

Texas Education Agency
2022 Federal Report Card
YES PREP - BRAYS OAKS (101845006) - YES PREP PUBLIC SCHOOLS INC - HARRIS COUNTY

Part (i): Description of State Accountability System

Part (i)(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students for use in the accountability system. The Texas accountability minimum size criteria are 25 tests for assessment related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for the all student group.

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

State ESSA Goals												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Performance (At Meets Grade Level or Above)												
Reading/ELA	Baseline 2016-17 Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
	2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
	2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Mathematics	Baseline 2016-17 Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
	2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
	2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
EL Progress												
	Baseline 2016-17 Rates											41%
	2017-18 through 2021-22											36%
	2022-23 through 2026-27											38%
	2027-28 through 2031-32											40%
Graduation Rate: 4-Year Longitudinal Rate Δ												
	Baseline 2016-17 Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
	2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
	2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
	2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

Δ Student groups that are at or above 90% are required to exceed that rate by at least a tenth of a percent in the following year(s).

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

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

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

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language Proficiency	10%
	SQSS: Student Achievement Domain Score: STAAR Component Only	10%
High Schools, K-12s, AEAs, and Districts	Academic Achievement	50%
	Federal Graduation Status or Academic Growth Status ¹	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness or Student Domain Score: STAAR Component Only ²	30%

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

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

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(bb) the methodology by which the State differentiates all such schools. A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), B (80-89), C (70-79), D (60-69), and F (0-59) and further used to differentiate all public schools.
<https://tea.texas.gov/sites/default/files/chapter-4-2022-closing-the-gaps-domain.pdf>

(cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students. TEA uses the Closing the Gaps domain to identify campuses that have consistently underperforming student groups. A student group that misses the targets in at least the same three indicators, for three consecutive years, is considered consistently underperforming. Any campus not identified for comprehensive support and improvement (CSI) that has at least one consistently underperforming student group is identified for targeted support and improvement (TSI). TSI identifies both Title I and non-Title I campuses. Data from 2018, 2019, and 2022 are considered consecutive years for 2022 TSI identification.

(dd) the methodology by which the State identifies a school for comprehensive support and improvement. Texas annually ranks all Title I campuses based on Closing the Gaps scaled scores. Beginning August 2022, TEA also evaluates overall scaled scores to make final comprehensive support and improvement (CSI) determinations. Title I campuses with both the lowest Closing the Gaps and lowest overall scaled scores are identified for CSI. First, Texas determines the bottom five percent of Closing the Gaps outcomes by rank ordering the scaled scores of Title I campuses by school type - elementary, middle, high school/ K - 12, and alternative education accountability. Texas then determines which campuses fell in the bottom five percent for each school type. Next, TEA rank orders the overall scaled scores for all Title I campuses statewide (without regard to campus type) to determine the scaled score cut point necessary to identify at least five percent of Title I campuses. Title I campuses with an overall scaled score cut point at or below the overall cut point and that rank in their school types bottom five percent are identified for CSI.

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

Part (i)(VI) the exit criteria established by the State, including the length of years established. Campuses that do not rank in their school types bottom five percent of the Closing the Gaps domain for two consecutive years and have an overall scaled score that year that does not fall within the lowest percentile to be reidentified for CSI are considered as having successfully exited. Campuses previously identified as CSI based solely on a graduation rate below 67 percent must have a four or six-year federal graduation rate of at least 67 percent for two consecutive years to exit CSI status.

Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2021-22 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

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

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Reading	All Students	69%	57%	74%	75%	74%	-	-	-	-	*	73%	85%	60%	75%	69%	63%	85%	*	67%	-	-	
	CWD	38%	27%	60%	*	50%	-	-	-	-	*	67%	*	60%	-	*	50%	*	-	*	-	-	
	CWOD	74%	59%	75%	80%	75%	-	-	-	-	*	73%	92%	-	75%	71%	65%	85%	*	60%	-	-	
	EL	53%	54%	69%	*	70%	-	-	-	-	*	70%	*	*	71%	69%	58%	80%	*	*	-	-	
	Male	66%	52%	63%	60%	65%	-	-	-	-	*	62%	75%	50%	65%	58%	63%	-	-	*	-	-	
	Female	72%	63%	85%	*	84%	-	-	-	-	*	84%	100%	*	85%	80%	-	85%	*	*	-	-	
Mathematics	All Students	72%	69%	80%	63%	81%	-	-	-	-	*	80%	77%	70%	81%	79%	76%	85%	*	67%	-	-	
	CWD	47%	44%	70%	*	50%	-	-	-	-	*	78%	*	70%	-	*	63%	*	-	*	-	-	
	CWOD	76%	71%	81%	40%	83%	-	-	-	-	*	81%	83%	-	81%	81%	77%	85%	*	60%	-	-	
	EL	61%	70%	79%	*	79%	-	-	-	-	*	80%	*	*	81%	79%	73%	85%	*	*	-	-	
	Male	73%	68%	76%	60%	77%	-	-	-	-	*	76%	75%	63%	77%	73%	76%	-	-	*	-	-	
	Female	72%	71%	85%	*	86%	-	-	-	-	*	86%	80%	*	85%	85%	-	85%	*	*	-	-	
Grade 7																							
Reading	All Students	79%	77%	85%	91%	84%	-	-	*	-	100%	84%	100%	60%	87%	82%	82%	89%	-	*	-	-	
	CWD	47%	39%	60%	*	63%	-	-	-	-	-	60%	-	60%	-	57%	67%	*	-	-	-	-	
	CWOD	83%	80%	87%	100%	85%	-	-	*	-	100%	86%	100%	-	87%	84%	83%	92%	-	*	-	-	
	EL	63%	73%	82%	*	81%	-	-	-	-	*	81%	100%	57%	84%	82%	78%	88%	-	*	-	-	
	Male	75%	72%	82%	*	80%	-	-	*	-	*	80%	100%	67%	83%	78%	82%	-	-	*	-	-	
	Female	83%	82%	89%	86%	89%	-	-	-	-	*	88%	100%	*	92%	88%	-	89%	-	-	-	-	
Mathematics	All Students	60%	66%	73%	82%	73%	-	-	*	-	60%	73%	69%	60%	74%	69%	69%	78%	-	*	-	-	
	CWD	36%	38%	60%	*	50%	-	-	-	-	-	60%	-	60%	-	43%	83%	*	-	-	-	-	
	CWOD	63%	68%	74%	78%	74%	-	-	*	-	60%	74%	69%	-	74%	71%	68%	82%	-	*	-	-	
	EL	45%	64%	69%	*	69%	-	-	-	-	*	71%	40%	43%	71%	69%	67%	73%	-	*	-	-	
	Male	60%	66%	69%	*	70%	-	-	*	-	*	71%	50%	83%	68%	67%	69%	-	-	*	-	-	
	Female	59%	67%	78%	100%	75%	-	-	-	-	*	77%	100%	*	82%	73%	-	78%	-	-	-	-	
Grade 8																							
Reading	All Students	82%	82%	87%	92%	86%	*	*	*	-	*	87%	83%	45%	90%	85%	79%	96%	-	73%	-	-	
	CWD	50%	46%	45%	*	40%	-	-	-	-	-	50%	*	45%	-	43%	33%	*	-	*	-	-	
	CWOD	86%	84%	90%	92%	89%	*	*	*	-	*	89%	100%	-	90%	88%	84%	96%	-	80%	-	-	
	EL	65%	75%	85%	-	84%	*	-	*	-	-	86%	*	43%	88%	85%	77%	95%	-	63%	-	-	
	Male	78%	78%	79%	*	78%	*	*	-	-	-	80%	67%	33%	84%	77%	79%	-	-	50%	-	-	
	Female	86%	85%	96%	100%	95%	-	-	*	-	*	95%	100%	*	96%	95%	-	96%	-	100%	-	-	
Mathematics	All Students	70%	77%	84%	85%	84%	*	*	*	-	*	85%	75%	45%	87%	80%	77%	93%	-	55%	-	-	
	CWD	40%	39%	45%	*	40%	-	-	-	-	-	63%	*	45%	-	29%	44%	*	-	*	-	-	
	CWOD	74%	79%	87%	83%	87%	*	*	*	-	*	86%	100%	-	87%	84%	81%	94%	-	60%	-	-	
	EL	57%	70%	80%	-	80%	*	-	*	-	-	81%	*	29%	84%	80%	70%	93%	-	50%	-	-	
	Male	68%	76%	77%	*	76%	*	*	-	-	-	79%	50%	44%	81%	70%	77%	-	-	33%	-	-	
	Female	72%	77%	93%	89%	93%	-	-	*	-	*	92%	100%	*	94%	93%	-	93%	-	80%	-	-	

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Science	All Students	73%	71%	77%	77%	76%	*	*	*	-	*	77%	75%	18%	81%	73%	74%	79%	-	64%	-	-
	CWD	42%	27%	18%	*	20%	-	-	-	-	-	25%	*	18%	-	29%	22%	*	-	*	-	-
	CWOD	77%	74%	81%	83%	80%	*	*	*	-	*	80%	100%	-	81%	77%	81%	81%	-	70%	-	-
	EL	54%	63%	73%	-	73%	*	-	*	-	-	75%	*	29%	77%	73%	74%	73%	-	50%	-	-
	Male	73%	71%	74%	*	73%	*	*	-	-	-	76%	50%	22%	81%	74%	74%	-	-	50%	-	-
	Female	73%	70%	79%	78%	79%	-	-	*	-	*	77%	100%	*	81%	73%	-	79%	-	80%	-	-
End of Course																						
English I	All Students	64%	64%	71%	77%	70%	*	*	*	-	-	71%	70%	26%	76%	63%	61%	81%	-	89%	-	-
	CWD	29%	22%	26%	*	26%	-	-	-	-	-	24%	*	26%	-	27%	27%	25%	-	*	-	-
	CWOD	68%	68%	76%	86%	75%	*	*	*	-	-	77%	71%	-	76%	68%	67%	85%	-	88%	-	-
	EL	38%	52%	63%	*	63%	-	*	-	-	-	63%	*	27%	68%	63%	51%	78%	-	80%	-	-
	Male	58%	58%	61%	60%	60%	*	*	*	-	-	61%	64%	27%	67%	51%	61%	-	-	100%	-	-
	Female	70%	71%	81%	82%	79%	-	*	-	-	-	81%	78%	25%	85%	78%	-	81%	-	*	-	-
English II	All Students	71%	71%	73%	90%	71%	*	-	*	-	-	69%	89%	18%	79%	50%	56%	85%	-	64%	-	-
	CWD	33%	23%	18%	*	13%	-	-	-	-	-	13%	*	18%	-	8%	0%	38%	-	*	-	-
	CWOD	76%	76%	79%	100%	77%	*	-	*	-	-	77%	88%	-	79%	59%	65%	89%	-	70%	-	-
	EL	43%	56%	50%	-	50%	-	-	-	-	-	49%	*	8%	59%	50%	38%	68%	-	*	-	-
	Male	65%	65%	56%	*	54%	-	-	-	-	-	55%	67%	0%	65%	38%	56%	-	-	33%	-	-
	Female	77%	77%	85%	86%	84%	*	-	*	-	-	81%	100%	38%	89%	68%	-	85%	-	100%	-	-
Algebra I	All Students	74%	74%	80%	87%	79%	*	*	*	-	-	81%	79%	50%	83%	74%	72%	89%	-	89%	-	-
	CWD	46%	34%	50%	*	50%	-	-	-	-	-	53%	*	50%	-	50%	50%	50%	-	-	-	-
	CWOD	78%	78%	83%	90%	82%	*	*	*	-	-	84%	81%	-	83%	77%	75%	91%	-	89%	-	-
	EL	64%	69%	74%	*	73%	-	*	-	-	-	73%	*	50%	77%	74%	60%	88%	-	*	-	-
	Male	71%	70%	72%	80%	70%	*	*	*	-	-	73%	67%	50%	75%	60%	72%	-	-	100%	-	-
	Female	78%	79%	89%	92%	88%	*	*	-	-	-	88%	88%	50%	91%	88%	-	89%	-	*	-	-
Biology	All Students	82%	83%	92%	100%	91%	*	*	*	-	-	92%	95%	71%	94%	88%	89%	95%	-	100%	-	-
	CWD	57%	49%	71%	*	69%	-	-	-	-	-	71%	-	71%	-	67%	75%	67%	-	-	-	-
	CWOD	86%	86%	94%	100%	93%	*	*	*	-	-	94%	95%	-	94%	90%	90%	97%	-	100%	-	-
	EL	66%	78%	88%	*	88%	-	*	-	-	-	89%	*	67%	90%	88%	84%	92%	-	*	-	-
	Male	80%	80%	89%	100%	87%	*	*	*	-	-	88%	100%	75%	90%	84%	89%	-	-	100%	-	-
	Female	85%	87%	95%	100%	94%	-	*	-	-	-	95%	93%	67%	97%	92%	-	95%	-	*	-	-
STAAR Percent at Meets Grade Level or Above																						
Grade 6																						
Reading	All Students	42%	29%	42%	25%	44%	-	-	-	-	*	41%	62%	40%	42%	35%	35%	50%	*	33%	-	-
	CWD	21%	15%	40%	*	33%	-	-	-	-	*	44%	*	40%	-	*	38%	*	-	*	-	-
	CWOD	46%	30%	42%	20%	44%	-	-	-	-	*	40%	67%	-	42%	36%	35%	50%	*	40%	-	-
	EL	24%	25%	35%	*	35%	-	-	-	-	*	35%	*	*	36%	35%	25%	44%	*	*	-	-
	Male	40%	26%	35%	20%	36%	-	-	-	-	*	32%	63%	38%	35%	25%	35%	-	-	*	-	-
	Female	45%	32%	50%	*	51%	-	-	-	-	*	49%	60%	*	50%	44%	-	50%	*	*	-	-

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Mathematics	All Students	38%	32%	49%	25%	51%	-	-	-	-	*	47%	69%	30%	50%	47%	45%	53%	*	33%	-	-
	CWD	20%	21%	30%	*	17%	-	-	-	-	*	33%	*	30%	-	*	38%	*	-	*	-	-
	CWOD	41%	33%	50%	20%	52%	-	-	-	-	*	48%	75%	-	50%	49%	46%	54%	*	40%	-	-
	EL	24%	32%	47%	*	49%	-	-	-	-	*	47%	*	*	49%	47%	42%	53%	*	*	-	-
	Male	40%	35%	45%	40%	46%	-	-	-	-	*	42%	75%	38%	46%	42%	45%	-	-	*	-	-
	Female	36%	29%	53%	*	56%	-	-	-	-	*	52%	60%	*	54%	53%	-	53%	*	*	-	-
Grade 7																						
Reading	All Students	55%	47%	50%	91%	47%	-	-	*	-	40%	47%	77%	20%	52%	47%	45%	57%	-	*	-	-
	CWD	25%	16%	20%	*	13%	-	-	-	-	-	20%	-	20%	-	0%	33%	*	-	-	-	-
	CWOD	59%	49%	52%	100%	49%	-	-	*	-	40%	50%	77%	-	52%	50%	45%	61%	-	*	-	-
	EL	33%	40%	47%	*	46%	-	-	-	-	*	47%	40%	0%	50%	47%	41%	56%	-	*	-	-
	Male	50%	40%	45%	*	42%	-	-	*	-	*	43%	63%	33%	45%	41%	45%	-	-	*	-	-
	Female	60%	54%	57%	86%	53%	-	-	-	-	*	53%	100%	*	61%	56%	-	57%	-	-	-	-
Mathematics	All Students	30%	33%	44%	55%	43%	-	-	*	-	40%	44%	46%	20%	46%	41%	40%	49%	-	*	-	-
	CWD	18%	13%	20%	*	13%	-	-	-	-	-	20%	-	20%	-	14%	33%	*	-	-	-	-
	CWOD	32%	35%	46%	56%	45%	-	-	*	-	40%	46%	46%	-	46%	43%	40%	52%	-	*	-	-
	EL	17%	31%	41%	*	41%	-	-	-	-	*	41%	40%	14%	43%	41%	38%	46%	-	*	-	-
	Male	31%	34%	40%	*	39%	-	-	*	-	*	41%	25%	33%	40%	38%	40%	-	-	*	-	-
	Female	29%	33%	49%	57%	47%	-	-	-	-	*	47%	80%	*	52%	46%	-	49%	-	-	-	-
Grade 8																						
Reading	All Students	57%	51%	58%	54%	58%	*	*	*	-	*	58%	58%	0%	63%	52%	43%	76%	-	45%	-	-
	CWD	25%	17%	0%	*	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	*	-	*	-	-
	CWOD	61%	53%	63%	58%	62%	*	*	*	-	*	62%	78%	-	63%	56%	48%	79%	-	50%	-	-
	EL	33%	35%	52%	-	52%	*	-	*	-	-	53%	*	0%	56%	52%	39%	70%	-	38%	-	-
	Male	51%	44%	43%	*	43%	*	*	-	-	-	45%	17%	0%	48%	39%	43%	-	-	17%	-	-
	Female	63%	57%	76%	67%	77%	-	-	*	-	*	74%	100%	*	79%	70%	-	76%	-	80%	-	-
Mathematics	All Students	39%	43%	39%	23%	39%	*	*	*	-	*	39%	33%	18%	40%	33%	38%	39%	-	27%	-	-
	CWD	20%	16%	18%	*	20%	-	-	-	-	-	25%	*	18%	-	14%	22%	*	-	*	-	-
	CWOD	41%	45%	40%	25%	40%	*	*	*	-	*	40%	44%	-	40%	35%	40%	40%	-	30%	-	-
	EL	24%	32%	33%	-	33%	*	-	*	-	-	34%	*	14%	35%	33%	33%	34%	-	25%	-	-
	Male	38%	41%	38%	*	39%	*	*	-	-	-	39%	33%	22%	40%	33%	38%	-	-	17%	-	-
	Female	40%	46%	39%	33%	38%	-	-	*	-	*	39%	33%	*	40%	34%	-	39%	-	40%	-	-
Science	All Students	44%	38%	38%	31%	39%	*	*	*	-	*	36%	58%	0%	41%	31%	37%	39%	-	27%	-	-
	CWD	22%	14%	0%	*	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	*	-	*	-	-
	CWOD	47%	39%	41%	33%	42%	*	*	*	-	*	38%	78%	-	41%	34%	42%	40%	-	30%	-	-
	EL	23%	26%	31%	-	31%	*	-	*	-	-	32%	*	0%	34%	31%	31%	32%	-	38%	-	-
	Male	45%	40%	37%	*	38%	*	*	-	-	-	38%	33%	0%	42%	31%	37%	-	-	17%	-	-
	Female	42%	36%	39%	33%	39%	-	-	*	-	*	35%	83%	*	40%	32%	-	39%	-	40%	-	-
End of Course																						

Texas Education Agency
2022 Federal Report Card
YES PREP - BRAYS OAKS (101845006) - YES PREP PUBLIC SCHOOLS INC - HARRIS COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
English I	All Students	46%	42%	49%	42%	49%	*	*	*	-	-	50%	47%	13%	54%	40%	41%	58%	-	44%	-	-
	CWD	17%	10%	13%	*	16%	-	-	-	-	-	14%	*	13%	-	13%	13%	13%	-	*	-	-
	CWOD	50%	46%	54%	50%	53%	*	*	*	-	-	54%	50%	-	54%	44%	45%	62%	-	50%	-	-
	EL	19%	30%	40%	*	39%	-	*	-	-	-	40%	*	13%	44%	40%	28%	53%	-	20%	-	-
	Male	40%	36%	41%	40%	39%	*	*	*	-	-	40%	45%	13%	45%	28%	41%	-	43%	-	-	-
	Female	53%	50%	58%	41%	60%	-	*	-	-	-	59%	50%	13%	62%	53%	-	58%	-	*	-	-
English II	All Students	54%	53%	57%	60%	56%	*	-	*	-	-	55%	70%	6%	63%	31%	44%	68%	-	45%	-	-
	CWD	21%	11%	6%	*	7%	-	-	-	-	-	6%	*	6%	-	0%	0%	13%	-	*	-	-
	CWOD	59%	57%	63%	75%	62%	*	-	*	-	-	61%	73%	-	63%	38%	50%	73%	-	50%	-	-
	EL	22%	32%	31%	-	31%	-	-	-	-	-	30%	*	0%	38%	31%	24%	43%	-	*	-	-
	Male	48%	43%	44%	*	41%	-	-	-	-	-	42%	56%	0%	50%	24%	44%	-	-	33%	-	-
	Female	62%	62%	68%	43%	69%	*	-	*	-	-	65%	78%	13%	73%	43%	-	68%	-	60%	-	-
Algebra I	All Students	42%	38%	36%	35%	36%	*	*	*	-	-	36%	36%	22%	37%	34%	27%	44%	-	22%	-	-
	CWD	19%	13%	22%	*	19%	-	-	-	-	-	24%	*	22%	-	17%	17%	33%	-	-	-	-
	CWOD	45%	40%	37%	33%	37%	*	*	*	-	-	37%	37%	-	37%	36%	28%	45%	-	22%	-	-
	EL	28%	31%	34%	*	33%	-	*	-	-	-	34%	*	17%	36%	34%	21%	47%	-	*	-	-
	Male	40%	34%	27%	20%	26%	*	*	*	-	-	27%	25%	17%	28%	21%	27%	-	-	14%	-	-
	Female	45%	42%	44%	46%	44%	*	*	-	-	-	44%	44%	33%	45%	47%	-	44%	-	*	-	-
Biology	All Students	54%	49%	68%	90%	64%	*	*	*	-	-	68%	68%	36%	70%	59%	60%	74%	-	57%	-	-
	CWD	25%	17%	36%	*	31%	-	-	-	-	-	36%	-	36%	-	33%	38%	33%	-	-	-	-
	CWOD	57%	52%	70%	89%	67%	*	*	*	-	-	71%	68%	-	70%	62%	63%	77%	-	57%	-	-
	EL	26%	37%	59%	*	58%	-	*	-	-	-	60%	*	33%	62%	59%	49%	69%	-	*	-	-
	Male	52%	47%	60%	75%	57%	*	*	*	-	-	60%	63%	38%	63%	49%	60%	-	-	80%	-	-
	Female	56%	51%	74%	100%	70%	-	*	-	-	-	74%	71%	33%	77%	69%	-	74%	-	*	-	-
STAAR Percent at Masters Grade Level																						
Grade 6																						
Reading	All Students	23%	11%	19%	13%	20%	-	-	-	-	*	15%	62%	10%	20%	12%	20%	19%	*	0%	-	-
	CWD	8%	5%	10%	*	0%	-	-	-	-	*	11%	*	10%	-	*	13%	*	-	*	-	-
	CWOD	25%	12%	20%	0%	21%	-	-	-	-	*	16%	67%	-	20%	12%	20%	19%	*	0%	-	-
	EL	9%	8%	12%	*	12%	-	-	-	-	*	12%	*	*	12%	12%	13%	11%	*	*	-	-
	Male	21%	11%	20%	20%	20%	-	-	-	-	*	15%	63%	13%	20%	13%	20%	-	-	*	-	-
	Female	25%	12%	19%	*	20%	-	-	-	-	*	16%	60%	*	19%	11%	-	19%	*	*	-	-
Mathematics	All Students	16%	10%	17%	0%	18%	-	-	-	-	*	17%	23%	10%	18%	17%	17%	18%	*	0%	-	-
	CWD	8%	8%	10%	*	0%	-	-	-	-	*	11%	*	10%	-	*	13%	*	-	*	-	-
	CWOD	17%	10%	18%	0%	19%	-	-	-	-	*	17%	25%	-	18%	18%	18%	18%	*	0%	-	-
	EL	7%	9%	17%	*	18%	-	-	-	-	*	18%	*	*	18%	17%	15%	20%	*	*	-	-
	Male	17%	11%	17%	0%	18%	-	-	-	-	*	15%	38%	13%	18%	15%	17%	-	-	*	-	-
	Female	14%	8%	18%	*	19%	-	-	-	-	*	19%	0%	*	18%	20%	-	18%	*	*	-	-
Grade 7																						

Texas Education Agency
2022 Federal Report Card
YES PREP - BRAYS OAKS (101845006) - YES PREP PUBLIC SCHOOLS INC - HARRIS COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	36%	28%	31%	45%	31%	-	-	*	-	0%	29%	54%	0%	33%	31%	29%	34%	-	*	-	-
	CWD	11%	7%	0%	*	0%	-	-	-	-	-	0%	-	0%	0%	0%	*	-	-	-	-	
	CWOD	40%	30%	33%	56%	33%	-	-	*	-	0%	31%	54%	-	33%	33%	31%	36%	-	*	-	-
	EL	17%	22%	31%	*	32%	-	-	-	-	*	30%	40%	0%	33%	31%	30%	31%	-	*	-	-
	Male	32%	23%	29%	*	30%	-	-	*	-	*	28%	38%	0%	31%	30%	29%	-	-	*	-	-
	Female	41%	33%	34%	57%	32%	-	-	-	-	*	30%	80%	*	36%	31%	-	34%	-	-	-	-
Mathematics	All Students	13%	13%	16%	27%	16%	-	-	*	-	0%	14%	38%	10%	17%	15%	13%	20%	-	*	-	-
	CWD	7%	5%	10%	*	0%	-	-	-	-	-	10%	-	10%	-	0%	17%	*	-	-	-	-
	CWOD	14%	13%	17%	22%	17%	-	-	*	-	0%	14%	38%	-	17%	16%	13%	21%	-	*	-	-
	EL	6%	11%	15%	*	16%	-	-	-	-	*	14%	40%	0%	16%	15%	13%	19%	-	*	-	-
	Male	13%	13%	13%	*	14%	-	-	*	-	*	13%	13%	17%	13%	13%	13%	-	-	*	-	-
	Female	12%	12%	20%	29%	19%	-	-	-	-	*	15%	80%	*	21%	19%	-	20%	-	-	-	-
Grade 8																						
Reading	All Students	37%	29%	30%	31%	29%	*	*	*	-	*	29%	33%	0%	32%	22%	21%	40%	-	27%	-	-
	CWD	11%	4%	0%	*	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	*	-	*	-	-
	CWOD	40%	31%	32%	33%	31%	*	*	*	-	*	31%	44%	-	32%	23%	23%	41%	-	30%	-	-
	EL	16%	15%	22%	-	21%	*	-	*	-	-	23%	*	0%	23%	22%	15%	32%	-	13%	-	-
	Male	31%	25%	21%	*	22%	*	*	-	-	-	21%	17%	0%	23%	15%	21%	-	-	17%	-	-
	Female	42%	34%	40%	44%	38%	-	-	*	-	*	39%	50%	*	41%	32%	-	40%	-	40%	-	-
Mathematics	All Students	14%	16%	11%	8%	11%	*	*	*	-	*	11%	8%	0%	12%	6%	8%	14%	-	9%	-	-
	CWD	8%	5%	0%	*	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	*	-	*	-	-
	CWOD	15%	17%	12%	8%	12%	*	*	*	-	*	12%	11%	-	12%	6%	9%	14%	-	10%	-	-
	EL	6%	10%	6%	-	6%	*	-	*	-	-	6%	*	0%	6%	6%	3%	9%	-	13%	-	-
	Male	14%	16%	8%	*	9%	*	*	-	-	-	9%	0%	0%	9%	3%	8%	-	-	0%	-	-
	Female	14%	16%	14%	11%	15%	-	-	*	-	*	14%	17%	*	14%	9%	-	14%	-	20%	-	-
Science	All Students	23%	15%	15%	15%	15%	*	*	*	-	*	14%	17%	0%	16%	9%	14%	15%	-	9%	-	-
	CWD	9%	5%	0%	*	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	*	-	*	-	-
	CWOD	24%	16%	16%	17%	16%	*	*	*	-	*	15%	22%	-	16%	9%	16%	16%	-	10%	-	-
	EL	8%	7%	9%	-	9%	*	-	*	-	-	9%	*	0%	9%	9%	7%	11%	-	13%	-	-
	Male	24%	16%	14%	*	14%	*	*	-	-	-	14%	17%	0%	16%	7%	14%	-	-	0%	-	-
	Female	21%	14%	15%	11%	16%	-	-	*	-	*	15%	17%	*	16%	11%	-	15%	-	20%	-	-
End of Course																						
English I	All Students	10%	6%	6%	8%	6%	*	*	*	-	-	5%	10%	4%	6%	2%	3%	9%	-	0%	-	-
	CWD	4%	2%	4%	*	5%	-	-	-	-	-	5%	*	4%	-	7%	7%	0%	-	*	-	-
	CWOD	11%	6%	6%	9%	6%	*	*	*	-	-	6%	11%	-	6%	2%	2%	10%	-	0%	-	-
	EL	1%	2%	2%	*	2%	-	*	-	-	-	2%	*	7%	2%	2%	1%	3%	-	0%	-	-
	Male	8%	4%	3%	10%	2%	*	*	*	-	-	3%	0%	7%	2%	1%	3%	-	-	0%	-	-
	Female	13%	8%	9%	6%	9%	-	*	-	-	-	8%	17%	0%	10%	3%	-	9%	-	*	-	-

Texas Education Agency
2022 Federal Report Card
YES PREP - BRAYS OAKS (101845006) - YES PREP PUBLIC SCHOOLS INC - HARRIS COUNTY

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

Texas Education Agency
2022 Federal Report Card
YES PREP - BRAYS OAKS (101845006) - YES PREP PUBLIC SCHOOLS INC - HARRIS COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Science	All Students	74%	77%	85%	91%	84%	*	*	*	-	*	84%	88%	48%	88%	81%	81%	88%	-	78%	-	-
	CWD	47%	40%	48%	*	48%	-	-	-	-	-	55%	*	48%	-	50%	47%	50%	-	*	-	-
	CWOD	78%	80%	88%	94%	87%	*	*	*	-	*	87%	97%	-	88%	83%	85%	90%	-	82%	-	-
	EL	58%	70%	81%	*	80%	*	*	*	-	-	82%	40%	50%	83%	81%	78%	83%	-	64%	-	-
	Male	74%	76%	81%	92%	80%	*	*	*	-	-	82%	79%	47%	85%	78%	81%	-	-	73%	-	-
	Female	75%	78%	88%	90%	87%	-	*	*	-	*	87%	95%	50%	90%	83%	-	88%	-	86%	-	-
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	47%	41%	48%	49%	48%	50%	92%	100%	-	38%	47%	56%	18%	51%	41%	41%	56%	*	40%	-	-
	CWD	23%	15%	18%	27%	15%	-	-	-	-	*	20%	0%	18%	-	10%	19%	15%	-	0%	-	-
	CWOD	50%	44%	51%	53%	50%	50%	92%	100%	-	32%	49%	61%	-	51%	44%	44%	58%	*	44%	-	-
	EL	29%	32%	41%	67%	41%	*	100%	*	-	21%	42%	32%	10%	44%	41%	34%	50%	*	40%	-	-
	Male	45%	38%	41%	43%	40%	44%	100%	100%	-	29%	40%	46%	19%	44%	34%	41%	-	-	35%	-	-
	Female	48%	45%	56%	54%	55%	*	83%	*	-	57%	54%	67%	15%	58%	50%	-	56%	*	50%	-	-
Reading	All Students	52%	44%	51%	53%	51%	80%	*	*	-	40%	50%	61%	14%	55%	42%	41%	62%	*	46%	-	-
	CWD	24%	14%	14%	17%	12%	-	-	-	-	*	16%	0%	14%	-	5%	15%	13%	-	*	-	-
	CWOD	56%	47%	55%	61%	54%	80%	*	*	-	33%	53%	66%	-	55%	45%	45%	65%	*	51%	-	-
	EL	31%	32%	42%	67%	41%	*	*	*	-	29%	42%	36%	5%	45%	42%	32%	54%	*	36%	-	-
	Male	47%	38%	41%	50%	40%	*	*	*	-	29%	40%	50%	15%	45%	32%	41%	-	-	38%	-	-
	Female	56%	51%	62%	55%	62%	*	*	*	-	*	60%	73%	13%	65%	54%	-	62%	*	60%	-	-
Mathematics	All Students	41%	37%	41%	35%	42%	*	*	*	-	40%	41%	44%	22%	43%	39%	37%	46%	*	32%	-	-
	CWD	22%	16%	22%	38%	18%	-	-	-	-	*	25%	0%	22%	-	14%	26%	14%	-	*	-	-
	CWOD	44%	39%	43%	34%	43%	*	*	*	-	33%	42%	48%	-	43%	41%	38%	47%	*	35%	-	-
	EL	29%	32%	39%	60%	39%	*	*	*	-	14%	39%	31%	14%	41%	39%	33%	46%	*	44%	-	-
	Male	42%	36%	37%	26%	37%	*	*	*	-	29%	37%	38%	26%	38%	33%	37%	-	-	22%	-	-
	Female	40%	38%	46%	41%	46%	*	*	*	-	*	45%	52%	14%	47%	46%	-	46%	*	50%	-	-
Science	All Students	46%	43%	54%	67%	52%	*	*	*	-	*	52%	65%	20%	56%	45%	48%	59%	-	39%	-	-
	CWD	23%	15%	20%	*	17%	-	-	-	-	-	23%	*	20%	-	19%	18%	25%	-	*	-	-
	CWOD	49%	46%	56%	68%	54%	*	*	*	-	*	55%	71%	-	56%	47%	52%	61%	-	41%	-	-
	EL	25%	32%	45%	*	44%	*	*	*	-	-	46%	20%	19%	47%	45%	39%	52%	-	36%	-	-
	Male	47%	43%	48%	58%	47%	*	*	*	-	-	48%	50%	18%	52%	39%	48%	-	-	45%	-	-
	Female	45%	43%	59%	71%	57%	-	*	*	-	*	57%	75%	25%	61%	52%	-	59%	-	29%	-	-
STAAR Percent at Masters Grade Level																						
All Grades																						
All Subjects	All Students	22%	16%	17%	19%	16%	8%	42%	44%	-	10%	16%	24%	6%	18%	13%	14%	19%	*	11%	-	-
	CWD	9%	5%	6%	14%	3%	-	-	-	-	*	6%	0%	6%	-	4%	6%	4%	-	0%	-	-
	CWOD	24%	17%	18%	20%	18%	8%	42%	44%	-	5%	17%	26%	-	18%	14%	15%	20%	*	12%	-	-
	EL	12%	10%	13%	8%	13%	*	67%	*	-	0%	13%	16%	4%	14%	13%	11%	16%	*	10%	-	-
	Male	21%	15%	14%	15%	14%	0%	50%	60%	-	7%	14%	17%	6%	15%	11%	14%	-	-	8%	-	-

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YES PREP - BRAYS OAKS (101845006) - YES PREP PUBLIC SCHOOLS INC - HARRIS COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
All Subjects	Female	23%	17%	19%	22%	19%	*	33%	*	-	14%	18%	31%	4%	20%	16%	-	19%	*	16%	-	-
Reading	All Students	25%	16%	17%	18%	17%	20%	*	*	-	10%	16%	28%	3%	19%	14%	15%	20%	*	15%	-	-
	CWD	9%	4%	3%	8%	2%	-	-	-	-	*	3%	0%	3%	-	2%	4%	0%	-	*	-	-
	CWOD	27%	17%	19%	20%	18%	20%	*	*	-	11%	17%	31%	-	19%	15%	16%	21%	*	17%	-	-
	EL	13%	10%	14%	17%	14%	*	*	*	-	0%	14%	14%	2%	15%	14%	13%	16%	*	14%	-	-
	Male	22%	13%	15%	12%	15%	*	*	*	-	0%	14%	21%	4%	16%	13%	15%	-	-	13%	-	-
	Female	28%	19%	20%	21%	19%	*	*	*	-	*	18%	35%	0%	21%	16%	-	20%	*	20%	-	-
Mathematics	All Students	20%	16%	16%	20%	16%	*	*	*	-	10%	16%	21%	10%	17%	14%	13%	20%	*	4%	-	-
	CWD	9%	6%	10%	25%	5%	-	-	-	-	*	11%	0%	10%	-	7%	9%	14%	-	*	-	-
	CWOD	21%	17%	17%	19%	17%	*	*	*	-	0%	16%	23%	-	17%	15%	14%	20%	*	4%	-	-
	EL	12%	12%	14%	0%	14%	*	*	*	-	0%	14%	23%	7%	15%	14%	11%	19%	*	6%	-	-
	Male	21%	16%	13%	13%	13%	*	*	*	-	14%	13%	12%	9%	14%	11%	13%	-	-	0%	-	-
	Female	19%	16%	20%	25%	20%	*	*	*	-	*	19%	32%	14%	20%	19%	-	20%	*	10%	-	-
Science	All Students	20%	15%	17%	21%	16%	*	*	*	-	*	17%	18%	4%	18%	10%	17%	17%	-	11%	-	-
	CWD	8%	6%	4%	*	4%	-	-	-	-	-	5%	*	4%	-	6%	6%	0%	-	*	-	-
	CWOD	22%	16%	18%	23%	17%	*	*	*	-	*	18%	19%	-	18%	10%	18%	18%	-	12%	-	-
	EL	7%	7%	10%	*	9%	*	*	*	-	-	10%	0%	6%	10%	10%	8%	11%	-	9%	-	-
	Male	22%	16%	17%	25%	16%	*	*	*	-	-	17%	14%	6%	18%	8%	17%	-	-	9%	-	-
	Female	19%	14%	17%	19%	17%	-	*	*	-	*	16%	20%	0%	18%	11%	-	17%	-	14%	-	-

- Indicates there are no students in the group.

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

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2021-22 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Academic Growth Score											
Reading											
All Students	84	89	83	*	*	*	-	79	84	86	84
CWD	86	92	84	-	-	-	-	-	84	86	83
CWOD	84	88	83	*	*	*	-	79	84	-	85
EL ◇	84	*	85	*	-	*	-	70	84	83	84

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Male	82	88	81	*	*	*	-	90	83	83	82
Female	86	90	86	*	-	*	-	*	86	92	88
Mathematics											
All Students	77	78	76	*	*	*	-	71	77	75	74
CWD	75	100	70	-	-	-	-	-	79	75	67
CWOD	77	75	77	*	*	*	-	71	77	-	75
EL ◇	74	*	74	*	*	*	-	60	74	67	74
Male	73	66	73	*	*	*	-	60	74	73	71
Female	81	88	79	-	*	*	-	*	80	80	78

- Indicates there are no students in the group.

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

Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates for the class of 2021.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL ◇	Homeless ◇	Foster Care ◇
Federal Graduation Rates													
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2021													
All Students	91.6%	100.0%	90.3%	*	-	*	-	-	94.6%	88.9%	80.0%	96.7%	-
CWD	88.9%	*	85.7%	-	-	-	-	-	100.0%	88.9%	*	*	-
CWOD	91.8%	100.0%	90.6%	*	-	*	-	-	94.2%	-	81.8%	96.3%	-
EL ◇	80.0%	-	80.0%	-	-	-	-	-	90.9%	*	80.0%	100.0%	-
Male	86.3%	100.0%	84.1%	*	-	-	-	-	91.7%	83.3%	68.8%	92.9%	-
Female	95.6%	100.0%	94.9%	-	-	*	-	-	96.9%	*	100.0%	100.0%	-

- Indicates there are no students in the group.

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

◇ Ever in grades 9-12.

Part (iv): English Language Proficiency

This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2022 TELPAS (Texas English Language Proficiency Assessment System) data. (EL: English learner)

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Total EL in Class	Proficiency of EL	Rate of Proficiency
527	110	21%

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

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Student Success (Student Achievement Domain Score: STAAR Component Only)											
STAAR Component Score	48	51	48	53	78	81	-	41	47	23	43
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	65%	75%	65%	*	-	*	-	-	64%	82%	53%

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

Part (vi): Goal Meeting Status

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
STAAR Performance Status											
Reading											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	Y	Y	Y						Y	N	Y
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N	Y	Y						Y	N	Y
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N	Y	N						N	N	N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Target Met	N	N	N						N	N	N
Mathematics											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N	Y	Y						Y	N	N
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N	N	N						N	N	N
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N	N	N						N	N	N
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N	N	N						N	N	N
English Learner Language Proficiency Status											
Interim Goals (2018-2022)											36%
Target Met											N
Interim Goals (2023-2027)											38%
Target Met											N
Interim Goals (2028-2032)											40%
Target Met											N
Long-Term Goals											40%
Target Met											N
Federal Graduation Status^Δ											
Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met	N		N						Y		
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met	N		N						Y		
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	N		N						Y		
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	N		N						Y		

Blank cells above represent student group indicators that do not meet the minimum size criteria.

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

Δ Student groups that are at or above 90% are required to exceed that rate by at least a tenth of a percent in the following year(s).

Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science for the 2021-22 school year. (CWD: children with disability; CWD: children without disability; EL: English learner)

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

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

- Indicates there are no students in the group.

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

Part (viii): Civil Rights Data

Part (viii)(I) This section provides information from the 2017-18 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related

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

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
Students Without Disabilities												
In-School Suspensions												
	Male	91	15	75	1	0	0	0	0	34		
	Female	54	11	42	0	0	1	0	0	17		
	Total	145	26	117	1	0	1	0	0	51		
Out-of-School Suspensions												
	Male	78	19	58	0	1	0	0	0	28		
	Female	41	6	34	0	0	1	0	0	11		
	Total	119	25	92	0	1	1	0	0	39		
Expulsions												
With Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
School-Related Arrests												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Referrals to Law Enforcement												
	Male	5	1	4	0	0	0	0	0	4		
	Female	0	0	0	0	0	0	0	0	0		
	Total	5	1	4	0	0	0	0	0	4		
Students With Disabilities												
In-School Suspensions												

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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
	Male	11	2	9	0	0	0	0	0	5		3
	Female	4	2	2	0	0	0	0	0	1		0
	Total	15	4	11	0	0	0	0	0	6		3
Out-of-School Suspensions												
	Male	7	1	6	0	0	0	0	0	5		2
	Female	4	2	2	0	0	0	0	0	1		0
	Total	11	3	8	0	0	0	0	0	6		2
Expulsions												
With Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
School-Related Arrests												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Referrals to Law Enforcement												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
All Students												
Chronic Absenteeism												
	Male	36	6	28	1	1	-8	-8	-8	12	2	-8
	Female	37	8	29	-8	-8	-8	-8	-8	6	4	-8
	Total	73	14	57	1	1	-8	-8	-8	18	6	-8

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	Total
Incidents of Violence	
Incidents of rape or attempted rape	0
Incidents of sexual assault (other than rape)	0
Incidents of robbery with a weapon	0
Incidents of robbery with a firearm or explosive device	0
Incidents of robbery without a weapon	0
Incidents of physical attack or fight with a weapon	0
Incidents of physical attack or fight with a firearm or explosive device	0
Incidents of physical attack or fight without a weapon	17
Incidents of threats of physical attack with a weapon	1
Incidents of threats of physical attack with a firearm or explosive device	0
Incidents of threats of physical attack without a weapon	2
Incidents of possession of a firearm or explosive device	0
Allegations of Harassment or bullying	
On the basis of sex	0
On the basis of race	0
On the basis of disability	0
On the basis of sexual orientation	0
On the basis of religion	0

Part (viii)(II) This section provides information from the 2017-18 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs											
	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Accelerated Coursework											
Advanced Placement Courses	Male	115	17	95	0	0	3	0	0	8	10
	Female	158	22	132	2	0	2	0	0	14	4
	Total	273	39	227	2	0	5	0	0	22	14
International Baccalaureate Courses	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9

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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Dual Enrollment/Dual Credit Programs	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9

- Indicates there are no data available in the group.
- 3 Indicates skip logic failure.
- 8 Indicates EDFacts missing data.
- 9 Indicates not applicable / skipped.
- 11 Indicates suppressed data.

Blank cell indicates the student group is not applicable to this report.

Part (ix): Teacher Quality Data

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

High Poverty School		
		All School
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	23.7	37.9%
Teachers Teaching with Emergency or Provisional Credentials	1.0	1.7%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	0.0	-

- Indicates there are no data available in the group.

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

Part (x): Per-pupil Expenditure

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

To be updated by June 30th, 2023.

Part (xi): STAAR Alternate 2 Participation

This section provides information on the number and percentage of students with the most significant cognitive disabilities who take STAAR Alternate 2, by grade and subject for the 2021-22 school year.

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Grade 3						
Reading	6,584	2%	*	1%	-	-
Mathematics	6,587	2%	*	1%	-	-
Grade 4						
Reading	6,404	2%	-	-	-	-
Mathematics	6,408	2%	-	-	-	-
Grade 5						
Reading	6,204	2%	-	-	-	-
Mathematics	6,205	2%	-	-	-	-
Science	6,200	2%	-	-	-	-
Grade 6						
Reading	6,181	2%	19	1%	*	1%
Mathematics	6,177	2%	19	1%	*	1%
Grade 7						
Reading	6,130	1%	10	0%	*	1%
Mathematics	6,120	2%	10	0%	*	1%
Grade 8						
Reading	5,794	1%	11	0%	-	-
Mathematics	5,803	2%	11	1%	-	-
Science	5,796	1%	11	0%	-	-
End of Course						
English I	6,009	1%	12	0%	*	1%
English II	5,490	1%	10	0%	-	-
Algebra I	5,993	1%	12	0%	*	1%
Biology	5,860	1%	12	1%	*	1%
All Grades						
All Subjects	109,954	1%	143	1%	12	1%
Reading	48,805	1%	65	1%	5	1%
Mathematics	43,293	1%	55	1%	5	1%
Science	17,856	1%	23	1%	*	1%

- Indicates there are no students in the group.

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

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

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

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

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

* Indicates reporting standards not met.

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

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

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

This section provides information on the cohort rate at which students who graduated from high school in the 2019-20 school year enrolled in a Texas public postsecondary education institution in the 2020-21 academic year in (I) programs of public postsecondary education in Texas; (II) programs of private postsecondary education in Texas; and (III) programs of postsecondary education outside Texas. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
In-State Public Institutions	53%	54%	52%	-	-	*	-	-	53%	*	41%
In-State Private Institutions	6%	-	7%	-	-	-	-	-	7%	-	*
Out-of-State Institutions	*	*	*	-	-	-	-	-	*	-	-

- Indicates there are no students in the group.

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

Part (xiv): Additional Information - Chronic Absenteeism

This section provides information on the Chronic Absenteeism per EDFacts definition: percent of unduplicated number of K - 12 students enrolled in a school for at least 10 days and absent for 10% or more days during the 2020-21 school year. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Chronic Absenteeism Rate	14%	13%	13%	36%	17%	9%	-	*	14%	23%	14%

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

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Part (i): Description of State Accountability System

Part (i)(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students for use in the accountability system. The Texas accountability minimum size criteria are 25 tests for assessment related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for the all student group.

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

State ESSA Goals												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Performance (At Meets Grade Level or Above)												
Reading/ELA	Baseline 2016-17 Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
	2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
	2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Mathematics	Baseline 2016-17 Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
	2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
	2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
EL Progress												
	Baseline 2016-17 Rates											41%
	2017-18 through 2021-22											36%
	2022-23 through 2026-27											38%
	2027-28 through 2031-32											40%
Graduation Rate: 4-Year Longitudinal Rate Δ												
	Baseline 2016-17 Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
	2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
	2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
	2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

Δ Student groups that are at or above 90% are required to exceed that rate by at least a tenth of a percent in the following year(s).

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

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

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

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language Proficiency	10%
	SQSS: Student Achievement Domain Score: STAAR Component Only	10%
High Schools, K-12s, AEAs, and Districts	Academic Achievement	50%
	Federal Graduation Status or Academic Growth Status ¹	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness or Student Domain Score: STAAR Component Only ²	30%

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

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

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(bb) the methodology by which the State differentiates all such schools. A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), B (80-89), C (70-79), D (60-69), and F (0-59) and further used to differentiate all public schools.
<https://tea.texas.gov/sites/default/files/chapter-4-2022-closing-the-gaps-domain.pdf>

(cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students. TEA uses the Closing the Gaps domain to identify campuses that have consistently underperforming student groups. A student group that misses the targets in at least the same three indicators, for three consecutive years, is considered consistently underperforming. Any campus not identified for comprehensive support and improvement (CSI) that has at least one consistently underperforming student group is identified for targeted support and improvement (TSI). TSI identifies both Title I and non-Title I campuses. Data from 2018, 2019, and 2022 are considered consecutive years for 2022 TSI identification.

(dd) the methodology by which the State identifies a school for comprehensive support and improvement. Texas annually ranks all Title I campuses based on Closing the Gaps scaled scores. Beginning August 2022, TEA also evaluates overall scaled scores to make final comprehensive support and improvement (CSI) determinations. Title I campuses with both the lowest Closing the Gaps and lowest overall scaled scores are identified for CSI. First, Texas determines the bottom five percent of Closing the Gaps outcomes by rank ordering the scaled scores of Title I campuses by school type - elementary, middle, high school/ K - 12, and alternative education accountability. Texas then determines which campuses fell in the bottom five percent for each school type. Next, TEA rank orders the overall scaled scores for all Title I campuses statewide (without regard to campus type) to determine the scaled score cut point necessary to identify at least five percent of Title I campuses. Title I campuses with an overall scaled score cut point at or below the overall cut point and that rank in their school types bottom five percent are identified for CSI.

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

Part (i)(VI) the exit criteria established by the State, including the length of years established. Campuses that do not rank in their school types bottom five percent of the Closing the Gaps domain for two consecutive years and have an overall scaled score that year that does not fall within the lowest percentile to be reidentified for CSI are considered as having successfully exited. Campuses previously identified as CSI based solely on a graduation rate below 67 percent must have a four or six-year federal graduation rate of at least 67 percent for two consecutive years to exit CSI status.

Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2021-22 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

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

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	69%	57%	55%	-	55%	*	-	-	-	-	53%	72%	29%	58%	52%	53%	58%	-	*	-	-
	CWD	38%	27%	29%	-	31%	*	-	-	-	-	29%	-	29%	-	40%	33%	20%	-	*	-	-
	CWOD	74%	59%	58%	-	57%	*	-	-	-	-	56%	72%	-	58%	53%	55%	61%	-	-	-	-
	EL	53%	54%	52%	-	52%	-	-	-	-	-	49%	78%	40%	53%	52%	44%	58%	-	-	-	-
	Male	66%	52%	53%	-	52%	*	-	-	-	-	51%	67%	33%	55%	44%	53%	-	-	*	-	-
	Female	72%	63%	58%	-	58%	*	-	-	-	-	55%	75%	20%	61%	58%	-	58%	-	-	-	-
Mathematics	All Students	72%	69%	61%	-	62%	*	-	-	-	-	61%	61%	29%	64%	63%	61%	62%	-	*	-	-
	CWD	47%	44%	29%	-	31%	*	-	-	-	-	29%	-	29%	-	40%	33%	20%	-	*	-	-
	CWOD	76%	71%	64%	-	65%	*	-	-	-	-	65%	61%	-	64%	66%	64%	64%	-	-	-	-
	EL	61%	70%	63%	-	63%	-	-	-	-	-	61%	78%	40%	66%	63%	62%	63%	-	-	-	-
	Male	73%	68%	61%	-	62%	*	-	-	-	-	61%	50%	33%	64%	62%	61%	-	-	*	-	-
	Female	72%	71%	62%	-	63%	*	-	-	-	-	61%	67%	20%	64%	63%	-	62%	-	-	-	-
Grade 7																						
Reading	All Students	79%	77%	78%	-	78%	-	-	-	-	-	74%	93%	38%	80%	68%	73%	82%	-	*	-	-
	CWD	47%	39%	38%	-	38%	-	-	-	-	-	38%	-	38%	-	*	*	*	-	-	-	-
	CWOD	83%	80%	80%	-	80%	-	-	-	-	-	77%	93%	-	80%	69%	75%	85%	-	*	-	-
	EL	63%	73%	68%	-	68%	-	-	-	-	-	69%	*	*	69%	68%	60%	78%	-	-	-	-
	Male	75%	72%	73%	-	73%	-	-	-	-	-	69%	92%	*	75%	60%	73%	-	-	-	-	-
	Female	83%	82%	82%	-	82%	-	-	-	-	-	79%	94%	*	85%	78%	-	82%	-	*	-	-
Mathematics	All Students	60%	66%	69%	-	69%	-	-	-	-	-	65%	83%	38%	71%	61%	71%	66%	-	*	-	-
	CWD	36%	38%	38%	-	38%	-	-	-	-	-	38%	-	38%	-	*	*	*	-	-	-	-
	CWOD	63%	68%	71%	-	71%	-	-	-	-	-	67%	83%	-	71%	61%	71%	70%	-	*	-	-
	EL	45%	64%	61%	-	61%	-	-	-	-	-	61%	*	*	61%	61%	60%	61%	-	-	-	-
	Male	60%	66%	71%	-	71%	-	-	-	-	-	67%	92%	*	71%	60%	71%	-	-	-	-	-
	Female	59%	67%	66%	-	66%	-	-	-	-	-	64%	75%	*	70%	61%	-	66%	-	*	-	-
Grade 8																						
Reading	All Students	82%	82%	78%	-	78%	-	-	-	-	-	76%	85%	36%	80%	68%	73%	82%	-	*	-	-
	CWD	50%	46%	36%	-	36%	-	-	-	-	-	17%	60%	36%	-	17%	29%	*	-	-	-	-
	CWOD	86%	84%	80%	-	80%	-	-	-	-	-	79%	86%	-	80%	73%	76%	84%	-	*	-	-
	EL	65%	75%	68%	-	68%	-	-	-	-	-	68%	*	17%	73%	68%	64%	74%	-	*	-	-
	Male	78%	78%	73%	-	73%	-	-	-	-	-	72%	71%	29%	76%	64%	73%	-	-	*	-	-
	Female	86%	85%	82%	-	82%	-	-	-	-	-	80%	92%	*	84%	74%	-	82%	-	*	-	-
Mathematics	All Students	70%	77%	66%	-	66%	-	-	-	-	-	61%	88%	36%	68%	58%	68%	64%	-	*	-	-
	CWD	40%	39%	36%	-	36%	-	-	-	-	-	17%	60%	36%	-	17%	29%	*	-	-	-	-
	CWOD	74%	79%	68%	-	68%	-	-	-	-	-	63%	91%	-	68%	61%	71%	65%	-	*	-	-
	EL	57%	70%	58%	-	58%	-	-	-	-	-	57%	*	17%	61%	58%	56%	59%	-	*	-	-
	Male	68%	76%	68%	-	68%	-	-	-	-	-	62%	86%	29%	71%	56%	68%	-	-	*	-	-
	Female	72%	77%	64%	-	64%	-	-	-	-	-	60%	85%	*	65%	59%	-	64%	-	*	-	-

Texas Education Agency
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YES PREP - EAST END (101845003) - YES PREP PUBLIC SCHOOLS INC - HARRIS COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Science	All Students	73%	71%	67%	-	67%	-	-	-	-	-	63%	88%	36%	69%	57%	72%	63%	-	*	-	-
	CWD	42%	27%	36%	-	36%	-	-	-	-	-	17%	60%	36%	-	17%	29%	*	-	-	-	-
	CWOD	77%	74%	69%	-	69%	-	-	-	-	-	65%	91%	-	69%	61%	75%	64%	-	*	-	-
	EL	54%	63%	57%	-	57%	-	-	-	-	-	56%	*	17%	61%	57%	62%	52%	-	*	-	-
	Male	73%	71%	72%	-	72%	-	-	-	-	-	67%	86%	29%	75%	62%	72%	-	-	*	-	-
	Female	73%	70%	63%	-	63%	-	-	-	-	-	58%	85%	*	64%	52%	-	63%	-	*	-	-
End of Course																						
English I	All Students	64%	64%	60%	*	60%	*	*	-	-	-	56%	71%	14%	66%	48%	54%	68%	-	40%	-	-
	CWD	29%	22%	14%	-	14%	*	-	-	-	-	0%	50%	14%	-	7%	8%	20%	-	-	-	-
	CWOD	68%	68%	66%	*	66%	*	*	-	-	-	64%	74%	-	66%	56%	60%	74%	-	*	-	-
	EL	38%	52%	48%	-	48%	*	*	-	-	-	48%	56%	7%	56%	48%	43%	55%	-	*	-	-
	Male	58%	58%	54%	-	55%	*	-	-	-	-	54%	52%	8%	60%	43%	54%	-	-	*	-	-
	Female	70%	71%	68%	*	67%	*	*	-	-	-	60%	91%	20%	74%	55%	-	68%	-	*	-	-
English II	All Students	71%	71%	70%	*	70%	*	-	-	-	-	65%	88%	20%	78%	48%	63%	77%	-	*	-	-
	CWD	33%	23%	20%	-	20%	-	-	-	-	-	21%	17%	20%	-	15%	17%	23%	-	-	-	-
	CWOD	76%	76%	78%	*	78%	*	-	-	-	-	72%	100%	-	78%	56%	70%	87%	-	*	-	-
	EL	43%	56%	48%	-	48%	-	-	-	-	-	46%	*	15%	56%	48%	47%	48%	-	*	-	-
	Male	65%	65%	63%	-	63%	*	-	-	-	-	57%	89%	17%	70%	47%	63%	-	-	*	-	-
	Female	77%	77%	77%	*	77%	-	-	-	-	-	74%	86%	23%	87%	48%	-	77%	-	*	-	-
Algebra I	All Students	74%	74%	64%	-	65%	*	*	-	-	-	62%	68%	11%	69%	52%	56%	73%	-	40%	-	-
	CWD	46%	34%	11%	-	11%	*	-	-	-	-	0%	40%	11%	-	0%	9%	13%	-	-	-	-
	CWOD	78%	78%	69%	-	70%	*	*	-	-	-	68%	71%	-	69%	59%	60%	79%	-	40%	-	-
	EL	64%	69%	52%	-	53%	*	*	-	-	-	52%	56%	0%	59%	52%	47%	59%	-	*	-	-
	Male	71%	70%	56%	-	57%	*	-	-	-	-	56%	56%	9%	60%	47%	56%	-	-	*	-	-
	Female	78%	79%	73%	-	74%	*	*	-	-	-	69%	86%	13%	79%	59%	-	73%	-	*	-	-
Biology	All Students	82%	83%	84%	-	84%	*	*	-	-	-	81%	92%	47%	88%	74%	79%	89%	-	*	-	-
	CWD	57%	49%	47%	-	50%	*	-	-	-	-	31%	83%	47%	-	42%	27%	75%	-	-	-	-
	CWOD	86%	86%	88%	-	88%	*	*	-	-	-	87%	94%	-	88%	79%	86%	90%	-	*	-	-
	EL	66%	78%	74%	-	74%	*	*	-	-	-	73%	78%	42%	79%	74%	68%	81%	-	*	-	-
	Male	80%	80%	79%	-	80%	*	-	-	-	-	78%	83%	27%	86%	68%	79%	-	-	*	-	-
	Female	85%	87%	89%	-	88%	*	*	-	-	-	85%	100%	75%	90%	81%	-	89%	-	*	-	-
STAAR Percent at Meets Grade Level or Above																						
Grade 6																						
Reading	All Students	42%	29%	27%	-	27%	*	-	-	-	-	24%	44%	21%	27%	24%	17%	36%	-	*	-	-
	CWD	21%	15%	21%	-	23%	*	-	-	-	-	21%	-	21%	-	30%	22%	20%	-	*	-	-
	CWOD	46%	30%	27%	-	27%	*	-	-	-	-	25%	44%	-	27%	23%	16%	37%	-	-	-	-
	EL	24%	25%	24%	-	24%	-	-	-	-	-	22%	44%	30%	23%	24%	11%	35%	-	-	-	-
	Male	40%	26%	17%	-	18%	*	-	-	-	-	16%	33%	22%	16%	11%	17%	-	-	*	-	-
	Female	45%	32%	36%	-	35%	*	-	-	-	-	33%	50%	20%	37%	35%	-	36%	-	-	-	-

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Mathematics	All Students	38%	32%	18%	-	18%	*	-	-	-	-	18%	22%	21%	18%	20%	21%	16%	-	*	-	-	
	CWD	20%	21%	21%	-	23%	*	-	-	-	-	21%	-	21%	-	30%	22%	20%	-	*	-	-	
	CWOD	41%	33%	18%	-	18%	*	-	-	-	-	18%	22%	-	18%	18%	21%	16%	-	-	-	-	
	EL	24%	32%	20%	-	20%	-	-	-	-	-	20%	11%	30%	18%	20%	20%	19%	-	-	-	-	
	Male	40%	35%	21%	-	21%	*	-	-	-	-	21%	17%	22%	21%	20%	21%	-	-	*	-	-	
	Female	36%	29%	16%	-	16%	*	-	-	-	-	14%	25%	20%	16%	19%	-	16%	-	-	-	-	
Grade 7																							
Reading	All Students	55%	47%	47%	-	47%	-	-	-	-	-	41%	69%	0%	49%	34%	37%	56%	-	*	-	-	
	CWD	25%	16%	0%	-	0%	-	-	-	-	-	0%	-	0%	-	*	*	*	-	-	-	-	
	CWOD	59%	49%	49%	-	49%	-	-	-	-	-	44%	69%	-	49%	36%	39%	59%	-	*	-	-	
	EL	33%	40%	34%	-	34%	-	-	-	-	-	33%	*	*	36%	34%	30%	39%	-	-	-	-	
	Male	50%	40%	37%	-	37%	-	-	-	-	-	31%	62%	*	39%	30%	37%	-	-	-	-	-	
	Female	60%	54%	56%	-	56%	-	-	-	-	-	51%	75%	*	59%	39%	-	56%	-	*	-	-	
Mathematics	All Students	30%	33%	35%	-	35%	-	-	-	-	-	30%	55%	0%	37%	29%	39%	31%	-	*	-	-	
	CWD	18%	13%	0%	-	0%	-	-	-	-	-	0%	-	0%	-	*	*	*	-	-	-	-	
	CWOD	32%	35%	37%	-	37%	-	-	-	-	-	32%	55%	-	37%	31%	41%	33%	-	*	-	-	
	EL	17%	31%	29%	-	29%	-	-	-	-	-	28%	*	*	31%	29%	33%	25%	-	-	-	-	
	Male	31%	34%	39%	-	39%	-	-	-	-	-	32%	69%	*	41%	33%	39%	-	-	-	-	-	
	Female	29%	33%	31%	-	31%	-	-	-	-	-	28%	44%	*	33%	25%	-	31%	-	*	-	-	
Grade 8																							
Reading	All Students	57%	51%	48%	-	48%	-	-	-	-	-	43%	69%	27%	49%	34%	36%	59%	-	*	-	-	
	CWD	25%	17%	27%	-	27%	-	-	-	-	-	17%	40%	27%	-	17%	14%	*	-	-	-	-	
	CWOD	61%	53%	49%	-	49%	-	-	-	-	-	44%	73%	-	49%	36%	38%	59%	-	*	-	-	
	EL	33%	35%	34%	-	34%	-	-	-	-	-	33%	*	17%	36%	34%	28%	41%	-	*	-	-	
	Male	51%	44%	36%	-	36%	-	-	-	-	-	33%	50%	14%	38%	28%	36%	-	-	*	-	-	
	Female	63%	57%	59%	-	59%	-	-	-	-	-	53%	85%	*	59%	41%	-	59%	-	*	-	-	
Mathematics	All Students	39%	43%	31%	-	31%	-	-	-	-	-	26%	54%	27%	31%	19%	27%	34%	-	*	-	-	
	CWD	20%	16%	27%	-	27%	-	-	-	-	-	17%	40%	27%	-	17%	14%	*	-	-	-	-	
	CWOD	41%	45%	31%	-	31%	-	-	-	-	-	26%	55%	-	31%	19%	28%	33%	-	*	-	-	
	EL	24%	32%	19%	-	19%	-	-	-	-	-	17%	*	17%	19%	19%	13%	26%	-	*	-	-	
	Male	38%	41%	27%	-	27%	-	-	-	-	-	23%	43%	14%	28%	13%	27%	-	-	*	-	-	
	Female	40%	46%	34%	-	34%	-	-	-	-	-	28%	62%	*	33%	26%	-	34%	-	*	-	-	
Science	All Students	44%	38%	33%	-	33%	-	-	-	-	-	28%	58%	27%	34%	19%	34%	33%	-	*	-	-	
	CWD	22%	14%	27%	-	27%	-	-	-	-	-	17%	40%	27%	-	17%	14%	*	-	-	-	-	
	CWOD	47%	39%	34%	-	34%	-	-	-	-	-	29%	59%	-	34%	20%	35%	32%	-	*	-	-	
	EL	23%	26%	19%	-	19%	-	-	-	-	-	19%	*	17%	20%	19%	18%	21%	-	*	-	-	
	Male	45%	40%	34%	-	34%	-	-	-	-	-	30%	50%	14%	35%	18%	34%	-	-	*	-	-	
	Female	42%	36%	33%	-	33%	-	-	-	-	-	27%	62%	*	32%	21%	-	33%	-	*	-	-	
End of Course																							

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
English I	All Students	46%	42%	45%	*	46%	*	*	-	-	-	39%	62%	14%	49%	29%	38%	53%	-	40%	-	-
	CWD	17%	10%	14%	-	14%	*	-	-	-	-	0%	50%	14%	-	7%	8%	20%	-	-	-	-
	CWOD	50%	46%	49%	*	50%	*	*	-	-	-	44%	64%	-	49%	33%	43%	57%	-	*	-	-
	EL	19%	30%	29%	-	29%	*	*	-	-	-	26%	56%	7%	33%	29%	24%	37%	-	*	-	-
	Male	40%	36%	38%	-	39%	*	-	-	-	-	36%	48%	8%	43%	24%	38%	-	-	*	-	-
	Female	53%	50%	53%	*	54%	*	*	-	-	-	44%	78%	20%	57%	37%	-	53%	-	*	-	-
English II	All Students	54%	53%	54%	*	54%	*	-	-	-	-	49%	73%	12%	61%	30%	41%	68%	-	*	-	-
	CWD	21%	11%	12%	-	12%	-	-	-	-	-	11%	17%	12%	-	0%	8%	15%	-	-	-	-
	CWOD	59%	57%	61%	*	61%	*	-	-	-	-	55%	82%	-	61%	38%	46%	77%	-	*	-	-
	EL	22%	32%	30%	-	30%	-	-	-	-	-	28%	*	0%	38%	30%	29%	30%	-	*	-	-
	Male	48%	43%	41%	-	41%	*	-	-	-	-	35%	67%	8%	46%	29%	41%	-	-	*	-	-
	Female	62%	62%	68%	*	68%	-	-	-	-	-	65%	77%	15%	77%	30%	-	68%	-	*	-	-
Algebra I	All Students	42%	38%	25%	-	25%	*	*	-	-	-	24%	28%	5%	27%	21%	24%	27%	-	0%	-	-
	CWD	19%	13%	5%	-	6%	*	-	-	-	-	0%	20%	5%	-	0%	9%	0%	-	-	-	-
	CWOD	45%	40%	27%	-	27%	*	*	-	-	-	27%	29%	-	27%	24%	25%	30%	-	0%	-	-
	EL	28%	31%	21%	-	21%	*	*	-	-	-	21%	22%	0%	24%	21%	20%	23%	-	*	-	-
	Male	40%	34%	24%	-	24%	*	-	-	-	-	25%	20%	9%	25%	20%	24%	-	-	*	-	-
	Female	45%	42%	27%	-	26%	*	*	-	-	-	24%	38%	0%	30%	23%	-	27%	-	*	-	-
Biology	All Students	54%	49%	54%	-	53%	*	*	-	-	-	50%	64%	21%	58%	40%	48%	59%	-	*	-	-
	CWD	25%	17%	21%	-	22%	*	-	-	-	-	8%	50%	21%	-	8%	9%	38%	-	-	-	-
	CWOD	57%	52%	58%	-	57%	*	*	-	-	-	55%	67%	-	58%	46%	54%	61%	-	*	-	-
	EL	26%	37%	40%	-	40%	*	*	-	-	-	41%	33%	8%	46%	40%	32%	51%	-	*	-	-
	Male	52%	47%	48%	-	49%	*	-	-	-	-	48%	50%	9%	54%	32%	48%	-	-	*	-	-
	Female	56%	51%	59%	-	58%	*	*	-	-	-	53%	75%	38%	61%	51%	-	59%	-	*	-	-
STAAR Percent at Masters Grade Level																						
Grade 6																						
Reading	All Students	23%	11%	8%	-	8%	*	-	-	-	-	6%	17%	14%	7%	10%	4%	11%	-	*	-	-
	CWD	8%	5%	14%	-	15%	*	-	-	-	-	14%	-	14%	-	20%	11%	20%	-	*	-	-
	CWOD	25%	12%	7%	-	7%	*	-	-	-	-	6%	17%	-	7%	9%	3%	11%	-	-	-	-
	EL	9%	8%	10%	-	10%	-	-	-	-	-	9%	22%	20%	9%	10%	4%	15%	-	-	-	-
	Male	21%	11%	4%	-	4%	*	-	-	-	-	4%	0%	11%	3%	4%	4%	-	-	*	-	-
	Female	25%	12%	11%	-	11%	*	-	-	-	-	9%	25%	20%	11%	15%	-	11%	-	-	-	-
Mathematics	All Students	16%	10%	6%	-	7%	*	-	-	-	-	6%	6%	14%	6%	6%	5%	7%	-	*	-	-
	CWD	8%	8%	14%	-	15%	*	-	-	-	-	14%	-	14%	-	20%	11%	20%	-	*	-	-
	CWOD	17%	10%	6%	-	6%	*	-	-	-	-	6%	6%	-	6%	5%	4%	7%	-	-	-	-
	EL	7%	9%	6%	-	6%	-	-	-	-	-	7%	0%	20%	5%	6%	4%	8%	-	-	-	-
	Male	17%	11%	5%	-	5%	*	-	-	-	-	6%	0%	11%	4%	4%	5%	-	-	*	-	-
	Female	14%	8%	7%	-	8%	*	-	-	-	-	7%	8%	20%	7%	8%	-	7%	-	-	-	-
Grade 7																						

Texas Education Agency
2022 Federal Report Card
YES PREP - EAST END (101845003) - YES PREP PUBLIC SCHOOLS INC - HARRIS COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	36%	28%	30%	-	30%	-	-	-	-	-	26%	48%	0%	32%	18%	27%	34%	-	*	-	-
	CWD	11%	7%	0%	-	0%	-	-	-	-	-	0%	-	0%	-	*	*	*	-	-	-	-
	CWOD	40%	30%	32%	-	32%	-	-	-	-	-	28%	48%	-	32%	19%	28%	36%	-	*	-	-
	EL	17%	22%	18%	-	18%	-	-	-	-	-	17%	*	*	19%	18%	18%	19%	-	-	-	-
	Male	32%	23%	27%	-	27%	-	-	-	-	-	22%	46%	*	28%	18%	27%	-	-	-	-	-
	Female	41%	33%	34%	-	34%	-	-	-	-	-	30%	50%	*	36%	19%	-	34%	-	*	-	-
Mathematics	All Students	13%	13%	15%	-	15%	-	-	-	-	-	12%	28%	0%	16%	14%	14%	16%	-	*	-	-
	CWD	7%	5%	0%	-	0%	-	-	-	-	-	0%	-	0%	-	*	*	*	-	-	-	-
	CWOD	14%	13%	16%	-	16%	-	-	-	-	-	13%	28%	-	16%	15%	15%	16%	-	*	-	-
	EL	6%	11%	14%	-	14%	-	-	-	-	-	13%	*	*	15%	14%	13%	17%	-	-	-	-
	Male	13%	13%	14%	-	14%	-	-	-	-	-	11%	31%	*	15%	13%	14%	-	-	-	-	-
	Female	12%	12%	16%	-	16%	-	-	-	-	-	13%	25%	*	16%	17%	-	16%	-	*	-	-
Grade 8																						
Reading	All Students	37%	29%	34%	-	34%	-	-	-	-	-	30%	54%	9%	36%	19%	23%	45%	-	*	-	-
	CWD	11%	4%	9%	-	9%	-	-	-	-	-	17%	0%	9%	-	0%	14%	*	-	-	-	-
	CWOD	40%	31%	36%	-	36%	-	-	-	-	-	30%	64%	-	36%	21%	24%	48%	-	*	-	-
	EL	16%	15%	19%	-	19%	-	-	-	-	-	19%	*	0%	21%	19%	13%	26%	-	*	-	-
	Male	31%	25%	23%	-	23%	-	-	-	-	-	18%	43%	14%	24%	13%	23%	-	-	*	-	-
	Female	42%	34%	45%	-	45%	-	-	-	-	-	42%	62%	*	48%	26%	-	45%	-	*	-	-
Mathematics	All Students	14%	16%	10%	-	10%	-	-	-	-	-	9%	15%	9%	10%	8%	9%	11%	-	*	-	-
	CWD	8%	5%	9%	-	9%	-	-	-	-	-	17%	0%	9%	-	0%	14%	*	-	-	-	-
	CWOD	15%	17%	10%	-	10%	-	-	-	-	-	9%	18%	-	10%	9%	9%	12%	-	*	-	-
	EL	6%	10%	8%	-	8%	-	-	-	-	-	9%	*	0%	9%	8%	8%	9%	-	*	-	-
	Male	14%	16%	9%	-	9%	-	-	-	-	-	8%	14%	14%	9%	8%	9%	-	-	*	-	-
	Female	14%	16%	11%	-	11%	-	-	-	-	-	10%	15%	*	12%	9%	-	11%	-	*	-	-
Science	All Students	23%	15%	14%	-	14%	-	-	-	-	-	12%	19%	9%	14%	7%	14%	14%	-	*	-	-
	CWD	9%	5%	9%	-	9%	-	-	-	-	-	17%	0%	9%	-	0%	14%	*	-	-	-	-
	CWOD	24%	16%	14%	-	14%	-	-	-	-	-	12%	23%	-	14%	8%	13%	14%	-	*	-	-
	EL	8%	7%	7%	-	7%	-	-	-	-	-	7%	*	0%	8%	7%	8%	6%	-	*	-	-
	Male	24%	16%	14%	-	14%	-	-	-	-	-	15%	7%	14%	13%	8%	14%	-	-	*	-	-
	Female	21%	14%	14%	-	14%	-	-	-	-	-	10%	31%	*	14%	6%	-	14%	-	*	-	-
End of Course																						
English I	All Students	10%	6%	4%	*	3%	*	*	-	-	-	3%	7%	5%	4%	2%	2%	6%	-	0%	-	-
	CWD	4%	2%	5%	-	5%	*	-	-	-	-	0%	17%	5%	-	0%	8%	0%	-	-	-	-
	CWOD	11%	6%	4%	*	3%	*	*	-	-	-	3%	5%	-	4%	3%	1%	7%	-	*	-	-
	EL	1%	2%	2%	-	1%	*	*	-	-	-	3%	0%	0%	3%	2%	2%	3%	-	*	-	-
	Male	8%	4%	2%	-	2%	*	-	-	-	-	1%	5%	8%	1%	2%	2%	-	-	*	-	-
	Female	13%	8%	6%	*	5%	*	*	-	-	-	5%	9%	0%	7%	3%	-	6%	-	*	-	-

Texas Education Agency
2022 Federal Report Card
YES PREP - EAST END (101845003) - YES PREP PUBLIC SCHOOLS INC - HARRIS COUNTY

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

Texas Education Agency
2022 Federal Report Card
YES PREP - EAST END (101845003) - YES PREP PUBLIC SCHOOLS INC - HARRIS COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Science	All Students	74%	77%	76%	-	76%	*	*	-	-	-	72%	91%	45%	79%	66%	75%	76%	-	40%	-	-	
	CWD	47%	40%	45%	-	46%	*	-	-	-	-	26%	73%	45%	-	33%	28%	67%	-	-	-	-	
	CWOD	78%	80%	79%	-	79%	*	*	-	-	-	76%	93%	-	79%	70%	81%	77%	-	40%	-	-	
	EL	58%	70%	66%	-	66%	*	*	-	-	-	65%	77%	33%	70%	66%	65%	67%	-	*	-	-	
	Male	74%	76%	75%	-	76%	*	-	-	-	-	73%	87%	28%	81%	65%	75%	-	-	*	-	-	
	Female	75%	78%	76%	-	76%	*	*	-	-	-	72%	94%	67%	77%	67%	-	76%	-	-	*	-	-
STAAR Percent at Meets Grade Level or Above																							
All Grades																							
All Subjects	All Students	47%	41%	38%	*	38%	35%	*	-	-	-	34%	55%	17%	40%	27%	33%	43%	-	18%	-	-	
	CWD	23%	15%	17%	-	17%	0%	-	-	-	-	10%	38%	17%	-	12%	12%	22%	-	*	-	-	
	CWOD	50%	44%	40%	*	40%	50%	*	-	-	-	36%	57%	-	40%	29%	35%	45%	-	19%	-	-	
	EL	29%	32%	27%	-	27%	50%	*	-	-	-	26%	38%	12%	29%	27%	23%	31%	-	14%	-	-	
	Male	45%	38%	33%	-	33%	17%	-	-	-	-	30%	48%	12%	35%	23%	33%	-	-	14%	-	-	
	Female	48%	45%	43%	*	43%	80%	*	-	-	-	38%	62%	22%	45%	31%	-	43%	-	20%	-	-	-
Reading	All Students	52%	44%	44%	*	44%	38%	*	-	-	-	39%	65%	15%	47%	30%	34%	54%	-	36%	-	-	
	CWD	24%	14%	15%	-	16%	*	-	-	-	-	10%	35%	15%	-	11%	11%	20%	-	*	-	-	
	CWOD	56%	47%	47%	*	48%	50%	*	-	-	-	42%	68%	-	47%	32%	37%	58%	-	42%	-	-	
	EL	31%	32%	30%	-	30%	*	*	-	-	-	28%	50%	11%	32%	30%	24%	37%	-	*	-	-	
	Male	47%	38%	34%	-	35%	17%	-	-	-	-	30%	55%	11%	37%	24%	34%	-	-	29%	-	-	
	Female	56%	51%	54%	*	54%	*	*	-	-	-	49%	74%	20%	58%	37%	-	54%	-	43%	-	-	-
Mathematics	All Students	41%	37%	27%	-	27%	29%	*	-	-	-	24%	39%	14%	28%	22%	27%	27%	-	0%	-	-	
	CWD	22%	16%	14%	-	15%	*	-	-	-	-	10%	30%	14%	-	13%	13%	14%	-	*	-	-	
	CWOD	44%	39%	28%	-	28%	40%	*	-	-	-	25%	40%	-	28%	23%	28%	28%	-	0%	-	-	
	EL	29%	32%	22%	-	22%	*	*	-	-	-	22%	27%	13%	23%	22%	21%	23%	-	*	-	-	
	Male	42%	36%	27%	-	27%	20%	-	-	-	-	25%	37%	13%	28%	21%	27%	-	-	0%	-	-	
	Female	40%	38%	27%	-	27%	*	*	-	-	-	23%	42%	14%	28%	23%	-	27%	-	0%	-	-	-
Science	All Students	46%	43%	44%	-	44%	*	*	-	-	-	40%	62%	24%	46%	31%	42%	46%	-	0%	-	-	
	CWD	23%	15%	24%	-	25%	*	-	-	-	-	11%	45%	24%	-	11%	11%	42%	-	-	-	-	
	CWOD	49%	46%	46%	-	46%	*	*	-	-	-	42%	64%	-	46%	33%	45%	47%	-	0%	-	-	
	EL	25%	32%	31%	-	30%	*	*	-	-	-	31%	31%	11%	33%	31%	26%	37%	-	*	-	-	
	Male	47%	43%	42%	-	42%	*	-	-	-	-	39%	52%	11%	45%	26%	42%	-	-	*	-	-	
	Female	45%	43%	46%	-	46%	*	*	-	-	-	40%	70%	42%	47%	37%	-	46%	-	*	-	-	-
STAAR Percent at Masters Grade Level																							
All Grades																							
All Subjects	All Students	22%	16%	14%	*	14%	12%	*	-	-	-	11%	23%	7%	14%	9%	11%	16%	-	0%	-	-	
	CWD	9%	5%	7%	-	7%	0%	-	-	-	-	7%	8%	7%	-	5%	8%	6%	-	*	-	-	
	CWOD	24%	17%	14%	*	14%	17%	*	-	-	-	12%	25%	-	14%	10%	12%	17%	-	0%	-	-	
	EL	12%	10%	9%	-	9%	33%	*	-	-	-	9%	16%	5%	10%	9%	7%	12%	-	0%	-	-	-
	Male	21%	15%	11%	-	12%	0%	-	-	-	-	10%	19%	8%	12%	7%	11%	-	-	0%	-	-	-

Texas Education Agency
2022 Federal Report Card
YES PREP - EAST END (101845003) - YES PREP PUBLIC SCHOOLS INC - HARRIS COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
All Subjects	Female	23%	17%	16%	*	16%	40%	*	-	-	-	13%	28%	6%	17%	12%	-	16%	-	0%	-	-
Reading	All Students	25%	16%	15%	*	15%	13%	*	-	-	-	13%	25%	6%	16%	10%	10%	20%	-	0%	-	-
	CWD	9%	4%	6%	-	6%	*	-	-	-	-	6%	6%	6%	-	4%	7%	6%	-	*	-	-
	CWOD	27%	17%	16%	*	16%	17%	*	-	-	-	14%	27%	-	16%	11%	11%	22%	-	0%	-	-
	EL	13%	10%	10%	-	10%	*	*	-	-	-	10%	17%	4%	11%	10%	7%	14%	-	*	-	-
	Male	22%	13%	10%	-	11%	0%	-	-	-	-	9%	18%	7%	11%	7%	10%	-	-	0%	-	-
	Female	28%	19%	20%	*	20%	*	*	-	-	-	18%	30%	6%	22%	14%	-	20%	-	0%	-	-
Mathematics	All Students	20%	16%	12%	-	12%	0%	*	-	-	-	9%	21%	6%	12%	9%	10%	13%	-	0%	-	-
	CWD	9%	6%	6%	-	6%	*	-	-	-	-	8%	0%	6%	-	6%	7%	5%	-	*	-	-
	CWOD	21%	17%	12%	-	12%	0%	*	-	-	-	10%	23%	-	12%	9%	11%	13%	-	0%	-	-
	EL	12%	12%	9%	-	9%	*	*	-	-	-	9%	15%	6%	9%	9%	8%	11%	-	*	-	-
	Male	21%	16%	10%	-	10%	0%	-	-	-	-	9%	18%	7%	11%	8%	10%	-	-	0%	-	-
	Female	19%	16%	13%	-	13%	*	*	-	-	-	10%	24%	5%	13%	11%	-	13%	-	0%	-	-
Science	All Students	20%	15%	14%	-	14%	*	*	-	-	-	12%	25%	10%	15%	7%	16%	12%	-	0%	-	-
	CWD	8%	6%	10%	-	11%	*	-	-	-	-	5%	18%	10%	-	6%	11%	8%	-	-	-	-
	CWOD	22%	16%	15%	-	15%	*	*	-	-	-	12%	25%	-	15%	7%	17%	13%	-	0%	-	-
	EL	7%	7%	7%	-	7%	*	*	-	-	-	6%	15%	6%	7%	7%	6%	9%	-	*	-	-
	Male	22%	16%	16%	-	16%	*	-	-	-	-	15%	23%	11%	17%	6%	16%	-	-	*	-	-
	Female	19%	14%	12%	-	12%	*	*	-	-	-	8%	27%	8%	13%	9%	-	12%	-	*	-	-

- Indicates there are no students in the group.

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

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2021-22 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Academic Growth Score											
Reading											
All Students	75	*	75	*	-	-	-	-	73	66	71
CWD	66	-	68	*	-	-	-	-	63	66	76
CWOD	76	*	76	*	-	-	-	-	74	-	70
EL ◇	71	-	71	-	-	-	-	-	71	76	71

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Male	74	-	74	*	-	-	-	-	72	69	66
Female	77	*	76	-	-	-	-	-	74	62	75
Mathematics											
All Students	62	-	62	*	*	-	-	-	62	50	60
CWD	50	-	50	*	-	-	-	-	44	50	47
CWOD	63	-	63	*	*	-	-	-	63	-	60
EL ◇	60	-	60	*	*	-	-	-	60	47	60
Male	63	-	63	*	-	-	-	-	63	53	61
Female	61	-	62	*	*	-	-	-	62	47	58

- Indicates there are no students in the group.

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

Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates for the class of 2021.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL ◇	Homeless ◇	Foster Care ◇
Federal Graduation Rates													
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2021													
All Students	99.2%	-	99.2%	*	-	-	-	-	99.0%	88.9%	100.0%	100.0%	-
CWD	88.9%	-	88.9%	-	-	-	-	-	85.7%	88.9%	*	*	-
CWOD	100.0%	-	100.0%	*	-	-	-	-	100.0%	-	100.0%	100.0%	-
EL ◇	100.0%	-	100.0%	-	-	-	-	-	100.0%	*	100.0%	*	-
Male	100.0%	-	100.0%	-	-	-	-	-	100.0%	100.0%	*	100.0%	-
Female	98.1%	-	98.1%	*	-	-	-	-	97.9%	*	*	100.0%	-

- Indicates there are no students in the group.

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

◇ Ever in grades 9-12.

Part (iv): English Language Proficiency

This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2022 TELPAS (Texas English Language Proficiency Assessment System) data. (EL: English learner)

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Total EL in Class	Proficiency of EL	Rate of Proficiency
397	48	12%

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

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Student Success (Student Achievement Domain Score: STAAR Component Only)											
STAAR Component Score	40	*	40	31	*	-	-	-	37	18	32
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	83%	-	83%	*	-	-	-	-	85%	60%	60%

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

Part (vi): Goal Meeting Status

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
STAAR Performance Status											
Reading											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	Y		Y						Y	N	Y
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N		N						N	N	Y
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N		N						N	N	N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Target Met	N		N						N	N	N
Mathematics											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N		N						N	N	N
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N		N						N	N	N
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N		N						N	N	N
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N		N						N	N	N
English Learner Language Proficiency Status											
Interim Goals (2018-2022)											36%
Target Met											N
Interim Goals (2023-2027)											38%
Target Met											N
Interim Goals (2028-2032)											40%
Target Met											N
Long-Term Goals											40%
Target Met											N
Federal Graduation Status^Δ											
Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met	Y		Y						Y		
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met	Y		Y						Y		
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	Y		Y						Y		
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	Y		Y						Y		

Blank cells above represent student group indicators that do not meet the minimum size criteria.

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

Δ Student groups that are at or above 90% are required to exceed that rate by at least a tenth of a percent in the following year(s).

Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science for the 2021-22 school year. (CWD: children with disability; CWOD: children without disability; EL: English learner)

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		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Participation Rate																	
All Subjects	All Students	99%	*	99%	100%	*	-	-	-	99%	99%	96%	100%	99%	99%	99%	-
	CWD	96%	-	96%	100%	-	-	-	-	98%	92%	96%	-	98%	95%	99%	-
	CWOD	100%	*	100%	100%	*	-	-	-	99%	100%	-	100%	100%	100%	99%	-
	EL	99%	-	99%	100%	*	-	-	-	99%	100%	98%	100%	99%	99%	100%	-
	Male	99%	-	99%	100%	-	-	-	-	99%	98%	95%	100%	99%	99%	-	-
	Female	99%	*	99%	100%	*	-	-	-	99%	100%	99%	99%	100%	-	99%	-
Reading	All Students	100%	*	100%	100%	*	-	-	-	100%	99%	98%	100%	100%	100%	99%	-
	CWD	98%	-	98%	*	-	-	-	-	99%	94%	98%	-	100%	98%	97%	-
	CWOD	100%	*	100%	100%	*	-	-	-	100%	100%	-	100%	100%	100%	99%	-
	EL	100%	-	100%	*	*	-	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	-	100%	100%	-	-	-	-	100%	99%	98%	100%	100%	100%	-	-
	Female	99%	*	99%	*	*	-	-	-	99%	100%	97%	99%	100%	-	99%	-
Mathematics	All Students	99%	-	99%	100%	*	-	-	-	99%	99%	94%	99%	99%	98%	99%	-
		99%	-	99%	100%	*	-	-	-	99%	99%	94%	99%	99%	98%	99%	-
	CWD	94%	-	94%	*	-	-	-	-	95%	90%	94%	-	94%	90%	100%	-
		94%	-	94%	*	-	-	-	-	95%	90%	94%	-	94%	90%	100%	-
	CWOD	99%	-	99%	100%	*	-	-	-	99%	100%	-	99%	99%	99%	99%	-
		99%	-	99%	100%	*	-	-	-	99%	100%	-	99%	99%	99%	99%	-
	EL	99%	-	99%	*	*	-	-	-	99%	100%	94%	99%	99%	98%	99%	-
		99%	-	99%	*	*	-	-	-	99%	100%	94%	99%	99%	98%	99%	-
	Male	98%	-	98%	100%	-	-	-	-	99%	98%	90%	99%	98%	98%	-	-
		98%	-	98%	100%	-	-	-	-	99%	98%	90%	99%	98%	98%	-	-
	Female	99%	-	99%	*	*	-	-	-	99%	100%	100%	99%	99%	-	99%	-
		99%	-	99%	*	*	-	-	-	99%	100%	100%	99%	99%	-	99%	-
SAT/ACT All Subjects	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Non-Participation Rate																	

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

- Indicates there are no students in the group.

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

Part (viii): Civil Rights Data

Part (viii)(I) This section provides information from the 2017-18 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related

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

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
Students Without Disabilities												
In-School Suspensions												
	Male	26	1	24	0	1	0	0	0	4		
	Female	7	0	7	0	0	0	0	0	0		
	Total	33	1	31	0	1	0	0	0	4		
Out-of-School Suspensions												
	Male	59	3	55	0	0	0	1	0	12		
	Female	19	2	17	0	0	0	0	0	5		
	Total	78	5	72	0	0	0	1	0	17		
Expulsions												
With Educational Services	Male	1	0	1	0	0	0	0	0	0		
	Female	1	1	0	0	0	0	0	0	0		
	Total	2	1	1	0	0	0	0	0	0		
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
School-Related Arrests												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Referrals to Law Enforcement												
	Male	1	0	1	0	0	0	0	0	1		
	Female	1	1	0	0	0	0	0	0	0		
	Total	2	1	1	0	0	0	0	0	1		
Students With Disabilities												
In-School Suspensions												

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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
	Male	11	2	9	0	0	0	0	0	6		0
	Female	2	0	2	0	0	0	0	0	0		0
	Total	13	2	11	0	0	0	0	0	6		0
Out-of-School Suspensions												
	Male	14	0	14	0	0	0	0	0	9		4
	Female	5	0	5	0	0	0	0	0	1		1
	Total	19	0	19	0	0	0	0	0	10		5
Expulsions												
With Educational Services	Male	1	0	1	0	0	0	0	0	1		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	1	0	1	0	0	0	0	0	1		0
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
School-Related Arrests												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Referrals to Law Enforcement												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
All Students												
Chronic Absenteeism												
	Male	19	2	17	-8	-8	-8	-8	-8	6	3	-8
	Female	28	1	27	-8	-8	-8	-8	-8	1	1	-8
	Total	47	3	44	-8	-8	-8	-8	-8	7	4	-8

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	Total
Incidents of Violence	
Incidents of rape or attempted rape	0
Incidents of sexual assault (other than rape)	0
Incidents of robbery with a weapon	0
Incidents of robbery with a firearm or explosive device	0
Incidents of robbery without a weapon	0
Incidents of physical attack or fight with a weapon	0
Incidents of physical attack or fight with a firearm or explosive device	0
Incidents of physical attack or fight without a weapon	18
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack with a firearm or explosive device	0
Incidents of threats of physical attack without a weapon	2
Incidents of possession of a firearm or explosive device	0
Allegations of Harassment or bullying	
On the basis of sex	0
On the basis of race	0
On the basis of disability	0
On the basis of sexual orientation	0
On the basis of religion	0

Part (viii)(II) This section provides information from the 2017-18 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs											
	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Accelerated Coursework											
Advanced Placement Courses	Male	117	0	116	0	1	0	0	0	3	6
	Female	168	0	166	1	0	0	0	1	6	1
	Total	285	0	282	1	1	0	0	1	9	7
International Baccalaureate Courses	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9

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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Dual Enrollment/Dual Credit Programs	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9

- Indicates there are no data available in the group.

-3 Indicates skip logic failure.

-8 Indicates EDFacts missing data.

-9 Indicates not applicable / skipped.

-11 Indicates suppressed data.

Blank cell indicates the student group is not applicable to this report.

Part (ix): Teacher Quality Data

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

High Poverty School		
	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	31.5	53.0%
Teachers Teaching with Emergency or Provisional Credentials	3.3	5.7%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	0.0	-

- Indicates there are no data available in the group.

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

Part (x): Per-pupil Expenditure

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

To be updated by June 30th, 2023.

Part (xi): STAAR Alternate 2 Participation

This section provides information on the number and percentage of students with the most significant cognitive disabilities who take STAAR Alternate 2, by grade and subject for the 2021-22 school year.

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Grade 3						
Reading	6,584	2%	*	1%	-	-
Mathematics	6,587	2%	*	1%	-	-
Grade 4						
Reading	6,404	2%	-	-	-	-
Mathematics	6,408	2%	-	-	-	-
Grade 5						
Reading	6,204	2%	-	-	-	-
Mathematics	6,205	2%	-	-	-	-
Science	6,200	2%	-	-	-	-
Grade 6						
Reading	6,181	2%	19	1%	*	2%
Mathematics	6,177	2%	19	1%	*	2%
Grade 7						
Reading	6,130	1%	10	0%	-	-
Mathematics	6,120	2%	10	0%	-	-
Grade 8						
Reading	5,794	1%	11	0%	*	2%
Mathematics	5,803	2%	11	1%	*	2%
Science	5,796	1%	11	0%	*	2%
End of Course						
English I	6,009	1%	12	0%	*	1%
English II	5,490	1%	10	0%	*	2%
Algebra I	5,993	1%	12	0%	*	1%
Biology	5,860	1%	12	1%	*	1%
All Grades						
All Subjects	109,954	1%	143	1%	21	1%
Reading	48,805	1%	65	1%	10	1%
Mathematics	43,293	1%	55	1%	7	1%
Science	17,856	1%	23	1%	*	1%

- Indicates there are no students in the group.

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

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

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

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

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

* Indicates reporting standards not met.

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

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

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

This section provides information on the cohort rate at which students who graduated from high school in the 2019-20 school year enrolled in a Texas public postsecondary education institution in the 2020-21 academic year in (I) programs of public postsecondary education in Texas; (II) programs of private postsecondary education in Texas; and (III) programs of postsecondary education outside Texas. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
In-State Public Institutions	60%	*	59%	-	-	-	-	-	61%	*	*
In-State Private Institutions	*	-	*	-	-	-	-	-	*	-	-
Out-of-State Institutions	10%	-	10%	-	-	-	-	-	9%	*	*

- Indicates there are no students in the group.

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

Part (xiv): Additional Information - Chronic Absenteeism

This section provides information on the Chronic Absenteeism per EDFacts definition: percent of unduplicated number of K - 12 students enrolled in a school for at least 10 days and absent for 10% or more days during the 2020-21 school year. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Chronic Absenteeism Rate	19%	*	19%	20%	*	-	*	*	20%	25%	19%

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

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Part (i): Description of State Accountability System

Part (i)(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students for use in the accountability system. The Texas accountability minimum size criteria are 25 tests for assessment related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for the all student group.

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

State ESSA Goals												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Performance (At Meets Grade Level or Above)												
Reading/ELA	Baseline 2016-17 Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
	2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
	2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Mathematics	Baseline 2016-17 Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
	2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
	2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
EL Progress												
	Baseline 2016-17 Rates											41%
	2017-18 through 2021-22											36%
	2022-23 through 2026-27											38%
	2027-28 through 2031-32											40%
Graduation Rate: 4-Year Longitudinal Rate Δ												
	Baseline 2016-17 Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
	2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
	2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
	2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

Δ Student groups that are at or above 90% are required to exceed that rate by at least a tenth of a percent in the following year(s).

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

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

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

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language Proficiency	10%
	SQSS: Student Achievement Domain Score: STAAR Component Only	10%
High Schools, K-12s, AEAs, and Districts	Academic Achievement	50%
	Federal Graduation Status or Academic Growth Status ¹	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness or Student Domain Score: STAAR Component Only ²	30%

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

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

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(bb) the methodology by which the State differentiates all such schools. A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), B (80-89), C (70-79), D (60-69), and F (0-59) and further used to differentiate all public schools.
<https://tea.texas.gov/sites/default/files/chapter-4-2022-closing-the-gaps-domain.pdf>

(cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students. TEA uses the Closing the Gaps domain to identify campuses that have consistently underperforming student groups. A student group that misses the targets in at least the same three indicators, for three consecutive years, is considered consistently underperforming. Any campus not identified for comprehensive support and improvement (CSI) that has at least one consistently underperforming student group is identified for targeted support and improvement (TSI). TSI identifies both Title I and non-Title I campuses. Data from 2018, 2019, and 2022 are considered consecutive years for 2022 TSI identification.

(dd) the methodology by which the State identifies a school for comprehensive support and improvement. Texas annually ranks all Title I campuses based on Closing the Gaps scaled scores. Beginning August 2022, TEA also evaluates overall scaled scores to make final comprehensive support and improvement (CSI) determinations. Title I campuses with both the lowest Closing the Gaps and lowest overall scaled scores are identified for CSI. First, Texas determines the bottom five percent of Closing the Gaps outcomes by rank ordering the scaled scores of Title I campuses by school type - elementary, middle, high school/ K - 12, and alternative education accountability. Texas then determines which campuses fell in the bottom five percent for each school type. Next, TEA rank orders the overall scaled scores for all Title I campuses statewide (without regard to campus type) to determine the scaled score cut point necessary to identify at least five percent of Title I campuses. Title I campuses with an overall scaled score cut point at or below the overall cut point and that rank in their school types bottom five percent are identified for CSI.

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

Part (i)(VI) the exit criteria established by the State, including the length of years established. Campuses that do not rank in their school types bottom five percent of the Closing the Gaps domain for two consecutive years and have an overall scaled score that year that does not fall within the lowest percentile to be reidentified for CSI are considered as having successfully exited. Campuses previously identified as CSI based solely on a graduation rate below 67 percent must have a four or six-year federal graduation rate of at least 67 percent for two consecutive years to exit CSI status.

Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2021-22 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

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

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Reading	All Students	69%	57%	62%	44%	63%	-	-	-	-	*	63%	50%	29%	65%	64%	59%	66%	-	*	-	-	
	CWD	38%	27%	29%	*	33%	-	-	-	-	-	11%	60%	29%	-	20%	25%	33%	-	-	-	-	
	CWOD	74%	59%	65%	57%	65%	-	-	-	-	*	66%	44%	-	65%	67%	62%	69%	-	*	-	-	
	EL	53%	54%	64%	-	64%	-	-	-	-	-	64%	-	20%	67%	64%	60%	71%	-	*	-	-	
	Male	66%	52%	59%	60%	58%	-	-	-	-	*	61%	38%	25%	62%	60%	59%	-	-	*	-	-	
	Female	72%	63%	66%	*	68%	-	-	-	-	-	66%	67%	33%	69%	71%	-	66%	-	-	-	-	
Mathematics	All Students	72%	69%	77%	56%	79%	-	-	-	-	*	77%	79%	50%	80%	84%	75%	81%	-	*	-	-	
	CWD	47%	44%	50%	*	58%	-	-	-	-	-	44%	60%	50%	-	60%	50%	50%	-	-	-	-	
	CWOD	76%	71%	80%	71%	80%	-	-	-	-	*	80%	89%	-	80%	85%	78%	84%	-	*	-	-	
	EL	61%	70%	84%	-	84%	-	-	-	-	-	84%	-	60%	85%	84%	83%	85%	-	*	-	-	
	Male	73%	68%	75%	40%	77%	-	-	-	-	*	75%	75%	50%	78%	83%	75%	-	-	*	-	-	
	Female	72%	71%	81%	*	81%	-	-	-	-	-	80%	83%	50%	84%	85%	-	81%	-	-	-	-	
Grade 7																							
Reading	All Students	79%	77%	75%	82%	74%	-	-	-	-	*	74%	88%	50%	78%	72%	67%	84%	-	*	-	-	
	CWD	47%	39%	50%	*	36%	-	-	-	-	-	50%	*	50%	-	33%	43%	57%	-	-	-	-	
	CWOD	83%	80%	78%	79%	78%	-	-	-	-	*	76%	93%	-	78%	74%	69%	87%	-	*	-	-	
	EL	63%	73%	72%	-	71%	-	-	-	-	*	71%	*	33%	74%	72%	61%	85%	-	-	-	-	
	Male	75%	72%	67%	71%	66%	-	-	-	-	*	64%	90%	43%	69%	61%	67%	-	-	*	-	-	
	Female	83%	82%	84%	90%	83%	-	-	-	-	-	84%	83%	57%	87%	85%	-	84%	-	*	-	-	
Mathematics	All Students	60%	66%	62%	47%	64%	-	-	-	-	*	61%	69%	29%	65%	60%	61%	63%	-	*	-	-	
	CWD	36%	38%	29%	*	27%	-	-	-	-	-	33%	*	29%	-	17%	29%	29%	-	-	-	-	
	CWOD	63%	68%	65%	50%	68%	-	-	-	-	*	64%	79%	-	65%	63%	64%	67%	-	*	-	-	
	EL	45%	64%	60%	-	61%	-	-	-	-	*	60%	*	17%	63%	60%	63%	56%	-	-	-	-	
	Male	60%	66%	61%	29%	65%	-	-	-	-	*	61%	60%	29%	64%	63%	61%	-	-	*	-	-	
	Female	59%	67%	63%	60%	63%	-	-	-	-	-	61%	83%	29%	67%	56%	-	63%	-	*	-	-	
Grade 8																							
Reading	All Students	82%	82%	80%	75%	80%	*	-	-	-	-	78%	95%	53%	83%	72%	75%	86%	-	*	-	-	
	CWD	50%	46%	53%	*	50%	-	-	-	-	-	57%	*	53%	-	55%	57%	*	-	-	-	-	
	CWOD	86%	84%	83%	71%	84%	*	-	-	-	-	81%	100%	-	83%	75%	79%	88%	-	*	-	-	
	EL	65%	75%	72%	-	72%	-	-	-	-	-	72%	-	55%	75%	72%	68%	78%	-	*	-	-	
	Male	78%	78%	75%	*	74%	*	-	-	-	-	74%	83%	57%	79%	68%	75%	-	-	*	-	-	
	Female	86%	85%	86%	*	87%	-	-	-	-	-	83%	100%	*	88%	78%	-	86%	-	*	-	-	
Mathematics	All Students	70%	77%	76%	63%	76%	*	-	-	-	-	74%	90%	33%	81%	65%	76%	76%	-	*	-	-	
	CWD	40%	39%	33%	*	29%	-	-	-	-	-	36%	*	33%	-	27%	36%	*	-	-	-	-	
	CWOD	74%	79%	81%	57%	82%	*	-	-	-	-	79%	95%	-	81%	72%	85%	77%	-	*	-	-	
	EL	57%	70%	65%	-	65%	-	-	-	-	-	65%	-	27%	72%	65%	63%	67%	-	*	-	-	
	Male	68%	76%	76%	*	75%	*	-	-	-	-	75%	83%	36%	85%	63%	76%	-	-	*	-	-	
	Female	72%	77%	76%	*	78%	-	-	-	-	-	72%	93%	*	77%	67%	-	76%	-	*	-	-	

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Science	All Students	73%	71%	63%	38%	63%	*	-	-	-	-	58%	90%	27%	67%	54%	59%	67%	-	*	-	-
	CWD	42%	27%	27%	*	21%	-	-	-	-	-	29%	*	27%	-	27%	29%	*	-	-	-	-
	CWOD	77%	74%	67%	29%	68%	*	-	-	-	-	62%	95%	-	67%	60%	66%	68%	-	*	-	-
	EL	54%	63%	54%	-	54%	-	-	-	-	-	54%	-	27%	60%	54%	54%	56%	-	*	-	-
	Male	73%	71%	59%	*	57%	*	-	-	-	-	57%	83%	29%	66%	54%	59%	-	-	*	-	-
	Female	73%	70%	67%	*	69%	-	-	-	-	-	60%	93%	*	68%	56%	-	67%	-	*	-	-
End of Course																						
English I	All Students	64%	64%	69%	80%	69%	*	-	-	-	-	68%	77%	48%	72%	61%	62%	78%	-	100%	-	-
	CWD	29%	22%	48%	*	48%	-	-	-	-	-	45%	*	48%	-	50%	36%	64%	-	*	-	-
	CWOD	68%	68%	72%	88%	71%	*	-	-	-	-	71%	78%	-	72%	63%	65%	80%	-	100%	-	-
	EL	38%	52%	61%	-	61%	*	-	-	-	-	61%	60%	50%	63%	61%	54%	70%	-	*	-	-
	Male	58%	58%	62%	80%	60%	*	-	-	-	-	61%	67%	36%	65%	54%	62%	-	-	*	-	-
	Female	70%	71%	78%	80%	78%	*	-	-	-	-	77%	86%	64%	80%	70%	-	78%	-	*	-	-
English II	All Students	71%	71%	65%	86%	64%	*	-	-	-	-	63%	71%	29%	68%	52%	58%	75%	-	*	-	-
	CWD	33%	23%	29%	*	23%	-	-	-	-	-	23%	*	29%	-	29%	20%	*	-	*	-	-
	CWOD	76%	76%	68%	83%	68%	*	-	-	-	-	68%	70%	-	68%	55%	63%	77%	-	*	-	-
	EL	43%	56%	52%	*	51%	-	-	-	-	-	53%	*	29%	55%	52%	51%	54%	-	*	-	-
	Male	65%	65%	58%	*	57%	-	-	-	-	-	57%	65%	20%	63%	51%	58%	-	-	*	-	-
	Female	77%	77%	75%	*	75%	*	-	-	-	-	73%	90%	*	77%	54%	-	75%	-	*	-	-
Algebra I	All Students	74%	74%	80%	70%	81%	*	-	-	-	-	77%	96%	35%	85%	80%	75%	86%	-	100%	-	-
	CWD	46%	34%	35%	*	33%	-	-	-	-	-	24%	*	35%	-	29%	27%	44%	-	*	-	-
	CWOD	78%	78%	85%	75%	86%	*	-	-	-	-	84%	96%	-	85%	84%	81%	90%	-	100%	-	-
	EL	64%	69%	80%	-	80%	*	-	-	-	-	79%	100%	29%	84%	80%	76%	85%	-	*	-	-
	Male	71%	70%	75%	60%	76%	*	-	-	-	-	72%	93%	27%	81%	76%	75%	-	-	*	-	-
	Female	78%	79%	86%	80%	87%	*	-	-	-	-	83%	100%	44%	90%	85%	-	86%	-	*	-	-
Biology	All Students	82%	83%	85%	89%	85%	*	-	-	-	-	84%	92%	61%	88%	82%	80%	91%	-	100%	-	-
	CWD	57%	49%	61%	*	59%	-	-	-	-	-	56%	*	61%	-	50%	44%	78%	-	*	-	-
	CWOD	86%	86%	88%	88%	88%	*	-	-	-	-	87%	91%	-	88%	85%	83%	93%	-	100%	-	-
	EL	66%	78%	82%	-	82%	*	-	-	-	-	82%	*	50%	85%	82%	76%	89%	-	*	-	-
	Male	80%	80%	80%	*	78%	*	-	-	-	-	78%	91%	44%	83%	76%	80%	-	-	*	-	-
	Female	85%	87%	91%	80%	92%	*	-	-	-	-	91%	93%	78%	93%	89%	-	91%	-	*	-	-
STAAR Percent at Meets Grade Level or Above																						
Grade 6																						
Reading	All Students	42%	29%	31%	22%	32%	-	-	-	-	*	32%	21%	14%	33%	33%	30%	33%	-	*	-	-
	CWD	21%	15%	14%	*	17%	-	-	-	-	-	0%	40%	14%	-	0%	0%	33%	-	-	-	-
	CWOD	46%	30%	33%	29%	33%	-	-	-	-	*	34%	11%	-	33%	35%	33%	33%	-	*	-	-
	EL	24%	25%	33%	-	33%	-	-	-	-	-	33%	-	0%	35%	33%	33%	32%	-	*	-	-
	Male	40%	26%	30%	20%	31%	-	-	-	-	*	32%	13%	0%	33%	33%	30%	-	-	*	-	-
	Female	45%	32%	33%	*	33%	-	-	-	-	-	33%	33%	33%	33%	32%	-	33%	-	-	-	-

Texas Education Agency
2022 Federal Report Card
YES PREP - 5TH WARD (101845008) - YES PREP PUBLIC SCHOOLS INC - HARRIS COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Mathematics	All Students	38%	32%	39%	11%	41%	-	-	-	-	-	*	40%	21%	21%	40%	47%	41%	36%	-	*	-	-
	CWD	20%	21%	21%	*	25%	-	-	-	-	-	-	11%	40%	21%	-	20%	13%	33%	-	-	-	-
	CWOD	41%	33%	40%	14%	42%	-	-	-	-	-	*	42%	11%	-	40%	48%	44%	36%	-	*	-	-
	EL	24%	32%	47%	-	47%	-	-	-	-	-	-	47%	-	20%	48%	47%	48%	44%	-	*	-	-
	Male	40%	35%	41%	0%	44%	-	-	-	-	-	*	44%	13%	13%	44%	48%	41%	-	-	*	-	-
	Female	36%	29%	36%	*	37%	-	-	-	-	-	-	36%	33%	33%	36%	44%	-	36%	-	-	-	-
Grade 7																							
Reading	All Students	55%	47%	46%	41%	47%	-	-	-	-	*	44%	63%	29%	47%	39%	38%	54%	-	*	-	-	
	CWD	25%	16%	29%	*	27%	-	-	-	-	-	33%	*	29%	-	17%	29%	29%	-	-	-	-	
	CWOD	59%	49%	47%	43%	48%	-	-	-	-	*	45%	71%	-	47%	40%	39%	57%	-	*	-	-	
	EL	33%	40%	39%	-	39%	-	-	-	-	*	38%	*	17%	40%	39%	31%	49%	-	-	-	-	
	Male	50%	40%	38%	29%	39%	-	-	-	-	*	35%	60%	29%	39%	31%	38%	-	-	*	-	-	
	Female	60%	54%	54%	50%	55%	-	-	-	-	-	53%	67%	29%	57%	49%	-	54%	-	*	-	-	
Mathematics	All Students	30%	33%	34%	12%	37%	-	-	-	-	*	35%	25%	29%	34%	34%	34%	33%	-	*	-	-	
	CWD	18%	13%	29%	*	27%	-	-	-	-	-	33%	*	29%	-	17%	29%	29%	-	-	-	-	
	CWOD	32%	35%	34%	7%	38%	-	-	-	-	*	35%	29%	-	34%	35%	35%	33%	-	*	-	-	
	EL	17%	31%	34%	-	34%	-	-	-	-	*	34%	*	17%	35%	34%	37%	31%	-	-	-	-	
	Male	31%	34%	34%	0%	38%	-	-	-	-	*	36%	20%	29%	35%	37%	34%	-	-	*	-	-	
	Female	29%	33%	33%	20%	35%	-	-	-	-	-	33%	33%	29%	33%	31%	-	33%	-	*	-	-	
Grade 8																							
Reading	All Students	57%	51%	44%	50%	43%	*	-	-	-	-	38%	85%	20%	47%	26%	33%	55%	-	*	-	-	
	CWD	25%	17%	20%	*	14%	-	-	-	-	-	21%	*	20%	-	18%	21%	*	-	-	-	-	
	CWOD	61%	53%	47%	43%	46%	*	-	-	-	-	39%	89%	-	47%	28%	36%	56%	-	*	-	-	
	EL	33%	35%	26%	-	26%	-	-	-	-	-	26%	-	18%	28%	26%	22%	33%	-	*	-	-	
	Male	51%	44%	33%	*	31%	*	-	-	-	-	29%	83%	21%	36%	22%	33%	-	-	*	-	-	
	Female	63%	57%	55%	*	55%	-	-	-	-	-	47%	86%	*	56%	33%	-	55%	-	*	-	-	
Mathematics	All Students	39%	43%	50%	50%	49%	*	-	-	-	-	46%	80%	27%	53%	38%	45%	56%	-	*	-	-	
	CWD	20%	16%	27%	*	21%	-	-	-	-	-	29%	*	27%	-	27%	29%	*	-	-	-	-	
	CWOD	41%	45%	53%	43%	52%	*	-	-	-	-	48%	84%	-	53%	40%	49%	56%	-	*	-	-	
	EL	24%	32%	38%	-	38%	-	-	-	-	-	38%	-	27%	40%	38%	34%	44%	-	*	-	-	
	Male	38%	41%	45%	*	43%	*	-	-	-	-	43%	67%	29%	49%	34%	45%	-	-	*	-	-	
	Female	40%	46%	56%	*	56%	-	-	-	-	-	48%	86%	*	56%	44%	-	56%	-	*	-	-	
Science	All Students	44%	38%	27%	13%	27%	*	-	-	-	-	24%	50%	13%	29%	18%	25%	29%	-	*	-	-	
	CWD	22%	14%	13%	*	7%	-	-	-	-	-	14%	*	13%	-	9%	14%	*	-	-	-	-	
	CWOD	47%	39%	29%	0%	30%	*	-	-	-	-	25%	53%	-	29%	19%	28%	30%	-	*	-	-	
	EL	23%	26%	18%	-	18%	-	-	-	-	-	18%	-	9%	19%	18%	17%	19%	-	*	-	-	
	Male	45%	40%	25%	*	24%	*	-	-	-	-	25%	33%	14%	28%	17%	25%	-	-	*	-	-	
	Female	42%	36%	29%	*	31%	-	-	-	-	-	22%	57%	*	30%	19%	-	29%	-	*	-	-	
End of Course																							

Texas Education Agency
2022 Federal Report Card
YES PREP - 5TH WARD (101845008) - YES PREP PUBLIC SCHOOLS INC - HARRIS COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
English I	All Students	46%	42%	46%	30%	47%	*	-	-	-	-	44%	65%	20%	50%	40%	37%	58%	-	71%	-	-
	CWD	17%	10%	20%	*	22%	-	-	-	-	-	18%	*	20%	-	30%	7%	36%	-	*	-	-
	CWOD	50%	46%	50%	38%	51%	*	-	-	-	-	47%	70%	-	50%	41%	41%	60%	-	67%	-	-
	EL	19%	30%	40%	-	40%	*	-	-	-	-	40%	40%	30%	41%	40%	31%	51%	-	*	-	-
	Male	40%	36%	37%	0%	38%	*	-	-	-	-	34%	58%	7%	41%	31%	37%	-	-	*	-	-
	Female	53%	50%	58%	60%	58%	*	-	-	-	-	55%	71%	36%	60%	51%	-	58%	-	*	-	-
English II	All Students	54%	53%	46%	43%	46%	*	-	-	-	-	44%	57%	21%	48%	32%	41%	54%	-	*	-	-
	CWD	21%	11%	21%	*	23%	-	-	-	-	-	15%	*	21%	-	14%	20%	*	-	*	-	-
	CWOD	59%	57%	48%	50%	48%	*	-	-	-	-	47%	56%	-	48%	34%	43%	56%	-	*	-	-
	EL	22%	32%	32%	*	33%	-	-	-	-	-	33%	*	14%	34%	32%	33%	31%	-	*	-	-
	Male	48%	43%	41%	*	40%	-	-	-	-	-	38%	53%	20%	43%	33%	41%	-	-	*	-	-
	Female	62%	62%	54%	*	55%	*	-	-	-	-	51%	70%	*	56%	31%	-	54%	-	*	-	-
Algebra I	All Students	42%	38%	44%	40%	45%	*	-	-	-	-	43%	50%	25%	47%	42%	38%	52%	-	100%	-	-
	CWD	19%	13%	25%	*	28%	-	-	-	-	-	18%	*	25%	-	29%	18%	33%	-	*	-	-
	CWOD	45%	40%	47%	50%	47%	*	-	-	-	-	46%	48%	-	47%	43%	40%	54%	-	100%	-	-
	EL	28%	31%	42%	-	42%	*	-	-	-	-	42%	40%	29%	43%	42%	35%	50%	-	*	-	-
	Male	40%	34%	38%	20%	39%	*	-	-	-	-	38%	36%	18%	40%	35%	38%	-	-	*	-	-
	Female	45%	42%	52%	60%	52%	*	-	-	-	-	49%	64%	33%	54%	50%	-	52%	-	*	-	-
Biology	All Students	54%	49%	44%	22%	45%	*	-	-	-	-	39%	72%	28%	46%	36%	43%	45%	-	83%	-	-
	CWD	25%	17%	28%	*	29%	-	-	-	-	-	19%	*	28%	-	25%	22%	33%	-	*	-	-
	CWOD	57%	52%	46%	25%	47%	*	-	-	-	-	42%	70%	-	46%	37%	45%	46%	-	80%	-	-
	EL	26%	37%	36%	-	35%	*	-	-	-	-	35%	*	25%	37%	36%	31%	41%	-	*	-	-
	Male	52%	47%	43%	*	44%	*	-	-	-	-	39%	73%	22%	45%	31%	43%	-	-	*	-	-
	Female	56%	51%	45%	40%	46%	*	-	-	-	-	40%	71%	33%	46%	41%	-	45%	-	*	-	-
STAAR Percent at Masters Grade Level																						
Grade 6																						
Reading	All Students	23%	11%	12%	11%	12%	-	-	-	-	*	12%	7%	0%	13%	13%	13%	10%	-	*	-	-
	CWD	8%	5%	0%	*	0%	-	-	-	-	-	0%	0%	0%	-	0%	0%	0%	-	-	-	-
	CWOD	25%	12%	13%	14%	13%	-	-	-	-	*	13%	11%	-	13%	14%	14%	11%	-	*	-	-
	EL	9%	8%	13%	-	13%	-	-	-	-	-	13%	-	0%	14%	13%	12%	15%	-	*	-	-
	Male	21%	11%	13%	20%	12%	-	-	-	-	*	13%	13%	0%	14%	12%	13%	-	-	*	-	-
	Female	25%	12%	10%	*	11%	-	-	-	-	-	11%	0%	0%	11%	15%	-	10%	-	-	-	-
Mathematics	All Students	16%	10%	7%	0%	8%	-	-	-	-	*	8%	0%	0%	8%	7%	9%	4%	-	*	-	-
	CWD	8%	8%	0%	*	0%	-	-	-	-	-	0%	0%	0%	-	0%	0%	0%	-	-	-	-
	CWOD	17%	10%	8%	0%	8%	-	-	-	-	*	8%	0%	-	8%	7%	10%	5%	-	*	-	-
	EL	7%	9%	7%	-	7%	-	-	-	-	-	7%	-	0%	7%	7%	8%	6%	-	*	-	-
	Male	17%	11%	9%	0%	10%	-	-	-	-	*	10%	0%	0%	10%	8%	9%	-	-	*	-	-
	Female	14%	8%	4%	*	5%	-	-	-	-	-	5%	0%	0%	5%	6%	-	4%	-	-	-	-
Grade 7																						

Texas Education Agency
2022 Federal Report Card
YES PREP - 5TH WARD (101845008) - YES PREP PUBLIC SCHOOLS INC - HARRIS COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	36%	28%	28%	18%	30%	-	-	-	-	*	27%	38%	21%	29%	26%	24%	33%	-	*	-	-
	CWD	11%	7%	21%	*	18%	-	-	-	-	-	25%	*	21%	-	0%	14%	29%	-	-	-	-
	CWOD	40%	30%	29%	14%	31%	-	-	-	-	*	27%	43%	-	29%	28%	25%	33%	-	*	-	-
	EL	17%	22%	26%	-	26%	-	-	-	-	*	26%	*	0%	28%	26%	22%	31%	-	-	-	-
	Male	32%	23%	24%	0%	27%	-	-	-	-	*	23%	30%	14%	25%	22%	24%	-	-	*	-	-
	Female	41%	33%	33%	30%	33%	-	-	-	-	-	31%	50%	29%	33%	31%	-	33%	-	*	-	-
Mathematics	All Students	13%	13%	15%	6%	16%	-	-	-	-	*	15%	13%	14%	15%	16%	16%	13%	-	*	-	-
	CWD	7%	5%	14%	*	18%	-	-	-	-	-	17%	*	14%	-	17%	14%	14%	-	-	-	-
	CWOD	14%	13%	15%	7%	16%	-	-	-	-	*	15%	14%	-	15%	16%	17%	13%	-	*	-	-
	EL	6%	11%	16%	-	16%	-	-	-	-	*	16%	*	17%	16%	16%	18%	13%	-	-	-	-
	Male	13%	13%	16%	0%	18%	-	-	-	-	*	17%	10%	14%	17%	18%	16%	-	-	*	-	-
	Female	12%	12%	13%	10%	13%	-	-	-	-	-	13%	17%	14%	13%	13%	-	13%	-	*	-	-
Grade 8																						
Reading	All Students	37%	29%	24%	13%	24%	*	-	-	-	-	18%	65%	0%	27%	13%	19%	30%	-	*	-	-
	CWD	11%	4%	0%	*	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	*	-	-	-	-
	CWOD	40%	31%	27%	14%	27%	*	-	-	-	-	20%	68%	-	27%	16%	23%	31%	-	*	-	-
	EL	16%	15%	13%	-	13%	-	-	-	-	-	13%	-	0%	16%	13%	12%	15%	-	*	-	-
	Male	31%	25%	19%	*	16%	*	-	-	-	-	14%	67%	0%	23%	12%	19%	-	-	*	-	-
	Female	42%	34%	30%	*	32%	-	-	-	-	-	22%	64%	*	31%	15%	-	30%	-	*	-	-
Mathematics	All Students	14%	16%	18%	0%	18%	*	-	-	-	-	14%	40%	13%	18%	18%	19%	17%	-	*	-	-
	CWD	8%	5%	13%	*	14%	-	-	-	-	-	14%	*	13%	-	18%	14%	*	-	-	-	-
	CWOD	15%	17%	18%	0%	18%	*	-	-	-	-	14%	42%	-	18%	18%	20%	17%	-	*	-	-
	EL	6%	10%	18%	-	18%	-	-	-	-	-	18%	-	18%	18%	18%	20%	15%	-	*	-	-
	Male	14%	16%	19%	*	18%	*	-	-	-	-	17%	33%	14%	20%	20%	19%	-	-	*	-	-
	Female	14%	16%	17%	*	18%	-	-	-	-	-	10%	43%	*	17%	15%	-	17%	-	*	-	-
Science	All Students	23%	15%	11%	13%	10%	*	-	-	-	-	8%	30%	7%	11%	4%	12%	10%	-	*	-	-
	CWD	9%	5%	7%	*	0%	-	-	-	-	-	7%	*	7%	-	0%	7%	*	-	-	-	-
	CWOD	24%	16%	11%	0%	11%	*	-	-	-	-	8%	32%	-	11%	5%	13%	10%	-	*	-	-
	EL	8%	7%	4%	-	4%	-	-	-	-	-	4%	-	0%	5%	4%	5%	4%	-	*	-	-
	Male	24%	16%	12%	*	9%	*	-	-	-	-	10%	33%	7%	13%	5%	12%	-	-	*	-	-
	Female	21%	14%	10%	*	10%	-	-	-	-	-	5%	29%	*	10%	4%	-	10%	-	*	-	-
End of Course																						
English I	All Students	10%	6%	7%	20%	6%	*	-	-	-	-	4%	23%	4%	7%	4%	3%	11%	-	29%	-	-
	CWD	4%	2%	4%	*	4%	-	-	-	-	-	5%	*	4%	-	10%	0%	9%	-	*	-	-
	CWOD	11%	6%	7%	25%	6%	*	-	-	-	-	4%	26%	-	7%	3%	3%	12%	-	33%	-	-
	EL	1%	2%	4%	-	4%	*	-	-	-	-	4%	0%	10%	3%	4%	0%	8%	-	*	-	-
	Male	8%	4%	3%	0%	3%	*	-	-	-	-	2%	8%	0%	3%	0%	3%	-	-	*	-	-
	Female	13%	8%	11%	40%	10%	*	-	-	-	-	7%	36%	9%	12%	8%	-	11%	-	*	-	-

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YES PREP - 5TH WARD (101845008) - YES PREP PUBLIC SCHOOLS INC - HARRIS COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
English II	All Students	9%	5%	3%	0%	3%	*	-	-	-	-	3%	4%	0%	3%	0%	2%	5%	-	*	-	-
	CWD	5%	2%	0%	*	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	*	-	*	-	-
	CWOD	9%	5%	3%	0%	4%	*	-	-	-	-	3%	4%	-	3%	0%	2%	5%	-	*	-	-
	EL	1%	1%	0%	*	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%	0%	-	*	-	-
	Male	7%	3%	2%	*	2%	-	-	-	-	-	3%	0%	0%	2%	0%	2%	-	-	*	-	-
	Female	11%	7%	5%	*	5%	*	-	-	-	-	4%	10%	*	5%	0%	-	5%	-	*	-	-
Algebra I	All Students	26%	24%	25%	30%	25%	*	-	-	-	-	23%	39%	10%	27%	18%	19%	32%	-	83%	-	-
	CWD	8%	6%	10%	*	11%	-	-	-	-	-	6%	*	10%	-	14%	9%	11%	-	*	-	-
	CWOD	29%	25%	27%	38%	27%	*	-	-	-	-	24%	40%	-	27%	18%	20%	34%	-	80%	-	-
	EL	14%	16%	18%	-	18%	*	-	-	-	-	18%	20%	14%	18%	18%	11%	26%	-	*	-	-
	Male	25%	21%	19%	0%	20%	*	-	-	-	-	17%	29%	9%	20%	11%	19%	-	-	*	-	-
	Female	28%	27%	32%	60%	31%	*	-	-	-	-	29%	50%	11%	34%	26%	-	32%	-	*	-	-
Biology	All Students	21%	15%	12%	22%	11%	*	-	-	-	-	8%	32%	11%	12%	4%	12%	11%	-	50%	-	-
	CWD	7%	6%	11%	*	12%	-	-	-	-	-	6%	*	11%	-	13%	11%	11%	-	*	-	-
	CWOD	22%	16%	12%	25%	11%	*	-	-	-	-	9%	30%	-	12%	3%	12%	11%	-	40%	-	-
	EL	5%	7%	4%	-	4%	*	-	-	-	-	3%	*	13%	3%	4%	2%	7%	-	*	-	-
	Male	21%	16%	12%	*	13%	*	-	-	-	-	10%	27%	11%	12%	2%	12%	-	-	*	-	-
	Female	21%	14%	11%	40%	10%	*	-	-	-	-	7%	36%	11%	11%	7%	-	11%	-	*	-	-
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						
All Subjects	All Students	73%	72%	73%	66%	73%	94%	-	-	-	*	71%	83%	41%	76%	69%	68%	78%	-	83%	-	-
	CWD	44%	35%	41%	58%	39%	-	-	-	-	-	38%	58%	41%	-	37%	36%	50%	-	*	-	-
	CWOD	77%	75%	76%	68%	76%	94%	-	-	-	*	75%	86%	-	76%	72%	72%	80%	-	84%	-	-
	EL	59%	66%	69%	*	69%	*	-	-	-	*	68%	79%	37%	72%	69%	65%	74%	-	86%	-	-
	Male	71%	69%	68%	64%	67%	100%	-	-	-	*	67%	75%	36%	72%	65%	68%	-	-	76%	-	-
	Female	75%	75%	78%	68%	79%	*	-	-	-	-	76%	91%	50%	80%	74%	-	78%	-	94%	-	-
Reading	All Students	74%	70%	70%	75%	70%	100%	-	-	-	*	69%	77%	43%	73%	64%	63%	78%	-	76%	-	-
	CWD	43%	30%	43%	67%	40%	-	-	-	-	-	40%	58%	43%	-	41%	38%	52%	-	*	-	-
	CWOD	78%	74%	73%	76%	73%	100%	-	-	-	*	72%	79%	-	73%	67%	67%	80%	-	79%	-	-
	EL	57%	62%	64%	*	64%	*	-	-	-	*	64%	63%	41%	67%	64%	59%	72%	-	80%	-	-
	Male	70%	65%	63%	75%	62%	*	-	-	-	*	63%	68%	38%	67%	59%	63%	-	-	64%	-	-
	Female	78%	76%	78%	74%	78%	*	-	-	-	-	77%	88%	52%	80%	72%	-	78%	-	100%	-	-
Mathematics	All Students	71%	72%	74%	57%	76%	80%	-	-	-	*	73%	86%	37%	78%	73%	72%	77%	-	81%	-	-
	CWD	44%	39%	37%	38%	36%	-	-	-	-	-	33%	55%	37%	-	31%	35%	39%	-	*	-	-
	CWOD	75%	74%	78%	61%	80%	80%	-	-	-	*	77%	91%	-	78%	77%	77%	80%	-	80%	-	-
	EL	61%	69%	73%	-	73%	*	-	-	-	*	73%	86%	31%	77%	73%	72%	74%	-	83%	-	-
	Male	71%	70%	72%	48%	73%	*	-	-	-	*	71%	79%	35%	77%	72%	72%	-	-	80%	-	-
	Female	71%	73%	77%	65%	78%	*	-	-	-	-	75%	93%	39%	80%	74%	-	77%	-	83%	-	-

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Science	All Students	74%	77%	75%	65%	75%	100%	-	-	-	-	73%	91%	45%	78%	71%	70%	80%	-	100%	-	-
	CWD	47%	40%	45%	*	42%	-	-	-	-	-	43%	*	45%	-	37%	35%	70%	-	*	-	-
	CWOD	78%	80%	78%	60%	79%	100%	-	-	-	-	76%	93%	-	78%	75%	76%	81%	-	100%	-	-
	EL	58%	70%	71%	-	71%	*	-	-	-	-	70%	*	37%	75%	71%	66%	77%	-	100%	-	-
	Male	74%	76%	70%	75%	69%	*	-	-	-	-	68%	88%	35%	76%	66%	70%	-	-	100%	-	-
	Female	75%	78%	80%	56%	81%	*	-	-	-	-	77%	93%	70%	81%	77%	-	80%	-	100%	-	-
SAT/ACT All Subjects	All Students	92%	86%	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-
	CWD	75%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	92%	86%	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-
	EL	69%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	93%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	92%	80%	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	47%	41%	41%	29%	42%	63%	-	-	-	*	39%	56%	22%	43%	36%	37%	46%	-	60%	-	-
	CWD	23%	15%	22%	26%	22%	-	-	-	-	-	20%	38%	22%	-	20%	18%	31%	-	*	-	-
	CWOD	50%	44%	43%	30%	44%	63%	-	-	-	*	41%	59%	-	43%	37%	40%	48%	-	58%	-	-
	EL	29%	32%	36%	*	36%	*	-	-	-	*	36%	42%	20%	37%	36%	32%	40%	-	43%	-	-
	Male	45%	38%	37%	21%	38%	75%	-	-	-	*	36%	46%	18%	40%	32%	37%	-	-	55%	-	-
	Female	48%	45%	46%	37%	47%	*	-	-	-	-	43%	66%	31%	48%	40%	-	46%	-	67%	-	-
Reading	All Students	52%	44%	43%	37%	43%	67%	-	-	-	*	40%	61%	21%	45%	35%	36%	51%	-	43%	-	-
	CWD	24%	14%	21%	22%	21%	-	-	-	-	-	19%	33%	21%	-	18%	15%	31%	-	*	-	-
	CWOD	56%	47%	45%	40%	46%	67%	-	-	-	*	43%	64%	-	45%	37%	39%	53%	-	42%	-	-
	EL	31%	32%	35%	*	35%	*	-	-	-	*	35%	38%	18%	37%	35%	30%	41%	-	30%	-	-
	Male	47%	38%	36%	29%	36%	*	-	-	-	*	34%	53%	15%	39%	30%	36%	-	-	29%	-	-
	Female	56%	51%	51%	44%	52%	*	-	-	-	-	48%	70%	31%	53%	41%	-	51%	-	71%	-	-
Mathematics	All Students	41%	37%	42%	25%	43%	60%	-	-	-	*	41%	47%	25%	44%	40%	39%	45%	-	75%	-	-
	CWD	22%	16%	25%	25%	25%	-	-	-	-	-	23%	36%	25%	-	24%	23%	30%	-	*	-	-
	CWOD	44%	39%	44%	25%	45%	60%	-	-	-	*	43%	49%	-	44%	42%	42%	46%	-	73%	-	-
	EL	29%	32%	40%	-	41%	*	-	-	-	*	40%	43%	24%	42%	40%	39%	42%	-	67%	-	-
	Male	42%	36%	39%	14%	41%	*	-	-	-	*	40%	32%	23%	42%	39%	39%	-	-	70%	-	-
	Female	40%	38%	45%	35%	45%	*	-	-	-	-	42%	63%	30%	46%	42%	-	45%	-	83%	-	-
Science	All Students	46%	43%	36%	18%	37%	60%	-	-	-	-	32%	62%	21%	38%	28%	35%	38%	-	70%	-	-
	CWD	23%	15%	21%	*	19%	-	-	-	-	-	17%	*	21%	-	16%	17%	30%	-	*	-	-
	CWOD	49%	46%	38%	13%	39%	60%	-	-	-	-	34%	62%	-	38%	30%	38%	38%	-	67%	-	-
	EL	25%	32%	28%	-	28%	*	-	-	-	-	28%	*	16%	30%	28%	25%	33%	-	40%	-	-
	Male	47%	43%	35%	13%	35%	*	-	-	-	-	32%	59%	17%	38%	25%	35%	-	-	100%	-	-
	Female	45%	43%	38%	22%	39%	*	-	-	-	-	32%	64%	30%	38%	33%	-	38%	-	40%	-	-

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
SAT/ACT All Subjects	All Students	64%	57%	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-
	CWD	43%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	64%	57%	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-
	EL	18%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	68%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	60%	40%	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-
STAAR Percent at Masters Grade Level																						
All Grades																						
All Subjects	All Students	22%	16%	14%	13%	14%	38%	-	-	-	*	13%	27%	7%	15%	11%	13%	16%	-	30%	-	-
	CWD	9%	5%	7%	11%	7%	-	-	-	-	-	7%	8%	7%	-	7%	6%	10%	-	*	-	-
	CWOD	24%	17%	15%	13%	15%	38%	-	-	-	*	13%	30%	-	15%	12%	14%	17%	-	28%	-	-
	EL	12%	10%	11%	*	11%	*	-	-	-	*	11%	16%	7%	12%	11%	10%	13%	-	19%	-	-
	Male	21%	15%	13%	6%	13%	50%	-	-	-	*	12%	19%	6%	14%	10%	13%	-	-	28%	-	-
	Female	23%	17%	16%	19%	16%	*	-	-	-	-	13%	35%	10%	17%	13%	-	16%	-	33%	-	-
Reading	All Students	25%	16%	14%	14%	14%	33%	-	-	-	*	12%	26%	5%	15%	11%	11%	18%	-	19%	-	-
	CWD	9%	4%	5%	11%	4%	-	-	-	-	-	6%	0%	5%	-	3%	2%	10%	-	*	-	-
	CWOD	27%	17%	15%	14%	15%	33%	-	-	-	*	13%	29%	-	15%	12%	12%	18%	-	21%	-	-
	EL	13%	10%	11%	*	11%	*	-	-	-	*	11%	13%	3%	12%	11%	9%	14%	-	10%	-	-
	Male	22%	13%	11%	8%	11%	*	-	-	-	*	10%	17%	2%	12%	9%	11%	-	-	14%	-	-
	Female	28%	19%	18%	19%	18%	*	-	-	-	-	15%	36%	10%	18%	14%	-	18%	-	29%	-	-
Mathematics	All Students	20%	16%	17%	9%	17%	40%	-	-	-	*	15%	27%	10%	17%	15%	16%	18%	-	38%	-	-
	CWD	9%	6%	10%	0%	11%	-	-	-	-	-	10%	9%	10%	-	14%	10%	9%	-	*	-	-
	CWOD	21%	17%	17%	11%	18%	40%	-	-	-	*	16%	30%	-	17%	15%	17%	18%	-	33%	-	-
	EL	12%	12%	15%	-	15%	*	-	-	-	*	15%	14%	14%	15%	15%	14%	16%	-	33%	-	-
	Male	21%	16%	16%	0%	16%	*	-	-	-	*	15%	18%	10%	17%	14%	16%	-	-	30%	-	-
	Female	19%	16%	18%	17%	18%	*	-	-	-	-	15%	35%	9%	18%	16%	-	18%	-	50%	-	-
Science	All Students	20%	15%	11%	18%	10%	40%	-	-	-	-	8%	31%	9%	11%	4%	12%	11%	-	40%	-	-
	CWD	8%	6%	9%	*	6%	-	-	-	-	-	7%	*	9%	-	5%	9%	10%	-	*	-	-
	CWOD	22%	16%	11%	13%	11%	40%	-	-	-	-	8%	31%	-	11%	4%	12%	11%	-	33%	-	-
	EL	7%	7%	4%	-	4%	*	-	-	-	-	4%	*	5%	4%	4%	3%	5%	-	20%	-	-
	Male	22%	16%	12%	13%	11%	*	-	-	-	-	10%	29%	9%	12%	3%	12%	-	-	60%	-	-
	Female	19%	14%	11%	22%	10%	*	-	-	-	-	6%	32%	10%	11%	5%	-	11%	-	20%	-	-
SAT/ACT All Subjects	All Students	13%	14%	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-
	CWD	11%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	13%	14%	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-
	EL	1%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	17%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	10%	0%	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-

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- Indicates there are no students in the group.

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

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2021-22 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Academic Growth Score											
Reading											
All Students	75	76	75	*	-	-	-	-	74	64	76
CWD	64	60	65	-	-	-	-	-	65	64	66
CWOD	76	79	76	*	-	-	-	-	75	-	77
EL ◇	76	-	76	-	-	-	-	-	75	66	76
Male	72	79	72	*	-	-	-	-	72	67	74
Female	78	73	78	*	-	-	-	-	77	59	78
Mathematics											
All Students	76	67	77	70	-	-	-	-	76	56	74
CWD	56	50	57	-	-	-	-	-	56	56	52
CWOD	78	71	79	70	-	-	-	-	78	-	76
EL ◇	74	-	74	*	-	-	-	-	74	52	74
Male	75	50	76	*	-	-	-	-	74	60	72
Female	78	78	78	*	-	-	-	-	78	50	76

- Indicates there are no students in the group.

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

Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates for the class of 2021.

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
Federal Graduation Rates													
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2021													
All Students	95.2%	*	95.0%	-	-	-	-	-	94.9%	100.0%	87.5%	100.0%	-
CWD	100.0%	-	100.0%	-	-	-	-	-	100.0%	100.0%	*	*	-
CWOD	94.8%	*	94.6%	-	-	-	-	-	94.6%	-	85.7%	100.0%	-
EL	87.5%	-	87.5%	-	-	-	-	-	87.5%	*	87.5%	-	-
Male	96.5%	*	96.4%	-	-	-	-	-	96.2%	100.0%	100.0%	100.0%	-
Female	93.6%	*	93.2%	-	-	-	-	-	93.5%	*	*	*	-

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

Part (iv): English Language Proficiency

This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2022 TELPAS (Texas English Language Proficiency Assessment System) data. (EL: English learner)

Total EL in Class	Proficiency of EL	Rate of Proficiency
386	38	10%

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

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Student Success (Student Achievement Domain Score: STAAR Component Only)											
STAAR Component Score	43	36	43	65	-	-	-	*	41	23	39
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	83%	*	84%	-	-	-	-	-	82%	75%	100%

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- Indicates there are no students in the group.

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

Part (vi): Goal Meeting Status

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
STAAR Performance Status											
Reading											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	N	Y	Y						Y	Y	Y
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N	N	N						N	N	N
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N	N	N						N	N	N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N	N	N						N	N	N
Mathematics											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N	N	Y						Y	Y	Y
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N	N	N						N	N	N
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N	N	N						N	N	N
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N	N	N						N	N	N
English Learner Language Proficiency Status											
Interim Goals (2018-2022)											36%
Target Met											N
Interim Goals (2023-2027)											38%
Target Met											N
Interim Goals (2028-2032)											40%
Target Met											N
Long-Term Goals											40%
Target Met											N
Federal Graduation Status^Δ											

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met	Y		Y						Y		
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met	Y		Y						Y		
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	Y		Y						Y		
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	Y		Y						Y		

Blank cells above represent student group indicators that do not meet the minimum size criteria.

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

Δ Student groups that are at or above 90% are required to exceed that rate by at least a tenth of a percent in the following year(s).

Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science for the 2021-22 school year. (CWD: children with disability; CWOD: children without disability; EL: English learner)

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Participation Rate																	
All Subjects	All Students	100%	100%	100%	100%	-	-	-	*	99%	100%	100%	100%	100%	100%	99%	-
	CWD	100%	100%	100%	-	-	-	-	-	100%	100%	100%	-	100%	100%	100%	-
	CWOD	100%	100%	99%	100%	-	-	-	*	99%	100%	-	100%	100%	100%	99%	-
	EL	100%	*	100%	*	-	-	-	*	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	-	-	-	*	100%	100%	100%	100%	100%	100%	-	-
	Female	99%	100%	99%	*	-	-	-	-	99%	100%	100%	99%	100%	-	99%	-
Reading	All Students	100%	100%	100%	100%	-	-	-	*	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	100%	100%	-	-	-	-	-	100%	100%	100%	-	100%	100%	100%	-
	CWOD	100%	100%	100%	100%	-	-	-	*	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	*	100%	*	-	-	-	*	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	*	-	-	-	*	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	*	-	-	-	-	100%	100%	100%	100%	100%	-	100%	-
Mathematics	All Students	100%	100%	99%	100%	-	-	-	*	99%	100%	100%	99%	100%	100%	99%	-
		100%	100%	99%	100%	-	-	-	*	99%	100%	100%	99%	100%	100%	99%	-

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		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Mathematics	CWD	100%	100%	100%	-	-	-	-	-	100%	100%	100%	-	100%	100%	100%	-
		100%	100%	100%	-	-	-	-	-	100%	100%	100%	-	100%	100%	100%	-
	CWOD	99%	100%	99%	100%	-	-	-	*	99%	100%	-	99%	100%	100%	99%	-
		99%	100%	99%	100%	-	-	-	*	99%	100%	-	99%	100%	100%	99%	-
	EL	100%	-	100%	*	-	-	-	*	100%	100%	100%	100%	100%	100%	99%	-
		100%	-	100%	*	-	-	-	*	100%	100%	100%	100%	100%	100%	99%	-
	Male	100%	100%	100%	*	-	-	-	*	100%	100%	100%	100%	100%	100%	-	-
		100%	100%	100%	*	-	-	-	*	100%	100%	100%	100%	100%	100%	-	-
	Female	99%	100%	99%	*	-	-	-	-	99%	100%	100%	99%	99%	-	99%	-
		99%	100%	99%	*	-	-	-	-	99%	100%	100%	99%	99%	-	99%	-
SAT/ACT All Subjects	All Students	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	-
Non-Participation Rate																	
All Subjects	All Students	0%	0%	0%	0%	-	-	-	*	1%	0%	0%	0%	0%	0%	1%	-
	CWD	0%	0%	0%	-	-	-	-	-	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	0%	1%	0%	-	-	-	*	1%	0%	-	0%	0%	0%	1%	-
	EL	0%	*	0%	*	-	-	-	*	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%	-	-
	Female	1%	0%	1%	*	-	-	-	-	1%	0%	0%	1%	0%	-	1%	-
Reading	All Students	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	0%	0%	-	-	-	-	-	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	0%	-	-	-	*	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	*	0%	*	-	-	-	*	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	*	-	-	-	*	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	*	-	-	-	-	0%	0%	0%	0%	0%	-	0%	-
Mathematics	All Students	0%	0%	1%	0%	-	-	-	*	1%	0%	0%	1%	0%	0%	1%	-
	CWD	0%	0%	0%	-	-	-	-	-	0%	0%	0%	-	0%	0%	0%	-
	CWOD	1%	0%	1%	0%	-	-	-	*	1%	0%	-	1%	0%	0%	1%	-
	EL	0%	-	0%	*	-	-	-	*	0%	0%	0%	0%	0%	0%	1%	-
	Male	0%	0%	0%	*	-	-	-	*	0%	0%	0%	0%	0%	0%	-	-
	Female	1%	0%	1%	*	-	-	-	-	1%	0%	0%	1%	1%	-	1%	-

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

- Indicates there are no students in the group.

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

Part (viii): Civil Rights Data

Part (viii)(I) This section provides information from the 2017-18 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
Students Without Disabilities												
In-School Suspensions												
	Male	48	1	47	0	0	0	0	0	7		
	Female	34	2	32	0	0	0	0	0	5		
	Total	82	3	79	0	0	0	0	0	12		
Out-of-School Suspensions												
	Male	35	1	34	0	0	0	0	0	4		
	Female	27	3	24	0	0	0	0	0	3		
	Total	62	4	58	0	0	0	0	0	7		
Expulsions												

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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
With Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
School-Related Arrests												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Referrals to Law Enforcement												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Students With Disabilities												
In-School Suspensions												
	Male	16	2	14	0	0	0	0	0	6		1
	Female	4	0	4	0	0	0	0	0	0		1
	Total	20	2	18	0	0	0	0	0	6		2
Out-of-School Suspensions												
	Male	8	0	8	0	0	0	0	0	5		1
	Female	1	0	1	0	0	0	0	0	0		2
	Total	9	0	9	0	0	0	0	0	5		3
Expulsions												
With Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0

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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
School-Related Arrests												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Referrals to Law Enforcement												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
All Students												
Chronic Absenteeism												
	Male	33	3	30	-8	-8	-8	-8	-8	4	5	-8
	Female	50	3	46	-8	1	-8	-8	-8	3	4	-8
	Total	83	6	76	-8	1	-8	-8	-8	7	9	-8

	Total
Incidents of Violence	
Incidents of rape or attempted rape	0
Incidents of sexual assault (other than rape)	0
Incidents of robbery with a weapon	0
Incidents of robbery with a firearm or explosive device	0
Incidents of robbery without a weapon	0
Incidents of physical attack or fight with a weapon	0
Incidents of physical attack or fight with a firearm or explosive device	0
Incidents of physical attack or fight without a weapon	27
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack with a firearm or explosive device	0
Incidents of threats of physical attack without a weapon	4
Incidents of possession of a firearm or explosive device	0
Allegations of Harassment or bullying	
On the basis of sex	0
On the basis of race	0
On the basis of disability	0

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	Total
On the basis of sexual orientation	0
On the basis of religion	0

Part (viii)(II) This section provides information from the 2017-18 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs											
	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Accelerated Coursework											
Advanced Placement Courses	Male	101	5	96	0	0	0	0	0	7	2
	Female	149	6	143	0	0	0	0	0	7	2
	Total	250	11	239	0	0	0	0	0	14	4
International Baccalaureate Courses	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Dual Enrollment/Dual Credit Programs	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9

- Indicates there are no data available in the group.
- 3 Indicates skip logic failure.
- 8 Indicates EDFacts missing data.
- 9 Indicates not applicable / skipped.
- 11 Indicates suppressed data.

Blank cell indicates the student group is not applicable to this report.

Part (ix): Teacher Quality Data

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

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High Poverty School		
	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	25.7	46.0%
Teachers Teaching with Emergency or Provisional Credentials	3.0	5.6%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	0.0	-

- Indicates there are no data available in the group.

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

Part (x): Per-pupil Expenditure

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

To be updated by June 30th, 2023.

Part (xi): STAAR Alternate 2 Participation

This section provides information on the number and percentage of students with the most significant cognitive disabilities who take STAAR Alternate 2, by grade and subject for the 2021-22 school year.

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Grade 3						
Reading	6,584	2%	*	1%	-	-
Mathematics	6,587	2%	*	1%	-	-
Grade 4						
Reading	6,404	2%	-	-	-	-
Mathematics	6,408	2%	-	-	-	-
Grade 5						
Reading	6,204	2%	-	-	-	-
Mathematics	6,205	2%	-	-	-	-
Science	6,200	2%	-	-	-	-
Grade 6						
Reading	6,181	2%	19	1%	*	1%
Mathematics	6,177	2%	19	1%	*	1%
Grade 7						
Reading	6,130	1%	10	0%	*	2%
Mathematics	6,120	2%	10	0%	*	2%
Grade 8						
Reading	5,794	1%	11	0%	*	1%

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Mathematics	5,803	2%	11	1%	*	1%
Science	5,796	1%	11	0%	*	1%
End of Course						
English I	6,009	1%	12	0%	*	2%
English II	5,490	1%	10	0%	*	1%
Algebra I	5,993	1%	12	0%	*	2%
Biology	5,860	1%	12	1%	*	2%
All Grades						
All Subjects	109,954	1%	143	1%	27	1%
Reading	48,805	1%	65	1%	12	1%
Mathematics	43,293	1%	55	1%	10	2%
Science	17,856	1%	23	1%	5	2%

- Indicates there are no students in the group.

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

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

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

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

State Level: 2022 Percentages at NAEP Achievement Levels										
			% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 4	Mathematics	Asian	3	9	97	91	73	63	27	24
		Pacific Islander	*	38	*	62	*	22	*	3
		Two or More Races	10	22	90	78	58	38	23	9
		EcoDis	31	38	69	62	24	20	3	2
		Students with Disabilities	51	56	49	44	18	14	2	2
		English Language Learners	31	48	69	52	26	14	3	2
Grade 8	Reading	Overall	34	30	66	70	23	31	2	4
		Black	45	47	55	53	17	16	1	1
		Hispanic	41	39	59	61	16	21	1	2
		White	24	22	76	78	30	38	2	5
		American Indian	*	45	*	55	*	18	*	2
		Asian	8	14	92	86	60	56	11	12
		Pacific Islander	*	35	*	65	*	25	*	2
		Two or More Races	28	27	72	73	32	35	5	6
		EcoDis	42	42	58	58	16	19	1	1
		Students with Disabilities	74	69	26	31	5	7	1	n/a
		English Language Learners	53	68	47	32	10	5	n/a	n/a
	Mathematics	Overall	39	38	61	62	24	26	5	7
		Black	54	62	46	38	11	9	2	1
		Hispanic	46	51	54	49	16	14	2	2
		White	28	26	72	74	36	35	8	9
		American Indian	*	55	*	45	*	13	*	2
		Asian	10	14	90	86	57	58	27	27
		Pacific Islander	*	50	*	50	*	17	*	5
		Two or More Races	26	37	74	63	30	28	3	7
		EcoDis	49	54	51	46	15	13	2	2
		Students with Disabilities	81	77	19	23	4	5	n/a	1
		English Language Learners	60	76	40	24	8	4	1	n/a

* Indicates reporting standards not met.

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

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

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

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

This section provides information on the cohort rate at which students who graduated from high school in the 2019-20 school year enrolled in a Texas public postsecondary education institution in the 2020-21 academic year in (I) programs of public postsecondary education in Texas; (II) programs of private postsecondary education in Texas; and (III) programs of postsecondary education outside Texas. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
In-State Public Institutions	64%	*	65%	-	-	-	-	-	62%	*	*
In-State Private Institutions	*	-	*	-	-	-	-	-	*	-	-
Out-of-State Institutions	5%	-	6%	-	-	-	-	-	*	-	-

- Indicates there are no students in the group.

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

Part (xiv): Additional Information - Chronic Absenteeism

This section provides information on the Chronic Absenteeism per EDFacts definition: percent of unduplicated number of K - 12 students enrolled in a school for at least 10 days and absent for 10% or more days during the 2020-21 school year. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Chronic Absenteeism Rate	13%	23%	12%	0%	*	-	-	*	13%	17%	11%

- Indicates there are no students in the group.

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

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Part (i): Description of State Accountability System

Part (i)(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students for use in the accountability system. The Texas accountability minimum size criteria are 25 tests for assessment related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for the all student group.

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

State ESSA Goals												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Performance (At Meets Grade Level or Above)												
Reading/ELA	Baseline 2016-17 Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
	2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
	2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Mathematics	Baseline 2016-17 Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
	2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
	2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
EL Progress												
	Baseline 2016-17 Rates											41%
	2017-18 through 2021-22											36%
	2022-23 through 2026-27											38%
	2027-28 through 2031-32											40%
Graduation Rate: 4-Year Longitudinal Rate Δ												
	Baseline 2016-17 Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
	2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
	2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
	2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

Δ Student groups that are at or above 90% are required to exceed that rate by at least a tenth of a percent in the following year(s).

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

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

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

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language Proficiency	10%
	SQSS: Student Achievement Domain Score: STAAR Component Only	10%
High Schools, K-12s, AEAs, and Districts	Academic Achievement	50%
	Federal Graduation Status or Academic Growth Status ¹	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness or Student Domain Score: STAAR Component Only ²	30%

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

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

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(bb) the methodology by which the State differentiates all such schools. A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), B (80-89), C (70-79), D (60-69), and F (0-59) and further used to differentiate all public schools.
<https://tea.texas.gov/sites/default/files/chapter-4-2022-closing-the-gaps-domain.pdf>

(cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students. TEA uses the Closing the Gaps domain to identify campuses that have consistently underperforming student groups. A student group that misses the targets in at least the same three indicators, for three consecutive years, is considered consistently underperforming. Any campus not identified for comprehensive support and improvement (CSI) that has at least one consistently underperforming student group is identified for targeted support and improvement (TSI). TSI identifies both Title I and non-Title I campuses. Data from 2018, 2019, and 2022 are considered consecutive years for 2022 TSI identification.

(dd) the methodology by which the State identifies a school for comprehensive support and improvement. Texas annually ranks all Title I campuses based on Closing the Gaps scaled scores. Beginning August 2022, TEA also evaluates overall scaled scores to make final comprehensive support and improvement (CSI) determinations. Title I campuses with both the lowest Closing the Gaps and lowest overall scaled scores are identified for CSI. First, Texas determines the bottom five percent of Closing the Gaps outcomes by rank ordering the scaled scores of Title I campuses by school type - elementary, middle, high school/ K - 12, and alternative education accountability. Texas then determines which campuses fell in the bottom five percent for each school type. Next, TEA rank orders the overall scaled scores for all Title I campuses statewide (without regard to campus type) to determine the scaled score cut point necessary to identify at least five percent of Title I campuses. Title I campuses with an overall scaled score cut point at or below the overall cut point and that rank in their school types bottom five percent are identified for CSI.

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

Part (i)(VI) the exit criteria established by the State, including the length of years established. Campuses that do not rank in their school types bottom five percent of the Closing the Gaps domain for two consecutive years and have an overall scaled score that year that does not fall within the lowest percentile to be reidentified for CSI are considered as having successfully exited. Campuses previously identified as CSI based solely on a graduation rate below 67 percent must have a four or six-year federal graduation rate of at least 67 percent for two consecutive years to exit CSI status.

Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2021-22 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

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

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	69%	57%	59%	*	60%	*	-	60%	-	42%	58%	86%	23%	62%	54%	55%	64%	-	-	-	-
	CWD	38%	27%	23%	*	10%	-	-	-	-	*	17%	*	23%	-	10%	29%	17%	-	-	-	-
	CWOD	74%	59%	62%	*	64%	*	-	60%	-	40%	62%	83%	-	62%	57%	58%	68%	-	-	-	-
	EL	53%	54%	54%	*	56%	*	-	*	-	30%	54%	*	10%	57%	54%	47%	62%	-	-	-	-
	Male	66%	52%	55%	*	56%	-	-	*	-	30%	54%	*	29%	58%	47%	55%	-	-	-	-	-
	Female	72%	63%	64%	-	65%	*	-	*	-	*	63%	*	17%	68%	62%	-	64%	-	-	-	-
Mathematics	All Students	72%	69%	70%	*	70%	*	-	83%	-	67%	69%	100%	43%	72%	67%	78%	61%	-	-	-	-
	CWD	47%	44%	43%	*	40%	-	-	-	-	*	38%	*	43%	-	36%	50%	33%	-	-	-	-
	CWOD	76%	71%	72%	*	72%	*	-	100%	-	70%	71%	100%	-	72%	70%	80%	64%	-	-	-	-
	EL	61%	70%	67%	*	67%	*	-	*	-	60%	67%	*	36%	70%	67%	74%	60%	-	-	-	-
	Male	73%	68%	78%	*	79%	-	-	80%	-	60%	77%	*	50%	80%	74%	78%	-	-	-	-	-
	Female	72%	71%	61%	-	61%	*	-	*	-	*	60%	*	33%	64%	60%	-	61%	-	-	-	-
Grade 7																						
Reading	All Students	79%	77%	72%	*	71%	*	*	90%	-	-	70%	91%	22%	75%	64%	61%	80%	-	-	-	-
	CWD	47%	39%	22%	*	25%	-	-	-	-	-	22%	-	22%	-	0%	29%	*	-	-	-	-
	CWOD	83%	80%	75%	*	74%	*	*	90%	-	-	73%	91%	-	75%	68%	65%	81%	-	-	-	-
	EL	63%	73%	64%	*	64%	*	*	86%	-	-	63%	*	0%	68%	64%	53%	74%	-	-	-	-
	Male	75%	72%	61%	*	58%	*	-	*	-	-	60%	80%	29%	65%	53%	61%	-	-	-	-	-
	Female	83%	82%	80%	*	81%	*	*	86%	-	-	78%	100%	*	81%	74%	-	80%	-	-	-	-
Mathematics	All Students	60%	66%	63%	*	62%	*	*	80%	-	-	60%	91%	33%	64%	56%	55%	68%	-	-	-	-
	CWD	36%	38%	33%	*	38%	-	-	-	-	-	33%	-	33%	-	0%	29%	*	-	-	-	-
	CWOD	63%	68%	64%	*	64%	*	*	80%	-	-	62%	91%	-	64%	59%	58%	69%	-	-	-	-
	EL	45%	64%	56%	*	56%	*	*	86%	-	-	56%	*	0%	59%	56%	49%	62%	-	-	-	-
	Male	60%	66%	55%	*	53%	*	-	*	-	-	52%	100%	29%	58%	49%	55%	-	-	-	-	-
	Female	59%	67%	68%	*	69%	*	*	86%	-	-	67%	83%	*	69%	62%	-	68%	-	-	-	-
Grade 8																						
Reading	All Students	82%	82%	81%	100%	80%	*	-	80%	-	*	80%	92%	*	83%	70%	75%	88%	-	-	-	-
	CWD	50%	46%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	86%	84%	83%	100%	82%	*	-	80%	-	*	82%	92%	-	83%	73%	77%	88%	-	-	-	-
	EL	65%	75%	70%	*	68%	*	-	*	-	*	70%	*	*	73%	70%	65%	78%	-	-	-	-
	Male	78%	78%	75%	*	74%	*	-	*	-	*	73%	100%	*	77%	65%	75%	-	-	-	-	-
	Female	86%	85%	88%	*	86%	-	-	*	-	*	88%	86%	*	88%	78%	-	88%	-	-	-	-
Mathematics	All Students	70%	77%	81%	100%	80%	*	-	80%	-	*	80%	85%	*	82%	71%	79%	83%	-	-	-	-
	CWD	40%	39%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	74%	79%	82%	100%	81%	*	-	80%	-	*	81%	85%	-	82%	73%	80%	83%	-	-	-	-
	EL	57%	70%	71%	*	71%	*	-	*	-	*	72%	*	*	73%	71%	71%	72%	-	-	-	-
	Male	68%	76%	79%	*	80%	*	-	*	-	*	77%	100%	*	80%	71%	79%	-	-	-	-	-
	Female	72%	77%	83%	*	80%	-	-	*	-	*	84%	71%	*	83%	72%	-	83%	-	-	-	-

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Science	All Students	73%	71%	69%	83%	69%	*	-	60%	-	*	66%	92%	*	70%	52%	64%	73%	-	-	-	-
	CWD	42%	27%	*	-	*	-	-	-	-	*	*	-	*	-	*	*	*	-	-	-	-
	CWOD	77%	74%	70%	83%	70%	*	-	60%	-	*	68%	92%	-	70%	53%	66%	73%	-	-	-	-
	EL	54%	63%	52%	*	51%	*	-	*	-	*	51%	*	*	53%	52%	53%	50%	-	-	-	-
	Male	73%	71%	64%	*	65%	*	-	*	-	*	61%	100%	*	66%	53%	64%	-	-	-	-	-
	Female	73%	70%	73%	*	72%	-	-	*	-	*	71%	86%	*	73%	50%	-	73%	-	-	-	-
End of Course																						
English I	All Students	64%	64%	57%	86%	56%	*	*	55%	-	-	56%	75%	18%	61%	49%	50%	67%	-	-	-	-
	CWD	29%	22%	18%	*	13%	-	-	-	-	-	18%	-	18%	-	13%	9%	33%	-	-	-	-
	CWOD	68%	68%	61%	100%	60%	*	*	55%	-	-	60%	75%	-	61%	53%	54%	70%	-	-	-	-
	EL	38%	52%	49%	*	49%	*	*	44%	-	-	49%	50%	13%	53%	49%	39%	63%	-	-	-	-
	Male	58%	58%	50%	83%	48%	-	*	43%	-	-	48%	75%	9%	54%	39%	50%	-	-	-	-	-
	Female	70%	71%	67%	*	68%	*	-	*	-	-	67%	*	33%	70%	63%	-	67%	-	-	-	-
English II	All Students	71%	71%	71%	60%	73%	-	-	20%	-	-	70%	76%	23%	75%	58%	65%	78%	-	-	-	-
	CWD	33%	23%	23%	*	25%	-	-	-	-	-	23%	-	23%	-	17%	14%	33%	-	-	-	-
	CWOD	76%	76%	75%	*	77%	-	-	20%	-	-	75%	76%	-	75%	63%	69%	81%	-	-	-	-
	EL	43%	56%	58%	*	61%	-	-	*	-	-	58%	57%	17%	63%	58%	52%	65%	-	-	-	-
	Male	65%	65%	65%	*	67%	-	-	*	-	-	65%	64%	14%	69%	52%	65%	-	-	-	-	-
	Female	77%	77%	78%	*	80%	-	-	*	-	-	76%	100%	33%	81%	65%	-	78%	-	-	-	-
Algebra I	All Students	74%	74%	78%	100%	77%	*	*	91%	-	-	77%	88%	53%	80%	76%	76%	82%	-	-	-	-
	CWD	46%	34%	53%	*	50%	-	-	-	-	-	53%	-	53%	-	50%	55%	*	-	-	-	-
	CWOD	78%	78%	80%	100%	79%	*	*	91%	-	-	80%	88%	-	80%	79%	78%	84%	-	-	-	-
	EL	64%	69%	76%	*	74%	*	*	89%	-	-	75%	100%	50%	79%	76%	72%	82%	-	-	-	-
	Male	71%	70%	76%	100%	73%	-	*	86%	-	-	74%	91%	55%	78%	72%	76%	-	-	-	-	-
	Female	78%	79%	82%	*	82%	*	-	*	-	-	82%	80%	*	84%	82%	-	82%	-	-	-	-
Biology	All Students	82%	83%	83%	100%	83%	*	*	73%	-	-	82%	100%	50%	86%	79%	78%	90%	-	-	-	-
	CWD	57%	49%	50%	*	46%	-	-	-	-	-	50%	-	50%	-	46%	33%	80%	-	-	-	-
	CWOD	86%	86%	86%	100%	86%	*	*	73%	-	-	85%	100%	-	86%	82%	82%	91%	-	-	-	-
	EL	66%	78%	79%	*	79%	*	*	67%	-	-	78%	100%	46%	82%	79%	73%	88%	-	-	-	-
	Male	80%	80%	78%	100%	77%	-	*	71%	-	-	76%	100%	33%	82%	73%	78%	-	-	-	-	-
	Female	85%	87%	90%	*	91%	*	-	*	-	-	90%	*	80%	91%	88%	-	90%	-	-	-	-
STAAR Percent at Meets Grade Level or Above																						
Grade 6																						
Reading	All Students	42%	29%	31%	*	30%	*	-	40%	-	25%	28%	86%	15%	32%	23%	32%	29%	-	-	-	-
	CWD	21%	15%	15%	*	0%	-	-	-	-	*	8%	*	15%	-	0%	29%	0%	-	-	-	-
	CWOD	46%	30%	32%	*	33%	*	-	40%	-	20%	30%	83%	-	32%	25%	33%	32%	-	-	-	-
	EL	24%	25%	23%	*	24%	*	-	*	-	10%	22%	*	0%	25%	23%	19%	27%	-	-	-	-
	Male	40%	26%	32%	*	31%	-	-	*	-	20%	30%	*	29%	33%	19%	32%	-	-	-	-	-
	Female	45%	32%	29%	-	30%	*	-	*	-	*	26%	*	0%	32%	27%	-	29%	-	-	-	-

Texas Education Agency
2022 Federal Report Card
YES PREP - GULFTON (101845004) - YES PREP PUBLIC SCHOOLS INC - HARRIS COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	38%	32%	35%	*	35%	*	-	50%	-	17%	34%	57%	29%	36%	30%	47%	21%	-	-	-	-
	CWD	20%	21%	29%	*	20%	-	-	-	-	*	23%	*	29%	-	18%	50%	0%	-	-	-	-
	CWOD	41%	33%	36%	*	37%	*	-	60%	-	10%	35%	50%	-	36%	30%	46%	23%	-	-	-	-
	EL	24%	32%	30%	*	32%	*	-	*	-	0%	30%	*	18%	30%	30%	40%	17%	-	-	-	-
	Male	40%	35%	47%	*	49%	-	-	60%	-	20%	46%	*	50%	46%	40%	47%	-	-	-	-	-
	Female	36%	29%	21%	-	23%	*	-	*	-	*	21%	*	0%	23%	17%	-	21%	-	-	-	-
Grade 7																						
Reading	All Students	55%	47%	39%	*	36%	*	*	70%	-	-	37%	64%	22%	40%	31%	27%	48%	-	-	-	-
	CWD	25%	16%	22%	*	25%	-	-	-	-	-	22%	-	22%	-	0%	29%	*	-	-	-	-
	CWOD	59%	49%	40%	*	36%	*	*	70%	-	-	38%	64%	-	40%	32%	27%	49%	-	-	-	-
	EL	33%	40%	31%	*	27%	*	*	71%	-	-	31%	*	0%	32%	31%	21%	39%	-	-	-	-
	Male	50%	40%	27%	*	23%	*	-	*	-	-	24%	60%	29%	27%	21%	27%	-	-	-	-	-
	Female	60%	54%	48%	*	45%	*	*	71%	-	-	46%	67%	*	49%	39%	-	48%	-	-	-	-
Mathematics	All Students	30%	33%	30%	*	29%	*	*	40%	-	-	29%	45%	22%	31%	24%	28%	32%	-	-	-	-
	CWD	18%	13%	22%	*	25%	-	-	-	-	-	22%	-	22%	-	0%	29%	*	-	-	-	-
	CWOD	32%	35%	31%	*	29%	*	*	40%	-	-	30%	45%	-	31%	25%	28%	33%	-	-	-	-
	EL	17%	31%	24%	*	23%	*	*	43%	-	-	23%	*	0%	25%	24%	25%	23%	-	-	-	-
	Male	31%	34%	28%	*	25%	*	-	*	-	-	29%	20%	29%	28%	25%	28%	-	-	-	-	-
	Female	29%	33%	32%	*	32%	*	*	29%	-	-	29%	67%	*	33%	23%	-	32%	-	-	-	-
Grade 8																						
Reading	All Students	57%	51%	49%	100%	49%	*	-	40%	-	*	48%	62%	*	50%	25%	41%	58%	-	-	-	-
	CWD	25%	17%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	61%	53%	50%	100%	49%	*	-	40%	-	*	49%	62%	-	50%	26%	42%	58%	-	-	-	-
	EL	33%	35%	25%	*	26%	*	-	*	-	*	25%	*	*	26%	25%	24%	28%	-	-	-	-
	Male	51%	44%	41%	*	39%	*	-	*	-	*	37%	83%	*	42%	24%	41%	-	-	-	-	-
	Female	63%	57%	58%	*	58%	-	-	*	-	*	59%	43%	*	58%	28%	-	58%	-	-	-	-
Mathematics	All Students	39%	43%	57%	50%	59%	*	-	60%	-	*	56%	69%	*	58%	42%	50%	64%	-	-	-	-
	CWD	20%	16%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	41%	45%	58%	50%	60%	*	-	60%	-	*	57%	69%	-	58%	43%	51%	64%	-	-	-	-
	EL	24%	32%	42%	*	43%	*	-	*	-	*	42%	*	*	43%	42%	40%	44%	-	-	-	-
	Male	38%	41%	50%	*	52%	*	-	*	-	*	47%	83%	*	51%	40%	50%	-	-	-	-	-
	Female	40%	46%	64%	*	65%	-	-	*	-	*	64%	57%	*	64%	44%	-	64%	-	-	-	-
Science	All Students	44%	38%	29%	33%	30%	*	-	20%	-	*	27%	46%	*	29%	13%	28%	30%	-	-	-	-
	CWD	22%	14%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	47%	39%	29%	33%	30%	*	-	20%	-	*	27%	46%	-	29%	14%	28%	29%	-	-	-	-
	EL	23%	26%	13%	*	15%	*	-	*	-	*	13%	*	*	14%	13%	16%	8%	-	-	-	-
	Male	45%	40%	28%	*	28%	*	-	*	-	*	23%	83%	*	28%	16%	28%	-	-	-	-	-
	Female	42%	36%	30%	*	32%	-	-	*	-	*	32%	14%	*	29%	8%	-	30%	-	-	-	-
End of Course																						

Texas Education Agency
2022 Federal Report Card
YES PREP - GULFTON (101845004) - YES PREP PUBLIC SCHOOLS INC - HARRIS COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
English I	All Students	46%	42%	41%	71%	41%	*	*	27%	-	-	39%	69%	12%	44%	34%	35%	50%	-	-	-	-
	CWD	17%	10%	12%	*	7%	-	-	-	-	-	12%	-	12%	-	13%	9%	17%	-	-	-	-
	CWOD	50%	46%	44%	80%	44%	*	*	27%	-	-	42%	69%	-	44%	36%	38%	53%	-	-	-	-
	EL	19%	30%	34%	*	34%	*	*	22%	-	-	33%	38%	13%	36%	34%	25%	45%	-	-	-	-
	Male	40%	36%	35%	67%	35%	-	*	14%	-	-	32%	67%	9%	38%	25%	35%	-	-	-	-	-
	Female	53%	50%	50%	*	50%	*	-	*	-	-	49%	*	17%	53%	45%	-	50%	-	-	-	-
English II	All Students	54%	53%	49%	40%	50%	-	-	20%	-	-	48%	59%	15%	52%	26%	42%	56%	-	-	-	-
	CWD	21%	11%	15%	*	17%	-	-	-	-	-	15%	-	15%	-	8%	14%	17%	-	-	-	-
	CWOD	59%	57%	52%	*	53%	-	-	20%	-	-	51%	59%	-	52%	28%	44%	59%	-	-	-	-
	EL	22%	32%	26%	*	26%	-	-	*	-	-	26%	14%	8%	28%	26%	21%	31%	-	-	-	-
	Male	48%	43%	42%	*	44%	-	-	*	-	-	40%	55%	14%	44%	21%	42%	-	-	-	-	-
	Female	62%	62%	56%	*	58%	-	-	*	-	-	56%	67%	17%	59%	31%	-	56%	-	-	-	-
Algebra I	All Students	42%	38%	41%	100%	38%	*	*	36%	-	-	39%	63%	13%	43%	34%	36%	48%	-	-	-	-
	CWD	19%	13%	13%	*	7%	-	-	-	-	-	13%	-	13%	-	14%	9%	*	-	-	-	-
	CWOD	45%	40%	43%	100%	41%	*	*	36%	-	-	41%	63%	-	43%	36%	38%	49%	-	-	-	-
	EL	28%	31%	34%	*	33%	*	*	22%	-	-	34%	50%	14%	36%	34%	26%	46%	-	-	-	-
	Male	40%	34%	36%	100%	32%	-	*	29%	-	-	33%	64%	9%	38%	26%	36%	-	-	-	-	-
	Female	45%	42%	48%	*	47%	*	-	*	-	-	47%	60%	*	49%	46%	-	48%	-	-	-	-
Biology	All Students	54%	49%	41%	50%	42%	*	*	36%	-	-	39%	69%	21%	43%	31%	39%	46%	-	-	-	-
	CWD	25%	17%	21%	*	15%	-	-	-	-	-	21%	-	21%	-	23%	22%	20%	-	-	-	-
	CWOD	57%	52%	43%	40%	44%	*	*	36%	-	-	41%	69%	-	43%	31%	40%	48%	-	-	-	-
	EL	26%	37%	31%	*	30%	*	*	33%	-	-	30%	40%	23%	31%	31%	26%	38%	-	-	-	-
	Male	52%	47%	39%	60%	39%	-	*	14%	-	-	36%	60%	22%	40%	26%	39%	-	-	-	-	-
	Female	56%	51%	46%	*	45%	*	-	*	-	-	43%	*	20%	48%	38%	-	46%	-	-	-	-
STAAR Percent at Masters Grade Level																						
Grade 6																						
Reading	All Students	23%	11%	9%	*	10%	*	-	0%	-	0%	8%	29%	8%	9%	6%	10%	8%	-	-	-	-
	CWD	8%	5%	8%	*	0%	-	-	-	-	*	0%	*	8%	-	0%	14%	0%	-	-	-	-
	CWOD	25%	12%	9%	*	11%	*	-	0%	-	0%	9%	17%	-	9%	7%	10%	9%	-	-	-	-
	EL	9%	8%	6%	*	7%	*	-	*	-	0%	6%	*	0%	7%	6%	6%	7%	-	-	-	-
	Male	21%	11%	10%	*	11%	-	-	*	-	0%	8%	*	14%	10%	6%	10%	-	-	-	-	-
	Female	25%	12%	8%	-	8%	*	-	*	-	*	8%	*	0%	9%	7%	-	8%	-	-	-	-
Mathematics	All Students	16%	10%	15%	*	14%	*	-	33%	-	0%	14%	43%	7%	15%	13%	20%	9%	-	-	-	-
	CWD	8%	8%	7%	*	0%	-	-	-	-	*	0%	*	7%	-	0%	13%	0%	-	-	-	-
	CWOD	17%	10%	15%	*	15%	*	-	40%	-	0%	15%	33%	-	15%	14%	20%	10%	-	-	-	-
	EL	7%	9%	13%	*	13%	*	-	*	-	0%	13%	*	0%	14%	13%	17%	8%	-	-	-	-
	Male	17%	11%	20%	*	19%	-	-	40%	-	0%	18%	*	13%	20%	17%	20%	-	-	-	-	-
	Female	14%	8%	9%	-	10%	*	-	*	-	*	8%	*	0%	10%	8%	-	9%	-	-	-	-
Grade 7																						

Texas Education Agency
2022 Federal Report Card
YES PREP - GULFTON (101845004) - YES PREP PUBLIC SCHOOLS INC - HARRIS COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	36%	28%	23%	*	21%	*	*	40%	-	-	20%	64%	0%	25%	17%	13%	31%	-	-	-	-
	CWD	11%	7%	0%	*	0%	-	-	-	-	-	0%	-	0%	-	0%	*	-	-	-	-	
	CWOD	40%	30%	25%	*	22%	*	*	40%	-	-	21%	64%	-	25%	18%	15%	31%	-	-	-	-
	EL	17%	22%	17%	*	15%	*	*	43%	-	-	16%	*	0%	18%	17%	8%	25%	-	-	-	-
	Male	32%	23%	13%	*	10%	*	-	*	-	-	10%	60%	0%	15%	8%	13%	-	-	-	-	-
	Female	41%	33%	31%	*	30%	*	*	43%	-	-	28%	67%	*	31%	25%	-	31%	-	-	-	-
Mathematics	All Students	13%	13%	14%	*	12%	*	*	20%	-	-	13%	27%	11%	14%	9%	13%	15%	-	-	-	-
	CWD	7%	5%	11%	*	13%	-	-	-	-	-	11%	-	11%	-	0%	14%	*	-	-	-	-
	CWOD	14%	13%	14%	*	12%	*	*	20%	-	-	13%	27%	-	14%	9%	13%	15%	-	-	-	-
	EL	6%	11%	9%	*	8%	*	*	14%	-	-	9%	*	0%	9%	9%	9%	8%	-	-	-	-
	Male	13%	13%	13%	*	10%	*	-	*	-	-	13%	20%	14%	13%	9%	13%	-	-	-	-	-
	Female	12%	12%	15%	*	14%	*	*	14%	-	-	13%	33%	*	15%	8%	-	15%	-	-	-	-
Grade 8																						
Reading	All Students	37%	29%	28%	67%	27%	*	-	20%	-	*	29%	15%	*	28%	12%	20%	35%	-	-	-	-
	CWD	11%	4%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	40%	31%	28%	67%	28%	*	-	20%	-	*	29%	15%	-	28%	13%	20%	36%	-	-	-	-
	EL	16%	15%	12%	*	12%	*	-	*	-	*	13%	*	*	13%	12%	11%	14%	-	-	-	-
	Male	31%	25%	20%	*	19%	*	-	*	-	*	20%	17%	*	20%	11%	20%	-	-	-	-	-
	Female	42%	34%	35%	*	35%	-	-	*	-	*	37%	14%	*	36%	14%	-	35%	-	-	-	-
Mathematics	All Students	14%	16%	25%	0%	28%	*	-	0%	-	*	23%	46%	*	25%	13%	22%	28%	-	-	-	-
	CWD	8%	5%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	15%	17%	25%	0%	28%	*	-	0%	-	*	23%	46%	-	25%	14%	23%	27%	-	-	-	-
	EL	6%	10%	13%	*	15%	*	-	*	-	*	13%	*	*	14%	13%	16%	8%	-	-	-	-
	Male	14%	16%	22%	*	25%	*	-	*	-	*	19%	67%	*	23%	16%	22%	-	-	-	-	-
	Female	14%	16%	28%	*	31%	-	-	*	-	*	27%	29%	*	27%	8%	-	28%	-	-	-	-
Science	All Students	23%	15%	12%	0%	13%	*	-	0%	-	*	11%	15%	*	12%	2%	9%	14%	-	-	-	-
	CWD	9%	5%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	24%	16%	12%	0%	13%	*	-	0%	-	*	12%	15%	-	12%	2%	9%	14%	-	-	-	-
	EL	8%	7%	2%	*	2%	*	-	*	-	*	2%	*	*	2%	2%	2%	3%	-	-	-	-
	Male	24%	16%	9%	*	10%	*	-	*	-	*	7%	33%	*	9%	2%	9%	-	-	-	-	-
	Female	21%	14%	14%	*	15%	-	-	*	-	*	15%	0%	*	14%	3%	-	14%	-	-	-	-
End of Course																						
English I	All Students	10%	6%	7%	14%	6%	*	*	9%	-	-	6%	13%	0%	7%	4%	4%	10%	-	-	-	-
	CWD	4%	2%	0%	*	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	0%	-	-	-	-
	CWOD	11%	6%	7%	20%	7%	*	*	9%	-	-	7%	13%	-	7%	4%	4%	11%	-	-	-	-
	EL	1%	2%	4%	*	3%	*	*	11%	-	-	4%	0%	0%	4%	4%	1%	7%	-	-	-	-
	Male	8%	4%	4%	17%	4%	-	*	0%	-	-	4%	8%	0%	4%	1%	4%	-	-	-	-	-
	Female	13%	8%	10%	*	10%	*	-	*	-	-	10%	*	0%	11%	7%	-	10%	-	-	-	-

Texas Education Agency
2022 Federal Report Card
YES PREP - GULFTON (101845004) - YES PREP PUBLIC SCHOOLS INC - HARRIS COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
English II	All Students	9%	5%	5%	0%	5%	-	-	0%	-	-	4%	6%	8%	4%	1%	3%	6%	-	-	-	-
	CWD	5%	2%	8%	*	8%	-	-	-	-	-	8%	-	8%	-	0%	0%	17%	-	-	-	-
	CWOD	9%	5%	4%	*	5%	-	-	0%	-	-	4%	6%	-	4%	1%	4%	5%	-	-	-	-
	EL	1%	1%	1%	*	1%	-	-	*	-	-	1%	0%	0%	1%	1%	2%	0%	-	-	-	-
	Male	7%	3%	3%	*	4%	-	-	*	-	-	4%	0%	0%	4%	2%	3%	-	-	-	-	-
	Female	11%	7%	6%	*	6%	-	-	*	-	-	5%	17%	17%	5%	0%	-	6%	-	-	-	-
Algebra I	All Students	26%	24%	30%	50%	28%	*	*	27%	-	-	29%	44%	7%	32%	24%	25%	37%	-	-	-	-
	CWD	8%	6%	7%	*	7%	-	-	-	-	-	7%	-	7%	-	7%	0%	*	-	-	-	-
	CWOD	29%	25%	32%	60%	30%	*	*	27%	-	-	31%	44%	-	32%	26%	28%	38%	-	-	-	-
	EL	14%	16%	24%	*	23%	*	*	22%	-	-	24%	17%	7%	26%	24%	17%	34%	-	-	-	-
	Male	25%	21%	25%	60%	23%	-	*	14%	-	-	23%	45%	0%	28%	17%	25%	-	-	-	-	-
	Female	28%	27%	37%	*	36%	*	-	*	-	-	37%	40%	*	38%	34%	-	37%	-	-	-	-
Biology	All Students	21%	15%	13%	0%	13%	*	*	9%	-	-	12%	23%	0%	14%	8%	10%	16%	-	-	-	-
	CWD	7%	6%	0%	*	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	0%	-	-	-	-
	CWOD	22%	16%	14%	0%	14%	*	*	9%	-	-	13%	23%	-	14%	9%	11%	17%	-	-	-	-
	EL	5%	7%	8%	*	7%	*	*	11%	-	-	8%	20%	0%	9%	8%	5%	13%	-	-	-	-
	Male	21%	16%	10%	0%	11%	-	*	0%	-	-	9%	20%	0%	11%	5%	10%	-	-	-	-	-
	Female	21%	14%	16%	*	16%	*	-	*	-	-	15%	*	0%	17%	13%	-	16%	-	-	-	-
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						
All Subjects	All Students	73%	72%	71%	88%	71%	59%	75%	73%	-	64%	70%	88%	34%	74%	63%	67%	76%	-	-	-	-
	CWD	44%	35%	34%	56%	31%	-	-	-	-	*	33%	*	34%	-	24%	31%	40%	-	-	-	-
	CWOD	77%	75%	74%	94%	73%	59%	75%	73%	-	66%	72%	87%	-	74%	66%	70%	78%	-	-	-	-
	EL	59%	66%	63%	76%	63%	46%	60%	67%	-	58%	63%	73%	24%	66%	63%	59%	69%	-	-	-	-
	Male	71%	69%	67%	86%	66%	80%	100%	67%	-	48%	65%	88%	31%	70%	59%	67%	-	-	-	-	-
	Female	75%	75%	76%	90%	76%	29%	*	80%	-	100%	75%	88%	40%	78%	69%	-	76%	-	-	-	-
Reading	All Students	74%	70%	67%	84%	68%	57%	*	64%	-	53%	66%	83%	21%	71%	58%	60%	75%	-	-	-	-
	CWD	43%	30%	21%	40%	18%	-	-	-	-	*	20%	*	21%	-	11%	18%	27%	-	-	-	-
	CWOD	78%	74%	71%	95%	71%	57%	*	64%	-	54%	70%	83%	-	71%	62%	64%	78%	-	-	-	-
	EL	57%	62%	58%	75%	58%	40%	*	52%	-	42%	58%	61%	11%	62%	58%	50%	67%	-	-	-	-
	Male	70%	65%	60%	76%	60%	*	*	56%	-	36%	59%	76%	18%	64%	50%	60%	-	-	-	-	-
	Female	78%	76%	75%	100%	76%	*	*	72%	-	*	74%	92%	27%	78%	67%	-	75%	-	-	-	-
Mathematics	All Students	71%	72%	73%	89%	73%	57%	*	87%	-	73%	72%	89%	46%	75%	68%	73%	74%	-	-	-	-
	CWD	44%	39%	46%	*	44%	-	-	-	-	*	45%	*	46%	-	36%	48%	43%	-	-	-	-
	CWOD	75%	74%	75%	94%	74%	57%	*	87%	-	77%	74%	89%	-	75%	71%	75%	75%	-	-	-	-
	EL	61%	69%	68%	78%	68%	40%	*	87%	-	67%	68%	86%	36%	71%	68%	68%	69%	-	-	-	-
	Male	71%	70%	73%	92%	72%	*	*	76%	-	64%	71%	96%	48%	75%	68%	73%	-	-	-	-	-
	Female	71%	73%	74%	86%	73%	*	*	93%	-	*	73%	81%	43%	75%	69%	-	74%	-	-	-	-

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Science	All Students	74%	77%	76%	92%	76%	*	*	69%	-	*	75%	96%	44%	78%	68%	73%	81%	-	-	-	-
	CWD	47%	40%	44%	*	41%	-	-	-	-	-	44%	-	44%	-	38%	27%	71%	-	-	-	-
	CWOD	78%	80%	78%	91%	78%	*	*	69%	-	*	76%	96%	-	78%	70%	75%	81%	-	-	-	-
	EL	58%	70%	68%	*	68%	*	*	62%	-	*	67%	88%	38%	70%	68%	65%	73%	-	-	-	-
	Male	74%	76%	73%	100%	72%	*	*	67%	-	*	70%	100%	27%	75%	65%	73%	-	-	-	-	-
	Female	75%	78%	81%	80%	81%	*	-	71%	-	*	80%	90%	71%	81%	73%	-	81%	-	-	-	-
SAT/ACT All Subjects	All Students	92%	86%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-
	CWD	75%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	92%	86%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-
	EL	69%	*	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	Male	93%	*	*	-	*	-	-	-	-	-	*	-	-	*	-	*	-	-	-	-	-
	Female	92%	80%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	47%	41%	40%	61%	40%	29%	50%	41%	-	21%	39%	62%	19%	42%	29%	37%	44%	-	-	-	-
	CWD	23%	15%	19%	56%	15%	-	-	-	-	*	18%	*	19%	-	10%	21%	16%	-	-	-	-
	CWOD	50%	44%	42%	62%	42%	29%	50%	41%	-	17%	40%	61%	-	42%	30%	38%	45%	-	-	-	-
	EL	29%	32%	29%	52%	29%	8%	60%	30%	-	8%	29%	33%	10%	30%	29%	26%	32%	-	-	-	-
	Male	45%	38%	37%	58%	36%	40%	67%	37%	-	22%	35%	65%	21%	38%	26%	37%	-	-	-	-	-
	Female	48%	45%	44%	65%	44%	14%	*	45%	-	20%	43%	58%	16%	45%	32%	-	44%	-	-	-	-
Reading	All Students	52%	44%	42%	68%	42%	29%	*	42%	-	27%	40%	66%	16%	44%	28%	36%	49%	-	-	-	-
	CWD	24%	14%	16%	40%	12%	-	-	-	-	*	15%	*	16%	-	6%	18%	14%	-	-	-	-
	CWOD	56%	47%	44%	75%	44%	29%	*	42%	-	23%	42%	65%	-	44%	30%	37%	51%	-	-	-	-
	EL	31%	32%	28%	58%	28%	0%	*	30%	-	8%	28%	30%	6%	30%	28%	22%	35%	-	-	-	-
	Male	47%	38%	36%	53%	35%	*	*	33%	-	27%	33%	66%	18%	37%	22%	36%	-	-	-	-	-
	Female	56%	51%	49%	100%	48%	*	*	50%	-	*	47%	65%	14%	51%	35%	-	49%	-	-	-	-
Mathematics	All Students	41%	37%	41%	63%	40%	43%	*	45%	-	20%	40%	60%	22%	42%	32%	40%	41%	-	-	-	-
	CWD	22%	16%	22%	*	17%	-	-	-	-	*	20%	*	22%	-	12%	26%	14%	-	-	-	-
	CWOD	44%	39%	42%	63%	42%	43%	*	45%	-	15%	41%	59%	-	42%	34%	42%	43%	-	-	-	-
	EL	29%	32%	32%	56%	32%	20%	*	35%	-	8%	32%	36%	12%	34%	32%	32%	32%	-	-	-	-
	Male	42%	36%	40%	67%	39%	*	*	47%	-	18%	39%	62%	26%	42%	32%	40%	-	-	-	-	-
	Female	40%	38%	41%	57%	42%	*	*	40%	-	*	40%	57%	14%	43%	32%	-	41%	-	-	-	-
Science	All Students	46%	43%	36%	42%	36%	*	*	31%	-	*	34%	58%	22%	36%	24%	34%	37%	-	-	-	-
	CWD	23%	15%	22%	*	18%	-	-	-	-	-	22%	-	22%	-	19%	18%	29%	-	-	-	-
	CWOD	49%	46%	36%	36%	37%	*	*	31%	-	*	34%	58%	-	36%	24%	35%	38%	-	-	-	-
	EL	25%	32%	24%	*	24%	*	*	23%	-	*	23%	38%	19%	24%	24%	22%	26%	-	-	-	-
	Male	47%	43%	34%	57%	34%	*	*	22%	-	*	31%	69%	18%	35%	22%	34%	-	-	-	-	-
	Female	45%	43%	37%	20%	39%	*	-	43%	-	*	37%	40%	29%	38%	26%	-	37%	-	-	-	-

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
SAT/ACT All Subjects	All Students	64%	57%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-
	CWD	43%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	64%	57%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-
	EL	18%	*	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	Male	68%	*	*	-	*	-	-	-	-	-	*	-	-	*	-	*	-	-	-	-	-
	Female	60%	40%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
STAAR Percent at Masters Grade Level																						
All Grades																						
All Subjects	All Students	22%	16%	16%	23%	16%	29%	38%	17%	-	0%	15%	28%	5%	17%	10%	14%	19%	-	-	-	-
	CWD	9%	5%	5%	22%	4%	-	-	-	-	*	4%	*	5%	-	1%	4%	7%	-	-	-	-
	CWOD	24%	17%	17%	23%	17%	29%	38%	17%	-	0%	16%	27%	-	17%	11%	14%	20%	-	-	-	-
	EL	12%	10%	10%	16%	10%	8%	40%	16%	-	0%	10%	9%	1%	11%	10%	8%	12%	-	-	-	-
	Male	21%	15%	14%	25%	13%	40%	50%	12%	-	0%	12%	29%	4%	14%	8%	14%	-	-	-	-	-
	Female	23%	17%	19%	20%	19%	14%	*	23%	-	0%	19%	26%	7%	20%	12%	-	19%	-	-	-	-
Reading	All Students	25%	16%	13%	28%	13%	29%	*	17%	-	0%	13%	22%	4%	14%	7%	9%	18%	-	-	-	-
	CWD	9%	4%	4%	20%	2%	-	-	-	-	*	2%	*	4%	-	0%	3%	5%	-	-	-	-
	CWOD	27%	17%	14%	30%	14%	29%	*	17%	-	0%	14%	21%	-	14%	8%	10%	19%	-	-	-	-
	EL	13%	10%	7%	8%	7%	0%	*	19%	-	0%	7%	4%	0%	8%	7%	5%	10%	-	-	-	-
	Male	22%	13%	9%	24%	9%	*	*	6%	-	0%	8%	18%	3%	10%	5%	9%	-	-	-	-	-
	Female	28%	19%	18%	38%	18%	*	*	28%	-	*	18%	27%	5%	19%	10%	-	18%	-	-	-	-
Mathematics	All Students	20%	16%	22%	32%	21%	43%	*	23%	-	0%	20%	40%	10%	22%	15%	21%	22%	-	-	-	-
	CWD	9%	6%	10%	*	8%	-	-	-	-	*	8%	*	10%	-	3%	7%	14%	-	-	-	-
	CWOD	21%	17%	22%	31%	22%	43%	*	23%	-	0%	21%	39%	-	22%	16%	22%	23%	-	-	-	-
	EL	12%	12%	15%	33%	15%	20%	*	17%	-	0%	15%	14%	3%	16%	15%	15%	16%	-	-	-	-
	Male	21%	16%	21%	42%	20%	*	*	24%	-	0%	19%	46%	7%	22%	15%	21%	-	-	-	-	-
	Female	19%	16%	22%	14%	23%	*	*	20%	-	*	21%	33%	14%	23%	16%	-	22%	-	-	-	-
Science	All Students	20%	15%	12%	0%	13%	*	*	6%	-	*	11%	19%	0%	13%	6%	10%	15%	-	-	-	-
	CWD	8%	6%	0%	*	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	0%	-	-	-	-
	CWOD	22%	16%	13%	0%	14%	*	*	6%	-	*	12%	19%	-	13%	6%	11%	15%	-	-	-	-
	EL	7%	7%	6%	*	5%	*	*	8%	-	*	5%	13%	0%	6%	6%	4%	9%	-	-	-	-
	Male	22%	16%	10%	0%	11%	*	*	0%	-	*	8%	25%	0%	11%	4%	10%	-	-	-	-	-
	Female	19%	14%	15%	0%	16%	*	-	14%	-	*	15%	10%	0%	15%	9%	-	15%	-	-	-	-
SAT/ACT All Subjects	All Students	13%	14%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-
	CWD	11%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	13%	14%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-
	EL	1%	*	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	Male	17%	*	*	-	*	-	-	-	-	-	*	-	-	*	-	*	-	-	-	-	-
	Female	10%	0%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-

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

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2021-22 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Academic Growth Score											
Reading											
All Students	78	77	78	83	-	89	-	61	78	78	75
CWD	78	*	77	-	-	-	-	*	77	78	74
CWOD	78	71	78	83	-	89	-	63	78	-	75
EL ◇	75	69	76	*	-	86	-	50	75	74	75
Male	74	75	75	*	-	71	-	50	73	83	71
Female	81	79	80	*	-	100	-	*	82	68	79
Mathematics											
All Students	74	78	74	79	*	73	-	57	73	58	70
CWD	58	*	57	-	-	-	-	*	56	58	52
CWOD	75	80	75	79	*	73	-	58	74	-	71
EL ◇	70	67	71	70	*	68	-	50	69	52	70
Male	70	73	70	*	*	71	-	59	68	55	66
Female	79	86	79	*	-	75	-	*	78	63	75

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

Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates for the class of 2021.

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
Federal Graduation Rates													
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2021													
All Students	91.0%	*	91.1%	*	-	*	-	-	91.0%	85.7%	81.1%	77.8%	-
CWD	85.7%	*	80.0%	*	-	-	-	-	85.7%	85.7%	*	-	-
CWOD	91.3%	*	91.6%	*	-	*	-	-	91.3%	-	82.9%	77.8%	-
EL	81.1%	-	83.3%	*	-	-	-	-	81.1%	*	81.1%	60.0%	-
Male	90.1%	*	89.4%	*	-	*	-	-	90.1%	83.3%	79.2%	*	-
Female	92.1%	*	93.1%	*	-	*	-	-	91.9%	*	84.6%	71.4%	-

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

Part (iv): English Language Proficiency

This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2022 TELPAS (Texas English Language Proficiency Assessment System) data. (EL: English learner)

Total EL in Class	Proficiency of EL	Rate of Proficiency
625	150	24%

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

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Student Success (Student Achievement Domain Score: STAAR Component Only)											
STAAR Component Score	42	57	42	39	54	44	-	28	41	19	34
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	53%	*	54%	*	-	*	-	-	53%	33%	29%

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

Part (vi): Goal Meeting Status

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
STAAR Performance Status											
Reading											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	N	Y	Y			N			Y	N	Y
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N	Y	N			N			N	N	N
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N	Y	N			N			N	N	N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N	Y	N			N			N	N	N
Mathematics											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N		Y			N			Y	N	N
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N		N			N			N	N	N
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N		N			N			N	N	N
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N		N			N			N	N	N
English Learner Language Proficiency Status											
Interim Goals (2018-2022)											36%
Target Met											Y
Interim Goals (2023-2027)											38%
Target Met											N
Interim Goals (2028-2032)											40%
Target Met											N
Long-Term Goals											40%
Target Met											N
Federal Graduation Status^Δ											

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met	N		N						N		N
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met	N		N						N		N
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	N		N						N		N
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	N		N						N		N

Blank cells above represent student group indicators that do not meet the minimum size criteria.

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

Δ Student groups that are at or above 90% are required to exceed that rate by at least a tenth of a percent in the following year(s).

Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science for the 2021-22 school year. (CWD: children with disability; CWOD: children without disability; EL: English learner)

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

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		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Mathematics	CWD	98%	*	100%	-	-	*	-	*	98%	*	98%	-	97%	96%	100%	-
		98%	*	100%	-	-	*	-	*	98%	*	98%	-	97%	96%	100%	-
	CWOD	100%	100%	100%	100%	*	100%	-	100%	100%	100%	-	100%	100%	100%	100%	-
		100%	100%	100%	100%	*	100%	-	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	100%	100%	100%	*	96%	-	100%	100%	100%	97%	100%	100%	99%	100%	-
		100%	100%	100%	100%	*	96%	-	100%	100%	100%	97%	100%	100%	99%	100%	-
	Male	99%	100%	100%	*	*	94%	-	100%	99%	100%	96%	100%	99%	99%	-	-
		99%	100%	100%	*	*	94%	-	100%	99%	100%	96%	100%	99%	99%	-	-
	Female	100%	100%	100%	*	*	100%	-	*	100%	100%	100%	100%	100%	-	100%	-
		100%	100%	100%	*	*	100%	-	*	100%	100%	100%	100%	100%	-	100%	-
SAT/ACT All Subjects	All Students	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-
	EL	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-
	Male	*	-	*	-	-	-	-	-	*	-	-	*	-	*	-	-
	Female	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-
Non-Participation Rate																	
All Subjects	All Students	1%	0%	1%	0%	0%	1%	-	0%	1%	0%	1%	0%	0%	1%	0%	-
	CWD	1%	0%	0%	-	-	*	-	*	1%	*	1%	-	1%	1%	0%	-
	CWOD	0%	0%	1%	0%	0%	0%	-	0%	1%	0%	-	0%	0%	1%	0%	-
	EL	0%	0%	0%	0%	0%	1%	-	0%	0%	0%	1%	0%	0%	1%	0%	-
	Male	1%	0%	1%	0%	0%	2%	-	0%	1%	0%	1%	1%	1%	1%	-	-
	Female	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	-	0%	-
Reading	All Students	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	0%	0%	-	-	*	-	*	0%	*	0%	-	0%	0%	0%	-
	CWOD	0%	0%	1%	0%	*	0%	-	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%	1%	-
	Male	0%	0%	0%	*	*	0%	-	0%	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	*	*	0%	-	*	0%	0%	0%	0%	1%	-	0%	-
Mathematics	All Students	0%	0%	0%	0%	*	3%	-	0%	0%	0%	2%	0%	0%	1%	0%	-
	CWD	2%	*	0%	-	-	*	-	*	2%	*	2%	-	3%	4%	0%	-
	CWOD	0%	0%	0%	0%	*	0%	-	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	0%	0%	0%	*	4%	-	0%	0%	0%	3%	0%	0%	1%	0%	-
	Male	1%	0%	0%	*	*	6%	-	0%	1%	0%	4%	0%	1%	1%	-	-
	Female	0%	0%	0%	*	*	0%	-	*	0%	0%	0%	0%	0%	-	0%	-

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

- Indicates there are no students in the group.

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

Part (viii): Civil Rights Data

Part (viii)(I) This section provides information from the 2017-18 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
Students Without Disabilities												
In-School Suspensions												
	Male	80	1	75	1	0	3	0	0	31		
	Female	52	1	49	1	0	1	0	0	13		
	Total	132	2	124	2	0	4	0	0	44		
Out-of-School Suspensions												
	Male	27	0	26	0	0	1	0	0	8		
	Female	9	0	9	0	0	0	0	0	1		
	Total	36	0	35	0	0	1	0	0	9		
Expulsions												

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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
With Educational Services	Male	6	0	5	0	0	1	0	0	1		
	Female	5	0	5	0	0	0	0	0	0		
	Total	11	0	10	0	0	1	0	0	1		
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
School-Related Arrests												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Referrals to Law Enforcement												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Students With Disabilities												
In-School Suspensions												
	Male	8	1	7	0	0	0	0	0	2		2
	Female	2	0	2	0	0	0	0	0	2		0
	Total	10	1	9	0	0	0	0	0	4		2
Out-of-School Suspensions												
	Male	3	1	2	0	0	0	0	0	1		1
	Female	0	0	0	0	0	0	0	0	0		0
	Total	3	1	2	0	0	0	0	0	1		1
Expulsions												
With Educational Services	Male	1	0	1	0	0	0	0	0	0		3
	Female	0	0	0	0	0	0	0	0	0		0
	Total	1	0	1	0	0	0	0	0	0		3
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0

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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
School-Related Arrests												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Referrals to Law Enforcement												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
All Students												
Chronic Absenteeism												
	Male	47	1	42	-8	-8	3	-8	1	19	2	-8
	Female	53	-8	48	2	-8	3	-8	-8	10	1	-8
	Total	100	1	90	2	-8	6	-8	1	29	3	-8

	Total
Incidents of Violence	
Incidents of rape or attempted rape	0
Incidents of sexual assault (other than rape)	0
Incidents of robbery with a weapon	0
Incidents of robbery with a firearm or explosive device	0
Incidents of robbery without a weapon	0
Incidents of physical attack or fight with a weapon	0
Incidents of physical attack or fight with a firearm or explosive device	0
Incidents of physical attack or fight without a weapon	7
Incidents of threats of physical attack with a weapon	2
Incidents of threats of physical attack with a firearm or explosive device	0
Incidents of threats of physical attack without a weapon	0
Incidents of possession of a firearm or explosive device	0
Allegations of Harassment or bullying	
On the basis of sex	0
On the basis of race	0
On the basis of disability	0

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	Total
On the basis of sexual orientation	0
On the basis of religion	0

Part (viii)(II) This section provides information from the 2017-18 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs											
	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Accelerated Coursework											
Advanced Placement Courses	Male	116	3	107	2	0	4	0	0	8	5
	Female	139	9	122	2	0	6	0	0	13	3
	Total	255	12	229	4	0	10	0	0	21	8
International Baccalaureate Courses	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Dual Enrollment/Dual Credit Programs	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9

- Indicates there are no data available in the group.
- 3 Indicates skip logic failure.
- 8 Indicates EDFacts missing data.
- 9 Indicates not applicable / skipped.
- 11 Indicates suppressed data.

Blank cell indicates the student group is not applicable to this report.

Part (ix): Teacher Quality Data

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

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High Poverty School		
	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	28.3	45.1%
Teachers Teaching with Emergency or Provisional Credentials	1.0	1.6%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	0.0	-

- Indicates there are no data available in the group.

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

Part (x): Per-pupil Expenditure

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

To be updated by June 30th, 2023.

Part (xi): STAAR Alternate 2 Participation

This section provides information on the number and percentage of students with the most significant cognitive disabilities who take STAAR Alternate 2, by grade and subject for the 2021-22 school year.

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Grade 3						
Reading	6,584	2%	*	1%	-	-
Mathematics	6,587	2%	*	1%	-	-
Grade 4						
Reading	6,404	2%	-	-	-	-
Mathematics	6,408	2%	-	-	-	-
Grade 5						
Reading	6,204	2%	-	-	-	-
Mathematics	6,205	2%	-	-	-	-
Science	6,200	2%	-	-	-	-
Grade 6						
Reading	6,181	2%	19	1%	*	1%
Mathematics	6,177	2%	19	1%	*	1%
Grade 7						
Reading	6,130	1%	10	0%	*	1%
Mathematics	6,120	2%	10	0%	*	1%
Grade 8						
Reading	5,794	1%	11	0%	*	1%

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Mathematics	5,803	2%	11	1%	*	1%
Science	5,796	1%	11	0%	*	1%
End of Course						
English I	6,009	1%	12	0%	-	-
English II	5,490	1%	10	0%	*	1%
Algebra I	5,993	1%	12	0%	-	-
Biology	5,860	1%	12	1%	-	-
All Grades						
All Subjects	109,954	1%	143	1%	12	1%
Reading	48,805	1%	65	1%	6	1%
Mathematics	43,293	1%	55	1%	5	1%
Science	17,856	1%	23	1%	*	0%

- Indicates there are no students in the group.

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

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

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

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

State Level: 2022 Percentages at NAEP Achievement Levels										
			% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 4	Mathematics	Asian	3	9	97	91	73	63	27	24
		Pacific Islander	*	38	*	62	*	22	*	3
		Two or More Races	10	22	90	78	58	38	23	9
		EcoDis	31	38	69	62	24	20	3	2
		Students with Disabilities	51	56	49	44	18	14	2	2
		English Language Learners	31	48	69	52	26	14	3	2
Grade 8	Reading	Overall	34	30	66	70	23	31	2	4
		Black	45	47	55	53	17	16	1	1
		Hispanic	41	39	59	61	16	21	1	2
		White	24	22	76	78	30	38	2	5
		American Indian	*	45	*	55	*	18	*	2
		Asian	8	14	92	86	60	56	11	12
		Pacific Islander	*	35	*	65	*	25	*	2
		Two or More Races	28	27	72	73	32	35	5	6
		EcoDis	42	42	58	58	16	19	1	1
		Students with Disabilities	74	69	26	31	5	7	1	n/a
		English Language Learners	53	68	47	32	10	5	n/a	n/a
	Mathematics	Overall	39	38	61	62	24	26	5	7
		Black	54	62	46	38	11	9	2	1
		Hispanic	46	51	54	49	16	14	2	2
		White	28	26	72	74	36	35	8	9
		American Indian	*	55	*	45	*	13	*	2
		Asian	10	14	90	86	57	58	27	27
		Pacific Islander	*	50	*	50	*	17	*	5
		Two or More Races	26	37	74	63	30	28	3	7
		EcoDis	49	54	51	46	15	13	2	2
		Students with Disabilities	81	77	19	23	4	5	n/a	1
		English Language Learners	60	76	40	24	8	4	1	n/a

* Indicates reporting standards not met.

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

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

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

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

This section provides information on the cohort rate at which students who graduated from high school in the 2019-20 school year enrolled in a Texas public postsecondary education institution in the 2020-21 academic year in (I) programs of public postsecondary education in Texas; (II) programs of private postsecondary education in Texas; and (III) programs of postsecondary education outside Texas. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
In-State Public Institutions	49%	*	46%	-	-	*	-	-	50%	*	42%
In-State Private Institutions	*	-	*	*	-	-	-	-	*	-	-
Out-of-State Institutions	7%	-	6%	-	-	*	-	-	5%	-	*

- Indicates there are no students in the group.

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

Part (xiv): Additional Information - Chronic Absenteeism

This section provides information on the Chronic Absenteeism per EDFacts definition: percent of unduplicated number of K - 12 students enrolled in a school for at least 10 days and absent for 10% or more days during the 2020-21 school year. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Chronic Absenteeism Rate	19%	12%	19%	39%	*	15%	*	*	19%	30%	21%

- Indicates there are no students in the group.

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

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Part (i): Description of State Accountability System

Part (i)(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students for use in the accountability system. The Texas accountability minimum size criteria are 25 tests for assessment related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for the all student group.

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

State ESSA Goals												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Performance (At Meets Grade Level or Above)												
Reading/ELA	Baseline 2016-17 Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
	2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
	2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Mathematics	Baseline 2016-17 Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
	2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
	2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
EL Progress												
	Baseline 2016-17 Rates											41%
	2017-18 through 2021-22											36%
	2022-23 through 2026-27											38%
	2027-28 through 2031-32											40%
Graduation Rate: 4-Year Longitudinal Rate Δ												
	Baseline 2016-17 Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
	2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
	2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
	2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

Δ Student groups that are at or above 90% are required to exceed that rate by at least a tenth of a percent in the following year(s).

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

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

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

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language Proficiency	10%
	SQSS: Student Achievement Domain Score: STAAR Component Only	10%
High Schools, K-12s, AEAs, and Districts	Academic Achievement	50%
	Federal Graduation Status or Academic Growth Status ¹	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness or Student Domain Score: STAAR Component Only ²	30%

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

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

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(bb) the methodology by which the State differentiates all such schools. A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), B (80-89), C (70-79), D (60-69), and F (0-59) and further used to differentiate all public schools.
<https://tea.texas.gov/sites/default/files/chapter-4-2022-closing-the-gaps-domain.pdf>

(cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students. TEA uses the Closing the Gaps domain to identify campuses that have consistently underperforming student groups. A student group that misses the targets in at least the same three indicators, for three consecutive years, is considered consistently underperforming. Any campus not identified for comprehensive support and improvement (CSI) that has at least one consistently underperforming student group is identified for targeted support and improvement (TSI). TSI identifies both Title I and non-Title I campuses. Data from 2018, 2019, and 2022 are considered consecutive years for 2022 TSI identification.

(dd) the methodology by which the State identifies a school for comprehensive support and improvement. Texas annually ranks all Title I campuses based on Closing the Gaps scaled scores. Beginning August 2022, TEA also evaluates overall scaled scores to make final comprehensive support and improvement (CSI) determinations. Title I campuses with both the lowest Closing the Gaps and lowest overall scaled scores are identified for CSI. First, Texas determines the bottom five percent of Closing the Gaps outcomes by rank ordering the scaled scores of Title I campuses by school type - elementary, middle, high school/ K - 12, and alternative education accountability. Texas then determines which campuses fell in the bottom five percent for each school type. Next, TEA rank orders the overall scaled scores for all Title I campuses statewide (without regard to campus type) to determine the scaled score cut point necessary to identify at least five percent of Title I campuses. Title I campuses with an overall scaled score cut point at or below the overall cut point and that rank in their school types bottom five percent are identified for CSI.

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

Part (i)(VI) the exit criteria established by the State, including the length of years established. Campuses that do not rank in their school types bottom five percent of the Closing the Gaps domain for two consecutive years and have an overall scaled score that year that does not fall within the lowest percentile to be reidentified for CSI are considered as having successfully exited. Campuses previously identified as CSI based solely on a graduation rate below 67 percent must have a four or six-year federal graduation rate of at least 67 percent for two consecutive years to exit CSI status.

Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2021-22 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

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

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Reading	All Students	69%	57%	63%	71%	64%	-	-	*	-	*	62%	64%	0%	69%	60%	51%	70%	-	*	-	-	
	CWD	38%	27%	0%	*	0%	-	-	-	-	*	0%	*	0%	-	*	0%	*	-	-	-	-	
	CWOD	74%	59%	69%	77%	69%	-	-	*	-	*	68%	70%	-	69%	66%	61%	73%	-	*	-	-	
	EL	53%	54%	60%	-	61%	-	-	*	-	*	58%	*	*	66%	60%	53%	65%	-	*	-	-	
	Male	66%	52%	51%	50%	56%	-	-	*	-	*	50%	57%	0%	61%	53%	51%	-	-	*	-	-	
	Female	72%	63%	70%	88%	69%	-	-	-	-	*	72%	67%	*	73%	65%	-	70%	-	*	-	-	
Mathematics	All Students	72%	69%	78%	57%	83%	-	-	*	-	*	81%	68%	50%	81%	83%	70%	83%	-	*	-	-	
	CWD	47%	44%	50%	*	60%	-	-	-	-	*	67%	*	50%	-	*	50%	*	-	-	-	-	
	CWOD	76%	71%	81%	62%	85%	-	-	*	-	*	83%	75%	-	81%	84%	74%	85%	-	*	-	-	
	EL	61%	70%	83%	-	82%	-	-	*	-	*	81%	*	*	84%	83%	73%	90%	-	*	-	-	
	Male	73%	68%	70%	50%	78%	-	-	*	-	*	73%	57%	50%	74%	73%	70%	-	-	*	-	-	
	Female	72%	71%	83%	63%	87%	-	-	-	-	*	87%	73%	*	85%	90%	-	83%	-	*	-	-	
Grade 7																							
Reading	All Students	79%	77%	77%	68%	77%	*	-	-	-	*	79%	65%	33%	80%	72%	70%	85%	*	58%	-	-	
	CWD	47%	39%	33%	*	38%	-	-	-	-	-	33%	*	33%	-	*	33%	*	-	*	-	-	
	CWOD	83%	80%	80%	72%	81%	*	-	-	-	*	82%	70%	-	80%	74%	73%	88%	*	64%	-	-	
	EL	63%	73%	72%	-	72%	-	-	-	-	-	74%	*	*	74%	72%	69%	74%	*	20%	-	-	
	Male	75%	72%	70%	55%	71%	-	-	-	-	*	74%	45%	33%	73%	69%	70%	-	*	67%	-	-	
	Female	83%	82%	85%	88%	84%	*	-	-	-	*	85%	83%	*	88%	74%	-	85%	-	50%	-	-	
Mathematics	All Students	60%	66%	58%	37%	63%	*	-	-	-	*	62%	39%	44%	59%	64%	58%	58%	*	33%	-	-	
	CWD	36%	38%	44%	*	50%	-	-	-	-	-	50%	*	44%	-	*	33%	*	-	*	-	-	
	CWOD	63%	68%	59%	39%	64%	*	-	-	-	*	63%	40%	-	59%	64%	60%	58%	*	36%	-	-	
	EL	45%	64%	64%	-	64%	-	-	-	-	-	66%	*	*	64%	64%	69%	59%	*	20%	-	-	
	Male	60%	66%	58%	27%	66%	-	-	-	-	*	62%	36%	33%	60%	69%	58%	-	*	50%	-	-	
	Female	59%	67%	58%	50%	60%	*	-	-	-	*	63%	42%	*	58%	59%	-	58%	-	17%	-	-	
Grade 8																							
Reading	All Students	82%	82%	84%	100%	85%	-	*	*	-	*	79%	95%	71%	85%	71%	81%	86%	-	*	-	-	
	CWD	50%	46%	71%	*	60%	-	-	-	-	-	71%	-	71%	-	*	*	*	-	-	-	-	
	CWOD	86%	84%	85%	100%	86%	-	*	*	-	*	80%	95%	-	85%	70%	82%	87%	-	*	-	-	
	EL	65%	75%	71%	-	73%	-	-	-	-	*	70%	75%	*	70%	71%	71%	71%	-	*	-	-	
	Male	78%	78%	81%	*	83%	-	*	-	-	*	78%	90%	*	82%	71%	81%	-	-	-	-	-	
	Female	86%	85%	86%	*	86%	-	-	*	-	-	81%	96%	*	87%	71%	-	86%	-	*	-	-	
Mathematics	All Students	70%	77%	61%	*	63%	-	-	*	-	*	58%	69%	33%	64%	63%	64%	59%	-	*	-	-	
	CWD	40%	39%	33%	*	40%	-	-	-	-	-	33%	-	33%	-	*	*	*	-	-	-	-	
	CWOD	74%	79%	64%	*	65%	-	-	*	-	*	61%	69%	-	64%	62%	64%	63%	-	*	-	-	
	EL	57%	70%	63%	-	63%	-	-	-	-	*	61%	71%	*	62%	63%	67%	57%	-	*	-	-	
	Male	68%	76%	64%	*	70%	-	-	-	-	*	59%	86%	*	64%	67%	64%	-	-	-	-	-	
	Female	72%	77%	59%	-	58%	-	-	*	-	-	58%	56%	*	63%	57%	-	59%	-	*	-	-	

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Science	All Students	73%	71%	73%	86%	74%	-	*	*	-	*	67%	88%	43%	75%	58%	72%	74%	-	*	-	-
	CWD	42%	27%	43%	*	40%	-	-	-	-	-	43%	-	43%	-	*	*	*	-	-	-	-
	CWOD	77%	74%	75%	100%	75%	-	*	*	-	*	69%	88%	-	75%	59%	74%	76%	-	*	-	-
	EL	54%	63%	58%	-	60%	-	-	-	-	*	57%	63%	*	59%	58%	59%	57%	-	*	-	-
	Male	73%	71%	72%	*	75%	-	*	-	-	*	67%	85%	*	74%	59%	72%	-	-	-	-	-
	Female	73%	70%	74%	*	73%	-	-	*	-	-	67%	91%	*	76%	57%	-	74%	-	*	-	-
End of Course																						
Algebra I	All Students	74%	74%	100%	100%	100%	-	*	-	-	-	100%	100%	*	100%	100%	100%	100%	-	-	-	-
	CWD	46%	34%	*	*	-	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	CWOD	78%	78%	100%	*	100%	-	*	-	-	-	100%	100%	-	100%	100%	100%	100%	-	-	-	-
	EL	64%	69%	100%	-	100%	-	-	-	-	-	100%	*	-	100%	100%	100%	100%	-	-	-	-
	Male	71%	70%	100%	*	100%	-	*	-	-	-	94%	100%	*	100%	100%	100%	-	-	-	-	-
	Female	78%	79%	100%	*	100%	-	-	-	-	-	100%	100%	-	100%	100%	-	100%	-	-	-	-
STAAR Percent at Meets Grade Level or Above																						
Grade 6																						
Reading	All Students	42%	29%	31%	29%	33%	-	-	*	-	*	30%	32%	0%	34%	26%	35%	28%	-	*	-	-
	CWD	21%	15%	0%	*	0%	-	-	-	-	*	0%	*	0%	-	*	0%	*	-	-	-	-
	CWOD	46%	30%	34%	31%	36%	-	-	*	-	*	33%	35%	-	34%	28%	42%	29%	-	*	-	-
	EL	24%	25%	26%	-	27%	-	-	*	-	*	23%	*	*	28%	26%	40%	15%	-	*	-	-
	Male	40%	26%	35%	33%	41%	-	-	*	-	*	33%	43%	0%	42%	40%	35%	-	-	*	-	-
	Female	45%	32%	28%	25%	29%	-	-	-	-	*	28%	27%	*	29%	15%	-	28%	-	*	-	-
Mathematics	All Students	38%	32%	35%	14%	40%	-	-	*	-	*	39%	23%	13%	37%	40%	38%	33%	-	*	-	-
	CWD	20%	21%	13%	*	20%	-	-	-	-	*	17%	*	13%	-	*	17%	*	-	-	-	-
	CWOD	41%	33%	37%	15%	42%	-	-	*	-	*	41%	25%	-	37%	44%	42%	35%	-	*	-	-
	EL	24%	32%	40%	-	39%	-	-	*	-	*	39%	*	*	44%	40%	47%	35%	-	*	-	-
	Male	40%	35%	38%	17%	44%	-	-	*	-	*	37%	43%	17%	42%	47%	38%	-	-	*	-	-
	Female	36%	29%	33%	13%	38%	-	-	-	-	*	41%	13%	*	35%	35%	-	33%	-	*	-	-
Grade 7																						
Reading	All Students	55%	47%	42%	26%	43%	*	-	-	-	*	43%	35%	11%	44%	30%	29%	57%	*	25%	-	-
	CWD	25%	16%	11%	*	13%	-	-	-	-	-	17%	*	11%	-	*	0%	*	-	*	-	-
	CWOD	59%	49%	44%	28%	46%	*	-	-	-	*	45%	40%	-	44%	32%	32%	58%	*	27%	-	-
	EL	33%	40%	30%	-	30%	-	-	-	-	-	32%	*	*	32%	30%	27%	33%	*	20%	-	-
	Male	50%	40%	29%	9%	30%	-	-	-	-	*	33%	9%	0%	32%	27%	29%	-	*	33%	-	-
	Female	60%	54%	57%	50%	58%	*	-	-	-	*	56%	58%	*	58%	33%	-	57%	-	17%	-	-
Mathematics	All Students	30%	33%	33%	11%	37%	*	-	-	-	*	34%	26%	22%	33%	36%	25%	42%	*	8%	-	-
	CWD	18%	13%	22%	*	25%	-	-	-	-	-	17%	*	22%	-	*	17%	*	-	*	-	-
	CWOD	32%	35%	33%	11%	38%	*	-	-	-	*	35%	25%	-	33%	38%	25%	42%	*	9%	-	-
	EL	17%	31%	36%	-	36%	-	-	-	-	-	36%	*	*	38%	36%	23%	48%	*	0%	-	-
	Male	31%	34%	25%	0%	30%	-	-	-	-	*	24%	27%	17%	25%	23%	25%	-	*	0%	-	-

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Mathematics	Female	29%	33%	42%	25%	44%	*	-	-	-	*	46%	25%	*	42%	48%	-	42%	-	17%	-	-
Grade 8																						
Reading	All Students	57%	51%	56%	71%	56%	-	*	*	-	*	52%	64%	29%	57%	39%	55%	57%	-	*	-	-
	CWD	25%	17%	29%	*	20%	-	-	-	-	-	29%	-	29%	-	*	*	*	-	-	-	-
	CWOD	61%	53%	57%	80%	58%	-	*	*	-	*	54%	64%	-	57%	39%	57%	58%	-	*	-	-
	EL	33%	35%	39%	-	40%	-	-	-	-	*	41%	25%	*	39%	39%	38%	39%	-	*	-	-
	Male	51%	44%	55%	*	55%	-	*	-	-	*	53%	60%	*	57%	38%	55%	-	-	-	-	-
	Female	63%	57%	57%	*	57%	-	-	*	-	-	52%	65%	*	58%	39%	-	57%	-	*	-	-
Mathematics	All Students	39%	43%	24%	*	25%	-	-	*	-	*	22%	31%	0%	26%	15%	28%	20%	-	*	-	-
	CWD	20%	16%	0%	*	0%	-	-	-	-	-	0%	-	0%	-	*	*	*	-	-	-	-
	CWOD	41%	45%	26%	*	26%	-	-	*	-	*	24%	31%	-	26%	15%	31%	21%	-	*	-	-
	EL	24%	32%	15%	-	15%	-	-	-	-	*	15%	14%	*	15%	15%	19%	10%	-	*	-	-
	Male	38%	41%	28%	*	30%	-	-	-	-	*	22%	57%	*	31%	19%	28%	-	-	-	-	-
	Female	40%	46%	20%	-	20%	-	-	*	-	-	21%	11%	*	21%	10%	-	20%	-	*	-	-
Science	All Students	44%	38%	45%	43%	47%	-	*	*	-	*	38%	63%	0%	48%	29%	46%	45%	-	*	-	-
	CWD	22%	14%	0%	*	0%	-	-	-	-	-	0%	-	0%	-	*	*	*	-	-	-	-
	CWOD	47%	39%	48%	60%	49%	-	*	*	-	*	41%	63%	-	48%	30%	49%	46%	-	*	-	-
	EL	23%	26%	29%	-	30%	-	-	-	-	*	28%	38%	*	30%	29%	35%	21%	-	*	-	-
	Male	45%	40%	46%	*	52%	-	*	-	-	*	39%	65%	*	49%	35%	46%	-	-	-	-	-
	Female	42%	36%	45%	*	43%	-	-	*	-	-	37%	61%	*	46%	21%	-	45%	-	*	-	-
End of Course																						
Algebra I	All Students	42%	38%	97%	100%	97%	-	*	-	-	-	97%	96%	*	97%	93%	97%	97%	-	-	-	-
	CWD	19%	13%	*	*	-	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	CWOD	45%	40%	97%	*	97%	-	*	-	-	-	97%	96%	-	97%	93%	97%	97%	-	-	-	-
	EL	28%	31%	93%	-	93%	-	-	-	-	-	92%	*	-	93%	93%	100%	86%	-	-	-	-
	Male	40%	34%	97%	*	96%	-	*	-	-	-	94%	92%	*	97%	100%	97%	-	-	-	-	-
	Female	45%	42%	97%	*	97%	-	-	-	-	-	95%	100%	-	97%	86%	-	97%	-	-	-	-
STAAR Percent at Masters Grade Level																						
Grade 6																						
Reading	All Students	23%	11%	13%	7%	15%	-	-	*	-	*	13%	14%	0%	14%	9%	19%	9%	-	*	-	-
	CWD	8%	5%	0%	*	0%	-	-	-	-	*	0%	*	0%	-	*	0%	*	-	-	-	-
	CWOD	25%	12%	14%	8%	16%	-	-	*	-	*	14%	15%	-	14%	9%	23%	10%	-	*	-	-
	EL	9%	8%	9%	-	9%	-	-	*	-	*	6%	*	*	9%	9%	13%	5%	-	*	-	-
	Male	21%	11%	19%	17%	22%	-	-	*	-	*	17%	29%	0%	23%	13%	19%	-	-	*	-	-
	Female	25%	12%	9%	0%	11%	-	-	-	-	-	10%	7%	*	10%	5%	-	9%	-	*	-	-

Texas Education Agency
2022 Federal Report Card
YES PREP - HOBBY (101845014) - YES PREP PUBLIC SCHOOLS INC - HARRIS COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	16%	10%	10%	0%	11%	-	-	*	-	*	13%	0%	0%	11%	9%	14%	7%	-	*	-	-
	CWD	8%	8%	0%	*	0%	-	-	-	-	*	0%	*	0%	-	*	0%	*	-	-	-	-
	CWOD	17%	10%	11%	0%	12%	-	-	*	-	*	14%	0%	-	11%	9%	16%	8%	-	*	-	-
	EL	7%	9%	9%	-	6%	-	-	*	-	*	10%	*	*	9%	9%	13%	5%	-	*	-	-
	Male	17%	11%	14%	0%	15%	-	-	*	-	*	17%	0%	0%	16%	13%	14%	-	-	*	-	-
	Female	14%	8%	7%	0%	9%	-	-	-	-	*	10%	0%	*	8%	5%	-	7%	-	*	-	-
Grade 7																						
Reading	All Students	36%	28%	21%	11%	23%	*	-	-	-	*	23%	13%	0%	23%	23%	14%	28%	*	0%	-	-
	CWD	11%	7%	0%	*	0%	-	-	-	-	-	0%	*	0%	-	*	0%	*	-	*	-	-
	CWOD	40%	30%	23%	11%	24%	*	-	-	-	*	24%	15%	-	23%	24%	16%	30%	*	0%	-	-
	EL	17%	22%	23%	-	23%	-	-	-	-	-	24%	*	*	24%	23%	23%	22%	*	0%	-	-
	Male	32%	23%	14%	0%	18%	-	-	-	-	*	17%	0%	0%	16%	23%	14%	-	*	0%	-	-
	Female	41%	33%	28%	25%	28%	*	-	-	-	*	29%	25%	*	30%	22%	-	28%	-	0%	-	-
Mathematics	All Students	13%	13%	11%	0%	13%	*	-	-	-	*	12%	4%	0%	12%	11%	12%	10%	*	0%	-	-
	CWD	7%	5%	0%	*	0%	-	-	-	-	-	0%	*	0%	-	*	0%	*	-	*	-	-
	CWOD	14%	13%	12%	0%	14%	*	-	-	-	*	13%	5%	-	12%	12%	13%	11%	*	0%	-	-
	EL	6%	11%	11%	-	11%	-	-	-	-	-	12%	*	*	12%	11%	12%	11%	*	0%	-	-
	Male	13%	13%	12%	0%	14%	-	-	-	-	*	14%	0%	0%	13%	12%	12%	-	*	0%	-	-
	Female	12%	12%	10%	0%	12%	*	-	-	-	*	10%	8%	*	11%	11%	-	10%	-	0%	-	-
Grade 8																						
Reading	All Students	37%	29%	33%	43%	33%	-	*	*	-	*	28%	45%	14%	34%	10%	28%	38%	-	*	-	-
	CWD	11%	4%	14%	*	20%	-	-	-	-	-	14%	-	14%	-	*	*	*	-	-	-	-
	CWOD	40%	31%	34%	60%	34%	-	*	*	-	*	29%	45%	-	34%	10%	29%	38%	-	*	-	-
	EL	16%	15%	10%	-	10%	-	-	-	-	*	9%	13%	*	10%	10%	9%	11%	-	*	-	-
	Male	31%	25%	28%	*	28%	-	*	-	-	*	24%	35%	*	29%	9%	28%	-	-	-	-	-
	Female	42%	34%	38%	*	37%	-	-	*	-	-	31%	52%	*	38%	11%	-	38%	-	*	-	-
Mathematics	All Students	14%	16%	3%	*	3%	-	-	*	-	*	3%	0%	0%	3%	0%	0%	5%	-	*	-	-
	CWD	8%	5%	0%	*	0%	-	-	-	-	-	0%	-	0%	-	*	*	*	-	-	-	-
	CWOD	15%	17%	3%	*	3%	-	-	*	-	*	3%	0%	-	3%	0%	0%	5%	-	*	-	-
	EL	6%	10%	0%	-	0%	-	-	-	-	*	0%	0%	*	0%	0%	0%	0%	-	*	-	-
	Male	14%	16%	0%	*	0%	-	-	-	-	*	0%	0%	*	0%	0%	0%	-	-	-	-	-
	Female	14%	16%	5%	-	5%	-	-	*	-	-	6%	0%	*	5%	0%	-	5%	-	*	-	-
Science	All Students	23%	15%	21%	14%	22%	-	*	*	-	*	17%	30%	0%	22%	6%	20%	22%	-	*	-	-
	CWD	9%	5%	0%	*	0%	-	-	-	-	-	0%	-	0%	-	*	*	*	-	-	-	-
	CWOD	24%	16%	22%	20%	22%	-	*	*	-	*	18%	30%	-	22%	7%	22%	23%	-	*	-	-
	EL	8%	7%	6%	-	7%	-	-	-	-	*	6%	13%	*	7%	6%	9%	4%	-	*	-	-
	Male	24%	16%	20%	*	22%	-	*	-	-	*	18%	25%	*	22%	9%	20%	-	-	-	-	-
	Female	21%	14%	22%	*	21%	-	-	*	-	-	16%	35%	*	23%	4%	-	22%	-	*	-	-
End of Course																						

Texas Education Agency
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YES PREP - HOBBY (101845014) - YES PREP PUBLIC SCHOOLS INC - HARRIS COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Algebra I	All Students	26%	24%	78%	60%	79%	-	*	-	-	-	78%	79%	*	79%	79%	73%	82%	-	-	-	-
	CWD	8%	6%	*	*	-	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	CWOD	29%	25%	79%	*	79%	-	*	-	-	-	80%	79%	-	79%	79%	76%	82%	-	-	-	-
	EL	14%	16%	79%	-	79%	-	-	-	-	-	77%	*	-	79%	79%	86%	71%	-	-	-	-
	Male	25%	21%	73%	*	74%	-	*	-	-	-	67%	77%	*	76%	86%	73%	-	-	-	-	-
	Female	28%	27%	82%	*	84%	-	-	-	-	-	84%	80%	-	82%	71%	-	82%	-	-	-	-
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						
All Subjects	All Students	73%	72%	74%	66%	76%	*	*	100%	-	32%	72%	78%	40%	76%	68%	70%	77%	*	35%	-	-
	CWD	44%	35%	40%	40%	41%	-	-	-	-	*	44%	20%	40%	-	47%	42%	37%	-	*	-	-
	CWOD	77%	75%	76%	69%	78%	*	*	100%	-	35%	74%	81%	-	76%	69%	73%	78%	*	38%	-	-
	EL	59%	66%	68%	-	69%	-	-	*	-	25%	68%	68%	47%	69%	68%	67%	69%	*	13%	-	-
	Male	71%	69%	70%	54%	75%	-	*	*	-	28%	69%	74%	42%	73%	67%	70%	-	*	50%	-	-
	Female	75%	75%	77%	78%	77%	*	-	*	-	*	75%	81%	37%	78%	69%	-	77%	-	25%	-	-
Reading	All Students	74%	70%	76%	75%	77%	*	*	*	-	44%	75%	79%	33%	79%	69%	70%	81%	*	50%	-	-
	CWD	43%	30%	33%	*	33%	-	-	-	-	*	37%	20%	33%	-	29%	31%	38%	-	*	-	-
	CWOD	78%	74%	79%	78%	80%	*	*	*	-	50%	78%	83%	-	79%	71%	74%	83%	*	53%	-	-
	EL	57%	62%	69%	-	70%	-	-	*	-	*	69%	67%	29%	71%	69%	67%	71%	*	14%	-	-
	Male	70%	65%	70%	62%	73%	-	*	*	-	43%	70%	71%	31%	74%	67%	70%	-	*	57%	-	-
	Female	78%	76%	81%	89%	81%	*	-	*	-	*	80%	86%	38%	83%	71%	-	81%	-	44%	-	-
Mathematics	All Students	71%	72%	71%	53%	75%	*	*	*	-	22%	71%	72%	46%	73%	71%	69%	73%	*	25%	-	-
	CWD	44%	39%	46%	*	50%	-	-	-	-	*	53%	20%	46%	-	71%	50%	38%	-	*	-	-
	CWOD	75%	74%	73%	56%	76%	*	*	*	-	25%	72%	75%	-	73%	71%	71%	75%	*	27%	-	-
	EL	61%	69%	71%	-	71%	-	-	*	-	*	71%	73%	71%	71%	71%	72%	71%	*	14%	-	-
	Male	71%	70%	69%	43%	76%	-	*	*	-	14%	69%	71%	50%	71%	72%	69%	-	*	43%	-	-
	Female	71%	73%	73%	63%	74%	*	-	*	-	*	73%	72%	38%	75%	71%	-	73%	-	11%	-	-
Science	All Students	74%	77%	73%	86%	74%	-	*	*	-	*	67%	88%	43%	75%	58%	72%	74%	-	*	-	-
	CWD	47%	40%	43%	*	40%	-	-	-	-	-	43%	-	43%	-	*	*	*	-	-	-	-
	CWOD	78%	80%	75%	100%	75%	-	*	*	-	*	69%	88%	-	75%	59%	74%	76%	-	*	-	-
	EL	58%	70%	58%	-	60%	-	-	-	-	*	57%	63%	*	59%	58%	59%	57%	-	*	-	-
	Male	74%	76%	72%	*	75%	-	*	-	-	*	67%	85%	*	74%	59%	72%	-	-	-	-	-
	Female	75%	78%	74%	*	73%	-	-	*	-	-	67%	91%	*	76%	57%	-	74%	-	*	-	-
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	47%	41%	44%	31%	46%	*	*	20%	-	14%	41%	51%	13%	46%	33%	42%	46%	*	15%	-	-
	CWD	23%	15%	13%	20%	12%	-	-	-	-	*	13%	10%	13%	-	0%	11%	16%	-	*	-	-
	CWOD	50%	44%	46%	32%	48%	*	*	20%	-	15%	43%	53%	-	46%	35%	44%	47%	*	16%	-	-
	EL	29%	32%	33%	-	34%	-	-	*	-	0%	33%	32%	0%	35%	33%	34%	32%	*	7%	-	-
	Male	45%	38%	42%	22%	45%	-	*	*	-	17%	38%	53%	11%	44%	34%	42%	-	*	14%	-	-

Texas Education Agency
2022 Federal Report Card
YES PREP - HOBBY (101845014) - YES PREP PUBLIC SCHOOLS INC - HARRIS COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
All Subjects	Female	48%	45%	46%	41%	47%	*	-	*	-	*	45%	50%	16%	47%	32%	-	46%	-	15%	-	-
Reading	All Students	52%	44%	45%	35%	46%	*	*	*	-	33%	43%	48%	13%	47%	33%	41%	48%	*	25%	-	-
	CWD	24%	14%	13%	*	11%	-	-	-	-	*	16%	0%	13%	-	0%	6%	25%	-	*	-	-
	CWOD	56%	47%	47%	36%	49%	*	*	*	-	38%	46%	51%	-	47%	34%	44%	49%	*	27%	-	-
	EL	31%	32%	33%	-	34%	-	-	*	-	*	33%	27%	0%	34%	33%	35%	31%	*	14%	-	-
	Male	47%	38%	41%	29%	43%	-	*	*	-	43%	40%	42%	6%	44%	35%	41%	-	*	29%	-	-
	Female	56%	51%	48%	42%	50%	*	-	*	-	*	47%	53%	25%	49%	31%	-	48%	-	22%	-	-
Mathematics	All Students	41%	37%	43%	25%	46%	*	*	*	-	0%	41%	49%	17%	44%	35%	41%	44%	*	6%	-	-
	CWD	22%	16%	17%	*	17%	-	-	-	-	*	16%	20%	17%	-	0%	19%	13%	-	*	-	-
	CWOD	44%	39%	44%	25%	48%	*	*	*	-	0%	42%	51%	-	44%	37%	43%	46%	*	7%	-	-
	EL	29%	32%	35%	-	36%	-	-	*	-	*	36%	33%	0%	37%	35%	33%	37%	*	0%	-	-
	Male	42%	36%	41%	19%	45%	-	*	*	-	0%	36%	58%	19%	43%	33%	41%	-	*	0%	-	-
	Female	40%	38%	44%	32%	46%	*	-	*	-	*	45%	42%	13%	46%	37%	-	44%	-	11%	-	-
Science	All Students	46%	43%	45%	43%	47%	-	*	*	-	*	38%	63%	0%	48%	29%	46%	45%	-	*	-	-
	CWD	23%	15%	0%	*	0%	-	-	-	-	-	0%	-	0%	-	*	*	*	-	-	-	-
	CWOD	49%	46%	48%	60%	49%	-	*	*	-	*	41%	63%	-	48%	30%	49%	46%	-	*	-	-
	EL	25%	32%	29%	-	30%	-	-	-	-	*	28%	38%	*	30%	29%	35%	21%	-	*	-	-
	Male	47%	43%	46%	*	52%	-	*	-	-	*	39%	65%	*	49%	35%	46%	-	-	-	-	-
	Female	45%	43%	45%	*	43%	-	-	*	-	-	37%	61%	*	46%	21%	-	45%	-	*	-	-
STAAR Percent at Masters Grade Level																						
All Grades																						
All Subjects	All Students	22%	16%	22%	11%	24%	*	*	20%	-	0%	20%	28%	2%	23%	12%	20%	24%	*	0%	-	-
	CWD	9%	5%	2%	0%	2%	-	-	-	-	*	2%	0%	2%	-	0%	0%	5%	-	*	-	-
	CWOD	24%	17%	23%	13%	25%	*	*	20%	-	0%	21%	29%	-	23%	13%	22%	24%	*	0%	-	-
	EL	12%	10%	12%	-	13%	-	-	*	-	0%	13%	11%	0%	13%	12%	14%	11%	*	0%	-	-
	Male	21%	15%	20%	7%	23%	-	*	*	-	0%	19%	25%	0%	22%	14%	20%	-	*	0%	-	-
	Female	23%	17%	24%	17%	24%	*	-	*	-	*	21%	30%	5%	24%	11%	-	24%	-	0%	-	-
Reading	All Students	25%	16%	24%	15%	25%	*	*	*	-	0%	22%	29%	4%	25%	14%	21%	27%	*	0%	-	-
	CWD	9%	4%	4%	*	6%	-	-	-	-	*	5%	0%	4%	-	0%	0%	13%	-	*	-	-
	CWOD	27%	17%	25%	17%	27%	*	*	*	-	0%	23%	30%	-	25%	15%	23%	27%	*	0%	-	-
	EL	13%	10%	14%	-	14%	-	-	*	-	*	14%	13%	0%	15%	14%	15%	13%	*	0%	-	-
	Male	22%	13%	21%	10%	23%	-	*	*	-	0%	20%	24%	0%	23%	15%	21%	-	*	0%	-	-
	Female	28%	19%	27%	21%	27%	*	-	*	-	*	24%	33%	13%	27%	13%	-	27%	-	0%	-	-
Mathematics	All Students	20%	16%	21%	8%	23%	*	*	*	-	0%	19%	26%	0%	22%	13%	20%	21%	*	0%	-	-
	CWD	9%	6%	0%	*	0%	-	-	-	-	*	0%	0%	0%	-	0%	0%	0%	-	*	-	-
	CWOD	21%	17%	22%	8%	24%	*	*	*	-	0%	20%	28%	-	22%	14%	22%	22%	*	0%	-	-
	EL	12%	12%	13%	-	13%	-	-	*	-	*	14%	7%	0%	14%	13%	15%	12%	*	0%	-	-
	Male	21%	16%	20%	5%	22%	-	*	*	-	0%	18%	26%	0%	22%	15%	20%	-	*	0%	-	-
	Female	19%	16%	21%	11%	23%	*	-	*	-	*	19%	26%	0%	22%	12%	-	21%	-	0%	-	-

Texas Education Agency
2022 Federal Report Card
YES PREP - HOBBY (101845014) - YES PREP PUBLIC SCHOOLS INC - HARRIS COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Science	All Students	20%	15%	21%	14%	22%	-	*	*	-	*	17%	30%	0%	22%	6%	20%	22%	-	*	-	-
	CWD	8%	6%	0%	*	0%	-	-	-	-	-	0%	-	0%	-	*	*	*	-	-	-	-
	CWOD	22%	16%	22%	20%	22%	-	*	*	-	*	18%	30%	-	22%	7%	22%	23%	-	*	-	-
	EL	7%	7%	6%	-	7%	-	-	-	-	*	6%	13%	*	7%	6%	9%	4%	-	*	-	-
	Male	22%	16%	20%	*	22%	-	*	-	-	*	18%	25%	*	22%	9%	20%	-	-	-	-	-
	Female	19%	14%	22%	*	21%	-	-	*	-	-	16%	35%	*	23%	4%	-	22%	-	*	-	-

- Indicates there are no students in the group.

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

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2021-22 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Academic Growth Score											
Reading											
All Students	80	80	81	-	*	*	-	*	80	70	74
CWD	70	*	70	-	-	-	-	-	74	70	33
CWOD	81	82	81	-	*	*	-	*	80	-	76
EL ◇	74	-	75	-	-	*	-	*	74	33	74
Male	80	74	81	-	*	*	-	*	80	69	77
Female	81	88	80	-	-	*	-	*	80	71	72
Mathematics											
All Students	75	71	76	-	*	*	-	*	73	79	74
CWD	79	*	78	-	-	-	-	-	78	79	93
CWOD	74	70	75	-	*	*	-	*	73	-	73
EL ◇	74	-	74	-	-	*	-	*	73	93	74
Male	75	68	76	-	*	*	-	*	75	86	75
Female	74	75	75	-	-	*	-	*	71	64	73

- Indicates there are no students in the group.

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

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Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates for the class of 2021.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
Federal Graduation Rates													
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2021													
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

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

Part (iv): English Language Proficiency

This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2022 TELPAS (Texas English Language Proficiency Assessment System) data. (EL: English learner)

Total EL in Class	Proficiency of EL	Rate of Proficiency
150	33	22%

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

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

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

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Student Success (Student Achievement Domain Score: STAAR Component Only)											
STAAR Component Score	47	36	49	*	*	47	-	15	44	18	38
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

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

Part (vi): Goal Meeting Status

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
STAAR Performance Status											
Reading											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	Y	Y	Y						Y		Y
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N	N	Y						Y		Y
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N	N	N						N		N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N	N	N						N		N
Mathematics											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N	N	Y						Y		Y
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N	N	N						N		N
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N	N	N						N		N
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N	N	N						N		N
English Learner Language Proficiency Status											
Interim Goals (2018-2022)											36%

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Target Met											N
Interim Goals (2023-2027)											38%
Target Met											N
Interim Goals (2028-2032)											40%
Target Met											N
Long-Term Goals											40%
Target Met											N
Federal Graduation Status^Δ											
Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met											
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met											
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											

Blank cells above represent student group indicators that do not meet the minimum size criteria.

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

Δ Student groups that are at or above 90% are required to exceed that rate by at least a tenth of a percent in the following year(s).

Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science for the 2021-22 school year. (CWD: children with disability; CWOD: children without disability; EL: English learner)

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

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		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Reading	All Students	99%	100%	99%	*	*	*	-	100%	100%	98%	100%	99%	100%	100%	99%	*
	CWD	100%	*	100%	-	-	-	-	*	100%	100%	100%	-	100%	100%	100%	-
	CWOD	99%	100%	99%	*	*	*	-	100%	100%	98%	-	99%	100%	100%	99%	*
	EL	100%	-	100%	-	-	*	-	*	100%	100%	100%	100%	100%	100%	100%	*
	Male	100%	100%	100%	-	*	*	-	100%	100%	100%	100%	100%	100%	100%	-	*
	Female	99%	100%	99%	*	-	*	-	*	100%	96%	100%	99%	100%	-	99%	-
Mathematics	All Students	99%	100%	99%	*	*	*	-	100%	100%	99%	100%	99%	100%	99%	99%	*
		99%	100%	99%	*	*	*	-	100%	100%	99%	100%	99%	100%	99%	99%	*
	CWD	100%	*	100%	-	-	-	-	*	100%	100%	100%	-	100%	100%	100%	-
		100%	*	100%	-	-	-	-	*	100%	100%	100%	-	100%	100%	100%	-
	CWOD	99%	100%	99%	*	*	*	-	100%	100%	99%	-	99%	100%	99%	99%	*
		99%	100%	99%	*	*	*	-	100%	100%	99%	-	99%	100%	99%	99%	*
	EL	100%	-	100%	-	-	*	-	*	100%	100%	100%	100%	100%	100%	100%	*
		100%	-	100%	-	-	*	-	*	100%	100%	100%	100%	100%	100%	100%	*
	Male	99%	100%	99%	-	*	*	-	100%	99%	100%	100%	99%	100%	99%	-	*
		99%	100%	99%	-	*	*	-	100%	99%	100%	100%	99%	100%	99%	-	*
	Female	99%	100%	99%	*	-	*	-	*	100%	98%	100%	99%	100%	-	99%	-
		99%	100%	99%	*	-	*	-	*	100%	98%	100%	99%	100%	-	99%	-
SAT/ACT All Subjects	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Non-Participation Rate																	
All Subjects	All Students	1%	0%	1%	*	*	0%	-	0%	0%	2%	0%	1%	0%	0%	1%	*
	CWD	0%	0%	0%	-	-	-	-	*	0%	0%	0%	-	0%	0%	0%	-
	CWOD	1%	0%	1%	*	*	0%	-	0%	0%	2%	-	1%	0%	0%	1%	*
	EL	0%	-	0%	-	-	*	-	0%	0%	0%	0%	0%	0%	0%	0%	*
	Male	0%	0%	0%	-	*	*	-	0%	0%	0%	0%	0%	0%	0%	-	*
	Female	1%	0%	1%	*	-	*	-	*	0%	3%	0%	1%	0%	-	1%	-
Reading	All Students	1%	0%	1%	*	*	*	-	0%	0%	2%	0%	1%	0%	0%	1%	*
	CWD	0%	*	0%	-	-	-	-	*	0%	0%	0%	-	0%	0%	0%	-
	CWOD	1%	0%	1%	*	*	*	-	0%	0%	2%	-	1%	0%	0%	1%	*
	EL	0%	-	0%	-	-	*	-	*	0%	0%	0%	0%	0%	0%	0%	*
	Male	0%	0%	0%	-	*	*	-	0%	0%	0%	0%	0%	0%	0%	-	*

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		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Reading	Female	1%	0%	1%	*	-	*	-	*	0%	4%	0%	1%	0%	-	1%	-
Mathematics	All Students	1%	0%	1%	*	*	*	-	0%	0%	1%	0%	1%	0%	1%	1%	*
	CWD	0%	*	0%	-	-	-	-	*	0%	0%	0%	-	0%	0%	0%	-
	CWOD	1%	0%	1%	*	*	*	-	0%	0%	1%	-	1%	0%	1%	1%	*
	EL	0%	-	0%	-	-	*	-	*	0%	0%	0%	0%	0%	0%	0%	*
	Male	1%	0%	1%	-	*	*	-	0%	1%	0%	0%	1%	0%	1%	-	*
	Female	1%	0%	1%	*	-	*	-	*	0%	2%	0%	1%	0%	-	1%	-
Science	All Students	1%	0%	2%	-	*	*	-	*	1%	2%	0%	1%	0%	0%	3%	-
	CWD	0%	*	0%	-	-	-	-	-	0%	-	0%	-	*	*	*	-
	CWOD	1%	0%	2%	-	*	*	-	*	1%	2%	-	1%	0%	0%	3%	-
	EL	0%	-	0%	-	-	-	-	*	0%	0%	*	0%	0%	0%	0%	-
	Male	0%	*	0%	-	*	-	-	*	0%	0%	*	0%	0%	0%	-	-
	Female	3%	*	3%	-	-	*	-	-	2%	4%	*	3%	0%	-	3%	-
SAT/ACT All Subjects	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

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

Part (viii): Civil Rights Data

Part (viii)(I) This section provides information from the 2017-18 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

There is no data for this campus.

Part (viii)(II) This section provides information from the 2017-18 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

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There is no data for this campus.

Part (ix): Teacher Quality Data

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

	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	14.9	62.3%
Teachers Teaching with Emergency or Provisional Credentials	2.4	11.0%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	0.0	-

- Indicates there are no data available in the group.

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

Part (x): Per-pupil Expenditure

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

To be updated by June 30th, 2023.

Part (xi): STAAR Alternate 2 Participation

This section provides information on the number and percentage of students with the most significant cognitive disabilities who take STAAR Alternate 2, by grade and subject for the 2021-22 school year.

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Grade 3						
Reading	6,584	2%	*	1%	-	-
Mathematics	6,587	2%	*	1%	-	-
Grade 4						
Reading	6,404	2%	-	-	-	-
Mathematics	6,408	2%	-	-	-	-
Grade 5						
Reading	6,204	2%	-	-	-	-

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Mathematics	6,205	2%	-	-	-	-
Science	6,200	2%	-	-	-	-
Grade 6						
Reading	6,181	2%	19	1%	-	-
Mathematics	6,177	2%	19	1%	-	-
Grade 7						
Reading	6,130	1%	10	0%	-	-
Mathematics	6,120	2%	10	0%	-	-
Grade 8						
Reading	5,794	1%	11	0%	-	-
Mathematics	5,803	2%	11	1%	-	-
Science	5,796	1%	11	0%	-	-
End of Course						
English I	6,009	1%	12	0%	-	-
English II	5,490	1%	10	0%	-	-
Algebra I	5,993	1%	12	0%	-	-
Biology	5,860	1%	12	1%	-	-
All Grades						
All Subjects	109,954	1%	143	1%	-	-
Reading	48,805	1%	65	1%	-	-
Mathematics	43,293	1%	55	1%	-	-
Science	17,856	1%	23	1%	-	-

- Indicates there are no students in the group.

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

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

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

State Level: 2022 Percentages at NAEP Achievement Levels										
			% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	42	37	58	63	30	33	7	9
		Black	51	56	49	44	19	17	3	3
		Hispanic	52	50	48	50	20	21	3	4
		White	26	27	74	73	44	42	10	11
		American Indian	*	57	*	43	*	18	*	3
		Asian	8	17	92	83	71	58	31	24

State Level: 2022 Percentages at NAEP Achievement Levels										
			% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Pacific Islander	*	50	*	50	*	23	*	6
		Two or More Races	28	32	72	68	41	38	8	11
		EcoDis	54	52	46	48	18	19	3	3
		Students with Disabilities	77	73	23	27	7	10	1	2
		English Language Learners	57	67	43	33	16	10	2	1
	Mathematics	Overall	22	25	78	75	38	36	8	8
		Black	33	45	67	55	21	15	2	1
		Hispanic	27	36	73	64	27	22	3	3
		White	10	14	90	86	57	48	13	10
		American Indian	*	41	*	59	*	22	*	4
		Asian	3	9	97	91	73	63	27	24
		Pacific Islander	*	38	*	62	*	22	*	3
		Two or More Races	10	22	90	78	58	38	23	9
		EcoDis	31	38	69	62	24	20	3	2
		Students with Disabilities	51	56	49	44	18	14	2	2
		English Language Learners	31	48	69	52	26	14	3	2
Grade 8	Reading	Overall	34	30	66	70	23	31	2	4
		Black	45	47	55	53	17	16	1	1
		Hispanic	41	39	59	61	16	21	1	2
		White	24	22	76	78	30	38	2	5
		American Indian	*	45	*	55	*	18	*	2
		Asian	8	14	92	86	60	56	11	12
		Pacific Islander	*	35	*	65	*	25	*	2
		Two or More Races	28	27	72	73	32	35	5	6
		EcoDis	42	42	58	58	16	19	1	1
		Students with Disabilities	74	69	26	31	5	7	1	n/a
		English Language Learners	53	68	47	32	10	5	n/a	n/a
	Mathematics	Overall	39	38	61	62	24	26	5	7
		Black	54	62	46	38	11	9	2	1
		Hispanic	46	51	54	49	16	14	2	2
		White	28	26	72	74	36	35	8	9
		American Indian	*	55	*	45	*	13	*	2
		Asian	10	14	90	86	57	58	27	27
		Pacific Islander	*	50	*	50	*	17	*	5
		Two or More Races	26	37	74	63	30	28	3	7
		EcoDis	49	54	51	46	15	13	2	2
		Students with Disabilities	81	77	19	23	4	5	n/a	1
		English Language Learners	60	76	40	24	8	4	1	n/a

* Indicates reporting standards not met.

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

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

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

This section provides information on the cohort rate at which students who graduated from high school in the 2019-20 school year enrolled in a Texas public postsecondary education institution in the 2020-21 academic year in (I) programs of public postsecondary education in Texas; (II) programs of private postsecondary education in Texas; and (III) programs of postsecondary education outside Texas. (CWD: children with disability; EL: English learner)

There is no data for this campus.

Part (xiv): Additional Information - Chronic Absenteeism

This section provides information on the Chronic Absenteeism per EDFacts definition: percent of unduplicated number of K - 12 students enrolled in a school for at least 10 days and absent for 10% or more days during the 2020-21 school year. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Chronic Absenteeism Rate	8%	11%	7%	*	*	*	-	-	8%	6%	5%

- Indicates there are no students in the group.

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

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Part (i): Description of State Accountability System

Part (i)(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students for use in the accountability system. The Texas accountability minimum size criteria are 25 tests for assessment related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for the all student group.

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

State ESSA Goals												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Performance (At Meets Grade Level or Above)												
Reading/ELA	Baseline 2016-17 Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
	2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
	2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Mathematics	Baseline 2016-17 Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
	2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
	2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
EL Progress												
	Baseline 2016-17 Rates											41%
	2017-18 through 2021-22											36%
	2022-23 through 2026-27											38%
	2027-28 through 2031-32											40%
Graduation Rate: 4-Year Longitudinal Rate Δ												
	Baseline 2016-17 Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
	2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
	2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
	2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

Δ Student groups that are at or above 90% are required to exceed that rate by at least a tenth of a percent in the following year(s).

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

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

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

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language Proficiency	10%
	SQSS: Student Achievement Domain Score: STAAR Component Only	10%
High Schools, K-12s, AEAs, and Districts	Academic Achievement	50%
	Federal Graduation Status or Academic Growth Status ¹	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness or Student Domain Score: STAAR Component Only ²	30%

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

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

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(bb) the methodology by which the State differentiates all such schools. A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), B (80-89), C (70-79), D (60-69), and F (0-59) and further used to differentiate all public schools.
<https://tea.texas.gov/sites/default/files/chapter-4-2022-closing-the-gaps-domain.pdf>

(cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students. TEA uses the Closing the Gaps domain to identify campuses that have consistently underperforming student groups. A student group that misses the targets in at least the same three indicators, for three consecutive years, is considered consistently underperforming. Any campus not identified for comprehensive support and improvement (CSI) that has at least one consistently underperforming student group is identified for targeted support and improvement (TSI). TSI identifies both Title I and non-Title I campuses. Data from 2018, 2019, and 2022 are considered consecutive years for 2022 TSI identification.

(dd) the methodology by which the State identifies a school for comprehensive support and improvement. Texas annually ranks all Title I campuses based on Closing the Gaps scaled scores. Beginning August 2022, TEA also evaluates overall scaled scores to make final comprehensive support and improvement (CSI) determinations. Title I campuses with both the lowest Closing the Gaps and lowest overall scaled scores are identified for CSI. First, Texas determines the bottom five percent of Closing the Gaps outcomes by rank ordering the scaled scores of Title I campuses by school type - elementary, middle, high school/ K - 12, and alternative education accountability. Texas then determines which campuses fell in the bottom five percent for each school type. Next, TEA rank orders the overall scaled scores for all Title I campuses statewide (without regard to campus type) to determine the scaled score cut point necessary to identify at least five percent of Title I campuses. Title I campuses with an overall scaled score cut point at or below the overall cut point and that rank in their school types bottom five percent are identified for CSI.

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

Part (i)(VI) the exit criteria established by the State, including the length of years established. Campuses that do not rank in their school types bottom five percent of the Closing the Gaps domain for two consecutive years and have an overall scaled score that year that does not fall within the lowest percentile to be reidentified for CSI are considered as having successfully exited. Campuses previously identified as CSI based solely on a graduation rate below 67 percent must have a four or six-year federal graduation rate of at least 67 percent for two consecutive years to exit CSI status.

Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2021-22 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

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

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Reading	All Students	76%	75%	72%	75%	71%	*	-	*	-	*	70%	85%	33%	74%	70%	69%	75%	*	100%	-	-	
	CWD	52%	47%	33%	-	33%	-	-	-	-	-	*	*	33%	-	*	40%	*	-	-	-	-	
	CWOD	80%	77%	74%	75%	74%	*	-	*	-	*	72%	90%	-	74%	74%	71%	76%	*	100%	-	-	
	EL	66%	73%	70%	*	68%	*	-	*	-	-	69%	*	*	74%	70%	69%	71%	-	*	-	-	
	Male	74%	70%	69%	71%	67%	*	-	*	-	*	67%	*	40%	71%	69%	69%	-	*	*	-	-	
	Female	78%	80%	75%	*	76%	-	-	-	-	*	74%	78%	*	76%	71%	-	75%	-	*	-	-	
Mathematics	All Students	70%	75%	71%	75%	70%	*	-	*	-	*	69%	85%	67%	71%	84%	74%	67%	*	60%	-	-	
	CWD	46%	63%	67%	-	67%	-	-	-	-	-	*	*	67%	-	*	60%	*	-	-	-	-	
	CWOD	74%	76%	71%	75%	71%	*	-	*	-	*	69%	90%	-	71%	85%	75%	67%	*	60%	-	-	
	EL	64%	82%	84%	*	83%	*	-	*	-	-	83%	*	*	85%	84%	88%	79%	-	*	-	-	
	Male	72%	77%	74%	71%	73%	*	-	*	-	*	74%	*	60%	75%	88%	74%	-	*	*	-	-	
	Female	68%	72%	67%	*	67%	-	-	-	-	*	63%	89%	*	67%	79%	-	67%	-	*	-	-	
STAAR Percent at Meets Grade Level or Above																							
Grade 3																							
Reading	All Students	50%	44%	41%	50%	40%	*	-	*	-	*	37%	69%	33%	41%	39%	38%	44%	*	60%	-	-	
	CWD	30%	37%	33%	-	33%	-	-	-	-	-	*	*	33%	-	*	40%	*	-	-	-	-	
	CWOD	54%	44%	41%	50%	40%	*	-	*	-	*	38%	70%	-	41%	42%	38%	45%	*	60%	-	-	
	EL	37%	40%	39%	*	38%	*	-	*	-	-	37%	*	*	42%	39%	41%	38%	-	*	-	-	
	Male	49%	44%	38%	57%	35%	*	-	*	-	*	35%	*	40%	38%	41%	38%	-	*	*	-	-	
	Female	52%	43%	44%	*	45%	-	-	-	-	*	40%	67%	*	45%	38%	-	44%	-	*	-	-	
Mathematics	All Students	42%	48%	39%	25%	39%	*	-	*	-	*	37%	54%	17%	40%	50%	33%	46%	*	20%	-	-	
	CWD	27%	26%	17%	-	17%	-	-	-	-	-	*	*	17%	-	*	20%	*	-	-	-	-	
	CWOD	45%	50%	40%	25%	40%	*	-	*	-	*	37%	70%	-	40%	51%	34%	47%	*	20%	-	-	
	EL	35%	52%	50%	*	47%	*	-	*	-	-	48%	*	*	51%	50%	47%	54%	-	*	-	-	
	Male	45%	42%	33%	29%	31%	*	-	*	-	*	33%	*	20%	34%	47%	33%	-	*	*	-	-	
	Female	39%	54%	46%	*	47%	-	-	-	-	*	42%	67%	*	47%	54%	-	46%	-	*	-	-	
STAAR Percent at Masters Grade Level																							
Grade 3																							
Reading	All Students	29%	25%	25%	13%	24%	*	-	*	-	*	22%	46%	17%	25%	23%	21%	29%	*	60%	-	-	
	CWD	12%	5%	17%	-	17%	-	-	-	-	-	*	*	17%	-	*	20%	*	-	-	-	-	
	CWOD	32%	27%	25%	13%	25%	*	-	*	-	*	23%	50%	-	25%	25%	21%	29%	*	60%	-	-	
	EL	19%	24%	23%	*	23%	*	-	*	-	-	20%	*	*	25%	23%	22%	25%	-	*	-	-	
	Male	28%	24%	21%	14%	20%	*	-	*	-	*	19%	*	20%	21%	22%	21%	-	*	*	-	-	
	Female	31%	27%	29%	*	29%	-	-	-	-	*	26%	44%	*	29%	25%	-	29%	-	*	-	-	
Mathematics	All Students	20%	18%	17%	13%	17%	*	-	*	-	*	15%	31%	0%	18%	25%	16%	17%	*	0%	-	-	
	CWD	10%	0%	0%	-	0%	-	-	-	-	-	*	*	0%	-	*	0%	*	-	-	-	-	
	CWOD	22%	20%	18%	13%	18%	*	-	*	-	*	15%	40%	-	18%	26%	18%	18%	*	0%	-	-	
	EL	15%	24%	25%	*	23%	*	-	*	-	-	22%	*	*	26%	25%	28%	21%	-	*	-	-	
	Male	23%	15%	16%	14%	16%	*	-	*	-	*	16%	*	0%	18%	28%	16%	-	*	*	-	-	

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Mathematics	Female	18%	21%	17%	*	18%	-	-	-	-	*	14%	33%	*	18%	21%	-	17%	-	*	-	-
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						
All Subjects	All Students	73%	72%	71%	75%	71%	*	-	*	-	50%	70%	85%	50%	72%	77%	71%	71%	*	80%	-	-
	CWD	44%	35%	50%	-	50%	-	-	-	-	-	33%	67%	50%	-	33%	50%	*	-	-	-	-
	CWOD	77%	75%	72%	75%	72%	*	-	*	-	50%	71%	90%	-	72%	79%	73%	72%	*	80%	-	-
	EL	59%	66%	77%	*	75%	*	-	*	-	-	76%	*	33%	79%	77%	78%	75%	-	*	-	-
	Male	71%	69%	71%	71%	70%	*	-	*	-	*	70%	88%	50%	73%	78%	71%	-	*	*	-	-
	Female	75%	75%	71%	*	71%	-	-	-	-	*	69%	83%	*	72%	75%	-	71%	-	83%	-	-
Reading	All Students	74%	70%	72%	75%	71%	*	-	*	-	*	70%	85%	33%	74%	70%	69%	75%	*	100%	-	-
	CWD	43%	30%	33%	-	33%	-	-	-	-	-	*	*	33%	-	*	40%	*	-	-	-	-
	CWOD	78%	74%	74%	75%	74%	*	-	*	-	*	72%	90%	-	74%	74%	71%	76%	*	100%	-	-
	EL	57%	62%	70%	*	68%	*	-	*	-	-	69%	*	*	74%	70%	69%	71%	-	*	-	-
	Male	70%	65%	69%	71%	67%	*	-	*	-	*	67%	*	40%	71%	69%	69%	-	*	*	-	-
	Female	78%	76%	75%	*	76%	-	-	-	-	*	74%	78%	*	76%	71%	-	75%	-	*	-	-
Mathematics	All Students	71%	72%	71%	75%	70%	*	-	*	-	*	69%	85%	67%	71%	84%	74%	67%	*	60%	-	-
	CWD	44%	39%	67%	-	67%	-	-	-	-	-	*	*	67%	-	*	60%	*	-	-	-	-
	CWOD	75%	74%	71%	75%	71%	*	-	*	-	*	69%	90%	-	71%	85%	75%	67%	*	60%	-	-
	EL	61%	69%	84%	*	83%	*	-	*	-	-	83%	*	*	85%	84%	88%	79%	-	*	-	-
	Male	71%	70%	74%	71%	73%	*	-	*	-	*	74%	*	60%	75%	88%	74%	-	*	*	-	-
	Female	71%	73%	67%	*	67%	-	-	-	-	*	63%	89%	*	67%	79%	-	67%	-	*	-	-
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	47%	41%	40%	38%	39%	*	-	*	-	50%	37%	62%	25%	41%	45%	35%	45%	*	40%	-	-
	CWD	23%	15%	25%	-	25%	-	-	-	-	-	17%	33%	25%	-	17%	30%	*	-	-	-	-
	CWOD	50%	44%	41%	38%	40%	*	-	*	-	50%	38%	70%	-	41%	46%	36%	46%	*	40%	-	-
	EL	29%	32%	45%	*	42%	*	-	*	-	-	43%	*	17%	46%	45%	44%	46%	-	*	-	-
	Male	45%	38%	35%	43%	33%	*	-	*	-	*	34%	50%	30%	36%	44%	35%	-	*	*	-	-
	Female	48%	45%	45%	*	46%	-	-	-	-	*	41%	67%	*	46%	46%	-	45%	-	67%	-	-
Reading	All Students	52%	44%	41%	50%	40%	*	-	*	-	*	37%	69%	33%	41%	39%	38%	44%	*	60%	-	-
	CWD	24%	14%	33%	-	33%	-	-	-	-	-	*	*	33%	-	*	40%	*	-	-	-	-
	CWOD	56%	47%	41%	50%	40%	*	-	*	-	*	38%	70%	-	41%	42%	38%	45%	*	60%	-	-
	EL	31%	32%	39%	*	38%	*	-	*	-	-	37%	*	*	42%	39%	41%	38%	-	*	-	-
	Male	47%	38%	38%	57%	35%	*	-	*	-	*	35%	*	40%	38%	41%	38%	-	*	*	-	-
	Female	56%	51%	44%	*	45%	-	-	-	-	*	40%	67%	*	45%	38%	-	44%	-	*	-	-

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Mathematics	All Students	41%	37%	39%	25%	39%	*	-	*	-	*	37%	54%	17%	40%	50%	33%	46%	*	20%	-	-
	CWD	22%	16%	17%	-	17%	-	-	-	-	-	*	*	17%	-	*	20%	*	-	-	-	-
	CWOD	44%	39%	40%	25%	40%	*	-	*	-	*	37%	70%	-	40%	51%	34%	47%	*	20%	-	-
	EL	29%	32%	50%	*	47%	*	-	*	-	-	48%	*	*	51%	50%	47%	54%	-	*	-	-
	Male	42%	36%	33%	29%	31%	*	-	*	-	*	33%	*	20%	34%	47%	33%	-	*	*	-	-
	Female	40%	38%	46%	*	47%	-	-	-	-	*	42%	67%	*	47%	54%	-	46%	-	*	-	-
STAAR Percent at Masters Grade Level																						
All Grades																						
All Subjects	All Students	22%	16%	21%	13%	21%	*	-	*	-	25%	19%	38%	8%	21%	24%	19%	23%	*	30%	-	-
	CWD	9%	5%	8%	-	8%	-	-	-	-	-	0%	17%	8%	-	0%	10%	*	-	-	-	-
	CWOD	24%	17%	21%	13%	22%	*	-	*	-	25%	19%	45%	-	21%	25%	20%	24%	*	30%	-	-
	EL	12%	10%	24%	*	23%	*	-	*	-	-	21%	*	0%	25%	24%	25%	23%	-	*	-	-
	Male	21%	15%	19%	14%	18%	*	-	*	-	*	18%	38%	10%	20%	25%	19%	-	*	*	-	-
	Female	23%	17%	23%	*	23%	-	-	-	-	*	20%	39%	*	24%	23%	-	23%	-	50%	-	-
Reading	All Students	25%	16%	25%	13%	24%	*	-	*	-	*	22%	46%	17%	25%	23%	21%	29%	*	60%	-	-
	CWD	9%	4%	17%	-	17%	-	-	-	-	-	*	*	17%	-	*	20%	*	-	-	-	-
	CWOD	27%	17%	25%	13%	25%	*	-	*	-	*	23%	50%	-	25%	25%	21%	29%	*	60%	-	-
	EL	13%	10%	23%	*	23%	*	-	*	-	-	20%	*	*	25%	23%	22%	25%	-	*	-	-
	Male	22%	13%	21%	14%	20%	*	-	*	-	*	19%	*	20%	21%	22%	21%	-	*	*	-	-
	Female	28%	19%	29%	*	29%	-	-	-	-	*	26%	44%	*	29%	25%	-	29%	-	*	-	-
Mathematics	All Students	20%	16%	17%	13%	17%	*	-	*	-	*	15%	31%	0%	18%	25%	16%	17%	*	0%	-	-
	CWD	9%	6%	0%	-	0%	-	-	-	-	-	*	*	0%	-	*	0%	*	-	-	-	-
	CWOD	21%	17%	18%	13%	18%	*	-	*	-	*	15%	40%	-	18%	26%	18%	18%	*	0%	-	-
	EL	12%	12%	25%	*	23%	*	-	*	-	-	22%	*	*	26%	25%	28%	21%	-	*	-	-
	Male	21%	16%	16%	14%	16%	*	-	*	-	*	16%	*	0%	18%	28%	16%	-	*	*	-	-
	Female	19%	16%	17%	*	18%	-	-	-	-	*	14%	33%	*	18%	21%	-	17%	-	*	-	-

- Indicates there are no students in the group.

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

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2021-22 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

There is no data for this campus.

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Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates for the class of 2021.

There is no data for this campus.

Part (iv): English Language Proficiency

This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2022 TELPAS (Texas English Language Proficiency Assessment System) data. (EL: English learner)

Total EL in Class	Proficiency of EL	Rate of Proficiency
227	17	7%

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

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Student Success (Student Achievement Domain Score: STAAR Component Only)											
STAAR Component Score	44	42	44	*	-	*	-	42	42	28	49
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

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- Indicates there are no students in the group.

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

Part (vi): Goal Meeting Status

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
STAAR Performance Status											
Reading											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	N		Y						Y		Y
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N		N						N		Y
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N		N						N		N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N		N						N		N
Mathematics											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N		N						Y		Y
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N		N						N		Y
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N		N						N		N
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N		N						N		N
English Learner Language Proficiency Status											
Interim Goals (2018-2022)											36%
Target Met											N
Interim Goals (2023-2027)											38%
Target Met											N
Interim Goals (2028-2032)											40%
Target Met											N
Long-Term Goals											40%
Target Met											N
Federal Graduation Status^Δ											

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met											
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met											
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											

Blank cells above represent student group indicators that do not meet the minimum size criteria.

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

Δ Student groups that are at or above 90% are required to exceed that rate by at least a tenth of a percent in the following year(s).

Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science for the 2021-22 school year. (CWD: children with disability; CWOD: children without disability; EL: English learner)

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

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

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

- Indicates there are no students in the group.

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

Part (viii): Civil Rights Data

Part (viii)(I) This section provides information from the 2017-18 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

There is no data for this campus.

Part (viii)(II) This section provides information from the 2017-18 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

There is no data for this campus.

Part (ix): Teacher Quality Data

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

High Poverty School		
	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	17.9	57.0%
Teachers Teaching with Emergency or Provisional Credentials	2.9	10.2%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	0.0	-

- Indicates there are no data available in the group.

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

Part (x): Per-pupil Expenditure

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

To be updated by June 30th, 2023.

Part (xi): STAAR Alternate 2 Participation

This section provides information on the number and percentage of students with the most significant cognitive disabilities who take STAAR Alternate 2, by grade and subject for the 2021-22 school year.

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Grade 3						
Reading	6,584	2%	*	1%	*	1%
Mathematics	6,587	2%	*	1%	*	1%
Grade 4						
Reading	6,404	2%	-	-	-	-
Mathematics	6,408	2%	-	-	-	-
Grade 5						
Reading	6,204	2%	-	-	-	-
Mathematics	6,205	2%	-	-	-	-
Science	6,200	2%	-	-	-	-
Grade 6						
Reading	6,181	2%	19	1%	-	-
Mathematics	6,177	2%	19	1%	-	-
Grade 7						

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Reading	6,130	1%	10	0%	-	-
Mathematics	6,120	2%	10	0%	-	-
Grade 8						
Reading	5,794	1%	11	0%	-	-
Mathematics	5,803	2%	11	1%	-	-
Science	5,796	1%	11	0%	-	-
End of Course						
English I	6,009	1%	12	0%	-	-
English II	5,490	1%	10	0%	-	-
Algebra I	5,993	1%	12	0%	-	-
Biology	5,860	1%	12	1%	-	-
All Grades						
All Subjects	109,954	1%	143	1%	*	1%
Reading	48,805	1%	65	1%	*	1%
Mathematics	43,293	1%	55	1%	*	1%
Science	17,856	1%	23	1%	-	-

- Indicates there are no students in the group.

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

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

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

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

State Level: 2022 Percentages at NAEP Achievement Levels										
			% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 4	Mathematics	Overall	22	25	78	75	38	36	8	8
		Black	33	45	67	55	21	15	2	1
		Hispanic	27	36	73	64	27	22	3	3
		White	10	14	90	86	57	48	13	10
		American Indian	*	41	*	59	*	22	*	4
		Asian	3	9	97	91	73	63	27	24
		Pacific Islander	*	38	*	62	*	22	*	3
		Two or More Races	10	22	90	78	58	38	23	9
		EcoDis	31	38	69	62	24	20	3	2
		Students with Disabilities	51	56	49	44	18	14	2	2
		English Language Learners	31	48	69	52	26	14	3	2
Grade 8	Reading	Overall	34	30	66	70	23	31	2	4
		Black	45	47	55	53	17	16	1	1
		Hispanic	41	39	59	61	16	21	1	2
		White	24	22	76	78	30	38	2	5
		American Indian	*	45	*	55	*	18	*	2
		Asian	8	14	92	86	60	56	11	12
		Pacific Islander	*	35	*	65	*	25	*	2
		Two or More Races	28	27	72	73	32	35	5	6
		EcoDis	42	42	58	58	16	19	1	1
		Students with Disabilities	74	69	26	31	5	7	1	n/a
		English Language Learners	53	68	47	32	10	5	n/a	n/a
	Mathematics	Overall	39	38	61	62	24	26	5	7
		Black	54	62	46	38	11	9	2	1
		Hispanic	46	51	54	49	16	14	2	2
		White	28	26	72	74	36	35	8	9
		American Indian	*	55	*	45	*	13	*	2
		Asian	10	14	90	86	57	58	27	27
		Pacific Islander	*	50	*	50	*	17	*	5
		Two or More Races	26	37	74	63	30	28	3	7
		EcoDis	49	54	51	46	15	13	2	2
		Students with Disabilities	81	77	19	23	4	5	n/a	1
		English Language Learners	60	76	40	24	8	4	1	n/a

* Indicates reporting standards not met.

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

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

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

This section provides information on the cohort rate at which students who graduated from high school in the 2019-20 school year enrolled in a Texas public postsecondary education institution in the 2020-21 academic year in (I) programs of public postsecondary education in Texas; (II) programs of private postsecondary education in Texas; and (III) programs of postsecondary education outside Texas. (CWD: children with disability; EL: English learner)

There is no data for this campus.

Part (xiv): Additional Information - Chronic Absenteeism

This section provides information on the Chronic Absenteeism per EDFacts definition: percent of unduplicated number of K - 12 students enrolled in a school for at least 10 days and absent for 10% or more days during the 2020-21 school year. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Chronic Absenteeism Rate	16%	27%	15%	40%	-	*	-	*	17%	22%	8%

- Indicates there are no students in the group.

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

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Part (i): Description of State Accountability System

Part (i)(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students for use in the accountability system. The Texas accountability minimum size criteria are 25 tests for assessment related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for the all student group.

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

State ESSA Goals												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Performance (At Meets Grade Level or Above)												
Reading/ELA	Baseline 2016-17 Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
	2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
	2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Mathematics	Baseline 2016-17 Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
	2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
	2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
EL Progress												
	Baseline 2016-17 Rates											41%
	2017-18 through 2021-22											36%
	2022-23 through 2026-27											38%
	2027-28 through 2031-32											40%
Graduation Rate: 4-Year Longitudinal Rate Δ												
	Baseline 2016-17 Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
	2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
	2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
	2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

Δ Student groups that are at or above 90% are required to exceed that rate by at least a tenth of a percent in the following year(s).

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

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

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

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language Proficiency	10%
	SQSS: Student Achievement Domain Score: STAAR Component Only	10%
High Schools, K-12s, AEAs, and Districts	Academic Achievement	50%
	Federal Graduation Status or Academic Growth Status ¹	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness or Student Domain Score: STAAR Component Only ²	30%

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

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

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(bb) the methodology by which the State differentiates all such schools. A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), B (80-89), C (70-79), D (60-69), and F (0-59) and further used to differentiate all public schools.
<https://tea.texas.gov/sites/default/files/chapter-4-2022-closing-the-gaps-domain.pdf>

(cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students. TEA uses the Closing the Gaps domain to identify campuses that have consistently underperforming student groups. A student group that misses the targets in at least the same three indicators, for three consecutive years, is considered consistently underperforming. Any campus not identified for comprehensive support and improvement (CSI) that has at least one consistently underperforming student group is identified for targeted support and improvement (TSI). TSI identifies both Title I and non-Title I campuses. Data from 2018, 2019, and 2022 are considered consecutive years for 2022 TSI identification.

(dd) the methodology by which the State identifies a school for comprehensive support and improvement. Texas annually ranks all Title I campuses based on Closing the Gaps scaled scores. Beginning August 2022, TEA also evaluates overall scaled scores to make final comprehensive support and improvement (CSI) determinations. Title I campuses with both the lowest Closing the Gaps and lowest overall scaled scores are identified for CSI. First, Texas determines the bottom five percent of Closing the Gaps outcomes by rank ordering the scaled scores of Title I campuses by school type - elementary, middle, high school/ K - 12, and alternative education accountability. Texas then determines which campuses fell in the bottom five percent for each school type. Next, TEA rank orders the overall scaled scores for all Title I campuses statewide (without regard to campus type) to determine the scaled score cut point necessary to identify at least five percent of Title I campuses. Title I campuses with an overall scaled score cut point at or below the overall cut point and that rank in their school types bottom five percent are identified for CSI.

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

Part (i)(VI) the exit criteria established by the State, including the length of years established. Campuses that do not rank in their school types bottom five percent of the Closing the Gaps domain for two consecutive years and have an overall scaled score that year that does not fall within the lowest percentile to be reidentified for CSI are considered as having successfully exited. Campuses previously identified as CSI based solely on a graduation rate below 67 percent must have a four or six-year federal graduation rate of at least 67 percent for two consecutive years to exit CSI status.

Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2021-22 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

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

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Reading	All Students	69%	57%	63%	*	64%	-	-	-	-	62%	61%	73%	*	64%	53%	58%	68%	-	*	-	-	
	CWD	38%	27%	*	-	*	-	-	-	-	*	*	-	*	-	-	*	-	-	-	-	-	
	CWOD	74%	59%	64%	*	64%	-	-	-	-	67%	61%	73%	-	64%	53%	59%	68%	-	*	-	-	
	EL	53%	54%	53%	-	53%	-	-	-	-	*	53%	50%	-	53%	53%	44%	60%	-	-	-	-	
	Male	66%	52%	58%	-	59%	-	-	-	-	40%	53%	71%	*	59%	44%	58%	-	-	*	-	-	
	Female	72%	63%	68%	*	68%	-	-	-	-	75%	66%	77%	-	68%	60%	-	68%	-	*	-	-	
Mathematics	All Students	72%	69%	74%	*	76%	-	-	-	-	54%	73%	79%	*	74%	74%	76%	73%	-	*	-	-	
	CWD	47%	44%	*	-	*	-	-	-	-	*	*	-	*	-	-	*	-	-	-	-	-	
	CWOD	76%	71%	74%	*	77%	-	-	-	-	50%	73%	79%	-	74%	74%	76%	73%	-	*	-	-	
	EL	61%	70%	74%	-	74%	-	-	-	-	*	71%	86%	-	74%	74%	73%	75%	-	-	-	-	
	Male	73%	68%	76%	-	75%	-	-	-	-	80%	71%	88%	*	76%	73%	76%	-	-	*	-	-	
	Female	72%	71%	73%	*	77%	-	-	-	-	38%	74%	62%	-	73%	75%	-	73%	-	*	-	-	
Grade 7																							
Reading	All Students	79%	77%	78%	*	79%	*	-	-	-	*	76%	89%	20%	80%	66%	72%	85%	-	*	-	-	
	CWD	47%	39%	20%	-	20%	-	-	-	-	-	20%	-	20%	-	*	*	*	-	*	-	-	
	CWOD	83%	80%	80%	*	81%	*	-	-	-	*	78%	89%	-	80%	68%	75%	86%	-	*	-	-	
	EL	63%	73%	66%	-	67%	*	-	-	-	*	66%	*	*	68%	66%	60%	73%	-	*	-	-	
	Male	75%	72%	72%	-	72%	*	-	-	-	-	70%	82%	*	75%	60%	72%	-	-	*	-	-	
	Female	83%	82%	85%	*	87%	*	-	-	-	*	82%	94%	*	86%	73%	-	85%	-	*	-	-	
Mathematics	All Students	60%	66%	76%	*	76%	*	-	-	-	*	75%	81%	40%	77%	64%	72%	81%	-	*	-	-	
	CWD	36%	38%	40%	-	40%	-	-	-	-	-	40%	-	40%	-	*	*	*	-	*	-	-	
	CWOD	63%	68%	77%	*	77%	*	-	-	-	*	77%	81%	-	77%	65%	74%	81%	-	*	-	-	
	EL	45%	64%	64%	-	64%	*	-	-	-	*	65%	*	*	65%	64%	63%	67%	-	*	-	-	
	Male	60%	66%	72%	-	72%	*	-	-	-	-	72%	73%	*	74%	63%	72%	-	-	*	-	-	
	Female	59%	67%	81%	*	81%	*	-	-	-	*	79%	88%	*	81%	67%	-	81%	-	*	-	-	
Grade 8																							
Reading	All Students	82%	82%	92%	*	92%	*	-	*	-	-	91%	97%	60%	93%	93%	92%	92%	-	*	-	-	
	CWD	50%	46%	60%	-	*	*	-	-	-	-	*	*	60%	-	-	*	*	-	*	-	-	
	CWOD	86%	84%	93%	*	93%	*	-	*	-	-	92%	97%	-	93%	93%	92%	95%	-	*	-	-	
	EL	65%	75%	93%	-	93%	-	-	-	-	-	92%	100%	-	93%	93%	94%	92%	-	-	-	-	
	Male	78%	78%	92%	-	92%	*	-	*	-	-	91%	95%	*	92%	94%	92%	-	-	*	-	-	
	Female	86%	85%	92%	*	93%	*	-	-	-	-	90%	100%	*	95%	92%	-	92%	-	*	-	-	
Mathematics	All Students	70%	77%	89%	*	89%	*	-	*	-	-	86%	97%	40%	91%	83%	91%	87%	-	*	-	-	
	CWD	40%	39%	40%	-	*	*	-	-	-	-	*	*	40%	-	-	*	*	-	*	-	-	
	CWOD	74%	79%	91%	*	90%	*	-	*	-	-	89%	97%	-	91%	83%	92%	89%	-	*	-	-	
	EL	57%	70%	83%	-	83%	-	-	-	-	-	81%	100%	-	83%	83%	81%	85%	-	-	-	-	
	Male	68%	76%	91%	-	91%	*	-	*	-	-	89%	95%	*	92%	81%	91%	-	-	*	-	-	
	Female	72%	77%	87%	*	88%	*	-	-	-	-	84%	100%	*	89%	85%	-	87%	-	*	-	-	

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Science	All Students	73%	71%	68%	*	67%	*	-	*	-	-	66%	74%	20%	70%	43%	75%	61%	-	*	-	-	
	CWD	42%	27%	20%	-	*	*	-	-	-	-	*	*	20%	-	-	*	*	-	*	-	-	
	CWOD	77%	74%	70%	*	68%	*	-	*	-	-	68%	76%	-	70%	43%	77%	63%	-	*	-	-	
	EL	54%	63%	43%	-	43%	-	-	-	-	-	41%	60%	-	43%	43%	56%	35%	-	-	-	-	
	Male	73%	71%	75%	-	74%	*	-	*	-	-	75%	76%	*	77%	56%	75%	-	-	*	-	-	
	Female	73%	70%	61%	*	60%	*	-	-	-	-	59%	71%	*	63%	35%	-	61%	-	*	-	-	
End of Course																							
English I	All Students	64%	64%	78%	*	78%	*	*	-	-	*	81%	71%	11%	82%	59%	72%	87%	-	75%	-	-	
	CWD	29%	22%	11%	-	13%	*	-	-	-	-	17%	*	11%	-	*	13%	*	-	*	-	-	
	CWOD	68%	68%	82%	*	81%	*	*	-	-	*	84%	76%	-	82%	63%	77%	88%	-	86%	-	-	
	EL	38%	52%	59%	-	60%	*	-	-	-	-	59%	57%	*	63%	59%	50%	75%	-	*	-	-	
	Male	58%	58%	72%	-	71%	*	*	-	-	*	75%	60%	13%	77%	50%	72%	-	-	100%	-	-	
	Female	70%	71%	87%	*	87%	*	-	-	-	*	89%	81%	*	88%	75%	-	87%	-	*	-	-	
English II	All Students	71%	71%	84%	80%	83%	83%	83%	-	-	-	82%	92%	29%	90%	65%	79%	88%	-	82%	-	-	
	CWD	33%	23%	29%	-	31%	*	-	-	-	-	33%	*	29%	-	44%	22%	38%	-	*	-	-	
	CWOD	76%	76%	90%	80%	90%	100%	83%	-	-	-	88%	94%	-	90%	71%	87%	93%	-	90%	-	-	
	EL	43%	56%	65%	-	66%	*	-	-	-	-	63%	*	44%	71%	65%	70%	59%	-	60%	-	-	
	Male	65%	65%	79%	*	78%	*	80%	-	-	-	75%	90%	22%	87%	70%	79%	-	-	*	-	-	
	Female	77%	77%	88%	*	88%	*	*	-	-	-	87%	82%	38%	93%	59%	-	88%	-	75%	-	-	
Algebra I	All Students	74%	74%	90%	*	91%	*	*	-	-	*	90%	93%	33%	93%	82%	88%	93%	-	75%	-	-	
	CWD	46%	34%	33%	-	40%	*	-	-	-	-	*	*	33%	-	*	40%	*	-	*	-	-	
	CWOD	78%	78%	93%	*	93%	*	*	-	-	*	92%	95%	-	93%	88%	91%	94%	-	86%	-	-	
	EL	64%	69%	82%	-	84%	*	-	-	-	-	82%	83%	*	88%	82%	79%	87%	-	*	-	-	
	Male	71%	70%	88%	-	88%	*	*	-	-	*	88%	90%	40%	91%	79%	88%	-	-	100%	-	-	
	Female	78%	79%	93%	*	95%	*	-	-	-	*	92%	95%	*	94%	87%	-	93%	-	*	-	-	
Biology	All Students	82%	83%	92%	*	92%	*	-	-	-	*	92%	90%	50%	93%	78%	88%	96%	-	83%	-	-	
	CWD	57%	49%	50%	-	60%	*	-	-	-	-	*	*	50%	-	*	60%	*	-	*	-	-	
	CWOD	86%	86%	93%	*	94%	*	-	-	-	*	94%	92%	-	93%	83%	90%	97%	-	100%	-	-	
	EL	66%	78%	78%	-	80%	*	-	-	-	-	79%	71%	*	83%	78%	70%	94%	-	*	-	-	
	Male	80%	80%	88%	-	88%	*	-	-	-	*	89%	86%	60%	90%	70%	88%	-	-	*	-	-	
	Female	85%	87%	96%	*	98%	*	-	-	-	*	96%	95%	*	97%	94%	-	96%	-	*	-	-	
STAAR Percent at Meets Grade Level or Above																							
Grade 6																							
Reading	All Students	42%	29%	29%	*	30%	-	-	-	-	23%	26%	40%	*	30%	25%	30%	28%	-	*	-	-	
	CWD	21%	15%	*	-	*	-	-	-	-	*	*	-	*	-	-	*	-	-	-	-	-	
	CWOD	46%	30%	30%	*	31%	-	-	-	-	25%	27%	40%	-	30%	25%	32%	28%	-	*	-	-	
	EL	24%	25%	25%	-	26%	-	-	-	-	*	23%	36%	-	25%	25%	22%	27%	-	-	-	-	
	Male	40%	26%	30%	-	31%	-	-	-	-	20%	24%	47%	*	32%	22%	30%	-	-	*	-	-	
	Female	45%	32%	28%	*	30%	-	-	-	-	25%	28%	31%	-	28%	27%	-	28%	-	*	-	-	

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Mathematics	All Students	38%	32%	35%	*	34%	-	-	-	-	46%	34%	38%	*	35%	27%	42%	29%	-	*	-	-	
	CWD	20%	21%	*	-	*	-	-	-	-	*	*	-	*	-	-	*	-	-	-	-	-	
	CWOD	41%	33%	35%	*	34%	-	-	-	-	42%	34%	38%	-	35%	27%	43%	29%	-	*	-	-	
	EL	24%	32%	27%	-	26%	-	-	-	-	*	27%	29%	-	27%	27%	27%	27%	-	-	-	-	
	Male	40%	35%	42%	-	39%	-	-	-	-	80%	43%	41%	*	43%	27%	42%	-	-	*	-	-	
	Female	36%	29%	29%	*	29%	-	-	-	-	25%	28%	31%	-	29%	27%	-	29%	-	*	-	-	
Grade 7																							
Reading	All Students	55%	47%	54%	*	54%	*	-	-	-	*	48%	78%	0%	56%	32%	47%	61%	-	*	-	-	
	CWD	25%	16%	0%	-	0%	-	-	-	-	-	0%	-	0%	-	*	*	*	-	*	-	-	
	CWOD	59%	49%	56%	*	56%	*	-	-	-	*	50%	78%	-	56%	33%	49%	63%	-	*	-	-	
	EL	33%	40%	32%	-	33%	*	-	-	-	*	31%	*	*	33%	32%	25%	39%	-	*	-	-	
	Male	50%	40%	47%	-	47%	*	-	-	-	-	42%	73%	*	49%	25%	47%	-	-	*	-	-	
	Female	60%	54%	61%	*	62%	*	-	-	-	*	55%	81%	*	63%	39%	-	61%	-	*	-	-	
Mathematics	All Students	30%	33%	36%	*	37%	*	-	-	-	*	37%	33%	0%	37%	22%	35%	38%	-	*	-	-	
	CWD	18%	13%	0%	-	0%	-	-	-	-	-	0%	-	0%	-	*	*	*	-	*	-	-	
	CWOD	32%	35%	37%	*	38%	*	-	-	-	*	38%	33%	-	37%	23%	36%	39%	-	*	-	-	
	EL	17%	31%	22%	-	23%	*	-	-	-	*	23%	*	*	23%	22%	23%	21%	-	*	-	-	
	Male	31%	34%	35%	-	35%	*	-	-	-	-	33%	45%	*	36%	23%	35%	-	-	*	-	-	
	Female	29%	33%	38%	*	38%	*	-	-	-	*	41%	25%	*	39%	21%	-	38%	-	*	-	-	
Grade 8																							
Reading	All Students	57%	51%	58%	*	60%	*	-	*	-	-	54%	71%	20%	59%	26%	64%	52%	-	*	-	-	
	CWD	25%	17%	20%	-	*	*	-	-	-	-	*	*	20%	-	-	*	*	-	*	-	-	
	CWOD	61%	53%	59%	*	61%	*	-	*	-	-	55%	74%	-	59%	26%	66%	53%	-	*	-	-	
	EL	33%	35%	26%	-	26%	-	-	-	-	-	24%	40%	-	26%	26%	25%	27%	-	-	-	-	
	Male	51%	44%	64%	-	65%	*	-	*	-	-	60%	76%	*	66%	25%	64%	-	-	*	-	-	
	Female	63%	57%	52%	*	54%	*	-	-	-	-	49%	64%	*	53%	27%	-	52%	-	*	-	-	
Mathematics	All Students	39%	43%	54%	*	53%	*	-	*	-	-	48%	71%	20%	55%	36%	55%	52%	-	*	-	-	
	CWD	20%	16%	20%	-	*	*	-	-	-	-	*	*	20%	-	-	*	*	-	*	-	-	
	CWOD	41%	45%	55%	*	54%	*	-	*	-	-	49%	74%	-	55%	36%	56%	53%	-	*	-	-	
	EL	24%	32%	36%	-	36%	-	-	-	-	-	32%	60%	-	36%	36%	31%	38%	-	-	-	-	
	Male	38%	41%	55%	-	55%	*	-	*	-	-	51%	67%	*	56%	31%	55%	-	-	*	-	-	
	Female	40%	46%	52%	*	51%	*	-	-	-	-	46%	79%	*	53%	38%	-	52%	-	*	-	-	
Science	All Students	44%	38%	43%	*	43%	*	-	*	-	-	39%	57%	20%	44%	19%	51%	35%	-	*	-	-	
	CWD	22%	14%	20%	-	*	*	-	-	-	-	*	*	20%	-	-	*	*	-	*	-	-	
	CWOD	47%	39%	44%	*	44%	*	-	*	-	-	39%	59%	-	44%	19%	52%	36%	-	*	-	-	
	EL	23%	26%	19%	-	19%	-	-	-	-	-	16%	40%	-	19%	19%	25%	15%	-	-	-	-	
	Male	45%	40%	51%	-	51%	*	-	*	-	-	44%	71%	*	52%	25%	51%	-	-	*	-	-	
	Female	42%	36%	35%	*	35%	*	-	-	-	-	35%	36%	*	36%	15%	-	35%	-	*	-	-	
End of Course																							

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
English I	All Students	46%	42%	59%	*	59%	*	*	-	-	*	60%	56%	0%	62%	30%	55%	64%	-	75%	-	-
	CWD	17%	10%	0%	-	0%	*	-	-	-	-	0%	*	0%	-	*	0%	*	-	*	-	-
	CWOD	50%	46%	62%	*	62%	*	*	-	-	*	63%	61%	-	62%	33%	59%	65%	-	86%	-	-
	EL	19%	30%	30%	-	31%	*	-	-	-	-	33%	14%	*	33%	30%	28%	35%	-	*	-	-
	Male	40%	36%	55%	-	53%	*	*	-	-	*	54%	55%	0%	59%	28%	55%	-	-	100%	-	-
	Female	53%	50%	64%	*	67%	*	-	-	-	*	67%	57%	*	65%	35%	-	64%	-	*	-	-
English II	All Students	54%	53%	66%	40%	68%	83%	17%	-	-	-	63%	75%	12%	72%	35%	55%	76%	-	73%	-	-
	CWD	21%	11%	12%	-	13%	*	-	-	-	-	13%	*	12%	-	22%	11%	13%	-	*	-	-
	CWOD	59%	57%	72%	40%	74%	100%	17%	-	-	-	70%	77%	-	72%	39%	61%	83%	-	80%	-	-
	EL	22%	32%	35%	-	34%	*	-	-	-	-	32%	*	22%	39%	35%	39%	29%	-	60%	-	-
	Male	48%	43%	55%	*	58%	*	0%	-	-	-	49%	71%	11%	61%	39%	55%	-	-	*	-	-
	Female	62%	62%	76%	*	76%	*	*	-	-	-	75%	71%	13%	83%	29%	-	76%	-	75%	-	-
Algebra I	All Students	42%	38%	66%	*	68%	*	*	-	-	*	69%	60%	0%	69%	48%	64%	70%	-	75%	-	-
	CWD	19%	13%	0%	-	0%	*	-	-	-	-	*	*	0%	-	*	0%	*	-	*	-	-
	CWOD	45%	40%	69%	*	70%	*	*	-	-	*	71%	63%	-	69%	53%	68%	71%	-	86%	-	-
	EL	28%	31%	48%	-	49%	*	-	-	-	-	53%	17%	*	53%	48%	41%	60%	-	*	-	-
	Male	40%	34%	64%	-	64%	*	*	-	-	*	65%	60%	0%	68%	41%	64%	-	-	100%	-	-
	Female	45%	42%	70%	*	73%	*	-	-	-	*	73%	60%	*	71%	60%	-	70%	-	*	-	-
Biology	All Students	54%	49%	69%	*	69%	*	-	-	-	*	70%	68%	0%	72%	39%	65%	75%	-	83%	-	-
	CWD	25%	17%	0%	-	0%	*	-	-	-	-	*	*	0%	-	*	0%	*	-	*	-	-
	CWOD	57%	52%	72%	*	72%	*	-	-	-	*	72%	74%	-	72%	43%	69%	76%	-	100%	-	-
	EL	26%	37%	39%	-	40%	*	-	-	-	-	36%	57%	*	43%	39%	30%	56%	-	*	-	-
	Male	52%	47%	65%	-	64%	*	-	-	-	*	65%	67%	0%	69%	30%	65%	-	-	*	-	-
	Female	56%	51%	75%	*	77%	*	-	-	-	*	77%	70%	*	76%	56%	-	75%	-	*	-	-
STAAR Percent at Masters Grade Level																						
Grade 6																						
Reading	All Students	23%	11%	11%	*	11%	-	-	-	-	8%	12%	7%	*	11%	6%	14%	9%	-	*	-	-
	CWD	8%	5%	*	-	*	-	-	-	-	*	*	-	*	-	-	*	-	-	-	-	-
	CWOD	25%	12%	11%	*	12%	-	-	-	-	8%	12%	7%	-	11%	6%	14%	9%	-	*	-	-
	EL	9%	8%	6%	-	7%	-	-	-	-	*	8%	0%	-	6%	6%	7%	6%	-	-	-	-
	Male	21%	11%	14%	-	13%	-	-	-	-	20%	16%	6%	*	14%	7%	14%	-	-	*	-	-
	Female	25%	12%	9%	*	10%	-	-	-	-	0%	9%	8%	-	9%	6%	-	9%	-	*	-	-
Mathematics	All Students	16%	10%	10%	*	11%	-	-	-	-	8%	9%	17%	*	10%	9%	12%	9%	-	*	-	-
	CWD	8%	8%	*	-	*	-	-	-	-	*	*	-	*	-	-	*	-	-	-	-	-
	CWOD	17%	10%	10%	*	11%	-	-	-	-	8%	9%	17%	-	10%	9%	13%	9%	-	*	-	-
	EL	7%	9%	9%	-	9%	-	-	-	-	*	8%	14%	-	9%	9%	7%	10%	-	-	-	-
	Male	17%	11%	12%	-	11%	-	-	-	-	20%	10%	18%	*	13%	7%	12%	-	-	*	-	-
	Female	14%	8%	9%	*	10%	-	-	-	-	0%	7%	15%	-	9%	10%	-	9%	-	*	-	-
Grade 7																						

Texas Education Agency
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YES PREP - NORTH CENTRAL (101845101) - YES PREP PUBLIC SCHOOLS INC - HARRIS COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Reading	All Students	36%	28%	31%	*	32%	*	-	-	-	*	29%	41%	0%	32%	21%	24%	39%	-	*	-	-	
	CWD	11%	7%	0%	-	0%	-	-	-	-	-	0%	-	0%	-	*	*	*	-	*	-	-	
	CWOD	40%	30%	32%	*	33%	*	-	-	-	*	30%	41%	-	32%	22%	25%	40%	-	*	-	-	
	EL	17%	22%	21%	-	21%	*	-	-	-	*	20%	*	*	22%	21%	15%	27%	-	*	-	-	
	Male	32%	23%	24%	-	24%	*	-	-	-	-	22%	36%	*	25%	15%	24%	-	-	*	-	-	
	Female	41%	33%	39%	*	40%	*	-	-	-	*	38%	44%	*	40%	27%	-	39%	-	*	-	-	
Mathematics	All Students	13%	13%	14%	*	14%	*	-	-	-	*	13%	19%	0%	15%	7%	16%	13%	-	*	-	-	
	CWD	7%	5%	0%	-	0%	-	-	-	-	-	0%	-	0%	-	*	*	*	-	*	-	-	
	CWOD	14%	13%	15%	*	15%	*	-	-	-	*	14%	19%	-	15%	7%	17%	13%	-	*	-	-	
	EL	6%	11%	7%	-	7%	*	-	-	-	*	7%	*	*	7%	7%	5%	9%	-	*	-	-	
	Male	13%	13%	16%	-	16%	*	-	-	-	-	13%	36%	*	17%	5%	16%	-	-	*	-	-	
	Female	12%	12%	13%	*	12%	*	-	-	-	*	14%	6%	*	13%	9%	-	13%	-	*	-	-	
Grade 8																							
Reading	All Students	37%	29%	37%	*	37%	*	-	*	-	-	31%	54%	0%	38%	14%	45%	29%	-	*	-	-	
	CWD	11%	4%	0%	-	*	*	-	-	-	-	*	*	0%	-	-	*	*	-	*	-	-	
	CWOD	40%	31%	38%	*	38%	*	-	*	-	-	32%	56%	-	38%	14%	47%	29%	-	*	-	-	
	EL	16%	15%	14%	-	14%	-	-	-	-	-	11%	40%	-	14%	14%	19%	12%	-	-	-	-	
	Male	31%	25%	45%	-	45%	*	-	*	-	-	36%	67%	*	47%	19%	45%	-	-	*	-	-	
	Female	42%	34%	29%	*	29%	*	-	-	-	-	27%	36%	*	29%	12%	-	29%	-	*	-	-	
Mathematics	All Students	14%	16%	30%	*	32%	*	-	*	-	-	25%	46%	0%	31%	14%	37%	23%	-	*	-	-	
	CWD	8%	5%	0%	-	*	*	-	-	-	-	*	*	0%	-	-	*	*	-	*	-	-	
	CWOD	15%	17%	31%	*	32%	*	-	*	-	-	26%	47%	-	31%	14%	38%	24%	-	*	-	-	
	EL	6%	10%	14%	-	14%	-	-	-	-	-	11%	40%	-	14%	14%	19%	12%	-	-	-	-	
	Male	14%	16%	37%	-	38%	*	-	*	-	-	29%	57%	*	38%	19%	37%	-	-	*	-	-	
	Female	14%	16%	23%	*	25%	*	-	-	-	-	22%	29%	*	24%	12%	-	23%	-	*	-	-	
Science	All Students	23%	15%	18%	*	18%	*	-	*	-	-	14%	31%	0%	18%	7%	28%	8%	-	*	-	-	
	CWD	9%	5%	0%	-	*	*	-	-	-	-	*	*	0%	-	-	*	*	-	*	-	-	
	CWOD	24%	16%	18%	*	18%	*	-	*	-	-	14%	32%	-	18%	7%	29%	8%	-	*	-	-	
	EL	8%	7%	7%	-	7%	-	-	-	-	-	3%	40%	-	7%	7%	13%	4%	-	-	-	-	
	Male	24%	16%	28%	-	27%	*	-	*	-	-	20%	48%	*	29%	13%	28%	-	-	*	-	-	
	Female	21%	14%	8%	*	8%	*	-	-	-	-	8%	7%	*	8%	4%	-	8%	-	*	-	-	
End of Course																							
English I	All Students	10%	6%	11%	*	12%	*	*	-	-	*	10%	12%	0%	11%	0%	5%	18%	-	0%	-	-	
	CWD	4%	2%	0%	-	0%	*	-	-	-	-	0%	*	0%	-	*	0%	*	-	*	-	-	
	CWOD	11%	6%	11%	*	12%	*	*	-	-	*	11%	13%	-	11%	0%	5%	19%	-	0%	-	-	
	EL	1%	2%	0%	-	0%	*	-	-	-	-	0%	0%	*	0%	0%	0%	0%	-	*	-	-	
	Male	8%	4%	5%	-	5%	*	*	-	-	*	5%	5%	0%	5%	0%	5%	-	-	0%	-	-	
	Female	13%	8%	18%	*	20%	*	-	-	-	*	18%	19%	*	19%	0%	-	18%	-	*	-	-	

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YES PREP - NORTH CENTRAL (101845101) - YES PREP PUBLIC SCHOOLS INC - HARRIS COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
English II	All Students	9%	5%	7%	20%	6%	33%	0%	-	-	-	6%	11%	0%	8%	0%	6%	8%	-	0%	-	-
	CWD	5%	2%	0%	-	0%	*	-	-	-	-	0%	*	0%	-	0%	0%	0%	-	*	-	-
	CWOD	9%	5%	8%	20%	7%	40%	0%	-	-	-	7%	11%	-	8%	0%	7%	9%	-	0%	-	-
	EL	1%	1%	0%	-	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%	0%	-	0%	-	-
	Male	7%	3%	6%	*	4%	*	0%	-	-	-	5%	10%	0%	7%	0%	6%	-	-	*	-	-
	Female	11%	7%	8%	*	8%	*	*	-	-	-	7%	12%	0%	9%	0%	-	8%	-	0%	-	-
Algebra I	All Students	26%	24%	49%	*	50%	*	*	-	-	*	48%	53%	0%	51%	23%	47%	52%	-	50%	-	-
	CWD	8%	6%	0%	-	0%	*	-	-	-	-	*	*	0%	-	*	0%	*	-	*	-	-
	CWOD	29%	25%	51%	*	52%	*	*	-	-	*	50%	55%	-	51%	25%	49%	53%	-	57%	-	-
	EL	14%	16%	23%	-	23%	*	-	-	-	-	24%	17%	*	25%	23%	21%	27%	-	*	-	-
	Male	25%	21%	47%	-	46%	*	*	-	-	*	44%	55%	0%	49%	21%	47%	-	-	60%	-	-
	Female	28%	27%	52%	*	56%	*	-	-	-	*	53%	50%	*	53%	27%	-	52%	-	*	-	-
Biology	All Students	21%	15%	33%	*	34%	*	-	-	-	*	29%	44%	0%	34%	7%	33%	33%	-	50%	-	-
	CWD	7%	6%	0%	-	0%	*	-	-	-	-	*	*	0%	-	*	0%	*	-	*	-	-
	CWOD	22%	16%	34%	*	35%	*	-	-	-	*	29%	47%	-	34%	7%	35%	33%	-	60%	-	-
	EL	5%	7%	7%	-	7%	*	-	-	-	-	8%	0%	*	7%	7%	7%	6%	-	*	-	-
	Male	21%	16%	33%	-	33%	*	-	-	-	*	28%	48%	0%	35%	7%	33%	-	-	*	-	-
	Female	21%	14%	33%	*	35%	*	-	-	-	*	30%	40%	*	33%	6%	-	33%	-	*	-	-
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						
All Subjects	All Students	73%	72%	81%	86%	81%	71%	88%	*	-	67%	79%	85%	33%	83%	68%	79%	82%	-	81%	-	-
	CWD	44%	35%	33%	-	37%	0%	-	-	-	*	32%	38%	33%	-	31%	38%	24%	-	33%	-	-
	CWOD	77%	75%	83%	86%	83%	92%	88%	*	-	68%	81%	87%	-	83%	69%	81%	84%	-	91%	-	-
	EL	59%	66%	68%	-	68%	33%	-	-	-	50%	67%	74%	31%	69%	68%	65%	71%	-	50%	-	-
	Male	71%	69%	79%	*	79%	100%	86%	*	-	69%	78%	83%	38%	81%	65%	79%	-	-	93%	-	-
	Female	75%	75%	82%	85%	83%	55%	*	-	-	65%	81%	88%	24%	84%	71%	-	82%	-	68%	-	-
Reading	All Students	74%	70%	79%	86%	79%	73%	86%	*	-	65%	78%	84%	28%	82%	64%	75%	84%	-	82%	-	-
	CWD	43%	30%	28%	-	31%	*	-	-	-	*	30%	17%	28%	-	29%	27%	31%	-	*	-	-
	CWOD	78%	74%	82%	86%	82%	92%	86%	*	-	69%	81%	87%	-	82%	66%	78%	86%	-	92%	-	-
	EL	57%	62%	64%	-	65%	40%	-	-	-	*	64%	63%	29%	66%	64%	58%	70%	-	55%	-	-
	Male	70%	65%	75%	*	75%	100%	83%	*	-	50%	73%	80%	27%	78%	58%	75%	-	-	92%	-	-
	Female	78%	76%	84%	85%	85%	56%	*	-	-	73%	83%	89%	31%	86%	70%	-	84%	-	73%	-	-
Mathematics	All Students	71%	72%	83%	78%	83%	67%	*	*	-	65%	81%	89%	42%	84%	74%	82%	83%	-	76%	-	-
	CWD	44%	39%	42%	-	44%	*	-	-	-	*	38%	*	42%	-	38%	50%	20%	-	*	-	-
	CWOD	75%	74%	84%	78%	84%	86%	*	*	-	63%	82%	89%	-	84%	75%	84%	84%	-	86%	-	-
	EL	61%	69%	74%	-	75%	*	-	-	-	*	72%	88%	38%	75%	74%	72%	76%	-	40%	-	-
	Male	71%	70%	82%	-	82%	*	*	*	-	83%	80%	88%	50%	84%	72%	82%	-	-	90%	-	-
	Female	71%	73%	83%	78%	85%	50%	-	-	-	55%	81%	89%	20%	84%	76%	-	83%	-	57%	-	-

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

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
All Subjects	Female	23%	17%	21%	15%	22%	10%	*	-	-	0%	20%	26%	0%	22%	10%	-	21%	-	20%	-	-
Reading	All Students	25%	16%	19%	21%	19%	13%	0%	*	-	6%	18%	24%	0%	20%	9%	18%	20%	-	11%	-	-
	CWD	9%	4%	0%	-	0%	*	-	-	-	*	0%	0%	0%	-	0%	0%	0%	-	*	-	-
	CWOD	27%	17%	20%	21%	20%	17%	0%	*	-	6%	19%	25%	-	20%	9%	19%	21%	-	13%	-	-
	EL	13%	10%	9%	-	9%	0%	-	-	-	*	9%	10%	0%	9%	9%	8%	10%	-	0%	-	-
	Male	22%	13%	18%	*	18%	33%	0%	*	-	17%	16%	24%	0%	19%	8%	18%	-	-	8%	-	-
	Female	28%	19%	20%	23%	21%	0%	*	-	-	0%	19%	24%	0%	21%	10%	-	20%	-	13%	-	-
Mathematics	All Students	20%	16%	26%	11%	27%	22%	*	*	-	12%	24%	36%	0%	27%	12%	29%	23%	-	29%	-	-
	CWD	9%	6%	0%	-	0%	*	-	-	-	*	0%	*	0%	-	0%	0%	0%	-	*	-	-
	CWOD	21%	17%	27%	11%	28%	29%	*	*	-	13%	24%	37%	-	27%	12%	30%	24%	-	36%	-	-
	EL	12%	12%	12%	-	12%	*	-	-	-	*	11%	19%	0%	12%	12%	11%	12%	-	20%	-	-
	Male	21%	16%	29%	-	29%	*	*	*	-	33%	25%	43%	0%	30%	11%	29%	-	-	30%	-	-
	Female	19%	16%	23%	11%	25%	17%	-	-	-	0%	22%	27%	0%	24%	12%	-	23%	-	29%	-	-
Science	All Students	20%	15%	25%	0%	26%	14%	-	*	-	*	21%	38%	0%	26%	7%	30%	19%	-	33%	-	-
	CWD	8%	6%	0%	-	0%	*	-	-	-	-	0%	*	0%	-	*	0%	*	-	*	-	-
	CWOD	22%	16%	26%	0%	27%	20%	-	*	-	*	22%	40%	-	26%	7%	32%	20%	-	43%	-	-
	EL	7%	7%	7%	-	7%	*	-	-	-	-	5%	17%	*	7%	7%	9%	5%	-	*	-	-
	Male	22%	16%	30%	-	30%	*	-	*	-	*	24%	48%	0%	32%	9%	30%	-	-	33%	-	-
	Female	19%	14%	19%	0%	20%	20%	-	-	-	*	17%	26%	*	20%	5%	-	19%	-	*	-	-

- Indicates there are no students in the group.

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

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2021-22 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Academic Growth Score											
Reading											
All Students	79	79	80	88	*	*	-	53	79	71	74
CWD	71	-	67	*	-	-	-	*	78	71	67
CWOD	79	79	80	85	*	*	-	50	79	-	74
EL ◇	74	-	73	*	-	-	-	*	75	67	74

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Male	78	*	78	100	*	*	-	60	78	71	71
Female	80	75	81	79	*	-	-	50	80	71	77
Mathematics											
All Students	79	92	80	50	-	*	-	65	80	54	75
CWD	54	-	54	*	-	-	-	*	54	54	58
CWOD	80	92	81	58	-	*	-	63	80	-	76
EL ◇	75	-	75	*	-	-	-	*	75	58	75
Male	79	-	79	*	-	*	-	67	79	55	73
Female	80	92	82	*	-	-	-	64	80	*	77

- Indicates there are no students in the group.

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

Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates for the class of 2021.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL ◇	Homeless ◇	Foster Care ◇
Federal Graduation Rates													
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2021													
All Students	98.4%	*	98.3%	*	*	-	-	-	99.2%	*	100.0%	96.7%	-
CWD	*	-	*	-	*	-	-	-	*	*	*	*	-
CWOD	98.3%	*	98.3%	*	*	-	-	-	99.1%	-	100.0%	96.3%	-
EL ◇	100.0%	-	100.0%	-	-	-	-	-	100.0%	*	100.0%	*	-
Male	96.9%	*	96.6%	*	*	-	-	-	98.4%	*	100.0%	93.8%	-
Female	100.0%	-	100.0%	-	-	-	-	-	100.0%	-	*	100.0%	-

- Indicates there are no students in the group.

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

◇ Ever in grades 9-12.

Part (iv): English Language Proficiency

This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2022 TELPAS (Texas English Language Proficiency Assessment System) data. (EL: English learner)

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Total EL in Class	Proficiency of EL	Rate of Proficiency
312	50	16%

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

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Student Success (Student Achievement Domain Score: STAAR Component Only)											
STAAR Component Score	52	51	52	42	38	*	-	39	50	14	36
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	69%	*	69%	*	*	-	-	-	68%	80%	36%

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

Part (vi): Goal Meeting Status

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
STAAR Performance Status											
Reading											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	Y		Y						Y	N	Y
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	Y		Y						Y	N	N
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N		N						N	N	N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Target Met	N		N						N	N	N
Mathematics											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	Y		Y						Y		N
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N		Y						Y		N
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N		N						N		N
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N		N						N		N
English Learner Language Proficiency Status											
Interim Goals (2018-2022)											36%
Target Met											N
Interim Goals (2023-2027)											38%
Target Met											N
Interim Goals (2028-2032)											40%
Target Met											N
Long-Term Goals											40%
Target Met											N
Federal Graduation Status^Δ											
Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met	Y		Y						Y		
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met	Y		Y						Y		
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	Y		Y						Y		
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	Y		Y						Y		

Blank cells above represent student group indicators that do not meet the minimum size criteria.

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

Δ Student groups that are at or above 90% are required to exceed that rate by at least a tenth of a percent in the following year(s).

Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science for the 2021-22 school year. (CWD: children with disability; CWD: children without disability; EL: English learner)

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		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Participation Rate																	
All Subjects	All Students	100%	97%	100%	100%	100%	*	-	100%	100%	99%	100%	100%	100%	100%	100%	-
	CWD	100%	-	100%	100%	-	-	-	*	100%	100%	100%	-	100%	100%	100%	-
	CWOD	100%	97%	100%	100%	100%	*	-	100%	100%	99%	-	100%	100%	100%	100%	-
	EL	100%	-	100%	100%	-	-	-	100%	100%	99%	100%	100%	100%	100%	100%	-
	Male	100%	*	100%	100%	100%	*	-	100%	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	96%	100%	100%	*	-	-	100%	100%	98%	100%	100%	100%	-	100%	-
Reading	All Students	100%	93%	100%	100%	100%	*	-	100%	100%	98%	100%	100%	100%	100%	99%	-
	CWD	100%	-	100%	*	-	-	-	*	100%	100%	100%	-	100%	100%	100%	-
	CWOD	100%	93%	100%	100%	100%	*	-	100%	100%	98%	-	100%	100%	100%	99%	-
	EL	100%	-	100%	100%	-	-	-	*	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	*	100%	100%	100%	*	-	100%	100%	99%	100%	100%	100%	100%	-	-
	Female	99%	92%	100%	100%	*	-	-	100%	100%	98%	100%	99%	100%	-	99%	-
Mathematics	All Students	100%	100%	100%	100%	*	*	-	100%	100%	99%	100%	100%	100%	100%	100%	-
		100%	100%	100%	100%	*	*	-	100%	100%	99%	100%	100%	100%	100%	100%	-
	CWD	100%	-	100%	*	-	-	-	*	100%	*	100%	-	100%	100%	100%	-
		100%	-	100%	*	-	-	-	*	100%	*	100%	-	100%	100%	100%	-
	CWOD	100%	100%	100%	100%	*	*	-	100%	100%	99%	-	100%	100%	100%	100%	-
		100%	100%	100%	100%	*	*	-	100%	100%	99%	-	100%	100%	100%	100%	-
	EL	100%	-	100%	*	-	-	-	*	100%	96%	100%	100%	100%	100%	99%	-
		100%	-	100%	*	-	-	-	*	100%	96%	100%	100%	100%	100%	99%	-
	Male	100%	-	100%	*	*	*	-	100%	100%	100%	100%	100%	100%	100%	-	-
		100%	-	100%	*	*	*	-	100%	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	100%	-	-	-	100%	100%	98%	100%	100%	99%	-	100%	-
		100%	100%	100%	100%	-	-	-	100%	100%	98%	100%	100%	99%	-	100%	-
SAT/ACT All Subjects	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Non-Participation Rate																	

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		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
All Subjects	All Students	0%	3%	0%	0%	0%	*	-	0%	0%	1%	0%	0%	0%	0%	0%	-
	CWD	0%	-	0%	0%	-	-	-	*	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	3%	0%	0%	0%	*	-	0%	0%	1%	-	0%	0%	0%	0%	-
	EL	0%	-	0%	0%	-	-	-	0%	0%	1%	0%	0%	0%	0%	0%	-
	Male	0%	*	0%	0%	0%	*	-	0%	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	4%	0%	0%	*	-	-	0%	0%	2%	0%	0%	0%	-	0%	-
Reading	All Students	0%	7%	0%	0%	0%	*	-	0%	0%	2%	0%	0%	0%	0%	1%	-
	CWD	0%	-	0%	*	-	-	-	*	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	7%	0%	0%	0%	*	-	0%	0%	2%	-	0%	0%	0%	1%	-
	EL	0%	-	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	*	0%	0%	0%	*	-	0%	0%	1%	0%	0%	0%	0%	-	-
	Female	1%	8%	0%	0%	*	-	-	0%	0%	2%	0%	1%	0%	-	1%	-
Mathematics	All Students	0%	0%	0%	0%	*	*	-	0%	0%	1%	0%	0%	0%	0%	0%	-
	CWD	0%	-	0%	*	-	-	-	*	0%	*	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	0%	*	*	-	0%	0%	1%	-	0%	0%	0%	0%	-
	EL	0%	-	0%	*	-	-	-	*	0%	4%	0%	0%	0%	0%	1%	-
	Male	0%	-	0%	*	*	*	-	0%	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	0%	-	-	-	0%	0%	2%	0%	0%	1%	-	0%	-
Science	All Students	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	-	0%	*	-	-	-	-	0%	*	0%	-	*	0%	*	-
	CWOD	0%	0%	0%	0%	-	*	-	*	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	0%	*	-	-	-	-	0%	0%	*	0%	0%	0%	0%	-
	Male	0%	-	0%	*	-	*	-	*	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	0%	-	-	-	*	0%	0%	*	0%	0%	-	0%	-
SAT/ACT All Subjects	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

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

Part (viii): Civil Rights Data

Part (viii)(I) This section provides information from the 2017-18 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related

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

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
Students Without Disabilities												
In-School Suspensions												
	Male	49	1	48	0	0	0	0	0	4		
	Female	20	0	19	1	0	0	0	0	5		
	Total	69	1	67	1	0	0	0	0	9		
Out-of-School Suspensions												
	Male	34	0	33	1	0	0	0	0	2		
	Female	6	0	6	0	0	0	0	0	0		
	Total	40	0	39	1	0	0	0	0	2		
Expulsions												
With Educational Services	Male	2	0	2	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	2	0	2	0	0	0	0	0	0		
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
School-Related Arrests												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Referrals to Law Enforcement												
	Male	1	0	1	0	0	0	0	0	0		
	Female	1	0	1	0	0	0	0	0	0		
	Total	2	0	2	0	0	0	0	0	0		
Students With Disabilities												
In-School Suspensions												

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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
	Male	13	0	13	0	0	0	0	0	5		4
	Female	1	0	1	0	0	0	0	0	0		1
	Total	14	0	14	0	0	0	0	0	5		5
Out-of-School Suspensions												
	Male	4	2	2	0	0	0	0	0	3		3
	Female	0	0	0	0	0	0	0	0	0		0
	Total	4	2	2	0	0	0	0	0	3		3
Expulsions												
With Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
School-Related Arrests												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Referrals to Law Enforcement												
	Male	1	0	1	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	1	0	1	0	0	0	0	0	0		0
All Students												
Chronic Absenteeism												
	Male	37	-8	35	1	1	-8	-8	-8	2	4	-8
	Female	30	1	28	1	-8	-8	-8	-8	1	-8	-8
	Total	67	1	63	2	1	-8	-8	-8	3	4	-8

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	Total
Incidents of Violence	
Incidents of rape or attempted rape	0
Incidents of sexual assault (other than rape)	0
Incidents of robbery with a weapon	0
Incidents of robbery with a firearm or explosive device	0
Incidents of robbery without a weapon	0
Incidents of physical attack or fight with a weapon	0
Incidents of physical attack or fight with a firearm or explosive device	0
Incidents of physical attack or fight without a weapon	11
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack with a firearm or explosive device	0
Incidents of threats of physical attack without a weapon	1
Incidents of possession of a firearm or explosive device	0
Allegations of Harassment or bullying	
On the basis of sex	0
On the basis of race	0
On the basis of disability	0
On the basis of sexual orientation	0
On the basis of religion	0

Part (viii)(II) This section provides information from the 2017-18 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs											
	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Accelerated Coursework											
Advanced Placement Courses	Male	103	1	99	0	2	1	0	0	2	3
	Female	134	0	134	0	0	0	0	0	3	2
	Total	237	1	233	0	2	1	0	0	5	5
International Baccalaureate Courses	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9

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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Dual Enrollment/Dual Credit Programs	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9

- Indicates there are no data available in the group.
- 3 Indicates skip logic failure.
- 8 Indicates EDFacts missing data.
- 9 Indicates not applicable / skipped.
- 11 Indicates suppressed data.

Blank cell indicates the student group is not applicable to this report.

Part (ix): Teacher Quality Data

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

	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	21.7	38.8%
Teachers Teaching with Emergency or Provisional Credentials	2.0	3.7%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	0.0	-

- Indicates there are no data available in the group.

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

Part (x): Per-pupil Expenditure

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

To be updated by June 30th, 2023.

Part (xi): STAAR Alternate 2 Participation

This section provides information on the number and percentage of students with the most significant cognitive disabilities who take STAAR Alternate 2, by grade and subject for the 2021-22 school year.

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Grade 3						
Reading	6,584	2%	*	1%	-	-
Mathematics	6,587	2%	*	1%	-	-
Grade 4						
Reading	6,404	2%	-	-	-	-
Mathematics	6,408	2%	-	-	-	-
Grade 5						
Reading	6,204	2%	-	-	-	-
Mathematics	6,205	2%	-	-	-	-
Science	6,200	2%	-	-	-	-
Grade 6						
Reading	6,181	2%	19	1%	-	-
Mathematics	6,177	2%	19	1%	-	-
Grade 7						
Reading	6,130	1%	10	0%	-	-
Mathematics	6,120	2%	10	0%	-	-
Grade 8						
Reading	5,794	1%	11	0%	-	-
Mathematics	5,803	2%	11	1%	-	-
Science	5,796	1%	11	0%	-	-
End of Course						
English I	6,009	1%	12	0%	-	-
English II	5,490	1%	10	0%	-	-
Algebra I	5,993	1%	12	0%	-	-
Biology	5,860	1%	12	1%	-	-
All Grades						
All Subjects	109,954	1%	143	1%	-	-
Reading	48,805	1%	65	1%	-	-
Mathematics	43,293	1%	55	1%	-	-
Science	17,856	1%	23	1%	-	-

- Indicates there are no students in the group.

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

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

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

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

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

* Indicates reporting standards not met.

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

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

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

This section provides information on the cohort rate at which students who graduated from high school in the 2019-20 school year enrolled in a Texas public postsecondary education institution in the 2020-21 academic year in (I) programs of public postsecondary education in Texas; (II) programs of private postsecondary education in Texas; and (III) programs of postsecondary education outside Texas. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
In-State Public Institutions	61%	*	61%	-	-	-	-	-	67%	*	48%
In-State Private Institutions	*	*	*	-	-	-	-	-	-	-	-
Out-of-State Institutions	8%	-	9%	-	-	-	-	-	8%	-	-

- Indicates there are no students in the group.

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

Part (xiv): Additional Information - Chronic Absenteeism

This section provides information on the Chronic Absenteeism per EDFacts definition: percent of unduplicated number of K - 12 students enrolled in a school for at least 10 days and absent for 10% or more days during the 2020-21 school year. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Chronic Absenteeism Rate	14%	15%	14%	17%	20%	*	-	*	15%	11%	13%

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

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Part (i): Description of State Accountability System

Part (i)(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students for use in the accountability system. The Texas accountability minimum size criteria are 25 tests for assessment related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for the all student group.

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

State ESSA Goals												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Performance (At Meets Grade Level or Above)												
Reading/ELA	Baseline 2016-17 Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
	2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
	2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Mathematics	Baseline 2016-17 Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
	2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
	2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
EL Progress												
	Baseline 2016-17 Rates											41%
	2017-18 through 2021-22											36%
	2022-23 through 2026-27											38%
	2027-28 through 2031-32											40%
Graduation Rate: 4-Year Longitudinal Rate Δ												
	Baseline 2016-17 Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
	2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
	2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
	2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

Δ Student groups that are at or above 90% are required to exceed that rate by at least a tenth of a percent in the following year(s).

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

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

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

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language Proficiency	10%
	SQSS: Student Achievement Domain Score: STAAR Component Only	10%
High Schools, K-12s, AEAs, and Districts	Academic Achievement	50%
	Federal Graduation Status or Academic Growth Status ¹	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness or Student Domain Score: STAAR Component Only ²	30%

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

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

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(bb) the methodology by which the State differentiates all such schools. A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), B (80-89), C (70-79), D (60-69), and F (0-59) and further used to differentiate all public schools.
<https://tea.texas.gov/sites/default/files/chapter-4-2022-closing-the-gaps-domain.pdf>

(cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students. TEA uses the Closing the Gaps domain to identify campuses that have consistently underperforming student groups. A student group that misses the targets in at least the same three indicators, for three consecutive years, is considered consistently underperforming. Any campus not identified for comprehensive support and improvement (CSI) that has at least one consistently underperforming student group is identified for targeted support and improvement (TSI). TSI identifies both Title I and non-Title I campuses. Data from 2018, 2019, and 2022 are considered consecutive years for 2022 TSI identification.

(dd) the methodology by which the State identifies a school for comprehensive support and improvement. Texas annually ranks all Title I campuses based on Closing the Gaps scaled scores. Beginning August 2022, TEA also evaluates overall scaled scores to make final comprehensive support and improvement (CSI) determinations. Title I campuses with both the lowest Closing the Gaps and lowest overall scaled scores are identified for CSI. First, Texas determines the bottom five percent of Closing the Gaps outcomes by rank ordering the scaled scores of Title I campuses by school type - elementary, middle, high school/ K - 12, and alternative education accountability. Texas then determines which campuses fell in the bottom five percent for each school type. Next, TEA rank orders the overall scaled scores for all Title I campuses statewide (without regard to campus type) to determine the scaled score cut point necessary to identify at least five percent of Title I campuses. Title I campuses with an overall scaled score cut point at or below the overall cut point and that rank in their school types bottom five percent are identified for CSI.

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

Part (i)(VI) the exit criteria established by the State, including the length of years established. Campuses that do not rank in their school types bottom five percent of the Closing the Gaps domain for two consecutive years and have an overall scaled score that year that does not fall within the lowest percentile to be reidentified for CSI are considered as having successfully exited. Campuses previously identified as CSI based solely on a graduation rate below 67 percent must have a four or six-year federal graduation rate of at least 67 percent for two consecutive years to exit CSI status.

Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2021-22 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

There is no data for this campus.

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary

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schools which don't have a graduation rate, for the 2021-22 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

There is no data for this campus.

Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates for the class of 2021.

There is no data for this campus.

Part (iv): English Language Proficiency

This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2022 TELPAS (Texas English Language Proficiency Assessment System) data. (EL: English learner)

Total EL in Class	Proficiency of EL	Rate of Proficiency
134	9	7%

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

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

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

There is no data for this campus.

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Part (vi): Goal Meeting Status

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
STAAR Performance Status											
Reading											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met											
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met											
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met											
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met											
Mathematics											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met											
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met											
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met											
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met											
English Learner Language Proficiency Status											
Interim Goals (2018-2022)											36%
Target Met											Y
Interim Goals (2023-2027)											38%
Target Met											Y
Interim Goals (2028-2032)											40%

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Target Met											N
Long-Term Goals											40%
Target Met											N
Federal Graduation Status^Δ											
Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met											
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met											
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											

Blank cells above represent student group indicators that do not meet the minimum size criteria.

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

Δ Student groups that are at or above 90% are required to exceed that rate by at least a tenth of a percent in the following year(s).

Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science for the 2021-22 school year. (CWD: children with disability; CWOD: children without disability; EL: English learner)

There is no data for this campus.

Part (viii): Civil Rights Data

Part (viii)(I) This section provides information from the 2017-18 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

There is no data for this campus.

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Part (viii)(II) This section provides information from the 2017-18 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

There is no data for this campus.

Part (ix): Teacher Quality Data

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

High Poverty School		
	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	16.3	82.7%
Teachers Teaching with Emergency or Provisional Credentials	3.0	18.0%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	0.0	-

- Indicates there are no data available in the group.

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

Part (x): Per-pupil Expenditure

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

To be updated by June 30th, 2023.

Part (xi): STAAR Alternate 2 Participation

This section provides information on the number and percentage of students with the most significant cognitive disabilities who take STAAR Alternate 2, by grade and subject for the 2021-22 school year.

There is no data for this campus.

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

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

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

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

* Indicates reporting standards not met.

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

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

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

This section provides information on the cohort rate at which students who graduated from high school in the 2019-20 school year enrolled in a Texas public postsecondary education institution in the 2020-21 academic year in (I) programs of public postsecondary education in Texas; (II) programs of private postsecondary education in Texas; and (III) programs of postsecondary education outside Texas. (CWD: children with disability; EL: English learner)

There is no data for this campus.

Part (xiv): Additional Information - Chronic Absenteeism

This section provides information on the Chronic Absenteeism per EDFacts definition: percent of unduplicated number of K - 12 students enrolled in a school for at least 10 days and absent for 10% or more days during the 2020-21 school year. (CWD: children with disability; EL: English learner)

There is no data for this campus.

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Part (i): Description of State Accountability System

Part (i)(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students for use in the accountability system. The Texas accountability minimum size criteria are 25 tests for assessment related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for the all student group.

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

State ESSA Goals												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Performance (At Meets Grade Level or Above)												
Reading/ELA	Baseline 2016-17 Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
	2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
	2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Mathematics	Baseline 2016-17 Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
	2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
	2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
EL Progress												
	Baseline 2016-17 Rates											41%
	2017-18 through 2021-22											36%
	2022-23 through 2026-27											38%
	2027-28 through 2031-32											40%
Graduation Rate: 4-Year Longitudinal Rate Δ												
	Baseline 2016-17 Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
	2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
	2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
	2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

Δ Student groups that are at or above 90% are required to exceed that rate by at least a tenth of a percent in the following year(s).

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

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

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

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language Proficiency	10%
	SQSS: Student Achievement Domain Score: STAAR Component Only	10%
High Schools, K-12s, AEAs, and Districts	Academic Achievement	50%
	Federal Graduation Status or Academic Growth Status ¹	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness or Student Domain Score: STAAR Component Only ²	30%

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

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

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(bb) the methodology by which the State differentiates all such schools. A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), B (80-89), C (70-79), D (60-69), and F (0-59) and further used to differentiate all public schools.
<https://tea.texas.gov/sites/default/files/chapter-4-2022-closing-the-gaps-domain.pdf>

(cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students. TEA uses the Closing the Gaps domain to identify campuses that have consistently underperforming student groups. A student group that misses the targets in at least the same three indicators, for three consecutive years, is considered consistently underperforming. Any campus not identified for comprehensive support and improvement (CSI) that has at least one consistently underperforming student group is identified for targeted support and improvement (TSI). TSI identifies both Title I and non-Title I campuses. Data from 2018, 2019, and 2022 are considered consecutive years for 2022 TSI identification.

(dd) the methodology by which the State identifies a school for comprehensive support and improvement. Texas annually ranks all Title I campuses based on Closing the Gaps scaled scores. Beginning August 2022, TEA also evaluates overall scaled scores to make final comprehensive support and improvement (CSI) determinations. Title I campuses with both the lowest Closing the Gaps and lowest overall scaled scores are identified for CSI. First, Texas determines the bottom five percent of Closing the Gaps outcomes by rank ordering the scaled scores of Title I campuses by school type - elementary, middle, high school/ K - 12, and alternative education accountability. Texas then determines which campuses fell in the bottom five percent for each school type. Next, TEA rank orders the overall scaled scores for all Title I campuses statewide (without regard to campus type) to determine the scaled score cut point necessary to identify at least five percent of Title I campuses. Title I campuses with an overall scaled score cut point at or below the overall cut point and that rank in their school types bottom five percent are identified for CSI.

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

Part (i)(VI) the exit criteria established by the State, including the length of years established. Campuses that do not rank in their school types bottom five percent of the Closing the Gaps domain for two consecutive years and have an overall scaled score that year that does not fall within the lowest percentile to be reidentified for CSI are considered as having successfully exited. Campuses previously identified as CSI based solely on a graduation rate below 67 percent must have a four or six-year federal graduation rate of at least 67 percent for two consecutive years to exit CSI status.

Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2021-22 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

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

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	69%	57%	48%	43%	47%	*	-	-	*	53%	46%	59%	40%	48%	41%	32%	64%	*	33%	-	-
	CWD	38%	27%	40%	20%	63%	-	-	-	-	*	38%	*	40%	-	40%	30%	60%	-	-	-	-
	CWOD	74%	59%	48%	50%	46%	*	-	-	*	62%	46%	60%	-	48%	41%	32%	64%	*	33%	-	-
	EL	53%	54%	41%	-	40%	-	-	-	-	50%	40%	*	40%	41%	41%	28%	56%	-	33%	-	-
	Male	66%	52%	32%	9%	35%	*	-	-	*	20%	30%	50%	30%	32%	28%	32%	-	*	*	-	-
	Female	72%	63%	64%	75%	61%	-	-	-	-	70%	64%	64%	60%	64%	56%	-	64%	-	*	-	-
Mathematics	All Students	72%	69%	59%	52%	59%	*	-	-	*	67%	59%	59%	53%	60%	56%	57%	62%	*	14%	-	-
	CWD	47%	44%	53%	60%	63%	-	-	-	-	*	46%	*	53%	-	40%	40%	80%	-	-	-	-
	CWOD	76%	71%	60%	50%	59%	*	-	-	*	77%	61%	55%	-	60%	57%	59%	60%	*	14%	-	-
	EL	61%	70%	56%	-	55%	-	-	-	-	67%	57%	*	40%	57%	56%	58%	54%	-	14%	-	-
	Male	73%	68%	57%	27%	61%	*	-	-	*	60%	58%	50%	40%	59%	58%	57%	-	*	0%	-	-
	Female	72%	71%	62%	75%	57%	-	-	-	-	70%	61%	64%	80%	60%	54%	-	62%	-	*	-	-
Grade 7																						
Reading	All Students	79%	77%	75%	79%	74%	-	-	-	-	83%	73%	81%	44%	77%	70%	70%	79%	-	100%	-	-
	CWD	47%	39%	44%	*	57%	-	-	-	-	*	43%	*	44%	-	50%	60%	*	-	-	-	-
	CWOD	83%	80%	77%	83%	75%	-	-	-	-	100%	75%	83%	-	77%	72%	71%	82%	-	100%	-	-
	EL	63%	73%	70%	-	70%	-	-	-	-	*	72%	56%	50%	72%	70%	69%	71%	-	*	-	-
	Male	75%	72%	70%	67%	69%	-	-	-	-	*	67%	85%	60%	71%	69%	70%	-	-	*	-	-
	Female	83%	82%	79%	85%	78%	-	-	-	-	*	80%	77%	*	82%	71%	-	79%	-	100%	-	-
Mathematics	All Students	60%	66%	63%	68%	64%	-	-	-	-	33%	60%	77%	56%	64%	64%	59%	68%	-	67%	-	-
	CWD	36%	38%	56%	*	71%	-	-	-	-	*	57%	*	56%	-	67%	80%	*	-	-	-	-
	CWOD	63%	68%	64%	72%	64%	-	-	-	-	40%	61%	79%	-	64%	63%	57%	70%	-	67%	-	-
	EL	45%	64%	64%	-	64%	-	-	-	-	*	63%	67%	67%	63%	64%	62%	66%	-	*	-	-
	Male	60%	66%	59%	33%	62%	-	-	-	-	*	57%	69%	80%	57%	62%	59%	-	-	*	-	-
	Female	59%	67%	68%	85%	67%	-	-	-	-	*	64%	85%	*	70%	66%	-	68%	-	80%	-	-
Grade 8																						
Reading	All Students	82%	82%	74%	59%	76%	*	*	-	-	80%	76%	68%	22%	77%	65%	65%	84%	*	50%	-	-
	CWD	50%	46%	22%	40%	*	-	-	-	-	-	20%	*	22%	-	*	33%	*	-	-	-	-
	CWOD	86%	84%	77%	67%	79%	*	*	-	-	80%	78%	73%	-	77%	69%	67%	87%	*	50%	-	-
	EL	65%	75%	65%	-	66%	*	*	-	-	*	68%	53%	*	69%	65%	50%	82%	-	*	-	-
	Male	78%	78%	65%	57%	67%	*	-	-	-	*	66%	59%	33%	67%	50%	65%	-	-	-	-	-
	Female	86%	85%	84%	60%	86%	-	*	-	-	*	87%	75%	*	87%	82%	-	84%	*	50%	-	-
Mathematics	All Students	70%	77%	73%	71%	73%	*	*	-	-	*	75%	64%	33%	75%	63%	68%	77%	*	83%	-	-
	CWD	40%	39%	33%	60%	*	-	-	-	-	-	40%	*	33%	-	*	33%	*	-	-	-	-
	CWOD	74%	79%	75%	75%	75%	*	*	-	-	*	77%	69%	-	75%	66%	71%	79%	*	83%	-	-
	EL	57%	70%	63%	-	62%	*	*	-	-	*	65%	53%	*	66%	63%	58%	68%	-	*	-	-
	Male	68%	76%	68%	71%	69%	*	-	-	-	*	69%	65%	33%	71%	58%	68%	-	-	-	-	-
	Female	72%	77%	77%	70%	77%	-	*	-	-	*	82%	63%	*	79%	68%	-	77%	*	83%	-	-

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Science	All Students	73%	71%	65%	47%	67%	*	*	-	-	80%	65%	68%	11%	69%	58%	60%	71%	*	33%	-	-
	CWD	42%	27%	11%	20%	*	-	-	-	-	-	20%	*	11%	-	*	17%	*	-	-	-	-
	CWOD	77%	74%	69%	58%	69%	*	*	-	-	80%	67%	76%	-	69%	62%	63%	74%	*	33%	-	-
	EL	54%	63%	58%	-	57%	*	*	-	-	*	58%	60%	*	62%	58%	47%	71%	-	*	-	-
	Male	73%	71%	60%	57%	60%	*	-	-	-	*	58%	65%	17%	63%	47%	60%	-	-	-	-	-
	Female	73%	70%	71%	40%	74%	-	*	-	-	*	72%	70%	*	74%	71%	-	71%	*	33%	-	-
End of Course																						
English I	All Students	64%	64%	62%	54%	63%	*	*	-	-	*	61%	67%	31%	65%	59%	57%	67%	-	63%	-	-
	CWD	29%	22%	31%	17%	40%	-	-	-	-	-	33%	*	31%	-	*	40%	17%	-	-	-	-
	CWOD	68%	68%	65%	64%	65%	*	*	-	-	*	63%	72%	-	65%	60%	59%	71%	-	63%	-	-
	EL	38%	52%	59%	-	59%	*	*	-	-	-	59%	60%	*	60%	59%	51%	67%	-	*	-	-
	Male	58%	58%	57%	53%	58%	*	*	-	-	-	55%	68%	40%	59%	51%	57%	-	-	*	-	-
	Female	70%	71%	67%	56%	68%	*	-	-	-	*	67%	67%	17%	71%	67%	-	67%	-	*	-	-
English II	All Students	71%	71%	71%	56%	71%	*	-	-	-	*	72%	67%	45%	73%	67%	75%	68%	-	*	-	-
	CWD	33%	23%	45%	*	44%	-	-	-	-	-	56%	*	45%	-	67%	57%	*	-	-	-	-
	CWOD	76%	76%	73%	56%	73%	*	-	-	-	*	73%	72%	-	73%	67%	76%	70%	-	*	-	-
	EL	43%	56%	67%	-	67%	-	-	-	-	-	68%	50%	67%	67%	67%	72%	61%	-	*	-	-
	Male	65%	65%	75%	44%	75%	*	-	-	-	*	75%	73%	57%	76%	72%	75%	-	-	*	-	-
	Female	77%	77%	68%	67%	68%	-	-	-	-	*	68%	60%	*	70%	61%	-	68%	-	*	-	-
Algebra I	All Students	74%	74%	69%	58%	70%	*	*	-	-	*	72%	54%	38%	71%	72%	60%	78%	-	75%	-	-
	CWD	46%	34%	38%	43%	33%	-	-	-	-	-	45%	20%	38%	-	*	40%	33%	-	-	-	-
	CWOD	78%	78%	71%	63%	72%	*	*	-	-	*	74%	59%	-	71%	73%	63%	81%	-	75%	-	-
	EL	64%	69%	72%	-	71%	*	*	-	-	-	73%	55%	*	73%	72%	63%	80%	-	80%	-	-
	Male	71%	70%	60%	42%	63%	*	*	-	-	-	62%	55%	40%	63%	63%	60%	-	-	*	-	-
	Female	78%	79%	78%	88%	77%	*	-	-	-	*	82%	56%	33%	81%	80%	-	78%	-	*	-	-
Biology	All Students	82%	83%	80%	52%	86%	*	*	-	-	*	81%	76%	40%	84%	82%	76%	86%	-	86%	-	-
	CWD	57%	49%	40%	14%	63%	-	-	-	-	-	33%	*	40%	-	*	33%	50%	-	-	-	-
	CWOD	86%	86%	84%	71%	87%	*	*	-	-	*	86%	77%	-	84%	84%	81%	89%	-	86%	-	-
	EL	66%	78%	82%	-	82%	*	*	-	-	-	82%	83%	*	84%	82%	80%	85%	-	80%	-	-
	Male	80%	80%	76%	43%	83%	*	*	-	-	-	77%	71%	33%	81%	80%	76%	-	-	*	-	-
	Female	85%	87%	86%	71%	88%	*	-	-	-	*	86%	81%	50%	89%	85%	-	86%	-	*	-	-
STAAR Percent at Meets Grade Level or Above Grade 6																						
Reading	All Students	42%	29%	23%	22%	20%	*	-	-	*	40%	22%	32%	27%	23%	15%	14%	33%	*	0%	-	-
	CWD	21%	15%	27%	0%	50%	-	-	-	-	*	31%	*	27%	-	40%	30%	20%	-	-	-	-
	CWOD	46%	30%	23%	28%	18%	*	-	-	*	46%	21%	35%	-	23%	14%	12%	34%	*	0%	-	-
	EL	24%	25%	15%	-	14%	-	-	-	-	33%	16%	*	40%	14%	15%	12%	20%	-	0%	-	-
	Male	40%	26%	14%	0%	15%	*	-	-	*	0%	13%	25%	30%	12%	12%	14%	-	*	*	-	-
	Female	45%	32%	33%	42%	27%	-	-	-	-	60%	33%	36%	20%	34%	20%	-	33%	-	*	-	-

Texas Education Agency
2022 Federal Report Card
YES PREP NORTH FOREST (101845010) - YES PREP PUBLIC SCHOOLS INC - HARRIS COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	38%	32%	23%	17%	23%	*	-	-	*	27%	24%	23%	33%	22%	19%	27%	19%	*	14%	-	-
	CWD	20%	21%	33%	20%	50%	-	-	-	-	*	38%	*	33%	-	40%	40%	20%	-	-	-	-
	CWOD	41%	33%	22%	17%	21%	*	-	-	*	31%	22%	25%	-	22%	17%	26%	19%	*	14%	-	-
	EL	24%	32%	19%	-	19%	-	-	-	-	17%	20%	*	40%	17%	19%	24%	12%	-	14%	-	-
	Male	40%	35%	27%	27%	26%	*	-	-	*	20%	28%	25%	40%	26%	24%	27%	-	*	0%	-	-
	Female	36%	29%	19%	8%	20%	-	-	-	-	30%	19%	21%	20%	19%	12%	-	19%	-	*	-	-
Grade 7																						
Reading	All Students	55%	47%	49%	53%	49%	-	-	-	-	50%	47%	62%	33%	50%	42%	44%	55%	-	33%	-	-
	CWD	25%	16%	33%	*	43%	-	-	-	-	*	29%	*	33%	-	33%	40%	*	-	-	-	-
	CWOD	59%	49%	50%	56%	49%	-	-	-	-	60%	48%	63%	-	50%	42%	44%	56%	-	33%	-	-
	EL	33%	40%	42%	-	42%	-	-	-	-	*	43%	33%	33%	42%	42%	36%	49%	-	*	-	-
	Male	50%	40%	44%	50%	43%	-	-	-	-	*	38%	69%	40%	44%	36%	44%	-	-	*	-	-
	Female	60%	54%	55%	54%	55%	-	-	-	-	*	55%	54%	*	56%	49%	-	55%	-	40%	-	-
Mathematics	All Students	30%	33%	29%	26%	30%	-	-	-	-	17%	28%	35%	33%	29%	27%	37%	22%	-	17%	-	-
	CWD	18%	13%	33%	*	43%	-	-	-	-	*	43%	*	33%	-	33%	40%	*	-	-	-	-
	CWOD	32%	35%	29%	28%	30%	-	-	-	-	20%	27%	38%	-	29%	27%	37%	22%	-	17%	-	-
	EL	17%	31%	27%	-	28%	-	-	-	-	*	28%	22%	33%	27%	27%	33%	20%	-	*	-	-
	Male	31%	34%	37%	33%	37%	-	-	-	-	*	37%	38%	40%	37%	33%	37%	-	-	*	-	-
	Female	29%	33%	22%	23%	23%	-	-	-	-	*	20%	31%	*	22%	20%	-	22%	-	20%	-	-
Grade 8																						
Reading	All Students	57%	51%	43%	35%	43%	*	*	-	-	80%	44%	41%	11%	45%	25%	32%	55%	*	33%	-	-
	CWD	25%	17%	11%	20%	*	-	-	-	-	-	20%	*	11%	-	*	17%	*	-	-	-	-
	CWOD	61%	53%	45%	42%	45%	*	*	-	-	80%	45%	45%	-	45%	26%	33%	57%	*	33%	-	-
	EL	33%	35%	25%	-	25%	*	*	-	-	*	26%	20%	*	26%	25%	5%	47%	-	*	-	-
	Male	51%	44%	32%	29%	33%	*	-	-	-	*	34%	24%	17%	33%	5%	32%	-	-	-	-	-
	Female	63%	57%	55%	40%	55%	-	*	-	-	*	55%	55%	*	57%	47%	-	55%	*	33%	-	-
Mathematics	All Students	39%	43%	41%	35%	40%	*	*	-	-	*	45%	28%	22%	42%	31%	30%	52%	*	33%	-	-
	CWD	20%	16%	22%	40%	*	-	-	-	-	-	40%	*	22%	-	*	17%	*	-	-	-	-
	CWOD	41%	45%	42%	33%	42%	*	*	-	-	*	45%	31%	-	42%	32%	32%	53%	*	33%	-	-
	EL	24%	32%	31%	-	29%	*	*	-	-	*	37%	7%	*	32%	31%	21%	41%	-	*	-	-
	Male	38%	41%	30%	29%	30%	*	-	-	-	*	34%	18%	17%	32%	21%	30%	-	-	-	-	-
	Female	40%	46%	52%	40%	52%	-	*	-	-	*	57%	37%	*	53%	41%	-	52%	*	33%	-	-
Science	All Students	44%	38%	35%	29%	35%	*	*	-	-	40%	37%	30%	11%	37%	25%	32%	39%	*	33%	-	-
	CWD	22%	14%	11%	20%	*	-	-	-	-	-	20%	*	11%	-	*	17%	*	-	-	-	-
	CWOD	47%	39%	37%	33%	36%	*	*	-	-	40%	38%	33%	-	37%	26%	33%	40%	*	33%	-	-
	EL	23%	26%	25%	-	24%	*	*	-	-	*	28%	13%	*	26%	25%	18%	32%	-	*	-	-
	Male	45%	40%	32%	29%	33%	*	-	-	-	*	32%	29%	17%	33%	18%	32%	-	-	-	-	-
	Female	42%	36%	39%	30%	38%	-	*	-	-	*	42%	30%	*	40%	32%	-	39%	*	33%	-	-
End of Course																						

Texas Education Agency
2022 Federal Report Card
YES PREP NORTH FOREST (101845010) - YES PREP PUBLIC SCHOOLS INC - HARRIS COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
English I	All Students	46%	42%	35%	25%	36%	*	*	-	-	*	35%	39%	13%	37%	31%	30%	41%	-	38%	-	-
	CWD	17%	10%	13%	0%	20%	-	-	-	-	-	8%	*	13%	-	*	10%	17%	-	-	-	-
	CWOD	50%	46%	37%	32%	37%	*	*	-	-	*	37%	41%	-	37%	32%	32%	42%	-	38%	-	-
	EL	19%	30%	31%	-	30%	*	*	-	-	-	31%	30%	*	32%	31%	27%	34%	-	*	-	-
	Male	40%	36%	30%	21%	32%	*	*	-	-	-	27%	42%	10%	32%	27%	30%	-	-	*	-	-
	Female	53%	50%	41%	33%	40%	*	-	-	-	*	42%	33%	17%	42%	34%	-	41%	-	*	-	-
English II	All Students	54%	53%	49%	33%	50%	*	-	-	-	*	51%	41%	9%	52%	43%	45%	54%	-	*	-	-
	CWD	21%	11%	9%	*	11%	-	-	-	-	-	11%	*	9%	-	17%	14%	*	-	-	-	-
	CWOD	59%	57%	52%	38%	52%	*	-	-	-	*	53%	44%	-	52%	44%	48%	57%	-	*	-	-
	EL	22%	32%	43%	-	43%	-	-	-	-	-	43%	38%	17%	44%	43%	36%	50%	-	*	-	-
	Male	48%	43%	45%	22%	45%	*	-	-	-	*	46%	36%	14%	48%	36%	45%	-	-	*	-	-
	Female	62%	62%	54%	44%	55%	-	-	-	-	*	56%	40%	*	57%	50%	-	54%	-	*	-	-
Algebra I	All Students	42%	38%	32%	23%	33%	*	*	-	-	*	32%	33%	19%	33%	29%	27%	38%	-	13%	-	-
	CWD	19%	13%	19%	14%	22%	-	-	-	-	-	27%	0%	19%	-	*	20%	17%	-	-	-	-
	CWOD	45%	40%	33%	26%	33%	*	*	-	-	*	32%	38%	-	33%	29%	28%	39%	-	13%	-	-
	EL	28%	31%	29%	-	29%	*	*	-	-	-	29%	27%	*	29%	29%	27%	32%	-	0%	-	-
	Male	40%	34%	27%	11%	30%	*	*	-	-	-	27%	27%	20%	28%	27%	27%	-	-	*	-	-
	Female	45%	42%	38%	50%	35%	*	-	-	-	*	36%	44%	17%	39%	32%	-	38%	-	*	-	-
Biology	All Students	54%	49%	54%	38%	55%	*	*	-	-	*	55%	48%	20%	57%	51%	47%	61%	-	57%	-	-
	CWD	25%	17%	20%	14%	25%	-	-	-	-	-	25%	*	20%	-	*	22%	17%	-	-	-	-
	CWOD	57%	52%	57%	50%	57%	*	*	-	-	*	58%	53%	-	57%	52%	50%	65%	-	57%	-	-
	EL	26%	37%	51%	-	49%	*	*	-	-	-	54%	33%	*	52%	51%	46%	57%	-	60%	-	-
	Male	52%	47%	47%	36%	49%	*	*	-	-	-	46%	53%	22%	50%	46%	47%	-	-	*	-	-
	Female	56%	51%	61%	43%	62%	*	-	-	-	*	65%	44%	17%	65%	57%	-	61%	-	*	-	-
STAAR Percent at Masters Grade Level																						
Grade 6																						
Reading	All Students	23%	11%	7%	4%	5%	*	-	-	*	20%	7%	9%	7%	7%	7%	5%	10%	*	0%	-	-
	CWD	8%	5%	7%	0%	13%	-	-	-	-	*	8%	*	7%	-	20%	0%	20%	-	-	-	-
	CWOD	25%	12%	7%	6%	4%	*	-	-	*	23%	7%	10%	-	7%	6%	5%	10%	*	0%	-	-
	EL	9%	8%	7%	-	6%	-	-	-	-	17%	7%	*	20%	6%	7%	4%	10%	-	0%	-	-
	Male	21%	11%	5%	0%	3%	*	-	-	*	0%	4%	13%	0%	5%	4%	5%	-	*	*	-	-
	Female	25%	12%	10%	8%	7%	-	-	-	-	30%	11%	7%	20%	10%	10%	-	10%	-	*	-	-
Mathematics	All Students	16%	10%	8%	0%	9%	*	-	-	*	7%	7%	14%	13%	7%	8%	8%	8%	*	0%	-	-
	CWD	8%	8%	13%	0%	25%	-	-	-	-	*	15%	*	13%	-	20%	10%	20%	-	-	-	-
	CWOD	17%	10%	7%	0%	8%	*	-	-	*	8%	6%	15%	-	7%	7%	8%	7%	*	0%	-	-
	EL	7%	9%	8%	-	7%	-	-	-	-	17%	8%	*	20%	7%	8%	10%	5%	-	0%	-	-
	Male	17%	11%	8%	0%	9%	*	-	-	*	0%	8%	13%	10%	8%	10%	8%	-	*	0%	-	-
	Female	14%	8%	8%	0%	9%	-	-	-	-	10%	6%	14%	20%	7%	5%	-	8%	-	*	-	-
Grade 7																						

Texas Education Agency
2022 Federal Report Card
YES PREP NORTH FOREST (101845010) - YES PREP PUBLIC SCHOOLS INC - HARRIS COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Reading	All Students	36%	28%	29%	42%	27%	-	-	-	-	17%	27%	38%	0%	30%	17%	26%	31%	-	33%	-	-	
	CWD	11%	7%	0%	*	0%	-	-	-	-	*	0%	*	0%	-	0%	0%	*	-	-	-	-	
	CWOD	40%	30%	30%	44%	29%	-	-	-	-	20%	28%	42%	-	30%	18%	28%	33%	-	33%	-	-	
	EL	17%	22%	17%	-	17%	-	-	-	-	*	19%	0%	0%	18%	17%	12%	23%	-	*	-	-	
	Male	32%	23%	26%	50%	23%	-	-	-	-	*	23%	38%	0%	28%	12%	26%	-	-	*	-	-	
	Female	41%	33%	31%	38%	32%	-	-	-	-	*	30%	38%	*	33%	23%	-	31%	-	40%	-	-	
Mathematics	All Students	13%	13%	7%	0%	9%	-	-	-	-	0%	6%	12%	11%	7%	8%	8%	6%	-	0%	-	-	
	CWD	7%	5%	11%	*	14%	-	-	-	-	*	14%	*	11%	-	17%	0%	*	-	-	-	-	
	CWOD	14%	13%	7%	0%	8%	-	-	-	-	0%	6%	13%	-	7%	7%	9%	5%	-	0%	-	-	
	EL	6%	11%	8%	-	8%	-	-	-	-	*	7%	11%	17%	7%	8%	5%	11%	-	*	-	-	
	Male	13%	13%	8%	0%	9%	-	-	-	-	*	8%	8%	0%	9%	5%	8%	-	-	*	-	-	
	Female	12%	12%	6%	0%	8%	-	-	-	-	*	5%	15%	*	5%	11%	-	6%	-	0%	-	-	
Grade 8																							
Reading	All Students	37%	29%	26%	18%	26%	*	*	-	-	60%	27%	22%	0%	27%	11%	20%	33%	*	17%	-	-	
	CWD	11%	4%	0%	0%	*	-	-	-	-	-	0%	*	0%	-	*	0%	*	-	-	-	-	
	CWOD	40%	31%	27%	25%	27%	*	*	-	-	60%	28%	24%	-	27%	12%	21%	34%	*	17%	-	-	
	EL	16%	15%	11%	-	10%	*	*	-	-	*	12%	7%	*	12%	11%	5%	18%	-	*	-	-	
	Male	31%	25%	20%	0%	23%	*	-	-	-	*	22%	12%	0%	21%	5%	20%	-	-	-	-	-	
	Female	42%	34%	33%	30%	29%	-	*	-	-	*	33%	30%	*	34%	18%	-	33%	*	17%	-	-	
Mathematics	All Students	14%	16%	16%	12%	16%	*	*	-	-	*	18%	8%	0%	17%	11%	16%	16%	*	33%	-	-	
	CWD	8%	5%	0%	0%	*	-	-	-	-	-	0%	*	0%	-	*	0%	*	-	-	-	-	
	CWOD	15%	17%	17%	17%	17%	*	*	-	-	*	19%	9%	-	17%	12%	17%	17%	*	33%	-	-	
	EL	6%	10%	11%	-	10%	*	*	-	-	*	14%	0%	*	12%	11%	11%	12%	-	*	-	-	
	Male	14%	16%	16%	0%	17%	*	-	-	-	*	18%	6%	0%	17%	11%	16%	-	-	-	-	-	
	Female	14%	16%	16%	20%	15%	-	*	-	-	*	18%	11%	*	17%	12%	-	16%	*	33%	-	-	
Science	All Students	23%	15%	15%	18%	15%	*	*	-	-	20%	18%	8%	11%	16%	7%	13%	18%	*	17%	-	-	
	CWD	9%	5%	11%	20%	*	-	-	-	-	-	20%	*	11%	-	*	17%	*	-	-	-	-	
	CWOD	24%	16%	16%	17%	16%	*	*	-	-	20%	18%	9%	-	16%	7%	13%	18%	*	17%	-	-	
	EL	8%	7%	7%	-	7%	*	*	-	-	*	9%	0%	*	7%	7%	3%	12%	-	*	-	-	
	Male	24%	16%	13%	14%	14%	*	-	-	-	*	15%	6%	17%	13%	3%	13%	-	-	-	-	-	
	Female	21%	14%	18%	20%	17%	-	*	-	-	*	20%	10%	*	18%	12%	-	18%	*	17%	-	-	
End of Course																							
English I	All Students	10%	6%	2%	0%	3%	*	*	-	-	*	2%	3%	0%	3%	2%	1%	4%	-	0%	-	-	
	CWD	4%	2%	0%	0%	0%	-	-	-	-	-	0%	*	0%	-	*	0%	0%	-	-	-	-	
	CWOD	11%	6%	3%	0%	3%	*	*	-	-	*	3%	3%	-	3%	2%	1%	4%	-	0%	-	-	
	EL	1%	2%	2%	-	2%	*	*	-	-	-	2%	0%	*	2%	2%	0%	3%	-	*	-	-	
	Male	8%	4%	1%	0%	1%	*	*	-	-	-	1%	0%	0%	1%	0%	1%	-	-	*	-	-	
	Female	13%	8%	4%	0%	5%	*	-	-	-	*	4%	7%	0%	4%	3%	-	4%	-	*	-	-	

Texas Education Agency
2022 Federal Report Card
YES PREP NORTH FOREST (101845010) - YES PREP PUBLIC SCHOOLS INC - HARRIS COUNTY

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

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Science	All Students	74%	77%	73%	50%	76%	83%	*	-	-	83%	73%	71%	29%	76%	72%	68%	79%	*	62%	-	-
	CWD	47%	40%	29%	17%	42%	-	-	-	-	-	29%	29%	29%	-	14%	27%	33%	-	-	-	-
	CWOD	78%	80%	76%	65%	78%	83%	*	-	-	83%	77%	76%	-	76%	75%	72%	81%	*	62%	-	-
	EL	58%	70%	72%	-	71%	*	*	-	-	*	72%	70%	14%	75%	72%	66%	79%	-	83%	-	-
	Male	74%	76%	68%	48%	71%	*	*	-	-	*	68%	68%	27%	72%	66%	68%	-	-	*	-	-
	Female	75%	78%	79%	53%	81%	*	*	-	-	*	79%	77%	33%	81%	79%	-	79%	*	50%	-	-
SAT/ACT All Subjects	All Students	92%	86%	*	-	*	-	-	-	-	-	*	*	-	*	-	*	*	-	-	-	-
	CWD	75%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	92%	86%	*	-	*	-	-	-	-	-	*	*	-	*	-	*	*	-	-	-	-
	EL	69%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	93%	*	*	-	*	-	-	-	-	-	-	*	-	*	-	*	-	-	-	-	-
	Female	92%	80%	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	47%	41%	38%	30%	38%	64%	67%	-	*	47%	38%	38%	21%	39%	31%	33%	43%	40%	28%	-	-
	CWD	23%	15%	21%	14%	27%	-	-	-	-	0%	26%	6%	21%	-	22%	24%	16%	-	-	-	-
	CWOD	50%	44%	39%	35%	39%	64%	67%	-	*	52%	39%	41%	-	39%	31%	34%	44%	40%	28%	-	-
	EL	29%	32%	31%	-	31%	58%	67%	-	-	18%	32%	21%	22%	31%	31%	27%	36%	-	29%	-	-
	Male	45%	38%	33%	24%	34%	56%	*	-	*	29%	32%	36%	24%	34%	27%	33%	-	*	30%	-	-
	Female	48%	45%	43%	36%	42%	83%	*	-	-	56%	43%	40%	16%	44%	36%	-	43%	*	27%	-	-
Reading	All Students	52%	44%	40%	33%	40%	67%	*	-	*	55%	39%	43%	18%	42%	31%	33%	47%	*	28%	-	-
	CWD	24%	14%	18%	5%	26%	-	-	-	-	*	20%	14%	18%	-	20%	21%	14%	-	-	-	-
	CWOD	56%	47%	42%	39%	41%	67%	*	-	*	62%	41%	46%	-	42%	32%	34%	49%	*	28%	-	-
	EL	31%	32%	31%	-	31%	*	*	-	-	25%	32%	26%	20%	32%	31%	24%	39%	-	29%	-	-
	Male	47%	38%	33%	22%	34%	57%	*	-	*	30%	31%	40%	21%	34%	24%	33%	-	*	27%	-	-
	Female	56%	51%	47%	43%	46%	*	*	-	-	68%	48%	45%	14%	49%	39%	-	47%	*	28%	-	-
Mathematics	All Students	41%	37%	32%	25%	32%	57%	*	-	*	37%	32%	31%	27%	32%	26%	30%	33%	*	19%	-	-
	CWD	22%	16%	27%	22%	32%	-	-	-	-	*	36%	0%	27%	-	28%	29%	22%	-	-	-	-
	CWOD	44%	39%	32%	26%	32%	57%	*	-	*	42%	32%	34%	-	32%	26%	30%	34%	*	19%	-	-
	EL	29%	32%	26%	-	26%	*	*	-	-	13%	28%	15%	28%	26%	26%	26%	26%	-	13%	-	-
	Male	42%	36%	30%	22%	31%	60%	*	-	*	33%	31%	28%	29%	30%	26%	30%	-	*	10%	-	-
	Female	40%	38%	33%	28%	34%	*	*	-	-	39%	33%	34%	22%	34%	26%	-	33%	*	24%	-	-
Science	All Students	46%	43%	45%	34%	45%	67%	*	-	-	50%	46%	39%	17%	47%	40%	40%	50%	*	46%	-	-
	CWD	23%	15%	17%	17%	17%	-	-	-	-	-	24%	0%	17%	-	14%	20%	11%	-	-	-	-
	CWOD	49%	46%	47%	42%	47%	67%	*	-	-	50%	48%	43%	-	47%	41%	42%	52%	*	46%	-	-
	EL	25%	32%	40%	-	39%	*	*	-	-	*	43%	22%	14%	41%	40%	34%	46%	-	67%	-	-
	Male	47%	43%	40%	33%	41%	*	*	-	-	*	39%	41%	20%	42%	34%	40%	-	-	*	-	-
	Female	45%	43%	50%	35%	50%	*	*	-	-	*	54%	37%	11%	52%	46%	-	50%	*	30%	-	-

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
SAT/ACT All Subjects	All Students	64%	57%	*	-	*	-	-	-	-	-	*	*	-	*	-	*	*	-	-	-	-
	CWD	43%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	64%	57%	*	-	*	-	-	-	-	-	*	*	-	*	-	*	*	-	-	-	-
	EL	18%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	68%	*	*	-	*	-	-	-	-	-	-	*	-	*	-	*	-	-	-	-	-
	Female	60%	40%	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-
STAAR Percent at Masters Grade Level																						
All Grades																						
All Subjects	All Students	22%	16%	13%	10%	14%	23%	17%	-	*	18%	13%	16%	5%	14%	9%	12%	15%	0%	12%	-	-
	CWD	9%	5%	5%	2%	8%	-	-	-	-	0%	7%	0%	5%	-	10%	5%	6%	-	-	-	-
	CWOD	24%	17%	14%	12%	14%	23%	17%	-	*	20%	13%	17%	-	14%	9%	12%	16%	0%	12%	-	-
	EL	12%	10%	9%	-	9%	17%	17%	-	-	12%	9%	5%	10%	9%	9%	7%	11%	-	12%	-	-
	Male	21%	15%	12%	4%	13%	31%	*	-	*	5%	11%	15%	5%	12%	7%	12%	-	*	9%	-	-
	Female	23%	17%	15%	15%	15%	0%	*	-	-	24%	15%	16%	6%	16%	11%	-	15%	*	13%	-	-
Reading	All Students	25%	16%	13%	13%	12%	22%	*	-	*	24%	12%	16%	2%	14%	7%	10%	16%	*	10%	-	-
	CWD	9%	4%	2%	0%	3%	-	-	-	-	*	2%	0%	2%	-	4%	0%	5%	-	-	-	-
	CWOD	27%	17%	14%	15%	13%	22%	*	-	*	27%	13%	17%	-	14%	7%	11%	17%	*	10%	-	-
	EL	13%	10%	7%	-	7%	*	*	-	-	13%	7%	2%	4%	7%	7%	4%	10%	-	14%	-	-
	Male	22%	13%	10%	6%	10%	29%	*	-	*	10%	9%	13%	0%	11%	4%	10%	-	*	0%	-	-
	Female	28%	19%	16%	19%	15%	*	*	-	-	32%	16%	19%	5%	17%	10%	-	16%	*	17%	-	-
Mathematics	All Students	20%	16%	13%	5%	14%	43%	*	-	*	11%	12%	15%	8%	13%	11%	12%	13%	*	12%	-	-
	CWD	9%	6%	8%	0%	14%	-	-	-	-	*	11%	0%	8%	-	17%	6%	11%	-	-	-	-
	CWOD	21%	17%	13%	6%	14%	43%	*	-	*	13%	12%	17%	-	13%	10%	13%	13%	*	12%	-	-
	EL	12%	12%	11%	-	10%	*	*	-	-	13%	11%	8%	17%	10%	11%	11%	11%	-	7%	-	-
	Male	21%	16%	12%	0%	14%	60%	*	-	*	0%	12%	15%	6%	13%	11%	12%	-	*	10%	-	-
	Female	19%	16%	13%	9%	14%	*	*	-	-	17%	12%	16%	11%	13%	11%	-	13%	*	12%	-	-
Science	All Students	20%	15%	15%	13%	16%	0%	*	-	-	17%	15%	16%	8%	16%	10%	15%	16%	*	15%	-	-
	CWD	8%	6%	8%	8%	8%	-	-	-	-	-	12%	0%	8%	-	14%	13%	0%	-	-	-	-
	CWOD	22%	16%	16%	15%	17%	0%	*	-	-	17%	16%	17%	-	16%	10%	15%	17%	*	15%	-	-
	EL	7%	7%	10%	-	11%	*	*	-	-	*	11%	7%	14%	10%	10%	8%	13%	-	17%	-	-
	Male	22%	16%	15%	10%	16%	*	*	-	-	*	13%	21%	13%	15%	8%	15%	-	-	*	-	-
	Female	19%	14%	16%	18%	16%	*	*	-	-	*	18%	11%	0%	17%	13%	-	16%	*	10%	-	-
SAT/ACT All Subjects	All Students	13%	14%	*	-	*	-	-	-	-	-	*	*	-	*	-	*	*	-	-	-	-
	CWD	11%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	13%	14%	*	-	*	-	-	-	-	-	*	*	-	*	-	*	*	-	-	-	-
	EL	1%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	17%	*	*	-	*	-	-	-	-	-	-	*	-	*	-	*	-	-	-	-	-
	Female	10%	0%	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-

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

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2021-22 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Academic Growth Score											
Reading											
All Students	77	74	77	100	*	-	*	68	77	65	75
CWD	65	67	68	-	-	-	-	*	70	65	73
CWOD	77	75	78	100	*	-	*	71	77	-	75
EL ◇	75	-	75	*	*	-	-	40	74	73	75
Male	75	68	75	100	-	-	*	75	74	69	72
Female	79	78	80	-	*	-	-	64	79	60	78
Mathematics											
All Students	69	58	70	100	*	-	*	79	68	46	68
CWD	46	46	45	-	-	-	-	*	48	46	53
CWOD	71	61	72	100	*	-	*	82	70	-	68
EL ◇	68	-	67	*	*	-	-	67	66	53	68
Male	69	48	71	*	*	-	*	86	69	43	68
Female	70	66	70	*	*	-	-	75	68	50	67

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

Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates for the class of 2021.

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
Federal Graduation Rates													
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2021													
All Students	91.4%	100.0%	89.8%	*	-	-	-	-	90.4%	85.7%	78.6%	87.5%	-
CWD	85.7%	*	*	-	-	-	-	-	83.3%	85.7%	*	*	-
CWOD	91.7%	100.0%	90.4%	*	-	-	-	-	90.8%	-	76.9%	86.7%	-
EL	78.6%	-	78.6%	-	-	-	-	-	76.9%	*	78.6%	*	-
Male	89.4%	100.0%	86.3%	*	-	-	-	-	87.9%	80.0%	71.4%	85.7%	-
Female	93.5%	100.0%	93.0%	-	-	-	-	-	93.0%	*	85.7%	88.9%	-

- Indicates there are no students in the group.

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

◇ Ever in grades 9-12.

Part (iv): English Language Proficiency

This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2022 TELPAS (Texas English Language Proficiency Assessment System) data. (EL: English learner)

Total EL in Class	Proficiency of EL	Rate of Proficiency
479	58	12%

- Indicates there are no students in the group.

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

◇ Indicates data reporting does not meet for Minimum Size.

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Student Success (Student Achievement Domain Score: STAAR Component Only)											
STAAR Component Score	39	33	40	56	56	-	*	44	39	21	35
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	69%	43%	74%	*	-	-	-	-	68%	100%	50%

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

Part (vi): Goal Meeting Status

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
STAAR Performance Status											
Reading											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	N	Y	Y					Y	Y	N	Y
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N	N	N					N	N	N	N
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N	N	N					N	N	N	N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N	N	N					N	N	N	N
Mathematics											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N	N	N						N	Y	N
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N	N	N						N	N	N
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N	N	N						N	N	N
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N	N	N						N	N	N
English Learner Language Proficiency Status											
Interim Goals (2018-2022)											36%
Target Met											N
Interim Goals (2023-2027)											38%
Target Met											N
Interim Goals (2028-2032)											40%
Target Met											N
Long-Term Goals											40%
Target Met											N
Federal Graduation Status^Δ											

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met	N		N						N		
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met	N		N						N		
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	N		N						N		
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	N		N						N		

Blank cells above represent student group indicators that do not meet the minimum size criteria.

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

Δ Student groups that are at or above 90% are required to exceed that rate by at least a tenth of a percent in the following year(s).

Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science for the 2021-22 school year. (CWD: children with disability; CWOD: children without disability; EL: English learner)

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Participation Rate																	
All Subjects	All Students	99%	98%	99%	100%	100%	-	*	100%	99%	99%	100%	99%	99%	99%	99%	100%
	CWD	100%	100%	100%	-	-	-	-	100%	100%	100%	100%	-	100%	100%	100%	-
	CWOD	99%	98%	99%	100%	100%	-	*	100%	99%	99%	-	99%	99%	99%	99%	100%
	EL	99%	-	99%	100%	100%	-	-	100%	99%	100%	100%	99%	99%	99%	99%	-
	Male	99%	97%	99%	100%	*	-	*	100%	99%	100%	100%	99%	99%	99%	-	*
	Female	99%	100%	99%	100%	*	-	-	100%	99%	98%	100%	99%	99%	-	99%	*
Reading	All Students	99%	98%	99%	100%	*	-	*	100%	99%	99%	100%	99%	100%	99%	100%	*
	CWD	100%	100%	100%	-	-	-	-	*	100%	100%	100%	-	100%	100%	100%	-
	CWOD	99%	98%	99%	100%	*	-	*	100%	99%	99%	-	99%	100%	99%	100%	*
	EL	100%	-	100%	100%	*	-	-	100%	100%	100%	100%	100%	100%	100%	100%	-
	Male	99%	96%	99%	100%	*	-	*	100%	99%	100%	100%	99%	100%	99%	-	*
	Female	100%	100%	100%	*	*	-	-	100%	100%	98%	100%	100%	100%	-	100%	*
Mathematics	All Students	99%	98%	99%	100%	*	-	*	100%	99%	100%	100%	99%	99%	99%	99%	*
		99%	98%	99%	100%	*	-	*	100%	99%	100%	100%	99%	99%	99%	99%	*

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		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Mathematics	CWD	100%	100%	100%	-	-	-	-	*	100%	100%	100%	-	100%	100%	100%	-
		100%	100%	100%	-	-	-	-	*	100%	100%	100%	-	100%	100%	100%	-
	CWOD	99%	97%	99%	100%	*	-	*	100%	99%	100%	-	99%	99%	99%	99%	*
		99%	97%	99%	100%	*	-	*	100%	99%	100%	-	99%	99%	99%	99%	*
	EL	99%	-	99%	*	*	-	-	100%	99%	100%	100%	99%	99%	99%	99%	-
		99%	-	99%	*	*	-	-	100%	99%	100%	100%	99%	99%	99%	99%	-
	Male	99%	95%	99%	100%	*	-	*	100%	99%	100%	100%	99%	99%	99%	-	*
		99%	95%	99%	100%	*	-	*	100%	99%	100%	100%	99%	99%	99%	-	*
	Female	99%	100%	99%	*	*	-	-	100%	99%	100%	100%	99%	99%	-	99%	*
		99%	100%	99%	*	*	-	-	100%	99%	100%	100%	99%	99%	-	99%	*
SAT/ACT All Subjects	All Students	*	-	*	-	-	-	-	-	*	*	-	*	-	*	*	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	*	-	*	-	-	-	-	-	*	*	-	*	-	*	*	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	*	-	*	-	-	-	-	-	-	*	-	*	-	*	-	-
	Female	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	-
Non-Participation Rate																	
All Subjects	All Students	1%	2%	1%	0%	0%	-	*	0%	1%	1%	0%	1%	1%	1%	1%	0%
	CWD	0%	0%	0%	-	-	-	-	0%	0%	0%	0%	-	0%	0%	0%	-
	CWOD	1%	2%	1%	0%	0%	-	*	0%	1%	1%	-	1%	1%	1%	1%	0%
	EL	1%	-	1%	0%	0%	-	-	0%	1%	0%	0%	1%	1%	1%	1%	-
	Male	1%	3%	1%	0%	*	-	*	0%	1%	0%	0%	1%	1%	1%	-	*
	Female	1%	0%	1%	0%	*	-	-	0%	1%	2%	0%	1%	1%	-	1%	*
Reading	All Students	1%	2%	1%	0%	*	-	*	0%	1%	1%	0%	1%	0%	1%	0%	*
	CWD	0%	0%	0%	-	-	-	-	*	0%	0%	0%	-	0%	0%	0%	-
	CWOD	1%	2%	1%	0%	*	-	*	0%	1%	1%	-	1%	0%	1%	0%	*
	EL	0%	-	0%	0%	*	-	-	0%	0%	0%	0%	0%	0%	0%	0%	-
	Male	1%	4%	1%	0%	*	-	*	0%	1%	0%	0%	1%	0%	1%	-	*
	Female	0%	0%	0%	*	*	-	-	0%	0%	2%	0%	0%	0%	-	0%	*
Mathematics	All Students	1%	2%	1%	0%	*	-	*	0%	1%	0%	0%	1%	1%	1%	1%	*
	CWD	0%	0%	0%	-	-	-	-	*	0%	0%	0%	-	0%	0%	0%	-
	CWOD	1%	3%	1%	0%	*	-	*	0%	1%	0%	-	1%	1%	1%	1%	*
	EL	1%	-	1%	*	*	-	-	0%	1%	0%	0%	1%	1%	1%	1%	-
	Male	1%	5%	1%	0%	*	-	*	0%	1%	0%	0%	1%	1%	1%	-	*
	Female	1%	0%	1%	*	*	-	-	0%	1%	0%	0%	1%	1%	-	1%	*

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

- Indicates there are no students in the group.

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

Part (viii): Civil Rights Data

Part (viii)(I) This section provides information from the 2017-18 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
Students Without Disabilities												
In-School Suspensions												
	Male	9	2	7	0	0	0	0	0	4		
	Female	12	6	6	0	0	0	0	0	0		
	Total	21	8	13	0	0	0	0	0	4		
Out-of-School Suspensions												
	Male	51	16	32	1	0	0	0	2	15		
	Female	30	12	17	0	0	0	0	1	3		
	Total	81	28	49	1	0	0	0	3	18		
Expulsions												

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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
With Educational Services	Male	3	3	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	3	3	0	0	0	0	0	0	0		
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
School-Related Arrests												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Referrals to Law Enforcement												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Students With Disabilities												
In-School Suspensions												
	Male	4	2	2	0	0	0	0	0	1		1
	Female	1	1	0	0	0	0	0	0	0		0
	Total	5	3	2	0	0	0	0	0	1		1
Out-of-School Suspensions												
	Male	12	5	7	0	0	0	0	0	4		5
	Female	6	5	1	0	0	0	0	0	0		2
	Total	18	10	8	0	0	0	0	0	4		7
Expulsions												
With Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0

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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
School-Related Arrests												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Referrals to Law Enforcement												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
All Students												
Chronic Absenteeism												
	Male	33	11	21	1	-8	-8	-8	-8	3	3	-8
	Female	29	8	21	-8	-8	-8	-8	-8	4	1	-8
	Total	62	19	42	1	-8	-8	-8	-8	7	4	-8

	Total
Incidents of Violence	
Incidents of rape or attempted rape	0
Incidents of sexual assault (other than rape)	0
Incidents of robbery with a weapon	0
Incidents of robbery with a firearm or explosive device	0
Incidents of robbery without a weapon	0
Incidents of physical attack or fight with a weapon	0
Incidents of physical attack or fight with a firearm or explosive device	0
Incidents of physical attack or fight without a weapon	22
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack with a firearm or explosive device	0
Incidents of threats of physical attack without a weapon	0
Incidents of possession of a firearm or explosive device	0
Allegations of Harassment or bullying	
On the basis of sex	0
On the basis of race	0
On the basis of disability	0

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	Total
On the basis of sexual orientation	0
On the basis of religion	0

Part (viii)(II) This section provides information from the 2017-18 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs											
	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Accelerated Coursework											
Advanced Placement Courses	Male	80	16	64	0	0	0	0	0	7	0
	Female	84	10	73	0	0	1	0	0	0	0
	Total	164	26	137	0	0	1	0	0	7	0
International Baccalaureate Courses	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Dual Enrollment/Dual Credit Programs	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9

- Indicates there are no data available in the group.
- 3 Indicates skip logic failure.
- 8 Indicates EDFacts missing data.
- 9 Indicates not applicable / skipped.
- 11 Indicates suppressed data.

Blank cell indicates the student group is not applicable to this report.

Part (ix): Teacher Quality Data

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

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High Poverty School		
	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	36.1	61.0%
Teachers Teaching with Emergency or Provisional Credentials	1.0	1.7%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	0.0	-

- Indicates there are no data available in the group.

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

Part (x): Per-pupil Expenditure

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

To be updated by June 30th, 2023.

Part (xi): STAAR Alternate 2 Participation

This section provides information on the number and percentage of students with the most significant cognitive disabilities who take STAAR Alternate 2, by grade and subject for the 2021-22 school year.

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Grade 3						
Reading	6,584	2%	*	1%	-	-
Mathematics	6,587	2%	*	1%	-	-
Grade 4						
Reading	6,404	2%	-	-	-	-
Mathematics	6,408	2%	-	-	-	-
Grade 5						
Reading	6,204	2%	-	-	-	-
Mathematics	6,205	2%	-	-	-	-
Science	6,200	2%	-	-	-	-
Grade 6						
Reading	6,181	2%	19	1%	5	3%
Mathematics	6,177	2%	19	1%	5	3%
Grade 7						
Reading	6,130	1%	10	0%	*	1%
Mathematics	6,120	2%	10	0%	*	1%
Grade 8						
Reading	5,794	1%	11	0%	*	1%

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Mathematics	5,803	2%	11	1%	*	1%
Science	5,796	1%	11	0%	*	1%
End of Course						
English I	6,009	1%	12	0%	*	0%
English II	5,490	1%	10	0%	-	-
Algebra I	5,993	1%	12	0%	*	0%
Biology	5,860	1%	12	1%	*	1%
All Grades						
All Subjects	109,954	1%	143	1%	20	1%
Reading	48,805	1%	65	1%	9	1%
Mathematics	43,293	1%	55	1%	9	1%
Science	17,856	1%	23	1%	*	1%

- Indicates there are no students in the group.

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

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

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

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

State Level: 2022 Percentages at NAEP Achievement Levels										
			% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 4	Mathematics	Asian	3	9	97	91	73	63	27	24
		Pacific Islander	*	38	*	62	*	22	*	3
		Two or More Races	10	22	90	78	58	38	23	9
		EcoDis	31	38	69	62	24	20	3	2
		Students with Disabilities	51	56	49	44	18	14	2	2
		English Language Learners	31	48	69	52	26	14	3	2
Grade 8	Reading	Overall	34	30	66	70	23	31	2	4
		Black	45	47	55	53	17	16	1	1
		Hispanic	41	39	59	61	16	21	1	2
		White	24	22	76	78	30	38	2	5
		American Indian	*	45	*	55	*	18	*	2
		Asian	8	14	92	86	60	56	11	12
		Pacific Islander	*	35	*	65	*	25	*	2
		Two or More Races	28	27	72	73	32	35	5	6
		EcoDis	42	42	58	58	16	19	1	1
		Students with Disabilities	74	69	26	31	5	7	1	n/a
		English Language Learners	53	68	47	32	10	5	n/a	n/a
	Mathematics	Overall	39	38	61	62	24	26	5	7
		Black	54	62	46	38	11	9	2	1
		Hispanic	46	51	54	49	16	14	2	2
		White	28	26	72	74	36	35	8	9
		American Indian	*	55	*	45	*	13	*	2
		Asian	10	14	90	86	57	58	27	27
		Pacific Islander	*	50	*	50	*	17	*	5
		Two or More Races	26	37	74	63	30	28	3	7
		EcoDis	49	54	51	46	15	13	2	2
		Students with Disabilities	81	77	19	23	4	5	n/a	1
		English Language Learners	60	76	40	24	8	4	1	n/a

* Indicates reporting standards not met.

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

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

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

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

This section provides information on the cohort rate at which students who graduated from high school in the 2019-20 school year enrolled in a Texas public postsecondary education institution in the 2020-21 academic year in (I) programs of public postsecondary education in Texas; (II) programs of private postsecondary education in Texas; and (III) programs of postsecondary education outside Texas. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
In-State Public Institutions	53%	65%	50%	-	-	*	-	-	56%	*	42%
In-State Private Institutions	*	*	*	-	-	-	-	-	*	-	-
Out-of-State Institutions	6%	-	8%	-	-	-	-	-	7%	-	-

- Indicates there are no students in the group.

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

Part (xiv): Additional Information - Chronic Absenteeism

This section provides information on the Chronic Absenteeism per EDFacts definition: percent of unduplicated number of K - 12 students enrolled in a school for at least 10 days and absent for 10% or more days during the 2020-21 school year. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Chronic Absenteeism Rate	15%	19%	14%	17%	*	-	-	14%	15%	22%	12%

- Indicates there are no students in the group.

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

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Part (i): Description of State Accountability System

Part (i)(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students for use in the accountability system. The Texas accountability minimum size criteria are 25 tests for assessment related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for the all student group.

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

State ESSA Goals												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Performance (At Meets Grade Level or Above)												
Reading/ELA	Baseline 2016-17 Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
	2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
	2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Mathematics	Baseline 2016-17 Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
	2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
	2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
EL Progress												
	Baseline 2016-17 Rates											41%
	2017-18 through 2021-22											36%
	2022-23 through 2026-27											38%
	2027-28 through 2031-32											40%
Graduation Rate: 4-Year Longitudinal Rate Δ												
	Baseline 2016-17 Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
	2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
	2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
	2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

Δ Student groups that are at or above 90% are required to exceed that rate by at least a tenth of a percent in the following year(s).

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

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

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

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language Proficiency	10%
	SQSS: Student Achievement Domain Score: STAAR Component Only	10%
High Schools, K-12s, AEAs, and Districts	Academic Achievement	50%
	Federal Graduation Status or Academic Growth Status ¹	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness or Student Domain Score: STAAR Component Only ²	30%

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

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

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(bb) the methodology by which the State differentiates all such schools. A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), B (80-89), C (70-79), D (60-69), and F (0-59) and further used to differentiate all public schools.
<https://tea.texas.gov/sites/default/files/chapter-4-2022-closing-the-gaps-domain.pdf>

(cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students. TEA uses the Closing the Gaps domain to identify campuses that have consistently underperforming student groups. A student group that misses the targets in at least the same three indicators, for three consecutive years, is considered consistently underperforming. Any campus not identified for comprehensive support and improvement (CSI) that has at least one consistently underperforming student group is identified for targeted support and improvement (TSI). TSI identifies both Title I and non-Title I campuses. Data from 2018, 2019, and 2022 are considered consecutive years for 2022 TSI identification.

(dd) the methodology by which the State identifies a school for comprehensive support and improvement. Texas annually ranks all Title I campuses based on Closing the Gaps scaled scores. Beginning August 2022, TEA also evaluates overall scaled scores to make final comprehensive support and improvement (CSI) determinations. Title I campuses with both the lowest Closing the Gaps and lowest overall scaled scores are identified for CSI. First, Texas determines the bottom five percent of Closing the Gaps outcomes by rank ordering the scaled scores of Title I campuses by school type - elementary, middle, high school/ K - 12, and alternative education accountability. Texas then determines which campuses fell in the bottom five percent for each school type. Next, TEA rank orders the overall scaled scores for all Title I campuses statewide (without regard to campus type) to determine the scaled score cut point necessary to identify at least five percent of Title I campuses. Title I campuses with an overall scaled score cut point at or below the overall cut point and that rank in their school types bottom five percent are identified for CSI.

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

Part (i)(VI) the exit criteria established by the State, including the length of years established. Campuses that do not rank in their school types bottom five percent of the Closing the Gaps domain for two consecutive years and have an overall scaled score that year that does not fall within the lowest percentile to be reidentified for CSI are considered as having successfully exited. Campuses previously identified as CSI based solely on a graduation rate below 67 percent must have a four or six-year federal graduation rate of at least 67 percent for two consecutive years to exit CSI status.

Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2021-22 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

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

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	69%	57%	59%	*	59%	*	-	-	-	*	59%	61%	27%	62%	49%	50%	69%	-	*	-	-
	CWD	38%	27%	27%	-	27%	-	-	-	-	-	27%	-	27%	-	*	33%	20%	-	-	-	-
	CWOD	74%	59%	62%	*	62%	*	-	-	-	*	62%	61%	-	62%	49%	51%	72%	-	*	-	-
	EL	53%	54%	49%	-	49%	-	-	-	-	*	49%	40%	*	49%	49%	44%	54%	-	*	-	-
	Male	66%	52%	50%	*	49%	-	-	-	-	*	50%	50%	33%	51%	44%	50%	-	-	-	-	-
	Female	72%	63%	69%	*	70%	*	-	-	-	*	68%	83%	20%	72%	54%	-	69%	-	*	-	-
Mathematics	All Students	72%	69%	77%	*	76%	*	-	-	-	*	76%	83%	64%	78%	68%	72%	81%	-	*	-	-
	CWD	47%	44%	64%	-	64%	-	-	-	-	-	64%	-	64%	-	*	67%	60%	-	-	-	-
	CWOD	76%	71%	78%	*	77%	*	-	-	-	*	77%	83%	-	78%	69%	73%	83%	-	*	-	-
	EL	61%	70%	68%	-	68%	-	-	-	-	*	67%	80%	*	69%	68%	63%	74%	-	*	-	-
	Male	73%	68%	72%	*	71%	-	-	-	-	*	72%	75%	67%	73%	63%	72%	-	-	-	-	-
	Female	72%	71%	81%	*	81%	*	-	-	-	*	79%	100%	60%	83%	74%	-	81%	-	*	-	-
Grade 7																						
Reading	All Students	79%	77%	80%	*	79%	*	-	-	-	-	79%	84%	29%	82%	79%	70%	88%	-	60%	-	-
	CWD	47%	39%	29%	-	29%	-	-	-	-	-	29%	-	29%	-	20%	33%	*	-	-	-	-
	CWOD	83%	80%	82%	*	82%	*	-	-	-	-	82%	84%	-	82%	83%	74%	89%	-	60%	-	-
	EL	63%	73%	79%	-	79%	*	-	-	-	-	80%	78%	20%	83%	79%	70%	88%	-	*	-	-
	Male	75%	72%	70%	*	70%	*	-	-	-	-	71%	69%	33%	74%	70%	70%	-	-	*	-	-
	Female	83%	82%	88%	*	88%	*	-	-	-	-	86%	100%	*	89%	88%	-	88%	-	*	-	-
Mathematics	All Students	60%	66%	69%	*	70%	*	-	-	-	-	67%	80%	29%	71%	72%	66%	71%	-	60%	-	-
	CWD	36%	38%	29%	-	29%	-	-	-	-	-	29%	-	29%	-	20%	33%	*	-	-	-	-
	CWOD	63%	68%	71%	*	72%	*	-	-	-	-	69%	80%	-	71%	75%	69%	72%	-	60%	-	-
	EL	45%	64%	72%	-	71%	*	-	-	-	-	70%	89%	20%	75%	72%	68%	75%	-	*	-	-
	Male	60%	66%	66%	*	65%	*	-	-	-	-	66%	69%	33%	69%	68%	66%	-	-	*	-	-
	Female	59%	67%	71%	*	74%	*	-	-	-	-	68%	92%	*	72%	75%	-	71%	-	*	-	-
Grade 8																						
Reading	All Students	82%	82%	86%	*	87%	*	*	-	*	*	83%	93%	90%	86%	76%	83%	89%	-	*	-	-
	CWD	50%	46%	90%	*	89%	-	-	-	-	-	100%	80%	90%	-	100%	86%	*	-	-	-	-
	CWOD	86%	84%	86%	-	87%	*	*	-	*	*	83%	95%	-	86%	73%	82%	89%	-	*	-	-
	EL	65%	75%	76%	-	77%	-	*	-	-	*	75%	83%	100%	73%	76%	67%	88%	-	*	-	-
	Male	78%	78%	83%	*	84%	*	-	-	*	*	80%	89%	86%	82%	67%	83%	-	-	*	-	-
	Female	86%	85%	89%	-	89%	-	*	-	-	-	87%	96%	*	89%	88%	-	89%	-	*	-	-
Mathematics	All Students	70%	77%	82%	*	83%	*	*	-	*	*	81%	86%	50%	84%	72%	80%	84%	-	*	-	-
	CWD	40%	39%	50%	*	56%	-	-	-	-	-	20%	80%	50%	-	50%	57%	*	-	-	-	-
	CWOD	74%	79%	84%	-	85%	*	*	-	*	*	83%	87%	-	84%	75%	82%	86%	-	*	-	-
	EL	57%	70%	72%	-	73%	-	*	-	-	*	71%	83%	50%	75%	72%	63%	83%	-	*	-	-
	Male	68%	76%	80%	*	83%	*	-	-	*	*	79%	84%	57%	82%	63%	80%	-	-	*	-	-
	Female	72%	77%	84%	-	84%	-	*	-	-	-	83%	88%	*	86%	83%	-	84%	-	*	-	-

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Science	All Students	73%	71%	77%	*	78%	*	*	-	*	*	76%	79%	40%	79%	59%	77%	76%	-	*	-	-
	CWD	42%	27%	40%	*	33%	-	-	-	-	-	20%	60%	40%	-	17%	57%	*	-	-	-	-
	CWOD	77%	74%	79%	-	81%	*	*	-	*	*	79%	81%	-	79%	65%	79%	79%	-	*	-	-
	EL	54%	63%	59%	-	62%	-	*	-	-	*	63%	33%	17%	65%	59%	57%	63%	-	*	-	-
	Male	73%	71%	77%	*	78%	*	-	-	*	*	77%	79%	57%	79%	57%	77%	-	-	*	-	-
	Female	73%	70%	76%	-	77%	-	*	-	-	-	75%	78%	*	79%	63%	-	76%	-	*	-	-
End of Course																						
English I	All Students	64%	64%	62%	*	63%	*	*	*	-	*	61%	67%	22%	64%	45%	54%	75%	-	60%	-	-
	CWD	29%	22%	22%	-	22%	-	-	-	-	-	0%	*	22%	-	17%	29%	*	-	-	-	-
	CWOD	68%	68%	64%	*	65%	*	*	*	-	*	63%	67%	-	64%	48%	56%	77%	-	60%	-	-
	EL	38%	52%	45%	-	44%	-	*	-	-	-	44%	50%	17%	48%	45%	29%	65%	-	*	-	-
	Male	58%	58%	54%	*	54%	*	-	*	-	*	47%	70%	29%	56%	29%	54%	-	-	*	-	-
	Female	70%	71%	75%	-	74%	-	*	-	-	-	76%	71%	*	77%	65%	-	75%	-	*	-	-
English II	All Students	71%	71%	75%	*	76%	-	-	*	-	-	74%	79%	0%	79%	59%	69%	81%	-	71%	-	-
	CWD	33%	23%	0%	-	0%	-	-	-	-	-	0%	*	0%	-	*	*	*	-	-	-	-
	CWOD	76%	76%	79%	*	81%	-	-	*	-	-	78%	83%	-	79%	68%	74%	84%	-	71%	-	-
	EL	43%	56%	59%	-	59%	-	-	-	-	-	60%	*	*	68%	59%	57%	60%	-	*	-	-
	Male	65%	65%	69%	*	71%	-	-	-	-	-	64%	89%	*	74%	57%	69%	-	-	*	-	-
	Female	77%	77%	81%	-	81%	-	-	*	-	-	83%	69%	*	84%	60%	-	81%	-	*	-	-
Algebra I	All Students	74%	74%	80%	*	82%	*	*	*	-	*	81%	76%	57%	81%	68%	79%	83%	-	80%	-	-
	CWD	46%	34%	57%	-	57%	-	-	-	-	-	40%	*	57%	-	50%	67%	*	-	-	-	-
	CWOD	78%	78%	81%	*	83%	*	*	*	-	*	82%	75%	-	81%	70%	80%	84%	-	80%	-	-
	EL	64%	69%	68%	-	67%	-	*	-	-	-	71%	50%	50%	70%	68%	67%	70%	-	*	-	-
	Male	71%	70%	79%	*	81%	*	-	*	-	*	75%	88%	67%	80%	67%	79%	-	-	*	-	-
	Female	78%	79%	83%	-	83%	-	*	-	-	-	87%	67%	*	84%	70%	-	83%	-	*	-	-
Biology	All Students	82%	83%	76%	*	77%	*	*	*	-	*	75%	79%	71%	77%	64%	74%	81%	-	*	-	-
	CWD	57%	49%	71%	-	71%	-	-	-	-	-	60%	*	71%	-	60%	67%	*	-	-	-	-
	CWOD	86%	86%	77%	*	77%	*	*	*	-	*	76%	78%	-	77%	65%	74%	80%	-	*	-	-
	EL	66%	78%	64%	-	63%	-	*	-	-	-	64%	63%	60%	65%	64%	55%	75%	-	*	-	-
	Male	80%	80%	74%	*	73%	*	-	*	-	*	67%	88%	67%	74%	55%	74%	-	-	*	-	-
	Female	85%	87%	81%	-	80%	-	*	-	-	-	84%	69%	*	80%	75%	-	81%	-	*	-	-
STAAR Percent at Meets Grade Level or Above																						
Grade 6																						
Reading	All Students	42%	29%	31%	*	30%	*	-	-	-	*	30%	39%	9%	32%	21%	22%	39%	-	*	-	-
	CWD	21%	15%	9%	-	9%	-	-	-	-	-	9%	-	9%	-	*	17%	0%	-	-	-	-
	CWOD	46%	30%	32%	*	32%	*	-	-	-	*	31%	39%	-	32%	20%	23%	42%	-	*	-	-
	EL	24%	25%	21%	-	21%	-	-	-	-	*	21%	20%	*	20%	21%	16%	26%	-	*	-	-
	Male	40%	26%	22%	*	22%	-	-	-	-	*	20%	33%	17%	23%	16%	22%	-	-	-	-	-
	Female	45%	32%	39%	*	39%	*	-	-	-	*	38%	50%	0%	42%	26%	-	39%	-	*	-	-

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Mathematics	All Students	38%	32%	31%	*	31%	*	-	-	-	*	30%	39%	27%	31%	26%	29%	32%	-	*	-	-	
	CWD	20%	21%	27%	-	27%	-	-	-	-	-	27%	-	27%	-	*	50%	0%	-	-	-	-	
	CWOD	41%	33%	31%	*	31%	*	-	-	-	*	30%	39%	-	31%	24%	27%	35%	-	*	-	-	
	EL	24%	32%	26%	-	26%	-	-	-	-	*	25%	40%	*	24%	26%	23%	29%	-	*	-	-	
	Male	40%	35%	29%	*	29%	-	-	-	-	*	30%	25%	50%	27%	23%	29%	-	-	-	-	-	
	Female	36%	29%	32%	*	33%	*	-	-	-	*	29%	67%	0%	35%	29%	-	32%	-	*	-	-	
Grade 7																							
Reading	All Students	55%	47%	50%	*	51%	*	-	-	-	-	49%	56%	0%	52%	51%	39%	60%	-	20%	-	-	
	CWD	25%	16%	0%	-	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	*	-	-	-	-	
	CWOD	59%	49%	52%	*	54%	*	-	-	-	-	52%	56%	-	52%	54%	43%	61%	-	20%	-	-	
	EL	33%	40%	51%	-	52%	*	-	-	-	-	52%	44%	0%	54%	51%	41%	60%	-	*	-	-	
	Male	50%	40%	39%	*	39%	*	-	-	-	-	40%	38%	0%	43%	41%	39%	-	-	*	-	-	
	Female	60%	54%	60%	*	62%	*	-	-	-	-	57%	75%	*	61%	60%	-	60%	-	*	-	-	
Mathematics	All Students	30%	33%	29%	*	29%	*	-	-	-	-	26%	44%	0%	30%	34%	24%	34%	-	0%	-	-	
	CWD	18%	13%	0%	-	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	*	-	-	-	-	
	CWOD	32%	35%	30%	*	31%	*	-	-	-	-	28%	44%	-	30%	36%	26%	34%	-	0%	-	-	
	EL	17%	31%	34%	-	33%	*	-	-	-	-	33%	44%	0%	36%	34%	32%	35%	-	*	-	-	
	Male	31%	34%	24%	*	23%	*	-	-	-	-	22%	31%	0%	26%	32%	24%	-	-	*	-	-	
	Female	29%	33%	34%	*	35%	*	-	-	-	-	29%	58%	*	34%	35%	-	34%	-	*	-	-	
Grade 8																							
Reading	All Students	57%	51%	55%	*	56%	*	*	-	*	*	53%	60%	0%	59%	35%	47%	63%	-	*	-	-	
	CWD	25%	17%	0%	*	0%	-	-	-	-	-	0%	0%	0%	-	0%	0%	*	-	-	-	-	
	CWOD	61%	53%	59%	-	60%	*	*	-	*	*	55%	68%	-	59%	40%	51%	65%	-	*	-	-	
	EL	33%	35%	35%	-	37%	-	*	-	-	*	40%	0%	0%	40%	35%	27%	46%	-	*	-	-	
	Male	51%	44%	47%	*	48%	*	-	-	*	*	46%	47%	0%	51%	27%	47%	-	-	*	-	-	
	Female	63%	57%	63%	-	64%	-	*	-	-	-	60%	70%	*	65%	46%	-	63%	-	*	-	-	
Mathematics	All Students	39%	43%	54%	*	54%	*	*	-	*	*	52%	58%	20%	56%	30%	44%	63%	-	*	-	-	
	CWD	20%	16%	20%	*	22%	-	-	-	-	-	0%	40%	20%	-	0%	29%	*	-	-	-	-	
	CWOD	41%	45%	56%	-	56%	*	*	-	*	*	54%	61%	-	56%	33%	46%	66%	-	*	-	-	
	EL	24%	32%	30%	-	31%	-	*	-	-	*	31%	17%	0%	33%	30%	17%	46%	-	*	-	-	
	Male	38%	41%	44%	*	43%	*	-	-	*	*	45%	42%	29%	46%	17%	44%	-	-	*	-	-	
	Female	40%	46%	63%	-	64%	-	*	-	-	-	60%	71%	*	66%	46%	-	63%	-	*	-	-	
Science	All Students	44%	38%	43%	*	43%	*	*	-	*	*	39%	52%	10%	45%	17%	41%	44%	-	*	-	-	
	CWD	22%	14%	10%	*	0%	-	-	-	-	-	0%	20%	10%	-	0%	14%	*	-	-	-	-	
	CWOD	47%	39%	45%	-	46%	*	*	-	*	*	41%	57%	-	45%	19%	44%	46%	-	*	-	-	
	EL	23%	26%	17%	-	17%	-	*	-	-	*	19%	0%	0%	19%	17%	17%	17%	-	*	-	-	
	Male	45%	40%	41%	*	41%	*	-	-	*	*	43%	37%	14%	44%	17%	41%	-	-	*	-	-	
	Female	42%	36%	44%	-	45%	-	*	-	-	-	35%	65%	*	46%	17%	-	44%	-	*	-	-	
End of Course																							

Texas Education Agency
2022 Federal Report Card
YES PREP - NORTHLINE (101845012) - YES PREP PUBLIC SCHOOLS INC - HARRIS COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
English I	All Students	46%	42%	42%	*	42%	*	*	*	-	*	38%	52%	11%	43%	20%	35%	51%	-	40%	-	-	
	CWD	17%	10%	11%	-	11%	-	-	-	-	-	0%	*	11%	-	0%	14%	*	-	-	-	-	
	CWOD	50%	46%	43%	*	43%	*	*	*	-	*	40%	53%	-	43%	22%	37%	52%	-	40%	-	-	
	EL	19%	30%	20%	-	19%	-	*	-	-	-	19%	25%	0%	22%	20%	15%	27%	-	*	-	-	
	Male	40%	36%	35%	*	35%	*	-	*	-	*	30%	48%	14%	37%	15%	35%	-	-	*	-	-	
	Female	53%	50%	51%	-	49%	-	*	-	-	-	47%	65%	*	52%	27%	-	51%	-	*	-	-	
English II	All Students	54%	53%	61%	*	61%	-	-	*	-	-	59%	67%	0%	64%	34%	43%	76%	-	57%	-	-	
	CWD	21%	11%	0%	-	0%	-	-	-	-	-	0%	*	0%	-	*	*	*	-	-	-	-	
	CWOD	59%	57%	64%	*	65%	-	-	*	-	-	63%	70%	-	64%	40%	46%	79%	-	57%	-	-	
	EL	22%	32%	34%	-	34%	-	-	-	-	-	32%	*	*	40%	34%	21%	47%	-	*	-	-	
	Male	48%	43%	43%	*	44%	-	-	-	-	-	38%	67%	*	46%	21%	43%	-	-	*	-	-	
	Female	62%	62%	76%	-	76%	-	-	*	-	-	79%	63%	*	79%	47%	-	76%	-	*	-	-	
Algebra I	All Students	42%	38%	48%	*	49%	*	*	*	-	*	47%	50%	43%	48%	27%	45%	53%	-	60%	-	-	
	CWD	19%	13%	43%	-	43%	-	-	-	-	-	20%	*	43%	-	33%	50%	*	-	-	-	-	
	CWOD	45%	40%	48%	*	50%	*	*	*	-	*	48%	48%	-	48%	26%	45%	54%	-	60%	-	-	
	EL	28%	31%	27%	-	27%	-	*	-	-	-	25%	38%	33%	26%	27%	30%	22%	-	*	-	-	
	Male	40%	34%	45%	*	46%	*	-	*	-	*	44%	48%	50%	45%	30%	45%	-	-	*	-	-	
	Female	45%	42%	53%	-	54%	-	*	-	-	-	51%	60%	*	54%	22%	-	53%	-	*	-	-	
Biology	All Students	54%	49%	41%	*	40%	*	*	*	-	*	36%	53%	43%	41%	17%	45%	36%	-	*	-	-	
	CWD	25%	17%	43%	-	43%	-	-	-	-	-	20%	*	43%	-	40%	50%	*	-	-	-	-	
	CWOD	57%	52%	41%	*	40%	*	*	*	-	*	37%	51%	-	41%	15%	45%	37%	-	*	-	-	
	EL	26%	37%	17%	-	17%	-	*	-	-	-	16%	25%	40%	15%	17%	24%	8%	-	*	-	-	
	Male	52%	47%	45%	*	44%	*	-	*	-	*	40%	58%	50%	45%	24%	45%	-	-	*	-	-	
	Female	56%	51%	36%	-	36%	-	*	-	-	-	32%	50%	*	37%	8%	-	36%	-	*	-	-	
STAAR Percent at Masters Grade Level																							
Grade 6																							
Reading	All Students	23%	11%	13%	*	13%	*	-	-	-	*	11%	22%	0%	14%	9%	7%	19%	-	*	-	-	
	CWD	8%	5%	0%	-	0%	-	-	-	-	-	0%	-	0%	-	*	0%	0%	-	-	-	-	
	CWOD	25%	12%	14%	*	14%	*	-	-	-	*	12%	22%	-	14%	9%	7%	20%	-	*	-	-	
	EL	9%	8%	9%	-	9%	-	-	-	-	*	8%	20%	*	9%	9%	2%	17%	-	*	-	-	
	Male	21%	11%	7%	*	7%	-	-	-	-	*	5%	17%	0%	7%	2%	7%	-	-	-	-	-	
	Female	25%	12%	19%	*	19%	*	-	-	-	*	18%	33%	0%	20%	17%	-	19%	-	*	-	-	
Mathematics	All Students	16%	10%	9%	*	9%	*	-	-	-	*	9%	6%	9%	9%	10%	8%	9%	-	*	-	-	
	CWD	8%	8%	9%	-	9%	-	-	-	-	-	9%	-	9%	-	*	17%	0%	-	-	-	-	
	CWOD	17%	10%	9%	*	9%	*	-	-	-	*	9%	6%	-	9%	11%	7%	10%	-	*	-	-	
	EL	7%	9%	10%	-	11%	-	-	-	-	*	11%	0%	*	11%	10%	9%	11%	-	*	-	-	
	Male	17%	11%	8%	*	8%	-	-	-	-	*	8%	8%	17%	7%	9%	8%	-	-	-	-	-	
	Female	14%	8%	9%	*	10%	*	-	-	-	*	10%	0%	0%	10%	11%	-	9%	-	*	-	-	
Grade 7																							

Texas Education Agency
2022 Federal Report Card
YES PREP - NORTHLINE (101845012) - YES PREP PUBLIC SCHOOLS INC - HARRIS COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	36%	28%	33%	*	34%	*	-	-	-	-	30%	48%	0%	35%	33%	24%	42%	-	0%	-	-
	CWD	11%	7%	0%	-	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	*	-	-	-	-
	CWOD	40%	30%	35%	*	35%	*	-	-	-	-	32%	48%	-	35%	34%	26%	42%	-	0%	-	-
	EL	17%	22%	33%	-	33%	*	-	-	-	-	33%	33%	0%	34%	33%	25%	40%	-	*	-	-
	Male	32%	23%	24%	*	23%	*	-	-	-	-	24%	23%	0%	26%	25%	24%	-	-	*	-	-
	Female	41%	33%	42%	*	43%	*	-	-	-	-	35%	75%	*	42%	40%	-	42%	-	*	-	-
Mathematics	All Students	13%	13%	9%	*	10%	*	-	-	-	-	6%	28%	0%	10%	8%	8%	10%	-	0%	-	-
	CWD	7%	5%	0%	-	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	*	-	-	-	-
	CWOD	14%	13%	10%	*	10%	*	-	-	-	-	6%	28%	-	10%	8%	9%	11%	-	0%	-	-
	EL	6%	11%	8%	-	8%	*	-	-	-	-	6%	22%	0%	8%	8%	11%	4%	-	*	-	-
	Male	13%	13%	8%	*	9%	*	-	-	-	-	9%	8%	0%	9%	11%	8%	-	-	*	-	-
	Female	12%	12%	10%	*	11%	*	-	-	-	-	3%	50%	*	11%	4%	-	10%	-	*	-	-
Grade 8																						
Reading	All Students	37%	29%	34%	*	34%	*	*	-	*	*	30%	45%	0%	36%	13%	31%	37%	-	*	-	-
	CWD	11%	4%	0%	*	0%	-	-	-	-	-	0%	0%	0%	-	0%	0%	*	-	-	-	-
	CWOD	40%	31%	36%	-	37%	*	*	-	*	*	31%	51%	-	36%	15%	34%	39%	-	*	-	-
	EL	16%	15%	13%	-	13%	-	*	-	-	*	15%	0%	0%	15%	13%	13%	13%	-	*	-	-
	Male	31%	25%	31%	*	30%	*	-	-	*	*	29%	37%	0%	34%	13%	31%	-	-	*	-	-
	Female	42%	34%	37%	-	38%	-	*	-	-	-	31%	52%	*	39%	13%	-	37%	-	*	-	-
Mathematics	All Students	14%	16%	21%	*	20%	*	*	-	*	*	19%	23%	0%	22%	9%	19%	22%	-	*	-	-
	CWD	8%	5%	0%	*	0%	-	-	-	-	-	0%	0%	0%	-	0%	0%	*	-	-	-	-
	CWOD	15%	17%	22%	-	21%	*	*	-	*	*	20%	26%	-	22%	10%	21%	23%	-	*	-	-
	EL	6%	10%	9%	-	10%	-	*	-	-	*	10%	0%	0%	10%	9%	7%	13%	-	*	-	-
	Male	14%	16%	19%	*	17%	*	-	-	*	*	20%	16%	0%	21%	7%	19%	-	-	*	-	-
	Female	14%	16%	22%	-	23%	-	*	-	-	-	19%	29%	*	23%	13%	-	22%	-	*	-	-
Science	All Students	23%	15%	19%	*	18%	*	*	-	*	*	19%	19%	0%	20%	7%	19%	19%	-	*	-	-
	CWD	9%	5%	0%	*	0%	-	-	-	-	-	0%	0%	0%	-	0%	0%	*	-	-	-	-
	CWOD	24%	16%	20%	-	19%	*	*	-	*	*	19%	22%	-	20%	8%	21%	19%	-	*	-	-
	EL	8%	7%	7%	-	8%	-	*	-	-	*	8%	0%	0%	8%	7%	3%	13%	-	*	-	-
	Male	24%	16%	19%	*	17%	*	-	-	*	*	20%	16%	0%	21%	3%	19%	-	-	*	-	-
	Female	21%	14%	19%	-	19%	-	*	-	-	-	17%	22%	*	19%	13%	-	19%	-	*	-	-
End of Course																						
English I	All Students	10%	6%	7%	*	7%	*	*	*	-	*	5%	11%	0%	7%	3%	8%	5%	-	0%	-	-
	CWD	4%	2%	0%	-	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	*	-	-	-	-
	CWOD	11%	6%	7%	*	7%	*	*	*	-	*	6%	12%	-	7%	4%	9%	5%	-	0%	-	-
	EL	1%	2%	3%	-	3%	-	*	-	-	-	4%	0%	0%	4%	3%	3%	4%	-	*	-	-
	Male	8%	4%	8%	*	8%	*	-	*	-	*	6%	15%	0%	9%	3%	8%	-	-	*	-	-
	Female	13%	8%	5%	-	5%	-	*	-	-	-	5%	6%	*	5%	4%	-	5%	-	*	-	-

Texas Education Agency
2022 Federal Report Card
YES PREP - NORTHLINE (101845012) - YES PREP PUBLIC SCHOOLS INC - HARRIS COUNTY

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

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Science	All Students	74%	77%	77%	*	77%	*	*	*	*	*	76%	79%	53%	78%	62%	75%	78%	-	86%	-	-	
	CWD	47%	40%	53%	*	50%	-	-	-	-	-	40%	71%	53%	-	36%	62%	*	-	-	-		
	CWOD	78%	80%	78%	*	79%	*	*	*	*	*	77%	79%	-	78%	65%	77%	80%	-	86%	-	-	
	EL	58%	70%	62%	-	63%	-	*	-	-	*	63%	50%	36%	65%	62%	56%	69%	-	*	-	-	
	Male	74%	76%	75%	*	76%	*	-	*	*	*	72%	84%	62%	77%	56%	75%	-	-	*	-	-	
	Female	75%	78%	78%	-	78%	-	*	-	-	-	80%	74%	*	80%	69%	-	78%	-	*	-	-	
STAAR Percent at Meets Grade Level or Above																							
All Grades																							
All Subjects	All Students	47%	41%	43%	16%	44%	47%	17%	*	*	40%	41%	53%	15%	45%	29%	38%	50%	-	41%	-	-	
	CWD	23%	15%	15%	*	14%	-	-	-	-	-	8%	35%	15%	-	12%	21%	0%	-	-	-	-	
	CWOD	50%	44%	45%	14%	46%	47%	17%	*	*	40%	43%	54%	-	45%	31%	39%	51%	-	41%	-	-	
	EL	29%	32%	29%	-	29%	*	17%	-	-	0%	29%	28%	12%	31%	29%	25%	34%	-	32%	-	-	
	Male	45%	38%	38%	21%	38%	55%	-	*	*	45%	36%	44%	21%	39%	25%	38%	-	-	33%	-	-	
	Female	48%	45%	50%	0%	50%	33%	17%	*	-	*	46%	64%	0%	51%	34%	-	50%	-	48%	-	-	
Reading	All Students	52%	44%	47%	17%	47%	43%	*	*	*	33%	44%	55%	5%	49%	33%	37%	57%	-	48%	-	-	
	CWD	24%	14%	5%	*	5%	-	-	-	-	-	3%	11%	5%	-	4%	7%	0%	-	-	-	-	
	CWOD	56%	47%	49%	18%	50%	43%	*	*	*	33%	47%	58%	-	49%	36%	39%	59%	-	48%	-	-	
	EL	31%	32%	33%	-	34%	*	*	-	-	*	34%	28%	4%	36%	33%	25%	43%	-	40%	-	-	
	Male	47%	38%	37%	22%	37%	*	-	*	*	*	34%	46%	7%	39%	25%	37%	-	-	36%	-	-	
	Female	56%	51%	57%	*	58%	*	*	*	-	*	55%	67%	0%	59%	43%	-	57%	-	58%	-	-	
Mathematics	All Students	41%	37%	40%	10%	41%	43%	*	*	*	33%	38%	50%	23%	42%	29%	36%	45%	-	38%	-	-	
	CWD	22%	16%	23%	*	24%	-	-	-	-	-	14%	57%	23%	-	19%	32%	0%	-	-	-	-	
	CWOD	44%	39%	42%	11%	42%	43%	*	*	*	33%	39%	50%	-	42%	30%	36%	47%	-	38%	-	-	
	EL	29%	32%	29%	-	30%	*	*	-	-	*	29%	36%	19%	30%	29%	26%	33%	-	38%	-	-	
	Male	42%	36%	36%	14%	36%	*	-	*	*	*	35%	39%	32%	36%	26%	36%	-	-	43%	-	-	
	Female	40%	38%	45%	*	47%	*	*	-	-	*	41%	65%	0%	47%	33%	-	45%	-	33%	-	-	
Science	All Students	46%	43%	42%	*	41%	*	*	*	*	*	37%	53%	24%	43%	17%	43%	40%	-	29%	-	-	
	CWD	23%	15%	24%	*	19%	-	-	-	-	-	10%	43%	24%	-	18%	31%	*	-	-	-	-	
	CWOD	49%	46%	43%	*	43%	*	*	*	*	*	39%	54%	-	43%	17%	45%	41%	-	29%	-	-	
	EL	25%	32%	17%	-	17%	-	*	-	-	*	17%	14%	18%	17%	17%	20%	13%	-	*	-	-	
	Male	47%	43%	43%	*	43%	*	-	*	*	*	41%	49%	31%	45%	20%	43%	-	-	*	-	-	
	Female	45%	43%	40%	-	40%	-	*	-	-	-	33%	59%	*	41%	13%	-	40%	-	*	-	-	
STAAR Percent at Masters Grade Level																							
All Grades																							
All Subjects	All Students	22%	16%	17%	4%	18%	24%	0%	*	*	20%	15%	24%	3%	18%	11%	16%	19%	-	7%	-	-	
	CWD	9%	5%	3%	*	3%	-	-	-	-	-	1%	9%	3%	-	0%	4%	0%	-	-	-	-	
	CWOD	24%	17%	18%	5%	19%	24%	0%	*	*	20%	16%	26%	-	18%	12%	17%	20%	-	7%	-	-	
	EL	12%	10%	11%	-	11%	*	0%	-	-	0%	11%	11%	0%	12%	11%	9%	13%	-	5%	-	-	
	Male	21%	15%	16%	5%	15%	27%	-	*	*	27%	14%	20%	4%	17%	9%	16%	-	-	5%	-	-	

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
All Subjects	Female	23%	17%	19%	0%	20%	17%	0%	*	-	*	17%	30%	0%	20%	13%	-	19%	-	8%	-	-
Reading	All Students	25%	16%	19%	8%	19%	29%	*	*	*	17%	17%	27%	0%	20%	15%	15%	23%	-	9%	-	-
	CWD	9%	4%	0%	*	0%	-	-	-	-	-	0%	0%	0%	-	0%	0%	0%	-	-	-	-
	CWOD	27%	17%	20%	9%	20%	29%	*	*	*	17%	18%	29%	-	20%	16%	16%	24%	-	9%	-	-
	EL	13%	10%	15%	-	15%	*	*	-	-	*	15%	13%	0%	16%	15%	11%	20%	-	10%	-	-
	Male	22%	13%	15%	11%	14%	*	-	*	*	*	13%	20%	0%	16%	11%	15%	-	-	9%	-	-
	Female	28%	19%	23%	*	24%	*	*	*	-	*	20%	36%	0%	24%	20%	-	23%	-	8%	-	-
Mathematics	All Students	20%	16%	17%	0%	18%	14%	*	*	*	17%	15%	26%	6%	18%	9%	16%	19%	-	6%	-	-
	CWD	9%	6%	6%	*	6%	-	-	-	-	-	4%	14%	6%	-	0%	8%	0%	-	-	-	-
	CWOD	21%	17%	18%	0%	18%	14%	*	*	*	17%	16%	26%	-	18%	10%	17%	19%	-	6%	-	-
	EL	12%	12%	9%	-	9%	*	*	-	-	*	9%	11%	0%	10%	9%	10%	8%	-	0%	-	-
	Male	21%	16%	16%	0%	16%	*	-	*	*	*	15%	20%	8%	17%	10%	16%	-	-	0%	-	-
	Female	19%	16%	19%	*	19%	*	*	-	-	*	15%	33%	0%	19%	8%	-	19%	-	11%	-	-
Science	All Students	20%	15%	15%	*	14%	*	*	*	*	*	14%	18%	6%	15%	5%	17%	12%	-	0%	-	-
	CWD	8%	6%	6%	*	6%	-	-	-	-	-	0%	14%	6%	-	0%	8%	*	-	-	-	-
	CWOD	22%	16%	15%	*	15%	*	*	*	*	*	14%	18%	-	15%	5%	18%	13%	-	0%	-	-
	EL	7%	7%	5%	-	5%	-	*	-	-	*	4%	7%	0%	5%	5%	3%	6%	-	*	-	-
	Male	22%	16%	17%	*	16%	*	-	*	*	*	16%	20%	8%	18%	3%	17%	-	-	*	-	-
	Female	19%	14%	12%	-	13%	-	*	-	-	-	11%	15%	*	13%	6%	-	12%	-	*	-	-

- Indicates there are no students in the group.

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

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2021-22 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Academic Growth Score											
Reading											
All Students	82	88	82	70	*	*	*	*	80	66	80
CWD	66	*	65	-	-	-	-	-	58	66	68
CWOD	83	86	83	70	*	*	*	*	82	-	81
EL ◇	80	-	81	*	*	-	-	*	80	68	80

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Male	79	100	78	*	-	-	*	*	77	64	77
Female	84	*	85	*	*	*	-	*	83	70	84
Mathematics											
All Students	74	50	74	75	*	*	*	*	72	60	72
CWD	60	*	63	-	-	-	-	-	52	60	59
CWOD	74	58	74	75	*	*	*	*	73	-	73
EL ◇	72	-	71	*	*	-	-	*	71	59	72
Male	70	*	69	*	-	*	*	*	68	55	66
Female	78	*	78	*	*	-	-	*	76	75	79

- Indicates there are no students in the group.

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

Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates for the class of 2021.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL ◇	Homeless ◇	Foster Care ◇
Federal Graduation Rates													
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2021													
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL ◇	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

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

◇ Ever in grades 9-12.

Part (iv): English Language Proficiency

This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2022 TELPAS (Texas English Language Proficiency Assessment System) data. (EL: English learner)

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Total EL in Class	Proficiency of EL	Rate of Proficiency
297	51	17%

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

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Student Success (Student Achievement Domain Score: STAAR Component Only)											
STAAR Component Score	45	21	46	49	33	*	*	42	43	21	35
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

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

Part (vi): Goal Meeting Status

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
STAAR Performance Status											
Reading											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	Y		Y						Y	N	Y
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N		Y						Y	N	N
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N		N						N	N	N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Target Met	N		N						N	N	N
Mathematics											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N		Y						Y	N	N
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N		N						N	N	N
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N		N						N	N	N
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N		N						N	N	N
English Learner Language Proficiency Status											
Interim Goals (2018-2022)											36%
Target Met											N
Interim Goals (2023-2027)											38%
Target Met											N
Interim Goals (2028-2032)											40%
Target Met											N
Long-Term Goals											40%
Target Met											N
Federal Graduation Status^Δ											
Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met											
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met											
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											

Blank cells above represent student group indicators that do not meet the minimum size criteria.

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

Δ Student groups that are at or above 90% are required to exceed that rate by at least a tenth of a percent in the following year(s).

Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science for the 2021-22 school year. (CWD: children with disability; CWOD: children without disability; EL: English learner)

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

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

- Indicates there are no students in the group.

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

Part (viii): Civil Rights Data

Part (viii)(I) This section provides information from the 2017-18 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related

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

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
Students Without Disabilities												
In-School Suspensions												
	Male	27	1	25	1	0	0	0	0	4		
	Female	9	0	9	0	0	0	0	0	2		
	Total	36	1	34	1	0	0	0	0	6		
Out-of-School Suspensions												
	Male	14	1	12	1	0	0	0	0	1		
	Female	7	0	7	0	0	0	0	0	3		
	Total	21	1	19	1	0	0	0	0	4		
Expulsions												
With Educational Services	Male	1	0	1	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	1	0	1	0	0	0	0	0	0		
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
School-Related Arrests												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Referrals to Law Enforcement												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Students With Disabilities												
In-School Suspensions												

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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
	Male	1	0	1	0	0	0	0	0	1		3
	Female	0	0	0	0	0	0	0	0	0		0
	Total	1	0	1	0	0	0	0	0	1		3
Out-of-School Suspensions												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Expulsions												
With Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
School-Related Arrests												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Referrals to Law Enforcement												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
All Students												
Chronic Absenteeism												
	Male	3	-8	3	-8	-8	-8	-8	-8	-8	-8	-8
	Female	1	-8	1	-8	-8	-8	-8	-8	-8	-8	-8
	Total	4	-8	4	-8	-8	-8	-8	-8	-8	-8	-8

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	Total
Incidents of Violence	
Incidents of rape or attempted rape	0
Incidents of sexual assault (other than rape)	0
Incidents of robbery with a weapon	0
Incidents of robbery with a firearm or explosive device	0
Incidents of robbery without a weapon	0
Incidents of physical attack or fight with a weapon	0
Incidents of physical attack or fight with a firearm or explosive device	0
Incidents of physical attack or fight without a weapon	0
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack with a firearm or explosive device	0
Incidents of threats of physical attack without a weapon	0
Incidents of possession of a firearm or explosive device	0
Allegations of Harassment or bullying	
On the basis of sex	0
On the basis of race	0
On the basis of disability	0
On the basis of sexual orientation	0
On the basis of religion	0

Part (viii)(II) This section provides information from the 2017-18 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs											
	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Accelerated Coursework											
Advanced Placement Courses	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
International Baccalaureate Courses	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9

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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Dual Enrollment/Dual Credit Programs	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9

- Indicates there are no data available in the group.
- 3 Indicates skip logic failure.
- 8 Indicates EDFacts missing data.
- 9 Indicates not applicable / skipped.
- 11 Indicates suppressed data.

Blank cell indicates the student group is not applicable to this report.

Part (ix): Teacher Quality Data

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

High Poverty School		
	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	23.7	51.7%
Teachers Teaching with Emergency or Provisional Credentials	4.0	9.3%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	0.0	-

- Indicates there are no data available in the group.

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

Part (x): Per-pupil Expenditure

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

To be updated by June 30th, 2023.

Part (xi): STAAR Alternate 2 Participation

This section provides information on the number and percentage of students with the most significant cognitive disabilities who take STAAR Alternate 2, by grade and subject for the 2021-22 school year.

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Grade 3						
Reading	6,584	2%	*	1%	-	-
Mathematics	6,587	2%	*	1%	-	-
Grade 4						
Reading	6,404	2%	-	-	-	-
Mathematics	6,408	2%	-	-	-	-
Grade 5						
Reading	6,204	2%	-	-	-	-
Mathematics	6,205	2%	-	-	-	-
Science	6,200	2%	-	-	-	-
Grade 6						
Reading	6,181	2%	19	1%	-	-
Mathematics	6,177	2%	19	1%	-	-
Grade 7						
Reading	6,130	1%	10	0%	-	-
Mathematics	6,120	2%	10	0%	-	-
Grade 8						
Reading	5,794	1%	11	0%	-	-
Mathematics	5,803	2%	11	1%	-	-
Science	5,796	1%	11	0%	-	-
End of Course						
English I	6,009	1%	12	0%	-	-
English II	5,490	1%	10	0%	-	-
Algebra I	5,993	1%	12	0%	-	-
Biology	5,860	1%	12	1%	-	-
All Grades						
All Subjects	109,954	1%	143	1%	-	-
Reading	48,805	1%	65	1%	-	-
Mathematics	43,293	1%	55	1%	-	-
Science	17,856	1%	23	1%	-	-

- Indicates there are no students in the group.

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

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

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

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

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

* Indicates reporting standards not met.

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

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

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

This section provides information on the cohort rate at which students who graduated from high school in the 2019-20 school year enrolled in a Texas public postsecondary education institution in the 2020-21 academic year in (I) programs of public postsecondary education in Texas; (II) programs of private postsecondary education in Texas; and (III) programs of postsecondary education outside Texas. (CWD: children with disability; EL: English learner)

There is no data for this campus.

Part (xiv): Additional Information - Chronic Absenteeism

This section provides information on the Chronic Absenteeism per EDFacts definition: percent of unduplicated number of K - 12 students enrolled in a school for at least 10 days and absent for 10% or more days during the 2020-21 school year. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Chronic Absenteeism Rate	11%	23%	11%	0%	*	*	*	*	11%	11%	8%

- Indicates there are no students in the group.

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

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Part (i): Description of State Accountability System

Part (i)(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students for use in the accountability system. The Texas accountability minimum size criteria are 25 tests for assessment related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for the all student group.

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

State ESSA Goals												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Performance (At Meets Grade Level or Above)												
Reading/ELA	Baseline 2016-17 Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
	2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
	2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Mathematics	Baseline 2016-17 Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
	2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
	2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
EL Progress												
	Baseline 2016-17 Rates											41%
	2017-18 through 2021-22											36%
	2022-23 through 2026-27											38%
	2027-28 through 2031-32											40%
Graduation Rate: 4-Year Longitudinal Rate Δ												
	Baseline 2016-17 Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
	2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
	2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
	2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

Δ Student groups that are at or above 90% are required to exceed that rate by at least a tenth of a percent in the following year(s).

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

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

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

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language Proficiency	10%
	SQSS: Student Achievement Domain Score: STAAR Component Only	10%
High Schools, K-12s, AEAs, and Districts	Academic Achievement	50%
	Federal Graduation Status or Academic Growth Status ¹	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness or Student Domain Score: STAAR Component Only ²	30%

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

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

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(bb) the methodology by which the State differentiates all such schools. A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), B (80-89), C (70-79), D (60-69), and F (0-59) and further used to differentiate all public schools.
<https://tea.texas.gov/sites/default/files/chapter-4-2022-closing-the-gaps-domain.pdf>

(cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students. TEA uses the Closing the Gaps domain to identify campuses that have consistently underperforming student groups. A student group that misses the targets in at least the same three indicators, for three consecutive years, is considered consistently underperforming. Any campus not identified for comprehensive support and improvement (CSI) that has at least one consistently underperforming student group is identified for targeted support and improvement (TSI). TSI identifies both Title I and non-Title I campuses. Data from 2018, 2019, and 2022 are considered consecutive years for 2022 TSI identification.

(dd) the methodology by which the State identifies a school for comprehensive support and improvement. Texas annually ranks all Title I campuses based on Closing the Gaps scaled scores. Beginning August 2022, TEA also evaluates overall scaled scores to make final comprehensive support and improvement (CSI) determinations. Title I campuses with both the lowest Closing the Gaps and lowest overall scaled scores are identified for CSI. First, Texas determines the bottom five percent of Closing the Gaps outcomes by rank ordering the scaled scores of Title I campuses by school type - elementary, middle, high school/ K - 12, and alternative education accountability. Texas then determines which campuses fell in the bottom five percent for each school type. Next, TEA rank orders the overall scaled scores for all Title I campuses statewide (without regard to campus type) to determine the scaled score cut point necessary to identify at least five percent of Title I campuses. Title I campuses with an overall scaled score cut point at or below the overall cut point and that rank in their school types bottom five percent are identified for CSI.

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

Part (i)(VI) the exit criteria established by the State, including the length of years established. Campuses that do not rank in their school types bottom five percent of the Closing the Gaps domain for two consecutive years and have an overall scaled score that year that does not fall within the lowest percentile to be reidentified for CSI are considered as having successfully exited. Campuses previously identified as CSI based solely on a graduation rate below 67 percent must have a four or six-year federal graduation rate of at least 67 percent for two consecutive years to exit CSI status.

Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2021-22 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

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

Texas Education Agency
2022 Federal Report Card
YES PREP - NORTHSIDE (101845007) - YES PREP PUBLIC SCHOOLS INC - HARRIS COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	69%	57%	45%	20%	50%	-	-	-	-	44%	46%	41%	8%	49%	45%	41%	50%	-	50%	-	-
	CWD	38%	27%	8%	-	13%	-	-	-	-	0%	9%	*	8%	-	11%	0%	*	-	*	-	-
	CWOD	74%	59%	49%	20%	55%	-	-	-	-	47%	50%	44%	-	49%	52%	46%	51%	-	57%	-	-
	EL	53%	54%	45%	-	45%	-	-	-	-	46%	46%	*	11%	52%	45%	52%	36%	-	*	-	-
	Male	66%	52%	41%	*	44%	-	-	-	-	41%	44%	23%	0%	46%	52%	41%	-	-	50%	-	-
	Female	72%	63%	50%	33%	57%	-	-	-	-	47%	48%	57%	*	51%	36%	-	50%	-	*	-	-
Mathematics	All Students	72%	69%	53%	40%	60%	-	-	-	-	49%	53%	56%	8%	57%	48%	50%	57%	-	63%	-	-
	CWD	47%	44%	8%	-	13%	-	-	-	-	0%	9%	*	8%	-	11%	0%	*	-	*	-	-
	CWOD	76%	71%	57%	40%	66%	-	-	-	-	53%	57%	60%	-	57%	54%	56%	59%	-	71%	-	-
	EL	61%	70%	48%	-	57%	-	-	-	-	38%	47%	*	11%	54%	48%	53%	41%	-	*	-	-
	Male	73%	68%	50%	*	54%	-	-	-	-	46%	51%	46%	0%	56%	53%	50%	-	-	67%	-	-
	Female	72%	71%	57%	33%	67%	-	-	-	-	53%	55%	64%	*	59%	41%	-	57%	-	*	-	-
Grade 7																						
Reading	All Students	79%	77%	72%	86%	72%	*	-	-	-	50%	72%	71%	33%	75%	68%	62%	83%	-	*	-	-
	CWD	47%	39%	33%	-	25%	*	-	-	-	-	25%	*	33%	-	20%	17%	*	-	-	-	-
	CWOD	83%	80%	75%	86%	75%	-	-	-	-	50%	76%	70%	-	75%	73%	66%	84%	-	*	-	-
	EL	63%	73%	68%	-	70%	-	-	-	-	*	72%	33%	20%	73%	68%	59%	76%	-	*	-	-
	Male	75%	72%	62%	*	65%	-	-	-	-	*	62%	60%	17%	66%	59%	62%	-	-	*	-	-
	Female	83%	82%	83%	100%	80%	*	-	-	-	*	83%	85%	*	84%	76%	-	83%	-	*	-	-
Mathematics	All Students	60%	66%	55%	50%	59%	*	-	-	-	0%	52%	68%	22%	57%	48%	55%	55%	-	*	-	-
	CWD	36%	38%	22%	-	13%	*	-	-	-	-	13%	*	22%	-	0%	17%	*	-	-	-	-
	CWOD	63%	68%	57%	50%	62%	-	-	-	-	0%	55%	67%	-	57%	53%	59%	56%	-	*	-	-
	EL	45%	64%	48%	-	50%	-	-	-	-	*	50%	33%	0%	53%	48%	41%	55%	-	*	-	-
	Male	60%	66%	55%	*	59%	-	-	-	-	*	52%	67%	17%	59%	41%	55%	-	-	*	-	-
	Female	59%	67%	55%	50%	59%	*	-	-	-	*	52%	69%	*	56%	55%	-	55%	-	*	-	-
Grade 8																						
Reading	All Students	82%	82%	77%	100%	75%	*	-	-	-	67%	74%	92%	18%	81%	66%	75%	78%	*	100%	-	-
	CWD	50%	46%	18%	-	18%	-	-	-	-	-	20%	*	18%	-	25%	25%	*	-	*	-	-
	CWOD	86%	84%	81%	100%	80%	*	-	-	-	67%	78%	96%	-	81%	76%	81%	82%	*	100%	-	-
	EL	65%	75%	66%	-	65%	*	-	-	-	-	65%	*	25%	76%	66%	70%	62%	-	*	-	-
	Male	78%	78%	75%	*	75%	-	-	-	-	60%	67%	100%	25%	81%	70%	75%	-	-	100%	-	-
	Female	86%	85%	78%	100%	75%	*	-	-	-	*	79%	78%	*	82%	62%	-	78%	*	100%	-	-
Mathematics	All Students	70%	77%	77%	91%	76%	*	-	-	-	67%	74%	92%	36%	81%	68%	79%	76%	*	92%	-	-
	CWD	40%	39%	36%	-	36%	-	-	-	-	-	40%	*	36%	-	38%	50%	*	-	*	-	-
	CWOD	74%	79%	81%	91%	80%	*	-	-	-	67%	77%	96%	-	81%	76%	83%	79%	*	100%	-	-
	EL	57%	70%	68%	-	68%	*	-	-	-	-	68%	*	38%	76%	68%	70%	67%	-	*	-	-
	Male	68%	76%	79%	*	79%	-	-	-	-	60%	72%	100%	50%	83%	70%	79%	-	-	80%	-	-
	Female	72%	77%	76%	88%	74%	*	-	-	-	*	76%	78%	*	79%	67%	-	76%	*	100%	-	-

Texas Education Agency
2022 Federal Report Card
YES PREP - NORTHSIDE (101845007) - YES PREP PUBLIC SCHOOLS INC - HARRIS COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Science	All Students	73%	71%	56%	73%	54%	*	-	-	-	50%	52%	72%	9%	59%	44%	60%	52%	*	42%	-	-
	CWD	42%	27%	9%	-	9%	-	-	-	-	-	10%	*	9%	-	0%	13%	*	-	*	-	-
	CWOD	77%	74%	59%	73%	58%	*	-	-	-	50%	56%	75%	-	59%	55%	66%	54%	*	45%	-	-
	EL	54%	63%	44%	-	43%	*	-	-	-	-	43%	*	0%	55%	44%	40%	48%	-	*	-	-
	Male	73%	71%	60%	*	61%	-	-	-	-	40%	51%	88%	13%	66%	40%	60%	-	-	60%	-	-
	Female	73%	70%	52%	75%	48%	*	-	-	-	*	53%	44%	*	54%	48%	-	52%	*	29%	-	-
End of Course																						
English I	All Students	64%	64%	61%	60%	62%	*	*	-	-	60%	61%	61%	15%	66%	53%	55%	68%	-	67%	-	-
	CWD	29%	22%	15%	*	17%	-	-	-	-	-	13%	20%	15%	-	0%	0%	30%	-	-	-	-
	CWOD	68%	68%	66%	69%	67%	*	*	-	-	60%	66%	68%	-	66%	56%	61%	73%	-	67%	-	-
	EL	38%	52%	53%	-	53%	*	*	-	-	*	54%	40%	0%	56%	53%	49%	58%	-	50%	-	-
	Male	58%	58%	55%	43%	56%	-	-	-	-	*	52%	65%	0%	61%	49%	55%	-	-	40%	-	-
	Female	70%	71%	68%	75%	69%	*	*	-	-	*	70%	58%	30%	73%	58%	-	68%	-	86%	-	-
English II	All Students	71%	71%	67%	67%	67%	-	-	-	-	*	67%	69%	7%	73%	56%	55%	80%	-	60%	-	-
	CWD	33%	23%	7%	*	8%	-	-	-	-	-	9%	*	7%	-	20%	13%	0%	-	*	-	-
	CWOD	76%	76%	73%	73%	73%	-	-	-	-	*	72%	77%	-	73%	59%	59%	87%	-	69%	-	-
	EL	43%	56%	56%	-	56%	-	-	-	-	-	58%	*	20%	59%	56%	39%	79%	-	*	-	-
	Male	65%	65%	55%	33%	57%	-	-	-	-	-	52%	65%	13%	59%	39%	55%	-	-	29%	-	-
	Female	77%	77%	80%	100%	78%	-	-	-	-	*	81%	75%	0%	87%	79%	-	80%	-	88%	-	-
Algebra I	All Students	74%	74%	65%	65%	66%	*	*	-	-	*	67%	58%	45%	68%	62%	65%	66%	-	67%	-	-
	CWD	46%	34%	45%	*	44%	-	-	-	-	-	50%	*	45%	-	40%	55%	33%	-	-	-	-
	CWOD	78%	78%	68%	67%	69%	*	*	-	-	*	69%	63%	-	68%	63%	66%	70%	-	67%	-	-
	EL	64%	69%	62%	-	63%	*	*	-	-	*	63%	*	40%	63%	62%	57%	67%	-	60%	-	-
	Male	71%	70%	65%	63%	67%	-	-	-	-	*	65%	67%	55%	66%	57%	65%	-	-	*	-	-
	Female	78%	79%	66%	67%	65%	*	*	-	-	*	69%	50%	33%	70%	67%	-	66%	-	88%	-	-
Biology	All Students	82%	83%	81%	62%	84%	*	*	-	-	60%	81%	78%	59%	83%	81%	76%	87%	-	75%	-	-
	CWD	57%	49%	59%	*	67%	-	-	-	-	-	58%	60%	59%	-	*	50%	67%	-	-	-	-
	CWOD	86%	86%	83%	73%	86%	*	*	-	-	60%	84%	81%	-	83%	81%	79%	90%	-	75%	-	-
	EL	66%	78%	81%	-	81%	*	*	-	-	*	79%	*	*	81%	81%	79%	82%	-	50%	-	-
	Male	80%	80%	76%	33%	81%	-	-	-	-	*	74%	83%	50%	79%	79%	76%	-	-	60%	-	-
	Female	85%	87%	87%	86%	87%	*	*	-	-	*	88%	83%	67%	90%	82%	-	87%	-	86%	-	-
STAAR Percent at Meets Grade Level or Above																						
Grade 6																						
Reading	All Students	42%	29%	20%	0%	24%	-	-	-	-	19%	21%	19%	0%	22%	18%	17%	24%	-	13%	-	-
	CWD	21%	15%	0%	-	0%	-	-	-	-	0%	0%	*	0%	-	0%	0%	*	-	*	-	-
	CWOD	46%	30%	22%	0%	28%	-	-	-	-	21%	23%	20%	-	22%	22%	19%	25%	-	14%	-	-
	EL	24%	25%	18%	-	16%	-	-	-	-	21%	19%	*	0%	22%	18%	24%	9%	-	*	-	-
	Male	40%	26%	17%	*	17%	-	-	-	-	20%	21%	0%	0%	19%	24%	17%	-	-	0%	-	-
	Female	45%	32%	24%	0%	33%	-	-	-	-	19%	21%	36%	*	25%	9%	-	24%	-	*	-	-

Texas Education Agency
2022 Federal Report Card
YES PREP - NORTHSIDE (101845007) - YES PREP PUBLIC SCHOOLS INC - HARRIS COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	38%	32%	21%	0%	22%	-	-	-	-	23%	21%	22%	0%	23%	24%	19%	24%	-	0%	-	-
	CWD	20%	21%	0%	-	0%	-	-	-	-	0%	0%	*	0%	-	0%	0%	*	-	*	-	-
	CWOD	41%	33%	23%	0%	24%	-	-	-	-	25%	23%	24%	-	23%	28%	21%	25%	-	0%	-	-
	EL	24%	32%	24%	-	20%	-	-	-	-	29%	24%	*	0%	28%	24%	28%	18%	-	*	-	-
	Male	40%	35%	19%	*	23%	-	-	-	-	17%	21%	8%	0%	21%	28%	19%	-	-	0%	-	-
	Female	36%	29%	24%	0%	20%	-	-	-	-	31%	21%	36%	*	25%	18%	-	24%	-	*	-	-
Grade 7																						
Reading	All Students	55%	47%	34%	29%	36%	*	-	-	-	13%	32%	43%	0%	36%	29%	32%	37%	-	*	-	-
	CWD	25%	16%	0%	-	0%	*	-	-	-	-	0%	*	0%	-	0%	0%	*	-	-	-	-
	CWOD	59%	49%	36%	29%	39%	-	-	-	-	13%	34%	44%	-	36%	31%	34%	38%	-	*	-	-
	EL	33%	40%	29%	-	30%	-	-	-	-	*	30%	17%	0%	31%	29%	22%	34%	-	*	-	-
	Male	50%	40%	32%	*	34%	-	-	-	-	*	30%	40%	0%	34%	22%	32%	-	-	*	-	-
	Female	60%	54%	37%	30%	39%	*	-	-	-	*	34%	46%	*	38%	34%	-	37%	-	*	-	-
Mathematics	All Students	30%	33%	29%	29%	31%	*	-	-	-	0%	27%	39%	0%	31%	29%	33%	25%	-	*	-	-
	CWD	18%	13%	0%	-	0%	*	-	-	-	-	0%	*	0%	-	0%	0%	*	-	-	-	-
	CWOD	32%	35%	31%	29%	34%	-	-	-	-	0%	29%	41%	-	31%	31%	36%	26%	-	*	-	-
	EL	17%	31%	29%	-	30%	-	-	-	-	*	30%	17%	0%	31%	29%	26%	31%	-	*	-	-
	Male	31%	34%	33%	*	34%	-	-	-	-	*	31%	40%	0%	36%	26%	33%	-	-	*	-	-
	Female	29%	33%	25%	20%	29%	*	-	-	-	*	22%	38%	*	26%	31%	-	25%	-	*	-	-
Grade 8																						
Reading	All Students	57%	51%	40%	55%	39%	*	-	-	-	33%	33%	76%	0%	44%	20%	42%	39%	*	42%	-	-
	CWD	25%	17%	0%	-	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	*	-	*	-	-
	CWOD	61%	53%	44%	55%	43%	*	-	-	-	33%	36%	79%	-	44%	24%	47%	41%	*	45%	-	-
	EL	33%	35%	20%	-	18%	*	-	-	-	-	18%	*	0%	24%	20%	10%	29%	-	*	-	-
	Male	51%	44%	42%	*	41%	-	-	-	-	40%	27%	88%	0%	47%	10%	42%	-	-	40%	-	-
	Female	63%	57%	39%	50%	38%	*	-	-	-	*	37%	56%	*	41%	29%	-	39%	*	43%	-	-
Mathematics	All Students	39%	43%	40%	55%	39%	*	-	-	-	17%	34%	68%	0%	43%	29%	44%	37%	*	42%	-	-
	CWD	20%	16%	0%	-	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	*	-	*	-	-
	CWOD	41%	45%	43%	55%	43%	*	-	-	-	17%	37%	71%	-	43%	36%	50%	38%	*	45%	-	-
	EL	24%	32%	29%	-	28%	*	-	-	-	-	30%	*	0%	36%	29%	20%	38%	-	*	-	-
	Male	38%	41%	44%	*	45%	-	-	-	-	20%	32%	81%	0%	50%	20%	44%	-	-	60%	-	-
	Female	40%	46%	37%	50%	35%	*	-	-	-	*	36%	44%	*	38%	38%	-	37%	*	29%	-	-
Science	All Students	44%	38%	21%	18%	21%	*	-	-	-	17%	18%	32%	9%	22%	15%	30%	13%	*	17%	-	-
	CWD	22%	14%	9%	-	9%	-	-	-	-	-	10%	*	9%	-	0%	13%	*	-	*	-	-
	CWOD	47%	39%	22%	18%	23%	*	-	-	-	17%	19%	33%	-	22%	18%	32%	14%	*	18%	-	-
	EL	23%	26%	15%	-	15%	*	-	-	-	-	15%	*	0%	18%	15%	15%	14%	-	*	-	-
	Male	45%	40%	30%	*	31%	-	-	-	-	20%	24%	50%	13%	32%	15%	30%	-	-	20%	-	-
	Female	42%	36%	13%	13%	13%	*	-	-	-	*	15%	0%	*	14%	14%	-	13%	*	14%	-	-
End of Course																						

Texas Education Agency
2022 Federal Report Card
YES PREP - NORTHSIDE (101845007) - YES PREP PUBLIC SCHOOLS INC - HARRIS COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
English I	All Students	46%	42%	33%	40%	34%	*	*	-	-	0%	33%	36%	5%	36%	26%	28%	40%	-	17%	-	-
	CWD	17%	10%	5%	*	6%	-	-	-	-	-	7%	0%	5%	-	0%	0%	10%	-	-	-	-
	CWOD	50%	46%	36%	46%	37%	*	*	-	-	0%	35%	42%	-	36%	27%	31%	43%	-	17%	-	-
	EL	19%	30%	26%	-	26%	*	*	-	-	*	26%	20%	0%	27%	26%	19%	33%	-	0%	-	-
	Male	40%	36%	28%	14%	29%	-	-	-	-	*	23%	43%	0%	31%	19%	28%	-	-	0%	-	-
	Female	53%	50%	40%	63%	39%	*	*	-	-	*	42%	25%	10%	43%	33%	-	40%	-	29%	-	-
English II	All Students	54%	53%	51%	58%	51%	-	-	-	-	*	50%	55%	7%	56%	44%	40%	63%	-	47%	-	-
	CWD	21%	11%	7%	*	8%	-	-	-	-	-	9%	*	7%	-	20%	13%	0%	-	*	-	-
	CWOD	59%	57%	56%	64%	55%	-	-	-	-	*	54%	62%	-	56%	46%	43%	69%	-	54%	-	-
	EL	22%	32%	44%	-	44%	-	-	-	-	-	45%	*	20%	46%	44%	32%	61%	-	*	-	-
	Male	48%	43%	40%	33%	41%	-	-	-	-	-	38%	47%	13%	43%	32%	40%	-	-	29%	-	-
	Female	62%	62%	63%	83%	62%	-	-	-	-	*	63%	67%	0%	69%	61%	-	63%	-	63%	-	-
Algebra I	All Students	42%	38%	20%	18%	21%	*	*	-	-	*	22%	14%	5%	22%	20%	19%	22%	-	17%	-	-
	CWD	19%	13%	5%	*	6%	-	-	-	-	-	6%	*	5%	-	0%	0%	11%	-	-	-	-
	CWOD	45%	40%	22%	20%	23%	*	*	-	-	*	23%	16%	-	22%	22%	21%	23%	-	17%	-	-
	EL	28%	31%	20%	-	21%	*	*	-	-	*	21%	*	0%	22%	20%	17%	24%	-	20%	-	-
	Male	40%	34%	19%	13%	20%	-	-	-	-	*	18%	24%	0%	21%	17%	19%	-	-	*	-	-
	Female	45%	42%	22%	22%	23%	*	*	-	-	*	25%	0%	11%	23%	24%	-	22%	-	25%	-	-
Biology	All Students	54%	49%	40%	23%	42%	*	*	-	-	40%	39%	44%	12%	43%	36%	39%	43%	-	25%	-	-
	CWD	25%	17%	12%	*	13%	-	-	-	-	-	17%	0%	12%	-	*	0%	22%	-	-	-	-
	CWOD	57%	52%	43%	27%	45%	*	*	-	-	40%	41%	52%	-	43%	37%	43%	45%	-	25%	-	-
	EL	26%	37%	36%	-	36%	*	*	-	-	*	36%	*	*	37%	36%	34%	38%	-	33%	-	-
	Male	52%	47%	39%	17%	41%	-	-	-	-	*	34%	56%	0%	43%	34%	39%	-	-	20%	-	-
	Female	56%	51%	43%	29%	43%	*	*	-	-	*	44%	33%	22%	45%	38%	-	43%	-	29%	-	-
STAAR Percent at Masters Grade Level																						
Grade 6																						
Reading	All Students	23%	11%	8%	0%	8%	-	-	-	-	10%	7%	15%	0%	9%	5%	7%	10%	-	0%	-	-
	CWD	8%	5%	0%	-	0%	-	-	-	-	0%	0%	*	0%	-	0%	0%	*	-	*	-	-
	CWOD	25%	12%	9%	0%	9%	-	-	-	-	11%	8%	16%	-	9%	7%	8%	10%	-	0%	-	-
	EL	9%	8%	5%	-	6%	-	-	-	-	4%	6%	*	0%	7%	5%	9%	0%	-	*	-	-
	Male	21%	11%	7%	*	8%	-	-	-	-	7%	9%	0%	0%	8%	9%	7%	-	-	0%	-	-
	Female	25%	12%	10%	0%	7%	-	-	-	-	14%	5%	29%	*	10%	0%	-	10%	-	*	-	-
Mathematics	All Students	16%	10%	7%	0%	8%	-	-	-	-	6%	6%	11%	0%	7%	9%	8%	6%	-	0%	-	-
	CWD	8%	8%	0%	-	0%	-	-	-	-	0%	0%	*	0%	-	0%	0%	*	-	*	-	-
	CWOD	17%	10%	7%	0%	9%	-	-	-	-	7%	6%	12%	-	7%	11%	8%	6%	-	0%	-	-
	EL	7%	9%	9%	-	7%	-	-	-	-	13%	8%	*	0%	11%	9%	16%	0%	-	*	-	-
	Male	17%	11%	8%	*	9%	-	-	-	-	7%	7%	8%	0%	8%	16%	8%	-	-	0%	-	-
	Female	14%	8%	6%	0%	7%	-	-	-	-	6%	3%	14%	*	6%	0%	-	6%	-	*	-	-
Grade 7																						

Texas Education Agency
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YES PREP - NORTHSIDE (101845007) - YES PREP PUBLIC SCHOOLS INC - HARRIS COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	36%	28%	22%	14%	25%	*	-	-	-	0%	20%	32%	0%	24%	16%	21%	24%	-	*	-	-
	CWD	11%	7%	0%	-	0%	*	-	-	-	-	0%	*	0%	-	0%	0%	*	-	-	-	-
	CWOD	40%	30%	24%	14%	27%	-	-	-	-	0%	22%	33%	-	24%	18%	23%	25%	-	*	-	-
	EL	17%	22%	16%	-	17%	-	-	-	-	*	16%	17%	0%	18%	16%	7%	24%	-	*	-	-
	Male	32%	23%	21%	*	24%	-	-	-	-	*	18%	33%	0%	23%	7%	21%	-	-	*	-	-
	Female	41%	33%	24%	20%	27%	*	-	-	-	*	22%	31%	*	25%	24%	-	24%	-	*	-	-
Mathematics	All Students	13%	13%	10%	7%	11%	*	-	-	-	0%	9%	14%	0%	11%	7%	16%	4%	-	*	-	-
	CWD	7%	5%	0%	-	0%	*	-	-	-	-	0%	*	0%	-	0%	0%	*	-	-	-	-
	CWOD	14%	13%	11%	7%	12%	-	-	-	-	0%	10%	15%	-	11%	8%	17%	4%	-	*	-	-
	EL	6%	11%	7%	-	7%	-	-	-	-	*	8%	0%	0%	8%	7%	11%	3%	-	*	-	-
	Male	13%	13%	16%	*	16%	-	-	-	-	*	15%	20%	0%	17%	11%	16%	-	-	*	-	-
	Female	12%	12%	4%	0%	5%	*	-	-	-	*	3%	8%	*	4%	3%	-	4%	-	*	-	-
Grade 8																						
Reading	All Students	37%	29%	18%	9%	20%	*	-	-	-	0%	13%	40%	0%	19%	0%	16%	19%	*	8%	-	-
	CWD	11%	4%	0%	-	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	*	-	*	-	-
	CWOD	40%	31%	19%	9%	21%	*	-	-	-	0%	14%	42%	-	19%	0%	19%	20%	*	9%	-	-
	EL	16%	15%	0%	-	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%	0%	-	*	-	-
	Male	31%	25%	16%	*	19%	-	-	-	-	0%	8%	44%	0%	19%	0%	16%	-	-	0%	-	-
	Female	42%	34%	19%	13%	20%	*	-	-	-	*	17%	33%	*	20%	0%	-	19%	*	14%	-	-
Mathematics	All Students	14%	16%	13%	36%	11%	*	-	-	-	17%	13%	16%	0%	14%	5%	17%	10%	*	25%	-	-
	CWD	8%	5%	0%	-	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	*	-	*	-	-
	CWOD	15%	17%	14%	36%	12%	*	-	-	-	17%	14%	17%	-	14%	6%	19%	11%	*	27%	-	-
	EL	6%	10%	5%	-	5%	*	-	-	-	-	5%	*	0%	6%	5%	5%	5%	-	*	-	-
	Male	14%	16%	17%	*	14%	-	-	-	-	20%	14%	25%	0%	19%	5%	17%	-	-	40%	-	-
	Female	14%	16%	10%	25%	9%	*	-	-	-	*	11%	0%	*	11%	5%	-	10%	*	14%	-	-
Science	All Students	23%	15%	6%	9%	6%	*	-	-	-	0%	4%	12%	0%	6%	5%	6%	5%	*	8%	-	-
	CWD	9%	5%	0%	-	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	*	-	*	-	-
	CWOD	24%	16%	6%	9%	6%	*	-	-	-	0%	5%	13%	-	6%	6%	7%	5%	*	9%	-	-
	EL	8%	7%	5%	-	5%	*	-	-	-	-	5%	*	0%	6%	5%	0%	10%	-	*	-	-
	Male	24%	16%	6%	*	7%	-	-	-	-	0%	2%	19%	0%	7%	0%	6%	-	-	0%	-	-
	Female	21%	14%	5%	13%	4%	*	-	-	-	*	6%	0%	*	5%	10%	-	5%	*	14%	-	-
End of Course																						
English I	All Students	10%	6%	2%	0%	3%	*	*	-	-	0%	2%	6%	0%	3%	0%	3%	2%	-	0%	-	-
	CWD	4%	2%	0%	*	0%	-	-	-	-	-	0%	0%	0%	-	0%	0%	0%	-	-	-	-
	CWOD	11%	6%	3%	0%	3%	*	*	-	-	0%	2%	6%	-	3%	0%	3%	2%	-	0%	-	-
	EL	1%	2%	0%	-	0%	*	*	-	-	*	0%	0%	0%	0%	0%	0%	0%	-	0%	-	-
	Male	8%	4%	3%	0%	3%	-	-	-	-	*	1%	9%	0%	3%	0%	3%	-	-	0%	-	-
	Female	13%	8%	2%	0%	2%	*	*	-	-	*	2%	0%	0%	2%	0%	-	2%	-	0%	-	-

Texas Education Agency
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YES PREP - NORTHSIDE (101845007) - YES PREP PUBLIC SCHOOLS INC - HARRIS COUNTY

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

Texas Education Agency
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YES PREP - NORTHSIDE (101845007) - YES PREP PUBLIC SCHOOLS INC - HARRIS COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Science	All Students	74%	77%	69%	67%	70%	*	*	-	-	55%	68%	75%	39%	72%	68%	69%	71%	*	58%	-	-
	CWD	47%	40%	39%	*	42%	-	-	-	-	-	36%	50%	39%	-	25%	31%	50%	-	*	-	-
	CWOD	78%	80%	72%	73%	73%	*	*	-	-	55%	71%	78%	-	72%	73%	73%	72%	*	61%	-	-
	EL	58%	70%	68%	-	67%	*	*	-	-	*	66%	100%	25%	73%	68%	66%	70%	-	56%	-	-
	Male	74%	76%	69%	44%	72%	-	-	-	-	38%	64%	85%	31%	73%	66%	69%	-	-	60%	-	-
	Female	75%	78%	71%	80%	68%	*	*	-	-	*	71%	67%	50%	72%	70%	-	71%	*	57%	-	-
SAT/ACT All Subjects	All Students	92%	86%	*	-	-	-	*	-	-	-	*	-	-	*	-	-	*	-	*	-	-
	CWD	75%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	92%	86%	*	-	-	-	*	-	-	-	*	-	-	*	-	-	*	-	*	-	-
	EL	69%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	93%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	92%	80%	*	-	-	-	*	-	-	-	*	-	-	*	-	-	*	-	*	-	-
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	47%	41%	32%	30%	34%	38%	*	-	-	20%	30%	40%	4%	34%	27%	30%	33%	17%	25%	-	-
	CWD	23%	15%	4%	0%	5%	*	-	-	-	0%	5%	0%	4%	-	3%	2%	7%	-	0%	-	-
	CWOD	50%	44%	34%	31%	37%	50%	*	-	-	21%	32%	43%	-	34%	30%	34%	35%	17%	27%	-	-
	EL	29%	32%	27%	-	27%	50%	*	-	-	22%	27%	19%	3%	30%	27%	23%	31%	-	26%	-	-
	Male	45%	38%	30%	25%	33%	-	-	-	-	18%	27%	44%	2%	34%	23%	30%	-	-	18%	-	-
	Female	48%	45%	33%	33%	35%	38%	*	-	-	22%	33%	34%	7%	35%	31%	-	33%	17%	31%	-	-
Reading	All Students	52%	44%	36%	37%	38%	*	*	-	-	19%	34%	45%	3%	39%	28%	31%	41%	*	29%	-	-
	CWD	24%	14%	3%	*	3%	*	-	-	-	0%	4%	0%	3%	-	3%	2%	4%	-	*	-	-
	CWOD	56%	47%	39%	39%	42%	*	*	-	-	20%	37%	49%	-	39%	31%	34%	43%	*	32%	-	-
	EL	31%	32%	28%	-	29%	*	*	-	-	18%	29%	18%	3%	31%	28%	22%	34%	-	12%	-	-
	Male	47%	38%	31%	25%	34%	-	-	-	-	19%	28%	45%	2%	34%	22%	31%	-	-	17%	-	-
	Female	56%	51%	41%	45%	43%	*	*	-	-	18%	40%	45%	4%	43%	34%	-	41%	*	41%	-	-
Mathematics	All Students	41%	37%	27%	25%	29%	*	*	-	-	20%	25%	34%	2%	29%	25%	27%	27%	*	22%	-	-
	CWD	22%	16%	2%	*	2%	*	-	-	-	0%	2%	0%	2%	-	0%	0%	5%	-	*	-	-
	CWOD	44%	39%	29%	26%	31%	*	*	-	-	21%	28%	36%	-	29%	28%	30%	28%	*	23%	-	-
	EL	29%	32%	25%	-	25%	*	*	-	-	25%	25%	14%	0%	28%	25%	22%	27%	-	33%	-	-
	Male	42%	36%	27%	26%	30%	-	-	-	-	15%	25%	38%	0%	30%	22%	27%	-	-	19%	-	-
	Female	40%	38%	27%	24%	27%	*	*	-	-	26%	26%	28%	5%	28%	27%	-	27%	*	24%	-	-
Science	All Students	46%	43%	31%	21%	32%	*	*	-	-	27%	30%	39%	11%	33%	29%	35%	29%	*	21%	-	-
	CWD	23%	15%	11%	*	12%	-	-	-	-	-	14%	0%	11%	-	8%	6%	17%	-	*	-	-
	CWOD	49%	46%	33%	23%	35%	*	*	-	-	27%	31%	43%	-	33%	31%	38%	30%	*	22%	-	-
	EL	25%	32%	29%	-	28%	*	*	-	-	*	28%	40%	8%	31%	29%	28%	30%	-	44%	-	-
	Male	47%	43%	35%	22%	36%	-	-	-	-	25%	29%	53%	6%	38%	28%	35%	-	-	20%	-	-
	Female	45%	43%	29%	20%	29%	*	*	-	-	*	30%	19%	17%	30%	30%	-	29%	*	21%	-	-

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
SAT/ACT All Subjects	All Students	64%	57%	*	-	-	-	*	-	-	-	*	-	-	*	-	-	*	-	*	-	-
	CWD	43%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	64%	57%	*	-	-	-	*	-	-	-	*	-	-	*	-	-	*	-	*	-	-
	EL	18%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	68%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	60%	40%	*	-	-	-	*	-	-	-	*	-	-	*	-	-	*	-	*	-	-
STAAR Percent at Masters Grade Level																						
All Grades																						
All Subjects	All Students	22%	16%	10%	10%	11%	0%	*	-	-	7%	9%	16%	1%	11%	6%	11%	10%	17%	5%	-	-
	CWD	9%	5%	1%	0%	2%	*	-	-	-	0%	2%	0%	1%	-	0%	0%	4%	-	0%	-	-
	CWOD	24%	17%	11%	11%	12%	0%	*	-	-	7%	9%	17%	-	11%	7%	12%	10%	17%	6%	-	-
	EL	12%	10%	6%	-	6%	0%	*	-	-	7%	6%	6%	0%	7%	6%	6%	6%	-	5%	-	-
	Male	21%	15%	11%	10%	11%	-	-	-	-	6%	8%	19%	0%	12%	6%	11%	-	-	4%	-	-
	Female	23%	17%	10%	10%	10%	0%	*	-	-	8%	9%	11%	4%	10%	6%	-	10%	17%	6%	-	-
Reading	All Students	25%	16%	10%	5%	11%	*	*	-	-	8%	8%	19%	0%	11%	4%	9%	11%	*	2%	-	-
	CWD	9%	4%	0%	*	0%	*	-	-	-	0%	0%	0%	0%	-	0%	0%	0%	-	*	-	-
	CWOD	27%	17%	11%	5%	12%	*	*	-	-	9%	9%	20%	-	11%	4%	10%	12%	*	2%	-	-
	EL	13%	10%	4%	-	4%	*	*	-	-	4%	4%	6%	0%	4%	4%	3%	5%	-	0%	-	-
	Male	22%	13%	9%	0%	10%	-	-	-	-	6%	7%	18%	0%	10%	3%	9%	-	-	0%	-	-
	Female	28%	19%	11%	8%	12%	*	*	-	-	11%	10%	20%	0%	12%	5%	-	11%	*	4%	-	-
Mathematics	All Students	20%	16%	10%	15%	11%	*	*	-	-	6%	10%	13%	2%	11%	9%	13%	8%	*	11%	-	-
	CWD	9%	6%	2%	*	2%	*	-	-	-	0%	2%	0%	2%	-	0%	0%	5%	-	*	-	-
	CWOD	21%	17%	11%	16%	12%	*	*	-	-	7%	10%	14%	-	11%	10%	14%	8%	*	11%	-	-
	EL	12%	12%	9%	-	9%	*	*	-	-	11%	9%	7%	0%	10%	9%	12%	5%	-	8%	-	-
	Male	21%	16%	13%	21%	13%	-	-	-	-	8%	11%	18%	0%	14%	12%	13%	-	-	13%	-	-
	Female	19%	16%	8%	12%	8%	*	*	-	-	5%	8%	6%	5%	8%	5%	-	8%	*	10%	-	-
Science	All Students	20%	15%	9%	13%	9%	*	*	-	-	0%	8%	14%	4%	10%	5%	11%	8%	*	4%	-	-
	CWD	8%	6%	4%	*	4%	-	-	-	-	-	5%	0%	4%	-	0%	0%	8%	-	*	-	-
	CWOD	22%	16%	10%	14%	10%	*	*	-	-	0%	8%	16%	-	10%	6%	12%	8%	*	4%	-	-
	EL	7%	7%	5%	-	5%	*	*	-	-	*	5%	0%	0%	6%	5%	2%	8%	-	11%	-	-
	Male	22%	16%	11%	11%	11%	-	-	-	-	0%	7%	24%	0%	12%	2%	11%	-	-	0%	-	-
	Female	19%	14%	8%	13%	8%	*	*	-	-	*	9%	0%	8%	8%	8%	-	8%	*	7%	-	-
SAT/ACT All Subjects	All Students	13%	14%	*	-	-	-	*	-	-	-	*	-	-	*	-	-	*	-	*	-	-
	CWD	11%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	13%	14%	*	-	-	-	*	-	-	-	*	-	-	*	-	-	*	-	*	-	-
	EL	1%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	17%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	10%	0%	*	-	-	-	*	-	-	-	*	-	-	*	-	-	*	-	*	-	-

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

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2021-22 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Academic Growth Score											
Reading											
All Students	75	78	79	*	-	-	-	49	75	65	75
CWD	65	-	71	*	-	-	-	*	64	65	63
CWOD	76	78	80	*	-	-	-	52	76	-	76
EL ◇	75	-	78	*	-	-	-	45	75	63	75
Male	74	70	79	-	-	-	-	50	73	50	72
Female	77	82	80	*	-	-	-	48	77	95	77
Mathematics											
All Students	65	56	68	*	*	-	-	51	65	50	63
CWD	50	*	52	*	-	-	-	*	52	50	55
CWOD	66	58	69	*	*	-	-	51	66	-	64
EL ◇	63	-	64	*	*	-	-	56	63	55	63
Male	66	54	69	-	-	-	-	53	66	55	63
Female	64	57	67	*	*	-	-	48	64	43	63

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

Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates for the class of 2021.

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
Federal Graduation Rates													
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2021													
All Students	92.4%	*	92.1%	-	-	-	-	-	91.8%	75.0%	85.0%	82.8%	-
CWD	75.0%	-	75.0%	-	-	-	-	-	75.0%	75.0%	80.0%	*	-
CWOD	93.6%	*	93.4%	-	-	-	-	-	93.1%	-	86.7%	85.7%	-
EL	85.0%	-	85.0%	-	-	-	-	-	85.0%	80.0%	85.0%	87.5%	-
Male	91.2%	*	90.8%	-	-	-	-	-	90.5%	100.0%	86.7%	81.3%	-
Female	94.0%	*	93.9%	-	-	-	-	-	93.6%	*	80.0%	84.6%	-

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

Part (iv): English Language Proficiency

This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2022 TELPAS (Texas English Language Proficiency Assessment System) data. (EL: English learner)

Total EL in Class	Proficiency of EL	Rate of Proficiency
297	31	10%

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

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Student Success (Student Achievement Domain Score: STAAR Component Only)											
STAAR Component Score	36	35	37	46	*	-	-	25	34	10	31
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	66%	0%	68%	-	-	-	-	-	65%	89%	63%

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

Part (vi): Goal Meeting Status

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
STAAR Performance Status											
Reading											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	N	Y	Y					N	Y	N	Y
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N	N	N					N	N	N	N
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N	N	N					N	N	N	N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N	N	N					N	N	N	N
Mathematics											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N	N	N					N	N	N	N
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N	N	N					N	N	N	N
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N	N	N					N	N	N	N
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N	N	N					N	N	N	N
English Learner Language Proficiency Status											
Interim Goals (2018-2022)											36%
Target Met											N
Interim Goals (2023-2027)											38%
Target Met											N
Interim Goals (2028-2032)											40%
Target Met											N
Long-Term Goals											40%
Target Met											N
Federal Graduation Status^Δ											

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met	Y		N						Y		
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met	Y		N						N		
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	N		N						N		
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	N		N						N		

Blank cells above represent student group indicators that do not meet the minimum size criteria.

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

Δ Student groups that are at or above 90% are required to exceed that rate by at least a tenth of a percent in the following year(s).

Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science for the 2021-22 school year. (CWD: children with disability; CWOD: children without disability; EL: English learner)

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Participation Rate																	
All Subjects	All Students	100%	100%	99%	100%	*	-	-	100%	99%	100%	99%	100%	99%	100%	100%	100%
	CWD	99%	100%	99%	*	-	-	-	100%	99%	100%	99%	-	99%	99%	100%	-
	CWOD	100%	100%	99%	100%	*	-	-	100%	99%	100%	-	100%	99%	100%	100%	100%
	EL	99%	-	99%	100%	*	-	-	100%	99%	100%	99%	99%	99%	99%	99%	-
	Male	100%	100%	99%	*	-	-	-	100%	99%	100%	99%	100%	99%	100%	-	-
	Female	100%	100%	99%	100%	*	-	-	100%	99%	100%	100%	100%	99%	-	100%	100%
Reading	All Students	100%	100%	100%	*	*	-	-	100%	100%	100%	100%	100%	99%	100%	100%	*
	CWD	100%	*	100%	*	-	-	-	100%	100%	100%	100%	-	100%	100%	100%	-
	CWOD	100%	100%	100%	*	*	-	-	100%	100%	100%	-	100%	99%	100%	99%	*
	EL	99%	-	99%	*	*	-	-	100%	99%	100%	100%	99%	99%	100%	99%	-
	Male	100%	100%	100%	*	-	-	-	100%	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	99%	*	*	-	-	100%	99%	100%	100%	99%	99%	-	100%	*
Mathematics	All Students	100%	100%	99%	*	*	-	-	100%	99%	100%	98%	100%	99%	99%	100%	*
		100%	100%	99%	*	*	-	-	100%	99%	100%	98%	100%	99%	99%	100%	*

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		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Mathematics	CWD	98%	*	98%	*	-	-	-	100%	98%	100%	98%	-	96%	97%	100%	-
		98%	*	98%	*	-	-	-	100%	98%	100%	98%	-	96%	97%	100%	-
	CWOD	100%	100%	100%	*	*	-	-	100%	100%	100%	-	100%	100%	99%	100%	*
		100%	100%	100%	*	*	-	-	100%	100%	100%	-	100%	100%	99%	100%	*
	EL	99%	-	99%	*	*	-	-	100%	99%	100%	96%	100%	99%	98%	100%	-
		99%	-	99%	*	*	-	-	100%	99%	100%	96%	100%	99%	98%	100%	-
	Male	99%	100%	99%	-	-	-	-	100%	99%	100%	97%	99%	98%	99%	-	-
		99%	100%	99%	-	-	-	-	100%	99%	100%	97%	99%	98%	99%	-	-
	Female	100%	100%	100%	*	*	-	-	100%	100%	100%	100%	100%	100%	-	100%	*
		100%	100%	100%	*	*	-	-	100%	100%	100%	100%	100%	100%	-	100%	*
SAT/ACT All Subjects	All Students	*	-	-	-	*	-	-	-	*	-	-	*	-	-	*	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	*	-	-	-	*	-	-	-	*	-	-	*	-	-	*	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	*	-	-	-	*	-	-	-	*	-	-	*	-	-	*	-
Non-Participation Rate																	
All Subjects	All Students	0%	0%	1%	0%	*	-	-	0%	1%	0%	1%	0%	1%	0%	0%	0%
	CWD	1%	0%	1%	*	-	-	-	0%	1%	0%	1%	-	1%	1%	0%	-
	CWOD	0%	0%	1%	0%	*	-	-	0%	1%	0%	-	0%	1%	0%	0%	0%
	EL	1%	-	1%	0%	*	-	-	0%	1%	0%	1%	1%	1%	1%	1%	-
	Male	0%	0%	1%	*	-	-	-	0%	1%	0%	1%	0%	1%	0%	-	-
	Female	0%	0%	1%	0%	*	-	-	0%	1%	0%	0%	0%	1%	-	0%	0%
Reading	All Students	0%	0%	0%	*	*	-	-	0%	0%	0%	0%	0%	1%	0%	0%	*
	CWD	0%	*	0%	*	-	-	-	0%	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	*	*	-	-	0%	0%	0%	-	0%	1%	0%	1%	*
	EL	1%	-	1%	*	*	-	-	0%	1%	0%	0%	1%	1%	0%	1%	-
	Male	0%	0%	0%	*	-	-	-	0%	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	1%	*	*	-	-	0%	1%	0%	0%	1%	1%	-	0%	*
Mathematics	All Students	0%	0%	1%	*	*	-	-	0%	1%	0%	2%	0%	1%	1%	0%	*
	CWD	2%	*	2%	*	-	-	-	0%	2%	0%	2%	-	4%	3%	0%	-
	CWOD	0%	0%	0%	*	*	-	-	0%	0%	0%	-	0%	0%	1%	0%	*
	EL	1%	-	1%	*	*	-	-	0%	1%	0%	4%	0%	1%	2%	0%	-
	Male	1%	0%	1%	-	-	-	-	0%	1%	0%	3%	1%	2%	1%	-	-
	Female	0%	0%	0%	*	*	-	-	0%	0%	0%	0%	0%	0%	-	0%	*

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

- Indicates there are no students in the group.

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

Part (viii): Civil Rights Data

Part (viii)(I) This section provides information from the 2017-18 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
Students Without Disabilities												
In-School Suspensions												
	Male	64	9	55	0	0	0	0	0	22		
	Female	40	6	33	1	0	0	0	0	11		
	Total	104	15	88	1	0	0	0	0	33		
Out-of-School Suspensions												
	Male	53	3	50	0	0	0	0	0	13		
	Female	37	2	34	1	0	0	0	0	9		
	Total	90	5	84	1	0	0	0	0	22		
Expulsions												

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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
With Educational Services	Male	4	0	4	0	0	0	0	0	0		
	Female	1	0	1	0	0	0	0	0	0		
	Total	5	0	5	0	0	0	0	0	0		
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
School-Related Arrests												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Referrals to Law Enforcement												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Students With Disabilities												
In-School Suspensions												
	Male	14	3	11	0	0	0	0	0	3		2
	Female	6	2	4	0	0	0	0	0	1		1
	Total	20	5	15	0	0	0	0	0	4		3
Out-of-School Suspensions												
	Male	7	2	5	0	0	0	0	0	3		4
	Female	5	2	3	0	0	0	0	0	0		0
	Total	12	4	8	0	0	0	0	0	3		4
Expulsions												
With Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0

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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
School-Related Arrests												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Referrals to Law Enforcement												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
All Students												
Chronic Absenteeism												
	Male	26	4	21	1	-8	-8	-8	-8	8	3	-8
	Female	35	4	31	-8	-8	-8	-8	-8	6	2	-8
	Total	61	8	52	1	-8	-8	-8	-8	14	5	-8

	Total
Incidents of Violence	
Incidents of rape or attempted rape	0
Incidents of sexual assault (other than rape)	0
Incidents of robbery with a weapon	0
Incidents of robbery with a firearm or explosive device	0
Incidents of robbery without a weapon	0
Incidents of physical attack or fight with a weapon	0
Incidents of physical attack or fight with a firearm or explosive device	0
Incidents of physical attack or fight without a weapon	35
Incidents of threats of physical attack with a weapon	2
Incidents of threats of physical attack with a firearm or explosive device	0
Incidents of threats of physical attack without a weapon	13
Incidents of possession of a firearm or explosive device	0
Allegations of Harassment or bullying	
On the basis of sex	0
On the basis of race	0
On the basis of disability	0

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	Total
On the basis of sexual orientation	0
On the basis of religion	0

Part (viii)(II) This section provides information from the 2017-18 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs											
	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Accelerated Coursework											
Advanced Placement Courses	Male	70	3	67	0	0	0	0	0	6	3
	Female	92	2	90	0	0	0	0	0	2	0
	Total	162	5	157	0	0	0	0	0	8	3
International Baccalaureate Courses	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Dual Enrollment/Dual Credit Programs	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9

- Indicates there are no data available in the group.
- 3 Indicates skip logic failure.
- 8 Indicates EDFacts missing data.
- 9 Indicates not applicable / skipped.
- 11 Indicates suppressed data.

Blank cell indicates the student group is not applicable to this report.

Part (ix): Teacher Quality Data

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

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High Poverty School		
	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	38.0	63.5%
Teachers Teaching with Emergency or Provisional Credentials	7.0	12.1%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	0.0	-

- Indicates there are no data available in the group.

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

Part (x): Per-pupil Expenditure

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

To be updated by June 30th, 2023.

Part (xi): STAAR Alternate 2 Participation

This section provides information on the number and percentage of students with the most significant cognitive disabilities who take STAAR Alternate 2, by grade and subject for the 2021-22 school year.

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Grade 3						
Reading	6,584	2%	*	1%	-	-
Mathematics	6,587	2%	*	1%	-	-
Grade 4						
Reading	6,404	2%	-	-	-	-
Mathematics	6,408	2%	-	-	-	-
Grade 5						
Reading	6,204	2%	-	-	-	-
Mathematics	6,205	2%	-	-	-	-
Science	6,200	2%	-	-	-	-
Grade 6						
Reading	6,181	2%	19	1%	-	-
Mathematics	6,177	2%	19	1%	-	-
Grade 7						
Reading	6,130	1%	10	0%	-	-
Mathematics	6,120	2%	10	0%	-	-
Grade 8						
Reading	5,794	1%	11	0%	-	-

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Mathematics	5,803	2%	11	1%	-	-
Science	5,796	1%	11	0%	-	-
End of Course						
English I	6,009	1%	12	0%	-	-
English II	5,490	1%	10	0%	-	-
Algebra I	5,993	1%	12	0%	-	-
Biology	5,860	1%	12	1%	-	-
All Grades						
All Subjects	109,954	1%	143	1%	-	-
Reading	48,805	1%	65	1%	-	-
Mathematics	43,293	1%	55	1%	-	-
Science	17,856	1%	23	1%	-	-

- Indicates there are no students in the group.

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

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

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

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

State Level: 2022 Percentages at NAEP Achievement Levels										
			% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 4	Mathematics	Asian	3	9	97	91	73	63	27	24
		Pacific Islander	*	38	*	62	*	22	*	3
		Two or More Races	10	22	90	78	58	38	23	9
		EcoDis	31	38	69	62	24	20	3	2
		Students with Disabilities	51	56	49	44	18	14	2	2
		English Language Learners	31	48	69	52	26	14	3	2
Grade 8	Reading	Overall	34	30	66	70	23	31	2	4
		Black	45	47	55	53	17	16	1	1
		Hispanic	41	39	59	61	16	21	1	2
		White	24	22	76	78	30	38	2	5
		American Indian	*	45	*	55	*	18	*	2
		Asian	8	14	92	86	60	56	11	12
		Pacific Islander	*	35	*	65	*	25	*	2
		Two or More Races	28	27	72	73	32	35	5	6
		EcoDis	42	42	58	58	16	19	1	1
		Students with Disabilities	74	69	26	31	5	7	1	n/a
		English Language Learners	53	68	47	32	10	5	n/a	n/a
	Mathematics	Overall	39	38	61	62	24	26	5	7
		Black	54	62	46	38	11	9	2	1
		Hispanic	46	51	54	49	16	14	2	2
		White	28	26	72	74	36	35	8	9
		American Indian	*	55	*	45	*	13	*	2
		Asian	10	14	90	86	57	58	27	27
		Pacific Islander	*	50	*	50	*	17	*	5
		Two or More Races	26	37	74	63	30	28	3	7
		EcoDis	49	54	51	46	15	13	2	2
		Students with Disabilities	81	77	19	23	4	5	n/a	1
		English Language Learners	60	76	40	24	8	4	1	n/a

* Indicates reporting standards not met.

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

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

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

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

This section provides information on the cohort rate at which students who graduated from high school in the 2019-20 school year enrolled in a Texas public postsecondary education institution in the 2020-21 academic year in (I) programs of public postsecondary education in Texas; (II) programs of private postsecondary education in Texas; and (III) programs of postsecondary education outside Texas. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
In-State Public Institutions	56%	*	57%	-	-	-	-	-	58%	*	50%
In-State Private Institutions	*	-	*	-	-	-	-	-	*	-	-
Out-of-State Institutions	*	-	*	-	-	-	-	-	*	-	-

- Indicates there are no students in the group.

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

Part (xiv): Additional Information - Chronic Absenteeism

This section provides information on the Chronic Absenteeism per EDFacts definition: percent of unduplicated number of K - 12 students enrolled in a school for at least 10 days and absent for 10% or more days during the 2020-21 school year. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Chronic Absenteeism Rate	22%	23%	22%	10%	*	*	-	-	22%	43%	22%

- Indicates there are no students in the group.

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

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Part (i): Description of State Accountability System

Part (i)(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students for use in the accountability system. The Texas accountability minimum size criteria are 25 tests for assessment related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for the all student group.

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

State ESSA Goals												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Performance (At Meets Grade Level or Above)												
Reading/ELA	Baseline 2016-17 Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
	2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
	2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Mathematics	Baseline 2016-17 Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
	2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
	2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
EL Progress												
	Baseline 2016-17 Rates											41%
	2017-18 through 2021-22											36%
	2022-23 through 2026-27											38%
	2027-28 through 2031-32											40%
Graduation Rate: 4-Year Longitudinal Rate Δ												
	Baseline 2016-17 Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
	2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
	2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
	2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

Δ Student groups that are at or above 90% are required to exceed that rate by at least a tenth of a percent in the following year(s).

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

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

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

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language Proficiency	10%
	SQSS: Student Achievement Domain Score: STAAR Component Only	10%
High Schools, K-12s, AEAs, and Districts	Academic Achievement	50%
	Federal Graduation Status or Academic Growth Status ¹	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness or Student Domain Score: STAAR Component Only ²	30%

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

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

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(bb) the methodology by which the State differentiates all such schools. A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), B (80-89), C (70-79), D (60-69), and F (0-59) and further used to differentiate all public schools.
<https://tea.texas.gov/sites/default/files/chapter-4-2022-closing-the-gaps-domain.pdf>

(cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students. TEA uses the Closing the Gaps domain to identify campuses that have consistently underperforming student groups. A student group that misses the targets in at least the same three indicators, for three consecutive years, is considered consistently underperforming. Any campus not identified for comprehensive support and improvement (CSI) that has at least one consistently underperforming student group is identified for targeted support and improvement (TSI). TSI identifies both Title I and non-Title I campuses. Data from 2018, 2019, and 2022 are considered consecutive years for 2022 TSI identification.

(dd) the methodology by which the State identifies a school for comprehensive support and improvement. Texas annually ranks all Title I campuses based on Closing the Gaps scaled scores. Beginning August 2022, TEA also evaluates overall scaled scores to make final comprehensive support and improvement (CSI) determinations. Title I campuses with both the lowest Closing the Gaps and lowest overall scaled scores are identified for CSI. First, Texas determines the bottom five percent of Closing the Gaps outcomes by rank ordering the scaled scores of Title I campuses by school type - elementary, middle, high school/ K - 12, and alternative education accountability. Texas then determines which campuses fell in the bottom five percent for each school type. Next, TEA rank orders the overall scaled scores for all Title I campuses statewide (without regard to campus type) to determine the scaled score cut point necessary to identify at least five percent of Title I campuses. Title I campuses with an overall scaled score cut point at or below the overall cut point and that rank in their school types bottom five percent are identified for CSI.

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

Part (i)(VI) the exit criteria established by the State, including the length of years established. Campuses that do not rank in their school types bottom five percent of the Closing the Gaps domain for two consecutive years and have an overall scaled score that year that does not fall within the lowest percentile to be reidentified for CSI are considered as having successfully exited. Campuses previously identified as CSI based solely on a graduation rate below 67 percent must have a four or six-year federal graduation rate of at least 67 percent for two consecutive years to exit CSI status.

Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2021-22 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

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

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	69%	57%	57%	17%	60%	*	-	*	-	*	56%	60%	29%	60%	38%	55%	59%	-	-	-	-
	CWD	38%	27%	29%	*	33%	-	-	-	-	-	33%	*	29%	-	40%	20%	*	-	-	-	-
	CWOD	74%	59%	60%	20%	63%	*	-	*	-	*	59%	63%	-	60%	38%	60%	60%	-	-	-	-
	EL	53%	54%	38%	-	35%	*	-	-	-	*	37%	*	40%	38%	38%	36%	40%	-	-	-	-
	Male	66%	52%	55%	*	59%	-	-	*	-	*	65%	22%	20%	60%	36%	55%	-	-	-	-	-
	Female	72%	63%	59%	*	61%	*	-	-	-	*	46%	91%	*	60%	40%	-	59%	-	-	-	-
Mathematics	All Students	72%	69%	62%	17%	65%	*	-	*	-	*	65%	55%	14%	67%	52%	65%	59%	-	-	-	-
	CWD	47%	44%	14%	*	17%	-	-	-	-	-	17%	*	14%	-	20%	20%	*	-	-	-	-
	CWOD	76%	71%	67%	20%	69%	*	-	*	-	*	71%	58%	-	67%	58%	71%	63%	-	-	-	-
	EL	61%	70%	52%	-	50%	*	-	-	-	*	52%	*	20%	58%	52%	57%	47%	-	-	-	-
	Male	73%	68%	65%	*	68%	-	-	*	-	*	74%	33%	20%	71%	57%	65%	-	-	-	-	-
	Female	72%	71%	59%	*	61%	*	-	-	-	*	54%	73%	*	63%	47%	-	59%	-	-	-	-
Grade 7																						
Reading	All Students	79%	77%	79%	73%	82%	*	-	*	-	*	81%	76%	60%	84%	73%	74%	85%	-	-	-	-
	CWD	47%	39%	60%	63%	60%	*	-	-	-	*	67%	50%	60%	-	*	50%	*	-	-	-	-
	CWOD	83%	80%	84%	*	84%	*	-	*	-	*	84%	84%	-	84%	74%	85%	83%	-	-	-	-
	EL	63%	73%	73%	-	71%	-	-	*	-	-	78%	*	*	74%	73%	70%	75%	-	-	-	-
	Male	75%	72%	74%	63%	79%	-	-	*	-	*	73%	77%	50%	85%	70%	74%	-	-	-	-	-
	Female	83%	82%	85%	*	84%	*	-	-	-	*	89%	75%	*	83%	75%	-	85%	-	-	-	-
Mathematics	All Students	60%	66%	63%	45%	68%	*	-	*	-	*	60%	68%	27%	71%	59%	56%	69%	-	-	-	-
	CWD	36%	38%	27%	38%	20%	*	-	-	-	*	33%	17%	27%	-	*	25%	*	-	-	-	-
	CWOD	63%	68%	71%	*	73%	*	-	*	-	*	66%	84%	-	71%	68%	70%	72%	-	-	-	-
	EL	45%	64%	59%	-	57%	-	-	*	-	-	61%	*	*	68%	59%	60%	58%	-	-	-	-
	Male	60%	66%	56%	38%	61%	-	-	*	-	*	50%	69%	25%	70%	60%	56%	-	-	-	-	-
	Female	59%	67%	69%	*	75%	*	-	-	-	*	70%	67%	*	72%	58%	-	69%	-	-	-	-
Grade 8																						
Reading	All Students	82%	82%	83%	81%	83%	*	-	*	-	*	81%	88%	67%	85%	62%	84%	83%	-	-	-	-
	CWD	50%	46%	67%	67%	*	-	-	*	-	-	67%	*	67%	-	*	83%	*	-	-	-	-
	CWOD	86%	84%	85%	90%	84%	*	-	-	-	*	83%	91%	-	85%	63%	84%	85%	-	-	-	-
	EL	65%	75%	62%	-	59%	*	-	-	-	*	57%	*	*	63%	62%	50%	70%	-	-	-	-
	Male	78%	78%	84%	100%	79%	*	-	*	-	*	82%	91%	83%	84%	50%	84%	-	-	-	-	-
	Female	86%	85%	83%	67%	87%	*	-	-	-	*	81%	87%	*	85%	70%	-	83%	-	-	-	-
Mathematics	All Students	70%	77%	74%	50%	77%	*	-	*	-	*	74%	73%	56%	76%	68%	80%	69%	-	-	-	-
	CWD	40%	39%	56%	50%	*	-	-	*	-	-	50%	*	56%	-	*	67%	*	-	-	-	-
	CWOD	74%	79%	76%	50%	78%	*	-	-	-	*	76%	74%	-	76%	69%	81%	71%	-	-	-	-
	EL	57%	70%	68%	-	66%	*	-	-	-	*	63%	*	*	69%	68%	71%	65%	-	-	-	-
	Male	68%	76%	80%	71%	79%	*	-	*	-	*	79%	82%	67%	81%	71%	80%	-	-	-	-	-
	Female	72%	77%	69%	33%	76%	*	-	-	-	*	70%	67%	*	71%	65%	-	69%	-	-	-	-

Texas Education Agency
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YES PREP - NORTHWEST (101845013) - YES PREP PUBLIC SCHOOLS INC - HARRIS COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Science	All Students	73%	71%	80%	75%	80%	*	-	*	-	*	80%	81%	56%	83%	65%	82%	79%	-	-	-	-
	CWD	42%	27%	56%	50%	*	-	-	*	-	-	50%	*	56%	-	*	67%	*	-	-	-	-
	CWOD	77%	74%	83%	90%	80%	*	-	-	-	*	83%	83%	-	83%	66%	84%	82%	-	-	-	-
	EL	54%	63%	65%	-	63%	*	-	-	-	*	60%	*	*	66%	65%	57%	70%	-	-	-	-
	Male	73%	71%	82%	86%	79%	*	-	*	-	*	82%	82%	67%	84%	57%	82%	-	-	-	-	-
	Female	73%	70%	79%	67%	80%	*	-	-	-	*	79%	80%	*	82%	70%	-	79%	-	-	-	-
End of Course																						
English I	All Students	64%	64%	76%	72%	75%	*	-	*	-	*	72%	85%	30%	81%	35%	68%	87%	-	-	-	-
	CWD	29%	22%	30%	*	20%	-	-	-	-	*	38%	*	30%	-	*	38%	*	-	-	-	-
	CWOD	68%	68%	81%	86%	79%	*	-	*	-	-	77%	92%	-	81%	35%	73%	92%	-	-	-	-
	EL	38%	52%	35%	-	35%	-	-	-	-	-	39%	*	*	35%	35%	29%	*	-	-	-	-
	Male	58%	58%	68%	70%	64%	*	-	*	-	*	65%	75%	38%	73%	29%	68%	-	-	-	-	-
	Female	70%	71%	87%	75%	90%	*	-	-	-	-	81%	100%	*	92%	*	-	87%	-	-	-	-
Algebra I	All Students	74%	74%	82%	78%	83%	*	-	*	-	*	78%	89%	30%	88%	70%	78%	87%	-	-	-	-
	CWD	46%	34%	30%	*	20%	-	-	-	-	*	25%	*	30%	-	*	38%	*	-	-	-	-
	CWOD	78%	78%	88%	93%	88%	*	-	*	-	-	86%	92%	-	88%	76%	85%	92%	-	-	-	-
	EL	64%	69%	70%	-	70%	-	-	-	-	-	72%	*	*	76%	70%	71%	*	-	-	-	-
	Male	71%	70%	78%	70%	78%	*	-	*	-	*	74%	88%	38%	85%	71%	78%	-	-	-	-	-
	Female	78%	79%	87%	88%	90%	*	-	-	-	-	85%	91%	*	92%	*	-	87%	-	-	-	-
Biology	All Students	82%	83%	82%	83%	81%	*	-	*	-	*	82%	85%	60%	85%	55%	78%	89%	-	-	-	-
	CWD	57%	49%	60%	*	60%	-	-	-	-	*	50%	*	60%	-	*	75%	*	-	-	-	-
	CWOD	86%	86%	85%	93%	83%	*	-	*	-	-	86%	83%	-	85%	53%	78%	94%	-	-	-	-
	EL	66%	78%	55%	-	55%	-	-	-	-	-	61%	*	*	53%	55%	53%	*	-	-	-	-
	Male	80%	80%	78%	80%	75%	*	-	*	-	*	76%	81%	75%	78%	53%	78%	-	-	-	-	-
	Female	85%	87%	89%	88%	89%	*	-	-	-	-	89%	82%	*	94%	*	-	89%	-	-	-	-
STAAR Percent at Meets Grade Level or Above																						
Grade 6																						
Reading	All Students	42%	29%	30%	0%	31%	*	-	*	-	*	28%	35%	0%	33%	17%	28%	32%	-	-	-	-
	CWD	21%	15%	0%	*	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	*	-	-	-	-
	CWOD	46%	30%	33%	0%	34%	*	-	*	-	*	31%	37%	-	33%	21%	31%	34%	-	-	-	-
	EL	24%	25%	17%	-	12%	*	-	-	-	*	19%	*	0%	21%	17%	14%	20%	-	-	-	-
	Male	40%	26%	28%	*	29%	-	-	*	-	*	32%	11%	0%	31%	14%	28%	-	-	-	-	-
	Female	45%	32%	32%	*	32%	*	-	-	-	*	23%	55%	*	34%	20%	-	32%	-	-	-	-
Mathematics	All Students	38%	32%	21%	17%	18%	*	-	*	-	*	18%	30%	0%	23%	7%	23%	19%	-	-	-	-
	CWD	20%	21%	0%	*	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	*	-	-	-	-
	CWOD	41%	33%	23%	20%	20%	*	-	*	-	*	20%	32%	-	23%	8%	26%	20%	-	-	-	-
	EL	24%	32%	7%	-	8%	*	-	-	-	*	7%	*	0%	8%	7%	7%	7%	-	-	-	-
	Male	40%	35%	23%	*	21%	-	-	*	-	*	26%	11%	0%	26%	7%	23%	-	-	-	-	-
	Female	36%	29%	19%	*	16%	*	-	-	-	*	8%	45%	*	20%	7%	-	19%	-	-	-	-

Texas Education Agency
2022 Federal Report Card
YES PREP - NORTHWEST (101845013) - YES PREP PUBLIC SCHOOLS INC - HARRIS COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Grade 7																						
Reading	All Students	55%	47%	54%	45%	58%	*	-	*	-	*	55%	52%	27%	60%	45%	41%	67%	-	-	-	-
	CWD	25%	16%	27%	38%	20%	*	-	-	-	*	33%	17%	27%	-	*	25%	*	-	-	-	-
	CWOD	59%	49%	60%	*	62%	*	-	*	-	*	59%	63%	-	60%	47%	48%	69%	-	-	-	-
	EL	33%	40%	45%	-	48%	-	-	*	-	-	50%	*	*	47%	45%	30%	58%	-	-	-	-
	Male	50%	40%	41%	50%	43%	-	-	*	-	*	35%	54%	25%	48%	30%	41%	-	-	-	-	-
	Female	60%	54%	67%	*	72%	*	-	-	-	*	74%	50%	*	69%	58%	-	67%	-	-	-	-
Mathematics	All Students	30%	33%	31%	9%	37%	*	-	*	-	*	26%	40%	0%	38%	36%	23%	38%	-	-	-	-
	CWD	18%	13%	0%	0%	0%	*	-	-	-	*	0%	0%	0%	-	*	0%	*	-	-	-	-
	CWOD	32%	35%	38%	*	40%	*	-	*	-	*	32%	53%	-	38%	42%	33%	42%	-	-	-	-
	EL	17%	31%	36%	-	38%	-	-	*	-	-	39%	*	*	42%	36%	20%	50%	-	-	-	-
	Male	31%	34%	23%	13%	29%	-	-	*	-	*	15%	38%	0%	33%	20%	23%	-	-	-	-	-
	Female	29%	33%	38%	*	44%	*	-	-	-	*	37%	42%	*	42%	50%	-	38%	-	-	-	-
Grade 8																						
Reading	All Students	57%	51%	53%	50%	56%	*	-	*	-	*	53%	54%	44%	54%	29%	47%	59%	-	-	-	-
	CWD	25%	17%	44%	50%	*	-	-	*	-	-	50%	*	44%	-	*	50%	*	-	-	-	-
	CWOD	61%	53%	54%	50%	56%	*	-	-	-	*	53%	57%	-	54%	28%	47%	60%	-	-	-	-
	EL	33%	35%	29%	-	28%	*	-	-	-	*	23%	*	*	28%	29%	14%	40%	-	-	-	-
	Male	51%	44%	47%	57%	47%	*	-	*	-	*	45%	55%	50%	47%	14%	47%	-	-	-	-	-
	Female	63%	57%	59%	44%	63%	*	-	-	-	*	60%	53%	*	60%	40%	-	59%	-	-	-	-
Mathematics	All Students	39%	43%	31%	6%	35%	*	-	*	-	*	30%	35%	22%	32%	21%	37%	26%	-	-	-	-
	CWD	20%	16%	22%	17%	*	-	-	*	-	-	33%	*	22%	-	*	33%	*	-	-	-	-
	CWOD	41%	45%	32%	0%	34%	*	-	-	-	*	29%	39%	-	32%	19%	37%	27%	-	-	-	-
	EL	24%	32%	21%	-	16%	*	-	-	-	*	13%	*	*	19%	21%	21%	20%	-	-	-	-
	Male	38%	41%	37%	14%	39%	*	-	*	-	*	37%	36%	33%	37%	21%	37%	-	-	-	-	-
	Female	40%	46%	26%	0%	30%	*	-	-	-	*	23%	33%	*	27%	20%	-	26%	-	-	-	-
Science	All Students	44%	38%	34%	19%	38%	*	-	*	-	*	33%	35%	33%	34%	21%	49%	21%	-	-	-	-
	CWD	22%	14%	33%	33%	*	-	-	*	-	-	33%	*	33%	-	*	33%	*	-	-	-	-
	CWOD	47%	39%	34%	10%	38%	*	-	-	-	*	33%	35%	-	34%	19%	51%	20%	-	-	-	-
	EL	23%	26%	21%	-	19%	*	-	-	-	*	23%	*	*	19%	21%	36%	10%	-	-	-	-
	Male	45%	40%	49%	29%	55%	*	-	*	-	*	50%	45%	33%	51%	36%	49%	-	-	-	-	-
	Female	42%	36%	21%	11%	24%	*	-	-	-	*	19%	27%	*	20%	10%	-	21%	-	-	-	-
End of Course																						
English I	All Students	46%	42%	55%	50%	53%	*	-	*	-	*	52%	63%	10%	60%	15%	42%	74%	-	-	-	-
	CWD	17%	10%	10%	*	0%	-	-	-	-	*	13%	*	10%	-	*	13%	*	-	-	-	-
	CWOD	50%	46%	60%	64%	57%	*	-	*	-	-	57%	68%	-	60%	18%	47%	78%	-	-	-	-
	EL	19%	30%	15%	-	15%	-	-	-	-	-	17%	*	*	18%	15%	12%	*	-	-	-	-
	Male	40%	36%	42%	30%	38%	*	-	*	-	*	35%	56%	13%	47%	12%	42%	-	-	-	-	-
	Female	53%	50%	74%	75%	72%	*	-	-	-	-	74%	73%	*	78%	*	-	74%	-	-	-	-

Texas Education Agency
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YES PREP - NORTHWEST (101845013) - YES PREP PUBLIC SCHOOLS INC - HARRIS COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Algebra I	All Students	42%	38%	51%	44%	51%	*	-	*	-	*	45%	67%	10%	56%	30%	44%	61%	-	-	-	-
	CWD	19%	13%	10%	*	0%	-	-	-	-	*	13%	*	10%	-	*	13%	*	-	-	-	-
	CWOD	45%	40%	56%	57%	55%	*	-	*	-	-	49%	72%	-	56%	35%	50%	64%	-	-	-	-
	EL	28%	31%	30%	-	30%	-	-	-	-	-	33%	*	*	35%	30%	24%	*	-	-	-	-
	Male	40%	34%	44%	10%	48%	*	-	*	-	*	37%	63%	13%	50%	24%	44%	-	-	-	-	-
	Female	45%	42%	61%	88%	55%	*	-	-	-	-	56%	73%	*	64%	*	-	61%	-	-	-	-
Biology	All Students	54%	49%	48%	44%	46%	*	-	*	-	*	42%	65%	20%	52%	20%	43%	57%	-	-	-	-
	CWD	25%	17%	20%	*	20%	-	-	-	-	*	25%	*	20%	-	*	25%	*	-	-	-	-
	CWOD	57%	52%	52%	57%	48%	*	-	*	-	-	44%	71%	-	52%	18%	46%	60%	-	-	-	-
	EL	26%	37%	20%	-	20%	-	-	-	-	-	22%	*	*	18%	20%	18%	*	-	-	-	-
	Male	52%	47%	43%	20%	43%	*	-	*	-	*	37%	56%	25%	46%	18%	43%	-	-	-	-	-
	Female	56%	51%	57%	75%	50%	*	-	-	-	-	48%	73%	*	60%	*	-	57%	-	-	-	-
STAAR Percent at Masters Grade Level																						
Grade 6																						
Reading	All Students	23%	11%	13%	0%	12%	*	-	*	-	*	12%	15%	0%	14%	3%	15%	11%	-	-	-	-
	CWD	8%	5%	0%	*	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	*	-	-	-	-
	CWOD	25%	12%	14%	0%	14%	*	-	*	-	*	14%	16%	-	14%	4%	17%	11%	-	-	-	-
	EL	9%	8%	3%	-	0%	*	-	-	-	*	4%	*	0%	4%	3%	0%	7%	-	-	-	-
	Male	21%	11%	15%	*	18%	-	-	*	-	*	16%	11%	0%	17%	0%	15%	-	-	-	-	-
	Female	25%	12%	11%	*	6%	*	-	-	-	*	8%	18%	*	11%	7%	-	11%	-	-	-	-
Mathematics	All Students	16%	10%	4%	17%	3%	*	-	*	-	*	5%	0%	0%	4%	0%	8%	0%	-	-	-	-
	CWD	8%	8%	0%	*	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	*	-	-	-	-
	CWOD	17%	10%	4%	20%	3%	*	-	*	-	*	6%	0%	-	4%	0%	9%	0%	-	-	-	-
	EL	7%	9%	0%	-	0%	*	-	-	-	*	0%	*	0%	0%	0%	0%	0%	-	-	-	-
	Male	17%	11%	8%	*	6%	-	-	*	-	*	10%	0%	0%	9%	0%	8%	-	-	-	-	-
	Female	14%	8%	0%	*	0%	*	-	-	-	*	0%	0%	*	0%	0%	-	0%	-	-	-	-
Grade 7																						
Reading	All Students	36%	28%	35%	36%	35%	*	-	*	-	*	38%	28%	27%	37%	32%	23%	46%	-	-	-	-
	CWD	11%	7%	27%	38%	20%	*	-	-	-	*	33%	17%	27%	-	*	25%	*	-	-	-	-
	CWOD	40%	30%	37%	*	36%	*	-	*	-	*	39%	32%	-	37%	32%	22%	47%	-	-	-	-
	EL	17%	22%	32%	-	33%	-	-	*	-	-	39%	*	*	32%	32%	10%	50%	-	-	-	-
	Male	32%	23%	23%	38%	21%	-	-	*	-	*	23%	23%	25%	22%	10%	23%	-	-	-	-	-
	Female	41%	33%	46%	*	47%	*	-	-	-	*	52%	33%	*	47%	50%	-	46%	-	-	-	-
Mathematics	All Students	13%	13%	10%	0%	12%	*	-	*	-	*	11%	8%	0%	13%	9%	3%	18%	-	-	-	-
	CWD	7%	5%	0%	0%	0%	*	-	-	-	*	0%	0%	0%	-	*	0%	*	-	-	-	-
	CWOD	14%	13%	13%	*	13%	*	-	*	-	*	14%	11%	-	13%	11%	4%	19%	-	-	-	-
	EL	6%	11%	9%	-	10%	-	-	*	-	-	11%	*	*	11%	9%	0%	17%	-	-	-	-
	Male	13%	13%	3%	0%	4%	-	-	*	-	*	4%	0%	0%	4%	0%	3%	-	-	-	-	-
	Female	12%	12%	18%	*	19%	*	-	-	-	*	19%	17%	*	19%	17%	-	18%	-	-	-	-

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YES PREP - NORTHWEST (101845013) - YES PREP PUBLIC SCHOOLS INC - HARRIS COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Grade 8																						
Reading	All Students	37%	29%	25%	6%	30%	*	-	*	-	*	28%	15%	11%	27%	9%	20%	29%	-	-	-	-
	CWD	11%	4%	11%	17%	*	-	-	*	-	-	17%	*	11%	-	*	17%	*	-	-	-	-
	CWOD	40%	31%	27%	0%	30%	*	-	-	-	*	29%	17%	-	27%	9%	21%	31%	-	-	-	-
	EL	16%	15%	9%	-	6%	*	-	-	-	*	7%	*	*	9%	9%	7%	10%	-	-	-	-
	Male	31%	25%	20%	14%	24%	*	-	*	-	*	21%	18%	17%	21%	7%	20%	-	-	-	-	-
	Female	42%	34%	29%	0%	35%	*	-	-	-	*	35%	13%	*	31%	10%	-	29%	-	-	-	-
Mathematics	All Students	14%	16%	6%	0%	7%	*	-	*	-	*	7%	0%	0%	6%	0%	8%	3%	-	-	-	-
	CWD	8%	5%	0%	0%	*	-	-	*	-	-	0%	*	0%	-	*	0%	*	-	-	-	-
	CWOD	15%	17%	6%	0%	7%	*	-	-	-	*	8%	0%	-	6%	0%	9%	4%	-	-	-	-
	EL	6%	10%	0%	-	0%	*	-	-	-	*	0%	*	*	0%	0%	0%	0%	-	-	-	-
	Male	14%	16%	8%	0%	11%	*	-	*	-	*	11%	0%	0%	9%	0%	8%	-	-	-	-	-
	Female	14%	16%	3%	0%	4%	*	-	-	-	*	5%	0%	*	4%	0%	-	3%	-	-	-	-
Science	All Students	23%	15%	9%	6%	11%	*	-	*	-	*	11%	4%	11%	9%	0%	16%	3%	-	-	-	-
	CWD	9%	5%	11%	17%	*	-	-	*	-	-	17%	*	11%	-	*	17%	*	-	-	-	-
	CWOD	24%	16%	9%	0%	11%	*	-	-	-	*	11%	4%	-	9%	0%	16%	4%	-	-	-	-
	EL	8%	7%	0%	-	0%	*	-	-	-	*	0%	*	*	0%	0%	0%	0%	-	-	-	-
	Male	24%	16%	16%	14%	18%	*	-	*	-	*	18%	9%	17%	16%	0%	16%	-	-	-	-	-
	Female	21%	14%	3%	0%	4%	*	-	-	-	*	5%	0%	*	4%	0%	-	3%	-	-	-	-
End of Course																						
English I	All Students	10%	6%	12%	22%	7%	*	-	*	-	*	9%	19%	0%	14%	0%	11%	13%	-	-	-	-
	CWD	4%	2%	0%	*	0%	-	-	-	-	*	0%	*	0%	-	*	0%	*	-	-	-	-
	CWOD	11%	6%	14%	29%	8%	*	-	*	-	-	11%	20%	-	14%	0%	13%	14%	-	-	-	-
	EL	1%	2%	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	*	-	-	-	-
	Male	8%	4%	11%	0%	10%	*	-	*	-	*	8%	19%	0%	13%	0%	11%	-	-	-	-	-
	Female	13%	8%	13%	50%	3%	*	-	-	-	-	11%	18%	*	14%	*	-	13%	-	-	-	-
Algebra I	All Students	26%	24%	34%	28%	33%	*	-	*	-	*	26%	52%	0%	38%	10%	28%	42%	-	-	-	-
	CWD	8%	6%	0%	*	0%	-	-	-	-	*	0%	*	0%	-	*	0%	*	-	-	-	-
	CWOD	29%	25%	38%	36%	36%	*	-	*	-	-	30%	56%	-	38%	12%	33%	44%	-	-	-	-
	EL	14%	16%	10%	-	10%	-	-	-	-	-	11%	*	*	12%	10%	6%	*	-	-	-	-
	Male	25%	21%	28%	0%	30%	*	-	*	-	*	21%	44%	0%	33%	6%	28%	-	-	-	-	-
	Female	28%	27%	42%	63%	38%	*	-	-	-	-	33%	64%	*	44%	*	-	42%	-	-	-	-
Biology	All Students	21%	15%	14%	11%	12%	*	-	*	-	*	9%	27%	10%	15%	0%	15%	14%	-	-	-	-
	CWD	7%	6%	10%	*	0%	-	-	-	-	*	13%	*	10%	-	*	13%	*	-	-	-	-
	CWOD	22%	16%	15%	14%	13%	*	-	*	-	-	9%	29%	-	15%	0%	15%	14%	-	-	-	-
	EL	5%	7%	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	*	-	-	-	-
	Male	21%	16%	15%	0%	13%	*	-	*	-	*	11%	25%	13%	15%	0%	15%	-	-	-	-	-
	Female	21%	14%	14%	25%	11%	*	-	-	-	-	7%	27%	*	14%	*	-	14%	-	-	-	-
STAAR Percent at Approaches Grade Level or Above																						

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

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	41%	37%	34%	22%	35%	36%	-	*	-	45%	30%	44%	7%	37%	22%	33%	35%	-	-	-	-
	CWD	22%	16%	7%	5%	6%	*	-	*	-	*	10%	0%	7%	-	8%	10%	0%	-	-	-	-
	CWOD	44%	39%	37%	31%	37%	40%	-	*	-	44%	33%	50%	-	37%	24%	38%	37%	-	-	-	-
	EL	29%	32%	22%	-	21%	*	-	*	-	*	20%	33%	8%	24%	22%	18%	26%	-	-	-	-
	Male	42%	36%	33%	14%	35%	*	-	*	-	43%	30%	41%	10%	38%	18%	33%	-	-	-	-	-
	Female	40%	38%	35%	32%	36%	25%	-	-	-	*	30%	47%	0%	37%	26%	-	35%	-	-	-	-
Science	All Students	46%	43%	40%	32%	41%	50%	-	*	-	*	37%	50%	26%	42%	20%	46%	35%	-	-	-	-
	CWD	23%	15%	26%	20%	29%	-	-	*	-	*	29%	20%	26%	-	40%	29%	20%	-	-	-	-
	CWOD	49%	46%	42%	38%	42%	50%	-	*	-	*	38%	53%	-	42%	18%	48%	36%	-	-	-	-
	EL	25%	32%	20%	-	19%	*	-	-	-	*	23%	0%	40%	18%	20%	26%	13%	-	-	-	-
	Male	47%	43%	46%	24%	49%	*	-	*	-	*	43%	52%	29%	48%	26%	46%	-	-	-	-	-
	Female	45%	43%	35%	41%	34%	*	-	-	-	*	30%	48%	20%	36%	13%	-	35%	-	-	-	-
STAAR Percent at Masters Grade Level																						
All Grades																						
All Subjects	All Students	22%	16%	16%	13%	16%	29%	-	30%	-	12%	16%	17%	7%	17%	6%	15%	17%	-	-	-	-
	CWD	9%	5%	7%	10%	2%	*	-	*	-	20%	8%	3%	7%	-	3%	8%	4%	-	-	-	-
	CWOD	24%	17%	17%	15%	17%	31%	-	43%	-	10%	17%	19%	-	17%	6%	16%	18%	-	-	-	-
	EL	12%	10%	6%	-	5%	40%	-	*	-	0%	6%	3%	3%	6%	6%	2%	10%	-	-	-	-
	Male	21%	15%	15%	8%	16%	44%	-	30%	-	6%	14%	17%	8%	16%	2%	15%	-	-	-	-	-
	Female	23%	17%	17%	20%	17%	21%	-	-	-	22%	17%	18%	4%	18%	10%	-	17%	-	-	-	-
Reading	All Students	25%	16%	21%	18%	21%	45%	-	*	-	9%	22%	19%	12%	22%	10%	17%	26%	-	-	-	-
	CWD	9%	4%	12%	21%	6%	*	-	*	-	*	14%	8%	12%	-	8%	13%	10%	-	-	-	-
	CWOD	27%	17%	22%	16%	22%	50%	-	*	-	11%	23%	21%	-	22%	11%	18%	27%	-	-	-	-
	EL	13%	10%	10%	-	9%	*	-	*	-	*	11%	8%	8%	11%	10%	4%	18%	-	-	-	-
	Male	22%	13%	17%	14%	18%	*	-	*	-	0%	17%	18%	13%	18%	4%	17%	-	-	-	-	-
	Female	28%	19%	26%	23%	25%	50%	-	-	-	*	28%	20%	10%	27%	18%	-	26%	-	-	-	-
Mathematics	All Students	20%	16%	14%	12%	14%	18%	-	*	-	9%	13%	16%	0%	15%	4%	13%	15%	-	-	-	-
	CWD	9%	6%	0%	0%	0%	*	-	*	-	*	0%	0%	0%	-	0%	0%	0%	-	-	-	-
	CWOD	21%	17%	15%	19%	15%	20%	-	*	-	11%	14%	19%	-	15%	4%	15%	15%	-	-	-	-
	EL	12%	12%	4%	-	4%	*	-	*	-	*	4%	0%	0%	4%	4%	2%	6%	-	-	-	-
	Male	21%	16%	13%	3%	14%	*	-	*	-	0%	12%	14%	0%	15%	2%	13%	-	-	-	-	-
	Female	19%	16%	15%	23%	14%	0%	-	-	-	*	13%	18%	0%	15%	6%	-	15%	-	-	-	-
Science	All Students	20%	15%	12%	9%	11%	17%	-	*	-	*	10%	15%	11%	12%	0%	16%	7%	-	-	-	-
	CWD	8%	6%	11%	10%	0%	-	-	*	-	*	14%	0%	11%	-	0%	14%	0%	-	-	-	-
	CWOD	22%	16%	12%	8%	12%	17%	-	*	-	*	10%	17%	-	12%	0%	16%	8%	-	-	-	-
	EL	7%	7%	0%	-	0%	*	-	-	-	*	0%	0%	0%	0%	0%	0%	0%	-	-	-	-
	Male	22%	16%	16%	6%	15%	*	-	*	-	*	14%	19%	14%	16%	0%	16%	-	-	-	-	-
	Female	19%	14%	7%	12%	7%	*	-	-	-	*	6%	12%	0%	8%	0%	-	7%	-	-	-	-

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

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2021-22 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Academic Growth Score											
Reading											
All Students	75	68	76	94	-	*	-	69	77	80	81
CWD	80	83	73	*	-	-	-	*	76	80	75
CWOD	74	54	76	93	-	*	-	64	77	-	82
EL ◇	81	-	80	*	-	-	-	*	83	75	81
Male	73	65	74	*	-	*	-	*	74	79	78
Female	77	75	77	93	-	-	-	*	80	83	83
Mathematics											
All Students	62	50	63	55	-	*	-	88	63	36	62
CWD	36	41	33	*	-	-	-	*	37	36	31
CWOD	66	57	66	60	-	*	-	100	66	-	67
EL ◇	62	-	61	*	-	-	-	*	61	31	62
Male	61	44	62	*	-	*	-	80	62	36	63
Female	64	62	65	44	-	-	-	*	64	38	61

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

Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates for the class of 2021.

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
Federal Graduation Rates													
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2021													
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

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

◇ Ever in grades 9-12.

Part (iv): English Language Proficiency

This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2022 TELPAS (Texas English Language Proficiency Assessment System) data. (EL: English learner)

Total EL in Class	Proficiency of EL	Rate of Proficiency
105	21	20%

- Indicates there are no students in the group.

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

◇ Indicates data reporting does not meet for Minimum Size.

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Student Success (Student Achievement Domain Score: STAAR Component Only)											
STAAR Component Score	44	37	45	55	-	53	-	43	43	23	29
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

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- Indicates there are no students in the group.

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

Part (vi): Goal Meeting Status

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
STAAR Performance Status											
Reading											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	Y	Y	Y						Y	Y	Y
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N	Y	Y						Y	N	N
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N	N	N						N	N	N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N	N	N						N	N	N
Mathematics											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N	N	N						N	N	N
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N	N	N						N	N	N
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N	N	N						N	N	N
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N	N	N						N	N	N
English Learner Language Proficiency Status											
Interim Goals (2018-2022)											36%
Target Met											N
Interim Goals (2023-2027)											38%
Target Met											N
Interim Goals (2028-2032)											40%
Target Met											N
Long-Term Goals											40%
Target Met											N
Federal Graduation Status^Δ											

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met											
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met											
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											

Blank cells above represent student group indicators that do not meet the minimum size criteria.

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

Δ Student groups that are at or above 90% are required to exceed that rate by at least a tenth of a percent in the following year(s).

Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science for the 2021-22 school year. (CWD: children with disability; CWOD: children without disability; EL: English learner)

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Participation Rate																	
All Subjects	All Students	100%	100%	100%	100%	-	100%	-	92%	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	100%	100%	*	-	*	-	100%	100%	100%	100%	-	100%	100%	100%	-
	CWOD	100%	100%	100%	100%	-	100%	-	90%	100%	100%	-	100%	100%	99%	100%	-
	EL	100%	-	100%	100%	-	*	-	100%	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	-	100%	-	88%	99%	100%	100%	99%	100%	100%	-	-
	Female	100%	100%	100%	100%	-	-	-	100%	100%	99%	100%	100%	100%	-	100%	-
Reading	All Students	100%	100%	100%	100%	-	*	-	91%	100%	100%	100%	100%	100%	99%	100%	-
	CWD	100%	100%	100%	*	-	*	-	*	100%	100%	100%	-	100%	100%	100%	-
	CWOD	100%	100%	100%	100%	-	*	-	89%	100%	100%	-	100%	100%	99%	100%	-
	EL	100%	-	100%	*	-	*	-	*	100%	100%	100%	100%	100%	100%	100%	-
	Male	99%	100%	100%	*	-	*	-	86%	99%	100%	100%	99%	100%	99%	-	-
	Female	100%	100%	100%	100%	-	-	-	*	100%	100%	100%	100%	100%	-	100%	-
Mathematics	All Students	100%	100%	100%	100%	-	*	-	91%	100%	100%	100%	100%	100%	99%	100%	-
		100%	100%	100%	100%	-	*	-	91%	100%	100%	100%	100%	100%	99%	100%	-

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		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Mathematics	CWD	100%	100%	100%	*	-	*	-	*	100%	100%	100%	-	100%	100%	100%	-
		100%	100%	100%	*	-	*	-	*	100%	100%	100%	-	100%	100%	100%	-
	CWOD	100%	100%	100%	100%	-	*	-	89%	100%	100%	-	100%	100%	99%	100%	-
		100%	100%	100%	100%	-	*	-	89%	100%	100%	-	100%	100%	99%	100%	-
	EL	100%	-	100%	*	-	*	-	*	100%	100%	100%	100%	100%	100%	100%	-
		100%	-	100%	*	-	*	-	*	100%	100%	100%	100%	100%	100%	100%	-
	Male	99%	100%	100%	*	-	*	-	86%	99%	100%	100%	99%	100%	99%	-	-
		99%	100%	100%	*	-	*	-	86%	99%	100%	100%	99%	100%	99%	-	-
	Female	100%	100%	100%	100%	-	-	-	*	100%	100%	100%	100%	100%	-	100%	-
		100%	100%	100%	100%	-	-	-	*	100%	100%	100%	100%	100%	-	100%	-
SAT/ACT All Subjects	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Non-Participation Rate																	
All Subjects	All Students	0%	0%	0%	0%	-	0%	-	8%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	0%	0%	*	-	*	-	0%	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	0%	-	0%	-	10%	0%	0%	-	0%	0%	1%	0%	-
	EL	0%	-	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	-	0%	-	12%	1%	0%	0%	1%	0%	0%	-	-
	Female	0%	0%	0%	0%	-	-	-	0%	0%	1%	0%	0%	0%	-	0%	-
Reading	All Students	0%	0%	0%	0%	-	*	-	9%	0%	0%	0%	0%	0%	1%	0%	-
	CWD	0%	0%	0%	*	-	*	-	*	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	0%	-	*	-	11%	0%	0%	-	0%	0%	1%	0%	-
	EL	0%	-	0%	*	-	*	-	*	0%	0%	0%	0%	0%	0%	0%	-
	Male	1%	0%	0%	*	-	*	-	14%	1%	0%	0%	1%	0%	1%	-	-
	Female	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	-	0%	-
Mathematics	All Students	0%	0%	0%	0%	-	*	-	9%	0%	0%	0%	0%	0%	1%	0%	-
	CWD	0%	0%	0%	*	-	*	-	*	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	0%	-	*	-	11%	0%	0%	-	0%	0%	1%	0%	-
	EL	0%	-	0%	*	-	*	-	*	0%	0%	0%	0%	0%	0%	0%	-
	Male	1%	0%	0%	*	-	*	-	14%	1%	0%	0%	1%	0%	1%	-	-
	Female	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	-	0%	-

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		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Science	All Students	1%	0%	1%	0%	-	*	-	*	0%	2%	0%	1%	0%	0%	1%	-
	CWD	0%	0%	0%	-	-	*	-	*	0%	0%	0%	-	0%	0%	0%	-
	CWOD	1%	0%	1%	0%	-	*	-	*	0%	2%	-	1%	0%	0%	1%	-
	EL	0%	-	0%	*	-	-	-	*	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	*	-	*	-	*	0%	0%	0%	0%	0%	0%	-	-
	Female	1%	0%	1%	*	-	-	-	*	0%	4%	0%	1%	0%	-	1%	-
SAT/ACT All Subjects	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

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

Part (viii): Civil Rights Data

Part (viii)(I) This section provides information from the 2017-18 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

There is no data for this campus.

Part (viii)(II) This section provides information from the 2017-18 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

There is no data for this campus.

Part (ix): Teacher Quality Data

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

	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	14.5	53.3%
Teachers Teaching with Emergency or Provisional Credentials	1.0	4.0%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	0.0	-

- Indicates there are no data available in the group.

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

Part (x): Per-pupil Expenditure

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

To be updated by June 30th, 2023.

Part (xi): STAAR Alternate 2 Participation

This section provides information on the number and percentage of students with the most significant cognitive disabilities who take STAAR Alternate 2, by grade and subject for the 2021-22 school year.

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Grade 3						
Reading	6,584	2%	*	1%	-	-
Mathematics	6,587	2%	*	1%	-	-
Grade 4						
Reading	6,404	2%	-	-	-	-
Mathematics	6,408	2%	-	-	-	-
Grade 5						
Reading	6,204	2%	-	-	-	-
Mathematics	6,205	2%	-	-	-	-
Science	6,200	2%	-	-	-	-
Grade 6						
Reading	6,181	2%	19	1%	-	-
Mathematics	6,177	2%	19	1%	-	-
Grade 7						
Reading	6,130	1%	10	0%	-	-

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Mathematics	6,120	2%	10	0%	-	-
Grade 8						
Reading	5,794	1%	11	0%	-	-
Mathematics	5,803	2%	11	1%	-	-
Science	5,796	1%	11	0%	-	-
End of Course						
English I	6,009	1%	12	0%	-	-
English II	5,490	1%	10	0%	-	-
Algebra I	5,993	1%	12	0%	-	-
Biology	5,860	1%	12	1%	-	-
All Grades						
All Subjects	109,954	1%	143	1%	-	-
Reading	48,805	1%	65	1%	-	-
Mathematics	43,293	1%	55	1%	-	-
Science	17,856	1%	23	1%	-	-

- Indicates there are no students in the group.

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

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

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

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

State Level: 2022 Percentages at NAEP Achievement Levels										
			% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 4	Mathematics	Overall	22	25	78	75	38	36	8	8
		Black	33	45	67	55	21	15	2	1
		Hispanic	27	36	73	64	27	22	3	3
		White	10	14	90	86	57	48	13	10
		American Indian	*	41	*	59	*	22	*	4
		Asian	3	9	97	91	73	63	27	24
		Pacific Islander	*	38	*	62	*	22	*	3
		Two or More Races	10	22	90	78	58	38	23	9
		EcoDis	31	38	69	62	24	20	3	2
		Students with Disabilities	51	56	49	44	18	14	2	2
		English Language Learners	31	48	69	52	26	14	3	2
Grade 8	Reading	Overall	34	30	66	70	23	31	2	4
		Black	45	47	55	53	17	16	1	1
		Hispanic	41	39	59	61	16	21	1	2
		White	24	22	76	78	30	38	2	5
		American Indian	*	45	*	55	*	18	*	2
		Asian	8	14	92	86	60	56	11	12
		Pacific Islander	*	35	*	65	*	25	*	2
		Two or More Races	28	27	72	73	32	35	5	6
		EcoDis	42	42	58	58	16	19	1	1
		Students with Disabilities	74	69	26	31	5	7	1	n/a
		English Language Learners	53	68	47	32	10	5	n/a	n/a
	Mathematics	Overall	39	38	61	62	24	26	5	7
		Black	54	62	46	38	11	9	2	1
		Hispanic	46	51	54	49	16	14	2	2
		White	28	26	72	74	36	35	8	9
		American Indian	*	55	*	45	*	13	*	2
		Asian	10	14	90	86	57	58	27	27
		Pacific Islander	*	50	*	50	*	17	*	5
		Two or More Races	26	37	74	63	30	28	3	7
		EcoDis	49	54	51	46	15	13	2	2
		Students with Disabilities	81	77	19	23	4	5	n/a	1
		English Language Learners	60	76	40	24	8	4	1	n/a

* Indicates reporting standards not met.

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

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

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

This section provides information on the cohort rate at which students who graduated from high school in the 2019-20 school year enrolled in a Texas public postsecondary education institution in the 2020-21 academic year in (I) programs of public postsecondary education in Texas; (II) programs of private postsecondary education in Texas; and (III) programs of postsecondary education outside Texas. (CWD: children with disability; EL: English learner)

There is no data for this campus.

Part (xiv): Additional Information - Chronic Absenteeism

This section provides information on the Chronic Absenteeism per EDFacts definition: percent of unduplicated number of K - 12 students enrolled in a school for at least 10 days and absent for 10% or more days during the 2020-21 school year. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Chronic Absenteeism Rate	17%	12%	19%	20%	*	0%	-	0%	18%	24%	20%

- Indicates there are no students in the group.

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

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Part (i): Description of State Accountability System

Part (i)(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students for use in the accountability system. The Texas accountability minimum size criteria are 25 tests for assessment related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for the all student group.

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

State ESSA Goals												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Performance (At Meets Grade Level or Above)												
Reading/ELA	Baseline 2016-17 Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
	2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
	2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Mathematics	Baseline 2016-17 Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
	2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
	2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
EL Progress												
	Baseline 2016-17 Rates											41%
	2017-18 through 2021-22											36%
	2022-23 through 2026-27											38%
	2027-28 through 2031-32											40%
Graduation Rate: 4-Year Longitudinal Rate Δ												
	Baseline 2016-17 Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
	2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
	2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
	2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

Δ Student groups that are at or above 90% are required to exceed that rate by at least a tenth of a percent in the following year(s).

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

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

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

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language Proficiency	10%
	SQSS: Student Achievement Domain Score: STAAR Component Only	10%
High Schools, K-12s, AEAs, and Districts	Academic Achievement	50%
	Federal Graduation Status or Academic Growth Status ¹	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness or Student Domain Score: STAAR Component Only ²	30%

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

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

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(bb) the methodology by which the State differentiates all such schools. A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), B (80-89), C (70-79), D (60-69), and F (0-59) and further used to differentiate all public schools.
<https://tea.texas.gov/sites/default/files/chapter-4-2022-closing-the-gaps-domain.pdf>

(cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students. TEA uses the Closing the Gaps domain to identify campuses that have consistently underperforming student groups. A student group that misses the targets in at least the same three indicators, for three consecutive years, is considered consistently underperforming. Any campus not identified for comprehensive support and improvement (CSI) that has at least one consistently underperforming student group is identified for targeted support and improvement (TSI). TSI identifies both Title I and non-Title I campuses. Data from 2018, 2019, and 2022 are considered consecutive years for 2022 TSI identification.

(dd) the methodology by which the State identifies a school for comprehensive support and improvement. Texas annually ranks all Title I campuses based on Closing the Gaps scaled scores. Beginning August 2022, TEA also evaluates overall scaled scores to make final comprehensive support and improvement (CSI) determinations. Title I campuses with both the lowest Closing the Gaps and lowest overall scaled scores are identified for CSI. First, Texas determines the bottom five percent of Closing the Gaps outcomes by rank ordering the scaled scores of Title I campuses by school type - elementary, middle, high school/ K - 12, and alternative education accountability. Texas then determines which campuses fell in the bottom five percent for each school type. Next, TEA rank orders the overall scaled scores for all Title I campuses statewide (without regard to campus type) to determine the scaled score cut point necessary to identify at least five percent of Title I campuses. Title I campuses with an overall scaled score cut point at or below the overall cut point and that rank in their school types bottom five percent are identified for CSI.

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

Part (i)(VI) the exit criteria established by the State, including the length of years established. Campuses that do not rank in their school types bottom five percent of the Closing the Gaps domain for two consecutive years and have an overall scaled score that year that does not fall within the lowest percentile to be reidentified for CSI are considered as having successfully exited. Campuses previously identified as CSI based solely on a graduation rate below 67 percent must have a four or six-year federal graduation rate of at least 67 percent for two consecutive years to exit CSI status.

Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2021-22 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

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

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	76%	75%	78%	67%	78%	-	*	*	-	-	79%	75%	54%	82%	76%	72%	85%	-	*	-	-
	CWD	52%	47%	54%	-	54%	-	-	-	-	-	60%	*	54%	-	43%	71%	33%	-	-	-	-
	CWOD	80%	77%	82%	67%	83%	-	*	*	-	-	82%	81%	-	82%	81%	72%	91%	-	*	-	-
	EL	66%	73%	76%	*	75%	-	*	-	-	-	79%	57%	43%	81%	76%	71%	81%	-	*	-	-
	Male	74%	70%	72%	*	73%	-	-	-	-	-	73%	67%	71%	72%	71%	72%	-	-	*	-	-
	Female	78%	80%	85%	80%	84%	-	*	*	-	-	85%	83%	33%	91%	81%	-	85%	-	-	-	-
Mathematics	All Students	70%	75%	79%	44%	82%	-	*	*	-	-	77%	88%	62%	82%	80%	81%	77%	-	*	-	-
	CWD	46%	63%	62%	-	62%	-	-	-	-	-	60%	*	62%	-	43%	71%	50%	-	-	-	-
	CWOD	74%	76%	82%	44%	85%	-	*	*	-	-	79%	90%	-	82%	86%	83%	80%	-	*	-	-
	EL	64%	82%	80%	*	79%	-	*	-	-	-	81%	71%	43%	86%	80%	88%	73%	-	*	-	-
	Male	72%	77%	81%	*	84%	-	-	-	-	-	80%	83%	71%	83%	88%	81%	-	-	*	-	-
	Female	68%	72%	77%	40%	80%	-	*	*	-	-	73%	92%	50%	80%	73%	-	77%	-	-	-	-
STAAR Percent at Meets Grade Level or Above																						
Grade 3																						
Reading	All Students	50%	44%	47%	11%	51%	-	*	*	-	-	48%	42%	38%	48%	40%	51%	42%	-	*	-	-
	CWD	30%	37%	38%	-	38%	-	-	-	-	-	40%	*	38%	-	14%	57%	17%	-	-	-	-
	CWOD	54%	44%	48%	11%	53%	-	*	*	-	-	49%	43%	-	48%	44%	50%	46%	-	*	-	-
	EL	37%	40%	40%	*	40%	-	*	-	-	-	42%	29%	14%	44%	40%	46%	35%	-	*	-	-
	Male	49%	44%	51%	*	55%	-	-	-	-	-	54%	42%	57%	50%	46%	51%	-	-	*	-	-
	Female	52%	43%	42%	20%	45%	-	*	*	-	-	43%	42%	17%	46%	35%	-	42%	-	-	-	-
Mathematics	All Students	42%	48%	57%	33%	58%	-	*	*	-	-	54%	67%	31%	61%	54%	53%	62%	-	*	-	-
	CWD	27%	26%	31%	-	31%	-	-	-	-	-	30%	*	31%	-	0%	43%	17%	-	-	-	-
	CWOD	45%	50%	61%	33%	63%	-	*	*	-	-	58%	71%	-	61%	63%	54%	67%	-	*	-	-
	EL	35%	52%	54%	*	52%	-	*	-	-	-	56%	43%	0%	63%	54%	50%	58%	-	*	-	-
	Male	45%	42%	53%	*	55%	-	-	-	-	-	49%	67%	43%	54%	50%	53%	-	-	*	-	-
	Female	39%	54%	62%	40%	61%	-	*	*	-	-	60%	67%	17%	67%	58%	-	62%	-	-	-	-
STAAR Percent at Masters Grade Level																						
Grade 3																						
Reading	All Students	29%	25%	26%	11%	28%	-	*	*	-	-	27%	21%	0%	29%	24%	26%	25%	-	*	-	-
	CWD	12%	5%	0%	-	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	-	-	-	-
	CWOD	32%	27%	29%	11%	33%	-	*	*	-	-	31%	24%	-	29%	28%	30%	28%	-	*	-	-
	EL	19%	24%	24%	*	25%	-	*	-	-	-	28%	0%	0%	28%	24%	21%	27%	-	*	-	-
	Male	28%	24%	26%	*	29%	-	-	-	-	-	24%	33%	0%	30%	21%	26%	-	-	*	-	-
	Female	31%	27%	25%	20%	27%	-	*	*	-	-	30%	8%	0%	28%	27%	-	25%	-	-	-	-
Mathematics	All Students	20%	18%	19%	11%	19%	-	*	*	-	-	17%	25%	0%	22%	22%	13%	25%	-	*	-	-
	CWD	10%	0%	0%	-	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	-	-	-	-
	CWOD	22%	20%	22%	11%	23%	-	*	*	-	-	20%	29%	-	22%	26%	15%	28%	-	*	-	-
	EL	15%	24%	22%	*	21%	-	*	-	-	-	23%	14%	0%	26%	22%	13%	31%	-	*	-	-
	Male	23%	15%	13%	*	14%	-	-	-	-	-	12%	17%	0%	15%	13%	13%	-	-	*	-	-

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Mathematics	Female	18%	21%	25%	20%	25%	-	*	*	-	-	23%	33%	0%	28%	31%	-	25%	-	-	-	-	
STAAR Percent at Approaches Grade Level or Above																							
All Grades																							
All Subjects	All Students	73%	72%	79%	56%	80%	-	*	*	-	-	78%	81%	58%	82%	78%	76%	81%	-	*	-	-	
	CWD	44%	35%	58%	-	58%	-	-	-	-	-	60%	50%	58%	-	43%	71%	42%	-	-	-	-	
	CWOD	77%	75%	82%	56%	84%	-	*	*	-	-	80%	86%	-	82%	84%	77%	86%	-	*	-	-	
	EL	59%	66%	78%	*	77%	-	*	-	-	-	80%	64%	43%	84%	78%	79%	77%	-	*	-	-	
	Male	71%	69%	76%	50%	79%	-	-	-	-	-	77%	75%	71%	77%	79%	76%	-	-	*	-	-	
	Female	75%	75%	81%	60%	82%	-	*	*	-	-	79%	88%	42%	86%	77%	-	81%	-	-	-	-	
Reading	All Students	74%	70%	78%	67%	78%	-	*	*	-	-	79%	75%	54%	82%	76%	72%	85%	-	*	-	-	
	CWD	43%	30%	54%	-	54%	-	-	-	-	-	60%	*	54%	-	43%	71%	33%	-	-	-	-	
	CWOD	78%	74%	82%	67%	83%	-	*	*	-	-	82%	81%	-	82%	81%	72%	91%	-	*	-	-	
	EL	57%	62%	76%	*	75%	-	*	-	-	-	79%	57%	43%	81%	76%	71%	81%	-	*	-	-	
	Male	70%	65%	72%	*	73%	-	-	-	-	-	73%	67%	71%	72%	71%	72%	-	-	*	-	-	
	Female	78%	76%	85%	80%	84%	-	*	*	-	-	85%	83%	33%	91%	81%	-	85%	-	-	-	-	
Mathematics	All Students	71%	72%	79%	44%	82%	-	*	*	-	-	77%	88%	62%	82%	80%	81%	77%	-	*	-	-	
	CWD	44%	39%	62%	-	62%	-	-	-	-	-	60%	*	62%	-	43%	71%	50%	-	-	-	-	
	CWOD	75%	74%	82%	44%	85%	-	*	*	-	-	79%	90%	-	82%	86%	83%	80%	-	*	-	-	
	EL	61%	69%	80%	*	79%	-	*	-	-	-	81%	71%	43%	86%	80%	88%	73%	-	*	-	-	
	Male	71%	70%	81%	*	84%	-	-	-	-	-	80%	83%	71%	83%	88%	81%	-	-	*	-	-	
	Female	71%	73%	77%	40%	80%	-	*	*	-	-	73%	92%	50%	80%	73%	-	77%	-	-	-	-	
STAAR Percent at Meets Grade Level or Above																							
All Grades																							
All Subjects	All Students	47%	41%	52%	22%	54%	-	*	*	-	-	51%	54%	35%	54%	47%	52%	52%	-	*	-	-	
	CWD	23%	15%	35%	-	35%	-	-	-	-	-	35%	33%	35%	-	7%	50%	17%	-	-	-	-	
	CWOD	50%	44%	54%	22%	58%	-	*	*	-	-	54%	57%	-	54%	53%	52%	57%	-	*	-	-	
	EL	29%	32%	47%	*	46%	-	*	-	-	-	49%	36%	7%	53%	47%	48%	46%	-	*	-	-	
	Male	45%	38%	52%	13%	55%	-	-	-	-	-	51%	54%	50%	52%	48%	52%	-	-	*	-	-	
	Female	48%	45%	52%	30%	53%	-	*	*	-	-	51%	54%	17%	57%	46%	-	52%	-	-	-	-	
Reading	All Students	52%	44%	47%	11%	51%	-	*	*	-	-	48%	42%	38%	48%	40%	51%	42%	-	*	-	-	
	CWD	24%	14%	38%	-	38%	-	-	-	-	-	40%	*	38%	-	14%	57%	17%	-	-	-	-	
	CWOD	56%	47%	48%	11%	53%	-	*	*	-	-	49%	43%	-	48%	44%	50%	46%	-	*	-	-	
	EL	31%	32%	40%	*	40%	-	*	-	-	-	42%	29%	14%	44%	40%	46%	35%	-	*	-	-	
	Male	47%	38%	51%	*	55%	-	-	-	-	-	54%	42%	57%	50%	46%	51%	-	-	*	-	-	
	Female	56%	51%	42%	20%	45%	-	*	*	-	-	43%	42%	17%	46%	35%	-	42%	-	-	-	-	

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Mathematics	All Students	41%	37%	57%	33%	58%	-	*	*	-	-	54%	67%	31%	61%	54%	53%	62%	-	*	-	-
	CWD	22%	16%	31%	-	31%	-	-	-	-	-	30%	*	31%	-	0%	43%	17%	-	-	-	-
	CWOD	44%	39%	61%	33%	63%	-	*	*	-	-	58%	71%	-	61%	63%	54%	67%	-	*	-	-
	EL	29%	32%	54%	*	52%	-	*	-	-	-	56%	43%	0%	63%	54%	50%	58%	-	*	-	-
	Male	42%	36%	53%	*	55%	-	-	-	-	-	49%	67%	43%	54%	50%	53%	-	-	*	-	-
	Female	40%	38%	62%	40%	61%	-	*	*	-	-	60%	67%	17%	67%	58%	-	62%	-	-	-	-
STAAR Percent at Masters Grade Level																						
All Grades																						
All Subjects	All Students	22%	16%	22%	11%	24%	-	*	*	-	-	22%	23%	0%	26%	23%	20%	25%	-	*	-	-
	CWD	9%	5%	0%	-	0%	-	-	-	-	-	0%	0%	0%	-	0%	0%	0%	-	-	-	-
	CWOD	24%	17%	26%	11%	28%	-	*	*	-	-	25%	26%	-	26%	27%	23%	28%	-	*	-	-
	EL	12%	10%	23%	*	23%	-	*	-	-	-	26%	7%	0%	27%	23%	17%	29%	-	*	-	-
	Male	21%	15%	20%	0%	21%	-	-	-	-	-	18%	25%	0%	23%	17%	20%	-	-	*	-	-
	Female	23%	17%	25%	20%	26%	-	*	*	-	-	26%	21%	0%	28%	29%	-	25%	-	-	-	-
Reading	All Students	25%	16%	26%	11%	28%	-	*	*	-	-	27%	21%	0%	29%	24%	26%	25%	-	*	-	-
	CWD	9%	4%	0%	-	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	-	-	-	-
	CWOD	27%	17%	29%	11%	33%	-	*	*	-	-	31%	24%	-	29%	28%	30%	28%	-	*	-	-
	EL	13%	10%	24%	*	25%	-	*	-	-	-	28%	0%	0%	28%	24%	21%	27%	-	*	-	-
	Male	22%	13%	26%	*	29%	-	-	-	-	-	24%	33%	0%	30%	21%	26%	-	-	*	-	-
	Female	28%	19%	25%	20%	27%	-	*	*	-	-	30%	8%	0%	28%	27%	-	25%	-	-	-	-
Mathematics	All Students	20%	16%	19%	11%	19%	-	*	*	-	-	17%	25%	0%	22%	22%	13%	25%	-	*	-	-
	CWD	9%	6%	0%	-	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	-	-	-	-
	CWOD	21%	17%	22%	11%	23%	-	*	*	-	-	20%	29%	-	22%	26%	15%	28%	-	*	-	-
	EL	12%	12%	22%	*	21%	-	*	-	-	-	23%	14%	0%	26%	22%	13%	31%	-	*	-	-
	Male	21%	16%	13%	*	14%	-	-	-	-	-	12%	17%	0%	15%	13%	13%	-	-	*	-	-
	Female	19%	16%	25%	20%	25%	-	*	*	-	-	23%	33%	0%	28%	31%	-	25%	-	-	-	-

- Indicates there are no students in the group.

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

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2021-22 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

There is no data for this campus.

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Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates for the class of 2021.

There is no data for this campus.

Part (iv): English Language Proficiency

This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2022 TELPAS (Texas English Language Proficiency Assessment System) data. (EL: English learner)

Total EL in Class	Proficiency of EL	Rate of Proficiency
194	17	9%

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

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Student Success (Student Achievement Domain Score: STAAR Component Only)											
STAAR Component Score	51	30	53	-	*	*	-	-	50	31	49
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

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- Indicates there are no students in the group.

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

Part (vi): Goal Meeting Status

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
STAAR Performance Status											
Reading											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	Y		Y						Y		Y
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N		Y						Y		Y
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N		N						N		N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N		N						N		N
Mathematics											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	Y		Y						Y		Y
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	Y		Y						Y		Y
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N		Y						Y		N
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N		N						N		N
English Learner Language Proficiency Status											
Interim Goals (2018-2022)											36%
Target Met											Y
Interim Goals (2023-2027)											38%
Target Met											Y
Interim Goals (2028-2032)											40%
Target Met											Y
Long-Term Goals											40%
Target Met											Y
Federal Graduation Status^Δ											

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met											
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met											
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											

Blank cells above represent student group indicators that do not meet the minimum size criteria.

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

Δ Student groups that are at or above 90% are required to exceed that rate by at least a tenth of a percent in the following year(s).

Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science for the 2021-22 school year. (CWD: children with disability; CWOD: children without disability; EL: English learner)

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

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

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

- Indicates there are no students in the group.

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

Part (viii): Civil Rights Data

Part (viii)(I) This section provides information from the 2017-18 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

There is no data for this campus.

Part (viii)(II) This section provides information from the 2017-18 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

There is no data for this campus.

Part (ix): Teacher Quality Data

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

	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	13.0	42.1%
Teachers Teaching with Emergency or Provisional Credentials	3.9	14.0%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	0.0	-

- Indicates there are no data available in the group.

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

Part (x): Per-pupil Expenditure

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

To be updated by June 30th, 2023.

Part (xi): STAAR Alternate 2 Participation

This section provides information on the number and percentage of students with the most significant cognitive disabilities who take STAAR Alternate 2, by grade and subject for the 2021-22 school year.

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Grade 3						
Reading	6,584	2%	*	1%	*	2%
Mathematics	6,587	2%	*	1%	*	2%
Grade 4						
Reading	6,404	2%	-	-	-	-
Mathematics	6,408	2%	-	-	-	-
Grade 5						
Reading	6,204	2%	-	-	-	-
Mathematics	6,205	2%	-	-	-	-
Science	6,200	2%	-	-	-	-
Grade 6						
Reading	6,181	2%	19	1%	-	-
Mathematics	6,177	2%	19	1%	-	-
Grade 7						
Reading	6,130	1%	10	0%	-	-

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Mathematics	6,120	2%	10	0%	-	-
Grade 8						
Reading	5,794	1%	11	0%	-	-
Mathematics	5,803	2%	11	1%	-	-
Science	5,796	1%	11	0%	-	-
End of Course						
English I	6,009	1%	12	0%	-	-
English II	5,490	1%	10	0%	-	-
Algebra I	5,993	1%	12	0%	-	-
Biology	5,860	1%	12	1%	-	-
All Grades						
All Subjects	109,954	1%	143	1%	*	2%
Reading	48,805	1%	65	1%	*	2%
Mathematics	43,293	1%	55	1%	*	2%
Science	17,856	1%	23	1%	-	-

- Indicates there are no students in the group.

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

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

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

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

State Level: 2022 Percentages at NAEP Achievement Levels										
			% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 4	Mathematics	Overall	22	25	78	75	38	36	8	8
		Black	33	45	67	55	21	15	2	1
		Hispanic	27	36	73	64	27	22	3	3
		White	10	14	90	86	57	48	13	10
		American Indian	*	41	*	59	*	22	*	4
		Asian	3	9	97	91	73	63	27	24
		Pacific Islander	*	38	*	62	*	22	*	3
		Two or More Races	10	22	90	78	58	38	23	9
		EcoDis	31	38	69	62	24	20	3	2
		Students with Disabilities	51	56	49	44	18	14	2	2
		English Language Learners	31	48	69	52	26	14	3	2
Grade 8	Reading	Overall	34	30	66	70	23	31	2	4
		Black	45	47	55	53	17	16	1	1
		Hispanic	41	39	59	61	16	21	1	2
		White	24	22	76	78	30	38	2	5
		American Indian	*	45	*	55	*	18	*	2
		Asian	8	14	92	86	60	56	11	12
		Pacific Islander	*	35	*	65	*	25	*	2
		Two or More Races	28	27	72	73	32	35	5	6
		EcoDis	42	42	58	58	16	19	1	1
		Students with Disabilities	74	69	26	31	5	7	1	n/a
		English Language Learners	53	68	47	32	10	5	n/a	n/a
	Mathematics	Overall	39	38	61	62	24	26	5	7
		Black	54	62	46	38	11	9	2	1
		Hispanic	46	51	54	49	16	14	2	2
		White	28	26	72	74	36	35	8	9
		American Indian	*	55	*	45	*	13	*	2
		Asian	10	14	90	86	57	58	27	27
		Pacific Islander	*	50	*	50	*	17	*	5
		Two or More Races	26	37	74	63	30	28	3	7
		EcoDis	49	54	51	46	15	13	2	2
		Students with Disabilities	81	77	19	23	4	5	n/a	1
		English Language Learners	60	76	40	24	8	4	1	n/a

* Indicates reporting standards not met.

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

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

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

This section provides information on the cohort rate at which students who graduated from high school in the 2019-20 school year enrolled in a Texas public postsecondary education institution in the 2020-21 academic year in (I) programs of public postsecondary education in Texas; (II) programs of private postsecondary education in Texas; and (III) programs of postsecondary education outside Texas. (CWD: children with disability; EL: English learner)

There is no data for this campus.

Part (xiv): Additional Information - Chronic Absenteeism

This section provides information on the Chronic Absenteeism per EDFacts definition: percent of unduplicated number of K - 12 students enrolled in a school for at least 10 days and absent for 10% or more days during the 2020-21 school year. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Chronic Absenteeism Rate	12%	17%	12%	13%	*	*	-	*	12%	13%	8%

- Indicates there are no students in the group.

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

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Part (i): Description of State Accountability System

Part (i)(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students for use in the accountability system. The Texas accountability minimum size criteria are 25 tests for assessment related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for the all student group.

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

State ESSA Goals												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Performance (At Meets Grade Level or Above)												
Reading/ELA	Baseline 2016-17 Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
	2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
	2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Mathematics	Baseline 2016-17 Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
	2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
	2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
EL Progress												
	Baseline 2016-17 Rates											41%
	2017-18 through 2021-22											36%
	2022-23 through 2026-27											38%
	2027-28 through 2031-32											40%
Graduation Rate: 4-Year Longitudinal Rate Δ												
	Baseline 2016-17 Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
	2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
	2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
	2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

Δ Student groups that are at or above 90% are required to exceed that rate by at least a tenth of a percent in the following year(s).

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

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

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

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language Proficiency	10%
	SQSS: Student Achievement Domain Score: STAAR Component Only	10%
High Schools, K-12s, AEAs, and Districts	Academic Achievement	50%
	Federal Graduation Status or Academic Growth Status ¹	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness or Student Domain Score: STAAR Component Only ²	30%

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

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

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(bb) the methodology by which the State differentiates all such schools. A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), B (80-89), C (70-79), D (60-69), and F (0-59) and further used to differentiate all public schools.
<https://tea.texas.gov/sites/default/files/chapter-4-2022-closing-the-gaps-domain.pdf>

(cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students. TEA uses the Closing the Gaps domain to identify campuses that have consistently underperforming student groups. A student group that misses the targets in at least the same three indicators, for three consecutive years, is considered consistently underperforming. Any campus not identified for comprehensive support and improvement (CSI) that has at least one consistently underperforming student group is identified for targeted support and improvement (TSI). TSI identifies both Title I and non-Title I campuses. Data from 2018, 2019, and 2022 are considered consecutive years for 2022 TSI identification.

(dd) the methodology by which the State identifies a school for comprehensive support and improvement. Texas annually ranks all Title I campuses based on Closing the Gaps scaled scores. Beginning August 2022, TEA also evaluates overall scaled scores to make final comprehensive support and improvement (CSI) determinations. Title I campuses with both the lowest Closing the Gaps and lowest overall scaled scores are identified for CSI. First, Texas determines the bottom five percent of Closing the Gaps outcomes by rank ordering the scaled scores of Title I campuses by school type - elementary, middle, high school/ K - 12, and alternative education accountability. Texas then determines which campuses fell in the bottom five percent for each school type. Next, TEA rank orders the overall scaled scores for all Title I campuses statewide (without regard to campus type) to determine the scaled score cut point necessary to identify at least five percent of Title I campuses. Title I campuses with an overall scaled score cut point at or below the overall cut point and that rank in their school types bottom five percent are identified for CSI.

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

Part (i)(VI) the exit criteria established by the State, including the length of years established. Campuses that do not rank in their school types bottom five percent of the Closing the Gaps domain for two consecutive years and have an overall scaled score that year that does not fall within the lowest percentile to be reidentified for CSI are considered as having successfully exited. Campuses previously identified as CSI based solely on a graduation rate below 67 percent must have a four or six-year federal graduation rate of at least 67 percent for two consecutive years to exit CSI status.

Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2021-22 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

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

Texas Education Agency
2022 Federal Report Card
YES PREP - SOUTHEAST (101845001) - YES PREP PUBLIC SCHOOLS INC - HARRIS COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	69%	57%	53%	*	55%	*	-	*	-	*	52%	58%	23%	57%	56%	42%	64%	-	*	-	-
	CWD	38%	27%	23%	-	17%	*	-	-	-	-	11%	*	23%	-	*	33%	*	-	-	-	-
	CWOD	74%	59%	57%	*	59%	-	-	*	-	*	56%	60%	-	57%	59%	43%	68%	-	*	-	-
	EL	53%	54%	56%	-	56%	-	-	*	-	*	57%	50%	*	59%	56%	39%	71%	-	-	-	-
	Male	66%	52%	42%	*	41%	*	-	*	-	-	38%	57%	33%	43%	39%	42%	-	-	-	-	-
	Female	72%	63%	64%	-	67%	-	-	*	-	*	65%	60%	*	68%	71%	-	64%	-	*	-	-
Mathematics	All Students	72%	69%	55%	*	55%	*	-	*	-	*	52%	67%	15%	59%	59%	50%	59%	-	*	-	-
	CWD	47%	44%	15%	-	8%	*	-	-	-	-	0%	*	15%	-	*	22%	*	-	-	-	-
	CWOD	76%	71%	59%	*	60%	-	-	*	-	*	57%	70%	-	59%	63%	55%	63%	-	*	-	-
	EL	61%	70%	59%	-	58%	-	-	*	-	*	57%	83%	*	63%	59%	50%	68%	-	-	-	-
	Male	73%	68%	50%	*	48%	*	-	*	-	-	44%	71%	22%	55%	50%	50%	-	-	-	-	-
	Female	72%	71%	59%	-	61%	-	-	*	-	*	59%	60%	*	63%	68%	-	59%	-	*	-	-
Grade 7																						
Reading	All Students	79%	77%	87%	*	88%	-	-	*	-	-	86%	92%	50%	90%	85%	86%	89%	-	*	-	-
	CWD	47%	39%	50%	*	56%	-	-	-	-	-	57%	*	50%	-	*	50%	*	-	*	-	-
	CWOD	83%	80%	90%	*	90%	-	-	*	-	-	88%	97%	-	90%	88%	90%	90%	-	*	-	-
	EL	63%	73%	85%	-	85%	-	-	-	-	-	83%	100%	*	88%	85%	84%	86%	-	-	-	-
	Male	75%	72%	86%	*	86%	-	-	-	-	-	86%	83%	50%	90%	84%	86%	-	-	*	-	-
	Female	83%	82%	89%	-	89%	-	-	*	-	-	85%	100%	*	90%	86%	-	89%	-	*	-	-
Mathematics	All Students	60%	66%	70%	*	71%	-	-	*	-	-	68%	78%	50%	72%	67%	75%	66%	-	*	-	-
	CWD	36%	38%	50%	*	44%	-	-	-	-	-	57%	*	50%	-	*	50%	*	-	*	-	-
	CWOD	63%	68%	72%	*	73%	-	-	*	-	-	69%	82%	-	72%	67%	79%	66%	-	*	-	-
	EL	45%	64%	67%	-	67%	-	-	-	-	-	69%	50%	*	67%	67%	76%	60%	-	-	-	-
	Male	60%	66%	75%	*	77%	-	-	-	-	-	76%	72%	50%	79%	76%	75%	-	-	*	-	-
	Female	59%	67%	66%	-	65%	-	-	*	-	-	61%	83%	*	66%	60%	-	66%	-	*	-	-
Grade 8																						
Reading	All Students	82%	82%	82%	83%	81%	*	-	*	-	-	80%	85%	60%	83%	73%	80%	83%	-	*	-	*
	CWD	50%	46%	60%	*	55%	*	-	-	-	-	62%	*	60%	-	43%	75%	43%	-	-	-	-
	CWOD	86%	84%	83%	*	83%	*	-	*	-	-	82%	87%	-	83%	78%	80%	86%	-	*	-	*
	EL	65%	75%	73%	-	72%	*	-	-	-	-	74%	70%	43%	78%	73%	72%	74%	-	*	-	-
	Male	78%	78%	80%	*	79%	*	-	-	-	-	83%	74%	75%	80%	72%	80%	-	-	*	-	*
	Female	86%	85%	83%	*	82%	*	-	*	-	-	78%	93%	43%	86%	74%	-	83%	-	*	-	-
Mathematics	All Students	70%	77%	72%	67%	72%	*	-	*	-	-	66%	85%	53%	74%	66%	71%	73%	-	*	-	*
	CWD	40%	39%	53%	*	55%	*	-	-	-	-	54%	*	53%	-	29%	63%	43%	-	-	-	-
	CWOD	74%	79%	74%	*	74%	*	-	*	-	-	68%	87%	-	74%	71%	72%	76%	-	*	-	*
	EL	57%	70%	66%	-	67%	*	-	-	-	-	63%	80%	29%	71%	66%	72%	61%	-	*	-	-
	Male	68%	76%	71%	*	74%	*	-	-	-	-	67%	79%	63%	72%	72%	71%	-	-	*	-	*
	Female	72%	77%	73%	*	71%	*	-	*	-	-	66%	89%	43%	76%	61%	-	73%	-	*	-	-

Texas Education Agency
2022 Federal Report Card
YES PREP - SOUTHEAST (101845001) - YES PREP PUBLIC SCHOOLS INC - HARRIS COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Science	All Students	73%	71%	74%	83%	73%	*	-	*	-	-	69%	85%	33%	79%	66%	76%	73%	-	*	-	*
	CWD	42%	27%	33%	*	18%	*	-	-	-	-	31%	*	33%	-	29%	38%	29%	-	-	-	-
	CWOD	77%	74%	79%	*	78%	*	-	*	-	-	75%	87%	-	79%	71%	81%	77%	-	*	-	*
	EL	54%	63%	66%	-	65%	*	-	-	-	-	67%	60%	29%	71%	66%	72%	61%	-	*	-	-
	Male	73%	71%	76%	*	76%	*	-	-	-	-	72%	84%	38%	81%	72%	76%	-	-	*	-	*
	Female	73%	70%	73%	*	71%	*	-	*	-	-	67%	86%	29%	77%	61%	-	73%	-	*	-	-
End of Course																						
English I	All Students	64%	64%	68%	60%	68%	*	-	*	-	-	66%	71%	6%	74%	51%	62%	74%	-	*	*	-
	CWD	29%	22%	6%	*	7%	-	-	*	-	-	0%	*	6%	-	0%	0%	11%	-	-	-	-
	CWOD	68%	68%	74%	*	74%	*	-	*	-	-	75%	71%	-	74%	61%	68%	81%	-	*	*	-
	EL	38%	52%	51%	-	51%	*	-	*	-	-	53%	47%	0%	61%	51%	44%	58%	-	*	*	-
	Male	58%	58%	62%	*	61%	*	-	-	-	-	57%	74%	0%	68%	44%	62%	-	-	*	*	-
	Female	70%	71%	74%	*	75%	*	-	*	-	-	75%	70%	11%	81%	58%	-	74%	-	*	-	-
English II	All Students	71%	71%	79%	50%	81%	-	-	*	-	*	75%	89%	13%	87%	56%	77%	81%	-	*	-	-
	CWD	33%	23%	13%	*	9%	-	-	*	-	-	7%	*	13%	-	13%	13%	13%	-	*	-	-
	CWOD	76%	76%	87%	*	87%	-	-	-	-	*	85%	91%	-	87%	64%	85%	88%	-	*	-	-
	EL	43%	56%	56%	-	58%	-	-	*	-	*	57%	55%	13%	64%	56%	59%	54%	-	-	-	-
	Male	65%	65%	77%	*	80%	-	-	-	-	-	74%	85%	13%	85%	59%	77%	-	-	*	-	-
	Female	77%	77%	81%	*	82%	-	-	*	-	*	75%	92%	13%	88%	54%	-	81%	-	*	-	-
Algebra I	All Students	74%	74%	79%	*	81%	*	-	*	-	-	78%	82%	33%	84%	74%	77%	82%	-	100%	*	-
	CWD	46%	34%	33%	*	31%	-	-	*	-	-	42%	*	33%	-	36%	43%	25%	-	*	-	-
	CWOD	78%	78%	84%	*	85%	*	-	*	-	-	82%	88%	-	84%	82%	81%	88%	-	*	*	-
	EL	64%	69%	74%	-	75%	*	-	*	-	-	78%	63%	36%	82%	74%	74%	74%	-	*	*	-
	Male	71%	70%	77%	*	77%	*	-	-	-	-	75%	83%	43%	81%	74%	77%	-	-	*	*	-
	Female	78%	79%	82%	*	83%	*	-	*	-	-	81%	85%	25%	88%	74%	-	82%	-	*	-	-
Biology	All Students	82%	83%	82%	*	83%	*	-	*	-	-	81%	86%	31%	87%	70%	81%	84%	-	*	*	-
	CWD	57%	49%	31%	-	33%	-	-	*	-	-	25%	*	31%	-	30%	*	33%	-	-	-	-
	CWOD	86%	86%	87%	*	87%	*	-	*	-	-	88%	85%	-	87%	78%	84%	89%	-	*	*	-
	EL	66%	78%	70%	-	71%	*	-	*	-	-	73%	63%	30%	78%	70%	64%	75%	-	*	*	-
	Male	80%	80%	81%	*	80%	*	-	-	-	-	79%	86%	*	84%	64%	81%	-	-	*	*	-
	Female	85%	87%	84%	*	85%	*	-	*	-	-	83%	85%	33%	89%	75%	-	84%	-	*	-	-
STAAR Percent at Meets Grade Level or Above																						
Grade 6																						
Reading	All Students	42%	29%	23%	*	23%	*	-	*	-	*	23%	25%	8%	25%	24%	19%	27%	-	*	-	-
	CWD	21%	15%	8%	-	0%	*	-	-	-	-	0%	*	8%	-	*	11%	*	-	-	-	-
	CWOD	46%	30%	25%	*	25%	-	-	*	-	*	25%	25%	-	25%	25%	21%	28%	-	*	-	-
	EL	24%	25%	24%	-	23%	-	-	*	-	*	25%	17%	*	25%	24%	18%	29%	-	-	-	-
	Male	40%	26%	19%	*	17%	*	-	*	-	-	19%	21%	11%	21%	18%	19%	-	-	-	-	-
	Female	45%	32%	27%	-	28%	-	-	*	-	*	26%	30%	*	28%	29%	-	27%	-	*	-	-

Texas Education Agency
2022 Federal Report Card
YES PREP - SOUTHEAST (101845001) - YES PREP PUBLIC SCHOOLS INC - HARRIS COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	38%	32%	25%	*	24%	*	-	*	-	*	26%	21%	8%	27%	36%	27%	23%	-	*	-	-
	CWD	20%	21%	8%	-	0%	*	-	-	-	-	0%	*	8%	-	*	11%	*	-	-	-	-
	CWOD	41%	33%	27%	*	27%	-	-	*	-	*	29%	20%	-	27%	38%	30%	25%	-	*	-	-
	EL	24%	32%	36%	-	35%	-	-	*	-	*	36%	33%	*	38%	36%	32%	39%	-	-	-	-
	Male	40%	35%	27%	*	24%	*	-	*	-	-	27%	29%	11%	30%	32%	27%	-	-	-	-	-
	Female	36%	29%	23%	-	25%	-	-	*	-	*	26%	10%	*	25%	39%	-	23%	-	*	-	-
Grade 7																						
Reading	All Students	55%	47%	58%	*	59%	-	-	*	-	-	55%	69%	20%	61%	47%	55%	61%	-	*	-	-
	CWD	25%	16%	20%	*	22%	-	-	-	-	-	14%	*	20%	-	*	13%	*	-	*	-	-
	CWOD	59%	49%	61%	*	61%	-	-	*	-	-	58%	73%	-	61%	49%	61%	62%	-	*	-	-
	EL	33%	40%	47%	-	47%	-	-	-	-	-	48%	33%	*	49%	47%	40%	51%	-	-	-	-
	Male	50%	40%	55%	*	56%	-	-	-	-	-	51%	67%	13%	61%	40%	55%	-	-	*	-	-
	Female	60%	54%	61%	-	61%	-	-	*	-	-	58%	72%	*	62%	51%	-	61%	-	*	-	-
Mathematics	All Students	30%	33%	32%	*	32%	-	-	*	-	-	28%	44%	10%	33%	22%	41%	24%	-	*	-	-
	CWD	18%	13%	10%	*	11%	-	-	-	-	-	0%	*	10%	-	*	13%	*	-	*	-	-
	CWOD	32%	35%	33%	*	33%	-	-	*	-	-	30%	45%	-	33%	23%	44%	25%	-	*	-	-
	EL	17%	31%	22%	-	22%	-	-	-	-	-	22%	17%	*	23%	22%	44%	6%	-	-	-	-
	Male	31%	34%	41%	*	42%	-	-	-	-	-	37%	50%	13%	44%	44%	41%	-	-	*	-	-
	Female	29%	33%	24%	-	23%	-	-	*	-	-	20%	39%	*	25%	6%	-	24%	-	*	-	-
Grade 8																						
Reading	All Students	57%	51%	56%	67%	55%	*	-	*	-	-	52%	64%	13%	60%	39%	46%	63%	-	*	-	*
	CWD	25%	17%	13%	*	9%	*	-	-	-	-	8%	*	13%	-	0%	0%	29%	-	-	-	-
	CWOD	61%	53%	60%	*	60%	*	-	*	-	-	58%	64%	-	60%	45%	52%	66%	-	*	-	*
	EL	33%	35%	39%	-	41%	*	-	-	-	-	43%	20%	0%	45%	39%	32%	45%	-	*	-	-
	Male	51%	44%	46%	*	47%	*	-	-	-	-	45%	47%	0%	52%	32%	46%	-	-	*	-	*
	Female	63%	57%	63%	*	62%	*	-	*	-	-	57%	75%	29%	66%	45%	-	63%	-	*	-	-
Mathematics	All Students	39%	43%	40%	17%	41%	*	-	*	-	-	35%	51%	7%	44%	27%	34%	44%	-	*	-	*
	CWD	20%	16%	7%	*	9%	*	-	-	-	-	0%	*	7%	-	0%	0%	14%	-	-	-	-
	CWOD	41%	45%	44%	*	44%	*	-	*	-	-	40%	51%	-	44%	31%	39%	47%	-	*	-	*
	EL	24%	32%	27%	-	26%	*	-	-	-	-	30%	10%	0%	31%	27%	20%	32%	-	*	-	-
	Male	38%	41%	34%	*	36%	*	-	-	-	-	28%	47%	0%	39%	20%	34%	-	-	*	-	*
	Female	40%	46%	44%	*	44%	*	-	*	-	-	40%	54%	14%	47%	32%	-	44%	-	*	-	-
Science	All Students	44%	38%	44%	33%	44%	*	-	*	-	-	39%	53%	7%	48%	29%	42%	45%	-	*	-	*
	CWD	22%	14%	7%	*	9%	*	-	-	-	-	0%	*	7%	-	0%	0%	14%	-	-	-	-
	CWOD	47%	39%	48%	*	47%	*	-	*	-	-	45%	53%	-	48%	33%	48%	47%	-	*	-	*
	EL	23%	26%	29%	-	28%	*	-	-	-	-	33%	10%	0%	33%	29%	32%	26%	-	*	-	-
	Male	45%	40%	42%	*	45%	*	-	-	-	-	42%	42%	0%	48%	32%	42%	-	-	*	-	*
	Female	42%	36%	45%	*	44%	*	-	*	-	-	37%	61%	14%	47%	26%	-	45%	-	*	-	-
End of Course																						

Texas Education Agency
2022 Federal Report Card
YES PREP - SOUTHEAST (101845001) - YES PREP PUBLIC SCHOOLS INC - HARRIS COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
English I	All Students	46%	42%	52%	20%	53%	*	-	*	-	-	50%	57%	6%	56%	38%	44%	60%	-	*	*	-	
	CWD	17%	10%	6%	*	7%	-	-	*	-	-	0%	*	6%	-	0%	0%	11%	-	-	-	-	
	CWOD	50%	46%	56%	*	58%	*	-	*	-	-	56%	57%	-	56%	45%	49%	65%	-	*	*	-	
	EL	19%	30%	38%	-	38%	*	-	*	-	-	40%	29%	0%	45%	38%	29%	45%	-	*	*	-	
	Male	40%	36%	44%	*	44%	*	-	-	-	-	41%	52%	0%	49%	29%	44%	-	-	*	*	-	
	Female	53%	50%	60%	*	61%	*	-	*	-	-	57%	63%	11%	65%	45%	-	60%	-	*	-	-	
English II	All Students	54%	53%	62%	17%	65%	-	-	*	-	*	56%	78%	0%	70%	29%	57%	67%	-	*	-	-	
	CWD	21%	11%	0%	*	0%	-	-	*	-	-	0%	*	0%	-	0%	0%	0%	-	*	-	-	
	CWOD	59%	57%	70%	*	70%	-	-	-	-	*	64%	82%	-	70%	34%	64%	75%	-	*	-	-	
	EL	22%	32%	29%	-	30%	-	-	*	-	*	30%	27%	0%	34%	29%	30%	29%	-	-	-	-	
	Male	48%	43%	57%	*	59%	-	-	-	-	-	52%	70%	0%	64%	30%	57%	-	-	*	-	-	
	Female	62%	62%	67%	*	71%	-	-	*	-	*	60%	85%	0%	75%	29%	-	67%	-	*	-	-	
Algebra I	All Students	42%	38%	45%	*	46%	*	-	*	-	-	45%	47%	7%	49%	38%	44%	48%	-	20%	*	-	
	CWD	19%	13%	7%	*	8%	-	-	*	-	-	8%	*	7%	-	9%	14%	0%	-	*	-	-	
	CWOD	45%	40%	49%	*	50%	*	-	*	-	-	49%	50%	-	49%	44%	47%	53%	-	*	*	-	
	EL	28%	31%	38%	-	38%	*	-	*	-	-	44%	19%	9%	44%	38%	35%	40%	-	*	*	-	
	Male	40%	34%	44%	*	44%	*	-	-	-	-	44%	43%	14%	47%	35%	44%	-	-	*	*	-	
	Female	45%	42%	48%	*	48%	*	-	*	-	-	45%	54%	0%	53%	40%	-	48%	-	*	-	-	
Biology	All Students	54%	49%	52%	*	52%	*	-	*	-	-	50%	55%	0%	57%	38%	56%	49%	-	*	*	-	
	CWD	25%	17%	0%	-	0%	-	-	*	-	-	0%	*	0%	-	0%	*	0%	-	-	-	-	
	CWOD	57%	52%	57%	*	57%	*	-	*	-	-	57%	56%	-	57%	44%	59%	55%	-	*	*	-	
	EL	26%	37%	38%	-	37%	*	-	*	-	-	38%	38%	0%	44%	38%	43%	33%	-	*	*	-	
	Male	52%	47%	56%	*	55%	*	-	-	-	-	55%	57%	*	59%	43%	56%	-	-	*	*	-	
	Female	56%	51%	49%	*	50%	*	-	*	-	-	47%	56%	0%	55%	33%	-	49%	-	*	-	-	
STAAR Percent at Masters Grade Level																							
Grade 6																							
Reading	All Students	23%	11%	9%	*	8%	*	-	*	-	*	9%	8%	0%	10%	10%	10%	8%	-	*	-	-	
	CWD	8%	5%	0%	-	0%	*	-	-	-	-	0%	*	0%	-	*	0%	*	-	-	-	-	
	CWOD	25%	12%	10%	*	9%	-	-	*	-	*	10%	10%	-	10%	11%	11%	8%	-	*	-	-	
	EL	9%	8%	10%	-	9%	-	-	*	-	*	9%	17%	*	11%	10%	7%	13%	-	-	-	-	
	Male	21%	11%	10%	*	9%	*	-	*	-	-	10%	7%	0%	11%	7%	10%	-	-	-	-	-	
	Female	25%	12%	8%	-	8%	-	-	*	-	*	7%	10%	*	8%	13%	-	8%	-	*	-	-	
Mathematics	All Students	16%	10%	5%	*	4%	*	-	*	-	*	4%	8%	0%	5%	8%	6%	3%	-	*	-	-	
	CWD	8%	8%	0%	-	0%	*	-	-	-	-	0%	*	0%	-	*	0%	*	-	-	-	-	
	CWOD	17%	10%	5%	*	5%	-	-	*	-	*	4%	10%	-	5%	9%	8%	3%	-	*	-	-	
	EL	7%	9%	8%	-	7%	-	-	*	-	*	8%	17%	*	9%	8%	11%	6%	-	-	-	-	
	Male	17%	11%	6%	*	5%	*	-	*	-	-	4%	14%	0%	8%	11%	6%	-	-	-	-	-	
	Female	14%	8%	3%	-	3%	-	-	*	-	*	4%	0%	*	3%	6%	-	3%	-	*	-	-	
Grade 7																							

Texas Education Agency
2022 Federal Report Card
YES PREP - SOUTHEAST (101845001) - YES PREP PUBLIC SCHOOLS INC - HARRIS COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	36%	28%	38%	*	38%	-	-	*	-	-	37%	39%	10%	40%	33%	33%	41%	-	*	-	-
	CWD	11%	7%	10%	*	11%	-	-	-	-	-	0%	*	10%	-	*	13%	*	-	*	-	-
	CWOD	40%	30%	40%	*	40%	-	-	*	-	-	40%	39%	-	40%	35%	36%	42%	-	*	-	-
	EL	17%	22%	33%	-	33%	-	-	-	-	-	37%	0%	*	35%	33%	28%	37%	-	-	-	-
	Male	32%	23%	33%	*	35%	-	-	-	-	-	31%	39%	13%	36%	28%	33%	-	-	*	-	-
	Female	41%	33%	41%	-	41%	-	-	*	-	-	42%	39%	*	42%	37%	-	41%	-	*	-	-
Mathematics	All Students	13%	13%	13%	*	13%	-	-	*	-	-	13%	11%	0%	14%	13%	16%	10%	-	*	-	-
	CWD	7%	5%	0%	*	0%	-	-	-	-	-	0%	*	0%	-	*	0%	*	-	*	-	-
	CWOD	14%	13%	14%	*	14%	-	-	*	-	-	14%	12%	-	14%	14%	18%	10%	-	*	-	-
	EL	6%	11%	13%	-	13%	-	-	-	-	-	15%	0%	*	14%	13%	28%	3%	-	-	-	-
	Male	13%	13%	16%	*	17%	-	-	-	-	-	20%	6%	0%	18%	28%	16%	-	-	*	-	-
	Female	12%	12%	10%	-	10%	-	-	*	-	-	8%	17%	*	10%	3%	-	10%	-	*	-	-
Grade 8																						
Reading	All Students	37%	29%	34%	50%	34%	*	-	*	-	-	30%	43%	7%	37%	18%	31%	36%	-	*	-	*
	CWD	11%	4%	7%	*	0%	*	-	-	-	-	8%	*	7%	-	0%	0%	14%	-	-	-	-
	CWOD	40%	31%	37%	*	37%	*	-	*	-	-	33%	44%	-	37%	20%	35%	38%	-	*	-	*
	EL	16%	15%	18%	-	19%	*	-	-	-	-	20%	10%	0%	20%	18%	16%	19%	-	*	-	-
	Male	31%	25%	31%	*	33%	*	-	-	-	-	31%	32%	0%	35%	16%	31%	-	-	*	-	*
	Female	42%	34%	36%	*	34%	*	-	*	-	-	29%	50%	14%	38%	19%	-	36%	-	*	-	-
Mathematics	All Students	14%	16%	17%	17%	17%	*	-	*	-	-	14%	23%	0%	19%	13%	15%	19%	-	*	-	*
	CWD	8%	5%	0%	*	0%	*	-	-	-	-	0%	*	0%	-	0%	0%	0%	-	-	-	-
	CWOD	15%	17%	19%	*	18%	*	-	*	-	-	16%	24%	-	19%	14%	17%	20%	-	*	-	*
	EL	6%	10%	13%	-	13%	*	-	-	-	-	15%	0%	0%	14%	13%	4%	19%	-	*	-	-
	Male	14%	16%	15%	*	16%	*	-	-	-	-	9%	26%	0%	17%	4%	15%	-	-	*	-	*
	Female	14%	16%	19%	*	18%	*	-	*	-	-	17%	21%	0%	20%	19%	-	19%	-	*	-	-
Science	All Students	23%	15%	18%	33%	18%	*	-	*	-	-	13%	30%	0%	20%	7%	15%	21%	-	*	-	*
	CWD	9%	5%	0%	*	0%	*	-	-	-	-	0%	*	0%	-	0%	0%	0%	-	-	-	-
	CWOD	24%	16%	20%	*	19%	*	-	*	-	-	15%	31%	-	20%	8%	17%	23%	-	*	-	*
	EL	8%	7%	7%	-	7%	*	-	-	-	-	9%	0%	0%	8%	7%	4%	10%	-	*	-	-
	Male	24%	16%	15%	*	16%	*	-	-	-	-	12%	21%	0%	17%	4%	15%	-	-	*	-	*
	Female	21%	14%	21%	*	19%	*	-	*	-	-	14%	36%	0%	23%	10%	-	21%	-	*	-	-
End of Course																						
English I	All Students	10%	6%	11%	0%	11%	*	-	*	-	-	7%	20%	0%	12%	3%	11%	10%	-	*	*	-
	CWD	4%	2%	0%	*	0%	-	-	*	-	-	0%	*	0%	-	0%	0%	0%	-	-	-	-
	CWOD	11%	6%	12%	*	13%	*	-	*	-	-	8%	20%	-	12%	3%	13%	11%	-	*	*	-
	EL	1%	2%	3%	-	3%	*	-	*	-	-	2%	6%	0%	3%	3%	0%	5%	-	*	*	-
	Male	8%	4%	11%	*	12%	*	-	-	-	-	7%	22%	0%	13%	0%	11%	-	-	*	*	-
	Female	13%	8%	10%	*	11%	*	-	*	-	-	6%	19%	0%	11%	5%	-	10%	-	*	-	-

Texas Education Agency
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YES PREP - SOUTHEAST (101845001) - YES PREP PUBLIC SCHOOLS INC - HARRIS COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
English II	All Students	9%	5%	10%	0%	10%	-	-	*	-	*	9%	11%	0%	11%	0%	4%	14%	-	*	-	-
	CWD	5%	2%	0%	*	0%	-	-	*	-	-	0%	*	0%	-	0%	0%	0%	-	*	-	-
	CWOD	9%	5%	11%	*	11%	-	-	-	-	*	10%	11%	-	11%	0%	5%	16%	-	*	-	-
	EL	1%	1%	0%	-	0%	-	-	*	-	*	0%	0%	0%	0%	0%	0%	0%	-	-	-	-
	Male	7%	3%	4%	*	4%	-	-	-	-	-	6%	0%	0%	5%	0%	4%	-	-	*	-	-
	Female	11%	7%	14%	*	15%	-	-	*	-	*	12%	19%	0%	16%	0%	-	14%	-	*	-	-
Algebra I	All Students	26%	24%	34%	*	34%	*	-	*	-	-	32%	37%	0%	37%	27%	32%	36%	-	20%	*	-
	CWD	8%	6%	0%	*	0%	-	-	*	-	-	0%	*	0%	-	0%	0%	0%	-	*	-	-
	CWOD	29%	25%	37%	*	38%	*	-	*	-	-	36%	40%	-	37%	33%	35%	40%	-	*	*	-
	EL	14%	16%	27%	-	27%	*	-	*	-	-	30%	19%	0%	33%	27%	19%	34%	-	*	*	-
	Male	25%	21%	32%	*	32%	*	-	-	-	-	29%	39%	0%	35%	19%	32%	-	-	*	*	-
	Female	28%	27%	36%	*	36%	*	-	*	-	-	35%	38%	0%	40%	34%	-	36%	-	*	-	-
Biology	All Students	21%	15%	17%	*	17%	*	-	*	-	-	11%	29%	0%	18%	5%	19%	15%	-	*	*	-
	CWD	7%	6%	0%	-	0%	-	-	*	-	-	0%	*	0%	-	0%	*	0%	-	-	-	-
	CWOD	22%	16%	18%	*	19%	*	-	*	-	-	13%	29%	-	18%	6%	20%	17%	-	*	*	-
	EL	5%	7%	5%	-	5%	*	-	*	-	-	2%	13%	0%	6%	5%	0%	8%	-	*	*	-
	Male	21%	16%	19%	*	20%	*	-	-	-	-	11%	38%	*	20%	0%	19%	-	-	*	*	-
	Female	21%	14%	15%	*	15%	*	-	*	-	-	12%	22%	0%	17%	8%	-	15%	-	*	-	-
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						
All Subjects	All Students	73%	72%	73%	63%	74%	94%	-	62%	-	*	70%	81%	33%	78%	66%	71%	76%	-	72%	*	*
	CWD	44%	35%	33%	53%	29%	80%	-	*	-	-	30%	43%	33%	-	24%	39%	25%	-	57%	-	-
	CWOD	77%	75%	78%	67%	78%	100%	-	73%	-	*	75%	84%	-	78%	71%	75%	80%	-	76%	*	*
	EL	59%	66%	66%	-	66%	89%	-	33%	-	*	66%	63%	24%	71%	66%	63%	68%	-	100%	*	-
	Male	71%	69%	71%	54%	71%	88%	-	*	-	-	68%	78%	39%	75%	63%	71%	-	-	73%	*	*
	Female	75%	75%	76%	80%	76%	100%	-	59%	-	*	72%	85%	25%	80%	68%	-	76%	-	71%	-	-
Reading	All Students	74%	70%	74%	65%	75%	100%	-	45%	-	*	72%	80%	29%	79%	64%	70%	79%	-	63%	*	*
	CWD	43%	30%	29%	33%	26%	*	-	*	-	-	25%	46%	29%	-	15%	36%	20%	-	*	-	-
	CWOD	78%	74%	79%	83%	79%	*	-	56%	-	*	77%	83%	-	79%	70%	74%	83%	-	75%	*	*
	EL	57%	62%	64%	-	64%	*	-	*	-	*	65%	60%	15%	70%	64%	58%	68%	-	*	*	-
	Male	70%	65%	70%	50%	70%	*	-	*	-	-	67%	76%	36%	74%	58%	70%	-	-	56%	*	*
	Female	78%	76%	79%	86%	80%	*	-	44%	-	*	76%	86%	20%	83%	68%	-	79%	-	71%	-	-
Mathematics	All Students	71%	72%	70%	50%	70%	83%	-	70%	-	*	66%	79%	38%	73%	67%	69%	71%	-	77%	*	*
	CWD	44%	39%	38%	80%	33%	*	-	*	-	-	39%	33%	38%	-	33%	44%	29%	-	*	-	-
	CWOD	75%	74%	73%	33%	74%	*	-	78%	-	*	69%	83%	-	73%	71%	72%	74%	-	70%	*	*
	EL	61%	69%	67%	-	67%	*	-	*	-	*	67%	68%	33%	71%	67%	68%	66%	-	*	*	-
	Male	71%	70%	69%	40%	70%	*	-	*	-	-	66%	77%	44%	72%	68%	69%	-	-	88%	*	*
	Female	71%	73%	71%	*	71%	*	-	63%	-	*	67%	82%	29%	74%	66%	-	71%	-	60%	-	-

Texas Education Agency
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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Science	All Students	74%	77%	78%	78%	78%	100%	-	80%	-	-	75%	85%	32%	83%	68%	78%	78%	-	86%	*	*
	CWD	47%	40%	32%	*	26%	*	-	*	-	-	28%	*	32%	-	29%	33%	31%	-	-	-	-
	CWOD	78%	80%	83%	83%	83%	*	-	*	-	-	82%	86%	-	83%	75%	83%	83%	-	86%	*	*
	EL	58%	70%	68%	-	68%	*	-	*	-	-	70%	62%	29%	75%	68%	68%	69%	-	*	*	-
	Male	74%	76%	78%	80%	78%	*	-	-	-	-	76%	85%	33%	83%	68%	78%	-	-	80%	*	*
	Female	75%	78%	78%	*	78%	*	-	80%	-	-	75%	85%	31%	83%	69%	-	78%	-	*	-	-
SAT/ACT All Subjects	All Students	92%	86%	*	-	*	-	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-
	CWD	75%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	92%	86%	*	-	*	-	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-
	EL	69%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	93%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	92%	80%	*	-	*	-	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	47%	41%	45%	28%	46%	59%	-	46%	-	*	42%	54%	7%	49%	33%	43%	48%	-	31%	*	*
	CWD	23%	15%	7%	6%	6%	40%	-	*	-	-	2%	29%	7%	-	1%	6%	9%	-	0%	-	-
	CWOD	50%	44%	49%	41%	49%	67%	-	55%	-	*	46%	55%	-	49%	37%	47%	51%	-	38%	*	*
	EL	29%	32%	33%	-	33%	56%	-	33%	-	*	35%	24%	1%	37%	33%	32%	34%	-	67%	*	-
	Male	45%	38%	43%	21%	43%	63%	-	*	-	-	40%	49%	6%	47%	32%	43%	-	-	32%	*	*
	Female	48%	45%	48%	40%	48%	56%	-	41%	-	*	43%	59%	9%	51%	34%	-	48%	-	29%	-	-
Reading	All Students	52%	44%	51%	35%	52%	50%	-	45%	-	*	47%	62%	9%	56%	36%	45%	57%	-	38%	*	*
	CWD	24%	14%	9%	11%	7%	*	-	*	-	-	4%	31%	9%	-	0%	5%	13%	-	*	-	-
	CWOD	56%	47%	56%	50%	56%	*	-	56%	-	*	52%	64%	-	56%	40%	50%	60%	-	50%	*	*
	EL	31%	32%	36%	-	36%	*	-	*	-	*	37%	26%	0%	40%	36%	29%	41%	-	*	*	-
	Male	47%	38%	45%	29%	45%	*	-	*	-	-	42%	53%	5%	50%	29%	45%	-	-	22%	*	*
	Female	56%	51%	57%	43%	58%	*	-	44%	-	*	52%	70%	13%	60%	41%	-	57%	-	57%	-	-
Mathematics	All Students	41%	37%	36%	14%	36%	67%	-	50%	-	*	34%	43%	8%	39%	31%	37%	36%	-	15%	*	*
	CWD	22%	16%	8%	0%	7%	*	-	*	-	-	2%	25%	8%	-	4%	9%	5%	-	*	-	-
	CWOD	44%	39%	39%	22%	39%	*	-	56%	-	*	37%	45%	-	39%	34%	41%	38%	-	20%	*	*
	EL	29%	32%	31%	-	30%	*	-	*	-	*	33%	18%	4%	34%	31%	33%	29%	-	*	*	-
	Male	42%	36%	37%	10%	37%	*	-	*	-	-	35%	43%	9%	41%	33%	37%	-	-	25%	*	*
	Female	40%	38%	36%	*	36%	*	-	38%	-	*	33%	45%	5%	38%	29%	-	36%	-	0%	-	-
Science	All Students	46%	43%	48%	33%	48%	60%	-	40%	-	-	45%	54%	4%	52%	33%	49%	47%	-	43%	*	*
	CWD	23%	15%	4%	*	4%	*	-	*	-	-	0%	*	4%	-	0%	0%	6%	-	-	-	-
	CWOD	49%	46%	52%	50%	52%	*	-	*	-	-	51%	55%	-	52%	39%	54%	51%	-	43%	*	*
	EL	25%	32%	33%	-	33%	*	-	*	-	-	35%	27%	0%	39%	33%	38%	30%	-	*	*	-
	Male	47%	43%	49%	20%	50%	*	-	-	-	-	49%	50%	0%	54%	38%	49%	-	-	60%	*	*
	Female	45%	43%	47%	*	47%	*	-	40%	-	-	42%	58%	6%	51%	30%	-	47%	-	*	-	-

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YES PREP - SOUTHEAST (101845001) - YES PREP PUBLIC SCHOOLS INC - HARRIS COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
SAT/ACT All Subjects	All Students	64%	57%	*	-	*	-	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-
	CWD	43%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	64%	57%	*	-	*	-	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-
	EL	18%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	68%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	60%	40%	*	-	*	-	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-
STAAR Percent at Masters Grade Level																						
All Grades																						
All Subjects	All Students	22%	16%	19%	14%	19%	12%	-	31%	-	*	16%	25%	1%	21%	12%	17%	20%	-	11%	*	*
	CWD	9%	5%	1%	6%	1%	0%	-	*	-	-	1%	4%	1%	-	0%	1%	1%	-	0%	-	-
	CWOD	24%	17%	21%	19%	21%	17%	-	36%	-	*	18%	26%	-	21%	14%	20%	22%	-	14%	*	*
	EL	12%	10%	12%	-	12%	11%	-	33%	-	*	13%	8%	0%	14%	12%	10%	14%	-	33%	*	-
	Male	21%	15%	17%	0%	18%	13%	-	*	-	-	15%	23%	1%	20%	10%	17%	-	-	5%	*	*
	Female	23%	17%	20%	40%	20%	11%	-	27%	-	*	17%	27%	1%	22%	14%	-	20%	-	21%	-	-
Reading	All Students	25%	16%	20%	15%	20%	0%	-	27%	-	*	18%	25%	3%	22%	13%	17%	22%	-	19%	*	*
	CWD	9%	4%	3%	11%	2%	*	-	*	-	-	2%	8%	3%	-	0%	3%	3%	-	*	-	-
	CWOD	27%	17%	22%	17%	22%	*	-	33%	-	*	20%	26%	-	22%	14%	19%	24%	-	25%	*	*
	EL	13%	10%	13%	-	13%	*	-	*	-	*	14%	6%	0%	14%	13%	9%	15%	-	*	*	-
	Male	22%	13%	17%	0%	18%	*	-	*	-	-	16%	20%	3%	19%	9%	17%	-	-	0%	*	*
	Female	28%	19%	22%	43%	22%	*	-	22%	-	*	20%	30%	3%	24%	15%	-	22%	-	43%	-	-
Mathematics	All Students	20%	16%	18%	7%	18%	33%	-	30%	-	*	16%	23%	0%	20%	16%	18%	18%	-	8%	*	*
	CWD	9%	6%	0%	0%	0%	*	-	*	-	-	0%	0%	0%	-	0%	0%	0%	-	*	-	-
	CWOD	21%	17%	20%	11%	20%	*	-	33%	-	*	18%	24%	-	20%	18%	20%	20%	-	10%	*	*
	EL	12%	12%	16%	-	15%	*	-	*	-	*	17%	11%	0%	18%	16%	16%	16%	-	*	*	-
	Male	21%	16%	18%	0%	18%	*	-	*	-	-	16%	23%	0%	20%	16%	18%	-	-	13%	*	*
	Female	19%	16%	18%	*	18%	*	-	25%	-	*	17%	23%	0%	20%	16%	-	18%	-	0%	-	-
Science	All Students	20%	15%	18%	22%	17%	0%	-	40%	-	-	12%	29%	0%	19%	6%	17%	18%	-	0%	*	*
	CWD	8%	6%	0%	*	0%	*	-	*	-	-	0%	*	0%	-	0%	0%	0%	-	-	-	-
	CWOD	22%	16%	19%	33%	19%	*	-	*	-	-	14%	30%	-	19%	7%	19%	20%	-	0%	*	*
	EL	7%	7%	6%	-	6%	*	-	*	-	-	5%	8%	0%	7%	6%	2%	9%	-	*	*	-
	Male	22%	16%	17%	0%	18%	*	-	-	-	-	11%	30%	0%	19%	2%	17%	-	-	0%	*	*
	Female	19%	14%	18%	*	17%	*	-	40%	-	-	13%	29%	0%	20%	9%	-	18%	-	*	-	-
SAT/ACT All Subjects	All Students	13%	14%	*	-	*	-	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-
	CWD	11%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	13%	14%	*	-	*	-	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-
	EL	1%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	17%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	10%	0%	*	-	*	-	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-

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

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2021-22 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Academic Growth Score											
Reading											
All Students	77	85	77	*	-	44	-	*	77	61	78
CWD	61	*	61	*	-	*	-	-	63	61	72
CWOD	78	92	79	*	-	50	-	*	78	-	79
EL ◇	78	-	79	*	-	*	-	*	81	72	78
Male	75	75	76	*	-	*	-	-	77	61	72
Female	78	*	79	*	-	43	-	*	77	60	83
Mathematics											
All Students	68	50	68	90	-	72	-	*	66	55	67
CWD	55	*	50	*	-	-	-	-	58	55	58
CWOD	69	30	69	*	-	72	-	*	66	-	68
EL ◇	67	-	67	*	-	*	-	*	67	58	67
Male	63	33	63	*	-	*	-	-	60	54	68
Female	71	*	72	*	-	64	-	*	70	57	66

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

Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates for the class of 2021.

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
Federal Graduation Rates													
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2021													
All Students	95.0%	*	94.9%	-	-	-	-	-	94.3%	100.0%	93.3%	92.1%	-
CWD	100.0%	-	100.0%	-	-	-	-	-	100.0%	100.0%	100.0%	*	-
CWOD	94.4%	*	94.3%	-	-	-	-	-	93.6%	-	85.7%	91.2%	-
EL	93.3%	-	93.3%	-	-	-	-	-	93.3%	100.0%	93.3%	80.0%	-
Male	96.4%	*	96.4%	-	-	-	-	-	95.7%	*	100.0%	94.1%	-
Female	93.8%	*	93.7%	-	-	-	-	-	93.2%	100.0%	90.0%	90.5%	-

- Indicates there are no students in the group.

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

◇ Ever in grades 9-12.

Part (iv): English Language Proficiency

This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2022 TELPAS (Texas English Language Proficiency Assessment System) data. (EL: English learner)

Total EL in Class	Proficiency of EL	Rate of Proficiency
321	71	22%

- Indicates there are no students in the group.

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

◇ Indicates data reporting does not meet for Minimum Size.

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Student Success (Student Achievement Domain Score: STAAR Component Only)											
STAAR Component Score	46	35	46	55	-	46	-	*	43	14	37
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	86%	*	87%	-	-	-	-	-	86%	100%	75%

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

Part (vi): Goal Meeting Status

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
STAAR Performance Status											
Reading											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	Y		Y						Y	N	Y
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	Y		Y						Y	N	Y
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N		N						N	N	N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N		N						N	N	N
Mathematics											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N		N						N	N	N
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N		N						N	N	N
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N		N						N	N	N
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N		N						N	N	N
English Learner Language Proficiency Status											
Interim Goals (2018-2022)											36%
Target Met											N
Interim Goals (2023-2027)											38%
Target Met											N
Interim Goals (2028-2032)											40%
Target Met											N
Long-Term Goals											40%
Target Met											N
Federal Graduation Status^Δ											

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met	Y		Y						Y		
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met	Y		Y						Y		
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	Y		Y						Y		
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	Y		Y						Y		

Blank cells above represent student group indicators that do not meet the minimum size criteria.

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

Δ Student groups that are at or above 90% are required to exceed that rate by at least a tenth of a percent in the following year(s).

Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science for the 2021-22 school year. (CWD: children with disability; CWOD: children without disability; EL: English learner)

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Participation Rate																	
All Subjects	All Students	100%	98%	100%	100%	-	100%	-	*	100%	100%	99%	100%	100%	100%	99%	-
	CWD	99%	94%	100%	100%	-	*	-	-	99%	100%	99%	-	100%	99%	100%	-
	CWOD	100%	100%	100%	100%	-	100%	-	*	100%	100%	-	100%	100%	100%	99%	-
	EL	100%	-	100%	100%	-	100%	-	*	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	97%	100%	100%	-	*	-	-	100%	100%	99%	100%	100%	100%	-	-
	Female	99%	100%	99%	100%	-	100%	-	*	99%	99%	100%	99%	100%	-	99%	-
Reading	All Students	99%	95%	100%	100%	-	100%	-	*	100%	99%	99%	100%	100%	100%	99%	-
	CWD	99%	89%	100%	*	-	*	-	-	98%	100%	99%	-	100%	98%	100%	-
	CWOD	100%	100%	100%	*	-	100%	-	*	100%	99%	-	100%	100%	100%	99%	-
	EL	100%	-	100%	*	-	*	-	*	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	93%	100%	*	-	*	-	-	100%	100%	98%	100%	100%	100%	-	-
	Female	99%	100%	99%	*	-	100%	-	*	100%	98%	100%	99%	100%	-	99%	-
Mathematics	All Students	100%	100%	100%	100%	-	100%	-	*	100%	100%	100%	100%	100%	100%	100%	-
		100%	100%	100%	100%	-	100%	-	*	100%	100%	100%	100%	100%	100%	100%	-

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		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Mathematics	CWD	100%	100%	100%	*	-	*	-	-	100%	100%	100%	-	100%	100%	100%	-
		100%	100%	100%	*	-	*	-	-	100%	100%	100%	-	100%	100%	100%	-
	CWOD	100%	100%	100%	*	-	100%	-	*	100%	100%	-	100%	100%	100%	100%	-
		100%	100%	100%	*	-	100%	-	*	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	-	100%	*	-	*	-	*	100%	100%	100%	100%	100%	100%	100%	-
		100%	-	100%	*	-	*	-	*	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	*	-	*	-	-	100%	100%	100%	100%	100%	100%	-	-
		100%	100%	100%	*	-	*	-	-	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	*	100%	*	-	100%	-	*	100%	100%	100%	100%	100%	-	100%	-
		100%	*	100%	*	-	100%	-	*	100%	100%	100%	100%	100%	-	100%	-
SAT/ACT All Subjects	All Students	*	-	*	-	-	-	-	-	-	*	-	*	-	-	*	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	*	-	*	-	-	-	-	-	-	*	-	*	-	-	*	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	*	-	*	-	-	-	-	-	-	*	-	*	-	-	*	-
Non-Participation Rate																	
All Subjects	All Students	0%	2%	0%	0%	-	0%	-	*	0%	0%	1%	0%	0%	0%	1%	-
	CWD	1%	6%	0%	0%	-	*	-	-	1%	0%	1%	-	0%	1%	0%	-
	CWOD	0%	0%	0%	0%	-	0%	-	*	0%	0%	-	0%	0%	0%	1%	-
	EL	0%	-	0%	0%	-	0%	-	*	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	3%	0%	0%	-	*	-	-	0%	0%	1%	0%	0%	0%	-	-
	Female	1%	0%	1%	0%	-	0%	-	*	1%	1%	0%	1%	0%	-	1%	-
Reading	All Students	1%	5%	0%	0%	-	0%	-	*	0%	1%	1%	0%	0%	0%	1%	-
	CWD	1%	11%	0%	*	-	*	-	-	2%	0%	1%	-	0%	2%	0%	-
	CWOD	0%	0%	0%	*	-	0%	-	*	0%	1%	-	0%	0%	0%	1%	-
	EL	0%	-	0%	*	-	*	-	*	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	7%	0%	*	-	*	-	-	0%	0%	2%	0%	0%	0%	-	-
	Female	1%	0%	1%	*	-	0%	-	*	0%	2%	0%	1%	0%	-	1%	-
Mathematics	All Students	0%	0%	0%	0%	-	0%	-	*	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	0%	0%	*	-	*	-	-	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	*	-	0%	-	*	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	0%	*	-	*	-	*	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	*	-	*	-	-	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	*	0%	*	-	0%	-	*	0%	0%	0%	0%	0%	-	0%	-

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

- Indicates there are no students in the group.

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

Part (viii): Civil Rights Data

Part (viii)(I) This section provides information from the 2017-18 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
Students Without Disabilities												
In-School Suspensions												
	Male	52	2	49	0	0	0	0	1	8		
	Female	25	2	22	0	0	1	0	0	4		
	Total	77	4	71	0	0	1	0	1	12		
Out-of-School Suspensions												
	Male	55	1	54	0	0	0	0	0	9		
	Female	22	3	18	1	0	0	0	0	2		
	Total	77	4	72	1	0	0	0	0	11		
Expulsions												

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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
With Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
School-Related Arrests												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Referrals to Law Enforcement												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Students With Disabilities												
In-School Suspensions												
	Male	9	1	8	0	0	0	0	0	2		7
	Female	1	0	1	0	0	0	0	0	1		0
	Total	10	1	9	0	0	0	0	0	3		7
Out-of-School Suspensions												
	Male	4	1	3	0	0	0	0	0	2		4
	Female	2	1	1	0	0	0	0	0	1		2
	Total	6	2	4	0	0	0	0	0	3		6
Expulsions												
With Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0

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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
School-Related Arrests												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Referrals to Law Enforcement												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
All Students												
Chronic Absenteeism												
	Male	24	-8	23	1	-8	-8	-8	-8	4	-8	-8
	Female	36	4	30	1	-8	-8	-8	1	4	3	-8
	Total	60	4	53	2	-8	-8	-8	1	8	3	-8

	Total
Incidents of Violence	
Incidents of rape or attempted rape	0
Incidents of sexual assault (other than rape)	0
Incidents of robbery with a weapon	0
Incidents of robbery with a firearm or explosive device	0
Incidents of robbery without a weapon	0
Incidents of physical attack or fight with a weapon	0
Incidents of physical attack or fight with a firearm or explosive device	0
Incidents of physical attack or fight without a weapon	17
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack with a firearm or explosive device	0
Incidents of threats of physical attack without a weapon	1
Incidents of possession of a firearm or explosive device	0
Allegations of Harassment or bullying	
On the basis of sex	0
On the basis of race	0
On the basis of disability	0

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	Total
On the basis of sexual orientation	0
On the basis of religion	0

Part (viii)(II) This section provides information from the 2017-18 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs											
	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Accelerated Coursework											
Advanced Placement Courses	Male	176	2	170	2	0	0	0	2	5	1
	Female	247	2	242	1	0	1	0	1	12	2
	Total	423	4	412	3	0	1	0	3	17	3
International Baccalaureate Courses	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Dual Enrollment/Dual Credit Programs	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9

- Indicates there are no data available in the group.
- 3 Indicates skip logic failure.
- 8 Indicates EDFacts missing data.
- 9 Indicates not applicable / skipped.
- 11 Indicates suppressed data.

Blank cell indicates the student group is not applicable to this report.

Part (ix): Teacher Quality Data

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

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	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	22.7	40.1%
Teachers Teaching with Emergency or Provisional Credentials	1.0	1.8%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	0.0	-

- Indicates there are no data available in the group.

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

Part (x): Per-pupil Expenditure

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

To be updated by June 30th, 2023.

Part (xi): STAAR Alternate 2 Participation

This section provides information on the number and percentage of students with the most significant cognitive disabilities who take STAAR Alternate 2, by grade and subject for the 2021-22 school year.

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Grade 3						
Reading	6,584	2%	*	1%	-	-
Mathematics	6,587	2%	*	1%	-	-
Grade 4						
Reading	6,404	2%	-	-	-	-
Mathematics	6,408	2%	-	-	-	-
Grade 5						
Reading	6,204	2%	-	-	-	-
Mathematics	6,205	2%	-	-	-	-
Science	6,200	2%	-	-	-	-
Grade 6						
Reading	6,181	2%	19	1%	-	-
Mathematics	6,177	2%	19	1%	-	-
Grade 7						
Reading	6,130	1%	10	0%	-	-
Mathematics	6,120	2%	10	0%	-	-
Grade 8						
Reading	5,794	1%	11	0%	-	-
Mathematics	5,803	2%	11	1%	-	-

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Science	5,796	1%	11	0%	-	-
End of Course						
English I	6,009	1%	12	0%	-	-
English II	5,490	1%	10	0%	-	-
Algebra I	5,993	1%	12	0%	-	-
Biology	5,860	1%	12	1%	-	-
All Grades						
All Subjects	109,954	1%	143	1%	-	-
Reading	48,805	1%	65	1%	-	-
Mathematics	43,293	1%	55	1%	-	-
Science	17,856	1%	23	1%	-	-

- Indicates there are no students in the group.

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

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

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

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

State Level: 2022 Percentages at NAEP Achievement Levels										
			% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 4	Mathematics	Pacific Islander	*	38	*	62	*	22	*	3
		Two or More Races	10	22	90	78	58	38	23	9
		EcoDis	31	38	69	62	24	20	3	2
		Students with Disabilities	51	56	49	44	18	14	2	2
		English Language Learners	31	48	69	52	26	14	3	2
Grade 8	Reading	Overall	34	30	66	70	23	31	2	4
		Black	45	47	55	53	17	16	1	1
		Hispanic	41	39	59	61	16	21	1	2
		White	24	22	76	78	30	38	2	5
		American Indian	*	45	*	55	*	18	*	2
		Asian	8	14	92	86	60	56	11	12
		Pacific Islander	*	35	*	65	*	25	*	2
		Two or More Races	28	27	72	73	32	35	5	6
		EcoDis	42	42	58	58	16	19	1	1
		Students with Disabilities	74	69	26	31	5	7	1	n/a
		English Language Learners	53	68	47	32	10	5	n/a	n/a
	Mathematics	Overall	39	38	61	62	24	26	5	7
		Black	54	62	46	38	11	9	2	1
		Hispanic	46	51	54	49	16	14	2	2
		White	28	26	72	74	36	35	8	9
		American Indian	*	55	*	45	*	13	*	2
		Asian	10	14	90	86	57	58	27	27
		Pacific Islander	*	50	*	50	*	17	*	5
		Two or More Races	26	37	74	63	30	28	3	7
		EcoDis	49	54	51	46	15	13	2	2
		Students with Disabilities	81	77	19	23	4	5	n/a	1
		English Language Learners	60	76	40	24	8	4	1	n/a

* Indicates reporting standards not met.

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

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

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

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

This section provides information on the cohort rate at which students who graduated from high school in the 2019-20 school year enrolled in a Texas public postsecondary education institution in the 2020-21 academic year in (I) programs of public postsecondary education in Texas; (II) programs of private postsecondary education in Texas; and (III) programs of postsecondary education outside Texas. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
In-State Public Institutions	72%	*	72%	-	-	-	-	-	72%	*	*
In-State Private Institutions	6%	-	6%	-	-	-	-	-	*	-	-
Out-of-State Institutions	12%	-	13%	-	-	-	-	-	14%	-	-

- Indicates there are no students in the group.

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

Part (xiv): Additional Information - Chronic Absenteeism

This section provides information on the Chronic Absenteeism per EDFacts definition: percent of unduplicated number of K - 12 students enrolled in a school for at least 10 days and absent for 10% or more days during the 2020-21 school year. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Chronic Absenteeism Rate	8%	37%	7%	17%	-	0%	-	*	9%	14%	9%

- Indicates there are no students in the group.

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

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Part (i): Description of State Accountability System

Part (i)(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students for use in the accountability system. The Texas accountability minimum size criteria are 25 tests for assessment related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for the all student group.

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

State ESSA Goals												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Performance (At Meets Grade Level or Above)												
Reading/ELA	Baseline 2016-17 Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
	2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
	2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Mathematics	Baseline 2016-17 Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
	2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
	2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
EL Progress												
	Baseline 2016-17 Rates											41%
	2017-18 through 2021-22											36%
	2022-23 through 2026-27											38%
	2027-28 through 2031-32											40%
Graduation Rate: 4-Year Longitudinal Rate Δ												
	Baseline 2016-17 Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
	2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
	2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
	2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

Δ Student groups that are at or above 90% are required to exceed that rate by at least a tenth of a percent in the following year(s).

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

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

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

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language Proficiency	10%
	SQSS: Student Achievement Domain Score: STAAR Component Only	10%
High Schools, K-12s, AEAs, and Districts	Academic Achievement	50%
	Federal Graduation Status or Academic Growth Status ¹	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness or Student Domain Score: STAAR Component Only ²	30%

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

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

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(bb) the methodology by which the State differentiates all such schools. A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), B (80-89), C (70-79), D (60-69), and F (0-59) and further used to differentiate all public schools.
<https://tea.texas.gov/sites/default/files/chapter-4-2022-closing-the-gaps-domain.pdf>

(cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students. TEA uses the Closing the Gaps domain to identify campuses that have consistently underperforming student groups. A student group that misses the targets in at least the same three indicators, for three consecutive years, is considered consistently underperforming. Any campus not identified for comprehensive support and improvement (CSI) that has at least one consistently underperforming student group is identified for targeted support and improvement (TSI). TSI identifies both Title I and non-Title I campuses. Data from 2018, 2019, and 2022 are considered consecutive years for 2022 TSI identification.

(dd) the methodology by which the State identifies a school for comprehensive support and improvement. Texas annually ranks all Title I campuses based on Closing the Gaps scaled scores. Beginning August 2022, TEA also evaluates overall scaled scores to make final comprehensive support and improvement (CSI) determinations. Title I campuses with both the lowest Closing the Gaps and lowest overall scaled scores are identified for CSI. First, Texas determines the bottom five percent of Closing the Gaps outcomes by rank ordering the scaled scores of Title I campuses by school type - elementary, middle, high school/ K - 12, and alternative education accountability. Texas then determines which campuses fell in the bottom five percent for each school type. Next, TEA rank orders the overall scaled scores for all Title I campuses statewide (without regard to campus type) to determine the scaled score cut point necessary to identify at least five percent of Title I campuses. Title I campuses with an overall scaled score cut point at or below the overall cut point and that rank in their school types bottom five percent are identified for CSI.

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

Part (i)(VI) the exit criteria established by the State, including the length of years established. Campuses that do not rank in their school types bottom five percent of the Closing the Gaps domain for two consecutive years and have an overall scaled score that year that does not fall within the lowest percentile to be reidentified for CSI are considered as having successfully exited. Campuses previously identified as CSI based solely on a graduation rate below 67 percent must have a four or six-year federal graduation rate of at least 67 percent for two consecutive years to exit CSI status.

Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2021-22 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

There is no data for this campus.

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary

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schools which don't have a graduation rate, for the 2021-22 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

There is no data for this campus.

Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates for the class of 2021.

There is no data for this campus.

Part (iv): English Language Proficiency

This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2022 TELPAS (Texas English Language Proficiency Assessment System) data. (EL: English learner)

Total EL in Class	Proficiency of EL	Rate of Proficiency
56	4	7%

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

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

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

There is no data for this campus.

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Part (vi): Goal Meeting Status

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
STAAR Performance Status											
Reading											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met											
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met											
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met											
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met											
Mathematics											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met											
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met											
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met											
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met											
English Learner Language Proficiency Status											
Interim Goals (2018-2022)											36%
Target Met											Y
Interim Goals (2023-2027)											38%
Target Met											Y
Interim Goals (2028-2032)											40%

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Target Met											Y
Long-Term Goals											40%
Target Met											Y
Federal Graduation Status^Δ											
Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met											
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met											
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											

Blank cells above represent student group indicators that do not meet the minimum size criteria.

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

Δ Student groups that are at or above 90% are required to exceed that rate by at least a tenth of a percent in the following year(s).

Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science for the 2021-22 school year. (CWD: children with disability; CWOD: children without disability; EL: English learner)

There is no data for this campus.

Part (viii): Civil Rights Data

Part (viii)(I) This section provides information from the 2017-18 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

There is no data for this campus.

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Part (viii)(II) This section provides information from the 2017-18 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

There is no data for this campus.

Part (ix): Teacher Quality Data

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

High Poverty School		
	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	9.4	55.6%
Teachers Teaching with Emergency or Provisional Credentials	0.5	3.0%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	0.0	-

- Indicates there are no data available in the group.

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

Part (x): Per-pupil Expenditure

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

To be updated by June 30th, 2023.

Part (xi): STAAR Alternate 2 Participation

This section provides information on the number and percentage of students with the most significant cognitive disabilities who take STAAR Alternate 2, by grade and subject for the 2021-22 school year.

There is no data for this campus.

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

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

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

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

* Indicates reporting standards not met.

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

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

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

This section provides information on the cohort rate at which students who graduated from high school in the 2019-20 school year enrolled in a Texas public postsecondary education institution in the 2020-21 academic year in (I) programs of public postsecondary education in Texas; (II) programs of private postsecondary education in Texas; and (III) programs of postsecondary education outside Texas. (CWD: children with disability; EL: English learner)

There is no data for this campus.

Part (xiv): Additional Information - Chronic Absenteeism

This section provides information on the Chronic Absenteeism per EDFacts definition: percent of unduplicated number of K - 12 students enrolled in a school for at least 10 days and absent for 10% or more days during the 2020-21 school year. (CWD: children with disability; EL: English learner)

There is no data for this campus.

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Part (i): Description of State Accountability System

Part (i)(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students for use in the accountability system. The Texas accountability minimum size criteria are 25 tests for assessment related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for the all student group.

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

State ESSA Goals												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Performance (At Meets Grade Level or Above)												
Reading/ELA	Baseline 2016-17 Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
	2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
	2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Mathematics	Baseline 2016-17 Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
	2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
	2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
EL Progress												
	Baseline 2016-17 Rates											41%
	2017-18 through 2021-22											36%
	2022-23 through 2026-27											38%
	2027-28 through 2031-32											40%
Graduation Rate: 4-Year Longitudinal Rate Δ												
	Baseline 2016-17 Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
	2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
	2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
	2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

Δ Student groups that are at or above 90% are required to exceed that rate by at least a tenth of a percent in the following year(s).

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

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

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

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language Proficiency	10%
	SQSS: Student Achievement Domain Score: STAAR Component Only	10%
High Schools, K-12s, AEAs, and Districts	Academic Achievement	50%
	Federal Graduation Status or Academic Growth Status ¹	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness or Student Domain Score: STAAR Component Only ²	30%

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

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

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(bb) the methodology by which the State differentiates all such schools. A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), B (80-89), C (70-79), D (60-69), and F (0-59) and further used to differentiate all public schools.
<https://tea.texas.gov/sites/default/files/chapter-4-2022-closing-the-gaps-domain.pdf>

(cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students. TEA uses the Closing the Gaps domain to identify campuses that have consistently underperforming student groups. A student group that misses the targets in at least the same three indicators, for three consecutive years, is considered consistently underperforming. Any campus not identified for comprehensive support and improvement (CSI) that has at least one consistently underperforming student group is identified for targeted support and improvement (TSI). TSI identifies both Title I and non-Title I campuses. Data from 2018, 2019, and 2022 are considered consecutive years for 2022 TSI identification.

(dd) the methodology by which the State identifies a school for comprehensive support and improvement. Texas annually ranks all Title I campuses based on Closing the Gaps scaled scores. Beginning August 2022, TEA also evaluates overall scaled scores to make final comprehensive support and improvement (CSI) determinations. Title I campuses with both the lowest Closing the Gaps and lowest overall scaled scores are identified for CSI. First, Texas determines the bottom five percent of Closing the Gaps outcomes by rank ordering the scaled scores of Title I campuses by school type - elementary, middle, high school/ K - 12, and alternative education accountability. Texas then determines which campuses fell in the bottom five percent for each school type. Next, TEA rank orders the overall scaled scores for all Title I campuses statewide (without regard to campus type) to determine the scaled score cut point necessary to identify at least five percent of Title I campuses. Title I campuses with an overall scaled score cut point at or below the overall cut point and that rank in their school types bottom five percent are identified for CSI.

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

Part (i)(VI) the exit criteria established by the State, including the length of years established. Campuses that do not rank in their school types bottom five percent of the Closing the Gaps domain for two consecutive years and have an overall scaled score that year that does not fall within the lowest percentile to be reidentified for CSI are considered as having successfully exited. Campuses previously identified as CSI based solely on a graduation rate below 67 percent must have a four or six-year federal graduation rate of at least 67 percent for two consecutive years to exit CSI status.

Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2021-22 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

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

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	69%	57%	42%	28%	52%	*	-	-	-	50%	41%	54%	12%	46%	50%	49%	35%	-	*	-	-
	CWD	38%	27%	12%	8%	*	-	-	-	-	*	12%	-	12%	-	*	17%	0%	-	-	-	-
	CWOD	74%	59%	46%	33%	53%	*	-	-	-	56%	45%	54%	-	46%	52%	55%	37%	-	*	-	-
	EL	53%	54%	50%	-	51%	*	-	-	-	*	49%	60%	*	52%	50%	57%	42%	-	*	-	-
	Male	66%	52%	49%	32%	60%	-	-	-	-	50%	48%	63%	17%	55%	57%	49%	-	-	-	-	-
	Female	72%	63%	35%	24%	42%	*	-	-	-	*	34%	40%	0%	37%	42%	-	35%	-	*	-	-
Mathematics	All Students	72%	69%	55%	47%	63%	*	-	-	-	30%	54%	69%	29%	58%	66%	56%	54%	-	*	-	-
	CWD	47%	44%	29%	33%	*	-	-	-	-	*	29%	-	29%	-	*	33%	20%	-	-	-	-
	CWOD	76%	71%	58%	51%	65%	*	-	-	-	33%	57%	69%	-	58%	69%	60%	57%	-	*	-	-
	EL	61%	70%	66%	-	67%	*	-	-	-	*	67%	60%	*	69%	66%	69%	64%	-	*	-	-
	Male	73%	68%	56%	46%	63%	-	-	-	-	50%	54%	75%	33%	60%	69%	56%	-	-	-	-	-
	Female	72%	71%	54%	48%	63%	*	-	-	-	*	54%	60%	20%	57%	64%	-	54%	-	*	-	-
Grade 7																						
Reading	All Students	79%	77%	60%	42%	67%	*	*	-	-	83%	59%	64%	27%	63%	63%	58%	62%	-	*	-	-
	CWD	47%	39%	27%	27%	*	-	-	-	-	-	20%	40%	27%	-	*	22%	33%	-	-	-	-
	CWOD	83%	80%	63%	46%	69%	*	*	-	-	83%	62%	70%	-	63%	66%	62%	64%	-	*	-	-
	EL	63%	73%	63%	*	64%	*	*	-	-	*	62%	75%	*	66%	63%	58%	68%	-	*	-	-
	Male	75%	72%	58%	40%	64%	*	*	-	-	*	57%	56%	22%	62%	58%	58%	-	-	*	-	-
	Female	83%	82%	62%	44%	70%	-	-	-	-	*	61%	70%	33%	64%	68%	-	62%	-	-	-	-
Mathematics	All Students	60%	66%	54%	40%	60%	*	*	-	-	67%	52%	64%	33%	56%	59%	59%	49%	-	*	-	-
	CWD	36%	38%	33%	36%	*	-	-	-	-	-	20%	60%	33%	-	*	44%	17%	-	-	-	-
	CWOD	63%	68%	56%	41%	61%	*	*	-	-	67%	54%	65%	-	56%	62%	60%	51%	-	*	-	-
	EL	45%	64%	59%	*	60%	*	*	-	-	*	57%	75%	*	62%	59%	61%	58%	-	*	-	-
	Male	60%	66%	59%	44%	64%	*	*	-	-	*	54%	75%	44%	60%	61%	59%	-	-	*	-	-
	Female	59%	67%	49%	36%	56%	-	-	-	-	*	50%	40%	17%	51%	58%	-	49%	-	-	-	-
Grade 8																						
Reading	All Students	82%	82%	66%	58%	74%	*	*	-	-	*	64%	83%	27%	71%	67%	59%	73%	-	40%	-	-
	CWD	50%	46%	27%	30%	*	-	-	-	-	*	27%	-	27%	-	*	38%	14%	-	*	-	-
	CWOD	86%	84%	71%	63%	75%	*	*	-	-	*	69%	83%	-	71%	68%	62%	79%	-	*	-	-
	EL	65%	75%	67%	-	65%	*	-	-	-	*	67%	*	*	68%	67%	63%	72%	-	*	-	-
	Male	78%	78%	59%	42%	68%	-	*	-	-	*	57%	71%	38%	62%	63%	59%	-	-	*	-	-
	Female	86%	85%	73%	68%	79%	*	-	-	-	*	70%	83%	14%	79%	72%	-	73%	-	*	-	-
Mathematics	All Students	70%	77%	61%	56%	64%	*	*	-	-	*	58%	78%	13%	66%	67%	59%	63%	-	60%	-	-
	CWD	40%	39%	13%	20%	*	-	-	-	-	*	13%	-	13%	-	*	25%	0%	-	*	-	-
	CWOD	74%	79%	66%	63%	67%	*	*	-	-	*	65%	78%	-	66%	68%	63%	69%	-	*	-	-
	EL	57%	70%	67%	-	65%	*	-	-	-	*	67%	*	*	68%	67%	67%	67%	-	*	-	-
	Male	68%	76%	59%	46%	66%	-	*	-	-	*	56%	86%	25%	63%	67%	59%	-	-	*	-	-
	Female	72%	77%	63%	63%	62%	*	-	-	-	*	61%	67%	0%	69%	67%	-	63%	-	*	-	-

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Science	All Students	73%	71%	58%	48%	65%	*	*	-	-	*	55%	78%	13%	63%	62%	57%	59%	-	40%	-	-
	CWD	42%	27%	13%	20%	*	-	-	-	-	*	13%	-	13%	-	*	25%	0%	-	*	-	-
	CWOD	77%	74%	63%	54%	68%	*	*	-	-	*	61%	78%	-	63%	64%	62%	65%	-	*	-	-
	EL	54%	63%	62%	-	60%	*	-	-	-	*	63%	*	*	64%	62%	67%	56%	-	*	-	-
	Male	73%	71%	57%	38%	68%	-	*	-	-	*	54%	86%	25%	62%	67%	57%	-	-	*	-	-
	Female	73%	70%	59%	55%	62%	*	-	-	-	*	56%	67%	0%	65%	56%	-	59%	-	*	-	-
End of Course																						
English I	All Students	64%	64%	47%	47%	49%	*	*	-	-	*	47%	46%	9%	55%	43%	49%	45%	-	33%	-	-
	CWD	29%	22%	9%	11%	6%	-	-	-	-	-	10%	0%	9%	-	0%	4%	17%	-	*	-	-
	CWOD	68%	68%	55%	59%	56%	*	*	-	-	*	55%	57%	-	55%	48%	63%	49%	-	*	-	-
	EL	38%	52%	43%	-	42%	*	-	-	-	*	44%	29%	0%	48%	43%	51%	34%	-	*	-	-
	Male	58%	58%	49%	46%	52%	*	*	-	-	*	49%	54%	4%	63%	51%	49%	-	-	*	-	-
	Female	70%	71%	45%	48%	45%	-	-	-	-	*	45%	45%	17%	49%	34%	-	45%	-	*	-	-
English II	All Students	71%	71%	62%	56%	68%	*	*	-	-	*	61%	68%	10%	70%	59%	58%	64%	-	*	-	-
	CWD	33%	23%	10%	14%	0%	-	-	-	-	-	11%	*	10%	-	*	8%	11%	-	*	-	-
	CWOD	76%	76%	70%	65%	76%	*	*	-	-	*	69%	75%	-	70%	66%	70%	70%	-	*	-	-
	EL	43%	56%	59%	-	60%	*	*	-	-	*	61%	*	*	66%	59%	62%	58%	-	*	-	-
	Male	65%	65%	58%	52%	61%	*	-	-	-	*	55%	67%	8%	70%	62%	58%	-	-	-	-	-
	Female	77%	77%	64%	58%	73%	-	*	-	-	*	64%	70%	11%	70%	58%	-	64%	-	*	-	-
Algebra I	All Students	74%	74%	52%	48%	56%	-	-	-	-	*	51%	65%	18%	59%	50%	49%	56%	-	*	-	-
	CWD	46%	34%	18%	13%	23%	-	-	-	-	-	21%	*	18%	-	0%	15%	25%	-	*	-	-
	CWOD	78%	78%	59%	58%	61%	-	-	-	-	*	56%	76%	-	59%	56%	59%	60%	-	*	-	-
	EL	64%	69%	50%	-	50%	-	-	-	-	-	47%	83%	0%	56%	50%	50%	50%	-	*	-	-
	Male	71%	70%	49%	38%	56%	-	-	-	-	*	47%	58%	15%	59%	50%	49%	-	-	*	-	-
	Female	78%	79%	56%	57%	56%	-	-	-	-	*	55%	67%	25%	60%	50%	-	56%	-	*	-	-
Biology	All Students	82%	83%	74%	67%	79%	-	-	-	-	*	74%	74%	44%	80%	72%	78%	70%	-	*	-	-
	CWD	57%	49%	44%	36%	55%	-	-	-	-	-	38%	*	44%	-	50%	53%	25%	-	*	-	-
	CWOD	86%	86%	80%	76%	81%	-	-	-	-	*	80%	69%	-	80%	75%	83%	75%	-	*	-	-
	EL	66%	78%	72%	-	72%	-	-	-	-	-	73%	60%	50%	75%	72%	83%	59%	-	*	-	-
	Male	80%	80%	78%	62%	87%	-	-	-	-	*	77%	73%	53%	83%	83%	78%	-	-	*	-	-
	Female	85%	87%	70%	71%	68%	-	-	-	-	*	70%	67%	25%	75%	59%	-	70%	-	*	-	-
STAAR Percent at Meets Grade Level or Above																						
Grade 6																						
Reading	All Students	42%	29%	20%	16%	26%	*	-	-	-	0%	19%	31%	12%	21%	26%	19%	21%	-	*	-	-
	CWD	21%	15%	12%	8%	*	-	-	-	-	*	12%	-	12%	-	*	17%	0%	-	-	-	-
	CWOD	46%	30%	21%	18%	26%	*	-	-	-	0%	20%	31%	-	21%	27%	20%	22%	-	*	-	-
	EL	24%	25%	26%	-	29%	*	-	-	-	*	25%	40%	*	27%	26%	29%	24%	-	*	-	-
	Male	40%	26%	19%	14%	26%	-	-	-	-	0%	17%	38%	17%	20%	29%	19%	-	-	-	-	-
	Female	45%	32%	21%	17%	26%	*	-	-	-	*	21%	20%	0%	22%	24%	-	21%	-	*	-	-

Texas Education Agency
2022 Federal Report Card
YES PREP - SOUTHSIDE (101845011) - YES PREP PUBLIC SCHOOLS INC - HARRIS COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Mathematics	All Students	38%	32%	19%	11%	26%	*	-	-	-	10%	17%	38%	12%	20%	26%	23%	14%	-	*	-	-	
	CWD	20%	21%	12%	8%	*	-	-	-	-	*	12%	-	12%	-	*	17%	0%	-	-	-	-	
	CWOD	41%	33%	20%	11%	26%	*	-	-	-	11%	18%	38%	-	20%	27%	25%	15%	-	*	-	-	
	EL	24%	32%	26%	-	27%	*	-	-	-	*	25%	40%	*	27%	26%	34%	18%	-	*	-	-	
	Male	40%	35%	23%	11%	33%	-	-	-	-	17%	20%	50%	17%	25%	34%	23%	-	-	-	-	-	
	Female	36%	29%	14%	10%	18%	*	-	-	-	*	13%	20%	0%	15%	18%	-	14%	-	*	-	-	
Grade 7																							
Reading	All Students	55%	47%	31%	26%	33%	*	*	-	-	50%	31%	32%	13%	33%	29%	35%	27%	-	*	-	-	
	CWD	25%	16%	13%	9%	*	-	-	-	-	-	10%	20%	13%	-	*	11%	17%	-	-	-	-	
	CWOD	59%	49%	33%	31%	33%	*	*	-	-	50%	32%	35%	-	33%	30%	38%	28%	-	*	-	-	
	EL	33%	40%	29%	*	31%	*	*	-	-	*	28%	38%	*	30%	29%	33%	25%	-	*	-	-	
	Male	50%	40%	35%	28%	38%	*	*	-	-	*	36%	31%	11%	38%	33%	35%	-	-	*	-	-	
	Female	60%	54%	27%	24%	28%	-	-	-	-	*	27%	30%	17%	28%	25%	-	27%	-	-	-	-	
Mathematics	All Students	30%	33%	26%	20%	30%	*	*	-	-	17%	25%	32%	13%	27%	28%	34%	19%	-	*	-	-	
	CWD	18%	13%	13%	9%	*	-	-	-	-	-	10%	20%	13%	-	*	11%	17%	-	-	-	-	
	CWOD	32%	35%	27%	23%	31%	*	*	-	-	17%	26%	35%	-	27%	29%	37%	19%	-	*	-	-	
	EL	17%	31%	28%	*	29%	*	*	-	-	*	26%	38%	*	29%	28%	36%	20%	-	*	-	-	
	Male	31%	34%	34%	24%	40%	*	*	-	-	*	32%	38%	11%	37%	36%	34%	-	-	*	-	-	
	Female	29%	33%	19%	16%	22%	-	-	-	-	*	19%	20%	17%	19%	20%	-	19%	-	-	-	-	
Grade 8																							
Reading	All Students	57%	51%	43%	36%	47%	*	*	-	-	*	39%	67%	20%	45%	42%	38%	47%	-	20%	-	-	
	CWD	25%	17%	20%	20%	*	-	-	-	-	*	20%	-	20%	-	*	38%	0%	-	*	-	-	
	CWOD	61%	53%	45%	39%	48%	*	*	-	-	*	42%	67%	-	45%	43%	38%	51%	-	*	-	-	
	EL	33%	35%	42%	-	40%	*	-	-	-	*	42%	*	*	43%	42%	41%	44%	-	*	-	-	
	Male	51%	44%	38%	31%	42%	-	*	-	-	*	36%	57%	38%	38%	41%	38%	-	-	*	-	-	
	Female	63%	57%	47%	39%	53%	*	-	-	-	*	42%	67%	0%	51%	44%	-	47%	-	*	-	-	
Mathematics	All Students	39%	43%	29%	25%	33%	*	*	-	-	*	27%	44%	13%	31%	27%	25%	33%	-	20%	-	-	
	CWD	20%	16%	13%	20%	*	-	-	-	-	*	13%	-	13%	-	*	25%	0%	-	*	-	-	
	CWOD	41%	45%	31%	26%	35%	*	*	-	-	*	29%	44%	-	31%	27%	25%	37%	-	*	-	-	
	EL	24%	32%	27%	-	28%	*	-	-	-	*	28%	*	*	27%	27%	26%	28%	-	*	-	-	
	Male	38%	41%	25%	19%	29%	-	*	-	-	*	23%	43%	25%	25%	26%	25%	-	-	*	-	-	
	Female	40%	46%	33%	29%	38%	*	-	-	-	*	31%	42%	0%	37%	28%	-	33%	-	*	-	-	
Science	All Students	44%	38%	27%	25%	26%	*	*	-	-	*	24%	44%	13%	28%	24%	24%	29%	-	20%	-	-	
	CWD	22%	14%	13%	20%	*	-	-	-	-	*	13%	-	13%	-	*	25%	0%	-	*	-	-	
	CWOD	47%	39%	28%	26%	28%	*	*	-	-	*	25%	44%	-	28%	25%	23%	32%	-	*	-	-	
	EL	23%	26%	24%	-	23%	*	-	-	-	*	26%	*	*	25%	24%	22%	28%	-	*	-	-	
	Male	45%	40%	24%	27%	18%	-	*	-	-	*	21%	43%	25%	23%	22%	24%	-	-	*	-	-	
	Female	42%	36%	29%	24%	35%	*	-	-	-	*	27%	42%	0%	32%	28%	-	29%	-	*	-	-	
End of Course																							

Texas Education Agency
2022 Federal Report Card
YES PREP - SOUTHSIDE (101845011) - YES PREP PUBLIC SCHOOLS INC - HARRIS COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
English I	All Students	46%	42%	23%	25%	24%	*	*	-	-	*	22%	31%	3%	28%	16%	24%	23%	-	0%	-	-
	CWD	17%	10%	3%	0%	6%	-	-	-	-	-	3%	0%	3%	-	0%	4%	0%	-	*	-	-
	CWOD	50%	46%	28%	33%	27%	*	*	-	-	*	26%	38%	-	28%	18%	30%	26%	-	*	-	-
	EL	19%	30%	16%	-	16%	*	-	-	-	*	15%	29%	0%	18%	16%	24%	8%	-	*	-	-
	Male	40%	36%	24%	24%	26%	*	*	-	-	*	23%	31%	4%	30%	24%	24%	-	-	*	-	-
	Female	53%	50%	23%	25%	22%	-	-	-	-	*	21%	36%	0%	26%	8%	-	23%	-	*	-	-
English II	All Students	54%	53%	41%	26%	57%	*	*	-	-	*	39%	55%	10%	46%	36%	32%	47%	-	*	-	-
	CWD	21%	11%	10%	14%	0%	-	-	-	-	-	11%	*	10%	-	*	8%	11%	-	*	-	-
	CWOD	59%	57%	46%	29%	63%	*	*	-	-	*	44%	60%	-	46%	40%	38%	51%	-	*	-	-
	EL	22%	32%	36%	-	40%	*	*	-	-	*	36%	*	*	40%	36%	23%	42%	-	*	-	-
	Male	48%	43%	32%	24%	43%	*	-	-	-	*	30%	42%	8%	38%	23%	32%	-	-	-	-	-
	Female	62%	62%	47%	28%	65%	-	*	-	-	*	44%	70%	11%	51%	42%	-	47%	-	*	-	-
Algebra I	All Students	42%	38%	15%	4%	22%	-	-	-	-	*	13%	25%	4%	17%	22%	14%	15%	-	*	-	-
	CWD	19%	13%	4%	0%	8%	-	-	-	-	-	4%	*	4%	-	0%	5%	0%	-	*	-	-
	CWOD	45%	40%	17%	6%	24%	-	-	-	-	*	15%	29%	-	17%	25%	17%	17%	-	*	-	-
	EL	28%	31%	22%	-	22%	-	-	-	-	-	21%	33%	0%	25%	22%	25%	18%	-	*	-	-
	Male	40%	34%	14%	3%	21%	-	-	-	-	*	14%	17%	5%	17%	25%	14%	-	-	*	-	-
	Female	45%	42%	15%	6%	23%	-	-	-	-	*	13%	33%	0%	17%	18%	-	15%	-	*	-	-
Biology	All Students	54%	49%	30%	28%	32%	-	-	-	-	*	29%	37%	12%	34%	28%	34%	26%	-	*	-	-
	CWD	25%	17%	12%	14%	9%	-	-	-	-	-	14%	*	12%	-	0%	18%	0%	-	*	-	-
	CWOD	57%	52%	34%	33%	35%	-	-	-	-	*	32%	44%	-	34%	31%	38%	29%	-	*	-	-
	EL	26%	37%	28%	-	28%	-	-	-	-	-	27%	40%	0%	31%	28%	33%	22%	-	*	-	-
	Male	52%	47%	34%	34%	34%	-	-	-	-	*	33%	36%	18%	38%	33%	34%	-	-	*	-	-
	Female	56%	51%	26%	23%	30%	-	-	-	-	*	25%	33%	0%	29%	22%	-	26%	-	*	-	-
STAAR Percent at Masters Grade Level																						
Grade 6																						
Reading	All Students	23%	11%	10%	11%	11%	*	-	-	-	0%	9%	23%	6%	11%	9%	8%	13%	-	*	-	-
	CWD	8%	5%	6%	8%	*	-	-	-	-	*	6%	-	6%	-	*	8%	0%	-	-	-	-
	CWOD	25%	12%	11%	11%	12%	*	-	-	-	0%	9%	23%	-	11%	9%	8%	13%	-	*	-	-
	EL	9%	8%	9%	-	10%	*	-	-	-	*	8%	20%	*	9%	9%	6%	12%	-	*	-	-
	Male	21%	11%	8%	11%	7%	-	-	-	-	0%	6%	25%	8%	8%	6%	8%	-	-	-	-	-
	Female	25%	12%	13%	10%	16%	*	-	-	-	*	12%	20%	0%	13%	12%	-	13%	-	*	-	-
Mathematics	All Students	16%	10%	7%	5%	9%	*	-	-	-	0%	5%	23%	12%	6%	6%	12%	1%	-	*	-	-
	CWD	8%	8%	12%	8%	*	-	-	-	-	*	12%	-	12%	-	*	17%	0%	-	-	-	-
	CWOD	17%	10%	6%	4%	8%	*	-	-	-	0%	4%	23%	-	6%	5%	11%	1%	-	*	-	-
	EL	7%	9%	6%	-	6%	*	-	-	-	*	5%	20%	*	5%	6%	9%	3%	-	*	-	-
	Male	17%	11%	12%	11%	14%	-	-	-	-	0%	9%	38%	17%	11%	9%	12%	-	-	-	-	-
	Female	14%	8%	1%	0%	3%	*	-	-	-	*	1%	0%	0%	1%	3%	-	1%	-	*	-	-
Grade 7																						

Texas Education Agency
2022 Federal Report Card
YES PREP - SOUTHSIDE (101845011) - YES PREP PUBLIC SCHOOLS INC - HARRIS COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	36%	28%	16%	14%	16%	*	*	-	-	17%	17%	8%	0%	17%	13%	18%	13%	-	*	-	-
	CWD	11%	7%	0%	0%	*	-	-	-	-	-	0%	0%	0%	-	*	0%	0%	-	-	-	-
	CWOD	40%	30%	17%	18%	17%	*	*	-	-	17%	18%	10%	-	17%	14%	21%	14%	-	*	-	-
	EL	17%	22%	13%	*	14%	*	*	-	-	*	15%	0%	*	14%	13%	17%	10%	-	*	-	-
	Male	32%	23%	18%	12%	21%	*	*	-	-	*	21%	6%	0%	21%	17%	18%	-	-	*	-	-
	Female	41%	33%	13%	16%	12%	-	-	-	-	*	13%	10%	0%	14%	10%	-	13%	-	-	-	-
Mathematics	All Students	13%	13%	7%	6%	7%	*	*	-	-	17%	6%	8%	7%	7%	7%	8%	5%	-	*	-	-
	CWD	7%	5%	7%	9%	*	-	-	-	-	-	0%	20%	7%	-	*	11%	0%	-	-	-	-
	CWOD	14%	13%	7%	5%	7%	*	*	-	-	17%	7%	5%	-	7%	7%	8%	5%	-	*	-	-
	EL	6%	11%	7%	*	7%	*	*	-	-	*	7%	0%	*	7%	7%	8%	5%	-	*	-	-
	Male	13%	13%	8%	8%	7%	*	*	-	-	*	7%	13%	11%	8%	8%	8%	-	-	*	-	-
	Female	12%	12%	5%	4%	6%	-	-	-	-	*	6%	0%	0%	5%	5%	-	5%	-	-	-	-
Grade 8																						
Reading	All Students	37%	29%	23%	20%	24%	*	*	-	-	*	19%	50%	0%	26%	20%	18%	28%	-	20%	-	-
	CWD	11%	4%	0%	0%	*	-	-	-	-	*	0%	-	0%	-	*	0%	0%	-	*	-	-
	CWOD	40%	31%	26%	24%	25%	*	*	-	-	*	22%	50%	-	26%	20%	20%	31%	-	*	-	-
	EL	16%	15%	20%	-	19%	*	-	-	-	*	21%	*	*	20%	20%	22%	17%	-	*	-	-
	Male	31%	25%	18%	12%	18%	-	*	-	-	*	15%	43%	0%	20%	22%	18%	-	-	*	-	-
	Female	42%	34%	28%	26%	29%	*	-	-	-	*	23%	50%	0%	31%	17%	-	28%	-	*	-	-
Mathematics	All Students	14%	16%	6%	3%	8%	*	*	-	-	*	5%	11%	0%	6%	11%	4%	7%	-	0%	-	-
	CWD	8%	5%	0%	0%	*	-	-	-	-	*	0%	-	0%	-	*	0%	0%	-	*	-	-
	CWOD	15%	17%	6%	4%	9%	*	*	-	-	*	5%	11%	-	6%	11%	5%	7%	-	*	-	-
	EL	6%	10%	11%	-	12%	*	-	-	-	*	12%	*	*	11%	11%	7%	17%	-	*	-	-
	Male	14%	16%	4%	4%	5%	-	*	-	-	*	3%	14%	0%	5%	7%	4%	-	-	*	-	-
	Female	14%	16%	7%	3%	12%	*	-	-	-	*	6%	8%	0%	7%	17%	-	7%	-	*	-	-
Science	All Students	23%	15%	8%	8%	8%	*	*	-	-	*	7%	11%	7%	8%	7%	6%	9%	-	0%	-	-
	CWD	9%	5%	7%	10%	*	-	-	-	-	*	7%	-	7%	-	*	13%	0%	-	*	-	-
	CWOD	24%	16%	8%	7%	9%	*	*	-	-	*	7%	11%	-	8%	7%	5%	10%	-	*	-	-
	EL	8%	7%	7%	-	7%	*	-	-	-	*	7%	*	*	7%	7%	7%	6%	-	*	-	-
	Male	24%	16%	6%	8%	5%	-	*	-	-	*	7%	0%	13%	5%	7%	6%	-	-	*	-	-
	Female	21%	14%	9%	8%	12%	*	-	-	-	*	8%	17%	0%	10%	6%	-	9%	-	*	-	-
End of Course																						
English I	All Students	10%	6%	3%	3%	4%	*	*	-	-	*	2%	8%	3%	3%	0%	3%	3%	-	0%	-	-
	CWD	4%	2%	3%	0%	6%	-	-	-	-	-	3%	0%	3%	-	0%	4%	0%	-	*	-	-
	CWOD	11%	6%	3%	3%	3%	*	*	-	-	*	2%	10%	-	3%	0%	3%	4%	-	*	-	-
	EL	1%	2%	0%	-	0%	*	-	-	-	*	0%	0%	0%	0%	0%	0%	0%	-	*	-	-
	Male	8%	4%	3%	3%	3%	*	*	-	-	*	2%	8%	4%	3%	0%	3%	-	-	*	-	-
	Female	13%	8%	3%	3%	4%	-	-	-	-	*	2%	9%	0%	4%	0%	-	3%	-	*	-	-

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YES PREP - SOUTHSIDE (101845011) - YES PREP PUBLIC SCHOOLS INC - HARRIS COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
English II	All Students	9%	5%	3%	3%	3%	*	*	-	-	*	3%	0%	5%	2%	0%	2%	3%	-	*	-	-
	CWD	5%	2%	5%	7%	0%	-	-	-	-	-	5%	*	5%	-	*	0%	11%	-	*	-	-
	CWOD	9%	5%	2%	2%	3%	*	*	-	-	*	3%	0%	-	2%	0%	2%	2%	-	*	-	-
	EL	1%	1%	0%	-	0%	*	*	-	-	*	0%	*	*	0%	0%	0%	0%	-	*	-	-
	Male	7%	3%	2%	0%	4%	*	-	-	-	*	2%	0%	0%	2%	0%	2%	-	-	-	-	-
	Female	11%	7%	3%	5%	2%	-	*	-	-	*	4%	0%	11%	2%	0%	-	3%	-	*	-	-
Algebra I	All Students	26%	24%	8%	3%	11%	-	-	-	-	*	8%	5%	4%	8%	6%	8%	8%	-	*	-	-
	CWD	8%	6%	4%	0%	8%	-	-	-	-	-	4%	*	4%	-	0%	5%	0%	-	*	-	-
	CWOD	29%	25%	8%	4%	11%	-	-	-	-	*	9%	6%	-	8%	7%	9%	8%	-	*	-	-
	EL	14%	16%	6%	-	6%	-	-	-	-	-	7%	0%	0%	7%	6%	8%	4%	-	*	-	-
	Male	25%	21%	8%	3%	11%	-	-	-	-	*	9%	0%	5%	9%	8%	8%	-	-	*	-	-
	Female	28%	27%	8%	3%	12%	-	-	-	-	*	7%	11%	0%	8%	4%	-	8%	-	*	-	-
Biology	All Students	21%	15%	7%	3%	9%	-	-	-	-	*	7%	5%	4%	7%	2%	5%	8%	-	*	-	-
	CWD	7%	6%	4%	0%	9%	-	-	-	-	-	5%	*	4%	-	0%	6%	0%	-	*	-	-
	CWOD	22%	16%	7%	4%	9%	-	-	-	-	*	7%	6%	-	7%	2%	5%	9%	-	*	-	-
	EL	5%	7%	2%	-	2%	-	-	-	-	-	2%	0%	0%	2%	2%	3%	0%	-	*	-	-
	Male	21%	16%	5%	0%	9%	-	-	-	-	*	6%	0%	6%	5%	3%	5%	-	-	*	-	-
	Female	21%	14%	8%	6%	9%	-	-	-	-	*	7%	11%	0%	9%	0%	-	8%	-	*	-	-
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						
All Subjects	All Students	73%	72%	57%	49%	63%	92%	57%	-	-	43%	56%	67%	21%	62%	59%	57%	57%	-	34%	-	-
	CWD	44%	35%	21%	22%	21%	-	-	-	-	0%	19%	32%	21%	-	12%	24%	15%	-	20%	-	-
	CWOD	77%	75%	62%	56%	66%	92%	57%	-	-	51%	61%	71%	-	62%	62%	64%	61%	-	39%	-	-
	EL	59%	66%	59%	*	59%	90%	*	-	-	60%	59%	60%	12%	62%	59%	62%	56%	-	21%	-	-
	Male	71%	69%	57%	45%	64%	100%	67%	-	-	52%	55%	70%	24%	64%	62%	57%	-	-	6%	-	-
	Female	75%	75%	57%	53%	61%	88%	*	-	-	32%	56%	65%	15%	61%	56%	-	57%	-	55%	-	-
Reading	All Students	74%	70%	55%	47%	61%	86%	*	-	-	46%	54%	63%	15%	61%	55%	54%	56%	-	24%	-	-
	CWD	43%	30%	15%	17%	11%	-	-	-	-	*	14%	17%	15%	-	5%	14%	16%	-	*	-	-
	CWOD	78%	74%	61%	55%	65%	86%	*	-	-	52%	60%	68%	-	61%	59%	62%	60%	-	31%	-	-
	EL	57%	62%	55%	*	55%	83%	*	-	-	50%	55%	52%	5%	59%	55%	57%	53%	-	14%	-	-
	Male	70%	65%	54%	43%	60%	*	*	-	-	50%	53%	62%	14%	62%	57%	54%	-	-	14%	-	-
	Female	78%	76%	56%	50%	61%	*	*	-	-	36%	55%	66%	16%	60%	53%	-	56%	-	30%	-	-
Mathematics	All Students	71%	72%	55%	49%	60%	*	*	-	-	41%	53%	68%	23%	60%	60%	55%	55%	-	38%	-	-
	CWD	44%	39%	23%	26%	21%	-	-	-	-	*	22%	33%	23%	-	7%	27%	16%	-	*	-	-
	CWOD	75%	74%	60%	54%	63%	*	*	-	-	47%	58%	73%	-	60%	63%	61%	59%	-	40%	-	-
	EL	61%	69%	60%	*	60%	*	*	-	-	67%	59%	71%	7%	63%	60%	61%	59%	-	20%	-	-
	Male	71%	70%	55%	44%	62%	*	*	-	-	58%	52%	76%	27%	61%	61%	55%	-	-	0%	-	-
	Female	71%	73%	55%	53%	59%	*	-	-	-	20%	55%	60%	16%	59%	59%	-	55%	-	71%	-	-

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Science	All Students	74%	77%	66%	57%	73%	*	*	-	-	40%	65%	76%	33%	71%	69%	68%	64%	-	44%	-	-	
	CWD	47%	40%	33%	29%	43%	-	-	-	-	*	28%	*	33%	-	43%	44%	13%	-	*	-	-	
	CWOD	78%	80%	71%	64%	76%	*	*	-	-	*	71%	74%	-	71%	71%	73%	70%	-	50%	-	-	
	EL	58%	70%	69%	-	68%	*	-	-	-	*	70%	57%	43%	71%	69%	77%	59%	-	*	-	-	
	Male	74%	76%	68%	51%	80%	-	*	-	-	*	66%	78%	44%	73%	77%	68%	-	-	*	-	-	
	Female	75%	78%	64%	62%	65%	*	-	-	-	*	63%	70%	13%	70%	59%	-	64%	-	80%	-	-	
STAAR Percent at Meets Grade Level or Above																							
All Grades																							
All Subjects	All Students	47%	41%	27%	22%	32%	31%	43%	-	-	14%	26%	39%	10%	30%	27%	27%	28%	-	13%	-	-	
	CWD	23%	15%	10%	10%	11%	-	-	-	-	0%	10%	8%	10%	-	5%	14%	4%	-	0%	-	-	
	CWOD	50%	44%	30%	25%	33%	31%	43%	-	-	16%	28%	43%	-	30%	29%	30%	30%	-	18%	-	-	
	EL	29%	32%	27%	*	28%	10%	*	-	-	20%	26%	34%	5%	29%	27%	30%	24%	-	14%	-	-	
	Male	45%	38%	27%	22%	31%	0%	50%	-	-	21%	25%	38%	14%	30%	30%	27%	-	-	0%	-	-	
	Female	48%	45%	28%	23%	32%	50%	*	-	-	5%	26%	41%	4%	30%	24%	-	28%	-	23%	-	-	
Reading	All Students	52%	44%	31%	26%	36%	29%	*	-	-	17%	29%	42%	10%	34%	28%	29%	33%	-	6%	-	-	
	CWD	24%	14%	10%	9%	11%	-	-	-	-	*	10%	8%	10%	-	5%	13%	5%	-	*	-	-	
	CWOD	56%	47%	34%	30%	38%	29%	*	-	-	19%	32%	47%	-	34%	30%	33%	36%	-	8%	-	-	
	EL	31%	32%	28%	*	29%	17%	*	-	-	13%	27%	36%	5%	30%	28%	30%	26%	-	0%	-	-	
	Male	47%	38%	29%	24%	33%	*	*	-	-	21%	28%	38%	13%	33%	30%	29%	-	-	0%	-	-	
	Female	56%	51%	33%	27%	38%	*	*	-	-	9%	31%	49%	5%	36%	26%	-	33%	-	10%	-	-	
Mathematics	All Students	41%	37%	22%	15%	28%	*	*	-	-	9%	20%	34%	9%	24%	26%	24%	20%	-	15%	-	-	
	CWD	22%	16%	9%	9%	13%	-	-	-	-	*	9%	11%	9%	-	7%	12%	4%	-	*	-	-	
	CWOD	44%	39%	24%	16%	29%	*	*	-	-	11%	22%	37%	-	24%	27%	26%	22%	-	20%	-	-	
	EL	29%	32%	26%	*	26%	*	*	-	-	17%	25%	33%	7%	27%	26%	31%	20%	-	20%	-	-	
	Male	42%	36%	24%	14%	30%	*	*	-	-	17%	22%	37%	12%	26%	31%	24%	-	-	0%	-	-	
	Female	40%	38%	20%	16%	25%	*	-	-	-	0%	19%	31%	4%	22%	20%	-	20%	-	29%	-	-	
Science	All Students	46%	43%	28%	27%	30%	*	*	-	-	20%	27%	41%	13%	31%	27%	29%	28%	-	22%	-	-	
	CWD	23%	15%	13%	17%	7%	-	-	-	-	*	14%	*	13%	-	0%	20%	0%	-	*	-	-	
	CWOD	49%	46%	31%	29%	32%	*	*	-	-	*	29%	44%	-	31%	29%	31%	31%	-	33%	-	-	
	EL	25%	32%	27%	-	27%	*	-	-	-	*	27%	29%	0%	29%	27%	29%	25%	-	*	-	-	
	Male	47%	43%	29%	31%	27%	-	*	-	-	*	28%	39%	20%	31%	29%	29%	-	-	*	-	-	
	Female	45%	43%	28%	23%	32%	*	-	-	-	*	26%	40%	0%	31%	25%	-	28%	-	40%	-	-	
STAAR Percent at Masters Grade Level																							
All Grades																							
All Subjects	All Students	22%	16%	8%	7%	10%	8%	14%	-	-	6%	8%	12%	4%	9%	7%	8%	9%	-	3%	-	-	
	CWD	9%	5%	4%	4%	5%	-	-	-	-	0%	4%	4%	4%	-	2%	6%	1%	-	0%	-	-	
	CWOD	24%	17%	9%	8%	10%	8%	14%	-	-	7%	8%	14%	-	9%	7%	9%	9%	-	4%	-	-	
	EL	12%	10%	7%	*	7%	0%	*	-	-	7%	7%	4%	2%	7%	7%	8%	6%	-	0%	-	-	
	Male	21%	15%	8%	6%	10%	0%	17%	-	-	10%	8%	12%	6%	9%	8%	8%	-	-	0%	-	-	

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
All Subjects	Female	23%	17%	9%	8%	10%	13%	*	-	-	0%	8%	14%	1%	9%	6%	-	9%	-	5%	-	-
Reading	All Students	25%	16%	10%	10%	11%	14%	*	-	-	8%	10%	15%	3%	11%	8%	9%	11%	-	6%	-	-
	CWD	9%	4%	3%	3%	3%	-	-	-	-	*	3%	0%	3%	-	0%	3%	3%	-	*	-	-
	CWOD	27%	17%	11%	11%	12%	14%	*	-	-	10%	10%	17%	-	11%	9%	11%	12%	-	8%	-	-
	EL	13%	10%	8%	*	8%	0%	*	-	-	13%	9%	4%	0%	9%	8%	9%	7%	-	0%	-	-
	Male	22%	13%	9%	7%	11%	*	*	-	-	14%	9%	13%	3%	11%	9%	9%	-	-	0%	-	-
	Female	28%	19%	11%	12%	11%	*	*	-	-	0%	10%	19%	3%	12%	7%	-	11%	-	10%	-	-
Mathematics	All Students	20%	16%	7%	4%	9%	*	*	-	-	5%	6%	11%	5%	7%	7%	8%	5%	-	0%	-	-
	CWD	9%	6%	5%	4%	8%	-	-	-	-	*	5%	11%	5%	-	7%	8%	0%	-	*	-	-
	CWOD	21%	17%	7%	4%	9%	*	*	-	-	5%	6%	10%	-	7%	7%	8%	6%	-	0%	-	-
	EL	12%	12%	7%	*	7%	*	*	-	-	0%	7%	5%	7%	7%	7%	8%	6%	-	0%	-	-
	Male	21%	16%	8%	6%	9%	*	*	-	-	8%	7%	15%	8%	8%	8%	8%	-	-	0%	-	-
	Female	19%	16%	5%	2%	8%	*	-	-	-	0%	5%	6%	0%	6%	6%	-	5%	-	0%	-	-
Science	All Students	20%	15%	7%	6%	9%	*	*	-	-	0%	7%	8%	5%	7%	4%	6%	9%	-	0%	-	-
	CWD	8%	6%	5%	4%	7%	-	-	-	-	*	6%	*	5%	-	0%	8%	0%	-	*	-	-
	CWOD	22%	16%	7%	6%	9%	*	*	-	-	*	7%	9%	-	7%	4%	5%	10%	-	0%	-	-
	EL	7%	7%	4%	-	4%	*	-	-	-	*	4%	0%	0%	4%	4%	5%	2%	-	*	-	-
	Male	22%	16%	6%	4%	7%	-	*	-	-	*	6%	0%	8%	5%	5%	6%	-	-	*	-	-
	Female	19%	14%	9%	7%	10%	*	-	-	-	*	8%	15%	0%	10%	2%	-	9%	-	0%	-	-

- Indicates there are no students in the group.

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

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2021-22 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Academic Growth Score											
Reading											
All Students	67	62	71	70	*	-	-	73	66	55	69
CWD	55	52	64	-	-	-	-	*	56	55	67
CWOD	69	64	71	70	*	-	-	77	67	-	69
EL ◇	69	*	70	*	*	-	-	58	68	67	69

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Male	66	59	70	*	*	-	-	79	64	53	68
Female	68	64	71	*	-	-	-	67	67	59	70
Mathematics											
All Students	58	58	60	*	*	-	-	35	57	48	58
CWD	48	47	50	-	-	-	-	*	48	48	42
CWOD	60	61	60	*	*	-	-	32	58	-	58
EL ◇	58	*	58	*	*	-	-	25	56	42	58
Male	57	47	62	*	*	-	-	36	55	38	58
Female	60	67	57	*	-	-	-	33	59	69	58

- Indicates there are no students in the group.

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

Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates for the class of 2021.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL ◇	Homeless ◇	Foster Care ◇
Federal Graduation Rates													
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2021													
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL ◇	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

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

◇ Ever in grades 9-12.

Part (iv): English Language Proficiency

This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2022 TELPAS (Texas English Language Proficiency Assessment System) data. (EL: English learner)

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Total EL in Class	Proficiency of EL	Rate of Proficiency
297	32	11%

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

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Student Success (Student Achievement Domain Score: STAAR Component Only)											
STAAR Component Score	31	26	35	44	38	-	-	21	30	12	31
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

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

Part (vi): Goal Meeting Status

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
STAAR Performance Status											
Reading											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	N	N	N						N	N	Y
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N	N	N						N	N	N
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N	N	N						N	N	N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Target Met	N	N	N						N	N	N
Mathematics											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N	N	N						N	N	N
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N	N	N						N	N	N
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N	N	N						N	N	N
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N	N	N						N	N	N
English Learner Language Proficiency Status											
Interim Goals (2018-2022)											36%
Target Met											N
Interim Goals (2023-2027)											38%
Target Met											N
Interim Goals (2028-2032)											40%
Target Met											N
Long-Term Goals											40%
Target Met											N
Federal Graduation Status^Δ											
Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met											
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met											
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											

Blank cells above represent student group indicators that do not meet the minimum size criteria.

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

Δ Student groups that are at or above 90% are required to exceed that rate by at least a tenth of a percent in the following year(s).

Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science for the 2021-22 school year. (CWD: children with disability; CWD: children without disability; EL: English learner)

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		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Participation Rate																	
All Subjects	All Students	98%	97%	98%	100%	100%	-	-	98%	98%	97%	99%	98%	98%	97%	98%	-
	CWD	99%	98%	100%	-	-	-	-	100%	98%	100%	99%	-	100%	99%	98%	-
	CWOD	98%	97%	98%	100%	100%	-	-	98%	98%	97%	-	98%	98%	97%	98%	-
	EL	98%	*	98%	100%	*	-	-	100%	98%	100%	100%	98%	98%	98%	99%	-
	Male	97%	96%	98%	100%	100%	-	-	100%	97%	97%	99%	97%	98%	97%	-	-
	Female	98%	99%	99%	100%	*	-	-	96%	98%	97%	98%	98%	99%	-	98%	-
Reading	All Students	98%	97%	99%	100%	100%	-	-	96%	98%	98%	98%	98%	99%	98%	98%	-
	CWD	98%	97%	100%	-	-	-	-	*	98%	100%	98%	-	100%	98%	98%	-
	CWOD	98%	97%	99%	100%	100%	-	-	95%	98%	98%	-	98%	99%	98%	98%	-
	EL	99%	*	99%	100%	*	-	-	100%	99%	100%	100%	99%	99%	99%	100%	-
	Male	98%	95%	99%	*	*	-	-	100%	98%	98%	98%	98%	99%	98%	-	-
	Female	98%	98%	99%	*	*	-	-	91%	98%	98%	98%	98%	100%	-	98%	-
Mathematics	All Students	98%	97%	98%	*	*	-	-	100%	98%	96%	99%	97%	98%	97%	98%	-
		98%	97%	98%	*	*	-	-	100%	98%	96%	99%	97%	98%	97%	98%	-
	CWD	99%	98%	100%	-	-	-	-	*	98%	100%	99%	-	100%	100%	96%	-
		99%	98%	100%	-	-	-	-	*	98%	100%	99%	-	100%	100%	96%	-
	CWOD	97%	97%	98%	*	*	-	-	100%	98%	96%	-	97%	98%	97%	98%	-
		97%	97%	98%	*	*	-	-	100%	98%	96%	-	97%	98%	97%	98%	-
	EL	98%	*	98%	*	*	-	-	100%	98%	100%	100%	98%	98%	98%	98%	-
		98%	*	98%	*	*	-	-	100%	98%	100%	100%	98%	98%	98%	98%	-
	Male	97%	96%	98%	*	*	-	-	100%	97%	95%	100%	97%	98%	97%	-	-
		97%	96%	98%	*	*	-	-	100%	97%	95%	100%	97%	98%	97%	-	-
	Female	98%	98%	98%	*	-	-	-	100%	98%	97%	96%	98%	98%	-	98%	-
		98%	98%	98%	*	-	-	-	100%	98%	97%	96%	98%	98%	-	98%	-
SAT/ACT All Subjects	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Non-Participation Rate																	

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		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
All Subjects	All Students	2%	3%	2%	0%	0%	-	-	2%	2%	3%	1%	2%	2%	3%	2%	-
	CWD	1%	2%	0%	-	-	-	-	0%	2%	0%	1%	-	0%	1%	2%	-
	CWOD	2%	3%	2%	0%	0%	-	-	2%	2%	3%	-	2%	2%	3%	2%	-
	EL	2%	*	2%	0%	*	-	-	0%	2%	0%	0%	2%	2%	2%	1%	-
	Male	3%	4%	2%	0%	0%	-	-	0%	3%	3%	1%	3%	2%	3%	-	-
	Female	2%	1%	1%	0%	*	-	-	4%	2%	3%	2%	2%	1%	-	2%	-
Reading	All Students	2%	3%	1%	0%	0%	-	-	4%	2%	2%	2%	2%	1%	2%	2%	-
	CWD	2%	3%	0%	-	-	-	-	*	2%	0%	2%	-	0%	2%	2%	-
	CWOD	2%	3%	1%	0%	0%	-	-	5%	2%	2%	-	2%	1%	2%	2%	-
	EL	1%	*	1%	0%	*	-	-	0%	1%	0%	0%	1%	1%	1%	0%	-
	Male	2%	5%	1%	*	*	-	-	0%	2%	2%	2%	2%	1%	2%	-	-
	Female	2%	2%	1%	*	*	-	-	9%	2%	2%	2%	2%	0%	-	2%	-
Mathematics	All Students	2%	3%	2%	*	*	-	-	0%	2%	4%	1%	3%	2%	3%	2%	-
	CWD	1%	2%	0%	-	-	-	-	*	2%	0%	1%	-	0%	0%	4%	-
	CWOD	3%	3%	2%	*	*	-	-	0%	2%	4%	-	3%	2%	3%	2%	-
	EL	2%	*	2%	*	*	-	-	0%	2%	0%	0%	2%	2%	2%	2%	-
	Male	3%	4%	2%	*	*	-	-	0%	3%	5%	0%	3%	2%	3%	-	-
	Female	2%	2%	2%	*	-	-	-	0%	2%	3%	4%	2%	2%	-	2%	-
Science	All Students	3%	2%	3%	*	*	-	-	0%	2%	5%	0%	3%	4%	3%	2%	-
	CWD	0%	0%	0%	-	-	-	-	*	0%	*	0%	-	0%	0%	0%	-
	CWOD	3%	2%	3%	*	*	-	-	*	3%	6%	-	3%	4%	4%	2%	-
	EL	4%	-	4%	*	-	-	-	*	4%	0%	0%	4%	4%	3%	4%	-
	Male	3%	4%	3%	-	*	-	-	*	3%	6%	0%	4%	3%	3%	-	-
	Female	2%	0%	2%	*	-	-	-	*	2%	5%	0%	2%	4%	-	2%	-
SAT/ACT All Subjects	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

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

Part (viii): Civil Rights Data

Part (viii)(I) This section provides information from the 2017-18 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related

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

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
Students Without Disabilities												
In-School Suspensions												
	Male	83	65	13	1	1	1	0	2	5		
	Female	58	47	9	0	2	0	0	0	6		
	Total	141	112	22	1	3	1	0	2	11		
Out-of-School Suspensions												
	Male	28	21	5	1	0	0	0	1	2		
	Female	26	20	5	0	0	1	0	0	2		
	Total	54	41	10	1	0	1	0	1	4		
Expulsions												
With Educational Services	Male	5	3	2	0	0	0	0	0	1		
	Female	2	1	1	0	0	0	0	0	1		
	Total	7	4	3	0	0	0	0	0	2		
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
School-Related Arrests												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Referrals to Law Enforcement												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Students With Disabilities												
In-School Suspensions												

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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
	Male	17	15	2	0	0	0	0	0	1		1
	Female	18	17	1	0	0	0	0	0	0		4
	Total	35	32	3	0	0	0	0	0	1		5
Out-of-School Suspensions												
	Male	7	5	2	0	0	0	0	0	1		0
	Female	8	7	1	0	0	0	0	0	1		2
	Total	15	12	3	0	0	0	0	0	2		2
Expulsions												
With Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	1	1	0	0	0	0	0	0	0		1
	Total	1	1	0	0	0	0	0	0	0		1
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
School-Related Arrests												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Referrals to Law Enforcement												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	1	1	0	0	0	0	0	0	0		1
	Total	1	1	0	0	0	0	0	0	0		1
All Students												
Chronic Absenteeism												
	Male	49	37	11	-8	1	-8	-8	-8	3	9	-8
	Female	56	38	17	1	-8	-8	-8	-8	3	9	-8
	Total	105	75	28	1	1	-8	-8	-8	6	18	-8

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	Total
Incidents of Violence	
Incidents of rape or attempted rape	0
Incidents of sexual assault (other than rape)	0
Incidents of robbery with a weapon	0
Incidents of robbery with a firearm or explosive device	0
Incidents of robbery without a weapon	0
Incidents of physical attack or fight with a weapon	0
Incidents of physical attack or fight with a firearm or explosive device	0
Incidents of physical attack or fight without a weapon	24
Incidents of threats of physical attack with a weapon	2
Incidents of threats of physical attack with a firearm or explosive device	0
Incidents of threats of physical attack without a weapon	6
Incidents of possession of a firearm or explosive device	0
Allegations of Harassment or bullying	
On the basis of sex	0
On the basis of race	0
On the basis of disability	0
On the basis of sexual orientation	0
On the basis of religion	0

Part (viii)(II) This section provides information from the 2017-18 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs											
	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Accelerated Coursework											
Advanced Placement Courses	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
International Baccalaureate Courses	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9

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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Dual Enrollment/Dual Credit Programs	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9

- Indicates there are no data available in the group.
- 3 Indicates skip logic failure.
- 8 Indicates EDFacts missing data.
- 9 Indicates not applicable / skipped.
- 11 Indicates suppressed data.

Blank cell indicates the student group is not applicable to this report.

Part (ix): Teacher Quality Data

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

High Poverty School		
		All School
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	26.2	47.5%
Teachers Teaching with Emergency or Provisional Credentials	3.0	5.6%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	0.0	-

- Indicates there are no data available in the group.

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

Part (x): Per-pupil Expenditure

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

To be updated by June 30th, 2023.

Part (xi): STAAR Alternate 2 Participation

This section provides information on the number and percentage of students with the most significant cognitive disabilities who take STAAR Alternate 2, by grade and subject for the 2021-22 school year.

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Grade 3						
Reading	6,584	2%	*	1%	-	-
Mathematics	6,587	2%	*	1%	-	-
Grade 4						
Reading	6,404	2%	-	-	-	-
Mathematics	6,408	2%	-	-	-	-
Grade 5						
Reading	6,204	2%	-	-	-	-
Mathematics	6,205	2%	-	-	-	-
Science	6,200	2%	-	-	-	-
Grade 6						
Reading	6,181	2%	19	1%	*	1%
Mathematics	6,177	2%	19	1%	*	1%
Grade 7						
Reading	6,130	1%	10	0%	*	1%
Mathematics	6,120	2%	10	0%	*	1%
Grade 8						
Reading	5,794	1%	11	0%	*	2%
Mathematics	5,803	2%	11	1%	*	2%
Science	5,796	1%	11	0%	*	2%
End of Course						
English I	6,009	1%	12	0%	*	0%
English II	5,490	1%	10	0%	*	1%
Algebra I	5,993	1%	12	0%	*	1%
Biology	5,860	1%	12	1%	*	1%
All Grades						
All Subjects	109,954	1%	143	1%	22	1%
Reading	48,805	1%	65	1%	10	1%
Mathematics	43,293	1%	55	1%	8	1%
Science	17,856	1%	23	1%	*	1%

- Indicates there are no students in the group.

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

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

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

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

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

* Indicates reporting standards not met.

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

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

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

This section provides information on the cohort rate at which students who graduated from high school in the 2019-20 school year enrolled in a Texas public postsecondary education institution in the 2020-21 academic year in (I) programs of public postsecondary education in Texas; (II) programs of private postsecondary education in Texas; and (III) programs of postsecondary education outside Texas. (CWD: children with disability; EL: English learner)

There is no data for this campus.

Part (xiv): Additional Information - Chronic Absenteeism

This section provides information on the Chronic Absenteeism per EDFacts definition: percent of unduplicated number of K - 12 students enrolled in a school for at least 10 days and absent for 10% or more days during the 2020-21 school year. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Chronic Absenteeism Rate	35%	43%	28%	17%	17%	-	-	67%	35%	39%	29%

- Indicates there are no students in the group.

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

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Part (i): Description of State Accountability System

Part (i)(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students for use in the accountability system. The Texas accountability minimum size criteria are 25 tests for assessment related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for the all student group.

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

State ESSA Goals												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Performance (At Meets Grade Level or Above)												
Reading/ELA	Baseline 2016-17 Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
	2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
	2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Mathematics	Baseline 2016-17 Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
	2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
	2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
EL Progress												
	Baseline 2016-17 Rates											41%
	2017-18 through 2021-22											36%
	2022-23 through 2026-27											38%
	2027-28 through 2031-32											40%
Graduation Rate: 4-Year Longitudinal Rate Δ												
	Baseline 2016-17 Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
	2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
	2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
	2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

Δ Student groups that are at or above 90% are required to exceed that rate by at least a tenth of a percent in the following year(s).

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

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

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

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language Proficiency	10%
	SQSS: Student Achievement Domain Score: STAAR Component Only	10%
High Schools, K-12s, AEAs, and Districts	Academic Achievement	50%
	Federal Graduation Status or Academic Growth Status ¹	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness or Student Domain Score: STAAR Component Only ²	30%

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

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

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(bb) the methodology by which the State differentiates all such schools. A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), B (80-89), C (70-79), D (60-69), and F (0-59) and further used to differentiate all public schools.
<https://tea.texas.gov/sites/default/files/chapter-4-2022-closing-the-gaps-domain.pdf>

(cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students. TEA uses the Closing the Gaps domain to identify campuses that have consistently underperforming student groups. A student group that misses the targets in at least the same three indicators, for three consecutive years, is considered consistently underperforming. Any campus not identified for comprehensive support and improvement (CSI) that has at least one consistently underperforming student group is identified for targeted support and improvement (TSI). TSI identifies both Title I and non-Title I campuses. Data from 2018, 2019, and 2022 are considered consecutive years for 2022 TSI identification.

(dd) the methodology by which the State identifies a school for comprehensive support and improvement. Texas annually ranks all Title I campuses based on Closing the Gaps scaled scores. Beginning August 2022, TEA also evaluates overall scaled scores to make final comprehensive support and improvement (CSI) determinations. Title I campuses with both the lowest Closing the Gaps and lowest overall scaled scores are identified for CSI. First, Texas determines the bottom five percent of Closing the Gaps outcomes by rank ordering the scaled scores of Title I campuses by school type - elementary, middle, high school/ K - 12, and alternative education accountability. Texas then determines which campuses fell in the bottom five percent for each school type. Next, TEA rank orders the overall scaled scores for all Title I campuses statewide (without regard to campus type) to determine the scaled score cut point necessary to identify at least five percent of Title I campuses. Title I campuses with an overall scaled score cut point at or below the overall cut point and that rank in their school types bottom five percent are identified for CSI.

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

Part (i)(VI) the exit criteria established by the State, including the length of years established. Campuses that do not rank in their school types bottom five percent of the Closing the Gaps domain for two consecutive years and have an overall scaled score that year that does not fall within the lowest percentile to be reidentified for CSI are considered as having successfully exited. Campuses previously identified as CSI based solely on a graduation rate below 67 percent must have a four or six-year federal graduation rate of at least 67 percent for two consecutive years to exit CSI status.

Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2021-22 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

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

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	69%	57%	65%	67%	65%	-	-	-	-	*	64%	71%	29%	67%	57%	63%	67%	-	*	-	-
	CWD	38%	27%	29%	-	29%	-	-	-	-	-	33%	*	29%	-	*	33%	*	-	*	-	-
	CWOD	74%	59%	67%	67%	66%	-	-	-	-	*	66%	75%	-	67%	59%	66%	67%	-	*	-	-
	EL	53%	54%	57%	-	56%	-	-	-	-	*	58%	40%	*	59%	57%	55%	58%	-	*	-	-
	Male	66%	52%	63%	*	63%	-	-	-	-	*	61%	78%	33%	66%	55%	63%	-	-	*	-	-
	Female	72%	63%	67%	*	66%	-	-	-	-	-	67%	63%	*	67%	58%	-	67%	-	-	-	-
Mathematics	All Students	72%	69%	85%	100%	84%	-	-	-	-	*	85%	88%	57%	86%	81%	80%	89%	-	*	-	-
	CWD	47%	44%	57%	-	57%	-	-	-	-	-	50%	*	57%	-	*	67%	*	-	*	-	-
	CWOD	76%	71%	86%	100%	86%	-	-	-	-	*	86%	88%	-	86%	82%	81%	90%	-	*	-	-
	EL	61%	70%	81%	-	81%	-	-	-	-	*	80%	100%	*	82%	81%	77%	86%	-	*	-	-
	Male	73%	68%	80%	*	79%	-	-	-	-	*	79%	89%	67%	81%	77%	80%	-	-	*	-	-
	Female	72%	71%	89%	*	89%	-	-	-	-	-	89%	88%	*	90%	86%	-	89%	-	-	-	-
Grade 7																						
Reading	All Students	79%	77%	84%	73%	84%	-	-	-	-	*	83%	88%	20%	86%	85%	81%	87%	-	*	-	-
	CWD	47%	39%	20%	*	*	-	-	-	-	-	20%	-	20%	-	*	*	*	-	-	-	-
	CWOD	83%	80%	86%	78%	86%	-	-	-	-	*	85%	88%	-	86%	88%	84%	88%	-	*	-	-
	EL	63%	73%	85%	-	85%	-	-	-	-	*	85%	*	*	88%	85%	83%	86%	-	*	-	-
	Male	75%	72%	81%	67%	82%	-	-	-	-	*	81%	83%	*	84%	83%	81%	-	-	*	-	-
	Female	83%	82%	87%	80%	88%	-	-	-	-	-	86%	91%	*	88%	86%	-	87%	-	*	-	-
Mathematics	All Students	60%	66%	82%	82%	82%	-	-	-	-	*	85%	65%	80%	82%	82%	84%	80%	-	*	-	-
	CWD	36%	38%	80%	*	*	-	-	-	-	-	80%	-	80%	-	*	*	*	-	-	-	-
	CWOD	63%	68%	82%	78%	83%	-	-	-	-	*	85%	65%	-	82%	83%	84%	81%	-	*	-	-
	EL	45%	64%	82%	-	82%	-	-	-	-	*	84%	*	*	83%	82%	88%	76%	-	*	-	-
	Male	60%	66%	84%	100%	83%	-	-	-	-	*	86%	67%	*	84%	88%	84%	-	-	*	-	-
	Female	59%	67%	80%	60%	82%	-	-	-	-	-	83%	64%	*	81%	76%	-	80%	-	*	-	-
Grade 8																						
Reading	All Students	82%	82%	91%	83%	91%	*	-	*	-	-	91%	91%	*	92%	90%	91%	91%	-	-	-	-
	CWD	50%	46%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	86%	84%	92%	83%	93%	*	-	*	-	-	93%	91%	-	92%	91%	92%	93%	-	-	-	-
	EL	65%	75%	90%	-	90%	-	-	-	-	-	91%	80%	*	91%	90%	87%	92%	-	-	-	-
	Male	78%	78%	91%	100%	90%	-	-	*	-	-	89%	100%	*	92%	87%	91%	-	-	-	-	-
	Female	86%	85%	91%	*	92%	*	-	-	-	-	92%	86%	*	93%	92%	-	91%	-	-	-	-
Mathematics	All Students	70%	77%	87%	100%	86%	*	-	*	-	-	84%	100%	20%	88%	81%	88%	86%	-	-	-	-
	CWD	40%	39%	20%	-	20%	-	-	-	-	-	20%	-	20%	-	*	*	*	-	-	-	-
	CWOD	74%	79%	88%	100%	88%	*	-	*	-	-	86%	100%	-	88%	82%	89%	88%	-	-	-	-
	EL	57%	70%	81%	-	81%	-	-	-	-	-	80%	100%	*	82%	81%	81%	80%	-	-	-	-
	Male	68%	76%	88%	100%	86%	-	-	*	-	-	86%	100%	*	89%	81%	88%	-	-	-	-	-
	Female	72%	77%	86%	*	86%	*	-	-	-	-	83%	100%	*	88%	80%	-	86%	-	-	-	-

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Science	All Students	73%	71%	86%	67%	87%	*	-	*	-	-	85%	91%	20%	88%	83%	92%	81%	-	-	-	-
	CWD	42%	27%	20%	-	20%	-	-	-	-	-	20%	-	20%	-	*	*	*	-	-	-	-
	CWOD	77%	74%	88%	67%	88%	*	-	*	-	-	87%	91%	-	88%	83%	94%	83%	-	-	-	-
	EL	54%	63%	83%	-	83%	-	-	-	-	-	83%	80%	*	83%	83%	88%	78%	-	-	-	-
	Male	73%	71%	92%	80%	93%	-	-	*	-	-	91%	100%	*	94%	88%	92%	-	-	-	-	-
	Female	73%	70%	81%	*	82%	*	-	-	-	-	81%	86%	*	83%	78%	-	81%	-	-	-	-
End of Course																						
English I	All Students	64%	64%	67%	55%	67%	*	-	-	-	-	65%	81%	11%	73%	56%	69%	65%	-	*	-	-
	CWD	29%	22%	11%	*	12%	-	-	-	-	-	11%	*	11%	-	10%	9%	11%	-	-	-	-
	CWOD	68%	68%	73%	75%	73%	*	-	-	-	-	71%	86%	-	73%	61%	76%	71%	-	*	-	-
	EL	38%	52%	56%	*	55%	-	-	-	-	-	56%	60%	10%	61%	56%	59%	52%	-	-	-	-
	Male	58%	58%	69%	71%	68%	*	-	-	-	-	69%	72%	9%	76%	59%	69%	-	-	-	-	-
	Female	70%	71%	65%	*	67%	*	-	-	-	-	61%	92%	11%	71%	52%	-	65%	-	*	-	-
English II	All Students	71%	71%	66%	29%	67%	*	-	-	-	-	61%	85%	6%	72%	51%	64%	68%	-	*	-	-
	CWD	33%	23%	6%	*	8%	-	-	-	-	-	8%	*	6%	-	13%	10%	0%	-	-	-	-
	CWOD	76%	76%	72%	*	72%	*	-	-	-	-	66%	94%	-	72%	56%	70%	74%	-	*	-	-
	EL	43%	56%	51%	-	51%	-	-	-	-	-	50%	*	13%	56%	51%	54%	47%	-	-	-	-
	Male	65%	65%	64%	*	65%	-	-	-	-	-	58%	86%	10%	70%	54%	64%	-	-	-	-	-
	Female	77%	77%	68%	*	70%	*	-	-	-	-	65%	85%	0%	74%	47%	-	68%	-	*	-	-
Algebra I	All Students	74%	74%	84%	82%	85%	*	-	-	-	-	83%	92%	26%	91%	81%	86%	82%	-	*	-	-
	CWD	46%	34%	26%	*	24%	-	-	-	-	-	29%	*	26%	-	30%	20%	33%	-	-	-	-
	CWOD	78%	78%	91%	89%	92%	*	-	-	-	-	89%	100%	-	91%	88%	94%	88%	-	*	-	-
	EL	64%	69%	81%	*	81%	-	-	-	-	-	81%	*	30%	88%	81%	85%	77%	-	-	-	-
	Male	71%	70%	86%	100%	86%	*	-	-	-	-	85%	93%	20%	94%	85%	86%	-	-	-	-	-
	Female	78%	79%	82%	*	83%	*	-	-	-	-	81%	91%	33%	88%	77%	-	82%	-	*	-	-
Biology	All Students	82%	83%	88%	89%	87%	*	-	-	-	-	86%	96%	24%	95%	85%	84%	92%	-	*	-	-
	CWD	57%	49%	24%	*	25%	-	-	-	-	-	25%	*	24%	-	30%	20%	29%	-	-	-	-
	CWOD	86%	86%	95%	100%	94%	*	-	-	-	-	94%	100%	-	95%	92%	92%	97%	-	*	-	-
	EL	66%	78%	85%	*	85%	-	-	-	-	-	84%	*	30%	92%	85%	81%	88%	-	-	-	-
	Male	80%	80%	84%	100%	82%	*	-	-	-	-	82%	93%	20%	92%	81%	84%	-	-	-	-	-
	Female	85%	87%	92%	*	93%	*	-	-	-	-	91%	100%	29%	97%	88%	-	92%	-	*	-	-
STAAR Percent at Meets Grade Level or Above																						
Grade 6																						
Reading	All Students	42%	29%	38%	33%	39%	-	-	-	-	*	36%	59%	14%	39%	30%	33%	43%	-	*	-	-
	CWD	21%	15%	14%	-	14%	-	-	-	-	-	17%	*	14%	-	*	17%	*	-	*	-	-
	CWOD	46%	30%	39%	33%	40%	-	-	-	-	*	37%	63%	-	39%	31%	34%	43%	-	*	-	-
	EL	24%	25%	30%	-	30%	-	-	-	-	*	32%	0%	*	31%	30%	23%	36%	-	*	-	-
	Male	40%	26%	33%	*	34%	-	-	-	-	*	30%	56%	17%	34%	23%	33%	-	-	*	-	-
	Female	45%	32%	43%	*	43%	-	-	-	-	-	41%	63%	*	43%	36%	-	43%	-	-	-	-

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Mathematics	All Students	38%	32%	50%	50%	50%	-	-	-	-	*	50%	53%	29%	51%	43%	59%	43%	-	*	-	-	
	CWD	20%	21%	29%	-	29%	-	-	-	-	-	33%	*	29%	-	*	33%	*	-	*	-	-	
	CWOD	41%	33%	51%	50%	51%	-	-	-	-	*	50%	56%	-	51%	45%	61%	43%	-	*	-	-	
	EL	24%	32%	43%	-	43%	-	-	-	-	*	43%	40%	*	45%	43%	53%	34%	-	*	-	-	
	Male	40%	35%	59%	*	58%	-	-	-	-	*	56%	78%	33%	61%	53%	59%	-	-	*	-	-	
	Female	36%	29%	43%	*	43%	-	-	-	-	-	45%	25%	*	43%	34%	-	43%	-	-	-	-	
Grade 7																							
Reading	All Students	55%	47%	58%	45%	58%	-	-	-	-	*	54%	82%	0%	59%	49%	47%	70%	-	*	-	-	
	CWD	25%	16%	0%	*	*	-	-	-	-	-	0%	-	0%	-	*	*	*	-	-	-	-	
	CWOD	59%	49%	59%	56%	59%	-	-	-	-	*	56%	82%	-	59%	51%	49%	71%	-	*	-	-	
	EL	33%	40%	49%	-	49%	-	-	-	-	*	48%	*	*	51%	49%	42%	59%	-	*	-	-	
	Male	50%	40%	47%	33%	47%	-	-	-	-	*	45%	67%	*	49%	42%	47%	-	-	*	-	-	
	Female	60%	54%	70%	60%	71%	-	-	-	-	-	66%	91%	*	71%	59%	-	70%	-	*	-	-	
Mathematics	All Students	30%	33%	48%	18%	50%	-	-	-	-	*	49%	41%	0%	49%	41%	43%	53%	-	*	-	-	
	CWD	18%	13%	0%	*	*	-	-	-	-	-	0%	-	0%	-	*	*	*	-	-	-	-	
	CWOD	32%	35%	49%	22%	51%	-	-	-	-	*	50%	41%	-	49%	43%	46%	54%	-	*	-	-	
	EL	17%	31%	41%	-	42%	-	-	-	-	*	43%	*	*	43%	41%	40%	43%	-	*	-	-	
	Male	31%	34%	43%	17%	46%	-	-	-	-	*	44%	33%	*	46%	40%	43%	-	-	*	-	-	
	Female	29%	33%	53%	20%	55%	-	-	-	-	-	54%	45%	*	54%	43%	-	53%	-	*	-	-	
Grade 8																							
Reading	All Students	57%	51%	57%	83%	56%	*	-	*	-	-	55%	73%	*	58%	40%	56%	58%	-	-	-	-	
	CWD	25%	17%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-	
	CWOD	61%	53%	58%	83%	57%	*	-	*	-	-	56%	73%	-	58%	40%	56%	60%	-	-	-	-	
	EL	33%	35%	40%	-	40%	-	-	-	-	-	40%	40%	*	40%	40%	39%	41%	-	-	-	-	
	Male	51%	44%	56%	100%	53%	-	-	*	-	-	54%	75%	*	56%	39%	56%	-	-	-	-	-	
	Female	63%	57%	58%	*	58%	*	-	-	-	-	56%	71%	*	60%	41%	-	58%	-	-	-	-	
Mathematics	All Students	39%	43%	53%	50%	53%	*	-	*	-	-	50%	68%	20%	54%	39%	55%	52%	-	-	-	-	
	CWD	20%	16%	20%	-	20%	-	-	-	-	-	20%	-	20%	-	*	*	*	-	-	-	-	
	CWOD	41%	45%	54%	50%	54%	*	-	*	-	-	51%	68%	-	54%	38%	55%	53%	-	-	-	-	
	EL	24%	32%	39%	-	39%	-	-	-	-	-	39%	40%	*	38%	39%	44%	35%	-	-	-	-	
	Male	38%	41%	55%	40%	57%	-	-	*	-	-	52%	75%	*	55%	44%	55%	-	-	-	-	-	
	Female	40%	46%	52%	*	51%	*	-	-	-	-	49%	64%	*	53%	35%	-	52%	-	-	-	-	
Science	All Students	44%	38%	55%	50%	54%	*	-	*	-	-	52%	68%	20%	55%	40%	64%	48%	-	-	-	-	
	CWD	22%	14%	20%	-	20%	-	-	-	-	-	20%	-	20%	-	*	*	*	-	-	-	-	
	CWOD	47%	39%	55%	50%	55%	*	-	*	-	-	53%	68%	-	55%	40%	65%	49%	-	-	-	-	
	EL	23%	26%	40%	-	40%	-	-	-	-	-	41%	20%	*	40%	40%	50%	33%	-	-	-	-	
	Male	45%	40%	64%	60%	64%	-	-	*	-	-	61%	88%	*	65%	50%	64%	-	-	-	-	-	
	Female	42%	36%	48%	*	48%	*	-	-	-	-	46%	57%	*	49%	33%	-	48%	-	-	-	-	
End of Course																							

Texas Education Agency
2022 Federal Report Card
YES PREP - SOUTHWEST (101845002) - YES PREP PUBLIC SCHOOLS INC - HARRIS COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
English I	All Students	46%	42%	47%	45%	48%	*	-	-	-	-	45%	58%	11%	51%	31%	44%	52%	-	*	-	-	
	CWD	17%	10%	11%	*	12%	-	-	-	-	-	11%	*	11%	-	10%	9%	11%	-	-	-	-	
	CWOD	50%	46%	51%	63%	51%	*	-	-	-	-	49%	62%	-	51%	33%	47%	56%	-	*	-	-	
	EL	19%	30%	31%	*	30%	-	-	-	-	-	30%	40%	10%	33%	31%	24%	38%	-	-	-	-	
	Male	40%	36%	44%	57%	43%	*	-	-	-	-	42%	50%	9%	47%	24%	44%	-	-	-	-	-	
	Female	53%	50%	52%	*	53%	*	-	-	-	-	49%	69%	11%	56%	38%	-	52%	-	*	-	-	
English II	All Students	54%	53%	47%	29%	48%	*	-	-	-	-	43%	65%	0%	52%	24%	39%	57%	-	*	-	-	
	CWD	21%	11%	0%	*	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	-	-	-	-	
	CWOD	59%	57%	52%	*	52%	*	-	-	-	-	47%	71%	-	52%	26%	44%	62%	-	*	-	-	
	EL	22%	32%	24%	-	24%	-	-	-	-	-	25%	*	0%	26%	24%	22%	26%	-	-	-	-	
	Male	48%	43%	39%	*	40%	-	-	-	-	-	36%	52%	0%	44%	22%	39%	-	-	-	-	-	
	Female	62%	62%	57%	*	58%	*	-	-	-	-	52%	85%	0%	62%	26%	-	57%	-	*	-	-	
Algebra I	All Students	42%	38%	45%	18%	47%	*	-	-	-	-	44%	54%	5%	50%	41%	45%	45%	-	*	-	-	
	CWD	19%	13%	5%	*	6%	-	-	-	-	-	6%	*	5%	-	10%	10%	0%	-	-	-	-	
	CWOD	45%	40%	50%	22%	52%	*	-	-	-	-	48%	58%	-	50%	45%	49%	50%	-	*	-	-	
	EL	28%	31%	41%	*	42%	-	-	-	-	-	41%	*	10%	45%	41%	39%	43%	-	-	-	-	
	Male	40%	34%	45%	29%	47%	*	-	-	-	-	45%	47%	10%	49%	39%	45%	-	-	-	-	-	
	Female	45%	42%	45%	*	48%	*	-	-	-	-	42%	64%	0%	50%	43%	-	45%	-	*	-	-	
Biology	All Students	54%	49%	56%	56%	57%	*	-	-	-	-	51%	88%	6%	62%	44%	55%	58%	-	*	-	-	
	CWD	25%	17%	6%	*	6%	-	-	-	-	-	6%	*	6%	-	10%	10%	0%	-	-	-	-	
	CWOD	57%	52%	62%	63%	62%	*	-	-	-	-	57%	91%	-	62%	48%	61%	64%	-	*	-	-	
	EL	26%	37%	44%	*	43%	-	-	-	-	-	42%	*	10%	48%	44%	37%	50%	-	-	-	-	
	Male	52%	47%	55%	67%	54%	*	-	-	-	-	50%	79%	10%	61%	37%	55%	-	-	-	-	-	
	Female	56%	51%	58%	*	59%	*	-	-	-	-	53%	100%	0%	64%	50%	-	58%	-	*	-	-	
STAAR Percent at Masters Grade Level																							
Grade 6																							
Reading	All Students	23%	11%	16%	17%	16%	-	-	-	-	*	15%	29%	0%	17%	8%	16%	17%	-	*	-	-	
	CWD	8%	5%	0%	-	0%	-	-	-	-	-	0%	*	0%	-	*	0%	*	-	*	-	-	
	CWOD	25%	12%	17%	17%	17%	-	-	-	-	*	15%	31%	-	17%	9%	17%	17%	-	*	-	-	
	EL	9%	8%	8%	-	8%	-	-	-	-	*	9%	0%	*	9%	8%	9%	8%	-	*	-	-	
	Male	21%	11%	16%	*	16%	-	-	-	-	*	13%	33%	0%	17%	9%	16%	-	-	*	-	-	
	Female	25%	12%	17%	*	16%	-	-	-	-	-	16%	25%	*	17%	8%	-	17%	-	-	-	-	
Mathematics	All Students	16%	10%	17%	17%	17%	-	-	-	-	*	18%	12%	14%	17%	7%	16%	18%	-	*	-	-	
	CWD	8%	8%	14%	-	14%	-	-	-	-	-	17%	*	14%	-	*	17%	*	-	*	-	-	
	CWOD	17%	10%	17%	17%	17%	-	-	-	-	*	18%	13%	-	17%	7%	16%	18%	-	*	-	-	
	EL	7%	9%	7%	-	7%	-	-	-	-	*	8%	0%	*	7%	7%	6%	8%	-	*	-	-	
	Male	17%	11%	16%	*	16%	-	-	-	-	*	16%	11%	17%	16%	6%	16%	-	-	*	-	-	
	Female	14%	8%	18%	*	18%	-	-	-	-	-	18%	13%	*	18%	8%	-	18%	-	-	-	-	
Grade 7																							

Texas Education Agency
2022 Federal Report Card
YES PREP - SOUTHWEST (101845002) - YES PREP PUBLIC SCHOOLS INC - HARRIS COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	36%	28%	35%	27%	35%	-	-	-	-	*	33%	47%	0%	36%	21%	29%	41%	-	*	-	-
	CWD	11%	7%	0%	*	*	-	-	-	-	-	0%	-	0%	-	*	*	*	-	-	-	-
	CWOD	40%	30%	36%	33%	36%	-	-	-	-	*	34%	47%	-	36%	22%	30%	42%	-	*	-	-
	EL	17%	22%	21%	-	21%	-	-	-	-	*	21%	*	*	22%	21%	17%	27%	-	*	-	-
	Male	32%	23%	29%	17%	30%	-	-	-	-	*	29%	33%	*	30%	17%	29%	-	-	*	-	-
	Female	41%	33%	41%	40%	42%	-	-	-	-	-	39%	55%	*	42%	27%	-	41%	-	*	-	-
Mathematics	All Students	13%	13%	19%	9%	20%	-	-	-	-	*	20%	12%	0%	20%	13%	22%	16%	-	*	-	-
	CWD	7%	5%	0%	*	*	-	-	-	-	-	0%	-	0%	-	*	*	*	-	-	-	-
	CWOD	14%	13%	20%	11%	20%	-	-	-	-	*	21%	12%	-	20%	13%	23%	16%	-	*	-	-
	EL	6%	11%	13%	-	13%	-	-	-	-	*	14%	*	*	13%	13%	15%	11%	-	*	-	-
	Male	13%	13%	22%	17%	22%	-	-	-	-	*	21%	33%	*	23%	15%	22%	-	-	*	-	-
	Female	12%	12%	16%	0%	17%	-	-	-	-	-	19%	0%	*	16%	11%	-	16%	-	*	-	-
Grade 8																						
Reading	All Students	37%	29%	34%	17%	35%	*	-	*	-	-	30%	59%	*	34%	19%	36%	33%	-	-	-	-
	CWD	11%	4%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	40%	31%	34%	17%	35%	*	-	*	-	-	30%	59%	-	34%	18%	35%	33%	-	-	-	-
	EL	16%	15%	19%	-	19%	-	-	-	-	-	19%	20%	*	18%	19%	26%	14%	-	-	-	-
	Male	31%	25%	36%	20%	38%	-	-	*	-	-	32%	63%	*	35%	26%	36%	-	-	-	-	-
	Female	42%	34%	33%	*	32%	*	-	-	-	-	28%	57%	*	33%	14%	-	33%	-	-	-	-
Mathematics	All Students	14%	16%	19%	0%	20%	*	-	*	-	-	17%	32%	20%	19%	8%	22%	18%	-	-	-	-
	CWD	8%	5%	20%	-	20%	-	-	-	-	-	20%	-	20%	-	*	*	*	-	-	-	-
	CWOD	15%	17%	19%	0%	20%	*	-	*	-	-	17%	32%	-	19%	6%	21%	18%	-	-	-	-
	EL	6%	10%	8%	-	8%	-	-	-	-	-	8%	0%	*	6%	8%	9%	6%	-	-	-	-
	Male	14%	16%	22%	0%	24%	-	-	*	-	-	18%	50%	*	21%	9%	22%	-	-	-	-	-
	Female	14%	16%	18%	*	17%	*	-	-	-	-	17%	21%	*	18%	6%	-	18%	-	-	-	-
Science	All Students	23%	15%	24%	17%	24%	*	-	*	-	-	23%	32%	20%	24%	8%	30%	20%	-	-	-	-
	CWD	9%	5%	20%	-	20%	-	-	-	-	-	20%	-	20%	-	*	*	*	-	-	-	-
	CWOD	24%	16%	24%	17%	24%	*	-	*	-	-	23%	32%	-	24%	6%	29%	20%	-	-	-	-
	EL	8%	7%	8%	-	8%	-	-	-	-	-	8%	0%	*	6%	8%	16%	2%	-	-	-	-
	Male	24%	16%	30%	20%	31%	-	-	*	-	-	27%	50%	*	29%	16%	30%	-	-	-	-	-
	Female	21%	14%	20%	*	19%	*	-	-	-	-	19%	21%	*	20%	2%	-	20%	-	-	-	-
End of Course																						
English I	All Students	10%	6%	8%	9%	8%	*	-	-	-	-	7%	16%	0%	9%	2%	5%	12%	-	*	-	-
	CWD	4%	2%	0%	*	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	-	-	-	-
	CWOD	11%	6%	9%	13%	9%	*	-	-	-	-	7%	17%	-	9%	2%	5%	13%	-	*	-	-
	EL	1%	2%	2%	*	2%	-	-	-	-	-	2%	0%	0%	2%	2%	2%	2%	-	-	-	-
	Male	8%	4%	5%	0%	5%	*	-	-	-	-	6%	0%	0%	5%	2%	5%	-	-	-	-	-
	Female	13%	8%	12%	*	11%	*	-	-	-	-	7%	38%	0%	13%	2%	-	12%	-	*	-	-

Texas Education Agency
2022 Federal Report Card
YES PREP - SOUTHWEST (101845002) - YES PREP PUBLIC SCHOOLS INC - HARRIS COUNTY

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

Texas Education Agency
2022 Federal Report Card
YES PREP - SOUTHWEST (101845002) - YES PREP PUBLIC SCHOOLS INC - HARRIS COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Science	All Students	74%	77%	87%	80%	87%	*	-	*	-	-	86%	93%	24%	91%	84%	87%	86%	-	*	-	-
	CWD	47%	40%	24%	*	25%	-	-	-	-	-	25%	*	24%	-	31%	23%	22%	-	-	-	-
	CWOD	78%	80%	91%	86%	91%	*	-	*	-	-	91%	96%	-	91%	88%	93%	90%	-	*	-	-
	EL	58%	70%	84%	*	84%	-	-	-	-	-	84%	86%	31%	88%	84%	85%	82%	-	-	-	-
	Male	74%	76%	87%	91%	87%	*	-	*	-	-	86%	95%	23%	93%	85%	87%	-	-	-	-	-
	Female	75%	78%	86%	*	87%	*	-	-	-	-	86%	92%	22%	90%	82%	-	86%	-	*	-	-
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	47%	41%	50%	42%	51%	50%	-	*	-	*	48%	65%	9%	53%	38%	48%	52%	-	25%	-	-
	CWD	23%	15%	9%	0%	11%	-	-	-	-	-	10%	0%	9%	-	11%	14%	2%	-	*	-	-
	CWOD	50%	44%	53%	48%	53%	50%	-	*	-	*	50%	67%	-	53%	40%	51%	55%	-	30%	-	-
	EL	29%	32%	38%	*	38%	-	-	-	-	*	38%	33%	11%	40%	38%	37%	40%	-	*	-	-
	Male	45%	38%	48%	47%	49%	*	-	*	-	*	46%	61%	14%	51%	37%	48%	-	-	0%	-	-
	Female	48%	45%	52%	33%	53%	71%	-	-	-	-	50%	68%	2%	55%	40%	-	52%	-	50%	-	-
Reading	All Students	52%	44%	49%	48%	49%	*	-	*	-	*	46%	66%	8%	52%	35%	43%	55%	-	33%	-	-
	CWD	24%	14%	8%	0%	9%	-	-	-	-	-	9%	0%	8%	-	8%	9%	5%	-	*	-	-
	CWOD	56%	47%	52%	58%	52%	*	-	*	-	*	49%	70%	-	52%	36%	46%	58%	-	40%	-	-
	EL	31%	32%	35%	*	34%	-	-	-	-	*	35%	30%	8%	36%	35%	29%	40%	-	*	-	-
	Male	47%	38%	43%	55%	43%	*	-	*	-	*	41%	56%	9%	46%	29%	43%	-	-	*	-	-
	Female	56%	51%	55%	39%	56%	*	-	-	-	-	52%	76%	5%	58%	40%	-	55%	-	*	-	-
Mathematics	All Students	41%	37%	49%	29%	50%	*	-	*	-	*	48%	55%	11%	51%	41%	50%	48%	-	0%	-	-
	CWD	22%	16%	11%	*	13%	-	-	-	-	-	13%	*	11%	-	11%	18%	0%	-	*	-	-
	CWOD	44%	39%	51%	33%	52%	*	-	*	-	*	50%	57%	-	51%	43%	52%	50%	-	*	-	-
	EL	29%	32%	41%	*	41%	-	-	-	-	*	42%	31%	11%	43%	41%	44%	38%	-	*	-	-
	Male	42%	36%	50%	30%	51%	*	-	*	-	*	49%	58%	18%	52%	44%	50%	-	-	*	-	-
	Female	40%	38%	48%	29%	49%	*	-	-	-	-	47%	52%	0%	50%	38%	-	48%	-	*	-	-
Science	All Students	46%	43%	56%	53%	55%	*	-	*	-	-	52%	78%	10%	59%	42%	59%	53%	-	*	-	-
	CWD	23%	15%	10%	*	10%	-	-	-	-	-	10%	*	10%	-	15%	15%	0%	-	-	-	-
	CWOD	49%	46%	59%	57%	59%	*	-	*	-	-	55%	80%	-	59%	44%	62%	56%	-	*	-	-
	EL	25%	32%	42%	*	41%	-	-	-	-	-	42%	43%	15%	44%	42%	43%	41%	-	-	-	-
	Male	47%	43%	59%	64%	58%	*	-	*	-	-	55%	82%	15%	62%	43%	59%	-	-	-	-	-
	Female	45%	43%	53%	*	53%	*	-	-	-	-	49%	75%	0%	56%	41%	-	53%	-	*	-	-
STAAR Percent at Masters Grade Level																						
All Grades																						
All Subjects	All Students	22%	16%	19%	10%	20%	30%	-	*	-	*	18%	27%	4%	20%	10%	19%	19%	-	17%	-	-
	CWD	9%	5%	4%	0%	4%	-	-	-	-	-	4%	0%	4%	-	5%	6%	0%	-	*	-	-
	CWOD	24%	17%	20%	12%	21%	30%	-	*	-	*	19%	28%	-	20%	10%	20%	20%	-	20%	-	-
	EL	12%	10%	10%	*	10%	-	-	-	-	*	10%	11%	5%	10%	10%	11%	9%	-	*	-	-
	Male	21%	15%	19%	8%	20%	*	-	*	-	*	19%	24%	6%	20%	11%	19%	-	-	0%	-	-

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
All Subjects	Female	23%	17%	19%	14%	19%	43%	-	-	-	-	17%	31%	0%	20%	9%	-	19%	-	33%	-	-
Reading	All Students	25%	16%	18%	15%	18%	*	-	*	-	*	17%	26%	2%	19%	10%	16%	21%	-	33%	-	-
	CWD	9%	4%	2%	0%	2%	-	-	-	-	-	2%	0%	2%	-	4%	3%	0%	-	*	-	-
	CWOD	27%	17%	19%	18%	19%	*	-	*	-	*	18%	28%	-	19%	10%	17%	22%	-	40%	-	-
	EL	13%	10%	10%	*	10%	-	-	-	-	*	10%	9%	4%	10%	10%	10%	10%	-	*	-	-
	Male	22%	13%	16%	9%	17%	*	-	*	-	*	16%	18%	3%	17%	10%	16%	-	-	*	-	-
	Female	28%	19%	21%	22%	20%	*	-	-	-	-	18%	36%	0%	22%	10%	-	21%	-	*	-	-
Mathematics	All Students	20%	16%	20%	6%	21%	*	-	*	-	*	19%	26%	6%	21%	11%	21%	18%	-	0%	-	-
	CWD	9%	6%	6%	*	6%	-	-	-	-	-	6%	*	6%	-	6%	9%	0%	-	*	-	-
	CWOD	21%	17%	21%	7%	21%	*	-	*	-	*	20%	27%	-	21%	11%	22%	19%	-	*	-	-
	EL	12%	12%	11%	*	11%	-	-	-	-	*	11%	6%	6%	11%	11%	12%	9%	-	*	-	-
	Male	21%	16%	21%	5%	23%	*	-	*	-	*	20%	29%	9%	22%	12%	21%	-	-	*	-	-
	Female	19%	16%	18%	7%	19%	*	-	-	-	-	18%	23%	0%	19%	9%	-	18%	-	*	-	-
Science	All Students	20%	15%	21%	7%	21%	*	-	*	-	-	19%	33%	5%	22%	8%	24%	18%	-	*	-	-
	CWD	8%	6%	5%	*	5%	-	-	-	-	-	5%	*	5%	-	8%	8%	0%	-	-	-	-
	CWOD	22%	16%	22%	7%	22%	*	-	*	-	-	20%	33%	-	22%	8%	25%	19%	-	*	-	-
	EL	7%	7%	8%	*	8%	-	-	-	-	-	7%	29%	8%	8%	8%	12%	4%	-	-	-	-
	Male	22%	16%	24%	9%	26%	*	-	*	-	-	23%	32%	8%	25%	12%	24%	-	-	-	-	-
	Female	19%	14%	18%	*	18%	*	-	-	-	-	15%	33%	0%	19%	4%	-	18%	-	*	-	-

- Indicates there are no students in the group.

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

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2021-22 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Academic Growth Score											
Reading											
All Students	79	74	79	*	-	*	-	*	79	75	80
CWD	75	*	75	-	-	-	-	-	73	75	67
CWOD	79	74	79	*	-	*	-	*	79	-	80
EL ◇	80	-	80	-	-	-	-	*	80	67	80

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Male	80	77	80	-	-	*	-	*	81	90	83
Female	78	70	78	*	-	-	-	-	76	50	77
Mathematics											
All Students	77	79	77	*	-	*	-	*	76	56	72
CWD	56	*	50	-	-	-	-	-	56	56	40
CWOD	78	77	78	*	-	*	-	*	76	-	73
EL ◇	72	*	72	-	-	-	-	*	72	40	72
Male	76	77	76	*	-	*	-	*	75	55	70
Female	78	83	78	*	-	-	-	-	77	60	74

- Indicates there are no students in the group.

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

Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates for the class of 2021.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL ◇	Homeless ◇	Foster Care ◇
Federal Graduation Rates													
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2021													
All Students	98.4%	100.0%	98.4%	-	-	-	-	-	99.2%	*	93.8%	92.3%	-
CWD	*	-	*	-	-	-	-	-	*	*	*	-	-
CWOD	98.4%	100.0%	98.4%	-	-	-	-	-	99.2%	-	93.3%	92.3%	-
EL ◇	93.8%	-	93.8%	-	-	-	-	-	93.8%	*	93.8%	*	-
Male	100.0%	*	100.0%	-	-	-	-	-	100.0%	-	100.0%	*	-
Female	97.3%	*	97.2%	-	-	-	-	-	98.6%	*	85.7%	88.9%	-

- Indicates there are no students in the group.

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

◇ Ever in grades 9-12.

Part (iv): English Language Proficiency

This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2022 TELPAS (Texas English Language Proficiency Assessment System) data. (EL: English learner)

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Total EL in Class	Proficiency of EL	Rate of Proficiency
464	88	19%

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

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Student Success (Student Achievement Domain Score: STAAR Component Only)											
STAAR Component Score	50	42	50	57	-	*	-	*	48	12	41
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	84%	40%	85%	-	-	-	-	-	83%	*	46%

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

Part (vi): Goal Meeting Status

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
STAAR Performance Status											
Reading											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	Y	Y	Y						Y	N	Y
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N	Y	Y						Y	N	Y
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N	N	N						N	N	N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Target Met	N	N	N						N	N	N
Mathematics											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	Y	N	Y						Y	N	Y
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N	N	Y						Y	N	N
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N	N	N						N	N	N
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N	N	N						N	N	N
English Learner Language Proficiency Status											
Interim Goals (2018-2022)											36%
Target Met											N
Interim Goals (2023-2027)											38%
Target Met											N
Interim Goals (2028-2032)											40%
Target Met											N
Long-Term Goals											40%
Target Met											N
Federal Graduation Status^Δ											
Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met	Y		Y						Y		
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met	Y		Y						Y		
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	Y		Y						Y		
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	Y		Y						Y		

Blank cells above represent student group indicators that do not meet the minimum size criteria.

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

Δ Student groups that are at or above 90% are required to exceed that rate by at least a tenth of a percent in the following year(s).

Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science for the 2021-22 school year. (CWD: children with disability; CWD: children without disability; EL: English learner)

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		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Participation Rate																	
All Subjects	All Students	99%	99%	99%	100%	*	*	-	*	99%	100%	97%	99%	99%	99%	100%	-
	CWD	97%	92%	98%	-	*	-	-	-	97%	100%	97%	-	97%	96%	100%	-
	CWOD	99%	100%	99%	100%	-	*	-	*	99%	100%	-	99%	99%	99%	100%	-
	EL	99%	*	99%	-	*	-	-	*	99%	98%	97%	99%	99%	98%	99%	-
	Male	99%	98%	99%	*	-	*	-	*	99%	99%	96%	99%	98%	99%	-	-
	Female	100%	100%	100%	100%	*	-	-	-	100%	100%	100%	100%	99%	-	100%	-
Reading	All Students	99%	98%	99%	*	*	*	-	*	99%	99%	98%	99%	99%	99%	100%	-
	CWD	98%	88%	100%	-	*	-	-	-	98%	100%	98%	-	100%	97%	100%	-
	CWOD	99%	100%	99%	*	-	*	-	*	99%	99%	-	99%	99%	99%	100%	-
	EL	99%	*	99%	-	*	-	-	*	100%	96%	100%	99%	99%	99%	100%	-
	Male	99%	96%	99%	*	-	*	-	*	99%	98%	97%	99%	99%	99%	-	-
	Female	100%	100%	100%	*	*	-	-	-	100%	100%	100%	100%	100%	-	100%	-
Mathematics	All Students	99%	100%	99%	*	-	*	-	*	99%	100%	97%	99%	99%	99%	99%	-
		99%	100%	99%	*	-	*	-	*	99%	100%	97%	99%	99%	99%	99%	-
	CWD	97%	*	97%	-	-	-	-	-	97%	*	97%	-	95%	96%	100%	-
		97%	*	97%	-	-	-	-	-	97%	*	97%	-	95%	96%	100%	-
	CWOD	99%	100%	99%	*	-	*	-	*	99%	100%	-	99%	99%	99%	99%	-
		99%	100%	99%	*	-	*	-	*	99%	100%	-	99%	99%	99%	99%	-
	EL	99%	*	99%	-	-	-	-	*	99%	100%	95%	99%	99%	98%	99%	-
		99%	*	99%	-	-	-	-	*	99%	100%	95%	99%	99%	98%	99%	-
	Male	99%	100%	99%	*	-	*	-	*	99%	100%	96%	99%	98%	99%	-	-
		99%	100%	99%	*	-	*	-	*	99%	100%	96%	99%	98%	99%	-	-
	Female	99%	100%	99%	*	-	-	-	-	99%	100%	100%	99%	99%	-	99%	-
		99%	100%	99%	*	-	-	-	-	99%	100%	100%	99%	99%	-	99%	-
SAT/ACT All Subjects	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Non-Participation Rate																	

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		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
All Subjects	All Students	1%	1%	1%	0%	*	*	-	*	1%	0%	3%	1%	1%	1%	0%	-
	CWD	3%	8%	2%	-	*	-	-	-	3%	0%	3%	-	3%	4%	0%	-
	CWOD	1%	0%	1%	0%	-	*	-	*	1%	0%	-	1%	1%	1%	0%	-
	EL	1%	*	1%	-	*	-	-	*	1%	2%	3%	1%	1%	2%	1%	-
	Male	1%	2%	1%	*	-	*	-	*	1%	1%	4%	1%	2%	1%	-	-
	Female	0%	0%	0%	0%	*	-	-	-	0%	0%	0%	0%	1%	-	0%	-
Reading	All Students	1%	2%	1%	*	*	*	-	*	1%	1%	2%	1%	1%	1%	0%	-
	CWD	2%	12%	0%	-	*	-	-	-	2%	0%	2%	-	0%	3%	0%	-
	CWOD	1%	0%	1%	*	-	*	-	*	1%	1%	-	1%	1%	1%	0%	-
	EL	1%	*	1%	-	*	-	-	*	0%	4%	0%	1%	1%	1%	0%	-
	Male	1%	4%	1%	*	-	*	-	*	1%	2%	3%	1%	1%	1%	-	-
	Female	0%	0%	0%	*	*	-	-	-	0%	0%	0%	0%	0%	-	0%	-
Mathematics	All Students	1%	0%	1%	*	-	*	-	*	1%	0%	3%	1%	1%	1%	1%	-
	CWD	3%	*	3%	-	-	-	-	-	3%	*	3%	-	5%	4%	0%	-
	CWOD	1%	0%	1%	*	-	*	-	*	1%	0%	-	1%	1%	1%	1%	-
	EL	1%	*	1%	-	-	-	-	*	1%	0%	5%	1%	1%	2%	1%	-
	Male	1%	0%	1%	*	-	*	-	*	1%	0%	4%	1%	2%	1%	-	-
	Female	1%	0%	1%	*	-	-	-	-	1%	0%	0%	1%	1%	-	1%	-
Science	All Students	1%	0%	1%	*	-	*	-	-	1%	0%	5%	1%	2%	2%	1%	-
	CWD	5%	*	5%	-	-	-	-	-	5%	*	5%	-	8%	8%	0%	-
	CWOD	1%	0%	1%	*	-	*	-	-	1%	0%	-	1%	2%	1%	1%	-
	EL	2%	*	2%	-	-	-	-	-	2%	0%	8%	2%	2%	4%	1%	-
	Male	2%	0%	2%	*	-	*	-	-	2%	0%	8%	1%	4%	2%	-	-
	Female	1%	*	1%	*	-	-	-	-	1%	0%	0%	1%	1%	-	1%	-
SAT/ACT All Subjects	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

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

Part (viii): Civil Rights Data

Part (viii)(I) This section provides information from the 2017-18 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related

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

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
Students Without Disabilities												
In-School Suspensions												
	Male	89	7	82	0	0	0	0	0	24		
	Female	34	1	33	0	0	0	0	0	5		
	Total	123	8	115	0	0	0	0	0	29		
Out-of-School Suspensions												
	Male	13	1	12	0	0	0	0	0	2		
	Female	10	1	9	0	0	0	0	0	2		
	Total	23	2	21	0	0	0	0	0	4		
Expulsions												
With Educational Services	Male	1	0	1	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	1	0	1	0	0	0	0	0	0		
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
School-Related Arrests												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Referrals to Law Enforcement												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Students With Disabilities												
In-School Suspensions												

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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
	Male	15	2	13	0	0	0	0	0	8		4
	Female	2	0	2	0	0	0	0	0	1		1
	Total	17	2	15	0	0	0	0	0	9		5
Out-of-School Suspensions												
	Male	0	0	0	0	0	0	0	0	0		1
	Female	2	0	2	0	0	0	0	0	0		2
	Total	2	0	2	0	0	0	0	0	0		3
Expulsions												
With Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
School-Related Arrests												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Referrals to Law Enforcement												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
All Students												
Chronic Absenteeism												
	Male	28	1	27	-8	-8	-8	-8	-8	5	6	-8
	Female	38	4	34	-8	-8	-8	-8	-8	4	2	-8
	Total	66	5	61	-8	-8	-8	-8	-8	9	8	-8

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	Total
Incidents of Violence	
Incidents of rape or attempted rape	0
Incidents of sexual assault (other than rape)	0
Incidents of robbery with a weapon	0
Incidents of robbery with a firearm or explosive device	0
Incidents of robbery without a weapon	0
Incidents of physical attack or fight with a weapon	0
Incidents of physical attack or fight with a firearm or explosive device	0
Incidents of physical attack or fight without a weapon	4
Incidents of threats of physical attack with a weapon	1
Incidents of threats of physical attack with a firearm or explosive device	0
Incidents of threats of physical attack without a weapon	3
Incidents of possession of a firearm or explosive device	0
Allegations of Harassment or bullying	
On the basis of sex	0
On the basis of race	0
On the basis of disability	0
On the basis of sexual orientation	0
On the basis of religion	0

Part (viii)(II) This section provides information from the 2017-18 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs											
	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Accelerated Coursework											
Advanced Placement Courses	Male	114	10	104	0	0	0	0	0	4	3
	Female	137	11	124	1	1	0	0	0	8	3
	Total	251	21	228	1	1	0	0	0	12	6
International Baccalaureate Courses	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9

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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Dual Enrollment/Dual Credit Programs	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9

- Indicates there are no data available in the group.
- 3 Indicates skip logic failure.
- 8 Indicates EDFacts missing data.
- 9 Indicates not applicable / skipped.
- 11 Indicates suppressed data.

Blank cell indicates the student group is not applicable to this report.

Part (ix): Teacher Quality Data

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

High Poverty School		
		All School
		Number Percent
Inexperienced Teachers, Principals, and Other School Leaders		25.0 40.7%
Teachers Teaching with Emergency or Provisional Credentials		5.0 8.5%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed		0.0 -

- Indicates there are no data available in the group.

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

Part (x): Per-pupil Expenditure

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

To be updated by June 30th, 2023.

Part (xi): STAAR Alternate 2 Participation

This section provides information on the number and percentage of students with the most significant cognitive disabilities who take STAAR Alternate 2, by grade and subject for the 2021-22 school year.

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Grade 3						
Reading	6,584	2%	*	1%	-	-
Mathematics	6,587	2%	*	1%	-	-
Grade 4						
Reading	6,404	2%	-	-	-	-
Mathematics	6,408	2%	-	-	-	-
Grade 5						
Reading	6,204	2%	-	-	-	-
Mathematics	6,205	2%	-	-	-	-
Science	6,200	2%	-	-	-	-
Grade 6						
Reading	6,181	2%	19	1%	-	-
Mathematics	6,177	2%	19	1%	-	-
Grade 7						
Reading	6,130	1%	10	0%	-	-
Mathematics	6,120	2%	10	0%	-	-
Grade 8						
Reading	5,794	1%	11	0%	-	-
Mathematics	5,803	2%	11	1%	-	-
Science	5,796	1%	11	0%	-	-
End of Course						
English I	6,009	1%	12	0%	-	-
English II	5,490	1%	10	0%	-	-
Algebra I	5,993	1%	12	0%	-	-
Biology	5,860	1%	12	1%	-	-
All Grades						
All Subjects	109,954	1%	143	1%	-	-
Reading	48,805	1%	65	1%	-	-
Mathematics	43,293	1%	55	1%	-	-
Science	17,856	1%	23	1%	-	-

- Indicates there are no students in the group.

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

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

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

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

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

* Indicates reporting standards not met.

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

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

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

This section provides information on the cohort rate at which students who graduated from high school in the 2019-20 school year enrolled in a Texas public postsecondary education institution in the 2020-21 academic year in (I) programs of public postsecondary education in Texas; (II) programs of private postsecondary education in Texas; and (III) programs of postsecondary education outside Texas. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
In-State Public Institutions	57%	46%	58%	-	-	-	-	-	52%	*	40%
In-State Private Institutions	*	-	*	-	-	-	-	-	*	-	-
Out-of-State Institutions	10%	*	8%	-	-	-	-	-	10%	-	*

- Indicates there are no students in the group.

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

Part (xiv): Additional Information - Chronic Absenteeism

This section provides information on the Chronic Absenteeism per EDFacts definition: percent of unduplicated number of K - 12 students enrolled in a school for at least 10 days and absent for 10% or more days during the 2020-21 school year. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Chronic Absenteeism Rate	14%	12%	14%	*	*	*	-	-	15%	21%	12%

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

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Part (i): Description of State Accountability System

Part (i)(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students for use in the accountability system. The Texas accountability minimum size criteria are 25 tests for assessment related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for the all student group.

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

State ESSA Goals												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Performance (At Meets Grade Level or Above)												
Reading/ELA	Baseline 2016-17 Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
	2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
	2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Mathematics	Baseline 2016-17 Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
	2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
	2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
EL Progress												
	Baseline 2016-17 Rates											41%
	2017-18 through 2021-22											36%
	2022-23 through 2026-27											38%
	2027-28 through 2031-32											40%
Graduation Rate: 4-Year Longitudinal Rate Δ												
	Baseline 2016-17 Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
	2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
	2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
	2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

Δ Student groups that are at or above 90% are required to exceed that rate by at least a tenth of a percent in the following year(s).

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

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

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

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language Proficiency	10%
	SQSS: Student Achievement Domain Score: STAAR Component Only	10%
High Schools, K-12s, AEAs, and Districts	Academic Achievement	50%
	Federal Graduation Status or Academic Growth Status ¹	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness or Student Domain Score: STAAR Component Only ²	30%

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

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

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(bb) the methodology by which the State differentiates all such schools. A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), B (80-89), C (70-79), D (60-69), and F (0-59) and further used to differentiate all public schools.
<https://tea.texas.gov/sites/default/files/chapter-4-2022-closing-the-gaps-domain.pdf>

(cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students. TEA uses the Closing the Gaps domain to identify campuses that have consistently underperforming student groups. A student group that misses the targets in at least the same three indicators, for three consecutive years, is considered consistently underperforming. Any campus not identified for comprehensive support and improvement (CSI) that has at least one consistently underperforming student group is identified for targeted support and improvement (TSI). TSI identifies both Title I and non-Title I campuses. Data from 2018, 2019, and 2022 are considered consecutive years for 2022 TSI identification.

(dd) the methodology by which the State identifies a school for comprehensive support and improvement. Texas annually ranks all Title I campuses based on Closing the Gaps scaled scores. Beginning August 2022, TEA also evaluates overall scaled scores to make final comprehensive support and improvement (CSI) determinations. Title I campuses with both the lowest Closing the Gaps and lowest overall scaled scores are identified for CSI. First, Texas determines the bottom five percent of Closing the Gaps outcomes by rank ordering the scaled scores of Title I campuses by school type - elementary, middle, high school/ K - 12, and alternative education accountability. Texas then determines which campuses fell in the bottom five percent for each school type. Next, TEA rank orders the overall scaled scores for all Title I campuses statewide (without regard to campus type) to determine the scaled score cut point necessary to identify at least five percent of Title I campuses. Title I campuses with an overall scaled score cut point at or below the overall cut point and that rank in their school types bottom five percent are identified for CSI.

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

Part (i)(VI) the exit criteria established by the State, including the length of years established. Campuses that do not rank in their school types bottom five percent of the Closing the Gaps domain for two consecutive years and have an overall scaled score that year that does not fall within the lowest percentile to be reidentified for CSI are considered as having successfully exited. Campuses previously identified as CSI based solely on a graduation rate below 67 percent must have a four or six-year federal graduation rate of at least 67 percent for two consecutive years to exit CSI status.

Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2021-22 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

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

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Reading	All Students	69%	57%	59%	53%	60%	*	*	*	-	67%	60%	53%	*	60%	56%	52%	66%	-	*	-	-	
	CWD	38%	27%	*	-	*	-	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	
	CWOD	74%	59%	60%	53%	60%	*	*	*	-	67%	61%	50%	-	60%	56%	52%	67%	-	*	-	-	
	EL	53%	54%	56%	*	56%	-	-	-	-	*	57%	40%	*	56%	56%	47%	66%	-	*	-	-	
	Male	66%	52%	52%	67%	52%	*	*	-	-	*	54%	38%	*	52%	47%	52%	-	-	*	-	-	
	Female	72%	63%	66%	45%	68%	-	-	*	-	*	66%	67%	*	67%	66%	-	66%	-	*	-	-	
Mathematics	All Students	72%	69%	80%	65%	82%	*	*	*	-	83%	81%	76%	*	80%	81%	78%	83%	-	*	-	-	
	CWD	47%	44%	*	-	*	-	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	
	CWOD	76%	71%	80%	65%	81%	*	*	*	-	83%	81%	75%	-	80%	80%	77%	82%	-	*	-	-	
	EL	61%	70%	81%	*	80%	-	-	-	-	*	81%	80%	*	80%	81%	76%	86%	-	*	-	-	
	Male	73%	68%	78%	67%	79%	*	*	-	-	*	77%	88%	*	77%	76%	78%	-	-	*	-	-	
	Female	72%	71%	83%	64%	84%	-	-	*	-	*	85%	67%	*	82%	86%	-	83%	-	*	-	-	
Grade 7																							
Reading	All Students	79%	77%	80%	75%	80%	*	-	100%	-	*	78%	90%	44%	82%	77%	76%	83%	-	88%	-	*	
	CWD	47%	39%	44%	*	33%	-	-	-	-	-	44%	-	44%	-	40%	40%	*	-	*	-	-	
	CWOD	83%	80%	82%	77%	82%	*	-	100%	-	*	80%	90%	-	82%	79%	78%	85%	-	86%	-	*	
	EL	63%	73%	77%	*	77%	*	-	*	-	*	77%	*	40%	79%	77%	73%	80%	-	80%	-	-	
	Male	75%	72%	76%	67%	79%	*	-	*	-	*	75%	83%	40%	78%	73%	76%	-	-	86%	-	-	
	Female	83%	82%	83%	80%	81%	*	-	100%	-	*	81%	100%	*	85%	80%	-	83%	-	*	-	*	
Mathematics	All Students	60%	66%	73%	63%	72%	*	-	100%	-	*	71%	85%	20%	76%	73%	73%	72%	-	63%	-	*	
	CWD	36%	38%	20%	*	29%	-	-	-	-	-	20%	-	20%	-	33%	20%	20%	-	*	-	-	
	CWOD	63%	68%	76%	77%	74%	*	-	100%	-	*	74%	85%	-	76%	74%	77%	75%	-	71%	-	*	
	EL	45%	64%	73%	*	70%	*	-	*	-	*	73%	*	33%	74%	73%	77%	69%	-	100%	-	-	
	Male	60%	66%	73%	50%	76%	*	-	*	-	*	73%	75%	20%	77%	77%	73%	-	-	71%	-	-	
	Female	59%	67%	72%	70%	68%	*	-	100%	-	*	69%	100%	20%	75%	69%	-	72%	-	*	-	*	
Grade 8																							
Reading	All Students	82%	82%	81%	75%	82%	*	*	100%	-	*	82%	74%	43%	83%	76%	84%	79%	-	75%	*	-	
	CWD	50%	46%	43%	*	50%	-	-	-	-	-	60%	*	43%	-	*	40%	*	-	-	-	-	
	CWOD	86%	84%	83%	86%	83%	*	*	100%	-	*	83%	82%	-	83%	77%	86%	79%	-	75%	*	-	
	EL	65%	75%	76%	-	77%	-	*	-	-	*	76%	67%	*	77%	76%	84%	67%	-	60%	*	-	
	Male	78%	78%	84%	67%	86%	*	*	*	-	-	86%	67%	40%	86%	84%	84%	-	-	*	*	-	
	Female	86%	85%	79%	*	77%	*	-	*	-	*	78%	80%	*	79%	67%	-	79%	-	*	-	-	
Mathematics	All Students	70%	77%	77%	75%	76%	*	*	100%	-	*	78%	68%	29%	79%	69%	79%	75%	-	75%	*	-	
	CWD	40%	39%	29%	*	33%	-	-	-	-	-	40%	*	29%	-	*	40%	*	-	-	-	-	
	CWOD	74%	79%	79%	86%	78%	*	*	100%	-	*	79%	76%	-	79%	71%	81%	77%	-	75%	*	-	
	EL	57%	70%	69%	-	70%	-	*	-	-	*	71%	50%	*	71%	69%	74%	64%	-	60%	*	-	
	Male	68%	76%	79%	67%	80%	*	*	*	-	-	80%	67%	40%	81%	74%	79%	-	-	*	*	-	
	Female	72%	77%	75%	*	71%	*	-	*	-	*	75%	70%	*	77%	64%	-	75%	-	*	-	-	

Texas Education Agency
2022 Federal Report Card
YES PREP - WEST (101845005) - YES PREP PUBLIC SCHOOLS INC - HARRIS COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Science	All Students	73%	71%	78%	75%	77%	*	*	100%	-	*	78%	74%	29%	80%	73%	82%	72%	-	88%	*	-
	CWD	42%	27%	29%	*	33%	-	-	-	-	-	20%	*	29%	-	*	40%	*	-	-	-	-
	CWOD	77%	74%	80%	86%	79%	*	*	100%	-	*	80%	76%	-	80%	74%	85%	74%	-	88%	*	-
	EL	54%	63%	73%	-	74%	-	*	-	-	*	73%	67%	*	74%	73%	86%	58%	-	80%	*	-
	Male	73%	71%	82%	67%	84%	*	*	*	-	-	83%	78%	40%	85%	86%	82%	-	-	*	*	-
	Female	73%	70%	72%	*	69%	*	-	*	-	*	72%	70%	*	74%	58%	-	72%	-	*	-	-
End of Course																						
English I	All Students	64%	64%	64%	83%	64%	-	-	*	-	*	63%	72%	42%	67%	49%	55%	75%	-	56%	-	-
	CWD	29%	22%	42%	-	42%	-	-	-	-	-	44%	*	42%	-	38%	42%	43%	-	*	-	-
	CWOD	68%	68%	67%	83%	67%	-	-	*	-	*	65%	77%	-	67%	51%	57%	78%	-	57%	-	-
	EL	38%	52%	49%	-	48%	-	-	*	-	-	49%	33%	38%	51%	49%	41%	58%	-	40%	-	-
	Male	58%	58%	55%	83%	54%	-	-	*	-	*	53%	73%	42%	57%	41%	55%	-	-	*	-	-
	Female	70%	71%	75%	-	75%	-	-	-	-	*	75%	76%	43%	78%	58%	-	75%	-	67%	-	-
English II	All Students	71%	71%	74%	80%	73%	*	-	100%	-	-	74%	77%	44%	78%	53%	71%	79%	-	67%	-	-
	CWD	33%	23%	44%	-	44%	-	-	-	-	-	38%	*	44%	-	46%	22%	71%	-	*	-	-
	CWOD	76%	76%	78%	80%	76%	*	-	100%	-	-	77%	78%	-	78%	54%	77%	80%	-	60%	-	-
	EL	43%	56%	53%	-	52%	*	-	*	-	-	55%	43%	46%	54%	53%	54%	53%	-	*	-	-
	Male	65%	65%	71%	*	69%	*	-	*	-	-	67%	91%	22%	77%	54%	71%	-	-	*	-	-
	Female	77%	77%	79%	*	77%	*	-	*	-	-	81%	72%	71%	80%	53%	-	79%	-	60%	-	-
Algebra I	All Students	74%	74%	66%	*	67%	*	-	*	-	*	65%	70%	20%	70%	54%	60%	72%	-	78%	-	-
	CWD	46%	34%	20%	-	20%	-	-	-	-	-	23%	*	20%	-	23%	22%	17%	-	*	-	-
	CWOD	78%	78%	70%	*	71%	*	-	*	-	*	69%	76%	-	70%	59%	64%	76%	-	86%	-	-
	EL	64%	69%	54%	-	53%	*	-	*	-	-	55%	*	23%	59%	54%	54%	54%	-	*	-	-
	Male	71%	70%	60%	*	62%	*	-	*	-	*	62%	45%	22%	64%	54%	60%	-	-	*	-	-
	Female	78%	79%	72%	-	72%	*	-	-	-	*	69%	88%	17%	76%	54%	-	72%	-	83%	-	-
Biology	All Students	82%	83%	83%	*	82%	-	-	*	-	*	83%	81%	29%	88%	74%	81%	86%	-	100%	-	-
	CWD	57%	49%	29%	-	29%	-	-	-	-	-	33%	*	29%	-	25%	33%	20%	-	*	-	-
	CWOD	86%	86%	88%	*	88%	-	-	*	-	*	88%	88%	-	88%	82%	86%	90%	-	100%	-	-
	EL	66%	78%	74%	-	74%	-	-	*	-	-	75%	*	25%	82%	74%	74%	74%	-	*	-	-
	Male	80%	80%	81%	*	79%	-	-	*	-	*	80%	89%	33%	86%	74%	81%	-	-	*	-	-
	Female	85%	87%	86%	-	85%	-	-	-	-	*	86%	82%	20%	90%	74%	-	86%	-	*	-	-
STAAR Percent at Meets Grade Level or Above																						
Grade 6																						
Reading	All Students	42%	29%	27%	29%	27%	*	*	*	-	17%	28%	24%	*	28%	26%	25%	30%	-	*	-	-
	CWD	21%	15%	*	-	*	-	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	46%	30%	28%	29%	28%	*	*	*	-	17%	28%	25%	-	28%	27%	25%	30%	-	*	-	-
	EL	24%	25%	26%	*	25%	-	-	-	-	*	27%	0%	*	27%	26%	24%	27%	-	*	-	-
	Male	40%	26%	25%	17%	26%	*	*	-	-	*	26%	13%	*	25%	24%	25%	-	-	*	-	-
	Female	45%	32%	30%	36%	29%	-	-	*	-	*	29%	33%	*	30%	27%	-	30%	-	*	-	-

Texas Education Agency
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YES PREP - WEST (101845005) - YES PREP PUBLIC SCHOOLS INC - HARRIS COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Mathematics	All Students	38%	32%	37%	24%	39%	*	*	*	-	33%	36%	41%	*	37%	37%	38%	36%	-	*	-	-	
	CWD	20%	21%	*	-	*	-	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	
	CWOD	41%	33%	37%	24%	39%	*	*	*	-	33%	37%	38%	-	37%	37%	39%	35%	-	*	-	-	
	EL	24%	32%	37%	*	35%	-	-	-	-	*	35%	60%	*	37%	37%	35%	39%	-	*	-	-	
	Male	40%	35%	38%	17%	41%	*	*	-	-	*	38%	38%	*	39%	35%	38%	-	-	*	-	-	
	Female	36%	29%	36%	27%	36%	-	-	*	-	*	34%	44%	*	35%	39%	-	36%	-	*	-	-	
Grade 7																							
Reading	All Students	55%	47%	52%	50%	52%	*	-	100%	-	*	49%	75%	22%	54%	45%	46%	59%	-	25%	-	*	
	CWD	25%	16%	22%	*	17%	-	-	-	-	-	22%	-	22%	-	20%	0%	*	-	*	-	-	
	CWOD	59%	49%	54%	54%	53%	*	-	100%	-	*	51%	75%	-	54%	46%	49%	59%	-	29%	-	*	
	EL	33%	40%	45%	*	44%	*	-	*	-	*	45%	*	20%	46%	45%	39%	50%	-	40%	-	-	
	Male	50%	40%	46%	50%	46%	*	-	*	-	*	40%	75%	0%	49%	39%	46%	-	-	29%	-	-	
	Female	60%	54%	59%	50%	57%	*	-	100%	-	*	57%	75%	*	59%	50%	-	59%	-	*	-	*	
Mathematics	All Students	30%	33%	36%	25%	35%	*	-	88%	-	*	32%	65%	0%	38%	29%	31%	41%	-	25%	-	*	
	CWD	18%	13%	0%	*	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	0%	-	*	-	-	
	CWOD	32%	35%	38%	31%	37%	*	-	88%	-	*	34%	65%	-	38%	31%	33%	43%	-	29%	-	*	
	EL	17%	31%	29%	*	29%	*	-	*	-	*	29%	*	0%	31%	29%	27%	31%	-	40%	-	-	
	Male	31%	34%	31%	17%	33%	*	-	*	-	*	26%	58%	0%	33%	27%	31%	-	-	29%	-	-	
	Female	29%	33%	41%	30%	38%	*	-	100%	-	*	37%	75%	0%	43%	31%	-	41%	-	*	-	*	
Grade 8																							
Reading	All Students	57%	51%	49%	63%	45%	*	*	100%	-	*	50%	42%	0%	51%	31%	45%	53%	-	38%	*	-	
	CWD	25%	17%	0%	*	0%	-	-	-	-	-	0%	*	0%	-	*	0%	*	-	-	-	-	
	CWOD	61%	53%	51%	71%	47%	*	*	100%	-	*	51%	47%	-	51%	32%	48%	55%	-	38%	*	-	
	EL	33%	35%	31%	-	31%	-	*	-	-	*	30%	33%	*	32%	31%	32%	29%	-	0%	*	-	
	Male	51%	44%	45%	50%	43%	*	*	*	-	-	47%	22%	0%	48%	32%	45%	-	-	*	*	-	
	Female	63%	57%	53%	*	48%	*	-	*	-	*	52%	60%	*	55%	29%	-	53%	-	*	-	-	
Mathematics	All Students	39%	43%	47%	50%	44%	*	*	100%	-	*	47%	42%	14%	48%	32%	49%	44%	-	25%	*	-	
	CWD	20%	16%	14%	*	17%	-	-	-	-	-	20%	*	14%	-	*	20%	*	-	-	-	-	
	CWOD	41%	45%	48%	57%	46%	*	*	100%	-	*	48%	47%	-	48%	32%	51%	45%	-	25%	*	-	
	EL	24%	32%	32%	-	32%	-	*	-	-	*	33%	17%	*	32%	32%	40%	22%	-	0%	*	-	
	Male	38%	41%	49%	33%	49%	*	*	*	-	-	51%	33%	20%	51%	40%	49%	-	-	*	*	-	
	Female	40%	46%	44%	*	38%	*	-	*	-	*	43%	50%	*	45%	22%	-	44%	-	*	-	-	
Science	All Students	44%	38%	47%	50%	46%	*	*	100%	-	*	48%	37%	0%	49%	35%	52%	41%	-	25%	*	-	
	CWD	22%	14%	0%	*	0%	-	-	-	-	-	0%	*	0%	-	*	0%	*	-	-	-	-	
	CWOD	47%	39%	49%	57%	48%	*	*	100%	-	*	50%	41%	-	49%	36%	55%	42%	-	25%	*	-	
	EL	23%	26%	35%	-	35%	-	*	-	-	*	35%	33%	*	36%	35%	44%	24%	-	0%	*	-	
	Male	45%	40%	52%	33%	54%	*	*	*	-	-	54%	33%	0%	55%	44%	52%	-	-	*	*	-	
	Female	42%	36%	41%	*	37%	*	-	*	-	*	42%	40%	*	42%	24%	-	41%	-	*	-	-	
End of Course																							

Texas Education Agency
2022 Federal Report Card
YES PREP - WEST (101845005) - YES PREP PUBLIC SCHOOLS INC - HARRIS COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
English I	All Students	46%	42%	44%	50%	43%	-	-	*	-	*	42%	55%	5%	48%	26%	37%	52%	-	33%	-	-
	CWD	17%	10%	5%	-	5%	-	-	-	-	-	6%	*	5%	-	6%	8%	0%	-	*	-	-
	CWOD	50%	46%	48%	50%	48%	-	-	*	-	*	45%	62%	-	48%	30%	41%	56%	-	43%	-	-
	EL	19%	30%	26%	-	25%	-	-	*	-	-	27%	17%	6%	30%	26%	29%	22%	-	0%	-	-
	Male	40%	36%	37%	50%	36%	-	-	*	-	*	36%	45%	8%	41%	29%	37%	-	-	*	-	-
	Female	53%	50%	52%	-	51%	-	-	-	-	*	49%	65%	0%	56%	22%	-	52%	-	33%	-	-
English II	All Students	54%	53%	57%	80%	54%	*	-	100%	-	-	54%	70%	25%	60%	29%	51%	63%	-	50%	-	-
	CWD	21%	11%	25%	-	25%	-	-	-	-	-	23%	*	25%	-	23%	11%	43%	-	*	-	-
	CWOD	59%	57%	60%	80%	58%	*	-	100%	-	-	57%	74%	-	60%	30%	56%	66%	-	60%	-	-
	EL	22%	32%	29%	-	29%	*	-	*	-	-	29%	29%	23%	30%	29%	32%	27%	-	*	-	-
	Male	48%	43%	51%	*	48%	*	-	*	-	-	44%	91%	11%	56%	32%	51%	-	-	*	-	-
	Female	62%	62%	63%	*	61%	*	-	*	-	-	64%	61%	43%	66%	27%	-	63%	-	40%	-	-
Algebra I	All Students	42%	38%	28%	*	28%	*	-	*	-	*	25%	44%	7%	30%	15%	21%	36%	-	44%	-	-
	CWD	19%	13%	7%	-	7%	-	-	-	-	-	8%	*	7%	-	8%	11%	0%	-	*	-	-
	CWOD	45%	40%	30%	*	31%	*	-	*	-	*	27%	48%	-	30%	16%	22%	39%	-	57%	-	-
	EL	28%	31%	15%	-	14%	*	-	*	-	-	15%	*	8%	16%	15%	13%	17%	-	*	-	-
	Male	40%	34%	21%	*	21%	*	-	*	-	*	20%	36%	11%	22%	13%	21%	-	-	*	-	-
	Female	45%	42%	36%	-	36%	*	-	-	-	*	33%	50%	0%	39%	17%	-	36%	-	33%	-	-
Biology	All Students	54%	49%	50%	*	49%	-	-	*	-	*	47%	63%	7%	54%	32%	51%	49%	-	50%	-	-
	CWD	25%	17%	7%	-	7%	-	-	-	-	-	8%	*	7%	-	8%	11%	0%	-	*	-	-
	CWOD	57%	52%	54%	*	53%	-	-	*	-	*	51%	68%	-	54%	36%	55%	53%	-	60%	-	-
	EL	26%	37%	32%	-	31%	-	-	*	-	-	33%	*	8%	36%	32%	34%	29%	-	*	-	-
	Male	52%	47%	51%	*	48%	-	-	*	-	*	49%	67%	11%	55%	34%	51%	-	-	*	-	-
	Female	56%	51%	49%	-	49%	-	-	-	-	*	45%	65%	0%	53%	29%	-	49%	-	*	-	-
STAAR Percent at Masters Grade Level																						
Grade 6																						
Reading	All Students	23%	11%	11%	24%	9%	*	*	*	-	0%	10%	18%	*	11%	8%	12%	10%	-	*	-	-
	CWD	8%	5%	*	-	*	-	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	25%	12%	11%	24%	9%	*	*	*	-	0%	10%	19%	-	11%	8%	12%	10%	-	*	-	-
	EL	9%	8%	8%	*	7%	-	-	-	-	*	8%	0%	*	8%	8%	8%	7%	-	*	-	-
	Male	21%	11%	12%	17%	10%	*	*	-	-	*	11%	13%	*	12%	8%	12%	-	-	*	-	-
	Female	25%	12%	10%	27%	7%	-	-	*	-	*	8%	22%	*	10%	7%	-	10%	-	*	-	-
Mathematics	All Students	16%	10%	9%	6%	9%	*	*	*	-	0%	8%	12%	*	9%	8%	10%	7%	-	*	-	-
	CWD	8%	8%	*	-	*	-	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	17%	10%	9%	6%	9%	*	*	*	-	0%	8%	13%	-	9%	8%	11%	7%	-	*	-	-
	EL	7%	9%	8%	*	7%	-	-	-	-	*	8%	0%	*	8%	8%	8%	7%	-	*	-	-
	Male	17%	11%	10%	0%	10%	*	*	-	-	*	10%	13%	*	11%	8%	10%	-	-	*	-	-
	Female	14%	8%	7%	9%	7%	-	-	*	-	*	7%	11%	*	7%	7%	-	7%	-	*	-	-
Grade 7																						

Texas Education Agency
2022 Federal Report Card
YES PREP - WEST (101845005) - YES PREP PUBLIC SCHOOLS INC - HARRIS COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	36%	28%	26%	38%	22%	*	-	75%	-	*	21%	60%	11%	27%	16%	18%	34%	-	0%	-	*
	CWD	11%	7%	11%	*	17%	-	-	-	-	-	11%	-	11%	-	20%	0%	*	-	*	-	-
	CWOD	40%	30%	27%	46%	23%	*	-	75%	-	*	22%	60%	-	27%	15%	19%	34%	-	0%	-	*
	EL	17%	22%	16%	*	15%	*	-	*	-	*	15%	*	20%	15%	16%	8%	22%	-	0%	-	-
	Male	32%	23%	18%	50%	15%	*	-	*	-	*	10%	58%	0%	19%	8%	18%	-	-	0%	-	-
	Female	41%	33%	34%	30%	30%	*	-	83%	-	*	31%	63%	*	34%	22%	-	34%	-	*	-	*
Mathematics	All Students	13%	13%	15%	13%	12%	*	-	63%	-	*	13%	30%	0%	16%	10%	9%	20%	-	13%	-	*
	CWD	7%	5%	0%	*	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	0%	-	*	-	-
	CWOD	14%	13%	16%	15%	13%	*	-	63%	-	*	14%	30%	-	16%	10%	10%	22%	-	14%	-	*
	EL	6%	11%	10%	*	9%	*	-	*	-	*	10%	*	0%	10%	10%	6%	13%	-	20%	-	-
	Male	13%	13%	9%	17%	7%	*	-	*	-	*	6%	25%	0%	10%	6%	9%	-	-	14%	-	-
	Female	12%	12%	20%	10%	17%	*	-	67%	-	*	19%	38%	0%	22%	13%	-	20%	-	*	-	*
Grade 8																						
Reading	All Students	37%	29%	28%	63%	23%	*	*	100%	-	*	30%	16%	0%	29%	11%	24%	33%	-	38%	*	-
	CWD	11%	4%	0%	*	0%	-	-	-	-	-	0%	*	0%	-	*	0%	*	-	-	-	-
	CWOD	40%	31%	29%	71%	24%	*	*	100%	-	*	31%	18%	-	29%	11%	25%	34%	-	38%	*	-
	EL	16%	15%	11%	-	11%	-	*	-	-	*	11%	0%	*	11%	11%	12%	9%	-	0%	*	-
	Male	31%	25%	24%	50%	21%	*	*	*	-	-	26%	0%	0%	25%	12%	24%	-	-	*	*	-
	Female	42%	34%	33%	*	26%	*	-	*	-	*	34%	30%	*	34%	9%	-	33%	-	*	-	-
Mathematics	All Students	14%	16%	19%	13%	16%	*	*	100%	-	*	19%	21%	0%	20%	8%	19%	19%	-	0%	*	-
	CWD	8%	5%	0%	*	0%	-	-	-	-	-	0%	*	0%	-	*	0%	*	-	-	-	-
	CWOD	15%	17%	20%	14%	17%	*	*	100%	-	*	19%	24%	-	20%	9%	20%	19%	-	0%	*	-
	EL	6%	10%	8%	-	9%	-	*	-	-	*	9%	0%	*	9%	8%	12%	4%	-	0%	*	-
	Male	14%	16%	19%	17%	19%	*	*	*	-	-	20%	11%	0%	20%	12%	19%	-	-	*	*	-
	Female	14%	16%	19%	*	14%	*	-	*	-	*	17%	30%	*	19%	4%	-	19%	-	*	-	-
Science	All Students	23%	15%	23%	25%	21%	*	*	80%	-	*	24%	11%	0%	24%	12%	29%	15%	-	0%	*	-
	CWD	9%	5%	0%	*	0%	-	-	-	-	-	0%	*	0%	-	*	0%	*	-	-	-	-
	CWOD	24%	16%	24%	29%	21%	*	*	80%	-	*	25%	12%	-	24%	12%	31%	15%	-	0%	*	-
	EL	8%	7%	12%	-	12%	-	*	-	-	*	12%	0%	*	12%	12%	20%	2%	-	0%	*	-
	Male	24%	16%	29%	33%	29%	*	*	*	-	-	33%	0%	0%	31%	20%	29%	-	-	*	*	-
	Female	21%	14%	15%	*	11%	*	-	*	-	*	14%	20%	*	15%	2%	-	15%	-	*	-	-
End of Course																						
English I	All Students	10%	6%	3%	0%	3%	-	-	*	-	*	3%	7%	0%	4%	0%	1%	6%	-	0%	-	-
	CWD	4%	2%	0%	-	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	-	*	-	-
	CWOD	11%	6%	4%	0%	4%	-	-	*	-	*	3%	8%	-	4%	0%	1%	6%	-	0%	-	-
	EL	1%	2%	0%	-	0%	-	-	*	-	-	0%	0%	0%	0%	0%	0%	0%	-	0%	-	-
	Male	8%	4%	1%	0%	1%	-	-	*	-	*	1%	0%	0%	1%	0%	1%	-	-	*	-	-
	Female	13%	8%	6%	-	6%	-	-	-	-	*	4%	12%	0%	6%	0%	-	6%	-	0%	-	-

Texas Education Agency
2022 Federal Report Card
YES PREP - WEST (101845005) - YES PREP PUBLIC SCHOOLS INC - HARRIS COUNTY

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

Texas Education Agency
2022 Federal Report Card
YES PREP - WEST (101845005) - YES PREP PUBLIC SCHOOLS INC - HARRIS COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Science	All Students	74%	77%	80%	83%	80%	*	*	100%	-	80%	80%	78%	29%	84%	73%	82%	79%	-	93%	*	-
	CWD	47%	40%	29%	*	30%	-	-	-	-	-	29%	*	29%	-	31%	36%	14%	-	*	-	-
	CWOD	78%	80%	84%	91%	84%	*	*	100%	-	80%	84%	83%	-	84%	77%	86%	82%	-	92%	*	-
	EL	58%	70%	73%	-	74%	-	*	*	-	*	74%	60%	31%	77%	73%	80%	65%	-	86%	*	-
	Male	74%	76%	82%	80%	82%	*	*	*	-	*	81%	83%	36%	86%	80%	82%	-	-	100%	*	-
	Female	75%	78%	79%	*	78%	*	-	*	-	*	79%	78%	14%	82%	65%	-	79%	-	86%	-	-
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	47%	41%	43%	43%	42%	48%	40%	90%	-	28%	41%	52%	10%	45%	31%	40%	46%	-	37%	*	*
	CWD	23%	15%	10%	11%	10%	-	-	-	-	-	10%	11%	10%	-	11%	7%	14%	-	0%	-	-
	CWOD	50%	44%	45%	45%	44%	48%	40%	90%	-	28%	44%	56%	-	45%	32%	43%	48%	-	41%	*	*
	EL	29%	32%	31%	33%	30%	0%	*	85%	-	36%	31%	24%	11%	32%	31%	32%	29%	-	14%	*	-
	Male	45%	38%	40%	39%	40%	33%	40%	85%	-	0%	39%	49%	7%	43%	32%	40%	-	-	40%	*	-
	Female	48%	45%	46%	47%	44%	60%	-	93%	-	41%	44%	57%	14%	48%	29%	-	46%	-	33%	-	*
Reading	All Students	52%	44%	46%	48%	45%	55%	*	95%	-	36%	44%	56%	13%	48%	32%	41%	52%	-	38%	*	*
	CWD	24%	14%	13%	*	12%	-	-	-	-	-	13%	11%	13%	-	12%	6%	23%	-	*	-	-
	CWOD	56%	47%	48%	50%	47%	55%	*	95%	-	36%	47%	59%	-	48%	34%	44%	53%	-	43%	*	*
	EL	31%	32%	32%	*	31%	*	*	100%	-	40%	32%	22%	12%	34%	32%	31%	32%	-	15%	*	-
	Male	47%	38%	41%	44%	40%	50%	*	100%	-	0%	39%	53%	6%	44%	31%	41%	-	-	41%	*	-
	Female	56%	51%	52%	52%	50%	60%	-	93%	-	56%	50%	60%	23%	53%	32%	-	52%	-	35%	-	*
Mathematics	All Students	41%	37%	37%	30%	36%	33%	*	81%	-	21%	35%	48%	9%	38%	28%	34%	39%	-	36%	*	*
	CWD	22%	16%	9%	*	10%	-	-	-	-	-	7%	20%	9%	-	12%	10%	7%	-	*	-	-
	CWOD	44%	39%	38%	33%	38%	33%	*	81%	-	21%	36%	50%	-	38%	29%	36%	41%	-	40%	*	*
	EL	29%	32%	28%	*	28%	*	*	67%	-	40%	28%	28%	12%	29%	28%	28%	28%	-	19%	*	-
	Male	42%	36%	34%	23%	35%	20%	*	60%	-	0%	33%	43%	10%	36%	28%	34%	-	-	44%	*	-
	Female	40%	38%	39%	36%	37%	*	-	91%	-	33%	37%	53%	7%	41%	28%	-	39%	-	25%	-	*
Science	All Students	46%	43%	48%	67%	47%	*	*	100%	-	20%	48%	52%	5%	51%	33%	51%	46%	-	36%	*	-
	CWD	23%	15%	5%	*	5%	-	-	-	-	-	6%	*	5%	-	6%	7%	0%	-	*	-	-
	CWOD	49%	46%	51%	73%	51%	*	*	100%	-	20%	50%	57%	-	51%	36%	55%	48%	-	38%	*	-
	EL	25%	32%	33%	-	33%	-	*	*	-	*	34%	20%	6%	36%	33%	39%	27%	-	0%	*	-
	Male	47%	43%	51%	60%	51%	*	*	*	-	*	51%	50%	7%	55%	39%	51%	-	-	29%	*	-
	Female	45%	43%	46%	*	44%	*	-	*	-	*	44%	56%	0%	48%	27%	-	46%	-	43%	-	-
STAAR Percent at Masters Grade Level																						
All Grades																						
All Subjects	All Students	22%	16%	16%	21%	14%	24%	40%	64%	-	0%	15%	23%	4%	16%	8%	14%	18%	-	11%	*	*
	CWD	9%	5%	4%	0%	4%	-	-	-	-	-	4%	0%	4%	-	5%	3%	5%	-	0%	-	-
	CWOD	24%	17%	16%	23%	15%	24%	40%	64%	-	0%	15%	24%	-	16%	9%	15%	18%	-	12%	*	*
	EL	12%	10%	8%	33%	8%	0%	*	38%	-	0%	9%	4%	5%	9%	8%	9%	8%	-	2%	*	-
	Male	21%	15%	14%	20%	13%	0%	40%	46%	-	0%	13%	17%	3%	15%	9%	14%	-	-	10%	*	-

Texas Education Agency
2022 Federal Report Card
YES PREP - WEST (101845005) - YES PREP PUBLIC SCHOOLS INC - HARRIS COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
All Subjects	Female	23%	17%	18%	22%	15%	50%	-	72%	-	0%	16%	28%	5%	18%	8%	-	18%	-	11%	-	*
Reading	All Students	25%	16%	15%	31%	13%	18%	*	60%	-	0%	14%	21%	4%	16%	8%	12%	18%	-	9%	*	*
	CWD	9%	4%	4%	*	4%	-	-	-	-	-	4%	0%	4%	-	5%	0%	9%	-	*	-	-
	CWOD	27%	17%	16%	33%	13%	18%	*	60%	-	0%	15%	23%	-	16%	8%	13%	19%	-	10%	*	*
	EL	13%	10%	8%	*	7%	*	*	33%	-	0%	8%	7%	5%	8%	8%	6%	9%	-	0%	*	-
	Male	22%	13%	12%	26%	11%	0%	*	33%	-	0%	11%	20%	0%	13%	6%	12%	-	-	6%	*	-
	Female	28%	19%	18%	36%	15%	40%	-	71%	-	0%	17%	23%	9%	19%	9%	-	18%	-	12%	-	*
Mathematics	All Students	20%	16%	15%	9%	14%	22%	*	63%	-	0%	13%	25%	3%	16%	8%	13%	17%	-	14%	*	*
	CWD	9%	6%	3%	*	3%	-	-	-	-	-	3%	0%	3%	-	4%	5%	0%	-	*	-	-
	CWOD	21%	17%	16%	10%	15%	22%	*	63%	-	0%	14%	27%	-	16%	9%	13%	18%	-	16%	*	*
	EL	12%	12%	8%	*	8%	*	*	33%	-	0%	9%	0%	4%	9%	8%	8%	8%	-	6%	*	-
	Male	21%	16%	13%	9%	13%	0%	*	40%	-	0%	12%	18%	5%	13%	8%	13%	-	-	13%	*	-
	Female	19%	16%	17%	9%	16%	*	-	73%	-	0%	15%	33%	0%	18%	8%	-	17%	-	17%	-	*
Science	All Students	20%	15%	19%	25%	17%	*	*	83%	-	0%	18%	22%	5%	20%	10%	20%	17%	-	7%	*	-
	CWD	8%	6%	5%	*	5%	-	-	-	-	-	6%	*	5%	-	6%	7%	0%	-	*	-	-
	CWOD	22%	16%	20%	27%	18%	*	*	83%	-	0%	19%	24%	-	20%	10%	21%	18%	-	8%	*	-
	EL	7%	7%	10%	-	9%	-	*	*	-	*	10%	0%	6%	10%	10%	14%	5%	-	0%	*	-
	Male	22%	16%	20%	30%	19%	*	*	*	-	*	22%	6%	7%	21%	14%	20%	-	-	14%	*	-
	Female	19%	14%	17%	*	16%	*	-	*	-	*	14%	33%	0%	18%	5%	-	17%	-	0%	-	-

- Indicates there are no students in the group.

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

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2021-22 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Academic Growth Score											
Reading											
All Students	80	75	80	*	*	94	-	83	81	82	80
CWD	82	*	80	-	-	-	-	-	89	82	76
CWOD	80	74	80	*	*	94	-	83	80	-	80
EL ◇	80	*	79	*	*	*	-	80	80	76	80

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Male	80	82	81	*	*	100	-	*	81	82	80
Female	80	68	80	*	-	92	-	100	81	82	80
Mathematics											
All Students	78	79	77	*	*	100	-	73	78	42	78
CWD	42	*	41	-	-	-	-	-	43	42	44
CWOD	80	81	79	*	*	100	-	73	80	-	80
EL ◇	78	*	77	*	*	*	-	100	78	44	78
Male	76	80	75	*	*	*	-	*	76	47	75
Female	80	78	79	*	-	100	-	88	81	33	80

- Indicates there are no students in the group.

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

Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates for the class of 2021.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL ◇	Homeless ◇	Foster Care ◇
Federal Graduation Rates													
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2021													
All Students	95.3%	100.0%	95.8%	*	*	*	-	-	94.9%	100.0%	84.6%	83.3%	-
CWD	100.0%	-	100.0%	*	-	-	-	-	100.0%	100.0%	*	-	-
CWOD	95.0%	100.0%	95.5%	*	*	*	-	-	94.5%	-	81.8%	83.3%	-
EL ◇	84.6%	-	83.3%	-	*	-	-	-	81.8%	*	84.6%	-	-
Male	93.5%	*	91.9%	*	*	*	-	-	92.3%	*	75.0%	*	-
Female	97.5%	*	100.0%	*	-	*	-	-	97.4%	*	100.0%	*	-

- Indicates there are no students in the group.

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

◇ Ever in grades 9-12.

Part (iv): English Language Proficiency

This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2022 TELPAS (Texas English Language Proficiency Assessment System) data. (EL: English learner)

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Total EL in Class	Proficiency of EL	Rate of Proficiency
456	62	14%

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

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Student Success (Student Achievement Domain Score: STAAR Component Only)											
STAAR Component Score	44	44	43	48	40	85	-	35	43	17	35
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	82%	60%	84%	*	*	*	-	-	82%	100%	70%

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

Part (vi): Goal Meeting Status

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
STAAR Performance Status											
Reading											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	Y	Y	Y						Y	N	Y
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N	Y	Y						Y	N	N
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N	N	N						N	N	N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Target Met	N	N	N						N	N	N
Mathematics											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N	N	N						Y	N	N
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N	N	N						N	N	N
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N	N	N						N	N	N
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N	N	N						N	N	N
English Learner Language Proficiency Status											
Interim Goals (2018-2022)											36%
Target Met											N
Interim Goals (2023-2027)											38%
Target Met											N
Interim Goals (2028-2032)											40%
Target Met											N
Long-Term Goals											40%
Target Met											N
Federal Graduation Status^Δ											
Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met	Y		Y						Y		
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met	Y		Y						Y		
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	Y		Y						Y		
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	Y		Y						Y		

Blank cells above represent student group indicators that do not meet the minimum size criteria.

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

Δ Student groups that are at or above 90% are required to exceed that rate by at least a tenth of a percent in the following year(s).

Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science for the 2021-22 school year. (CWD: children with disability; CWD: children without disability; EL: English learner)

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

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

- Indicates there are no students in the group.

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

Part (viii): Civil Rights Data

Part (viii)(I) This section provides information from the 2017-18 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related

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

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
Students Without Disabilities												
In-School Suspensions												
	Male	103	15	84	0	0	3	0	1	22		
	Female	39	7	31	0	0	1	0	0	8		
	Total	142	22	115	0	0	4	0	1	30		
Out-of-School Suspensions												
	Male	59	8	47	0	0	3	0	1	14		
	Female	17	5	12	0	0	0	0	0	5		
	Total	76	13	59	0	0	3	0	1	19		
Expulsions												
With Educational Services	Male	12	1	11	0	0	0	0	0	2		
	Female	1	0	1	0	0	0	0	0	1		
	Total	13	1	12	0	0	0	0	0	3		
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
School-Related Arrests												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Referrals to Law Enforcement												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Students With Disabilities												
In-School Suspensions												

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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
	Male	11	0	11	0	0	0	0	0	8		4
	Female	6	1	5	0	0	0	0	0	1		1
	Total	17	1	16	0	0	0	0	0	9		5
Out-of-School Suspensions												
	Male	5	0	5	0	0	0	0	0	4		1
	Female	2	0	2	0	0	0	0	0	2		1
	Total	7	0	7	0	0	0	0	0	6		2
Expulsions												
With Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
School-Related Arrests												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Referrals to Law Enforcement												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
All Students												
Chronic Absenteeism												
	Male	21	3	18	-8	-8	-8	-8	-8	5	-8	-8
	Female	39	4	31	2	-8	2	-8	-8	6	3	-8
	Total	60	7	49	2	-8	2	-8	-8	11	3	-8

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	Total
Incidents of Violence	
Incidents of rape or attempted rape	0
Incidents of sexual assault (other than rape)	0
Incidents of robbery with a weapon	0
Incidents of robbery with a firearm or explosive device	0
Incidents of robbery without a weapon	0
Incidents of physical attack or fight with a weapon	0
Incidents of physical attack or fight with a firearm or explosive device	0
Incidents of physical attack or fight without a weapon	8
Incidents of threats of physical attack with a weapon	2
Incidents of threats of physical attack with a firearm or explosive device	0
Incidents of threats of physical attack without a weapon	6
Incidents of possession of a firearm or explosive device	0
Allegations of Harassment or bullying	
On the basis of sex	0
On the basis of race	2
On the basis of disability	0
On the basis of sexual orientation	0
On the basis of religion	0

Part (viii)(II) This section provides information from the 2017-18 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs											
	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Accelerated Coursework											
Advanced Placement Courses	Male	107	7	92	0	3	5	0	0	7	4
	Female	130	11	109	4	0	6	0	0	9	0
	Total	237	18	201	4	3	11	0	0	16	4
International Baccalaureate Courses	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9

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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Dual Enrollment/Dual Credit Programs	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9

- Indicates there are no data available in the group.
- 3 Indicates skip logic failure.
- 8 Indicates EDFacts missing data.
- 9 Indicates not applicable / skipped.
- 11 Indicates suppressed data.

Blank cell indicates the student group is not applicable to this report.

Part (ix): Teacher Quality Data

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

High Poverty School		
		All School
		Number Percent
Inexperienced Teachers, Principals, and Other School Leaders		36.3 61.0%
Teachers Teaching with Emergency or Provisional Credentials		3.0 5.2%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed		0.0 -

- Indicates there are no data available in the group.

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

Part (x): Per-pupil Expenditure

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

To be updated by June 30th, 2023.

Part (xi): STAAR Alternate 2 Participation

This section provides information on the number and percentage of students with the most significant cognitive disabilities who take STAAR Alternate 2, by grade and subject for the 2021-22 school year.

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Grade 3						
Reading	6,584	2%	*	1%	-	-
Mathematics	6,587	2%	*	1%	-	-
Grade 4						
Reading	6,404	2%	-	-	-	-
Mathematics	6,408	2%	-	-	-	-
Grade 5						
Reading	6,204	2%	-	-	-	-
Mathematics	6,205	2%	-	-	-	-
Science	6,200	2%	-	-	-	-
Grade 6						
Reading	6,181	2%	19	1%	-	-
Mathematics	6,177	2%	19	1%	-	-
Grade 7						
Reading	6,130	1%	10	0%	-	-
Mathematics	6,120	2%	10	0%	-	-
Grade 8						
Reading	5,794	1%	11	0%	-	-
Mathematics	5,803	2%	11	1%	-	-
Science	5,796	1%	11	0%	-	-
End of Course						
English I	6,009	1%	12	0%	-	-
English II	5,490	1%	10	0%	*	1%
Algebra I	5,993	1%	12	0%	-	-
Biology	5,860	1%	12	1%	-	-
All Grades						
All Subjects	109,954	1%	143	1%	*	0%
Reading	48,805	1%	65	1%	*	0%
Mathematics	43,293	1%	55	1%	-	-
Science	17,856	1%	23	1%	-	-

- Indicates there are no students in the group.

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

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

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

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

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

* Indicates reporting standards not met.

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

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

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

This section provides information on the cohort rate at which students who graduated from high school in the 2019-20 school year enrolled in a Texas public postsecondary education institution in the 2020-21 academic year in (I) programs of public postsecondary education in Texas; (II) programs of private postsecondary education in Texas; and (III) programs of postsecondary education outside Texas. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
In-State Public Institutions	68%	*	70%	*	-	*	-	-	67%	*	66%
In-State Private Institutions	8%	-	9%	-	-	*	-	-	9%	-	*
Out-of-State Institutions	5%	*	*	-	-	*	-	-	*	*	-

- Indicates there are no students in the group.

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

Part (xiv): Additional Information - Chronic Absenteeism

This section provides information on the Chronic Absenteeism per EDFacts definition: percent of unduplicated number of K - 12 students enrolled in a school for at least 10 days and absent for 10% or more days during the 2020-21 school year. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Chronic Absenteeism Rate	15%	21%	15%	18%	29%	10%	*	40%	15%	18%	18%

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

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Part (i): Description of State Accountability System

Part (i)(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students for use in the accountability system. The Texas accountability minimum size criteria are 25 tests for assessment related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for the all student group.

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

State ESSA Goals												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Performance (At Meets Grade Level or Above)												
Reading/ELA	Baseline 2016-17 Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
	2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
	2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Mathematics	Baseline 2016-17 Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
	2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
	2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
EL Progress												
	Baseline 2016-17 Rates											41%
	2017-18 through 2021-22											36%
	2022-23 through 2026-27											38%
	2027-28 through 2031-32											40%
Graduation Rate: 4-Year Longitudinal Rate Δ												
	Baseline 2016-17 Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
	2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
	2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
	2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

Δ Student groups that are at or above 90% are required to exceed that rate by at least a tenth of a percent in the following year(s).

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

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

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

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language Proficiency	10%
	SQSS: Student Achievement Domain Score: STAAR Component Only	10%
High Schools, K-12s, AEAs, and Districts	Academic Achievement	50%
	Federal Graduation Status or Academic Growth Status ¹	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness or Student Domain Score: STAAR Component Only ²	30%

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

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

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(bb) the methodology by which the State differentiates all such schools. A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), B (80-89), C (70-79), D (60-69), and F (0-59) and further used to differentiate all public schools.
<https://tea.texas.gov/sites/default/files/chapter-4-2022-closing-the-gaps-domain.pdf>

(cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students. TEA uses the Closing the Gaps domain to identify campuses that have consistently underperforming student groups. A student group that misses the targets in at least the same three indicators, for three consecutive years, is considered consistently underperforming. Any campus not identified for comprehensive support and improvement (CSI) that has at least one consistently underperforming student group is identified for targeted support and improvement (TSI). TSI identifies both Title I and non-Title I campuses. Data from 2018, 2019, and 2022 are considered consecutive years for 2022 TSI identification.

(dd) the methodology by which the State identifies a school for comprehensive support and improvement. Texas annually ranks all Title I campuses based on Closing the Gaps scaled scores. Beginning August 2022, TEA also evaluates overall scaled scores to make final comprehensive support and improvement (CSI) determinations. Title I campuses with both the lowest Closing the Gaps and lowest overall scaled scores are identified for CSI. First, Texas determines the bottom five percent of Closing the Gaps outcomes by rank ordering the scaled scores of Title I campuses by school type - elementary, middle, high school/ K - 12, and alternative education accountability. Texas then determines which campuses fell in the bottom five percent for each school type. Next, TEA rank orders the overall scaled scores for all Title I campuses statewide (without regard to campus type) to determine the scaled score cut point necessary to identify at least five percent of Title I campuses. Title I campuses with an overall scaled score cut point at or below the overall cut point and that rank in their school types bottom five percent are identified for CSI.

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

Part (i)(VI) the exit criteria established by the State, including the length of years established. Campuses that do not rank in their school types bottom five percent of the Closing the Gaps domain for two consecutive years and have an overall scaled score that year that does not fall within the lowest percentile to be reidentified for CSI are considered as having successfully exited. Campuses previously identified as CSI based solely on a graduation rate below 67 percent must have a four or six-year federal graduation rate of at least 67 percent for two consecutive years to exit CSI status.

Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2021-22 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

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

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Reading	All Students	69%	57%	53%	*	*	*	-	-	-	53%	53%	52%	60%	53%	50%	53%	52%	-	-	-	-	
	CWD	38%	27%	60%	-	*	-	-	-	-	*	60%	-	60%	-	*	*	*	-	-	-	-	
	CWOD	74%	59%	53%	*	*	*	-	-	-	54%	53%	52%	-	53%	51%	53%	53%	-	-	-	-	
	EL	53%	54%	50%	-	*	*	-	-	-	52%	46%	*	*	51%	50%	48%	52%	-	-	-	-	
	Male	66%	52%	53%	-	*	-	-	-	-	52%	52%	60%	*	53%	48%	53%	-	-	-	-	-	
	Female	72%	63%	52%	*	-	*	-	-	-	54%	55%	47%	*	53%	52%	-	52%	-	-	-	-	
Mathematics	All Students	72%	69%	66%	*	*	*	-	-	-	65%	65%	69%	100%	65%	73%	68%	64%	-	-	-	-	
	CWD	47%	44%	100%	-	*	-	-	-	-	*	100%	-	100%	-	*	*	*	-	-	-	-	
	CWOD	76%	71%	65%	*	*	*	-	-	-	64%	63%	69%	-	65%	73%	67%	63%	-	-	-	-	
	EL	61%	70%	73%	-	*	*	-	-	-	72%	71%	*	*	73%	73%	72%	74%	-	-	-	-	
	Male	73%	68%	68%	-	*	-	-	-	-	66%	64%	90%	*	67%	72%	68%	-	-	-	-	-	
	Female	72%	71%	64%	*	-	*	-	-	-	64%	67%	58%	*	63%	74%	-	64%	-	-	-	-	
Grade 7																							
Reading	All Students	79%	77%	74%	54%	78%	-	*	-	-	71%	74%	77%	20%	79%	72%	71%	77%	*	-	-	-	
	CWD	47%	39%	20%	*	17%	-	-	-	-	-	22%	*	20%	-	17%	40%	0%	-	-	-	-	
	CWOD	83%	80%	79%	67%	81%	-	*	-	-	71%	78%	83%	-	79%	76%	74%	82%	*	-	-	-	
	EL	63%	73%	72%	-	73%	-	*	-	-	*	73%	67%	17%	76%	72%	63%	77%	*	-	-	-	
	Male	75%	72%	71%	50%	77%	-	*	-	-	*	72%	*	40%	74%	63%	71%	-	-	-	-	-	
	Female	83%	82%	77%	57%	78%	-	-	-	-	*	76%	82%	0%	82%	77%	-	77%	*	-	-	-	
Mathematics	All Students	60%	66%	59%	38%	60%	-	*	-	-	86%	59%	54%	30%	61%	58%	63%	56%	*	-	-	-	
	CWD	36%	38%	30%	*	33%	-	-	-	-	-	22%	*	30%	-	33%	60%	0%	-	-	-	-	
	CWOD	63%	68%	61%	44%	61%	-	*	-	-	86%	62%	50%	-	61%	59%	63%	60%	*	-	-	-	
	EL	45%	64%	58%	-	57%	-	*	-	-	*	59%	33%	33%	59%	58%	63%	55%	*	-	-	-	
	Male	60%	66%	63%	33%	67%	-	*	-	-	*	61%	*	60%	63%	63%	63%	-	-	-	-	-	
	Female	59%	67%	56%	43%	56%	-	-	-	-	*	58%	45%	0%	60%	55%	-	56%	*	-	-	-	
Grade 8																							
Reading	All Students	82%	82%	82%	80%	82%	*	-	-	-	*	82%	89%	33%	88%	78%	79%	86%	-	-	-	-	
	CWD	50%	46%	33%	*	36%	-	-	-	-	-	31%	*	33%	-	22%	36%	*	-	-	-	-	
	CWOD	86%	84%	88%	86%	88%	*	-	-	-	*	87%	100%	-	88%	86%	86%	90%	-	-	-	-	
	EL	65%	75%	78%	*	78%	-	-	-	-	*	79%	*	22%	86%	78%	79%	78%	-	-	-	-	
	Male	78%	78%	79%	73%	80%	*	-	-	-	-	77%	100%	36%	86%	79%	79%	-	-	-	-	-	
	Female	86%	85%	86%	*	84%	-	-	-	-	*	87%	*	*	90%	78%	-	86%	-	-	-	-	
Mathematics	All Students	70%	77%	79%	60%	82%	*	-	-	-	*	79%	78%	47%	83%	76%	80%	78%	-	-	-	-	
	CWD	40%	39%	47%	*	50%	-	-	-	-	-	46%	*	47%	-	33%	45%	*	-	-	-	-	
	CWOD	74%	79%	83%	64%	86%	*	-	-	-	*	83%	86%	-	83%	81%	86%	80%	-	-	-	-	
	EL	57%	70%	76%	*	76%	-	-	-	-	*	77%	*	33%	81%	76%	79%	73%	-	-	-	-	
	Male	68%	76%	80%	64%	83%	*	-	-	-	-	80%	80%	45%	86%	79%	80%	-	-	-	-	-	
	Female	72%	77%	78%	*	81%	-	-	-	-	*	78%	*	*	80%	73%	-	78%	-	-	-	-	

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Science	All Students	73%	71%	73%	67%	74%	*	-	-	-	*	72%	89%	27%	78%	67%	71%	75%	-	-	-	-	
	CWD	42%	27%	27%	*	29%	-	-	-	-	-	23%	*	27%	-	11%	27%	*	-	-	-	-	
	CWOD	77%	74%	78%	71%	79%	*	-	-	-	*	77%	100%	-	78%	74%	78%	78%	-	-	-	-	
	EL	54%	63%	67%	*	66%	-	-	-	-	*	68%	*	11%	74%	67%	66%	68%	-	-	-	-	
	Male	73%	71%	71%	64%	72%	*	-	-	-	-	69%	100%	27%	78%	66%	71%	-	-	-	-	-	
	Female	73%	70%	75%	*	75%	-	-	-	-	*	75%	*	*	78%	68%	-	75%	-	-	-	-	
End of Course																							
English I	All Students	64%	64%	54%	71%	54%	*	*	*	-	*	53%	63%	28%	58%	43%	47%	64%	-	*	-	-	
	CWD	29%	22%	28%	*	23%	-	-	-	-	-	29%	*	28%	-	31%	14%	45%	-	*	-	-	
	CWOD	68%	68%	58%	71%	59%	*	*	*	-	*	56%	70%	-	58%	44%	52%	67%	-	*	-	-	
	EL	38%	52%	43%	-	44%	*	-	*	-	-	42%	60%	31%	44%	43%	36%	53%	-	*	-	-	
	Male	58%	58%	47%	*	47%	*	*	*	-	*	47%	50%	14%	52%	36%	47%	-	-	*	-	-	
	Female	70%	71%	64%	69%	65%	-	-	-	-	*	61%	82%	45%	67%	53%	-	64%	-	-	-	-	
English II	All Students	71%	71%	67%	59%	67%	*	-	-	-	-	66%	74%	41%	71%	50%	55%	81%	-	-	-	-	
	CWD	33%	23%	41%	40%	38%	*	-	-	-	-	45%	*	41%	-	38%	29%	63%	-	-	-	-	
	CWOD	76%	76%	71%	67%	71%	*	-	-	-	-	70%	81%	-	71%	52%	61%	83%	-	-	-	-	
	EL	43%	56%	50%	-	48%	*	-	-	-	-	52%	*	38%	52%	50%	37%	72%	-	-	-	-	
	Male	65%	65%	55%	57%	54%	*	-	-	-	-	56%	50%	29%	61%	37%	55%	-	-	-	-	-	
	Female	77%	77%	81%	60%	84%	*	-	-	-	-	77%	92%	63%	83%	72%	-	81%	-	-	-	-	
Algebra I	All Students	74%	74%	67%	60%	69%	-	*	*	-	*	67%	64%	45%	70%	67%	61%	75%	-	*	-	-	
	CWD	46%	34%	45%	*	50%	-	-	-	-	-	38%	60%	45%	-	55%	46%	38%	-	*	-	-	
	CWOD	78%	78%	70%	75%	71%	-	*	*	-	*	70%	65%	-	70%	68%	63%	80%	-	*	-	-	
	EL	64%	69%	67%	-	66%	-	-	*	-	-	67%	60%	55%	68%	67%	60%	79%	-	*	-	-	
	Male	71%	70%	61%	*	61%	-	*	*	-	*	60%	69%	46%	63%	60%	61%	-	-	*	-	-	
	Female	78%	79%	75%	55%	82%	-	-	-	-	*	77%	64%	38%	80%	79%	-	75%	-	-	-	-	
Biology	All Students	82%	83%	78%	71%	81%	*	*	*	-	*	76%	87%	63%	80%	73%	79%	78%	-	*	-	-	
	CWD	57%	49%	63%	*	59%	-	-	-	-	-	56%	*	63%	-	56%	58%	63%	-	*	-	-	
	CWOD	86%	86%	80%	71%	84%	*	*	*	-	*	79%	89%	-	80%	75%	81%	80%	-	*	-	-	
	EL	66%	78%	73%	-	75%	*	-	*	-	-	73%	*	56%	75%	73%	74%	72%	-	*	-	-	
	Male	80%	80%	79%	67%	83%	*	*	*	-	*	78%	90%	58%	81%	74%	79%	-	-	*	-	-	
	Female	85%	87%	78%	73%	80%	-	-	-	-	*	75%	92%	63%	80%	72%	-	78%	-	-	-	-	
STAAR Percent at Meets Grade Level or Above																							
Grade 6																							
Reading	All Students	42%	29%	26%	*	*	*	-	-	-	25%	27%	24%	60%	25%	19%	32%	21%	-	-	-	-	
	CWD	21%	15%	60%	-	*	-	-	-	-	*	60%	-	60%	-	*	*	*	-	-	-	-	
	CWOD	46%	30%	25%	*	*	*	-	-	-	25%	25%	24%	-	25%	20%	30%	20%	-	-	-	-	
	EL	24%	25%	19%	-	*	*	-	-	-	20%	19%	*	*	20%	19%	24%	13%	-	-	-	-	
	Male	40%	26%	32%	-	*	-	-	-	-	29%	34%	20%	*	30%	24%	32%	-	-	-	-	-	
	Female	45%	32%	21%	*	-	*	-	-	-	22%	19%	26%	*	20%	13%	-	21%	-	-	-	-	

Texas Education Agency
2022 Federal Report Card
YES PREP - WHITE OAK (101845009) - YES PREP PUBLIC SCHOOLS INC - HARRIS COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Mathematics	All Students	38%	32%	32%	*	*	*	-	-	-	30%	28%	45%	60%	31%	33%	37%	28%	-	-	-	-	
	CWD	20%	21%	60%	-	*	-	-	-	-	*	60%	-	60%	-	*	*	*	-	-	-	-	
	CWOD	41%	33%	31%	*	*	*	-	-	-	30%	26%	45%	-	31%	33%	35%	27%	-	-	-	-	
	EL	24%	32%	33%	-	*	*	-	-	-	30%	27%	*	*	33%	33%	34%	30%	-	-	-	-	
	Male	40%	35%	37%	-	*	-	-	-	-	34%	32%	60%	*	35%	34%	37%	-	-	-	-	-	
	Female	36%	29%	28%	*	-	*	-	-	-	27%	24%	37%	*	27%	30%	-	28%	-	-	-	-	
Grade 7																							
Reading	All Students	55%	47%	45%	31%	48%	-	*	-	-	29%	46%	38%	10%	48%	43%	44%	46%	*	-	-	-	
	CWD	25%	16%	10%	*	17%	-	-	-	-	-	11%	*	10%	-	17%	20%	0%	-	-	-	-	
	CWOD	59%	49%	48%	44%	50%	-	*	-	-	29%	49%	42%	-	48%	45%	46%	49%	*	-	-	-	
	EL	33%	40%	43%	-	44%	-	*	-	-	*	45%	17%	17%	45%	43%	40%	45%	*	-	-	-	
	Male	50%	40%	44%	17%	52%	-	*	-	-	*	44%	*	20%	46%	40%	44%	-	-	-	-	-	
	Female	60%	54%	46%	43%	46%	-	-	-	-	*	48%	36%	0%	49%	45%	-	46%	*	-	-	-	
Mathematics	All Students	30%	33%	29%	8%	31%	-	*	-	-	43%	30%	23%	20%	30%	28%	36%	24%	*	-	-	-	
	CWD	18%	13%	20%	*	33%	-	-	-	-	-	11%	*	20%	-	33%	40%	0%	-	-	-	-	
	CWOD	32%	35%	30%	11%	31%	-	*	-	-	43%	31%	17%	-	30%	27%	35%	26%	*	-	-	-	
	EL	17%	31%	28%	-	28%	-	*	-	-	*	27%	33%	33%	27%	28%	34%	24%	*	-	-	-	
	Male	31%	34%	36%	17%	40%	-	*	-	-	*	33%	*	40%	35%	34%	36%	-	-	-	-	-	
	Female	29%	33%	24%	0%	25%	-	-	-	-	*	27%	9%	0%	26%	24%	-	24%	*	-	-	-	
Grade 8																							
Reading	All Students	57%	51%	49%	33%	52%	*	-	-	-	*	48%	67%	27%	52%	41%	42%	58%	-	-	-	-	
	CWD	25%	17%	27%	*	29%	-	-	-	-	-	23%	*	27%	-	22%	27%	*	-	-	-	-	
	CWOD	61%	53%	52%	36%	55%	*	-	-	-	*	51%	71%	-	52%	43%	45%	60%	-	-	-	-	
	EL	33%	35%	41%	*	41%	-	-	-	-	*	42%	*	22%	43%	41%	34%	48%	-	-	-	-	
	Male	51%	44%	42%	36%	44%	*	-	-	-	-	39%	80%	27%	45%	34%	42%	-	-	-	-	-	
	Female	63%	57%	58%	*	61%	-	-	-	-	*	58%	*	*	60%	48%	-	58%	-	-	-	-	
Mathematics	All Students	39%	43%	45%	27%	47%	*	-	-	-	*	45%	44%	13%	49%	42%	41%	50%	-	-	-	-	
	CWD	20%	16%	13%	*	14%	-	-	-	-	-	8%	*	13%	-	11%	9%	*	-	-	-	-	
	CWOD	41%	45%	49%	29%	51%	*	-	-	-	*	49%	43%	-	49%	46%	46%	52%	-	-	-	-	
	EL	24%	32%	42%	*	42%	-	-	-	-	*	43%	*	11%	46%	42%	42%	43%	-	-	-	-	
	Male	38%	41%	41%	27%	44%	*	-	-	-	-	41%	40%	9%	46%	42%	41%	-	-	-	-	-	
	Female	40%	46%	50%	*	51%	-	-	-	-	*	50%	*	*	52%	43%	-	50%	-	-	-	-	
Science	All Students	44%	38%	41%	40%	41%	*	-	-	-	*	40%	56%	20%	44%	32%	45%	38%	-	-	-	-	
	CWD	22%	14%	20%	*	21%	-	-	-	-	-	15%	*	20%	-	11%	18%	*	-	-	-	-	
	CWOD	47%	39%	44%	43%	44%	*	-	-	-	*	43%	57%	-	44%	35%	49%	38%	-	-	-	-	
	EL	23%	26%	32%	*	32%	-	-	-	-	*	32%	*	11%	35%	32%	37%	28%	-	-	-	-	
	Male	45%	40%	45%	45%	45%	*	-	-	-	-	42%	80%	18%	49%	37%	45%	-	-	-	-	-	
	Female	42%	36%	38%	*	37%	-	-	-	-	*	38%	*	*	38%	28%	-	38%	-	-	-	-	
End of Course																							

Texas Education Agency
2022 Federal Report Card
YES PREP - WHITE OAK (101845009) - YES PREP PUBLIC SCHOOLS INC - HARRIS COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
English I	All Students	46%	42%	30%	41%	31%	*	*	*	-	*	28%	50%	12%	33%	20%	25%	38%	-	*	-	-	
	CWD	17%	10%	12%	*	14%	-	-	-	-	-	10%	*	12%	-	15%	14%	9%	-	*	-	-	
	CWOD	50%	46%	33%	50%	33%	*	*	*	-	*	30%	55%	-	33%	21%	27%	42%	-	*	-	-	
	EL	19%	30%	20%	-	20%	*	-	*	-	-	19%	40%	15%	21%	20%	15%	28%	-	*	-	-	
	Male	40%	36%	25%	*	26%	*	*	*	-	*	24%	33%	14%	27%	15%	25%	-	-	*	-	-	
	Female	53%	50%	38%	38%	38%	-	-	-	-	*	32%	73%	9%	42%	28%	-	38%	-	-	-	-	
English II	All Students	54%	53%	44%	29%	46%	*	-	-	-	-	41%	61%	18%	48%	24%	34%	56%	-	-	-	-	
	CWD	21%	11%	18%	20%	19%	*	-	-	-	-	20%	*	18%	-	13%	21%	13%	-	-	-	-	
	CWOD	59%	57%	48%	33%	50%	*	-	-	-	-	45%	67%	-	48%	26%	36%	62%	-	-	-	-	
	EL	22%	32%	24%	-	23%	*	-	-	-	-	25%	*	13%	26%	24%	15%	40%	-	-	-	-	
	Male	48%	43%	34%	14%	36%	*	-	-	-	-	32%	42%	21%	36%	15%	34%	-	-	-	-	-	
	Female	62%	62%	56%	40%	59%	*	-	-	-	-	51%	75%	13%	62%	40%	-	56%	-	-	-	-	
Algebra I	All Students	42%	38%	23%	13%	25%	-	*	*	-	*	21%	32%	20%	23%	21%	22%	25%	-	*	-	-	
	CWD	19%	13%	20%	*	22%	-	-	-	-	-	19%	20%	20%	-	27%	15%	25%	-	*	-	-	
	CWOD	45%	40%	23%	17%	25%	-	*	*	-	*	22%	35%	-	23%	20%	23%	25%	-	*	-	-	
	EL	28%	31%	21%	-	21%	-	-	*	-	-	20%	40%	27%	20%	21%	16%	30%	-	*	-	-	
	Male	40%	34%	22%	*	22%	-	*	*	-	*	20%	31%	15%	23%	16%	22%	-	-	*	-	-	
	Female	45%	42%	25%	9%	29%	-	-	-	-	*	23%	36%	25%	25%	30%	-	25%	-	-	-	-	
Biology	All Students	54%	49%	36%	24%	40%	*	*	*	-	*	34%	52%	16%	39%	27%	34%	40%	-	*	-	-	
	CWD	25%	17%	16%	*	18%	-	-	-	-	-	13%	*	16%	-	22%	17%	13%	-	*	-	-	
	CWOD	57%	52%	39%	29%	43%	*	*	*	-	*	36%	58%	-	39%	27%	37%	43%	-	*	-	-	
	EL	26%	37%	27%	-	27%	*	-	*	-	-	24%	*	22%	27%	27%	24%	31%	-	*	-	-	
	Male	52%	47%	34%	33%	36%	*	*	*	-	*	33%	50%	17%	37%	24%	34%	-	-	*	-	-	
	Female	56%	51%	40%	18%	45%	-	-	-	-	*	36%	58%	13%	43%	31%	-	40%	-	-	-	-	
STAAR Percent at Masters Grade Level																							
Grade 6																							
Reading	All Students	23%	11%	12%	*	*	*	-	-	-	12%	12%	14%	40%	11%	4%	13%	11%	-	-	-	-	
	CWD	8%	5%	40%	-	*	-	-	-	-	*	40%	-	40%	-	*	*	*	-	-	-	-	
	CWOD	25%	12%	11%	*	*	*	-	-	-	12%	10%	14%	-	11%	4%	12%	10%	-	-	-	-	
	EL	9%	8%	4%	-	*	*	-	-	-	4%	4%	*	*	4%	4%	7%	0%	-	-	-	-	
	Male	21%	11%	13%	-	*	-	-	-	-	13%	14%	10%	*	12%	7%	13%	-	-	-	-	-	
	Female	25%	12%	11%	*	-	*	-	-	-	12%	10%	16%	*	10%	0%	-	11%	-	-	-	-	
Mathematics	All Students	16%	10%	10%	*	*	*	-	-	-	10%	11%	7%	40%	9%	6%	13%	7%	-	-	-	-	
	CWD	8%	8%	40%	-	*	-	-	-	-	*	40%	-	40%	-	*	*	*	-	-	-	-	
	CWOD	17%	10%	9%	*	*	*	-	-	-	9%	9%	7%	-	9%	6%	12%	5%	-	-	-	-	
	EL	7%	9%	6%	-	*	*	-	-	-	6%	6%	*	*	6%	6%	10%	0%	-	-	-	-	
	Male	17%	11%	13%	-	*	-	-	-	-	13%	14%	10%	*	12%	10%	13%	-	-	-	-	-	
	Female	14%	8%	7%	*	-	*	-	-	-	7%	7%	5%	*	5%	0%	-	7%	-	-	-	-	
Grade 7																							

Texas Education Agency
2022 Federal Report Card
YES PREP - WHITE OAK (101845009) - YES PREP PUBLIC SCHOOLS INC - HARRIS COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	36%	28%	26%	23%	27%	-	*	-	-	29%	26%	31%	10%	27%	23%	24%	28%	*	-	-	-
	CWD	11%	7%	10%	*	17%	-	-	-	-	-	11%	*	10%	-	17%	20%	0%	-	-	-	-
	CWOD	40%	30%	27%	33%	27%	-	*	-	-	29%	27%	33%	-	27%	23%	24%	30%	*	-	-	-
	EL	17%	22%	23%	-	23%	-	*	-	-	*	24%	0%	17%	23%	23%	23%	23%	*	-	-	-
	Male	32%	23%	24%	17%	27%	-	*	-	-	*	23%	*	20%	24%	23%	24%	-	-	-	-	-
	Female	41%	33%	28%	29%	26%	-	-	-	-	*	28%	27%	0%	30%	23%	-	28%	*	-	-	-
Mathematics	All Students	13%	13%	10%	0%	10%	-	*	-	-	29%	10%	8%	10%	10%	8%	12%	9%	*	-	-	-
	CWD	7%	5%	10%	*	17%	-	-	-	-	-	11%	*	10%	-	17%	20%	0%	-	-	-	-
	CWOD	14%	13%	10%	0%	10%	-	*	-	-	29%	10%	8%	-	10%	8%	11%	9%	*	-	-	-
	EL	6%	11%	8%	-	8%	-	*	-	-	*	9%	0%	17%	8%	8%	11%	6%	*	-	-	-
	Male	13%	13%	12%	0%	15%	-	*	-	-	*	11%	*	20%	11%	11%	12%	-	-	-	-	-
	Female	12%	12%	9%	0%	7%	-	-	-	-	*	10%	0%	0%	9%	6%	-	9%	*	-	-	-
Grade 8																						
Reading	All Students	37%	29%	31%	7%	35%	*	-	-	-	*	32%	22%	7%	34%	28%	25%	39%	-	-	-	-
	CWD	11%	4%	7%	*	7%	-	-	-	-	-	8%	*	7%	-	11%	0%	*	-	-	-	-
	CWOD	40%	31%	34%	7%	38%	*	-	-	-	*	35%	29%	-	34%	30%	29%	40%	-	-	-	-
	EL	16%	15%	28%	*	28%	-	-	-	-	*	29%	*	11%	30%	28%	24%	33%	-	-	-	-
	Male	31%	25%	25%	9%	28%	*	-	-	-	-	25%	20%	0%	29%	24%	25%	-	-	-	-	-
	Female	42%	34%	39%	*	42%	-	-	-	-	*	40%	*	*	40%	33%	-	39%	-	-	-	-
Mathematics	All Students	14%	16%	16%	0%	17%	*	-	-	-	*	16%	11%	13%	16%	14%	13%	19%	-	-	-	-
	CWD	8%	5%	13%	*	14%	-	-	-	-	-	8%	*	13%	-	11%	9%	*	-	-	-	-
	CWOD	15%	17%	16%	0%	18%	*	-	-	-	*	17%	0%	-	16%	14%	14%	18%	-	-	-	-
	EL	6%	10%	14%	*	13%	-	-	-	-	*	14%	*	11%	14%	14%	13%	15%	-	-	-	-
	Male	14%	16%	13%	0%	16%	*	-	-	-	-	13%	20%	9%	14%	13%	13%	-	-	-	-	-
	Female	14%	16%	19%	*	19%	-	-	-	-	*	20%	*	*	18%	15%	-	19%	-	-	-	-
Science	All Students	23%	15%	15%	13%	16%	*	-	-	-	*	15%	11%	7%	16%	12%	14%	16%	-	-	-	-
	CWD	9%	5%	7%	*	7%	-	-	-	-	-	8%	*	7%	-	11%	0%	*	-	-	-	-
	CWOD	24%	16%	16%	14%	17%	*	-	-	-	*	16%	14%	-	16%	12%	17%	15%	-	-	-	-
	EL	8%	7%	12%	*	12%	-	-	-	-	*	12%	*	11%	12%	12%	13%	10%	-	-	-	-
	Male	24%	16%	14%	18%	14%	*	-	-	-	-	14%	20%	0%	17%	13%	14%	-	-	-	-	-
	Female	21%	14%	16%	*	18%	-	-	-	-	*	17%	*	*	15%	10%	-	16%	-	-	-	-
End of Course																						
English I	All Students	10%	6%	3%	0%	3%	*	*	*	-	*	2%	4%	8%	2%	1%	4%	1%	-	*	-	-
	CWD	4%	2%	8%	*	9%	-	-	-	-	-	5%	*	8%	-	8%	7%	9%	-	*	-	-
	CWOD	11%	6%	2%	0%	2%	*	*	*	-	*	2%	0%	-	2%	0%	3%	0%	-	*	-	-
	EL	1%	2%	1%	-	1%	*	-	*	-	-	1%	0%	8%	0%	1%	1%	0%	-	*	-	-
	Male	8%	4%	4%	*	4%	*	*	*	-	*	4%	0%	7%	3%	1%	4%	-	-	*	-	-
	Female	13%	8%	1%	0%	2%	-	-	-	-	*	0%	9%	9%	0%	0%	-	1%	-	-	-	-

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YES PREP - WHITE OAK (101845009) - YES PREP PUBLIC SCHOOLS INC - HARRIS COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
English II	All Students	9%	5%	1%	0%	2%	*	-	-	-	-	2%	0%	5%	1%	0%	1%	1%	-	-	-	-
	CWD	5%	2%	5%	0%	6%	*	-	-	-	-	5%	*	5%	-	0%	7%	0%	-	-	-	-
	CWOD	9%	5%	1%	0%	1%	*	-	-	-	-	1%	0%	-	1%	0%	0%	2%	-	-	-	-
	EL	1%	1%	0%	-	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%	0%	-	-	-	-
	Male	7%	3%	1%	0%	1%	*	-	-	-	-	1%	0%	7%	0%	0%	1%	-	-	-	-	-
	Female	11%	7%	1%	0%	2%	*	-	-	-	-	2%	0%	0%	2%	0%	-	1%	-	-	-	-
Algebra I	All Students	26%	24%	12%	0%	14%	-	*	*	-	*	11%	16%	15%	12%	8%	11%	13%	-	*	-	-
	CWD	8%	6%	15%	*	17%	-	-	-	-	-	13%	20%	15%	-	18%	15%	13%	-	*	-	-
	CWOD	29%	25%	12%	0%	13%	-	*	*	-	*	11%	15%	-	12%	6%	11%	13%	-	*	-	-
	EL	14%	16%	8%	-	8%	-	-	*	-	-	7%	20%	18%	6%	8%	5%	12%	-	*	-	-
	Male	25%	21%	11%	*	12%	-	*	*	-	*	11%	15%	15%	11%	5%	11%	-	-	*	-	-
	Female	28%	27%	13%	0%	16%	-	-	-	-	*	12%	18%	13%	13%	12%	-	13%	-	-	-	-
Biology	All Students	21%	15%	8%	0%	9%	*	*	*	-	*	7%	13%	11%	7%	3%	10%	4%	-	*	-	-
	CWD	7%	6%	11%	*	12%	-	-	-	-	-	6%	*	11%	-	11%	8%	13%	-	*	-	-
	CWOD	22%	16%	7%	0%	8%	*	*	*	-	*	7%	11%	-	7%	3%	10%	3%	-	*	-	-
	EL	5%	7%	3%	-	4%	*	-	*	-	-	4%	*	11%	3%	3%	4%	3%	-	*	-	-
	Male	21%	16%	10%	0%	11%	*	*	*	-	*	9%	20%	8%	10%	4%	10%	-	-	*	-	-
	Female	21%	14%	4%	0%	5%	-	-	-	-	*	4%	8%	13%	3%	3%	-	4%	-	-	-	-
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						
All Subjects	All Students	73%	72%	68%	62%	71%	70%	60%	*	-	59%	68%	69%	41%	71%	64%	66%	71%	*	71%	-	-
	CWD	44%	35%	41%	32%	41%	*	-	-	-	67%	40%	48%	41%	-	35%	41%	41%	-	*	-	-
	CWOD	77%	75%	71%	68%	75%	67%	60%	*	-	59%	71%	72%	-	71%	67%	69%	74%	*	*	-	-
	EL	59%	66%	64%	*	64%	50%	*	*	-	64%	64%	58%	35%	67%	64%	60%	68%	*	*	-	-
	Male	71%	69%	66%	62%	68%	67%	60%	*	-	58%	65%	72%	41%	69%	60%	66%	-	-	71%	-	-
	Female	75%	75%	71%	62%	75%	*	-	-	-	60%	72%	69%	41%	74%	68%	-	71%	*	-	-	-
Reading	All Students	74%	70%	66%	65%	69%	67%	*	*	-	54%	66%	66%	34%	69%	59%	60%	72%	*	*	-	-
	CWD	43%	30%	34%	38%	32%	*	-	-	-	*	35%	22%	34%	-	27%	30%	40%	-	*	-	-
	CWOD	78%	74%	69%	72%	74%	60%	*	*	-	54%	69%	71%	-	69%	62%	64%	75%	*	*	-	-
	EL	57%	62%	59%	*	60%	*	*	*	-	54%	59%	58%	27%	62%	59%	50%	68%	*	*	-	-
	Male	70%	65%	60%	64%	62%	*	*	*	-	51%	60%	59%	30%	64%	50%	60%	-	-	*	-	-
	Female	78%	76%	72%	66%	77%	*	-	-	-	57%	72%	73%	40%	75%	68%	-	72%	*	-	-	-
Mathematics	All Students	71%	72%	68%	52%	70%	*	*	*	-	65%	68%	66%	48%	70%	67%	68%	68%	*	*	-	-
	CWD	44%	39%	48%	13%	51%	-	-	-	-	*	45%	63%	48%	-	46%	55%	37%	-	*	-	-
	CWOD	75%	74%	70%	61%	73%	*	*	*	-	64%	70%	66%	-	70%	69%	70%	70%	*	*	-	-
	EL	61%	69%	67%	*	66%	*	*	*	-	74%	68%	56%	46%	69%	67%	67%	67%	*	*	-	-
	Male	71%	70%	68%	57%	70%	*	*	*	-	66%	67%	80%	55%	70%	67%	68%	-	-	*	-	-
	Female	71%	73%	68%	48%	71%	*	-	-	-	64%	70%	58%	37%	70%	67%	-	68%	*	-	-	-

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Science	All Students	74%	77%	76%	69%	78%	*	*	*	-	50%	74%	88%	47%	79%	70%	75%	77%	-	*	-	-	
	CWD	47%	40%	47%	*	47%	-	-	-	-	43%	67%	47%	-	33%	45%	50%	-	*	-	-		
	CWOD	78%	80%	79%	71%	82%	*	*	*	-	50%	78%	92%	-	79%	75%	80%	79%	-	*	-	-	
	EL	58%	70%	70%	*	71%	*	-	*	-	*	70%	60%	33%	75%	70%	70%	70%	-	*	-	-	
	Male	74%	76%	75%	65%	78%	*	*	*	-	*	74%	93%	45%	80%	70%	75%	-	-	*	-	-	
	Female	75%	78%	77%	73%	78%	-	-	-	-	60%	75%	88%	50%	79%	70%	-	77%	-	-	-	-	
STAAR Percent at Meets Grade Level or Above																							
All Grades																							
All Subjects	All Students	47%	41%	36%	27%	40%	20%	0%	*	-	28%	35%	43%	20%	38%	30%	35%	38%	*	57%	-	-	
	CWD	23%	15%	20%	4%	22%	*	-	-	-	33%	18%	30%	20%	-	19%	22%	16%	-	*	-	-	
	CWOD	50%	44%	38%	32%	42%	22%	0%	*	-	28%	37%	45%	-	38%	31%	36%	40%	*	*	-	-	
	EL	29%	32%	30%	*	31%	33%	*	*	-	28%	30%	38%	19%	31%	30%	27%	33%	*	*	-	-	
	Male	45%	38%	35%	30%	37%	0%	0%	*	-	29%	34%	45%	22%	36%	27%	35%	-	-	57%	-	-	
	Female	48%	45%	38%	25%	43%	*	-	-	-	27%	38%	43%	16%	40%	33%	-	38%	*	-	-	-	
Reading	All Students	52%	44%	39%	33%	43%	17%	*	*	-	25%	38%	45%	19%	41%	30%	34%	44%	*	*	-	-	
	CWD	24%	14%	19%	8%	22%	*	-	-	-	*	19%	22%	19%	-	16%	23%	13%	-	*	-	-	
	CWOD	56%	47%	41%	40%	46%	20%	*	*	-	25%	40%	47%	-	41%	32%	36%	47%	*	*	-	-	
	EL	31%	32%	30%	*	32%	*	*	*	-	22%	31%	21%	16%	32%	30%	24%	37%	*	*	-	-	
	Male	47%	38%	34%	29%	37%	*	*	*	-	26%	34%	39%	23%	36%	24%	34%	-	-	*	-	-	
	Female	56%	51%	44%	37%	50%	*	-	-	-	24%	43%	50%	13%	47%	37%	-	44%	*	-	-	-	
Mathematics	All Students	41%	37%	32%	16%	34%	*	*	*	-	31%	31%	37%	22%	33%	30%	33%	31%	*	*	-	-	
	CWD	22%	16%	22%	0%	26%	-	-	-	-	*	19%	38%	22%	-	23%	23%	21%	-	*	-	-	
	CWOD	44%	39%	33%	19%	35%	*	*	*	-	31%	32%	37%	-	33%	31%	34%	32%	*	*	-	-	
	EL	29%	32%	30%	*	30%	*	*	*	-	31%	29%	50%	23%	31%	30%	30%	31%	*	*	-	-	
	Male	42%	36%	33%	24%	34%	*	*	*	-	33%	31%	47%	23%	34%	30%	33%	-	-	*	-	-	
	Female	40%	38%	31%	9%	34%	*	-	-	-	30%	31%	31%	21%	32%	31%	-	31%	*	-	-	-	
Science	All Students	46%	43%	39%	31%	41%	*	*	*	-	33%	37%	53%	18%	42%	29%	39%	39%	-	*	-	-	
	CWD	23%	15%	18%	*	20%	-	-	-	-	-	14%	33%	18%	-	17%	18%	17%	-	*	-	-	
	CWOD	49%	46%	42%	36%	43%	*	*	*	-	33%	40%	58%	-	42%	31%	42%	41%	-	*	-	-	
	EL	25%	32%	29%	*	29%	*	-	*	-	*	28%	60%	17%	31%	29%	30%	29%	-	*	-	-	
	Male	47%	43%	39%	41%	40%	*	*	*	-	*	37%	60%	18%	42%	30%	39%	-	-	*	-	-	
	Female	45%	43%	39%	20%	41%	-	-	-	-	40%	37%	50%	17%	41%	29%	-	39%	-	-	-	-	
STAAR Percent at Masters Grade Level																							
All Grades																							
All Subjects	All Students	22%	16%	13%	4%	14%	0%	0%	*	-	12%	13%	11%	11%	13%	10%	12%	13%	*	43%	-	-	
	CWD	9%	5%	11%	0%	12%	*	-	-	-	33%	10%	17%	11%	-	11%	10%	13%	-	*	-	-	
	CWOD	24%	17%	13%	5%	14%	0%	0%	*	-	11%	13%	10%	-	13%	10%	12%	13%	*	*	-	-	
	EL	12%	10%	10%	*	10%	0%	*	*	-	8%	10%	3%	11%	10%	10%	9%	11%	*	*	-	-	
	Male	21%	15%	12%	6%	13%	0%	0%	*	-	11%	12%	13%	10%	12%	9%	12%	-	-	43%	-	-	

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

- Indicates there are no students in the group.

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

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2021-22 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Academic Growth Score											
Reading											
All Students	77	70	82	*	*	-	-	63	78	72	77
CWD	72	75	69	-	-	-	-	*	74	72	65
CWOD	78	69	84	*	*	-	-	62	79	-	78
EL ◇	77	*	82	*	*	-	-	56	77	65	77

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Male	73	65	79	*	*	-	-	57	74	71	71
Female	81	75	86	*	-	-	-	70	83	73	82
Mathematics											
All Students	71	50	72	*	*	*	-	73	70	63	70
CWD	63	20	69	-	-	-	-	*	62	63	66
CWOD	71	56	72	*	*	*	-	73	71	-	70
EL ◇	70	*	69	*	*	*	-	76	70	66	70
Male	68	56	70	*	*	*	-	65	67	70	66
Female	74	43	74	*	-	-	-	80	74	50	73

- Indicates there are no students in the group.

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

Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates for the class of 2021.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL ◇	Homeless ◇	Foster Care ◇
Federal Graduation Rates													
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2021													
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL ◇	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

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

◇ Ever in grades 9-12.

Part (iv): English Language Proficiency

This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2022 TELPAS (Texas English Language Proficiency Assessment System) data. (EL: English learner)

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Total EL in Class	Proficiency of EL	Rate of Proficiency
400	78	20%

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

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Student Success (Student Achievement Domain Score: STAAR Component Only)											
STAAR Component Score	39	31	42	30	20	*	-	33	39	24	35
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	78%	67%	79%	-	-	-	-	-	80%	70%	79%

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

Part (vi): Goal Meeting Status

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
STAAR Performance Status											
Reading											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	N	Y	Y					N	Y	Y	Y
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N	N	N					N	N	N	N
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N	N	N					N	N	N	N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%

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YES PREP - WHITE OAK (101845009) - YES PREP PUBLIC SCHOOLS INC - HARRIS COUNTY

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Target Met	N	N	N					N	N	N	N
Mathematics											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N	N	N					N	N	N	N
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N	N	N					N	N	N	N
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N	N	N					N	N	N	N
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N	N	N					N	N	N	N
English Learner Language Proficiency Status											
Interim Goals (2018-2022)											36%
Target Met											N
Interim Goals (2023-2027)											38%
Target Met											N
Interim Goals (2028-2032)											40%
Target Met											N
Long-Term Goals											40%
Target Met											N
Federal Graduation Status^Δ											
Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met											
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met											
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											

Blank cells above represent student group indicators that do not meet the minimum size criteria.

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

Δ Student groups that are at or above 90% are required to exceed that rate by at least a tenth of a percent in the following year(s).

Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science for the 2021-22 school year. (CWD: children with disability; CWD: children without disability; EL: English learner)

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		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Participation Rate																	
All Subjects	All Students	100%	100%	100%	100%	100%	*	-	100%	100%	100%	99%	100%	100%	100%	100%	*
	CWD	99%	100%	98%	*	-	-	-	100%	99%	100%	99%	-	99%	98%	100%	-
	CWOD	100%	100%	100%	100%	100%	*	-	100%	100%	99%	-	100%	100%	100%	100%	*
	EL	100%	*	100%	100%	*	*	-	100%	100%	100%	99%	100%	100%	99%	100%	*
	Male	100%	100%	99%	100%	100%	*	-	100%	99%	100%	98%	100%	99%	100%	-	-
	Female	100%	100%	100%	*	-	-	-	100%	100%	99%	100%	100%	100%	-	100%	*
Reading	All Students	99%	100%	99%	100%	*	*	-	100%	100%	99%	100%	99%	100%	100%	99%	*
	CWD	100%	100%	100%	*	-	-	-	*	100%	100%	100%	-	100%	100%	100%	-
	CWOD	99%	100%	99%	100%	*	*	-	100%	99%	99%	-	99%	99%	99%	99%	*
	EL	100%	*	99%	*	*	*	-	100%	100%	100%	100%	99%	100%	99%	100%	*
	Male	100%	100%	99%	*	*	*	-	100%	99%	100%	100%	99%	99%	100%	-	-
	Female	99%	100%	100%	*	-	-	-	100%	100%	98%	100%	99%	100%	-	99%	*
Mathematics	All Students	100%	100%	100%	*	*	*	-	100%	100%	100%	98%	100%	100%	100%	100%	*
		100%	100%	100%	*	*	*	-	100%	100%	100%	98%	100%	100%	100%	100%	*
	CWD	98%	100%	98%	-	-	-	-	*	98%	100%	98%	-	96%	97%	100%	-
		98%	100%	98%	-	-	-	-	*	98%	100%	98%	-	96%	97%	100%	-
	CWOD	100%	100%	100%	*	*	*	-	100%	100%	100%	-	100%	100%	100%	100%	*
		100%	100%	100%	*	*	*	-	100%	100%	100%	-	100%	100%	100%	100%	*
	EL	100%	*	100%	*	*	*	-	100%	100%	100%	96%	100%	100%	99%	100%	*
		100%	*	100%	*	*	*	-	100%	100%	100%	96%	100%	100%	99%	100%	*
	Male	100%	100%	100%	*	*	*	-	100%	100%	100%	97%	100%	99%	100%	-	-
		100%	100%	100%	*	*	*	-	100%	100%	100%	97%	100%	99%	100%	-	-
	Female	100%	100%	100%	*	-	-	-	100%	100%	100%	100%	100%	100%	-	100%	*
		100%	100%	100%	*	-	-	-	100%	100%	100%	100%	100%	100%	-	100%	*
SAT/ACT All Subjects	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Non-Participation Rate																	

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

- Indicates there are no students in the group.

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

Part (viii): Civil Rights Data

Part (viii)(I) This section provides information from the 2017-18 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related

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

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
Students Without Disabilities												
In-School Suspensions												
	Male	55	13	41	0	1	0	0	0	17		
	Female	31	9	21	1	0	0	0	0	2		
	Total	86	22	62	1	1	0	0	0	19		
Out-of-School Suspensions												
	Male	24	7	16	1	0	0	0	0	6		
	Female	21	5	15	1	0	0	0	0	2		
	Total	45	12	31	2	0	0	0	0	8		
Expulsions												
With Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
School-Related Arrests												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Referrals to Law Enforcement												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Students With Disabilities												
In-School Suspensions												

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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
	Male	9	3	6	0	0	0	0	0	5		1
	Female	2	2	0	0	0	0	0	0	0		0
	Total	11	5	6	0	0	0	0	0	5		1
Out-of-School Suspensions												
	Male	2	1	1	0	0	0	0	0	2		3
	Female	1	1	0	0	0	0	0	0	0		0
	Total	3	2	1	0	0	0	0	0	2		3
Expulsions												
With Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
School-Related Arrests												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Referrals to Law Enforcement												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
All Students												
Chronic Absenteeism												
	Male	33	7	25	1	-8	-8	-8	-8	10	6	-8
	Female	31	9	22	-8	-8	-8	-8	-8	9	3	-8
	Total	64	16	47	1	-8	-8	-8	-8	19	9	-8

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	Total
Incidents of Violence	
Incidents of rape or attempted rape	0
Incidents of sexual assault (other than rape)	0
Incidents of robbery with a weapon	0
Incidents of robbery with a firearm or explosive device	0
Incidents of robbery without a weapon	0
Incidents of physical attack or fight with a weapon	0
Incidents of physical attack or fight with a firearm or explosive device	0
Incidents of physical attack or fight without a weapon	3
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack with a firearm or explosive device	0
Incidents of threats of physical attack without a weapon	0
Incidents of possession of a firearm or explosive device	0
Allegations of Harassment or bullying	
On the basis of sex	0
On the basis of race	0
On the basis of disability	0
On the basis of sexual orientation	0
On the basis of religion	0

Part (viii)(II) This section provides information from the 2017-18 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs											
	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Accelerated Coursework											
Advanced Placement Courses	Male	38	0	38	0	0	0	0	0	11	0
	Female	41	0	40	1	0	0	0	0	8	0
	Total	79	0	78	1	0	0	0	0	19	0
International Baccalaureate Courses	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9

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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Dual Enrollment/Dual Credit Programs	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9

- Indicates there are no data available in the group.
- 3 Indicates skip logic failure.
- 8 Indicates EDFacts missing data.
- 9 Indicates not applicable / skipped.
- 11 Indicates suppressed data.

Blank cell indicates the student group is not applicable to this report.

Part (ix): Teacher Quality Data

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

High Poverty School		
		All School
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	31.0	56.4%
Teachers Teaching with Emergency or Provisional Credentials	3.0	5.7%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	0.0	-

- Indicates there are no data available in the group.

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

Part (x): Per-pupil Expenditure

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

To be updated by June 30th, 2023.

Part (xi): STAAR Alternate 2 Participation

This section provides information on the number and percentage of students with the most significant cognitive disabilities who take STAAR Alternate 2, by grade and subject for the 2021-22 school year.

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Grade 3						
Reading	6,584	2%	*	1%	-	-
Mathematics	6,587	2%	*	1%	-	-
Grade 4						
Reading	6,404	2%	-	-	-	-
Mathematics	6,408	2%	-	-	-	-
Grade 5						
Reading	6,204	2%	-	-	-	-
Mathematics	6,205	2%	-	-	-	-
Science	6,200	2%	-	-	-	-
Grade 6						
Reading	6,181	2%	19	1%	*	2%
Mathematics	6,177	2%	19	1%	*	2%
Grade 7						
Reading	6,130	1%	10	0%	-	-
Mathematics	6,120	2%	10	0%	-	-
Grade 8						
Reading	5,794	1%	11	0%	*	1%
Mathematics	5,803	2%	11	1%	*	1%
Science	5,796	1%	11	0%	*	1%
End of Course						
English I	6,009	1%	12	0%	*	2%
English II	5,490	1%	10	0%	*	1%
Algebra I	5,993	1%	12	0%	*	2%
Biology	5,860	1%	12	1%	*	2%
All Grades						
All Subjects	109,954	1%	143	1%	22	1%
Reading	48,805	1%	65	1%	9	1%
Mathematics	43,293	1%	55	1%	8	1%
Science	17,856	1%	23	1%	5	2%

- Indicates there are no students in the group.

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

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

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

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

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

* Indicates reporting standards not met.

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

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

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

This section provides information on the cohort rate at which students who graduated from high school in the 2019-20 school year enrolled in a Texas public postsecondary education institution in the 2020-21 academic year in (I) programs of public postsecondary education in Texas; (II) programs of private postsecondary education in Texas; and (III) programs of postsecondary education outside Texas. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
In-State Public Institutions	51%	63%	49%	*	-	-	-	-	51%	-	*
In-State Private Institutions	*	-	*	-	-	-	-	-	*	-	-
Out-of-State Institutions	7%	*	*	-	-	-	-	-	8%	-	-

- Indicates there are no students in the group.

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

Part (xiv): Additional Information - Chronic Absenteeism

This section provides information on the Chronic Absenteeism per EDFacts definition: percent of unduplicated number of K - 12 students enrolled in a school for at least 10 days and absent for 10% or more days during the 2020-21 school year. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Chronic Absenteeism Rate	21%	27%	20%	13%	*	-	*	*	21%	15%	22%

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