	39	63%	100%
EB/EL (English Learner)			33%	43%	100%	63%	55	36	65%	100%
Migrant			*	*		*	3	2	67%	100%
Gifted and Talented			100%	100%		100%	17	16	94%	100%

* 2020-2021 No Accountability - Not Rated: Declared State of Disaster, however, different than 2019-2020. STAAR tests were administered and Fall 2021 HB 4545 came into effect.

Name of Campus: Jackson Elementary

Campus Performance Objectives

Indicator: Reading
Grade: All Grades

Group	2019-2020 STAAR Campus Performance	2021 Accountability Ratings - NOT RATED DECLARED STATE OF DISASTER	2021 STAAR Tested Campus Participation	2021 STAAR Tested Campus Performance	2022 STAAR Tested Campus Participation	2022 STAAR Tested Campus Performance	2023 STAAR Campus Performance/Participation			2023-2024 STAAR Goal Campus Performance
	Passing Percentage		Percentage	Percentage	Participation Percentage	Performance Percentage	# Tested	Total Passed	% Passed	Passing Percentage
All Students	2020 Accountability Ratings - NOT RATED DECLARED STATE OF DISASTER	2021 Accountability Ratings - NOT RATED DECLARED STATE OF DISASTER	49%	67%	100%	76%	244	194	80%	100%
American Indian			*	*	*	*	*	*	*	100%
Asian			*	*	100%	100%	1	1	100%	100%
African American			*	*	100%	100%	2	2	100%	100%
Hispanic			50%	66%	100%	75%	235	185	79%	100%
White			*	*	100%	86%	6	6	100%	100%
Pacific Islander			*	*	*	*	*	*	*	100%
Two or More Races			*	*	100%	100%	*	*	*	100%
Male			65%	65%		75%	130	102	78%	100%
Female			68%	68%		78%	114	92	81%	100%
Eco Disadvantage			51%	66%	100%	75%	195	152	78%	100%
Special Education			47%	15%	100%	52%	44	25	57%	100%
At-Risk			62%	62%		70%	174	129	74%	100%
EB/EL (English Learner)			64%	66%	99%	65%	131	98	75%	100%
Migrant			60%	60%		69%	14	10	71%	100%
Gifted and Talented			100%	100%		100%	35	35	100%	100%

* 2020-2021 No Accountability - Not Rated: Declared State of Disaster, however, different than 2019-2020. STAAR tests were administered and Fall 2021 HB 4545 came into effect.

Name of Campus: Jackson Elementary

Campus Performance Objectives

Indicator: Math

Grade: All Grades

Group	2019-2020 STAAR Campus Performance	2021 Accountability Ratings - NOT RATED DECLARED STATE OF DISASTER	2021 STAAR Tested Campus Participation	2021 STAAR Tested Campus Performance	2022 STAAR Tested Campus Participation	2022 STAAR Tested Campus Performance	2023 STAAR Campus Performance/Participation			2023-2024 STAAR Goal Campus Performance
	Passing Percentage		Percentage	Percentage	Participation Percentage	Performance Percentage	# Tested	Total Passed	% Passed	Passing Percentage
All Students	2020 Accountability Ratings - NOT RATED DECLARED STATE OF DISASTER		43%	55%	100%	78%	244	200	82%	100%
American Indian			*	*	*	*	*	*	*	100%
Asian			*	*	100%	100%	1	1	100%	100%
African American			*	*	100%	50%	2	2	100%	100%
Hispanic			44%	54%	100%	78%	235	191	81%	100%
White			*	*	100%	100%	6	6	100%	100%
Pacific Islander			*	*	*	*	*	*	*	100%
Two or More Races			*	*	100%	100%	*	*	*	100%
Male			57%	57%		76%	130	105	81%	100%
Female			51%	51%		81%	114	95	83%	100%
Eco Disadvantage			45%	54%	100%	76%	195	161	83%	100%
Special Education			34%	15%	100%	36%	44	27	61%	100%
At-Risk			50%	50%		76%	174	133	76%	100%
EB/EL (English Learner)			53%	49%	99%	76%	131	105	80%	100%
Migrant			30%	30%		69%	14	11	79%	100%
Gifted and Talented			100%	100%		100%	35	35	100%	100%

* 2020-2021 No Accountability - Not Rated: Declared State of Disaster, however, different than 2019-2020. STAAR tests were administered and Fall 2021 HB 4545 came into effect.

Name of Campus: Jackson Elementary

Campus Performance Objectives

Indicator: Science

Grade: All Grades

Group	2019-2020 STAAR Campus Performance	2021 Accountability Ratings - NOT RATED DECLARED STATE OF DISASTER	2021 STAAR Tested Campus Participation	2021 STAAR Tested Campus Performance	2022 STAAR Tested Campus Participation	2022 STAAR Tested Campus Performance	2023 STAAR Campus Performance/Participation			2023-2024 STAAR Goal Campus Performance
	Passing Percentage		Percentage	Percentage	Participation Percentage	Performance Percentage	# Tested	Total Passed	% Passed	Passing Percentage
All Students	2020 Accountability Ratings - NOT RATED DECLARED STATE OF DISASTER	2021 Accountability Ratings - NOT RATED DECLARED STATE OF DISASTER	28%	27%	100%	44%	83	46	55%	100%
American Indian			*	*	*	*	*	*	*	100%
Asian			*	*	*	*	1	1	100%	100%
African American			*	*	*	*	2	2	100%	100%
Hispanic			28%	24%	100%	44%	77	40	52%	100%
White			*	*	100%	0%	3	3	100%	100%
Pacific Islander			*	*	*	*	*	*	*	100%
Two or More Races			*	*	*	*	*	*	*	100%
Male			31%	31%		45%	39	24	62%	100%
Female			27%	27%		30%	44	22	50%	100%
Eco Disadvantage			30%	24%	100%	42%	66	36	55%	100%
Special Education			14%	*	100%	14%	14	5	36%	100%
At-Risk			23%	23%		38%	63	27	43%	100%
EB/EL (English Learner)			34%	21%	100%	41%	46	20	43%	100%
Migrant			100%	100%		14%	6	3	50%	100%
Gifted and Talented			100%	100%		100%	13	10	77%	100%

* 2020-2021 No Accountability - Not Rated: Declared State of Disaster, however, different than 2019-2020. STAAR tests were administered and Fall 2021 HB 4545 came into effect.

Name of Campus: McAuliffeElementary **Campus Performance Objectives**

Indicator: Reading
Grade: All Grades

Group	2019-2020 STAAR Campus Performance	2021 Accountability Ratings - NOT RATED DECLARED STATE OF DISASTER	2021 STAAR Tested Campus Participation	2021 STAAR Tested Campus Performance	2022 STAAR Tested Campus Participation	2022 STAAR Tested Campus Performance	2023 STAAR Campus Performance/Participation			2023-2024 STAAR Goal Campus Performance
	Passing Percentage		Percentage	Percentage	Participation Percentage	Performance Percentage	# Tested	Total Passed	% Passed	Passing Percentage
All Students	2020 Accountability Ratings- NOT RATED: DECLARED STATE OF DISASTER		63%	65%	100%	79%	176	135	77%	100%
American Indian			*	*	*	*	*	*	*	100%
Asian			*	*	100%	50%	2	2	100%	100%
African American			*	*	*	*	*	*	*	100%
Hispanic			63%	63%	100%	79%	168	128	76%	100%
White			*	*	100%	83%	6	5	83%	100%
Pacific Islander			*	*	*	*	*	*	*	100%
Two or More Races			*	*	*	*	*	*	*	100%
Male			64%	64%		80%	103	72	70%	100%
Female			65%	65%		79%	73	63	86%	100%
Eco Disadvantage			63%	60%	100%	78%	141	107	76%	100%
Special Education			67%	53%	100%	57%	44	24	55%	100%
At-Risk			50%	50%		73%	92	72	78%	100%
EB/EL (English Learner)			72%	54%	100%	72%	81	64	79%	100%
Migrant			33%	33%		0%	2	0	0%	100%
Gifted and Talented			89%	89%		100%	27	26	96%	100%

* 2020-2021 No Accountability - Not Rated: Declared State of Disaster, however, different than 2019-2020. STAAR tests were administered and Fall 2021 HB 4545 came into effect.

Name of Campus: McAuliffeElementary **Campus Performance Objectives**

Indicator: Math
Grade: All Grades

Group	2019-2020 STAAR Campus Performance: Passing Percentage	2021 Accountability Ratings - NOT RATED DECLARED STATE OF DISASTER	2021 STAAR Tested Campus Participation: Percentage	2021 STAAR Tested Campus Performance: Percentage	2022 STAAR Tested Campus Participation: Participation Percentage	2022 STAAR Tested Campus Performance: Performance Percentage	2023 STAAR Campus Performance/Participation: # Tested	Total Passed	% Passed	2023-2024 STAAR Goal Campus Performance: Passing Percentage
All Students	2020 Accountability Ratings- NOT RATED: DECLARED STATE OF DISASTER		62%	46%	100%	78%	175	126	72%	100%
American Indian			*	*	*	*	*	*	*	100%
Asian			*	*	100%	50%	2	2	100%	100%
African American			*	*	*	*	*	*	*	100%
Hispanic			61%	46%	100%	79%	167	119	71%	100%
White			*	*	100%	67%	6	5	83%	100%
Pacific Islander			*	*	*	*	*	*	*	100%
Two or More Races			*	*	*	*	*	*	*	100%
Male			45%	45%		81%	103	75	73%	100%
Female			48%	48%		74%	72	51	71%	100%
Eco Disadvantage			61%	43%	100%	76%	141	97	69%	100%
Special Education			60%	41%	100%	47%	44	27	61%	100%
At-Risk			31%	31%		71%	91	65	71%	100%
EB/EL (English Learner)			67%	37%	100%	70%	81	60	74%	100%
Migrant			*	*		0%	2	1	50%	100%
Gifted and Talented			100%	83%		100%	26	26	100%	100%

* 2020-2021 No Accountability - Not Rated: Declared State of Disaster, however, different than 2019-2020. STAAR tests were administered and Fall 2021 HB 4545 came into effec

Name of Campus: McAuliffeElementary **Campus Performance Objectives**

Indicator: Science
Grade: All Grades

Group	2019-2020 STAAR Campus Performance: Passing Percentage	2021 Accountability Ratings - NOT RATED DECLARED STATE OF DISASTER	2021 STAAR Tested Campus Participation: Percentage	2021 STAAR Tested Campus Performance: Percentage	2022 STAAR Tested Campus Participation: Participation Percentage	2022 STAAR Tested Campus Performance: Performance Percentage	2023 STAAR Campus Performance/Participation: # Tested	Total Passed	% Passed	2023-2024 STAAR Goal Campus Performance: Passing Percentage
All Students	2020 Accountability Ratings- NOT RATED: DECLARED STATE OF DISASTER	2021 Accountability Ratings - NOT RATED DECLARED STATE OF DISASTER	59%	53%	100%	69%	56	36	64%	100%
American Indian			*	*	*	*	*	*	*	100%
Asian			*	*	*	*	1	1	100%	100%
African American			*	*	*	*	*	*	*	100%
Hispanic			58%	50%	100%	69%	53	33	62%	100%
White			*	*	100%	50%	2	2	100%	100%
Pacific Islander			*	*	*	*	*	*	*	100%
Two or More Races			*	*	*	*	*	*	*	100%
Male			59%	59%		58%	29	20	69%	100%
Female			44%	44%		76%	27	16	59%	100%
Eco Disadvantage			59%	49%	100%	67%	46	29	63%	100%
Special Education			64%	57%	100%	33%	8	2	25%	100%
At-Risk			42%	42%		61%	39	24	62%	100%
EB/EL (English Learner)			59%	42%	100%	64%	33	20	61%	100%
Migrant			*	*		*	1	1	100%	100%
Gifted and Talented			100%	100%		100%	9	9	100%	100%

* 2020-2021 No Accountability - Not Rated: Declared State of Disaster, however, different than 2019-2020. STAAR tests were administered and Fall 2021 HB 4545 came into effec

Name of Campus: Milam Elementary

Campus Performance Objectives

Indicator: Reading
Grade: All Grades

Group	2019-2020 STAAR Campus Performance	2021 Accountability Ratings - NOT RATED DECLARED STATE OF DISASTER	2021 STAAR Tested Campus Participation	2021 STAAR Tested Campus Performance	2022 STAAR Tested Campus Participation	2022 STAAR Tested Campus Performance	2023 STAAR Campus Performance/Participation			2023-2024 STAAR Goal Campus Performance
	Passing Percentage		Percentage	Percentage	Participation Percentage	Performance Percentage	# Tested	Total Passed	% Passed	Passing Percentage
All Students	2020 Accountability Ratings- NOT RATED: DECLARED STATE OF DISASTER		60%	90%	100%	90%	350	313	89%	100%
American Indian			*	*	*	*	*	*	*	100%
Asian			*	*	100%	100%	3	3	100%	100%
African American			*	*	*	*	*	*	*	100%
Hispanic			59%	88%	100%	89%	306	270	88%	100%
White			62%	96%	100%	100%	40	39	98%	100%
Pacific Islander			*	*	*	*	*	*	*	100%
Two or More Races			*	*	100%	100%	1	1	100%	100%
Male			85%	85%		89%	192	169	88%	100%
Female			93%	93%		92%	158	144	91%	100%
Eco Disadvantage			59%	82%	100%	85%	191	164	86%	100%
Special Education			61%	71%	100%	68%	51	36	71%	100%
At-Risk			76%	76%		82%	117	95	81%	100%
EB/EL (English Learner)			85%	71%	100%	84%	109	88	81%	100%
Migrant			*	*		83%	1	1	100%	100%
Gifted and Talented			100%	100%		100%	92	91	99%	100%

* 2020-2021 No Accountability - Not Rated: Declared State of Disaster, however, different than 2019-2020. STAAR tests were administered and Fall 2021 HB 4545 came into effect.

Name of Campus: Milam Elementary

Campus Performance Objectives

Indicator: Math

Grade: All Grades

Group	2019-2020 STAAR Campus Performance	2021 Accountability Ratings - NOT RATED DECLARED STATE OF DISASTER	2021 STAAR Tested Campus Participation	2021 STAAR Tested Campus Performance	2022 STAAR Tested Campus Participation	2022 STAAR Tested Campus Performance	2023 STAAR Campus Performance/Participation			2023-2024 STAAR Goal Campus Performance
	Passing Percentage		Percentage	Percentage	Participation Percentage	Performance Percentage	# Tested	Total Passed	% Passed	Passing Percentage
All Students	2020 Accountability Ratings- NOT RATED: DECLARED STATE OF DISASTER		45%	87%	100%	88%	350	310	89%	100%
American Indian			*	*	*	*	*	*	*	100%
Asian			*	*	100%	100%	3	3	100%	100%
African American			*	*	*	*	*	*	*	100%
Hispanic			43%	85%	100%	86%	306	269	88%	100%
White			60%	96%	100%	95%	40	37	93%	100%
Pacific Islander			*	*	*	*	*	*	*	100%
Two or More Races			*	*	100%	100%	1	1	100%	100%
Male			86%	86%		89%	192	170	89%	100%
Female			86%	86%		86%	158	140	89%	100%
Eco Disadvantage			36%	77%	100%	83%	191	163	85%	100%
Special Education			29%	71%	100%	65%	51	42	82%	100%
At-Risk			70%	70%		81%	117	97	83%	100%
EB/EL (English Learner)			36%	66%	100%	82%	109	91	83%	100%
Migrant			*	*		83%	1	1	100%	100%
Gifted and Talented			98%	98%		100%	92	91	99%	100%

* 2020-2021 No Accountability - Not Rated: Declared State of Disaster, however, different than 2019-2020. STAAR tests were administered and Fall 2021 HB 4545 came into effec

Name of Campus: Milam Elementary

Campus Performance Objectives

Indicator: Science
Grade: All Grades

Group	2019-2020 STAAR Campus Performance: Passing Percentage	2021 Accountability Ratings - NOT RATED DECLARED STATE OF DISASTER	2021 STAAR Tested Campus Participation: Percentage	2021 STAAR Tested Campus Performance: Percentage	2022 STAAR Tested Campus Participation: Participation Percentage	2022 STAAR Tested Campus Performance: Performance Percentage	2023 STAAR Campus Performance/Participation: # Tested	Total Passed	% Passed	2023-2024 STAAR Goal Campus Performance: Passing Percentage
All Students	2020 Accountability Ratings- NOT RATED: DECLARED STATE OF DISASTER		42%	85%	100%	82%	133	109	82%	100%
American Indian			*	*	*	*	*	*	*	100%
Asian			*	*	100%	100%	*	*	*	100%
African American			*	*	*	*	*	*	*	100%
Hispanic			42%	83%	100%	80%	115	93	81%	100%
White			45%	100%	100%	93%	17	15	88%	100%
Pacific Islander			*	*	*	*	*	*	*	100%
Two or More Races			*	*	100%	100%	1	1	100%	100%
Male			87%	87%		81%	72	57	79%	100%
Female			81%	81%		83%	61	52	85%	100%
Eco Disadvantage			35%	64%	100%	74%	81	63	78%	100%
Special Education			33%	*	100%	48%	25	16	64%	100%
At-Risk			56%	56%		69%	54	39	72%	100%
EB/EL (English Learner)			34%	40%	100%	70%	43	29	67%	100%
Migrant			*	*		75%	1	1	100%	100%
Gifted and Talented			100%	100%		100%	43	43	100%	100%

* 2020-2021 No Accountability - Not Rated: Declared State of Disaster, however, different than 2019-2020. STAAR tests were administered and Fall 2021 HB 4545 came into effec

Name of Campus: Perez Elementary

Campus Performance Objectives

Indicator: Reading

Grade: All Grades

Group	2019-2020 STAAR Campus Performance	2021 Accountability Ratings - NOT RATED DECLARED STATE OF DISASTER	2021 STAAR Tested Campus Participation	2021 STAAR Tested Campus Performance	2022 STAAR Tested Campus Participation	2022 STAAR Tested Campus Performance	2023 STAAR Campus Performance/Participation			2023-2024 STAAR Goal Campus Performance
	Passing Percentage		Percentage	Percentage	Participation Percentage	Performance Percentage	# Tested	Total Passed	% Passed	Passing Percentage
All Students	2020 Accountability Ratings - NOT RATED DECLARED STATE OF DISASTER		53%	85%	100%	88%	267	236	88%	100%
American Indian			*	*	*	*	*	*	*	100%
Asian			*	*	100%	100%	3	3	100%	100%
African American			*	*	*	*	*	*	*	100%
Hispanic			54%	84%	100%	87%	245	217	89%	100%
White			50%	*	100%	100%	15	13	87%	100%
Pacific Islander			*	*	*	*	*	*	*	100%
Two or More Races			*	*	100%	100%	4	3	75%	100%
Male			79%	79%		85%	138	115	83%	100%
Female			90%	90%		91%	129	121	94%	100%
Eco Disadvantage			49%	80%	100%	81%	91	78	86%	100%
Special Education			49%	46%	100%	39%	49	34	69%	100%
At-Risk			77%	77%		77%	60	44	73%	100%
EB/EL (English Learner)			71%	80%	100%	70%	51	39	76%	100%
Migrant			*	*		100%	3	2	67%	100%
Gifted and Talented			100%	100%		100%	58	58	100%	100%

* 2020-2021 No Accountability - Not Rated: Declared State of Disaster, however, different than 2019-2020. STAAR tests were administered and Fall 2021 HB 4545 came into effect.

Name of Campus: Perez Elementary

Campus Performance Objectives

Indicator: Math

Grade: All Grades

Group	2019-2020 STAAR Campus Performance	2021 Accountability Ratings - NOT RATED DECLARED STATE OF DISASTER	2021 STAAR Tested Campus Participation	2021 STAAR Tested Campus Performance	2022 STAAR Tested Campus Participation	2022 STAAR Tested Campus Performance	2023 STAAR Campus Performance/Participation			2023-2024 STAAR Goal Campus Performance
	Passing Percentage		Percentage	Percentage	Participation Percentage	Performance Percentage	# Tested	Total Passed	% Passed	Passing Percentage
All Students	2020 Accountability Ratings - NOT RATED DECLARED STATE OF DISASTER		48%	83%	100%	85%	267	235	88%	100%
American Indian			*	*	*	*	*	*	*	100%
Asian			*	*	100%	100%	3	3	100%	100%
African American			*	*	*	*	*	*	*	100%
Hispanic			49%	82%	100%	85%	245	216	88%	100%
White			50%	*	100%	80%	15	12	80%	100%
Pacific Islander			*	*	*	*	*	*	*	100%
Two or More Races			*	*	100%	100%	4	4	100%	100%
Male			86%	86%		83%	138	118	86%	100%
Female			81%	84%		88%	129	117	91%	100%
Eco Disadvantage			42%	73%	100%	79%	91	75	82%	100%
Special Education			37%	46%	100%	45%	49	34	69%	100%
At-Risk			71%	71%		78%	60	48	80%	100%
EB/EL (English Learner)			52%	76%	100%	73%	51	42	82%	100%
Migrant			*	*		50%	3	2	67%	100%
Gifted and Talented			100%	100%		98%	58	58	100%	100%

* 2020-2021 No Accountability - Not Rated: Declared State of Disaster, however, different than 2019-2020. STAAR tests were administered and Fall 2021 HB 4545 came into effect.

Name of Campus: Perez Elementary

Campus Performance Objectives

Indicator: Science

Grade: All Grades

Group	2019-2020 STAAR Campus Performance	2021 Accountability Ratings - NOT RATED DECLARED STATE OF DISASTER	2021 STAAR Tested Campus Participation	2021 STAAR Tested Campus Performance	2022 STAAR Tested Campus Participation	2022 STAAR Tested Campus Performance	2023 STAAR Campus Performance/Participation			2023-2024 STAAR Goal Campus Performance
	Passing Percentage		Percentage	Percentage	Participation Percentage	Performance Percentage	# Tested	Total Passed	% Passed	Passing Percentage
All Students	2020 Accountability Ratings - NOT RATED DECLARED STATE OF DISASTER	2021 Accountability Ratings - NOT RATED DECLARED STATE OF DISASTER	56%	73%	100%	67%	94	69	73%	100%
American Indian			*	*	*	*	*	*	*	100%
Asian			*	*	*	*	1	1	100%	100%
African American			*	*	*	*	*	*	*	100%
Hispanic			57%	69%	100%	67%	88	63	72%	100%
White			*	*	100%	67%	4	4	100%	100%
Pacific Islander			*	*	*	*	*	*	*	100%
Two or More Races			*	*	*	*	1	1	100%	100%
Male			67%	67%		71%	43	29	67%	100%
Female			77%	77%		64%	51	40	78%	100%
Eco Disadvantage			49%	63%	100%	57%	24	14	58%	100%
Special Education			40%	*	100%	22%	21	9	43%	100%
At-Risk			53%	53%		48%	27	10	37%	100%
EB/EL (English Learner)			60%	56%	100%	60%	21	9	43%	100%
Migrant			*	*		*	*	*	*	100%
Gifted and Talented			89%	89%		100%	25	25	100%	100%

* 2020-2021 No Accountability - Not Rated: Declared State of Disaster, however, different than 2019-2020. STAAR tests were administered and Fall 2021 HB 4545 came into effect.

Name of Campus: Rayburn Elementary **Campus Performance Objectives**

Indicator: Reading
Grade: All Grades

Group	2019-2020 STAAR Campus Performance	2021 Accountability Ratings - NOT RATED DECLARED STATE OF DISASTER	2021 STAAR Tested Campus Participation	2021 STAAR Tested Campus Performance	2022 STAAR Tested Campus Participation	2022 STAAR Tested Campus Performance	2023 STAAR Campus Performance/Participation			2023-2024 STAAR Goal Campus Performance
	Passing Percentage		Percentage	Percentage	Participation Percentage	Performance Percentage	# Tested	Total Passed	% Passed	Passing Percentage
All Students	2020 Accountability Ratings- NOT RATED: DECLARED STATE OF DISASTER		77%	83%	100%	91%	198	174	88%	100%
American Indian			*	*	*	*	1	1	100%	100%
Asian			*	*	100%	100%	5	4	80%	100%
African American			*	*	*	*	*	*	*	100%
Hispanic			76%	83%	100%	90%	180	159	88%	100%
White			92%	90%	92%	100%	11	9	82%	100%
Pacific Islander			*	*	*	*	*	*	*	100%
Two or More Races			*	*	100%	100%	1	1	100%	100%
Male			85%	85%		92%	102	92	90%	100%
Female			81%	81%		90%	96	82	85%	100%
Eco Disadvantage			79%	83%	100%	88%	137	118	86%	100%
Special Education			82%	52%	100%	65%	43	29	67%	100%
At-Risk			69%	69%		82%	57	47	82%	100%
EB/EL (English Learner)			84%	59%	100%	82%	37	29	78%	100%
Migrant			50%	50%		67%	2	1	50%	100%
Gifted and Talented			100%	100%		100%	33	33	100%	100%

* 2020-2021 No Accountability - Not Rated: Declared State of Disaster, however, different than 2019-2020. STAAR tests were administered and Fall 2021 HB 4545 came into effect.

Name of Campus: Rayburn Elementary **Campus Performance Objectives**

Indicator: Math
Grade: All Grades

Group	2019-2020 STAAR Campus Performance: Passing Percentage	2021 Accountability Ratings - NOT RATED DECLARED STATE OF DISASTER	2021 STAAR Tested Campus Participation: Percentage	2021 STAAR Tested Campus Performance: Percentage	2022 STAAR Tested Campus Participation: Participation Percentage	2022 STAAR Tested Campus Performance: Performance Percentage	2023 STAAR Campus Performance/Participation: # Tested	Total Passed	% Passed	2023-2024 STAAR Goal Campus Performance: Passing Percentage
All Students	2020 Accountability Ratings- NOT RATED: DECLARED STATE OF DISASTER		77%	75%	100%	91%	198	175	88%	100%
American Indian			*	*	*	*	1	1	100%	100%
Asian			*	*	100%	100%	5	4	80%	100%
African American			*	*	*	*	*	*	*	100%
Hispanic			76%	74%	100%	90%	180	160	89%	100%
White			92%	80%	92%	100%	11	9	82%	100%
Pacific Islander			*	*	*	*	*	*	*	100%
Two or More Races			*	*	100%	100%	1	1	100%	100%
Male			81%	81%		93%	102	89	87%	100%
Female			71%	71%		90%	96	86	90%	100%
Eco Disadvantage			78%	73%	100%	88%	137	117	85%	100%
Special Education			77%	62%	100%	69%	43	35	81%	100%
At-Risk			61%	63%		82%	57	45	79%	100%
EB/EL (English Learner)			82%	57%	100%	95%	37	29	78%	100%
Migrant			50%	50%		67%	2	1	50%	100%
Gifted and Talented			100%	100%		100%	33	33	100%	100%

* 2020-2021 No Accountability - Not Rated: Declared State of Disaster, however, different than 2019-2020. STAAR tests were administered and Fall 2021 HB 4545 came into effec

Name of Campus: Rayburn Elementary **Campus Performance Objectives**

Indicator: Science
Grade: All Grades

Group	2019-2020 STAAR Campus Performance: Passing Percentage	2021 Accountability Ratings - NOT RATED DECLARED STATE OF DISASTER	2021 STAAR Tested Campus Participation: Percentage	2021 STAAR Tested Campus Performance: Percentage	2022 STAAR Tested Campus Participation: Participation Percentage	2022 STAAR Tested Campus Performance: Performance Percentage	2023 STAAR Campus Performance/Participation: # Tested	Total Passed	% Passed	2023-2024 STAAR Goal Campus Performance: Passing Percentage
All Students	2020 Accountability Ratings- NOT RATED: DECLARED STATE OF DISASTER		82%	62%	100%	78%	56	41	73%	100%
American Indian			*	*	*	*	*	*	*	100%
Asian			*	*	*	*	*	*	*	100%
African American			*	*	*	*	*	*	*	100%
Hispanic			81%	64%	100%	77%	55	40	73%	100%
White			*	*	100%	100%	1	1	100%	100%
Pacific Islander			*	*	*	*	*	*	*	100%
Two or More Races			*	*	100%	0%	*	*	*	100%
Male			52%	52%		90%	24	19	79%	100%
Female			70%	70%		68%	32	22	69%	100%
Eco Disadvantage			87%	56%	100%	71%	38	25	66%	100%
Special Education			78%	43%	100%	25%	8	5	63%	100%
At-Risk			43%	43%		66%	21	12	57%	100%
EB/EL (English Learner)			62%	50%	100%	64%	10	3	30%	100%
Migrant			100%	100%		100%	1	1	100%	100%
Gifted and Talented			100%	100%		100%	10	10	100%	100%

* 2020-2021 No Accountability - Not Rated: Declared State of Disaster, however, different than 2019-2020. STAAR tests were administered and Fall 2021 HB 4545 came into effec

Name of Campus: Roosevelt Elementary

Campus Performance Objectives

Indicator: Reading
Grade: All Grades

Group	2019-2020 STAAR Campus Performance	2021 Accountability Ratings - NOT RATED DECLARED STATE OF DISASTER	2021 STAAR Tested Campus Participation	2021 STAAR Tested Campus Performance	2022 STAAR Tested Campus Participation	2022 STAAR Tested Campus Performance	2023 STAAR Campus Performance/Participation			2023-2024 STAAR Goal Campus Performance
	Passing Percentage		Percentage	Percentage	Participation Percentage	Performance Percentage	# Tested	Total Passed	% Passed	Passing Percentage
All Students	2020 Accountability Ratings- NOT RATED: DECLARED STATE OF DISASTER		42%	53%	100%	70%	204	154	75%	100%
American Indian			*	*	*	*	*	*	*	100%
Asian			*	*	*	*	*	*	*	100%
African American			*	*	*	*	*	*	*	100%
Hispanic			42%	53%	100%	70%	201	151	75%	100%
White			*	*	*	*	2	2	100%	100%
Pacific Islander			*	*	*	*	*	*	*	100%
Two or More Races			*	*	*	*	1	1	100%	100%
Male			47%	47%		69%	119	81	68%	100%
Female			58%	58%		72%	85	73	86%	100%
Eco Disadvantage			43%	54%	100%	69%	159	120	75%	100%
Special Education			53%	21%	100%	37%	52	29	56%	100%
At-Risk			39%	39%		69%	131	98	75%	100%
EB/EL (English Learner)			50%	43%	100%	72%	127	95	75%	100%
Migrant			*	*		100%	4	3	75%	100%
Gifted and Talented			100%	100%		100%	15	15	100%	100%

* 2020-2021 No Accountability - Not Rated: Declared State of Disaster, however, different than 2019-2020. STAAR tests were administered and Fall 2021 HB 4545 came into effect.

Name of Campus: Roosevelt Elementary **Campus Performance Objectives**

Indicator: Math
Grade: All Grades

Group	2019-2020 STAAR Campus Performance: Passing Percentage	2021 Accountability Ratings - NOT RATED DECLARED STATE OF DISASTER	2021 STAAR Tested Campus Participation: Percentage	2021 STAAR Tested Campus Performance: Percentage	2022 STAAR Tested Campus Participation: Participation Percentage	2022 STAAR Tested Campus Performance: Performance Percentage	2023 STAAR Campus Performance/Participation: # Tested	Total Passed	% Passed	2023-2024 STAAR Goal Campus Performance: Passing Percentage
All Students	2020 Accountability Ratings- NOT RATED: DECLARED STATE OF DISASTER		25%	42%	100%	71%	204	142	70%	100%
American Indian			*	*	*	*	*	*	*	100%
Asian			*	*	*	*	*	*	*	100%
African American			*	*	*	*	*	*	*	100%
Hispanic			25%	42%	100%	71%	201	139	69%	100%
White			*	*	*	*	2	2	100%	100%
Pacific Islander			*	*	*	*	*	*	*	100%
Two or More Races			*	*	*	*	1	1	100%	100%
Male			38%	38%		70%	119	80	67%	100%
Female			44%	44%		73%	85	62	73%	100%
Eco Disadvantage			25%	43%	100%	70%	159	110	69%	100%
Special Education			33%	21%	100%	37%	52	28	54%	100%
At-Risk			35%	35%		70%	131	90	69%	100%
EB/EL (English Learner)			23%	38%	100%	69%	127	86	68%	100%
Migrant			*	*		100%	4	2	50%	100%
Gifted and Talented			100%	100%		100%	15	14	93%	100%

* 2020-2021 No Accountability - Not Rated: Declared State of Disaster, however, different than 2019-2020. STAAR tests were administered and Fall 2021 HB 4545 came into effec

Name of Campus: Roosevelt Elementary **Campus Performance Objectives**

Indicator: Science
Grade: All Grades

Group	2019-2020 STAAR Campus Performance: Passing Percentage	2021 Accountability Ratings - NOT RATED DECLARED STATE OF DISASTER	2021 STAAR Tested Campus Participation: Percentage	2021 STAAR Tested Campus Performance: Percentage	2022 STAAR Tested Campus Participation: Participation Percentage	2022 STAAR Tested Campus Performance: Performance Percentage	2023 STAAR Campus Performance/Participation: # Tested	Total Passed	% Passed	2023-2024 STAAR Goal Campus Performance: Passing Percentage
All Students	2020 Accountability Ratings- NOT RATED: DECLARED STATE OF DISASTER		15%	23%	100%	38%	59	30	51%	100%
American Indian			*	*	*	*	*	*	*	100%
Asian			*	*	*	*	*	*	*	100%
African American			*	*	*	*	*	*	*	100%
Hispanic			15%	23%	100%	38%	59	30	51%	100%
White			*	*	*	*	*	*	*	100%
Pacific Islander			*	*	*	*	*	*	*	100%
Two or More Races			*	*	*	*	*	*	*	100%
Male			38%	38%		53%	30	15	50%	100%
Female			0%	0%		29%	29	15	52%	100%
Eco Disadvantage			14%	25%	100%	34%	48	21	44%	100%
Special Education			33%	33%	100%	9%	15	5	33%	100%
At-Risk			10%	10%		36%	40	19	48%	100%
EB/EL (English Learner)			15%	10%	100%	34%	34	17	50%	100%
Migrant			*	*		*	2	1	50%	100%
Gifted and Talented			100%	100%		100%	3	3	100%	100%

* 2020-2021 No Accountability - Not Rated: Declared State of Disaster, however, different than 2019-2020. STAAR tests were administered and Fall 2021 HB 4545 came into effec

Name of Campus: Sanchez Elementary

Campus Performance Objectives

Indicator: Reading

Grade: All Grades

Group	2019-2020 STAAR Campus Performance	2021 Accountability Ratings - NOT RATED DECLARED STATE OF DISASTER	2021 STAAR Tested Campus Participation	2021 STAAR Tested Campus Performance	2022 STAAR Tested Campus Participation	2022 STAAR Tested Campus Performance	2023 STAAR Campus Performance/Participation			2023-2024 STAAR Goal Campus Performance
	Passing Percentage		Percentage	Percentage	Participation Percentage	Performance Percentage	# Tested	Total Passed	% Passed	Passing Percentage
All Students	2020 Accountability Ratings - NOT RATED DECLARED STATE OF DISASTER		44%	71%	100%	85%	239	210	88%	100%
American Indian			*	*	100%	100%	2	2	100%	100%
Asian			*	*	*	*	*	*	*	100%
African American			*	*	100%	100%	2	1	50%	100%
Hispanic			45%	70%	100%	85%	229	201	88%	100%
White			67%	*	100%	75%	6	6	100%	100%
Pacific Islander			*	*	*	*	*	*	*	100%
Two or More Races			*	*	*	*	*	*	*	100%
Male			65%	65%		86%	120	105	88%	100%
Female			78%	78%		84%	119	105	88%	100%
Eco Disadvantage			47%	66%	100%	82%	147	125	85%	100%
Special Education			42%	33%	100%	56%	40	27	68%	100%
At-Risk			61%	61%		77%	130	104	80%	100%
EB/EL (English Learner)			53%	73%	100%	82%	75	65	87%	100%
Migrant			*	*		100%	3	2	67%	100%
Gifted and Talented			90%	90%		100%	44	44	100%	100%

* 2020-2021 No Accountability - Not Rated: Declared State of Disaster, however, different than 2019-2020. STAAR tests were administered and Fall 2021 HB 4545 came into effect.

Name of Campus: Sanchez Elementary

Campus Performance Objectives

Indicator: Math

Grade: All Grades

Group	2019-2020 STAAR Campus Performance	2021 Accountability Ratings - NOT RATED DECLARED STATE OF DISASTER	2021 STAAR Tested Campus Participation	2021 STAAR Tested Campus Performance	2022 STAAR Tested Campus Participation	2022 STAAR Tested Campus Performance	2023 STAAR Campus Performance/Participation			2023-2024 STAAR Goal Campus Performance
	Passing Percentage		Percentage	Percentage	Participation Percentage	Performance Percentage	# Tested	Total Passed	% Passed	Passing Percentage
All Students	2020 Accountability Ratings - NOT RATED DECLARED STATE OF DISASTER		38%	68%	100%	82%	237	204	86%	100%
American Indian			*	*	100%	100%	2	2	100%	100%
Asian			*	*	*	*	*	*	*	100%
African American			*	*	100%	100%	2	2	100%	100%
Hispanic			38%	67%	100%	82%	227	194	85%	100%
White			67%	*	100%	100%	6	6	100%	100%
Pacific Islander			*	*	*	*	*	*	*	100%
Two or More Races			*	*	*	*	*	*	*	100%
Male			73%	73%		84%	119	106	89%	100%
Female			62%	62%		81%	118	98	83%	100%
Eco Disadvantage			39%	58%	100%	77%	147	123	84%	100%
Special Education			36%	42%	100%	46%	40	28	70%	100%
At-Risk			54%	54%		76%	130	99	76%	100%
EB/EL (English Learner)			33%	65%	100%	82%	75	66	88%	100%
Migrant			*	*		50%	3	2	67%	100%
Gifted and Talented			100%	100%		98%	44	44	100%	100%

* 2020-2021 No Accountability - Not Rated: Declared State of Disaster, however, different than 2019-2020. STAAR tests were administered and Fall 2021 HB 4545 came into effect.

Name of Campus: Sanchez Elementary **Campus Performance Objectives**

Indicator: Science
Grade: All Grades

Group	2019-2020 STAAR Campus Performance	2021 Accountability Ratings - NOT RATED DECLARED STATE OF DISASTER	2021 STAAR Tested Campus Participation	2021 STAAR Tested Campus Performance	2022 STAAR Tested Campus Participation	2022 STAAR Tested Campus Performance	2023 STAAR Campus Performance/Participation			2023-2024 STAAR Goal Campus Performance
	Passing Percentage		Percentage	Percentage	Participation Percentage	Performance Percentage	# Tested	Total Passed	% Passed	Passing Percentage
All Students	2020 Accountability Ratings - NOT RATED DECLARED STATE OF DISASTER	2021 Accountability Ratings - NOT RATED DECLARED STATE OF DISASTER	24%	60%	100%	75%	89	55	62%	100%
American Indian			*	*	*	*	1	1	100%	100%
Asian			*	*	*	*	*	*	*	100%
African American			*	*	*	*	1	0	0%	100%
Hispanic			24%	58%	100%	75%	85	52	61%	100%
White			*	*	100%	50%	2	2	100%	100%
Pacific Islander			*	*	*	*	*	*	*	100%
Two or More Races			*	*	*	*	*	*	*	100%
Male			77%	77%		73%	44	33	75%	100%
Female			29%	29%		76%	45	22	49%	100%
Eco Disadvantage			26%	57%	100%	69%	56	33	59%	100%
Special Education			43%	83%	100%	36%	11	6	55%	100%
At-Risk			40%	40%		68%	48	22	46%	100%
EB/EL (English Learner)			25%	20%	100%	83%	30	16	53%	100%
Migrant			*	*		*	1	1	100%	100%
Gifted and Talented			100%	100%		100%	18	18	100%	100%

* 2020-2021 No Accountability - Not Rated: Declared State of Disaster, however, different than 2019-2020. STAAR tests were administered and Fall 2021 HB 4545 came into effect.

Name of Campus: Seguin Elementary

Campus Performance Objectives

Indicator: Reading
Grade: All Grades

Group	2019-2020 STAAR Campus Performance	2021 Accountability Ratings - NOT RATED DECLARED STATE OF DISASTER	2021 STAAR Tested Campus Participation	2021 STAAR Tested Campus Performance	2022 STAAR Tested Campus Participation	2022 STAAR Tested Campus Performance	2023 STAAR Campus Performance/Participation			2023-2024 STAAR Goal Campus Performance
	Passing Percentage		Percentage	Percentage	Participation Percentage	Performance Percentage	# Tested	Total Passed	% Passed	Passing Percentage
All Students	2020 Accountability Ratings- NOT RATED: DECLARED STATE OF DISASTER		76%	60%	100%	74%	234	170	73%	100%
American Indian			*	*	*	*	*	*	*	100%
Asian			*	*	*	*	*	*	*	100%
African American			*	*	*	*	*	*	*	100%
Hispanic			76%	60%	100%	74%	226	164	73%	100%
White			*	*	*	*	8	6	75%	100%
Pacific Islander			*	*	*	*	*	*	*	100%
Two or More Races			*	*	*	*	*	*	*	100%
Male			56%	56%		68%	117	79	68%	100%
Female			63%	63%		77%	117	91	78%	100%
Eco Disadvantage			78%	58%	100%	72%	196	140	71%	100%
Special Education			74%	43%	100%	51%	43	18	42%	100%
At-Risk			57%	57%		68%	149	108	72%	100%
EB/EL (English Learner)			93%	58%	100%	69%	121	89	74%	100%
Migrant			23%	23%		50%	7	4	57%	100%
Gifted and Talented			91%	91%		100%	16	16	100%	100%

* 2020-2021 No Accountability - Not Rated: Declared State of Disaster, however, different than 2019-2020. STAAR tests were administered and Fall 2021 HB 4545 came into effect.

Name of Campus: Seguin Elementary

Campus Performance Objectives

Indicator: Math

Grade: All Grades

Group	2019-2020 STAAR Campus Performance: Passing Percentage	2021 Accountability Ratings - NOT RATED DECLARED STATE OF DISASTER	2021 STAAR Tested Campus Participation: Percentage	2021 STAAR Tested Campus Performance: Percentage	2022 STAAR Tested Campus Participation: Participation Percentage	2022 STAAR Tested Campus Performance: Performance Percentage	2023 STAAR Campus Performance/Participation: # Tested	Total Passed	% Passed	2023-2024 STAAR Goal Campus Performance: Passing Percentage
All Students	2020 Accountability Ratings- NOT RATED: DECLARED STATE OF DISASTER		66%	51%	100%	70%	234	177	76%	100%
American Indian			*	*	*	*	*	*	*	100%
Asian			*	*	*	*	*	*	*	100%
African American			*	*	*	*	*	*	*	100%
Hispanic			65%	51%	100%	70%	226	169	75%	100%
White			*	*	*	*	8	8	100%	100%
Pacific Islander			*	*	*	*	*	*	*	100%
Two or More Races			*	*	*	*	*	*	*	100%
Male			51%	51%		68%	117	83	71%	100%
Female			51%	51%		71%	117	94	80%	100%
Eco Disadvantage			66%	49%	100%	68%	196	147	75%	100%
Special Education			76%	25%	100%	46%	43	23	53%	100%
At-Risk			48%	48%		65%	149	117	79%	100%
EB/EL (English Learner)			70%	51%	100%	70%	121	100	83%	100%
Migrant			17%	17%		13%	7	4	57%	100%
Gifted and Talented			77%	77%		100%	16	16	100%	100%

* 2020-2021 No Accountability - Not Rated: Declared State of Disaster, however, different than 2019-2020. STAAR tests were administered and Fall 2021 HB 4545 came into effec

Name of Campus: Seguin Elementary

Campus Performance Objectives

Indicator: Science
Grade: All Grades

Group	2019-2020 STAAR Campus Performance: Passing Percentage	2021 Accountability Ratings - NOT RATED DECLARED STATE OF DISASTER	2021 STAAR Tested Campus Participation: Percentage	2021 STAAR Tested Campus Performance: Percentage	2022 STAAR Tested Campus Participation: Participation Percentage	2022 STAAR Tested Campus Performance: Performance Percentage	2023 STAAR Campus Performance/Participation: # Tested	Total Passed	% Passed	2023-2024 STAAR Goal Campus Performance: Passing Percentage
All Students	2020 Accountability Ratings- NOT RATED: DECLARED STATE OF DISASTER		52%	36%	99%	56%	68	43	63%	100%
American Indian			*	*	*	*	*	*	*	100%
Asian			*	*	*	*	*	*	*	100%
African American			*	*	*	*	*	*	*	100%
Hispanic			52%	36%	99%	56%	65	42	65%	100%
White			*	*	*	*	3	1	33%	100%
Pacific Islander			*	*	*	*	*	*	*	100%
Two or More Races			*	*	*	*	*	*	*	100%
Male			37%	37%		61%	34	24	71%	100%
Female			33%	33%		50%	34	19	56%	100%
Eco Disadvantage			54%	33%	99%	53%	53	34	64%	100%
Special Education			69%	0%	100%	62%	7	1	14%	100%
At-Risk			27%	27%		43%	51	28	55%	100%
EB/EL (English Learner)			54%	29%	100%	45%	30	16	53%	100%
Migrant			*	*		0%	1	0	0%	100%
Gifted and Talented			83%	83%		100%	8	8	100%	100%

* 2020-2021 No Accountability - Not Rated: Declared State of Disaster, however, different than 2019-2020. STAAR tests were administered and Fall 2021 HB 4545 came into effec

Name of Campus: Thigpen/Zavala Elementary **Campus Performance Objectives**

Indicator: Reading
Grade: All Grades

Group	2019-2020 STAAR Campus Performance: Passing Percentage	2021 Accountability Ratings - NOT RATED DECLARED STATE OF DISASTER	2021 STAAR Tested Campus Participation: Percentage	2021 STAAR Tested Campus Performance: Percentage	2022 STAAR Tested Campus Participation: Participation Percentage	2022 STAAR Tested Campus Performance: Performance Percentage	2023 STAAR Campus Performance/Participation: # Tested	Total Passed	% Passed	2023-2024 STAAR Goal Campus Performance: Passing Percentage
All Students	2020 Accountability Ratings- NOT RATED: DECLARED STATE OF DISASTER		92%	56%	100%	86%	158	139	88%	100%
American Indian			*	*	*	*	*	*	*	100%
Asian			*	*	*	*	*	*	*	100%
African American			*	*	*	*	*	*	*	100%
Hispanic			92%	55%	100%	86%	154	135	88%	100%
White			*	*	100%	100%	4	4	100%	100%
Pacific Islander			*	*	*	*	*	*	*	100%
Two or More Races			*	*	*	*	*	*	*	100%
Male			57%	57%		86%	88	77	88%	100%
Female			54%	54%		85%	70	62	89%	100%
Eco Disadvantage			92%	55%	100%	85%	145	127	88%	100%
Special Education			93%	25%	100%	68%	38	28	74%	100%
At-Risk			51%	51%		83%	116	101	87%	100%
EB/EL (English Learner)			96%	57%	100%	83%	99	85	86%	100%
Migrant			30%	30%		89%	10	10	100%	100%
Gifted and Talented			100%	100%		100%	22	22	100%	100%

* 2020-2021 No Accountability - Not Rated: Declared State of Disaster, however, different than 2019-2020. STAAR tests were administered and Fall 2021 HB 4545 came into effect.

Name of Campus: Thigpen/Zavala Elementary **Campus Performance Objectives**

Indicator: Math
Grade: All Grades

Group	2019-2020 STAAR Campus Performance: Passing Percentage	2021 Accountability Ratings - NOT RATED DECLARED STATE OF DISASTER	2021 STAAR Tested Campus Participation: Percentage	2021 STAAR Tested Campus Performance: Percentage	2022 STAAR Tested Campus Participation: Participation Percentage	2022 STAAR Tested Campus Performance: Performance Percentage	2023 STAAR Campus Performance/Participation: # Tested	Total Passed	% Passed	2023-2024 STAAR Goal Campus Performance: Passing Percentage
All Students	2020 Accountability Ratings- NOT RATED: DECLARED STATE OF DISASTER		90%	52%	100%	84%	158	137	87%	100%
American Indian			*	*	*	*	*	*	*	100%
Asian			*	*	*	*	*	*	*	100%
African American			*	*	*	*	*	*	*	100%
Hispanic			90%	51%	100%	85%	154	134	87%	100%
White			*	*	100%	75%	4	3	75%	100%
Pacific Islander			*	*	*	*	*	*	*	100%
Two or More Races			*	*	*	*	*	*	*	100%
Male			60%	60%		87%	88	79	90%	100%
Female			40%	40%		78%	70	58	83%	100%
Eco Disadvantage			89%	50%	100%	83%	145	125	86%	100%
Special Education			93%	43%	100%	59%	38	25	66%	100%
At-Risk			46%	46%		81%	116	101	87%	100%
EB/EL (English Learner)			93%	51%	100%	81%	99	86	87%	100%
Migrant			50%	50%		89%	10	10	100%	100%
Gifted and Talented			100%	100%		100%	22	22	100%	100%

* 2020-2021 No Accountability - Not Rated: Declared State of Disaster, however, different than 2019-2020. STAAR tests were administered and Fall 2021 HB 4545 came into effec

Name of Campus: Thigpen/Zavala Elementary **Campus Performance Objectives**

Indicator: Science
Grade: All Grades

Group	2019-2020 STAAR Campus Performance: Passing Percentage	2021 Accountability Ratings - NOT RATED DECLARED STATE OF DISASTER	2021 STAAR Tested Campus Participation: Percentage	2021 STAAR Tested Campus Performance: Percentage	2022 STAAR Tested Campus Participation: Participation Percentage	2022 STAAR Tested Campus Performance: Performance Percentage	2023 STAAR Campus Performance/Participation: # Tested	Total Passed	% Passed	2023-2024 STAAR Goal Campus Performance: Passing Percentage
All Students	2020 Accountability Ratings- NOT RATED: DECLARED STATE OF DISASTER		86%	44%	100%	82%	63	56	89%	100%
American Indian			*	*	*	*	*	*	*	100%
Asian			*	*	*	*	*	*	*	100%
African American			*	*	*	*	*	*	*	100%
Hispanic			86%	45%	100%	82%	60	53	88%	100%
White			*	*	*	*	3	3	100%	100%
Pacific Islander			*	*	*	*	*	*	*	100%
Two or More Races			*	*	*	*	*	*	*	100%
Male			50%	50%		79%	36	33	92%	100%
Female			37%	37%		85%	27	23	85%	100%
Eco Disadvantage			85%	41%	100%	81%	59	52	88%	100%
Special Education			100%	27%	100%	57%	9	8	89%	100%
At-Risk			39%	39%		80%	53	46	87%	100%
EB/EL (English Learner)			90%	43%	100%	84%	40	34	85%	100%
Migrant			50%	50%		100%	3	3	100%	100%
Gifted and Talented			67%	67%		100%	4	4	100%	100%

* 2020-2021 No Accountability - Not Rated: Declared State of Disaster, however, different than 2019-2020. STAAR tests were administered and Fall 2021 HB 4545 came into effec

Name of Campus: Wilson Elementary

Campus Performance Objectives

Indicator: Reading
Grade: All Grades

Group	2019-2020 STAAR Campus Performance	2021 Accountability Ratings - NOT RATED DECLARED STATE OF DISASTER	2021 STAAR Tested Campus Participation	2021 STAAR Tested Campus Performance	2022 STAAR Tested Campus Participation	2022 STAAR Tested Campus Performance	2023 STAAR Campus Performance/Participation			2023-2024 STAAR Goal Campus Performance
	Passing Percentage		Percentage	Percentage	Participation Percentage	Performance Percentage	# Tested	Total Passed	% Passed	Passing Percentage
All Students	2020 Accountability Ratings- NOT RATED: DECLARED STATE OF DISASTER		41%	61%	100%	74%	177	124	70%	100%
American Indian			*	*	*	*	*	*	*	100%
Asian			*	*	100%	100%	2	2	100%	100%
African American			*	*	*	*	*	*	*	100%
Hispanic			41%	61%	99%	73%	171	118	69%	100%
White			43%	*	100%	100%	4	4	100%	100%
Pacific Islander			*	*	*	*	*	*	*	100%
Two or More Races			*	*	*	*	*	*	*	100%
Male			55%	55%		71%	101	65	64%	100%
Female			73%	73%		75%	76	59	78%	100%
Eco Disadvantage			41%	61%	99%	72%	152	101	66%	100%
Special Education			46%	33%	100%	51%	34	13	38%	100%
At-Risk			48%	48%		65%	102	62	61%	100%
EB/EL (English Learner)			50%	61%	100%	64%	85	52	61%	100%
Migrant			*	*		40%	13	7	54%	100%
Gifted and Talented			100%	100%		100%	11	11	100%	100%

* 2020-2021 No Accountability - Not Rated: Declared State of Disaster, however, different than 2019-2020. STAAR tests were administered and Fall 2021 HB 4545 came into effect.

Name of Campus: Wilson Elementary

Campus Performance Objectives

Indicator: Math
Grade: All Grades

Group	2019-2020 STAAR Campus Performance: Passing Percentage	2021 Accountability Ratings - NOT RATED DECLARED STATE OF DISASTER	2021 STAAR Tested Campus Participation: Percentage	2021 STAAR Tested Campus Performance: Percentage	2022 STAAR Tested Campus Participation: Participation Percentage	2022 STAAR Tested Campus Performance: Performance Percentage	2023 STAAR Campus Performance/Participation: # Tested	Total Passed	% Passed	2023-2024 STAAR Goal Campus Performance: Passing Percentage
All Students	2020 Accountability Ratings- NOT RATED: DECLARED STATE OF DISASTER		34%	57%	100%	64%	176	122	69%	100%
American Indian			*	*	*	*	*	*	*	100%
Asian			*	*	100%	100%	2	2	100%	100%
African American			*	*	*	*	*	*	*	100%
Hispanic			33%	58%	100%	63%	170	116	68%	100%
White			43%	*	100%	86%	4	4	100%	100%
Pacific Islander			*	*	*	*	*	*	*	100%
Two or More Races			*	*	*	*	*	*	*	100%
Male			52%	52%		64%	101	66	65%	100%
Female			65%	65%		65%	75	56	75%	100%
Eco Disadvantage			32%	56%	100%	62%	151	104	69%	100%
Special Education			41%	33%	100%	51%	33	15	45%	100%
At-Risk			48%	48%		53%	101	69	68%	100%
EB/EL (English Learner)			35%	52%	100%	51%	84	57	68%	100%
Migrant			*	*		20%	13	8	62%	100%
Gifted and Talented			100%	100%		100%	11	11	100%	100%

* 2020-2021 No Accountability - Not Rated: Declared State of Disaster, however, different than 2019-2020. STAAR tests were administered and Fall 2021 HB 4545 came into effec

Name of Campus: Wilson Elementary

Campus Performance Objectives

Indicator: Science
Grade: All Grades

Group	2019-2020 STAAR Campus Performance: Passing Percentage	2021 Accountability Ratings - NOT RATED DECLARED STATE OF DISASTER	2021 STAAR Tested Campus Participation: Percentage	2021 STAAR Tested Campus Performance: Percentage	2022 STAAR Tested Campus Participation: Participation Percentage	2022 STAAR Tested Campus Performance: Performance Percentage	2023 STAAR Campus Performance/Participation: # Tested	Total Passed	% Passed	2023-2024 STAAR Goal Campus Performance: Passing Percentage
All Students	2020 Accountability Ratings- NOT RATED: DECLARED STATE OF DISASTER		24%	44%	100%	51%	54	36	67%	100%
American Indian			*	*	*	*	*	*	*	100%
Asian			*	*	*	*	*	*	*	100%
African American			*	*	*	*	*	*	*	100%
Hispanic			22%	47%	100%	50%	54	36	67%	100%
White			50%	*	100%	75%	*	*	*	100%
Pacific Islander			*	*	*	*	*	*	*	100%
Two or More Races			*	*	*	*	*	*	*	100%
Male			46%	46%		42%	30	19	63%	100%
Female			40%	40%		58%	24	17	71%	100%
Eco Disadvantage			25%	44%	100%	49%	46	28	61%	100%
Special Education			33%	*	100%	41%	9	3	33%	100%
At-Risk			30%	30%		30%	30	17	57%	100%
EB/EL (English Learner)			25%	38%	100%	32%	23	15	65%	100%
Migrant			*	*		25%	3	0	0%	100%
Gifted and Talented			*	*		100%	8	8	100%	100%

* 2020-2021 No Accountability - Not Rated: Declared State of Disaster, however, different than 2019-2020. STAAR tests were administered and Fall 2021 HB 4545 came into effec

Name of Campus: Brown Middle School

Campus Performance Objectives

Indicator: Reading
Grade: All Grades

Group	2019-2020 STAAR Campus Performance	2021 Accountability Ratings - NOT RATED DECLARED STATE OF DISASTER	2021 STAAR Tested Campus Participation	2021 STAAR Tested Campus Performance	2022 STAAR Tested Campus Participation	2022 STAAR Tested Campus Performance	2023 STAAR Campus Performance/Participation			2023-2024 STAAR Goal Campus Performance
	Passing Percentage		Percentage	Percentage	Participation Percentage	Performance Percentage	# Tested	Total Passed	% Passed	Passing Percentage
All Students	2020 Accountability Ratings- NOT RATED: DECLARED STATE OF DISASTER		50%	39%	100%	76%	561	412	73%	100%
American Indian			*	*	*	*	*	*	*	100%
Asian			*	*	*	*	*	*	*	100%
African American			*	*	*	*	*	*	*	100%
Hispanic			50%	39%	100%	76%	553	405	73%	100%
White			20%	*	100%	83%	7	6	86%	100%
Pacific Islander			*	*	*	*	*	*	*	100%
Two or More Races			*	*	100%	100%	1	1	100%	100%
Male			34%	34%		71%	268	192	72%	100%
Female			43%	43%		77%	292	219	75%	100%
Eco Disadvantage			50%	37%	100%	75%	498	358	72%	100%
Special Education			64%	19%	100%	44%	95	45	47%	100%
At-Risk			34%	34%		69%	458	312	68%	100%
EB/EL (English Learner)			63%	38%	100%	72%	374	252	67%	100%
Migrant			20%	20%		70%	20	14	70%	100%
Gifted and Talented			100%	100%		100%	55	55	100%	100%

* 2020-2021 No Accountability - Not Rated: Declared State of Disaster, however, different than 2019-2020. STAAR tests were administered and Fall 2021 HB 4545 came into effec

Name of Campus: Brown Middle School **Campus Performance Objectives**

Indicator: Math
Grade: All Grades

Group	2019-2020 STAAR Campus Performance: Passing Percentage	2021 Accountability Ratings - NOT RATED DECLARED STATE OF DISASTER	2021 STAAR Tested Campus Participation: Percentage	2021 STAAR Tested Campus Performance: Percentage	2022 STAAR Tested Campus Participation: Participation Percentage	2022 STAAR Tested Campus Performance: Performance Percentage	2023 STAAR Campus Performance/Participation: # Tested	Total Passed	% Passed	2023-2024 STAAR Goal Campus Performance: Passing Percentage
All Students	2020 Accountability Ratings- NOT RATED: DECLARED STATE OF DISASTER		38%	48%	100%	70%	560	393	70%	100%
American Indian			*	*	*	*	*	*	*	100%
Asian			*	*	*	*	*	*	*	100%
African American			*	*	*	*	*	*	*	100%
Hispanic			38%	48%	100%	70%	552	388	70%	100%
White			20%	*	100%	83%	7	4	57%	100%
Pacific Islander			*	*	*	*	*	*	*	100%
Two or More Races			*	*	100%	100%	1	1	100%	100%
Male			44%	44%		67%	268	189	71%	100%
Female			52%	52%		72%	291	203	70%	100%
Eco Disadvantage			37%	45%	100%	69%	497	346	70%	100%
Special Education			51%	28%	100%	51%	95	55	58%	100%
At-Risk			42%	42%		64%	457	299	65%	100%
EB/EL (English Learner)			37%	47%	100%	65%	373	246	66%	100%
Migrant			43%	43%		70%	20	9	45%	100%
Gifted and Talented			100%	100%		100%	55	53	96%	100%

* 2020-2021 No Accountability - Not Rated: Declared State of Disaster, however, different than 2019-2020. STAAR tests were administered and Fall 2021 HB 4545 came into effec

Name of Campus: Brown Middle School **Campus Performance Objectives**

Indicator: Science
Grade: All Grades

Group	2019-2020 STAAR Campus Performance: Passing Percentage	2021 Accountability Ratings - NOT RATED DECLARED STATE OF DISASTER	2021 STAAR Tested Campus Participation: Percentage	2021 STAAR Tested Campus Performance: Percentage	2022 STAAR Tested Campus Participation: Participation Percentage	2022 STAAR Tested Campus Performance: Performance Percentage	2023 STAAR Campus Performance/Participation: # Tested	Total Passed	% Passed	2023-2024 STAAR Goal Campus Performance: Passing Percentage
All Students	2020 Accountability Ratings- NOT RATED: DECLARED STATE OF DISASTER		25%	47%	100%	78%	184	116	63%	100%
American Indian			*	*	*	*	*	*	*	100%
Asian			*	*	*	*	*	*	*	100%
African American			*	*	*	*	*	*	*	100%
Hispanic			26%	47%	100%	78%	182	115	63%	100%
White			*	*	100%	50%	1	0	0%	100%
Pacific Islander			*	*	*	*	*	*	*	100%
Two or More Races			*	*	100%	100%	1	1	100%	100%
Male			54%	54%		77%	88	54	61%	100%
Female			39%	39%		79%	96	62	65%	100%
Eco Disadvantage			25%	40%	100%	76%	168	104	62%	100%
Special Education			52%	8%	100%	50%	34	14	41%	100%
At-Risk			38%	38%		74%	141	79	56%	100%
EB/EL (English Learner)			26%	43%	100%	75%	117	64	55%	100%
Migrant			*	*		75%	10	2	20%	100%
Gifted and Talented			100%	100%		100%	14	13	93%	100%

* 2020-2021 No Accountability - Not Rated: Declared State of Disaster, however, different than 2019-2020. STAAR tests were administered and Fall 2021 HB 4545 came into effec

Name of Campus: Brown Middle School

Campus Performance Objectives

Indicator: Social Studies
Grade: All Grades

Group	2019-2020 STAAR Campus Performance	2021 Accountability Ratings - NOT RATED DECLARED STATE OF DISASTER	2021 STAAR Tested Campus Participation	2021 STAAR Tested Campus Performance	2022 STAAR Tested Campus Participation	2022 STAAR Tested Campus Performance	2023 STAAR Campus Performance/Participation			2023-2024 STAAR Goal Campus Performance
	Passing Percentage		Percentage	Percentage	Participation Percentage	Performance Percentage	# Tested	Total Passed	% Passed	Passing Percentage
All Students	2020 Accountability Ratings- NOT RATED: DECLARED STATE OF DISASTER		20%	33%	100%	60%	184	97	53%	100%
American Indian			*	*	*	*	*	*	*	100%
Asian			*	*	*	*	*	*	*	100%
African American			*	*	*	*	*	*	*	100%
Hispanic			20%	33%	100%	60%	182	96	53%	100%
White			*	*	100%	50%	1	0	0%	100%
Pacific Islander			*	*	*	*	*	*	*	100%
Two or More Races			*	*	100%	100%	1	1	100%	100%
Male			36%	36%		60%	88	51	58%	100%
Female			29%	29%		58%	96	46	48%	100%
Eco Disadvantage			19%	26%	100%	59%	168	87	52%	100%
Special Education			41%	22%	100%	28%	34	9	26%	100%
At-Risk			24%	24%		52%	141	65	46%	100%
EB/EL (English Learner)			18%	31%	100%	57%	117	48	41%	100%
Migrant			*	*		75%	10	4	40%	100%
Gifted and Talented			100%	100%		75%	14	12	86%	100%

* 2020-2021 No Accountability - Not Rated: Declared State of Disaster, however, different than 2019-2020. STAAR tests were administered and Fall 2021 HB 4545 came into effect.

Name of Campus: Cathey Middle School **Campus Performance Objectives**

Indicator: Reading
Grade: All Grades

Group	2019-2020 STAAR Campus Performance	2021 Accountability Ratings - NOT RATED DECLARED STATE OF DISASTER	2021 STAAR Tested Campus Participation	2021 STAAR Tested Campus Performance	2022 STAAR Tested Campus Participation	2022 STAAR Tested Campus Performance	2023 STAAR Campus Performance/Participation			2023-2024 STAAR Goal Campus Performance
	Passing Percentage		Percentage	Percentage	Participation Percentage	Performance Percentage	# Tested	Total Passed	% Passed	Passing Percentage
All Students	2020 Accountability Ratings- NOT RATED: DECLARED STATE OF DISASTER		34%	72%	100%	89%	790	669	85%	100%
American Indian			*	*	100%	100%	1	1	100%	100%
Asian			63%	93%	100%	94%	12	11	92%	100%
African American			33%	*	100%	100%	6	6	100%	100%
Hispanic			33%	69%	100%	88%	732	614	84%	100%
White			29%	92%	100%	92%	35	33	94%	100%
Pacific Islander			*	*	100%	100%	2	2	100%	100%
Two or More Races			*	*	100%	100%	2	2	100%	100%
Male			72%	72%		84%	392	316	81%	100%
Female			72%	72%		93%	398	353	89%	100%
Eco Disadvantage			37%	64%	100%	85%	410	324	79%	100%
Special Education			31%	40%	100%	55%	104	57	55%	100%
At-Risk			53%	53%		81%	419	326	78%	100%
EB/EL (English Learner)			57%	58%	100%	83%	303	229	76%	100%
Migrant			25%	25%		88%	9	4	44%	100%
Gifted and Talented			96%	96%		100%	126	124	98%	100%

* 2020-2021 No Accountability - Not Rated: Declared State of Disaster, however, different than 2019-2020. STAAR tests were administered and Fall 2021 HB 4545 came into effec

Name of Campus: Cathey Middle School **Campus Performance Objectives**

Indicator: Math
Grade: All Grades

Group	2019-2020 STAAR Campus Performance: Passing Percentage	2021 Accountability Ratings - NOT RATED DECLARED STATE OF DISASTER	2021 STAAR Tested Campus Participation: Percentage	2021 STAAR Tested Campus Performance: Percentage	2022 STAAR Tested Campus Participation: Participation Percentage	2022 STAAR Tested Campus Performance: Performance Percentage	2023 STAAR Campus Performance/Participation: # Tested	Total Passed	% Passed	2023-2024 STAAR Goal Campus Performance: Passing Percentage
All Students	2020 Accountability Ratings- NOT RATED: DECLARED STATE OF DISASTER		37%	73%	100%	82%	791	633	80%	100%
American Indian			*	*	100%	100%	1	1	100%	100%
Asian			70%	95%	100%	100%	12	12	100%	100%
African American			56%	*	100%	100%	6	5	83%	100%
Hispanic			35%	71%	100%	80%	733	580	79%	100%
White			38%	93%	100%	92%	35	31	89%	100%
Pacific Islander			*	*	100%	100%	2	2	100%	100%
Two or More Races			*	*	100%	100%	2	2	100%	100%
Male			74%	74%		82%	392	314	80%	100%
Female			73%	73%		80%	399	319	80%	100%
Eco Disadvantage			32%	64%	100%	76%	410	300	73%	100%
Special Education			30%	53%	100%	53%	104	61	59%	100%
At-Risk			52%	52%		72%	419	303	72%	100%
EB/EL (English Learner)			33%	58%	100%	79%	303	213	70%	100%
Migrant			40%	40%		63%	9	5	56%	100%
Gifted and Talented			98%	98%		98%	126	123	98%	100%

* 2020-2021 No Accountability - Not Rated: Declared State of Disaster, however, different than 2019-2020. STAAR tests were administered and Fall 2021 HB 4545 came into effec

Name of Campus: Cathey Middle School **Campus Performance Objectives**

Indicator: Science
Grade: All Grades

Group	2019-2020 STAAR Campus Performance: Passing Percentage	2021 Accountability Ratings - NOT RATED DECLARED STATE OF DISASTER	2021 STAAR Tested Campus Participation: Percentage	2021 STAAR Tested Campus Performance: Percentage	2022 STAAR Tested Campus Participation: Participation Percentage	2022 STAAR Tested Campus Performance: Performance Percentage	2023 STAAR Campus Performance/Participation: # Tested	Total Passed	% Passed	2023-2024 STAAR Goal Campus Performance: Passing Percentage
All Students	2020 Accountability Ratings- NOT RATED: DECLARED STATE OF DISASTER		14%	88%	100%	87%	292	235	80%	100%
American Indian			*	*	*	*	1	1	100%	100%
Asian			25%	*	100%	100%	7	5	71%	100%
African American			*	*	100%	100%	3	3	100%	100%
Hispanic			14%	86%	100%	86%	271	216	80%	100%
White			15%	*	100%	100%	10	10	100%	100%
Pacific Islander			*	*	*	*	*	*	*	100%
Two or More Races			*	*	*	*	*	*	*	100%
Male			88%	88%		84%	145	117	81%	100%
Female			88%	88%		89%	147	118	80%	100%
Eco Disadvantage			12%	84%	100%	83%	148	105	71%	100%
Special Education			0%	*	100%	45%	40	22	55%	100%
At-Risk			69%	69%		79%	168	115	68%	100%
EB/EL (English Learner)			10%	50%	100%	81%	105	76	72%	100%
Migrant			*	*		0%	3	0	0%	100%
Gifted and Talented			100%	100%		100%	40	39	98%	100%

* 2020-2021 No Accountability - Not Rated: Declared State of Disaster, however, different than 2019-2020. STAAR tests were administered and Fall 2021 HB 4545 came into effec

Name of Campus: Cathey Middle School **Campus Performance Objectives**

Indicator: Social Studies
Grade: All Grades

Group	2019-2020 STAAR Campus Performance	2021 Accountability Ratings - NOT RATED DECLARED STATE OF DISASTER	2021 STAAR Tested Campus Participation	2021 STAAR Tested Campus Performance	2022 STAAR Tested Campus Participation	2022 STAAR Tested Campus Performance	2023 STAAR Campus Performance/Participation			2023-2024 STAAR Goal Campus Performance
	Passing Percentage		Percentage	Percentage	Participation Percentage	Performance Percentage	# Tested	Total Passed	% Passed	Passing Percentage
All Students	2020 Accountability Ratings- NOT RATED: DECLARED STATE OF DISASTER		14%	79%	100%	71%	292	205	70%	100%
American Indian			*	*	*	*	1	1	100%	100%
Asian			13%	*	100%	100%	7	5	71%	100%
African American			*	*	100%	100%	3	3	100%	100%
Hispanic			14%	76%	100%	70%	271	188	69%	100%
White			15%	*	100%	73%	10	8	80%	100%
Pacific Islander			*	*	*	*	*	*	*	100%
Two or More Races			*	*	*	*	*	*	*	100%
Male			83%	83%		74%	145	103	71%	100%
Female			72%	72%		68%	147	102	69%	100%
Eco Disadvantage			11%	72%	100%	69%	148	91	61%	100%
Special Education			8%	*	100%	38%	40	16	40%	100%
At-Risk			57%	57%		59%	168	89	53%	100%
EB/EL (English Learner)			11%	57%	100%	67%	105	58	55%	100%
Migrant			*	*		50%	3	0	0%	100%
Gifted and Talented			93%	93%		95%	40	40	100%	100%

* 2020-2021 No Accountability - Not Rated: Declared State of Disaster, however, different than 2019-2020. STAAR tests were administered and Fall 2021 HB 4545 came into effect.

Name of Campus: De Leon Middle School **Campus Performance Objectives**

Indicator: Reading
Grade: All Grades

Group	2019-2020 STAAR Campus Performance: Passing Percentage	2021 Accountability Ratings - NOT RATED DECLARED STATE OF DISASTER	2021 STAAR Tested Campus Participation: Percentage	2021 STAAR Tested Campus Performance: Percentage	2022 STAAR Tested Campus Participation: Participation Percentage	2022 STAAR Tested Campus Performance: Performance Percentage	2023 STAAR Campus Performance/Participation: # Tested	Total Passed	% Passed	2023-2024 STAAR Goal Campus Performance: Passing Percentage
All Students	2020 Accountability Ratings- NOT RATED: DECLARED STATE OF DISASTER		56%	68%	100%	79%	761	601	79%	100%
American Indian			*	*	*	*	*	*	*	100%
Asian			67%	100%	100%	100%	6	6	100%	100%
African American			*	*	*	*	1	0	0%	100%
Hispanic			55%	67%	100%	78%	738	580	79%	100%
White			76%	58%	100%	89%	12	11	92%	100%
Pacific Islander			*	*	*	*	*	*	*	100%
Two or More Races			*	*	100%	100%	4	4	100%	100%
Male			66%	66%		73%	412	310	75%	100%
Female			68%	68%		82%	349	291	83%	100%
Eco Disadvantage			56%	65%	100%	77%	606	466	77%	100%
Special Education			56%	30%	99%	46%	111	50	45%	100%
At-Risk			52%	52%		69%	571	416	73%	100%
EB/EL (English Learner)			62%	49%	100%	68%	366	263	72%	100%
Migrant			55%	55%		63%	7	4	57%	100%
Gifted and Talented			100%	100%		100%	88	88	100%	100%

* 2020-2021 No Accountability - Not Rated: Declared State of Disaster, however, different than 2019-2020. STAAR tests were administered and Fall 2021 HB 4545 came into effect.

Name of Campus: De Leon Middle School **Campus Performance Objectives**

Indicator: Math
Grade: All Grades

Group	2019-2020 STAAR Campus Performance: Passing Percentage	2021 Accountability Ratings - NOT RATED DECLARED STATE OF DISASTER	2021 STAAR Tested Campus Participation: Percentage	2021 STAAR Tested Campus Performance: Percentage	2022 STAAR Tested Campus Participation: Participation Percentage	2022 STAAR Tested Campus Performance: Performance Percentage	2023 STAAR Campus Performance/Participation: # Tested	Total Passed	% Passed	2023-2024 STAAR Goal Campus Performance: Passing Percentage
All Students	2020 Accountability Ratings- NOT RATED: DECLARED STATE OF DISASTER		59%	54%	99%	63%	761	505	66%	100%
American Indian			*	*	*	*	*	*	*	100%
Asian			67%	90%	100%	100%	6	6	100%	100%
African American			*	*	*	*	1	0	0%	100%
Hispanic			59%	53%	99%	62%	738	483	65%	100%
White			69%	27%	100%	78%	12	12	100%	100%
Pacific Islander			*	*	*	*	*	*	*	100%
Two or More Races			*	*	100%	0%	4	4	100%	100%
Male			57%	57%		62%	413	277	67%	100%
Female			49%	49%		63%	348	228	66%	100%
Eco Disadvantage			58%	51%	99%	60%	607	393	65%	100%
Special Education			48%	24%	98%	38%	111	45	41%	100%
At-Risk			36%	36%		51%	572	334	58%	100%
EB/EL (English Learner)			60%	39%	99%	49%	366	213	58%	100%
Migrant			42%	42%		38%	8	6	75%	100%
Gifted and Talented			91%	91%		100%	88	84	95%	100%

* 2020-2021 No Accountability - Not Rated: Declared State of Disaster, however, different than 2019-2020. STAAR tests were administered and Fall 2021 HB 4545 came into effec

Name of Campus: De Leon Middle School **Campus Performance Objectives**

Indicator: Science
Grade: All Grades

Group	2019-2020 STAAR Campus Performance: Passing Percentage	2021 Accountability Ratings - NOT RATED DECLARED STATE OF DISASTER	2021 STAAR Tested Campus Participation: Percentage	2021 STAAR Tested Campus Performance: Percentage	2022 STAAR Tested Campus Participation: Participation Percentage	2022 STAAR Tested Campus Performance: Performance Percentage	2023 STAAR Campus Performance/Participation: # Tested	Total Passed	% Passed	2023-2024 STAAR Goal Campus Performance: Passing Percentage
All Students	2020 Accountability Ratings- NOT RATED: DECLARED STATE OF DISASTER		56%	68%	100%	78%	276	174	63%	100%
American Indian			*	*	*	*	*	*	*	100%
Asian			67%	*	100%	100%	5	5	100%	100%
African American			*	*	*	*	*	*	*	100%
Hispanic			55%	67%	100%	77%	264	164	62%	100%
White			60%	*	100%	100%	5	3	60%	100%
Pacific Islander			*	*	*	*	*	*	*	100%
Two or More Races			*	*	*	*	2	2	100%	100%
Male			69%	69%		77%	147	102	69%	100%
Female			64%	64%		76%	129	72	56%	100%
Eco Disadvantage			55%	65%	100%	77%	211	129	61%	100%
Special Education			51%	19%	97%	42%	40	10	25%	100%
At-Risk			49%	49%		67%	208	111	53%	100%
EB/EL (English Learner)			58%	53%	99%	66%	140	75	54%	100%
Migrant			50%	50%		67%	4	3	75%	100%
Gifted and Talented			100%	100%		100%	20	20	100%	100%

* 2020-2021 No Accountability - Not Rated: Declared State of Disaster, however, different than 2019-2020. STAAR tests were administered and Fall 2021 HB 4545 came into effec

Name of Campus: De Leon Middle School **Campus Performance Objectives**

Indicator: Social Studies
Grade: All Grades

Group	2019-2020 STAAR Campus Performance	2021 Accountability Ratings - NOT RATED DECLARED STATE OF DISASTER	2021 STAAR Tested Campus Participation	2021 STAAR Tested Campus Performance	2022 STAAR Tested Campus Participation	2022 STAAR Tested Campus Performance	2023 STAAR Campus Performance/Participation			2023-2024 STAAR Goal Campus Performance
	Passing Percentage		Percentage	Percentage	Participation Percentage	Performance Percentage	# Tested	Total Passed	% Passed	Passing Percentage
All Students	2020 Accountability Ratings- NOT RATED: DECLARED STATE OF DISASTER		54%	49%	100%	51%	276	133	48%	100%
American Indian			*	*	*	*	*	*	*	100%
Asian			67%	*	100%	67%	5	4	80%	100%
African American			*	*	*	*	*	*	*	100%
Hispanic			53%	48%	100%	50%	264	123	47%	100%
White			80%	*	100%	67%	5	4	80%	100%
Pacific Islander			*	*	*	*	*	*	*	100%
Two or More Races			*	*	*	*	2	2	100%	100%
Male			53%	53%		54%	147	79	54%	100%
Female			41%	41%		44%	129	54	42%	100%
Eco Disadvantage			54%	47%	100%	49%	211	97	46%	100%
Special Education			43%	23%	97%	33%	40	11	28%	100%
At-Risk			27%	27%		35%	208	78	38%	100%
EB/EL (English Learner)			57%	30%	99%	28%	140	56	40%	100%
Migrant			50%	50%		33%	4	2	50%	100%
Gifted and Talented			76%	76%		100%	20	20	100%	100%

* 2020-2021 No Accountability - Not Rated: Declared State of Disaster, however, different than 2019-2020. STAAR tests were administered and Fall 2021 HB 4545 came into effect.

Name of Campus: Fossum Middle School **Campus Performance Objectives**

Indicator: Reading
Grade: All Grades

Group	2019-2020 STAAR Campus Performance	2021 Accountability Ratings - NOT RATED DECLARED STATE OF DISASTER	2021 STAAR Tested Campus Participation	2021 STAAR Tested Campus Performance	2022 STAAR Tested Campus Participation	2022 STAAR Tested Campus Performance	2023 STAAR Campus Performance/Participation			2023-2024 STAAR Goal Campus Performance
	Passing Percentage		Percentage	Percentage	Participation Percentage	Performance Percentage	# Tested	Total Passed	% Passed	Passing Percentage
All Students	2020 Accountability Ratings- NOT RATED: DECLARED STATE OF DISASTER		44%	73%	100%	87%	762	690	91%	100%
American Indian			*	*	*	*	*	*	*	100%
Asian			67%	100%	100%	100%	6	6	100%	100%
African American			*	*	100%	75%	5	4	80%	100%
Hispanic			44%	72%	100%	87%	728	660	91%	100%
White			57%	86%	100%	95%	19	16	84%	100%
Pacific Islander			*	*	*	*	*	*	*	100%
Two or More Races			17%	*	100%	100%	4	4	100%	100%
Male			70%	70%		86%	403	352	87%	100%
Female			77%	77%		87%	359	338	94%	100%
Eco Disadvantage			45%	66%	100%	84%	440	388	88%	100%
Special Education			52%	31%	100%	60%	109	74	68%	100%
At-Risk			54%	54%		78%	370	314	85%	100%
EB/EL (English Learner)			80%	52%	100%	80%	204	179	88%	100%
Migrant			50%	50%		89%	6	5	83%	100%
Gifted and Talented			93%	93%		99%	140	140	100%	100%

* 2020-2021 No Accountability - Not Rated: Declared State of Disaster, however, different than 2019-2020. STAAR tests were administered and Fall 2021 HB 4545 came into effec

Name of Campus: Fossum Middle School **Campus Performance Objectives**

Indicator: Math
Grade: All Grades

Group	2019-2020 STAAR Campus Performance: Passing Percentage	2021 Accountability Ratings - NOT RATED DECLARED STATE OF DISASTER	2021 STAAR Tested Campus Participation: Percentage	2021 STAAR Tested Campus Performance: Percentage	2022 STAAR Tested Campus Participation: Participation Percentage	2022 STAAR Tested Campus Performance: Performance Percentage	2023 STAAR Campus Performance/Participation: # Tested	Total Passed	% Passed	2023-2024 STAAR Goal Campus Performance: Passing Percentage
All Students	2020 Accountability Ratings- NOT RATED: DECLARED STATE OF DISASTER		42%	73%	100%	79%	764	646	85%	100%
American Indian			*	*	*	*	*	*	*	100%
Asian			78%	100%	100%	100%	6	6	100%	100%
African American			*	*	100%	75%	5	4	80%	100%
Hispanic			41%	72%	100%	79%	730	617	85%	100%
White			57%	79%	100%	76%	19	15	79%	100%
Pacific Islander			*	*	*	*	*	*	*	100%
Two or More Races			50%	*	100%	75%	4	4	100%	100%
Male			72%	72%		80%	404	339	84%	100%
Female			75%	75%		78%	360	307	85%	100%
Eco Disadvantage			37%	67%	100%	76%	441	358	81%	100%
Special Education			36%	34%	100%	44%	109	73	67%	100%
At-Risk			54%	54%		66%	370	284	77%	100%
EB/EL (English Learner)			47%	52%	100%	73%	204	156	76%	100%
Migrant			100%	100%		78%	6	5	83%	100%
Gifted and Talented			91%	91%		99%	140	140	100%	100%

* 2020-2021 No Accountability - Not Rated: Declared State of Disaster, however, different than 2019-2020. STAAR tests were administered and Fall 2021 HB 4545 came into effec

Name of Campus: Fossum Middle School **Campus Performance Objectives**

Indicator: Science
Grade: All Grades

Group	2019-2020 STAAR Campus Performance: Passing Percentage	2021 Accountability Ratings - NOT RATED DECLARED STATE OF DISASTER	2021 STAAR Tested Campus Participation: Percentage	2021 STAAR Tested Campus Performance: Percentage	2022 STAAR Tested Campus Participation: Participation Percentage	2022 STAAR Tested Campus Performance: Performance Percentage	2023 STAAR Campus Performance/Participation: # Tested	Total Passed	% Passed	2023-2024 STAAR Goal Campus Performance: Passing Percentage
All Students	2020 Accountability Ratings- NOT RATED: DECLARED STATE OF DISASTER		27%	80%	100%	85%	257	204	79%	100%
American Indian			*	*	*	*	*	*	*	100%
Asian			*	*	100%	100%	3	3	100%	100%
African American			*	*	*	*	2	2	100%	100%
Hispanic			25%	81%	100%	85%	244	192	79%	100%
White			56%	60%	100%	80%	5	5	100%	100%
Pacific Islander			*	*	*	*	*	*	*	100%
Two or More Races			*	*	100%	100%	3	2	67%	100%
Male			78%	78%		86%	145	118	81%	100%
Female			80%	80%		83%	112	86	77%	100%
Eco Disadvantage			22%	71%	100%	84%	152	110	72%	100%
Special Education			7%	*	100%	53%	40	20	50%	100%
At-Risk			56%	56%		75%	137	90	66%	100%
EB/EL (English Learner)			41%	44%	100%	74%	68	48	71%	100%
Migrant			*	*		100%	3	3	100%	100%
Gifted and Talented			88%	88%		98%	32	31	97%	100%

* 2020-2021 No Accountability - Not Rated: Declared State of Disaster, however, different than 2019-2020. STAAR tests were administered and Fall 2021 HB 4545 came into effec

Name of Campus: Fossum Middle School **Campus Performance Objectives**

Indicator: Social Studies
Grade: All Grades

Group	2019-2020 STAAR Campus Performance	2021 Accountability Ratings - NOT RATED DECLARED STATE OF DISASTER	2021 STAAR Tested Campus Participation	2021 STAAR Tested Campus Performance	2022 STAAR Tested Campus Participation	2022 STAAR Tested Campus Performance	2023 STAAR Campus Performance/Participation			2023-2024 STAAR Goal Campus Performance
	Passing Percentage		Percentage	Percentage	Participation Percentage	Performance Percentage	# Tested	Total Passed	% Passed	Passing Percentage
All Students	2020 Accountability Ratings- NOT RATED: DECLARED STATE OF DISASTER		23%	75%	100%	69%	257	200	78%	100%
American Indian			*	*	*	*	*	*	*	100%
Asian			*	*	100%	100%	3	3	100%	100%
African American			*	*	*	*	2	2	100%	100%
Hispanic			22%	74%	100%	68%	244	188	77%	100%
White			44%	*	100%	80%	5	5	100%	100%
Pacific Islander			*	*	*	*	*	*	*	100%
Two or More Races			*	*	100%	100%	3	2	67%	100%
Male			74%	74%		72%	145	118	81%	100%
Female			71%	71%		63%	112	82	73%	100%
Eco Disadvantage			17%	61%	100%	64%	152	108	71%	100%
Special Education			7%	*	100%	44%	40	19	48%	100%
At-Risk			44%	44%		56%	137	87	64%	100%
EB/EL (English Learner)			34%	31%	100%	60%	68	45	66%	100%
Migrant			*	*		50%	3	2	67%	100%
Gifted and Talented			88%	88%		95%	32	30	94%	100%

* 2020-2021 No Accountability - Not Rated: Declared State of Disaster, however, different than 2019-2020. STAAR tests were administered and Fall 2021 HB 4545 came into effect.

Name of Campus: Morris Middle School

Campus Performance Objectives

Indicator: Reading
Grade: All Grades

Group	2019-2020 STAAR Campus Performance: Passing Percentage	2021 Accountability Ratings - NOT RATED DECLARED STATE OF DISASTER	2021 STAAR Tested Campus Participation: Percentage	2021 STAAR Tested Campus Performance: Percentage	2022 STAAR Tested Campus Participation: Participation Percentage	2022 STAAR Tested Campus Performance: Performance Percentage	2023 STAAR Campus Performance/Participation: # Tested	Total Passed	% Passed	2023-2024 STAAR Goal Campus Performance: Passing Percentage
All Students	2020 Accountability Ratings- NOT RATED: DECLARED STATE OF DISASTER		56%	87%	100%	91%	986	906	92%	100%
American Indian			*	*	*	*	*	*	*	100%
Asian			44%	*	100%	86%	9	8	89%	100%
African American			80%	86%	100%	100%	7	7	100%	100%
Hispanic			55%	86%	100%	90%	879	804	91%	100%
White			61%	96%	100%	98%	82	79	96%	100%
Pacific Islander			*	*	*	*	*	*	*	100%
Two or More Races			50%	*	100%	71%	9	8	89%	100%
Male			83%	83%		87%	485	441	91%	100%
Female			89%	89%		92%	501	465	93%	100%
Eco Disadvantage			52%	83%	100%	86%	486	423	87%	100%
Special Education			49%	59%	99%	60%	107	78	73%	100%
At-Risk			70%	70%		77%	380	316	83%	100%
EB/EL (English Learner)			69%	72%	100%	82%	213	172	81%	100%
Migrant			50%	50%		80%	9	5	56%	100%
Gifted and Talented			98%	98%		100%	205	205	100%	100%

* 2020-2021 No Accountability - Not Rated: Declared State of Disaster, however, different than 2019-2020. STAAR tests were administered and Fall 2021 HB 4545 came into effec

Name of Campus: Morris Middle School **Campus Performance Objectives**

Indicator: Math
Grade: All Grades

Group	2019-2020 STAAR Campus Performance: Passing Percentage	2021 Accountability Ratings - NOT RATED DECLARED STATE OF DISASTER	2021 STAAR Tested Campus Participation: Percentage	2021 STAAR Tested Campus Performance: Percentage	2022 STAAR Tested Campus Participation: Participation Percentage	2022 STAAR Tested Campus Performance: Performance Percentage	2023 STAAR Campus Performance/Participation: # Tested	Total Passed	% Passed	2023-2024 STAAR Goal Campus Performance: Passing Percentage
All Students	2020 Accountability Ratings- NOT RATED: DECLARED STATE OF DISASTER		62%	85%	100%	90%	985	860	87%	100%
American Indian			*	*	*	*	*	*	*	100%
Asian			83%	80%	100%	93%	9	8	89%	100%
African American			80%	86%	100%	89%	7	7	100%	100%
Hispanic			60%	85%	100%	90%	878	758	86%	100%
White			74%	92%	100%	94%	82	79	96%	100%
Pacific Islander			*	*	*	*	*	*	*	100%
Two or More Races			86%	100%	100%	100%	9	8	89%	100%
Male			83%	83%		88%	485	421	87%	100%
Female			87%	87%		91%	500	439	88%	100%
Eco Disadvantage			55%	77%	100%	87%	485	390	80%	100%
Special Education			42%	53%	99%	64%	107	68	64%	100%
At-Risk			65%	65%		77%	379	291	77%	100%
EB/EL (English Learner)			54%	68%	100%	83%	212	162	76%	100%
Migrant			33%	33%		70%	9	7	78%	100%
Gifted and Talented			98%	98%		99%	205	204	100%	100%

* 2020-2021 No Accountability - Not Rated: Declared State of Disaster, however, different than 2019-2020. STAAR tests were administered and Fall 2021 HB 4545 came into effec

Name of Campus: Morris Middle School **Campus Performance Objectives**

Indicator: Science
Grade: All Grades

Group	2019-2020 STAAR Campus Performance: Passing Percentage	2021 Accountability Ratings - NOT RATED DECLARED STATE OF DISASTER	2021 STAAR Tested Campus Participation: Percentage	2021 STAAR Tested Campus Performance: Percentage	2022 STAAR Tested Campus Participation: Participation Percentage	2022 STAAR Tested Campus Performance: Performance Percentage	2023 STAAR Campus Performance/Participation: # Tested	Total Passed	% Passed	2023-2024 STAAR Goal Campus Performance: Passing Percentage
All Students	2020 Accountability Ratings- NOT RATED: DECLARED STATE OF DISASTER		54%	84%	100%	91%	315	266	84%	100%
American Indian			*	*	*	*	*	*	*	100%
Asian			*	*	100%	100%	1	0	0%	100%
African American			*	*	100%	100%	3	3	100%	100%
Hispanic			55%	83%	100%	90%	282	236	84%	100%
White			52%	93%	100%	100%	27	26	96%	100%
Pacific Islander			*	*	*	*	*	*	*	100%
Two or More Races			*	*	100%	100%	2	1	50%	100%
Male			84%	84%		88%	149	127	85%	100%
Female			85%	85%		92%	166	139	84%	100%
Eco Disadvantage			48%	76%	100%	89%	164	129	79%	100%
Special Education			21%	*	97%	50%	33	22	67%	100%
At-Risk			64%	64%		79%	127	88	69%	100%
EB/EL (English Learner)			49%	67%	100%	83%	68	46	68%	100%
Migrant			*	*		100%	6	4	67%	100%
Gifted and Talented			97%	97%		100%	53	53	100%	100%

* 2020-2021 No Accountability - Not Rated: Declared State of Disaster, however, different than 2019-2020. STAAR tests were administered and Fall 2021 HB 4545 came into effec

Name of Campus: Morris Middle School **Campus Performance Objectives**

Indicator: Social Studies
Grade: All Grades

Group	2019-2020 STAAR Campus Performance: Passing Percentage	2021 Accountability Ratings - NOT RATED DECLARED STATE OF DISASTER	2021 STAAR Tested Campus Participation: Percentage	2021 STAAR Tested Campus Performance: Percentage	2022 STAAR Tested Campus Participation: Participation Percentage	2022 STAAR Tested Campus Performance: Performance Percentage	2023 STAAR Campus Performance/Participation: # Tested	Total Passed	% Passed	2023-2024 STAAR Goal Campus Performance: Passing Percentage
All Students	2020 Accountability Ratings- NOT RATED: DECLARED STATE OF DISASTER		53%	77%	100%	86%	316	275	87%	100%
American Indian			*	*	*	*	*	*	*	100%
Asian			*	*	100%	100%	1	0	0%	100%
African American			*	*	100%	100%	3	3	100%	100%
Hispanic			53%	75%	100%	85%	283	246	87%	100%
White			50%	80%	100%	91%	27	25	93%	100%
Pacific Islander			*	*	*	*	*	*	*	100%
Two or More Races			40%	*	100%	100%	2	1	50%	100%
Male			79%	79%		88%	150	128	85%	100%
Female			75%	75%		81%	166	147	89%	100%
Eco Disadvantage			47%	64%	100%	81%	164	133	81%	100%
Special Education			21%	*	97%	50%	33	21	64%	100%
At-Risk			50%	50%		70%	128	93	73%	100%
EB/EL (English Learner)			47%	65%	100%	68%	68	48	71%	100%
Migrant			*	*		100%	6	4	67%	100%
Gifted and Talented			97%	97%		100%	53	53	100%	100%

* 2020-2021 No Accountability - Not Rated: Declared State of Disaster, however, different than 2019-2020. STAAR tests were administered and Fall 2021 HB 4545 came into effect.

Name of Campus: Travis Middle School

Campus Performance Objectives

Indicator: Reading
Grade: All Grades

Group	2019-2020 STAAR Campus Performance	2021 Accountability Ratings - NOT RATED DECLARED STATE OF DISASTER	2021 STAAR Tested Campus Participation	2021 STAAR Tested Campus Performance	2022 STAAR Tested Campus Participation	2022 STAAR Tested Campus Performance	2023 STAAR Campus Performance/Participation			2023-2024 STAAR Goal Campus Performance
	Passing Percentage		Percentage	Percentage	Participation Percentage	Performance Percentage	# Tested	Total Passed	% Passed	Passing Percentage
All Students	2020 Accountability Ratings- NOT RATED: DECLARED STATE OF DISASTER		74%	55%	99%	73%	477	365	77%	100%
American Indian			*	*	*	*	*	*	*	100%
Asian			*	*	*	*	*	*	*	100%
African American			*	*	100%	67%	1	1	100%	100%
Hispanic			74%	55%	99%	73%	469	357	76%	100%
White			60%	*	100%	88%	6	6	100%	100%
Pacific Islander			*	*	*	*	*	*	*	100%
Two or More Races			*	*	*	*	1	1	100%	100%
Male			48%	48%		67%	259	183	71%	100%
Female			62%	62%		77%	218	182	83%	100%
Eco Disadvantage			75%	55%	99%	73%	461	351	76%	100%
Special Education			68%	19%	100%	45%	98	58	59%	100%
At-Risk			48%	48%		69%	402	292	73%	100%
EB/EL (English Learner)			86%	48%	99%	71%	297	210	71%	100%
Migrant			53%	53%		63%	18	12	67%	100%
Gifted and Talented			89%	89%		100%	32	32	100%	100%

* 2020-2021 No Accountability - Not Rated: Declared State of Disaster, however, different than 2019-2020. STAAR tests were administered and Fall 2021 HB 4545 came into effec

Name of Campus: Travis Middle School

Campus Performance Objectives

Indicator: Math
Grade: All Grades

Group	2019-2020 STAAR Campus Performance: Passing Percentage	2021 Accountability Ratings - NOT RATED DECLARED STATE OF DISASTER	2021 STAAR Tested Campus Participation: Percentage	2021 STAAR Tested Campus Performance: Percentage	2022 STAAR Tested Campus Participation: Participation Percentage	2022 STAAR Tested Campus Performance: Performance Percentage	2023 STAAR Campus Performance/Participation: # Tested	Total Passed	% Passed	2023-2024 STAAR Goal Campus Performance: Passing Percentage
All Students	2020 Accountability Ratings- NOT RATED: DECLARED STATE OF DISASTER		69%	42%	99%	57%	478	308	64%	100%
American Indian			*	*	*	*	*	*	*	100%
Asian			*	*	*	*	*	*	*	100%
African American			*	*	100%	100%	1	0	0%	100%
Hispanic			69%	41%	99%	56%	470	303	64%	100%
White			44%	*	100%	75%	6	4	67%	100%
Pacific Islander			*	*	*	*	*	*	*	100%
Two or More Races			*	*	*	*	1	1	100%	100%
Male			40%	40%		56%	259	168	65%	100%
Female			43%	43%		58%	219	140	64%	100%
Eco Disadvantage			69%	42%	99%	56%	462	295	64%	100%
Special Education			66%	30%	100%	40%	99	45	45%	100%
At-Risk			37%	37%		52%	403	243	60%	100%
EB/EL (English Learner)			75%	36%	99%	52%	298	177	59%	100%
Migrant			47%	47%		50%	18	6	33%	100%
Gifted and Talented			82%	82%		100%	32	32	100%	100%

* 2020-2021 No Accountability - Not Rated: Declared State of Disaster, however, different than 2019-2020. STAAR tests were administered and Fall 2021 HB 4545 came into effec

Name of Campus: Travis Middle School

Campus Performance Objectives

Indicator: Science
Grade: All Grades

Group	2019-2020 STAAR Campus Performance: Passing Percentage	2021 Accountability Ratings - NOT RATED DECLARED STATE OF DISASTER	2021 STAAR Tested Campus Participation: Percentage	2021 STAAR Tested Campus Performance: Percentage	2022 STAAR Tested Campus Participation: Participation Percentage	2022 STAAR Tested Campus Performance: Performance Percentage	2023 STAAR Campus Performance/Participation: # Tested	Total Passed	% Passed	2023-2024 STAAR Goal Campus Performance: Passing Percentage
All Students	2020 Accountability Ratings- NOT RATED: DECLARED STATE OF DISASTER		71%	57%	100%	73%	172	106	62%	100%
American Indian			*	*	*	*	*	*	*	100%
Asian			*	*	*	*	*	*	*	100%
African American			*	*	100%	100%	*	*	*	100%
Hispanic			71%	57%	100%	72%	169	103	61%	100%
White			*	*	100%	100%	2	2	100%	100%
Pacific Islander			*	*	*	*	*	*	*	100%
Two or More Races			*	*	*	*	1	1	100%	100%
Male			62%	62%		66%	90	54	60%	100%
Female			48%	48%		78%	82	52	63%	100%
Eco Disadvantage			72%	57%	100%	73%	168	102	61%	100%
Special Education			63%	23%	100%	26%	38	14	37%	100%
At-Risk			47%	47%		67%	150	85	57%	100%
EB/EL (English Learner)			79%	51%	100%	70%	113	65	58%	100%
Migrant			83%	83%		100%	2	1	50%	100%
Gifted and Talented			88%	88%		100%	9	9	100%	100%

* 2020-2021 No Accountability - Not Rated: Declared State of Disaster, however, different than 2019-2020. STAAR tests were administered and Fall 2021 HB 4545 came into effec

Name of Campus: Travis Middle School

Campus Performance Objectives

Indicator: Social Studies
Grade: All Grades

Group	2019-2020 STAAR Campus Performance	2021 Accountability Ratings - NOT RATED DECLARED STATE OF DISASTER	2021 STAAR Tested Campus Participation	2021 STAAR Tested Campus Performance	2022 STAAR Tested Campus Participation	2022 STAAR Tested Campus Performance	2023 STAAR Campus Performance/Participation			2023-2024 STAAR Goal Campus Performance
	Passing Percentage		Percentage	Percentage	Participation Percentage	Performance Percentage	# Tested	Total Passed	% Passed	Passing Percentage
All Students	2020 Accountability Ratings- NOT RATED: DECLARED STATE OF DISASTER		70%	34%	100%	45%	174	75	43%	100%
American Indian			*	*	*	*	*	*	*	100%
Asian			*	*	*	*	*	*	*	100%
African American			*	*	100%	100%	*	*	*	100%
Hispanic			70%	33%	100%	44%	171	73	43%	100%
White			*	*	100%	67%	2	2	100%	100%
Pacific Islander			*	*	*	*	*	*	*	100%
Two or More Races			*	*	*	*	1	0	0%	100%
Male			41%	41%		40%	91	37	41%	100%
Female			26%	26%		49%	83	38	46%	100%
Eco Disadvantage			71%	33%	100%	43%	170	72	42%	100%
Special Education			66%	13%	100%	22%	38	12	32%	100%
At-Risk			23%	23%		36%	151	55	36%	100%
EB/EL (English Learner)			75%	22%	100%	36%	114	42	37%	100%
Migrant			50%	50%		100%	2	0	0%	100%
Gifted and Talented			88%	88%		100%	9	8	89%	100%

* 2020-2021 No Accountability - Not Rated: Declared State of Disaster, however, different than 2019-2020. STAAR tests were administered and Fall 2021 HB 4545 came into effect.

Name of Campus: McAllen High School **Campus Performance Objectives**

Indicator: ELA/Reading
Grade: All Grades

Group	2019-2020 STAAR Campus Performance	2021 Accountability Ratings - NOT RATED DECLARED STATE OF DISASTER	2021 STAAR Tested Campus Participation	2021 STAAR Tested Campus Performance	2022 STAAR Tested Campus Participation	2022 STAAR Tested Campus Performance	2023 STAAR Campus Performance/Participation			2023-2024 STAAR Goal Campus Performance
	Passing Percentage		Percentage	Percentage	Participation Percentage	Performance Percentage	# Tested	Total Passed	% Passed	Passing Percentage
All Students	2020 Accountability Ratings- NOT RATED: DECLARED STATE OF DISASTER		75%	70%	96%	71%	1338	971	73%	100%
American Indian			*	*	100%	100%	1	1	100%	100%
Asian			88%	100%	100%	100%	7	7	100%	100%
African American			80%	*	100%	80%	6	6	100%	100%
Hispanic			75%	69%	97%	70%	1245	883	71%	100%
White			87%	85%	100%	87%	72	67	93%	100%
Pacific Islander			*	*	*	*	*	*	*	100%
Two or More Races			75%	80%	100%	82%	7	7	100%	100%
Male			65%	65%		64%	731	506	69%	100%
Female			76%	76%		76%	607	465	77%	100%
Eco Disadvantage			72%	62%	98%	64%	730	472	65%	100%
Special Education			74%	46%	96%	27%	171	53	31%	100%
At-Risk			47%	47%		56%	881	527	60%	100%
EB/EL (English Learner)			64%	36%	97%	43%	489	253	52%	100%
Migrant			65%	65%		61%	23	15	65%	100%
Gifted and Talented			100%	100%		100%	133	133	100%	100%

* 2020-2021 No Accountability - Not Rated: Declared State of Disaster, however, different than 2019-2020. STAAR tests were administered and Fall 2021 HB 4545 came into effec

Name of Campus: McAllen High School **Campus Performance Objectives**

Indicator: Math
Grade: All Grades

Group	2019-2020 STAAR Campus Performance	2021 Accountability Ratings - NOT RATED DECLARED STATE OF DISASTER	2021 STAAR Tested Campus Participation	2021 STAAR Tested Campus Performance	2022 STAAR Tested Campus Participation	2022 STAAR Tested Campus Performance	2023 STAAR Campus Performance/Participation			2023-2024 STAAR Goal Campus Performance
	Passing Percentage		Percentage	Percentage	Participation Percentage	Performance Percentage	# Tested	Total Passed	% Passed	Passing Percentage
All Students	2020 Accountability Ratings- NOT RATED: DECLARED STATE OF DISASTER		80%	69%	94%	75%	436	334	77%	100%
American Indian			*	*	*	*	*	*	*	100%
Asian			100%	86%	86%	100%	*	*	*	100%
African American			*	*	100%	67%	2	2	100%	100%
Hispanic			79%	67%	94%	74%	415	317	76%	100%
White			92%	86%	100%	88%	18	14	78%	100%
Pacific Islander			*	*	*	*	*	*	*	100%
Two or More Races			*	*	100%	100%	1	1	100%	100%
Male			58%	58%		66%	251	189	75%	100%
Female			61%	61%		74%	185	145	78%	100%
Eco Disadvantage			76%	63%	95%	69%	274	199	73%	100%
Special Education			73%	53%	100%	43%	81	41	51%	100%
At-Risk			49%	49%		65%	334	241	72%	100%
EB/EL (English Learner)			68%	43%	98%	66%	190	130	68%	100%
Migrant			33%	33%		60%	8	4	50%	100%
Gifted and Talented			100%	100%		88%	11	11	100%	100%

* 2020-2021 No Accountability - Not Rated: Declared State of Disaster, however, different than 2019-2020. STAAR tests were administered and Fall 2021 HB 4545 came into effe

Name of Campus: McAllen High School **Campus Performance Objectives**

Indicator: Science
Grade: All Grades

Group	2019-2020 STAAR Campus Performance	2021 Accountability Ratings - NOT RATED DECLARED STATE OF DISASTER	2021 STAAR Tested Campus Participation	2021 STAAR Tested Campus Performance	2022 STAAR Tested Campus Participation	2022 STAAR Tested Campus Performance	2023 STAAR Campus Performance/Participation			2023-2024 STAAR Goal Campus Performance
	Passing Percentage		Percentage	Percentage	Participation Percentage	Performance Percentage	# Tested	Total Passed	% Passed	Passing Percentage
All Students	2020 Accountability Ratings- NOT RATED: DECLARED STATE OF DISASTER		78%	80%	98%	82%	591	501	85%	100%
American Indian			*	*	100%	100%	*	*	*	100%
Asian			83%	100%	100%	100%	4	4	100%	100%
African American			*	*	100%	100%	2	2	100%	100%
Hispanic			77%	79%	98%	82%	549	459	84%	100%
White			85%	97%	95%	95%	35	35	100%	100%
Pacific Islander			*	*	*	*	*	*	*	100%
Two or More Races			67%	*	100%	100%	1	1	100%	100%
Male			80%	80%		79%	322	267	83%	100%
Female			81%	81%		84%	269	234	87%	100%
Eco Disadvantage			74%	73%	98%	78%	320	252	79%	100%
Special Education			77%	68%	100%	42%	78	39	50%	100%
At-Risk			63%	63%		74%	358	276	77%	100%
EB/EL (English Learner)			71%	50%	98%	65%	211	153	73%	100%
Migrant			64%	64%		60%	9	6	67%	100%
Gifted and Talented			100%	100%		100%	79	79	100%	100%

* 2020-2021 No Accountability - Not Rated: Declared State of Disaster, however, different than 2019-2020. STAAR tests were administered and Fall 2021 HB 4545 came into effect.

Name of Campus: McAllen High School **Campus Performance Objectives**

Indicator: Social Studies
Grade: All Grades

	2019-2020 STAAR Campus Performance		2021 STAAR Tested Campus Participation	2021 STAAR Tested Campus Performance	2022 STAAR Tested Campus Participation	2022 STAAR Tested Campus Performance	2023 STAAR Campus Performance/Participation			2023-2024 STAAR Goal Campus Performance
Group	**Passing Percentage**		**Percentage**	**Percentage**	**Participation Percentage**	**Performance Percentage**	**# Tested**	**Total Passed**	**% Passed**	**Passing Percentage**
All Students	2020 Accountability Ratings- NOT RATED: DECLARED STATE OF DISASTER	2021 Accountability Ratings - NOT RATED DECLARED STATE OF DISASTER	88%	90%	97%	88%	590	549	93%	100%
American Indian			*	*	*	*	*	*	*	100%
Asian			100%	100%	100%	100%	7	7	100%	100%
African American			*	*	100%	50%	1	1	100%	100%
Hispanic			87%	89%	98%	87%	543	504	93%	100%
White			97%	96%	97%	100%	36	34	94%	100%
Pacific Islander			*	*	*	*	*	*	*	100%
Two or More Races			*	*	100%	100%	3	3	100%	100%
Male			89%	89%		87%	305	279	91%	100%
Female			91%	91%		87%	285	270	95%	100%
Eco Disadvantage			84%	86%	98%	84%	289	261	90%	100%
Special Education			84%	81%	93%	72%	59	45	76%	100%
At-Risk			80%	80%		82%	329	294	89%	100%
EB/EL (English Learner)			75%	69%	98%	71%	164	141	86%	100%
Migrant			100%	100%		64%	14	13	93%	100%
Gifted and Talented			100%	100%		100%	62	62	100%	100%

* 2020-2021 No Accountability - Not Rated: Declared State of Disaster, however, different than 2019-2020. STAAR tests were administered and Fall 2021 HB 4545 came into effec

Name of Campus: Memorial High School **Campus Performance Objectives**

Indicator: ELA/Reading
Grade: All Grades

Group	2019-2020 STAAR Campus Performance	2021 Accountability Ratings - NOT RATED DECLARED STATE OF DISASTER	2021 STAAR Tested Campus Participation	2021 STAAR Tested Campus Performance	2022 STAAR Tested Campus Participation	2022 STAAR Tested Campus Performance	2023 STAAR Campus Performance/Participation			2023-2024 STAAR Goal Campus Performance
	Passing Percentage		Percentage	Percentage	Participation Percentage	Performance Percentage	# Tested	Total Passed	% Passed	Passing Percentage
All Students	2020 Accountability Ratings- NOT RATED: DECLARED STATE OF DISASTER		69%	76%	99%	78%	1288	978	76%	100%
American Indian			*	*	100%	67%	*	*	*	100%
Asian			69%	100%	100%	100%	5	5	100%	100%
African American			100%	*	100%	60%	1	1	100%	100%
Hispanic			69%	75%	99%	78%	756	479	63%	100%
White			72%	94%	98%	90%	13	12	92%	100%
Pacific Islander			*	*	*	*	*	*	*	100%
Two or More Races			*	*	100%	100%	*	*	*	100%
Male			71%	71%		68%	468	287	61%	100%
Female			83%	83%		83%	305	208	68%	100%
Eco Disadvantage			65%	69%	99%	74%	661	418	63%	100%
Special Education			60%	26%	98%	30%	169	48	28%	100%
At-Risk			62%	62%		66%	737	473	64%	100%
EB/EL (English Learner)			61%	54%	99%	66%	593	380	64%	100%
Migrant			25%	25%		64%	20	10	50%	100%
Gifted and Talented			100%	100%		98%	26	26	100%	100%

* 2020-2021 No Accountability - Not Rated: Declared State of Disaster, however, different than 2019-2020. STAAR tests were administered and Fall 2021 HB 4545 came into effe

Name of Campus: Memorial High School **Campus Performance Objectives**

Indicator: Math
Grade: All Grades

Group	2019-2020 STAAR Campus Performance	2021 Accountability Ratings - NOT RATED DECLARED STATE OF DISASTER	2021 STAAR Tested Campus Participation	2021 STAAR Tested Campus Performance	2022 STAAR Tested Campus Participation	2022 STAAR Tested Campus Performance	2023 STAAR Campus Performance/Participation			2023-2024 STAAR Goal Campus Performance
	Passing Percentage		Percentage	Percentage	Participation Percentage	Performance Percentage	# Tested	Total Passed	% Passed	Passing Percentage
All Students	2020 Accountability Ratings- NOT RATED: DECLARED STATE OF DISASTER		70%	73%	98%	73%	466	363	78%	100%
American Indian			*	*	*	*	*	*	*	100%
Asian			89%	100%	100%	100%	2	2	100%	100%
African American			*	*	100%	80%	1	1	100%	100%
Hispanic			69%	72%	98%	73%	292	210	72%	100%
White			74%	81%	94%	79%	6	6	100%	100%
Pacific Islander			*	*	*	*	*	*	*	100%
Two or More Races			*	*	100%	100%	*	*	*	100%
Male			62%	62%		62%	194	140	72%	100%
Female			65%	65%		77%	106	78	74%	100%
Eco Disadvantage			63%	64%	98%	71%	254	177	70%	100%
Special Education			69%	35%	99%	48%	63	31	49%	100%
At-Risk			51%	51%		65%	286	207	72%	100%
EB/EL (English Learner)			63%	48%	98%	65%	220	154	70%	100%
Migrant			33%	33%		60%	6	5	83%	100%
Gifted and Talented			86%	86%		95%	5	5	100%	100%

* 2020-2021 No Accountability - Not Rated: Declared State of Disaster, however, different than 2019-2020. STAAR tests were administered and Fall 2021 HB 4545 came into effe

Name of Campus: Memorial High School **Campus Performance Objectives**

Indicator: Science
Grade: All Grades

Group	2019-2020 STAAR Campus Performance	2021 Accountability Ratings - NOT RATED DECLARED STATE OF DISASTER	2021 STAAR Tested Campus Participation	2021 STAAR Tested Campus Performance	2022 STAAR Tested Campus Participation	2022 STAAR Tested Campus Performance	2023 STAAR Campus Performance/Participation			2023-2024 STAAR Goal Campus Performance
	Passing Percentage		Percentage	Percentage	Participation Percentage	Performance Percentage	# Tested	Total Passed	% Passed	Passing Percentage
All Students	2020 Accountability Ratings- NOT RATED: DECLARED STATE OF DISASTER		67%	84%	96%	86%	538	469	87%	100%
American Indian			*	*	*	*	*	*	*	100%
Asian			100%	100%	88%	100%	3	3	100%	100%
African American			*	*	100%	83%	1	1	100%	100%
Hispanic			67%	83%	96%	86%	287	232	81%	100%
White			70%	87%	97%	85%	5	4	80%	100%
Pacific Islander			*	*	*	*	*	*	*	100%
Two or More Races			*	*	67%	100%	*	*	*	100%
Male			83%	83%		81%	177	140	79%	100%
Female			86%	86%		86%	119	100	84%	100%
Eco Disadvantage			62%	77%	98%	84%	259	209	81%	100%
Special Education			69%	41%	99%	49%	67	35	52%	100%
At-Risk			73%	73%		78%	284	231	81%	100%
EB/EL (English Learner)			64%	66%	99%	79%	252	205	81%	100%
Migrant			29%	29%		65%	8	5	63%	100%
Gifted and Talented			100%	100%		100%	10	10	100%	100%

* 2020-2021 No Accountability - Not Rated: Declared State of Disaster, however, different than 2019-2020. STAAR tests were administered and Fall 2021 HB 4545 came into effect.

Name of Campus: Memorial High School

Campus Performance Objectives

Indicator: Social Studies
Grade: All Grades

	2019-2020 STAAR Campus Performance	2021 Accountability Ratings - NOT RATED DECLARED STATE OF DISASTER	2021 STAAR Tested Campus Participation	2021 STAAR Tested Campus Performance	2022 STAAR Tested Campus Participation	2022 STAAR Tested Campus Performance	2023 STAAR Campus Performance/Participation			2023-2024 STAAR Goal Campus Performance
Group	**Passing Percentage**		**Percentage**	**Percentage**	**Participation Percentage**	**Performance Percentage**	**# Tested**	**Total Passed**	**% Passed**	**Passing Percentage**
All Students	2020 Accountability Ratings- NOT RATED: DECLARED STATE OF DISASTER		85%	91%	99%	94%	538	501	93	100%
American Indian			*	*	100%	100%	*	*	*	100%
Asian			*	*	100%	100%	*	*	*	100%
African American			*	*	100%	100%	*	*	*	100%
Hispanic			84%	91%	99%	93%	212	177	83	100%
White			95%	88%	100%	100%	2	1	50	100%
Pacific Islander			*	*	*	*	*	*	*	100%
Two or More Races			*	*	100%	100%	*	*	*	100%
Male			91%	91%		91%	135	107	79	100%
Female			90%	90%		95%	79	71	90	100%
Eco Disadvantage			81%	89%	99%	92%	189	159	84	100%
Special Education			88%	44%	97%	61%	55	32	58	100%
At-Risk			83%	83%		89%	205	170	83	100%
EB/EL (English Learner)			76%	75%	98%	89%	153	130	85	100%
Migrant			100%	100%		81%	5	4	80	100%
Gifted and Talented			100%	100%		100%	2	2	100	100%

* 2020-2021 No Accountability - Not Rated: Declared State of Disaster, however, different than 2019-2020. STAAR tests were administered and Fall 2021 HB 4545 came into effe

Name of Campus: Rowe High School

Campus Performance Objectives

Indicator: ELA/Reading
Grade: All Grades

Group	2019-2020 STAAR Campus Performance	2021 Accountability Ratings - NOT RATED DECLARED STATE OF DISASTER	2021 STAAR Tested Campus Participation	2021 STAAR Tested Campus Performance	2022 STAAR Tested Campus Participation	2022 STAAR Tested Campus Performance	2023 STAAR Campus Performance/Participation			2023-2024 STAAR Goal Campus Performance
	Passing Percentage		Percentage	Percentage	Participation Percentage	Performance Percentage	# Tested	Total Passed	% Passed	Passing Percentage
All Students	2020 Accountability Ratings- NOT RATED: DECLARED STATE OF DISASTER		74%	77%	99%	74%	1208	961	80%	100%
American Indian			*	*	*	*	*	*	*	100%
Asian			100%	93%	100%	100%	10	10	100%	100%
African American			50%	*	100%	80%	3	2	67%	100%
Hispanic			74%	76%	99%	74%	1159	917	79%	100%
White			74%	76%	98%	62%	34	30	88%	100%
Pacific Islander			*	*	*	*	*	*	*	100%
Two or More Races			*	*	100%	100%	2	2	100%	100%
Male			71%	71%		68%	668	486	73%	100%
Female			81%	81%		79%	540	475	88%	100%
Eco Disadvantage			73%	73%	99%	70%	924	707	77%	100%
Special Education			57%	45%	100%	35%	191	76	40%	100%
At-Risk			59%	59%		61%	812	567	70%	100%
EB/EL (English Learner)			71%	48%	100%	52%	405	260	64%	100%
Migrant			60%	60%		64%	22	16	73%	100%
Gifted and Talented			99%	99%		98%	93	93	100%	100%

* 2020-2021 No Accountability - Not Rated: Declared State of Disaster, however, different than 2019-2020. STAAR tests were administered and Fall 2021 HB 4545 came into effe

Name of Campus: Rowe High School

Campus Performance Objectives

Indicator: Math
Grade: All Grades

Group	2019-2020 STAAR Campus Performance	2021 Accountability Ratings - NOT RATED DECLARED STATE OF DISASTER	2021 STAAR Tested Campus Participation	2021 STAAR Tested Campus Performance	2022 STAAR Tested Campus Participation	2022 STAAR Tested Campus Performance	2023 STAAR Campus Performance/Participation			2023-2024 STAAR Goal Campus Performance
	Passing Percentage		Percentage	Percentage	Participation Percentage	Performance Percentage	# Tested	Total Passed	% Passed	Passing Percentage
All Students	2020 Accountability Ratings- NOT RATED: DECLARED STATE OF DISASTER		83%	64%	98%	86%	374	312	83%	100%
American Indian			*	*	*	*	*	*	*	100%
Asian			100%	100%	100%	100%	1	1	100%	100%
African American			*	*	100%	100%	1	0	0%	100%
Hispanic			83%	64%	98%	86%	359	301	84%	100%
White			84%	56%	100%	86%	13	10	77%	100%
Pacific Islander			*	*	*	*	*	*	*	100%
Two or More Races			*	*	100%	100%	*	*	*	100%
Male			48%	48%		82%	207	166	80%	100%
Female			55%	55%		85%	167	146	87%	100%
Eco Disadvantage			81%	60%	97%	84%	305	252	83%	100%
Special Education			67%	40%	100%	65%	89	64	72%	100%
At-Risk			38%	38%		79%	324	265	82%	100%
EB/EL (English Learner)			81%	37%	98%	79%	149	130	87%	100%
Migrant			63%	63%		80%	7	7	100%	100%
Gifted and Talented			80%	80%		100%	6	6	100%	100%

* 2020-2021 No Accountability - Not Rated: Declared State of Disaster, however, different than 2019-2020. STAAR tests were administered and Fall 2021 HB 4545 came into effec

Name of Campus: Rowe High School **Campus Performance Objectives**

Indicator: Science
Grade: All Grades

Group	2019-2020 STAAR Campus Performance	2021 Accountability Ratings - NOT RATED DECLARED STATE OF DISASTER	2021 STAAR Tested Campus Participation	2021 STAAR Tested Campus Performance	2022 STAAR Tested Campus Participation	2022 STAAR Tested Campus Performance	2023 STAAR Campus Performance/Participation			2023-2024 STAAR Goal Campus Performance
	Passing Percentage		Percentage	Percentage	Participation Percentage	Performance Percentage	# Tested	Total Passed	% Passed	Passing Percentage
All Students	2020 Accountability Ratings- NOT RATED: DECLARED STATE OF DISASTER		80%	83%	97%	88%	506	454	90%	100%
American Indian			*	*	*	*	*	*	*	100%
Asian			100%	100%	78%	100%	3	3	100%	100%
African American			*	*	100%	100%	1	1	100%	100%
Hispanic			79%	83%	97%	88%	487	436	90%	100%
White			89%	69%	95%	85%	15	14	93%	100%
Pacific Islander			*	*	*	*	*	*	*	100%
Two or More Races			*	*	100%	100%	*	*	*	100%
Male			78%	78%		87%	267	238	89%	100%
Female			88%	88%		87%	239	216	90%	100%
Eco Disadvantage			79%	81%	97%	86%	377	335	89%	100%
Special Education			68%	51%	100%	66%	84	57	68%	100%
At-Risk			72%	72%		80%	357	307	86%	100%
EB/EL (English Learner)			78%	63%	100%	77%	160	127	79%	100%
Migrant			88%	88%		100%	9	7	78%	100%
Gifted and Talented			100%	100%		100%	39	39	100%	100%

* 2020-2021 No Accountability - Not Rated: Declared State of Disaster, however, different than 2019-2020. STAAR tests were administered and Fall 2021 HB 4545 came into effect.

Name of Campus: Rowe High School

Campus Performance Objectives

Indicator: Social Studies
Grade: All Grades

Group	2019-2020 STAAR Campus Performance	2021 Accountability Ratings - NOT RATED DECLARED STATE OF DISASTER	2021 STAAR Tested Campus Participation	2021 STAAR Tested Campus Performance	2022 STAAR Tested Campus Participation	2022 STAAR Tested Campus Performance	2023 STAAR Campus Performance/Participation			2023-2024 STAAR Goal Campus Performance
	Passing Percentage		Percentage	Percentage	Participation Percentage	Performance Percentage	# Tested	Total Passed	% Passed	Passing Percentage
All Students	2020 Accountability Ratings- NOT RATED: DECLARED STATE OF DISASTER		86%	89%	100%	93%	473	446	94%	100%
American Indian			*	*	*	*	*	*	*	100%
Asian			100%	100%	100%	100%	8	8	100%	100%
African American			*	*	*	*	1	1	100%	100%
Hispanic			86%	89%	100%	94%	445	418	94%	100%
White			91%	90%	100%	83%	19	19	100%	100%
Pacific Islander			*	*	*	*	*	*	*	100%
Two or More Races			*	*	100%	100%	*	*	*	100%
Male			88%	88%		93%	256	242	95%	100%
Female			90%	90%		93%	217	204	94%	100%
Eco Disadvantage			85%	86%	100%	91%	353	329	93%	100%
Special Education			73%	65%	100%	71%	53	44	83%	100%
At-Risk			81%	81%		90%	300	274	91%	100%
EB/EL (English Learner)			89%	66%	100%	86%	107	92	86%	100%
Migrant			93%	93%		100%	9	8	89%	100%
Gifted and Talented			100%	100%		100%	41	41	100%	100%

* 2020-2021 No Accountability - Not Rated: Declared State of Disaster, however, different than 2019-2020. STAAR tests were administered and Fall 2021 HB 4545 came into effe

Name of Campus: Lamar Academy

Campus Performance Objectives

Indicator: ELA/Reading
Grade: All Grades

Group	2019-2020 STAAR Campus Performance	2021 Accountability Ratings - NOT RATED DECLARED STATE OF DISASTER	2021 STAAR Tested Campus Participation	2021 STAAR Tested Campus Performance	2022 STAAR Tested Campus Participation	2022 STAAR Tested Campus Performance	2023 STAAR Campus Performance/Participation			2023-2024 STAAR Goal Campus Performance
	Passing Percentage		Percentage	Percentage	Participation Percentage	Performance Percentage	# Tested	Total Passed	% Passed	Passing Percentage
All Students	2020 Accountability Ratings- NOT RATED: DECLARED STATE OF DISASTER		89%	52%	100%	77%	28	22	79%	100%
American Indian			*	*	*	*	*	*	*	100%
Asian			*	*	*	*	*	*	*	100%
African American			*	*	*	*	*	*	*	100%
Hispanic			89%	52%	100%	76%	27	21	78%	100%
White			*	*	100%	100%	1	1	100%	100%
Pacific Islander			*	*	*	*	*	*	*	100%
Two or More Races			*	*	*	*	*	*	*	100%
Male			*	*		58%	9	6	67%	100%
Female			38%	38%		88%	19	16	84%	100%
Eco Disadvantage			89%	48%	100%	75%	26	20	77%	100%
Special Education			*	*	100%	100%	1	1	100%	100%
At-Risk			19%	19%		76%	28	22	79%	100%
EB/EL (English Learner)			90%	40%	100%	58%	13	9	69%	100%
Migrant			*	*		*	2	1	50%	100%
Gifted and Talented			*	*		100%	1	1	100%	100%

* 2020-2021 No Accountability - Not Rated: Declared State of Disaster, however, different than 2019-2020. STAAR tests were administered and Fall 2021 HB 4545 came into effec

Name of Campus: Lamar Academy **Campus Performance Objectives**

Indicator: Math
Grade: All Grades

Group	2019-2020 STAAR Campus Performance	2021 Accountability Ratings - NOT RATED DECLARED STATE OF DISASTER	2021 STAAR Tested Campus Participation	2021 STAAR Tested Campus Performance	2022 STAAR Tested Campus Participation	2022 STAAR Tested Campus Performance	2023 STAAR Campus Performance/Participation			2023-2024 STAAR Goal Campus Performance
	Passing Percentage		Percentage	Percentage	Participation Percentage	Performance Percentage	# Tested	Total Passed	% Passed	Passing Percentage
All Students	2020 Accountability Ratings- NOT RATED: DECLARED STATE OF DISASTER		86%	55%	93%	73%	6	4	67%	100%
American Indian			*	*	*	*	*	*	*	100%
Asian			*	*	*	*	*	*	*	100%
African American			*	*	*	*	*	*	*	100%
Hispanic			85%	50%	92%	80%	6	4	67%	100%
White			*	*	*	*	*	*	*	100%
Pacific Islander			*	*	*	*	*	*	*	100%
Two or More Races			*	*	*	*	*	*	*	100%
Male			*	*		100%	1	1	100%	100%
Female			*	*		67%	5	3	60%	100%
Eco Disadvantage			83%	56%	91%	78%	5	3	60%	100%
Special Education			*	*	*	*	*	*	*	100%
At-Risk			*	*		75%	6	4	67%	100%
EB/EL (English Learner)			*	*	100%	33%	1	1	100%	100%
Migrant			*	*		*	*	*	*	100%
Gifted and Talented			*	*		*	*	*	*	100%

* 2020-2021 No Accountability - Not Rated: Declared State of Disaster, however, different than 2019-2020. STAAR tests were administered and Fall 2021 HB 4545 came into effec

Name of Campus: Lamar Academy

Campus Performance Objectives

Indicator: Science
Grade: All Grades

Group	2019-2020 STAAR Campus Performance	2021 Accountability Ratings - NOT RATED DECLARED STATE OF DISASTER	2021 STAAR Tested Campus Participation	2021 STAAR Tested Campus Performance	2022 STAAR Tested Campus Participation	2022 STAAR Tested Campus Performance	2023 STAAR Campus Performance/Participation			2023-2024 STAAR Goal Campus Performance
	Passing Percentage		Percentage	Percentage	Participation Percentage	Performance Percentage	# Tested	Total Passed	% Passed	Passing Percentage
All Students	2020 Accountability Ratings- NOT RATED: DECLARED STATE OF DISASTER		86%	80%	100%	100%	4	1	25%	100%
American Indian			*	*	*	*	*	*	*	100%
Asian			*	*	*	*	*	*	*	100%
African American			*	*	*	*	*	*	*	100%
Hispanic			86%	80%	100%	100%	4	1	25%	100%
White			*	*	100%	100%	*	*	*	100%
Pacific Islander			*	*	*	*	*	*	*	100%
Two or More Races			*	*	*	*	*	*	*	100%
Male			*	*		*	1	0	0%	100%
Female			67%	67%		100%	3	1	33%	100%
Eco Disadvantage			86%	80%	100%	100%	4	1	25%	100%
Special Education			*	*	*	*	*	*	*	100%
At-Risk			67%	67%		100%	4	1	25%	100%
EB/EL (English Learner)			*	*	100%	100%	2	0	0%	100%
Migrant			*	*		*	1	0	0%	100%
Gifted and Talented			*	*		100%	*	*	*	100%

* 2020-2021 No Accountability - Not Rated: Declared State of Disaster, however, different than 2019-2020. STAAR tests were administered and Fall 2021 HB 4545 came into effect.

Name of Campus: Lamar High School

Campus Performance Objectives

Indicator: Social Studies
Grade: All Grades

	2019-2020 STAAR Campus Performance		2021 STAAR Tested Campus Participation	2021 STAAR Tested Campus Performance	2022 STAAR Tested Campus Participation	2022 STAAR Tested Campus Performance	2023 STAAR Campus Performance/Participation			2023-2024 STAAR Goal Campus Performance
Group	Passing Percentage		Percentage	Percentage	Participation Percentage	Performance Percentage	# Tested	Total Passed	% Passed	Passing Percentage
All Students	2020 Accountability Ratings- NOT RATED: DECLARED STATE OF DISASTER	2021 Accountability Ratings - NOT RATED DECLARED STATE OF DISASTER	95%	93%	100%	84%	36	33	92%	100%
American Indian			*	*	*	*	*	*	*	100%
Asian			*	*	*	*	*	*	*	100%
African American			*	*	*	*	*	*	*	100%
Hispanic			95%	93%	100%	88%	36	33	92%	100%
White			*	*	100%	67%	*	*	*	100%
Pacific Islander			*	*	*	*	*	*	*	100%
Two or More Races			*	*	*	*	*	*	*	100%
Male			100%	100%		93%	14	13	93%	100%
Female			92%	92%		82%	22	20	91%	100%
Eco Disadvantage			94%	91%	100%	84%	30	27	90%	100%
Special Education			*	*	*	*	2	1	50%	100%
At-Risk			95%	95%		89%	36	33	92%	100%
EB/EL (English Learner)			92%	82%	100%	75%	11	10	91%	100%
Migrant			*	*		*	1	1	100%	100%
Gifted and Talented			*	*		100%	*	*	*	100%

* 2020-2021 No Accountability - Not Rated: Declared State of Disaster, however, different than 2019-2020. STAAR tests were administered and Fall 2021 HB 4545 came into effe

Name of Campus: Achieve Early College HS **Campus Performance Objectives**

Indicator: ELA/Reading
Grade: All Grades

Group	2019-2020 STAAR Campus Performance	2021 Accountability Ratings - NOT RATED DECLARED STATE OF DISASTER	2021 STAAR Tested Campus Participation	2021 STAAR Tested Campus Performance	2022 STAAR Tested Campus Participation	2022 STAAR Tested Campus Performance	2023 STAAR Campus Performance/Participation			2023-2024 STAAR Goal Campus Performance
	Passing Percentage		Percentage	Percentage	Participation Percentage	Performance Percentage	# Tested	Total Passed	% Passed	Passing Percentage
All Students	2020 Accountability Ratings- NOT RATED: DECLARED STATE OF DISASTER		100%	95%	100%	98%	232	230	99%	100%
American Indian			*	*	*	*	*	*	*	100%
Asian			*	*	100%	100%	6	6	100%	100%
African American			*	*	*	*	*	*	*	100%
Hispanic			100%	95%	100%	98%	222	220	99%	100%
White			100%	*	100%	100%	2	2	100%	100%
Pacific Islander			*	*	*	*	*	*	*	100%
Two or More Races			*	*	100%	100%	2	2	100%	100%
Male			94%	94%		99%	100	99	99%	100%
Female			96%	96%		98%	132	131	99%	100%
Eco Disadvantage			99%	95%	100%	97%	165	163	99%	100%
Special Education			100%	67%	100%	69%	16	16	100%	100%
At-Risk			89%	89%		96%	114	114	100%	100%
EB/EL (English Learner)			98%	92%	100%	95%	63	62	98%	100%
Migrant			80%	80%		100%	5	5	100%	100%
Gifted and Talented			100%	100%		100%	31	31	100%	100%

* 2020-2021 No Accountability - Not Rated: Declared State of Disaster, however, different than 2019-2020. STAAR tests were administered and Fall 2021 HB 4545 came into effe

Name of Campus: Achieve Early College HS **Campus Performance Objectives**

Indicator: Math
Grade: All Grades

	2019-2020 STAAR Campus Performance	2021 Accountability Ratings - NOT RATED DECLARED STATE OF DISASTER	2021 STAAR Tested Campus Participation	2021 STAAR Tested Campus Performance	2022 STAAR Tested Campus Participation	2022 STAAR Tested Campus Performance	2023 STAAR Campus Performance/Participation			2023-2024 STAAR Goal Campus Performance
Group	**Passing Percentage**		**Percentage**	**Percentage**	**Participation Percentage**	**Performance Percentage**	**# Tested**	**Total Passed**	**% Passed**	**Passing Percentage**
All Students	2020 Accountability Ratings- NOT RATED: DECLARED STATE OF DISASTER		100%	98%	100%	99%	51	51	100%	100%
American Indian			*	*	*	*	*	*	*	100%
Asian			*	*	100%	100%	*	*	*	100%
African American			*	*	*	*	*	*	*	100%
Hispanic			100%	98%	100%	100%	50	50	100%	100%
White			*	*	100%	100%	1	1	100%	100%
Pacific Islander			*	*	*	*	*	*	*	100%
Two or More Races			*	*	100%	100%	*	*	*	100%
Male			92%	92%		96%	25	25	100%	100%
Female			100%	100%		100%	26	26	100%	100%
Eco Disadvantage			100%	99%	100%	100%	39	39	100%	100%
Special Education			*	*	100%	100%	4	4	100%	100%
At-Risk			93%	93%		98%	27	27	100%	100%
EB/EL (English Learner)			100%	100%	100%	100%	21	21	100%	100%
Migrant			100%	100%		*	*	*	*	100%
Gifted and Talented			100%	100%		100%	4	4	100%	100%

* 2020-2021 No Accountability - Not Rated: Declared State of Disaster, however, different than 2019-2020. STAAR tests were administered and Fall 2021 HB 4545 came into effec

Name of Campus: Achieve Early College HS **Campus Performance Objectives**

Indicator: Science
Grade: All Grades

Group	2019-2020 STAAR Campus Performance: Passing Percentage	2021 Accountability Ratings - NOT RATED DECLARED STATE OF DISASTER	2021 STAAR Tested Campus Participation: Percentage	2021 STAAR Tested Campus Performance: Percentage	2022 STAAR Tested Campus Participation: Participation Percentage	2022 STAAR Tested Campus Performance: Performance Percentage	2023 STAAR Campus Performance/Participation: # Tested	Total Passed	% Passed	2023-2024 STAAR Goal Campus Performance: Passing Percentage
All Students	2020 Accountability Ratings- NOT RATED: DECLARED STATE OF DISASTER		100%	99%	97%	100%	103	103	10%	100%
American Indian			*	*	*	*	*	*	*	100%
Asian			*	*	100%	100%	3	3	100%	100%
African American			*	*	*	*	*	*	*	100%
Hispanic			100%	99%	97%	100%	98	98	100%	100%
White			*	*	*	*	1	1	100%	100%
Pacific Islander			*	*	*	*	*	*	*	100%
Two or More Races			*	*	100%	100%	1	1	100%	100%
Male			100%	100%		100%	52	52	100%	100%
Female			98%	98%		100%	51	51	100%	100%
Eco Disadvantage			100%	99%	97%	100%	73	73	100%	100%
Special Education			*	*	100%	100%	7	7	100%	100%
At-Risk			98%	98%		100%	49	49	100%	100%
EB/EL (English Learner)			100%	93%	100%	100%	40	40	100%	100%
Migrant			100%	100%		*	2	2	100%	100%
Gifted and Talented			100%	100%		100%	14	14	100%	100%

* 2020-2021 No Accountability - Not Rated: Declared State of Disaster, however, different than 2019-2020. STAAR tests were administered and Fall 2021 HB 4545 came into effect.

Name of Campus: Achieve Early College HS **Campus Performance Objectives**

Indicator: Social Studies
Grade: All Grades

Group	2019-2020 STAAR Campus Performance: Passing Percentage	2021 Accountability Ratings - NOT RATED DECLARED STATE OF DISASTER	2021 STAAR Tested Campus Participation: Percentage	2021 STAAR Tested Campus Performance: Percentage	2022 STAAR Tested Campus Participation: Participation Percentage	2022 STAAR Tested Campus Performance: Performance Percentage	2023 STAAR Campus Performance/Participation: # Tested	Total Passed	% Passed	2023-2024 STAAR Goal Campus Performance: Passing Percentage
All Students	2020 Accountability Ratings- NOT RATED: DECLARED STATE OF DISASTER		100%	99%	100%	100%	88	88	100%	100%
American Indian			*	*	*	*	*	*	*	100%
Asian			*	*	100%	100%	1	1	100%	100%
African American			*	*	*	*	*	*	*	100%
Hispanic			100%	99%	100%	100%	86	86	100%	100%
White			*	*	100%	100%	*	*	*	100%
Pacific Islander			*	*	*	*	*	*	*	100%
Two or More Races			*	*	100%	100%	1	1	100%	100%
Male			100%	100%		100%	41	41	100%	100%
Female			98%	98%		100%	47	47	100%	100%
Eco Disadvantage			100%	98%	100%	100%	59	59	100%	100%
Special Education			100%	100%	100%	100%	3	3	100%	100%
At-Risk			97%	97%		100%	21	21	100%	100%
EB/EL (English Learner)			100%	100%	100%	100%	8	8	100%	100%
Migrant			100%	100%		100%	1	1	100%	100%
Gifted and Talented			100%	100%		100%	14	14	100%	100%

* 2020-2021 No Accountability - Not Rated: Declared State of Disaster, however, different than 2019-2020. STAAR tests were administered and Fall 2021 HB 4545 came into effect.



2023-2024

CAMPUS PERFORMANCE OBJECTIVES GOALS

Special Education Determination Status

The special education integrated intervention stage/determination status for each district is on the cover page of the report. Not available as of December 2023

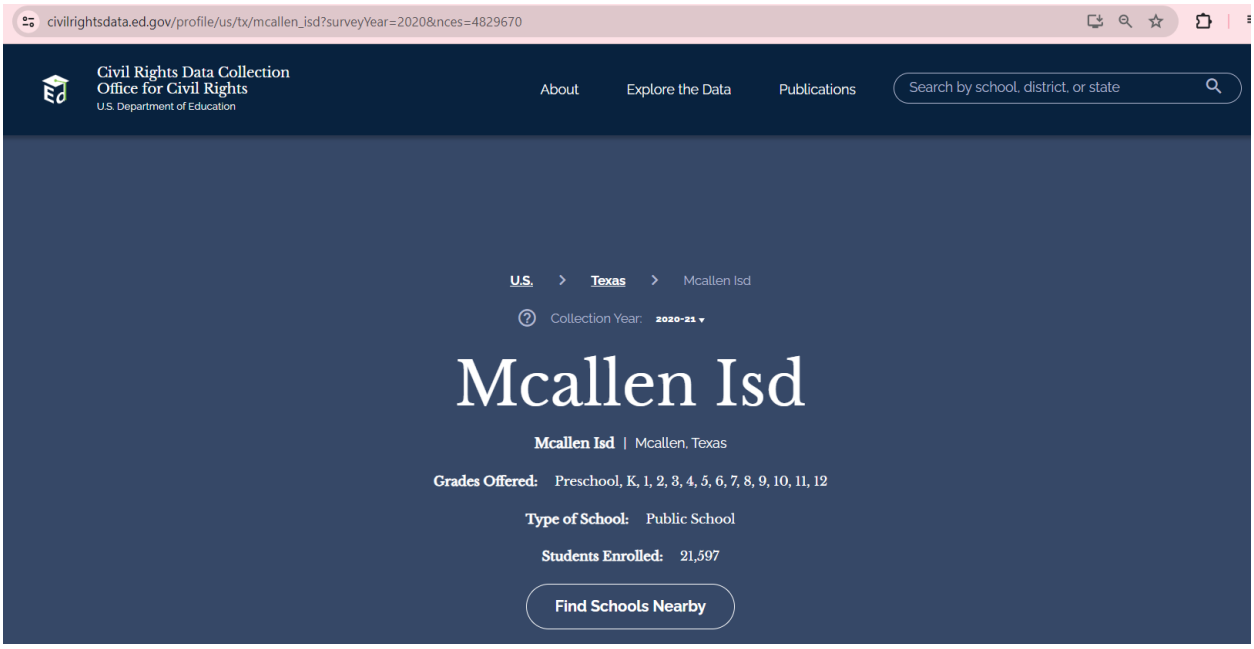
Report on Violent or Criminal Incidents

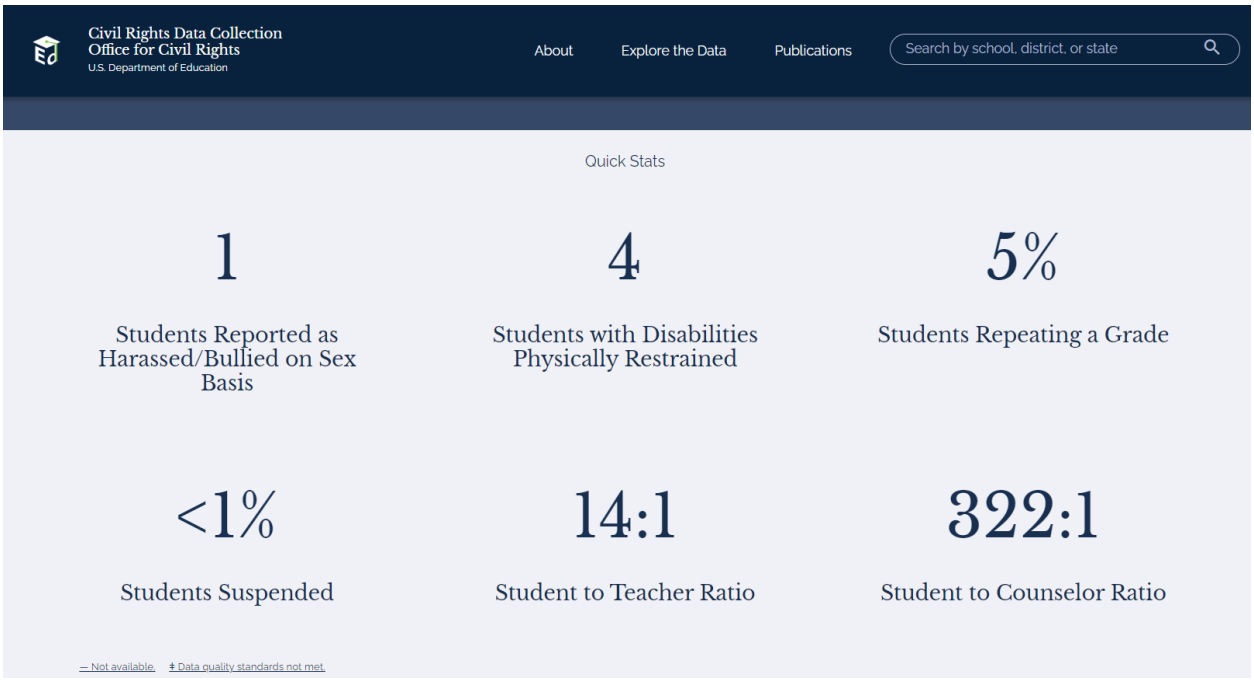
2022-2023 Report on Violent or Criminal Incidents

Campus	Incident Codes																
	11	12	13	14	16	17	18	19	29	30	31	32	36	37	46	47	48
McAllen High School										1			4				
Memorial High School													9				
Rowe High School										3			5				
Lamar Academy																	
Achieve ECHS																	
I & G Center																	
Brown Middle School																	
Cathey Middle School																	
De Leon Middle School																	
Fossum Middle School													1				
Morris Middle School										1							
Travis Middle School													2				
Alvarez Elementary																	
Bonham Elementary																	
Escandon Elementary																	
Fields Elementary																	
Garza Elementary																	
Gonzalez Elementary																	
Hendricks Elementary																	
Houston Elementary																	
Jackson Elementary																	
McAuliffe Elementary																	
Milam Elementary																	
Perez Elementary																	
Rayburn Elementary																	
Roosevelt Elementary																	
Sanchez Elementary																	
Seguin Elementary																	
Thigpen-Zavala Elementary																	
Wilson Elementary																	
Total										4			21				

Incident Code Description	
11	Used, Exhibited, or Possessed a Firearm
12	Used, Exhibited, or Possessed an Illegal Knife
13	Used, Exhibited, or Possessed and Illegal Club
14	Used, Exhibited ,or Possessed Weapon Under Penal Code Section 46 .05
16	Arson
17	Murder, Capital Murder, Criminal Attempt to Commit Murder, or Capital Murder
18	Indecency with a Child
19	Aggravated Kidnapping
29	Aggravated Assault Under Penal Code Section 22.02 Against District Employee
30	Aggravated Assault Under Penal Code Section 22.02 Against Someone Other
31	Sexual Assault Under Penal Code 22.011
32	Sexual Assault Under Penal Code 22.011 or Aggravated Sexual Assault of a Child
36	Felony Controlled Substance Violation
37	Felony Alcohol Violation
46	Aggravated Robbery
47	Manslaughter
48	Criminally Negligent Homicide

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/





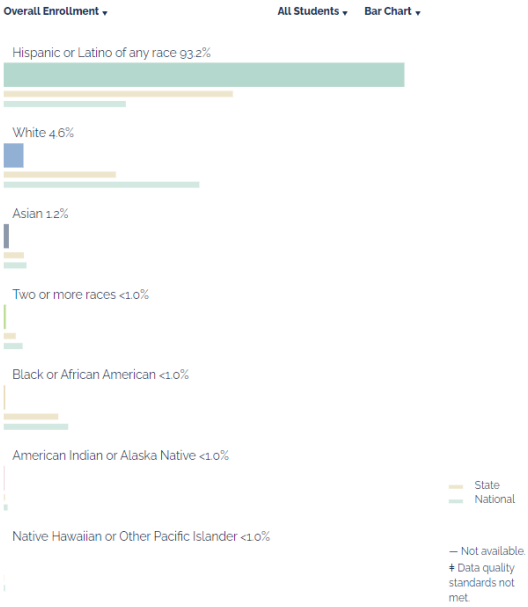
Student Population

- Preschool-12 Enrollment
- Preschool Enrollment

Download Chart Data

Preschool-12 Enrollment

Overall Enrollment ▾ | All Students ▾ | Bar Chart ▾



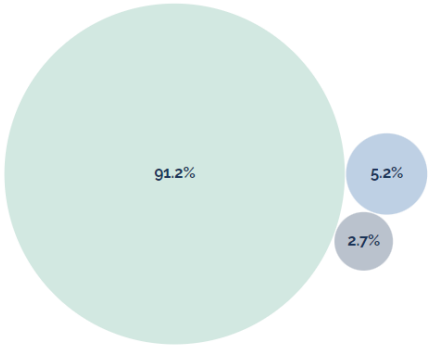
— Not available.
‡ Data quality standards not met.

Civil Rights Data Collection
Office for Civil Rights
U.S. Department of Education

About | Explore the Data | Publications | Search by school, district, or state

Advanced Placement (AP) Courses

AP Student Enrollment ▾ | All Students ▾ | Bubble Chart ▾



American Indian or Alaska Native <1.0%	Asian 2.7%	Black or African American <1.0%
Hispanic or Latino of any race 91.2%	Native Hawaiian or Other Pacific Islander <1.0%	Two or more races <1.0%
White 5.2%		

— Not available.
‡ Data quality standards not met.

Courses and Programs

- Advanced Placement (AP) Courses
- International Baccalaureate (IB) Enrollment
- Mathematics, Science, and Computer Science
- English Learner Program
- Gifted & Talented
- Dual Enrollment
- Student Participation in SAT and ACT
- Advanced Placement Exams

Download Chart Data

Access to Teachers and Support Staff

- Teacher FTE Count
- School Counselors FTE Count
- School Nurses FTE Count
- School Psychologists FTE Count
- School Social Workers FTE Count

Teacher FTE Count

Teacher FTE Count ▾

1,540.41

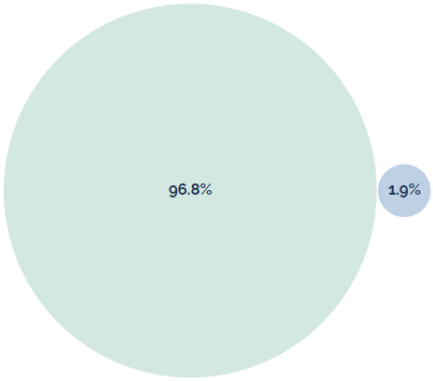
— Not available.
‡ Data quality standards not met.

Civil Rights Data Collection
Office for Civil Rights
U.S. Department of Education

About Explore the Data Publications Search by school, district, or state

Student Retention (Repeating a Grade)

Students Repeating Total ▾ All Students ▾ Bubble Chart ▾



American Indian or Alaska Native <1.0%	Asian <1.0%	Black or African American <1.0%
Hispanic or Latino of any race 96.8%	Native Hawaiian or Other Pacific Islander <1.0%	Two or more races <1.0%
White 1.9%		

— Not available.
‡ Data quality standards not met.

Student Retention

- Student Retention (Repeating a Grade)

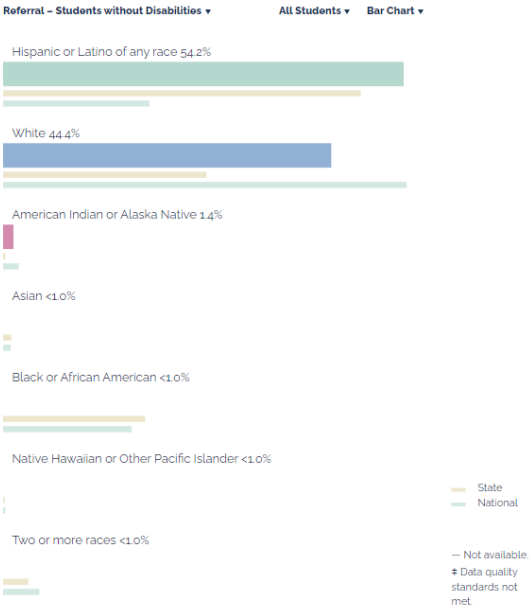
Download Chart Data

Student Discipline and School Climate

- Referral to Law Enforcement and School-related Arrest
- Harassment or Bullying
- Offenses
- Restraint & Seclusion
- School Security Staff
- K-12 Student Discipline
- Preschool Discipline

Download Chart Data

Referral to Law Enforcement and School-related Arrest



Student Performance in Postsecondary Institutions

Report of 2019-2020 High School Graduates' Enrollment and Academic Performance in Texas Public Higher Education in FY 2021

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 2019-2020 high school graduates who attended public four-year and two-year higher education in FY 2021. 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 2020, spring 2021, and summer 2021 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 2021, 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 2021 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 FY2020
Enrolled in Texas Public or Independent Higher Education in FY 2021

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
	MCALLEN ISD								
	108906011	ACHIEVE EARLY COLLEGE H S							
		Four-Year Public University	61	15	7	8	12	17	2
		Two-Year Public Colleges	5	2	0	0	1	1	1
		Independent Colleges & Universities	2						
		Not Trackable	9						
		Not Found	12						
		Total High School Graduates	89						
	108906007	LAMAR ACADEMY							
		Four-Year Public University	1						
		Two-Year Public Colleges	34	17	2	8	2	4	1
		Independent Colleges & Universities	0						
		Not Trackable	11						
		Not Found	67						
		Total High School Graduates	113						
	108906001	MCALLEN H S							
		Four-Year Public University	175	41	17	15	35	58	9
		Two-Year Public Colleges	94	32	20	12	17	10	3
		Independent Colleges & Universities	10						
		Not Trackable	40						
		Not Found	190						
		Total High School Graduates	509						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2020
Enrolled in Texas Public or Independent Higher Education in FY 2021

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
	108906002	MEMORIAL H S							
		Four-Year Public University	158	26	13	21	33	65	0
		Two-Year Public Colleges	98	45	8	9	17	14	5
		Independent Colleges & Universities	9						
		Not Trackable	43						
		Not Found	174						
		Total High School Graduates	482						
	108906006	ROWE H S							
		Four-Year Public University	146	29	13	20	31	51	2
		Two-Year Public Colleges	92	40	12	10	9	20	1
		Independent Colleges & Universities	12						
		Not Trackable	33						
		Not Found	162						
		Total High School Graduates	445						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Progress Toward Meeting HB 3 Goals

House Bill 3
Updated Adopted Goals/Action Plan

- Early Childhood Reading
- Early Childhood Math
- College, Career and Military Readiness (CCMR)

February 2024

House Bill 3 Plan Requirements: Student Outcome Goals

The board must adopt three student outcome goals:

1. Early childhood literacy aligned to 3rd grade STAAR Reading
2. Early childhood numeracy aligned to 3rd grade STAAR Math
3. College, Career and Military Readiness (CCMR) Goals aligned to graduates that meet readiness requirements

House Bill 3 Plan Requirements:
Goals must be quantifiable and measurable

HB3 District student outcome goal requirements:

1. Identify five-year student outcome goals with annual targets for:
   - "all-student" population and
   - all other student populations
2. Monitor progress through progress monitoring calendar
3. Display plan on district and campus websites annually

Progress Monitoring: Board Update Calendar

HB3 Student Outcome Goals Progress Monitoring Board Update Calendar		
Board Update	**HB3 Academic Year**	**Action**
December 2020	House Bill 3 Year 1 2019-20	Board Approval of Adopted District Student Outcome Goals 1, 2, and 3 /Action plan
December 2021	House Bill 3 Year 2 2020-21	Board Approval of Updated Adopted District Student Outcome Goals 1, 2, and 3 /Action plan
January 2023	House Bill 3 Year 3 2021-22	Progress Monitoring: Board Update of progress towards goals
February 2024	House Bill 3 Year 4 2022-23	Progress Monitoring: Board Update of progress towards goals
February 2025	House Bill 3 Year 5 2023-24	Progress Monitoring: Board Update of progress towards goals

GOAL 1:
EARLY CHILDHOOD LITERACY

Early Childhood Literacy Board Outcome Yearly Target Goals for STAAR 3rd Grade Reading

The percent of 3rd grade student (all students) that score at meets grade level or above on STAAR Reading will increase each year.

House Bill 3 YEAR 1 (19-20 AY)		
Percent STAAR Reading Mastery Pre-Pandemic Goal	Percent STAAR Reading Mastery New Goal	Percent STAAR Reading Actual Score
2020	2020	2020
47%	N/A	NA
Face to Face - August 2020 to March 2020 Remote Instruction - March 2020 to May 2020 Not Rated: Declared State of Disaster for Accountability Ratings		

House Bill 3 YEAR 2 (20-21 AY)		
Percent STAAR Reading Mastery Pre-Pandemic Goal	Percent STAAR Reading Mastery New Goal	Percent STAAR Reading Actual Score
2021	2021	2021
50%	N/A	*33%
Remote Instruction - Face to Face Minimal * 50% of Students Participated in Testing Not Rated: Declared State of Disaster for Accountability Ratings		

House Bill 3 YEAR 3 (21-22 AY)		
Percent STAAR Reading Mastery Pre-Pandemic Goal	Percent STAAR Reading Mastery New Goal	Percent STAAR Reading Actual Score
2022	2022	2022
53%	40%	57%
Face to Face A-F Accountability in Progress		

House Bill 3 YEAR 4 (22-23 AY)		
Percent STAAR Reading Mastery Pre-Pandemic Goal	Percent STAAR Reading Mastery New Goal	Percent STAAR Reading Actual Score
2023	2023	2023
57%	46%	54%
Face to Face A-F Accountability in Progress		

House Bill 3 YEAR 5 (23-24 AY)		
Percent STAAR Reading Mastery Pre-Pandemic Goal	Percent STAAR Reading Mastery New Goal	Percent STAAR Reading Actual Score
2024	2024	2024
60%	48%	Public Hearing for TAPR 2024**
Face to Face A-F Accountability in Progress		

House Bill 3 Goal:

60 percent of all students will meet the state's "Meets" standard on the STAAR test by 2030.

This is also known as the state's 60x30 plan.

Early Childhood Literacy Progress Measure for Reading

Progress Measure 1.1: The percent of **Pre-Kindergarten students** that score on grade level or above in Reading on the Circle diagnostic will increase from 56% to 64% by June 2024.

House Bill 3 YEAR 1 (19-20 AY)		
Percent Circle Diagnostic Reading Mastery Pre-Pandemic Goal	Percent Circle Diagnostic Reading Mastery New Goal	Percent Circle Diagnostic Reading Actual Score
2020	2020	2020
56%	N/A	NA
Face to Face August 2020 to March 2020 Remote Instruction March 2020 to May 2020 Students Did Not Test Online Not Rated: Declared State of Disaster for Accountability Ratings		

House Bill 3 YEAR 2 (20-21 AY)		
Percent Circle Diagnostic Reading Mastery Pre-Pandemic Goal	Percent Circle Diagnostic Reading Mastery New Goal	Percent Circle Diagnostic Reading Actual Score
2021	2021	2021
58%	N/A	81%
Remote Instruction - Face to Face Minimal Some Students Tested Face to Face and Majority of Students Tested Remotely Not Rated: Declared State of Disaster for Accountability Ratings		

House Bill 3 YEAR 3 (21-22 AY)		
Percent Circle Diagnostic Reading Mastery Pre-Pandemic Goal	Percent Circle Diagnostic Reading Mastery New Goal	Percent Circle Diagnostic Reading Actual Score
2022	2022	2022
60%	60%	87%
Face to Face A-F Accountability in Progress		

House Bill 3 YEAR 4 (22-23 AY)		
Percent Circle Diagnostic Reading Mastery Pre-Pandemic Goal	Percent Circle Diagnostic Reading Mastery New Goal	Percent Circle Diagnostic Reading Actual Score
2023	2023	2023
62%	62%	82%
Face to Face A-F Accountability in Progress		

House Bill 3 YEAR 5 (23-24 AY)		
Percent Circle Diagnostic Reading Mastery Pre-Pandemic Goal	Percent Circle Diagnostic Reading Mastery New Goal	Percent Circle Diagnostic Reading Actual Score
2024	2024	2024
64%	64%	Public Hearing for TAPR 2024**
Face to Face A-F Accountability in Progress		

Early Childhood Literacy Progress Measure for Reading

Progress Measure 1.2: The percent of **Kindergarten students** that score “on track to meet grade level demands" in Reading on the Amplify Dibels and Idel reading diagnostic will increase from 52% to 60% by June 2024.

House Bill 3 YEAR 1 (19-20 AY)		
Percent Amplify Diagnostic Reading Mastery Pre-Pandemic Goal	Percent Amplify Diagnostic Reading Mastery New Goal	Percent Amplify Diagnostic Reading Actual Score
2020	2020	2020
52%	N/A	NA
Face to Face August 2020 to March 2020 Remote Instruction March 2020 to May 2020 Students Did Not Test Online Not Rated: Declared State of Disaster for Accountability Ratings		

House Bill 3 YEAR 2 (20-21 AY)		
Percent Amplify Diagnostic Reading Mastery Pre-Pandemic Goal	Percent Amplify Diagnostic Reading Mastery New Goal	Percent Amplify Diagnostic Reading Actual Score
2021	2021	2021
54%	N/A	50%
Remote Instruction - Face to Face Minimal Some Students Tested Face to Face and Majority of Students Tested Remotely Not Rated: Declared State of Disaster for Accountability Ratings		

House Bill 3 YEAR 3 (21-22 AY)		
Percent Amplify Diagnostic Reading Mastery Pre-Pandemic Goal	Percent Amplify Diagnostic Reading Mastery New Goal	Percent Amplify Diagnostic Reading Actual Score
2022	2022	2022
56%	56%	64%
Face to Face A-F Accountability in Progress		

House Bill 3 YEAR 4 (22-23 AY)		
Percent Amplify Diagnostic Reading Mastery Pre-Pandemic Goal	Percent Amplify Diagnostic Reading Mastery New Goal	Percent Amplify Diagnostic Reading Actual Score
2023	2023	2023
58%	48%	79%
Face to Face A-F Accountability in Progress		

House Bill 3 YEAR 5 (23-24 AY)		
Percent Amplify Diagnostic Reading Mastery Pre-Pandemic Goal	Percent Amplify Diagnostic Reading Mastery New Goal	Percent Amplify Diagnostic Reading Actual Score
2024	2024	2024
60%	50%	Public Hearing for TAPR 2024**
Face to Face A-F Accountability in Progress		

Early Childhood Literacy Progress Measure for Reading

Progress Measure 1.3: The percent of **1st grade students** that score "on track to meet grade level demands" in Reading on the Amplify Dibels and Idel reading diagnostic will increase from 55% to 63% by June 2024.

House Bill 3 YEAR 1 (19-20 AY)		
Percent Amplify Diagnostic Reading Mastery Pre-Pandemic Goal	Percent Amplify Diagnostic Reading Mastery New Goal	Percent Amplify Diagnostic Reading Actual Score
2020	2020	2020
55%	N/A	NA
Face to Face August 2020 to March 2020 Remote Instruction March 2020 to May 2020 Students Did Not Test Online Not Rated: Declared State of Disaster for Accountability Ratings		

House Bill 3 YEAR 2 (20-21 AY)		
Percent Amplify Diagnostic Reading Mastery Pre-Pandemic Goal	Percent Amplify Diagnostic Reading Mastery New Goal	Percent Amplify Diagnostic Reading Actual Score
2021	2021	2021
57%	N/A	53%
Remote Instruction - Face to Face Minimal Some Students Tested Face to Face and Majority of Students Tested Remotely Not Rated: Declared State of Disaster for Accountability Ratings		

House Bill 3 YEAR 3 (21-22 AY)		
Percent Amplify Diagnostic Reading Mastery Pre-Pandemic Goal	Percent Amplify Diagnostic Reading Mastery New Goal	Percent Amplify Diagnostic Reading Actual Score
2022	2022	2022
59%	59%	66%
Face to Face A-F Accountability in Progress		

House Bill 3 YEAR 4 (22-23 AY)		
Percent Amplify Diagnostic Reading Mastery Pre-Pandemic Goal	Percent Amplify Diagnostic Reading Mastery New Goal	Percent Amplify Diagnostic Reading Actual Score
2023	2023	2023
61%	48%	68%
Face to Face A-F Accountability in Progress		

House Bill 3 YEAR 5 (23-24 AY)		
Percent Amplify Diagnostic Reading Mastery Pre-Pandemic Goal	Percent Amplify Diagnostic Reading Mastery New Goal	Percent Amplify Diagnostic Reading Actual Score
2024	2024	2024
63%	50%	Public Hearing for TAPR 2024**
Face to Face A-F Accountability in Progress		

Early Childhood Literacy Progress Measure for Reading

Progress Measure 1.4: The percent of **2nd grade students** that "on track to meet grade level demands" in Reading on the Amplify Dibels and Idel reading diagnostic will increase from 61% to 69% by June 2024.

House Bill 3 YEAR 1 (19-20 AY)		
Percent Amplify Diagnostic Reading Mastery Pre-Pandemic Goal	Percent Amplify Diagnostic Reading Mastery New Goal	Percent Amplify Diagnostic Reading Actual Score
2020	2020	2020
61%	N/A	NA
Face to Face August 2020 to March 2020 Remote Instruction March 2020 to May 2020 Students Did Not Test Online Not Rated: Declared State of Disaster for Accountability Ratings		

House Bill 3 YEAR 2 (20-21 AY)		
Percent Amplify Diagnostic Reading Mastery Pre-Pandemic Goal	Percent Amplify Diagnostic Reading Mastery New Goal	Percent Amplify Diagnostic Reading Actual Score
2021	2021	2021
63%	N/A	59%
Remote Instruction - Face to Face Minimal Some Students Tested Face to Face and Majority of Students Tested Remotely Not Rated: Declared State of Disaster for Accountability Ratings		

House Bill 3 YEAR 3 (21-22 AY)		
Percent Amplify Diagnostic Reading Mastery Pre-Pandemic Goal	Percent Amplify Diagnostic Reading Mastery New Goal	Percent Amplify Diagnostic Reading Actual Score
2022	2022	2022
65%	65%	61%
Face to Face A-F Accountability in Progress		

House Bill 3 YEAR 4 (22-23 AY)		
Percent Amplify Diagnostic Reading Mastery Pre-Pandemic Goal	Percent Amplify Diagnostic Reading Mastery New Goal	Percent Amplify Diagnostic Reading Actual Score
2023	2023	2023
67%	48%	68%
Face to Face A-F Accountability in Progress		

House Bill 3 YEAR 5 (23-24 AY)		
Percent Amplify Diagnostic Reading Mastery Pre-Pandemic Goal	Percent Amplify Diagnostic Reading Mastery New Goal	Percent Amplify Diagnostic Reading Actual Score
2024	2024	2024
69%	50%	Public Hearing for TAPR 2024**
Face to Face A-F Accountability in Progress		

GOAL 2:
EARLY CHILDHOOD MATH

Early Childhood Math Board Outcome Yearly Target Goals for STAAR 3rd Grade Mathematics

The percent of 3rd grade student (all students) that score at meets grade level or above on STAAR Mathematics will increase each year.

House Bill 3 YEAR 1 (19-20 AY)		
Percent STAAR Math Mastery Pre-Pandemic Goal	Percent STAAR Math Mastery New Goal	Percent STAAR Math Actual Score
2020	2020	2020
53%	N/A	NA
Face to Face August 2020 to March 2020 Remote Instruction March 2020 to May 2020 Not Rated: Declared State of Disaster for Accountability Ratings		

House Bill 3 YEAR 2 (20-21 AY)		
Percent STAAR Math Mastery Pre-Pandemic Goal	Percent STAAR Math Mastery New Goal	Percent STAAR Math Actual Score
2021	2021	2021
55%	N/A	*29%
Remote Instruction - Face to Face Minimal * 51% of Students Participated in Testing Not Rated: Declared State of Disaster for Accountability Ratings		

House Bill 3 YEAR 3 (21-22 AY)		
Percent STAAR Math Mastery Pre-Pandemic Goal	Percent STAAR Math Mastery New Goal	Percent STAAR Math Actual Score
2022	2022	2022
57%	33%	48%
Face to Face A-F Accountability in Progress		

House Bill 3 YEAR 4 (22-23 AY)		
Percent STAAR Math Mastery Pre-Pandemic Goal	Percent STAAR Math Mastery New Goal	Percent STAAR Math Actual Score
2023	2023	2023
59%	43%	49%
Face to Face A-F Accountability in Progress		

House Bill 3 YEAR 5 (23-24 AY)		
Percent STAAR Math Mastery Pre-Pandemic Goal	Percent STAAR Math Mastery New Goal	Percent STAAR Math Actual Score
2024	2024	2024
61%	48%	Public Hearing for TAPR 2024**
Face to Face A-F Accountability in Progress		

House Bill 3 Goal:

60 percent of all students will meet the state's "Meets" standard on the STAAR test by 2030.
This is also known as the state's 60x30 plan.

Early Childhood Progress Measure for Mathematics

Progress Measure 2.1: The percent of **Pre-Kindergarten** that score "on track" on the CIRCLEPM math diagnostic will increase from 55% to 70% by June 2024.

House Bill 3 YEAR 1 (19-20 AY)		
Percent CIRCLEPM Diagnostic Math Mastery Pre-Pandemic Goal	Percent CIRCLEPM Diagnostic Math Mastery New Goal	Percent CIRCLEPM Diagnostic Math Actual Score
2020	2020	2020
55%	N/A	NA
Face to Face August 2020 to March 2020 Remote Instruction March 2020 to May 2020 Students Did Not Test Online Not Rated: Declared State of Disaster for Accountability Ratings		

House Bill 3 YEAR 2 (20-21 AY)		
Percent CIRCLEPM Diagnostic Math Mastery Pre-Pandemic Goal	Percent CIRCLEPM Diagnostic Math Mastery New Goal	Percent CIRCLEPM Diagnostic Math Actual Score
2021	2021	2021
57%	N/A	83%
Remote Instruction - Face to Face Minimal Some Students Tested Face to Face and Majority of Students Tested Remotely Not Rated: Declared State of Disaster for Accountability Ratings		

House Bill 3 YEAR 3 (21-22 AY)		
Percent CIRCLEPM Diagnostic Math Mastery Pre-Pandemic Goal	Percent CIRCLEPM Diagnostic Math Mastery New Goal	Percent CIRCLEPM Diagnostic Math Actual Score
2022	2022	2022
60%	60%	92%
Face to Face A-F Accountability in Progress		

House Bill 3 YEAR 4 (22-23 AY)		
Percent CIRCLEPM Diagnostic Math Mastery Pre-Pandemic Goal	Percent CIRCLEPM Diagnostic Math Mastery New Goal	Percent CIRCLEPM Diagnostic Math Actual Score
2023	2023	2023
64%	64%	84%
Face to Face A-F Accountability in Progress		

House Bill 3 YEAR 5 (23-24 AY)		
Percent CIRCLEPM Diagnostic Math Mastery Pre-Pandemic Goal	Percent CIRCLEPM Diagnostic Math Mastery New Goal	Percent CIRCLEPM Diagnostic Math Actual Score
2024	2024	2024
70%	70%	Public Hearing for TAPR 2024**
Face to Face A-F Accountability in Progress		

Early Childhood Progress Measure for Mathematics

Progress Measure 2.2: The percent of **Kindergarten students** that score "on track" on Go Math* End-Of-Year (EOY) will increase from 54% to 66% by June 2024.

House Bill 3 YEAR 1 (19-20 AY)		
Percent Go Math Diagnostic Math Mastery Pre-Pandemic Goal	Percent Go Math Diagnostic Math Mastery New Goal	Percent Go Math Diagnostic Math Actual Score
2020	2020	2020
54%	N/A	NA
Face to Face August 2020 to March 2020 Remote Instruction March 2020 to May 2020 Students Did Not Test Online Not Rated: Declared State of Disaster for Accountability Ratings		

House Bill 3 YEAR 2 (20-21 AY)		
Percent Go Math Diagnostic Math Mastery Pre-Pandemic Goal	Percent Go Math Diagnostic Math Mastery New Goal	Percent Go Math Diagnostic Math Actual Score
2021	2021	2021
58%	N/A	98%
Remote Instruction - Face to Face Minimal Some Students Tested Face to Face and Majority of Students Tested Remotely Not Rated: Declared State of Disaster for Accountability Ratings		

House Bill 3 YEAR 3 (21-22 AY)		
Percent Go Math Diagnostic Math Mastery Pre-Pandemic Goal	Percent Go Math Diagnostic Math Mastery New Goal	Percent Go Math Diagnostic Math Actual Score
2022	2022	2022
61%	61%	93%
Face to Face A-F Accountability in Progress		

House Bill 3 YEAR 4 (22-23 AY)		
Percent iReady* Diagnostic Math Mastery Pre-Pandemic Goal	Percent iReady* Diagnostic Math Mastery New Goal	Percent iReady* Diagnostic Math Actual Score
2023	2023	2023
64%	48%	64%
Face to Face A-F Accountability in Progress		

House Bill 3 YEAR 5 (23-24 AY)		
Percent iReady* Diagnostic Math Mastery Pre-Pandemic Goal	Percent iReady* Diagnostic Math Mastery New Goal	Percent iReady* Diagnostic Math Actual Score
2024	2024	2024
66%	50%	Public Hearing for TAPR 2024**
Face to Face A-F Accountability in Progress		

Early Childhood Progress Measure for Mathematics

Progress Measure 2.3: The percent of **1st grade students** that score "on track" on Go Math* EOY will increase from 53% to 67% by June 2024.

House Bill 3 YEAR 1 (19-20 AY)		
Percent Go Math Diagnostic Math Mastery Pre-Pandemic Goal	Percent Go Math Diagnostic Math Mastery New Goal	Percent Go Math Diagnostic Math Actual Score
2020	2020	2020
53%	N/A	NA
Face to Face August 2020 to March 2020 Remote Instruction March 2020 to May 2020 Students Did Not Test Online Not Rated: Declared State of Disaster for Accountability Ratings		

House Bill 3 YEAR 2 (20-21 AY)		
Percent Go Math Diagnostic Math Mastery Pre-Pandemic Goal	Percent Go Math Diagnostic Math Mastery New Goal	Percent Go Math Diagnostic Math Actual Score
2021	2021	2021
58%	N/A	85%
Remote Instruction - Face to Face Minimal Some Students Tested Face to Face and Majority of Students Tested Remotely Not Rated: Declared State of Disaster for Accountability Ratings		

House Bill 3 YEAR 3 (21-22 AY)		
Percent Go Math Diagnostic Math Mastery Pre-Pandemic Goal	Percent Go Math Diagnostic Math Mastery New Goal	Percent Go Math Diagnostic Math Actual Score
2022	2022	2022
61%	61%	73%
Face to Face A-F Accountability in Progress		

House Bill 3 YEAR 4 (22-23 AY)		
Percent iReady* Diagnostic Math Mastery Pre-Pandemic Goal	Percent iReady* Diagnostic Math Mastery New Goal	Percent iReady* Diagnostic Math Actual Score
2023	2023	2023
64%	48%	48%
Face to Face A-F Accountability in Progress		

House Bill 3 YEAR 5 (23-24 AY)		
Percent Go Math Diagnostic Math Mastery Pre-Pandemic Goal	Percent Go Math Diagnostic Math Mastery New Goal	Percent Go Math Diagnostic Math Actual Score
2024	2024	2024
67%	50%	Public Hearing for TAPR 2024**
Face to Face A-F Accountability in Progress		

Early Childhood Progress Measure for Mathematics

Progress Measure 2.4: The percent of **2nd grade students** that score "on track" on Go Math* EOY will increase from 53% to 67% by June 2024.

House Bill 3 YEAR 1 (19-20 AY)		
Percent Go Math Diagnostic Math Mastery Pre-Pandemic Goal	Percent Go Math Diagnostic Math Mastery New Goal	Percent Go Math Diagnostic Math Actual Score
2020	2020	2020
53%	N/A	NA
Face to Face August 2020 to March 2020 Remote Instruction March 2020 to May 2020 Students Did Not Test Online Not Rated: Declared State of Disaster for Accountability Ratings		

House Bill 3 YEAR 2 (20-21 AY)		
Percent Go Math Diagnostic Math Mastery Pre-Pandemic Goal	Percent Go Math Diagnostic Math Mastery New Goal	Percent Go Math Diagnostic Math Actual Score
2021	2021	2021
58%	N/A	87%
Remote Instruction - Face to Face Minimal Some Students Tested Face to Face and Majority of Students Tested Remotely Not Rated: Declared State of Disaster for Accountability Ratings		

House Bill 3 YEAR 3 (21-22 AY)		
Percent Go Math Diagnostic Math Mastery Pre-Pandemic Goal	Percent Go Math Diagnostic Math Mastery New Goal	Percent Go Math Diagnostic Math Actual Score
2022	2022	2022
61%	61%	79%
Face to Face A-F Accountability in Progress		

House Bill 3 YEAR 4 (22-23 AY)		
Percent Go Math Diagnostic Math Mastery Pre-Pandemic Goal	Percent Go Math Diagnostic Math Mastery New Goal	Percent Go Math Diagnostic Math Actual Score
2023	2023	2023
64%	48%	50%
Face to Face A-F Accountability in Progress		

House Bill 3 YEAR 5 (23-24 AY)		
Percent Go Math Diagnostic Math Mastery Pre-Pandemic Goal	Percent Go Math Diagnostic Math Mastery New Goal	Percent Go Math Diagnostic Math Actual Score
2024	2024	2024
67%	50%	Public Hearing for TAPR 2024**
Face to Face A-F Accountability in Progress		

GOAL 3:
COLLEGE, CAREER, MILITARY READINESS (CCMR)

Board Approved June 2020 (5 Years of Goals)
Goal 3 - College, Career, Military, Readiness
(Note: No Military Readiness points Seniors 2020, 2021, 2022)
(Note: No CTE Coherent Sequence Points 2020, 2021, 2022)
CCMR Board Outcome Goal
The percentage of graduates (all students) that meet the Criteria for CCMR will increase from 76% to 80% by August 2024

Prior to House Bill 3 (Effective Academic Year 19-20) District August 2018 Accountability –Earned A Seniors 2018 (17-18 AY)		
Goal	CCMR Component Score	CCMR Scaled %
N/A	2018	2018
N/A	76	94%
100 % Face to Face		

Prior to House Bill 3 (Effective Academic Year 19-20) District August 2019 Accountability –Earned A Seniors 2019 (18-19 AY)		
Goal	CCMR Component Score	CCMR Scaled %
N/A	2019	2019
N/A	80	94%
100 % Face to Face		

House Bill 3 YEAR 1 Seniors 2020 (19-20 AY)			
Pre-Pandemic Goal	New Goal	CCMR Component Score	CCMR Scaled %
2020	2020	2020	2020
76%	N/A	69	92%
Face to Face August 2020 to March 2020 Remote Instruction March 2020 to May 2020			
No A-F Accountability			

House Bill 3 YEAR 2 Seniors 2021 (20-21 AY) Board Approved 5 Year Goals Dec. 2020			
Pre-Pandemic Goal	New Goal	CCMR Component Score	CCMR Scaled %
2021	2021	2021	2021
78%	N/A	70	93%
Remote Instruction - Face to Face Minimal			
No A-F Accountability			

House Bill 3 YEAR 3 Seniors 2022 (21-22 AY)			
Pre-Pandemic Goal	New Goal	CCMR Component Score	CCMR Scaled %
2022	2022	2022	2022
80%	76 = Component score 78 = Scaled	86.2	To be released after TEA resolution
Face to Face			
A-F Accountability in progress			

House Bill 3 YEAR 4 Seniors 2023 (22-23 AY)			
Pre-Pandemic Goal	New Goal	CCMR Component Score	CCMR Scaled %
2023	2023	2023	2023
82%	88 = Component score ≥ 90 = Scaled	Public Hearing for TAPR 2024**	Public Hearing for TAPR 2024**
Face to Face			
A-F Accountability in progress			

House Bill 3 YEAR 5 Seniors 2024 (23-24 AY)			
Pre-Pandemic Goal	New Goal	CCMR Component Score	CCMR Scaled %
2024	2024	2024	2024
84%	88 = Component score ≥ 90 = Scaled	Public Hearing for TAPR 2025**	Public Hearing for TAPR 2025**
Face to Face			
A-F Accountability in progress			

Public Hearings

101 Legal / Bid Notices 101 Legal / Bid Notices 101 Legal / Bid Notices

Notice for Public Hearing McAllen Independent School District

Date: Monday, February 26, 2024
Time: 5:00 P.M.
Location: McAllen Independent School District
2000 North 23rd Street
McAllen, Texas 78501

Members of the public may access this meeting at www.mcallenisd.org

2022-2023 District Texas Academic Performances Report (TAPR) pulls together a wide range of information on the performance of students in each school district in Texas every year. Performance is disaggregated by student groups, including ethnicity and socioeconomic status. The reports also provide extensive information on district, campus, staff, programs, and student demographics. The public hearing will include information on the District's accreditation status, performance objectives, financial reports, disciplinary incidents, performance of former students in higher education and progress toward meeting HB 3 goals.

VALLEYWIDE CLASSIFIEDS
Call Us At 1-866-572-SELL (7355)

101 Legal / Bid Notices 101 Legal / Bid Notices 101 Legal / Bid Notices

REQUEST FOR PROPOSALS

EDINBURG HOUSING AUTHORITY SINCE 1949

The Edinburg Housing Authority is seeking RFPs for

Lawn Care Services for
Ciro Trevino Administration Office,
La Posada Apts., Lantana Apts.,
Manuel Ramirez Viviendas,
El Jardin Apts. & Peridot Apartments.

For a copy of the RFP#2024-01 and bid opening date please visit our website:
www.edinburgha.org.

The RFP#2024-01 submittal deadline is Friday, February 16, 2024, by 10:00 AM, a hard copy must be delivered to:

Edinburg Housing Authority
Attn: Dr. Martin Castillo, Jr.
910 S Sugar Road
Edinburg, TX

myRGV .com

101 Legal / Bid Notices

REQUEST FOR PROPOSALS

TO SUPPLY HIDALGO COUNTY with sealed Proposals for the following RFP:

RFP 23-0423-02-14-08- "Actuarial Services for Part I: GASB 74 and/or 75 OPEB Valuation Analysis and Part II: Health Benefits Reserve Analysis"

Proposals may be obtained via:

- Download electronically - https://procurement.opengov.com/portal/co-hidalgo- tx?status=all
- Pick-up physically at – 2802 S. Business Hwy 281, Edinburg, Texas 78539 (Hidalgo County Administration Building)
  - Full details regarding the project, requirements, specifications, and submission can be found in the solicitation. Please read thoroughly.

RFP DEADLINE:

- 3:00 p.m. – Wednesday, February 14, 2024
  NOTE: NO LATE SUBMISSIONS WILL BE ACCEPTED.

HIDALGO COUNTY reserves the right to refuse and reject any/all and to waive any/all formalities or technicalities, or to accept the proposal(s) considered the best and most advantageous to the County.

IGNACIO AMEZCUA MBA, CTCM, CTCD HIDALGO COUNTY
PURCHASING DIRECTOR
REPORT ROAD HAZARDS @ 1-866-HCR-SAFE OR 1-866-427-7233

CITY OF MISSION, TEXAS FOUNDED IN 1908

NEW SOLICITATION FROM
CITY OF MISSION

A/C Filter Replacement Service for All City Facilities/Buildings /

Bid No. 24-245-02-12

Electrical Repair & Maintenance Services
Bid No. 24-246-02-12

City of Mission has issued these solicitations for bids to be due **Monday, February 12, 2024 at 2:00 p.m. CST.** Bids are to be delivered at City Hall in the Procurement Department 1201 East 8th, Ste. R101, Mission, TX 78572.

Solicitations and Addendums will be posted to the City of Mission Procurement Website at

https://cityofmission.procureware.com/
City of Mission
Edgar Chapa
Contracts Administrator
echapa@missiontexas.us
(956)580-8667

501 Help Wanted

Business Manager ((McAllen, TX), Define the strategy of the org in terms of the vision & goals of the Co. Duties incl: Find & dvlp biz oppty's, identifying mrkt trends, managing & driving strategic projs that ensure the future evolution of the Co. Dvlpmnt & implementation of tactical action plans for the quantitative & qualitative achievement of the objectives. Define the mgmt responsibility & the profitability. Help w/the Admin Biz Mgmt tasks (paper work, certifications, people mgmt, advertisement, etc.). Supervise the HR process regarding professors & teachers of the school as well as more operative positions req'd for the biz. Mng the Financial Planning of the year as well as helping supervise the accntng process. Assign & optimize the tech & HR. Dvlp mrktng & sales actions & plans to help growth. Supervise Digital Media strategy. Min exp: Bach's in Biz or Biz Operations, 12 mnths of exp in Mgmt of an Educational institution, At least 1 certification or training certificate in a beauty reltd field & 2 yrs exp in biz mgmt roles such as mrktng, finance, operations, or biz consulting. Reqs trvl 2x/yr w/in state. Send resume to: Instituto De Belleza Y Arte, 505 S. 12th St, McAllen TX 78501.

506 Household Help

Mujer para trabajar en casa en San Antonio, $350 por semana. Llame (210)843-9611.

Upper Valley Rentals

604 Apartments Furnished & Unfurnished

FREE 1/2 MONTH RENT
Studio, 1 & 2 Bdrm. Apts.
McAllen & Edinburg Area
Call (956) 472-1218

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NOTICE
TRUTH IN LENDING ACT
All ads that offer financial options for buying real estate as well as motor vehicles must comply with the Federal Truth in Lending Regulations. The act requires that ads must fully disclose the terms of a loan (down payment, monthly payment, number of payments and the annual percentage rate). Valleywide Classifieds urges its readers to notify us if we, inadvertently publish an ad(s) that is not in compliance with the Truth in Lending Act.
Valleywide Classified Management
1-866-572-(SELL)7355

2ND NOTICE
AT WRECKER
93 E BUS 83, ALAMO TX 78516
(956)787-3300
2003 Ford Motor home Chassis
VIN# 1FCNF53S530A00983

1ST NOTICE
FC APOLLO TOWING LLC
93 E BUS 83, ALAMO TX 78516
956-783-1500
2001 GREAT DANE WHITE
VIN #1GRAA06211W003911

NOTICE
"Check your ad for accuracy the first day. Valleywide Classifieds is not responsible for more than one incorrect day or omission of copy of any ad ordered more than one time. Valleywide Classifieds assumes no responsibility for ads left out of the paper other than to schedule the ad for the next available edition. Under no circumstances shall AIM Media Texas newspapers be liable for consequential damages of any kind. Request for corrections should be made within 24 hours of the first publication by calling **1-866-572-7355**. The newspaper reserves the right to edit, reject or properly classify any copy. If you paid for your ad using a credit card, check your credit card statement for accuracy. Claims for adjustments on billing should be made within 30 days of publication. Valleywide Classifieds is not responsible for any billing claims that extend beyond 30 days of publication."

LEGAL NOTICE
APPLICATION HAS BEEN MADE WITH THE TEXAS ALCOHOLIC BEVERAGE COMMISSION FOR A PACKAGE STORE PERMIT (P) BY GOLD & SILVER LIQUOR STORE LLC DBA GOLD & SILVER LIQUOR STORE, TO BE LOCATED AT 6502 S. CAGE BLVD. STE 2, PHARR, HIDALGO COUNTY TEXAS 78577. OFFICERS OF SAID LLC DOMITILA BENAVIDES MANAGER/OFFICER; JUAN MIRANDA DIAZ, MANAGER/OFFICER.

406 Miscellaneous 406 Miscellaneous

HEARING AIDS!!
High-quality rechargeable, powerful Audien hearing aids priced 90% less than competitors. Tiny and NEARLY INVISIBLE! 45-day money back guarantee! 866-973-1302

501 Help Wanted 501 Help Wanted

Easy Ride Golf Cars

NOW HIRING
Golf Cart Mechanic
Must have experience in repairing electric and gas golf carts.

To apply email resume to: ezridegolfcars@sbcglobal.net or call (956) 580-3370

REQUEST FOR PROPOSALS

TO SUPPLY HIDALGO COUNTY with sealed Proposals for the following RFP:

RFP 23-0342-02-14-08- "Consulting Services for Self-Funded Health Plan"

Proposals may be obtained via:

- Download electronically - https://procurement.opengov.com/portal/co-hidalgo- tx?status=all
- Pick-up physically at – 2802 S. Business Hwy 281, Edinburg, Texas 78539 (Hidalgo County Administration Building)
  - Full details regarding the project, requirements, specifications, and submission can be found in the solicitation. Please read thoroughly.

RFP DEADLINE:

- 3:00 p.m. – Wednesday, February 14, 2024
  NOTE: NO LATE SUBMISSIONS WILL BE ACCEPTED.

HIDALGO COUNTY reserves the right to refuse and reject any/all and to waive any/all formalities or technicalities, or to accept the proposal(s) considered the best and most advantageous to the County.

IGNACIO AMEZCUA MBA, CTCM, CTCD HIDALGO COUNTY
PURCHASING DIRECTOR
REPORT ROAD HAZARDS @ 1-866-HCR-SAFE OR 1-866-427-7233

REQUEST FOR PROPOSALS

La Joya I.S.D. will accept sealed proposals until **3:00 PM, CT**, **February 13, 2024** for:

Elevator Maintenance Services CSP #2024-41

Proposals will be available online, beginning **January 20, 2024.** Interested vendors shall access the La Joya I.S.D. e-Bidding website following this link: http://www.lajoyaisd.com/purchasing. Please click on the "Online Bidding and Vendor Registration" icon to register and access information related to this solicitation.

Proposals will be unsealed electronically at **3:00 PM CT**, **February 13, 2024** at the La Joya I.S.D. – Business & Operations Center (Conference Room). Please note: only names of participating vendors will be read publicly. A web link will be posted on our e-Bidding website for any vendors interested to participate in the proposal opening remotely. The web link will be posted in the solicitation's "Messages" tab.

La Joya I.S.D. reserves the right to accept or reject any or all proposals, and to accept the proposal(s) most advantageous to the District.

Romeo C. González, II – Assistant Director of Purchasing
Student Focused - Data Driven - Results Oriented

REQUEST FOR PROPOSALS

HIDALGO COUNTY is requesting sealed **PROPOSALS** for the following:

- **RFP 24-0012-02-16-02 – "Use of Space for Food Distribution Services by a Non Profit Organization"**

RFPs may be obtained via:

- Electronic Download - https://procurement.opengov.com/portal/co-hidalgo-tx?status=all
- Pick-up physically at - 2802 S. Business Hwy 281, Edinburg, Texas 78539 (Hidalgo County Administration Building)
  - Full details regarding the project, requirements, specifications, and submission can be found in the solicitation. Please read thoroughly.

RFP DEADLINE:

- **3:00 pm on Wednesday, February 16, 2024**
  - NO LATE SUBMISSIONS WILL BE ACCEPTED.

HIDALGO COUNTY reserves the right to refuse and reject any/all and to waive any/all formalities or technicalities, or to accept the bid considered the best and most advantageous to the County.

Ignacio Amezcua, MBA, CTCM, CTCD
HIDALGO COUNTY PURCHASING DIRECTOR
REPORT ROAD HAZARDS @ 1-866-HCR-SAFE OR 1-866-427-7233

TEXAS STATEWIDE CLASSIFIED ADVERTISING NETWORK
TexSCAN

TexSCAN Week of Jan. 28-Feb. 3, 2024

AUCTIONS

Emory Home Auction – Emory, TX: 269 Rs County Road 3346, 3BR 2.5BA 2,118+/-SF lake home on 0.74+/-AC w/attached 2-car garage. Open to the public 1-4 p.m., Sun., Jan. 28 & Feb. 11. Bid Online Feb. 19 - 21 at auctionnetwork.com. 800-801-8003, williamsauction.com/TXHomes.

Gilmer Home Auction – Gilmer, TX: 105 Oasis Street, 4BR 3BA 2,438+/-SF home on 0.41+/-AC. Open to the public 1-4 p.m. Sun., Feb. 11. Bid Online Feb. 19 - 21 at auctionnetwork.com. 800-801-8003, williamsauction.com/TXHomes.

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Case Management Analyst sought by a Medical Practice. Must have proof of legal authorization to work in the US. Mon-Fri, 40 hrs/wk. Job to be performed in Edinburg, TX. Please refer to the internet posting at https://www.genesisendocrinology.com/home Apply: Pediatric Endocrine and Diabetes Associates, PLLC, 5105 South McColl Road, Edinburg, Texas 78539

TAPR Glossary

2022–23 Texas Academic Performance Report (TAPR) Glossary

Cover Page

Currently, the TAPR does not include scale scores, *A–F* ratings, Distinction Designations, or Special Education Determination Status. The initial release does not include the Campus or District 2023 Accountability Reports. The issuance of the *A–F* ratings under 2023 rule is pending and subject to change**.**

2023 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.

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/2023/masking.html.

STAAR Performance (2022–23)

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.

2022–23 Texas Academic Performance Report (TAPR) Glossary

STAAR:

Grade 3 – reading and mathematics

Grade 4 – reading and mathematics

Grade 5 – reading mathematics, and science

Grade 6 – reading and mathematics

Grade 7 – reading and mathematics

Grade 8 – reading, mathematics, science, and social studies

End-of-Course (EOC):

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.

2022–23 Texas Academic Performance Report (TAPR) Glossary

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

School Progress Domain— Annual Growth Score is the percentage of improvement or growth students have made from year to 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 Score 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.

STAAR Progress Measure Percent at Expected or Accelerated Growth.* The percentage of assessments that met or exceeded the STAAR progress measure expectations. See STAAR Progress Measure for 2023 for more information.

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

Bilingual Education/ESL

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

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

with at least half of the instruction delivered in the students' primary language for the duration of the program.

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

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

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

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

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

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

2022–23 Texas Academic Performance Report (TAPR) Glossary

STAAR Participation (2022–23)

The percentage of students who were administered a STAAR assessment, STAAR Alternate 2, Texas English Language Proficiency Assessment System (TELPAS), TELPAS Alternate, and/or an SAT/ACT. The details on the participation categories are as follows:

Assessment Participant: 1) number of answer documents with a score code of S, 2) number of STAAR Alternate 2 testers with a score code of N, 3) number of A or O reading answer documents with a scored TELPAS or TELPAS Alternate assessment, 4) number of A or O mathematics answer documents with a scored TELPAS or TELPAS alternate assessment for year 1 asylee/refugees and students with interrupted formal education (SIFEs), and 5) number of accelerated testers' EBRW SAT, ELA ACT assessments, ACT science, and mathematics SAT and ACT assessments.

- *Included in Accountability:* scored answer documents
  - *Accelerated Testers:* SAT/ACT results for students who completed STAAR end-of-course (EOC) assessments while in middle school
- *Not included in Accountability:* answer documents counted as participants but not included in performance calculations
  - *Mobile:* answer documents were excluded because the students enrolled in the district or campus after the TSDS PEIMS fall snapshot.
  - *Other Exclusions.* The following answer documents were excluded from performance calculations:
    - Answer documents for students who were tested only on the TELPAS/TELPAS Alternate or TELPAS/TELPAS Alternate plus STAAR assessments with score codes of A or O.
    - 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.
    - Answer documents of STAAR Alternate 2 testers with a score code of N.

Not Tested: answer documents with score codes A or O or accelerated testers without an SAT/ACT assessment

- *Absent:* answer documents with score code A
- *Other:* answer documents with score code O

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%. (Data source: STAAR and TELPAS File)

Attendance, Graduation, and Dropout Rates (2022–23)

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.

2022–23 Texas Academic Performance Report (TAPR) Glossary

Attendance is calculated as follows:

$$\frac{\textbf{total number of days that students in grades 1–12 were present during the 2021–22 school year}}{\textbf{total number of days that students in grades 1–12 were in membership during the 2021–22 school year}}$$

(Data source: PEIMS 42400)

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

$$\frac{\textbf{total number of K–12 students enrolled for at least 10 days and absent for 10 percent or more days during the 2021–22 school year}}{\textbf{total number of K–12 students enrolled for at least 10 days during the 2021–22 school year}}$$

(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
- 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:

$$\frac{\textbf{number of dropouts in grades 7 and 8 during the 2021–22 school year}}{\textbf{number of students in grades 7 and 8 in attendance at any time during the 2021–22 school year}}$$

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

$$\frac{\textbf{number of dropouts in grades 9–12 during the 2021–22 school year}}{\textbf{number of students in grades 9–12 in attendance at any time during the 2021–22 school year}}$$

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, 2021-22* 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 *2023 Accountability Manual*. *(Data source: PEIMS 40203, 40110, 42400, and 42500)*

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

For the *4-Year Longitudinal Rate,* the cohort consists of students who first attended ninth grade in 2018–19. They are followed through their expected graduation with the Class of 2022.

For the *5-Year Extended Longitudinal Rate,* the cohort consists of students who first attended ninth grade in 2017–18. They are followed for five years and included if they graduated within a year after their expected graduation with the Class of 2021.

For the *6-Year Extended Longitudinal Rate,* the cohort consists of students who first attended ninth grade in 2016–17. They are followed for six years and included if they graduated within two years after their expected graduation with the Class of 2020.

2022–23 Texas Academic Performance Report (TAPR) Glossary

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 2018–19 ninth-grade cohort remains with that cohort. A student who started the ninth grade in 2018–19 but takes 5 years to graduate (i.e., graduates in May 2023) is still part of the 2022 cohort; he or she is not switched to the 2023 cohort. This student would be considered a continuing student and counted as part of the Continued HS number for the Class of 2022. 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, 2022 for the 2022 cohort.

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

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

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

(3) *Continued High School:* The percentage of the 2022 cohort still enrolled as students in the fall after his or her anticipated graduation. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who were enrolled in the fall of the 2022–23 school year}}{\textbf{number of students in the 2022 cohort*}}$$

(4) *Dropped Out:* The percentage of the 2022 cohort who dropped out and did not return by the fall of the 2022–23 school year. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who dropped out before fall of the 2022–23 school year}}{\textbf{number of students in the 2022 cohort*}}$$

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

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

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

$$\frac{\textbf{number of students from the cohort who received a high school diploma by August 31, 2022 plus number of students from the cohort who received a TxCHSE by August 32, 2022 plus number of students from the cohort who were enrolled in the fall of the 2022–23 school year}}{\textbf{number of students in the 2022 cohort*}}$$

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

5-Year Extended Longitudinal Rate

(1) *Graduated:* The percentage who received their high school diploma by August 31, 2022, for the 2021 cohort. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a high school diploma by August 31, 2022}}{\textbf{number of students in the 2021 cohort*}}$$

(2) *Received TxCHSE:* For the 2021 cohort, the percentage who received a TxCHSE certificate by August 31, 2022. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a TxCHSE by August 31, 2022}}{\textbf{number of students in the 2021 cohort*}}$$

(3) *Continued High School:* The percentage of the 2021 cohort still enrolled as students in the fall of the **2022–23** school year. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who were enrolled in the fall of the 2022–23 school year}}{\textbf{number of students in the 2021 cohort*}}$$

(4) *Dropped Out:* The percentage of the 2021 cohort who dropped out and did not return by the fall of the **2022–23** school year. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who dropped out before fall of the 2022–23 school year}}{\textbf{number of students in the 2021 cohort*}}$$

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

$$\frac{\textbf{number of students from the cohort who received a high school diploma by August 31, 2022 plus number of students from the cohort who received a TxCHSE by August 31, 2022}}{\textbf{number of students in the 2021 cohort*}}$$

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

$$\frac{\textbf{number of students from the cohort who received a high school diploma by August 31, 2022 plus number of students from the cohort who received a TxCHSE by August 31, 2022 plus number of students from the cohort who were enrolled in the fall of the 2022–23 school year}}{\textbf{number of students in the 2021 cohort*}}$$

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 five-year rates.

6-year Extended Longitudinal Rate

(1) *Graduated:* The percentage who received their high school diploma by August 31, 2022, for the 2020 cohort. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a high school diploma by August 31, 2022}}{\textbf{number of students in the 2020 cohort*}}$$

(2) *Received TxCHSE:* For the 2020 cohort, the percentage who received a TxCHSE certificate by August 31, 2022. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a TxCHSE by August 31, 2022}}{\textbf{number of students in the 2020 cohort*}}$$

(3) *Continued High School:* The percentage of the 2020 cohort still enrolled as students in the fall of the **2022–23** school year. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who were enrolled in the fall of the 2022–23 school year}}{\textbf{number of students in the 2020 cohort*}}$$

(4) *Dropped Out:* The percentage of the 2020 cohort who dropped out and did not return by the fall of the **2022–23** school year. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who dropped out before fall of the 2022–23 school year}}{\textbf{number of students in the 2020 cohort*}}$$

(5) *Graduates & TxCHSE.* The percentage of graduates and TxCHSE recipients in the 2020 cohort. It is calculated as follows:

$$\frac{\begin{array}{c}\textbf{number of students from the cohort who received a high school diploma by August 31, 2022}\\ \textbf{plus}\\ \textbf{number of students from the cohort who received a TxCHSE by August 31, 2022}\end{array}}{\textbf{number of students in the 2020 cohort*}}$$

(6) *Graduates, TxCHSE & Continuers.* The percentage of graduates, TxCHSE recipients, and continuers in the 2020 cohort. It is calculated as follows:

$$\frac{\begin{array}{c}\textbf{number of students from the cohort who received a high school diploma by August 31, 2022}\\ \textbf{plus}\\ \textbf{number of students from the cohort who received a TxCHSE by August 31, 2022}\\ \textbf{plus}\\ \textbf{number of students from the cohort who were enrolled in the fall of the 2022–23 school year}\end{array}}{\textbf{number of students in the 2020 cohort*}}$$

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 2018–19. They are followed through their expected graduation with the Class of 2022. It is calculated as follows:

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

(2) *5-Year Extended Federal Graduation Rate.* Cohort of students who first attended ninth grade in 2017–18. They are followed for five years to see if they graduated within a year after their expected graduation with the Class of 2021. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a high school diploma by August 31, 2022}}{\textbf{number of students in the 2021 cohort**}}$$

(3) 6-*Year Extended Federal Graduation Rate.* Cohort of students who first attended ninth grade in 2016–17. They are followed for six years to see if they graduated within two years after their expected graduation with the Class of 2020. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a high school diploma by August 31, 2022}}{\textbf{number of students in the 2020 cohort**}}$$

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

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

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For further information on these rates, see the *Secondary School Completion and Dropouts in Texas Public Schools, 2021-22*. *(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 2022) The percentage of graduates who, after four years, satisfied the course requirements for the Recommended High School Program or Distinguished Achievement Program.

$$\frac{\textbf{number of graduates in the Class of 2022 who complete a 4-year RHSP or DAP}}{\textbf{number of graduates in the Class of 2022 with reported graduation plans (excludes graduates with FHSP graduation plans)}}$$

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

$$\frac{\textbf{number of graduates in the Class of 2022 who complete a 4-year FHSP-E}}{\textbf{number of graduates in the Class of 2022 with reported FHSP graduation plans}}$$

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

$$\frac{\textbf{number of graduates in the Class of 2022 who complete a 4-year FHSP-DLA}}{\textbf{number of graduates in the Class of 2022 with reported FHSP graduation plans}}$$

RHSP/DAP/FHSP-E/FHSP-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, or the Foundation High School Program with an endorsement or at the distinguished level of achievement.

$$\frac{\textbf{number of graduates in the Class of 2022 who complete a 4-year RHSP or DAP or FHSP-E or FHSP-DLA}}{\textbf{number of graduates in the Class of 2022 with reported graduation plans}}$$

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RHSP/DAP Graduates (Annual Rate) (2021-22) The percentage of graduates who satisfied the course requirements for the Recommended High School Program or Distinguished Achievement Program.

$$\frac{\textbf{number of graduates in SY 2021-22 reported with graduation codes for RHSP or DAP}}{\textbf{number of graduates in SY 2021-22 with reported graduation plans (excludes graduates with FHSP graduation plans)}}$$

FHSP-E Graduates (Annual Rate) (2021–22) The percentage of graduates who satisfied the course requirements for the Foundation High School Program with an endorsement.

$$\frac{\textbf{number of graduates in SY 2021–22 who earn an FHSP-E}}{\textbf{number of graduates in SY 2021–22 with reported FHSP graduation plans}}$$

FHSP-DLA Graduates (Annual Rate) (2021–22) The percentage of graduates who satisfied the course requirements for the Foundation High School Program at the distinguished level of achievement.

$$\frac{\textbf{number of graduates in SY 2021–22 who earn an FHSP-DLA}}{\textbf{number of graduates in SY 2021–22 with reported FHSP graduation plans}}$$

RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate) (2021–22) The percentage of graduates who satisfied the course requirements for the Recommended High School Program, Distinguished Achievement Program, or the Foundation High School Program with an endorsement or at the distinguished level of achievement.

$$\frac{\textbf{number of graduates in SY 2021–22 reported with graduation codes for RHSP or DAP or FHSP-E or FHSP-DLA}}{\textbf{number of graduates in SY 2021–22 with reported graduation plans}}$$

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. 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 (2022-2023)

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 2021–22 are also shown:

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- Minimum High School Program (MHSP)
- Recommended High School Program (RHSP)
- Distinguished Achievement Program (DAP)
- Foundation High School Program (FHSP)

(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 2021–22 school year eligible for free or reduced-price lunch or other public assistance

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total number of graduates in the 2021-22 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 2021–22 school year considered as at risk

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total number of graduates in the 2021-22 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) (2022–23)

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 2022, SAT and ACT results through the July 2022 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)*

Career/Military Readiness

6) **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)*

7) **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)*

8) **Graduates under an Advanced Degree 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), or Foundation High School Plan with a Distinguished Level of Achievement (FHSP-DLA) (*Data source: PEIMS 40203 and 40110)*

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: PEIMS 40203)*

**Due to discrepancies between annual enlistment counts for Texas military enlistees aged 17–19 released by the United States Department of Defense and PEIMS military enlistment data for 2017 and 2018 annual graduates, military enlistment data is excluded from accountability calculations until such data can be obtained directly from the United States Armed Forces. Enlistment data reported in PEIMS for 2021 and 2022 annual graduates is included for indicators displaying military readiness.*

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, or 5 but did not meet any of the career and military ready criteria 6, 7, 8, or 9 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 6, 7, 8, or 9 but did not meet any of the college ready criteria 1, 2, 3, 4, and 5 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, or 5 described in *College, Career, or Military Readiness*. This percentage includes graduates who may have met career or military ready criteria 6, 7, 8, or 9. *(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**	>=19 on English **and** >= 23 Composite	**or**	Complete and earn credit for ELA college prep course
>= Mathematics criteria shown below	**or**	>=530 on Mathematics	**or**	>=19 on Mathematics **and** >=23 Composite	**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
	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:

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English Language Arts.

$$\frac{\text{number of 2021-22 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2, SAT, ACT, or by successfully completing and earning credit for a college prep course in ELA}}{\text{number of 2021-22 annual graduates}}$$

Mathematics.

$$\frac{\text{number of 2021-22 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2, SAT, ACT, or by successfully completing and earning credit for a college prep course in mathematics}}{\text{number of 2021-22 annual graduates}}$$

Both Subjects.

$$\frac{\text{number of 2021-22 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2, SAT, ACT, or by successfully completing and earning credit for a college prep course in both ELA and mathematics}}{\text{number of 2021-22 annual graduates}}$$

Any Subject.

$$\frac{\text{number of 2021-22 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2, SAT, ACT, or by successfully completing and earning credit for a college prep course in ELA or mathematics}}{\text{number of 2021-22 annual graduates}}$$

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)*

$$\frac{\text{number of 2021-22 annual graduates who earned a 3 or more on an AP examination or a 4 or more on an IB examination}}{\text{number of 2021-22 annual graduates}}$$

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

$$\frac{\text{number of 2021-22 annual graduates who earned an associate degree by August 31 immediately following high school graduation.}}{\text{number of 2021-22 annual graduates}}$$

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)*

$$\frac{\text{number of 2021-22 annual graduates who completed and earned credit for nine or more hours of dual credit in any subject or three or more hours in ELA or mathematics}}{\text{Number of 2021-22 annual graduates}}$$

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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)*

$$\frac{\text{number of 2021-22 annual graduates who completed an OnRamps course and qualified for three hours of college credit before graduation}}{\text{number of 2021-22 annual graduates}}$$

Career/Military Ready Graduates

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

Approved Industry-Based Certification: The percentage of annual graduates who earned an approved industry-based certification. For additional information, see Chapter 2 of the *2023 Accountability Manual*. *(Data source: PEIMS 48011)*

$$\frac{\text{number of 2021-22 annual graduates who earned an approved industry-based certification}}{\text{number of 2021-22 annual graduates}}$$

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)*

$$\frac{\text{number of 2021-22 annual graduates who earned a level I or level II certificate}}{\text{number of 2021-22 annual graduates}}$$

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 *2023 Accountability Manual*. *(Data source: PEIMS 40203)*

$$\frac{\text{number of 2021-22 annual graduates who received a graduation type code of 04, 05, 54, or 55}}{\text{number of 2021-22 annual graduates}}$$

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)*

$$\frac{\text{number of 2021-22 annual graduates who graduated under an advanced diploma plan and were identified as a current special education student}}{\text{number of 2021-22 annual graduates}}$$

2022–23 Texas Academic Performance Report (TAPR) Glossary

CCMR-related Indicators (2022–23)

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.

number of 2021-22 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2 in ELA

number of 2021-22 annual graduates

Mathematics.

number of 2021-22 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2 in mathematics

number of 2021-22 annual graduates

Both Subjects.

number of 2021-22 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2 in both ELA and mathematics

number of 2021-22 annual graduates

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

English Language Arts.

number of 2021-22 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in ELA

number of 2021-22 annual graduates

Mathematics.

number of 2021-22 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in mathematics

number of 2021-21 annual graduates

Both Subjects.

number of 2021-22 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in ELA and mathematics

number of 2021-22 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)*

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All Subjects.

$$\frac{\text{number of students in grades 11 \& 12 in the 2021-22 school year who took at least one AP or IB examination}}{\text{total students enrolled in grades 11 \& 12}}$$

English Language Arts.

$$\frac{\text{number of students in grades 11 \& 12 in the 2021-22 school year who took at least one AP or IB examination in ELA}}{\text{total students enrolled in grades 11 \& 12}}$$

Mathematics.

$$\frac{\text{number of students in grade 11 \& 12 in the 2021-22 school year who took at least one AP or IB examination in mathematics}}{\text{total students enrolled in grades 11 \& 12}}$$

Science.

$$\frac{\text{number of students in grade 11 \& 12 in the 2021-22 school year who took at least one AP or IB examination in science}}{\text{total students enrolled in grades 11 \& 12}}$$

Social Studies.

$$\frac{\text{number of students in grade 11 \& 12 in the 2021-22 school year who took at least one AP or IB examination in social studies}}{\text{total students enrolled in grades 11 \& 12}}$$

(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.

$$\frac{\text{number of 11th and 12th graders in the 2021-22 school year with at least one AP or IB score at or above criterion}}{\text{number of 11th and 12th graders with at least one AP or IB examination}}$$

English Language Arts.

$$\frac{\textbf{number of 11th and 12th graders in the 2021-22 school year with at least one AP or IB score at or above criterion in ELA}}{\textbf{number of 11th and 12th graders with at least one AP or IB examination in ELA}}$$

Mathematics.

$$\frac{\textbf{number of 11th and 12th graders in the 2021-22 school year with at least one AP or IB score at or above criterion in mathematics}}{\textbf{number of 11th and 12th graders with at least one AP or IB examination in mathematics}}$$

Science.

$$\frac{\textbf{number of 11th and 12th graders in the 2021-22 school year with at least one AP or IB score at or above criterion in science}}{\textbf{number of 11th and 12th graders with at least one AP or IB examination in science}}$$

Social Studies.

$$\frac{\textbf{number of 11th and 12th graders in the 2021-22 school year with at least one AP or IB score at or above criterion in social studies}}{\textbf{number of 11th and 12th graders with at least one AP or IB examination in social studies}}$$

(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.

$$\frac{\textbf{number of 11}^{\textbf{th}}\textbf{ and 12}^{\textbf{th}}\textbf{ graders in the 2021-22 school year with at least one AP or IB score at or above criterion}}{\textbf{total students enrolled in 11}^{\textbf{th}}\textbf{ and 12}^{\textbf{th}}\textbf{ grades}}$$

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:

$$\frac{\textbf{number of 2021-22 graduates who took either the SAT or the ACT}}{}$$

$$\frac{}{\text{number of 2021-22 graduates reported}}$$

(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 *and* 530 on SAT mathematics *or* 19 on ACT Mathematics section and 23 on the ACT composite:

$$\frac{\text{number of 2021-22 graduating examinees who scored at or above the criterion score on either the SAT or the ACT}}{\text{number of 2021-22 graduates reported}}$$

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.

$$\frac{\text{sum of SAT total scores (evidence-based reading and writing + mathematics) of all 2021-22 graduates who took the SAT}}{\text{number of 2021-22 graduates who took the SAT}}$$

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

$$\frac{\text{sum of SAT evidence-based reading and writing scores of all 2021-22 graduates who took the SAT}}{\text{number of 2021-22 graduates who took the SAT}}$$

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

$$\frac{\text{sum of SAT mathematics scores of all 2021-22 graduates who took the SAT}}{\text{number of 2021-22 graduates who took the SAT}}$$

(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.

$$\frac{\text{sum of ACT composite scores of all 2021-22 graduates who took the ACT}}{\text{number of 2021-22 graduates who took the ACT}}$$

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

$$\frac{\text{sum of ACT English and reading combined scores of all 2021-22 graduates who took the ACT}}{\text{number of 2021-22 graduates who took the ACT}}$$

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

$$\frac{\text{sum of ACT mathematics scores of all 2021-22 graduates who took the ACT}}{\text{number of 2021-22 graduates who took the ACT}}$$

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

$$\frac{\text{sum of ACT science scores of all 2021-22 graduates who took the ACT}}{\text{number of 2021-22 graduates who took the ACT}}$$

Other Postsecondary Indicators (2022–23)

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.

$$\frac{\text{number of students in grades 9–12 in 2021-22 who received credit for at least one advanced/dual-credit course}}{\text{number of students in grades 9–12 who received credit for at least one course in 2021-22}}$$

English Language Arts.

$$\frac{\text{number of students in grades 9–12 in 2021-22 who received credit for at least one ELA advanced/dual-credit course}}{\text{number of students in grades 9–12 who received credit for at least one ELA course in 2021-22}}$$

Mathematics.

$$\frac{\text{number of students in grades 9–12 in 2021-22 who received credit for at least one mathematics advanced/dual-credit course}}{\text{number of students in grades 9–12 who received credit for at least one mathematics course in 2021-22}}$$

Science.

$$\frac{\text{number of students in grades 9–12 in 2021-22 who received credit for at least one science advanced/dual-credit course}}{\text{number of students in grades 9–12 who received credit for at least one science course in 2021-22}}$$

Social Studies.

$$\frac{\text{number of students in grades 9–12 in 2021-22 who received credit for at least one social studies advanced/dual-credit course}}{\text{number of students in grades 9–12 who received credit for at least one social studies course in 2021-22}}$$

(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.

$$\frac{\text{number of graduates during the 2020-21 school year who attended a public or independent college or university in Texas in the following academic year}}{\text{number of graduates during the 2020-21 school year}}$$

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

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

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

Student Information (2022–23)

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 2020–2021, use the data displayed under Membership.

2022–23 Texas Academic Performance Report (TAPR) Glossary

Enrollment: Students reported as enrolled as of the last Friday in October (October 28, 2022).

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.

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

(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.

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 2022–23, 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)*

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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).

$$\frac{\textbf{number of students in the 2022–23 school year considered as at risk}}{\textbf{total number of students}}$$

(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)

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).

$$\frac{\textbf{number of mobile students in 2021–22}}{\textbf{number of students who were in membership at any time during the 2021–22 school year}}$$

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 2021-22 who did not return to the same campus in the fall of 2022-23. 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 2021-22 did not offer the next grade they were expected to move into in 2022-23 or if they were at a campus in 2021-22 that was no longer active in 2022-23. 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 2022-23.

Examples of such campuses are campuses that serve single grade levels or campuses that changed the grades offered in 2022-23. Attrition Rate is calculated as follows:

$$\frac{\textbf{number of students enrolled in fall 2021 – number of students who returned in fall 2022}}{\textbf{number of students enrolled in fall 2021}}$$

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 2022 in the same grade in which they were reported for the last six-week period of the prior school year (2021–22).

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

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, 2021–22* 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 2021–22 the end of the school-start window was September 30, 2022)

$$\frac{\textbf{number of underreported students}}{\textbf{number of students in grades 7–12 who were served in the district in the 2021–22 school year}}$$

(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).

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

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

The following rules apply to the average class sizes:

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

(Data source: PEIMS 30090)

Staff Information (2022–23)

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)*

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)*

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.

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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.

2022–23 Texas Academic Performance Report (TAPR) Glossary

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 2021–22 school year. The instructional staff percent is a district-level measure and is calculated as follows:

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

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

Turnover Rate for Teachers *(not on campus profile)*: The percentage of teachers from the fall of 2021–22 who were not employed in the district in the fall of 2022–23. It is calculated as the total FTE count of teachers from the fall of 2021–22 who were not employed in the district in the fall of 2022–23, divided by the total teacher FTE count for the fall of 2021–22. 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)*

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 2022-23 school year. *(Data source: Division of District Talent Systems)*

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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 2020–21 school year.
- An "A" prefix indicates a College Board Advanced Placement course.
- An "I" prefix indicates an International Baccalaureate course.
- Dual credit courses are not specifically shown on this list.

English Language Arts

Course Code	Course Name
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
I3366020	IB PHILOSOPHY HIGHER LEVEL
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

Mathematics

Course Code	Course Name
A3580110	AP COMPUTER SCIENCE A - MATH
A3580120	AP COMPUTER SCIENCE A - LOTE
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)

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Course Code	Course Name
03580370	DISCRETE MATH FOR COMP SCIENCE
03580395	ROBOTICS PROGRAMMING & DESIGN
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)
I3100100	IB MATHEMATICAL STUDIES STAN.
I3100200	IB MATHEMATICS STANDARD LEVEL
I3100300	IB MATHEMATICS HIGHER LEVEL
I3100400	IB FURTHER MTHEMATICS HIGH LVL
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

Technology Applications

Course Code	Course Name
03580200	COMPUTER SCIENCE I
03580300	COMPUTER SCIENCE II (TACS2)
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 HIGH LVL

Fine Arts

Course Code	Course Name
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

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Course Code	Course Name
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	MUSIC STUDIES, IB MUSIC SL
I3250300	MUSIC STUDIES, 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

Science

Course Code	Course Name
I3060001	IB SPRTS EXERS&HLTH SCI ST LVL
I3060002	IB SPRTS EXERS&HLTH SCI HGH LV
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

2022–23 Texas Academic Performance Report (TAPR) Glossary

Course Code	Course Name
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

Social Studies/History

Course Code	Course Name
A3220300	AP INTERNATIONAL ENGL LANGUAGE
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
N1290325	IB BUSINESS & MGT STANDARD LVL
N1290326	IB BUSINESS & MGT HIGHER LEVEL
03310301	ECONOMICS ADV STUDIES (1ST)
03380001	SOCIAL STD ADV STDYS (1ST TME)
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

2022–23 Texas Academic Performance Report (TAPR) Glossary

Course Code	Course Name
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
I3303100	IB ECONOMICS STANDARD LEVEL
I3303200	IB ECONOMICS HIGHER LEVEL
I3304100	IB PSYCHOLOGY STANDARD LEVEL
I3304200	IB PSYCHOLOGY HIGHER LEVEL
I3366010	IB PHILOSOPHY STANDARD LEVEL

Foreign Language

Course Code	Course Name
I3110300	IB LANGUAGE AB INITIO STD LEVL
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

2022–23 Texas Academic Performance Report (TAPR) Glossary

Course Code	Course Name
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
03430700	LOTE CLASSIC LNG LVL VII 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

2022–23 Texas Academic Performance Report (TAPR) Glossary

Course Code	Course Name
03510700	LNG OTH THN EN LVL VII VIETNAM
03510910	SEM LOT, ADV 1ST TIME, VIETNAM
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
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
03996000	OTHER FOREIGN LANGUAGES IV
03996100	OTHER FOREIGN LANGUAGES V
03996200	OTHER FOREIGN LANGUAGES VI
03996300	OTHER FOREIGN LANGUAGES VII
11401910	SEM LOT, ADV 1ST TIME, TURKISH
11401920	SEM LOT, ADV 2ND TIME, TURKISH
11401930	SEM LOT, ADV 3TD TIME, TURKISH
11403610	SEM LOT, ADV 1ST TIME, KOREAN
11403620	SEM LOT, ADV 2ND TIME, KOREAN
11403630	SEM LOT, ADV 3RD TIME, KOREAN
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
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

2022–23 Texas Academic Performance Report (TAPR) Glossary

Course Code	Course Name
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
03430910	CLS LNG SEM, ADV 1ST TME LATIN
03430920	CLS LNG SEM, ADV 2ND TME LATIN
03430930	CLS LNG SEM, ADV 3RD TME LATIN
03530400	LOE, LEVEL IV - URDU
03530500	LOE, LEVEL V - URDU
03530600	LOE, LEVEL VI - URDU
03530700	LOE, LEVEL VII - URDU
03980910	AMER SIGN LNG ADV STD 1ST TIME
03980920	AMER SIGN LNG ADV STD 2ND TIME
03980930	AMER SIGN LNG ADV STD 3RD TIME
11401400	LANG OTH ENG/LVLIV/TURK
11401500	LANG OTH ENG/LVLV/TURK
11401600	LANG OTH ENG/LVLVI/TURK
11401700	LANG OTH ENG/LVLVII/TURK
11403200	LANG OTH ENG/LVLIV/KOR
11403300	LANG OTH ENG/LVLV/KOR
11403400	LANG OTH ENG/LVLVI/KOR
11403500	LANG OTH ENG/LVLVII/KOR
03380021	SOCIAL STD ADV STDYS (2ND TME)

Career and Technical Education

Course Code	Course Name
N1100014	AP RESEARCH
N1130026	AP SEMINAR

Other

Course Code	Course Name
N1290322	IB THEORY OF KNOWLEDGE
I3305100	IB WORLD RELIGIONS STANDARD LVL
N1290317	GIFD & TAL IND STUD MENTOR III

2022–23 Texas Academic Performance Report (TAPR) Glossary

Course Code	Course Name
N1290318	GIFD & TAL IND STUD MENTOR IV

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

2022–23 Texas Academic Performance Report (TAPR) Glossary

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

2022–23 Texas Academic Performance Report (TAPR) Glossary

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.

BOARD AGENDA REPORT
MCALLEN INDEPENDENT SCHOOL DISTRICT

MEETING DATE: February 26, 2024

SUBJECT: Discussion and Possible Action to Adopt the Proclamation Regarding National Youth Art Month (March 2024)

REFERENCE: Goal 1: Student Achievement/Student Focus

BACKGROUND INFORMATION/REASON FOR BOARD CONSIDERATION:
Youth Art Month is celebrated in March every year. It is a month focused on promoting and celebrating visual arts and art education for children across the country since 1961. Youth Art Month recognizes art education as a viable factor in the total education curricula that develops citizens of a global society. In September 2023, for the fourth year in a row, McAllen ISD received the honor of being named as a "TAEA District of Distinction" by the Texas Art Education Association (TAEA). We are one of only 69 districts in the state of Texas to have met the high standards indicating our visual arts program in the top 5.5% of districts in the state. Through our many art exhibitions and winning student art works, McAllen ISD sets the standard for high quality visual arts for the Rio Grande Valley and beyond.

ADMINISTRATIVE CONSIDERATIONS/FACTS AND ANALYSIS: N/A

LEGAL REVIEW: None Required.

BUDGETARY CONSIDERATIONS: None required.

RECOMMENDED BOARD ACTION: That the Board of Trustees adopt the Proclamation Regarding National Youth Art Month (March 2024).

SUBMITTED BY: Debra Loya (Feb 20, 2024 15:00 CST)

SUPERVISOR:

For further information contact:
Name: Debra Loya
Office: 956.618.6085
eMail: debra.loya@mcallenisd.net

Approved for presentation to the Board of Education:

RENE GUTIERREZ (Feb 21, 2024 08:07 CST)

Superintendent of Schools Feb 20, 2024

McALLEN
INDEPENDENT SCHOOL DISTRICT

Proclamation

State of Texas
County of Hidalgo
McAllen Independent School District

YOUTH ART MONTH®
Art Connects Us

Whereas, the study of art leads to a fuller, more meaningful life; and art education provides substantial educational benefits to all elementary, middle and secondary students; and

Whereas, art education develops students' creative potential and improves problem-solving and critical thinking skills by reinforcing and bringing to life what students learn in other subjects; and

Whereas, our national leaders have acknowledged the necessity of including art experiences in all students' education, McAllen Independent School District, strives to improve the well-being of our community by upgrading visual awareness in supporting the youth of our community in their intellectual development through artistic endeavors, and offering support to our committed art teachers

Now Therefore, I, Elizabeth Kittleman, Member, Board of Trustees of the McAllen Independent School District, do hereby proclaim that the month of March 2024 be observed as

"National Youth Art Month"

All citizens are urged to take interest in and give full support to quality school art programs for children and youth.

IN WITNESS WHERE OF, I have hereunto set my hand and caused the seal of the McAllen Independent School District to be affixed on this 26th day of February 2024.

_____
Elizabeth Kittleman, Member, Board of Trustees
McAllen Independent School District

Attest:

_____
Sofia M. Peña, Secretary, Board of Trustees
McAllen Independent School District

BOARD AGENDA REPORT
MCALLEN INDEPENDENT SCHOOL DISTRICT

MEETING DATE: February 26, 2024

SUBJECT: Discussion and Possible Action on Request for Proposal No. 2024-1022 Career and Technology Education Instructional Supplies, Materials, Equipment and Related Services (Round 4)

REFERENCE: Goal 1 - Student Achievement/Student Focus; Strategy 3 - Engaging Learning Environment

BACKGROUND INFORMATION/REASON FOR BOARD CONSIDERATION:

The McAllen Independent School District solicited proposals for career and technology instructional supplies, materials, equipment, and related services. This Request for Proposal ("RFP") is an extended response period, multiple award contract, solicited in accordance with the Financial Accountability System Resource Guide ("FASRG") Section 5.16, titled "Multiple/Catalog/Discount-from-List Contract Awards." This allows vendors to submit responses throughout the year through the contract term. Vendors are awarded on an incremental basis upon the Board of Trustees' ("Board") approval. Thirty-four (34) vendors were previously awarded through this RFP.

ADMINISTRATIVE CONSIDERATIONS/FACTS AND ANALYSIS:

One thousand four hundred (1,400) vendors were invited to submit proposals, and nineteen (19) vendors responded, including one (1) previously awarded vendor, and thirteen (13) no-bid responses. The evaluation committee comprised of Lilia Sandoval-Silva, Director of Career Technical Education; Laura Williams, Director of Purchasing Services; Elizabeth Cabrera, Coordinator for Purchasing Services; and Liz Montes, Senior Buyer, evaluated the proposals. Administration is recommending that the five (5) vendors on the attached list be awarded, for a total of thirty-nine (39) vendors.

LEGAL REVIEW:

None required.

BUDGETARY CONSIDERATIONS:

Funds for these purchases are budgeted through local, state, federal, and grant funds.

RECOMMENDED BOARD ACTION:

Administration recommends that the Board of Trustees approve Request for Proposal No. 2024-1022 Career and Technical Education Instructional Supplies, Materials, Equipment and Related Services (Round 4), and award vendors on the attached list, for a coterminous term through June 30, 2027.

Attachment: ☑

SUBMITTED BY: Lilia SandovalSilva

SUPERVISOR: Rosalba De Hoyos

For further information contact:
Name: Mrs. Lilia Sandoval-Silva
Director of Career Technical Education
Office: 956-632-5181
eMail: lilia.sandovalsilva@mcallenisd.net

Approved for presentation to the Board of Education:

RENE GUTIERREZ (Feb 21, 2024 08:53 CST)

Superintendent of Schools

RECOMMENDED VENDORS
Request for Proposal No. 2024-1022
Career and Technology Education Instructional Supplies, Materials,
Equipment and Related Services (Round 4)

No.	Vendor Name	City	State	Recommendation
1	3-C Technology, LLC	Lancaster	TX	Recommended
2	Apperson Inc	Charlotte	NC	Recommended
3	Bjorem Speech Publications, LLC	Castle Rock	CO	Recommended
4	The Computing Technology Industry Association Inc.	Downers Grove	IL	Recommended
5	Pitsco Education, LLC	Pittsburg	KS	Recommended

BOARD AGENDA REPORT
MCALLEN INDEPENDENT SCHOOL DISTRICT

MEETING DATE: February 26, 2024

SUBJECT: Discussion and Possible Action on Request for Proposal No. 2022-1038 Special Education Equipment, Supplies, Services, and Related Products (Round 18)

REFERENCE: Goal 1 - Student Achievement/Student Focus; Strategy 3 - Engaging Learning Environment

BACKGROUND INFORMATION/REASON FOR BOARD CONSIDERATION:

The McAllen Independent School District solicited proposals for special education equipment, supplies, services, and related products. This Request for Proposal ("RFP") is an extended response period, multiple award contract, solicited in accordance with the Financial Accountability System Resource Guide ("FASRG"), Section 5.16, titled "Multiple/Catalog/Discount-from-List Contract Awards". This allows vendors to submit responses throughout the year through the contract term. Vendors are awarded on an incremental basis upon the Board of Trustees' approval. Forty-nine (49) vendors were previously awarded through this RFP.

ADMINISTRATIVE CONSIDERATIONS/FACTS AND ANALYSIS:

Two hundred and ninety-two (292) vendors were invited to submit proposals, and six (6) vendors responded, including five (5) no-bid responses. The evaluation committee, comprised of Maribelle Elizondo, Executive Director for Special Education; Liza Lara, Director of Regional Day School Program for the Deaf; Laura Williams, Director of Purchasing Services; Elizabeth Cabrera, Coordinator for Purchasing Services; and Liz Montes, Senior Buyer evaluated the proposals. Administration is recommending that the one (1) vendor listed on the attached list be awarded, for a total of fifty (50) vendors.

LEGAL REVIEW:

None required.

BUDGETARY CONSIDERATIONS:

Funds for these purchases are budgeted through local, state, federal, and grant funds.

RECOMMENDED BOARD ACTION:

Administration recommends that the Board of Trustees approve Request for Proposal No. 2022-1038 Special Education Equipment, Supplies, Services, and Related Products (Round 18), and award vendors on the attached list, for a coterminous term through June 30, 2025.

Attachment: ☑

SUBMITTED BY: Maribelle Elizondo (Feb 20, 2024 14:49 CST)

SUPERVISOR:

For further information contact:
Name: Mrs. Maribelle Elizondo, Executive Director for Special Education
Office: 956-632-3285
email: maribelle.elizondo@mcallenisd.net

Approved for presentation to the Board of Education:

RENE GUTIERREZ (Feb 21, 2024 08:05 CST)

Superintendent of Schools

RECOMMENDED VENDORS
Request for Proposal No. 2022-1038
Special Education Equipment, Supplies, Services, and Related Products (Round 18)

No.	Vendor Name	City	State	Recommendation
1	Bjorem Speech Publications, LLC	Castle Rock	CO	Recommended

BOARD AGENDA REPORT
MCALLEN INDEPENDENT SCHOOL DISTRICT

MEETING DATE: February 26, 2024

SUBJECT: Discussion and Possible Action on Request for Proposal No. 2024-1020 Professional Development, Site Licenses, Supplemental Materials, & Other Related Products and Services (Round 5)

REFERENCE: Goal 1 - Student Achievement/Student Focus; Strategy 3 - Engaging Learning Environments

BACKGROUND INFORMATION/REASON FOR BOARD CONSIDERATION:

The McAllen Independent School District solicited proposals for Professional Development, Site Licenses, Supplemental Materials, & Other Related Products and Services. This Request for Proposal ("RFP") is an extended response period, multiple award contract, solicited in accordance with the Financial Accountability System Resource Guide ("FASRG"), section 5.16, titled "Multiple/Catalog/Discount-from-List Contract Awards." This allows vendors to submit responses throughout the year through the contract term. Vendors are awarded on an incremental basis upon the Board of Trustees' approval. Fifty (50) vendors were previously awarded through this RFP.

ADMINISTRATIVE CONSIDERATIONS/FACTS AND ANALYSIS:

Nine hundred four (904) vendors were invited to submit proposals, and thirteen (13) vendors responded, including nine (9) no-bid responses, and one (1) non-responsive. The evaluation committee, comprised of Laura Williams, Director of Purchasing Services; Elizabeth Cabrera, Coordinator for Purchasing Services; and Sandra Pulido, Buyer, evaluated the proposals. Administration is recommending that the three (3) vendors listed on the attached list be awarded, for a total of fifty-three (53) vendors.

LEGAL REVIEW:

None required.

BUDGETARY CONSIDERATIONS:

Funds for these purchases are budgeted through local, state, federal, and grant funds.

RECOMMENDED BOARD ACTION:

Administration recommends that the Board of Trustees approve Request for Proposal No. 2024-1020 Professional Development, Site Licenses, Supplemental Materials, & Other Related Products and Services (Round 5), and award vendors on the attached list, for a coterminous term through June 30, 2027.

Attachment: ☑

SUBMITTED BY: Laura Williams
Laura Williams (Feb 19, 2024 11:26 CST)

SUPERVISOR: Lorena Garcia

For further information contact:
Name: Ms. Laura Williams
Director of Purchasing Services
Office: 956-657-4480
eMail: laura.williams@mcallenisd.net

Approved for presentation to the Board of Education:

Rene Gutierrez
RENE GUTIERREZ (Feb 19, 2024 13:53 CST)

Superintendent of Schools

RFP 2024-1020 Professional Development, Site Licenses, Supplemental Materials, & Other Related Products and Services (Round 5)

No.	Responding Supplier	City	State	Recommendation
1	MLR Therapy & Consulting Services (Mayra L. Reyes)	McAllen	TX	Qualified
2	New Story IDS LLC	Baltimore	MD	Qualified
3	TouchMath Acquisition LLC	Colorado Springs	CO	Qualified

BOARD AGENDA REPORT
MCALLEN INDEPENDENT SCHOOL DISTRICT

MEETING DATE: February 26, 2024

SUBJECT: Discussion and Possible Action on Request for Proposal No. 2024-1021 Apparel, Awards, Incentives, Printing, and Related Products and Services (Round 4)

REFERENCE: Goal 1 - Student Achievement/Student Focus; Strategy 3 - Engaging Learning Environments

BACKGROUND INFORMATION/REASON FOR BOARD CONSIDERATION:

The McAllen Independent School District solicited proposals for Apparel, Awards, Incentives, Printing, and Related Products and Services. This Request for Proposal ("RFP") is an extended response period, multiple award contract, solicited in accordance with the Financial Accountability System Resource Guide ("FASRG"), section 5.16, titled "Multiple/Catalog/Discount-from-List Contract Awards." This allows vendors to submit responses throughout the year through the contract term. Vendors are awarded on an incremental basis upon the Board of Trustees' approval. Twenty-six (26) vendors were previously awarded through this RFP.

ADMINISTRATIVE CONSIDERATIONS/FACTS AND ANALYSIS:

Three hundred fifty-three (353) vendors were invited to submit proposals, and nine (9) vendors responded, including two (2) no-bid responses, two (2) non-responsive, and two (2) previously awarded (with no changes). The evaluation committee, comprised of Laura Williams, Director of Purchasing Services; Elizabeth Cabrera, Coordinator for Purchasing Services; and Sandra Pulido, Buyer, evaluated the proposals. Administration is recommending that the three (3) vendors listed on the attached list be awarded, for a total of twenty-nine (29) vendors.

LEGAL REVIEW:

None required.

BUDGETARY CONSIDERATIONS:

Funds for these purchases are budgeted through local, state, federal, and grant funds.

RECOMMENDED BOARD ACTION:

Administration recommends that the Board of Trustees approve Request for Proposal No. 2024-1021 Apparel, Awards, Incentives, Printing, and Related Products and Services (Round 4), and award vendors on the attached list, for a coterminous term through June 30, 2027.

Attachment: ☑

SUBMITTED BY: Laura Williams
Laura Williams (Feb 19, 2024 11:25 CST)

SUPERVISOR: Lorena Garcia

For further information contact:
Name: Ms. Laura Williams
Director of Purchasing Services
Office: 956-657-4480
eMail: laura.williams@mcallenisd.net

Approved for presentation to the Board of Education:

RENE GUTIERREZ (Feb 19, 2024 13:53 CST)

Superintendent of Schools

RFP 2024-1021 Apparel, Awards, Incentives, Printing, and Related Products and Services (Round 4)

No.	Responding Supplier	City	State	Recommendation
1	Coastal Enterprises (Joy Products of California, Inc.)	Fountain Valley	CA	Qualified
2	Economy Awards, LLC	Delmita	TX	Qualified
3	You Name it Specialties (YNIS, Inc)	San Antonio	TX	Qualified

BOARD AGENDA REPORT
MCALLEN INDEPENDENT SCHOOL DISTRICT

MEETING DATE: February 26, 2024

SUBJECT: Discussion and Possible Action on Agreement No. 2024-295 Arbitrage Rebate Compliance Services (Hilltop Securities Asset Management, LLC)

REFERENCE: Goal 4 - Financial Priorities, Strategy 7 - Financial Priorities

BACKGROUND INFORMATION/REASON FOR BOARD CONSIDERATION:

In connection with the sale and delivery of certain bonds, notes, certificates, or other tax-exempt obligations, the McAllen Independent School District ("District") may be required to rebate certain investment earnings from the proceeds of these obligations "Arbitrage Amount", in accordance with the provisions of Section 148(f)(2) of the Internal Revenue Code.

ADMINISTRATIVE CONSIDERATIONS/FACTS AND ANALYSIS:

The District currently has outstanding bonds and notes that are subject to such rebate requirements. Hilltop Securities Asset Management, LLC shall provide professional services in determining the Arbitrage Amount with regard to the current and future issues of tax-exempt obligations, within the terms of this Agreement.

LEGAL REVIEW:

The Agreement has been approved by legal counsel.

BUDGETARY CONSIDERATIONS:

The anticipated expenditures for the services related to this agreement shall not exceed $1,500 annually with a $750 IRS refund request fee, as applicable. Expenditures are budgeted through the general fund and debt service funds.

RECOMMENDED BOARD ACTION:

Administration is recommending that the Board of Trustees approve Agreement No. 2024-295 Arbitrage Rebate Compliance Services with Hilltop Securities Asset Management, LLC for a term of five (5) years commencing March 4, 2024, through March 3, 2029.

Attachment: ☑

SUBMITTED BY: _____ **SUPERVISOR:** Lorena Garcia

For further information contact:
Name: Iris Luna, Chief Financial Officer
Office: 956-618-6016
email: iris.luna@mcallenisd.net

Approved for presentation to the Board of Education:

RENE GUTIERREZ (Feb 21, 2024 08:41 CST)

Superintendent of Schools

Form No. 148(f); Revised 02/01/2022

AGREEMENT FOR
ARBITRAGE REBATE COMPLIANCE SERVICES
BETWEEN
MCALLEN INDEPENDENT SCHOOL DISTRICT
(Hereinafter Referred to as the "*ISSUER*")
AND
HILLTOP SECURITIES ASSET MANAGEMENT, LLC
(Hereinafter Referred to as "HSAM")

It is understood and agreed that the Issuer, in connection with the sale and delivery of certain bonds, notes, certificates, or other tax-exempt obligations (the "***Obligations***" or "***Bonds***"), will have the need to determine to what extent, if any, it will be required to rebate certain investment earnings (the amount of such rebate being referred to herein as the "***Arbitrage Amount***") from the proceeds of the Obligations to the United States of America pursuant to the provisions of Section 148(f)(2) of the Internal Revenue Code of 1986, as amended (the "***Code***"). For purposes of this Agreement, the term "Arbitrage Amount" includes payments made under the election to pay penalty in lieu of rebate for a qualified construction issue under Section 148(f)(4) of the Code.

If it is accepted by the Issuer, this shall become the agreement (the "***Agreement***") between the Issuer and HSAM and will become effective at the date of its acceptance as provided for herein below.

1. This Agreement shall apply to all issues of tax-exempt Obligations delivered subsequent to the effective date of the rebate requirements under the Code, except for (i) issues which qualify for exceptions to the rebate requirements in accordance with Section 148 of the Code and related Treasury regulations, or (ii) issues excluded by the Issuer in writing in accordance with the further provisions hereof, (iii) new issues effected in a fashion whereby HSAM is unaware of the existence of such issue, (iv) issues in which, for reasons outside the control of HSAM, HSAM is unable to procure the necessary information required to perform such services.

Covenants of Hilltop Securities Asset Management

2. HSAM agrees to provide our professional services in determining the Arbitrage Amount with regard to the Obligations. The Issuer will assume and pay the fee of HSAM as such fee is set out in Appendix A attached hereto. HSAM shall not be responsible for any expenses incurred on behalf of Issuer in connection with providing such professional services, including any costs incident to litigation, mandamus action, test case or other similar legal actions.

3. HSAM agrees to perform the following duties in connection with providing arbitrage rebate compliance services:

   a. To cooperate fully with the Issuer in reviewing the schedule of investments made by the Issuer with (i) proceeds from the Obligations, and (ii) proceeds of other funds of the Issuer which, under Treasury Regulations Section 1.148, or any successor regulations thereto, are subject to the rebate requirements of the Code;

   b. To perform, or cause to be performed, consistent with the Code and the regulations promulgated thereunder, calculations to determine the Arbitrage Amount under Section 148(f)(2) of the Code; and

   c. To provide a report to the Issuer specifying the Arbitrage Amount based upon the investment schedule, the calculations of bond yield and investment yield, and other information deemed relevant by HSAM. In undertaking to provide the services set forth in paragraph 2 and this paragraph 3, HSAM does not assume any responsibility for any record retention requirements which the Issuer may have under the Code or other applicable laws, it being understood that the Issuer shall remain responsible for compliance with any such record retention requirements. HSAM shall maintain Issuer records and work product pursuant to its own internal document retention policy.

Covenants of the Issuer

4. In connection with the performance of the aforesaid duties, the Issuer agrees to the following:

   a. The fees due to HSAM in providing arbitrage rebate compliance services shall be calculated in accordance with Appendix A attached hereto. The fees will be payable upon delivery of the report prepared by HSAM for each issue of Obligations during the term of this Agreement.

   b. The Issuer will provide HSAM all information regarding the issuance of the Obligations and the investment of the proceeds therefrom, and any other information necessary in connection with calculating the Arbitrage Amount. HSAM will rely on the information supplied by the Issuer without inquiry, it being understood that HSAM will not conduct an audit or take any other steps to verify the accuracy or authenticity of the information provided by the Issuer.

   c. The Issuer will notify HSAM in writing of the retirement, prior to the scheduled maturity, of any Obligations included under the scope of this Agreement within 30 days of such retirement. This notification is required to provide sufficient time to comply with Treasury Regulations Section 1.148-3(g) which requires final payment of any Arbitrage Amount within 60 days of the final retirement of the Obligations. In the event the Issuer fails to notify HSAM in a timely manner as provided hereinabove, HSAM shall have no further obligation or responsibility to provide any services under this Agreement with respect to such retired Obligations.

5. In providing the services set forth in this Agreement, it is agreed that HSAM shall not incur any liability for any error of judgment made in good faith by a responsible officer or officers thereof and, except to the limited extent set forth in this paragraph, shall not incur any liability for any other errors or omissions, unless it shall be proved that such error or omission was a result of the gross negligence or willful misconduct of said officer or officers. In the event a payment is assessed by the Internal Revenue Service due to an error by HSAM, the Issuer will be responsible for paying the correct Arbitrage Amount and HSAM's liability shall not exceed the amount of any penalty or interest imposed on the Arbitrage Amount as a result of such error. Additionally, it is understood and agreed that HSAM shall incur no liability for any errors, omissions, or failure to make a timely payment in connection with any IRS Computation Date calculations occurring prior to the effective date of the Initial Agreement with the Issuer, even if the error is discovered after the date of HSAM's engagement.

No Coordination with Private Activity Regulations

6. The purpose of HSAM's engagement is to determine the Arbitrage Amount pursuant to Section 148(f)(2) of the Code. Sections 141-147 of the Code and the related Treasury Regulations set forth requirements with respect to the amount of obligation proceeds that may be used for the benefit of a private person or entity. Treasury Regulations Section 1.141-6(a) requires that allocations of expenditures of obligation proceeds for purposes of computing the Arbitrage Amount must be the same as the allocations of expenditures used to test the private use of projects financed with proceeds of the Obligations.

7. For purposes of calculating the Arbitrage Amount, our calculations assume that the allocation of the expenditures of Obligation proceeds as provided to us are the same for both purposes of Sections 141-147 and Section 148 of the Code. The scope of this engagement does not include procedures to analyze the private use limitations associated with the Obligations.

Obligations Issued Subsequent to Initial Agreement

8. The services contracted for under this Agreement will automatically extend to any additional Obligations (including financing lease obligations) issued during the term of this Agreement if such Obligations are subject to the rebate requirements under Section 148(f)(2) of the Code. In connection with the issuance of additional Obligations, the Issuer agrees to the following:

   a. The Issuer will notify or cause the notification, in writing, to HSAM of any tax-exempt financing (including financing lease obligations) issued by the Issuer during any calendar year of this Agreement, and will provide HSAM with such information regarding such Obligations as HSAM may request in connection with its performance of the arbitrage rebate services contracted for hereunder. If such notice is not provided

to HSAM with regard to a particular Obligation, HSAM shall have no obligation to provide any services hereunder with respect to such Obligation.

b. At the option of the Issuer, any additional Obligations to be issued subsequent to the execution of this Agreement may be excluded from the services provided for herein. In order to exclude an issue, the Issuer must notify HSAM in writing of their intent to exclude any specific Obligations from the scope of this Agreement, which exclusion shall be permanent for the full life of the Obligations; and after receipt of such notice, HSAM shall have no obligation to provide any services under this Agreement with respect to such excluded Obligations.

Effective Date of Agreement

9. This Agreement shall become effective on March 4, 2024 and remain in effect thereafter for a period of five (5) years from the date of acceptance, provided, however, that this Agreement may be terminated with or without cause by the Issuer or HSAM upon thirty (30) days prior written notice to the other party. In the event of such termination, it is understood and agreed that only the amounts due to HSAM for services provided and expenses incurred to and including the date of termination will be due and payable. No penalty will be assessed for termination of this Agreement. In the event this Agreement expires or is terminated prior to the completion of its stated term, all records provided to HSAM with respect to the investment of monies by the Issuer shall be returned to the Issuer as soon as practicable following written request by Issuer, provided that such records have not been destroyed pursuant to HSAM's internal document retention policy. In addition, the parties hereto agree that, upon termination of this Agreement, HSAM shall have no continuing obligation to the Issuer regarding any arbitrage rebate related services contemplated herein, regardless of whether such services have previously been undertaken, completed, or performed.

Acceptance of Agreement

10. When accepted by the Issuer in accordance with the terms hereof, it, together with Appendix A attached hereto, will constitute the entire Agreement between the Issuer and HSAM for the purposes and the consideration herein specified. In order for this Agreement to become effective, it must be accepted by the Issuer within sixty (60) days of the receipt by the Issuer. After the expiration of such 60-day period, acceptance by the Issuer shall only become effective upon delivery of written acknowledgement and reaffirmation by HSAM that the terms and conditions set forth in this Agreement remain acceptable to HSAM.

Counterpart Signatures

11. This Agreement may be executed in two or more counterparts, each of which shall be deemed an original and all of which together shall constitute one and the same instrument. Each Party may execute this Agreement on a facsimile or PDF hereof. In addition, facsimile or PDF signatures of either Party shall be valid and binding, and delivery of a facsimile or PDF signature by either Party shall constitute due execution and delivery of this Agreement.

Governing Law

12. This Agreement will be governed by and construed in accordance with the laws of the State of Texas, without regard to its principles of conflicts of laws.

Acceptance

13. Acceptance will be indicated by returning one executed copy to HSAM. An electronic version is acceptable. HSAM will then execute the Agreement and return a fully executed electronic version of the Agreement to the Issuer.

Respectfully submitted,

HILLTOP SECURITIES ASSET MANAGEMENT, LLC

By_____

David K. Medanich, President

Date_____

ISSUER'S ACCEPTANCE CLAUSE

The above and foregoing is hereby in all things accepted and approved by MCALLEN INDEPENDENT SCHOOL DISTRICT, on this the _____ day of _____, _____.

By_____
Authorized Representative

Approved as to form:
O'Hanlon, Demerath & Castillo

By: _____
Kevin O'Hanlon

Title Board President

Printed Name Debbie Crane Aliseda

APPENDIX A - FEES

The Obligations to be covered initially under this Agreement include all issues of tax-exempt obligations delivered subsequent to the effective dates of the rebate requirements, under the Code, except as set forth in Section I of the Agreement.

The fee for any Obligations under this Agreement shall only be payable if a computation is required under Section 148(f)(2) of the Code. In the event that any of the Obligations fall within an exclusion to the computation requirement as defined by Section 148 of the Code or related regulations and no calculations were required by HSAM to make that determination, no fee will be charged for such issue. For example, certain obligations are excluded from the rebate computation requirement if the proceeds are spent within specific time periods. In the event a particular issue of Obligations fulfills the exclusion requirements of the Code or related regulations, the specified fee will be waived by HSAM if no calculations were required to make the determination.

HSAM's fee for arbitrage rebate services is based upon a fixed Calculation Period fee per issue. The Calculation Period fee is charged based upon the number of Calculation Periods that proceeds exist subject to rebate from the delivery date of the issue to the Calculation Date.

HSAM's fees are payable upon delivery of the report. The first report will be made following one Calculation Period from the date of delivery of the Obligations and on each Calculation Date thereafter during the term of the Agreement. The fees for computations of the Arbitrage Amount which encompass more, or less, than one Calculation Period shall be prorated to reflect the longer, or shorter, period of work performed during that period.

The fee for each of the Obligations included in this Agreement shall be based on the table below.

Additionally, due to significant time saving efficiencies realized when investment information is submitted in an electronic format, HSAM passes the savings to its clients by offering a 10% reduction in its fees if information is provided in a spreadsheet or electronic text file format.

Description	FEE
ANNUAL CALCULATION PERIOD FEE	**$1,500**
COMPREHENSIVE ARBITRAGE COMPLIANCE SERVICES INCLUDE:	
• Commingled Funds Analysis & Calculations • Spending Exception Analysis & Calculations • Yield Restriction Analysis & Calculations (for yield restricted Project Funds, Reserve Funds, Escrow Funds, etc.) • Parity Reserve Fund Allocations • Transferred Proceeds Calculations • Universal Cap Calculations • Debt Service Fund Calculations (including earnings test when required) • Preparation of all Required IRS Paperwork for Making a Rebate Payment / Yield Reduction Payment • Retention of Records Provided for Arbitrage Computations • IRS Audit Assistance • Delivery of Rebate Calculations Each Year That Meets the Timing Requirements of the Audit Schedule • On-Site Meetings, as Appropriate, to Discuss Calculation Results / Subsequent Planning Items	**INCLUDED**
OTHER SERVICES AVAILABLE:	
IRS Refund Request – Update calculation, prepare refund request package, and assist issuer as necessary in responding to subsequent IRS Information Requests	**$750**

EXPLANATION OF TERMS:

a. **Bond Year**: A "Bond Year" is each 1-year period selected by the issuer. The first and last bond years may be short periods. If no bond year is selected, bonds years will end on each anniversary date of the issue and at final maturity.

b. **Computation Date**: A "Computation Date" is a five bond year period no longer than five years after the issue date. Subsequent Computation Dates will be for a period not later then 5 years after the previous Computation Date and at final maturity of the issue.

c. **Calculation Period:** A "Calculation Period" represents a one year period from the delivery date of the issue to the date that is one calendar year after the delivery date, and each subsequent one-year periods thereafter. Therefore, if a calculation is required that covers more than one Calculation Period, the Calculation Period fee is multiplied by the number of periods contained in the calculation being performed. If a calculation includes a portion of a Calculation Period, i.e., if the calculation includes 1 ½ Calculation Periods, then the base fee will be multiplied by 1.5**.**

d. **Electronic Data Submission:** The data should be provided electronically in MS Excel or ASCII text file (comma delimited text preferred) with the date, description, dollar amount, and an activity code (if not in debit and credit format) on the same line in the file.

e. **Variable/Floating Rate Bond Issues:** Special services are also required to perform the arbitrage rebate calculations for variable rate bonds. A bond is a variable rate bond if the interest rate paid on the bond is dependent upon an index which is subject to changes subsequent to the issuance of the bonds. The computational requirements of a variable rate issue are more complex than those of a fixed rate issue and, accordingly, require significantly more time to calculate. The additional complexity is primarily related to the computation of the bond yield, which must be calculated on a "bond year" basis. Additionally, the regulations provide certain flexibility in computing the bond yield and determining the arbitrage amount over the first IRS reporting period; consequently, increased calculations are required to determine which bond yield calculation produces the lowest arbitrage amount.

f. **Commingled Fund Allocations:** By definition, a commingled fund is one that contains either proceeds of more than one bond issue or proceeds of a bond issue and non-bond proceeds (i.e., revenues) of $25,000 or more. The arbitrage regulations, while permitting the commingling of funds, require that the proceeds of the bond issue(s) be "carved out" for purposes of determining the arbitrage amount. Additionally, interest earnings must be allocated to the portion of the commingled fund that represents proceeds of the issue(s) in question. Permitted "safe-harbor" methods (that is, methods that are outlined in the arbitrage regulations and, accordingly, cannot be questioned by the IRS under audit), exist for allocating expenditures and interest earnings to issues in a commingled fund. HSAM uses one of the applicable safe-harbor methods when doing these calculations.

g. **Debt Service Reserve Funds:** The authorizing documents for many revenue bond issues require that a separate fund be established (the "Reserve Fund") into which either bond proceeds or revenues are deposited in an amount equal to some designated level, such as average annual debt service on all parity bonds. This Reserve Fund is established for the benefit of the bondholders as additional security for payment on the debt. In most cases, the balance in the Reserve Fund remains stable throughout the life of the bond issue. Reserve Funds, whether funded with bond proceeds or revenues, must be included in all rebate calculations.

h. **Debt Service Fund Calculations:** Issuers are required under the regulations to analyze the invested balances in their debt service funds annually to determine whether the fund depletes as required during the year and is, therefore, "bona fide" (i.e., potentially exempt from rebate in that year). It is not uncommon for surplus balances to develop in the debt service fund that services an issuer's tax supported debt, particularly due to timing differences of when the funds were due to be collected versus when the funds were actually collected. HSAM performs this formal analysis of the debt service fund and, should it be determined that a surplus balance exists in the fund during a given year, allocates the surplus balance among the various issues serviced by the fund in a manner that is acceptable under IRS review.

i. **Earnings Test for Debt Service Funds:** Certain types of bond issues require an additional level of analysis for the debt service fund, even if the fund depletes as required under the regulations and is "bona fide." For short-term, fixed rate issues, private activity issues, and variable rate issues, the regulations require that an "earnings test" be performed on a bona fide debt service fund to determine if the interest earnings reached $100,000 during the year. In

cases where the earnings reach or exceed the $100,000 threshold, the entire fund (not just the surplus or residual portion) is subject to rebate.

j. **Transferred Proceeds Calculations:** When a bond issue is refinanced (refunded) by another issue, special services relating to "transferred proceeds" calculations may need to be performed. Under the regulations, when proceeds of a refunding issue are used to retire principal of a prior issue, a pro-rata portion of the unspent proceeds of the prior issue becomes subject to rebate and/or yield restriction as transferred proceeds of the refunding issue. The refunding issue essentially "adopts" the unspent proceeds of the prior issue for purposes of the arbitrage calculations. These calculations are required under the regulations to ensure that issuers continue to exercise due diligence to complete the project(s) for which the prior bonds were issued.

k. **Universal Cap:** Current regulations provide an overall limitation on the amount of gross proceeds allocable to an issue. Simply stated, the value of investments allocated to an issue cannot exceed the value of all outstanding bonds of the issue. For example, this situation can occur if an issuer encounters significant construction delays or enters into litigation with a contractor. It may take months or even years to resolve the problems and begin or resume spending the bond proceeds; however, during this time the debt service payments are still being paid, including any scheduled principal payments. Thus, it's possible for the value of the investments purchased with bond proceeds to exceed the value of the bonds outstanding. In such cases, a "de-allocation" of proceeds may be required to comply with the limitation rules outlined in the regulations.

l. **Yield Restriction Analysis/Yield Reduction Computations:** The IRS strongly encourages issuers to spend the proceeds of each bond issue as quickly as possible to achieve the governmental purpose for which the bonds were issued. Certain types of proceeds can qualify for a "temporary period," during which time the proceeds may be invested at a yield higher than the yield on the bonds without jeopardizing the tax-exempt status of the issue. The most common temporary period is the three-year temporary period for capital project proceeds. After the end of the temporary period, the proceeds must be yield restricted or the issuer must remit the appropriate yield reduction payment when due. HSAM performs a comprehensive yield restriction analysis when appropriate for all issues having proceeds remaining at the end of the applicable temporary period and also calculates the amount of the yield reduction payment due to the IRS.

BOARD AGENDA REPORT
MCALLEN INDEPENDENT SCHOOL DISTRICT

MEETING DATE: February 26, 2024

SUBJECT: Discussion and Possible Action on Amended Agreement No. 2024-254 City of McAllen Community Development Block Grant Funding for Track Lighting Project at Dorothea Brown Middle School

REFERENCE: Goal 1 - Facility Priorities, Strategy 5 - Partnerships with Business/Civic/Educational Organizations

BACKGROUND INFORMATION/REASON FOR BOARD CONSIDERATION:

On November 13, 2023, the Board of Trustees approved Agreement No. 2024-254 City of McAllen Community Development Grant ("CDBG") Funding for Track Lighting Project at Dorothea Brown Middle School.

ADMINISTRATIVE CONSIDERATIONS/FACTS AND ANALYSIS:

McAllen Independent School District and City of McAllen will enter into an amended agreement that will include revised timelines.

LEGAL REVIEW:

The Agreement has been approved by legal counsel

BUDGETARY CONSIDERATIONS:

None

RECOMMENDED BOARD ACTION:

Administration recommends that the Board of Trustees approve Amended Agreement No. 2024-254 City of McAllen Community Development Block Grant Funding for Track Lighting Project at Dorothea Brown Middle School.

Attachment: ☑

SUBMITTED BY: _____ **SUPERVISOR:** Lorena Garcia

For further information contact:
Name: Mr. Ruben Treviño, Executive Director of Facilities, Maintenance, and Operations
Office: 956-632-3200
eMail: ruben.trevino@mcallenisd.net

Approved for presentation to the Board of Education:

RENE GUTIERREZ (Feb 22, 2024 13:16 CST)

Superintendent of Schools

STATE OF TEXAS }
COUNTY OF HIDALGO }
CITY OF MCALLEN }

BASIC AGREEMENT

This Agreement made and entered into on this the 1st day of October 2023, by and between the City of McAllen, a political subdivision of the State of Texas, hereinafter referred to as **"CITY"**, and McAllen Independent School District, hereinafter referred to as **"DISTRICT".**

WITNESSETH

WHEREAS, **DISTRICT** desires to carry out eligible activities as described in the attached **EXHIBIT A: STATEMENT OF WORK**, of this Agreement, and permitted by Title I of the Housing and Community Development Act of 1992 (1992 Act) pursuant to the U. S. Department of Housing and Urban Development (HUD) Community Development Block Grant (CDBG) Program Entitlement Grant Regulations and covered in 24 CFR Part 570 and activities deemed as eligible under 24 CFR Subpart C.

WHEREAS, the **CITY** proposes to contract with **DISTRICT** in order that the eligible activities described in **EXHIBIT A: STATEMENT OF WORK** can be carried out for the benefit of low and moderate income residents in the **CITY's** jurisdiction and said activities will meet a National Objective as noted in 24 CFR Part 570.200(a)(1), 570.200(a)(2) and 570.201-.209

NOW, THEREFORE, KNOW BY THESE PRESENTS: That for and in consideration of the mutual covenants and agreements herein set forth and other good and valuable consideration which abide by 24 CFR Part 570.503 Agreement with Subrecipients, the **CITY** and the **DISTRICT** do mutually agree as follows:

SECTION I
RULES AND REGULATIONS

DISTRICT agrees to cooperate with the **CITY** in respect to the implementation of CDBG activities to be carried out by **DISTRICT** pursuant to 24 CFR Part 570, 2 CFR Part 200 (Uniform Administrative Requirements, Cost Principles and Audit Requirements for Federal Awards) and other rules, regulations and decisions as may be made by HUD or any other federal or state agency that may legally exercise its jurisdiction over expenditures of CDBG program funds.

DISTRICT agrees to act as intermediary in the provision of assistance to private for-profit businesses, including, but not limited to, grants, loans, loan guarantees, interest supplements, technical assistance, and other forms of support, for any activity where the assistance is appropriate to carry out an economic development project.

Information may be found at www.ecfr.gov.

SECTION II
STATEMENT OF WORK

DISTRICT agrees to perform services as outlined in **EXHIBIT A: STATEMENT OF WORK** for and in consideration of payment in the amount of One Hundred and Seventy Five Thousand Dollars ($175,000) and as delineated in **EXHIBIT B: GRANT BUDGET/PROJECT MILESTONES**.

DISTRICT agrees to notify **CITY**, in writing, of any changes in its Statement of Work, or Grant Budget. **DISTRICT** shall obtain approval, in writing, from **CITY** prior to commencing work on any changes made to the **EXHIBITS A-B.**

Time for performance for this Agreement shall be for a period of twelve (12) months beginning October 1, 2023, and ending September 30, 2024, provided however obligations which specifically or by implication are to be performed after September 30, 2024 shall continue to be enforced after such date. **CITY** shall not be liable for costs incurred or performances rendered by **DISTRICT** before commencement of this Agreement or after termination of this Agreement. Allowable costs will only be reimbursed for expenses incurred during the period of performance described in 24 CFR Part 570.503 and 2 CFR Part 200.309 (Period of Performance).

Statement of Work inclusive of schedule, milestones and budget and/or their modification adhere to requirements so enumerated in 24 CFR Part 570.502, 570.503(b)(1) and 2 CFR Part 200.308.

SECTION III
RECORDS AND REPORTS

DISTRICT agrees to establish and maintain records and reports for a minimum of three years following the submission of the final report and agrees to make those records and reports available to the **CITY**, HUD, and any other local, state or federal agency or authority that may exercise jurisdiction over CDBG funds. Records include but are not limited to documentation that establishes that the service is designated for the benefit of low- and moderate-income persons who reside within the corporate limits of City.

DISTRICT must remit to **CITY** a Monthly Activity Report by the 25th of each month.

DISTRICT must remit all expenditure requests for payment no later than 30 days after September 30, 2024. Request for reimbursement submitted after October 30, 2024 may not be paid and **DISTRICT** shall forfeit to **CITY** all unspent and non-requested funds. However, if **DISTRICT** demonstrates that delays or departure from the schedule is due to circumstances beyond its control, **CITY** and **DISTRICT** may amend time of performance.

DISTRICT is required to maintain an active registration in the System of Awards Management (SAM) for the duration of this agreement. Further, **CITY** may require

information necessary to complete the Federal Funding Accountability and Transparency Act (FFATA) or any other Grant specific report to be furnished by **DISTRICT** as detailed in 2 CFR Part 200.300 (Statutory and National Policy Requirements).

Notwithstanding 2 CFR 200.337, **CITY** and **DISTRICT** recipients shall provide citizens with reasonable access to records regarding the past use of CDBG funds, consistent with applicable State and local laws regarding privacy and obligations of confidentiality in accordance with 24 CFR Part 570.508.

DISTRICT and **CITY** shall comply with 2 CFR Part 200.82 regarding Protected Personally Identifiable Information

Records, Record Keeping, Retention and Reports adhere to requirements so enumerated in 24 CFR Part 570.502, 570.502(a)(7), 570.503(b)(2), 570.506 and 570.507.

SECTION IV
MONITORING VISITS

DISTRICT shall attend an orientation prior to the first draw of funds.

CITY shall provide a technical assistance seminar, if requested, and will follow **DISTRICT's** monitoring schedule as detailed in the Consolidated Plan and Strategy.

CITY will notify **DISTRICT** no less than one week in advance of on-site monitoring visits to assure compliance with applicable Federal requirements and that performance goals are being achieved as per 2 CFR Parts 200.301 (Performance Measurement) and Part 328 (Monitoring and Reporting Program Performance) as well as 24 CFR Part 570.501(b), .502 and 503 (Grant Administration).

Subsequent to each monitoring visit, **CITY** shall provide **DISTRICT** with a written report of the monitor's determinations. If the monitoring report notes deficiencies in **DISTRICT's** performance under the terms of this Agreement, the monitoring report shall also include requirements for the timely correction of such deficiencies by **DISTRICT**.

Failure by **DISTRICT** to take action specified in the monitoring report may be cause for suspension or termination of this Agreement, as provided in Section VIII – Suspension and Termination.

In addition, **DISTRICT** shall give **CITY**, HUD, Inspector General, the Comptroller General of the United States, and any of their duly authorized representatives, unobstructed and full access to and the right to examine all books, accounts, records, reports, files, and other papers, things, or property belonging to or in use by **DISTRICT** pertaining to this Agreement as provided in 2 CFR Part 200.336 (Access to Records).

SECTION V
COMPENSATION, METHOD OF PAYMENT, AND PROGRAM INCOME

DISTRICT agrees to follow administrative directions from the **CITY** regarding documenting and processing payment requests as determined during orientation and monitoring visits. All necessary documentation such as canceled checks, paid invoices and time and attendance records, which include case numbers or other identification of beneficiaries, must be submitted with each request for payment. **CITY** may request additional documentation of expenditures from **DISTRICT**, as deemed necessary by **CITY** or facilitated under 2 CFR Part 200 – Uniform Administrative Requirements, Cost Principles and Audit Requirements for Federal Awards and 24 CFR Part 570.502 – Applicability of Uniform Administrative Requirements.

DISTRICT and **CITY** agree that, if applicable, program income generated from the use of CDBG funds shall be retained by the **DISTRICT**. If the activity is partially assisted with CDBG funds, the **DISTRICT** agrees to pro-rate the gross income to reflect the percent of CDBG funds assisted in the activity. If generated, **DISTRICT** is to provide to the **CITY** an account of program income on a monthly basis. Program income determinations are found at 24 CFR Part 570.500(a), 570.503(b)(3), 570.504 and 2 CFR Part 200.307

CITY is then required to report all CDBG program income earned, retained, and expended. The **DISTRICT** shall be allowed to use program income for the same or similar activities as generated the program income. Failure of the **DISTRICT** to report program income as required shall cause the **CITY** to require all program income to be returned to the **CITY**.

DISTRICT and **CITY** agree that all unused CDBG funds will be returned to **CITY** at the end or termination of this agreement.

SECTION VI
RELIGIOUS AND POLITICAL ACTIVITIES

DISTRICT and **CITY** agree that none of the funds expended or activities undertaken shall be used in support of any sectarian, religious or political activity, nor shall any building or structure funded under this Agreement be used for sectarian or religious activities in accordance with 24 CFR Part 570.200(j) and .207 – General Policies and Ineligible Activities, respectively.

SECTION VII
AUDIT REQUIREMENTS AND FINANCIAL MANAGEMENT

DISTRICT agrees to comply with the applicable requirements and standards as set forth in 2 CFR Part 200.501 (Audit Requirements). Audits shall be conducted annually in accordance with 2 CFR Part 504 (Frequency of Audits). Applicability of audit requirements to CDBG program is noted in 24 CFR Part 570.502(a) and .610.

DISTRICT agrees to furnish **CITY** a Financial Management letter covering the period of this Agreement that includes detailed receipts and disbursement of payments to **DISTRICT** hereunder.

However, if **DISTRICT** expends Seven Hundred Fifty Thousand Dollars ($750,000) or more in federal funds, **DISTRICT** must, within nine (9) months, supply **CITY** with an audit of revenues and expenditures conducted by a Certified Public Accountant and compliant with 2 CFR Part 200.514 (Scope of Audit).

DISTRICT acknowledges that a Financial Audit shall be provided to **CITY** at the expense of the **DISTRICT.** Audit shall be available to **CITY**, and any and all applicable federal agencies, and be of unrestricted access, as listed in 2 CFR Part 200.336 (Access to Records).

If the **DISTRICT** expends less than $750,000 per year in cumulative federal awards, then they are exempt from Part 200.501 for that year; however, records must be available for review or audit by appropriate officials of the federal agency, pass-through entities, non-Federal Agency (**CITY)** and the General Accounting Office.

For the exempt **DISTRICT**, a 990 Tax Return (Return of Organization Exempt From Income Tax), and Financial Statements are required for the most recent fiscal year. Further, **DISTRICT** agrees to cooperate with **CITY** relating to any inquiries regarding the audit.

It is understood that **CITY** and **DISTRICT** have a fiduciary responsibility to meet Financial Management standards and practices so noted in 2 CFR Part 200.302 and as may be applicable under 24 CFR Part 570.502 and 570.610.

SECTION VIII
SUSPENSION AND TERMINATION

DISTRICT understands that this Agreement may be suspended or terminated, in accordance with 2 CFR Part 200.339 (A)(4) (Termination), if the **DISTRICT** materially fails to comply with the provisions of this Agreement, the provisions so listed in **EXHIBITS A – C** or Program Management Standards recognized under 24 CFR Part 570.502, 503(b)(4) and .610.

If **DISTRICT** fails to fulfill in a timely and proper manner its obligations under this Agreement, or **DISTRICT** violates the Agreements or any stipulations of this Agreement, then the **CITY** shall provide **DISTRICT** written notification of such non-performance. **AGENCY** is required to expend within a 90-day period; such non-performance may be the basis for immediate termination of this Agreement. Should any breach of Agreement relate to a violation of federal law or regulation that results in HUD demanding reimbursement from the **CITY, DISTRICT** or its successor, the **CITY** will terminate Agreement and seek reimbursement of all funds from **DISTRICT**.

DISTRICT shall not be relieved of the liability to the **CITY** for damages sustained by the **CITY** by virtue of any breach of this Agreement by **DISTRICT.** Further, **CITY** may withhold any payments to **DISTRICT** for violations of federal regulations. Should the **CITY** become aware of any activity by **DISTRICT,** which would jeopardize the **CITY'S** position with HUD, or which would cause a payback of federal funds, then **CITY** may take appropriate action including injunctive relief against **DISTRICT** to prevent the aforesaid transaction. Failure of the **CITY** to exercise any right shall in no way constitute a waiver by **CITY** to otherwise demand payment or seek any other relief in law or in equity to which it may be justly entitled.

It is expressly agreed that this Agreement may not be amended except upon the joint action of both the **CITY** and **DISTRICT**.

Except in cases of Termination of Grant for Convenience (24 CFR Part 570.509(e)) or Termination for Cause (570.509(f)), **CITY** will conform to grant closeout procedures noted in 570.509(a-d)

SECTION IX
ASSETS

DISTRICT shall not purchase any item or asset unless so permitted by the **CITY** and such procurement shall be done in the form and manner prescribed by **CITY**. **CITY** shall own all equipment purchased by **DISTRICT** utilizing CDBG funds and furnished to **DISTRICT** under this agreement until the equipment's useful life has expired. Assets may include equipment as defined in 2CFR Part 200.33.

Any asset acquired or improved in part or in whole with CDBG funds in excess of $25,000 must be used in an activity that meets one of the national objectives listed in 24 CFR Part 570.208 for a period of five (5) years after the submission of the final report or a longer period if so determined by the **CITY**.

CITY's written approval must be obtained prior to the disposition of any asset improved or acquired in part or in whole with CDBG funds by **DISTRICT. CITY** shall be reimbursed the full amount of the disposed value of the asset if the asset is sold.

CITY may, at its option, request that such asset be transferred to **CITY** if the asset is no longer being used to meet one of the national objectives or in any case where the **DISTRICT** no longer provides services shown on **EXHIBIT A: STATEMENT OF WORK**.

Purchases of equipment of two thousand five hundred dollars ($2,500) or more in value will be labeled with a numbered **CITY** CDBG tag.

Reversion of Assets and its applicability is addressed in 24 CFR Part 570.502, 570.503 and 570.505. Furthermore, Real Property requirements are noted in 24 CFR Part 570.502, 570.503(b)(7), 570.505 and 2 CFR Part 200.311.

SECTION X
INDEMNITY CLAUSE

DISTRICT agrees to hold **CITY** harmless from, and indemnify **CITY** from and defend **CITY** against any and all claims brought against **CITY** by employees or officers of **DISTRICT** or brought by any third person arising in any manner directly or indirectly from **DISTRICT** programs, activities or events conducted pursuant to this Agreement.

SECTION XI
PROCUREMENT

DISTRICT agrees to follow the rules of the **CITY** on the procurement of services, supplies or non-real property in relation to CDBG-funded projects. The legal standards that will apply include the Procurement Standards of the City of McAllen, 2 CFR Part 200.317-.326 (Procurement Standards) and 24 CFR Part 570.502, as applicable. In such case as **DISTRICT** has developed procurement standards governing its operation, **DISTRICT** is required to follow the stricter of **DISTRICT's** or **CITY's** procurement procedures.

CITY's traditional procurement procedures are as follows: For purchases up to $999.99, **DISTRICT** must provide invoice or receipt and cancelled check. For purchases of $1,000 but not exceeding $49,999.99, **DISTRICT** must provide a minimum of three quotes on vendor letterhead, invoice or receipt and cancelled check. For purchases of $50,000 or more, **DISTRICT** must use the competitive sealed bid procedure.

DISTRICT is advised to contact **CITY** for assistance in connection with competitive bidding procedures. **DISTRICT** must advertise no less than twice in a newspaper of general circulation. Advertisements must be separated by no less than seven calendar days. Sealed bids must be opened no less than eight calendar days after the second advertisement and bids shall only be awarded by **DISTRICT's** governing board, where applicable.

Non-traditional procurement, such as use of buy board, co-ops, or unit pricing, may be allowed when open and fair competition can be demonstrated. Such methods shall be acceptable when **CITY's** written approval is obtained in advance of award selection.

SECTION XII
CONFLICT OF INTEREST

DISTRICT covenants that neither members of its organization or staff members who exercise influence on the decision-making process presently has or will have any interest, direct or indirect, with any person, corporation, company or association that is hired to carry out any of the activities so listed in **EXHIBIT A: STATEMENT OF WORK.** Such requirement is listed in 2 CFR Parts 200.112 (Conflict of Interest) and 200.318(c)(1) (General Procurement Standards) and 24 CFR Part 570.611.

DISTRICT agrees that no person who is an elected official, officer, director, employee, consultant, or agent of the **DISTRICT**'s organization or the **CITY**'s organization shall gain any interest in any corporation, company, or association that is hired to carry out any of the activities so listed in **EXHIBIT A: STATEMENT OF WORK** during their tenure.

No **CITY** employee, elected official, consultant and/or agent shall solicit nor accept gratuities, favors, or anything of monetary value from any person, corporation, company, or association that has been hired or expects to be hired to perform any of the activities so described in **EXHIBIT A: STATEMENT OF WORK**.

DISTRICT is responsible for repayment of funds associated with any Conflict of Interest that may occur either knowingly or unknowingly.

SECTION XIII
LEGAL ACTION AND VENUE

DISTRICT agrees to notify the **CITY** when a problem arises that may lead to legal action or claim against the **DISTRICT**. **DISTRICT** agrees to furnish to **CITY** any information with respect to such action or claim. **DISTRICT** agrees not to take any action with respect to any legal action or claim sought against the **DISTRICT** without the advice and consent of **CITY**.

Venue and jurisdiction of any suit, right or cause of action arising under or in connection with this Agreement shall lie exclusively in Hidalgo County.

SECTION XIV
MISCELLANEOUS BASIC ELEMENTS

Compliance with Laws and Regulations. Nothing in this Agreement shall be construed so as to require the commission of any act contrary to local, state or federal law or regulation, as provided for in 24 CFR Part 570.

Antidiscrimination/Affirmative Action and EEO. This Agreement serves to maintain and enforce Antidiscrimination Laws, Affirmative Action and Equal Employment Opportunity regulations located in 24 CFR Part 8, 570.601, 570.602 and 570.607, Section 504 of Rehabilitation Act of 1973, Americans with Disabilities Act of 1990, 41 CFR Part 60, 12 U.S.C 1701u and Executive Orders 11063, 11246 and 12086.

Environmental Standards. CITY shall maintain responsibility of ensuring Environmental Review is complete in accordance with 24 CFR Part 570.202, 503, 604, Part 58, 42 U.S.C 4001 et seq., and Section 104(g) of the Housing and Community Development Act prior to Agreement ratification. Notwithstanding activities listed in Exhibit A – Statement of Work, **CITY** shall not relinquish, nor shall **DISTRICT**, incur expenses prior to completion of Environmental Review Record.

Grant Closeout Procedures. **DISTRICT** shall provide timely and accurate financial and performance data such as to allow **CITY** to complete its assessment of the fiscal year. Procedures for closeout are noted in 24 CFR Part 570.509.

Other Program Requirements. Citations for Other Program Requirements are provided in 24 CFR Part 570.503(b)(5), 570.600-603, and 570.605-614.

SECTION XV
MISCELLANEOUS PROVISIONS

Conflict with Applicable Law. Nothing in this Agreement shall be construed so as to require the commission of any act contrary to law, and whenever there is any conflict between any provision of this Agreement and any present or future law, ordinance or administrative, executive or judicial regulation, order or decree, or amendment thereof, contrary to which the parties have no legal right to contract, the latter shall prevail, but in such event the affected provision or provisions of this Agreement shall be modified only to the extent necessary to bring them within the legal requirements and only during the time such conflict exists.

No Waiver. No waiver by **CITY** of any breach of any provision of this Agreement shall be deemed to be a waiver of any preceding or succeeding breach of the same or any other provision hereof.

Entire Agreement. This Agreement contains the entire contract between the parties hereto, and each party acknowledges that neither has made (either directly or through any agent or representative) any representations or agreements in connection with this Agreement not specifically set forth herein. This Agreement may be modified or amended only by agreement in writing executed by **CITY** and **DISTRICT**, and not otherwise.

Texas Law to Apply. This Agreement shall be construed under and in accordance with the laws of the State of Texas, and all obligations of the parties created hereunder are performable in Hidalgo County, Texas. The parties hereby consent to personal jurisdiction in Hidalgo County, Texas.

Notice. Except as may be otherwise specifically provided in this Agreement, all notices, demands, requests or communications required or permitted hereunder shall be in writing and shall either be (i) personally delivered against a written receipt, or (ii) sent by electronic mail, or (iii) sent by registered or certified mail, return receipt requested, postage prepaid and addressed to the parties at the addresses set forth below, or (iv) sent by facsimile or at such other addresses as may have been theretofore specified by written notice delivered in accordance herewith.

Each notice, demand, request or communication which shall be delivered or mailed in the manner described above shall be deemed sufficiently given for all purposes at such time as it is personally delivered to the addressee or, if mailed, at such time as it is deposited in the Unites States mail.

Reports and Notices shall be made to:

CITY OF McALLEN
Julia D. Lash, Director
Grant Administration Department
P.O. Box 220
McAllen, TX 78505-0220
Phone: (956) 681-1030

McALLEN INDEPENTDENT SCHOOL DISTRICT

Name of Signatory: _____

Title of Signatory: _____

Address: _____

City, State, Zip: _____

Phone: _____

Additional Documents. The parties hereto covenant and agree that they will execute such other and further instruments and documents as are or may become necessary or convenient to effectuate and carry out the terms of this Agreement.

Successors. This Agreement shall be binding upon and inure to the benefit of the parties hereto and their respective heirs, executors, administrators, legal representatives, successors, and assigns where permitted by this Agreement.

Assignment. This Agreement shall not be assignable by **DISTRICT**. **CITY** may assign this Agreement without the consent of **DISTRICT**.

Headings. The headings and captions contained in this Agreement are solely for convenient reference and shall not be deemed to affect the meaning or interpretation of any provision or paragraph hereof.

Gender and Number. All pronouns used in this Agreement shall include the other gender, whether used in the masculine, feminine or neuter gender, and the singular shall include the plural whenever and as often as may be appropriate.

Authority to Execute. The execution and performance of this Agreement by **CITY** and **DISTRICT** have been duly authorized by all necessary laws, resolutions or corporate action, and this Agreement constitutes the valid and enforceable obligations of **CITY** and **DISTRICT** in accordance with its terms.

SECTION XVI
ENUMERATION OF CONTRACT DOCUMENTS

This Agreement shall be performed in accordance with, and subject to, the provisions of all documents enumerated herein, or which may be attached hereto by written mutual consent of the contracting parties at any future date and are hereby made a part of this Agreement unless otherwise provided for.

To comply with 24 CFR Part 270.503, the Agreement document so enumerated is:

(1) EXHIBIT A: STATEMENT OF WORK
(2) EXHIBIT B: GRANT BUDGET/PROJECT MILESTONES
(3) EXHIBIT C: 2 CFR PART 200–UNIFORM ADMINISTRATIVE REQUIREMENTS, COST PRINCIPLES AND AUDIT REQUIREMENTS FOR FEDERAL AWARDS

SECTION XVI
EFFECTIVE DATE

The effective date of this agreement shall be the 1st day of October 2023, which follows the ordinance approved by the City Commission, and shall terminate on the 30th day of September 2024.

IN WITNESS THEREOF, **CITY** and **DISTRICT** have executed two (2) conformed copies of this Contract as of the date first above written.

CITY OF McALLEN

By: _____
Javier Villalobos, Mayor

Date: _____

ATTEST:

By: _____
Perla Lara, City Secretary

McAllen Independent School District

By: _____

Printed Name: _____

Title: _____

Date: _____

APPROVED AS TO FORM:

By: _____
Isaac J. Tawil, City Attorney

EXHIBIT A
STATEMENT OF WORK

Services

CDBG funds will be used for a track lighting project.

Beneficiaries

CDBG funds will benefit the City of McAllen residents and students at Dorothea Brown Middle School.

Location

Services will be located at 2700 S. Ware Road, McAllen, Texas 78503.

Other Funding Sources

- N/A

Performance Measurement

- Provide lighting to extend hours for citizens of McAllen to be able to use walking track during evening and weekend hours
- Extend physical activities for students at Dorothea Brown Middle School

EXHIBIT B
GRANT BUDGET/PROJECT MILESTONES

Type of Expenditure	Amount
Lighting System	$175,000
TOTAL	**$ 175,000**

Timeline	Accomplishment	
Month of:	**Funds Expended**	**Beneficiaries Served**
December 2023	0%	0%
April 2024	30%	30%
June 2024	50%	50%
No later than September 30, 2024	100%	100%

EXHIBIT C

PART 200—UNIFORM ADMINISTRATIVE REQUIREMENTS, COST PRINCIPLES, AND AUDIT REQUIREMENTS FOR FEDERAL AWARDS

Subpart A—ACRONYMS AND DEFINITIONS

ACRONYMS

Subpart B—GENERAL PROVISIONS

Subpart C—PRE-FEDERAL AWARD REQUIREMENTS AND CONTENTS OF FEDERAL AWARDS

Subpart D—POST FEDERAL AWARD REQUIREMENTS

STANDARDS FOR FINANCIAL AND PROGRAM MANAGEMENT

PROPERTY STANDARDS

PROCUREMENT STANDARDS

PERFORMANCE AND FINANCIAL MONITORING AND REPORTING

SUBRECIPIENT MONITORING AND MANAGEMENT

RECORD RETENTION AND ACCESS

REMEDIES FOR NONCOMPLIANCE

CLOSEOUT

POST-CLOSEOUT ADJUSTMENTS AND CONTINUING RESPONSIBILITIES

COLLECTION OF AMOUNTS DUE

Subpart E—COST PRINCIPLES

GENERAL PROVISIONS

BASIC CONSIDERATIONS

GENERAL PROVISIONS FOR SELECTED ITEMS OF COST

EXHIBIT C - Continued

PART 200—UNIFORM ADMINISTRATIVE REQUIREMENTS, COST PRINCIPLES, AND AUDIT REQUIREMENTS FOR FEDERAL AWARDS

Subpart F—AUDIT REQUIREMENTS

GENERAL

AUDITS

AUDITEES

FEDERAL AGENCIES

AUDITORS

MANAGEMENT DECISIONS

Appendix	Appendix I to Part 200—Full Text of Notice of Funding Opportunity
Appendix	Appendix II to Part 200—Contract Provisions for Non-Federal Entity Contracts Under Federal Awards
Appendix	Appendix III to Part 200—Indirect (F&A) Costs Identification and Assignment, and Rate Determination for Institutions of Higher Education (IHEs)
Appendix	Appendix IV to Part 200—Indirect (F&A) Costs Identification and Assignment, and Rate Determination for Nonprofit Organizations
Appendix	Appendix V to Part 200—State/Local Governmentwide Central Service Cost Allocation Plans
Appendix	Appendix VI to Part 200—Public Assistance Cost Allocation Plans
Appendix	Appendix VII to Part 200—States and Local Government and Indian Tribe Indirect Cost Proposals
Appendix	Appendix VIII to Part 200—Nonprofit Organizations Exempted From Subpart E—Cost Principles of Part 200
Appendix	Appendix IX to Part 200—Hospital Cost Principles
Appendix	Appendix X to Part 200—Data Collection Form (Form SF-SAC)
Appendix	Appendix XI to Part 200—Compliance Supplement
Appendix	Appendix XII to Part 200—Award Term and Condition for Recipient Integrity and Performance Matters

BOARD AGENDA REPORT
MCALLEN INDEPENDENT SCHOOL DISTRICT

MEETING DATE: February 26, 2024

SUBJECT: Discussion and Possible Action on the 2024 Summer School Programs

REFERENCE: Goal 1: Student Achievement / Student Focus

BACKGROUND INFORMATION/REASON FOR BOARD CONSIDERATION:
The district will be offering summer programs for elementary, middle and high school students. The purpose of the summer program is to offer students opportunities to recover and enrich academic skills.

ADMINISTRATIVE CONSIDERATIONS/FACTS AND ANALYSIS:
The programs will be offered on a 5-day schedule, Monday through Friday during the summer months. The summer school sites, dates, and target audience are attached in the Program Summary spreadsheet. The pay rate schedules are also attached.

LEGAL REVIEW: None required.

BUDGETARY CONSIDERATIONS:
The summer school program will be funded through; local funds; State Bilingual funds; State Compensatory Education Program funds; Title III-LEP Program funds; Title I - Part A - Improving Basic Program funds; State and Federal Special Education Program funds; Regional School Day Program for the Deaf funds; Title IV, Part A - SSAE Program; and Title I, Part C Migrant.

RECOMMENDED BOARD ACTION:
That the Board of Trustees approve the 2024 Summer School Programs.

SUBMITTED BY: Dr. Cynthia Olivarez (Feb 20, 2024 14:56 CST) **SUPERVISOR:**

For further information contact:
Name: Dr. Cynthia Olivarez
Office: 956.632.3232
eMail: cynthia.olivarez@mcallenisd.net

Approved for presentation to the Board of Education:

RENE GUTIERREZ (Feb 21, 2024 08:06 CST)

Superintendent of Schools Feb 20, 2024

MCALLEN INDEPENDENT SCHOOL DISTRICT

School Board Meeting

2024 SUMMER PROGRAMS

Cynthia Olivarez, Ed. D. - State and Federal Programs Director

February 26, 2024

June 2024 – Summer School Calendar

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	27 **HOLIDAY** **Memorial Day**	28	29	30	31 **Last Day of 23-24 School Year**	1 **Summer School Staff Dev and Workday 8:30-3:30**
2	3 **First Day of Summer School**	4	5	6	7	8
9	10	11	12	13	14	15
16	**17**	**18** **STAAR EOC Test Window Opens**	**19** **STAAR EOC**	**20** **STAAR EOC**	**21** **STAAR EOC** **Last Day of Summer School**	22
23	24 **STAAR EOC** **Last Day Bilingual Program (Elem)**	25 **STAAR EOC**	**26** **STAAR EOC**	**27** **STAAR EOC**	**28** **STAAR EOC** **Test Window Closes**	29

Summer Program Sites

Elementary

Reading & Math Academies

Castañeda Elem

Escandon Elem

Jackson Elem

Middle School

Reading & Math Academies

De Leon MS

High School

Gold STAAR & Credit Recovery

McAllen HS

Memorial HS

Rowe HS

AECHS & Lamar

MCALLEN INDEPENDENT SCHOOL DISTRICT

Elementary Summer School Sites:

Castañeda Elementary
Escandon Elementary
Jackson Elementary

June 3-21, 2024

Monday-Friday - 8:00 - 12:30

Breakfast and Lunch Served

Transportation to/from School

Transportation to Boys & Girls Club

City of McAllen

McFun Zone Partnership

3 Elem Summer School sites PLUS

Milam and Alvarez (pending)

Campus	At-Risk Total 3rd-5th	50%Summer Remediation	3rd Grade	4th Grade	5th Grade	
Castañeda	95	48	16	16	16	Castañeda
Garza	109	55	18	18	19	TOTAL
Hendricks	109	55	18	18	19	374
Milam	142	71	23	24	24	
Perez	96	48	16	16	16	21 classrooms
Rayburn	88	44	14	15	15	@18:1
Sanchez	105	53	17	18	18	
			122 (7 Classrooms)	125 (7 Classrooms)	127 (7 Classrooms)	

Campus	At-Risk Total 3rd-5th	50%Summer Remediation	3rd Grade	4th Grade	5th Grade	
Alvarez	112	56	18	19	19	Escandon
Escandon	114	57	19	19	19	TOTAL
Houston	136	68	22	23	23	419
Roosevelt	168	84	28	28	28	
Seguin	184	92	30	31	31	23 classrooms
Thigpen-Zavala	123	62	20	21	21	@18:1
			137 (7 Classrooms)	141 (8 Classrooms)	141 (8 Classrooms)	

Campus	At-Risk Total 3rd-5th	50%Summer Remediation	3rd Grade	4th Grade	5th Grade	
Fields	153	77	25	26	26	Jackson
Gonzalez	161	81	27	27	27	TOTAL
Jackson	182	91	30	30	31	377
McAuliffe	139	70	23	23	24	21 classrooms
Wilson	116	58	19	19	20	@18:1
	1056		124 (7 Classrooms)	125 (7 Classrooms)	128 (7Classrooms)	

Middle School Summer Site

DeLeon Middle School

Campus	At-Risk Total 6th-8th	15%Summer Remediation	6th Grade	7th Grade	8th Grade	
Brown	463	69	23	23	23	**De Leon**
Cathey	480	72	24	24	24	**TOTAL**
De Leon	507	77	25	26	26	**404**
Fossum	439	66	22	22	22	
Morris	397	60	20	20	20	**22 classrooms**
Travis	395	60	20	20	20	**@18:1**
			134 (7 Classrooms)	**135 (7 Classrooms)**	**135 (8 Classrooms)**	

June 3-21, 2024 - 8:00-12:30 - Monday- Friday

Breakfast and Lunch Served

Transportation to/from School

Transportation to Boys & Girls Club

High School Summer Sites

McAllen High School

Memorial High School

Rowe High School

Achieve ECHS

Lamar Options @ AECHS

Gold STAAR

15-day STAAR EOC preparation for students who need to retest in June Summer Administration

Grad Lab Credit Recovery

15-day program for students in grades 9-12 who need to recover credit(s) and stay on track for graduation with their freshman cohort

June 3-21, 2024 - 8:00-12:30 - Monday- Friday

Breakfast and Lunch Served

Transportation to/from School

Summer School Curriculum

- Content Coordinators
- TEKS aligned
- STAAR focused
- Place order for supplies
- Provide Professional Development to Summer School Teachers
- Provide Support



Program Descriptions and eCatalog in progress....

Summer Health Services

Nurse	Campus Assignments	Home Campus
Vanessa Rodriguez, RN	McAllen HS and AECHS (Lamar)	McAllen HS
Jennifer Garza, RN	Jackson Elem and Memorial HS	Memorial HS
Marcio Prata, RN	Castañeda Elem and De Leon Middle School	Castañeda Elem
Dacia Molina, RN	Escandon Elem and Rowe HS	Escandon Elem
Nicole Calderon, LVN	DeLeon MS (Bilingual Prog) Rover	DeLeon MS

Contact Person: Elizabeth Gutierrez, Director

HEALTH SERVICES

McALLEN ISD TRANSPORTATION

Bus Routes

Contact Person:
Eduardo Barnhart, Director

Elementary Schools
Morning Drop-Off at 7:30 am

WEEK 1 (June 3-7)
•*morning pick-up & afternoon drop-off will be from child's current Elem campus*

WEEKS 2 and 3 (June 10-21)
•*morning pick-up & afternoon drop-off will be from child's home*

Middle & High Schools
Morning Drop-Off at 7:30 am

WEEKS 1 – 3 (June3-21)

- *Morning pick-up & afternoon drop-off will be from nearest elementary school*
- *Transportation from campus to home at 12:30*
- *No transportation at 10:00*

Provide complete student roster with name and ID to Transportation Dept; add address for Special Ed students

Please notify if bus with a lift is required for any student

Transportation from campus to McAllen Boys and Girls Club will be available daily at 12:30

Child Nutrition Program

- Breakfast and Lunch provided at all 8 sites
- Lunch must be provided before students leave
- Please notify CNP if meals will be in cafeteria or classroom
- Please keep track of enrollment at campus for all programs
- Campus Cafeteria Managers are your contact for daily meal counts



Contact Person: Sonia Esquivel, Director

McALLEN ISD Police Department

Contact Person: Captain John Montemayor

Campus	Officer	Work Schedule
McAllen HS	Same officers as during school year (2)	7:30 – 4:30 pm
Memorial HS	Same officers as during school year (2)	7:30 – 4:30 pm
Rowe HS	Same officers as during school year (2)	7:30 – 4:30 pm
AECHS	Same officer as during school year	7:30 – 4:30 pm
De Leon MS	Same officer as during school year	7:30 – 4:30 pm
Castañeda Elem	Same officer as during school year	7:00 am – 5:00 pm
Escandon Elem	Same officer as during school year	7:00 am – 5:00 pm
Jackson Elem	Same officer as during school year	7:00 am – 5:00 pm

MCALLEN INDEPENDENT SCHOOL DISTRICT

Thank You!

Questions?

Cynthia Olivarez, Ed. D. - State and Federal Programs Director
cynthia.olivarez@mcallenisd.net

State & Federal Programs

McALLEN INDEPENDENT SCHOOL DISTRICT

2024 Summer School Programs Overview

PURPOSE: The purpose and intent of the McAllen ISD summer program is to offer students opportunities to remediate, recover, and enrich student academic skills. The district will offer summer program opportunities for elementary, middle, and high school students.

FUNDING SOURCES:
Title I, Part A - Improving Basic Programs
Title I, Part C - Education of Migratory Children
Title III, Part A - ELA
Title III, Part A - Immigrant
Title IV, Part A - Student Support and Academic Enrichment
State Compensatory Education
Special Education Program Funds
RSDPD Program Funds
Local Funds

DATES:
June 3-21, 2024 (Monday-Friday)
Elementary and Middle School - 15 Days
High School - 11to15 Days (based on STAAR EOC assessments needs)

INSTRUCTIONAL DAY:
Monday through Friday
8:00-12:30 pm; Lunch 12:00-12:30 then release

SITES:

Elementary:	Castañeda Elementary
	Escandon Elementary
	Jackson Elementary
Middle School:	De Leon Middle School
High School:	McAllen HS, Memorial HS, Rowe HS, Achieve ECHS & Lamar (housed at AECHS)

PROFESSIONAL DEVELOPMENT: June 1, 2024 - 8:30 - 3:30 Summer School Prof Development

REGISTRATION:	June 3, 2024 8:00 am - 11:30am and 1:00 pm - 4:00 pm
ELIGIBILITY:	STAAR Remediation & Credit Recovery, 3rd-12th grade MISD students (approx. 1,050) Enrichment Camps, PK-12th grade MISD students (approx 1,000)
STAAR EOC SUMMER ASSESSMENT WINDOW:	STAAR End-of-Course (EOC) Summer Administration: June 18-28, 2024 at McAllen HS, Memorial HS, and Rowe HS
MEALS:	Breakfast, Lunch (dinner as needed) will be provided by MISD Child Nutrition Program
TRANS-PORTATION:	Transportation will be provided to and from school by MISD Transportation Department
COMMUNITY:	City of McAllen McFun Zone and Boys and Girls Club

McALLEN INDEPENDENT SCHOOL DISTRICT
2024 SUMMER SCHOOL RATES
June 3, 2024 through August 1, 2024
Pending Board Approval - February 26, 2024

Summer School Position	Remediation Hourly Pay Rate	Enrichment Hourly Pay Rate
Summer School Director	$45	----------
Program Lead Teacher	$41	$33
Teacher/Coach	$40	$32
Instructional Assistant	$13	$12
Instructional Assistant for Tech Support	$13	$12
Counselor	$36	----------
Registered Nurse	$36	----------
Health Assistant/LVN	$22	----------
Summer School Secretary	$15	----------
Office Clerk	$13	----------
Social Worker	$33	----------
Graduation Specialist	$33	----------
Parent & Family Engagement Specialist	$33	----------
STAAR Test Administrator/Proctor	----------	$40
Parent Educator (degreed & certified) (Parent and Family Engagement Program)	----------	$32
Parent Educator (non-degreed) (Parent and Family Engagement Program)	----------	$15
Child Care Aide (Parent and Family Engagement Program)	----------	$13
Part-Time Clerk (Parent and Family Engagement Program)	----------	$10
Bus Drivers	current hourly rate	
Bus Aides	$12	
Child Nutrition Workers	current hourly rate	
Child Nutrition Asst Managers/Managers	current hourly rate	
Teacher/Professional/Paraprofessional Support Staff Staff Development/Workday	6 hours - $100/day (Under 6 hours - $16.67 hour)	
Professional/Paraprofessional Summer School Registration	$14	
Substitute Pay (for degreed and certified)	$20	
Tutors – Certified Teachers	$25	
Tutors – Non-certified, bachelor's degree	$20	
Tutors- College students	$12	
Other hourly employees asked to work beyond their work calendar for summer school	current hourly rate	

BOARD AGENDA REPORT
MCALLEN INDEPENDENT SCHOOL DISTRICT

MEETING DATE: February 26, 2024

SUBJECT: Report Regarding Theory of Knowledge (International Baccalaureate Course)

REFERENCE: Goal 1: Student Achievement/Student Focus

BACKGROUND INFORMATION/REASON FOR BOARD CONSIDERATION:
Board Policy EIC (LOCAL) - The district shall include in the calculation of class rank only grades earned in grades 9-12 for high school credit and only certain courses in the following subjects: Advanced Courses, Honors Courses, College-Prep Courses, and Standard Courses.

Trustee Erica De La Garza-Lopez has requested the following Board report:
- REQUESTING A BOARD AGENDA ITEM: Report Regarding Theory of Knowledge (International Baccalaureate Course) and Local Policy EIC.

ADMINISTRATIVE CONSIDERATIONS/FACTS AND ANALYSIS:
None.

LEGAL REVIEW:
None.

BUDGETARY CONSIDERATIONS:
None.

RECOMMENDED BOARD ACTION:
This item is for information purposes only.

SUBMITTED BY: _____ **SUPERVISOR:** Rosalba De Hoyos

For further information contact:
Name: Dr. Rosalba De Hoyos
Office: 956.618.6048
eMail: rosalba.dehoyos@mcallenisd.net

Approved for presentation to the Board of Education:

Rene Gutierrez
RENE GUTIERREZ (Feb 23, 2024 15:44 CST)

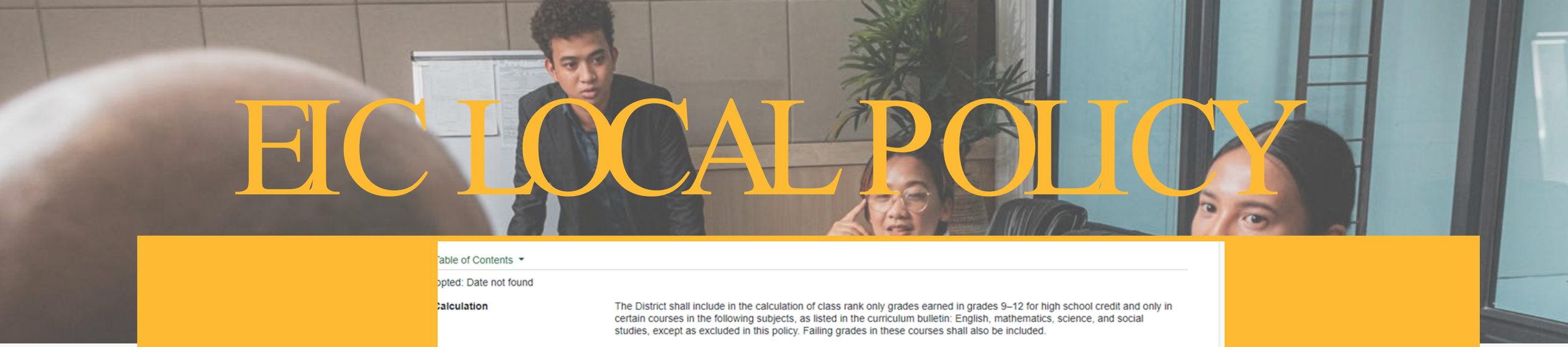
Superintendent of Schools Feb 23, 2024



WHY IS THEORY OF KNOWLEDGE NOT WEIGHTED?

Not part of the Texas Core - Not required to be weighted

A non-core course can be taken to the board of trustees for approval to be weighted if the school district administrative team recommends it.



EIC LOCAL POLICY

Table of Contents

opted: Date not found

Calculation

The District shall include in the calculation of class rank only grades earned in grades 9–12 for high school credit and only in certain courses in the following subjects, as listed in the curriculum bulletin: English, mathematics, science, and social studies, except as excluded in this policy. Failing grades in these courses shall also be included.

Grades earned through the District's remote instruction shall be included in the same manner as grades earned through in-person instruction.

Exclusions

The calculation of class rank shall exclude grades earned:

- Through credit-by-examination, with or without prior instruction;
- In summer school, unless through dual enrollment in South Texas College (STC) Academy or Achieve Early College High School associate's degree program;
- In any credit recovery distance learning program;
- Through any online program unless offered as a dual credit course option along with traditional District courses; or
- In any course for which a pass/fail grade is assigned.

Weighted Grade System

The District shall categorize and weight courses as Advanced, Honors, College Prep, and Standard, in accordance with the provisions of this policy.

Categories

Advanced Courses

Eligible International Baccalaureate (IB), Advanced Placement (AP), and dual credit courses designated in the curriculum bulletin shall be categorized and weighted as Advanced courses.

Honors Courses

Eligible courses locally designated as honors courses in the curriculum bulletin shall be categorized and weighted as Honors courses.

College-Prep Courses

Eligible courses locally designated as college-prep courses in the curriculum bulletin shall be categorized and weighted as College- Prep courses.

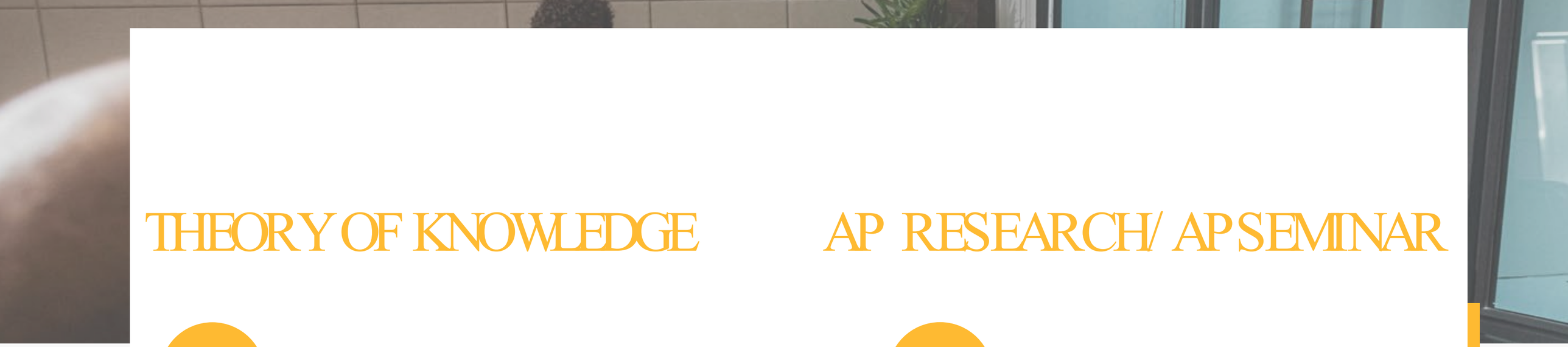
Standard Courses

All other eligible courses shall be categorized and weighted as Standard courses.

Weighted Numerical Grade Average

The District shall assign weights to semester grades and shall calculate a weighted numerical grade average in accordance with the following:

Category	Weight
Advanced	plus 13 points
Honors	plus 10 points
College Prep	plus 5 points
Standard	plus 0 points



THEORY OF KNOWLEDGE

01 NOT A TEXAS CORE COURSE

02 NO PREVIOUS BOARD APPROVAL

03 ADMINISTRATION IS NOT RECOMMENDING AN APPROVAL OF THE COURSE WEIGHT

AP RESEARCH/ AP SEMINAR

01 BOARD APPROVED

02 ADMINISTRATION RECOMMENDED TO THE BOARD THE APPROVAL OF THE COURSE FOR THE BENEFIT OF THE PROGRAM GROWTH



REFERENCES

1

BOARD MEETING JUNE 22, 2016

Only AP Research and AP Seminar were listed and approved under consent agenda items.

2

CURRIULUM BULLETINS

No weight has been given to this course, except for a working copy that was under review and later corrected

3

STRATEGIC DESIGN TEAM

The topic has been taken and discussed multiple times in this committee for several years and the decision remains the same, not recommended for weight.

4

POLICY EIC

Under the weighted system – under the Advanced Courses category it states that Eligible IB courses are to be weighted, this course is not considered a weighted eligible course under Texas Core.

BOARD AGENDA REPORT
MCALLEN INDEPENDENT SCHOOL DISTRICT

MEETING DATE: February 26, 2024

SUBJECT: Discussion and Possible Action of the Texas Association of School Board (TASB) Localized Policy Manual Update 122 - 2nd Reading

REFERENCE: Goal 1: Student Achievement/Student Focus, Strategy 4: Rigorous/World Class Standards to Customize for Every Learner

BACKGROUND INFORMATION/REASON FOR BOARD CONSIDERATION:
In order to maintain an up-to-date policy manual and inform local decision makers, TASB Localized Manual Update 122 consists of legal and local referenced policies.

ADMINISTRATIVE CONSIDERATIONS/FACTS AND ANALYSIS:
LOCAL policies contained in TASB Localized Manual Update 122 reflect changes necessary for consistency with LEGAL policies.

LEGAL REVIEW: None.

BUDGETARY CONSIDERATIONS:
On-going contract with TASB policy services.

RECOMMENDED BOARD ACTION:
Administration is recommending action on this item.

Attachment: ☐

SUBMITTED BY: _____ **SUPERVISOR:** Todd Miller

Feb 21, 2024

For further information contact:
Name: Todd Miller
Office: (956) 618-6009
eMail: todd.miller@mcallenisd.net

Approved for presentation to the Board of Education:

Rene Gutierrez
RENE GUTIERREZ (Feb 21, 2024 08:55 CST)

Superintendent of Schools Feb 21, 2024

BOARD AGENDA REPORT
MCALLEN INDEPENDENT SCHOOL DISTRICT

MEETING DATE: February 26, 2024

SUBJECT: Discussion and Possible Action to Adopt the Resolution in Compliance with Requirements of Senate Bill 763 Considering Chaplains

REFERENCE: Goal 2: People Development; Strategy 2: Attract/Retain High Quality Staff

BACKGROUND INFORMATION/REASON FOR BOARD CONSIDERATION:
Senate Bill 763, passed by the 88th Texas Legislature, requires each school board to take a record vote between September 1, 2023, and March 1, 2024, on whether to adopt a policy authorizing a campus of the district to employ or accept as a volunteer a chaplain under Education Code Chapter 23. Senate Bill 763 authorizes districts to employ chaplains or accept chaplains as volunteers to provide support, services, and programs for students as assigned by the board. These provisions apply beginning with the 2023-24 school year.

ADMINISTRATIVE CONSIDERATIONS/FACTS AND ANALYSIS:
Administration has worked with legal counsel and Texas Association of School Boards (TASB) to develop Board Policy GKG(Local) to comply with this state mandate while avoiding constitutional claims regarding religious affiliations.

LEGAL REVIEW: O'Hanlon Demerath & Castillo

BUDGETARY CONSIDERATIONS: N/A

RECOMMENDED BOARD ACTION: The Board of Trustees Adopt the Resolution in Compliance with Requirements of Senate Bill 763.

Attachment: ☐

SUBMITTED BY: _____

SUPERVISOR: Todd Miller
Feb 21, 2024

For further information contact:
Name: Todd Miller
Office: (956) 618-6009
eMail: todd.miller@mcallenisd.net

Approved for presentation to the Board of Education:

Rene Gutierrez
RENE GUTIERREZ (Feb 21, 2024 08:57 CST)

Superintendent of Schools Feb 21, 2024

BOARD OF EDUCATION
MCALLEN INDEPENDENT SCHOOL DISTRICT
RESOLUTION TO NOT AUTHORIZE A DISTRICT CAMPUS TO EMPLOY OR ACCEPT AS A VOLUNTEER A CHAPLAIN UNDER CHAPTER 23 OF THE TEXAS EDUCATION CODE

WHEREAS, Section 23.001 of the Texas Education Code permits the District to employ or accept as a volunteer a chaplain to provide support, services, and programs for students as assigned by the Board;

WHEREAS, Senate Bill 763, passed by the 88th Texas Legislature, requires each school board to take a record vote between September 1, 2023, and March 1, 2024, on whether to adopt a policy authorizing a campus of the District to employ or accept as a volunteer a chaplain under Education Code Chapter 23;

NOW, THEREFORE, BE IT RESOLVED that the Board of Trustees of the McAllen Independent School District hereby affirms the practice of a District campus permitting any community members who meet requirements to volunteer to provide support, services, and programs for students in accordance with the district's existing GKG (LOCAL) policy and declines to expand our current support, services, or programs under Chapter 23 of the Texas Education Code. In accordance with policy, volunteers shall not be used to replace the position of functions of salaried professional or paraprofessional employees.

Adopted this ____ day of February 2024, by the McAllen Independent School District Board of Trustees.

_____
Debbie Crane Aliseda, President
Board of Trustees
McAllen Independent School District

ATTEST:

_____
Sofia M. Pena, Secretary
Board of Trustees
McAllen Independent School District

BOARD AGENDA REPORT
MCALLEN INDEPENDENT SCHOOL DISTRICT

MEETING DATE: February 26, 2024

SUBJECT: Discussion and Possible Action on the Resolution Approving Independent Sources for Investment Training and Designation of Investment Officers

REFERENCE: Goal 4, Strategy 7 - Financial Priorities

BACKGROUND INFORMATION/REASON FOR BOARD CONSIDERATION:
Texas Government Code 2256.008(a-1) requires that the investment officer of a school district shall attend an investment training session not less than once in a two-year period that begins on the first day of the school district's fiscal year and consists of the two consecutive fiscal years after that date, and receive not less than eight hours of instruction relating to investment responsibilities from independent sources approved by the governing body of the school district.

ADMINISTRATIVE CONSIDERATIONS/FACTS AND ANALYSIS:
The attached resolution names the Deputy Superintendent for Business & Operations, Chief Financial Officer, Director of Accounting, and the Coordinator of Accounting as the District's Investment Officers. The resolution also includes approval of the following independent sources for investment officer training.

Texas Association of School Administrators (TASA)
Texas Association of School Boards (TASB)
Texas Association of School Business Officials (TASBO) and Affiliate Organizations
Texas Local Government Investment Pool (TexPool)
University of North Texas
Hilltop Holdings Inc.
Government Treasures Organization of Texas
LOGIC Investment Pool
Affiliate Organizations of Region One
Patterson & Associates - A Meeder Investment Company

LEGAL REVIEW:
Not Required.

BUDGETARY CONSIDERATIONS:
Cost of training is budgeted in the General Fund.

RECOMMENDED BOARD ACTION:
That the Board of Trustees approve the Resolution Approving Independent Sources for Investment Training and Designation of Investment Officers.

Attachment: ☑

SUBMITTED BY: _____ **SUPERVISOR:** Lorena Garcia

For further information contact:
Name: Iris Luna, RTSBA
Office: (956) 618-6016
Email: iris.luna@mcallenisd.net

Approved for presentation to the Board of Education:

RENE GUTIERREZ (Feb 19, 2024 16:56 CST)

Superintendent of Schools

Resolution Approving Independent Sources for Investment Training and Designation of Investment Officers

Whereas, McAllen Independent School District ("District") has been legally created and operates pursuant to the general laws of the State of Texas applicable to independent school districts; and

Whereas, the Investment Policy CDA (LOCAL) states the superintendent or other person as designated by the Board resolution shall serve as the investment officer of the District; and

Whereas, the Texas Association of School Administrators ("TASA"), the Texas Association of School Boards ("TASB"), the Texas Association of School Business Officials ("TASBO") and Affiliate Organizations, Texas Local Government Investment Pool (TexPool), University of North Texas, Hilltop Holdings Inc., Government Treasures Organization of Texas, LOGIC Investment Pool, Affiliate Organizations of Region One and Patterson & Associates – a Meeder Investment Company provide investment training sessions relating to investment responsibilities; and

Whereas, the governing body of this local government wishes to approve these independent sources of instruction to provide investment training sessions required by Section 2256.008(a);

Now, therefore, be it resolved by the governing body of this local government as follows:

Section 1. Approval of Independent Sources of Instruction. TASA, TASB, TASBO and Affiliate Organizations, Texas Local Government Investment Pool (TexPool), University of North Texas, Hilltop Holdings Inc.- formerly First Southwest Company, Government Treasures Organization of Texas, LOGIC Investment Pool, Affiliate Organizations of Region One and Patterson & Associates – a Meeder Investment Company are hereby approved as independent sources of instruction relating to investment responsibilities for the treasurer, the chief financial officer if the treasurer is not the chief financial officer, and the investment officer.

Section 2. Designation of Investment Officers. The following individuals shall serve as the District's Investment Officers: Lorena Garcia, Deputy Superintendent for Business & Operations, Iris Luna, Chief Financial Officer, Dyanira Diaz, Director of Accounting, and Vanessa Arrezola, Coordinator of Accounting. Said individuals are hereby authorized and directed to open and close bank accounts, deposit, withdraw, transfer, invest, and/or manage in any other manner the funds on behalf of MISD, as permitted by the District's Investment Policy (Government Code 2256.005).

Section 3. Public Meeting. It is hereby found, determined and declared that a sufficient written notice of the date, time, place and subject of the meeting of the governing body of this local government at which this Resolution was adopted was posted at a place convenient and readily accessible at all times to the general public at the regular meeting place of the governing body for the time required by law preceding this meeting, as required by Chapter 551, Texas Government Code, and that this meeting has been open to the public as required by law at all times during which this Resolution and the subject matter thereof has been discussed, considered and formally acted upon. The governing body further ratifies, approved and confirms such written notice and the contents and posting thereof.

PASSED AND APPROVED BY THE BOARD OF TRUSTEES OF THE MCALLEN INDEPENDENT SCHOOL DISTRICT, HIDALGO COUNTY, TEXAS, AT A REGULAR MEETING HELD THIS 26th DAY OF February, 2024.

By _____
Mrs. Debbie Crane Aliseda
President, Board of Trustees

ATTEST:

By _____
Ms. Sofia M. Peña
Secretary, Board of Trustees

BOARD AGENDA REPORT
MCALLEN INDEPENDENT SCHOOL DISTRICT

MEETING DATE: February 26, 2024

SUBJECT: Discussion and Possible Action to Terminate Contract No. 2023-202 with Noble Texas Builders, LLC through Construction Manager-at-Risk (CMAR) No. 2023-1008 for McAllen High School, McAllen Memorial High School and James "Nikki" Rowe High School New Mariachi and Black Box Buildings

REFERENCE: Goal 3 - Facility Priorities; Strategy 7 - Financial Priorities

BACKGROUND INFORMATION/REASON FOR BOARD CONSIDERATION:
On June 13, 2022, the Board of Trustees approved Request for Proposals (RFP) 2023-1008 Construction Manager at Risk Services for McAllen High School, McAllen Memorial High Schools, and James "Nikki" Rowe High School.

On March 20, 2023, the Board of Trustees authorized Administration to terminate Contract No 2023-066 with E-Con Group, LLC; pay E-Con Group LLC for pre-construction services and authorized Superintendent to renegotiate with the next contractor in order of ranking.

On May 8, 2023, the Board of Trustees approved Contract 2023-202 with Noble Texas Builders, LLC to begin negotiations, pending Guaranteed Maximum Price ("GMP").

On January 22, 2024, the Board of Trustees approved resolution to uncommit funds for this project.

ADMINISTRATIVE CONSIDERATIONS/FACTS AND ANALYSIS:

Noble Texas Builders, LLC submitted a GMP of $13,998,845 which is $2,603,845 above the total project budget. Administration is requesting that the Board of Trustees authorize to terminate contract No. 2023-202; pay Noble Texas Builders, LLC $11,500 for the cost of the pre-construction services. McAllen Independent School District will not proceed with this project due to budget constraint.

LEGAL REVIEW:
Legal counsel has approved the contract termination letter.

BUDGETARY CONSIDERATIONS:
Payment of $11,500 for pre-construction services through ESSER II (Fund 194).

RECOMMENDED BOARD ACTION:
Administration recommends that the Board of Trustees:
a) Authorize Administration to terminate Contract No. 2023-202 Noble Texas Builders, LLC;
b) Authorize Administration to pay Noble Texas Builders, LLC the pre-construction services.

Attachment: ☑

SUBMITTED BY: _____ **SUPERVISOR:** Lorena Garcia

For further information contact:
Name: Mr. Ruben Treviño, Executive Director
Facilities, Maintenance, and Operations
Office: 956-632-3200
eMail: ruben.trevino@mcallenisd.net

Approved for presentation to the Board of Education:

RENE GUTIERREZ (Feb 22, 2024 11:48 CST)

Superintendent of Schools

AIA® Document A133® – 2019

Standard Form of Agreement Between Owner and Construction Manager as Constructor where the basis of payment is the Cost of the Work Plus a Fee with a Guaranteed Maximum Price

AGREEMENT made as of the 8th day of May in the year TWO THOUSAND TWENTY THREE
(In words, indicate day, month, and year.)

BETWEEN the Owner:
(Name, legal status, address, and other information)

McAllen Independent School District, a public school district and political subdivision of the State of Texas
2000 North 23rd Street
McAllen, TX 78501
Phone: (956) 618-6000
Fax: (956) 986- 8362

and the Construction Manager:
(Name, legal status, address, and other information)

Noble Texas Builders, LLC, a limited liability company of the State of Texas
108 S. Main Street
La Feria, TX 78559
Phone: (956) 277-0708
Email: juan.delgado@nobletx.net

for the following Project:
(Name, location, and detailed description)

RFP No. 2023-1008 Construction Manager-At-Risk Services (CMAR) McAllen High School, McAllen Memorial High School, and James "Nikki" Rowe High School New Mariachi and Black Box Buildings (Owner Contract 2023-202) at the following campus locations:

McAllen High School
2021 La Vista Ave.
McAllen, TX 78501

McAllen Memorial High School
101 E Hackberry Ave.
McAllen, TX 78501

James "Nikki" Rowe High School
2101 N Ware Rd.
McAllen, TX 78501

The Architect*:
(Name, legal status, address, and other information)

Chanin Engineering, LLC, a limited liability company of the State of Texas

ADDITIONS AND DELETIONS:
The author of this document has added information needed for its completion. The author may also have revised the text of the original AIA standard form. An *Additions and Deletions Report* that notes added information as well as revisions to the standard form text is available from the author and should be reviewed. A vertical line in the left margin of this document indicates where the author has added necessary information and where the author has added to or deleted from the original AIA text.

This document has important legal consequences. Consultation with an attorney is encouraged with respect to its completion or modification.

AIA Document A201™–2017, General Conditions of the Contract for Construction, is adopted in this document by reference. Do not use with other general conditions unless this document is modified.

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User Notes: (1364279650)

400 Nolana Suite H2
McAllen, TX 78504
Phone: (956) 687-9421
Fax: (956) 687-3211

*In this Agreement, any reference to "Architect" herein shall mean "Engineer".

The Owner and Construction Manager agree as follows.

TABLE OF ARTICLES

1 INITIAL INFORMATION

2 GENERAL PROVISIONS

3 CONSTRUCTION MANAGER'S RESPONSIBILITIES

4 OWNER'S RESPONSIBILITIES

5 COMPENSATION AND PAYMENTS FOR PRECONSTRUCTION PHASE SERVICES

6 COMPENSATION FOR CONSTRUCTION PHASE SERVICES

7 COST OF THE WORK FOR CONSTRUCTION PHASE

8 DISCOUNTS, REBATES, AND REFUNDS

9 SUBCONTRACTS AND OTHER AGREEMENTS

10 ACCOUNTING RECORDS

11 PAYMENTS FOR CONSTRUCTION PHASE SERVICES

12 DISPUTE RESOLUTION

13 TERMINATION OR SUSPENSION

14 MISCELLANEOUS PROVISIONS

15 SCOPE OF THE AGREEMENT

EXHIBIT A GUARANTEED MAXIMUM PRICE AMENDMENT

EXHIBIT B MODIFIED AIA DOCUMENT A201™–2017, GENERAL CONDITIONS OF THE CONTRACT FOR CONSTRUCTION
EXHIBIT C CONSTRUCTION MANAGER'S RESPONSE TO REQUEST FOR PROPOSAL
EXHIBIT D PAYMENT AND PERFORMANCE BONDS – [to be provided on execution of GMP Amendment]
EXHIBIT E CONSTRUCTION MANAGER'S INSURANCE CERTIFICATES
EXHIBIT F CONSTRUCTION MANAGER-AT-RISK EXPECTATIONS
EXHIBIT H OWNER'S REQUEST FOR PROPOSALS
EXHIBIT I PLANS AND SPECIFICATIONS

NOTE: Any reference hereinafter this one, to an AIA™ Document or any AIA Documents included in the Contract Documents shall refer to such document "as modified for this Project". In addition, any reference to AIA Documents shall all be considered to have included the Trademark "™" after the AIA reference, whether or not included in the text. The AIA Documents are registered intellectual property of the American Institute of Architects and use and amendment of

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User Notes: (1364279650)

ARTICLE 1 INITIAL INFORMATION

§ 1.1 This Agreement is based on the Initial Information set forth in this Section 1.1.
(For each item in this section, insert the information or a statement such as "not applicable" or "unknown at time of execution.")

§ 1.1.1 The Owner's program for the Project, as described in Section 4.1.1:
(Insert the Owner's program, identify documentation that establishes the Owner's program, or state the manner in which the program will be developed.)

Construction of Mariachi buildings and black box buildings for the three traditional high schools: McAllen High School, McAllen Memorial High School, and James "Nikki" Rowe High School

§ 1.1.2 The Project's physical characteristics:
(Identify or describe pertinent information about the Project's physical characteristics, such as size; location; dimensions; geotechnical reports; site boundaries; topographic surveys; traffic and utility studies; availability of public and private utilities and services; legal description of the site, etc.)

To be determined

§ 1.1.3 The Owner's budget for the Guaranteed Maximum Price, as defined in Article 6:
(Provide total and, if known, a line item breakdown.)

TWELVE MILLION DOLLARS AND NO CENTS ($12,000,000.00)

§ 1.1.4 The Owner's anticipated design and construction milestone dates:

.1 Design phase milestone dates, if any:

To be determined

.2 Construction commencement date:

To be determined

.3 Substantial Completion date or dates:

To be determined

.4 Other milestone dates:

To be determined

§ 1.1.5 The Owner's requirements for accelerated or fast-track scheduling, or phased construction, are set forth below:
(Identify any requirements for fast-track scheduling or phased construction.)

N/A

§ 1.1.6 The Owner's anticipated Sustainable Objective for the Project:
(Identify and describe the Owner's Sustainable Objective for the Project, if any.)

N/A

§ 1.1.6.1 If the Owner identifies a Sustainable Objective, the Owner and Construction Manager shall complete and incorporate AIA Document E234™–2019, Sustainable Projects Exhibit, Construction Manager as Constructor Edition, into this Agreement to define the terms, conditions and services related to the Owner's Sustainable Objective. If E234–2019 is incorporated into this agreement, the Owner and Construction Manager shall incorporate the completed

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E234–2019 into the agreements with the consultants and contractors performing services or Work in any way associated with the Sustainable Objective.

§ 1.1.7 Other Project information:
(Identify special characteristics or needs of the Project not provided elsewhere.)

To be determined

§ 1.1.8 The Owner identifies the following representative in accordance with Section 4.2:
(List name, address, and other contact information.)

Dr. Jose A. Gonzalez
Superintendent of Schools
McAllen Independent School District
2000 North 23rd St.
McAllen, TX 78501
Phone: (956) 618-6000
Fax: (956) 686-8362E-mail: jose.gonzalez@mcallenisd.net

§ 1.1.9 The persons or entities, in addition to the Owner's representative, who are required to review the Construction Manager's submittals to the Owner are as follows:
(List name, address and other contact information.)

To be determined

§ 1.1.10 The Owner shall retain the following consultants and contractors:
(List name, legal status, address, and other contact information.)

.1 Geotechnical Engineer:

.2 Civil Engineer:

.3 Other, if any:
(List any other consultants retained by the Owner, such as a Project or Program Manager.)

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§ 1.1.11 The Architect's representative:
(List name, address, and other contact information.)

Chanin Engineering, LLC.
400 Nolana Suite H2
McAllen, TX 78504
Phone: (956) 687-9421
Fax: (956) 687-3211

§ 1.1.12 The Construction Manager identifies the following representative in accordance with Article 3:
(List name, address, and other contact information.)

Juan Delgado, Vice President
Noble Texas Builders, LLC, a limited liability company of the State of Texas
108 S. Main Street
La Feria, TX 78559
Phone: (956) 277-0708
Email: juan.delgado@nobletx.net

§ 1.1.13 The Owner's requirements for the Construction Manager's staffing plan for Preconstruction Services, as required under Section 3.1.9:
(List any Owner-specific requirements to be included in the staffing plan.)

As provided herein

§ 1.1.14 The Owner's requirements for subcontractor procurement for the performance of the Work:
(List any Owner-specific requirements for subcontractor procurement.)

As provided herein

§ 1.1.15 Other Initial Information on which this Agreement is based:

§ 1.2 The Owner and Construction Manager may rely on the Initial Information. Both parties, however, recognize that such information may materially change and, in that event, the Owner and the Construction Manager shall appropriately adjust the Project schedule, the Construction Manager's services, and the Construction Manager's compensation. The Owner shall adjust the Owner's budget for the Guaranteed Maximum Price and the Owner's anticipated design and construction milestones, as necessary, to accommodate material changes in the Initial Information.

§ 1.3 Neither the Owner's nor the Construction Manager's representative shall be changed without ten days' prior notice to the other party.

ARTICLE 2 GENERAL PROVISIONS

§ 2.1 The Contract Documents

The Contract Documents consist of this Agreement, Conditions of the Contract (General, Supplementary and other Conditions), Drawings, Specifications, Addenda issued prior to execution of this Agreement, other documents listed in this Agreement, and Modifications issued after execution of this Agreement, all of which form the Contract and are as fully a part of the Contract as if attached to this Agreement or repeated herein. Upon the Owner's acceptance of the Construction Manager's Guaranteed Maximum Price proposal, the Contract Documents will also include the documents described in Section 3.2.3 and identified in the Guaranteed Maximum Price Amendment and revisions prepared by the Architect and furnished by the Owner as described in Section 3.2.8. The Contract represents the entire and integrated agreement between the parties hereto and supersedes prior negotiations, representations or agreements, either written or oral. If anything in the other Contract Documents, other than a Modification, is inconsistent with this Agreement, this Agreement shall govern. An enumeration of the Contract Documents, other than a Modification, appears in Article 15.

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§ 2.2 Relationship of the Parties

The Construction Manager accepts the relationship of trust and confidence established by this Agreement and covenants with the Owner to cooperate with the Architect and exercise the Construction Manager's skill and judgment in furthering the interests of the Owner to furnish efficient construction administration, management services, and supervision; to furnish at all times an adequate supply of workers and materials; and to perform the Work in an expeditious and economical manner consistent with the Owner's interests. The Owner agrees to furnish or approve, in a timely manner, information required by the Construction Manager and to make payments to the Construction Manager in accordance with the requirements of the Contract Documents.

§ 2.3 General Conditions

§ 2.3.1 For the Preconstruction Phase, AIA Document A201™–2017, General Conditions of the Contract for Construction, shall apply as follows: Section 1.5, Ownership and Use of Documents; Section 1.7, Digital Data Use and Transmission; Section 1.8, Building Information Model Use and Reliance; Section 2.2.4, Confidential Information; Section 3.12.10, Professional Services; Section 10.3, Hazardous Materials; Section 13.1, Governing Law. The term "Contractor" as used in A201–2017 shall mean the Construction Manager.

§ 2.3.2 For the Construction Phase, the general conditions of the contract shall be as set forth in A201–2017, which document is incorporated herein by reference. The term "Contractor" as used in A201–2017 shall mean the Construction Manager.

(Paragraphs deleted)

ARTICLE 3 CONSTRUCTION MANAGER'S RESPONSIBILITIES

The Construction Manager's Preconstruction Phase responsibilities are set forth in Sections 3.1 and 3.2, and in the applicable provisions of A201-2017 referenced in Section 2.3.1. The Construction Manager's Construction Phase responsibilities are set forth in Section 3.3. The Owner and Construction Manager may agree, in consultation with the Architect, for the Construction Phase to commence prior to completion of the Preconstruction Phase, in which case, both phases will proceed concurrently. The Construction Manager shall identify a representative authorized to act on behalf of the Construction Manager with respect to the Project.

§ 3.1 Preconstruction Phase

§ 3.1.1 Extent of Responsibility

The Construction Manager shall exercise reasonable care in performing its Preconstruction Services. The Owner and Architect shall be entitled to rely on, and shall not be responsible for, the accuracy, completeness, and timeliness of services and information furnished by the Construction Manager. The Construction Manager, however, does not warrant or guarantee estimates and schedules except as may be included as part of the Guaranteed Maximum Price. The Construction Manager is not required to ascertain that the Drawings and Specifications are in accordance with applicable laws, statutes, ordinances, codes, rules and regulations, or lawful orders of public authorities, but the Construction Manager shall promptly report to the Architect and Owner any nonconformity discovered by or made known to the Construction Manager as a request for information in such form as the Architect may require.

§ 3.1.2 The Construction Manager shall provide a preliminary evaluation of the Owner's program, schedule and construction budget requirements, each in terms of the other.

§ 3.1.3 Consultation

§ 3.1.3.1 The Construction Manager shall schedule and conduct meetings with the Architect and Owner to discuss such matters as procedures, progress, coordination, and scheduling of the Work.

§ 3.1.3.2 The Construction Manager shall advise the Owner and Architect on proposed site use and improvements, selection of materials, building systems, and equipment. The Construction Manager shall also provide recommendations to the Owner and Architect, consistent with the Project requirements, on constructability; availability of materials and labor; time requirements for procurement, installation and construction; prefabrication; and factors related to construction cost including, but not limited to, costs of alternative designs or materials, preliminary budgets, life-cycle data, and possible cost reductions. The Construction Manager shall consult with the Architect regarding professional services to be provided by the Construction Manager during the Construction Phase.

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§ 3.1.3.3 The Construction Manager shall assist the Owner and Architect in establishing building information modeling and digital data protocols for the Project, using AIA Document E203™–2013, Building Information Modeling and Digital Data Exhibit, to establish the protocols for the development, use, transmission, and exchange of digital data.

§ 3.1.4 Project Schedule

When Project requirements in Section 4.1.1 have been sufficiently identified, the Construction Manager shall prepare and periodically update a Project schedule for the Architect's review and the Owner's acceptance. The Construction Manager shall obtain the Architect's approval for the portion of the Project schedule relating to the performance of the Architect's services. The Project schedule shall coordinate and integrate the Construction Manager's services, the Architect's services, other Owner consultants' services, and the Owner's responsibilities; and identify items that affect the Project's timely completion. The updated Project schedule shall include the following: submission of the Guaranteed Maximum Price proposal; components of the Work; times of commencement and completion required of each Subcontractor; ordering and delivery of products, including those that must be ordered in advance of construction; and the occupancy requirements of the Owner.

§ 3.1.5 Phased Construction

The Construction Manager, in consultation with the Architect, shall provide recommendations with regard to accelerated or fast-track scheduling, procurement, and sequencing for phased construction. The Construction Manager shall take into consideration cost reductions, cost information, constructability, provisions for temporary facilities, and procurement and construction scheduling issues.

§ 3.1.6 Cost Estimates

§ 3.1.6.1 Based on the preliminary design and other design criteria prepared by the Architect, the Construction Manager shall prepare, for the Architect's review and the Owner's approval, preliminary estimates of the Cost of the Work or the cost of program requirements using area, volume, or similar conceptual estimating techniques. If the Architect or Construction Manager suggests alternative materials and systems, the Construction Manager shall provide cost evaluations of those alternative materials and systems.

§ 3.1.6.2 As the Architect progresses with the preparation of the Schematic Design, Design Development and Construction Documents, the Construction Manager shall prepare and update, at appropriate intervals agreed to by the Owner, Construction Manager and Architect, an estimate of the Cost of the Work with increasing detail and refinement. The Construction Manager shall include in the estimate those costs to allow for the further development of the design, price escalation, and market conditions, until such time as the Owner and Construction Manager agree on a Guaranteed Maximum Price for the Work. The estimate shall be provided for the Architect's review and the Owner's approval. The Construction Manager shall inform the Owner and Architect in the event that the estimate of the Cost of the Work exceeds the latest approved Project budget, and make recommendations for corrective action.

§ 3.1.6.3 .If the Architect is providing cost estimating services as a Supplemental Service, and a discrepancy exists between the Construction Manager's cost estimates and the Architect's cost estimates, the Construction Manager and the Architect shall work together to reconcile the cost estimates.

§ 3.1.7 As the Architect progresses with the preparation of the Schematic Design, Design Development and Construction Documents, the Construction Manager shall consult with the Owner and Architect and make recommendations regarding constructability and schedules, for the Architect's review and the Owner's approval.

§ 3.1.8 The Construction Manager shall provide recommendations and information to the Owner and Architect regarding equipment, materials, services, and temporary Project facilities.

§ 3.1.9 The Construction Manager shall provide a staffing plan for Preconstruction Phase services for the Owner's review and approval.

§ 3.1.10 If the Owner identified a Sustainable Objective in Article 1, the Construction Manager shall fulfill its Preconstruction Phase responsibilities as required in AIA Document E234™–2019, Sustainable Projects Exhibit, Construction Manager as Constructor Edition, attached to this Agreement.

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§ 3.1.11 Subcontractors and Suppliers

§ 3.1.11.1 If the Owner has provided requirements for subcontractor procurement in section 1.1.14, the Construction Manager shall provide a subcontracting plan, addressing the Owner's requirements, for the Owner's review and approval.

§ 3.1.11.2 The Construction Manager shall develop bidders' interest in the Project.

§ 3.1.11.3 The processes described in Article 9 shall apply if bid packages will be issued during the Preconstruction Phase.

§ 3.1.12 Procurement

The Construction Manager shall prepare, for the Architect's review and the Owner's acceptance, a procurement schedule for items that must be ordered in advance of construction. The Construction Manager shall expedite and coordinate the ordering and delivery of materials that must be ordered in advance of construction. If the Owner agrees to procure any items prior to the establishment of the Guaranteed Maximum Price, the Owner shall procure the items on terms and conditions acceptable to the Construction Manager. Upon the establishment of the Guaranteed Maximum Price, the Owner shall assign all contracts for these items to the Construction Manager and the Construction Manager shall thereafter accept responsibility for them.

§ 3.1.13 Compliance with Laws

The Construction Manager shall comply with applicable laws, statutes, ordinances, codes, rules and regulations, and lawful orders of public authorities applicable to its performance under this Contract, and with equal employment opportunity programs, and other programs as may be required by governmental and quasi-governmental authorities.

§ 3.1.14 Other Preconstruction Services

Insert a description of any other Preconstruction Phase services to be provided by the Construction Manager, or reference an exhibit attached to this document.

(Describe any other Preconstruction Phase services, such as providing cash flow projections, development of a project information management system, early selection or procurement of subcontractors, etc.)

Exhibit F

§ 3.2 Guaranteed Maximum Price Proposal

§ 3.2.1 At a time to be mutually agreed upon by the Owner and the Construction Manager, the Construction Manager shall prepare a Guaranteed Maximum Price proposal for the Owner's and Architect's review, and the Owner's acceptance. The Guaranteed Maximum Price in the proposal shall be the sum of the Construction Manager's estimate of the Cost of the Work, the Construction Manager's contingency described in Section 3.2.4, and the Construction Manager's Fee described in Section 6.1.2 and the Construction Manager's compensation for General Conditions. The Guaranteed Maximum Price as proposed shall be calculated as follows:

Estimated Cost of the Work PLUS
Fee (Estimated Cost of the Work TIMES percentage) PLUS
General Conditions
EQUALS Guaranteed Maximum Price Proposed.

§ 3.2.2 To the extent that the Contract Documents are anticipated to require further development, the Guaranteed Maximum Price includes the costs attributable to such further development consistent with the Contract Documents and reasonably inferable therefrom. Such further development does not include changes in scope, systems, kinds and quality of materials, finishes, or equipment, all of which, if required, shall be incorporated by Change Order.

§ 3.2.3 The Construction Manager shall include with the Guaranteed Maximum Price proposal a written statement of its basis, which shall include the following:

.1 A list of the Drawings and Specifications, including all Addenda thereto, and the Conditions of the Contract;

.2 A list of the clarifications and assumptions made by the Construction Manager in the preparation of the Guaranteed Maximum Price proposal, including assumptions under Section 3.2.2 ;

.3 A statement of the proposed Guaranteed Maximum Price, including a statement of the estimated Cost of the Work organized by trade categories or systems, including allowances; the Construction Manager's contingency set forth in Section 3.2.4; and the Construction Manager's Fee;

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.4 The anticipated date of Substantial Completion upon which the proposed Guaranteed Maximum Price is based; and

.5 A date by which the Owner must accept the Guaranteed Maximum Price.

§ 3.2.4 In preparing the Construction Manager's Guaranteed Maximum Price proposal, the Construction Manager shall include a contingency for the Construction Manager's exclusive use to cover those costs that are included in the Guaranteed Maximum Price but not otherwise allocated to another line item or included in a Change Order.

§ 3.2.5 The Construction Manager shall meet with the Owner and Architect to review the Guaranteed Maximum Price proposal. In the event that the Owner or Architect discover any inconsistencies or inaccuracies in the information presented, they shall promptly notify the Construction Manager, who shall make appropriate adjustments to the Guaranteed Maximum Price proposal, its basis, or both.

§ 3.2.6 Upon approval of the form of the Guaranteed Maximum Price Proposal by the Owner's Representative and Architect, the Guaranteed Maximum Price Proposal will be placed on the Board Agenda for approval by the Board of Trustees. Following acceptance of a Guaranteed Maximum Price Proposal by the Board, the Owner and Construction Manager shall execute the Guaranteed Maximum Price Amendment prepared by legal counsel for the Owner amending this Agreement, a copy of which the Owner shall provide to the Architect. The Guaranteed Maximum Price Amendment shall set forth the agreed upon Guaranteed Maximum Price and incorporate the information and assumptions from the Construction Manager's Guaranteed Maximum Price Proposal upon which it is based.

§ 3.2.7 The Construction Manager shall not incur any cost to be reimbursed as part of the Cost of the Work prior to the execution of the Guaranteed Maximum Price Amendment and issuance of Owner's Notice to Proceed, unless the Owner provides prior written authorization for such costs.

§ 3.2.8 The Owner shall authorize preparation of revisions to the Contract Documents that incorporate the agreed-upon assumptions and clarifications contained in the Guaranteed Maximum Price Amendment. The Owner shall promptly furnish such revised Contract Documents to the Construction Manager. The Construction Manager shall notify the Owner and Architect of any inconsistencies between the agreed-upon assumptions and clarifications contained in the Guaranteed Maximum Price Amendment and the revised Contract Documents.

§ 3.2.9 The Construction Manager shall not include in the Guaranteed Maximum Price any sales, consumer, use and similar taxes for the Work provided by the Construction Manager for which a Texas independent school district is exempt. Upon request the Owner will provide the Construction Manager with a tax exemption certificate or other documentation necessary to establish the Owner's exemption from such taxes. No such taxes shall be reimbursable costs under this Contract.

§ 3.3 Construction Phase

§ 3.3.1 General

§ 3.3.1.1 For purposes of Section 8.1.2 of A201–2017, the date of commencement of the Work shall mean the date of commencement of the Construction Phase.

§ 3.3.1.2 The Construction Phase shall commence upon the Owner's execution of the Guaranteed Maximum Price Amendment or, prior to acceptance of the Guaranteed Maximum Price proposal, by written agreement of the parties. The written agreement shall set forth a description of the Work to be performed by the Construction Manager, and any insurance and bond requirements for Work performed prior to execution of the Guaranteed Maximum Price Amendment.

§ 3.3.2 Administration

§ 3.3.2.1 The Construction Manager shall schedule and conduct meetings at which the Owner, Architect, Construction Manager and appropriate Subcontractors discuss such matters as procedures, progress, coordination, scheduling, and status of the Work. The Construction Manager shall prepare and promptly distribute minutes of the meetings to the Owner and Architect.

§ 3.3.2.2 Upon the execution of the Guaranteed Maximum Price Amendment, the Construction Manager shall prepare and submit to the Owner and Architect a construction schedule for the Work and a submittal schedule in accordance with Section 3.10 of A201–2017.

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§ 3.3.2.3 Monthly Report
The Construction Manager shall record the progress of the Project. On a monthly basis, or otherwise as agreed to by the Owner, the Construction Manager shall submit written progress reports to the Owner and Architect, showing percentages of completion and other information required by the Owner.

§ 3.3.2.4 Daily Logs
The Construction Manager shall keep, and make available to the Owner and Architect, a daily log containing a record for each day of weather, portions of the Work in progress, number of workers on site, identification of equipment on site, problems that might affect progress of the work, accidents, injuries, and other information required by the Owner.

§ 3.3.2.5 Cost Control
The Construction Manager shall develop a system of cost control for the Work, including regular monitoring of actual costs for activities in progress and estimates for uncompleted tasks and proposed changes. The Construction Manager shall identify variances between actual and estimated costs and report the variances to the Owner and Architect, and shall provide this information in its monthly reports to the Owner and Architect, in accordance with Section 3.3.2.3 above.

ARTICLE 4 OWNER'S RESPONSIBILITIES

§ 4.1 Information and Services Required of the Owner

§ 4.1.1 The Owner shall provide information with reasonable promptness, regarding requirements for and limitations on the Project, including a written program which shall set forth the Owner's objectives, constraints, and criteria, including schedule, space requirements and relationships, flexibility and expandability, special equipment, systems, sustainability and site requirements.

§ 4.1.2 Prior to the execution of the Guaranteed Maximum Price Amendment, the Construction Manager may request in writing that the Owner provide reasonable evidence that the Owner has made financial arrangements to fulfill the Owner's obligations under the Contract. After execution of the Guaranteed Maximum Price Amendment, the Construction Manager may request such information as set forth in A201-2017 Section 2.2.

§ 4.1.3 The Owner shall establish and periodically update the Owner's budget for the Project, including (1) the budget for the Cost of the Work as defined in Article 7, (2) the Owner's other costs, and (3) reasonable contingencies related to all of these costs. If the Owner significantly increases or decreases the Owner's budget for the Cost of the Work, the Owner shall notify the Construction Manager and Architect. The Owner and the Architect, in consultation with the Construction Manager, shall thereafter agree to a corresponding change in the Project's scope and quality.

§ 4.1.4 Structural and Environmental Tests, Surveys and Reports. During the Preconstruction Phase, the Owner shall furnish the following information or services with reasonable promptness. The Owner shall also furnish any other information or services under the Owner's control and relevant to the Construction Manager's performance of the Work with reasonable promptness after receiving the Construction Manager's written request for such information or services. The Construction Manager shall be entitled to rely on the accuracy of information and services furnished by the Owner but shall exercise proper precautions relating to the safe performance of the Work.

§ 4.1.4.1 The Owner shall furnish tests, inspections, and reports, required by law and as otherwise agreed to by the parties, such as structural, mechanical, and chemical tests, tests for air and water pollution, and tests for hazardous materials.

§ 4.1.4.2 The Owner shall furnish surveys describing physical characteristics, legal limitations and utility locations for the site of the Project, and a written legal description of the site. The surveys and legal information shall include, as applicable, grades and lines of streets, alleys, pavements and adjoining property and structures; designated wetlands; adjacent drainage; rights-of-way, restrictions, easements, encroachments, zoning, deed restrictions, boundaries and contours of the site; locations, dimensions and other necessary data with respect to existing buildings, other improvements and trees; and information concerning available utility services and lines, both public and private, above and below grade, including inverts and depths. All the information on the survey shall be referenced to a Project benchmark.

§ 4.1.4.3 The Owner, when such services are requested, shall furnish services of geotechnical engineers, which may include test borings, test pits, determinations of soil bearing values, percolation tests, evaluations of hazardous materials, seismic evaluation, ground corrosion tests and resistivity tests, including necessary operations for anticipating subsoil conditions, with written reports and appropriate recommendations.

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§ 4.1.5 During the Construction Phase, the Owner shall furnish information or services required of the Owner by the Contract Documents with reasonable promptness. The Owner shall also furnish any other information or services under the Owner's control and relevant to the Construction Manager's performance of the Work with reasonable promptness after receiving the Construction Manager's written request for such information or services.

§ 4.1.6 If the Owner identified a Sustainable Objective in Article 1, the Owner shall fulfill its responsibilities as required in AIA Document E234™–2019, Sustainable Projects Exhibit, Construction Manager as Constructor Edition, attached to this Agreement.

§ 4.2 Owner's Designated Representative

The Owner is the Board of Trustees of the McAllen Independent School District, and is referred to throughout the Contract Documents as if singular in number. The Board of Trustees, by majority vote, is the only representative of the Owner, an independent school district, having the power to enter into and amend a contract, to approve changes in the scope of Work, to approve and execute a Change Order or Construction Change Directive modifying the Guaranteed Maximum Price, to agree to an extension to the date of Substantial or Final Completion or to terminate a contract. The Owner may designate in writing one or more persons to represent the Owner with respect to the day-to-day activities of the Project; however, such representatives shall have the authority to bind the Owner only to the extent expressly authorized by the Owner and shall have no implied authority.

§ 4.2.1 Legal Requirements. The Owner shall furnish all legal, insurance and accounting services, including auditing services, that may be reasonably necessary at any time for the Project to meet the Owner's needs and interests.

§ 4.3 Architect

The Owner shall retain an Architect to provide services, duties and responsibilities as described in AIA Document B133™–2019, Standard Form of Agreement Between Owner and Architect, Construction Manager as Constructor Edition, including any additional services requested by the Construction Manager that are necessary for the Preconstruction and Construction Phase services under this Agreement. The Owner shall provide the Construction Manager with a copy of the scope of services in the executed agreement between the Owner and the Architect, and any further modifications to the Architect's scope of services in the agreement.

ARTICLE 5 COMPENSATION AND PAYMENTS FOR PRECONSTRUCTION PHASE SERVICES

§ 5.1 Compensation

§ 5.1.1 For the Construction Manager's Preconstruction Phase services described in Sections 3.1 and 3.2, the Owner shall compensate the Construction Manager as follows:

(Insert amount of, or basis for, compensation and include a list of reimbursable cost items, as applicable.)

ELEVEN THOUSAND FIVE HUNDRED DOLLARS AND NO CENTS ($11,500.00)

§ 5.1.2 The hourly billing rates for Preconstruction Phase services of the Construction Manager and the Construction Manager's Consultants and Subcontractors, if any, are set forth below.

(If applicable, attach an exhibit of hourly billing rates or insert them below.)

N/A

Individual or Position	Rate

§ 5.1.2.1

§ 5.1.3 Compensation for Preconstruction Services shall be equitably adjusted if the originally contemplated scope of services is significantly modified.

§ 5.2 Payments

§ 5.2.1 If the Construction Phase Services do not commence for any reason, compensation for Preconstruction Services shall be made in accordance with Section 5.1.1 upon termination of the Agreement.

§ 5.2.2

(Paragraphs deleted)

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ARTICLE 6 COMPENSATION FOR CONSTRUCTION PHASE SERVICES

§ 6.1 Contract Sum

§ 6.1.1 The Owner shall pay the Construction Manager the Contract Sum in current funds for the Construction Manager's performance of the Contract after execution of the Guaranteed Maximum Price Amendment. The Contract Sum is the Cost of the Work as defined in Article 7 plus the Construction Manager's Fee plus the General Conditions Fee.

§ 6.1.2 The Construction Manager's Fee:
(State a lump sum, percentage of Cost of the Work or other provision for determining the Construction Manager's Fee.)

The Construction Manager's Fee shall be THREE AND SEVENTY-FIVE ONE HUNDREDTHS Percent (3.75%) of the actual Cost of the Work as defined in Article 7. For purposes of clarity, the Construction Manager's fee shall **not** be calculated as a percentage of the Contract Sum, the Guaranteed Maximum Price or the Construction Budget. No Construction Manager's Fee shall be paid on the Construction Contingency until funds are allocated from the contingency to the Cost of the Work.

§ 6.1.3 The method of adjustment of the Construction Manager's Fee for changes in the Work:

Only by action of the Owner's Board of Trustees

§ 6.1.4 Limitations, if any, on a Subcontractor's overhead and profit for increases in the cost of its portion of the Work:

§ 6.1.5 Rental rates for Construction Manager-owned equipment shall not exceed percent (%) of the standard rental rate paid at the place of the Project.

§ 6.1.6 Liquidated damages, if any:
(Insert terms and conditions for liquidated damages, if any.)

The Construction Manager and the Construction Manager's surety shall be liable for and shall pay to the Owner the sums hereinafter stipulated as liquidated damages for each calendar day of delay until the Work is substantially completed: FIVE HUNDRED DOLLARS ($500.00).

§ 6.1.7 General Conditions Costs (Project Site Costs) To Be Reimbursed

§ 6.1.7.1 The Construction Manager's General Conditions Costs shall be reimbursed each month based on the following formula: The actual Cost of the Work (as defined herein) multiplied by SIX AND EIGHTY FIVE ONE HUNDRETHS percent (6.85%). The Construction Manager's Fee shall not be included in the Cost of the Work prior to figuring the General Conditions Costs.

§ 6.1.7.2 The term General Conditions Costs shall mean costs necessarily incurred by the Construction Manager in the proper performance of the Work. Such costs shall be at rates not higher than the standard paid at the place of the Project except with prior consent of the Owner. The General Conditions Costs shall not be compensated based on actual cost, and include only the items set forth in Exhibit G.

§ 6.2 Guaranteed Maximum Price

The Construction Manager guarantees that the Contract Sum shall not exceed the Guaranteed Maximum Price set forth in the Guaranteed Maximum Price Amendment, subject to additions and deductions by Change Order as provided in the Contract Documents. Costs which would cause the Guaranteed Maximum Price to be exceeded shall be paid by the Construction Manager without reimbursement by the Owner.

§ 6.3 Changes in the Work

§ 6.3.1 The Owner may, without invalidating the Contract, order changes in the Work within the general scope of the Contract consisting of additions, deletions or other revisions. The Owner shall issue such changes in writing. The Construction Manager may be entitled to an equitable adjustment in the Contract Time as a result of changes in the Work.

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§ 6.3.1.1 The Architect may order minor changes in the Work as provided in Article 7 of AIA Document A201–2017, General Conditions of the Contract for Construction.

§ 6.3.2 Adjustments to the Guaranteed Maximum Price on account of changes in the Work subsequent to the execution of the Guaranteed Maximum Price Amendment may be determined by any of the methods listed in Article 7 of AIA Document A201–2017, General Conditions of the Contract for Construction.

§ 6.3.3 Adjustments to subcontracts awarded on the basis of a stipulated sum shall be determined in accordance with Article 7 of A201–2017, as they refer to "cost" and "fee," and not by Articles 6 and 7 of this Agreement. Adjustments to subcontracts awarded with the Owner's prior written consent on the basis of cost plus a fee shall be calculated in accordance with the terms of those subcontracts.

§ 6.3.4 In calculating adjustments to the Guaranteed Maximum Price, the terms "cost" and "costs" as used in Article 7 of AIA Document A201–2017 shall mean the Cost of the Work as defined in Article 7 of this Agreement and the term "fee" shall mean the Construction Manager's Fee as defined in Section 6.1.2 of this Agreement.

(Paragraphs deleted)
§ 6.3.5. If no specific provision is made in Section 6.1.3 for adjustment of the Construction Manager's Fee in the case of changes in the Work, or if the extent of such changes is such, in the aggregate, that application of the adjustment provisions of Section 6.1.3 will cause substantial inequity to the Owner or Construction Manager, the Construction Manager's Fee shall be equitably adjusted on the same basis that was used to establish the Fee for the original Work, and the Guaranteed Maximum Price shall be adjusted accordingly.

ARTICLE 7 COST OF THE WORK FOR CONSTRUCTION PHASE

§ 7.1 Costs to Be Reimbursed

§ 7.1.1 The term Cost of the Work shall mean costs necessarily incurred by the Construction Manager in the proper performance of the Work. The Cost of the Work shall include only the items set forth in Sections 7.1 through 7.7.

§ 7.1.2 Where, pursuant to the Contract Documents, any cost is subject to the Owner's prior approval, the Construction Manager shall obtain such approval in writing prior to incurring the cost.

§ 7.1.3 Costs shall be at rates not higher than the standard rates paid at the place of the Project, except with prior approval of the Owner.

§ 7.2 Labor Costs

§ 7.2.1 Wages or salaries of construction workers directly employed by the Construction Manager to perform the construction of the Work at the site or, with the Owner's prior approval, at off-site workshops.

§ 7.2.2 Wages or salaries of the Construction Manager's supervisory and administrative personnel when stationed at the site and performing Work, with the Owner's prior approval.

§ 7.2.2.1 Wages or salaries of the Construction Manager's supervisory and administrative personnel when performing Work and stationed at a location other than the site, but only for that portion of time required for the Work, and limited to the personnel and activities listed below:
(Paragraphs deleted)
§ 7.2.3 Wages and salaries of the Construction Manager's supervisory or administrative personnel engaged at factories, workshops or while traveling, in expediting the production or transportation of materials or equipment required for the Work, but only for that portion of their time required for the Work.

§ 7.2.4 Costs paid or incurred by the Construction Manager, as required by law or collective bargaining agreements, for taxes, insurance, contributions, assessments and benefits and, for personnel not covered by collective bargaining agreements, customary benefits such as sick leave, medical and health benefits, holidays, vacations and pensions, provided such costs are based on wages and salaries included in the Cost of the Work under Sections 7.2.1 through 7.2.3.

§ 7.2.5 If agreed rates for labor costs, in lieu of actual costs, are provided in this Agreement, the rates shall remain unchanged throughout the duration of this Agreement, unless the parties execute a Modification.

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§ 7.3 Subcontract Costs
Payments made by the Construction Manager to Subcontractors in accordance with the requirements of the subcontracts and this Agreement.

§ 7.4 Costs of Materials and Equipment Incorporated in the Completed Construction
§ 7.4.1 Costs, including transportation and storage at the site, of materials and equipment incorporated, or to be incorporated, in the completed construction.

§ 7.4.2 Costs of materials described in the preceding Section 7.4.1 in excess of those actually installed to allow for reasonable waste and spoilage. Unused excess materials, if any, shall become the Owner's property at the completion of the Work or, at the Owner's option, shall be sold by the Construction Manager. Any amounts realized from such sales shall be credited to the Owner as a deduction from the Cost of the Work.

§ 7.5 Costs of Other Materials and Equipment, Temporary Facilities and Related Items
§ 7.5.1 Costs of transportation, storage, installation, dismantling, maintenance, and removal of materials, supplies, temporary facilities, machinery, equipment and hand tools not customarily owned by construction workers that are provided by the Construction Manager at the site and fully consumed in the performance of the Work. Costs of materials, supplies, temporary facilities, machinery, equipment, and tools, that are not fully consumed, shall be based on the cost or value of the item at the time it is first used on the Project site less the value of the item when it is no longer used at the Project site. Costs for items not fully consumed by the Construction Manager shall mean fair market value.

§ 7.5.2 Rental charges for temporary facilities, machinery, equipment, and hand tools not customarily owned by construction workers that are provided by the Construction Manager at the site, and the costs of transportation, installation, dismantling, minor repairs, and removal of such temporary facilities, machinery, equipment, and hand tools. Rates and quantities of equipment owned by the Construction Manager, or a related party as defined in Section 7.8, shall be subject to the Owner's prior approval. The total rental cost of any such equipment may not exceed the purchase price of any comparable item.

§ 7.5.3 Costs of removal of debris from the site of the Work and its proper and legal disposal.

§ 7.5.4 Costs of the Construction Manager's site office, including general office equipment and supplies.

§ 7.5.5 Costs of materials and equipment suitably stored off the site at a mutually acceptable location, subject to the Owner's prior approval.

§ 7.6 Miscellaneous Costs
(Paragraph deleted)
§ 7.6.1 Premiums for that portion of insurance and bonds required by the Contract Documents that can be directly attributed to this Contract. In no event will the cost reimbursable for the insurance required by contract exceed 0.5% of the GMP contract value.

§ 7.6.1.1 Costs for self-insurance, for either full or partial amounts of the coverages required by the Contract Documents, with the Owner's prior approval.

§ 7.6.1.2 Costs for insurance through a captive insurer owned or controlled by the Construction Manager, with the Owner's prior approval.

§ 7.6.2 Sales, use, or similar taxes, imposed by a governmental authority, for materials that are related to the Work but not incorporated in the Work and for which the Construction Manager is liable and Owner is not exempt. Construction Manager shall be obligated to take reasonable care to obtain all applicable tax exemptions.

§ 7.6.3 Fees and assessments for the building permit, and for other permits, licenses, and inspections, for which the Construction Manager is required by the Contract Documents to pay.

§ 7.6.4 Fees of laboratories for tests required by the Contract Documents; except those related to defective or nonconforming Work for which reimbursement is excluded under Article 13 of AIA Document A201–2017 or by other provisions of the Contract Documents, and which do not fall within the scope of Section 7.7.3.

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§ 7.6.5 Royalties and license fees paid for the use of a particular design, process, or product, required by the Contract Documents.

§ 7.6.5.1 The cost of defending suits or claims for infringement of patent rights arising from requirements of the Contract Documents, payments made in accordance with legal judgments against the Construction Manager resulting from such suits or claims, and payments of settlements made with the Owner's consent, unless the Construction Manager had reason to believe that the required design, process, or product was an infringement of a copyright or a patent, and the Construction Manager failed to promptly furnish such information to the Architect as required by Article 3 of AIA Document A201–2017. The costs of legal defenses, judgments, and settlements shall not be included in the Cost of the Work used to calculate the Construction Manager's Fee or subject to the Guaranteed Maximum Price.

§ 7.6.6 Costs for communications services, electronic equipment, and software, directly related to the Work and located at the site, with the Owner's prior approval.

§ 7.6.7 Costs of document reproductions and delivery charges.

§ 7.6.8 Deposits lost for causes other than the Construction Manager's negligence or failure to fulfill a specific responsibility in the Contract Documents.

§ 7.6.9 Legal, mediation and arbitration costs, including attorneys' fees, other than those arising from disputes between the Owner and Construction Manager, reasonably incurred by the Construction Manager after the execution of this Agreement in the performance of the Work and with the Owner's prior approval, which shall not be unreasonably withheld.

§ 7.6.10 Expenses incurred in accordance with the Construction Manager's standard written personnel policy for relocation and temporary living allowances of the Construction Manager's personnel required for the Work, with the Owner's prior approval.

§ 7.6.11 That portion of the reasonable expenses of the Construction Manager's supervisory or administrative personnel incurred while traveling in discharge of duties connected with the Work.

§ 7.7 Other Costs and Emergencies

§ 7.7.1 Other costs incurred in the performance of the Work, with the Owner's prior approval to the extent same are not compensated under general conditions, are directly attributable to and required for the Work, and are approved by the Owner, in writing.

§ 7.7.2 Costs incurred in taking action to prevent threatened damage, injury, or loss, in case of an emergency affecting the safety of persons and property, as provided in Article 10 of AIA Document A201–2017.

§ 7.7.3 Costs of repairing or correcting damaged or nonconforming Work executed by the Construction Manager, Subcontractors, or suppliers, provided that such damaged or nonconforming Work was not caused by the negligence of, or failure to fulfill a specific responsibility by, the Construction Manager, and only to the extent that the cost of repair or correction is not recovered by the Construction Manager from insurance, sureties, Subcontractors, suppliers, or others.

§ 7.7.4 The costs described in Sections 7.1 through 7.7 shall be included in the Cost of the Work, notwithstanding any provision of AIA Document A201–2017 or other Conditions of the Contract which may require the Construction Manager to pay such costs, unless such costs are excluded by the provisions of Section 7.9.

§ 7.8 Related Party Transactions

§ 7.8.1 For purposes of this Section 7.8, the term "related party" shall mean (1) a parent, subsidiary, affiliate, or other entity having common ownership of, or sharing common management with, the Construction Manager; (2) any entity in which any stockholder in, or management employee of, the Construction Manager holds an equity interest in excess of ten percent in the aggregate; (3) any entity which has the right to control the business or affairs of the Construction Manager; or (4) any person, or any member of the immediate family of any person, who has the right to control the business or affairs of the Construction Manager.

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§ 7.8.2 If any of the costs to be reimbursed arise from a transaction between the Construction Manager and a related party, the Construction Manager shall notify the Owner of the specific nature of the contemplated transaction, including the identity of the related party and the anticipated cost to be incurred, before any such transaction is consummated or cost incurred. If the Owner, after such notification, authorizes the proposed transaction in writing, then the cost incurred shall be included as a cost to be reimbursed, and the Construction Manager shall procure the Work, equipment, goods, or service, from the related party, as a Subcontractor, according to the terms of Article 9. If the Owner fails to authorize the transaction in writing, the Construction Manager shall procure the Work, equipment, goods, or service from some person or entity other than a related party according to the terms of Article 9.

§ 7.9 Costs Not To Be Reimbursed

§ 7.9.1 The Cost of the Work shall not include the items listed below:

- **.1** Salaries and other compensation of the Construction Manager's personnel stationed at the Construction Manager's principal office or offices other than the site office, except as specifically provided in Section 7.2, or as may be provided in Article 14;
- **.2** Bonuses, profit sharing, incentive compensation, and any other discretionary payments, paid to anyone hired by the Construction Manager or paid to any Subcontractor or vendor, unless the Owner has provided prior approval;
- **.3** Expenses of the Construction Manager's principal office and offices other than the site office;
- **.4** Overhead and general expenses, except as may be expressly included in Sections 7.1 to 7.7;
- **.5** The Construction Manager's capital expenses, including interest on the Construction Manager's capital employed for the Work;
- **.6** Except as provided in Section 7.7.3 of this Agreement, costs due to the negligence of, or failure to fulfill a specific responsibility of the Contract by, the Construction Manager, Subcontractors, and suppliers, or anyone directly or indirectly employed by any of them or for whose acts any of them may be liable;
- **.7** Any cost not specifically and expressly described in Sections 7.1 to 7.7;
- **.8** Costs, other than costs included in Change Orders approved by the Owner, that would cause the Guaranteed Maximum Price to be exceeded; and
- **.9** Costs for services incurred during the Preconstruction Phase.

ARTICLE 8 DISCOUNTS, REBATES, AND REFUNDS

§ 8.1 Cash discounts obtained on payments made by the Construction Manager shall accrue to the Owner if (1) before making the payment, the Construction Manager included the amount to be paid, less such discount, in an Application for Payment and received payment from the Owner, or (2) the Owner has deposited funds with the Construction Manager with which to make payments; otherwise, cash discounts shall accrue to the Construction Manager. Trade discounts, rebates, refunds, and amounts received from sales of surplus materials and equipment shall accrue to the Owner, and the Construction Manager shall make provisions so that they can be obtained.

§ 8.2 Amounts that accrue to the Owner in accordance with the provisions of Section 8.1 shall be credited to the Owner as a deduction from the Cost of the Work.

ARTICLE 9 SUBCONTRACTS AND OTHER AGREEMENTS

§ 9.1 Those portions of the Work that the Construction Manager does not customarily perform with the Construction Manager's own personnel shall be performed under subcontracts or other appropriate agreements with the Construction Manager. The Owner may designate specific persons from whom, or entities from which, the Construction Manager shall obtain proposals in accordance with Section 9.3 below. The Construction Manager shall obtain proposals from Subcontractors, and from suppliers of materials or equipment fabricated especially for the Work, who are qualified to perform that portion of the Work in accordance with the requirements of the Contract Documents. The Construction Manager shall deliver such proposals to the Architect and Owner with an indication as to which proposals the Construction Manager determines provide the best value to the Owner, and therefore, intends to accept. The Owner then has the right to review the Construction Manager's list of proposed subcontractors and suppliers in consultation with the Architect and, subject to Section 9.1.1, to object to any subcontractor or supplier. Any advice of the Architect, or approval or objection by the Owner, shall not relieve the Construction Manager of its responsibility to perform the Work in accordance with the Contract Documents. The Construction Manager shall not be required to contract with anyone to whom the Construction Manager has reasonable objection.

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§ 9.1.1 When a specific subcontractor or supplier (1) is recommended to the Owner by the Construction Manager; (2) is qualified to perform that portion of the Work; and (3) has submitted a proposal that conforms to the requirements of the Contract Documents without reservations or exceptions, but the Owner requires that another proposal be accepted, then the Construction Manager may require that a Change Order be issued to adjust the Guaranteed Maximum Price by the difference between the proposal of the person or entity recommended to the Owner by the Construction Manager and the amount of the subcontract or other agreement actually signed with the person or entity designated by the Owner. Construction Manager shall state the additional cost in writing and shall provide written proof of same before Owner compensates Construction Manager.

§ 9.2 Subcontracts or other agreements shall conform to the applicable payment provisions of this Agreement, and shall not be awarded on the basis of cost plus a fee without the Owner's prior written approval. If a subcontract is awarded on the basis of cost plus a fee, the Construction Manager shall provide in the subcontract for the Owner to receive the same audit rights with regard to the Subcontractor as the Owner receives with regard to the Construction Manager in Article 10.

(Paragraphs deleted)
§ 9.3 Pursuant to Texas Government Code Chapter 2269, Subchapter F, the Construction Manager shall publicly advertise and obtain proposals from Subcontractors for the performance of all major elements of the Work. To the extent an element of the Work is included in the General Conditions Costs, it is not considered a major element of the Work and shall not be procured under this Section 9.3. All bids or proposals shall be sent directly to Construction Manager.

§ 9.3.1 The Construction Manager the Owner Representative, and Project Manager, if any, shall receive and open all subcontractor proposals in a manner that does not disclose the contents of the proposals during the selection process to a person not employed by the Construction Manager, Architect, Engineer or Owner. The Construction Manager shall review and evaluate all bids or proposals, and shall recommend to the Owner a list of bidders to which the Construction Manager proposes to award subcontracts for the Project Work.

§ 9.3.2 In the event that the Owner requires that the Construction Manager to award any portion of the work to a subcontractor not proposed as best value by the Construction Manager, the Owner shall compensate the Construction Manager by a change in price, time, or Guaranteed Maximum Price for any additional cost or risk that the Construction Manager may incur by reason of the Owner's requirements. Construction Manager shall state the additional cost and/or risk in writing and shall provide written proof of same before Owner compensates Construction Manager.

§ 9.3.3 The Construction Manager shall deliver a copy of all advertising, solicitation documents, proposals, evaluations of proposals and all documents relevant to the Guaranteed Maximum Price proposal to the Owner with the Guaranteed Maximum Price proposal.

§ 9.3.4 The Construction Manager shall make all bids and proposals available for public inspection within seven (7) days following final selection of the subcontractors.

ARTICLE 10 ACCOUNTING RECORDS

The Construction Manager shall keep full and detailed records and accounts related to the Cost of the Work, and exercise such controls, as may be necessary for proper financial management under this Contract and to substantiate all costs incurred. The accounting and control systems shall be satisfactory to the Owner. The Owner and the Owner's auditors shall, during regular business hours and upon reasonable notice, be afforded access to, and shall be permitted to audit and copy, the Construction Manager's records and accounts, including complete documentation supporting accounting entries, books, job cost reports, correspondence, instructions, drawings, receipts, subcontracts, Subcontractor's proposals, Subcontractor's invoices, purchase orders, vouchers, memoranda, and other data relating to this Contract. The Construction Manager shall preserve these records for a period of three years after final payment, or for such longer period as may be required by law.

ARTICLE 11 PAYMENTS FOR CONSTRUCTION PHASE SERVICES

§ 11.1 Progress Payments

§ 11.1.1 Based upon Applications for Payment submitted to the Architect by the Construction Manager, and Certificates for Payment issued by the Architect, the Owner shall make progress payments on account of the Contract Sum, to the Construction Manager, as provided below and elsewhere in the Contract Documents.

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§ 11.1.2 The period covered by each Application for Payment shall be one calendar month ending on the last day of the month., or as follows:

§ 11.1.3 Provided that an Application for Payment is received by the Architect not later than the first day of a month, the Owner shall make payment of the amount certified to the Construction Manager not later than the thirteenth day of the same month. If an Application for Payment is received by the Architect after the application date fixed above, payment of the amount certified shall be made by the Owner not later than forty-five (45) days after the Architect receives the Application for Payment.
(Federal, state or local laws may require payment within a certain period of time.)

§ 11.1.4 With each Application for Payment, the Construction Manager shall submit payrolls, petty cash accounts, receipted invoices or invoices with check vouchers attached, and any other evidence required by the Owner or Architect to demonstrate that payments already made by the Construction Manager on account of the Cost of the Work equal or exceed progress payments already received by the Construction Manager, plus payrolls for the period covered by the present Application for Payment, less that portion of the progress payments attributable to the Construction Manager's Fee.

§ 11.1.5 Each Application for Payment shall be based on the most recent schedule of values submitted by the Construction Manager in accordance with the Contract Documents. The schedule of values shall allocate the entire Guaranteed Maximum Price among: (1) the various portions of the Work; (2) any contingency for costs that are included in the Guaranteed Maximum Price but not otherwise allocated to another line item or included in a Change Order; and (3) the Construction Manager's Fee.

§ 11.1.5.1 The schedule of values shall be prepared in such form and supported by such data to substantiate its accuracy as the Architect may require. The schedule of values shall be used as a basis for reviewing the Construction Manager's Applications for Payment.

§ 11.1.5.2 The allocation of the Guaranteed Maximum Price under this Section 11.1.5 shall not constitute a separate Guaranteed Maximum Price for the Cost of the Work of each individual line item in the schedule of values.

§ 11.1.5.3 When the Construction Manager allocates costs from a contingency to another line item in the schedule of values, the Construction Manager shall submit supporting documentation to the Architect.

§ 11.1.6 Applications for Payment shall show the percentage of completion of each portion of the Work as of the end of the period covered by the Application for Payment. The percentage of completion shall be the lesser of (1) the percentage of that portion of the Work which has actually been completed, or (2) the percentage obtained by dividing (a) the expense that has actually been incurred by the Construction Manager on account of that portion of the Work and for which the Construction Manager has made payment or intends to make payment prior to the next Application for Payment, by (b) the share of the Guaranteed Maximum Price allocated to that portion of the Work in the schedule of values.

§ 11.1.7 In accordance with AIA Document A201–2017 and subject to other provisions of the Contract Documents, the amount of each progress payment shall be computed as follows:

§ 11.1.7.1 The amount of each progress payment shall be computed as follows:

.1 That portion of the Guaranteed Maximum Price properly allocable to completed Work as determined by multiplying the percentage of completion of each portion of the Work by the share of the Guaranteed Maximum Price allocated to that portion of the Work in the most recent schedule of values, pending final determination of cost to the Owner of changes in the Work, amounts not in dispute shall be included;

.2 Add that portion of the Guaranteed Maximum Price properly allocable to materials and equipment delivered and suitably stored at the site for subsequent incorporation in the completed construction or, if approved in writing in advance by the Owner, suitably stored off the site at a location agreed upon in writing;

.3 Add that portion of Construction Change Directives that the Architect determines, in the Architect's professional judgment, to be reasonably justified; and

.4 Add the Construction Manager's Fee, computed upon the Cost of the Work described in the preceding Sections 11.1.7.1.1 and 11.1.7.1.2 at the rate stated in Section 6.1.2 or, if the Construction Manager's Fee is stated as a fixed sum in that Section, an amount that bears the same ratio to that fixed-sum fee as the Cost of

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the Work included in Sections 11.1.7.1.1 and 11.1.7.1.2 bears to a reasonable estimate of the probable Cost of the Work upon its completion.

.5 Add the Construction Manager's General Conditions Costs computed based upon the Cost of the Work completed during the period covered by the Payment Application multiplied by the percentage rate stated in Section 6.1.7.1

§ 11.1.7.2 The amount of each progress payment shall then be reduced by:

.1 The aggregate of any amounts previously paid by the Owner;

.2 The amount, if any, for Work that remains uncorrected and for which the Architect has previously withheld a Certificate for Payment as provided in Article 9 of AIA Document A201–2017;

.3 Any amount for which the Construction Manager does not intend to pay a Subcontractor or material supplier, unless the Work has been performed by others the Construction Manager intends to pay;

.4 For Work performed or defects discovered since the last payment application, any amount for which the Architect may withhold payment, or nullify a Certificate of Payment in whole or in part, as provided in Article 9 of AIA Document A201–2017;

.5 The shortfall, if any, indicated by the Construction Manager in the documentation required by Section 11.1.4 to substantiate prior Applications for Payment, or resulting from errors subsequently discovered by the Owner's auditors in such documentation; and

.6 Retainage withheld pursuant to Section 11.1.8.

§ 11.1.8 Retainage

§ 11.1.8.1 For each progress payment made prior to Substantial Completion of the Work, the Owner may withhold the following amount, as retainage, from the payment otherwise due:
(Insert a percentage or amount to be withheld as retainage from each Application for Payment. The amount of retainage may be limited by governing law.)

Five Percent (5%)

§ 11.1.8.1.1 The following items are not subject to retainage:
(Insert any items not subject to the withholding of retainage, such as general conditions, insurance, etc.)

N/A

§ 11.1.8.2 Reduction or limitation of retainage, if any, shall be as follows:
(If the retainage established in Section 11.1.8.1 is to be modified prior to Substantial Completion of the entire Work, insert provisions for such modification.)

There shall be no reduction or limitation or modification of retainage prior to Final Completion.

§ 11.1.8.3 Except as set forth in this Section 11.1.8.3, upon Substantial Completion of the Work, the Construction Manager may submit an Application for Payment that includes the retainage withheld from prior Applications for Payment pursuant to this Section 11.1.8. The Application for Payment submitted at Substantial Completion shall not include retainage as follows:
(Insert any other conditions for release of retainage, such as upon completion of the Owner's audit and reconciliation, upon Substantial Completion.)

Upon Owner's audit and reconciliation

§ 11.1.9 If final completion of the Work is materially delayed through no fault of the Construction Manager, the Owner shall pay the Construction Manager any additional amounts in accordance with Article 9 of AIA Document A201–2017.

§ 11.1.10 Except with the Owner's prior written approval, the Construction Manager shall not make advance payments to suppliers for materials or equipment which have not been delivered and suitably stored at the site.

§ 11.1.11 The Owner and the Construction Manager shall agree upon a mutually acceptable procedure for review and approval of payments to Subcontractors, and the percentage of retainage held on Subcontracts, and the Construction Manager shall execute subcontracts in accordance with those agreements.

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§ 11.1.12 In taking action on the Construction Manager's Applications for Payment the Architect shall be entitled to rely on the accuracy and completeness of the information furnished by the Construction Manager, and such action shall not be deemed to be a representation that (1) the Architect has made a detailed examination, audit, or arithmetic verification, of the documentation submitted in accordance with Section 11.1.4 or other supporting data; (2) that the Architect has made exhaustive or continuous on-site inspections; or (3) that the Architect has made examinations to ascertain how or for what purposes the Construction Manager has used amounts previously paid on account of the Contract. Such examinations, audits, and verifications, if required by the Owner, will be performed by the Owner's auditors acting in the sole interest of the Owner.

§ 11.2 Final Payment

§ 11.2.1 Final payment, constituting the entire unpaid balance of the Contract Sum, for each Work, (if multiple Projects) shall be made by the Owner to the Construction Manager when

.1 the Construction Manager has fully performed the Contract, except for the Construction Manager's responsibility to correct Work as provided in Article 12 of AIA Document A201–2017, and to satisfy other requirements, if any, which extend beyond final payment;

.2 the Construction Manager has submitted a final accounting for the Cost of the Work and a final Application for Payment;

.3 a final Certificate for Payment has been issued by the Architect in accordance with Section 11.2.2.2;

.4 The Construction Manager certifies to the Owner that the Project, to the best of the Construction Manager's knowledge, has been constructed in general accordance with Architect's Construction Documents, the certificate shall be the Texas Education Agency's Certification of Project Compliance, signed by a duly authorized officer of the Construction Manager and properly notarized;

.5 Construction Manager has provided all documents required by Section 9.10.2 of AIA Document A201-2017; and

.6 Owner's Board of Trustees has voted to accept the Work and approve Final Payment.

§ 11.2.2 Within 30 days of the Owner's receipt of the Construction Manager's final accounting for the Cost of the Work, the Owner shall conduct an audit of the Cost of the Work or notify the Architect that it will not conduct an audit.

§ 11.2.2.1 If the Owner conducts an audit of the Cost of the Work, the Owner shall, within ten (10) days after completion of the audit, submit a written report based upon the auditors' findings to the Architect.

§ 11.2.2.2 Within seven days after receipt of the written report described in Section 11.2.2.1, or receipt of notice that the Owner will not conduct an audit, and provided that the other conditions of Section 11.2.1 have been met, the Architect will either issue to the Owner a final Certificate for Payment with a copy to the Construction Manager, or notify the Construction Manager and Owner in writing of the Architect's reasons for withholding a certificate as provided in Article 9 of AIA Document A201–2017. The time periods stated in this Section 11.2.2 supersede those stated in Article 9 of AIA Document A201–2017. The Architect is not responsible for verifying the accuracy of the Construction Manager's final accounting.

§ 11.2.2.3 If the Owner's auditors' report concludes that the Cost of the Work, as substantiated by the Construction Manager's final accounting, is less than claimed by the Construction Manager, the Construction Manager shall be entitled to request mediation of the disputed amount without seeking an initial decision pursuant to Article 15 of AIA Document A201–2017. A request for mediation shall be made by the Construction Manager within 30 days after the Construction Manager's receipt of a copy of the Architect's final Certificate for Payment. Failure to request mediation within this 30-day period shall result in the substantiated amount reported by the Owner's auditors becoming binding on the Construction Manager. Pending a final resolution of the disputed amount, the Owner shall pay the Construction Manager the amount certified in the Architect's final Certificate for Payment.

§ 11.2.3 The Owner's final payment to the Construction Manager shall be made no later than 30 days after the issuance of the Architect's final Certificate for Payment or in the event of mediation, no later than 30 days after the execution of the Settlement agreement, if any.

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§ 11.2.4 .
The amount of final payment shall be calculated as follows:

.1 Begin with the actual Cost of Work substantiated by the Construction Manager's final accounting which includes deductions for all discounts and unused contingencies and construction savings achieved in the Cost of Work, if applicable.

.2 Add the actual expended General Conditions costs substantiated by the Construction Manager's final accounting which includes savings to the Owner for unused General Conditions.

.3 Add the Construction Manager's Fee.

.4 Subtract amounts, if any for which Architect or Owner disputes, refuses or withholds payment, if any.

.5 If Construction Manager fails or refuses to complete the Work, or has unsettled claims with Owner then subtract such amounts as Architect shall determine as the cost for completing incomplete work and the value of unsettled claims.

.6 Subtract all previous payments made by Owner.

.7 In no event shall the total of subsections .1, .2 and .3 above exceed the Guaranteed Maximum Price.

.8 If the aggregate of previous payment made by the Owner exceeds the amount due the Construction Manager, the Construction Manager shall reimburse the difference to the Owner

§ 11.3 Interest
Payments due and unpaid under the Contract shall bear interest from the date payment is due at the rate
(Paragraphs deleted)
set out in the Texas Prompt Payment Act, Texas Government Code Chapter 2251.

ARTICLE 12 DISPUTE RESOLUTION
§ 12.1 Initial Decision Maker
§ 12.1.1 Any Claim between the Owner and Construction Manager shall be resolved in accordance with the provisions set forth in this Article 12 and Article 15 of A201–2017. However, for Claims arising from or relating to the Construction Manager's Preconstruction Phase services, no decision by the Initial Decision Maker shall be required as a condition precedent to mediation, and Section 12.1.2 of this Agreement shall not apply.

§ 12.1.2 The Architect will serve as the Initial Decision Maker pursuant to Article 15 of AIA Document A201–2017 for Claims arising from or relating to the Construction Manager's Construction Phase services, unless the parties appoint below another individual, not a party to the Agreement, to serve as the Initial Decision Maker.
(If the parties mutually agree, insert the name, address and other contact information of the Initial Decision Maker, if other than the Architect.)

§ 12.2 Binding Dispute Resolution
For any Claim subject to, but not resolved by mediation pursuant to Article 15 of AIA Document A201–2017, the method of binding dispute resolution shall be as follows:
(Check the appropriate box.)

[ ] Arbitration pursuant to Article 15 of AIA Document A201–2017

[**X**] Litigation in a court of competent jurisdiction

[ ] Other: *(Specify)*

If the Owner and Construction Manager do not select a method of binding dispute resolution, or do not subsequently agree in writing to a binding dispute resolution method other than litigation, Claims will be resolved by litigation in a court of competent jurisdiction.

ARTICLE 13 TERMINATION OR SUSPENSION
§ 13.1 Termination Prior to Execution of the Guaranteed Maximum Price Amendment
§ 13.1.1 If the Owner and the Construction Manager do not reach an agreement on the Guaranteed Maximum Price, the Owner may terminate this Agreement upon not less than seven days' written notice to the Construction Manager, and the Construction Manager may terminate this Agreement, upon not less than seven days' written notice to the Owner.

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§ 13.1.2 In the event of termination of this Agreement pursuant to Section 13.1.1, the Construction Manager shall be compensated for Preconstruction Phase services and Work performed prior to receipt of a notice of termination, in accordance with the terms of this Agreement. In no event shall the Construction Manager's compensation under this Section exceed the compensation set forth in Section 5.1.

§ 13.1.3 Prior to the execution of the Guaranteed Maximum Price Amendment, the Owner may terminate this Agreement upon not less than seven days' written notice to the Construction Manager for the Owner's convenience and without cause. The Construction Manager may terminate this Agreement, upon not less than seven days' written notice to the Owner, for the reasons set forth in Article 14 of A201–2017. In no event shall the Construction Manager's compensation under this Section exceed the compensation set forth in Section 5.1.

§ 13.1.4 In the event of termination of this Agreement pursuant to Section 13.1.3, the Construction Manager shall be equitably compensated for Preconstruction Phase services and Work performed prior to receipt of a notice of termination. In no event shall the Construction Manager's compensation under this Section exceed the compensation set forth in Section 5.1.

§ 13.1.5 If the Owner terminates the Contract pursuant to Section 13.1.3 after the commencement of the Construction Phase but prior to the execution of the Guaranteed Maximum Price Amendment, the Owner shall pay to the Construction Manager an amount calculated as follows, which amount shall be in addition to any compensation paid to the Construction Manager under Section 13.1.4:

.1 Take the Cost of the Work incurred by the Construction Manager to the date of termination;

.2 Add the Construction Manager's Fee computed upon the Cost of the Work to the date of termination at the rate stated in Section 6.1 or, if the Construction Manager's Fee is stated as a fixed sum in that Section, an amount that bears the same ratio to that fixed-sum Fee as the Cost of the Work at the time of termination bears to a reasonable estimate of the probable Cost of the Work upon its completion; and

.3 Subtract the aggregate of previous payments made by the Owner for Construction Phase services.

§ 13.1.6 The Owner shall also pay the Construction Manager fair compensation, either by purchase or rental at the election of the Owner, for any equipment owned by the Construction Manager that the Owner elects to retain and that is not otherwise included in the Cost of the Work under Section 13.1.5.1. To the extent that the Owner elects to take legal assignment of subcontracts and purchase orders (including rental agreements), the Construction Manager shall, as a condition of receiving the payments referred to in this Article 13, execute and deliver all such papers and take all such steps, including the legal assignment of such subcontracts and other contractual rights of the Construction Manager, as the Owner may require for the purpose of fully vesting in the Owner the rights and benefits of the Construction Manager under such subcontracts or purchase orders. All Subcontracts, purchase orders and rental agreements entered into by the Construction Manager will contain provisions allowing for assignment to the Owner as described above.

§ 13.1.6.1 If the Owner accepts assignment of subcontracts, purchase orders or rental agreements as described above, the Owner will reimburse or indemnify the Construction Manager for all costs arising under the subcontract, purchase order or rental agreement, if those costs would have been reimbursable as Cost of the Work if the contract had not been terminated. If the Owner chooses not to accept assignment of any subcontract, purchase order or rental agreement that would have constituted a Cost of the Work had this agreement not been terminated, the Construction Manager will terminate the subcontract, purchase order or rental agreement and the Owner will pay the Construction Manager the costs necessarily incurred by the Construction Manager because of such termination.

§ 13.2 Termination or Suspension Following Execution of the Guaranteed Maximum Price Amendment

§ 13.2.1 Termination

The Contract may be terminated by the Owner or the Construction Manager as provided in Article 14 of AIA Document A201–2017.

§ 13.2.2 Termination by the Owner for Cause

§ 13.2.2.1 If the Owner terminates the Contract for cause as provided in Article 14 of AIA Document A201–2017, the amount, if any, to be paid to the Construction Manager under Article 14 of AIA Document A201–2017 shall not cause the Guaranteed Maximum Price to be exceeded, nor shall it exceed an amount calculated as follows:

.1 Take the Cost of the Work incurred by the Construction Manager to the date of termination;

.2 Add the Construction Manager's Fee, computed upon the Cost of the Work to the date of termination at the rate stated in Section 6.1 or, if the Construction Manager' Fee is stated as a fixed sum in that Section, an amount that

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bears the same ratio to that fixed-sum Fee as the Cost of the Work at the time of termination bears to a reasonable estimate of the probable Cost of the Work upon its completion;

.3 Subtract the aggregate of previous payments made by the Owner; and

.4 Subtract the costs and damages incurred, or to be incurred, by the Owner under Article 14 of AIA Document A201–2017.

§ 13.2.2.2 The Owner shall also pay the Construction Manager fair compensation, either by purchase or rental at the election of the Owner, for any equipment owned by the Construction Manager that the Owner elects to retain and that is not otherwise included in the Cost of the Work under Section 13.2.2.1.1. To the extent that the Owner elects to take legal assignment of subcontracts and purchase orders (including rental agreements), the Construction Manager shall, as a condition of receiving the payments referred to in this Article 13, execute and deliver all such papers and take all such steps, including the legal assignment of such subcontracts and other contractual rights of the Construction Manager, as the Owner may require for the purpose of fully vesting in the Owner the rights and benefits of the Construction Manager under such subcontracts or purchase orders.

§ 13.2.3 Termination by the Owner for Convenience

If the Owner terminates the Contract for convenience in accordance with Article 14 of AIA Document A201–2017, then the Owner shall pay the Construction Manager a termination fee as follows:

(Insert the amount of or method for determining the fee, if any, payable to the Construction Manager following a termination for the Owner's convenience.)

. In the event such termination is for the convenience of the Owner, the Construction Manager shall be compensated for reasonable costs incurred prior to notice of termination, profits on only that portion of the work actually performed prior to termination, and reasonable demobilization costs

§ 13.3 Suspension

The Work may be suspended by the Owner as provided in Article 14 of AIA Document A201–2017; in such case, the Guaranteed Maximum Price and Contract Time shall be increased as provided in Article 14 of AIA Document A201–2017, except that the term "profit" shall be understood to mean the Construction Manager's Fee as described in Sections 6.1 and 6.3.5 of this Agreement.

ARTICLE 14 MISCELLANEOUS PROVISIONS

§ 14.1 Terms in this Agreement shall have the same meaning as those in A201–2017. Where reference is made in this Agreement to a provision of AIA Document A201–2017 or another Contract Document, the reference refers to that provision as amended or supplemented by other provisions of the Contract Documents.

§ 14.2 Successors and Assigns

§ 14.2.1 The Owner and Construction Manager, respectively, bind themselves, their partners, successors, assigns and legal representatives to covenants, agreements, and obligations contained in the Contract Documents. Except as provided in Section 14.2.2 of this Agreement, and in Section 13.2.2 of A201–2017, neither party to the Contract shall assign the Contract as a whole without written consent of the other. If either party attempts to make an assignment without such consent, that party shall nevertheless remain legally responsible for all obligations under the Contract.

§ 14.2.2 The Owner may, without consent of the Construction Manager, assign the Contract to a lender providing construction financing for the Project, if the lender assumes the Owner's rights and obligations under the Contract Documents. The Construction Manager shall execute all consents reasonably required to facilitate the assignment.

§ 14.3 Insurance and Bonds

§ 14.3.1 Insurance

For all phases of the Project, the Construction Manager shall purchase and maintain the following insurance for the duration of the Preconstruction and Construction Services performed under this Agreement. If any of the requirements set forth below exceed the types and limits the Construction Manager normally maintains, the Owner shall reimburse the Construction Manager for any additional cost.

§ 14.3.1.1 Commercial General Liability with policy limits of not less than ONE MILLION DOLLARS ($ 1,000,000) for each occurrence and TWO MILLION DOLLARS ($ 2,000,000) in the aggregate for bodily injury and property damage. Excess Umbrella Insurance with policy limits of not less than FIVE MILLION DOLLARS ($5,000,000).

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§ 14.3.1.2 Automobile Liability covering vehicles owned, and non-owned vehicles used, by the Construction Manager with policy limits of not less than ONE MILLION DOLLARS ($ 1,000,000) per accident for bodily injury, death of any person, and property damage arising out of the ownership, maintenance and use of those motor vehicles, along with any other statutorily required automobile coverage.

§ 14.3.1.3 The Construction Manager may achieve the required limits and coverage for Commercial General Liability and Automobile Liability through a combination of primary and excess or umbrella liability insurance, provided that such primary and excess or umbrella liability insurance policies result in the same or greater coverage as the coverages required under Sections 14.3.1.1 and 14.3.1.2, and in no event shall any excess or umbrella liability insurance provide narrower coverage than the primary policy. The excess policy shall not require the exhaustion of the underlying limits only through the actual payment by the underlying insurers.

§ 14.3.1.4 Workers' Compensation at statutory limits and Employers Liability with policy limits not less than ONE MILLION DOLLARS ($ 1,000,000) each accident, ONE MILLIONS DOLLARS ($ 1,000,000) each employee, and ONE MILLION DOLLARS ($ 1,000,000) policy limit.

§ 14.3.1.5 Professional Liability covering negligent acts, errors and omissions in the performance of professional services, with policy limits of not less than ONE MILLION DOLLARS ($ 1,000,000) per claim and TWO MILLIONS DOLLARS ($ 2,000,000) in the aggregate.

§14.3.1.6 All Risk Builders Risk against the perils of fire, lightening, windstorm, hurricane, hail, explosion, riot, civil commotion, smoke, aircraft, land vehicles, vandalism, malicious mischief, and all other perils in the amount one hundred percent (100%) of the value of the improvements including transit and materials stored off site. Additionally, this coverage shall provide protection to the full replacement value for boiler and machinery equipment up to installation, during testing, and until acceptance by Owner.

§ 14.3.1.6 Other Insurance
(Table deleted)(Paragraph deleted)
§ 14.3.1.7 Additional Insured Obligations. To the fullest extent permitted by law, the Construction Manager shall cause the primary and excess or umbrella polices for Commercial General Liability and Automobile Liability to include the Owner as an additional insured for claims caused in whole or in part by the Construction Manager's negligent acts or omissions. The additional insured coverage shall be primary and non-contributory to any of the Owner's insurance policies and shall apply to both ongoing and completed operations.

§ 14.3.1.8 The Construction Manager shall provide certificates of insurance to the Owner that evidence compliance with the requirements in this Section 14.3.1.

§ 14.3.2 Bonds
For all phases of construction, the Construction Manager shall purchase and maintain performance and payments bonds in the coverages and amounts as required by state law and set forth herein.
§ 14.3.2.1 [Paragraph Deleted]

§ 14.3.2.2 As required by Chapter 2253 of the Texas Governmental Code, the Construction Manager is required, as a condition precedent to the execution of the Contract, to execute a PERFORMANCE BOND in the form required by TEXAS STATUTES, in an amount equal to ONE HUNDRED PERCENT (100%) of the Contract Sum, and a PAYMENT BOND in the form required by TEXAS STATUTES, in an amount equal to ONE HUNDRED PERCENT (100%) of the Contract Sum as security for payment of all persons performing labor and furnishing materials in connection with this Contract. (Bonding Company is to furnish such forms). All bonds shall name the Owner as additional obligee.

§ 14.4 Notice in electronic format, pursuant to Article 1 of AIA Document A201–2017, may be given in accordance with AIA Document E203™–2013, Building Information Modeling and Digital Data Exhibit, if completed, or .as otherwise set forth below:
(If other than in accordance with AIA Document E203–2013, insert requirements for delivering notice in electronic format such as name, title, and email address of the recipient and whether and how the system will be required to generate a read receipt for the transmission.)

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§ 14.5 Other provisions:

§ 14.5.1 Pursuant to Texas Government Code Chapter 2271, as amended, if this contract is valued at $100,000 or more and if the Construction Manager has at least ten (10) full time employees, then the Construction Manager, by its execution of this Agreement represents and warrants to the Owner that the Construction Manager does not boycott Israel and will not boycott Israel during the term of this Agreement. This section does not apply to a sole proprietorship.

§ 14.5.2 By signing this Agreement, the undersigned certifies as follows: Under Section 231.006 of the Texas Family Code, the Construction Manager certifies that the individual or business entity named in this Contract is not ineligible to receive the specified payments and acknowledges that this Contract may be terminated and payment withheld if this certification is inaccurate.

§ 14.5.3 Construction Manager verifies and affirms that it is not a foreign terrorist organization as identified on the list prepared and maintained by the Texas Comptroller of Public Accounts. If Construction Manager has misrepresented its inclusion on the Comptroller's list such omission or misrepresentation will void this Agreement.

§ 14.5.4 The requirements of Subchapter J, Chapter 552, Government Code, may apply to this Contract and the Construction Manager agrees that the contract can be terminated if the Construction Manager knowingly or intentionally fails to comply with a requirement of that subchapter. Therefore, if the Guaranteed Maximum Price for this Project is One Million Dollars ($1,000,000.00) or more, the Construction Manager agrees to: (1) preserve all contracting information related to the contract as provided by the records retention requirements applicable to the Owner for the duration of the contract; (2) promptly provide to the governmental body any contracting information related to the contract that is in the custody or possession of the entity on request of the Owner; and (3) on completion of the contract, either: (a) provide at no cost to the Owner all contracting information related to the contract that is in the custody or possession of the entity; or (b) preserve the contracting information related to the contract as provided by the records retention requirements applicable to the Owner.

§ 14.5.5 Pursuant to Texas Education Code §22.08341, Construction Manager shall obtain criminal history record information through the Fingerprint-Based Applicant Clearinghouse of Texas ("FACT Clearinghouse"), for all of Construction Manager's Covered Employee in accordance with the requirements of Section 3.4.5 of the AIA Document A201™–2017, General Conditions of the Contract for Construction.

§ 14.5.6 Pursuant to Texas Government Code Chapters 2274 and 809, if this contract is valued at $100,000 or more and if Construction Manager has at least ten (10) full-time employees, then Construction Manager represents and warrants to the Owner that the Construction Manager does not boycott energy companies and will not boycott energy companies during the term of this Agreement. This provision does not apply to sole proprietorships.

§ 14.5.7 Pursuant to Texas Government Code Chapter 2274, if this contract is valued at $100,000 or more and if Construction Manager has at least ten (10) full-time employees, then Construction Manager represents and warrants to the Owner that the Construction Manager does not discriminate against firearm entities or firearm trade associations and will not discriminate against firearm entities or firearm trade associations during the term of this Agreement. This provision does not apply to sole proprietorships.

ARTICLE 15 SCOPE OF THE AGREEMENT

§ 15.1 This Agreement represents the entire and integrated agreement between the Owner and the Construction Manager and supersedes all prior negotiations, representations or agreements, either written or oral. This Agreement may be amended only by written instrument signed by both Owner and Construction Manager.

§ 15.2 The following documents comprise the Agreement:

- **.1** AIA Document A133™–2019, Standard Form of Agreement Between Owner and Construction Manager as Constructor where the basis of payment is the Cost of the Work Plus a Fee with a Guaranteed Maximum Price
- **.2** AIA Document A133™-2019, Exhibit A, Guaranteed Maximum Price Amendment, if executed
- **.3** [Subsection Deleted]
- **.4** AIA Document A201™–2017, General Conditions of the Contract for Construction

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.5 AIA Document E203™–2013, Building Information Modeling and Digital Data Exhibit, dated as indicated below:
(Insert the date of the E203-2013 incorporated into this Agreement.)

.6 Other Exhibits:
(Check all boxes that apply.)

[ ] AIA Document E234™–2019, Sustainable Projects Exhibit, Construction Manager as Constructor Edition, dated as indicated below:
(Insert the date of the E234-2019 incorporated into this Agreement.)

[ ] Supplementary and other Conditions of the Contract:

Document	Title	Date	Pages

.7 Other documents, if any, listed below:
(List here any additional documents that are intended to form part of the Contract Documents. AIA Document A201–2017 provides that the advertisement or invitation to bid, Instructions to Bidders, sample forms, the Construction Manager's bid or proposal, portions of Addenda relating to bidding or proposal requirements, and other information furnished by the Owner in anticipation of receiving bids or proposals, are not part of the Contract Documents unless enumerated in this Agreement. Any such documents should be listed here only if intended to be part of the Contract Documents.)

Exhibit B Modified AIA Document A201™–2017, General Conditions of the Contract for Construction
Exhibit C Construction Manager's Response to Request for Proposal
Exhibit D Payment And Performance Bonds [to be provided on execution of GMP Amendment]
Exhibit E Construction Manager's Insurance Certificates
Exhibit F Construction Manager-At-Risk Expectations
Exhibit G Construction Manager-At-Risk General Conditions
Exhibit H Owner's Request For Proposals
Exhibit I Plans and Specifications

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This Agreement is entered into as of the day and year first written above.

McALLEN INDEPENDENT SCHOOL DISTRICT		NOBLE TEXAS BUILDERS, LLC.
OWNER *(Signature)*		**CONSTRUCTION MANAGER** *(Signature)*
Tony Forina, Board President, McAllen Independent School District Board of Trustees		Juan Delgado, Vice President, Noble Texas Builders, LLC.
(Printed name and title)		*(Printed name and title)*

APPROVED AS TO FORM:
WALSH GALLEGOS TREVÑO KYLE & ROBINSON, P.C.
P Blake Henshaw
BLAKE HENSHAW

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EXHIBIT "C"

2023-1008 Addendum 3
Noble Texas Builders LLC
Supplier Response

Event Information

Number:	2023-1008 Addendum 3
Title:	Construction Manager at Risk Services McAllen High School, McAllen Memorial High School and James "Nikki" Rowe High School New Mariachi and Black Box Buildings
Type:	Request for Proposal
Issue Date:	5/26/2022
Deadline:	6/8/2022 10:00 AM (CT)
Notes:	Correction on Project title: Construction Manager at Risk Services McAllen High School, McAllen Memorial High School and James "Nikki" Rowe High School New Mariachi and Black Box Buildings

McAllen Independent School District (the "District") invites your proposal on the referenced project.

Interested respondents may obtain specifications through Ionwave. The District preferes and encourages contractors to submit their proposals electronically through IonWave.

Any questions regarding this solicitation must be submitted through the "Questions" option located on the Ionwave website, no later than the date and time specified on the solicitation. Questions/clarifications regarding this solicitation will not be answered by phone nor email.

*Do not contact the Architect/Engineer or Project Manager.

1107

Contact Information

Contact: Graciela Garza Senior Buyer
Address: Purchasing Services
Administration Office
2000 N 23rd St
McAllen, TX 78501-6126
Phone: (956) 6574487
Fax: (956) 6574481
Email: ggarza@mcallenisd.net

Noble Texas Builders LLC Information

Contact: Jose Castro
Address: 108 S. Main Street
La Feria`, TX 78559
Phone: (956) 277-0708
Email: jose.castro@nobletx.net

By submitting your response, you certify that you are authorized to represent and bind your company.

Jose Castro
Signature

jose.castro@nobletx.com
Email

Submitted at 6/8/2022 7:57:47 AM

Requested Attachments

1295 Certificate — 1295 Form.pdf

Upload completed Form 1295. Form must be completed online: http://www.ethics.state.tx.us/whatsnew/elf_info_form1295.htm

If not applicable to your company, please attach a statement indicating the reason. (refer to attribute # 3)

W9 Form — Noble Texas Builders, LLC. W-9.pdf

Please upload your completed W9 form. (refer to attribute # 5)

Assumed Name Certificate/ Fictitious Name Documentation/Disregarded Entity Documentation — *No response*

Upload your Assumed Name Certificate/ Fictitious Name Documentation/Disregarded Entity Documentation (refer to attribute # 6)

HUB Certificate — HUB Certificate_Noble 2024.06.29.pdf

Upload your HUB Certificate, if applicable (refer to attribute # 32).

Supplier Letters — Supplier Letters.pdf

Upload your supplier reference letters (refer to Line Item # 14).

Workers Compensation Experience Rating — Workers Compensation Experience Rating.pdf

Upload your Workers Compensation Experience Rating form for the last 3 years (refer to Line item # 15).

OSHA Form 300 Log of Work-Related Injuries and Illnesses — 2021 - OSHA 300A.pdf

Upload your OSHA form 300 log of work-related injuries and illnesses for the last three (3) years (refer to Line item # 16).

Safety Program Manual and/or Procedures — Noble Safety Manual.pdf

Upload your company's safety program manual and/or procedures for current and new employees (Refer to line item # 17).

Drug/Alcohol Prevention Policy and/or Procedures — Drug-Alcohol Prevention Policy and or procedures.pdf

Upload your drug/alcohol prevention policy and/or procedures (refer to line item # 18).

Surety Letter — Noble capacity letter.pdf

Upload letter from Surety company (refer to line item # 19)

Financial Statement — 2021 Financial Statement - Noble Texas Builders.pdf

Upload your CURRENT financial statement (refer to line item # 20).

Bid Bond BID BOND.pdf

Upload Bid Bond (Refer to Line Item # 21).

Insurance Certificate (Acord Form) Insurance Certificate.pdf

Upload your Certificate of Insurance in Acord form. (refer to section 8 of Terms and Conditions)

Conflict of Interest Questionnaire (CIQ) Form CIQ Form.pdf

Upload your completed Conflict of Interest Questionnaire. If no conflict, indicate "N/A" (not applicable) on the form.

Bid Attributes

1 PLANS/DRAWINGS, TECHNICAL SPECIFICATIONS, AND TERMS AND CONDITIONS

Review the documents in the "Attachments" tab.

Acknowledge you have read, understood, and certify.

**This is your electronic signature.

☑ I have read, understood, and certify. (I have read, understood, and certify.)

2 Deviations and Exceptions

If your company intends to deviate from the Specifications listed in the solicitation attached documents, all such deviations and exceptions must be listed here, with complete and detailed conditions and information included. The District reserves the right to accept or reject any proposals based upon any deviations indicated below. **If none, enter N/A (Not Applicable)**.

Not Applicable

3 Form 1295 - Certificate of Interested Parties

The Texas Government Code §2252.908, and the rules issued by the Texas Ethics Commission found in Title 1, Sections 46.1, 46.3 and 46.5 of the Texas Administrative Code, require a business entity to submit a completed Form 1295 before the District may enter into a contract with that business entity. Form 1295 must be submitted with your proposal and is required as condition of award. Form must be completed online.
Access form at:

- http://www.ethics.state.tx.us/whatsnew/elf_info_form1295.htm
- Complete the form
- Enter solicitation number and name
- Print and sign form
- Attach form on "Response Attachments" tab

If exempt, attach documentation.

☑ I have read and understand. (I have read and understand.)

4 Delinquent Taxpayers

In accordance with law, the District shall not enter into a contract or other transaction with a person indebted to the District, nor shall the District award a contract to or enter into a transaction with any proposer indebted to the District.

**This is your electronic signature.

I am NOT a delinquent taxpayer to McAllen ISD

1110

5 **Provide the business name as it is registered with the Texas Comptroller, or similar. *Note: the name must match IRS registration and W-9 form.**

Attach Completed W9 under response attachments

Noble Texas Builders, LLC.

6 **Does your company have a business name on Line 2 of the W-9? If yes, attach an Assumed Name Certificate/Fictitious Name issued by the State/County (on the "Response Attachments" tab).**

☐ Yes (upload Assumed Name Certificate) (Yes (upload Assumed Name Certificate))

☑ No (No)

7 **Felony Conviction Notification**

Texas Education Agency Code, Section 44.034, Notification of Criminal History, Subsection (a), states, "A person or business entity that enters into a contract with a school district must give advance notice to the district if the person or an owner or operator of the business entity has been convicted of a felony. The notice must include a general description of the conduct resulting in the conviction of a felony." Subsection (b) states, "A school district may terminate a contract with a person or business entity if the district determines that the person or business entity failed to give notice as required by Subsection (a) or misrepresented the conduct resulting in the conviction. The district must compensate the person or business entity for services performed before the termination of the contract." This notice is not required of a publicly held corporation.

Select where applicable:

A. My company is a publicly held corporation; therefore, this reporting requirement is not applicable.

B. My company is not owned nor operated by anyone who has been convicted of a felony.

C. My company is owned and operated by an individual who has/have been convicted of a felony.

**This is your electronic signature.

B. My company is not owned nor operated by a felon

8 **Felony Conviction Details**

If your firm is owned or operated by anyone who has been convicted of a felony, please list their names and the details of the conviction(s). If not applicable, please enter N/A (not applicable).

N/A

9 **Criminal History Record Information Review of Certain Contract Employees**

Bidder agrees to comply with Section 22.0834. Criminal History Record Information Review of Certain Contract Employees, Texas Education Code if awarded a contract through this solicitation. The undersigned Bidder, if awarded a contract, shall obtain criminal history record information through the criminal history clearinghouse as provided by Section 411.0845, Government Code relating to an employee or applicant who has or will have continuing duties related to the contracted services; and the employee or applicant has or will have direct contact with students. The Bidder agrees to certify of the receipt of criminal history record information before or immediately after employing or securing the services of the employee or applicant that has or will have continuing duties related to the contracted services if the employee or applicant has or will have direct contact with students. The Bidder further agrees that if awarded a contract, shall assume all expenses associated with the criminal background check and shall immediately remove any employee or agent who was convicted of a felony or misdemeanor involving moral turpitude, as defined by Texas law, from District property or the location where students are present.

A. None of my employees and any of my subcontractors has or will have continuing duties related to the contracted services; and has or will have direct contact with students. I further certify that my company has taken precautions or imposed conditions to ensure that my employees and any subcontractor will not have continuing duties related to the contracted services; and will not have direct contact with students throughout the term of the Contract.

OR

B. **Some or all of my employees** and/or my subcontractors will have continuing duties related to the contracted services; and will have direct contact with students. I further certify that:

1. I have obtained all required criminal history record information regarding all of my employees and/or my subcontractors. None of my employees and/or my subcontractors has any conviction or other criminal history information if at the time of the offense, the victim was under 18 or enrolled in a public school: (a) a felony offense under Title 5, Texas Penal Code; (b) an offense for which a defendant is required to register as a sex offender under Chapter 62, Texas Code of Criminal Procedure; or (c) an equivalent offense under federal law or the laws of another state. **If available, attach a copy of your FAST Pass Receipt**.
2. If I receive information that any of my employees and/or subcontractors subsequently has a reported criminal history, I will immediately remove the covered employee from contract duties and notify the District in writing immediately.
3. I will provide the District with the names and any other requested information regarding any of my employees and/or subcontractors so the District may obtain criminal history record information if awarded a contract.
4. If the District objects to the assignment of any of my employees and/or subcontractors, I agree to discontinue using the individual to provide services to the District.

**This is your electronic signature.

A. None - I hereby agree and certify.

10 **Confidential/Copyrighted Information**

Contractor agrees, if a bid is, or parts of bid is confidential, the Contractor has specified by stamping in bold letters the term “CONFIDENTIAL” on all or the confidential part of the bid. The bid may be considered public information even though all or parts are marked confidential. Furthermore, Contractor agrees a copyrighted bid is unacceptable and will be disqualified as unresponsive.

**This is your electronic signature.

☑ I have read and agree. (I have read and agree.)

11	**Declaration of Business Location - Texas Education Code 44.031(b)(8)** Bidder certifies the Bidder's or the Bidder's ultimate parent company or majority owner: A. Has its principal place of business in the State of Texas; OR B. Employs at least 500 persons in the State of Texas C. Principal place of business is not in the State of Texas. **This is your electronic signature. A. Principal place of business is in TX
12	**Declaration of Business Location - Texas Education Code 44.031(b)(8)** Specify principal place of business (City/State). If not applicable, please enter N/A (not applicable). ***This is your electronic signature. La Feria, Texas 78559
13	**Prohibition on Contracts with Companies Boycotting Certain Energy Companies (SB 13)** If Contractor is a company with 10 or more full-time employees and if this Agreement has a value of at least $100,000 or more, Contractor verifies by submitting its proposal that, pursuant to Texas Government Code Chapter 2274, it does not boycott energy companies; and will not boycott energy companies during the term of the Agreement. This verification is not required for an agreement where a governmental entity determines that these requirements are inconsistent with the governmental entity's constitutional or statutory duties related to the issuance, incurrence, or management of debt obligations or the deposit, custody, management, borrowing, or investment of funds. **This is your electronic signature. ☑ I have read and hereby certify. (I have read and hereby certify.)
14	**Prohibition on Contracts with Companies that Discriminate Against Firearm and Ammunition Industries (SB 19)** If Contractor is a company with 10 or more full-time employees and if this Agreement has a value of at least $100,000 or more, Contractor verifies by submitting its proposal that, pursuant to Texas Government Code Chapter 2274, it does not have a practice, policy, guidance, or directive that discriminates against a firearm entity or firearm trade association; and will not discriminate during the term of the contract against a firearm entity or firearm trade association. **This is your electronic signature. ☑ I have read and hereby certify. (I have read and hereby certify.)

15 **Entities That Boycott Israel**

If (a) Vendor is not a sole proprietorship; (b) Vendor has ten (10) or more full-time employees; and (c) this Agreement has a value of $100,000 or more, the following certification shall apply; otherwise, this certification is not required.

Pursuant to Chapter 2270 of the Texas Government Code, the Vendor hereby certifies and verifies that neither the Vendor, nor any affiliate, subsidiary, or parent company of the Vendor, if any (the "Vendor Companies"), boycotts Israel, and the Vendor agrees that the Vendor and Vendor Companies will not boycott Israel during the term of this Agreement. For purposes of this Agreement, the term ''boycott" shall mean and include refusing to deal with, terminating business activities with, or otherwise taking any action that is intended to penalize, inflict economic harm on, or limit commercial relations with Israel, or with a person or entity doing business in Israel or in an Israeli-controlled territory, but does not include an action made for ordinary business purposes.

**This is your electronic signature.

☑ I agree and hereby certify. (I agree and hereby certify.)

16 **TEXAS GOVERNMENT CODE Sec. 2252.152. CONTRACTS WITH COMPANIES ENGAGED IN BUSINESS WITH IRAN, SUDAN, OR FOREIGN TERRORIST ORGANIZATION PROHIBITED.**

A governmental entity may not enter into a governmental contract with a company that is identified on a list prepared and maintained under Section 806.051, 807.051, or 2252.153.

**This is your electronic signature.

☑ I have read and hereby certify. (I have read and hereby certify.)

17 **TEXAS GOVERNMENT CODE Sec. 2252.153. LISTED COMPANIES**

Notwithstanding any other law, a company that the United States government affirmatively declares to be excluded from its federal sanctions regime relating to Sudan, its federal sanctions regime relating to Iran, or any federal sanctions regime relating to a foreign terrorist organization is not subject to contract prohibition under this subchapter. SECTION 2. Subchapter F, Chapter 2252, Government Code, as added by this Act, applies only to a contract or purchase for which a governmental entity first advertises or otherwise solicits bids, proposals, offers, or qualifications on or after the effective date of this Act. SECTION 3 This Act takes effect September 1, 2017.

Vendor hereby certifies that it is not a company identified on the Texas Comptroller's list of companies known to have contracts with, or provide supplies or services to, a foreign organization designated as a Foreign Terrorist Organization by the U.S. Secretary of State.

**This is your electronic signature.

☑ I have read and hereby certify. (I have read and hereby certify.)

18 **Non-Collusion Statement**

Vendor certifies under penalty of perjury that its response to this procurement solicitation is in all respects bona fide, fair and made without collusion or fraud with any person, joint venture, partnership, corporation or other business or business or legal entity.

**This is your electronic signature.

☑ I have read and hereby certify. (I have read and hereby certify.)

19	**Contracts in Excess of $250,000** Contracts for more than the simplified acquisition threshold currently set at $250,000, which is the inflation adjusted amount determined by the Civilian Agency Acquisition Council and the Defense Acquisition Regulations Council (Councils) as authorized by 41 U.S.C. 1908, must address administrative, contractual, or legal remedies in instances where contractors violate or breach contract terms, and provide for such sanctions and penalties as appropriate. **This is your electronic signature. ☑ I have read and hereby certify. (I have read and hereby certify.)
20	**Contracts in Excess of $10,000** All contracts in excess of $10,000 must address termination for cause and for convenience including the manner by which it will be affected and the basis for settlement. **This is your electronic signature. ☑ I have read and hereby certify. (I have read and hereby certify.)
21	**Equal Employment Opportunity** Except as otherwise provided under 41 CFR Part 60, all contracts that meet the definition of “federally assisted construction contract” in 41 CFR Part 60-1.3 must include the equal opportunity clause provided under 41 CFR 60-1.4(b), in accordance with Executive Order 11246, “Equal Employment Opportunity”(30 FR 12319, 12935, 3 CFR Part, 1964-1965 Comp., p. 339), as amended by Executive Order 11375, “Amending Executive Order 11246 Relating to Equal Employment Opportunity,” and implementing regulations at 41 CFR part 60, “Office of Federal Contract Compliance Programs, Equal Employment Opportunity, Department of Labor.” **This is your electronic signature. ☑ I have read and hereby certify. (I have read and hereby certify.)
22	**Davis-Bacon Act, as amended (40 U.S.C. 3141-3148)** When required by Federal program legislation, all prime construction contracts in excess of $2,000 must include a provision for compliance with the Davis-Bacon Act (40 U.S.C. 3141-3144, and 3146- 3148) as supplemented by Department of Labor regulations (29 CFR Part 5, “Labor Standards Provisions Applicable to Contracts Covering Federally Financed and Assisted Construction”). In accordance with the statute, contractors must be required to pay wages to laborers and mechanics at a rate not less than the prevailing wages specified in a wage determination made by the Secretary of Labor. In addition, contractors must be required to pay wages not less than once a week. The non- Federal entity must place a copy of the current prevailing wage determination issued by the Department of Labor in each solicitation. The decision to award a contract or subcontract must be conditioned upon the acceptance of the wage determination. The non-Federal entity must report all suspected or reported violations to the Federal awarding agency. The contracts must also include a provision for compliance with the Copeland “Anti-Kickback” Act (40 U.S.C. 3145), as supplemented by Department of Labor regulations (29 CFR Part 3, “Contractors and Subcontractors on Public Building or Public Work Financed in Whole or in Part by Loans or Grants from the United States”). The Act provides that each contractor or sub-recipient must be prohibited from inducing, by any means, any person employed in the construction, completion, or repair of public work, to give up any part of the compensation to which he or she is otherwise entitled. The non-Federal entity must report all suspected or reported violations to the Federal awarding agency. **This is you electronic signature. ☑ I have read and hereby certify. (I have read and hereby certify.)

23	**Contract Work Hours and Safety Standards Acts (40 U.S.C. 3701-3708)** Where applicable, all contracts awarded by the non-Federal entity in excess of $100,000 that involve the employment of mechanics or laborers must include a provision for compliance with 40 U.S.C. 3702 and 3704, as supplemented by Department of Labor regulations (29 CFR Part 5). Under 40 U.S.C. 3702 of the Act, each contractor must be required to compute the wages of every mechanic and laborer on the basis of a standard work week of 40 hours. Work in excess of the standard work week is permissible provided that the worker is compensated at a rate of not less than one and a half times the basic rate of pay for all hours worked in excess of 40 hours in the work week. The requirements of 40 U.S.C. 3704 are applicable to construction work and provide that no laborer or mechanic must be required to work in surroundings or under working conditions that are unsanitary, hazardous or dangerous. These requirements do not apply to the purchases of supplies or materials or articles ordinarily available on the open market, or contracts for transportation or transmission of intelligence. **This is your electronic signature. ☑ I have read and hereby certify. (I have read and hereby certify.)
24	**Rights to Inventions Made Under a Contract or Agreement** If the Federal award meets the definition of “funding agreement” under 37 CFR §401.2 (a) and the recipient or sub-recipient wishes to enter into a contract with a small business firm or nonprofit organization regarding the substitution of parties, assignment or performance of experimental, developmental, or research work under that “funding agreement,” the recipient or sub-recipient must comply with the requirements of 37 CFR Part 401,“Rights to Inventions Made by Nonprofit Organizations and Small Business Firms Under Government Grants, Contracts and Cooperative Agreements,” and any implementing regulations issued by the awarding agency. **This is your electronic signature. ☑ I have read and hereby certify. (I have read and hereby certify.)
25	**Clean Air Act (42 U.S.C. 7401-7671q.) and the Federal Water Pollution Control Act (33 U.S.C. 1251-1387), as amended** Contracts and subgrants of amounts in excess of $250,000 must contain a provision that requires the award to agree to comply with all applicable standards, orders or regulations issued pursuant to the Clean Air Act (42 U.S.C. 7401-7671q) and the Federal Water Pollution Control Act as amended (33 U.S.C. 1251-1387). Violations must be reported to the Federal awarding agency and the Regional Office of the Environmental Protection Agency (EPA). **This is your electronic signature. ☑ I have read and hereby certify. (I have read and hereby certify.)
26	**(H) Debarment and Suspension (Executive Orders 12549 and 12689)** A contract award (see 2 CFR 180.220) must not be made to parties listed on the government wide exclusions in the System for Award Management (SAM), in accordance with the OMB guidelines at 2 CFR 180 that implement Executive Orders 12549 (3 CFR part 1986 Comp., p. 189) and 12689 (3 CFR part 1989 Comp., p. 235), "Debarment and Suspension." SAM Exclusions contains the names of parties debarred, suspended, or otherwise excluded by agencies, as well as parties declared ineligible under statutory or regulatory authority other than Executive Order 12549. Pursuant to Federal Rule (H) above, when federal funds are expended by the District, the vendor certifies that during the term of an award for all contracts by the District resulting from this procurement process, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation by any federal department or agency or by the State of Texas. Vendor shall immediately provide written notice to the District if at any time the vendor learns that this certification was erroneous when submitted or has become erroneous by reason of changed circumstances. The District may rely upon a certification of a vendor that the vendor is not debarred, suspended, ineligible, or voluntarily excluded from the covered contract, unless the District knows the certification is erroneous. **This is your electronic signature. ☑ I have read and hereby certify. (I have read and hereby certify.)

27

Byrd Anti-Lobbying Amendment (31 U.S.C. 1352)

Contractors that apply or submit an offer for an award exceeding $100,000 must file the required certification. Each tier certifies to the tier above that it will not and has not used Federal appropriated funds to pay any person or organization for influencing or attempting to influence an officer or employee of any agency, a member of Congress, officer or employee of Congress, or an employee of a member of Congress in connection with obtaining any Federal contract, grant or any other award covered by 31 U.S.C. 1352. Each tier must also disclose any lobbying with non-Federal funds that takes place in connection with obtaining any Federal award. Such disclosures are forwarded from tier to tier up to the award.

**This is your electronic signature.

☑ I have read and hereby certify. (I have read and hereby certify.)

28

2 C.F.R. § 200.323 PROCUREMENT OF RECOVERED MATERIALS

An entity that is a state agency or agency of a political subdivision of a state and its contractors must comply with section 6002 of the Solid Waste Disposal Act, as amended by the Resource Conservation and Recovery Act. The requirements of Section 6002 include procuring only items designated in guidelines of the Environmental Protection Agency (EPA) at 40 CFR part 247 that contain the highest percentage of recovered materials practicable, consistent with maintaining a satisfactory level of competition, where the purchase price of the item exceeds $10,000 or the value of the quantity acquired during the preceding fiscal year exceeded $10,000; procuring solid waste management services in a manner that maximizes energy and resource recovery; and establishing an affirmative procurement program for procurement of recovered materials identified in the EPA guidelines.

**This is your electronic signature.

☑ I have read and hereby certify. (I have read and hereby certify.)

29

2 C.F.R. § 200.216 PROHIBITION ON CERTAIN TELECOMMUNICATIONS AND VIDEO SURVEILLANCE SERVICES OR EQUIPMENT

The District, as a non-federal entity, is prohibited from obligating or expending Federal financial assistance, to include loan or grant funds, to: (1) procure or obtain, (2) extend or renew a contract to procure or obtain, or (3) enter into a contract (or extend or renew a contract) to procure or obtain, equipment, services, or systems that uses covered telecommunications equipment or services as a substantial or essential component of any system, or as a critical technology as part of any system. Covered telecommunications equipment is telecommunications equipment produced Huawei Technologies Company or ZTE Corporation (or any subsidiary or affiliate of such entities) and physical security surveillance of critical infrastructure and other national security purposes, and video surveillance and telecommunications equipment produced by Hytera Communications Corporation, Hangzhou Hikvision Digital Technology Company, or Dahua Technology Company (or any subsidiary or affiliate of such entities) for the purpose of public safety, security of government facilities, physical security surveillance of critical infrastructure, and other national security purposes detailed in 2 CFR § 200.216. The vendor shall certify that they will not purchase equipment, services, or systems that use covered telecommunications, as defined herein, as a substantial or essential component of any system, or as critical technology as part of any system.

**This is your electronic signature.

☑ I have read and hereby certify. (I have read and hereby certify.)

30

2 C.F.R. § 200.322 CERTIFICATION OF DOMESTIC PREFERENCES FOR PROCUREMENTS AND COMPLIANCE WITH BUY AMERICA PROVISIONS

As appropriate and to the extent consistent with law, the District should, to the greatest extent practicable under a Federal award, provide has a preference for the purchase, acquisition, or use of goods, products, or materials produced in the United States (including but not limited to iron, aluminum, steel, cement, and other manufactured products) when spending federal funds. Vendor agrees that the requirements of this section will be included in all subawards including all contracts and purchase orders for work or products under this award, to the greatest extent practicable under a Federal award. (purchases that are made with non-federal funds or grants are excluded from the Buy America Act). Vendor certifies that it is in compliance with all applicable provisions of the Buy America Act. Purchases made in accordance with the Buy America Act must still follow the applicable procurement rules calling for free and open competition.

“Produced in the United States” means, for iron and steel products, that all manufacturing processes, from the initial melting stage through the application of coatings, occurred in the United States.

“Manufactured products” means items and construction materials composed in whole or in part of non-ferrous metals such as aluminum; plastics and polymer-based products such as polyvinyl chloride pipe; aggregates such as concrete; glass, including optical fiber; and lumber.

**This is your electronic signature.

☑ I have read and hereby certify. (I have read and hereby certify.)

31

2 C.F.R § 200.321 Contracting with small and minority businesses, women's business enterprises, and labor surplus area firms

CFR 200.321 requires that (a) non-Federal entity must take all necessary affirmative steps to assure that minority businesses, women's business enterprises, and labor surplus area firms are used when possible. (b) Affirmative steps must include:

1. Placing qualified small and minority businesses and women's business enterprises on solicitation lists;
2. Assuring that small and minority businesses, and women's business enterprises are solicited whenever they are potential sources;
3. Dividing total requirements, when economically feasible, into smaller tasks or quantities to permit maximum participation by small and minority businesses, and women's business enterprises;
4. Establishing delivery schedules, where the requirement permits, which encourage participation by small and minority businesses, and women's business enterprises;
5. Using the services and assistance, as appropriate, of such organizations as the Small Business Administration and the Minority Business Development Agency of the Department of Commerce; and
6. Requiring the prime contractor, if subcontracts are to be let, to take the affirmative steps listed in paragraphs (b)(1) through (5) of this section.

**This is your electronic signature.

☑ I have read and hereby certify. (I have read and hereby certify.)

32

Texas Historically Underutilized Businesses (HUB) – Texas Education Code 44.031(b)(6) or Small and Minority Firms, Women's Business Enterprises, & Labor Surplus Area Firms

Contractor certifies the Bidder’s company is HUB certified with the State of Texas.

[ ] I am an Active certified HUB vendor (attach HUB certificate):
[ ] Small and Minority Firms, Women's Business Enterprises and Labor Surplus Area Firms
[ ] I am neither.

**This is your electronic signature.

I am an Active certified HUB vendor (attach HUB ce

33	**2 C.F.R § 200.334 RECORDS RETENTION REQUIREMENTS** Financial records, supporting documents, statistical records, and all other non-Federal entity records pertinent to a Federal award must be retained for a period of three years from the date of submission of the final expenditure report or, for Federal awards that are renewed quarterly or annually, from the date of the submission of the quarterly or annual financial report, respectively, as reported to the Federal awarding agency or pass-through entity in the case of a subrecipient. Contractor certifies that Contractor is in compliance with all applicable provisions of 2 CFR 200.334. **This is your electronic signature. ☑ I have read and hereby certify. (I have read and hereby certify.)
34	**Buy American Provision** Contractor certifies that Contractor is in compliance with all applicable provisions of the Buy American Act. Purchases made in accordance with the Buy American Act must still follow the applicable procurement rules calling for free and open competition. **This is your electronic signature. ☑ I have read and hereby certify. (I have read and hereby certify.)
35	**Federally Funded Purchases** Contractor certifies that Contractor is in compliance with all applicable provisions for federally funded purchases. **This is your electronic signature. ☑ I have read and hereby certify. (I have read and hereby certify.)
36	**Addendum** Bidder/Respondent acknowledges that he/she will download and review all addenda issued on this project, if applicable. **This is your electronic signature. ☑ I have read and hereby acknowledge. (I have read and hereby acknowledge.)
37	**Has your organization operated under any former names?** ☐ Yes (Yes) ☑ No (No)
38	**If you company has operated with former names. Please list names.** Not Applicable

Bid Lines

1	**Pre-Construction Services Cost** Price: $11,500.00 Total: $11,500.00 Item Notes: Provide cost estimate, schedulting, building systems, material, cost analysis, etc.
2	**CM's Fee** Item Notes: See Attachment B

Item Attributes

1. See Attachment B

3.75%

3 General Conditions Fee

Item Attributes

1. General Conditions Fee

6.85%

4 ***Line deleted as part of an Addendum***

5 List any MISD projects completed within the past five (5) years (2017-2021)

Item Attributes

1. Project Name

(1). 2020 – MISD District Wide Water fountains replacements $315,920 (2). 2019 – Memorial HS Cafeteria renovation Phase 1: $287,561.86 Phase 2: $1,169,000 (3). 2019 – MCHI Gym Auditorium renovation $42,544 (4). 2018 – MISD Lamar Fence project $11,021 (5.) 2017 – MISD welding shop electrical work $18,000

6 List Texas Public School CMAR Projects constructed by your organization over the last five (5) years. (2017-2021)

Item Attributes

1. Project # 1 Project Name

Brooks County High School Stem Bldg

2. Project # 1 Nature of the Project/Function of the building

Ground up 1 story stem lab with classroms, and restrooms

3. Project # 1 Size/Square footage

36711

4. Project # 1 Location

Falfurrias, TX

5. Project # 1 Project Cost

$1334331

6. Project # 1 Delivery Method

CMAR

7. Project # 1 Date of Notice to Proceed

6/30/2021

8. Project # 1 Contractual Completion Date

12/17/2021

9. Project # 1 Actual Completion Date

11/30/2021

10. Project # 1 Owner

Brooks County CISD

11. Project # Architect

Gignac Architects

12. Project # 2 Project Name

Jubilee Leadership academy

13. Project # 2 Nature of the Project/Function of the building

New Middle school, with Gymnasium

14. Project # 2 Size/Square footage

47,077

15. Project # 2 Location

Harlingen TX

16. Project # 2 Project Cost

$7489955

17. Project # 2 Delivery Method

CMAR

18. Project # 2 Date of Notice to Proceed

11/27/2018

19. Project # 2 Contractual Completion Date

8/16/2019

20. Project # 2 Actual Completion Date

7/25/2019

21. Project # 2 Owner

Performance CSD

22. Project # 2 Architect

Mussman Architect

23. Project # 3 Project Name

STC Center for Public Safety

24. Project # 3 Nature of the Project/Function of the building

Educational training facility for law enforcement

25. Project # 3 Size/Square footage

19000

26. Project # 3 Location

Pharr, TX

27. Project # 3 Project Cost

$7522292

28. Project # 3 Delivery Method

CMAR

29. Project # 3 Date of Notice to Proceed

8/17/2017

30. Project # 3 Contractual Completion Date

8/31/2018

31. Project # 3 Actual Completion Date

7/24/2019

32. Project # 3 Owner

South Texas College

33. Project # 3 Architect

PBK Architects

7 List your company's history of repeat business with any entity for project of similar size

Item Attributes

1. Owner

Performance Charter School Development

2. # of Repeat Projects

Two (2)

3. Project Name

Jubilee Academy Harlingen, TX and Jubilee Academy Brownsville, TX

4. Owner

Navy Army Credit Union

5. # of Repeat Projects

four (4)

6. Project Name

Navy Army Credit unions in Aransas Pass, Weslaco, Brownsville, McAllen TX

7. Owner

Crush Enterprises - Sonic Drive ins

8. # of Repeat Projects

three (3)

9. Project Name

New Sonic Drive-in restaurants in San Juan, Elsa, and Mercedes TX

8 Safety Inspections

Item Attributes

1. State the frequency safety inspections are conducted for projects.

Superintendents Conduct daily safety audits and Safety Manager visits jobs sites three (3) times a week

9 List of Claims, judgements, arbitration proceeding or suits pending or outstanding against your company or its officers, if any. Summarize the nature of the such claim below.

Item Attributes

1. List claims (Date, Owner, Summary of each claim)

NONE

10 Select the Correct Statement

Item Attributes

1. Select the correct Statement

- **General Contractor**: My company will utilize 100% of its own forces.
  Describe the sufficient resources your company has to manage staff and successfully perform the work.
- **Joint venture or other type of arrangement**:
  Describe type of arrangement. If using subcontractors, list the subcontractors by trade that will be assigned to this project.

☑ General Contractor (General Contractor)

☐ Joint venture or other type of arrangement (Joint venture or other type of arrangement)

2. Describe the sufficient resources your company has to manage staff and successfully perform the work. If this does not pertain to your answer, disregard.

We understand the significance of these facilities to McAllen ISD and especially to the three high schools' young performers. We are dedicating a solid team empowered to make timely decisions and successfully perform work from the project kickoff through final completion. The on-site team will have the full support of Noble's organization, headquartered in La Feria. One superintendent will be assigned per site, and a senior project manager will oversee all three high school locations. A Quality Control manager will assist the team by ensuring that all three sites are in compliance with the project plans and specs. The CMAR team concept is crucial for the accuracy of the GMP. Our team will provide cost estimates, schedule analysis and constructability reviews to ensure a successful delivery of the performing arts facilities. We have a proven track record delivering CMAR projects to Texas school districts and other public organizations.

3. Describe the type of arrangements. If using sub-contractors by trade that will be assigned to this project.

Noble will competitively advertise the projects and select qualified subcontractors. We have a vast relationship with local vendors and continuously evaluate their performance from past projects. This ensures subs are performing tasks on site as required. Noble typically self performs small trades such as door and hardware installation as well as specialty installation.

11 **List names of the individuals who will be assigned for the duration of the project.**

Item Notes: **(i.e., Estimator, Project Manager, Assistant Project Manager, Project Superintendent, Assistant Project Superintendent and MEP Quality Control Specialist).**

Item Attributes

1. **Staff #1 Name**

Mauricio Gomez

2. **Staff #1 Title**

Project Executive

3. **Staff #1 Job Description**

Senior Project manager with extensive experience running multiple ongoing projects

4. **Staff #1 Years with firm**

6

5. **Staff #1 Years in the industry**

25

6. **Staff #2 Name**

Bert Lozano

7. **Staff #2 Title**

General Superintendent

8. **Staff #2 Job Description**

Oversee all construction related functions of the project while simultaneously ensuring that the work in place matches the plans and specs

9. **Staff #2 Years with firm**

6

10. **Staff #2 Years in the industry**

20

11. **Staff #3 Name**

Mathew Bennett

12. **Staff #3 Title**

Project Superintendent

13. **Staff #3 Job Description**

Oversee all construction related functions of the project while simultaneously ensuring that the work in place matches the plans and specs

14. **Staff #3 Years with firm**

6

15. **Staff #3 Years in the industry**

10

16. Staff #4 Name

Rolando Martinez

17. Staff #4 Title

Project Superintendent

18. Staff #4 Job Description

Oversee all construction related functions of the project while simultaneously ensuring that the work in place matches the plans and specs

19. Staff #4 Years with firm

3

20. Staff #4 Years in the industry

10

21. Describe your organization's concepts for working in a team relationship with the Owner and Architect during the design and construction for major projects. What is your experience working with other Owner consultants (e.g., a program manager) thorough

Early planning sets the stage for a smooth construction process. We will collaborate with McAllen ISD to determine the most cost-effective approach while ensuring design intent. Noble's construction team will provide constructability reviews, pricing options, and continuous schedule input. With full transparency, the owner and architect will be an active part of subcontractor pricing review.

Noble keeps lines of communication open throughout the CMAR process and communicates effectively to address any pressing issues. We will coordinate with McAllen ISD, the design team, A/E consultants, specialty trades and suppliers to ensure a stellar performance.

Our collaborative effort with the owner and architect includes BIM technology. As the CMAR team leader, we ensure design does not exceed the established budget for individual elements of work. On past Texas school projects, we have worked effectively with a program manager serving as the Owner's representative.

Noble Texas Builders takes great pride in every project built. Quality and attention to details are essential to have a project completed on time and within the budget with NO issues through the process. This is why Noble assigns a Full-Time superintendent at each site to ensure a smooth construction process. Noble will have a Full-Time Senior Project Manager and Three (3) Superintendents, One Per site, to achieve a successful project.

12 List all projects that your company *currently* has in progress.

Item Attributes

1. Project #1 Project Name

Los Fresnos CISD Middle School Rancho Verde

2. Project #1 Contact Name

Daniel Cantu

3. Project #1 Phone Number

(956) 254-5000

4. Project #1 Architect or Engineering Firm

GMS Architects - David Monreal AIA 1125

5. **Project #1 Contract Amount**

$33564054

6. **Project #1 Percent Completed**

15%

7. **Project #1 Schedule Completion Date**

6/15/2023

8. **Project #2 Project Name**

CCRMA - Isla Blanca Admin Bldg

9. **Project #2 Name Contact**

Pete Sepulveda Sepulveda Jr.

10. **Project #2 Phone Number**

psepulveda@ccrma.org

11. **Project #2 Architect or Engineering Firm**

GMS Architects - David Monreal AIA

12. **Project #2 Contract Amount**

$4489938

13. **Project #2 Percent Completed**

5%

14. **Project #2 Schedule Completion Date**

2/11/2023

15. **Project #3 Project Name**

Jubilee Leadership Academy - Brownsville, TX

16. **Project #3 Name Contact**

Jay Lemery

17. **Project #3 Phone Number**

jlemery@performancecsd.com

18. **Project #3 Architect or Engineering Firm**

Mussman Architects - Mollie Greene

19. **Project #3 Contract Amount**

$10223193

20. **Project #3 Percent Completed**

99%

21. **Project #3 Schedule Completion Date**

6/1/2022

22. Project #4 Project Name

McDonalds Restaurant Pharr, TX

23. Project #4 Owner Contact

Jose Ramirez

24. Project #4 Phone Number

(281) 352-5388

25. Project #4 Architect or Engineering Firm

Castle Design Group - Jaime Moreno (281) 795-0575

26. Project #4 Contract Amount

$2655496

27. Project #4 Percent Completed

60%

28. Project #4 Schedule Completion Date

7/3/2022

29. State your company's total worth of work in progress and under contract.

$37338329

13 Project schedule/timeline.

Item Notes: Provide a schedule/timeline for this RFP.

Item Attributes

1. Describe your proposed project schedule/timeline.

Preconstruction will take 2 months to establish a required constructability to meet owner's budget and needs within an allotted timeframe.

- We will then work on submitting a GMP to McAllen ISD
- Shortly after, we will begin to solicit the advertisement to subcontractors.
- During the buyout, we will submit recommendations to owner and design team for best valued subcontractors.
- Subcontracts will be issued and applications to obtain a building permit
- Once the permit has been secured, actual construction will be 12 months or less

2. The District has a critical need for substantial completion within 420 days of commencement. Specify the calendar days that you can substantially complete the project.

360

14	**Attach three (3) reference letters from major suppliers and/or sub-contractors dated within the past two (2) years which specifically address the following: (2020, 2021)** • History of paying sub-contractors • Providing materials on time **Item Attributes** **1. Confirm you have attached the 3 Supplier Reference Letters.** Yes
15	**Attach "Workers Compensation Experience Rating" for the last three (3) years (2019, 2020, 2021) and the corresponding letter from your insurance agent.** **Item Attributes** **1. Did you attach the Workers Compensation Experience Rating form?** Yes
16	**Attach "OSHA Form 300 Log of Work-Related Injuries and Illnesses" for the last three (3) years (2019, 2020, 2021) addressing the following:** • Number of injuries and illnesses • Number of lost time accidents • Number of recordable cases • Number of fatalities • Number of employee direct hire fixed hours worked (round to 1,000's) **Item Attributes** **1. Did you attach the OSHA Form 300 Log of Work-Related Injuries and Illnesses** Yes
17	**Attach your company's safety program manual and/or procedures for current and new employees**

Item Attributes

1. Did you attach your company's safety program manual?

Yes

18 **Drug/Alcohol Prevention Policies**

Item Notes: Attach your company’s drug/alcohol prevention policy and/or procedures

Item Attributes

1. Did you attach your company’s drug/alcohol prevention policy and/or procedures?

Yes

19 **Attach a letter from your surety company addressing the following points:**

1) Surety Company

- Listed in the State Board of Insurance, Bond Department's "List of Insurance Companies Licensed to Write Fidelity and Surety Bonds in Texas.
- Is authorized to do business in Texas and is authorized to do business up to the limit of the contract.
- Holds a certificate of authority from the U.S. Secretary of Treasury or has obtained reinsurance for any liability in excess of $100,000.
- AM Best Rating

2) Contractor

- Maximum bonding limit for the contractor.
- Aggregate/total available limit of coverage.
- Single limit coverage.
- Years doing business with surety.

Item Attributes

1. Did you attach a letter from your surety company?

Yes

20 **Attach a Current (2020 or 2021) Financial Statement**

For all business entities other than publicly held corporations, please attach a financial statement showing organization's latest:

- Balance and income statement (indicating current assets, net fixed assets, other assets, current liabilities and other liabilities)
- Financial statement (indicating date, name and address of firm preparing financial statement)

Item Notes:

Item Attributes

1. NOTE

If the financial statement is not for the identical organization submitting offer, state below the relationship and financial responsibility of the organization whose financial statement is provided (parent, subsidiary, etc.):

No response

2. Did you attach your financial statement?

Yes

21 **Submit Bond in a form as indicated in section 6 of General Terms and Conditions**

Item Attributes

1. Did you attach the copy of the Bid Bond?

Yes

2. Mail Origina Bid Bond (Scope 9.8)

Original Bid Bond must be must be mailed to:

Gracie Garza
2000 N. 23rd St.
McAllen, TX 78501

☑ Acknowledged (Acknowledged)

22 Officers of Company

Item Attributes

1. Within the last five (5) years, has an officer or principal of your organization ever been an officer or principal of another organization when it failed to complete a construction contract?

No

2. If the answer is yes, please explain.

N/A

23 Categories of Work

Item Attributes

1. **List the categories of work that your organization normally performs with its forces. Would you propose to do any work with your own forces or bid all work to subcontractors?**

   Noble will Self-Perform all carpentry and general labor, and will subcontract all key trades that relate to the project.

24 Subcontractors

Item Attributes

1. **List any subcontractors in which your organization has some ownership and list the categories of work those subcontractors normally perform.**

   N/A

25 Problem or Challenge

Item Attributes

1. **Describe the most common problem or challenge that you have encountered in school construction and your method for addressing the issue.**

   The availability of materials has been the most common challenge, it is important that we start buying out key trades and issuing purchase orders once the Notice to Proceed has been issued by the owner to further prevent any delays and or shortages.

26 Experience

Item Attributes

1. What do you bring to the project team that is unique?

We're From Here
We are intimately familiar with the unique demands of building school facilities in South Texas. For us, the buck starts and stops right here in the Valley where our team has been working for over 30 years. This assures McAllen ISD that no matter what issues arise, the solution is already here in the Valley. Being from here means that even after the work is complete and all the bills are paid, we will still be here supporting the school district and standing behind our work. Hearing stories of students are performing in the new facilities will be music to our ears.

Our team's long history of successfully building in South Texas gives us unmatched insights into the resources available here at home. We know the local contractors and suppliers as well as local professionals and can bring their unique capabilities to benefit the McAllen High School, Memorial High School and James Nikki" Rowe High School New Mariachi and Black Box Buildings.

Our long relationships with capable local service providers means we can efficiently inform the building community about the project and generate interest in performing services for the school district. Maximizing local interest and participation helps raise quality and reliability while reducing the costs on the project.

The Noble Advantage
We treat your needs and facilities as if they were our own. Our high client retention rate is achieved by making sure clients are 100% satisfied – every time, on every project. We have been given opportunities to build multiple projects for our clients by ensuring comprehensive client service during the initial preconstruction phase all the way through the occupancy and warranty period.

Noble Building Solutions
Noble Building Solutions has an experienced on-call team ready for rapid response specialty projects, construction repairs and emergency construction needs 24/7, 365 days a year. Skilled craftsmen perform work in-house, which helps protect your project budget and schedule. Our goal is to support our clients' needs from the inception of the project through its lifecycle.

Proven Success for McAllen ISD
The only drama on this project will be in the Black Box! We bring a proven team of construction professionals who value our relationship with McAllen ISD and our other South Texas public school district clients.

27 Ability to Complete Projects

Item Attributes

1. Describe your firm's ability to complete projects on schedule, including the number of projects that have not been completed on schedule, and the reasons for such delay.

Since our first project in 2015, Noble has finished all projects earlier than the contractual end date by implementing LEAN Construction. LEAN techniques sharpen the way we build projects by ensuring that all subcontractors start and end their work at the pre-discussed date. Our quality control practices ensure that the work is done correctly and efficiently the first time by coordinating with the trades and hosting meetings to discuss the work before it ever starts.

Since the pandemic began, our team promptly adapted to CDC protocols which helped manage the number of sick call ins from our subcontractors to our own staff. In spite of worldwide supply chain issues and labor shortages, we were still able to meet project deadlines with our quick initiatives and programs in place.

28 Pre Construction Services

Item Attributes

1. Describe your organization's approach to providing preconstruction services and identify the person who will be primarily responsible for leading that effort.

Preconstruction is the key for a successful CMAR project. The Preconstruction phase assures products and materials meeting the required needs within the allotted budget are specified and no surprises arise after the GMP is established. Preconstruction is an opportunity to incorporate features needed by the end user by assigning current market values and assuring these are incorporated early in the design and therefore allotted on the GMP amount.

Juan Delgado and Steven Delgado will be the primary points of contact during the Preconstruction phase. Their vast experience in CMAR projects allows them to overcome obstacles and challenges in budgeting and programming, which are typical of this phase. The current market conditions have more than doubled these challenges, but with Juan and Steven's experience these challenges are accounted for early in the process.

Noble has proposed a team committed to providing McAllen ISD with unmatched CMAR services. Our proactive, collaborative approach will increase value through productivity and decreasing cost whenever possible. The Noble team will keep the three McAllen ISD projects within budget through the following:
• Accurate, honest, and timely communication
• Proactive effort by experienced construction professionals
• Deep commitment and adequate resources

Monthly project review meetings are held with our South Texas home office and analyzed by company officers. Cost control is monitored by receiving feedback from specialty subcontractors to ensure the proper information is being relayed to the design team. The project team will track the following items on a daily, weekly, and monthly basis until the completion of the project:
• Project cost
• Means and methods
• Value engineering options
• Project schedule
• Ongoing constructability review

29 Estimating and Cost Control Measures

Item Attributes

1. Describe your project estimating system for developing cost estimates based on Schematic Design and Design Development documents.

Noble believes in the practice of initiating involvement with our subcontractors in the early phases of the design cost estimating process. This enables us to quickly move pricing from the conceptual stages to the GMP stage. Our estimating department will use a wide array of systems such as On-Screen takeoff, Cost OS, OpenSpace, and Building connected to construct cost estimates using the readily available design and design development documents to forecast a firmer estimate.

2. Describe your project estimating system for developing the Guaranteed Maximum Price ("GMP") Proposal.

Once our estimating department has gathered the data from the schematic design and design development documents, then we will take the lead on the following to establish the GMP:
• Establish budget for each phase of work
• Prepare subcontractor bid packages
• Host pre-bid meetings for all packages
• Analyze bids for best value
The Noble team will collaborate with all stakeholders to be sure that the design will not exceed the budget.

3. **How will your firm monitor and track buyout savings during the buyout process, and how will you communicate this information to the District?**

During the buyout process, our Director of Estimating, Superintendents, and Senior Project Manager will review all of the subcontractors' bids to ensure that they are in compliance with the scope of work. Those in compliance will be reviewed for best value. If a subcontractor is able to give us a better value, we will notify McAllen ISD to advise of a potential cost savings and ask for approval to proceed with the better valued sub. Longer lead time trades will be procured first to avoid any delays and to ensure that their materials arrive accordingly to the project schedule. Buyout savings are monitored throughout the project and released to the owner early for their use.

4. **How will contingencies be managed through the completion of the Project?**

Noble plans and prepares ahead of time to circumvent any possible foreseeable situations. We advise the owner through the assumptions and clarifications submission, and if the owner approves, those funds will be separated in case they can be utilized.

Contingency funds may be used at the discretion of McAllen ISD. If any changes are needed to the scope and/or the architect makes revisions, those funds, if approved, will serve as a backup account for any unforeseen conditions or owner requested changes. Towards the end of the project, 100% of the contingency will be given back to McAllen ISD, along with any other cost saving measures under the GMP agreement.

30 A construction manager-at-risk shall publicly advertise for bids or proposals as per Texas Government code Sec. 2269.255

Item Attributes

1. **Please acknowledge that you will advertise for bids or proposals as per Texas Government code Sec. 2269.255**

☑ Acknowledged (Acknowledged)

Response Total: $11,500.00

EXHIBIT E

CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY): 5/1/2023

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must have ADDITIONAL INSURED provisions or be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER IBTX Risk Services 32335 US Hwy 281 N., Suite #102 Bulverde TX 78163	**CONTACT NAME:** Service Team **PHONE (A/C, No, Ext):** 214-989-7100 **FAX (A/C, No):** 210-696-8414 **E-MAIL ADDRESS:** service@ib-tx.com
INSURED NOBLTEX-01 Noble Texas Builders, LLC 108 S. Main Street La Feria TX 78559	**INSURER(S) AFFORDING COVERAGE** / **NAIC #** **INSURER A :** Amerisure Insurance Company 19488 **INSURER B :** Endurance American Insurance Company 10641 **INSURER C :** Nautilus Insurance Company 17370 **INSURER D :** **INSURER E :** **INSURER F :**

COVERAGES **CERTIFICATE NUMBER:** 427513518 **REVISION NUMBER:**

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS	
A	X **COMMERCIAL GENERAL LIABILITY** [ ] CLAIMS-MADE [X] OCCUR X Contractual Liab X XCU GEN'L AGGREGATE LIMIT APPLIES PER: [ ] POLICY [X] PRO-JECT [ ] LOC [ ] OTHER:			21232200001	5/1/2023	5/1/2024	EACH OCCURRENCE DAMAGE TO RENTED PREMISES (Ea occurrence) MED EXP (Any one person) PERSONAL & ADV INJURY GENERAL AGGREGATE PRODUCTS - COMP/OP AGG [ ]	$ 1,000,000 $ 1,000,000 $ 15,000 $ 1,000,000 $ 2,000,000 $ 2,000,000 $
A	**AUTOMOBILE LIABILITY** X ANY AUTO [ ] OWNED AUTOS ONLY [ ] SCHEDULED AUTOS [ ] HIRED AUTOS ONLY [ ] NON-OWNED AUTOS ONLY [ ] [ ]			21232190001	5/1/2023	5/1/2024	COMBINED SINGLE LIMIT (Ea accident) BODILY INJURY (Per person) BODILY INJURY (Per accident) PROPERTY DAMAGE (Per accident) [ ]	$ 1,000,000 $ $ $ $
A	X **UMBRELLA LIAB** [X] OCCUR **EXCESS LIAB** [ ] CLAIMS-MADE [ ] DED [X] RETENTION $ 10,000			21232220001	5/1/2023	5/1/2024	EACH OCCURRENCE AGGREGATE [ ]	$ 10,000,000 $ 10,000,000 $
A	**WORKERS COMPENSATION AND EMPLOYERS' LIABILITY** Y / N ANYPROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? [ ] **(Mandatory in NH)** If yes, describe under DESCRIPTION OF OPERATIONS below	N / A		21232230001	5/1/2023	5/1/2024	X PER STATUTE [ ] OTH-ER E.L. EACH ACCIDENT E.L. DISEASE - EA EMPLOYEE E.L. DISEASE - POLICY LIMIT	 $ 1,000,000 $ 1,000,000 $ 1,000,000
B C	Excess Liability Professional/Pollution			EXC30036744400 CPP2032002-13	5/1/2023 5/1/2023	5/1/2024 5/1/2024	Each Occ/Agg Prof Each Claim Poll Each Occurrence	5,000,000 2,000,000 2,000,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)

The General Liab and auto liability policies include blanket additional insured endorsement [CG7324 03/23, CA7118 11/09] as required in a written contract with the Named Insured. The General Liability, Auto liability, Workers Compensation and Umbrella Liability include a blanket waiver of subrogation endorsement [CG2404 12/19, CA7118 11/09, WC420304] as required in a written contract with the Named Insured. Primary Non-Contributory per attached [CG7324 03/23]. Cancellation per [IL7066 07/14]. Umbrella is follow form of the General Liability and Auto policies subject to policy terms and conditions.
RE: Request for Proposals No. 2023-1008 – Construction Manager at Risk Services McAllen High School, McAllen Memorial High School and James “Nikki” Rowe High School New Mariachi and Black Box Buildings.

CERTIFICATE HOLDER

McAllen ISD
2000 N. 23rd St.
McAllen, TX 78501-6126

CANCELLATION

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

AUTHORIZED REPRESENTATIVE

1135

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THIS ENDORSEMENT CHANGES THE POLICY. PLEASE READ IT CAREFULLY.

TEXAS ADVANTAGE COMMERCIAL AUTOMOBILE BROAD FORM ENDORSEMENT

This endorsement modifies insurance provided under the

BUSINESS AUTO COVERAGE FORM

With respect to coverage provided by this endorsement, the provisions of the Coverage Form apply unless modified by the endorsement.

The premium for this endorsement is $ $100.00

1. BROAD FORM INSURED

SECTION II - LIABILITY COVERAGE, A.1. Who Is An Insured is amended by the addition of the following:

d. Any organization you newly acquire or form, other than a partnership, joint venture or limited liability company, and over which you maintain ownership or a majority interest, will qualify as a Named Insured. However,

(1) Coverage under this provision is afforded only until the end of the policy period;

(2) Coverage does not apply to "accidents" or "loss" that occurred before you acquired or formed the organization; and

(3) Coverage does not apply to an organization that is an "insured" under any other policy or would be an "insured" but for its termination or the exhausting of its limit of insurance.

e. Any "employee" of yours using:

(1) A covered "auto" you do not own, hire or borrow, or a covered "auto" not owned by the "employee" or a member of his or her household, while performing duties related to the conduct of your business or your personal affairs; or

(2) An "auto" hired or rented under a contract or agreement in that "employee's" name, with your permission, while performing duties related to the conduct of your business. However, your "employee" does not qualify as an insured under this paragraph **(2)** while using a covered "auto" rented from you or from any member of the "employee's" household.

f. Your members, if you are a limited liability company, while using a covered "auto" you do not own, hire or borrow and while performing duties related to the conduct of your business or your personal affairs.

g. Any person or organization with whom you agree in a written contract, written agreement or permit, to provide insurance such as is afforded under this policy, but only with respect to your covered "autos".

This provision does not apply:

(1) Unless the written contract or agreement is executed or the permit is issued prior to the "bodily injury" or "property damage";

(2) To any person or organization included as an insured by an endorsement or in the Declarations; or

(3) To any lessor of "autos" unless:

(a) The lease agreement requires you to provide direct primary insurance for the lessor;

(b) The "auto" is leased without a driver; and

Includes copyrighted material of Insurance Services Office, Inc.

(c) The lease had not expired.

Leased "autos" covered under this provision will be considered covered "autos" you own and not covered "autos" you hire.

h. Any legally incorporated organization or subsidiary in which you own more than 50% of the voting stock on the effective date of this endorsement.

This provision does not apply to "bodily injury" or "property damage" for which an "insured" is also an insured under any other automobile policy or would be an insured under such a policy, but for its termination or the exhaustion of its limits of insurance, unless such policy was written to apply specifically in excess of this policy.

2. COVERAGE EXTENSIONS - SUPPLEMENTARY PAYMENTS

Under **Section II - LIABILITY COVERAGE**, **A.2.a. Supplementary Payments**, paragraphs **(2)** and **(4)** are deleted and replaced as follows:

(2) Up to $2,500 for the cost of bail bonds (including bonds for related traffic law violations) required because of an "accident" we cover. We do not have to furnish these bonds.

(4) All reasonable expenses incurred by the "insured" at our request, including actual loss of earnings up to $500 a day because of time off from work.

3. AMENDED FELLOW EMPLOYEE EXCLUSION

Under **SECTION II - LIABILITY COVERAGE**, **B. EXCLUSIONS**, paragraph **5. Fellow Employee** is deleted and replaced by the following:

5. Fellow Employee

"Bodily injury" to:

a. Any fellow "employee" of the "insured" arising out of and in the course of the fellow "employee's" employment or while performing duties related to the conduct of your business. However, this exclusion does not apply to your "employees" that are officers, managers, supervisors or above. Coverage is excess over any other collectible insurance.

b. The spouse, child, parent, brother or sister of that fellow "employee" as a consequence of paragraph **a.** above.

4. HIRED AUTO PHYSICAL DAMAGE COVERAGE AND LOSS OF USE EXPENSE

A. Under **SECTION III - PHYSICAL DAMAGE COVERAGE, A. COVERAGE**, the following is added:

If any of your owned covered "autos" are covered for Physical Damage, we will provide Physical Damage coverage to "autos" that you or your "employees" hire or borrow, under your name or the "employee's" name, for the purpose of doing your work.

We will provide coverage equal to the broadest physical damage coverage applicable to any covered "auto" shown in the Declarations, Item Three, Schedule of Covered Autos You Own, or on any endorsements amending this schedule.

B. Under **SECTION III - PHYSICAL DAMAGE COVERAGE, A.4. Coverage Extensions.** paragraph **b. Loss Of Use Expenses** is deleted and replaced with the following:

b. Loss Of Use Expenses

For Hired Auto Physical Damage, we will pay expenses for which an "insured" becomes legally responsible to pay for loss of use of a vehicle rented or hired without a driver, under a written rental contract or agreement. We will pay for loss of use expenses if caused by:

(1) Other than collision, only if the Declarations indicate that Comprehensive Coverage is provided for any covered "auto";

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(2) Specified Causes of Loss, only if the Declarations indicate that Specified Causes Of Loss Coverage is provided for any covered "auto"; or

(3) Collision, only if the Declarations indicate that Collision Coverage is provided for any covered "auto".

However, the most we will pay for any expenses for loss of use is $30 per day, to a maximum of $2,000.

C. Under **SECTION IV – BUSINESS AUTO CONDITIONS**, **B. General Conditions**, **5. Other Insurance**, paragraph **b.** is replaced by the following:

b. For Hired Auto Physical Damage, the following are deemed to be covered "autos" you own:

1. Any covered "auto" you lease, hire, rent or borrow; and

2. Any covered "auto" hired or rented by your "employees" under a contract in that individual "employee's" name, with your permission, while performing duties related to the conduct of your business.

However, any "auto" that is leased, hired, rented or borrowed with a driver is not a covered "auto", nor is any "auto" you hire from any of your "employees", partners (if you are a partnership), members (if you are a limited liability company), or members of their households.

5. LOAN OR LEASE GAP COVERAGE

Under **SECTION III – PHYSICAL DAMAGE COVERAGE, A. COVERAGE**, the following is added:

If a covered "auto" is owned or leased and if we provide Physical Damage Coverage on it, we will pay, in the event of a covered total "loss", any unpaid amount due on the lease or loan for a covered "auto", less:

(a) The amount paid under the Physical Damage Section of the policy; and:

(b) Any:

(1) Overdue lease or loan payments including penalties, interest or other charges resulting from overdue payments at the time of the "loss";

(2) Financial penalties imposed under a lease for excessive use, abnormal wear and tear or high mileage;

(3) Costs for extended warranties, Credit Life Insurance, Health, Accident or Disability Insurance purchased with the loan or lease;

(4) Security deposits not refunded by a lessor; and

(5) Carry-over balances from previous loans or leases.

6. RENTAL REIMBURSEMENT

Under **SECTION III - PHYSICAL DAMAGE COVERAGE**, **A.4. Coverage Extensions**, paragraph **a. Transportation Expenses** is deleted and replaced by the following:

a. Transportation Expenses

(1) We will pay up to $75 per day to a maximum of $2,000 for transportation expense incurred by you because of covered "loss". We will pay only for those covered "autos" for which you carry Collision Coverage or either Comprehensive Coverage or Specified Causes of Loss Coverage. We will pay for transportation expenses incurred during the period beginning 24 hours after the covered "loss" and ending, regardless of the policy's expiration, when the covered "auto" is returned to use or we pay for its "loss". This coverage is in addition to the otherwise applicable coverage you have on a covered "auto". No deductibles apply to this coverage.

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(2) This coverage does not apply while there is a spare or reserve "auto" available to you for your operation.

7. AIRBAG COVERAGE

Under **SECTION III - PHYSICAL DAMAGE**, **B. EXCLUSIONS**, paragraph **3.** is deleted and replaced by the following:

3. We will not pay for "loss" caused by or resulting from any of the following unless caused by other "loss" that is covered by this insurance:

(1) Wear and tear, freezing, mechanical or electrical breakdown. However, this exclusion does not include the discharge of an airbag.

(2) Blowouts, punctures or other road damage to tires.

8. GLASS REPAIR – WAIVER OF DEDUCTIBLE

Section III – PHYSICAL DAMAGE COVERAGE, D. Deductible is amended to add the following:

No deductible applies to glass damage if the glass is repaired rather than replaced.

9. COLLISION COVERAGE – WAIVER OF DEDUCTIBLE

Under **Section III - PHYSICAL DAMAGE COVERAGE**, **D. Deductible** is amended to add the following:

When there is a loss to your covered "auto" insured for Collision Coverage, no deductible will apply if the loss was caused by a collision with another "auto" insured by us.

10. KNOWLEDGE OF ACCIDENT

Under **SECTION IV - BUSINESS AUTO CONDITIONS, A. Loss Conditions, 2. Duties In The Event Of Accident, Claim, Suit Or Loss**, paragraph **a.** is deleted and replaced by the following:

a. You must see to it that we are notified as soon as practicable of an "accident", claim, "suit" or "loss". Knowledge of an "accident", claim, "suit" or "loss" by your "employees" shall not, in itself, constitute knowledge to you unless one of your partners, executive officers, directors, managers, or members (if you are a limited liability company) has knowledge of the "accident", claim, "suit" or "loss". Notice should include:

(1) How, when and where the "accident" or "loss" occurred;

(2) The "insured's" name and address; and

(3) To the extent possible, the names and addresses of any injured persons and witnesses.

11. TRANSFER OF RIGHTS (BLANKET WAIVER OF SUBROGATION)

Under **SECTION IV - BUSINESS AUTO CONDITIONS**, **A. Loss Conditions** paragraph **5. Transfer Of Rights Of Recovery Against Others To Us** is deleted and replaced by the following:

5. Transfer Of Rights Of Recovery Against Others To Us

If any person or organization to or for whom we make payment under this Coverage Form has rights to recover damages from another, those rights are transferred to us. That person or organization must do everything necessary to secure our rights and must do nothing after "accident" or "loss" to impair them. However, if the "insured" has waived rights to recover through a written contract, or if your work was commenced under a letter of intent or work order, subject to a subsequent reduction in writing with customers whose customary contracts require a waiver, we waive any right of recovery we may have under this Coverage Form.

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12. UNINTENTIONAL FAILURE TO DISCLOSE HAZARDS

Under **SECTION IV - BUSINESS AUTO CONDITIONS** , **B. General Conditions** , paragraph **2. Concealment, Misrepresentation Or Fraud** is amended by the addition of the following:

We will not deny coverage under this Coverage Form if you unintentionally fail to disclose all hazards existing as of the inception date of this policy. You must report to us any knowledge of an error or omission in your representations as soon as practicable after its discovery. This provision does not affect our right to collect additional premium or exercise our right of cancellation or non-renewal.

13. BLANKET COVERAGE FOR CERTAIN OPERATIONS IN CONNECTION WITH RAILROADS

When required by written contract or written agreement, the definition of “insured contract” is amended as follows:

— The exception contained in paragraph **H.3.** relating to construction or demolition operations on or within 50 feet of a railroad; and

— Paragraph **H.a.**

are deleted with respect to the use of a covered "auto" in operations for, or affecting, a railroad.

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THIS ENDORSEMENT CHANGES THE POLICY. PLEASE READ IT CAREFULLY.

NOTICE OF CANCELLATION, NONRENEWAL OR MATERIAL CHANGE – THIRD PARTY

This endorsement modifies insurance provided under the following:

AUTO DEALERS COVERAGE FORM
BUSINESS AUTO COVERAGE FORM
BUSINESS AUTO PHYSICAL DAMAGE COVERAGE FORM
COMMERCIAL GENERAL LIABILITY COVERAGE FORM
COMMERCIAL UMBRELLA LIABILITY COVERAGE FORM
GARAGE COVERAGE FORM
MOTOR CARRIER COVERAGE FORM
PRODUCTS/COMPLETED OPERATIONS LIABILITY COVERAGE FORM
TRUCKERS COVERAGE FORM

Subject to the cancellation provisions of the Coverage Form to which this endorsement is attached, we will not:

1. Cancel;
2. Nonrenew; or,
3. Materially change (reduce or restrict)

this Coverage Form, except for nonpayment of premium, until we provide at least 30 days written notice of such cancellation, nonrenewal or material change. Written notice will be to the person or organization named in the Schedule. Such notice will be by certified mail with return receipt requested.

This notification of cancellation, nonrenewal or material change to the person or organization named in the Schedule is intended as a courtesy only. Our failure to provide such notification will not:

1. Extend any Coverage Form cancellation date;
2. Negate the cancellation as to any insured or any certificate holder;
3. Provide any additional insurance that would not have been provided in the absence of this endorsement; or
4. Impose liability of any kind upon us.

This endorsement does not entitle the person or organization named in the Schedule to any benefits, rights or protection under this Coverage Form.

SCHEDULE

Name Of Person Or Organization	Mailing Address
Any person or organization holding a certificate of insurance issued for you, provided the certificate:	The address shown for that person or organization in that certificate of insurance

1. Refers to this policy;
2. States that notice of:
   a. Cancellation;
   b. Nonrenewal; or
   c. Material change reducing or restricting coverage;

   will be provided to that person or organization;
3. Is in effect at the time of the:
   a. Cancellation;
   b. Nonrenewal; or
   c. Material change reducing or restricting coverage; and
4. Is on file at your agent or broker's office for this policy 1141

THIS ENDORSEMENT CHANGES THE POLICY. PLEASE READ IT CAREFULLY.

WAIVER OF TRANSFER OF RIGHTS OF RECOVERY AGAINST OTHERS TO US (WAIVER OF SUBROGATION)

This endorsement modifies insurance provided under the following:

COMMERCIAL GENERAL LIABILITY COVERAGE PART
ELECTRONIC DATA LIABILITY COVERAGE PART
LIQUOR LIABILITY COVERAGE PART
POLLUTION LIABILITY COVERAGE PART DESIGNATED SITES
POLLUTION LIABILITY LIMITED COVERAGE PART DESIGNATED SITES
PRODUCTS/COMPLETED OPERATIONS LIABILITY COVERAGE PART
RAILROAD PROTECTIVE LIABILITY COVERAGE PART
UNDERGROUND STORAGE TANK POLICY DESIGNATED TANKS

SCHEDULE

Name Of Person(s) Or Organization(s):
ANY PERSON OR ORGANIZATION REQUIRED BY WRITTEN CONTRACT OR CERTIFICATE OF INSURANCE
Information required to complete this Schedule, if not shown above, will be shown in the Declarations.

The following is added to Paragraph **8. Transfer Of Rights Of Recovery Against Others To Us** of **Section IV – Conditions:**

We waive any right of recovery against the person(s) or organization(s) shown in the Schedule above because of payments we make under this Coverage Part. Such waiver by us applies only to the extent that the insured has waived its right of recovery against such person(s) or organization(s) prior to loss. This endorsement applies only to the person(s) or organization(s) shown in the Schedule above.

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THIS ENDORSEMENT CHANGES THE POLICY. PLEASE READ IT CAREFULLY.

CONTRACTOR'S BLANKET FLEX ADDITIONAL INSURED ENDORSEMENT – FORM A

This endorsement modifies insurance provided under the following:

COMMERCIAL GENERAL LIABILITY COVERAGE PART

Policy Number 21232200001	**Agency Number** 0755324	**Policy Effective Date** 05/01/2023
Policy Expiration Date 05/01/2024	**Date** 05/01/2023	
Named Insured NOBLE TEXAS BUILDERS, LLC	**Agency** IBTX - BULVERDE	**Issuing Company** AMERISURE INSURANCE COMPANY

A. SECTION II - WHO IS AN INSURED is amended to add as an additional insured:

1. Any person or organization with whom you have agreed in a "written agreement" that such person or organization be added as an additional insured on this policy, and any other person or organization you are required to add as an additional insured under such "written agreement".

2. If "your work" began under a written letter of intent or written work order, any person or organization who issued the written letter of intent or written work order, but:

a. such coverage will apply only for 30 calendar days following the date the written letter of intent or written work order was issued; and

b. the person or organization is an additional insured only for, and to the extent of, liability arising out of "bodily injury", "property damage", or "personal and advertising injury" caused, in whole or in part, by your negligent acts or omissions, or the negligent acts or omissions of others working on your behalf, in the performance of your work as specified in the written letter of intent or written work order. This coverage does not apply to liability arising out of the independent acts or omissions of the additional insured.

For the purposes of the coverage provided by this endorsement, a "written agreement" means a written contract or written agreement that:

1. requires you to include a person or organization as an additional insured for a period of time during the policy period; and

2. is executed prior to the occurrence of "bodily injury", "property damage", or "personal and advertising injury" that forms the basis for a claim under this policy.

The insurance provided by this endorsement does not apply to any person or organization that is specifically listed as an additional insured on another endorsement attached to this policy.

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B. The coverage provided to any person or organization added as an additional insured pursuant to Paragraph **A.1** is limited as follows:

1. If the "written agreement" specifically and exclusively requires you to name the person or organization as an additional insured using the ISO CG 20 10 endorsement with edition dates of 11 85 or 10 01, or the ISO CG 20 37 10 01 endorsement, that person or organization is an additional insured, but only with respect to liability for "bodily injury", "property damage", or "personal and advertising injury" arising out of "your work" for that insured by or for you.

2. If the "written agreement" requires you to name the person or organization as an additional insured using the ISO CG 20 10 and or CG 20 37 endorsements without specifically and exclusively requiring the 11 85 or 10 01 edition dates, that person or organization is an additional insured, but only with respect to liability for "bodily injury", "property damage", or "personal and advertising injury" caused, in whole or in part, by your acts or omissions or the acts or omissions of those acting on your behalf.

3. If the "written agreement" requires you to name the person or organization as an additional insured for operations arising out of your work and does not specify an ISO additional insured endorsement, that person or organization is an additional insured, but only with respect to liability for "bodily injury", "property damage", or "personal and advertising injury" arising out of your acts or omissions, or the acts or omissions of others working on your behalf, in the performance of your work as specified in the "written agreement". This coverage does not apply to liability arising out of the sole negligence of the additional insured unless specifically required in the "written agreement".

4. If none of the above paragraphs apply, then the person or organization is an additional insured only for, and to the extent of, liability arising out of "bodily injury", "property damage", or "personal and advertising injury" caused, in whole or in part, by your negligent acts or omissions, or the negligent acts or omissions of others working on your behalf, in the performance of your work as specified in the "written agreement". This coverage does not apply to liability arising out of the independent acts or omissions of the additional insured.

However, the insurance afforded to such additional insured only applies to the extent permitted by law.

C. The insurance provided to an additional insured under this endorsement does not apply to:

1. "Bodily injury" or "property damage" included in the "products-completed operations hazard" unless the "written agreement" specifically requires such coverage (including by specifically requiring the CG 20 10 11 85). To the extent the "written agreement" requires such coverage for a specified amount of time, the coverage provided by this endorsement is limited to the amount of time required for such coverage by the "written agreement".

2. "Bodily injury", "property damage", or "personal and advertising injury" arising out of an architect's, engineer's, or surveyor's rendering of, or failure to render, any professional services, including but not limited to:

a. The preparing, approving, or failing to prepare or approve:
(1) Maps;
(2) Drawings;
(3) Opinions;
(4) Reports;
(5) Surveys;
(6) Change orders;

(7) Design specifications; and

b. Supervisory, inspection, or engineering services.

D. The limits of insurance that apply to the additional insured are the least of those specified in the "written agreement" or declarations of this policy.

Coverage provided by this endorsement for any additional insured shall not increase the applicable Limits of Insurance shown in the Declarations. The limits of insurance that apply to the additional insured are inclusive of, and not in addition to, the Limits of Insurance shown in the Declarations.

E. With respect to the coverage provided by this endorsement, **SECTION IV – COMMERCIAL GENERAL LIABILITY CONDITIONS,** Paragraph **4. Other Insurance** is deleted and replaced with the following:

4. **Other Insurance.**

a. Coverage provided by this endorsement is excess over any other valid and collectible insurance available to the additional insured whether:

(1) Primary;
(2) Excess;
(3) Contingent; or
(4) On any other basis.

In addition, this insurance is excess over any self-insured retentions, deductibles, or captive retentions payable by the additional insured or payable by any person or organization whose coverage is available to the additional insured.

However, if the "written agreement" requires primary and non-contributory coverage, this insurance will be primary and non-contributory relative only to the other insurance available to the additional insured which covers that person or organization as a Named Insured, and we will not share with that other insurance. For any other insurance available to the additional insured where that person or organization is not a Named Insured, this policy will share coverage with that other insurance based on the terms specified in Paragraph **b**. Method of Sharing below.

b. Method of Sharing

If all the other insurance permits contribution by equal shares, we will follow this method also. Under this method, each insurer contributes equal amounts until it has paid its applicable limit of insurance or none of the loss remains, whichever comes first.

If any of the other insurance does not permit contribution by equal shares, we will contribute by limits. Under this method, each insurer's share is based on the ratio of its applicable limit of insurance to the total applicable limits of insurance of all insurers.

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TEXAS WAIVER OF OUR RIGHT TO RECOVER FROM OTHERS ENDORSEMENT

This endorsement applies only to the insurance provided by the policy because Texas is shown in Item 3.A. of the Information Page.

We have the right to recover our payments from anyone liable for an injury covered by this policy. We will not enforce our right against the person or organization named in the Schedule, but this waiver applies only with respect to bodily injury arising out of the operations described in the Schedule where you are required by a written contract to obtain this waiver from us.

This endorsement shall not operate directly or indirectly to benefit anyone not named in the Schedule.

The premium for this endorsement is shown in the Schedule.

Schedule

1. ( ) Specific Waiver
   Name of person or organization

   (X) Blanket Waiver
   Any person or organization for whom the Named Insured has agreed by written contract to furnish this waiver.

2. Operations:

3. Premium:
   The premium charge for this endorsement shall be 0.020 percent of the premium developed on payroll in connection with work performed for the above person(s) or organization(s) arising out of the operations described.
4. Advance Premium: Included

This endorsement changes the policy to which it is attached and is effective on the date issued unless otherwise stated.
(The information below is required only when this endorsement is issued subsequent to preparation of the policy.)

Endorsement Effective 05/01/2023 Policy No. 21232230001 Endorsement No.

Insured Noble Texas Builders, LLC Premium $

Insurance Company

Countersigned by _____

WC 42 03 04 B
(Ed. 6-14)

1146

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ATTACHMENT B

Construction Manager-at-Risk Expectations

Pre-Design

Complete constructability and overall site plan review.
Establish project goals and priorities with Owner and Architect.
Establish and/or confirm overall budgets with Owner and Architect.
Establish procedures for decision making, review, etc.
Develop an Overall Management Plan and CPM Scheduling Plan of critical design and construction dates in order to accomplish the stated objectives.
Develop, implement, and monitor cost model for continuous budget control.
Prepare design change order control system for elected modifications.
Complete phase cost estimate.

Schematic Design

Prepare conceptual estimate from design sketches.
Hold technical review sessions with Owner and Architect.
Consult with the Owner and Architect on means and methods of construction.
Review schematic design documents and report on the following items:

a) Analyze the potential for use of systems components.
b) Submit to Owner and Architect any special input relative to time and cost control of the plan.
c) Prepare "cost evaluation" studies relative to value engineering.

Generate a critical data schedule.
Prepare a professional construction CPM network for the issuance of proposal packages.
Complete phase cost estimate.

Design Development

Review the design development documents with the Owner and Architect.
Revise and update the critical data schedule sheet.
Develop and arrange pre-proposal packages.
Prepare a site use study to be used for allocation of space for construction storage, lay-down areas, parking and temporary facilities.
Prepare a cash flow analysis for both the design and construction phases.
Complete constructability review.
Prepare a detailed estimate based on available design drawings in a CSI or subcontractor bid format.

Construction Documents

Complete phase cost estimate in the CSI format at 50% and 95%.
Complete constructability review at 50% and 95%.
Review the drawings and project manual relative to the bid packages and notify Owner and Architect of inconsistencies.
Develop procurement package requirements, phasing, work restrictions.
Determine procurement date and time.
Publish advertisement for proposals.
Schedule and conduct pre-procurement conferences.
Update project budget and schedule consistent with final construction documents.

Proposals and Negotiations

Distribute documents to plan rooms, subcontractors and suppliers.
Solicit proposals from subcontractor and suppliers on advertised day.
Negotiate with subcontractors as necessary to meet the current budget.
Compile list of subcontractors and suppliers to form Guaranteed Maximum Price proposal.
Present the GMP proposal and proposed GMP Admendment to the School Board for action.
Scope and execute contracts with selected subcontractors and suppliers.

EXHIBIT
F

GENERAL CONDITIONS

The General Conditions which are to be included in the Contract are set forth below. All personnel assigned specifically to the Project are included in the General Conditions, whether stated in the line items below or not.

Construction Management Staff directly working on the project and their associated costs:

- Senior Project Manager
- Project Manager(s)
- Assistant Project Manager(s)
- Superintendent(s)
- Assistant Superintendent(s)
- Project Engineer/Expeditor(s)
- Project Support Staff
- Field/Office Engineer(s)
- Field/Office Support Staff
- CPM Scheduler
- Safety
- Coordinator/Assistant(s)
- Administrative Personnel
- Building Information Modeling related staff of the Constructor used for conversion of A/E documents.

Construction Management Staff Equipment:

- Vehicle Allowances, Mileage and Insurance
- Cell Phones and Other Communication Equipment
- Computers and Software

Temporary Office:

- Office Trailer Rental & Relocation
- Office Supplies
- Project Specific Signage
- Temporary Power
- Telephone & Internet Service
- Temporary Sewer
- Temporary Water
- Temporary Toilets
- Equipment / Storage Trailers
- General Handling & Hoisting, Fuel & Maintenance
- Fire Extinguishers
- Safety Equipment & Supplies
- Barricades, Protection, Safety Railing, Equipment
- Safety Inspections
- Field Engineering Labor, Equipment & Supplies
- Small Tools & Consumables
- Temporary Fencing
- Equipment Rentals / Scaffolding
- Postage / Courier Service

EXHIBIT
G

McALLEN
INDEPENDENT SCHOOL DISTRICT

ALEJANDRA GONZALEZ
Director of Purchasing Services

ADDENDUM #1

McAllen Independent School District is providing the following clarification(s) and/or modification(s) to the referenced project. This information is to be considered a part of the solicitation documents. Respondents are further instructed to ***acknowledge*** *receipt of addendum on the "Attributes" tab in Ionwave.*

May 31, 2022

RE: CSP 2023-1008 Construction Manager at Risk Services McAllen High School, Memorial High School and James "Nikki" Rowe High School New Mariachi and Black Box Buildings

Please note the following changes for the referenced project.

- Pre-Proposal Conference 6/1/2022 ~~8:30 AM CT~~ 11:30 AM CT
- Reading of Proposals 6/8/2022 ~~11:00~~ AM CT 11:30 AM CT

*Vendors are responsible for viewing Ionwave regularly to ensure that no addenda or additional information have been issued for the solicitation.

EXHIBIT
H

MCALLEN
INDEPENDENT SCHOOL DISTRICT

ALEJANDRA GONZALEZ
Director of Purchasing Services

ADDENDUM #2

McAllen Independent School District is providing the following clarification(s) and/or modification(s) to the referenced project. This information is to be considered a part of the solicitation documents. Respondents are further instructed to ***acknowledge*** *receipt of addendum on the "Attributes" tab in Ionwave.*

June 3, 2022

RE: RFP 2023-1008 Construction Manager at Risk Services McAllen High School, McAllen Memorial High School and James "Nikki" Rowe High School New Mariachi and Black Box Buildings

Please note the following changes for the referenced project.

- Correction on project title:
  Construction Manager at Risk Services McAllen High School, McAllen Memorial High School and James "Nikki" Rowe High School New Mariachi and Black Box Buildings
- Pre-Proposal Conference sign in sheet has been attached to Attachment tab.
- Attachment A has been updated to read "Attachment A Evaluation Matrix"
- Attachment B has been updated to read "Attachment B Construction Manager-at-Risk Expectations"
- Attachment C has been updated to read "Attachment C General Conditions"

*Vendors are responsible for viewing Ionwave regularly to ensure that no addenda or additional information have been issued for the solicitation.

McALLEN
INDEPENDENT SCHOOL DISTRICT

ALEJANDRA GONZALEZ
Director of Purchasing Services

ADDENDUM #3

McAllen Independent School District is providing the following clarification(s) and/or modification(s) to the referenced project. This information is to be considered a part of the solicitation documents. Respondents are further instructed to ***acknowledge*** *receipt of addendum on the "Attributes" tab in Ionwave.*

June 7, 2022

RE: RFP 2023-1008 Construction Manager at Risk Services McAllen High School, McAllen Memorial High School and James "Nikki" Rowe High School New Mariachi and Black Box Buildings

Please note the following changes for the referenced project.

- Line items:
  - Line 2: CM's fee Item Note See Attachment B ~~and Attachment C~~
  - Line 3: ~~Change Order Fee~~ General Conditions Fee
  - Line 4: has been deleted
- Scope of Work (Attachments Tab)
  - Section 9.8 has been deleted (See revised SOW in attachments tab)
  - Section 11.1.3 has been revised (See revised SOW in attachments tab)

2023-1008 Request for Proposals (RFP)
Construction Manager-At-Risk Services (CMAR)
McAllen High School, McAllen Memorial Highs School, and James "Nikki" Rowe High School
New Mariachi and Black Box Buildings

(One Step Process)



2023-1008 Request for Proposals (RFP) Construction Manager at Risk (CMAR) McAllen High School, McAllen Memorial High School, and James "Nikki" Rowe High School New Mariachi and Black Box Buildings

Specifications and Scope of Work

1. BACKGROUND

McAllen Independent School District (the "District") is a multicultural community of over 20,000 students. The District's vision is to educate all students to become lifelong learners and productive citizens in a global society through a program of educational excellence utilizing technology and actively involving parents and the community. The District consists of eighteen (18) elementary schools, six (6) middle schools, three (3) traditional high schools, and two (2) non-traditional high schools.

Officers of the District are:

Debbie Crane-Aliseda, Trustee
Conrado Alvarado, Trustee
Tony Forina, Trustee
Sofia Pena, Trustee
Sam Saldivar, Jr., Trustee
Marco Suarez, Trustee
Daniel D. Vela, Trustee
Dr. Jose A. Gonzalez, Superintendent

2. INTENT

Pursuant to the provisions of the Texas Government Code, Chapter 2269, Subchapter F, it is the intent of the District, via this Construction Manager-at-Risk ("CMAR"), through a Request for Proposals ("RFP"), using a One-Step Method, to select a Construction Manager ("CM") for the construction of Mariachi buildings and black box buildings for the three traditional high schools: McAllen High School, McAllen Memorial High School, and James "Nikki" Rowe High School.

3. ANTICIPATED SCHEDULE

- First Advertisement: May 25, 2022
- Released: May 26, 2022
- Second Advertisement: June 1, 2022
- Pre-proposal Conference: June 1, 2022 at 8:30 a.m.
  Administration Building Dr. Ricardo Chapa Board Room
  2000 N. 23rd St., McAllen TX 78501
- Questions Deadline: June 3, 2022 by 10:00. a.m.
- Response Deadline: June 8, 2022 at 10:00 a.m.
- Anticipated Board Meeting: June 13, 2022
- Anticipated Contract Execution: June 23, 2022
- Anticipated Notice to Proceed: July 1, 2022
- Anticipated Substantial Completion: September 24, 2023

4. REQUIREMENTS

The Specifications and Scope of Work ("SOW") will take precedence over the General Terms and Conditions when they are in conflict. Please read the General Terms and Conditions and the following information carefully. Any exceptions to these General Terms and Conditions and SOW may be cause for a CM to be disqualified.

5. RE-SOLICIT

The District has the right to reject all responses or re-solicit if only one solicitation is received by the deadline or extend the deadline.

6. EVALUATION COMMITTEE.

The evaluation committee which will be comprised of Ruben Trevino, Executive Director of Facilities, Maintenance, and Operations; Melissa Ortiz, Project Manager; Alejandra Gonzalez, Director of Purchasing Services; Elizabeth Cabrera, Coordinator for Purchasing Services; and Gracie Garza, Senior Buyer will evaluate the RFP and recommend the successful vendor(s).

7. EVALUATION CRITERIA AND RELATIVE WEIGHTS

In determining the Awarded Contractor, the evaluation committee, will evaluate the responses using the following criteria, in accordance with Texas Government Code 2269.055 (a) (1-8)

7.1. the price;
7.2. the offeror's experience and reputation;
7.3. the quality of the offeror's goods or services;
7.4. the impact on the ability of the governmental entity to comply with rules relating to historically underutilized businesses;
7.5. the offeror's safety record;
7.6. the offeror's proposed personnel;
7.7. whether the offeror's financial capability is appropriate to the size and scope of the project; and
7.8. any other relevant factor specifically listed in the request for bids, proposals, or qualifications

Refer to Attachment "A" for weights.

8. COMMUNICATION WITH DISTRICT PERSONNEL

CM submitting a proposal shall not discuss this RFP with employees of District or members of the Board of Trustees. Communication includes, but is not limited to, unsolicited literature, email, faxes or phone calls related to any aspect of this RFP. If discussion is necessary, you will be notified in writing. Failure to abide by this requirement will result in automatic disqualification at the discretion of the District. All questions must be posted on the Questions tab.

CM shall only communicate with members of the Purchasing Services team regarding all matters related to this RFP throughout the duration of the RFP. A CM shall not contact any other person related to the District, directly or indirectly.

9. SCOPE OF WORK

Construction of a Mariachi and Blackbox Buildings and associated site work for the three traditional high schools: McAllen High School, McAllen Memorial High School, and James "Nikki" Rowe High School

9.1. Mariachi buildings will each be approximately 5,000 sf in size
9.2. Blackbox buildings will each be approximately 7,000 sf. in size
9.3. Estimate Construction Budget: $10,000,000.00
9.4. Project Team:
9.4.1. Owner-McAllen ISD
9.4.2. Engineer-Chanin Engineering (Architect – through Engineering firm)
9.5. CM shall be experienced in CMAR projects (see Line Item #6)
9.6. Expectations of the Construction Manager, (see Attachment B in the Attachments tab).
9.7. General Conditions (See Attachment C the Attachments tab)
~~**9.8.** CM shall submit a Bid Bond not less than five percent (5%) of the Proposal amount to include all fees as noted on the line items.~~
9.9. The awarded CM shall deliver Performance and Payments Bonds as required by Texas Government Code Chapter 2269.258, upon submission of an approved Guarantee Maximum Price ("GMP") by the selected CMR.

9.10. All actual cost information shall be made available to the District or it's agent during the duration of the project.

9.11. A formal audit of the project may be conducted by an independent third party hired by the District at selected intervals during the construction phase and prior to final payment.

9.12. The awarded CM shall deliver Performance and Payments Bonds as required by Texas Government Code Chapter 2269.258, upon submission of an approved Guarantee Maximum Price ("GMP") by the selected CMR.

9.13. CM shall provide any and all cost savings to the District.

10. In accordance with Government Code 2269.255, awarded CM shall publicly advertise for bids or proposals and receive bids or proposals from trade contractors or subcontractors.

11. SUBMISSION OF PROPOSAL RESPONSES.

All proposals submitted for consideration, shall follow these steps as described herein.

11.1. The CM shall respond to all line items in the "Line Items" tab.

11.1.1. Proposed cost for pre-construction services (Line Item 1);

11.1.2. Proposed fee for CM (Line Item 2); and

11.1.3. Proposed fee for ~~change orders~~ General Conditions (Line Item 3)

12. CONSTRUCTION MANAGER-AT-RISK SELECTION.

District will review the RFP responses, conduct interviews if deemed appropriate, and make recommendations to the Board of Trustees.

13. AGREEMENT

Upon award, the CM shall sign AIA Document A133-2009, Agreement between Owner and Construction Manager as Constructor, as modified by District (see Attachments tab). Additionally, the General Conditions of the Contract for Construction will be AIA Document A201-2017 as modified by the District (see Attachments tab).

14. AWARD INFORMATION

14.1. The District will receive, publicly open, and read aloud the names of the CMs submitting a Request for Proposal.

14.2. Within forty-five (45) days following the date of opening the District will evaluate and rank each submission in relation to the criteria set forth in this RFP. Following the committee's ranking of the CM based on the published selection criteria, the District will recommend the highest ranked CM to the Board of Trustees. Once awarded, the District will begin negotiations with the awarded CM. If the District is unable to negotiate an agreement with the selected CM, the District shall, formally and in writing, end negotiations with that CM and begin the negotiation process with the next ranked CM in the order of selection ranking, until a contract is reached or negotiations with all ranked CM end.

14.3. Award information will be available for download from our website within ninety (90) days of opening: https://mcallenisdtx.sites.thrillshare.com/page/awarded-vendors.

15. INSTRUCTIONS FOR SUBMITTING A PROPOSAL

The District prefers and encourages CM to submit their response through Ionwave (https://mcallenisd.ionwave.net), however, we will accept submittals in a sealed envelope via mail or hand delivered. Email Gracie Garza, Senior Buyer at ggarza@mcallensd.net for address and mailing instructions.

Certification of Document's Authenticity

AIA® Document D401™ – 2003

I, Blake Henshaw, hereby certify, to the best of my knowledge, information and belief, that I created the attached final document simultaneously with its associated Additions and Deletions Report and this certification at 23:12:55 ET on 05/04/2023 under Order No. 3104238383 from AIA Contract Documents software and that in preparing the attached final document I made no changes to the original text of AIA® Document A133™ – 2019, Standard Form of Agreement Between Owner and Construction Manager as Constructor where the basis of payment is the Cost of the Work Plus a Fee with a Guaranteed Maximum Price, other than those additions and deletions shown in the associated Additions and Deletions Report.

P Blake Henshaw

(Signed)

Attorney: Walsh Gallegos Trevino Kyle & Robinson P.C.

(Title)

May 4, 2023

(Dated)

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General Conditions of the Contract for Construction

for the following PROJECT:
(Name and location or address)

RFP No. 2023-1008 Construction Manager-at-Risk Services (CMAR) McAllen High School, McAllen Memorial High School, and James "Nikki" Rowe High School New Mariachi and Black Box Buildings (Owner Contract 2023-202) at the following campus locations:

McAllen High School
2021 La Vista Ave.
McAllen, TX 78501

McAllen Memorial High School
101 E Hackberry Ave.
McAllen, TX 78501

James "Nikki" Rowe High School
2101 N Ware Rd.
McAllen, TX 78501

THE OWNER:
(Name, legal status and address)

McAllen Independent School District, a public school district and political subdivision of the State of Texas
2000 North 23rd Street
McAllen, TX 78501
Phone: (956) 618-6000
Fax: (956) 986- 8362

THE ARCHITECT:
(Name, legal status and address)

Chanin Engineering, LLC, a limited liability company of the State of Texas
400 Nolana Suite H2
McAllen, TX 78504
Phone: (956) 687-9421
Fax: (956) 687-3211

THE CONTRACTOR/CONSTRUCTION MANAGER

Noble Texas Builders, LLC, a limited liability company of the State of Texas
108 S. Main Street
La Feria, TX 78559
Phone: (956) 277-0708
Email: juan.delgado@nobletx.net

ADDITIONS AND DELETIONS:
The author of this document has added information needed for its completion. The author may also have revised the text of the original AIA standard form. An *Additions and Deletions Report* that notes added information as well as revisions to the standard form text is available from the author and should be reviewed. A vertical line in the left margin of this document indicates where the author has added necessary information and where the author has added to or deleted from the original AIA text.

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ARTICLE 1 GENERAL PROVISIONS

§ 1.1 Basic Definitions

§ 1.1.1 The Contract Documents

The Contract Documents are enumerated in the Agreement between the Owner and Contractor (hereinafter the Agreement) and consist of the Agreement, Conditions of the Contract (General, Supplementary and other Conditions), Drawings, Specifications, Addenda issued prior to execution of the Contract, Project Manual and the Bid or Proposal Documents prepared and submitted by the Owner and the Contractor's Bid or Proposal submitted by the Contractor, to the extent they do not conflict with the terms of this Agreement, and other documents listed in the Agreement, and Modifications issued after execution of the Contract. A Modification is (1) a written amendment to the Contract signed by both parties, (2) a Change Order, (3) a Construction Change Directive, or (4) a written order for a minor change in the Work issued by the Architect. Unless specifically enumerated in the Agreement, the Contract Documents do not include the advertisement or invitation to bid, Instructions to Bidders, sample forms, other information furnished by the Owner in anticipation of receiving bids or proposals, the Contractor's bid or proposal, or portions of Addenda relating to bidding or proposal requirements. The Contract Documents identified in this Section shall prevail in case of an inconsistency with subsequent versions made through manipulatable electronic operations. In the absence of individual signatures by Owner and Contractor, the Contract Documents identified in the signed contract prevail. The term Contractor as used herein shall mean, and be interchangeable with the term Construction Manager at Risk.

§ 1.1.2 The Contract

The Contract Documents form the Contract for Construction. The Contract represents the entire and integrated agreement between the parties hereto and supersedes prior negotiations, representations, or agreements, either written or oral. After execution of the Original Contract Documents, the Contract may thereafter be amended or modified only by a written Modification. The Contract Documents shall not be construed to create a contractual relationship of any kind (1) between the Contractor and the Architect or the Architect's consultants, (2) between the Owner and a Subcontractor or a Sub-subcontractor, (3) between the Owner and the Architect or the Architect's consultants, or (4) between any persons or entities other than the Owner and the Contractor. The Architect shall, however, be entitled to performance and enforcement of obligations under the Contract intended to facilitate performance of the Architect's duties.

§ 1.1.3 The Work

The term "Work" means the construction and services required by the Contract Documents, whether completed or partially completed, and includes all other labor, materials, equipment, and services provided or to be provided by the Contractor to fulfill the Contractor's obligations. The Work may constitute the whole or a part of the Project.

§ 1.1.4 The Project

The Project is the total construction of which the Work performed under the Contract Documents may be the whole or a part and which may include construction by the Owner and by Separate Contractors.

§ 1.1.5 The Drawings

The Drawings are the graphic and pictorial portions of the Contract Documents showing the design, location and dimensions of the Work, generally including plans, elevations, sections, details, schedules, and diagrams.

§ 1.1.6 The Specifications

The Specifications are that portion of the Contract Documents consisting of the written requirements for materials, equipment, systems, standards and workmanship for the Work, and performance of related services.

§ 1.1.7 Instruments of Service

Instruments of Service are representations, in any medium of expression now known or later developed, of the tangible and intangible creative work performed by the Architect and the Architect's consultants under their respective professional services agreements. Instruments of Service may include, without limitation, studies, surveys, models, sketches, drawings, specifications, and other similar materials.

§ 1.1.8 Initial Decision Maker

The Initial Decision Maker is the person identified in the Agreement to render initial decisions on Claims in accordance with Section 15.2. The Initial Decision Maker shall not show partiality to the Owner or Contractor and shall not be liable for results of interpretations or decisions rendered in good faith.

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§ 1.1.9 The terms "bids" or "bidding" shall include any kind of competitive purchasing under the Texas Education Code Chapter 44 and Texas Government Code Chapter 2269.

§ 1.1.10 Miscellaneous Other Words

§ 1.1.10.1 Business Day

The term "business day" is a day the Owner's Administration Building is scheduled to be open for normal business purposes, unless closed by the Owner's Superintendent of Schools for inclement weather or other reason. Days on which the Administration Building is normally closed are Thanksgiving Break, Winter Break, Spring Break, and Summer Break, as well as other federal, state or local days specified in the calendar approved by the Owner's Board of Trustees on an annual basis. A business day does not include a day on which the Owner's Administration Building is open only for the purposes of conducting candidate filing, early voting, elections, or special events.

§ 1.1.10.2 Calendar Day

A calendar day is a day on the Gregorian calendar. The Contact Time is established in calendar days. Extensions of time granted, if any, will be converted to calendar days.

§ 1.1.10.3 Holidays

Owner approved holidays for Contractor's Work are limited to New Year's Day, Memorial Day, Independence Day, Labor Day, Thanksgiving Day, and Christmas Day.

§ 1.1.10.4 Work Day

Work days include all calendar days except Holidays, Saturdays and Sundays.

§ 1.2 Correlation and Intent of the Contract Documents

§ 1.2.1 The intent of the Contract Documents is to include all items necessary for the proper execution and completion of the Work by the Contractor. The Contract Documents are complementary, and what is required by one shall be as binding as if required by all; performance by the Contractor shall be required only to the extent consistent with the Contract Documents and reasonably inferable from them as being necessary to produce the indicated results.

§ 1.2.1.1 The invalidity of any provision of the Contract Documents shall not invalidate the Contract or its remaining provisions. If it is determined that any provision of the Contract Documents violates any law, or is otherwise invalid or unenforceable, then that provision shall be revised to the extent necessary to make that provision legal and enforceable. In such case the Contract Documents shall be construed, to the fullest extent permitted by law, to give effect to the parties' intentions and purposes in executing the Contract.

§ 1.2.1.2 During the course of the Work, should any conflict be found in or between the Contract Documents, the Contractor shall be deemed to have included in the cost of the Work the greater quantity or better quality, or the most stringent requirements, unless Contractor shall have obtained, before the submission of Contractor's Proposal, an interpretation in writing from the Architect as to what shall govern. The Architect, in case of such conflict, may interpret or construe the document so as to obtain the most substantial and complete performance of the Work consistent with the Contract Documents and reasonably inferable therefrom, in the best interests of Owner, and the Architect's interpretation shall be final. The terms and conditions of this clause shall not relieve any party of any other obligation under the Contract Documents.

§ 1.2.2 Organization of the Specifications into divisions, sections and articles, and arrangement of Drawings shall not control the Contractor in dividing the Work among Subcontractors or in establishing the extent of Work to be performed by any trade.

§ 1.2.3 Unless otherwise stated in the Contract Documents, words that have well-known technical or construction industry meanings are used in the Contract Documents in accordance with such recognized meanings.

§ 1.2.4 Precedence Of The Contract Documents

The most recently issued Document takes precedence over previous issues of the same Document. The order of precedence is as follows with the highest authority listed as "1".

.1 Contract Modifications signed by Contractor and Owner.
.2 Addenda, with those of later date having precedence over those of earlier date.
.3 General Conditions - AIA Document A201-2017, as modified by the Owner for the Project.

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.4 Specifications and Drawings.
.5 Agreement – AIA Document A101-2017 or A133-2019, as modified by the Owner for the Project.
.6 Bid/Proposal Documents including the Project Manual, Contractor's Bid or Proposal Documents (to the extent such Bid or Proposal submitted by the Contractor is part of the Contract Documents and is not inconsistent with other portions of the Contract Documents)

§ 1.2.5 Relation Of Specifications And Drawings
Specifications and Drawings are to be equivalent in authority and priority. Should they disagree in themselves, or with each other, prices shall be based on the better quality and greater quantity of Work indicated. In the event of the above-mentioned disagreements, the resolution shall be determined by the Architect.

§ 1.2.5.1 Drawings and Specifications are to be equivalent in authority and priority. Should they disagree in themselves, or with each other, prices shall be based on the better quality and greater quantity of Work indicated. In the event of the above-mentioned disagreements, the resolution shall be determined by the Architect.

§ 1.2.5.2 Where, in the Drawings and Specifications, certain products, manufacturer's trade names, or catalog numbers are given, it is done for the express purpose of establishing a standard of function, dimension, appearance, and quality of design, in harmony with the Work, and is not intended for the purpose of limiting competition. Materials or equipment shall not be substituted unless such substitution has been specifically accepted for use on this Project by the Architect.

§ 1.2.5.3 When the Work is governed by reference to standards, building codes, manufacturer's instructions, or other documents, unless otherwise specified, the current edition as of the Agreement date shall apply.

§ 1.2.5.4 Requirements of public authorities apply as minimum requirements only and do not supersede more stringent specified requirements.

§ 1.3 Capitalization
Terms capitalized in these General Conditions include those that are: (1) specifically defined, (2) the titles of numbered articles, or (3) the titles of other documents published by the American Institute of Architects.

§ 1.4 Interpretation
In the interest of brevity, the Contract Documents frequently omit modifying words such as "all" and "any" and articles such as "the" and "an," but the fact that a modifier or an article is absent from one statement and appears in another is not intended to affect the interpretation of either statement.

§ 1.5 Ownership and Use of Drawings, Specifications, and Other Instruments of Service
§ 1.5.1 The Architect and the Architect's consultants shall be deemed the authors and owners of their respective Instruments of Service, including the Drawings and Specifications, and retain all common law, statutory, and other reserved rights in their Instruments of Service, including copyrights. The Contractor, Subcontractors, Sub-subcontractors, and suppliers shall not own or claim a copyright in the Instruments of Service. Submittal or distribution to meet official regulatory requirements or for other purposes in connection with the Project is not to be construed as publication in derogation of the Architect's or Architect's consultants' reserved rights.

§ 1.5.2 The Contractor, Subcontractors, Sub-subcontractors, and suppliers are authorized to use and reproduce the Instruments of Service provided to them, subject to any protocols established pursuant to Sections 1.7 and 1.8, solely and exclusively for execution of the Work. All copies made under this authorization shall bear the copyright notice, if any, shown on the Instruments of Service. The Contractor, Subcontractors, Sub-subcontractors, and suppliers may not use the Instruments of Service on other projects or for additions to the Project outside the scope of the Work without the specific written consent of the Owner, Architect, and the Architect's consultants.

§ 1.6 Notice
§ 1.6.1 Except as otherwise provided in Section 1.6.2, where the Contract Documents require one party to notify or give notice to the other party, such notice shall be provided in writing to the designated representative of the party to whom the notice is addressed and shall be deemed to have been duly served if delivered (whether actually received or not) when deposited with the United States Postal Service, postage prepaid, certified mail, return receipt requested, and addressed to the intended recipient at the address shown in this Agreement. Notice may also be given in person, by

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mail, by courier, or by electronic transmission if a method for electronic transmission (e-mail or facsimile) or other commercially reasonable means and will under any of these circumstances, be effective when actually received. Any address for notice may be changed by written notice delivered as provided in this Section 1.6.

§ 1.6.2 Notice of Claims as provided in Section 15.1.3 shall be provided in writing and shall be deemed to have been duly served only if delivered to the designated representative of the party to whom the notice is addressed by certified or registered mail, or by courier providing proof of delivery.

§ 1.7 Digital Data Use and Transmission

The parties shall agree upon protocols governing the transmission and use of Instruments of Service or any other information or documentation in digital form. The parties will use AIA Document E203™–2013, Building Information Modeling and Digital Data Exhibit or such other form agreed to by the parties, to establish the protocols for the development, use, transmission, and exchange of digital data.

§ 1.8 Building Information Models Use and Reliance [Paragraph Deleted.]

ARTICLE 2 OWNER

§ 2.1 General

§ 2.1.1 The Owner is the Board of Trustees of the McCallen Independent School District and is referred to throughout the Contract Documents as if singular in number. The Owner may designate in writing one or more persons to represent the Owner; however, such representatives shall have the authority to bind the Owner only to the extent expressly authorized by the Owner and shall have no implied authority. Except as otherwise provided in Section 4.2.1, the Architect does not have the authority to bind the Owner. The term "Owner" means the Owner or the Owner's authorized representative.

§ 2.1.2 The Owner may engage a third-party consultant to represent the Owner. The Owner will notify the Contractor of the identity of such consultant.

§ 2.1.3 The Contractor acknowledges that no lien rights exist with respect to public property.

§ 2.2 Evidence of the Owner's Financial Arrangements

§ 2.2.1 Pursuant to the requirements of Texas Business and Commerce Code section 56.054(e)(3), the Owner represents that funds are available and have been authorized for the full contract amount of the Work.

§ 2.2.2 [Paragraph Deleted.]

§ 2.2.3 [Paragraph Deleted.]

§ 2.2.4 [Paragraph Deleted.]

§ 2.3 Information and Services Required of the Owner

§ 2.3.1 Except for permits and fees that are the responsibility of the Contractor under the Contract Documents, including those required under Section 3.7.1, the Owner shall secure and pay for necessary approvals, easements, assessments and charges required for construction, use or occupancy of permanent structures or for permanent changes in existing facilities.

§ 2.3.2 The Owner shall retain an architect lawfully licensed to practice architecture, or an entity lawfully practicing architecture, in the jurisdiction where the Project is located. That person or entity is identified as the Architect in the Agreement and is referred to throughout the Contract Documents as if singular in number.

§ 2.3.3 If the employment of the Architect terminates, the Owner shall employ a successor whose status under the Contract Documents shall be that of the Architect.

§ 2.3.4 The Owner may furnish surveys describing physical characteristics, legal limitations and utility locations for the site of the Project, and a legal description of the site, but shall have no duty to do so. Notwithstanding the foregoing, if the Owner provides such survey, the Contractor shall remain responsible to independently investigate the physical characteristics, legal limitations, and utility locations for the Project site. In the event that the Contractor

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damages any utilities during construction, the Contractor shall immediately repair the same at its sole cost and expense.

§ 2.3.5 Information or services required of the Owner by the Contract Documents shall be furnished by the Owner within a reasonable time following actual receipt of a written request.

§ 2.3.6 The Contractor, Owner and Architect shall agree on an appropriate quantity of drawings and specifications to be printed and distributed for bidding purposes. The drawings shall be provided by the Architect and paid for by the Owner.

§ 2.3.7 Owner's personnel or consultant may, but are not required to be present at the construction site during progress of the Work to assist the Architect in the performance of his duties, and to verify the Contractor's record of the number of workmen employed on the Work, their occupational classification, the time each is engaged in the Work, and the equipment used in the performance of the Work for purpose of verification of Contractor's Applications for Payment.

§ 2.3.8 The Owner (either directly or by contract with the Architect) may furnish tests, inspections, and reports, required by law and as otherwise agreed to by the parties, such as structural, mechanical, and chemical tests, tests for air and water pollution, and tests for hazardous materials.

§ 2.3.9 The Owner, (directly or by contract with the Architect), when such services are required, in the professional opinion of the Architect, shall furnish services of geotechnical engineers, which may include test borings, test pits, determinations of soil bearing values, percolation tests, evaluations of hazardous materials, seismic evaluation, ground corrosion tests and resistivity tests, including necessary operations for anticipating subsoil conditions, with written reports and appropriate recommendations.

§ 2.4 Owner's Right to Stop the Work

If the Contractor fails to correct Work that is defective or not in accordance with the requirements of the Contract Documents as required by Section 12.2, fails to timely carry out Work in accordance with the Contract Documents or is in default of any of its material obligations hereunder, the Owner may issue a written order to the Contractor to stop the Work, or any portion thereof, until the cause for such order has been eliminated; however, the right of the Owner to stop the Work shall not give rise to a duty on the part of the Owner to exercise this right for the benefit of the Contractor or any other person or entity.. This right shall be in addition to, and not in restriction of, the Owner's right under Section 12.2.

§ 2.5 Owner's Right to Carry Out the Work

§ 2.5.1 If the Contractor is in default in any of its material obligations hereunder, neglects to timely carry out the Work in accordance with the Contract Documents, or fails to correct nonconforming or defective Work as required by Section 12.2, and fails within a ten-day period after receipt of notice from the Owner to commence and continue correction of such default or such non-conforming or defective Work with diligence and promptness, the Owner may, without prejudice to other remedies the Owner may have, correct such default or such non-conforming or defective Work at the sole cost of the Contractor. The Architect may, pursuant to Section 9.5.1, withhold or nullify the Contractor's Certificate for Payment in whole or in part, to the extent reasonably necessary to reimburse the Owner for the reasonable cost of correcting such default or such non-conforming or defective Work, including Owner's expenses and compensation for the Architect's additional services made necessary by such default, neglect, or failure to correct such non-conforming or defective Work. If current and future payments are not sufficient to cover such amounts, the Contractor shall pay the difference to the Owner. If the Contractor disagrees with the actions of the Owner or the Architect, or the amounts claimed as costs to the Owner, the Contractor may file a Claim pursuant to Article 15.

§ 2.5.2 Nothing contained in this Section 2.5 is intended to limit or modify any obligations under the law or under the Contract Documents, including any warranty obligations, expressed or implied.

ARTICLE 3 CONTRACTOR

§ 3.1 General

§ 3.1.1 The Contractor is the person or entity identified as such in the Agreement and is referred to throughout the Contract Documents as if singular in number. The Contractor shall be authorized to do business in the state of Texas and lawfully licensed, if required in the jurisdiction where the Project is located. The Contractor shall designate in writing a representative who shall have express authority to bind the Contractor with respect to all matters under this

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Contract. The term "Contractor" means the Contractor or the Contractor's authorized representative, or in the case of a Construction Manager-at-Risk, the Construction Manager-at-Risk, or its authorized representative.

§ 3.1.2 The Contractor shall perform the Work in a good and workmanlike manner and accordance with the Contract Documents.

§ 3.1.3 The Contractor shall not be relieved of its obligations to perform the Work in accordance with the Contract Documents either by activities or duties of the Owner or Owner's consultants, if applicable, conducted in accordance with the Contract Documents or activities or duties of the Architect in the Architect's administration of the Contract, or by tests, inspections or approvals required or performed by persons or entities other than the Contractor.

§ 3.2 Review of Contract Documents and Field Conditions by Contractor

§ 3.2.1 Execution of the Contract by the Contractor is a representation that the Contractor has visited the site, become generally familiar with local conditions under which the Work is to be performed, and correlated personal observations with requirements of the Contract Documents. The Contractor and each Subcontractor shall evaluate and satisfy themselves as to the conditions and limitations under which the Work is to be performed, including without limitation: (1) the location, condition, layout and nature of the Project site and surrounding areas, (2) generally prevailing climatic conditions, (3) anticipated labor supply and costs, (4) availability and cost of materials, tools and equipment, and (5) other similar issues. The Owner assumes no responsibility or liability for the physical condition or safety of the Project site or any improvements located on the Project site, or for price escalations in the marketplace. The Contractor shall be solely responsible for providing a safe place for the performance of the Work. The Owner shall not be required to make any adjustment in either the Contract Sum or Contract Time in connection with any failure by the Contractor or any Subcontractor to comply with the requirements of this Section.

§ 3.2.2 Because the Contract Documents are complementary, the Contractor shall, before starting each portion of the Work, carefully study and compare the various Contract Documents relative to that portion of the Work, as well as the information furnished by the Owner pursuant to Section 2.3.4, shall take field measurements of any existing conditions related to that portion of the Work, and shall observe any conditions at the site affecting it. These obligations are for the purpose of facilitating coordination and construction by the Contractor and are not for the purpose of discovering errors, omissions, or inconsistencies in the Contract Documents; however, the Contractor shall promptly report to the Architect any errors, inconsistencies or omissions discovered by or made known to the Contractor as a request for information in such form as the Architect may require. It is recognized that the Contractor's review is made in the Contractor's capacity as a contractor and not as a licensed design professional, unless otherwise specifically provided in the Contract Documents. Contractor shall not perform any Work it knows involves an error, inconsistency, or omission without further instructions to Contractor or revised Construction Documents from the Architect. The exactness of grades, elevations, dimensions, or locations given on any Drawings issued by the Architect, or the Work installed by other contractors, is not guaranteed by the Architect or the Owner. The Contractor shall, therefore, satisfy itself as to the accuracy of all grades, elevations, dimensions, and locations. In all cases of interconnection of its Work with existing or other Work, it shall verify at the site all dimensions relating to such existing or other Work. Any errors due to the Contractor's failure to so verify all such grades, elevations, dimensions, or locations shall be promptly rectified by the Contractor without any additional cost to the Owner.

§ 3.2.3 The Contractor is not required to ascertain that the Contract Documents are in accordance with applicable laws, statutes, ordinances, codes, rules and regulations, or lawful orders of public authorities, but the Contractor shall promptly report to the Architect any nonconformity discovered by or made known to the Contractor as a request for information in such form as the Architect may require. If the Contractor has knowledge that any of the products or systems specified will perform in a manner that will limit the Contractor's ability to satisfactorily perform the Work or honor its warranty, or will result in a limitation of or interference with the Owner's intended use, then the Contractor shall promptly notify the Architect and Owner, in writing providing substantiation for its position.

§ 3.2.4 If the Contractor believes that additional cost or time is involved because of clarifications or instructions the Architect issues in response to the Contractor's notices or requests for information pursuant to Sections 3.2.2 or 3.2.3, the Contractor shall submit Claims as provided in Article 15; however, nothing in this section shall provide the Contractor with an affirmative claim for damages for delay by Owner or Architect, as such a claim is prohibited under this Contract. If the Contractor fails to perform the obligations of Sections 3.2.2 or 3.2.3, the Contractor shall pay such costs and damages to the Owner, subject to Section 15.1.7, as would have been avoided if the Contractor had performed such obligations. If the Contractor performs those obligations, the Contractor shall not be liable to the

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Owner or Architect for damages resulting from errors, inconsistencies or omissions in the Contract Documents, for differences between field measurements or conditions and the Contract Documents, or for nonconformities of the Contract Documents to applicable laws, statutes, ordinances, codes, rules and regulations, and lawful orders of public authorities.

§ 3.2.5 Notwithstanding the delivery of a survey or other documents by the Owner, Contractor shall use reasonable efforts to perform all Work in such a manner so as to avoid damaging any utility lines, cables, pipes, or pipelines on the property. Contractor shall be responsible for, and shall repair at Contractor's own expense, any damage done to lines, cables, pipes, and pipelines identified to Contractor.

§ 3.2.6 The Owner and Contractor agree that the Contract Documents may not be free from errors, inconsistencies, or omissions, and further agree that the Owner makes no warranty as to the completeness or accuracy of the Contract Documents, either express or implied. Execution of the Contract by the Contractor is a representation that the Contractor has thoroughly reviewed and become familiar with the Contract Documents and that the Contractor is not aware of any errors, inconsistencies or omissions in the Contract Documents which would delay the Contractor in the performance of the Contract Work. The Contractor shall not be entitled to any damages or increase in the Contract Amount due to delays or disruptions to the Work. This limitation on damages is further subject to the limitations set forth in Section 15.1.7.

§ 3.2.7 The Owner shall be entitled to deduct from the Contract Sum amounts paid to the Architect for the Architect to evaluate and respond to the Contractor's request for information, where such information was available to the Contractor from a careful study and comparison of the Contract Documents, field conditions, other Owner provided information, Contractor prepared coordination drawings, or prior Project correspondence or documentation.

§ 3.2.8 The Contractor shall use the AIA Document G716-2004 "REQUEST FOR INFORMATION" (RFI) form unless otherwise provided in the Contract Documents. The Contractor shall keep a log of all RFI's submitted and number the RFI's consecutively beginning with the number 1.

§ 3.3 Supervision and Construction Procedures

§ 3.3.1 The Contractor shall supervise and direct the Work, using the Contractor's best skill and attention. The Contractor shall assign a Superintendent who shall make decisions on behalf of the Contractor and its subcontractors. The Superintendent shall be on the Project, in this capacity, at all times while Work on the Project is in progress. The Contractor shall be solely responsible for, and have control over, construction means, methods, techniques, sequences, and procedures, and for coordinating all portions of the Work under the Contract. If the Contract Documents give specific instructions concerning construction means, methods, techniques, sequences, or procedures, the Contractor shall evaluate the jobsite safety thereof and shall be solely responsible for the jobsite safety of such means, methods, techniques, sequences, or procedures. If the Contractor determines that such means, methods, techniques, sequences or procedures may not be safe, the Contractor shall give timely written notice to the Owner and Architect, and shall propose alternative means, methods, techniques, sequences, or procedures.

§ 3.3.2 The Contractor shall be responsible to the Owner for acts and omissions of the Contractor's employees, Subcontractors and their agents and employees, and other persons or entities performing portions of the Work for, or on behalf of, the Contractor or any of its Subcontractors.

§ 3.3.3 The Contractor shall be responsible for inspection of portions of Work already performed to determine that such portions are in proper condition to receive subsequent Work.

§ 3.3.4 Contractor shall bear responsibility for design and execution of acceptable trenching and shoring procedures, in accordance with Texas Government Code, Section 2166.303 and Texas Health and Safety Code, chapter C, Sections 756.021, *et seq.*, and shall require any applicable subcontractor to comply all such procedures. Trench excavation safety protection shall be a separate pay item, and shall be based on linear feet of trench excavated. Special shoring requirements shall also be a separate pay item, and shall be based on the square feet of shoring used.

§ 3.3.5 It is understood and agreed that the relationship of Contractor to Owner shall be that of an independent Contractor. Nothing contained herein or inferable herefrom shall be deemed or construed to (1) make Contractor the agent, servant, or employee of the Owner, or (2) create any partnership, joint venture, or other association between Owner and Contractor. Any direction or instruction by Owner in respect of the Work shall relate to the results the

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Owner desires to obtain from the Work, and shall in no way affect Contractor's independent contractor status as described herein.

§ 3.3.6 The Contractor shall review contractor safety programs, procedures, and precautions in connection with performance of the Work. However, the Contractor's duties shall not relieve any Subcontractor(s) or any other person or entity (e.g. a supplier) including any person or entity with whom the Contractor does not have a contractual relationship, of their responsibility or liability relative to compliance with all applicable federal, state and local laws, rules, regulations, and ordinances which shall include the obligation to provide for the safety of their employees, persons, and property and their requirements to maintain a work environment free of recognized hazards. The foregoing notwithstanding, the requirements of this Section are not intended to impose upon the Contractor any additional obligations that the Contractor would not have under any applicable state or federal laws including, but not limited to, any rules, regulations, or statutes pertaining to the Occupational Safety and Health Administration.

§ 3.3.7 Contractor acknowledges that the Work may be performed in connection with an educational facility which is currently occupied and in use. It is imperative that Contractor's operations and the performance of the Work not interfere with, interrupt, disturb, or disrupt Owner's normal operations or facilities. Contractor agrees to and shall comply with all rules, regulations and requirements of the Owner and the school campus on which the Work is to be performed, and shall take all steps necessary to protect and guard the safety of the employees, students and invitees of Owner. Contractor shall exercise the utmost skill and judgment to ensure that continuing construction activity will not interfere with the use, occupancy and quiet enjoyment of facilities in use on the site. Contractor recognizes that the ongoing activities in proximity with its construction activities shall result in the need for prompt and effective coordination of its services with those involved in the ongoing utilization of the premises. Such coordination and adequate site access shall be the responsibility of Contractor. Contractor understands and accepts the difficulties and costs associated with working in an existing facility and the potential delays and disruptions in its Work and has included such items in the Contract Time and the Contract Sum. The Contractor shall perform all the Work in such a manner as to cause minimum interference with the operations of the Owner and other contractors and Subcontractors on the site, and shall take, and cause the Contractor's and its Subcontractor's employees, agents, licensees and permittees to take all necessary precautions to protect the Work and the site and all persons and property thereon from damage or injury.

§ 3.3.8 Representatives of the Owner, Contractor, and Architect shall meet periodically at mutually agreed upon intervals, for the purpose of establishing procedures to facilitate cooperation, communication, and timely responses among the participants. By participating in this arrangement, the parties do not intend to create additional contractual obligations or modify the legal relationships which may otherwise exist.

§ 3.3.9 The Contractor shall pay fees for public or private water, gas, electrical and other utility service at the site until Substantial Completion of the Work. In the event that the Work will be conducted at an Owner site, where utility services are existing on site and reasonably accessible to the Contractor, the Owner may elect, in writing, to provide and pay for utility service for the Project site. Agreement to pay for such utility service shall not absolve the Contractor from using utilities judiciously in connection with its performance of the Work. In all cases, the Contractor shall secure and arrange for all necessary utility connections.

§ 3.3.10 The Owner may require that the Contractor use and/or respond to certain Owner-furnished forms or inquiries during the course of the Project. From time to time, there may be future revisions, changes, additions or deletions to these forms. The fact that the Owner modifies and increases reasonable reporting requirements shall not serve as the basis for a claim for additional time or compensation by the Contractor.

§ 3.4 Labor and Materials

§ 3.4.1 Unless otherwise provided in the Contract Documents, the Contractor shall provide and pay for qualified, careful, and efficient workers and labor, eligible to work in accordance with state and federal law. Contractor shall appropriately classify all workers in accordance with the Fair Labor Standards Act, its implementing regulations, and Texas Labor Code Section 214.008. In addition, unless otherwise provided in the Contract Documents, the Contractor shall provide and pay for materials, equipment, tools, construction equipment and machinery, water, heat, utilities, transportation, and other facilities and services necessary for proper execution and completion of the Work, whether temporary or permanent and whether or not incorporated or to be incorporated in the Work. Before ordering any material or doing any Work, Contractor shall verify all dimensions and check all conditions in order to assure Contractor that they are the same as those in the Drawings, Specifications, and other Construction Documents. Any

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inconsistency shall be brought to the attention of the Architect. In the event that discrepancies occur between ordered material and actual conditions and Architect was not notified beforehand, then costs to correct such discrepancies shall be borne by Contractor. In accordance with Texas Government Code §2269.054, these Contract Documents shall not be construed to deny or diminish the right of any person to work because of the person's membership or other relationship status with respect to any organization. In accordance with Texas Government Code §2269.0541, these Contract Documents shall also not prohibit, require, discourage or encourage a person, or discriminate against a person bidding on this contract from entering into or declining to enter into, or adhering to, an agreement with a collective bargaining organization relating to this Project.
(Paragraph deleted)

§ 3.4.2 Prevailing Wages

§ 3.4.2.1 The Project is subject to the Texas Government Code, Chapter 2258, Prevailing Wage Rates. This statute requires the Contractor and any Subcontractor to pay not less than the prevailing rates of per diem wages in the locality at the time of construction to all laborers, workmen, and mechanics employed by them in the execution of the contract.

§ 3.4.2.2 In accordance therewith, the Owner has established a scale of prevailing wages which is incorporated in the Project specifications, and not less than this established scale must be paid on the Project. Any workers not included in the schedule shall be properly classified and paid not less than the rate of wages prevailing in the locality of the Work at the time of construction.

§ 3.4.2.3 A Contractor or Subcontractor who violates the provisions of Sections 3.4.1.1 or 3.4.1.2 shall pay to Owner the sum of Sixty Dollars and No/100 ($60.00) for each worker employed for each calendar day or part of the day that the worker is paid less than the wage rate stipulated in the scale of prevailing wages applicable to this Project, as required by Texas Government Code Section 2258.023(b).

§ 3.4.3 Substitutions

§ 3.4.3.1 If the Contract Documents (including the Instructions to Proposers and /or Offerors) specifically permit the submission by Contractor of requests for substitutions, Contractor may, within thirty (30) days after the Contract has been executed, make written request for the substitution of products in place of those specified in the Contract Documents to the Owner and the Architect. Any request for substitution shall be submitted to the Architect in writing, with appropriate shop drawings, product data, and certified test results substantiating the proposed product equivalence as required by this Section 3.4.3.1 and Section 3.4.3.2 and will be rejected if not so submitted.

§ 3.4.3.2 The Contractor must submit to the Architect and the Owner (i) a full explanation of the proposed substitution and submittal of all supporting data, including technical information, catalog cuts, warranties, test results, installation instructions, operating procedures, and other information necessary for a complete evaluation of the substitution; (ii) a written explanation of the reasons the substitution is necessary, including the benefits to the Owner and the Work in the event the substitution is acceptable; (iii) the adjustment, if any, in the Contract Sum; (iv) the adjustment, if any, in the time of completion of the Contract and any modifications to the construction schedule; and (v) an affidavit stating that (a) the proposed substitution confirms to and meets all the requirements of the pertinent Specifications and the requirements shown on the Drawings, (b) the Contractor accepts the warranty and correction obligations in connection with the proposed substitution as if originally specified by the Architect; (c) the cost breakdown presented with Contractor's request is complete and includes all related costs, except for the Architect's redesign costs, if any, and waives all claims for additional costs related to the substitution which subsequently become apparent;(d) that the Contractor will coordinate and supervise the installation of the proposed substitute, making such changes as may be required for the Work to be complete in all respects; and (e) the Contractor will reimburse the Owner and for review or redesign services associated with any re-approval by applicable governmental authorities related to the substitution.

§ 3.4.3.3 By making requests for substitutions pursuant to Section 3.4.3 (and all subsections), the Contractor represents and certifies that: (1) Contractor has personally investigated the proposed substitute product and determined that it is equal or superior in all respects to the product specified; (2) Contractor will provide the same warranty for the substitution product that the Contractor would have provided for the product specified; (3) the cost breakdown presented with the request is complete and includes all related costs, except for the Architect's redesign costs, if any, and waives all claims for additional costs related to the substitution which subsequently become apparent; (4) Contractor will coordinate and supervise the installation of the proposed substitute, making such changes as may be required for the Work to be complete in all respects; and (5) will reimburse Owner and Architect for review or redesign services associated with any re-approval by applicable governmental authorities related to the substitution.

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§ 3.4.3.4 Owner and the Architect may accept or reject any such request for substitution in their sole discretion, based on cost, time, or other considerations. Requests for substitutions submitted after such thirty (30) day period will not be considered unless a product becomes impossible to obtain due to circumstances beyond the Contractor's control.

§ 3.4.3.5 Regardless of acceptance or rejection of substitution, the Contractor shall be responsible for amounts paid by the Owner to the Architect, to evaluate the Contractor's proposed substitutions and any amounts paid to the Architect to make agreed upon changes in the Specifications and Drawings made necessary by the Owner's acceptance of such substitutions. The Owner shall be entitled to deduct such amounts from the Contract Sum.

§ 3.4.4 Responsibility for Subcontractors

§ 3.4.4.1 The Contractor shall enforce strict discipline and good order among the Contractor's employees and other persons carrying out the Work. The Contractor shall not permit employment of unfit persons or persons not properly skilled in tasks assigned to them. Contractor, its subcontractors and vendors shall bear responsibility for compliance with all federal, state and local laws, regulations, guidelines, and ordinances pertaining to worker safety and applicable to the Work. Contractor further recognizes that the Owner and Architect do not owe the Contractor any duty to supervise or direct his work so as to protect the Contractor from the consequences of his own conduct. THE CONTRACTOR RELEASES, INDEMNIFIES AND HOLDS HARMLESS THE OWNER FOR CONTRACTOR'S FORCES; NON-COMPLIANCE WITH OWNER'S DRUG-FREE, ALCOHOL-FREE, WEAPON-FREE, HARASSMENT-FREE, AND TOBACCO-FREE ZONES; CONTRACTOR'S FORCES NON-COMPLIANCE WITH CRIMINAL LAW; OR CONTRACTOR'S OR CONTRACTOR'S FORCES NON-COMPLIANCE WITH IMMIGRATION LAW OR REGULATIONS. Any individual found by Owner to have violated these restrictions is subject to permanent removal from the Project, at Owner's request. Contractor shall place similar language in its subcontract agreements, requiring its Subcontractors and Sub-subcontractors to be responsible for their own forces and Contractor shall cooperate with the Owner to ensure Subcontractor and Sub-subcontractor compliance.

§ 3.4.4.2 The Contractor shall only employ or use labor in connection with the Work capable of working harmoniously with all trades, crafts, and any other individuals associated with the Project. The Contractor shall be responsible for the actions of Contractor's forces, Subcontractor's forces and all tiers of Sub-subcontractor's forces. The Contractor recognizes that the Work may be performed in connection with an operational educational facility or the Project site may be adjacent to a public-school campus. It is imperative that Contractor's operations and the performance of the Work not interfere with, interrupt, disturb or disrupt Owner's normal operations or facilities. Contractor shall exercise the utmost skill and judgment to ensure that continuing construction activity will not interfere with the use, occupancy and quiet enjoyment of facilities in use on the site. Contractor recognizes that the ongoing activities in proximity with its construction activities shall result in the need for prompt and effective coordination of its services with those involved in the ongoing utilization of the premises. Such coordination and adequate site access shall be the responsibility of Contractor. Contractor understands and accepts the difficulties and costs associated with working at or near an operational campus and the potential delays and disruptions in its Work and has included such items in the Contract Time and the Contract Sum.

§ 3.4.5 Criminal History Records Checks

§ 3.4.5.1 Unless otherwise exempt from providing such information by any provision in Texas Education Code, Section 22.08341 (the "Statute"), the Contractor agrees, that prior to commencement of work under this Agreement, using the form promulgated by the Owner or such other form approved by the Owner, Contractor will arrange with the Owner to obtain any national criminal history record information ("CHRI") required pursuant to Texas Education Code, Section 22.08341 (the "Statute") on all of Contractor's employees, independent contractors, agents, or Subcontractors, Contractor's Subcontractors of every tier ("Subcontractors"), Subcontractors' employees, independent contractors, agents, or sub-subcontractors, if any of these persons is a "Covered Employee" as defined by the Statute, i.e. the person has or will have continuing duties related to the contracted for services, and said person has or will have the opportunity for direct contact with students in connection with those continuing duties and shall reimburse the Owner for the costs and expenses associated with obtaining the criminal history information. For purposes of this Section 15.3 a person does not have the opportunity for direct contact with students if:

.1 the public work does not involve the construction, alteration, or repair of an improvement to real property, or a necessary fixture of an improvement to real property that is used predominantly for teaching the curriculum required by the Texas Education Code ("Instructional Facility);

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.2 for a public work that involves construction of a new Instructional Facility, the person's duties related to the contracted services will be completed not later than the seventh (7th) day before the first date the facility will be used for instructional purposes; or

.3 for a public work that involves an existing Instructional Facility:

(a) the public work area contains sanitary facilities and is separated from all areas used by students by a secure barrier fence that is not less than six feet in height; and

(b) the Contractor adopts a policy prohibiting employees, including subcontractor entity employees, from interacting with students or entering areas used by students, informs employees of the policy, and enforces the policy at the public work area.

§ 3.4.5.3 Any Covered Employee that has during the preceding thirty (30) years, been convicted of one of the following offenses, if at the time of the offense the victim was under eighteen (18) or enrolled in a public school: (a) a felony offense under Title 5, Texas Penal Code; (b) an offense for which a defendant is required to register as a sex offender under Chapter 62, Texas Code of Criminal Procedure; or (c) an equivalent offense to (a) or (b) under federal law or the laws of another state ("Disqualifying Criminal History") shall be disqualified and prohibited from performing any contract duties or services and neither the Contractor nor its Subcontractor may permit such person to provide services at an instructional facility. If a Covered Employee is determined by the Owner's review of the CHRI to have a Disqualifying Criminal History, Contractor will exclude that person from assignment to the Project. Contractor understands that it will not have access to the results of such criminal history records check, based on statewide regulations beyond the control of the Owner, and agrees to rely solely on the judgment of the Owner as to whether the Covered Employee must be excluded from the Project.

§ 3.4.5.4 Prior to commencement of its work on the Project the Contractor will provide written certification to the Owner that either: (1) Contractor and its Subcontractors of every tier, do not have any Covered Employees, as defined; (2) are otherwise exempt from compliance with the Statute; or (3) has complied with the statutory and contractual requirements stated in this Section 15.3 and 15.4 of this Agreement as of that date, and that it:

.1 has requested a Criminal History Records Check through the District on all Covered Employees, if any, of every tier, has provided the required information to the District to do so and reimbursed the District for same;

.2 has obtained written certification from its independent contractors, and Subconsultants (of any tier) that they have provided the required information to the Consultant, necessary to secure the information from the District and reimbursed the Consultant for same; and

.3 have excluded any Covered Employee reported by the District to have a Disqualifying Criminal History from assignment to the Project.

Further, Consultant agrees that if it receives information that a Covered Employee is arrested or convicted for any of the Disqualifying Criminal History offenses, during the performance of the Work, Consultant will immediately remove the Covered Employee from District's property or other location where students are regularly present, and notify the District of said removal within three (3) days of doing so. Consultant understands that any failure to comply with the requirements of this section may be grounds for termination of this Agreement, in accordance with Article VI, Termination.

§ 3.5 Warranty

§ 3.5.1 The Contractor warrants to the Owner and Architect that materials and equipment furnished under the Contract will be of good quality and new unless the Contract Documents require or permit otherwise. The Contractor further warrants that the Work will conform to the requirements of the Contract Documents and will be free from defects, except for those inherent in the quality of the Work the Contract Documents require or permit. The Contractor further warrants that Contractor shall perform the Work in a good and workmanlike manner, continuously and diligently in accordance with all applicable codes, generally accepted standards of construction practice for construction of projects similar to the Project. All materials shall be installed in a true and straight alignment, level and plumb; patterns shall be uniform; and jointing of materials shall be flush and level, unless otherwise directed in writing by the Architect. Work, materials, or equipment not conforming to these requirements may be considered defective. The Contractor's warranty excludes remedy for damage or defect caused by abuse, alterations to the Work not executed by the Contractor, improper or insufficient maintenance, improper operation, or normal wear and tear and normal usage. If required by the Architect, the Contractor shall furnish satisfactory evidence as to the kind and quality of materials and equipment. No acceptance or payment by the Owner shall constitute a waiver of the foregoing and nothing herein shall exclude or limit any warranties implied by law. The warranties provided in this Section 3.5.1 are in addition to , and

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not in limitation of, any other warranties, remedies and/or guaranties set out in the Contract Documents or under applicable law.

§ 3.5.2 All material, equipment, or other special warranties required by the Contract Documents shall be issued in the name of the Owner, or shall be transferable to the Owner, and shall commence in accordance with Section 9.8.4.

§ 3.5.3 Contractor acknowledges that the Project may involve construction work on more than one (1) building for the Owner. In such case, each building, or approved phase of each building, may have its own, separate, and independent date of Substantial Completion (or, for Work to be completed or corrected after the date of Substantial Completion, the Warranty Commencement Date). Contractor shall maintain a complete and accurate schedule of the date(s) of Substantial Completion, the date(s) of Final Completion, and the dates upon which the warranties under granted in the Contract Documents will expire, on each phase or building and will provide a copy of such Schedule to the Owner, as required in Subsection 3.5.6, as a condition precedent to Final Payment.

§ 3.5.4 When deemed necessary by the Owner and prior to installation of any item specifically made subject to a performance standard or regulatory agency standard under any provision of the Contract Documents, Contractor shall furnish proof of conformance to the Architect. Proof of conformance shall be in the form of an affidavit from the manufacturer certifying that the item is in conformance with the applicable standards; an affidavit from a testing laboratory certifying that the product has been tested within the past year and is in conformance with the applicable standards; or such further reasonable proof as is required by the Architect.

§ 3.5.5 The Contractor agrees to assign to the Owner at the time of Final Completion of the Work any and all manufacturer's warranties relating to equipment, machinery, materials, equipment or components and labor incorporated into the Work and further agrees to perform the Work in such manner so as to preserve any and all such manufacturer's warranties. Contractor shall take no action or fail to act in any way which results in the termination or expiration of such third-party warranties or which otherwise results in prejudice to the rights of Owner under such warranties. Contractor agrees to provide all notices required for the effectiveness of such warranties and shall include provisions in the contracts with the providers and manufacturers of such systems and equipment whereby Owner shall have a direct right, but not a duty, of enforcement of such warranty obligations. The warranties provided in this Section 3.5 or otherwise provided in the Contract Documents or by law, shall in no way limit or abridge the warranties provided by the suppliers of equipment and systems which are to comprise a portion of the Work. A complete set of all warranties required from contractors, manufacturers, or suppliers as appropriate, on the manufacturer's or supplier's approved forms, executed by Contractor as required, with a Warranty Commencement Date noted as required, and in the form required by Subparagraph 3.5.6 shall be submitted to the Architect for delivery to the Owner, as a condition precedent to Final Payment.

§ 3.5.6 Prior to receipt of Final Payment, Contractor shall: (1) obtain duplicate original warranties, executed by all subcontractors, and the warranties of suppliers and manufacturers, noting the Warranty Commencement Date on the face of each; (2) verify that the documents are in proper form and contain full information; (3) Co-sign warranties when required; (4) bind all warranties in commercial quality 8-1/2 X 11 inch three-ring binder, with hardback, cleanable, plastic covers; (5) label the cover of each binder with a typed or printed title labeled "WARRANTIES", along with the Title of the Project; name, address and telephone number of Contractor; and name of its responsible principal; (6) include a Table of Contents, with each item identified by the number and title of the specification section under which the product is specified; (7) include the Schedule of Warranty Commencement Dates required by Subparagraph 3.5.3; (8) separate each warranty with index tab sheets keyed to the Table of Contents listing; and (8) deliver warranties in the form described in this Subparagraph 3.5.6, to the Architect for review same prior to submission to the Owner.

§ 3.6 Taxes

The Contractor shall not include in the Contract Price or any Modification any amount for sales, use, or similar taxes for which (1) a Texas independent school district is exempt, and (2) the Owner has provided the Contractor with a tax exemption certificate or other documentation necessary to establish the Owner's exemption from such taxes. **CONTRACTOR HEREBY RELEASES, INDEMNIFIES, AND HOLDS HARMLESS OWNER FROM ANY AND ALL CLAIMS AND DEMANDS MADE AS A RESULT OF THE FAILURE OF CONTRACTOR OR ANY SUBCONTRACTOR TO COMPLY WITH THE PROVISIONS OF ANY OR ALL SUCH LAWS AND REGULATIONS.**

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§ 3.7 Permits, Fees, Notices and Compliance with Laws

§ 3.7.1 Unless otherwise provided in the Contract Documents, the Contractor shall secure and pay for the building permit as well as for other permits, fees, licenses, and inspections by government agencies necessary for proper execution and completion of the Work that are customarily secured after execution of the Contract and legally required at the time proposals are received or negotiations concluded. The Owner shall be responsible for payment of TDLR Texas Accessibility submissions and inspection costs.

§ 3.7.2 In performing its obligations hereunder, the Contractor shall comply with and give notices required by applicable laws, statutes, ordinances, codes, rules and regulations, and lawful orders of public authorities applicable to performance of the Work and upon request by the Owner or Architect shall furnish evidence, satisfactory to the Owner, of such compliance.

§ 3.7.3 If the Contractor performs Work when Contractor knows or reasonably should have known it to be contrary to applicable laws, statutes, ordinances, codes, rules and regulations, the Contract Documents, or lawful orders of public authorities, the Contractor shall assume appropriate responsibility for such Work and shall bear the costs attributable to correction. **THE CONTRACTOR AGREES TO INDEMNIFY, DEFEND AND HOLD HARMLESS THE OWNER, ITS TRUSTEES, OFFICERS, REPRESENTATIVES, AGENTS AND EMPLOYEES FROM AND AGAINST ALL THIRD-PARTY CLAIMS, FINES, PENALTIES, OR LIABILITIES FROM, ARISING OUT OF, OR BASED UPON CONTRACTOR'S VIOLATION OF ANY LAWS, ORDINANCES, RULES, REGULATIONS, ORDERS OR DECREES**.

(Paragraphs deleted)

§ 3.7.4 Claims for Concealed or Unknown Conditions

Contractor acknowledges that there may exist at the Project site certain soil and geological conditions and/or surface physical conditions which are not disclosed in the Contract Documents, and which have been known to or may be reasonably anticipated to occur in the area or be related to any past use of the Project site, including, without limitation, the presence of rock and its hardness, geologic formations, differing soils, and surface structures, equipment or other impediments, either natural or man-made (collectively, "Subsurface Conditions"). Owner makes no representations or warranties regarding Subsurface Conditions at the Project site, or of the accuracy or continuity of conditions which may be noted in any reports furnished or made available to Contractor. Contractor covenants and agrees that any such reports are furnished or made available by Owner to Contractor for information purposes only, and Contractor acknowledges that Owner is not responsible for the content thereof. Contractor shall be responsible for inspecting the site and determining the existence or likelihood of any Subsurface Conditions which may affect the Contract Time or the Contract Sum, or both. The Contract Time and the Contract Sum contained herein (as proposed by Contractor), or GMP as applicable, shall be deemed to include all costs of and sufficient time to complete all Work associated with or attributable to Subsurface Conditions, and Contractor shall not be entitled to submit a claim for or to obtain an extension of the Contract Time or increase in the Contract Sum due to the existence of Subsurface Conditions. Except as provided above with respect to Subsurface Conditions, if the Contractor encounters conditions at the site that are subsurface or otherwise concealed physical conditions which were not known to the Contractor, and that differ materially from those indicated in the Contract Documents the Contractor shall promptly provide notice to the Owner and the Architect before conditions are disturbed, and in no event later than three (3) days after first observance of the conditions and report its findings to the Owner and Architect.

§ 3.7.5 If, in the course of the Work, the Contractor encounters human remains or recognizes the existence of burial markers, archaeological sites or wetlands not indicated in the Contract Documents, the Contractor shall immediately suspend any operations that would affect them and shall notify the Owner and Architect. Upon receipt of such notice, the Owner shall promptly take any action necessary to obtain governmental authorization required to resume the operations. The Contractor shall continue to suspend such operations until otherwise instructed by the Owner but shall continue with all other operations that do not affect those remains or features. Requests for adjustments in the Contract Time arising from the existence of such remains or features may be made as provided in Article 15. In accordance with the terms of this Agreement, there will be no adjustment to the Contract Sum for delay arising out or related to the circumstances described in this Section 3.7.5.

§ 3.7.6 The Contractor shall also obtain all permits and approvals, and pay all fees and expenses, if any, associated with National Pollutant Discharge Elimination System (NPDES) regulations administered by the Environmental Protection Agency (EPA) and local authorities, if applicable, that require completion of documentation and/or acquisition of a "Land Disturbing Activities Permit" for the Project. Contractor's obligations under this Section do not require it to perform engineering services during the pre-construction phase to prepare proper drainage for the construction sites.

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However, any drainage alterations made by Contractor during the construction process which require the issuance of a permit shall be at Contractor's sole cost.

§ 3.7.7 The Contractor shall certify in writing that no materials used in the Work contain lead or asbestos materials in them in excess of amounts allowed by Local/State standards, laws, codes, rules and regulations; the Federal Environmental Protection Agency (EPA) standards and/or the Federal Occupational Safety and Health Administration (OSHA) standards, whichever is most restrictive. The Contractor shall provide this written certification as part of submittals under the Section in the Instruments of Service related to Contract Closeout.

§ 3.8 Allowances

§ 3.8.1 The Contractor shall include in the Contract Sum all allowances stated in the Contract Documents. Items covered by allowances shall be supplied for such amounts and by such persons or entities as the Owner may direct, but the Contractor shall not be required to employ persons or entities to whom the Contractor has reasonable objection.

§ 3.8.2 Unless otherwise provided in the Contract Documents,

.1 allowances shall cover the cost to the Contractor of materials and equipment delivered at the site and all required taxes, less applicable trade discounts;

.2 Contractor's costs for unloading and handling at the site, labor, installation costs, overhead, profit, and other expenses contemplated for stated allowance amounts shall be included in the Contract Sum but not in the allowances; and

.3 whenever costs are more than or less than allowances, the Contract Sum shall be adjusted accordingly by Change Order. The amount of the Change Order shall reflect (1) the difference between actual costs and the allowances under Section 3.8.2.1 and (2) changes in Contractor's costs under Section 3.8.2.2.

§ 3.8.3 Materials and equipment under an allowance shall be selected by the Owner within such time as is reasonably specified by the Contractor as necessary to avoid delay in the Work.

§ 3.8.4 When performing Work under Allowances, where reasonably possible, Contractor shall solicit and receive no fewer than three (3) written proposals and shall provide the Work on the basis of the best value for the Owner, as directed by the Architect following Owner's written approval of the cost proposal.

§ 3.9 Superintendent

§ 3.9.1 The Contractor shall employ a competent superintendent and necessary assistants who shall be in attendance at the Project site during performance of the Work. The superintendent shall represent the Contractor, and communications given to the superintendent shall be as binding as if given to the Contractor. The Contractor shall not replace the Superintendent prior to Final Completion of the Work unless (1) the Superintendent shall cease to be employed by the Contractor or its subsidiaries or affiliated companies, or (2) the Owner agrees to such replacement. The Superintendent may not be employed on any other project prior to Final Completion of the Work. From Substantial Completion to Final Completion, the Superintendent shall be on-site as necessary to ensure that Final Completion occurs within thirty (30) days of Substantial Completion.

§ 3.9.2 The Contractor, as soon as practicable after award of the Contract, shall furnish a list to the Architect a list of all engineers, consultants, job-site superintendents, subcontractors and suppliers involved in construction. The Architect shall provide such information to the Owner. The Owner shall have the right, at any time, to require a change in any engineer, consultant, job-site superintendent, subcontractor or supplier if their performance is deemed unsatisfactory in its sole discretion.

§ 3.9.3 The Contractor shall provide an adequate staff for the proper coordination and expedition of the Work. Owner reserves the right to require Contractor to dismiss from the Work any employee or employees that Owner may deem incompetent, careless, insubordinate, or in violation of any provision in these Contract Documents. This provision is applicable to Subcontractors, Sub-subcontractors and their employees.

§ 3.9.4 Owner shall be notified as soon as Contractor becomes aware, but in no event fewer than twenty-four (24) hours before the time of that the Superintendent is required to be present at the site, that the Superintendent will not be present at the site for any reason, except illness. If the reason is due to illness, then Owner shall be notified as soon as the Contractor obtains the information, but in no event later than the beginning of the day that the Superintendent will be absent from the site. In such event of such absence, the Contractor will designate a person as acting superintendent

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and Contractor promptly notify the Owner of the identity and contact information for the designated acting superintendent.

§ 3.10 Contractor's Construction and Submittal Schedules

§ 3.10.1 The Contractor, promptly after being awarded the Contract, shall submit for the Owner's and Architect's information a Contractor's construction schedule for the Work, utilizing critical path method scheduling techniques. The Schedule shall not exceed the time limits set forth in the Contract Documents. The Schedule shall thereafter be updated on a monthly basis and submitted with each Application For Payment. The receipt of an updated schedule with each Application For Payment shall be a condition precedent to the Owner's duty to make any payment pursuant to Article 9.6. The schedule shall not interfere with the operation of Owner's existing facilities and operations without Owner's prior written approval.

§ 3.10.1.1 Each Schedule shall: (1) break the work into a sufficient number of activities to facilitate the efficient use of critical path method scheduling by the Contractor, Owner, and Architect and shall assign each scheduled activity a cost value consistent with the Schedule of Values so as to allow the Owner and Contractor to project cash flow for the Project; (2) include activates representing manufacturing, fabrication, or ordering lead time for materials, equipment or other items for which the Architect is required to review submittals, shop drawings, product data, or samples; (3) with the exception of the initial schedule, shall indicate the activities, or portions thereof, which have been completed; (4) shall reflect the actual time for completion of such activities, and shall reflect any changes to the sequence or planned duration of all activities.

§ 3.10.1.2 If any updated Schedule exceeds the time limits set forth in the Contract Documents for completion of the Work, the Contractor shall include with the updated Schedule, a statement of the reasons for the anticipated delay in completion of the Work and the Contractor's planned course of action for completing the Work within the time limits set forth in the Contract Documents. If the Contractor asserts that the failure of the Owner or the Architect to provide information to the Contractor is the reason for anticipated delay in completion, the Contractor shall also specify what information is required from the Owner or Architect and documentation of the date such information was requested.

§ 3.10.1.3 Neither the Owner or the Contractor shall have exclusive ownership of float time in the schedule, and all float time shall inure to the benefit of the Project. The Contractor agrees to use its best efforts not to sequence the Work or assign activity durations so as to produce a schedule in which more than one-fourth of the remaining activities have no float time.

§ 3.10.1.4 Upon review and acceptance by the Owner and the Architect of the Milestone Dates, the construction schedule shall be deemed part of the Contract Documents. If not accepted, the construction schedule shall be promptly revised by the Contractor in accordance with the recommendations of the Owner and the Architect and resubmitted for acceptance. Submission of any schedule under this Contract constitutes a representation by the Contractor that: (1) the schedule represents the sequence in which the Contractor intends to prosecute the remaining Work; (2) the schedule represents the actual sequence and durations used to prosecute the completed Work; (3) that to the best of its knowledge and belief the Contractor is able to complete the remaining Work in the sequence and time indicated; and, (4) that the Contractor intends to complete the remaining Work in the sequence and time indicated.

§ 3.10.1.5 The Contractor shall recommend to the Owner and to the Architect a schedule for procurement of long-lead time items which will constitute part of the Work as required to meet the Project schedule. If such long-lead time items are procured by the Owner, they shall be procured on terms and conditions as recommended by the Contractor. Upon the Owner's acceptance of the Contractor's Stipulated Sum proposal or Guaranteed Maximum Price, as applicable, all contracts previously entered into by Owner shall be assigned by Owner to the Contractor who shall accept responsibility for such contracts as if it had initially entered into such contracts. Contractor shall expedite the delivery of long-lead time items. The Contractor shall receive and protect all Owner supplied material.

§ 3.10.1.6 The Contractor shall monitor the progress of the Work for conformance with the requirements of the construction schedule and shall promptly advise the Owner of any delays or potential delays. The accepted construction schedule shall be updated to reflect actual conditions.

§ 3.10.2 The Contractor, promptly after being awarded the Contract and thereafter as necessary to maintain a current submittal schedule, shall submit a submittal schedule for the Architect's approval. The Architect's approval shall not be unreasonably delayed or withheld. The submittal schedule shall (1) be coordinated with the Contractor's

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construction schedule, and (2) allow the Architect reasonable time to review submittals. If the Contractor fails to submit a submittal schedule, or fails to provide submittals in accordance with the approved submittal schedule, the Contractor shall not be entitled to any increase in Contract Sum or extension of Contract Time based on the time required for review of submittals.

§ 3.10.3 The Contractor shall perform the Work in general accordance with the most recent schedules submitted to the Owner and Architect and shall attend progress meetings at the Project Site, in such frequency as are acceptable to the Owner. Progress of the work shall be reported at said meetings with reference to Contractor's construction schedule.

§ 3.10.4 The Contractor shall submit to the Architect with each monthly application for payment a copy of the progress schedule showing all modifications required, and shall take whatever corrective action is necessary to assure that the project completion schedule is met at no additional cost to Owner, except as allowed herein.

§ 3.10.4 Correction of Delay.

§ 3.10.4.1 In the event any progress report indicates any delays, the Contractor shall propose an affirmative plan to correct the delay, including overtime and/or additional labor, if necessary. In no event shall any progress report constitute an adjustment in the Contract Time, or any Milestone Date unless any such adjustment is submitted by the Contractor as a Claim in compliance with Article 15 or the adjustment is otherwise agreed to in a written confirmation from the Owner and documented by written Change Order.

§ 3.10.4.2 If at any time the Owner determines that the performance of the Work has not progressed or reached the level of completion required by the Contract Documents, the Owner shall have the right to order the Contractor to take corrective measures necessary to expedite the progress of construction, including, without limitations, (i) working additional shifts of overtime, (ii) supplying additional manpower, equipment and facilities, and (iii) other similar measures (hereinafter referred to collectively as "Extraordinary Measures"). Such Extraordinary Measures shall continue until the progress of the Work complies with the stage of completion required by the Contract Documents. The Owner's right to require Extraordinary Measures is solely for the purpose of ensuring the Contractor's compliance with the construction schedule. The Contractor shall not be entitled to an adjustment in the Contract Sum in connection with Extraordinary Measures required by the Owner under or pursuant to this Subparagraph 3.10.4. The Owner may exercise the rights furnished the Owner under or pursuant to this Subparagraph 3.10.4 as frequently as the Owner deems necessary to ensure that the Contractor's performance of the Work will comply with any Milestone Date or completion date set forth in the Contract Documents.

§ 3.10.4.3 In the event Contractor determines that the Scheduled Completion Date cannot be met by resequencing the Work, then Contractor shall immediately provide to the Owner, and in any event within seven (7) days after the date of receipt of any request by Owner for resequencing or acceleration, a plan to complete the Work in the shortest possible time. No approval by the Owner of any plan for resequencing or acceleration of the Work submitted by Contractor pursuant to this paragraph shall constitute a waiver by Owner of any damages or losses which Owner may suffer by reason of such resequencing or the failure of Contractor to meet the Scheduled Completion Date.

§ 3.11 Documents and Samples at the Site

The Contractor shall maintain and make available, at the Project site, the Contract Documents, including Change Orders, Construction Change Directives, and other Modifications, field test records (including environmental inspection and test records), inspection certificates or records, manufacturers' certificates, The Documents to be maintained shall be kept in good order and marked currently to indicate field changes and selections made during construction, and the approved Shop Drawings, Product Data, Samples, and similar required submittals. These shall be in electronic form or paper copy, available to the Architect and Owner or their respective representatives, and delivered to the Architect for submittal to the Owner upon completion of the Work as a record of the Work as constructed.

§ 3.12 Shop Drawings, Product Data and Samples

§ 3.12.1 Shop Drawings are drawings, diagrams, schedules, and other data specially prepared for the Work by the Contractor or a Subcontractor, Sub-subcontractor, manufacturer, supplier, or distributor to illustrate some portion of the Work.

§ 3.12.2 Product Data are illustrations, standard schedules, performance charts, instructions, brochures, diagrams, and other information furnished by the Contractor to illustrate materials or equipment for some portion of the Work.

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§ 3.12.3 Samples are physical examples that illustrate materials, equipment, or workmanship, and establish standards by which the Work will be judged.

§ 3.12.4 Shop Drawings, Product Data, Samples, and similar submittals are not Contract Documents. Their purpose is to demonstrate how the Contractor proposes to conform to the Contract Documents for those portions of the Work for which the Contract Documents require submittals. Review by the Architect is subject to the limitations of Section 4.2.7. Informational submittals upon which the Architect is not expected to take responsive action may be so identified in the Contract Documents. Submittals that are not required by the Contract Documents may be returned by the Architect without action.

§ 3.12.5 The Contractor shall review for compliance with the Contract Documents, approve, and submit to the Architect, Shop Drawings, Product Data, Samples, and similar submittals required by the Contract Documents, in accordance with the submittal schedule approved by the Architect or, in the absence of an approved submittal schedule, with reasonable promptness and in such sequence as to cause no delay in the Work or in the activities of the Owner or of Separate Contractors.

§ 3.12.6 By submitting Shop Drawings, Product Data, Samples, and similar submittals, the Contractor represents to the Owner and Architect that the Contractor has (1) reviewed and approved them, (2) determined and verified materials, field measurements and field construction criteria related thereto, or will do so, and (3) checked and coordinated the information contained within such submittals with the requirements of the Work and of the Contract Documents. Specific dimensions, quantities, installation and performance of equipment and systems in compliance with the Construction Documents and the Contract Documents remain the Contractor's responsibility.

§ 3.12.7 The Contractor shall perform no portion of the Work for which the Contract Documents require submittal and review of Shop Drawings, Product Data, Samples, or similar submittals, until the respective submittal has been approved by the Architect.

§ 3.12.8 The Work shall be in accordance with approved submittals except that the Contractor shall not be relieved of responsibility for deviations from the requirements of the Contract Documents by the Architect's approval of Shop Drawings, Product Data, Samples, or similar submittals, unless the Contractor has specifically notified the Architect, in writing, of such deviation at the time of submittal and (1) the Architect has given written approval to the specific deviation as a minor change in the Work, or (2) a Change Order or Construction Change Directive has been issued authorizing the deviation. The Contractor shall not be relieved of responsibility for errors or omissions in Shop Drawings, Product Data, Samples, or similar submittals, by the Architect's approval thereof.

§ 3.12.9 The Contractor shall direct specific attention, in writing or on resubmitted Shop Drawings, Product Data, Samples, or similar submittals, to revisions other than those requested by the Architect on previous submittals. In the absence of such written notice, the Architect's approval of a resubmission shall not apply to such revisions.

§ 3.12.10 The Contractor shall not be required to provide professional services that constitute the practice of architecture or engineering unless such services are specifically required by the Contract Documents for a portion of the Work or unless the Contractor needs to provide such services in order to carry out the Contractor's responsibilities for construction means, methods, techniques, sequences, and procedures. The Contractor shall not be required to provide professional services in violation of applicable law.

§ 3.12.10.1 If professional design services or certifications by a design professional related to systems, materials, or equipment are specifically required of the Contractor by the Contract Documents, the Owner and the Architect will specify all performance and design criteria that such services must satisfy. The Contractor shall cause such services or certifications to be provided by an appropriately licensed design professional, whose signature and seal shall appear on all drawings, calculations, specifications, certifications, Shop Drawings, and other submittals prepared by such professional. Shop Drawings, and other submittals related to the Work, designed or certified by such professional, if prepared by others, shall bear such professional's written approval when submitted to the Architect. The Contractor represents and warrants that all shop drawings shall be prepared by persons and entities possessing expertise and experience in the trade for which the shop drawings are prepared and, if required by the Architect or applicable law, by a licensed engineer The Owner and the Architect shall be entitled to rely upon the adequacy, completeness and accuracy of the services, certifications, and approvals performed or provided by such design professionals. Pursuant to

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this Section 3.12.10.1, the Architect will review and approve or take other appropriate action on submittals only for the limited purpose of checking for conformance with information given and the design concept expressed in the Contract Documents. A registered architect must prepare plans and specifications for all the Work, as governed by the Texas Occupations Code Chapter 1051; and a registered engineer must prepare plans, specifications and estimates for all Work governed by Texas Occupations Code Chapter 1001. In the event that Contractor retains a licensed design professional under the terms of this paragraph, Contractor shall require that the licensed design professional carry commercial general liability and errors and omissions insurance coverage in the same amounts and forms as required of the Architect on this Project. In the event that the licensed design professional retained by the Contractor will be conducting on-site services or observations, the licensed design professional shall also carry worker's compensation insurance and comprehensive automobile liability in the same amounts and forms as required of the Architect on this Project.

§ 3.12.10.2 If the Contract Documents require the Contractor's design professional to certify that the Work has been performed in accordance with the design criteria, the Contractor shall furnish such certifications to the Architect at the time and in the form specified by the Architect.

§ 3.12.10.3 The Architect's review of Contractor's submittals will be limited to one examination of an initial submittal and one (1) examination of a resubmittal. The Architect's review of additional submittals will be made only with the consent of the Owner after notification by the Architect. The Owner shall be entitled to deduct from the Contract Sum amounts paid to the Architect for evaluation of such additional resubmittals.

§ 3.13 Use of Site

§ 3.13.1 The Contractor shall confine operations at the site to areas permitted by applicable laws, statutes, ordinances, codes, rules and regulations, lawful orders of public authorities, and the Contract Documents and shall not unreasonably encumber the site with materials or equipment. The Contractor shall so conduct its operations as not to unreasonably interfere with traffic on public thoroughfares adjacent or near to the Project site.

§ 3.13.2 Only materials and equipment which are to be used directly in the Work shall be brought to and stored on the Project site by the Contractor. After equipment is no longer required for the Work, it shall be promptly removed from the Project site. Protection of construction material and equipment stored at the Project site from weather, theft, damage and all other adversity is solely the responsibility of the Contractor.

§ 3.13.3 Without prior approval of the Owner, the Contractor shall not permit any workers to use any of Owner's existing facilities at or adjacent to the Project site, including, without limitation, lavatories, toilets, entrance and parking areas other than those designated by the Owner. The Contractor shall comply with all rules and regulations promulgated by the Owner in connection with the use and occupancy of the Project site and District's Buildings.

§ 3.14 Cutting and Patching

§ 3.14.1 The Contractor shall be responsible for cutting, fitting, or patching required to complete the Work or to make its parts fit together properly, provided, however, that any such cutting, fitting or patching can only be performed if the cutting, fitting or patching results in Work that is in accordance with the Contract Documents. All areas requiring cutting, fitting, or patching shall be restored to the condition existing prior to the cutting, fitting, or patching, unless otherwise required by the Contract Documents.

§ 3.14.2 The Contractor shall not damage or endanger a portion of the Work or fully or partially completed construction of the Owner or Separate Contractors by cutting, patching, or otherwise altering such construction, or by excavation. The Contractor shall not cut or otherwise alter construction by the Owner or a Separate Contractor except with written consent of the Owner and of the Separate Contractor. Consent shall not be unreasonably withheld. The Contractor shall not unreasonably withhold, from the Owner or a Separate Contractor, its consent to cutting or otherwise altering the Work.

§ 3.15 Cleaning Up

§ 3.15.1 The Contractor shall, on a daily basis, keep the premises and surrounding area free from accumulation of waste materials and rubbish caused by operations under the Contract. Contractor shall provide on-site containers for the collection of waste materials, debris and rubbish, and shall periodically remove waste materials, debris and rubbish from the Work and dispose of all such materials at legal disposal areas away from the site. All cleaning operations shall be scheduled so as to ensure that contaminants resulting from the cleaning process will not fall on newly-coated

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or newly-painted surfaces. Immediately after unpacking materials, all packing case lumber or other packing materials, wrapping or other like flammable waste shall be collected and removed from the building and premises. At completion of the Work, the Contractor shall remove waste materials, rubbish, the Contractor's tools, construction equipment, machinery, and surplus materials from and about the Project. Prior to the Architect's inspection for Substantial Completion, the Contractor shall clean exterior and interior surfaces exposed to view; remove temporary labels, stains, putty, soil, paint and foreign substances from all surfaces, including glass and painted surfaces; polish transparent and glossy surfaces; clean equipment and fixtures to a sanitary condition; replace air filters in mechanical equipment; clean roofs, gutters, and downspouts; remove obstructions and flush debris from drainage systems; clean site; sweep paved areas and rake clean other surfaces; remove trash and surplus materials from the site; clean and polish all floors; clean and polish all hardware; and repair all Work damaged during cleaning and replace any damaged or broken glass.

§ 3.15.2 If the Contractor fails to clean up as provided in the Contract Documents, the Owner may do so and the Owner shall be entitled to reimbursement from the Contractor. Such reimbursement amounts may be deducted from Contractor's Final Payment Application.

§ 3.16 Access to Work

The Contractor shall provide the Owner, Architect and their designated representatives, with access to the Work in preparation and progress wherever located. The presence of the Owner, Architect or their representatives does not constitute acceptance or approval of the Work. Upon request of the Architect or Owner, the Contractor shall accompany the Architect or Owner on an inspection of the Work.

§ 3.17 Royalties, Patents and Copyrights

THE CONTRACTOR SHALL PAY ALL ROYALTIES AND LICENSE FEES. TO THE FULLEST EXTENT PERMITTED BY LAW, THE CONTRACTOR SHALL INDEMNIFY AND HOLD HARMLESS THE OWNER, THE OWNER'S TRUSTEES, OFFICERS, AGENTS AND EMPLOYEES DEFEND AGAINST ANY AND ALL SUITS, CLAIMS, LAWSUITS, JUDGMENTS, COSTS, LIENS, LOSSES, EXPENSES, FEES (INCLUDING REASONABLE ATTORNEY'S FEES, AS PERMITTED BY STATUTE), PROCEEDINGS, ACTIONS, DEMANDS, CAUSES OF ACTION, LIABILITY FOR INFRINGEMENT OF COPYRIGHTS AND PATENT RIGHTS ALLEGED TO HAVE RESULTED FROM CONTRACTOR'S INFRINGEMENT, AND SHALL INDEMNIFY AND HOLD THE OWNER THE OWNER'S TRUSTEES, OFFICERS, AGENTS AND EMPLOYEES HARMLESS FROM LOSS ON ACCOUNT THEREOF, INCLUDING ATTORNEY'S FEES (AS PERMITTED BY STATUTE), BUT SHALL NOT BE RESPONSIBLE FOR DEFENSE OR LOSS WHEN A PARTICULAR DESIGN, PROCESS, OR PRODUCT OF A PARTICULAR MANUFACTURER OR MANUFACTURERS IS REQUIRED BY THE CONTRACT DOCUMENTS, OR WHERE THE COPYRIGHT VIOLATIONS ARE CONTAINED IN DRAWINGS, SPECIFICATIONS, OR OTHER DOCUMENTS PROVIDED BY THE OWNER OR PREPARED BY THE ARCHITECT. HOWEVER, IF AN INFRINGEMENT OF A COPYRIGHT OR PATENT ATTRIBUTABLE TO THE OWNER OR ARCHITECT, IS DISCOVERED BY, OR MADE KNOWN TO, THE CONTRACTOR, THE CONTRACTOR SHALL BE RESPONSIBLE FOR THE LOSS UNLESS THE INFORMATION IS PROMPTLY FURNISHED TO THE OWNER AND THE ARCHITECT.

§ 3.18 Indemnification

§ 3.18.1 TO THE FULLEST EXTENT PERMITTED BY LAW, THE CONTRACTOR SHALL INDEMNIFY, DEFEND (EXCEPT AS LIMITED BELOW) AND HOLD HARMLESS THE OWNER, THE OWNER'S TRUSTEES, OFFICERS, AGENTS AND EMPLOYEES (HEREINAFTER IN THIS SECTION 3.18 "OWNER"), FROM AND AGAINST ALL CLAIMS, DAMAGES, LOSSES, AND EXPENSES, (INCLUDING BUT NOT LIMITED TO REASONABLE ATTORNEY'S FEES, AS PERMITTED BY STATUTE), ARISING OUT OF OR RESULTING FROM PERFORMANCE OF THE WORK, PROVIDED THAT SUCH CLAIM, DAMAGE, LOSS, OR EXPENSE IS ATTRIBUTABLE TO BODILY INJURY, SICKNESS, DISEASE OR DEATH, OR TO INJURY TO OR DESTRUCTION OF TANGIBLE PROPERTY (OTHER THAN THE WORK ITSELF), INCLUDING THE LOSS OF USE RESULTING THEREFROM, CAUSED IN WHOLE OR IN PART BY THE WILLFUL, INTENTIONAL OR NEGLIGENT ACTS OR OMISSIONS OF THE CONTRACTOR, A SUBCONTRACTOR, ANYONE DIRECTLY OR INDIRECTLY EMPLOYED BY THE CONTRACTOR, OR ANYONE FOR WHOSE ACTS THEY MAY BE LIABLE, REGARDLESS OF WHETHER OR NOT SUCH CLAIM, DAMAGE, LOSS, OR EXPENSE IS CAUSED IN PART BY THE OWNER. IF THE OWNER'S NEGLIGENCE IS A CONCURRENT CAUSE OF THE INJURY, DEATH, OR DAMAGE, CONTRACTOR'S OBLIGATION TO INDEMNIFY IS LIMITED TO THE AMOUNT NECESSARY TO CAUSE THE RELATIVE LIABILITY OF OWNER AND CONTRACTOR TO REFLECT THE COMPARATIVE NEGLIGENCE FINDINGS OF THE TRIER OF FACT (JUDGE OR JURY) OR AS AGREED IN A SETTLEMENT AGREEMENT TO WHICH OWNER AND

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CONTRACTOR ARE BOTH PARTIES. SUCH OBLIGATION SHALL NOT BE CONSTRUED TO NEGATE, ABRIDGE, OR REDUCE OTHER RIGHTS OR OBLIGATIONS OF INDEMNITY THAT WOULD OTHERWISE EXIST AS TO A PARTY OR PERSON DESCRIBED IN THIS SECTION 3.18.

§ 3.18.2 IN CLAIMS AGAINST ANY PERSON OR ENTITY INDEMNIFIED UNDER THIS SECTION 3.18 BY AN EMPLOYEE OF THE CONTRACTOR, A SUBCONTRACTOR, ANYONE DIRECTLY OR INDIRECTLY EMPLOYED BY THEM, OR ANYONE FOR WHOSE ACTS THEY MAY BE LIABLE, THE INDEMNIFICATION OBLIGATION UNDER SECTION 3.18.1 SHALL NOT BE LIMITED BY A LIMITATION ON AMOUNT OR TYPE OF DAMAGES, COMPENSATION, OR BENEFITS PAYABLE BY OR FOR THE CONTRACTOR OR A SUBCONTRACTOR UNDER INSURANCE POLICIES, WORKERS' COMPENSATION ACTS, DISABILITY BENEFIT ACTS, OR OTHER EMPLOYEE BENEFIT ACTS.
§ 3.18.4 THE DUTY TO DEFEND SET OUT ABOVE SHALL NOT APPLY IN THE EVENT THAT THE CLAIM IS BASED, IN WHOLE OR IN PART, ON THE NEGLIGENCE OF, FAULT OF, OR BREACH OF CONTRACT BY THE OWNER. NOTWITHSTANDING THE FOREGOING, THE CONTRACTOR AGREES TO REIMBURSE THE OWNER'S REASONABLE ATTORNEY'S FEES IN PROPORTION TO THE CONTRACTOR'S LIABILITY.

§ 3.18.5 CONTRACTOR SHALL BE RESPONSIBLE FOR AND SHALL HOLD OWNER FREE AND HARMLESS FROM LIABILITY RESULTING FROM LOSS OF OR DAMAGE TO CONTRACTOR'S OR ITS SUBCONTRACTORS' CONSTRUCTION TOOLS AND EQUIPMENT AND RENTED ITEMS WHICH ARE USED OR INTENDED FOR USE IN PERFORMING THE WORK, REGARDLESS OF WHETHER SUCH LOSS OR DAMAGE IS CAUSED IN WHOLE OR IN PART BY THE WILLFUL, INTENTIONAL OR NEGLIGENT ACTS OR OMISSIONS OF THE CONTRACTOR, A SUBCONTRACTOR, ANYONE DIRECTLY OR INDIRECTLY EMPLOYED BY THE CONTRACTOR, OR ANYONE FOR WHOSE ACTS THEY MAY BE LIABLE, REGARDLESS OF WHETHER OR NOT SUCH CLAIM, DAMAGE, LOSS, OR EXPENSE IS CAUSED IN PART BY THE OWNER. IF THE OWNER'S NEGLIGENCE IS A CONCURRENT CAUSE OF THE INJURY, DEATH, OR DAMAGE, CONTRACTOR'S OBLIGATION TO INDEMNIFY IS LIMITED TO THE AMOUNT NECESSARY TO CAUSE THE RELATIVE LIABILITY OF OWNER AND CONTRACTOR TO REFLECT THE COMPARATIVE NEGLIGENCE FINDINGS OF THE TRIER OF FACT (JUDGE OR JURY) OR AS AGREED IN A SETTLEMENT AGREEMENT TO WHICH OWNER AND CONTRACTOR ARE BOTH PARTIES. THIS PROVISION SHALL APPLY, WITHOUT LIMITATION, TO LOSS OR DAMAGE OCCURRING AT THE WORK SITE OR WHILE SUCH ITEMS ARE IN TRANSIT TO OR FROM THE WORK SITE AND IS IN ADDITION TO CONTRACTOR'S OBLIGATIONS UNDER SECTION 3.18.1.

§ 3.18.6 The indemnification hereunder shall include, without limiting the generality of the foregoing, liability which could arise to the Owner pursuant to State statutes for the safety of workmen and in addition, all Federal statutes and rules existing thereunder for protection, occupational safety and health to workmen. It being agreed that the primary obligation of the Contractor is to comply with said statutes in performance of the Work by Contractor and that the obligations of the Owner under said statutes are secondary to that of the Contractor.

§ 3.18.7 It is agreed with respect to any legal limitations now or hereafter in effect and affecting the validity or enforceability of the indemnification obligations under Section 3.18, such legal limitations are made a part of the indemnification obligation and shall operate to amend the indemnification obligation to the minimum extent necessary to bring the provision into conformity with the requirements of such limitations, and as so modified, the indemnification obligations shall continue in full force and effect.

§ 3.18.8 Contractor shall promptly advise the Owner, in writing, of any claim or demand against the Owner or Contractor, known to the Contractor related to or arising out of Contractor's activities under this Contract.

§ 3.18.9 The provisions in Section 3.18 in its entirety shall survive the completion, termination or expiration of this contract and are solely for the benefit of the parties hereto and not intended to create or grant any rights, contractual or otherwise, to any other person or entity.

§ 3.19 Representations And Warranties
§ 3.19.1 The Contractor represents and warrants the following to the Owner (in addition to the other representations and warranties contained in the Contract Documents), as an inducement to the Owner to execute this Contract, which

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representations and warranties shall survive the execution and delivery of the Contract and the Final Completion of the Work:

.1 that it is financially solvent, able to pay its debts as they mature and possessed of sufficient working capital to complete the Work and perform its obligations under the Contract Documents;

.2 that it is able to furnish the plant, tools, materials, supplies, equipment and labor required to complete the Work and perform its obligations hereunder and has sufficient experience and competence to do so;

.3 that it is authorized to do business in the State where the Project is located and properly licensed by all necessary governmental and public quasi-public authorities having jurisdiction over it and over the Work and the site of the Project;

.4 that the execution of the Contract and its performance thereof is within its duly authorized powers; and

.5 that its duly authorized representative has visited the site of the Work, familiarized itself with the local conditions under which the Work is to be performed and correlated its observations with the requirements of the Contract Documents.

§ 3.20 Business Standards

§ 3.20.1 Contractor, in performing its obligations under Contract, shall establish and maintain appropriate business standards, procedures, and controls, including those necessary to avoid any real or apparent impropriety or adverse impact on the interest of Owner or affiliates. Contractor shall review, with Owner, at a reasonable frequency during the performance of the Work hereunder, such business standards and procedures including, without limitation, those related to the activities of Contractor's employees and agents in their relations with Owner's employees, agents, and representatives, vendors, Subcontractors, and other third parties, and those relating to the placement and administration of purchase orders and contracts.

§ 3.21 Antitrust Violation

To permit the Owner to recover damages suffered in antitrust violations, Contractor hereby assigns to Owner any and all claims for overcharges associated with this Contract which violate the antitrust laws of the United States, 15 U.S.C.A. Section 1 et seq. The Contractor shall include this provision in its agreements with each subcontractor and supplier. Each subcontractor shall include such provisions in agreements with sub-subcontractors and suppliers.

ARTICLE 4 ARCHITECT

§ 4.1 General

§ 4.1.1 The Architect is the person or entity retained by the Owner pursuant to Section 2.3.2 and identified as such in the Agreement.

§ 4.1.2 Duties, responsibilities, and limitations of authority of the Architect as set forth in the Contract Documents shall not be restricted, modified, or extended without written consent of the Owner,

§ 4.2 Administration of the Contract

§ 4.2.1 The Architect will provide administration of the Contract as described in the Contract Documents and will be an Owner's representative during construction until the date of the Owner's contract with the Architect terminates. The Architect will have authority to act on behalf of the Owner only to the extent provided in the Contract Documents, or as they may be amended in the future.

§ 4.2.2 The Architect will visit the site at intervals appropriate to the stage of construction, or as otherwise agreed with the Owner, to become generally familiar with the progress and quality of the portion of the Work completed, and to determine in general if the Work observed is being performed in a manner indicating that the Work, when fully completed, will be in accordance with the Contract Documents, and delivered on time. In addition, the Architect or its structural consultant will (1) provide on-site observations prior to and during all concrete pours that contribute to the structural integrity of the building, including all pours of concrete piers, footings, grade beams, floor slabs, and concrete superstructure components, if applicable; and (2) provide on-site observations prior to covering up or closing up of portions of the construction which, if covered, would conceal problems with the structural integrity of the Project. Contractor shall not close or cover said Work until said observations have occurred. Contractor or Architect will advise Owner of the need for any third-party laboratory or testing services to assist the Architect and Owner.

§ 4.2.3 On the basis of the site observations, the Architect will keep the Owner informed about the progress and quality of the Work. The Architect shall promptly report to the Owner and Contractor orally regarding: (1) known deviations from the Contract Documents, (2) known deviations from the most recent construction schedule submitted by the

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Contractor, and (3) defects and deficiencies observed in the Work. An oral notification of defects and deficiencies observed in the Work shall be followed by a notice in writing to the Owner and Contractor specifying the defect(s), non-conforming Work, deviations from the Contract Documents and corrective actions taken or recommended. The Architect shall not have control over or responsibility for the Contractor's construction means, methods, techniques, sequences, procedures, or safety programs and will not be responsible for the Contractor's failure to perform the Work in accordance with the requirements of the Contract Documents, nor shall the Architect have control over or charge of, and will not be responsible for acts or omissions of, the Contractor, Subcontractors, or their agents or employees, or any other persons or entities performing portions of the Work. This does not, however, relieve Architect of Architect's responsibilities under this Agreement. Any services by Contractor made necessary by Contractor's construction defect or nonconforming Work shall be performed by the Contractor at no additional cost to Owner. In addition, the Contractor shall reimburse the Owner for compensation paid to the Architect (whether performed by the Architect or its Consultants) or the Owner's Consultants, for additional site visits made necessary by the fault, neglect, the request of the Contractor or made necessary by the Contractor's construction defect or nonconforming Work. Any amount subject to reimbursement under this Section may be required by Owner to be deducted from the next Payment Application submitted by the Contractor and any subsequent Payment Application until paid, and if any amount remains unpaid, the balance shall be paid by the Contractor as a condition to Final Payment.

§ 4.2.4 Communications

Except as otherwise provided in the Contract Documents or when direct communications have been specially authorized, the Owner and Contractor shall endeavor to communicate with each other through the Architect about matters relating to the Contract and the Project. However, the Owner reserves the right to communicate directly with the Contractor and Subcontractors. Communication by and with the Architect's consultants shall be through the Architect. Communications by and with the Architect's consultants shall be through the Architect. Communications by and with Subcontractors and suppliers shall be through the Contractor. Communications by and with Separate Contractors shall be through the Owner.

§ 4.2.5 Based on the Architect's evaluations of the Contractor's Applications for Payment, in accordance with the Contract Documents, the Architect will review and certify the amounts due the Contractor and will issue Certificates for Payment in such amounts.

§ 4.2.6 The Architect or the Owner has authority to reject Work that does not conform to the Contract Documents. Whenever the Architect or the Owner considers it necessary or advisable, the Architect or the Owner will have authority to require inspection or testing of the Work in accordance with Sections 13.4.2 and 13.4.3, whether or not the Work is fabricated, installed or completed. However, neither this authority of the Architect or the Owner nor a decision made in good faith either to exercise or not to exercise such authority shall give rise to a duty or responsibility of the Architect or the Owner to the Contractor, Subcontractors, suppliers, their agents or employees, or other persons or entities performing portions of the Work. Certain portions of the Work may be tested and/or observed at various stages, sometimes off the Project site, between initial observation or review and final positioning of the completed Work. Nothing in any initial or prior approval or test result shall prevent action to require conformance, if at any subsequent time the Work or any portion thereof is found not to conform to the requirements of the Contract Documents. Architect and/or Contractor shall promptly notify, the other party orally and in writing, and Owner of any perceived fault or defect in the design or nonconformance of the Work with the Construction Documents they may respectively discover and each, upon discovery of the defect or nonconformance, shall be responsible for notifying the other party and Owner of those corrective actions they respectively take; provided, however, Contractor shall have no duty to notify Owner of discoveries made or actions taken by Architect.

§ 4.2.7 The Architect will review and approve, or take other appropriate action upon, the Contractor's submittals such as Shop Drawings, Product Data, and Samples, but only for the limited purpose of checking for conformance with information given and the design concept expressed in the Contract Documents. The Architect's action will be taken in accordance with the submittal schedule approved by the Architect or, in the absence of an approved submittal schedule, with reasonable promptness as to cause no delay in the Work or in the activities of the Owner, Contractor or Separate Contractors, and allow sufficient time in the Architect's professional judgment to permit adequate review. Review of such submittals is not conducted for the purpose of determining the accuracy and completeness of other details such as dimensions and quantities, or for substantiating instructions for installation or performance of equipment or systems, all of which remain the responsibility of the Contractor as required by the Contract Documents. The Architect's review of the Contractor's submittals shall not relieve the Contractor of the obligations under Sections 3.3, 3.5, and 3.12. The Architect's review shall not constitute approval of safety precautions or of any

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construction means, methods, techniques, sequences, or procedures. The Architect's approval of a specific item shall not indicate approval of an assembly of which the item is a component. If any submittal does not comply with the requirements of the Contract Documents, the Architect shall require Contractor to come into compliance. The Architect shall promptly report in writing to the Contractor and Owner any errors, inconsistencies and omissions discovered by the Architect in the Shop Drawings, Product Data and Samples, so as to keep from delaying the Work or the activities of the Owner, Contractor or other Contractors.

§ 4.2.8 The Architect will prepare, and make written recommendations to Owner regarding all Change Orders (including changes in the Work to be paid from contingency funds) and Construction Change Directives, for the Owner's approval and execution in accordance with the Contract Documents. The Architect's recommendation shall be accompanied by all supporting documentation necessary for the Owner to make an informed decision, including but not limited to an itemized turn-key proposal from the Contractor which includes quantities and unit costs of labor and materials extended and totaled and, if permitted, overhead and profit proposed. Prior to submission of such documentation to the Owner, the Architect shall review such proposals for reasonableness of pricing and compliance with Section 7.1.4 regarding markup. The Architect may order minor changes in the Work not involving an adjustment in Contract Sum or Guaranteed Maximum Price, or an extension of the Contract Time which are consistent with the intent of the Contract Documents. If necessary, the Architect shall prepare, reproduce and distribute Drawings and Specifications to describe Work to be added, deleted or modified, as provided in Section 7.4. The Architect will investigate and make determinations and recommendations regarding concealed and unknown conditions as provided in Section 3.7.4. The Architect is specifically **not** authorized to approve changes involving major systems such as: Heating, Ventilation and Air Conditioning ("HVAC"); roof; foundation; outward appearance; color schemes; floor plans; building materials; drainage or mechanical equipment without Owner's prior written consent.

§ 4.2.9 The Architect and the Owner's representative will conduct inspections to determine the date or dates of Substantial Completion and the date of final completion. Upon completion of such inspection and agreement by Owner and Architect as to Substantial Completion, the Architect may issue Certificates of Substantial Completion pursuant to Section 9.8; receive and forward to the Owner, for the Owner's review and records, written warranties and related documents required by the Contract and assembled by the Contractor pursuant to Section 9.10; and issue a final Certificate for Payment pursuant to Section 9.10 for approval by the Owner.

§ 4.2.10 If the Owner and Architect agree, the Architect will provide one or more Project representatives to assist in carrying out the Architect's responsibilities at the site. The Owner shall notify the Contractor of any change in the duties, responsibilities and limitations of authority of the Project representatives.

§ 4.2.11 Upon written request of the Owner or Contractor, the Architect will issue its interpretation of the requirements of the plans and specifications. The Architect's response to such requests will be made in writing within any time limits agreed upon or otherwise with reasonable promptness.

§ 4.2.12 Interpretations and decisions of the Architect will be consistent with the intent of, and reasonably inferable from, the Contract Documents and will be in writing or in the form of drawings.

§ 4.2.13 The Architect's decisions on matters relating to aesthetic effect will be final if consistent with the intent expressed in the Contract Documents and not expressly overruled in writing by the Owner.

§ 4.2.14 The Architect will review and respond to requests for information about the Contract Documents. The Architect's response to such requests will be made in writing within any time limits agreed upon or otherwise with reasonable promptness. If appropriate, the Architect will prepare and issue supplemental Drawings and Specifications in response to the requests for information at no additional expense to the Owner.

§ 4.2.15 The Architect may appoint an employee or other person to assist the Architect during the construction. These representatives will be instructed to assist the Contractor in interpreting the Contract Documents; however, such assistance shall not relieve the Contractor from any responsibility as set forth by the Contract Documents. The fact that the Architect's Representative may have allowed Work not in accordance with the Contract Documents shall not prevent the Architect from insisting that the faulty Work be corrected to conform to the Contract Documents and the Contractor shall correct same.

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ARTICLE 5 SUBCONTRACTORS

§ 5.1 Definitions

§ 5.1.1 A Subcontractor is a person or entity who has a direct contract with the Contractor to perform a portion of the Work at the site. The term "Subcontractor" is referred to throughout the Contract Documents as if singular in number and means a Subcontractor or an authorized representative of the Subcontractor. The term "Subcontractor" does not include a Separate Contractor or the subcontractors of a Separate Contractor.

§ 5.1.2 A Sub-subcontractor is a person or entity who has a direct or indirect contract with a Subcontractor to perform a portion of the Work at the site. The term "Sub-subcontractor" is referred to throughout the Contract Documents as if singular in number and means a Sub-subcontractor or an authorized representative of the Sub-subcontractor.

§ 5.2 Award of Subcontracts and Other Contracts for Portions of the Work

§ 5.2.1 Unless otherwise stated in the Contract Documents, the Contractor, as soon as practicable after award of the Contract, shall notify the Owner and Architect, in writing, of the persons or entities proposed for each principal portion of the Work, including those who are to furnish materials or equipment fabricated to a special design. Within 14 days of receipt of the information, the Architect shall notify the Contractor in writing, whether the Owner or the Architect (1) has reasonable objection to any such proposed person or entity or (2) requires additional time for review. Failure of the Architect to provide notice within the 14-day period shall constitute notice of no reasonable objection. A notice of no reasonable objection shall in no way relieve the Contractor from full responsibility for performance and completion of the Work and its obligations under the Contract Documents. The Contractor shall be fully responsible for the performance of its subcontractors, including those recommended or approved by the Owner.

§ 5.2.2 The Contractor shall not contract with a proposed person or entity to whom the Owner or Architect has made reasonable and timely objection. The Contractor shall not be required to contract with anyone to whom the Contractor has made reasonable objection.

§ 5.2.3 If the Owner or Architect has reasonable objection to a person or entity proposed by the Contractor, the Contractor shall propose another to whom the Owner or Architect has no reasonable objection. When the parties agree on a proposed substitute Subcontractor reasonably capable of performing the Work, the Contract Time shall be increased or decreased by the difference, if any, occasioned by such change, and an appropriate Change Order shall be issued before commencement of the substitute Subcontractor's Work. However, no increase in Contract Time shall be allowed for such change unless the Contractor has acted promptly and responsively in submitting names as required.

§ 5.2.4 The Contractor shall not substitute a Subcontractor, person, or entity for one previously selected without providing reasonable written notice to the Owner and Architect. If neither the Owner nor Architect submits a reasonable objection to such proposed substitution within ten (10) days following their receipt of written notice the Contractor may proceed with the substitution. If either Owner or Architect submit an objection, the Subcontractor shall proceed in accordance with Section 5.2.3 above.

§ 5.2.5 Each Contractor or subcontractor shall be required to completely familiarize itself with the plans and specifications, to visit the Work site to completely familiarize itself with existing conditions, and to conduct any other appropriate investigations, inspections or inquiries prior to submission of a bid or proposal. No increases in Contract Sum shall be allowed for failure to so inspect or investigate.

§ 5.3 Subcontractual Relations

§ 5.3.1 By appropriate written agreement, the Contractor shall require each Subcontractor, to the extent of the Work to be performed by the Subcontractor, to be bound to the Contractor by terms of the Contract Documents, and to assume toward the Contractor all the obligations and responsibilities, including the responsibility for safety of the Subcontractor's Work that the Contractor, by these Contract Documents, assumes toward the Owner and Architect. The terms and conditions of the Contract Documents shall be incorporated by reference into each subcontract agreement, included as provided below. Each subcontract agreement shall preserve and protect the rights of the Owner and Architect under the Contract Documents with respect to the Work to be performed by the Subcontractor so that subcontracting thereof will not prejudice such rights, and shall allow to the Subcontractor, unless specifically provided otherwise in the subcontract agreement, the benefit of all rights, remedies, and redress against the Contractor that the Contractor, by the Contract Documents, has against the Owner. Where appropriate, the Contractor shall require each Subcontractor to enter into similar agreements with Sub-subcontractors. The Contractor shall make available to each proposed Subcontractor, prior to the execution of the subcontract agreement, copies of the Contract Documents to

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which the Subcontractor will be bound, and, upon written request of the Subcontractor, identify to the Subcontractor terms and conditions of the proposed subcontract agreement that may be at variance with the Contract Documents. Subcontractors will similarly make copies of applicable portions of such documents available to their respective proposed Sub-subcontractors. Each subcontractor shall provide proof of insurance to Contractor consistent with the Contractor's insurance to Owner and in an amount commensurate with the Work to be performed by the Subcontractor.

§ 5.3.2 Neither the Owner nor the Architect shall be obligated to pay or to insure the payment of any monies to Subcontractors or vendors by the Contractor.

§ 5.3.3 The Contractor shall require any potential Subcontractor to disclose to the Contractor any ownership interest or familial relationship between the Contractor, the Architect or the Owner and the potential Subcontractor prior to entering into a contract. Contractor shall report to Owner all such disclosures and the Owner shall have the right, in its sole discretion, to reject any such affiliated Subcontractor.

§ 5.4 Contingent Assignment of Subcontracts

§ 5.4.1 Each subcontract agreement for any unperformed portion of the Work is assigned by the Contractor to the Owner, provided that

.1 assignment is effective only after termination of the Contract by the Owner or abandonment of the Project by the Contractor and only for those subcontract agreements that the Owner accepts by notifying the Subcontractor and Contractor in writing;

.2 assignment is subject to the prior rights and obligations of the surety, if any, obligated under bond relating to the Contract; and

.3 The Subcontractor provides bonds as required by law of prime contractors and by Owner.

When the Owner accepts the assignment of a subcontract agreement, the Owner assumes the Contractor's rights and obligations under the subcontract.

§ 5.4.2 Upon such assignment, if the Work has been suspended for more than 30 days, the Subcontractor's compensation may, in the Owner's sole discretion, be equitably adjusted for increases in cost resulting from the suspension. Such assignment shall not constitute a waiver by Owner of its rights against Contractor, including, but not limited to, claims for defaults, delays or defects for which a subcontractor or material vendor may also be liable.

§ 5.4.3 Upon assignment to the Owner under this Section 5.4, the Owner may further assign the subcontract to a successor contractor or other entity. Owner shall only be responsible for compensating subcontractors for Work performed or materials furnished from and after the date on which the Owner gives written notice of its acceptance of the subcontract agreement. Owner shall not be responsible for any Work performed or materials furnished by subcontractors prior to the date of Owner's written notice of acceptance.

§ 5.5 Notice Of Subcontractor Default

Contractor shall promptly notify Owner and Architect of any material defaults by any Subcontractor or Sub-subcontractor. Notwithstanding any provision contained in Article 5 to the contrary, it is hereby acknowledged and agreed that Owner has in no way agreed, expressly or implicitly, nor will Owner agree, to allow any Subcontractor, Sub-subcontractor or other materialman or worker employed by Contractor the right to obtain a personal judgment or to create a mechanic's or materialman's lien against Owner for the amount due from the Owner or the Contractor.

ARTICLE 6 CONSTRUCTION BY OWNER OR BY SEPARATE CONTRACTORS

§ 6.1 Owner's Right to Perform Construction and to Award Separate Contracts

§ 6.1.1 The term "Separate Contractor(s)" shall mean other contractors retained by the Owner under separate agreements. The Owner reserves the right to perform construction or operations related to the Project with the Owner's own forces, and with Separate Contractors retained under Conditions of the Contract substantially similar to those of this Contract.

§ 6.1.2 When separate contracts are awarded for different portions of the Project or other construction or operations on the site, the term "Contractor" in the Contract Documents in each case shall mean the Contractor who executes each separate Owner-Contractor Agreement.

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§ 6.1.3 The Owner shall provide for coordination of the activities of the Owner's own forces and of each Separate Contractor with the Work of the Contractor, who shall cooperate with them. The Contractor shall participate with any Separate Contractors and the Owner in reviewing their construction schedules. The Contractor shall make any revisions to its construction schedule deemed necessary after a joint review and mutual agreement by the Owner and Contractor. The construction schedules shall then constitute the schedules to be used by the Contractor, Separate Contractors, and the Owner until subsequently revised.

§ 6.1.4 [Paragraph Deleted.]

§ 6.2 Mutual Responsibility

§ 6.2.1 The Contractor shall afford the Owner and Separate Contractors reasonable opportunity for site access, staging, introduction and storage of their materials and equipment and performance of their activities, and shall connect and coordinate the Contractor's construction and operations with theirs as required by the Contract Documents.

§ 6.2.2 If part of the Contractor's Work depends for proper execution or results upon construction or operations by the Owner or a Separate Contractor, the Contractor shall, prior to proceeding with that portion of the Work, promptly notify the Architect of apparent discrepancies or defects in the construction or operations by the Owner or Separate Contractor that would render it unsuitable for proper execution and results of the Contractor's Work. Failure of the Contractor to notify the Architect of apparent discrepancies or defects prior to proceeding with the Work shall constitute an acknowledgment that the Owner's or Separate Contractor's completed or partially completed construction is fit and proper to receive the Contractor's Work.

§ 6.2.3 All costs resulting from the Contractor's negligence, lack of oversight, inattention to detail, failure to investigate, or failure to follow the Construction Documents or Contract Documents, will be borne by the Contractor. The Contractor shall reimburse the Owner for costs the Owner incurs that are payable to a Separate Contractor, the Architect or any Consultant because of the Contractor's delays, improperly timed activities or defective construction.

§ 6.2.4 The Contractor shall promptly remedy damage that the Contractor wrongfully causes to completed or partially completed construction or to property of the Owner or Separate Contractor as provided in Section 10.2.5.

§ 6.2.5 The Owner and each Separate Contractor shall have the same responsibilities for cutting and patching as are described for the Contractor in Section 3.14.

§ 6.3 Owner's Right to Clean Up

If a dispute arises among the Contractor, Separate Contractors, and the Owner as to the responsibility under their respective contracts for maintaining the premises and surrounding area free from waste materials and rubbish, the Owner may clean up and the Owner will allocate the cost among those responsible.

ARTICLE 7 CHANGES IN THE WORK

§ 7.1 General

§ 7.1.1 Changes in the Work may be accomplished after execution of the Contract, and without invalidating the Contract, by Change Order, Construction Change Directive or order for a minor change in the Work, subject to the limitations stated in this Article 7 and elsewhere in the Contract Documents. Changes may be funded out of a contingency fund, if any, or other allowance established herein, or may require a change in the Contract Sum. The authority to approve a change to the Work, the Contract Sum, approve payment from a Contingency or Allowance, or a change in the Project Time, rests solely with the Owner. A Change Order funded from the Contingency or other Allowance shall be referred to herein for clarity as a "Contingency Authorization Order".

§ 7.1.2 A Contingency Authorization Order or Change Order shall be based upon agreement among the Owner, Contractor, and Architect executed prior to commencement of any Work covered by the Order. A Construction Change Directive (whether funded from contingency, if any, or by an increase in the Contract Sum) requires agreement by the Owner and Architect and may or may not be agreed to by the Contractor prior to the commencement of the Work. An order for a minor change in the Work may be issued by the Architect alone, except as otherwise provided herein.

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§ 7.1.3 Changes in the Work shall be performed under applicable provisions of the Contract Documents. The Contractor shall proceed promptly with changes in the Work, unless otherwise provided in the Change Order, Construction Change Directive, or order for a minor change in the Work.

§ 7.1.4 Change Order Mark-Up. On Change Orders and Construction Change Directives, the total Contractor mark-up for overhead, profit permitted to be charged to the Owner shall be based on the following schedule:

.1 for work performed by the Contractor's own forces, Contractor's mark-up for overhead and profit shall not exceed 10% of the cost of the change in the Work (0% for change orders to be paid out of any contingency allowance).

.2 for the Contractor, for supervision of work performed by the Contractor's Subcontractors, the total Contractor mark-up for overhead and profit shall not exceed 4% of the amount due to the Subcontractors (0% for change orders to be paid out of any contingency allowance).

.3 for each Subcontractor or Sub-subcontractor involved, in Work performed by that Subcontractor's or Sub-subcontractor's own forces, the total mark-up for overhead and profit ten percent (10%) of the cost of the change in the Work.

.4 In no event shall total mark-up for overhead, profit or fee in any work which involves a subcontractor or one or more sub-subcontractors, regardless of who performs the work, exceed 14% of the total cost of the change in the Work. The Contractor will not be allowed an overhead, profit, or fee mark-up when changes in the Work are funded by Contingency or other Allowances provided for in the Contract Documents.

§ 7.2 Change Orders

§ 7.2.1 A Change Order is a written instrument prepared by the Architect and signed by the Owner, Contractor, and Architect stating their agreement upon all of the following:

.1 The change in the Work;

.2 The amount of the adjustment, if any, in the Contract Sum; and

.3 The extent of the adjustment, if any, in the Contract Time.

Methods used to determine adjustments to the Contract Sum or Guaranteed Maximum Price may include those listed in Section 7.3.3.

§ 7.2.2 Acceptance of a disbursement from any allowance fund, contingency fund or acceptance of a Change Order by the Contractor shall constitute full accord and satisfaction for any and all claims, whether direct or indirect, including but not limited to impact, delay or acceleration damages, arising from the subject matter of the disbursement or Change Order.

§ 7.3 Construction Change Directives

§ 7.3.1 A Construction Change Directive is a written order prepared by the Architect and signed by the Owner and Architect, directing a change in the Work prior to agreement on adjustment, if any, in the Contract Sum (the Guaranteed Maximum Price, as applicable) or Contract Time, or both. The Owner may by Construction Change Directive, without invalidating the Contract, order changes in the Work within the general scope of the Contract consisting of additions, deletions, or other revisions, the Contract Sum (the Guaranteed Maximum Price, as applicable) and Contract Time being adjusted as provided in Section 7.3.3.

§ 7.3.2 A Construction Change Directive shall be used in the absence of total agreement on the terms of a Change Order.

§ 7.3.3 If the Construction Change Directive provides for an adjustment to the Contract Sum (or the Guaranteed Maximum Price, as applicable), the adjustment shall be based on one of the following methods:

.1 Mutual acceptance of a lump sum properly itemized and supported by sufficient substantiating data to permit evaluation;

.2 Unit prices stated in the Contract Documents or subsequently agreed upon(additional mark-ups for overhead and profit will not be allowed);

.3 Cost to be determined in a manner agreed upon by the parties and a mutually acceptable fixed or percentage fee, subject to the limitations of subparagraph 7.1.4; or

.4 As provided in Section 7.3.4.

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§ 7.3.4 If the Contractor does not respond promptly or disagrees with the method for adjustment in the Contract Sum (or the Guaranteed Maximum Price, as applicable), the Architect shall determine the adjustment on the basis of the amount by which the Contractor's direct costs have actually been increased over the direct cost of performing the Work without the Change in the Work. Direct costs shall be limited to the following:

.1 Actual documented costs of labor, including applicable payroll taxes and other employee costs approved by the Owner prior to the approval of the Change Order or Contingency Authorization Order (a labor burden factor will not be accepted as documentation);

.2 Actual documented costs of materials, supplies, and equipment, including cost of transportation, whether such materials, supplies, and equipment are incorporated or consumed;

.3 Actual documented rental costs of machinery and equipment, if rented from unaffiliated third-parties, exclusive of hand tools;

.4 Actual documented costs of premiums for all bonds and insurance, permit fees, and applicable sales, use, or similar taxes, directly related to the change, if any; and

.5 Actual documented costs of supervision and field office personnel directly attributable to the change and only if the adjustment causes an extension of the Contract Time.

The Contractor shall keep and present, in such form as the Architect or Owner may prescribe, an itemized accounting of the items listed above, together with appropriate supporting documentation.

§ 7.3.5 If the Work is performed without an agreement as to the final price, the Contractor shall, at a minimum, retain and provide to the Owner, the following documentation to adequately document its actual costs of performing the scope of work set out in a Construction Change Directive. Adequate Documentation shall include at a minimum, but not limited to, payroll records for employees of Contractor providing the Work included in the Change Directive, as well as written documentation of time spent solely on the scope of the Change Directive Work, prepared concurrent with the performance of the Work, including (for example) sign-in and sign-out sheets or time cards, executed by the employee(s) documenting attendance and receipts for all materials delivered to the Project site for incorporation in the Work of the Change Directive and paid for by the Contractor. If any of the Work of the Change Directive is performed by subcontractors, the Contractor shall provide a copy of the subcontract, an itemized invoice or payment application which includes, in either case, a detailed itemization of costs showing quantities and unit costs of labor and materials extended and totaled and, if permitted, overhead and profit (in accordance with Section 7.1.4) labor and materials provided by the subcontractor, with receipted invoices for all materials incorporated in the Work and evidence of payment by the subcontractor attached. If the Contractor disagrees with the adjustment in the Contract Time, the Contract Sum (or the Guaranteed Maximum Price, as applicable), allowed in any Change Directive, the Contractor may make a Claim in accordance with applicable provisions of Article 15.

§ 7.3.6 Upon receipt of a Construction Change Directive, the Contractor shall promptly proceed with the change in the Work involved and advise the Architect of the Contractor's agreement (by executing and returning the Change Directive) or disagreement with the method, if any, provided in the Construction Change Directive for determining the proposed adjustment in the Contract Sum or Contract Time, not later than ten (10) calendar days following the Contractor's receipt of the Construction Change Directive. A copy of a notice of disagreement shall also be provided to the Owner concurrent with the notice to the Architect. A Notice of Disagreement must contain the number of the Change Directive, the date the Change Directive was issued and the words **"Notice of Disagreement With Change Directive"** in the Subject line. It is imperative that Owner receive timely specific notice of any potential problem identified by Contractor in order that the problem can be mitigated or resolved promptly.

§ 7.3.7 A Construction Change Directive signed by the Contractor indicates the Contractor's agreement therewith, including adjustment in Contract Sum and/or the Contract Time or the method for determining them. Such agreement shall be effective immediately and shall be recorded as a Change Order.

§ 7.3.8 The amount of credit to be allowed by the Contractor to the Owner for a deletion or change that results in a net decrease in the Contract Sum shall be actual net cost plus the permitted overhead and profit as set forth in Section 7.1.4. When both additions and credits covering related Work or substitutions are involved in a change, both changes shall be shown on the same Change Order and the permitted allowance for overhead and profit shall be figured on the basis of net increase, if any, with respect to that change. Returned materials shall be credited at actual cost and no penalty or restocking fee shall be permitted to be charged to the Owner.

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§ 7.3.9 Pending final determination of the total cost of a Construction Change Directive to the Owner, the Contractor may request payment for Work completed under the Construction Change Directive in Applications for Payment. The Architect will require as a condition precedent to certification of payment for Work completed under the Construction Change Directive that the Contractor provide the documentation required by Section 7.3.4, and based on such documentation, shall make an interim determination for purposes of monthly certification for payment for those costs and certify for payment the amount that the Architect determines, in the Architect's professional judgment, to be reasonably justified. The Architect is specifically authorized by this Section 7.3.9 to require submission of such documentation and any other documentation required to evaluate the requested payment, and shall withhold payment certification until such documentation is received and an interim determination is made in accordance with this Section. The Architect's interim determination of cost shall adjust the Contract Sum on the same basis as a Change Order, subject to the right of either party to disagree and assert a Claim in accordance with Article 15.

§ 7.3.10 When the Owner and Contractor agree with a determination made by the Architect concerning the adjustments in the Contract Sum and Contract Time, or otherwise reach agreement upon the adjustments, such agreement shall be effective immediately and the Architect will prepare a Change Order reflecting the Agreement of the Owner and Contractor. Change Orders may be issued for all or any part of a Construction Change Directive.

§ 7.4 Minor Changes in the Work

With prior written notice to the Owner's representative, the Architect may order minor changes in the Work that are consistent with the intent of the Contract Documents and do not involve an adjustment in the Contract Sum or an extension of the Contract Time. The Architect's order for minor changes shall be in writing. If the Contractor believes that the proposed minor change in the Work will affect the Contract Sum or Contract Time, the Contractor shall notify the Architect and shall not proceed to implement the change in the Work. If the Contractor performs the Work set forth in the Architect's order for a minor change without prior notice to the Architect that such change will affect the Contract Sum or Contract Time, the Contractor waives any adjustment to the Contract Sum or extension of the Contract Time. The Contractor shall carry out such written orders promptly. Minor changes in the Work shall not include changes that involve the outward appearance of the structure, color schemes, floor plans, building materials, landscaping, or mechanical equipment.

ARTICLE 8 TIME

§ 8.1 Definitions

§ 8.1.1 Contract Time. Unless otherwise provided, Contract Time is the period of time, including authorized adjustments, allotted in the Contract Documents for Substantial Completion of the Work.

§ 8.1.2 Commencement. The date of commencement of the Work shall be the first business day following the Contractor's written notice to proceed. The notice to proceed shall not be issued until the Agreement (or Guaranteed Maximum Price Amendment, as applicable) has been signed by the Contractor and the Owner, and the Owner and Architect have received and approved as to form all required payment and performance bonds and insurance as required by Article 11.

§ 8.1.3 Substantial and Final Completion

§ 8.1.3.1 The date of Substantial Completion is the date certified by the Architect in accordance with Section 9.8.

§ 8.1.3.2 The date of Final Completion is the date certified by the Architect in accordance with Section 9.10. Unless otherwise agreed in writing by Owner, Contractor agrees that Final Completion shall occur not more than thirty (30) days after the date of Substantial Completion.

§ 8.1.4 Day. The term "day" as used in the Contract Documents shall mean calendar day unless otherwise specifically defined.

§ 8.2 Progress and Completion

§ 8.2.1 Time limits stated in the Contract Documents are of the essence of the Contract. By executing the Agreement, the Contractor stipulates that the Contract Time is a reasonable period for performing the Work.

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§ 8.2.2 The Contractor shall not knowingly, except by agreement or instruction of the Owner in writing, commence the Work prior to the effective date of insurance required to be furnished by the Contractor. The date of commencement of the Work shall not be changed by the effective date of such insurance.

§ 8.2.3 The Contractor shall proceed expeditiously with adequate forces and shall achieve Substantial Completion within the Contract Time.

§ 8.2.4 Liquidated Damages

§ 8.2.4.1 If the Contractor fails to achieve Substantial Completion of the Work within the Contract Time, the Owner shall be entitled to retain or recover from the Contractor and the Contractor's surety, as liquidated damages and not as a penalty, the per diem amounts set out in the AIA Document A101 (2017) or the AIA Document A133 (2019) into which these General Conditions are incorporated and executed concurrently with these General Conditions, commencing upon the first day following expiration of the Contract Time and continuing until the actual Date of Substantial Completion. Such liquidated damages are hereby agreed to be a reasonable estimate of damages the Owner will incur as a result of delayed completion of the Work.

§ 8.2.4.2 In the event Substantial Completion is not achieved by the designated date, or as it may be extended, Owner may withhold payment of any further sums due until Substantial Completion is achieved. Owner shall also be entitled to deduct out of any sums due to Contractor all liquidated damages, if any, due Owner in accordance with the Contract Documents.

§ 8.2.4.3 In addition to Liquidated Damages, if any, the Contractor shall reimburse the Owner for any Supplemental or Additional Services of the Architect for additional site visits made necessary by the fault, neglect or request of the Contractor or caused by Contractor's failure to achieve the applicable Contract Time requirements.

§ 8.2.4.4 If one or more of the Liquidated Damages provisions set out in the Agreement are held to be legally unenforceable as a penalty (except when the holding is the result of a challenge by the Owner), the Owner shall be allowed to recover actual damages caused by the Contractor's failure to achieve the applicable Contract Time requirements.

§ 8.3 Delays and Extensions of Time

§ 8.3.1 If the Contractor is delayed at any time in the commencement or progress of the Work by war, civil commotion, pandemic, epidemic, federal, state or local declared disaster or public emergency, act of God, governmental restrictions, regulations, orders, or interference, fire or other unavoidable casualty, material changes ordered in the Work; adverse weather conditions documented in accordance with Section 15.1.6 by delay authorized in writing by the Owner prior to the happening of the delay event; or (5) by other causes that the Contractor asserts, and the Architect and Owner determine, justify delay, then the Contract Time may be extended for such reasonable time as the Architect and Owner may determine based upon documentation by the Contractor.

§ 8.3.1.1 The adjustment of the Contract Time for delay, disruption, and interference described in this Section 8.3.1 is conditioned on such adjustment being essential to Contractor's ability to complete the Work within the Contract Time and Contractor's timely delivery of the notice and claim as set out in this Section 8.3.1. An adjustment to the Contract Time shall be Contractor's sole and exclusive remedy for the delays, disruption, and interference described in this Section 8.3.1, and under no circumstances shall the Owner be liable to pay the Contractor any compensation for Owner-caused delays.

§ 8.3.1.2 Notice and Claim for Extension. In the event of a delay in the commencement or progress of the Work as a result of any of the circumstances in this Section 8.3.1, the Contractor may receive an extension of time for completion of the Work equal to the delay, if the Contractor delivers a written notice and claim to the Owner and Architect delivered in any manner provided in Section 1.6.1 of this Agreement. The Notice shall identify and provide a reasonably detailed description of the circumstances causing the delay, disruption, or interference to the Contractor's performance or progress of the Work on or before the due date of Contractor's Application for Payment covering the period in which the delay began. Claims for an extension of time shall be stated in whole or half calendar days, as applicable. The actual date on which the delay(s) began and/or the date the delay ended, if applicable, must be stated in the Claim Notices as applicable.

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§ 8.3.2 In the case of claims for extension of time because of unusually inclement weather, such extension of time may be granted only if the Contractor files a claim in accordance with the requirements set out in Section 15.1.6.

§ 8.3.3 Contractor shall not be entitled to an adjustment in the Contract Time for delay, disruption, or interference caused by or within the control of Contractor. Delay, disruption, and interference attributable to and within the control of a Subcontractor or Supplier shall be deemed to be within the control of Contractor.

§ 8.3.4 Any adjustment of the Contract Time authorized under Section 8.3 shall be conditioned on such adjustment being essential to Contractor's ability to complete the Work within the Contract Time and Contractor's submission of a timely and properly documented Notice and Claim for additional time in accordance with Section 8.3.

§ 8.3.5 Adjustments to the Contract Time addressed in this Section 8.3 shall apply only to requests for extensions of time based upon delay, disruption, or interference to the Contractor's performance or progress of the Work and shall have no applicability to requests for adjustment of the Contract Time due to other changes in circumstance, including but not limited to: a change in the materials used; a change in the specified manner of constructing and/or installing the Work; or additional labor, services or materials required, beyond those specified by the Contract Documents. Claims for an adjustment of the Contract Time resulting from these kinds of changes shall be authorized only pursuant to a written order or directive from Owner authorizing Contractor to proceed with a change in the Work in accordance with the Contract Documents.

§ 8.4 No Damages or Other Compensation for Delay or Acceleration

This Agreement does not permit recovery by the Contractor of damages or additional compensation for delay, acceleration, disruption, or interference to the Contractor's performance or progress of the Work Contractor agrees that Contractor shall be fully compensated for all delays solely by an extension of time including but not limited to delay, disruption, or interference caused by the Owner the Architect, of an employee of either, or of a Separate Contractor, any of the circumstances set out in Section 8.3.1 or acceleration of the Work required by the Owner in accordance with the terms of this Agreement. Contractor's sole remedy for delay disruption, or interference in its performance or progress of the Work or any required acceleration of the Work shall be the grant of an extension of time for completion equal to a delay or such reasonable time as the Owner and Architect may determine in their sole discretion.

ARTICLE 9 PAYMENTS AND COMPLETION

§ 9.1 Contract Sum

§ 9.1.1 The Contract Sum is stated in the Agreement or the Guaranteed Maximum Price Amendment in the case of a Construction Manager at Risk Contract and, including authorized adjustments, is the total amount payable by the Owner to the Contractor for performance of the Work under the Contract Documents. All costs of overtime Work required by the Contract Time and the nature of the Work, as set forth in or inferable from the Contract Documents, except costs of emergencies covered in Section 10.4, shall be and are included in the Contract. The Contract Sum shall not be increased because the Contractor experiences an unexpected or unforeseeable increase in the price of labor or materials required to complete the Project.

§ 9.1.2 If unit prices are stated in the Contract Documents or subsequently agreed upon, and if quantities originally contemplated are materially changed so that application of such unit prices to the actual quantities causes substantial inequity to the Owner or Contractor, the applicable unit prices may be equitably adjusted by written agreement between the Owner and Contractor, executed prior to an order being placed based on the unit prices.

§ 9.2 Schedule of Values

Where the Contract is based on a stipulated sum or Guaranteed Maximum Price, as applicable, the Contractor shall submit a schedule of values to the Architect before the first Application for Payment or, in the case of a Guaranteed Maximum Price, concurrent with the Guaranteed Maximum Price Proposal, allocating the entire Contract Sum to the various portions of the Work. The schedule of values shall be prepared in the form, and supported by the data to substantiate its accuracy, required by the Architect. This schedule, unless objected to by the Architect, or the Owner, shall be used as a basis for reviewing the Contractor's Applications for Payment. Any changes to the schedule of values shall be submitted to the Architect and supported by such data to substantiate its accuracy as the Architect may require, and unless objected to by the Architect, shall be used as a basis for reviewing the Contractor's subsequent Applications for Payment. The schedule of values shall be prepared in such a manner that each major item of work,

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whether done by Contractor's own forces or subcontracted, is shown as a single line item on AIA Documents G702-1992 and G703-1992, Application and Certificate for Payment and Continuation Sheet.

§ 9.3 Applications for Payment

§ 9.3.1 In accordance with the requirements of Section 5.1 of the Agreement, the Contractor shall submit to the Architect an itemized Application for Payment prepared in accordance with the schedule of values, if required under Section 9.2, for completed portions of the Work. The application shall be notarized, if required, and supported by all data substantiating the Contractor's right to payment that the Owner or Architect require, such as copies of requisitions, and releases and waivers of liens from Subcontractors and suppliers, and shall reflect retainage withheld. The form of Application for Payment, duly notarized, shall be a current authorized edition of AIA Document G702-1992, Application and Certificate for Payment, supported by a current authorized edition of AIA Document G703-1992, Continuation Sheet.

§ 9.3.1.1 Such applications may include requests for payment on account of changes in the Work that have been properly authorized by Construction Change Directives, or by interim determinations of the Architect, but not yet included in Change Orders.

§ 9.3.1.2 Applications for Payment shall not include requests for payment for portions of the Work for which the Contractor has not been invoiced by a Subcontractor or supplier, unless such Work was self-performed; in such case, only portions of Work actually performed shall be included on the Contractor's request for payment.

§ 9.3.1.3 Contractor agrees that, for purposes of Texas Government Code section 2251.042, receipt of the Application for Payment by the Architect shall not be construed as receipt of an invoice by the Owner. Contractor further agrees that Owner's receipt of the Architect's Certificate for Payment shall be construed as a receipt of an invoice by the Owner, for purposes of Texas Government Code section 2251.042.

§ 9.3.1.4 The Owner shall withhold retainage as provided in the Agreement, except that Owner shall not pay amounts for which the Architect refuses to certify payment, or the Owner refuses to pay, as provided herein. The retainage shall be paid to the Contractor with the Final Payment, subject to the requirements of the Contract Documents.

§ 9.3.2 Unless otherwise provided in a separate written agreement executed between the Owner and Contractor prior to delivery, payments shall not be made on account of materials and equipment delivered and stored at the site or off-site for subsequent incorporation in the Work. The Owner may, in Owner's sole discretion, require Contractor's compliance with such reasonable procedures and requirements as it may establish, as a condition precedent to the grant of Owner's consent and agreement to payment, including but not limited to the following:

.1 provision of any additional insurance required to protect the materials and equipment while stored;

.2 payment of the costs to store the materials and equipment and any additional transportation costs for multiple deliveries;

.3 provision of written consent of Contractor's surety to such storage;

.4 submission of an affidavit identifying materials and equipment stored off-site for later incorporation into the Work, and acknowledging responsibility for such materials and equipment;

.5 provision of documentation that the facility where the materials and/or equipment will be stored is an adequately insured commercial warehouse, where the materials and equipment stored will be sheltered from the weather and outside elements and are stored in accordance with the manufacturer's instructions, including proper temperature and humidity controls and that the materials and equipment have been physically separated and marked for the Project;

.6. its agreement to bear the cost of Owner and/or Architect's visits to the off-site storage facility to confirm compliance with these requirements and review the stored contents, and Contractor shall agree to allow such costs to be offset from Progress Payments;

.7 agreement that payment of any costs related to compliance with the procedures and requirements for storage of materials and equipment on or off-site, shall not be subject to charges for overhead or profit;

.8 submission of bills of sale or other documentation acceptable to the Owner, showing proof of delivery and establishing the Owner's title to the materials or equipment and/or otherwise protecting the Owner's interest, including naming the Owner as additional insured on the required insurance policy (naming the specific materials or equipment stored and their location) and providing proof of delivery for those materials and equipment;

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.9 agreeing that, in the event of termination of the Contract or default by the Contractor, the material and equipment stored on or off-site shall be immediately turned over to the Owner by delivery to the location designated by the Owner and that the operator of the storage facility is aware of this agreement and willing to honor it; and

.10 agreeing that all such stored materials and equipment, to the extent they include mechanical components, will be maintained by the Contractor kept in good working condition and ready for immediate installation, to the same extent they would have been, had they been delivered "just in time" for installation, that Contractor will be solely responsible for assuring any manufacturer's warranty will commence on date of completion of installation and/or start-up of the material or equipment and for repairs required prior to installation to assure performance in accordance with the Contract Documents.

§ 9.3.3 The Contractor warrants that title to all Work covered by an Application for Payment will pass to the Owner no later than the time of payment. The Contractor further warrants that upon submittal of an Application for Payment all Work for which Certificates for Payment have been previously issued and payments received from the Owner shall, to the best of the Contractor's knowledge, information, and belief, be free and clear of liens, claims, security interests, or encumbrances, in favor of the Contractor, Subcontractors, suppliers, or other persons or entities that provided labor, materials, and equipment relating to the Work. **CONTRACTOR SHALL INDEMNIFY AND HOLD OWNER HARMLESS FROM ANY LIENS, CLAIMS, SECURITY INTERESTS OR ENCUMBRANCES FILED BY A SUPPLIER, SUBCONTRACTORS, OR ANYONE CLAIMING BY, THROUGH OR UNDER THE CONTRACTOR OR SUBCONTRACTOR FOR ITEMS COVERED BY PAYMENTS PREVIOUSLY MADE BY THE OWNER TO CONTRACTOR FOR ITEMS COVERED BY PAYMENTS MADE BY THE OWNER TO CONTRACTOR.**

§ 9.3.4 In each Application for Payment, Contractor shall certify that: the information contained in the Application presented is true, correct, accurate and complete; that the submitted Work has been completed to the extent represented in the Applications for Payment; that the materials and supplies identified in the Applications for Payment have been purchased, paid for, and, unless an agreement described in Paragraph 9.3.2 has been signed, incorporated into the Work; that the subcontractors whose work is identified in the Applications for Payment have been paid, or Contractor has been invoiced for same and intends to pay such subcontractors; there are no known mechanics' or materialmens' liens outstanding at the date of the Application, that all due and payable bills with respect to the Work have been paid to date or are included in the amount requested in the current Application and that except for such bills not paid but so included, there is no known basis for the filing of any mechanics' or materialmens' liens on the Work, and that releases from all contractors and materialmen have been obtained in such form as to constitute an effective release of lien under the laws of the State of Texas covering all Work theretofore performed and for which payment has been made by Owner to Contractor.

§ 9.4 Certificates for Payment

§ 9.4.1 The Architect will, carefully evaluate and review the Application for Payment and, when appropriate, return the Application for Payment to the Contractor as provided in Section 9.4.2. If the Application for Payment is complete, then the Architect shall sign and, either (1) issue to the Owner a Certificate for Payment in the full amount of the Application for Payment, with a copy to the Contractor; or (2) issue to the Owner a Certificate for Payment for such amount as the Architect determines is properly due, and notify the Contractor and Owner in writing, of the Architect's reasons for withholding certification in part as provided in Section 9.5.1; or (3) withhold certification of the entire Application for Payment, and notify the Contractor and Owner in writing, of the Architect's reason for withholding certification in whole as provided in Section 9.5.1. Architect's written reasons for withholding certification shall be construed as the notice required by Texas Government Code Section 2251.042 *et seq.*

§ 9.4.2 The issuance of a Certificate for Payment will constitute a representation by the Architect to the Owner, that the Architect has observed the progress of the Work and determined that, in the Architect's professional opinion based on the Architect's evaluation of the Work and the data in the Application for Payment, the Work has progressed to the point indicated, the quality of the Work is in accordance with the Contract Documents, and that the Contractor is entitled to payment in the amount certified. The foregoing representations are subject to an evaluation of the Work for conformance with the Contract Documents upon Substantial Completion, to results of subsequent tests and inspections, to correction of minor deviations from the Contract Documents prior to completion, and to specific qualifications expressed by the Architect in writing to the Owner. However, the issuance of a Certificate for Payment will not be a representation that the Architect has (1) made exhaustive or continuous on-site inspections to check the quality or quantity of the Work; (2) reviewed construction means, methods, techniques, sequences, or procedures; (3) reviewed copies of requisitions received from Subcontractors and suppliers and other data unless requested by the Owner to substantiate the Contractor's right to payment; or (4) made examination to ascertain how or for what purpose

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the Contractor has used money previously paid on account of the Contract Sum. Examinations, audits, and verifications, if required by the Owner, will be performed by the Owner's accountants or other representatives of the Owner acting in the sole interest of the Owner.

§ 9.4.3 The issuance of a Certificate for Payment shall constitute a recommendation to the Owner regarding the amount to be paid. This recommendation is not binding on the Owner if Owner knows of other reasons under the Contract Documents why payment should be withheld.

§ 9.5 Decisions to Withhold Certification

§ 9.5.1 The Architect may withhold a Certificate for Payment in whole or in part, to the extent reasonably necessary to protect the Owner, if in the Architect's opinion the representations to the Owner required by Section 9.4.2 cannot be made. If the Architect is unable to certify payment in the amount of the Application, the Architect will notify the Contractor and Owner as provided in Section 9.4.1. If the Contractor and Architect cannot agree on a revised amount, the Architect will promptly issue a Certificate for Payment for the amount for which the Architect is able to make such representations to the Owner. The Architect may also withhold a Certificate for Payment or, because of subsequently discovered evidence, may nullify the whole or a part of a Certificate for Payment previously issued, to such extent as may be necessary in the Architect's opinion to protect the Owner from loss for which the Contractor is responsible, including loss resulting from acts and omissions described in Section 3.3.2, because of

- **.1** defective Work not remedied;
- **.2** third party claims filed or reasonable evidence indicating probable filing of such claims, unless security acceptable to the Owner is provided by the Contractor;
- **.3** failure of the Contractor to make payments properly to Subcontractors or suppliers for labor, materials or equipment;
- **.4** reasonable evidence that the Work cannot be completed for the unpaid balance of the Contract Sum;
- **.5** damage to the Owner or a Separate Contractor;
- **.6** reasonable evidence that the Work will not be completed within the Contract Time, and that the unpaid balance would not be adequate to cover actual or liquidated damages for the anticipated delay;
- **.7** repeated failure to carry out the Work in accordance with the Contract Documents;
- **.8** delay beyond the times set forth elsewhere in the Contract Documents including but not limited to the submission for approval of the schedule of values, cost breakdowns on proposal requests, progress schedule, list of Subcontractors and insurance requirements;
- **.9** failure to submit a written plan indicating action by the Contractor to regain the time schedule for completion of Work within the Contract Time;
- **.10** evidence of financial inability to perform the Contract fully;
- **.11** failure to submit record documents required by the Contract; or
- **.12** failure of the Contractor to perform any other obligations of the Contract.

§ 9.5.2 If the Contractor disputes the Architect's or the Owner's decision regarding a Certificate for Payment under Section 9.5.1, in whole or in part, the Contractor may submit a Claim in accordance with Article 15.

§ 9.5.3 When the reasons for withholding certification are removed, certification will be made for amounts previously withheld. The Owner shall not be deemed in default by reason of withholding payment as provided for in Section 9.5.1.

§ 9.5.4 If the Architect withholds certification for payment under Section 9.5.1.3, the Owner may, at its sole option, issue joint checks to the Contractor and to any Subcontractor or supplier to whom the Contractor failed to make payment for Work properly performed or material or equipment suitably delivered. If the Owner makes payments by joint check, the Owner shall notify the Architect and the Contractor shall reflect such payment on its next Application for Payment. Notwithstanding any provision contained within this Article, if the Contractor has not achieved Substantial Completion by the required date, subject to extensions of time allowed under the Contract Documents, then Architect may withhold any further Certificate for Payment to the extent necessary to preserve sufficient funds to complete construction of the Project and to cover liquidated damages. The Owner shall not be deemed in default by reason of withholding payment as provided for in Section 9.5.1, or this Section 9.5.4.

§ 9.6 Progress Payments

§ 9.6.1 After the Architect has issued and the Owner has approved a Certificate for Payment, the Owner shall make payment of disputed amounts in the manner and within the time provided in the Contract Documents, and in

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accordance with the Texas Government Code section 2251.042 *et. seq*., Owner shall within twenty-one (21) days notify the Architect and Contractor if Owner disputes the Architect's Certificate for Payment, listing the specific reasons for nonpayment. Payments to the Contractor shall not be construed as releasing the Contractor or his Surety from any obligations under the Contract Documents.

§ 9.6.2 In compliance with Texas Government Code Section 2251.022, the Contractor shall, within ten (10) days following receipt of payment from the Owner, pay all bills for labor and materials performed and furnished by others in connection with the construction, furnished and equipping of the improvements and the performance of the Work, and shall, if requested, provide the Owner with evidence of such payment. Contractor's failure to make payments within such time shall constitute a material breach of this contract. Contractor shall include a provision in each of its contracts imposing the same payment obligations on its Subcontractors as are applicable to the Contractor hereunder. If the Contractor has failed to make payment promptly to the Contractor's Subcontractors or for materials or labor used in the Work for which the Owner has made payment to the Contractor, the Owner shall be entitled to withhold payment to the Contractor in part or in whole to the extent necessary to protect the Owner.

§ 9.6.3 The Architect will, on request, furnish to a Subcontractor, if practicable, information regarding percentages of completion or amounts applied for by the Contractor and action taken thereon by the Architect and Owner on account of portions of the Work done by such Subcontractor.

§ 9.6.4 The Owner has the right to request written evidence from the Contractor that the Contractor has properly paid Subcontractors and suppliers amounts paid by the Owner to the Contractor for subcontracted Work. If the Contractor fails to furnish such evidence within seven days, the Owner shall have the right to contact Subcontractors and suppliers to ascertain whether they have been properly paid. Neither the Owner nor Architect shall have an obligation to pay, or to see to the payment of money to, a Subcontractor or supplier, except as may otherwise be required by law.

§ 9.6.5 The Contractor's payments to suppliers shall be treated in a manner similar to that provided in Sections 9.6.2, 9.6.3 and 9.6.4.

§ 9.6.6 A Certificate for Payment, a progress payment, or partial or entire use or occupancy of the Project by the Owner shall not constitute acceptance of Work not in accordance with the Contract Documents.

§ 9.6.7 The Contractor shall, as a condition precedent to any obligation of the Owner under the Contract Documents, provide to the Owner payment and performance bonds in the full penal amount of the Contract in accordance with Texas Government Code Chapter 2253. Notwithstanding the foregoing, payments received by the Contractor from the Owner for Work properly performed by Subcontractors, or materials properly provided by suppliers, shall be held in trust by the Contractor for the benefit of those Subcontractors or suppliers who performed Work or furnished materials, or both, under contract with the Contractor.

§ 9.6.8 Provided the Owner has fulfilled its payment obligations under the Contract Documents, the Contractor shall defend and indemnify the Owner from all loss, liability, damage or expense, including reasonable attorney's fees and litigation expenses, arising out of any lien claim or other claim for payment by any Subcontractor or supplier of any tier. Upon receipt of notice of a lien claim or other claim for payment, the Owner shall notify the Contractor. If approved by the applicable court, when required, the Contractor may substitute a surety bond for the property against which the lien or other claim for payment has been asserted.

§ 9.7 Failure of Payment

Pursuant to Texas Government Code Section 2251.051,if the Owner does not pay the Contractor any payment certified by the Architect, which is undisputed, due and owing after the date the payment is due under the Contract Documents, then the Contractor may, upon ten (10) days' written notice to the Owner and Architect, that payment has not been made and the Contractor intends to suspend performance for nonpayment, may stop the Work until payment of the undisputed amount owing has been received. If the Owner provides written notice to the Contractor that: 1) payment has been made; or 2) a bona fide dispute for payment exists, listing the specific reasons for nonpayment, then Contractor shall be liable for damages resulting from suspension of the Work. If a reason specified is that labor, services, or materials provided by the Contractor are not provided in compliance with the Contract Documents, then the Contractor shall be provided a reasonable opportunity to cure the noncompliance or to compensate Owner for any failure to cure the noncompliance. No amount shall be added to the Contract Sum as a result of a dispute between Owner and Contractor unless and until such dispute is resolved in Contractor's favor.

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§ 9.7.2 If the Owner is entitled to reimbursement or payment from the Contractor under or pursuant to the Contract Documents, then such payment shall be made promptly upon demand by the Owner. Notwithstanding anything contained in the Contract Documents to the contrary, if the Contractor fails to promptly make any payment due to Owner, pursuant to the Contract, or if the Owner incurs any costs and expenses to cure any default of the Contractor or to correct defective Work, then the Owner shall have an absolute right to offset such amount against the Contract Sum and, in the Owner's sole discretion and without waiving any other remedies, may elect to either: (1) deduct an amount equal to that which the Owner is entitled from any payment then or thereafter due to Contractor from the Owner, or (2) issue a written notice to the Contractor reducing the Contract Sum by an amount equal to that which the Owner is entitled.

§ 9.8 Substantial Completion

§ 9.8.1 Substantial Completion is the stage in the progress of the Work when the Work or designated portion thereof is sufficiently complete in accordance with the Contract Documents so that the Owner can occupy or utilize the Work for its intended use; provided, however, as a condition precedent to Substantial Completion, the Owner has received all certificates of occupancy and any other permits, approvals, licenses, and other documents from any governmental authority having jurisdiction thereof necessary for the beneficial occupancy of the Project (or if the same cannot be delivered for reasons not the fault or responsibility of the Contractor, nevertheless all Contractor's obligations necessary to the issuance of such certificates, permits, approvals, or licenses will have been performed.) Without limiting the foregoing, in general, the only remaining Work following Substantial Completion shall be minor in nature, so that the Owner could occupy the Project on that date and the completion of the Work by the Contractor would not materially interfere or hamper the Owner's normal business operations.

§ 9.8.2 When the Contractor considers that the Work, or a portion thereof which the Owner agrees to accept separately, is substantially complete, the Contractor shall prepare and submit to the Architect a comprehensive list of items to be completed or corrected prior to final payment. Failure to include an item on such list does not alter the responsibility of the Contractor to complete all Work in accordance with the Contract Documents.

§ 9.8.3 Upon receipt of the Contractor's list, the Architect accompanied by the Owner or Owner's representative, at the Owner's option, will make an inspection to determine whether the Work or designated portion thereof is substantially complete. If the Architect's inspection discloses any item, whether or not included on the Contractor's list, which is not sufficiently complete in accordance with the Contract Documents so that the Owner can occupy or utilize the Work or designated portion thereof for its intended use, then the Architect shall so notify the Contractor and Owner in writing, and the Contractor shall, before issuance of the Certificate of Substantial Completion, complete or correct such item upon notification by the Architect. In such case, the Contractor shall then submit a request for another inspection by the Architect to determine Substantial Completion.

§ 9.8.3.1 If, in Architect's opinion during the inspection, the Project, or the designated portion thereof which Owner has agreed to accept separately, is not sufficiently complete to warrant inspection, or if the list of items to be completed or corrected is not sufficiently complete to warrant inspection, then Architect may terminate the inspection and notify the Contractor that the Project is not ready for inspection. If for such reasons, Architect is required to make additional inspections, the Owner may deduct the cost of Architect's additional services made necessary thereby from any payments due the Contractor. The Architect's compensation shall be determined in accordance with the applicable provisions of the Agreement between the Owner and Architect.

§ 9.8.3.2 Except with the consent of the Owner, the Architect will perform no more than ONE (1) inspection to determine whether the Work has attained Substantial Completion in accordance with the Contract Documents. The Owner shall be entitled to deduct from the Contract Sum amounts paid to the Architect, Engineer, Consultant or service provider for any additional inspections.

§ 9.8.4 When the Work or designated portion thereof is Substantially Complete, as defined by the Contract Documents, the Architect will prepare a Certificate of Substantial Completion that shall establish the date of Substantial Completion; establish responsibilities of the Owner and Contractor for security, maintenance, heat, utilities, damage to the Work and insurance; and fix the time within which the Contractor shall finish all items on the list accompanying the Certificate. Warranties required by the Contract Documents shall commence on the date of Substantial Completion of the Work or designated portion thereof, unless otherwise provided in the Certificate of Substantial Completion. If Work is to be completed or corrected after the date of Substantial Completion and prior to final payment, Warranties for Work to be completed or corrected after the date of Substantial Completion and prior to

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final payment shall become effective on the later of the date the Work is completed or corrected and accepted by the Owner and Architect, or the date of Final Payment. ("Warranty Commencement Date").

§ 9.8.5 The Certificate of Substantial Completion shall be submitted to the Owner and Contractor for their written acceptance of responsibilities assigned to them in the Certificate.

§ 9.8.6 Retainage is not due to the Contractor until thirty-one (31) days after Final Completion of the Work as set out in Section 9.10. After the Certificate of Substantial Completion is accepted by the Owner, the Owner may, in its sole discretion and upon acceptance and consent of surety, make payment of retainage on all or a part of the Work accepted.

§ 9.9 Partial Occupancy or Use

§ 9.9.1 The Owner may occupy or use any completed or partially completed portion of the Work at any stage when such portion is designated by separate agreement with the Contractor, provided such occupancy or use is consented to in writing by the insurer and authorized by public authorities having jurisdiction over the Project. Such partial occupancy or use may commence whether or not the portion is substantially complete, provided the Owner and Contractor have accepted in writing the responsibilities assigned to each of them for payments, retainage, if any, security, maintenance, heat, utilities, damage to the Work resulting from such occupancy, use or installation, and insurance, and have agreed in writing concerning the period for correction of the Work and commencement of warranties on the partially completed portion of the Work, as required by the Contract Documents.. Consent of the Contractor to partial occupancy or use shall not be unreasonably withheld. The stage of the progress of the Work shall be determined by written agreement between the Owner and Contractor or, if no agreement is reached, by decision of the Architect. Contractor agrees that the Owner may place and install as much equipment and furnishings as is possible before completion or partial completion of portions of the Work.

§ 9.9.2 Immediately prior to such partial occupancy or use, the Owner, Contractor, and Architect shall jointly inspect the area to be occupied or portion of the Work to be used in order to determine and record the condition of the Work.

§ 9.9.3 Unless expressly agreed upon in writing, partial occupancy or use of a portion or portions of the Work or installation of furnishings and equipment shall not constitute acceptance of Work not complying with the requirements of the Contract Documents, nor shall it constitute evidence of Substantial Completion or Final Completion.

§ 9.10 Final Completion and Final Payment

§ 9.10.1 When all of the Work is finally completed and the Contractor is ready for a final inspection it shall notify the Owner and the Architect thereof in writing. Thereupon, the Architect and Owner (at Owner's option) will make final inspection of the Work and, if the Work is complete in full accordance with the Contract Documents and this Contract has been fully performed, the Architect will promptly issue a final Certificate for Payment certifying to the Owner that the Work has been completed in accordance with the Contract Documents and that remainder of the Contract Sum, including all retainage, less any amount withheld pursuant to the Contract and noted in the final Certificate is due and payable. The Architect's final Certificate for Payment will constitute a further representation that conditions listed in Section 9.10.2 as precedent to the Contractor's being entitled to final payment have been fulfilled. Except with the consent of the Owner, the Architect will perform no more than one (1) inspection to determine whether the Work has attained Final Completion in accordance with the Contract Documents. If the Architect is unable to issue its final Certificate for Payment and is required to repeat its final inspection of the Work, the Contractor shall bear the cost of such repeat final inspection(s) which cost may be deducted by the Owner from the Contractor's final payment.

§ 9.10.2 Neither final payment nor any remaining retained percentage shall become due until the Contractor submits to the Architect (1) its affidavit that payrolls, bills for materials and equipment, and other liabilities connected with the Work for which the Owner or the Owner's property might be responsible or encumbered (less amounts withheld by Owner) have been paid or otherwise satisfied, (2) a certificate evidencing that insurance required by the Contract Documents to remain in force after final payment is currently in effect, (3) a written statement that the Contractor knows of no reason that the insurance will not be renewable to cover the period required by the Contract Documents, (4) consent of surety, if any, to final payment, (5) documentation of any special warranties, such as manufacturers' warranties or specific Subcontractor warranties, and (6) except for amounts previously withheld by the Owner, other data establishing payment or satisfaction of obligations, such as receipts and releases and waivers of liens, claims, security interests, or encumbrances arising out of the Contract, to the extent and in such form as may be designated by the Owner. If a Subcontractor refuses to furnish a release or waiver required by the Owner, the Contractor may have

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been fully paid or otherwise satisfied; releases and waivers of liens from all Subcontractors of the Contractor and of any and all other parties required by the Architect or the Owner; such other provisions as Owner may request; and consent of Surety to final payment. If any third party fails or refuses to provide a release of claims or waiver of lien as required by Owner, the Contractor shall furnish a bond satisfactory to the Owner to discharge any such lien or indemnify the Owner from liability; (7) In addition, the following items must be completed and received by the Owner before Final Payment will be due:

.1 Written certifications required by Sections 10.5, 10.6, and 10.7 herein;
.2 Final list of subcontractors (AIA Document G705-2001);
.3 Contractor's Certification of Project Compliance required by 16 Texas Administrative Code, Section 61.1036, located at: https://tea.texas.gov;
.4 Contractor's warranties, organized as required elsewhere in the Contract Documents;
.5 Maintenance and Instruction Manuals;
.6 Owner's Certificate of Final Completion; and
.7 "As-constructed record drawings". At the completion of the Project, the Contractor shall submit one complete set of "as-constructed" record drawings, with all changes made during construction, including concealed mechanical, electrical, and plumbing items. The Contractor shall submit these as electronic, sepia, or other acceptable medium, in the discretion of the Owner. The "as-constructed" record drawings shall delete the seal of the Architect and/or the Engineer and any reference to those firms providing professional services to the Owner, except for historical or reference purposes.

Documents identified as affidavits must be notarized. All manuals will contain an index listing the information submitted. The index section will be divided and identified by tabbing each section as listed in the index. Upon request, the Architect will furnish the Contractor with blank copies of the forms listed above.

§ 9.10.3 The Owner shall make final payment of all sums due the Contractor not more than thirty-one (31) days after the Architect's execution of a final Certificate for Payment. Final Payment shall not constitute a waiver of any Claims by the Owner.

§ 9.10.4

(Paragraphs deleted)

[Paragraph Deleted.]

§ 9.10.5 Acceptance of final payment by the Contractor, a Subcontractor, or a supplier, shall constitute a waiver of claims by that payee except those previously asserted pursuant to Article 15 and identified by that payee as unsettled at the time of final Application for Payment.

§ 9.10.6 The Contractor shall not permit any actual or purported lien, charge or claim to attach or attempt to attach to the Work, the site or any amounts due or to become due to the Contractor under the Contract Documents. If any such lien, charge or claim is so asserted, the Contractor shall promptly procure its release and indemnify the Owner against all damage and expense incident thereto. Upon completion of the Work and before any final payment and settlement, the Contractor shall provide evidence satisfactory to the Owner of payment and release of all debts, taxes, liens, charges, obligations and claims for or relating to labor, materials, Subcontractors and Sub-subcontractors; provided, however, that if the Contractor has not paid for any of the aforesaid as a result of a bona fide dispute, and payment of such is guaranteed and covered by the payment bond provided by the Contractor, then the Contractor shall not be required to pay such claim as a condition to final payment and settlement, but instead shall be required to provide Owner with written consent to final payment executed by such surety, expressly acknowledging the existence of such unpaid claim, and agreeing that full and final payment to the Contractor shall not impair any of the Owner's rights or the surety's obligations under the bond.

§ 9.11 Audit

Contractor agrees to maintain adequate books, payrolls and records satisfactory to the Owner in connection with any and all Work performed hereunder. Contractor agrees to retain all such books, payrolls and records (including data stored in computer) for a period of not less than three (3) years after completion of the Work. At all reasonable times, Owner and its duly authorized representatives shall have access to all personnel of Contractor and all such books, payrolls and records, and shall have the right to audit same.

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§ 9.12 In addition to any liquidated damages payable to the Owner by the Contractor, if: (1) the Architect is required to make more than one (1) inspection for Substantial Completion; (2) the Architect is required to make more than 1 inspection for Final Completion; or (3) the Work is not substantially complete within thirty (30) days after the date established for Substantial Completion in the Contract Documents; the Owner shall be entitled to deduct from the Contract Sum amounts paid to the Architect for any additional inspections or services.

ARTICLE 10 PROTECTION OF PERSONS AND PROPERTY

§ 10.1 Safety Precautions and Programs

The Contractor shall be responsible for initiating, maintaining, and supervising all safety precautions and programs in connection with the performance of the Contract and shall conform to all provisions of the "Manual of Accident Prevention in Construction", published by the Associated General Contractors of America, Inc., latest edition, and the Contractor further agrees to fully comply with all safety standards required by the Occupational Safety and Health Administration ("OSHA") 29 USC Section 651 et seq., and all amendments thereto. However, the Contractor's duties herein shall not relieve any Subcontractor or any other person or entity, including any person or entity required to comply with all applicable federal, state and local laws, rules, regulations, and ordinances, from the obligation to provide for the safety of their employees, persons, and property and their requirements to maintain a work environment free of recognized hazards. Contractor shall provide reasonable fall protection safeguards and provide approved fall protection safety equipment for use by all exposed Contractor employees.

§ 10.1.1 Contractor shall ensure that the Project site is alcohol-free, drug-free, nicotine/ tobacco-free, e-cigarette free, weapon-free, and sexual-harassment free, and shall require strict compliance on the Project Site with the Owner's Board Policies, including but not limited to GKA(Legal) and GKA(Local). Contractor will remove any of its employees from performing the Work any time there is suspicion of alcohol and/or drug use, possession, or impairment involving such employee, and at any time an incident occurs where drug or alcohol use could have been a contributing factor. Owner has the right to require Contractor to remove employees from performing the Work any time cause exists to suspect alcohol or drug use. In such cases, Contractor's employees may only be considered for return to work after the Contractor certifies as a result of a for-cause test, conducted immediately following removal that said employee was in compliance with this contract. Contractor will not use an employee to perform the Work who either refuses to take, or tests positive in, any alcohol or drug test.

10.1.2 Dress Code, Fraternization and Sexual Harassment. Contractor shall require adequate dress of the Contractor's forces consistent with the nature of the Work being performed, including wearing shirts at all times. Contractor shall prohibit fraternization between all persons working under Contractor or any of its subcontractors, students and Owner's employees while on Owner's property. Sexual harassment of employees of the Contractor or employees or students of the Owner by employees of the Contractor is strictly forbidden. Any employee of the Contractor who is found to have engaged in such conduct shall be subject to appropriate disciplinary action by the Contractor, including removal from the job site.

§ 10.1.3 Weapons. Owner has also banned use, possession, or display of any firearm, handgun, location-restricted knife, club, or "prohibited weapon", as defined by the Texas Penal Code and Owner's Board Policy FNCG(Legal), except when the Contractor, its representatives, employees, agents, and subcontractors, or anyone else over which the Contractor has control or authority holds a Texas handgun license, stores the handgun or other firearm in a locked vehicle in the Owners parking lot, garage, or other parking area provided by the Owner AND the firearm is not loaded and not in plain view. A copy of such policy is available through a link on the Owner's website. The Contractor further agrees that Contractor's representatives, employees, agents, and subcontractors will abide by these requirements as well as the Federal Gun-Free School Zones Act.

§ 10.1.4 Tobacco and E-Cigarettes. Contractor's employees, agents, Subcontractors, anyone directly or indirectly employed by any of them, or anyone for whose acts any of them may be liable, shall not use e-cigarettes or tobacco products while on the Project Site.

§ 10.1.4 Small Unmanned Aircraft (Drones). The Contractor shall operate any Small Unmanned Aircraft as required by 14 C.F.R. Part 107. as applicable, and any other applicable federal or state laws and regulations.

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§ 10.2 Safety of Persons and Property

§ 10.2.1 The Contractor shall maintain good order among its employees and its Subcontractors, shall confine its employees and Subcontractors to such work areas, roads and gates as directed by the Owner, take reasonable and necessary precautions for safety of, and shall provide reasonable protection to prevent damage, injury, or loss to

.1 employees on the Work, school personnel, students and other persons on the Owner's premises and other persons who may be affected thereby, which protection shall include the installation of fencing between the Work site and the occupied portion of a connecting or adjacent educational facility, and taking reasonable precautions to secure any abusable glue, aerosol paint, or any other chemical substance for inhalation being used on the project site;

.2 the Work and materials and equipment to be incorporated therein, whether in storage on or off the site, under care, custody, or control of the Contractor, a Subcontractor, or a Sub-subcontractor; and

.3 other property at the site or adjacent thereto, such as fences, trees, shrubs, lawns, walks, athletic fields and tracks, pavements, roadways, structures, and utilities not designated for removal, relocation, or replacement in the course of construction. Contractor's obligations under this Section shall continue to apply during any time period when all or a portion of the Work is suspended for any reason. Contractor's obligations under Section 10.2 as to each portion of the Project shall continue until Owner takes possession of and occupies that portion of the Project.

§ 10.2.2 The Contractor shall comply with, and give notices required by applicable laws, statutes, ordinances, codes, rules and regulations, and lawful orders of public authorities, bearing on safety of persons or property or their protection from damage, injury, or loss.

§ 10.2.3 The Contractor shall implement, erect, and maintain, as required by existing conditions and performance of the Contract, reasonable safeguards for safety and protection, including installing fencing, posting danger signs and other warnings against hazards; promulgating safety regulations; and notifying the owners and users of adjacent sites and utilities of the safeguards. The Contractor shall also be responsible, at the Contractor's sole cost and expense, for all measures necessary to protect any property adjacent to the Project and improvements therein. Any damage to such property or improvements shall be promptly repaired by the Contractor. Contractor shall provide reasonable fall protection safeguards and provide approved fall protection safety equipment for use by all exposed Contractor employees.

§ 10.2.4 When use or storage of hazardous materials or equipment, or unusual methods are necessary for execution of the Work, the Contractor shall exercise utmost care and carry on such activities under supervision of properly qualified personnel, and shall only conduct such activities after giving reasonable advance written notice of the presence or use of such materials, equipment or methods to Owner and Architect. The storage of explosives on Owner's property is prohibited. The use of explosive materials on Owner's property is prohibited unless expressly approved in advance in writing by Owner and Architect.

§ 10.2.5 [Paragraph Deleted.]

§ 10.2.6 The Contractor shall designate a responsible member of the Contractor's organization at the site whose duty shall be the prevention of accidents. This person shall be the Contractor's superintendent unless otherwise designated by the Contractor in writing to the Owner and Architect.

§ 10.2.7 The Contractor shall not permit any part of the construction or site to be loaded so as to cause damage or create an unsafe condition.

§ 10.2.8 Injury or Damage to Person or Property

§ 10.2.8.1 If either party suffers injury or damage to person or property because of an act or omission of the other party, or of others for whose acts such party is legally responsible, notice of the injury or damage, whether or not insured, shall be given to the other party within a reasonable time not exceeding 3 days after discovery. The notice shall provide sufficient detail to enable the other party to investigate the matter. No provision of the Contract Documents shall waive Owner's immunity under the Texas Tort Claims Act, Texas Civil Practice and Remedies Code, Chapter 101.

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§ 10.2.8.2 The Contractor shall promptly report in writing to the Owner and Architect all accidents arising out of or in connection with the Work which cause death, bodily injury, or property damage, giving full details and statements of any witnesses. In addition, if death, serious bodily injuries, or serious property damages are caused, then the accident shall be reported immediately by any means necessary to give actual notice to the Owner's representative and the Architect.

§ 10.3 Hazardous Materials and Substances

§ 10.3.1 The Contractor is responsible for compliance with any requirements included in the Contract Documents regarding hazardous materials or substances. If the Contractor encounters a hazardous material or substance not addressed in the Contract Documents and if reasonable precautions will be inadequate to prevent foreseeable bodily injury or death to persons resulting from a material or substance, including but not limited to asbestos or polychlorinated biphenyl (PCB), encountered on the site by the Contractor, the Contractor shall, upon recognizing the condition, immediately stop Work in the affected area and notify the Owner and Architect of the condition. If such notice is provided orally, written confirmation of such notice by Contractor shall be provided not later than one (1) business day following such notification. Owner shall not be responsible for materials or substances brought to the site by the Contractor.

§ 10.3.2 Upon receipt of the Contractor's notice, the Owner shall, as soon as reasonably possible, obtain the services of a licensed laboratory to verify the presence or absence of the material or substance reported by the Contractor and, in the event such material or substance is found to be present, to cause it to be rendered harmless. Unless otherwise required by the Contract Documents, the Owner shall furnish in writing to the Contractor and Architect the names and qualifications of persons or entities who are to perform tests verifying the presence or absence of the material or substance or who are to perform the task of removal or safe containment of the material or substance. The Contractor and the Architect will promptly reply to the Owner in writing stating whether or not either has reasonable objection to the persons or entities proposed by the Owner. If either the Contractor or Architect has an objection to a person or entity proposed by the Owner, the Owner shall propose another to whom the Contractor and the Architect have no reasonable objection. When the material or substance has been rendered harmless, Work in the affected area shall resume upon written agreement of the Owner and Contractor. Contractor may be entitled to an extension of the Contract Time in accordance with Article 8.3.

§ 10.3.3 To the extent permitted by the laws and Constitution of the State of Texas, the Owner shall indemnify and hold harmless the Contractor, Subcontractors, Architect, Architect's consultants, and agents and employees of any of them from and against claims, damages, losses, and expenses, including but not limited to attorneys' fees, arising out of or resulting from performance of the Work in the affected area if in fact the material or substance presents the risk of bodily injury or death as described in Section 10.3.1 and has not been rendered harmless, provided that such claim, damage, loss, or expense is attributable to bodily injury, sickness, disease or death, or to injury to or destruction of tangible property (other than the Work itself), except to the extent that such damage, loss, or expense is due to the fault or negligence of the party seeking indemnity. Notwithstanding anything to the contrary contained in this Section 10.3.3, the agreement of the Owner to indemnify, defend and hold harmless the parties described in this Section shall not extend or apply to claims, damages, losses, expenses or liabilities related to, created or caused in whole or in part by a party indemnified hereunder; it being agreed and understood that the Owner and any party so indemnified shall each bear liability for its own negligent acts or omissions, and that such indemnity shall extend only to liability for the negligent acts and omissions of the Owner.

§ 10.3.4 The Owner shall not be responsible under this Section 10.3 for hazardous materials or substances the Contractor brings to the site unless such materials or substances are required by the Contract Documents.

§ 10.3.5 Except to the extent that the cost and expense are due to the Owner's fault or negligence, if Contractor imports hazardous materials onto the Project site, the Contractor shall indemnify and hold harmless the Owner for the cost and expense the Owner incurs (1) for remediation of hazardous materials or substances the Contractor brings to the site and negligently handles, (2) where the Contractor fails to perform its obligations under Section 10.3.1; and (3) any fines or penalties of government agencies directly resulting from the Contractor's importation of the hazardous materials onto the Project site.

§ 10.3.6 [Paragraph Deleted.]

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§ 10.4 Emergencies

§ 10.4 .1 In an emergency affecting safety of persons or property, the Contractor shall act, at the Contractor's discretion, to prevent threatened damage, injury, or loss. Additional compensation or extension of time claimed by the Contractor on account of an emergency shall be determined as provided in Article 15 and Article 7.

§ 10.4.2 The performance of the foregoing services by the Contractor shall not relieve the subcontractors of their responsibility for the safety of persons and property and for compliance with all federal, state and local statutes, rules, regulations and orders of any governmental authority applicable to the conduct of the Work.

§ 10.5 Asbestos Or Asbestos-Containing Materials. Contractor shall submit to the Architect a written certification addressed to the Owner that all materials used in the construction of this Project contain less than 0.10% by weight of asbestos and for which it can be demonstrated that, under reasonably foreseeable job site conditions, will not release asbestos fibers in excess of 0.1 fibers per cubic centimeter. The written certification shall further state that, should asbestos fibers be found at this Project in concentrations greater than 0.1 fibers per cubic centimeter, then Contractor shall be responsible for determining which materials contain asbestos fibers and shall take all necessary corrective action to remove those materials from the Project, at no additional cost to the Owner. The written certification shall be dated, shall reference this specific Project and shall be signed by not less than two (2) officers of the Contractor. Final Payment shall not be made until this written certification has been received.

§ 10.6 Lead-Free Material In Potable Water System

§ 10.6.1 Prior to payment of retainage and final payment, the Contractor and each subcontractor involved with the potable water system shall furnish a written certification that the potable water system is "lead-free".

§ 10.6.2 The written certification shall further state that should lead be found in the potable water system built under this Project, then Contractor shall be responsible for determining which materials contain lead and shall take all necessary corrective action to remove lead from the Project, at no additional cost to the Owner. The written certification shall be dated, shall reference this specific Project and shall be signed by not less than two (2) officers of the Contractor.

§ 10.7 Hazardous Materials Certification

The Contractor shall provide written certification that no materials used in the Work contain lead or asbestos materials in them in excess of amounts allowed by federal, state or local standards, laws, codes, rules and regulations; the Federal Environmental Protection Agency (EPA) standards; and/or the Federal Occupational Safety and Health Administration (OSHA) standards, whichever is most restrictive. The Contractor shall provide this written certification as part of submittals under the Section in the Project Manual related to Contract Closeout.

ARTICLE 11 INSURANCE AND BONDS

§ 11.1 Contractor's Insurance

§ 11.1.1 The Contractor and the Contractor's Subcontractors shall purchase and maintain in force, insurance of the types and limits of liability, containing the endorsements, and subject to the terms and conditions, as described in the table below the Agreement or elsewhere in the Contract Documents. No Work will be commenced, and no equipment or materials may be shipped, until all requirements of Article 11 have been satisfied, satisfactory evidence of insurance has been provided, and all required insurance is in full force and effect. The Contractor shall purchase and maintain the required insurance from an insurance company or insurance companies lawfully authorized to issue insurance in the State of Texas.

Workmen's Compensation: (Including Waiver of Subrogation Endorsement)	All liability arising out of Contractor's employment of workers and anyone for whom Contractor shall be liable for Worker's Compensation claims. Worker's Compensation is required and no "alternative" form of insurance shall be permitted.
Employer's Liability:	$1,000,000.00

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Commercial General Liability: Each Occurrence General Aggregate Personal & Advertising Injury Products and Completed Operations	 $1,000,000.00 $2,000,000.00 (A Designated Construction Project General Aggregate Limit shall be provided) $1,000,000.00 each person $1,000,000.00 (for one (1) year, commencing with issuance of final Certificate for Payment)
Property Damage Independent Contractors Contractual Liability	$1,000,000.00 each occurrence $2,000,000.00 aggregate (Same limits as above) (Same limits as above)
Automobile Liability: Bodily Injury/Property Damage	$1,000,000.00 combined single limit $1,000,000.00 each occurrence
Umbrella or Excess Liability	$5,000,000.00 each occurrence/aggregate
All Risk Builders Risk against the perils of fire, lightening, windstorm, hurricane, hail, explosion, riot, civil commotion, smoke, aircraft, land vehicles, vandalism, malicious mischief, and all other perils in the amount one hundred percent (100%) of the value of the improvements including transit and materials stored off site. Additionally, this coverage shall provide protection to the full replacement value for boiler and machinery equipment up to installation, during testing, and until acceptance by Owner.	
Professional Liability for Construction Manager-At-Risk. In addition to the coverage and limits provided above, if these General Conditions are incorporated into the AIA Document A133™–2019 Standard Form of Agreement Between Owner and Construction Manager as Constructor *where the basis of payment is the Cost of the Work Plus a Fee with a Guaranteed Maximum Price*, the Construction Manager shall also provide Professional Liability Insurance covering negligent acts, errors and omissions in the performance of professional services during the pre-construction phase, with policy limits of not less than One Million Dollars ($$1,000,000.00) per claim and Two Million Dollars ($$2,000,000.00) in the aggregate.	

§ 11.1.2 The required insurance must be written by a company licensed to do business in Texas at the time the policy is issued. In addition, the company must be acceptable to the Owner.

§ 11.1.3 The General Liability and Automobile policies so issued in the name of Contractor shall also name the Owner as additional insured. The coverage afforded to the additional insured under the policy or policies shall be primary insurance. It is the intent of the parties to this Agreement that the General Liability coverage (and associated Umbrella Coverage) required herein shall be primary to and shall seek no contribution from all insurance available to Owner, with Owner's insurance being excess, secondary and non-contributing. The Commercial General Liability coverage provided by Contractor shall be endorsed to provide such primary and non-contributing liability. If the additional insured has other insurance which is applicable to the loss, such other insurance shall be on an excess or contingent basis.

§ 11.1.4 If the insurance is written with stipulated amounts deductible under the terms of the policy, the Contractor shall pay the difference attributable to deductions in any payment made by the insurance carrier on claims paid by this insurance. If the Owner is damaged by the failure of the Contractor to maintain such insurance and to so notify the Owner then the Contractor shall bear all reasonable costs properly attributable thereto.

§ 11.1.5 The insurance required by Section 11.1.1 shall be written for not less than limits of liability specified in the Contract Documents or required by law, whichever coverage is greater. Coverages, whether written on an occurrence or claims-made basis, shall be maintained without interruption from the date of commencement of the Work until the date of final payment and termination of any coverage required to be maintained after final payment, and, with respect to the Contractor's completed operations coverage, until the expiration of the period for correction of Work or for such other period for maintenance of completed operations coverage as specified in the Contract Documents. Nothing contained herein shall limit or waive Contractor's legal or contractual responsibilities to Owner or others.

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§ 11.1.6 Contractor shall have its insurance carrier(s) furnish to Owner insurance certificates in form satisfactory to Owner specifying the types and amounts of coverage in effect, the expiration dates of each policy, and a statement that no insurance will be canceled or materially changed while the Work is in progress without thirty (30) calendar day's prior written notice to Owner. Contractor shall permit Owner to examine the insurance policies, or at Owner's option, Contractor shall furnish Owner with copies, certified by the carrier(s), of insurance policies required in Section 11.1.1. If Contractor neglects or refuses to provide any insurance required herein, or if any insurance is canceled, Owner may, but shall not be obligated to, procure such insurance and the provisions of Section 11.1.8 hereof shall apply.

§ 11.1.7 Contractor and its Subcontractors shall not commence the shipment of equipment or materials or commence the Work at the site until all of the insurance coverage required of Contractor and its Subcontractors are in force and the necessary certificates and statements pursuant to Section 11.1.6 hereof have been received by Owner and the Architect has issued a written notice to proceed.

§ 11.1.8 As an alternative and at Owner's option and expense, Owner may elect to furnish or to arrange for any part or all of the insurance required by Section 11.1 hereof. If Owner so elects, it shall notify, in writing, Contractor and issue a Change Order therefor, but no adjustment to the scheduled completion date or the Contract Sum shall be allowed.

§ 11.1.9 Workers' Compensation Insurance Coverage.

.1 **Definitions**:

.1.1 **Certificate of coverage ("Certificate")**. A copy of a certificate of insurance, a certificate of authority to self-insure issued by the division, or a coverage agreement (DWC Form-81, DWC Form-82, DWC Form-83, or DWC Form-84), showing statutory workers' compensation insurance coverage for the person's or entity's employees providing services on the Project, for the duration of the Project.

.1.2 **Duration of the Project.** Includes the time from the beginning of the work on the Project until the Contractor's work on the Project has been completed and accepted by the Owner.

.1.3 **Persons providing services on the Project ("subcontractor" in Texas Labor Code §406.096)**. Includes all persons or entities performing all or part of the services the Contractor has undertaken to perform on the Project, regardless of whether that person contracts directly with the Contractor and regardless of whether that person has employees. This includes, without limitation, independent contractors, subcontractors, leasing companies, motor carriers, owner-operators, employees of any such entity, or employees of any entity which furnishes persons to provide services on the Project. "Services" include, without limitation, providing, hauling, or delivering equipment or materials, or providing labor, transportation, or other service related to a Project. "Services" does not include activities unrelated to the Project, such as food/beverage vendors, office supply deliveries, and delivery of portable toilets.

.2 The Contractor shall provide coverage, based on proper reporting of classification codes and payroll amounts and filing of any coverage agreements, which meets the statutory requirements of Texas Labor Code, Section 401.011(44) for all employees of the Contractor providing services on the Project, for the duration of the Project.

.3 The Contractor must provide a certificate of coverage to the Owner prior to being awarded the contract.

.4 If the coverage period shown on the Contractor's current certificate of coverage ends during the duration of the Project, the Contractor must, prior to the end of the coverage period, file a new certificate of coverage with the Owner showing that coverage has been extended.

.5 The Contractor shall obtain from each person providing Services on a Project, and provide to the Owner:

.5.1 a certificate of coverage, prior to that person beginning work on the Project, so the Owner will have on file certificates of coverage showing coverage for all persons providing services on the Project; and

.5.2 no later than seven (7) days after receipt by the Contractor, a new certificate of coverage showing extension of coverage, if the coverage period shown on the current certificate of coverage ends during the duration of the Project.

.6 The Contractor shall retain all required certificates of coverage for the duration of the Project and for one (1) year thereafter.

.7 The Contractor shall notify the Owner in writing by certified mail or personal delivery, within ten (10) days after the Contractor knew or should have known, of any change that materially affects the provision of coverage of any person providing services on the Project.

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.8 The Contractor shall post on each Project site a notice, in the text, form and manner prescribed by the Texas Department of Insurance, Division of Workers' Compensation, informing all persons providing services on the Project that they are required to be covered, and stating how a person may verify coverage and report lack of coverage.

.9 The Contractor shall contractually require each person with whom it contracts to provide services on a Project, to:

.9.1 provide coverage, based on proper reporting of classification codes and payroll amounts and filing of any coverage agreements, which meets the statutory requirements of Texas Labor Code, Section 401.011(44) for all of its employees providing services on the Project, for the duration of the Project;

.9.2 provide to the Contractor, prior to that person beginning work on the Project, a certificate of coverage showing that coverage is being provided for all employees of the person providing services on the Project, for the duration of the Project;

.9.3 provide the Contractor, prior to the end of the coverage period, a new certificate of coverage showing extension of coverage, if the coverage period shown on the current certificate of coverage ends during the duration of the Project;

.9.4 obtain from each other person with whom it contracts, and provide to the Contractor:

(a) a certificate of coverage, prior to the other person beginning work on the Project; and

(b) a new certificate of coverage showing extension of coverage, prior to the end of the coverage period, if the coverage period shown on the current certificate of coverage ends during the duration of the Project;

.9.5 retain all required certificates of coverage on file for the duration of the Project and for one (1) year thereafter;

.9.6 notify the Owner in writing by certified mail or personal delivery, within ten (10) days after the person knew or should have known, of any change that materially affects the provision of coverage of any person providing services on the Project; and

.9.7 contractually require each person with whom it contracts, to perform as required by Subparagraphs .9.1 - .9.7 with the certificates of coverage to be provided to the person for whom they are providing services.

.10 By signing this contract or providing or causing to be provided a certificate of coverage, the Contractor is representing to the Owner that all employees of the Contractor who will provide services on the Project will be covered by workers' compensation coverage for the duration of the Project, that the coverage will be based on proper reporting of classification codes and payroll amounts, and that all coverage agreements will be filed with the appropriate insurance carrier or, in the case of a self-insured, with the Texas Department of Insurance, Division of Self-Insurance Regulation. Providing false or misleading information may subject the Contractor to administrative penalties, criminal penalties, civil penalties, or other civil actions.

.11 The Contractor's failure to comply with any of these provisions is a breach of contract by the Contractor which entitles the Owner to declare the contract void if the Contractor does not remedy the breach within ten (10) days after receipt of notice of breach from the Owner. [28 TAC §110.110(c)(7)]

§ 11.1.10 The Owner and Contractor shall waive all rights against (1) each other and the Contractors, Subcontractors, agents and employees each of the other, and (2) the Architect and separate Contractors, if any, and their contractors, Subcontractors, agents and employees, for damages caused by fire or other perils to the extent covered by property insurance applicable to the Work. The foregoing waiver afforded the Architect, his agents and employees shall not extend to the liability imposed by Section 3.18.3. The Owner or the Contractor, as appropriate, shall require of the Architect, separate contractors, contractors and Subcontractors by appropriate agreements, written where legally required for validity, similar waivers, each in favor of all other parties enumerated in this Section 11.1.10.

§ 11.2 Owner's Insurance [Paragraph Deleted.]

(Paragraphs deleted)

§ 11.3 Waivers of Subrogation [Paragraph Deleted.]

§ 11.3.1 The Owner and Contractor waive all rights against (1) each other and any of their subcontractors, sub-subcontractors, agents, and employees, each of the other; (2) the Architect and Architect's consultants; and (3) Separate Contractors, if any, and any of their subcontractors, sub-subcontractors, agents, and employees, for damages caused by fire, or other causes of loss, to the extent those losses are covered by property insurance required by the

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Agreement or other property insurance applicable to the Project, except such rights as they have to proceeds of such insurance. The Owner or Contractor, as appropriate, shall require similar written waivers in favor of the individuals and entities identified above from the Architect, Architect's consultants, Separate Contractors, subcontractors, and sub-subcontractors. The policies of insurance purchased and maintained by each person or entity agreeing to waive claims pursuant to this section 11.3.1 shall not prohibit this waiver of subrogation. This waiver of subrogation shall be effective as to a person or entity (1) even though that person or entity would otherwise have a duty of indemnification, contractual or otherwise, (2) even though that person or entity did not pay the insurance premium directly or indirectly, or (3) whether or not the person or entity had an insurable interest in the damaged property.

(Paragraphs deleted)

§ 11.4 PERFORMANCE BOND AND PAYMENT BOND

§ 11.4.1 The Contractor is required, as a condition precedent to the execution of the Contract, to execute a PERFORMANCE BOND in the form required by TEXAS STATUTES, in an amount equal to ONE HUNDRED PERCENT (100%) of the Contract Sum.

§ 11.4.2 The Contractor is required, as a condition precedent to the execution of the Contract, to execute a PAYMENT BOND in the form required by TEXAS STATUTES, in an amount equal to ONE HUNDRED PERCENT (100%) of the Contract Sum as security for payment of all persons performing labor and furnishing materials in connection with this Contract. (Bonding Company is to furnish such forms). All bonds shall name the Owner as additional obligee.

§ 11.4.3 The Payment and Performance Bond shall meet requirements of Chapter 2253 of the Texas Governmental Code. All bonds shall be issued by a surety company licensed, listed and authorized to issue bonds in the State of Texas by the Texas Department of Insurance. The surety company may be required by the Owner to have a rating of not less than "B" in the latest edition of Best's Insurance Reports, Property-Casualty. The surety company shall provide, if requested, information on bonding capacity, other projects under coverage and shall provide proof to establish adequate financial capacity for this Project. Should the bond amount be in excess of ten percent (10%) of the surety company's capital and surplus, the surety company issuing the bond shall certify that the surety company has acquired reinsurance, in a form and amount acceptable to the Owner, to reinsure the portion of the risk that exceeds ten percent (10%) of the surety company's capital and surplus with one or more reinsurers who are duly authorized and admitted to do business in Texas and that amount reinsured by an reinsurer does not exceed ten percent (10%) of the reinsurer's capital and surplus.

§ 11.4.4 The Sureties shall promptly file a signed copy of the Contract, Performance Bond, and Payment Bond with the Owner in full compliance with Chapter 2253 of the Texas Governmental Code or, in the case of a Construction Manager, as required by Section 14.3.3 of the AIA Document A133-2019.

§ 11.4.5 All bonds will be reviewed by the Architect for compliance with the Contract Documents prior to execution of the contract. In the event that the Architect has any questions concerning the sufficiency of the bonds, the bonds will be referred to the Owner or the Owner's representative for review and decision.

§ 11.4.6 All bonds shall be originals. The Contractor shall require the attorney-in-fact who executes the required bonds on behalf of the surety to affix thereto a certified and current copy of the Power-of-Attorney. The name, address, and telephone number of a contact person for the bonding company shall be provided.

§ 11.4.7 Upon the request in writing of any person or entity appearing to be a potential beneficiary of bonds covering payment of obligations arising under the contract, the Contractor shall promptly furnish a copy of the bonds or shall permit a copy to be made.

§ 11.4.8 Bonds shall be signed by an agent resident in the State of Texas and the date of the bond shall be the date of execution of the contract. If at any time during the continuance of the contract, the surety of the Contractor's bonds becomes insufficient, Owner shall have the right to require additional and sufficient sureties which the Contractor shall furnish to the satisfaction of the Owner within ten (10) business days after notice to do so. In default thereof, the Contractor may be suspended, and all payment or money due to the Contractor withheld.

§ 11.4.9 By inclusion of this Section 11.4.8 in the Contract Documents, the surety which issues the bonds is hereby notified that the Owner, the Architect, and their agents and employees do not represent and will not be responsible for the surety's interests during the course of the Work. To protect its interests, the surety shall have the right to attend pay estimate meetings, review Applications for Payment when requested in writing by them, comment upon and make

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recommendations regarding payments, and inspect the Work in the presence of the Contractor and the Architect. By providing the bonds for the Work, the surety shall and hereby waives any cause of action against the Owner, the Architect, their agents and employees, for any loss suffered by the surety by reason of overpayment of any amounts to the Contractor, unless such is a direct result of a fraudulent or grossly negligent act committed by such party.

§11.5 Adjustment and Settlement of Insured Loss [Paragraph Deleted.]

(Paragraphs deleted)

ARTICLE 12 UNCOVERING AND CORRECTION OF WORK

§ 12.1 Uncovering of Work

§ 12.1.1 If a portion of the Work is covered prior to inspection, contrary to the Architect's request or to requirements specifically expressed in the Contract Documents or if any known deficiencies exist, it must, if requested by the Architect, be uncovered by the Contractor for the Architect's examination and be replaced at the Contractor's sole expense without change in the Contract Time. If the uncovered work is determined by the Architect upon inspection to be deficient or not in accordance with the Contract Documents, the uncovered Work which is deficient or not in accordance with the Contract Documents shall be corrected and covered at the Contractor's sole expense without change in the Contract Time.

§ 12.1.2 If a portion of the Work has been covered that the Architect has not specifically requested to examine prior to its being covered, the Architect may request to see such Work and it shall be uncovered by the Contractor. If such Work is in accordance with the Contract Documents, the Contractor shall be entitled to an equitable adjustment to the Contract Sum and Contract Time as may be appropriate. If such Work is not in accordance with the Contract Documents, the costs of uncovering the Work, and the cost of correction, shall be at the Contractor's expense. If the a request inspection of the Work prior to covering or including a requirement for inspection in the Contract Documents is within the Architect's standard of care and the Architect has failed to timely make such request or include the requirement in the Contract Documents, the Architect shall reimburse the Owner for the actual costs of uncovering and recovering such Work and additional costs of correction, if any, caused by covering the Work prior to inspection.

§ 12.2 Correction of Work

§ 12.2.1 Before Substantial Completion

The Contractor shall promptly correct Work rejected by the Architect or failing to conform to the requirements of the Contract Documents, discovered before Substantial Completion and whether or not fabricated, installed or completed. Costs of correcting such rejected Work, including additional testing and inspections, the cost of uncovering and replacement, and compensation for the Architect's services and expenses made necessary thereby, shall be at the Contractor's expense and will be subject to offset by the Owner at Final Payment.

§ 12.2.2 After Substantial Completion

§ 12.2.2.1 In addition to the Contractor's obligations under Section 3.5, if, within one year after the date of Substantial Completion of the Work or designated portion thereof or after the date for commencement of warranties established under Section 9.9.1, or by terms of any applicable special warranty required by the Contract Documents, any of the Work is found to be not in accordance with the requirements of the Contract Documents, the Owner shall give such notice of the condition to the Contractor with reasonable promptness after discovery of the condition. The Contractor shall correct it promptly after receipt of notice from the Owner to do so, unless the Owner has previously given the Contractor a written acceptance of such condition in its non-conforming state. During the one-year period for correction of Work, if the Owner fails to notify the Contractor and give the Contractor an opportunity to make the correction, the Owner waives the rights to require correction by the Contractor based on a breach of the warranty contained in this Section 12.2.2.1 providing for correction of Work during the one-year period. If the Contractor fails to correct nonconforming Work within a reasonable time during the period after receipt of notice from the Owner or Architect, the Owner may correct it in accordance with Section 2.5.

§ 12.2.2.2 The one-year period for correction of Work shall be extended with respect to portions of Work first performed after Substantial Completion by the period of time between Substantial Completion and the actual completion of that portion of the Work.

§ 12.2.2.3 The one-year period for correction of Work shall be extended by corrective Work performed by the Contractor pursuant to this Section 12.2.

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§ 12.2.2.4 Upon request by the Owner and prior to the expiration of one (1) year from the date of Substantial Completion, the Architect will conduct and the Contractor shall attend a meeting with the Owner to review the facility operations and performance.

§ 12.2.3 The Contractor shall remove from the site portions of the Work that are not in accordance with the requirements of the Contract Documents and are neither corrected by the Contractor nor accepted by the Owner.

§ 12.2.4 The Contractor shall bear the cost of correcting destroyed or damaged construction of the Owner or Separate Contractors, whether completed or partially completed, caused by the Contractor's correction or removal of Work that is not in accordance with the requirements of the Contract Documents.

§ 12.2.5 Nothing contained in this Section 12.2 shall be construed to establish a period of limitation with respect to other obligations the Contractor has under the Contract Documents. Establishment of the one-year period for correction of Work as described in Section 12.2.2 relates only to the specific obligation of the Contractor to correct the Work, and has no relationship to the time within which the obligation to comply with the Contract Documents may be sought to be enforced, nor to the time within which proceedings may be commenced to establish the Contractor's liability with respect to the Contractor's obligations other than specifically to correct the Work.

§ 12.2.6 Contractor shall (i) re-execute any parts of the Work that fail to conform with the requirements of this Agreement that appear during the progress of the Work; (ii) remedy any defects in the Work due to faulty materials or workmanship which appear within a period of one (1) year from Substantial Completion of the Work hereunder, or within such longer period of time as may be set forth in the Drawings and Specifications or other Contract Documents; and (iii) replace, repair, or restore any parts of the Project or furniture, fixtures, equipment, or other items placed therein (whether by Owner or any other party) that are injured or damaged by any such parts of the Work that do not conform to the requirements of the Contract Documents or defects in the Work or by the negligent act of the Contractor or its employees, agents or subcontractors. The cost to Contractor of performing any of its obligations under this Section 12.2.6 to the extent not covered by insurance shall be borne by Contractor.

§ 12.2.7 The provisions of this Section 12.2 apply to Work done by Subcontractors of the Contractor as well as Work done directly by employees of the Contractor. The provisions of this Section 12.2.7 shall not apply to corrective Work attributable solely to the acts or omissions of any separate Contractor of Owner (unless Contractor is acting in such capacities). The cost to Contractor of performing any of its obligations under this Section 12.2.7 to the extent not covered by insurance shall be borne by Contractor.

§ 12.2.8 If, however, Owner and Contractor deem it inexpedient to require the correction of Work damaged or not done in accordance with the Contract Documents, an equitable deduction from the Contract Sum shall be made by written agreement between Contractor and Owner. Until such settlement, Owner may withhold such sums as Owner deems just and reasonable from moneys, if any, due Contractor. The settlement shall not be unreasonably delayed by the Owner and the amount of money withheld shall be based on estimated actual cost to the Owner of the correction.

§ 12.2.9 Contractor's express warranties set out in this Article 12 shall be in addition to, and not in lieu of, any other warranties or remedies Owner may have under the Contract Documents, at law, or in equity for defective Work.

§ 12.3 Acceptance of Nonconforming Work

If the Owner prefers to accept Work that is not in accordance with the requirements of the Contract Documents, the Owner may do so instead of requiring its removal and correction, in which case the Contract Sum will be reduced as appropriate and equitable. Such adjustment shall be effected whether or not final payment has been made.

ARTICLE 13 MISCELLANEOUS PROVISIONS

§ 13.1 Governing Law

The Contract shall be governed by the laws of the State of Texas without regard to choice-of-law rules of any jurisdiction. The Contract is deemed performable entirely in the County in which the Project is located. Any litigation to enforce or interpret any terms of the Contract, or any other litigation arising out of or as a result of the Contract, shall be brought in the State courts of Hidalgo County. No provision of this Agreement shall waive any immunity or defense.

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§ 13.2 Successors and Assigns

§ 13.2.1 The Owner and Contractor respectively bind themselves, their partners, successors, assigns, and legal representatives to covenants, agreements, and obligations contained in the Contract Documents. Neither party to the Contract shall assign the Contract in whole or in part without written consent of the other. If either party attempts to make an assignment without such consent, that party shall nevertheless remain legally responsible for all obligations under the Contract.

§ 13.2.2 The Owner may, without consent of the Contractor, assign the Contract to a lender or other entity providing construction financing for the Project, if the lender assumes the Owner's rights and obligations under the Contract Documents. The Contractor shall execute all consents reasonably required to facilitate the assignment.

§ 13.2.3 The invalidity of any part or provision of the Contract Documents shall not impair or affect in any manner whatsoever the validity, enforceability, or effect of the remainder of the Contact Documents.

§ 13.3 Rights and Remedies

§ 13.3.1 Duties and obligations imposed by the Contract Documents and rights and remedies available thereunder shall be in addition to and not a limitation of duties, obligations, rights, and remedies otherwise imposed or available by law.

§ 13.3.2 No action or failure to act by the Owner, Architect, or Contractor shall constitute a waiver of a right or duty afforded them under the Contract, nor shall such action or failure to act constitute approval of or acquiescence in a breach thereunder, except as may be specifically agreed upon in writing.

§ 13.4 Tests and Inspections

§ 13.4.1 Tests, inspections, and approvals of portions of the Work shall be made at appropriate times as required by the Contract Documents and by applicable laws, statutes, ordinances, codes, rules, and regulations or lawful orders of public authorities having jurisdiction. Except for tests, inspections and approvals required to be provided by the Contractor in the Contract Documents, the Owner will contract for, independently of the Contractor, the inspection services, the testing of construction materials engineering, and the verification testing services necessary for the acceptance of the Work by the Owner. The Contractor shall give timely notice to the persons or entities selected by the Owner of the need for such services. The Contractor shall give the Architect timely notice of when and where tests and inspections are to be made so that the Architect may be present for such procedures. The Owner shall bear costs of tests, inspections, or approvals that do not become requirements until after bids are received or negotiations concluded. The Owner shall directly arrange and pay for tests, inspections, or approvals where building codes or applicable laws or regulations so require.

§ 13.4.2 If the Architect, Owner, or public authorities having jurisdiction determine that portions of the Work require additional testing, inspection, or approval not included under Section 13.4.1, the Architect will, upon written authorization from the Owner, instruct the Contractor to make arrangements for such additional testing, inspection, or approval, by an entity acceptable to the Owner, and the Contractor shall give timely notice to the Architect of when and where tests and inspections are to be made so that the Architect may be present for such procedures. Such costs, except as provided in Section 13.4.3, shall be at the Owner's expense. Architect, Owner and Contractor shall cooperate for the timely scheduling of such tests and inspections.

§ 13.4.3 If procedures for testing, inspection, or approval under Sections 13.4.1 and 13.4.2 reveal failure of the portions of the Work to comply with requirements established by the Contract Documents, all costs made necessary by such failure, including but not limited to those of repeated procedures and compensation for the Architect's services and expenses, shall be at the Contractor's expense.

§ 13.4.4 Required certificates of testing, inspection, or approval shall, unless otherwise required by the Contract Documents, be secured by the Contractor and promptly delivered to the Architect.

§ 13.4.5 If the Architect is to observe tests, inspections, or approvals required by the Contract Documents, the Architect will do so promptly and, where practicable, at the normal place of testing.

§ 13.4.6 Tests or inspections conducted pursuant to the Contract Documents shall be made promptly to avoid unreasonable delay in the Work.

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§ 13.5 Interest

Undisputed payments due and unpaid under the Contract Documents shall bear interest in accordance with the Texas Prompt Payment Act, Texas Gov't Code Chapter 2251. Any such payment shall be deemed overdue on the thirty-first (31st) day after Owner receives the Contractor's Certificate for Payment from the Architect, if Owner's Board of Trustees meets more than once per month. Any such payment shall be deemed overdue on the forty-sixth (46th) day after Owner receives the Contractor's Certificate for Payment from the Architect, if Owner's Board of Trustees meets once a month or less frequently. No interest shall be due on sums properly retained by Owner, except as provided by law, or on disputed sums unpaid by Owner.

§ 13.6 Equal Opportunity In Employment

§ 13.6.1 The Contractor and the Contractor's Subcontractors shall not discriminate against any employee or applicant for employment because of race, religion, age, disability, sex, national origin, or any class otherwise protected by District policy or law. The Contractor agrees to post in conspicuous places, available to employees and applicants, notices setting forth the Contractor's nondiscrimination policies.

§ 13.6.2 The Contractor and the Contractor's Subcontractors shall, in all solicitations or advertisements for employees placed by them or on their behalf, state that all qualified applicants will receive consideration for employment without regard to race, religion, age, disability, sex, national origin, or any class otherwise protected by District policy or law.

§ 13.7 Contractors Records

§ 13.7.1 Contractor agrees to furnish Owner such information as may be available in Contractor's files and records for the Project for the purpose of aiding Owner in establishing a depreciation schedule for the Project or such portions thereof as Owner may determine.

§ 13.7.2 Contractor shall at all times through the date of Final Completion, maintain Job Records, including, but not limited to, invoices, payment records, payroll record, daily reports, diaries, logs, instructions, drawings, receipts, contracts, purchase orders, vouchers, memoranda, other financial data and job meeting minutes applicable to the Project, in a manner which maintains the integrity of the documents. Job Records must be retained by Contractor for at least twelve (12) years after the date of Final Completion of the Project. Within ten (10) days of Owner's request, Contractor shall make such Job Records available for inspection, copying and auditing by the Owner, Architect or their respective representatives, at Owner's central office or the principal offices of the Contractor, at the sole option of the Owner.

§ 13.7.3 For all Change Orders, Allowances and expenditures from Contingency Funds, Contractor shall also maintain, in accordance with the provisions of Section 13.9.1, the following: contract files, including proposals of successful and unsuccessful bidders, bid recaps and contractor payments; original estimates; estimating Work sheets; general ledger entries detail cash and trade discounts received; insurance rebates and dividends; and any other supporting evidence deemed necessary by the Owner to substantiate charges related to the Contract.

§ 13.7.4 Contractor shall keep a full and detailed financial accounting system and shall exercise such controls as may be necessary for proper financial management under this Contract; the accounting and control system shall be satisfactory to the Owner and shall be subject to the provisions of Section 13.7.1.

§ 13.7.5 Contractor shall keep all Construction Documents related to the Project, provided, however, Contractor shall not destroy said documents until Contractor has confirmed with Owner in writing that Owner has obtained a copy of all as-built drawings.

§ 13.7.6 In the event that an audit by the Owner reveals any errors/overpayments by the Owner, then the Contractor shall refund to the Owner the full amount of such overpayment within thirty (30) days of such audit findings, or the Owner, as its option, reserves the right to deduct such amounts owed to the Owner from any payments due to the Contractor.

§ 13.8 No Third-Party Beneficiaries

There are no third-party beneficiaries to this agreement.

§ 13.9 Proprietary Interests And Confidential Information

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§ 13.9.1 Neither Architect nor Contractor shall use the image or likeness of Owner's Project or Owner's official logo or emblem and any other trademark, service mark, or copyrighted or otherwise protected information of Owner, without Owner's prior written consent. Contractor and Architect shall not have any authority to advertise or claim that Owner endorses Architect or Contractor's services, without Owner's prior written consent.

§ 13.9.2 Neither Architect nor Contractor shall disclose any confidential information of Owner which comes into the possession of Architect or Contractor at any time during the Project, including but not limited to: pending real estate purchases, exchange, lease, or value; information related to litigation; detailed layouts of the Owner's Facilities; the location and deployment of security devices; security access codes; student likenesses; student record information; employee information; or any other information deemed confidential by law.

§ 13.9.3 The parties acknowledge that, as a public entity in the State of Texas, Owner is subject to, and must comply with, the provisions of the Texas Public Information Act, Texas Government Code Section 552.001, *et seq*., and the Texas Open Meetings Act, Texas Government Code, Section 551.001, *et seq*.

§ 13.10 The invalidity of any part or provision of the Contract Documents shall not impair or affect in any manner whatsoever the validity, enforceability or effect of the remainder of the Contract Documents.

ARTICLE 14 TERMINATION OR SUSPENSION OF THE CONTRACT

§ 14.1 Termination by the Contractor

§ 14.1.1 If the Work is stopped for a period of thirty (30) consecutive days through no act or fault of the Contractor, a Subcontractor, a Sub-subcontractor, their agents or employees, or any other persons or entities performing portions of the Work under direct or indirect contract with the Contractor for any of the reasons set forth below, the Contractor may terminate the Contract upon twenty (20) days written notice to Owner and Architect if the Work is not allowed to commence within such period. The sole grounds for termination under this Subsection 14.1.1 are as follows:

.1 Issuance of an order of a court or other public authority having jurisdiction that requires all Work to be stopped;

.2 An act of government, such as a declaration of national emergency, that requires all Work to be stopped;

.3 Because the Owner has not made payment of undisputed sums due on an approved Certificate for Payment within the time stated in the Contract Documents; or

.4 [Subsection Deleted.]

§ 14.1.2 If through no act or fault of the Contractor, a Subcontractor, a Sub-subcontractor, their agents or employees, or any other persons or entities performing portions of the Work, repeated suspensions, delays, or interruptions of the entire Work by the Owner as described in Section 14.3, constitute in the aggregate more than 100 percent of the total number of days scheduled for completion, or 120 days in any 365-day period, whichever is less, the Contractor may terminate the Contract so long as Contractor has provided Owner and Architect with written notice of its intent to terminate in the event of additional delays of not less than twenty (20) days and has furnished written notice of termination to Owner and Architect no less than seven (7) days prior to the effective date of termination.

§ 14.1.3 If one of the reasons described in Section 14.1.1 or 14.1.2 exists, the Contractor may, upon seven days' notice to the Owner and Architect, terminate the Contract and recover from the Owner payment in an amount which would have been recoverable had the termination been for the Owner's convenience.

§ 14.1.4 If the Work is stopped for a period of 60 consecutive days through no act or fault of the Contractor, a Subcontractor, a Sub-subcontractor, or their agents or employees or any other persons or entities performing portions of the Work because the Owner has repeatedly failed to fulfill the Owner's obligations under the Contract Documents with respect to matters important to the progress of the Work, the Contractor may, upon ten (10) additional days' notice to the Owner and the Architect, terminate the Contract and recover from the Owner as provided in Section 14.1.3.

§ 14.2 Termination by the Owner for Cause

§ 14.2.1 The Owner may terminate the Contract if the Contractor

.1 repeatedly refuses or fails to supply enough properly skilled workers or proper materials;

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.2 fails to make payment to Subcontractors or suppliers for materials or labor in accordance with the respective agreements between the Contractor and the Subcontractors or suppliers;

.3 repeatedly disregards applicable laws, statutes, ordinances, codes, rules and regulations, or lawful orders of a public authority; or

.4 fails to proceed continuously and diligently with the construction and completion of the Work; except as permitted under the Contract Documents; .5 fails to furnish the Owner, upon written request, with assurances satisfactory to the Owner, evidencing the Contractor's ability to complete the Work in compliance with all the requirements of the Contract Documents;

.6 engages in or permits serious or repeated worker misconduct in violation of Article 3.3;

.7 engages in conduct that would constitute a violation of state or federal criminal law, including but not limited to, the laws prohibiting certain gifts to public servants, or engages in conduct that would constitute a violation of the Owner's ethics or conflict of interest policies; or

.8 otherwise is guilty of substantial breach of a provision of the Contract Documents.

§ 14.2.2 When any of the reasons described in Section 14.2.1 exist, subject to any prior rights of the surety, the Owner may, without prejudice to any other rights or remedies of the Owner and after giving the Contractor and the Contractor's surety, if any, seven days' notice, terminate employment of the Contractor and may, subject to any prior rights of the surety:

.1 Exclude the Contractor from the site and take possession of all materials, equipment, tools, and construction equipment and machinery thereon owned by the Contractor;

.2 Accept assignment of subcontracts pursuant to Section 5.4; and

.3 Finish the Work by whatever reasonable method the Owner may deem expedient.

In any such event, title to the Work and any products thereof, whether completed or partially completed, as well as all materials prepared, procured or set aside by the Contractor for use in the Work, shall vest in the Owner at the Owner's option, and the Owner may enter the Contractor's premises and remove the same therefrom. No election hereunder shall be construed as a waiver of any rights or remedies of the Owner with regard to any breach of the Contract Documents.

§ 14.2.3 When the Owner terminates the Contract for one of the reasons stated in Section 14.2.1, the Contractor shall not be entitled to receive further payment until the Work is finished. Any further payment shall be limited to amounts actually earned to the date of termination.

§ 14.2.4 If the costs of finishing the Work, including compensation for the Architects' services and expenses made necessary thereby, and other damages incurred by the Owner and not expressly waived, exceed the unpaid balance of the Contract Sum or Guaranteed Maximum Price (if the Project is a Construction Manager at Risk project), then the Contractor and/or its Surety shall pay the difference to the Owner. The amount to be paid to the Owner shall be certified by Architect upon application. The obligation for payment shall survive termination of the Contract.

§ 14.2.5 The parties hereby agree that: 1) if an order for relief is entered on behalf of the Contractor, pursuant to Chapter 11 of the U.S. Bankruptcy Code; 2) if any other similar order is entered under any debtor relief laws; 3) if Contractor makes an assignment for the benefit of one or more of its creditors; 4) if a receiver is appointed for the benefit of its creditors; or 5) if a receiver is appointed on account of its insolvency, any such event could impair or frustrate Contractor's performance of the Contract Documents. Accordingly, it is agreed that upon occurrence of any such event, Owner shall be entitled to request of Contractor or its successor in interest adequate assurance of future performance in accordance with the terms and conditions of the Contract Documents. Failure to comply with such request within ten (10) days of delivery of the request shall entitle Owner to terminate the Contract and to the accompanying rights set forth in Subparagraphs 14.2.1 through 14.2.6. In all events, pending receipt of adequate assurance of performance and actual performance in accordance with the Contract Documents, Owner shall be entitled to proceed with the Work with Owner's own forces or with other Contractors on a time and material or other appropriate basis, the cost of which will be charged against the Contract Sum.

§ 14.2.6 As required by Texas Government Code Chapter 2253, if a Performance Bond has been furnished and the Contractor is declared by the Owner to be in default under the Contract, then the Surety shall promptly perform the Work, in full accordance with the plans, specifications and Contract Documents. Unless otherwise agreed in writing between the Surety and the Owner, the Surety shall complete the Work by the Surety entering into a Contract acceptable to Owner, with a Contractor acceptable to Owner, and shall obtain new Payment and Performance Bonds as required by law.

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§ 14.3 Suspension by the Owner for Convenience

§ 14.3.1 The Owner may, without cause, order the Contractor in writing to suspend, delay or interrupt the Work, in whole or in part for such period of time as the Owner may determine.

§ 14.3.2 The Contract Sum and Contract Time may be adjusted for increases in the cost and time caused by suspension, delay, or interruption under Section 14.3.1. No adjustment shall be made to the extent

.1 that performance is, was, or would have been, so suspended, delayed, or interrupted, by another cause for which the Contractor is responsible; or

.2 that an equitable adjustment is made or denied under another provision of the Contract.

§ 14.4 Termination by the Owner for Convenience

§ 14.4.1 The Owner may, at any time, terminate the Contract for the Owner's convenience and without cause. Furthermore, if this Contract is a multi-year contract funded through Owner's current general funds that are not bond funds, then the Owner's Board of Trustees has the right to not appropriate adequate monies for the next fiscal year and to terminate this Contract at the end of each fiscal year during the term of the Contract, without the Owner incurring any further liability to Contractor as a result of such termination.

§ 14.4.2 Upon receipt of notice from the Owner of such termination for the Owner's convenience, the Contractor shall

.1 cease operations as directed by the Owner in the notice;

.2 take actions necessary, or that the Owner may direct, for the protection and preservation of the Work; and

.3 except for Work directed to be performed prior to the effective date of termination stated in the notice, terminate all existing subcontracts and purchase orders and enter into no further subcontracts and purchase orders.

§ 14.4.3 In case of such termination for the Owner's convenience, the Owner shall pay the Contractor for Work properly executed, for profit only on that portion of the Work executed, and reasonable costs of demobilization.

§ 14.4.4 Upon determination by a Court of competent jurisdiction that termination of the Contractor pursuant to Section 14.2 was wrongful, such termination will be deemed converted to a termination for convenience pursuant to Section 14.4, and Contractor's remedy for wrongful termination shall be limited to the recovery of the payments permitted for termination for convenience as set forth in this Section 14.4.3.

ARTICLE 15 CLAIMS AND DISPUTES

§ 15.1 Claims

§ 15.1.1 Definition

A Claim is a demand or assertion by one of the parties seeking, as a matter of right, payment of money, a change in the Contract Time, or other relief with respect to the terms of the Contract. The term "Claim" also includes other disputes and matters in question between the Owner and Contractor arising out of or relating to the Contract. The responsibility to substantiate Claims shall rest with the party making the Claim. This Section 15.1.1 does not require the Owner to file a Claim in order to impose liquidated damages in accordance with the Contract Documents.

§ 15.1.2 Time Limits on Claims [Paragraph Deleted.]

§ 15.1.3 Notice of Claims

§ 15.1.3.1 Claims by the Contractor, shall be initiated by notice to the Owner and to the Architect, Claims under this Section 15.1.3.1 shall be initiated within 21 calendar days after the occurrence of the event giving rise to such Claim or within 21 calendar days after the claimant first knew or should have known of the condition giving rise to the Claim, whichever is earlier. If the full impact cannot be assessed as of the date of the Notice, then Notice shall be provided and amended by a second notice at the earliest date that is reasonably possible, but in no event later than the date of Contractor's Application for Payment covering the period in which the impact can be assessed and quantified.

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§ 15.1.3.2 Claims by either the Owner or Contractor, where the condition giving rise to the Claim is first discovered after expiration of the period for correction of the Work set forth in Section 12.2.2, shall be initiated by notice to the other party. In such event, no decision by the Initial Decision Maker is required. If Texas Government Code, Chapter 2272 is applicable to the Claim, the Owner shall comply with the requirements set out therein as a condition precedent to any initiation of any litigation.

§ 15.1.4 Continuing Contract Performance

§ 15.1.4.1 Pending final resolution of a Claim, except as otherwise agreed in writing or as provided in Section 9.7 and Article 14, the Contractor shall proceed diligently with performance of the Contract and the Owner shall continue to make undisputed payments for Work performed in accordance with the Contract Documents.

§ 15.1.4.2 The Contract Sum (or Guaranteed Maximum Price, as applicable), if permitted, and Contract Time shall be adjusted in accordance with the Initial Decision Maker's decision, subject to the right of the Contractor to proceed in accordance with this Article 15.

§ 15.1.5 Claims for Additional Cost

If the Contractor wishes to make a Claim for an increase in the Contract Sum (provided such a claim is specifically permitted by the Contract Documents), notice as provided in Section 15.1.3 shall be given to the Owner and Architect. before proceeding to execute the portion of the Work that is the subject of the Claim. Prior notice is not required for Claims relating to an emergency endangering life or property arising under Section 10.4. The Architect will promptly investigate such Claim and report findings and a recommended resolution in writing to the Owner and Contractor. If the Claim is approved by Owner, then Contractor shall proceed with the execution of the Work that is the subject matter of the Claim. If the Claim is rejected by the Owner, then Contractor may pursue alternative dispute resolution as provided for in the Contract Documents.

§ 15.1.6 Claims for Additional Time

§ 15.1.6.1 If the Contractor wishes to make a Claim for an increase in the Contract Time, notice as provided in Section 15.1.3 shall be given. The Contractor's Claim shall include an estimate of cost and of probable effect of delay on progress of the Work. In the case of a continuing delay, only one Claim is necessary.**§ 15.1.6.2** If adverse weather conditions are the basis for a Claim for additional time, such Claim shall be documented by data substantiating that weather conditions occurred at the locality of the Work which were abnormal for the period of time, were in excess of that normally experienced at the job site, could not have been reasonably anticipated, and prevented the execution of Work on scheduled Working Days. The term "Adverse Weather Conditions" as used herein means unusually severe weather which is beyond the normal weather recorded and expected for the locality of the Work and/or the season or seasons of the year. Normal weather conditions shall be determined based upon information compiled from the Local Climatological Data maintained by NOAA's National Centers for Environmental Information [formerly the National Climatic Data Center (NCDC)] from the station closest to the location of the Work. No day will be counted as a rain-day when substantial Contractor forces are able to perform Work on the Project for more than fifty percent (50%) of the usual workday or when the stage of the Work on the Project is not adversely impacted. The Contractor shall bear the entire economic risk of all weather delays and disruptions, and shall not be entitled to any increase in the Contract Price by reason of such delays or disruptions. Requests for an extension of the Contract Time pursuant to this Subparagraph shall be submitted to the Architect not later than the fifteenth (15th) day of the month following the month during which the delays or disruptions occurred, but shall be applied only to the extent that Substantial Completion of the Project exceeds the Substantial Completion date established for the Work. As provided herein, Contractor shall only be entitled an extension of the Contract Time per the terms of the Contract Documents and no damages shall be paid for delays.

(Paragraphs deleted)

§ 15.1.7 Calculating Claims For Damages

Except as otherwise provided in this Agreement, in calculating the amount of any Claim recoverable by the Contractor, the following standards will apply:

.1 No indirect or consequential damages will be allowed.

.2 No recovery shall be based on a comparison of planned expenditures to total actual expenditures, or on estimated loss of labor efficiency, or on a comparison of planned manloading to actual manloading, or any other analysis that is used to show damages indirectly.

.3 Damages are limited to extra costs specifically shown to have been directly caused by a proven wrong.

.4 No damages will be allowed for home office overhead or other home office changes or any Eichlay formula calculation.

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Nothing contained in this Section 15.1.7 shall be deemed to preclude assessment of liquidated damages, when applicable, in accordance with the requirements of the Contract Documents, nor will this Section 15.1.7 be deemed to apply to delay damages, which are prohibited entirely.

§ 15.2 Initial Decision

§ 15.2.1 Claims by the Contractor against the Owner, including those alleging an error or omission by the Architect but excluding those arising under Section 10.3, shall be referred initially to the Architect for consideration and recommendation to the Owner. An initial recommendation by the Architect shall be required as a condition precedent to mediation of any Claim, after the Claim has been referred to the Architect with no recommendation having been rendered by the Architect.

§ 15.2.2 The Architect will review Claims and within ten (10) days of receipt of the Claim take one or more of the following actions: (1) request additional supporting data from the Contractor; (2) issue an initial recommendation; (3) suggest a compromise; or (4) advise the parties that the Architect is unable to issue an initial recommendation due to a lack of sufficient information or conflict of interest.

§ 15.2.3 Following receipt of the Architect's initial recommendation regarding a claim, the Owner and Contractor shall attempt to reach agreement as to any adjustment to the Contract Price and/or Contract Time. If no agreement can be reached either party may request mediation of the dispute pursuant to Article 15.

§ 15.2.4 If the Initial Decision Maker requests a party to provide a response to a Claim or to furnish additional supporting data, such party shall respond, within ten days after receipt of the request, and shall either (1) provide a response on the requested supporting data, (2) advise the Initial Decision Maker when the response or supporting data will be furnished, or (3) advise the Initial Decision Maker that no supporting data will be furnished.

§ 15.2.5 [Paragraph Deleted.]

§ 15.2.6 [Paragraph Deleted.]

§ 15.2.6.1 [Paragraph Deleted.]

§ 15.2.7 In the event of a Claim against the Contractor, the Owner may, but is not obligated to, notify the surety, if any, of the nature and amount of the Claim. If the Claim relates to a possibility of a Contractor's default, the Owner may, but is not obligated to, notify the surety and request the surety's assistance in resolving the controversy.

§ 15.2.8 Waiver Of Lien

It is distinctly understood that by virtue of this Contract, no mechanic, contractor, materialman, artisan, or laborer, whether skilled or unskilled, shall ever in any manner have, claim, or acquire any lien upon the building, or any of the improvements of whatever nature or kind so erected or to be erected by virtue of this Contract nor upon any of the land upon which said building or any of the improvements are so erected, built, or situated.

§ 15.3 Mediation

§ 15.3.1 In the event that the Owner or the Contractor shall contend that the other has committed a material breach of this Agreement, the party alleging such breach shall, as a condition precedent to filing any lawsuit, request mediation of the dispute. Mediation shall be subject to and in accordance with Chapter 154 of the Texas Civil Practice & Remedies Code. Mediation shall be conducted by a mutually-agreed-upon mediator qualified as an impartial third party for purposes of Section 154.052 of the Texas Civil Practice & Remedies Code.

§ 15.3.2 Request for mediation shall be in writing, and shall request that the mediation commence not less than thirty (30) or more than ninety (90) days following the date of the request, except upon agreement of both parties.

§ 15.3.3 In the event the Owner and the Contractor are unable to agree to a date for the mediation or to the identity of the mediator or mediators within thirty (30) days following the date of the request for mediation, all conditions precedent in this article shall be deemed to have occurred.

Init.
/
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§ 15.3.4 The parties shall share the mediator's fee and any filing fees equally. The mediation shall be held in the place where the Project is located, unless another location is mutually agreed upon. Agreements reached in mediation shall be enforceable as settlement agreements in any court having jurisdiction thereof.

§ 15.3.5 Nothing herein shall preclude the Owner or the Contractor or as applicable, the Construction Manager from requesting that the Architect or one or more subcontractors be joined as parties to the mediation, to the extent allowed by their respective contracts.

§ 15.3.6 Any claim not resolved in mediation pursuant to Section 15.3 shall be subject to litigation as the sole method of dispute resolution.

§ 15.3.7 Unless otherwise agreed in writing by the Owner in the Owner's sole discretion, the Contractor may not bring a legal action against the Owner unless:

.1 the Contractor has given written notice to the Owner of the Claim, dispute, or other matter giving rise to the legal action within ninety-one (91) days after the date of the start of the event giving rise to the Contractor's Claim, dispute or other matter, and

.2 the legal action is brought within two (2) years and one (1) day after the date of the start of the event giving rise to Contractor's Claim, dispute or other matter.

§ 15.4 Arbitration. This Section 15.4 and all subparts are intentionally deleted. No dispute arising under the Contract Documents, these General Conditions or the underlying Contract shall be subject under any circumstances to Arbitration as the method of binding dispute resolution and Owner rejects any selection otherwise made by the parties.

§ 15.5 Immunity

Contractor stipulates that Owner is a political subdivision of the State of Texas and, as such, may enjoy immunities from suit and liability under the Constitution and laws of the State of Texas. By entering into this Agreement, Owner does not waive any of its immunities from suit and/or liability, except as otherwise specifically provided herein and as specifically provided by law.

Executed on this the 9 day of May, 2023.

McALLEN INDEPENDENT SCHOOL DISTRICT		NOBLE TEXAS BUILDERS, LLC.
OWNER *(Signature)*		CONSTRUCTION MANAGER *(Signature)*
Tony Forina, Board President McAllen ISD Board of Trustees		Juan Delgado, Vice President
(Printed name and title)		*(Printed name and title)*

APPROVED AS TO FORM:
WALSH GALLEGOS TREVINO KYLE & ROBINSON, P.C.
P Blake Henshaw
BLAKE HENSHAW

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Certification of Document's Authenticity

AIA® Document D401™ – 2003

I, Blake Henshaw, hereby certify, to the best of my knowledge, information and belief, that I created the attached final document simultaneously with its associated Additions and Deletions Report and this certification at 09:47:15 ET on 05/05/2023 under Order No. 3104238383 from AIA Contract Documents software and that in preparing the attached final document I made no changes to the original text of AIA® Document A201™ – 2017, General Conditions of the Contract for Construction, other than those additions and deletions shown in the associated Additions and Deletions Report.

P Blake Henshaw

(Signed)

Attorney: Walsh Gallegos Trevino Kyle & Robinson P.C.

(Title)

May 5, 2023

(Dated)

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BOARD AGENDA REPORT
MCALLEN INDEPENDENT SCHOOL DISTRICT

MEETING DATE: February 26, 2024

SUBJECT: Discussion and Possible Action on Disposal of Vehicle

REFERENCE: Goal 3: Facility Priorities, Strategy 7 - Financial Priorities

BACKGROUND INFORMATION/REASON FOR BOARD CONSIDERATION:

On November 3, 2023, the 275th Judicial District Court in Hidalgo County, Texas, ordered, adjudged, and decreed that one (1) 2016 Toyota Car VIN 5YFBURHE1GP522766 be awarded to the McAllen Independent School District Police Department. The District Court found that the vehicle is contraband and was used in the commission of a felony enumerated in Chapter 59 of the Texas Code of Criminal Procedure, namely, Chapter 481 of the Texas Health and Safety Code.

ADMINISTRATIVE CONSIDERATIONS/FACTS AND ANALYSIS:

Administration is recommending approval to dispose of the vehicle through public auction. .

LEGAL REVIEW:

Reviewed by Jonathan Ball, Staff Attorney.

BUDGETARY CONSIDERATIONS:

None

RECOMMENDED BOARD ACTION:

Administration is recommending that the Board of Trustees approve the disposal of the vehicle through public auction.

Attachment: ☑

SUBMITTED BY: _____ **SUPERVISOR:** Lorena Garcia

For further information contact:
Name: Ruben D. Trevino
Office: (956) 661-6887
eMail: ruben.trevino@mcallenisd.net

Approved for presentation to the Board of Education:

RENE GUTIERREZ (Feb 21, 2024 14:49 CST)

Superintendent of Schools

Electronically Filed
9/12/2023 3:25 PM
Hidalgo County District Clerks
Reviewed By: Valerie Garza

CAUSE NO. C-1978-23-E

IN THE STATE OF TEXAS	§	**IN THE DISTRICT COURT**
	§	
VS.	§	
	§	**275TH JUDICIAL DISTRICT**
ONE (1) 2016 TOYOTA CAR	§	
VIN 5YFBURHE1GP522766	§	**HIDALGO COUNTY, TEXAS**

DEFAULT JUDGMENT

On this, the 17TH, day of OCTOBER, 2023, came on to be considered the above-entitled and numbered cause wherein the State of Texas, as Plaintiff, alleged in her Original Petition and Notice of Seizure and Intended Forfeiture that she had seized a **ONE (1) 2016 TOYOTA CAR VIN 5YFBURHE1GP522766**.

Plaintiff, THE STATE OF TEXAS, appeared by and through her attorney of record and announced ready for trial. Respondent, **ARTURO FIDENCIO TORRES OLVERA**, although duly served with Citation and a certified copy of Plaintiff's Original Petition and Notice of Seizure and Intended Forfeiture in the manner prescribed by law, failed to appear or answer in this Cause. The Court finds that said citation was returned to the Clerk of the Court where it has remained on file for the time required by law. The Court finds that because no answer has been filed herein by the above-named Respondent and Respondent has failed to appear, Respondent has wholly made default pursuant to TRCP 239.

Plaintiff presented evidence to the Court that the **ONE (1) 2016 TOYOTA CAR VIN 5YFBURHE1GP522766** the subject of this suit, was contraband pursuant to Article 59.01, Texas Code of Criminal Procedure, in that it was used in the commission of a felony under Chapter 481 of the Texas Health and Safety Code and, pursuant to Article 59.05(e), said **ONE (1) 2016 TOYOTA CAR VIN 5YFBURHE1GP522766** should be forfeited to the Hidalgo County Criminal District Attorney as agent for the State of Texas and the **MCALLEN ISD POLICE DEPARTMENT**, in accordance with the parties' local agreement.

The Court, after duly considering the Court's file, evidence admitted, arguments of counsel, and applicable authority, is of the opinion and so finds that **ONE (1) 2016 TOYOTA CAR VIN 5YFBURHE1GP522766**, the subject of this suit, is contraband as defined in the Texas Code of Criminal Procedure, Article 59.01(2) in that said **ONE (1) 2016 TOYOTA CAR VIN 5YFBURHE1GP522766** was used in the commission of a felony enumerated in Chapter 59 of the Texas Code of Criminal Procedure, namely, Chapter 481 of the Texas Health and Safety Code. It is, therefore,

ORDERED, ADJUDGED, and DECREED that the **ONE (1) 2016 TOYOTA CAR VIN 5YFBURHE1GP522766** made the subject of this suit and identified in Plaintiff's Original Petition and Notice of Seizure is hereby forfeited to the Hidalgo County Criminal District Attorney, and the **MCALLEN ISD POLICE DEPARTMENT**, pursuant to the parties' local agreement. It is further,

Electronically Filed
9/12/2023 3:25 PM
Hidalgo County District Clerks
Reviewed By: Valerie Garza

ORDERED, ADJUDGED, and DECREED that the **ONE (1) 2016 TOYOTA CAR VIN 5YFBURHE1GP522766** be awarded to the **MCALLEN ISD POLICE DEPARTMENT** to be used for Law Enforcement purposes, and/or when the "subject vehicle" is disposed of or sold by the **MCALLEN ISD POLICE DEPARTMENT** the proceeds from any sale shall be disbursed by the **MCALLEN ISD POLICE DEPARTMENT** pursuant to the parties' local agreement. It is further,

ORDERED, ADJUDGED, and DECREED that the "subject vehicle" be released INSTANTER to the **MCALLEN ISD POLICE DEPARTMENT,** and the TEXAS DEPARTMENT OF MOTOR VEHICLES is ordered to issue a valid certificate of title to the **MCALLEN ISD POLICE DEPARTMENT** for the "subject vehicle". It is further,

ORDERED, ADJUDGED, and DECREED that in the event the "subject vehicle" is to be sold at auction by the **CRIMINAL DISTRICT ATTORNEY OF HIDALGO COUNTY, TEXAS** as agent for the State of Texas or the **MCALLEN ISD POLICE DEPARTMENT,** in accordance with their local agreement pursuant to the Texas Transportation Code and/or the Texas Code of Criminal Procedure, the ***Texas Department of Motor Vehicles*** is ordered to issue a valid certificate of title to the **PURCHASER** of the "subject vehicle" subsequent to the sale at auction.

All costs of Court in this cause, to the extent such costs exceed $2,500.00, shall be adjudged against the **MCALLEN ISD POLICE DEPARTMENT.**

This is a final, appealable judgment. All relief not expressly granted herein is hereby DENIED.

Signed for Entry on this the 3RD day of NOVEMBER, 2023.

JUDGE PRESIDING

DATE 01/08/2024
A true copy I certify
LAURA HINOJOSA
District Clerk, Hidalgo County, Texas
By _____ Deputy 47

CC: Asset Forfeiture Division
Arturo Fidencio Torres Olvera (15830379)
asset.forfeiture@da.co.hidalgo.tx.us
100 E. 6th St., Rio Grande City, TX 78582

Fixed Assets Department
Add/Transfer/Disposal Form

Date: 2/21/20 Room# _____ Site # _____ W/O # TBD

School/Department Facilities, Maintenance & Operations Location#_____

NOTE: Information must be typed or printed legibly. Forms may be returned to requester if information is submitted incorrectly.

PO/Tag #	Fed Y or N	Fund #	Description	Model Brand	Serial	Reason for Transfer	Option Code
			Vehicle	Toyota	5YFBURHE1GP522766	Disposal	

COMPLETE APPROPRIATE SECTION – A, B, C

A. PERMANENT TRANSFER OF PROPERTY

To: _____
(Campus/Department)

Initiated By: _____

B. TRANSFERRED TO NEW SITE LOCATION
Equipment Transferred By:

Site # _____ Room# _____

School/Department _____
Location#_____
(Receiving Site or Central Warehouse)

C. DISPOSAL OF PROPERTY

Initiated By: Ruben D. Trevino

[SHADED AREAS FOR FIXED ASSETS USE ONLY]

T-- Transfer
A – Auction
D – Discarded
SA – Sale

FORM CLEARED BY:

Picked up by: _____

Delivered to Transfer Site by: _____

Fixed Assets Data Entry by: _____

Date: _____

Required Signatures:

Approved by: _____ **Signature:**_____ **Date:**_____
Campus Principal or Central Office Administrator - Print Name

Approved by: _____ **Signature:**_____ **Date:**_____
Coordinator of Accounting - Print Name
E-mail: Vanessa.Arrezola@mcallenisd.org
(If Applicable, Fixed Asset Items Only)

For more information, please call 956-618-6045

BOARD AGENDA REPORT
MCALLEN INDEPENDENT SCHOOL DISTRICT

MEETING DATE: February 26, 2024

SUBJECT: Discussion and Possible Action to Approve Board of Education Meeting Minutes

REFERENCE:

BACKGROUND INFORMATION/REASON FOR BOARD CONSIDERATION:
The minutes for each meeting of the Board of Education are traditionally brought to the Board for approval. After approval, the minutes become the official record for Board Action.

ADMINISTRATIVE CONSIDERATIONS/FACTS AND ANALYSIS:
The Administration asks that the Board of Education consider approval of the attached minutes.

LEGAL REVIEW: None

BUDGETARY CONSIDERATIONS: None

RECOMMENDED BOARD ACTION:
That the Board approve the minutes of the following meeting(s):

Board Workshop February 12, 2024 4:00 PM
Regular Board Meeting February 12, 2024 5:00 PM

Attachment:

SUBMITTED BY: Natalia Goza

SUPERVISOR: Debbie C Aliseda (Feb 23, 2024 10:36 CST)

For further information contact:
Name: Natalia Goza
Office: 956 618-6094
Email: natalie.goza@mcallenisd.net

Approved for presentation to the Board of Education:

RENE GUTIERREZ (Feb 23, 2024 10:48 CST)

Interim Superintendent of Schools

BOARD AGENDA REPORT
MCALLEN INDEPENDENT SCHOOL DISTRICT

MEETING DATE: February 26, 2024

SUBJECT: Discussion and Possible Action on Human Resources Recommendation(s) for School Year 2023-2024

REFERENCE: Goal 2: People Development; Strategy 2: Attract/Retain High Quality Staff

BACKGROUND INFORMATION/REASON FOR BOARD CONSIDERATION:
McAllen Independent School District utilizes a comprehensive hiring system that screens, evaluates and recommends the "best" candidates with the skill sets to maximize student learning. All recommended candidates meet compliance with State Law requirements, that is to increase the academic achievement of all students by helping campuses and district improve teacher quality.

ADMINISTRATIVE CONSIDERATIONS/FACTS AND ANALYSIS:
Considerations are made in accordance with Board Policy DC (LEGAL) and District Staffing Guidelines. Individual(s) to be identified under separate cover.

LEGAL REVIEW: Not Applicable

BUDGETARY CONSIDERATIONS:
Provided with individuals identified under separate cover.

RECOMMENDED BOARD ACTION:
That the Board of Trustees approve Human Resources Recommendation(s) for School Year 2023-2024.

Attachment: ☐

SUBMITTED BY: _____ **SUPERVISOR:** Todd Miller

Feb 21, 2024

For further information contact:
Name: Todd Miller
Office: (956) 618-6009
eMail: todd.miller@mcallenisd.net

Approved for presentation to the Board of Education:

RENE GUTIERREZ (Feb 21, 2024 08:57 CST)

Superintendent of Schools Feb 21, 2024

BOARD AGENDA REPORT
MCALLEN INDEPENDENT SCHOOL DISTRICT

MEETING DATE: February 26, 2024

SUBJECT: Discussion of Human Resources Employee Resignation(s) and Retirees for School Year 2023-2024

REFERENCE: Goal 2: People Development; Strategy 2: Attract/Retain High Quality Staff

BACKGROUND INFORMATION/REASON FOR BOARD CONSIDERATION:
McAllen Independent School District utilizes a comprehensive hiring system that screens, evaluates and recommends the "best" candidates with the skill sets to maximize student learning. All recommended candidates meet compliance with State Law requirements, that is to increase the academic achievement of all students by helping campuses and district improve teacher quality.

ADMINISTRATIVE CONSIDERATIONS/FACTS AND ANALYSIS:
Considerations are made in accordance with Board Policy DC (LEGAL) and District Staffing Guidelines. Individua(s) to be identified under separate cover.

LEGAL REVIEW: Not Applicable

BUDGETARY CONSIDERATIONS:
Provided with individuals identified under separate cover.

RECOMMENDED BOARD ACTION:
That the Board of Trustees approve Human Resources Recommendation(s) for School Year 2023-2024.

Attachment: ☐

SUBMITTED BY: _____ **SUPERVISOR:** Todd Miller
Feb 21, 2024

For further information contact:
Name: Todd Miller
Office: (956) 618-6009
eMail: todd.miller@mcallenisd.net

Approved for presentation to the Board of Education:

Rene Gutierrez
RENE GUTIERREZ (Feb 21, 2024 08:56 CST)

Superintendent of Schools Feb 21, 2024

BOARD AGENDA REPORT
MCALLEN INDEPENDENT SCHOOL DISTRICT

MEETING DATE: February 26, 2024

SUBJECT: Discussion and Possible Action on Resignation and Settlement Agreement Concerning Term Contract Employee

REFERENCE: Goal 2: People Development; Strategy 2: Attract/ Retain High Quality Staff

BACKGROUND INFORMATION/REASON FOR BOARD CONSIDERATION:
Administration is recommending accepting the attached resignation and settlement. Although the Agreement does allow the employee to remain on the payroll through the balance of the current school year, given the date, it would not be possible to remove the employee from the District's payroll before the end of the school year, and the District additionally receive the benefit of the release.

ADMINISTRATIVE CONSIDERATIONS/FACTS AND ANALYSIS:

LEGAL REVIEW: O'Hanlon, Demerath & Castillo Law Firm, Inc.

BUDGETARY CONSIDERATIONS: Not applicable

RECOMMENDED BOARD ACTION:
That the Board of Trustees approve the Resignation and Settlement Agreement Concerning Term Contract Employee.

Attachment: ☐

SUBMITTED BY: _____

SUPERVISOR: _____
Feb 23, 2024

For further information contact:
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Approved for presentation to the Board of Education:

RENE GUTIERREZ (Feb 23, 2024 13:23 CST)

Superintendent of Schools Feb 23, 2024