Fort Bend Independent School District

Ridge Point High School

2024-2025 Campus Improvement Plan

Mission Statement

FBISD exists to inspire and equip all students to pursue futures beyond what they can imagine.

Vision

Fort Bend ISD will graduate students who exhibit the attributes of the District's Profile of a Graduate.

The Ridge Point Way

Core Value

We value uncompromised integrity, and a relentless work ethic focused on excellence.

Core Purpose

Our purpose is to add value to each person, every day.

School Motto

The Home of Scholars and Champions!

Panther Commitment

Nothing less than our best!

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Demographics

Ridge Point High School opened in 2010-2011 with only freshmen and sophomores for a total enrollment of 659 students. The addition of a junior class in 2011-2012 nearly doubled the overall population to 1120. 2012-2013 was the first year for RPHS to have a senior class and the population increased to 1561. For 2013-2014, the overall population was 1881 and for 2014-2015, the overall population was 2107. For 2016-2017 we had 2450 students and grew to 2675 in the 2017-2018 school year. For 2018-2019 we finished with 2778 students. In 2019-2020 there were 2991 students with the implementation of a cap and overflow to neighboring high schools due to the building's over-capacity. In 2021-2022 we ended the year with 3055 students. In 2022-2023, we had 3105 students and ended cap and overflow in April of 2023 due to the opening of Fort Bend ISD's 12th high school, Crawford High School in August 2023 with a 9th and 10th grade class. Ridge Point High School is a campus open to in-district employee transfers and currently has a projection of about 2800 students for the 2024-2025 school year.

Demographics Strengths

Our diversity is a strength for our campus. Our student body is made up of 30.62% White students, 21.93% Hispanic-Latino students, 23.51% African-American students, and 18.50% Asian students. Our percentage of at risk students is 29.64%, economically disadvantaged is 24.46%, and our Emergent Bilingual percentage is 5.54%.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Class sizes will be higher than the district recommended ratios.
Root Cause: The PASA projection for enrollment for this school year was 2723. As of 06-13-24, our actual enrollment at 2844. As the housing areas continue to develop in the campus school zone and because we absorb any 12th grade enrollees from ACHS, we anticipate our projected enrollment , and class sizes, to continue to grow.

Student Learning

Student Learning Summary

Preliminary EOC Spring 2024 scores shows an increase in passing percentage for all tests and our students performed at or above the district and state averages in all passing categories. Additionally, our students were above the district or state averages in 9 out of 10 Masters categories.

	RPHS	District	State	
Algebra I				
Passed	88%	79%	79%	
Mastered	31%	32%	25%	
Biology				
Passed	97%	91%	91%	
Mastered	59%	29%	19%	
ELA I				
Passed	88%	73%	67%	
Mastered	35%	23%	17%	
ELA II				
Passed	89%	81%	74%	
Mastered	17%	13%	9%	
U.S. History				
Passed	98%	96%	95%	
Mastered	47%	45%	37%	

Ren 360 Data showed Urgent Intervention Needed at Middle of the Year assessment for 6% of 9th grade math students, 26% of ELA I students and 32% of ELA II students.

We continue to see growth in the number of course enrollment and/or test enrollment for AP, Dual credit, and UT OnRamps classes.

For the class of 2024 cohort, 97% of our students graduated within 4 year.

Student Learning Strengths

Students have a wide variety of Advanced Placement classes to choose from. In the Spring of 2024, 1092 students signed up to take over 2100 AP tests in May of 2024. Ridge Point HS has also increased the UT OnRamps course offerings to include Rhetoric, US History, Biology, and Statistics. Students have the ability to take five world languages-ASL, Chinese, French, German, Spanish. We offer resource classes in ELA and Math. Teachers prepare students for state testing by having in class test prep and school within a school for a few weeks prior to testing.|

EOC teachers implemented the use of the STAAR Interim test results to make the needed adjustment to instruction.

Preliminary EOC scores for 2024 show a 3% increase in passing for Biology (94% to 97%), 7% increase in ELA I (81% to 88%), 3% increase in ELA II (86% to 89%), and 1% increase for U.S. History (97% to 98%)

Problem Statements Identifying Student Learning Needs

Problem Statement 1: According to the CCMR report, there are several students who are not demonstrating college or career readiness.
Root Cause: Student learning is not demonstrated through the industry based certification exams (IBC), participation in AP exams, OnRamps courses, dual-credit classes, or through the TSI assessment.

Problem Statement 2 (Prioritized): In the 2023-2024 student engagement survey, 62% of parents and guardians feel teachers successfully show how lessons relate to life outside of school.
Root Cause: Students do not believe lessons are relevant or are connecting lessons to real world applications. However, this is inconsistent with the teachers' perception.

School Processes & Programs

School Processes & Programs Summary

Curriculum & instruction:
Core content areas have a detailed, TEKS/ELPS aligned curriculum written by the district and accessible to all teachers in the Schoology learning management platform and Microsoft OneNote notebooks. The curriculum documents address vertical alignment, provide suggestions for strategies and assessment, including sample items, and have embedded lessons.

Teachers are provided with common planning time to allow for lesson development and data disaggregation by each team PLC. They are expected to meet formally at least once per week for planning and data analysis, and on designated district professional learning days. Both summative and formative assessment data is used to identify needs. Some teams are more successful at implementing this process than others.

Administrators follow a schedule to ensure CWTs are conducted regularly as well as T-TESS walkthroughs and observations. District administrators work with campus administrators to implement learning walks where they collect data to track progress of district and campus goals over time.

Personnel:
For the 2023-2024 school year there are 140 teachers at Ridge Point. The staff is a mix of seasoned veterans, some having been here since the school opened in 2010 and others with less experience. There will be zero first year teachers on staff, but we will be starting the year with four vacancies.

Organizational:
Campus CIP goals align with the district goals and are based on data from a variety of sources including academic performance, faculty surveys, and observations. These goals, written in SMART format, are shared with the faculty and planning occurs around them. Progress toward reaching these goals is monitored based on CWT data, PLC minutes, formative assessment scores, lesson plans, and accommodation logs.

The entire culture of RPHS is centered on student success. In addition to sustaining high-performing teams through the PLC format, we will focus on differentiated instruction. Instructional time is sacred and is only disrupted if no other option exists. Core courses are organized by department. Grade-level, subject area teams have common planning times. The expectation is that at least one day of the week, that time is used for PLC meetings to discuss data, plan, etc.

Administrative:
Duties are divided out between eight administrators. Each administrator (excluding the principal) is assigned a group of students based on an alpha split. They are also assigned to oversee specific departments. The administrative team is on duty in the halls every morning and between classes, lunch duty, and extracurricular events. The administrative team will meet twice weekly with one meeting focused on instruction and one meeting focused on school organization issues.

Six counselors are assigned to oversee students based on an alpha split. The counseling team along with the CAC and CCR meet weekly. The Leadership Team consisting of all administrators, counselors, the CAC and CCR meet monthly.

Department Heads, lead counselor, AVID Coordinator, CAC and principal meet bi-weekly.

School Processes & Programs Strengths

RPHS culture is centered on student success. Counselors meet regularly with their assigned students to discuss academic offerings and career paths. We have been recognized as an AVID National Demonstration school one of only 243 in the country. During Panther time we focus on citizenship and modeling the profile of a graduate. Our school focus is two fold-instructional and relationship building and teachers know that are both need to be used to have engaging classrooms. Teachers know they can talk to any colleague or administrator for support.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Based on students expressing having a difficult time coping with academic and life stressors, there may not be enough resources and support to students experiencing social and emotional challenges.
Root Cause: At least 750 counseling office visits were for social emotional concerns.

Problem Statement 2: With the implementation of equipping students with a 1:1 device, teachers will need to incorporate lessons that utilize technology to enhance learning opportunities and develop procedures for appropriate technology use in the classroom.
Root Cause: The district is moving to equipping students with an individual laptop.

Perceptions

Perceptions Summary

School Culture:
During the first week of school assemblies are held where administrators, teachers, and students discuss the Ridge Point Way as well as ways students can model the profile of a graduate characteristics. School expectations for hallway, cafeteria, and classroom behaviors are also addressed.

There is wide-spread participation in clubs, activities, etc. There is a direct, positive correlation between highly involved students and good attendance and behavior.

Ridge Point has over 70 clubs and organizations students can be a part of not including athletic teams, band and color guard. We encourage all students to get involved in an organization or club and hold a rush activity during all lunches early on where groups can highlight their organizations. Freshmen have a chance to participate in Panther Premiere, an orientation session where they are introduced to traditions and campus expectations and can start the year feeling like they are a part of a family. In addition upper class mentors meet with freshman classes periodically during the school year to continue building bonds with freshman students.

Each Monday we play a character focused song, World Changers, written about a former Ridge Point student who passed away due to cancer. This song helps to have students focus on student citizenship traits we would like to see from them for the week.

Students understand school rules and for the most part abide by them. The student engagement survey areas addressed affecting climate and culture received favorable responses including 75% of students responded they feel safe at school in the
classroom, which is a 6.9% decrease from the previous year.

Students take attending school each day very seriously. Administrators work closely with our attendance specialist, social worker and PEIMS specialist to help students who have attendance challenges. They hold meetings every week with students and work as a team to help develop strategies to keep students in school and out of truancy concerns.

Perceptions Strengths

Students are given many opportunities to participate in clubs, athletics, and student leadership organizations. Rush provides an opportunity for students to obtain information on various student organizations.

There is a crisis management plan in place to address safety issues such as threats, severe weather, lockdowns and fires and these are communicated and drilled regularly.

We have a walk, watch,repeat parent group that helps us monitor hallways during the school day. The Sienna community as a large social media footprint and often rumors spread through social media that are incorrect. Administration is very transparent about school issues and provides quick communication on to parents on any pressing school information as well as a weekly email letting students and parents know what is going on at school.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Teachers expressed concern for an increase in dress code violations, food deliveries, unauthorized hall use, and cell phone issues.

Root Cause: According to the FBISD culture and climate survey, 67% of staff feel discipline is not enforced consistently for all students.

Priority Problem Statements

Problem Statement 1: In the 2023-2024 student engagement survey, 62% of parents and guardians feel teachers successfully show how lessons relate to life outside of school.

Root Cause 1: Students do not believe lessons are relevant or are connecting lessons to real world applications. However, this is inconsistent with the teachers' perception.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Class sizes will be higher than the district recommended ratios.

Root Cause 2: The PASA projection for enrollment for this school year was 2723. As of 06-13-24, our actual enrollment at 2844. As the housing areas continue to develop in the campus school zone and because we absorb any 12th grade enrollees from ACHS, we anticipate our projected enrollment , and class sizes, to continue to grow.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Teachers expressed concern for an increase in dress code violations, food deliveries, unauthorized hall use, and cell phone issues.

Root Cause 3: According to the FBISD culture and climate survey, 67% of staff feel discipline is not enforced consistently for all students.

Problem Statement 3 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local diagnostic reading assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data

- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data

Goals

Goal 1: FBISD will provide rigorous and relevant curriculum and deliver instruction that is responsive to the needs of all students

Performance Objective 1: By May of 2025 Algebra I ELA I, and ELA II teachers will have prepared students to meet an Approaches level of 90% on the Spring EOC.

Indicators of Success: Formative Indicators:
Meeting notes from twice weekly PLC meetings
Beginning, Middle, and End of the Year Map data
Teacher lessons showing focus on needed areas of intervention

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Feb	June
Strategy 1: Algebra I teachers will meet formally twice a week to review student progress and data on campus and universal screener assessments, and develop effective lessons focused on areas of intervention. **Strategy's Expected Result/Impact:** Formative: Students will perform better as the year progresses from BOY to EOY Math Map and teacher developed assessments. Teachers will use the data retrieved from these assessments to develop lessons focused on needed interventions. Summative 9th Grade Algebra I students will achieve an approaches rate of 90% in the Spring EOC Algebra I test. SCE funds will be used for interventions when we start them in the spring. **Staff Responsible for Monitoring:** Teachers Administrators **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	30%	45%	70%	

No Progress

Accomplished

Continue/Modify

Discontinue

Goal 1: FBISD will provide rigorous and relevant curriculum and deliver instruction that is responsive to the needs of all students

Performance Objective 2: By May 2025 through the use of effective lesson planning which includes WICOR strategies and professional learning communities, teachers will increase the relevance of student classroom learning to real world applications.

Indicators of Success: Formative Evidence:
Throughout the year, during all campus walk through observations, data will specifically target relevance of lessons for students.

Summative Evidence
By May of 2025 on the student engagement survey questions- understanding why what you learn in school will be important for your life and see how the work I am doing now will help me after high school will see an increase in 3% for the combined agree/strongly agree categories.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Feb	June
Strategy 1: Through the course of the school year AVID teaching strategies will be included in each professional learning day that focuses on how to make lessons relevant for students. **Strategy's Expected Result/Impact:** Formative: Ongoing Professional Learning Days that include time for teacher learning on AVID strategies designed to help make learning more relevant for students. Summative: By May 2025 teachers will have gained strategies they can use in their classrooms that will help make lessons more relevant for students. **Staff Responsible for Monitoring:** Administrators AVID Site Team Teachers **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Dec	Feb	June
Strategy 2: Teachers of GT students and our champion of GT students will provide GT students the opportunity to complete the Texas Performance Standards project on a topic they find meaningful to them. **Strategy's Expected Result/Impact:** Formative: By December 2025, 100% of 9th grade GT identified students will complete a Texas Performance Standards Project. Summative: By May 2025, 100% of 9th grade GT identified students will complete a Texas Performance Standards Project. **Staff Responsible for Monitoring:** Administrators, AP and AAC teachers (teachers of GT students), Campus GT Champion. **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: FBISD will provide a positive culture and climate that provides a safe and supportive environment for learning and working

Performance Objective 1: By May 2025, Ridge Point High School will implement and reinforce campus-wide support systems to promote safety through the use of schoolwide and classroom positive behavioral interventions and supports (PBIS) expectations, ongoing data-sharing and analysis, and a system of rewards linked to campus-wide expectations.

Indicators of Success: Formative:
During August 2024 professional development, teaching staff will revise, as needed, the classroom PBIS expectations for cell phone use, dress code and tardy procedures.
By the first week of school, campus wide expectations will be shared with all staff and students
During the first PBIS Committee meeting, a system and calendar of rewards linked to campus and classroom expectations will be developed
Monthly sharing of discipline data to staff via email and professional development sessions
Opportunities for ongoing feedback from staff regarding PBIS implementation and improvement
Summative:
By May 2025, there have been monthly meetings of our PBIS committee and data related to PBIS have been shared with staff members.
By May 2025, we will increase the percentage of benchmarks in the "In Place" category by 25% as indicated on the School-wide Benchmarks of Quality (BoQ) for positive behavioral interventions and supports (PBIS).

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Feb	June
Strategy 1: PBIS team, in collaboration with staff members, will create campus wide and classroom expectations which will be implemented by staff members. **Strategy's Expected Result/Impact:** Increase awareness of PBIS systems and decrease in the number of discipline infractions on campus in the 2023-2024 school year Staff Responsible for Monitoring: Administrators, counselors, teachers, other campus staff **Staff Responsible for Monitoring:** Administrators, counselors, teachers, other campus staff **ESF Levers:** Lever 3: Positive School Culture	30%	50%	70%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Dec	Feb	June
Strategy 2: We will develop setting specific expectations (i.e. cafeteria, hallways, etc.) aligned to the PBIS campus-wide expectations. Staff Responsible for Monitoring: **Strategy's Expected Result/Impact:** Students will understand and adhere to the expectations for common areas of the building. **Staff Responsible for Monitoring:** Administration, teachers **ESF Levers:** Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Dec	Feb	June
Strategy 3: Each quarter, the PBIS committee will complete a Self-Assessment Survey and reevaluate the campus-wide support systems to increase the number of partially in place and in place protocols. **Strategy's Expected Result/Impact:** Campus wide PBIS support systems will more closely align with the needs of the campus. **Staff Responsible for Monitoring:** PBIS committee, administration, all teachers and other staff **ESF Levers:** Lever 3: Positive School Culture	N/A	N/A		

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: FBISD will provide a positive culture and climate that provides a safe and supportive environment for learning and working

Performance Objective 2: By May 2025 Ridge Point will have developed multiple ways for students to check their social and emotional status and receive resources to support them.

Indicators of Success: Formative:
Resources will have been put in place for students to receive help with social and emotional concerns.
By May 2025 A Hope Squad group will have been started at school and is in existence by the end of the school year.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Feb	June
Strategy 1: Ridge Point will partner with Hope Squad to start a Hope Squad club at our school prior to the end of the school year. **Strategy's Expected Result/Impact:** Students will have more opportunities to speak with peers and hopefully receive help with any issues they may be facing. **Staff Responsible for Monitoring:** Ms. Burbridge, Ms. Doan, Mrs. Alexopoulos.	30%	50%	70%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: FBISD will recruit, develop, and retain high quality teachers and staff

Performance Objective 1: By May of 2025 Ridge Point High School will effectively recruit develop and retain instructional staff so there continues to be quality effective teaching in all classrooms.

Indicators of Success: Formative:
During each term administration will review staff reports to assess any instructional staff that have resigned and review any vacancies we have for instructional positions
Summative:
By May 2025 we will have retained 95% of our staff not including any staff that are determined to be excess by district administration.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Feb	June
Strategy 1: Each quarter administration will meet with teachers new to campus to assess how they are doing and what continued supports they need to be successful. **Strategy's Expected Result/Impact:** Teachers will feel supported on campus and will choose to stay at Ridge Point. **Staff Responsible for Monitoring:** Associate Principal Administrators **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Strategic Staffing	30%	50%	65%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Dec	Feb	June
Strategy 2: Staff will collaborate for one morale boosting event a month that allows everyone to participate. **Strategy's Expected Result/Impact:** Morale will remain high during the school year which will retain instructional staff for the 2024-2025 school year. **Staff Responsible for Monitoring:** Administrators Teachers **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Strategic Staffing	30%	50%	70%	

No Progress Accomplished Continue/Modify Discontinue

Goal 4: FBISD will engage students, parents, staff, and community through ongoing communication, opportunities for collaboration and innovation, and partnerships that support the learning community

Goal 5: FBISD will utilize financial, material, and human capital resources to maximize district outcomes and student achievement

State Compensatory

Budget for Ridge Point High School

Total SCE Funds: $30,449.00
Total FTEs Funded by SCE: 0
Brief Description of SCE Services and/or Programs

Algebra I teachers will meet formally twice a week to review student progress and data on campus and universal screener assessments, and develop effective lessons focused on areas of intervention. Funds will be used for teachers for pull out, Saturday (if used), after school tutorials as well as transportation if required for at risk students identified as needing interventions.

Addendums

LOC_DESCR	Location	POS #	POSN_DESCR	MAX HEADC	VACANT	LAST_NAME_SRCH	FIRST_NAME_S	JOBCODE	FTE	Column1	PIC	STATUS	IDAY_SCHED
RIDGE POINT	016 RIDGE POINT HIG	00004602	COOR CAMPUS ASSESSMENT	0.5	0	ROGERS	MELISSA	T00900	1	199.31.1000.00.016.2024.24	24	A	210AUG

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2022-23 Texas Academic Performance Report (TAPR)

District Name: FORT BEND ISD

Campus Name: RIDGE POINT H S

Campus Number: 079907016

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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%	75%	**80%**	76%	68%	90%	*	97%	-	93%	45%	*	80%	83%	66%	58%
	2022	65%	72%	**80%**	75%	68%	89%	100%	97%	-	83%	44%	*	80%	78%	61%	56%
At Meets Grade Level or Above	2023	52%	57%	**65%**	53%	46%	83%	*	93%	-	79%	30%	*	65%	62%	41%	34%
	2022	47%	56%	**65%**	56%	51%	77%	80%	89%	-	71%	30%	*	66%	62%	42%	35%
At Masters Grade Level	2023	13%	18%	**21%**	11%	9%	33%	*	44%	-	29%	8%	*	22%	16%	6%	3%
	2022	11%	16%	**18%**	11%	8%	28%	20%	33%	-	24%	10%	*	19%	15%	6%	2%
End of Course English II																	
At Approaches Grade Level or Above	2023	74%	79%	**85%**	84%	75%	91%	*	98%	-	95%	49%	*	85%	88%	69%	58%
	2022	72%	78%	**81%**	79%	70%	91%	100%	96%	*	84%	42%	*	83%	74%	67%	49%
At Meets Grade Level or Above	2023	54%	61%	**71%**	64%	56%	83%	*	93%	-	79%	33%	*	71%	71%	48%	33%
	2022	55%	64%	**71%**	66%	56%	85%	80%	93%	*	78%	34%	*	73%	63%	51%	32%
At Masters Grade Level	2023	9%	13%	**14%**	7%	7%	24%	*	22%	-	13%	6%	*	14%	13%	3%	1%
	2022	9%	14%	**14%**	9%	6%	23%	20%	26%	*	16%	6%	*	15%	12%	4%	1%
End of Course Algebra I																	
At Approaches Grade Level or Above	2023	79%	78%	**77%**	77%	69%	84%	-	98%	-	93%	56%	*	76%	80%	71%	70%
	2022	76%	75%	**81%**	78%	76%	89%	100%	95%	-	88%	63%	*	80%	84%	72%	70%
At Meets Grade Level or Above	2023	43%	47%	**37%**	34%	26%	51%	-	77%	-	48%	17%	*	35%	43%	25%	23%
	2022	43%	46%	**48%**	36%	43%	66%	80%	74%	-	62%	33%	*	48%	51%	35%	39%
At Masters Grade Level	2023	23%	30%	**17%**	13%	10%	24%	-	53%	-	26%	5%	*	16%	20%	10%	10%
	2022	27%	33%	**30%**	21%	24%	45%	40%	60%	-	35%	19%	*	30%	30%	20%	20%
End of Course Biology																	
At Approaches Grade Level or Above	2023	88%	90%	**93%**	93%	86%	97%	*	100%	-	95%	80%	*	93%	95%	87%	82%
	2022	83%	86%	**92%**	92%	84%	96%	*	98%	-	93%	72%	*	92%	91%	83%	79%
At Meets Grade Level or Above	2023	56%	62%	**70%**	64%	52%	83%	*	93%	-	85%	41%	*	72%	66%	50%	41%
	2022	55%	63%	**73%**	65%	57%	86%	*	95%	-	79%	42%	*	74%	69%	52%	48%
At Masters Grade Level	2023	21%	32%	**42%**	29%	22%	61%	*	74%	-	54%	11%	*	45%	34%	16%	18%
	2022	21%	33%	**41%**	28%	25%	59%	*	66%	-	40%	20%	*	42%	37%	21%	17%
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%	96%	**96%**	95%	94%	98%	100%	99%	*	97%	79%	-	96%	94%	91%	86%
	2022	89%	91%	**92%**	89%	85%	97%	*	98%	*	97%	72%	*	93%	87%	84%	70%
At Meets Grade Level or Above	2023	70%	77%	**82%**	80%	69%	92%	60%	92%	*	80%	53%	-	81%	83%	64%	51%
	2022	68%	74%	**78%**	67%	62%	91%	*	94%	*	91%	54%	*	79%	73%	56%	35%
At Masters Grade Level	2023	38%	50%	**48%**	37%	32%	68%	40%	64%	*	47%	21%	-	49%	46%	29%	18%
	2022	42%	50%	**52%**	37%	36%	68%	*	72%	*	71%	21%	*	54%	42%	23%	14%
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2023	90%	96%	**98%**	96%	97%	98%	-	100%	-	100%	*	*	98%	100%	100%	*
	2022	92%	97%	**100%**	100%	100%	99%	-	100%	-	100%	*	-	100%	89%	100%	*
At Meets Grade Level or Above	2023	61%	81%	**88%**	84%	86%	87%	-	95%	-	75%	*	*	89%	78%	73%	*
	2022	64%	83%	**91%**	75%	90%	94%	-	92%	-	100%	*	-	92%	67%	72%	*
At Masters Grade Level	2023	12%	33%	**18%**	12%	11%	20%	-	23%	-	8%	*	*	19%	11%	14%	*
	2022	13%	36%	**24%**	8%	15%	26%	-	27%	-	43%	*	-	24%	11%	11%	*
All Grades All Subjects																	
At Approaches Grade Level or Above	2023	76%	81%	**87%**	85%	78%	93%	100%	99%	*	95%	61%	93%	87%	88%	76%	69%
	2022	74%	79%	**86%**	83%	76%	93%	100%	97%	*	90%	58%	69%	86%	83%	73%	65%
At Meets Grade Level or Above	2023	49%	57%	**67%**	59%	50%	82%	82%	92%	*	76%	33%	57%	68%	63%	45%	35%
	2022	48%	56%	**69%**	59%	54%	84%	80%	91%	*	78%	38%	62%	70%	64%	47%	39%
At Masters Grade Level	2023	20%	28%	**28%**	18%	15%	41%	24%	48%	*	32%	9%	14%	29%	24%	12%	9%
	2022	23%	32%	**30%**	20%	19%	43%	35%	49%	*	38%	15%	31%	31%	27%	14%	11%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2023	77%	82%	**83%**	80%	71%	90%	100%	98%	-	94%	46%	86%	82%	85%	67%	58%
	2022	75%	81%	**81%**	77%	69%	90%	100%	97%	*	84%	43%	60%	81%	76%	64%	54%
At Meets Grade Level or Above	2023	53%	61%	**68%**	58%	51%	83%	100%	93%	-	79%	31%	57%	68%	65%	44%	34%
	2022	53%	62%	**68%**	61%	53%	81%	80%	90%	*	74%	32%	60%	69%	62%	46%	34%
At Masters Grade Level	2023	20%	27%	**17%**	9%	8%	28%	13%	34%	-	21%	7%	14%	18%	15%	5%	2%
	2022	25%	34%	**16%**	10%	7%	26%	20%	30%	*	20%	8%	0%	17%	14%	5%	2%
All Grades Mathematics																	
At Approaches Grade Level or Above	2023	75%	79%	**83%**	79%	73%	91%	-	99%	-	95%	58%	*	84%	81%	73%	71%
	2022	72%	76%	**85%**	80%	78%	93%	100%	98%	-	91%	64%	*	86%	84%	73%	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)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2023	45%	53%	**52%**	39%	34%	69%	-	88%	-	56%	18%	*	53%	45%	28%	24%
	2022	42%	50%	**59%**	41%	46%	78%	80%	84%	-	70%	35%	*	60%	52%	37%	39%
At Masters Grade Level	2023	19%	26%	**18%**	13%	10%	22%	-	35%	-	21%	5%	*	17%	19%	10%	10%
	2022	20%	28%	**28%**	19%	24%	36%	40%	41%	-	36%	18%	*	28%	29%	19%	20%
All Grades Science																	
At Approaches Grade Level or Above	2023	77%	80%	**93%**	93%	86%	97%	*	100%	-	95%	80%	*	93%	95%	87%	82%
	2022	76%	79%	**92%**	92%	84%	96%	*	98%	-	93%	72%	*	92%	91%	83%	79%
At Meets Grade Level or Above	2023	47%	54%	**70%**	64%	52%	83%	*	93%	-	85%	41%	*	72%	66%	50%	41%
	2022	47%	54%	**73%**	65%	57%	86%	*	95%	-	79%	42%	*	74%	69%	52%	48%
At Masters Grade Level	2023	18%	26%	**42%**	29%	22%	61%	*	74%	-	54%	11%	*	45%	34%	16%	18%
	2022	21%	29%	**41%**	28%	25%	59%	*	66%	-	40%	20%	*	42%	37%	21%	17%
All Grades Social Studies																	
At Approaches Grade Level or Above	2023	78%	83%	**96%**	95%	94%	98%	100%	99%	*	97%	79%	-	96%	94%	91%	86%
	2022	75%	80%	**92%**	89%	85%	97%	*	98%	*	97%	72%	*	93%	87%	84%	70%
At Meets Grade Level or Above	2023	52%	61%	**82%**	80%	69%	92%	60%	92%	*	80%	53%	-	81%	83%	64%	51%
	2022	50%	58%	**78%**	67%	62%	91%	*	94%	*	91%	54%	*	79%	73%	56%	35%
At Masters Grade Level	2023	27%	37%	**48%**	37%	32%	68%	40%	64%	*	47%	21%	-	49%	46%	29%	18%
	2022	30%	39%	**52%**	37%	36%	68%	*	72%	*	71%	21%	*	54%	42%	23%	14%

* 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%	55%	**63%**	57%	56%	69%	*	72%	-	72%	52%	*	62%	66%	52%	50%
End of Course English II	2023	74%	76%	**77%**	74%	76%	78%	*	79%	-	78%	57%	*	76%	80%	73%	68%
End of Course Algebra I	2023	76%	79%	**86%**	85%	82%	88%	-	95%	-	88%	78%	*	86%	86%	83%	84%
All Grades Both Subjects	2023	64%	67%	**74%**	71%	71%	76%	86%	79%	-	78%	62%	50%	73%	76%	68%	67%
All Grades ELA/Reading	2023	63%	65%	**70%**	65%	66%	74%	86%	76%	-	75%	54%	50%	70%	71%	61%	57%
All Grades Mathematics	2023	66%	70%	**86%**	85%	82%	88%	-	95%	-	88%	78%	*	86%	86%	83%	84%
School Progress - Accelerated Learning by Grade and Subject																	
End of Course English I	2023	26%	25%	**44%**	41%	35%	77%	-	*	-	67%	28%	-	38%	54%	33%	30%
End of Course English II	2023	41%	46%	**49%**	48%	49%	44%	-	*	-	*	22%	-	50%	47%	44%	41%
End of Course Algebra I	2023	58%	56%	**71%**	71%	66%	76%	-	100%	-	90%	60%	-	72%	69%	68%	64%
All Grades Both Subjects	2023	38%	39%	**60%**	59%	54%	68%	-	92%	-	83%	41%	-	59%	62%	54%	50%
All Grades ELA/Reading	2023	35%	37%	**47%**	44%	42%	58%	-	*	-	75%	25%	-	45%	52%	38%	35%
All Grades Mathematics	2023	40%	41%	**71%**	71%	66%	76%	-	100%	-	90%	60%	-	72%	69%	68%	64%

* 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%	81%	**87%**	-	-	-	-	-	-	63%	-	63%	-	83%	90%	64%	92%
	2022	74%	79%	**86%**	-	-	-	-	-	-	54%	-	54%	-	68%	89%	54%	88%
At Meets Grade Level or Above	2023	49%	57%	**67%**	-	-	-	-	-	-	26%	-	26%	-	48%	73%	27%	76%
	2022	48%	56%	**69%**	-	-	-	-	-	-	24%	-	24%	-	32%	74%	25%	71%
At Masters Grade Level	2023	20%	28%	**28%**	-	-	-	-	-	-	7%	-	7%	-	17%	31%	7%	26%
	2022	23%	32%	**30%**	-	-	-	-	-	-	5%	-	5%	-	11%	34%	5%	27%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2023	77%	82%	**83%**	-	-	-	-	-	-	50%	-	50%	-	67%	87%	51%	90%
	2022	75%	81%	**81%**	-	-	-	-	-	-	39%	-	39%	-	38%	85%	39%	86%
At Meets Grade Level or Above	2023	53%	61%	**68%**	-	-	-	-	-	-	26%	-	26%	-	33%	74%	26%	78%
	2022	53%	62%	**68%**	-	-	-	-	-	-	20%	-	20%	-	13%	74%	20%	71%
At Masters Grade Level	2023	20%	27%	**17%**	-	-	-	-	-	-	2%	-	2%	-	8%	21%	2%	12%
	2022	25%	34%	**16%**	-	-	-	-	-	-	1%	-	1%	-	0%	19%	1%	12%
All Grades Mathematics																		
At Approaches Grade Level or Above	2023	75%	79%	**83%**	-	-	-	-	-	-	67%	-	67%	-	*	86%	68%	84%
	2022	72%	76%	**85%**	-	-	-	-	-	-	63%	-	63%	-	100%	89%	65%	83%
At Meets Grade Level or Above	2023	45%	53%	**52%**	-	-	-	-	-	-	17%	-	17%	-	*	57%	19%	58%
	2022	42%	50%	**59%**	-	-	-	-	-	-	25%	-	25%	-	40%	63%	26%	61%
At Masters Grade Level	2023	19%	26%	**18%**	-	-	-	-	-	-	8%	-	8%	-	*	19%	9%	21%
	2022	20%	28%	**28%**	-	-	-	-	-	-	12%	-	12%	-	0%	30%	11%	33%
All Grades Science																		
At Approaches Grade Level or Above	2023	77%	80%	**93%**	-	-	-	-	-	-	80%	-	80%	-	100%	96%	80%	95%
	2022	76%	79%	**92%**	-	-	-	-	-	-	72%	-	72%	-	*	94%	72%	91%
At Meets Grade Level or Above	2023	47%	54%	**70%**	-	-	-	-	-	-	31%	-	31%	-	80%	76%	33%	82%
	2022	47%	54%	**73%**	-	-	-	-	-	-	35%	-	35%	-	*	78%	34%	73%
At Masters Grade Level	2023	18%	26%	**42%**	-	-	-	-	-	-	14%	-	14%	-	40%	47%	15%	46%
	2022	21%	29%	**41%**	-	-	-	-	-	-	7%	-	7%	-	*	45%	8%	42%
All Grades Social Studies																		
At Approaches Grade Level or Above	2023	78%	83%	**96%**	-	-	-	-	-	-	79%	-	79%	-	*	97%	80%	98%
	2022	75%	80%	**92%**	-	-	-	-	-	-	60%	-	60%	-	*	94%	62%	95%
At Meets Grade Level or Above	2023	52%	61%	**82%**	-	-	-	-	-	-	36%	-	36%	-	*	85%	34%	80%
	2022	50%	58%	**78%**	-	-	-	-	-	-	21%	-	21%	-	*	82%	24%	77%

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

RIDGE POINT H S (079907016) - FORT BEND ISD - FORT BEND 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%	37%	**48%**	-	-	-	-	-	-	8%	-	8%	-	*	53%	7%	40%
	2022	30%	39%	**52%**	-	-	-	-	-	-	4%	-	4%	-	*	58%	5%	39%
School Progress - Annual Growth																		
All Grades Both Subjects	2023	64%	67%	**74%**	-	-	-	-	-	-	65%	-	65%	-	73%	75%	65%	74%
All Grades ELA/Reading	2023	63%	65%	**70%**	-	-	-	-	-	-	54%	-	54%	-	71%	72%	55%	71%
All Grades Mathematics	2023	66%	70%	**86%**	-	-	-	-	-	-	83%	-	83%	-	*	86%	82%	87%
School Progress - Accelerated Learning																		
All Grades Both Subjects	2023	38%	39%	**60%**	-	-	-	-	-	-	48%	-	48%	-	*	64%	48%	79%
All Grades ELA/Reading	2023	35%	37%	**47%**	-	-	-	-	-	-	33%	-	33%	-	*	52%	34%	80%
All Grades Mathematics	2023	40%	41%	**71%**	-	-	-	-	-	-	63%	-	63%	-	*	74%	63%	78%

* 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%	99%	**99%**	99%	97%	99%	100%	100%	*	99%	98%	74%	99%	99%	98%	98%
Included in Accountability	93%	94%	**96%**	96%	93%	97%	100%	97%	*	98%	94%	74%	97%	91%	93%	89%
Not Included in Accountability: Mobile	4%	3%	**2%**	3%	2%	1%	0%	1%	*	1%	3%	0%	1%	5%	2%	2%
Not Included in Accountability: Other Exclusions	2%	2%	**1%**	0%	3%	0%	0%	2%	*	0%	1%	0%	1%	2%	2%	7%
Not Tested	1%	1%	**1%**	1%	3%	1%	0%	0%	*	1%	2%	26%	1%	1%	2%	2%
Absent	1%	1%	**1%**	1%	2%	1%	0%	0%	*	0%	1%	26%	1%	1%	2%	2%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	*	1%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	**99%**	99%	99%	99%	100%	100%	-	99%	100%	78%	99%	99%	98%	99%
Included in Accountability	92%	93%	**95%**	96%	92%	98%	100%	97%	-	96%	93%	78%	96%	91%	92%	86%
Not Included in Accountability: Mobile	4%	3%	**2%**	3%	2%	1%	0%	0%	-	2%	3%	0%	1%	6%	2%	1%
Not Included in Accountability: Other Exclusions	3%	2%	**2%**	0%	5%	0%	0%	3%	-	0%	3%	0%	2%	2%	4%	12%
Not Tested	1%	1%	**1%**	1%	1%	1%	0%	0%	-	1%	0%	22%	1%	1%	2%	1%
Absent	1%	1%	**1%**	1%	1%	1%	0%	0%	-	0%	0%	22%	1%	1%	2%	1%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	-	1%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**98%**	99%	96%	98%	-	100%	-	100%	96%	80%	98%	98%	98%	97%
Included in Accountability	94%	94%	**96%**	96%	93%	97%	-	97%	-	100%	91%	80%	97%	91%	94%	92%
Not Included in Accountability: Mobile	5%	4%	**2%**	3%	2%	1%	-	1%	-	0%	4%	0%	1%	5%	3%	3%
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	0%	1%	0%	-	2%	-	0%	0%	0%	0%	2%	1%	3%
Not Tested	1%	1%	**2%**	1%	4%	2%	-	0%	-	0%	4%	20%	2%	2%	2%	3%
Absent	1%	1%	**2%**	1%	4%	1%	-	0%	-	0%	3%	20%	2%	2%	2%	3%
Other	0%	0%	**0%**	0%	0%	0%	-	0%	-	0%	1%	0%	0%	0%	0%	0%
Science																
Assessment Participant	99%	99%	**98%**	99%	97%	99%	*	99%	-	100%	98%	*	98%	99%	97%	97%
Included in Accountability	93%	94%	**96%**	96%	94%	97%	*	98%	-	100%	95%	*	97%	92%	94%	92%
Not Included in Accountability: Mobile	4%	3%	**2%**	3%	2%	2%	*	0%	-	0%	3%	*	1%	5%	2%	2%
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	0%	1%	0%	*	1%	-	0%	0%	*	0%	2%	1%	2%
Not Tested	1%	1%	**2%**	1%	3%	1%	*	1%	-	0%	2%	*	2%	1%	3%	3%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	1%	**1%**	1%	3%	1%	*	0%	-	0%	2%	*	1%	1%	3%	3%
Other	0%	0%	**0%**	0%	0%	0%	*	1%	-	0%	0%	*	0%	0%	0%	0%
Social Studies																
Assessment Participant	99%	99%	**98%**	99%	96%	97%	100%	100%	*	100%	99%	*	98%	99%	96%	94%
Included in Accountability	94%	95%	**97%**	98%	96%	96%	100%	97%	*	100%	99%	*	98%	92%	95%	92%
Not Included in Accountability: Mobile	4%	3%	**1%**	1%	0%	1%	0%	2%	*	0%	0%	*	0%	6%	1%	0%
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	0%	0%	0%	0%	1%	*	0%	0%	*	0%	1%	0%	2%
Not Tested	1%	1%	**2%**	1%	4%	3%	0%	0%	*	0%	1%	*	2%	1%	4%	6%
Absent	1%	1%	**2%**	1%	4%	3%	0%	0%	*	0%	1%	*	2%	1%	4%	6%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	*	0%	0%	*	0%	0%	0%	0%
Accelerated Testers																
SAT/ACT Participant	93%	98%	**99%**	100%	97%	99%	-	100%	-	100%	*	*	99%	100%	96%	*
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**99%**	99%	98%	99%	100%	99%	*	98%	97%	100%	99%	99%	98%	97%
Included in Accountability	93%	94%	**97%**	97%	96%	97%	100%	97%	*	97%	93%	81%	97%	93%	95%	92%
Not Included in Accountability: Mobile	5%	4%	**1%**	2%	0%	2%	0%	1%	*	2%	2%	19%	1%	5%	1%	0%
Not Included in Accountability: Other Exclusions	1%	1%	**1%**	0%	2%	0%	0%	0%	*	0%	2%	0%	1%	2%	2%	5%
Not Tested	1%	1%	**1%**	1%	2%	1%	0%	1%	*	2%	3%	0%	1%	1%	2%	3%
Absent	1%	1%	**1%**	1%	2%	1%	0%	0%	*	1%	3%	0%	1%	1%	2%	3%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	*	1%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	**98%**	98%	98%	99%	100%	99%	*	99%	98%	100%	99%	98%	98%	97%
Included in Accountability	92%	93%	**95%**	96%	94%	97%	100%	96%	*	97%	91%	83%	96%	91%	94%	87%
Not Included in Accountability: Mobile	5%	4%	**1%**	2%	0%	2%	0%	2%	*	1%	2%	17%	1%	4%	1%	0%
Not Included in Accountability: Other Exclusions	2%	2%	**2%**	0%	4%	0%	0%	1%	*	0%	5%	0%	1%	3%	3%	11%
Not Tested	1%	1%	**2%**	2%	2%	1%	0%	1%	*	1%	2%	0%	1%	2%	2%	3%
Absent	1%	1%	**2%**	2%	2%	1%	0%	1%	*	1%	2%	0%	1%	2%	2%	3%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**98%**	98%	97%	100%	100%	97%	-	97%	96%	*	98%	99%	97%	98%
Included in Accountability	93%	94%	**96%**	97%	96%	98%	100%	96%	-	94%	95%	*	97%	92%	96%	96%

	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%**	2%	0%	1%	0%	1%	-	3%	1%	*	0%	6%	1%	0%
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	0%	1%	0%	0%	0%	-	0%	0%	*	0%	1%	0%	1%
Not Tested	1%	1%	**2%**	2%	3%	0%	0%	3%	-	3%	4%	*	2%	1%	3%	2%
Absent	1%	1%	**1%**	0%	2%	0%	0%	0%	-	0%	3%	*	1%	1%	1%	2%
Other	0%	0%	**1%**	1%	1%	0%	0%	3%	-	3%	1%	*	2%	0%	1%	0%
Science																
Assessment Participant	98%	99%	**99%**	100%	98%	100%	*	100%	-	100%	96%	*	99%	100%	98%	97%
Included in Accountability	93%	94%	**98%**	98%	97%	98%	*	99%	-	98%	93%	*	98%	94%	97%	96%
Not Included in Accountability: Mobile	4%	4%	**1%**	2%	0%	2%	*	1%	-	2%	2%	*	1%	5%	1%	0%
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	0%	1%	0%	*	0%	-	0%	0%	*	0%	1%	0%	1%
Not Tested	2%	1%	**1%**	0%	2%	0%	*	0%	-	0%	4%	*	1%	0%	2%	3%
Absent	1%	1%	**1%**	0%	2%	0%	*	0%	-	0%	3%	*	1%	0%	2%	3%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	-	0%	1%	*	0%	0%	0%	0%
Social Studies																
Assessment Participant	98%	99%	**99%**	100%	99%	99%	*	99%	*	97%	99%	*	99%	100%	98%	98%
Included in Accountability	94%	95%	**98%**	99%	98%	98%	*	98%	*	97%	99%	*	99%	96%	97%	98%
Not Included in Accountability: Mobile	4%	3%	**1%**	1%	0%	1%	*	1%	*	0%	0%	*	0%	4%	0%	0%
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	0%	0%	0%	*	0%	*	0%	0%	*	0%	0%	0%	0%
Not Tested	2%	1%	**1%**	0%	1%	1%	*	1%	*	3%	1%	*	1%	0%	2%	2%
Absent	1%	1%	**1%**	0%	1%	1%	*	1%	*	3%	1%	*	1%	0%	2%	2%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	*	0%	0%	*	0%	0%	0%	0%
Accelerated Testers																
SAT/ACT Participant	89%	95%	**95%**	89%	87%	99%	-	95%	-	88%	*	-	95%	100%	78%	*

* 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%	93.9%	**93.4%**	93.8%	91.4%	93.7%	91.5%	95.7%	*	93.2%	91.2%	91.2%	90.0%
2020-21	95.0%	96.3%	**96.1%**	96.5%	93.3%	96.8%	81.0%	99.0%	*	97.3%	92.7%	92.5%	88.6%
Chronic Absenteeism													
2021-22	25.7%	17.5%	**19.0%**	16.7%	27.7%	17.2%	36.4%	9.0%	*	20.5%	28.4%	29.5%	30.6%
2020-21	15.0%	11.1%	**10.4%**	8.7%	20.9%	6.5%	50.0%	1.7%	20.0%	4.5%	20.9%	23.5%	37.7%
Annual Dropout Rate (Gr 7-8)													
2021-22	0.7%	0.5%	**-**	-	-	-	-	-	-	-	-	-	-
2020-21	0.9%	0.5%	**-**	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2021-22	2.2%	1.4%	**0.6%**	0.6%	1.6%	0.2%	0.0%	0.0%	*	0.8%	1.5%	1.5%	3.8%
2020-21	2.4%	1.6%	**0.9%**	1.3%	2.1%	0.2%	0.0%	0.0%	0.0%	0.0%	2.8%	2.8%	5.9%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	89.7%	94.0%	**96.9%**	96.1%	94.4%	97.8%	-	100.0%	-	100.0%	89.1%	93.2%	83.3%
Received TxCHSE	0.3%	0.5%	**0.3%**	0.0%	0.0%	0.9%	-	0.0%	-	0.0%	1.8%	0.0%	0.0%
Continued HS	3.5%	1.5%	**0.6%**	0.7%	1.1%	0.4%	-	0.0%	-	0.0%	0.0%	1.0%	2.8%
Dropped Out	6.4%	4.1%	**2.2%**	3.3%	4.5%	0.9%	-	0.0%	-	0.0%	9.1%	5.9%	13.9%
Graduates and TxCHSE	90.0%	94.4%	**97.2%**	96.1%	94.4%	98.7%	-	100.0%	-	100.0%	90.9%	93.2%	83.3%
Graduates, TxCHSE, and Continuers	93.6%	95.9%	**97.8%**	96.7%	95.5%	99.1%	-	100.0%	-	100.0%	90.9%	94.1%	86.1%
Class of 2021													
Graduated	90.0%	94.7%	**97.5%**	97.5%	94.5%	98.8%	-	100.0%	*	100.0%	97.4%	90.7%	83.8%
Received TxCHSE	0.3%	0.2%	**0.1%**	0.0%	0.0%	0.4%	-	0.0%	*	0.0%	0.0%	0.6%	0.0%
Continued HS	3.9%	1.9%	**0.6%**	0.0%	1.6%	0.0%	-	0.0%	*	0.0%	0.0%	1.7%	5.4%
Dropped Out	5.8%	3.3%	**1.8%**	2.5%	3.8%	0.8%	-	0.0%	*	0.0%	2.6%	7.0%	10.8%
Graduates and TxCHSE	90.3%	94.8%	**97.6%**	97.5%	94.5%	99.2%	-	100.0%	*	100.0%	97.4%	91.3%	83.8%
Graduates, TxCHSE, and Continuers	94.2%	96.7%	**98.2%**	97.5%	96.2%	99.2%	-	100.0%	*	100.0%	97.4%	93.0%	89.2%
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.2%	96.2%	**98.2%**	98.1%	96.2%	98.8%	-	100.0%	*	100.0%	97.4%	92.9%	88.9%
Received TxCHSE	0.4%	0.2%	**0.1%**	0.0%	0.0%	0.4%	-	0.0%	*	0.0%	0.0%	0.6%	0.0%
Continued HS	1.0%	0.1%	**0.0%**	0.0%	0.0%	0.0%	-	0.0%	*	0.0%	0.0%	0.0%	0.0%
Dropped Out	6.3%	3.5%	**1.7%**	1.9%	3.8%	0.8%	-	0.0%	*	0.0%	2.6%	6.5%	11.1%
Graduates and TxCHSE	92.7%	96.4%	**98.3%**	98.1%	96.2%	99.2%	-	100.0%	*	100.0%	97.4%	93.5%	88.9%
Graduates, TxCHSE, and Continuers	93.7%	96.5%	**98.3%**	98.1%	96.2%	99.2%	-	100.0%	*	100.0%	97.4%	93.5%	88.9%

	State	District	Campus	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%	95.8%	**96.9%**	97.3%	92.4%	98.7%	*	100.0%	-	100.0%	96.9%	93.2%	90.9%
Received TxCHSE	0.5%	0.6%	**0.6%**	1.3%	0.0%	0.9%	*	0.0%	-	0.0%	0.0%	0.6%	0.0%
Continued HS	1.1%	0.1%	**0.1%**	0.0%	0.5%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	2.3%
Dropped Out	6.2%	3.6%	**2.3%**	1.3%	7.0%	0.4%	*	0.0%	-	0.0%	3.1%	6.2%	6.8%
Graduates and TxCHSE	92.7%	96.3%	**97.5%**	98.7%	92.4%	99.6%	*	100.0%	-	100.0%	96.9%	93.8%	90.9%
Graduates, TxCHSE, and Continuers	93.8%	96.4%	**97.7%**	98.7%	93.0%	99.6%	*	100.0%	-	100.0%	96.9%	93.8%	93.2%
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.7%	95.9%	**96.9%**	97.3%	92.4%	98.7%	*	100.0%	-	100.0%	96.9%	93.2%	90.9%
Received TxCHSE	0.5%	0.6%	**0.6%**	1.3%	0.0%	0.9%	*	0.0%	-	0.0%	0.0%	0.6%	0.0%
Continued HS	0.5%	0.0%	**0.1%**	0.0%	0.5%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	2.3%
Dropped Out	6.2%	3.5%	**2.3%**	1.3%	7.0%	0.4%	*	0.0%	-	0.0%	3.1%	6.2%	6.8%
Graduates and TxCHSE	93.2%	96.5%	**97.5%**	98.7%	92.4%	99.6%	*	100.0%	-	100.0%	96.9%	93.8%	90.9%
Graduates, TxCHSE, and Continuers	93.8%	96.5%	**97.7%**	98.7%	93.0%	99.6%	*	100.0%	-	100.0%	96.9%	93.8%	93.2%
Class of 2019													
Graduated	92.6%	96.0%	**97.1%**	98.8%	92.5%	99.1%	*	98.7%	*	100.0%	87.9%	93.3%	84.8%
Received TxCHSE	0.6%	0.4%	**0.3%**	0.0%	0.0%	0.9%	*	0.0%	*	0.0%	0.0%	0.6%	0.0%
Continued HS	0.6%	0.1%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
Dropped Out	6.2%	3.5%	**2.7%**	1.2%	7.5%	0.0%	*	1.3%	*	0.0%	12.1%	6.1%	15.2%
Graduates and TxCHSE	93.2%	96.5%	**97.3%**	98.8%	92.5%	100.0%	*	98.7%	*	100.0%	87.9%	93.9%	84.8%
Graduates, TxCHSE, and Continuers	93.8%	96.5%	**97.3%**	98.8%	92.5%	100.0%	*	98.7%	*	100.0%	87.9%	93.9%	84.8%
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2022	89.7%	92.4%	**96.2%**	93.6%	94.4%	97.4%	-	100.0%	-	100.0%	83.1%	92.3%	81.1%
Class of 2021	90.0%	93.7%	**97.2%**	97.5%	93.5%	98.8%	-	100.0%	*	100.0%	97.4%	90.2%	79.5%
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%	2.1%	**2.4%**	3.4%	6.0%	0.4%	-	0.0%	-	0.0%	16.3%	5.2%	6.7%
Class of 2021	3.8%	1.3%	**2.6%**	3.8%	3.5%	1.2%	-	3.1%	*	0.0%	21.6%	3.8%	3.2%
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2022	84.3%	85.0%	**87.9%**	88.4%	73.8%	92.9%	-	98.0%	-	96.0%	57.1%	73.8%	53.3%
Class of 2021	81.9%	85.7%	**86.9%**	84.8%	69.4%	95.5%	-	96.9%	*	100.0%	37.8%	70.5%	51.6%
RHSP/DAP/FHSP-E/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	88.0%	87.1%	**90.3%**	91.8%	79.8%	93.3%	-	98.0%	-	96.0%	73.5%	79.1%	60.0%
Class of 2021	85.7%	87.0%	**89.5%**	88.6%	72.8%	96.7%	-	100.0%	*	100.0%	59.5%	74.4%	54.8%
RHSP/DAP Graduates (Annual Rate)													
2021-22	23.6%	*	**-**	-	-	-	-	-	-	-	-	-	-
2020-21	43.8%	6.3%	*	*	-	-	*	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2021-22	3.9%	2.1%	**2.4%**	3.3%	5.9%	0.4%	-	0.0%	*	0.0%	16.0%	5.2%	6.7%
2020-21	3.8%	1.4%	**2.5%**	3.8%	3.4%	1.2%	*	3.0%	*	0.0%	20.0%	3.8%	2.9%
FHSP-DLA Graduates (Annual Rate)													
2021-22	82.3%	82.9%	**86.7%**	86.7%	72.2%	92.4%	-	97.0%	*	96.0%	56.0%	72.2%	50.0%
2020-21	80.4%	84.3%	**86.0%**	83.0%	69.3%	94.4%	*	97.0%	*	100.0%	35.0%	70.3%	52.9%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2021-22	86.0%	85.0%	**89.1%**	90.0%	78.1%	92.9%	-	97.0%	*	96.0%	72.0%	77.3%	56.7%
2020-21	84.1%	85.5%	**88.3%**	86.3%	72.7%	95.6%	*	100.0%	*	100.0%	55.0%	74.1%	55.9%

	Campus Count	Campus Percent	District Count	State Count
Graduates (2021-22 Annual Graduates)				
Total Graduates	669	100.0%	5,960	368,686
By Ethnicity:				
African American	150	22.4%	1,743	45,227
Hispanic	169	25.3%	1,482	191,125
White	224	33.5%	881	103,171
American Indian	0	0.0%	12	1,159
Asian	100	14.9%	1,661	18,794
Pacific Islander	1	0.1%	5	569
Two or More Races	25	3.7%	176	8,641
By Graduation Type:				
Minimum H.S. Program	0	0.0%	0	433
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	1	134
Foundation H.S. Program (No Endorsement)	73	10.9%	894	51,023
Foundation H.S. Program (Endorsement)	16	2.4%	125	14,179
Foundation H.S. Program (DLA)	580	86.7%	4,940	302,917
Special Education Graduates	50	7.5%	506	32,447
Economically Disadvantaged Graduates	194	29.0%	2,608	194,571
Emergent Bilingual (EB)/English Learner (EL) Graduates	30	4.5%	408	40,398
At-Risk Graduates	227	33.9%	2,134	159,689
CTE Completers	131	19.6%	1,240	107,502

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%	62.4%	**70.3%**	55.3%	51.5%	85.3%	-	91.0%	*	72.0%	92.0%	47.4%	30.0%
2020-21	65.2%	63.4%	**70.8%**	59.4%	43.8%	87.6%	*	91.9%	*	85.0%	70.0%	41.1%	26.5%
College Ready Graduates													
College Ready (Annual Graduates)													
2021-22	52.9%	52.8%	**58.3%**	38.0%	37.3%	74.6%	-	90.0%	*	52.0%	12.0%	28.4%	6.7%
2020-21	52.7%	55.3%	**61.2%**	43.8%	34.1%	81.5%	*	84.8%	*	75.0%	7.5%	31.0%	20.6%
TSI Criteria Graduates in English Language Arts (Annual Graduates)													
2021-22	57.1%	60.2%	**66.7%**	54.7%	45.6%	79.5%	-	92.0%	*	68.0%	16.0%	38.1%	10.0%
2020-21	56.1%	61.1%	**66.5%**	55.6%	40.3%	82.7%	*	89.9%	*	75.0%	12.5%	37.3%	14.7%
TSI Criteria Graduates in Mathematics (Annual Graduates)													
2021-22	48.2%	53.2%	**53.8%**	32.0%	34.3%	70.1%	-	84.0%	*	52.0%	12.0%	24.7%	10.0%
2020-21	45.7%	53.7%	**56.9%**	36.9%	29.0%	78.7%	*	82.8%	*	70.0%	7.5%	27.2%	14.7%
TSI Criteria Graduates in Both Subjects (Annual Graduates)													
2021-22	42.2%	48.3%	**52.0%**	30.0%	33.1%	67.9%	-	82.0%	*	52.0%	10.0%	23.2%	3.3%
2020-21	40.4%	49.7%	**54.9%**	34.4%	27.3%	76.7%	*	80.8%	*	70.0%	7.5%	24.7%	11.8%
AP / IB Met Criteria in Any Subject (Annual Graduates)													
2021-22	20.5%	27.8%	**33.5%**	16.0%	19.5%	42.9%	-	63.0%	*	32.0%	4.0%	13.9%	6.7%
2020-21	21.3%	30.3%	**40.3%**	19.4%	23.9%	54.2%	*	65.7%	*	55.0%	2.5%	19.0%	5.9%
Associate Degree (Annual Graduates)													
2021-22	2.4%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	0.0%	*	0.0%	0.0%	0.0%	0.0%
2020-21	2.6%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
Dual Course Credits in Any Subject (Annual Graduates)													
2021-22	24.0%	15.1%	**15.7%**	9.3%	3.0%	21.4%	-	36.0%	*	8.0%	0.0%	6.2%	0.0%
2020-21	25.9%	20.4%	**20.6%**	18.1%	9.1%	27.7%	*	29.3%	*	15.0%	2.5%	10.1%	5.9%
Onramps Course Credits (Annual Graduates)													
2021-22	4.4%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	0.0%	*	0.0%	0.0%	0.0%	0.0%
2020-21	4.4%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
Career / Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2021-22	33.5%	23.0%	**32.1%**	27.3%	25.4%	39.3%	-	34.0%	*	36.0%	92.0%	27.8%	26.7%
2020-21	24.2%	22.0%	**27.1%**	28.1%	19.9%	28.1%	*	35.4%	*	25.0%	70.0%	19.6%	14.7%
Approved Industry-Based Certification (Annual Graduates)													
2021-22	28.0%	17.5%	**26.0%**	18.7%	18.3%	33.0%	-	34.0%	*	28.0%	10.0%	19.1%	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
2020-21	18.4%	18.7%	**22.9%**	19.4%	18.2%	24.5%	*	34.3%	*	20.0%	5.0%	15.8%	8.8%
Graduates with Level I or Level II Certificate (Annual Graduates)													
2021-22	0.7%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	0.0%	*	0.0%	0.0%	0.0%	0.0%
2020-21	0.7%	0.0%	**0.0%**	0.0%	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%	2.7%	**1.5%**	1.3%	2.4%	1.8%	-	0.0%	*	0.0%	20.0%	3.1%	6.7%
2020-21	2.4%	0.9%	**1.4%**	3.1%	0.6%	0.8%	*	0.0%	*	0.0%	15.0%	1.9%	2.9%
Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)													
2021-22	5.0%	3.6%	**5.4%**	8.0%	5.9%	4.9%	-	1.0%	*	8.0%	72.0%	7.2%	10.0%
2020-21	4.4%	2.7%	**3.1%**	5.6%	1.1%	3.6%	*	1.0%	*	5.0%	55.0%	1.9%	2.9%

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
TSIA Results (Graduates >= Criterion) (Annual Graduates)														
Reading	2021-22	22.8%	9.6%	**7.8%**	11.3%	5.9%	6.3%	-	10.0%	*	4.0%	4.0%	9.3%	3.3%
	2020-21	25.9%	10.0%	**4.7%**	6.3%	4.0%	4.0%	*	6.1%	*	0.0%	0.0%	3.8%	0.0%
Mathematics	2021-22	18.7%	14.1%	**9.7%**	9.3%	7.7%	9.4%	-	16.0%	*	4.0%	4.0%	9.8%	3.3%
	2020-21	19.4%	11.2%	**6.9%**	7.5%	5.7%	6.8%	*	9.1%	*	5.0%	0.0%	5.7%	5.9%
Both Subjects	2021-22	12.6%	5.8%	**3.7%**	4.7%	3.0%	2.2%	-	7.0%	*	4.0%	2.0%	3.6%	0.0%
	2020-21	14.4%	5.5%	**2.1%**	1.3%	2.3%	2.0%	*	4.0%	*	0.0%	0.0%	1.9%	0.0%
Completed and Received Credit for College Prep Courses (Annual Graduates)														
English Language Arts	2021-22	11.7%	0.2%	**0.0%**	0.0%	0.0%	0.0%	-	0.0%	*	0.0%	0.0%	0.0%	0.0%
	2020-21	8.6%	0.3%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
Mathematics	2021-22	14.0%	1.5%	**0.0%**	0.0%	0.0%	0.0%	-	0.0%	*	0.0%	0.0%	0.0%	0.0%
	2020-21	10.3%	2.0%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
Both Subjects	2021-22	7.5%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	0.0%	*	0.0%	0.0%	0.0%	0.0%
	2020-21	4.9%	0.0%	**0.0%**	0.0%	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%	29.7%	**34.3%**	16.6%	22.6%	41.3%	*	62.3%	*	34.5%	5.0%	15.1%	5.1%
	2021	21.1%	26.2%	**33.3%**	14.2%	18.3%	45.3%	*	59.7%	*	37.8%	4.4%	11.9%	7.4%
English Language Arts	2022	13.2%	18.1%	**20.7%**	12.9%	12.0%	24.9%	*	35.5%	*	24.1%	2.5%	8.2%	1.7%
	2021	12.1%	14.6%	**17.3%**	7.4%	9.9%	21.4%	*	33.3%	*	26.7%	2.2%	6.1%	0.0%
Mathematics	2022	6.9%	11.4%	**9.3%**	2.8%	5.6%	12.2%	*	17.7%	*	10.3%	1.7%	3.8%	0.0%
	2021	6.1%	8.2%	**8.6%**	3.5%	2.3%	13.8%	*	14.4%	*	8.9%	1.1%	2.9%	0.0%
Science	2022	9.6%	15.4%	**20.0%**	7.2%	11.4%	26.4%	*	37.7%	*	20.7%	1.7%	8.0%	1.7%
	2021	8.7%	10.9%	**17.8%**	5.5%	7.0%	29.6%	*	26.9%	*	22.2%	2.2%	4.8%	4.4%
Social Studies	2022	12.5%	18.7%	**16.9%**	7.8%	10.3%	20.1%	*	31.6%	*	22.4%	1.7%	8.2%	1.7%
	2021	11.6%	17.8%	**18.1%**	7.7%	9.0%	22.9%	*	36.3%	*	28.9%	2.2%	5.8%	4.4%
AP/IB Results (Examinees >= Criterion) (Grades 11-12)														
All Subjects	2022	53.3%	70.2%	**74.5%**	64.2%	67.5%	79.4%	-	73.6%	-	90.0%	66.7%	58.2%	*
	2021	48.6%	69.0%	**68.3%**	70.5%	57.1%	71.3%	-	67.5%	*	70.6%	*	51.4%	80.0%
English Language Arts	2022	53.2%	72.6%	**77.1%**	68.3%	78.0%	82.5%	-	73.2%	-	78.6%	*	53.3%	*
	2021	42.7%	65.7%	**71.5%**	87.0%	52.9%	79.4%	-	61.2%	*	91.7%	*	63.2%	-
Mathematics	2022	50.4%	70.4%	**50.4%**	33.3%	15.8%	69.6%	-	46.3%	-	33.3%	*	35.7%	-
	2021	49.4%	70.9%	**60.5%**	63.6%	62.5%	62.1%	-	51.7%	*	*	*	66.7%	-
Science	2022	44.7%	62.4%	**62.8%**	60.9%	53.8%	66.9%	-	59.8%	-	75.0%	*	44.8%	*
	2021	41.4%	62.6%	**59.8%**	41.2%	54.2%	63.8%	-	55.6%	-	70.0%	*	53.3%	*

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Social Studies	2022	41.9%	63.9%	**62.2%**	48.0%	45.7%	66.3%	-	67.1%	-	76.9%	*	33.3%	*
	2021	42.2%	64.7%	**55.0%**	37.5%	38.7%	57.8%	-	61.6%	*	69.2%	*	38.9%	*
SAT/ACT Results (Annual Graduates)														
Tested	2021-22	71.5%	79.5%	**82.7%**	80.0%	65.7%	91.5%	-	97.0%	*	76.0%	53.8%	63.8%	51.6%
	2020-21	70.8%	79.8%	**79.1%**	79.4%	54.0%	90.0%	*	93.9%	*	95.0%	48.8%	53.2%	40.0%
At/Above Criterion for All Examinees	2021-22	32.1%	49.0%	**55.0%**	26.7%	41.4%	68.8%	-	75.3%	*	63.2%	10.7%	24.8%	12.5%
	2020-21	32.9%	52.9%	**64.1%**	37.0%	43.2%	81.7%	-	79.6%	*	68.4%	14.3%	40.5%	21.4%
Average SAT Score (Annual Graduates)														
All Subjects	2021-22	1001	1088	**1094**	986	1017	1148	-	1198	*	1133	895	962	849
	2020-21	1002	1098	**1126**	1018	1040	1193	-	1202	1310	1152	875	1010	904
English Language Arts and Writing	2021-22	506	546	**553**	503	516	579	-	602	*	568	454	489	424
	2020-21	504	546	**564**	517	521	597	-	597	650	577	443	510	443
Mathematics	2021-22	496	542	**541**	482	501	569	-	597	*	564	441	473	424
	2020-21	498	552	**562**	501	519	597	-	605	660	574	432	500	461
Average ACT Score (Annual Graduates)														
All Subjects	2021-22	19.5	20.8	**23.1**	20.2	21.7	23.7	-	26.6	-	*	18.0	21.8	-
	2020-21	20.0	22.2	**23.4**	19.8	20.7	25.0	-	23.9	23.0	22.8	15.0	21.5	16.0
English Language Arts	2021-22	19.2	20.6	**23.1**	20.2	22.3	23.5	-	26.4	-	*	18.1	21.8	-
	2020-21	19.6	22.0	**23.4**	19.7	20.4	25.1	-	24.0	18.5	23.1	13.8	21.4	15.3
Mathematics	2021-22	19.3	20.6	**22.6**	19.1	20.6	23.4	-	26.7	-	*	17.8	20.7	-
	2020-21	19.9	22.2	**22.9**	19.3	20.9	24.3	-	23.4	27.0	23.4	14.5	21.2	15.0
Science	2021-22	19.8	21.0	**23.1**	20.7	21.3	23.7	-	26.4	-	*	17.5	22.4	-
	2020-21	20.3	22.1	**23.3**	19.9	20.4	25.0	-	23.7	28.0	20.8	17.0	21.1	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%	42.8%	**45.0%**	36.4%	31.7%	53.5%	20.0%	65.0%	*	46.0%	18.8%	27.6%	13.7%
	2020-21	42.5%	44.6%	**47.6%**	37.2%	31.6%	57.0%	0.0%	74.9%	20.0%	50.5%	12.8%	27.4%	16.8%
English Language Arts	2021-22	16.6%	15.8%	**16.0%**	11.6%	7.4%	20.0%	0.0%	29.7%	*	18.0%	1.6%	6.4%	1.1%
	2020-21	16.3%	16.5%	**16.2%**	11.9%	8.0%	20.1%	0.0%	29.3%	*	17.1%	2.2%	6.8%	1.9%
Mathematics	2021-22	19.9%	21.8%	**19.1%**	10.8%	11.2%	26.2%	10.0%	31.8%	*	18.2%	4.5%	8.7%	2.9%
	2020-21	19.3%	22.7%	**18.4%**	11.1%	9.0%	25.3%	0.0%	32.8%	20.0%	16.3%	1.8%	6.3%	2.6%
Science	2021-22	21.1%	24.4%	**25.2%**	18.8%	17.2%	29.7%	0.0%	40.7%	*	25.2%	9.3%	15.1%	6.4%
	2020-21	20.6%	25.0%	**25.5%**	19.3%	18.1%	30.0%	0.0%	39.5%	*	27.6%	5.6%	16.6%	10.8%
Social Studies	2021-22	22.8%	24.3%	**26.2%**	17.0%	14.2%	32.3%	20.0%	48.0%	*	29.3%	6.0%	10.1%	4.5%
	2020-21	22.8%	26.9%	**29.4%**	18.5%	15.0%	36.2%	0.0%	59.0%	20.0%	32.0%	3.6%	12.4%	4.8%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2020-21	46.7%	60.1%	**60.5%**	56.9%	42.6%	64.3%	*	87.9%	*	65.0%	39.5%	42.4%	17.1%
	2019-20	46.1%	59.9%	**61.1%**	54.5%	50.0%	68.8%	*	77.9%	-	45.8%	29.0%	45.0%	22.9%
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	3,163	100.0%	79,482	5,504,150	3,170	100.0%	79,660	5,518,432
Students by Grade:								
Early Childhood Education	0	0.0%	0.4%	0.3%	0	0.0%	0.5%	0.5%
Pre-Kindergarten	0	0.0%	2.8%	4.4%	0	0.0%	2.8%	4.4%
Pre-Kindergarten: 3-year Old	0	0.0%	0.0%	0.7%	0	0.0%	0.0%	0.7%
Pre-Kindergarten: 4-year Old	0	0.0%	2.8%	3.7%	0	0.0%	2.8%	3.7%
Kindergarten	0	0.0%	5.9%	6.7%	0	0.0%	5.9%	6.7%
Grade 1	0	0.0%	6.6%	7.2%	0	0.0%	6.6%	7.2%
Grade 2	0	0.0%	6.8%	7.2%	0	0.0%	6.7%	7.2%
Grade 3	0	0.0%	6.9%	7.2%	0	0.0%	6.9%	7.1%
Grade 4	0	0.0%	7.0%	7.2%	0	0.0%	7.0%	7.1%
Grade 5	0	0.0%	7.4%	7.2%	0	0.0%	7.3%	7.2%
Grade 6	0	0.0%	7.5%	7.3%	0	0.0%	7.5%	7.2%
Grade 7	0	0.0%	7.8%	7.4%	0	0.0%	7.7%	7.4%
Grade 8	0	0.0%	8.0%	7.7%	0	0.0%	8.0%	7.7%
Grade 9	920	29.1%	9.2%	8.7%	920	29.0%	9.1%	8.7%
Grade 10	839	26.5%	8.7%	7.9%	839	26.5%	8.7%	7.9%
Grade 11	686	21.7%	7.9%	7.0%	687	21.7%	7.8%	7.0%
Grade 12	718	22.7%	7.3%	6.6%	724	22.8%	7.4%	6.6%
Ethnic Distribution:								
African American	773	24.4%	27.8%	12.8%	777	24.5%	27.8%	12.8%
Hispanic	859	27.2%	26.7%	53.0%	860	27.1%	26.6%	52.9%
White	898	28.4%	13.8%	25.6%	898	28.3%	13.8%	25.7%
American Indian	15	0.5%	0.5%	0.3%	15	0.5%	0.5%	0.3%
Asian	481	15.2%	27.3%	5.1%	482	15.2%	27.2%	5.1%
Pacific Islander	2	0.1%	0.1%	0.2%	2	0.1%	0.1%	0.2%
Two or More Races	135	4.3%	3.9%	3.0%	136	4.3%	3.9%	3.0%
Sex:								
Female	1,543	48.8%	48.8%	48.8%	1,545	48.7%	48.7%	48.8%
Male	1,620	51.2%	51.2%	51.2%	1,625	51.3%	51.3%	51.2%
Economically Disadvantaged	972	30.7%	50.3%	62.1%	976	30.8%	50.3%	62.0%
Non-Educationally Disadvantaged	2,191	69.3%	49.7%	37.9%	2,194	69.2%	49.7%	38.0%
Section 504 Students	359	11.3%	4.7%	7.4%	359	11.3%	4.7%	7.4%
EB Students/EL	248	7.8%	20.6%	23.1%	250	7.9%	20.6%	23.0%
Students w/ Disciplinary Placements (2021-22)	48	1.5%	0.9%	1.5%				

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Students w/ Dyslexia	153	4.8%	4.3%	5.5%	154	4.9%	4.3%	5.5%
Foster Care	1	0.0%	0.4%	0.2%	1	0.0%	0.4%	0.2%
Homeless	18	0.6%	0.9%	1.3%	18	0.6%	0.9%	1.3%
Immigrant	21	0.7%	1.7%	2.2%	21	0.7%	1.7%	2.2%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	18	0.6%	20.8%	64.6%	18	0.6%	20.8%	64.6%
Military Connected	103	3.3%	2.6%	3.6%	103	3.2%	2.6%	3.6%
At-Risk	1,065	33.7%	41.7%	53.3%	1,069	33.7%	41.7%	53.3%
Students by Instructional Program:								
Bilingual/ESL Education	237	7.5%	20.1%	23.2%	239	7.5%	20.1%	23.2%
Career and Technical Education	2,101	66.4%	25.6%	26.5%	2,101	66.3%	25.5%	26.5%
Career and Technical Education (9-12 grades only)	2,101	66.4%	69.8%	72.3%	2,101	66.3%	69.6%	72.2%
Gifted and Talented Education	231	7.3%	6.5%	8.2%	231	7.3%	6.5%	8.2%
Special Education	288	9.1%	12.2%	12.6%	294	9.3%	12.3%	12.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	288							
By Type of Primary Disability Students with Intellectual Disabilities	138	47.9%	41.5%	44.1%				
Students with Physical Disabilities	17	5.9%	14.8%	20.0%				
Students with Autism	40	13.9%	23.0%	15.5%				
Students with Behavioral Disabilities	93	32.3%	19.4%	18.8%				
Students with Non-Categorical Early Childhood	0	0.0%	1.3%	1.6%				
Mobility (2021-22):								
Total Mobile Students	163	5.2%	13.7%	16.8%				
By Ethnicity: African American	47	1.5%	5.4%	3.3%				
Hispanic	46	1.5%	3.8%	8.7%				
White	50	1.6%	1.5%	3.4%				
American Indian	2	0.1%	0.1%	0.1%				
Asian	14	0.4%	2.5%	0.7%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	4	0.1%	0.5%	0.6%				
Count and Percent of Special Ed Students who are Mobile	25	9.2%	17.6%	18.6%				
Count and Percent of EB Students/EL who are Mobile	14	7.5%	15.1%	17.1%				
Count and Percent of Econ Dis Students who are Mobile	82	8.8%	17.2%	18.7%				
Student Attrition (2021-22):								
Total Student Attrition	196	8.1%	15.1%	18.1%				

	--Non-Special Education Rates--			---Special Education Rates---		
Student Information	**Campus**	**District**	**State**	**Campus**	**District**	**State**
Retention Rates by Grade:						
Kindergarten	-	0.5%	1.5%	-	3.9%	4.5%
Grade 1	-	1.0%	2.5%	-	1.0%	3.6%
Grade 2	-	0.5%	1.6%	-	0.6%	2.0%
Grade 3	-	0.2%	0.8%	-	0.3%	0.9%
Grade 4	-	0.1%	0.5%	-	0.2%	0.5%
Grade 5	-	0.0%	0.3%	-	0.0%	0.4%
Grade 6	-	0.2%	0.3%	-	0.0%	0.4%
Grade 7	-	0.1%	0.4%	-	0.4%	0.5%
Grade 8	-	0.2%	0.4%	-	0.4%	0.5%
Grade 9	3.9%	8.1%	8.7%	8.5%	12.1%	12.6%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	-	19.7	18.7
Grade 1	-	19.8	19.1
Grade 2	-	20.7	19.1
Grade 3	-	20.6	19.3
Grade 4	-	20.1	19.4
Grade 5	-	22.8	20.8
Grade 6	-	22.5	19.2
Secondary:			
English/Language Arts	20.9	19.5	16.2
Foreign Languages	22.8	21.8	18.8
Mathematics	20.8	20.3	17.5
Science	21.7	21.2	18.5
Social Studies	21.8	22.4	18.9

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Total Staff	196.3	100.0%	100.0%	100.0%
Professional Staff:	185.5	94.5%	64.1%	64.1%
Teachers	161.0	82.0%	46.9%	48.7%
Professional Support	16.5	8.4%	13.4%	10.9%
Campus Administration (School Leadership)	8.0	4.1%	3.3%	3.3%
Educational Aides:	10.8	5.5%	10.1%	11.3%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	74.0	4,258.0
Part-time Librarians	0.0	n/a	2.0	646.0
Full-time Counselors	8.0	n/a	192.0	13,815.0
Part-time Counselors	0.0	n/a	1.0	1,240.0
Total Minority Staff:	94.4	48.1%	68.1%	53.2%
Teachers by Ethnicity:				
African American	30.5	18.9%	33.3%	11.8%
Hispanic	33.3	20.7%	16.8%	29.6%
White	83.8	52.1%	39.0%	54.9%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	11.8	7.3%	8.1%	2.0%
Pacific Islander	0.0	0.0%	0.2%	0.1%
Two or More Races	1.7	1.0%	2.3%	1.2%
Teachers by Sex:				
Males	69.9	43.4%	24.2%	24.4%
Females	91.0	56.6%	75.8%	75.6%
Teachers by Highest Degree Held:				
No Degree	0.9	0.5%	0.5%	2.0%
Bachelors	95.8	59.5%	68.6%	72.2%
Masters	60.2	37.4%	29.3%	25.0%
Doctorate	4.1	2.5%	1.6%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	2.4	1.5%	6.5%	9.7%
1-5 Years Experience	42.1	26.2%	26.5%	26.3%
6-10 Years Experience	34.5	21.4%	22.2%	20.5%
11-20 Years Experience	59.3	36.8%	29.5%	27.2%
21-30 Years Experience	19.7	12.2%	12.9%	13.3%
Over 30 Years Experience	3.0	1.9%	2.4%	2.9%

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Staff Information	**Count/Average**	**Percent**	**District**	**State**
Number of Students per Teacher	19.7	n/a	16.6	14.8

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	10.0	6.7	6.1
Average Years Experience of Principals with District	10.0	6.3	5.3
Average Years Experience of Assistant Principals	8.4	6.6	5.2
Average Years Experience of Assistant Principals with District	8.0	5.7	4.4
Average Years Experience of Teachers:	11.7	11.2	11.0
Average Years Experience of Teachers with District:	7.1	7.3	6.9
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$6,201	$49,884	$53,300
1-5 Years Experience	$58,155	$60,617	$56,516
6-10 Years Experience	$65,652	$65,310	$59,732
11-20 Years Experience	$68,251	$68,795	$63,389
21-30 Years Experience	$73,320	$73,547	$67,876
Over 30 Years Experience	$81,285	$78,989	$72,560
Average Actual Salaries (regular duties only):			
Teachers	$64,999	$65,493	$60,717
Professional Support	$77,303	$78,991	$72,022
Campus Administration (School Leadership)	$97,928	$91,975	$85,167
Instructional Staff Percent:	n/a	64.3%	65.1%
Contracted Instructional Staff (not incl. above):	0.0	16.7	2,105.4

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Program Information	**Count**	**Percent**	**District**	**State**
Teachers by Program (population served):				
Bilingual/ESL Education	1.0	0.6%	4.5%	5.9%
Career and Technical Education	16.9	10.5%	3.4%	5.4%
Compensatory Education	0.0	0.0%	0.4%	3.2%
Gifted and Talented Education	1.4	0.9%	0.8%	1.7%
Regular Education	101.8	63.3%	74.6%	70.6%
Special Education	17.8	11.1%	10.7%	9.7%
Other	22.1	13.7%	5.7%	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.

Link to: PEIMS Financial Standard Reports 2021-22 Financial Actual Report
(To open link in a new window, press the "Ctrl" key and click on the link.)

PLANNING AND DECISION-MAKING PROCESS
CAMPUS-LEVEL

The Campus Planning and Advisory Committee (CPAC) was involved in establishing and reviewing the campus educational plans, goals, performance objectives, and major classroom instructional programs and assisted the principal in developing, reviewing, and revising the campus improvement plan. In accordance with administrative procedures, the committee was involved in decisions in the areas of planning, budgeting, curriculum, staffing patterns, staff development and school organization.

Principal	CPAC Chairperson
CPAC Member	CPAC Member
CPAC Member	CPAC Member
CPAC Member	CPAC Member
CPAC Member	CPAC Member
CPAC Member	CPAC Member
CPAC Member	CPAC Member
CPAC Member	CPAC Member
CPAC Member	CPAC Member