



**Federal Report Cards  
2021-2022**

**Combined State, District, and Campus  
Reports**

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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)
<b>Academic Performance (At Meets Grade Level or Above)</b>												
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%
<b>EL Progress</b>												
	Baseline 2016-17 Rates											41%
	2017-18 through 2021-22											36%
	2022-23 through 2026-27											38%
	2027-28 through 2031-32											40%
<b>Graduation Rate: 4-Year Longitudinal Rate <sup>Δ</sup></b>												
	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%

<sup>Δ</sup> 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 <sup>1</sup>	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness or Student Achievement Domain Score: STAAR Component Only <sup>2</sup>	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	African American	Hispanic	White	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	African American	Hispanic	White	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%	66%	71%	86%	77%	90%	75%	82%	68%	87%	52%	80%	66%	74%	78%	61%	59%	64%	85%
	CWD	52%	42%	46%	64%	53%	65%	44%	60%	45%	66%	52%	-	40%	52%	51%	43%	41%	44%	65%
	CWOD	80%	70%	75%	90%	81%	93%	79%	86%	73%	90%	-	80%	70%	78%	81%	64%	64%	72%	88%
	EL	66%	78%	64%	73%	69%	83%	61%	76%	64%	75%	40%	70%	66%	64%	69%	57%	57%	51%	76%
	Male	74%	63%	69%	85%	78%	88%	69%	81%	66%	85%	52%	78%	64%	74%	-	60%	57%	59%	83%
	Female	78%	69%	73%	87%	76%	93%	82%	84%	71%	88%	51%	81%	69%	-	78%	62%	62%	69%	86%
Mathematics	All Students	70%	55%	65%	82%	71%	90%	71%	75%	62%	82%	46%	74%	64%	72%	68%	57%	51%	53%	79%
	CWD	46%	34%	42%	57%	48%	67%	44%	52%	40%	60%	46%	-	40%	50%	40%	40%	34%	36%	58%
	CWOD	74%	59%	69%	86%	75%	92%	74%	79%	66%	85%	-	74%	68%	77%	71%	59%	55%	60%	83%
	EL	64%	70%	62%	71%	66%	83%	57%	71%	62%	73%	40%	68%	64%	66%	62%	54%	51%	49%	74%
	Male	72%	56%	68%	83%	74%	90%	69%	77%	64%	83%	50%	77%	66%	72%	-	62%	53%	53%	81%
	Female	68%	54%	63%	80%	68%	90%	74%	73%	60%	81%	40%	71%	62%	-	68%	51%	50%	53%	77%
Grade 4																				
Reading	All Students	76%	67%	72%	86%	76%	91%	75%	81%	69%	87%	48%	81%	66%	73%	79%	60%	60%	57%	85%
	CWD	48%	39%	44%	60%	52%	62%	39%	54%	42%	62%	48%	-	38%	48%	48%	35%	40%	37%	60%
	CWOD	81%	72%	76%	90%	81%	93%	80%	86%	74%	90%	-	81%	70%	79%	82%	65%	64%	68%	89%
	EL	66%	76%	65%	74%	63%	82%	64%	77%	65%	74%	38%	70%	66%	64%	69%	58%	52%	53%	70%
	Male	73%	63%	69%	84%	72%	90%	71%	79%	66%	85%	48%	79%	64%	73%	-	59%	56%	55%	81%
	Female	79%	71%	75%	88%	81%	93%	79%	83%	72%	89%	48%	82%	69%	-	79%	62%	63%	60%	88%
Mathematics	All Students	68%	52%	64%	80%	70%	90%	70%	73%	60%	81%	42%	73%	63%	70%	67%	52%	49%	49%	77%
	CWD	42%	30%	39%	53%	42%	67%	44%	46%	37%	55%	42%	-	37%	46%	36%	30%	30%	35%	53%
	CWOD	73%	57%	68%	85%	75%	92%	73%	78%	65%	84%	-	73%	66%	76%	70%	56%	53%	56%	81%
	EL	63%	67%	61%	68%	62%	82%	52%	74%	61%	70%	37%	66%	63%	65%	60%	47%	48%	58%	65%
	Male	70%	53%	66%	82%	70%	91%	70%	75%	62%	82%	46%	76%	65%	70%	-	55%	50%	49%	79%
	Female	67%	52%	62%	79%	71%	89%	69%	71%	58%	80%	36%	70%	60%	-	67%	49%	48%	49%	75%
Grade 5																				
Reading	All Students	80%	71%	77%	88%	80%	93%	80%	85%	74%	89%	50%	85%	71%	77%	83%	65%	66%	64%	88%
	CWD	50%	43%	46%	61%	54%	65%	55%	54%	44%	63%	50%	-	39%	49%	52%	40%	43%	44%	62%
	CWOD	85%	77%	82%	93%	85%	95%	83%	90%	79%	93%	-	85%	76%	83%	87%	70%	71%	74%	92%
	EL	71%	77%	70%	74%	72%	83%	58%	79%	70%	77%	39%	76%	71%	68%	75%	60%	61%	61%	78%
	Male	77%	66%	73%	86%	79%	92%	76%	81%	70%	87%	49%	83%	68%	77%	-	58%	62%	61%	85%
	Female	83%	76%	80%	90%	81%	94%	85%	88%	78%	92%	52%	87%	75%	-	83%	73%	71%	67%	90%
Mathematics	All Students	76%	62%	72%	85%	74%	94%	76%	80%	69%	86%	50%	80%	70%	75%	76%	63%	58%	58%	84%
	CWD	50%	38%	47%	60%	54%	73%	58%	53%	44%	61%	50%	-	44%	52%	46%	45%	41%	43%	60%
	CWOD	80%	67%	76%	89%	78%	95%	78%	84%	74%	89%	-	80%	74%	80%	79%	66%	62%	66%	88%
	EL	70%	72%	69%	73%	63%	87%	64%	75%	69%	74%	44%	74%	70%	70%	69%	61%	59%	67%	80%
	Male	75%	60%	72%	85%	76%	94%	75%	80%	69%	86%	52%	80%	70%	75%	-	60%	58%	58%	85%
	Female	76%	63%	72%	85%	71%	94%	77%	80%	69%	86%	46%	79%	69%	-	76%	67%	58%	60%	83%

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		State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Science	All Students	65%	49%	59%	81%	64%	86%	63%	74%	56%	79%	40%	69%	52%	67%	63%	48%	47%	51%	76%
	CWD	40%	28%	35%	54%	44%	59%	53%	45%	34%	53%	40%	-	28%	44%	33%	29%	34%	35%	50%
	CWOD	69%	54%	63%	85%	67%	88%	64%	78%	60%	83%	-	69%	56%	72%	67%	51%	50%	59%	81%
	EL	52%	57%	51%	57%	50%	71%	41%	61%	51%	60%	28%	56%	52%	55%	49%	43%	39%	49%	63%
	Male	67%	50%	62%	83%	69%	87%	64%	74%	58%	81%	44%	72%	55%	67%	-	50%	50%	53%	79%
	Female	63%	49%	56%	78%	58%	86%	62%	73%	53%	78%	33%	67%	49%	-	63%	46%	44%	49%	74%
Grade 6																				
Reading	All Students	69%	58%	63%	82%	67%	90%	73%	77%	60%	82%	38%	74%	53%	66%	72%	47%	50%	48%	79%
	CWD	38%	30%	34%	49%	36%	58%	39%	45%	32%	51%	38%	-	27%	38%	38%	27%	31%	33%	48%
	CWOD	74%	64%	68%	87%	73%	92%	76%	81%	65%	86%	-	74%	57%	72%	76%	51%	54%	55%	84%
	EL	53%	62%	52%	58%	51%	73%	51%	57%	52%	60%	27%	57%	53%	50%	56%	40%	37%	39%	58%
	Male	66%	53%	60%	80%	62%	89%	69%	74%	57%	80%	38%	72%	50%	66%	-	44%	47%	44%	76%
	Female	72%	63%	66%	84%	73%	92%	77%	79%	64%	85%	38%	76%	56%	-	72%	50%	53%	53%	81%
Mathematics	All Students	72%	59%	67%	85%	72%	93%	80%	78%	64%	84%	47%	76%	61%	73%	72%	52%	54%	52%	81%
	CWD	47%	37%	44%	59%	45%	71%	53%	50%	42%	60%	47%	-	41%	49%	44%	41%	40%	39%	53%
	CWOD	76%	63%	71%	89%	77%	95%	82%	82%	68%	87%	-	76%	64%	77%	75%	54%	58%	58%	86%
	EL	61%	66%	60%	69%	60%	84%	60%	65%	60%	68%	41%	64%	61%	63%	60%	48%	48%	43%	63%
	Male	73%	57%	68%	86%	72%	93%	79%	78%	65%	85%	49%	77%	63%	73%	-	54%	55%	51%	83%
	Female	72%	61%	66%	84%	72%	94%	80%	78%	63%	84%	44%	75%	60%	-	72%	51%	54%	53%	80%
Grade 7																				
Reading	All Students	79%	71%	74%	88%	77%	94%	78%	85%	72%	88%	47%	83%	63%	75%	83%	64%	64%	60%	87%
	CWD	47%	40%	42%	58%	49%	63%	40%	52%	41%	58%	47%	-	34%	44%	50%	32%	40%	39%	59%
	CWOD	83%	77%	79%	92%	82%	95%	82%	90%	77%	91%	-	83%	67%	80%	86%	69%	69%	70%	91%
	EL	63%	68%	62%	67%	60%	76%	55%	73%	62%	65%	34%	67%	63%	58%	68%	56%	48%	51%	69%
	Male	75%	65%	70%	85%	74%	92%	76%	82%	67%	86%	44%	80%	58%	75%	-	59%	58%	55%	83%
	Female	83%	77%	79%	91%	81%	95%	79%	89%	77%	91%	50%	86%	68%	-	83%	69%	70%	66%	91%
Mathematics	All Students	60%	44%	54%	76%	58%	89%	64%	67%	51%	74%	36%	63%	45%	60%	59%	44%	42%	39%	70%
	CWD	36%	27%	32%	46%	37%	61%	44%	39%	31%	46%	36%	-	28%	38%	32%	27%	29%	31%	43%
	CWOD	63%	48%	57%	80%	62%	91%	67%	72%	55%	78%	-	63%	48%	65%	62%	47%	45%	43%	75%
	EL	45%	44%	44%	55%	42%	72%	45%	57%	45%	50%	28%	48%	45%	47%	44%	41%	38%	35%	45%
	Male	60%	43%	55%	76%	58%	89%	66%	68%	52%	74%	38%	65%	47%	60%	-	46%	44%	39%	70%
	Female	59%	46%	53%	75%	57%	89%	62%	67%	50%	74%	32%	62%	44%	-	59%	43%	41%	39%	70%
Grade 8																				
Reading	All Students	82%	75%	78%	89%	82%	95%	81%	87%	76%	90%	50%	86%	65%	78%	86%	67%	66%	66%	88%
	CWD	50%	43%	47%	59%	45%	72%	60%	56%	45%	60%	50%	-	38%	47%	54%	34%	42%	48%	60%
	CWOD	86%	81%	82%	93%	87%	96%	82%	91%	81%	92%	-	86%	69%	83%	89%	72%	70%	75%	93%
	EL	65%	66%	65%	67%	59%	76%	52%	62%	65%	64%	38%	69%	65%	61%	70%	57%	50%	43%	73%
	Male	78%	69%	74%	86%	78%	94%	75%	83%	71%	87%	47%	83%	61%	78%	-	59%	61%	65%	85%
	Female	86%	82%	83%	93%	88%	96%	86%	90%	81%	93%	54%	89%	70%	-	86%	75%	72%	68%	92%

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		State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	70%	57%	66%	81%	67%	92%	71%	75%	63%	81%	40%	74%	57%	68%	72%	57%	52%	49%	78%
	CWD	40%	31%	38%	49%	31%	70%	38%	41%	36%	50%	40%	-	33%	41%	38%	27%	30%	35%	47%
	CWOD	74%	63%	70%	86%	72%	94%	74%	81%	67%	84%	-	74%	61%	73%	75%	62%	57%	56%	83%
	EL	57%	55%	56%	63%	52%	78%	61%	64%	57%	59%	33%	61%	57%	56%	59%	49%	46%	34%	61%
	Male	68%	54%	64%	80%	66%	92%	68%	74%	61%	80%	41%	73%	56%	68%	-	55%	50%	50%	77%
	Female	72%	61%	67%	83%	68%	93%	75%	77%	65%	82%	38%	75%	59%	-	72%	61%	55%	48%	79%
Science	All Students	73%	62%	68%	85%	75%	93%	72%	80%	65%	84%	42%	77%	54%	73%	73%	56%	53%	53%	82%
	CWD	42%	33%	38%	54%	38%	70%	43%	47%	36%	54%	42%	-	31%	44%	37%	23%	30%	39%	54%
	CWOD	77%	67%	71%	89%	80%	94%	75%	85%	69%	87%	-	77%	57%	78%	76%	62%	57%	60%	86%
	EL	54%	56%	53%	61%	52%	74%	42%	57%	53%	56%	31%	57%	54%	55%	52%	48%	40%	36%	62%
	Male	73%	60%	68%	85%	73%	93%	72%	80%	65%	84%	44%	78%	55%	73%	-	55%	53%	56%	83%
	Female	73%	64%	67%	85%	77%	93%	73%	80%	65%	85%	37%	76%	52%	-	73%	58%	53%	51%	81%
End of Course																				
English I	All Students	64%	54%	58%	78%	63%	88%	69%	74%	55%	77%	29%	68%	38%	58%	70%	45%	43%	43%	77%
	CWD	29%	23%	26%	37%	35%	52%	36%	35%	24%	38%	29%	-	18%	27%	31%	20%	19%	25%	40%
	CWOD	68%	60%	63%	84%	67%	90%	72%	80%	60%	81%	-	68%	40%	63%	74%	48%	47%	50%	83%
	EL	38%	38%	37%	40%	38%	54%	39%	41%	38%	38%	18%	40%	38%	34%	43%	32%	25%	23%	41%
	Male	58%	47%	52%	73%	59%	86%	63%	69%	49%	72%	27%	63%	34%	58%	-	38%	37%	37%	72%
	Female	70%	63%	65%	84%	69%	91%	75%	81%	63%	83%	31%	74%	43%	-	70%	52%	50%	49%	84%
English II	All Students	71%	62%	66%	83%	70%	90%	73%	80%	63%	81%	33%	76%	43%	65%	77%	52%	51%	47%	82%
	CWD	33%	27%	31%	43%	37%	52%	35%	37%	29%	43%	33%	-	20%	32%	37%	23%	27%	36%	45%
	CWOD	76%	69%	70%	89%	74%	91%	77%	86%	68%	85%	-	76%	46%	71%	81%	56%	55%	53%	88%
	EL	43%	39%	42%	45%	38%	54%	30%	38%	43%	42%	20%	46%	43%	38%	48%	39%	32%	23%	44%
	Male	65%	55%	60%	79%	67%	87%	66%	75%	57%	77%	32%	71%	38%	65%	-	45%	45%	44%	78%
	Female	77%	70%	73%	88%	73%	92%	79%	85%	70%	87%	37%	81%	48%	-	77%	61%	58%	51%	87%
Algebra I	All Students	74%	63%	72%	83%	73%	94%	75%	79%	69%	82%	46%	78%	64%	71%	78%	65%	56%	53%	82%
	CWD	46%	36%	46%	51%	50%	71%	58%	47%	43%	53%	46%	-	43%	45%	47%	41%	32%	35%	54%
	CWOD	78%	68%	76%	87%	76%	95%	76%	83%	73%	85%	-	78%	67%	76%	81%	69%	60%	62%	87%
	EL	64%	64%	63%	66%	60%	83%	62%	66%	64%	63%	43%	67%	64%	61%	68%	60%	54%	56%	63%
	Male	71%	58%	69%	81%	71%	94%	73%	77%	66%	80%	45%	76%	61%	71%	-	60%	53%	51%	80%
	Female	78%	68%	76%	86%	74%	95%	77%	81%	73%	85%	47%	81%	68%	-	78%	70%	60%	56%	85%
Biology	All Students	82%	75%	79%	92%	84%	96%	84%	89%	77%	90%	57%	86%	66%	80%	85%	68%	67%	65%	92%
	CWD	57%	49%	54%	68%	70%	77%	58%	62%	52%	67%	57%	-	46%	56%	58%	41%	47%	50%	71%
	CWOD	86%	80%	82%	95%	86%	96%	87%	93%	81%	92%	-	86%	68%	84%	87%	72%	71%	73%	95%
	EL	66%	63%	65%	66%	63%	80%	66%	66%	66%	66%	46%	68%	66%	64%	68%	59%	54%	46%	71%
	Male	80%	71%	77%	90%	83%	95%	83%	87%	74%	88%	56%	84%	64%	80%	-	64%	64%	64%	91%
	Female	85%	79%	82%	94%	85%	96%	86%	91%	80%	92%	58%	87%	68%	-	85%	73%	71%	66%	93%
STAAR Percent at Meets Grade Level or Above																				
Grade 3																				

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		State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	50%	39%	43%	65%	51%	75%	48%	60%	40%	66%	30%	54%	37%	49%	52%	31%	33%	34%	60%
	CWD	30%	24%	25%	39%	34%	45%	23%	36%	24%	41%	30%	-	21%	31%	29%	26%	21%	25%	38%
	CWOD	54%	42%	46%	69%	54%	78%	51%	64%	43%	70%	-	54%	39%	53%	55%	32%	36%	38%	64%
	EL	37%	52%	34%	46%	37%	60%	28%	50%	34%	49%	21%	39%	37%	36%	39%	26%	27%	21%	47%
	Male	49%	36%	41%	63%	51%	73%	42%	58%	38%	64%	31%	53%	36%	49%	-	32%	31%	33%	58%
	Female	52%	42%	45%	66%	51%	78%	54%	61%	42%	68%	29%	55%	39%	-	52%	30%	35%	36%	63%
Mathematics	All Students	42%	27%	36%	55%	42%	72%	41%	48%	32%	57%	27%	45%	35%	45%	39%	27%	23%	25%	49%
	CWD	27%	20%	23%	33%	28%	48%	29%	31%	22%	37%	27%	-	22%	29%	22%	23%	18%	20%	33%
	CWOD	45%	28%	38%	59%	44%	74%	42%	51%	34%	60%	-	45%	37%	48%	41%	27%	24%	28%	52%
	EL	35%	43%	32%	42%	35%	60%	25%	45%	33%	46%	22%	37%	35%	38%	32%	24%	23%	18%	41%
	Male	45%	28%	39%	58%	46%	74%	44%	51%	35%	60%	29%	48%	38%	45%	-	31%	25%	26%	51%
	Female	39%	26%	32%	52%	37%	71%	37%	45%	29%	54%	22%	41%	32%	-	39%	22%	21%	25%	47%
Grade 4																				
Reading	All Students	53%	42%	46%	66%	52%	79%	49%	60%	43%	68%	29%	57%	41%	51%	55%	32%	35%	32%	63%
	CWD	29%	23%	25%	38%	32%	46%	23%	33%	24%	40%	29%	-	20%	30%	28%	17%	22%	23%	37%
	CWOD	57%	46%	50%	71%	56%	81%	52%	65%	47%	72%	-	57%	44%	55%	59%	35%	38%	36%	67%
	EL	41%	53%	38%	50%	42%	63%	28%	54%	39%	52%	20%	44%	41%	39%	43%	28%	28%	28%	45%
	Male	51%	38%	44%	64%	49%	76%	45%	58%	41%	66%	30%	55%	39%	51%	-	31%	32%	28%	59%
	Female	55%	45%	49%	68%	56%	81%	52%	63%	45%	71%	28%	59%	43%	-	55%	34%	37%	37%	67%
Mathematics	All Students	42%	25%	35%	55%	39%	74%	44%	47%	32%	57%	25%	45%	34%	45%	38%	24%	23%	21%	48%
	CWD	25%	19%	22%	32%	24%	48%	29%	26%	20%	34%	25%	-	19%	28%	20%	16%	19%	19%	28%
	CWOD	45%	27%	38%	59%	42%	75%	46%	51%	34%	60%	-	45%	36%	49%	40%	26%	24%	23%	51%
	EL	34%	37%	31%	41%	29%	59%	27%	47%	32%	43%	19%	36%	34%	37%	30%	20%	22%	22%	37%
	Male	45%	27%	39%	59%	40%	76%	47%	50%	35%	60%	28%	49%	37%	45%	-	28%	25%	25%	51%
	Female	38%	24%	32%	51%	38%	71%	41%	44%	29%	53%	20%	40%	30%	-	38%	20%	20%	17%	44%
Grade 5																				
Reading	All Students	57%	45%	50%	69%	54%	82%	54%	64%	47%	72%	29%	61%	43%	53%	60%	36%	39%	38%	66%
	CWD	29%	23%	25%	37%	31%	47%	47%	33%	24%	40%	29%	-	19%	29%	28%	23%	24%	25%	34%
	CWOD	61%	50%	55%	75%	59%	84%	55%	69%	51%	76%	-	61%	47%	58%	64%	38%	42%	44%	72%
	EL	43%	55%	42%	49%	38%	62%	32%	54%	41%	52%	19%	47%	43%	40%	47%	31%	31%	36%	52%
	Male	53%	40%	47%	67%	52%	80%	50%	60%	43%	68%	29%	58%	40%	53%	-	32%	36%	34%	63%
	Female	60%	50%	54%	72%	56%	84%	59%	68%	51%	75%	28%	64%	47%	-	60%	41%	41%	43%	70%
Mathematics	All Students	47%	31%	41%	59%	43%	80%	46%	52%	37%	61%	25%	50%	38%	48%	46%	32%	28%	27%	55%
	CWD	25%	19%	23%	31%	24%	52%	42%	28%	21%	34%	25%	-	20%	28%	21%	20%	20%	19%	31%
	CWOD	50%	34%	44%	63%	46%	82%	47%	56%	41%	64%	-	50%	41%	52%	49%	34%	29%	31%	59%
	EL	38%	42%	37%	44%	33%	65%	27%	49%	37%	45%	20%	41%	38%	40%	37%	28%	26%	33%	49%
	Male	48%	31%	42%	60%	44%	81%	49%	53%	38%	62%	28%	52%	40%	48%	-	31%	29%	28%	56%
	Female	46%	32%	40%	57%	41%	80%	44%	52%	37%	60%	21%	49%	37%	-	46%	33%	26%	27%	54%



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Science	All Students	38%	23%	30%	54%	35%	66%	36%	45%	27%	53%	23%	40%	24%	41%	34%	22%	21%	23%	46%
	CWD	23%	17%	19%	30%	26%	41%	41%	24%	19%	31%	23%	-	15%	26%	17%	18%	20%	19%	26%
	CWOD	40%	24%	32%	57%	37%	67%	35%	48%	29%	55%	-	40%	25%	44%	36%	22%	22%	25%	50%
	EL	24%	26%	23%	30%	21%	43%	18%	31%	23%	31%	15%	25%	24%	28%	20%	18%	15%	20%	28%
	Male	41%	24%	34%	58%	40%	68%	39%	47%	31%	56%	26%	44%	28%	41%	-	24%	25%	27%	50%
	Female	34%	21%	26%	49%	31%	63%	32%	42%	24%	49%	17%	36%	20%	-	34%	20%	18%	19%	42%
Grade 6																				
Reading	All Students	42%	31%	35%	57%	42%	73%	43%	51%	31%	58%	21%	46%	24%	40%	45%	21%	25%	23%	50%
	CWD	21%	17%	18%	27%	21%	40%	27%	25%	18%	28%	21%	-	13%	22%	19%	15%	19%	18%	23%
	CWOD	46%	33%	37%	62%	46%	75%	45%	55%	34%	62%	-	46%	26%	43%	48%	22%	26%	26%	54%
	EL	24%	32%	23%	31%	27%	44%	18%	24%	23%	32%	13%	26%	24%	23%	26%	15%	16%	19%	28%
	Male	40%	27%	32%	55%	38%	71%	39%	48%	29%	55%	22%	43%	23%	40%	-	19%	23%	20%	48%
	Female	45%	35%	37%	60%	46%	76%	48%	53%	34%	62%	19%	48%	26%	-	45%	22%	27%	27%	53%
Mathematics	All Students	38%	24%	30%	53%	36%	77%	42%	46%	27%	54%	20%	41%	24%	40%	36%	17%	19%	19%	46%
	CWD	20%	16%	18%	26%	18%	47%	22%	22%	17%	28%	20%	-	14%	23%	16%	15%	17%	20%	19%
	CWOD	41%	26%	32%	58%	39%	79%	44%	49%	29%	57%	-	41%	25%	44%	38%	18%	20%	19%	50%
	EL	24%	29%	22%	37%	24%	55%	14%	29%	22%	33%	14%	25%	24%	27%	21%	13%	16%	12%	28%
	Male	40%	24%	32%	56%	36%	78%	43%	48%	29%	57%	23%	44%	27%	40%	-	19%	21%	21%	50%
	Female	36%	24%	27%	50%	35%	76%	42%	44%	25%	52%	16%	38%	21%	-	36%	15%	17%	16%	42%
Grade 7																				
Reading	All Students	55%	44%	48%	69%	52%	83%	53%	64%	44%	70%	25%	59%	33%	50%	60%	34%	36%	32%	65%
	CWD	25%	21%	22%	33%	27%	43%	16%	29%	21%	34%	25%	-	15%	25%	26%	12%	23%	20%	29%
	CWOD	59%	49%	51%	74%	56%	85%	58%	69%	48%	74%	-	59%	35%	55%	63%	37%	39%	38%	70%
	EL	33%	40%	32%	38%	30%	50%	16%	41%	32%	37%	15%	35%	33%	29%	37%	24%	23%	12%	35%
	Male	50%	39%	43%	65%	49%	80%	49%	59%	40%	66%	25%	55%	29%	50%	-	31%	32%	30%	58%
	Female	60%	50%	52%	74%	56%	86%	58%	70%	49%	75%	26%	63%	37%	-	60%	38%	41%	35%	71%
Mathematics	All Students	30%	18%	24%	45%	29%	71%	33%	37%	22%	45%	18%	32%	17%	31%	29%	17%	16%	14%	37%
	CWD	18%	15%	17%	22%	18%	41%	21%	18%	16%	22%	18%	-	12%	20%	15%	13%	17%	16%	18%
	CWOD	32%	18%	25%	48%	31%	74%	35%	41%	23%	48%	-	32%	18%	34%	31%	18%	15%	13%	40%
	EL	17%	18%	16%	25%	13%	42%	14%	31%	16%	22%	12%	18%	17%	19%	16%	14%	13%	9%	19%
	Male	31%	17%	25%	46%	29%	72%	35%	38%	23%	46%	20%	34%	19%	31%	-	19%	17%	15%	37%
	Female	29%	18%	23%	43%	30%	71%	32%	37%	21%	44%	15%	31%	16%	-	29%	15%	15%	12%	37%
Grade 8																				
Reading	All Students	57%	46%	51%	69%	56%	84%	54%	65%	47%	70%	25%	61%	33%	51%	63%	36%	36%	39%	65%
	CWD	25%	21%	23%	31%	20%	45%	33%	28%	22%	33%	25%	-	15%	25%	26%	17%	21%	28%	32%
	CWOD	61%	51%	54%	73%	60%	86%	55%	70%	51%	74%	-	61%	35%	56%	66%	39%	39%	44%	69%
	EL	33%	33%	32%	37%	28%	46%	21%	32%	32%	35%	15%	35%	33%	29%	37%	24%	24%	17%	37%
	Male	51%	39%	45%	63%	50%	81%	46%	59%	42%	65%	25%	56%	29%	51%	-	30%	32%	35%	58%
	Female	63%	53%	57%	75%	62%	87%	61%	71%	54%	76%	26%	66%	37%	-	63%	43%	41%	42%	71%

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Mathematics	All Students	39%	25%	33%	52%	36%	78%	40%	44%	30%	52%	20%	41%	24%	38%	40%	26%	22%	22%	43%
	CWD	20%	16%	19%	24%	16%	48%	18%	20%	18%	26%	20%	-	14%	22%	18%	11%	15%	22%	22%
	CWOD	41%	27%	34%	56%	39%	79%	41%	48%	32%	55%	-	41%	26%	41%	42%	29%	23%	22%	47%
	EL	24%	23%	23%	31%	18%	51%	20%	31%	24%	28%	14%	26%	24%	24%	25%	19%	17%	8%	26%
	Male	38%	23%	32%	51%	35%	78%	40%	43%	29%	51%	22%	41%	24%	38%	-	22%	21%	23%	44%
	Female	40%	28%	33%	52%	37%	77%	39%	45%	31%	53%	18%	42%	25%	-	40%	31%	23%	21%	43%
Science	All Students	44%	30%	37%	59%	44%	80%	43%	52%	33%	59%	22%	47%	23%	45%	42%	26%	23%	26%	53%
	CWD	22%	18%	20%	28%	18%	46%	23%	24%	19%	29%	22%	-	13%	24%	18%	11%	16%	25%	26%
	CWOD	47%	32%	39%	63%	47%	81%	45%	56%	36%	62%	-	47%	24%	49%	45%	28%	25%	26%	57%
	EL	23%	24%	22%	30%	18%	45%	11%	26%	22%	26%	13%	24%	23%	25%	21%	17%	16%	3%	28%
	Male	45%	29%	38%	61%	45%	81%	43%	53%	35%	61%	24%	49%	25%	45%	-	26%	25%	29%	55%
	Female	42%	31%	35%	57%	43%	79%	44%	52%	32%	58%	18%	45%	21%	-	42%	25%	21%	23%	52%
End of Course																				
English I	All Students	46%	35%	39%	64%	44%	80%	50%	59%	36%	62%	17%	50%	19%	40%	53%	25%	25%	26%	60%
	CWD	17%	13%	14%	23%	24%	37%	16%	22%	14%	23%	17%	-	8%	16%	18%	12%	10%	18%	22%
	CWOD	50%	39%	42%	69%	47%	82%	53%	64%	39%	66%	-	50%	20%	44%	56%	27%	28%	29%	66%
	EL	19%	19%	18%	23%	15%	33%	14%	24%	18%	20%	8%	20%	19%	16%	22%	14%	11%	8%	20%
	Male	40%	28%	33%	57%	38%	77%	45%	52%	30%	56%	16%	44%	16%	40%	-	20%	21%	21%	53%
	Female	53%	43%	45%	71%	52%	84%	54%	66%	42%	70%	18%	56%	22%	-	53%	31%	30%	31%	68%
English II	All Students	54%	43%	48%	71%	53%	83%	57%	66%	44%	68%	21%	59%	22%	48%	62%	34%	33%	32%	68%
	CWD	21%	16%	19%	28%	27%	39%	27%	23%	18%	28%	21%	-	9%	20%	22%	14%	17%	26%	27%
	CWOD	59%	48%	51%	76%	57%	85%	60%	72%	48%	72%	-	59%	24%	53%	65%	37%	36%	35%	74%
	EL	22%	20%	22%	26%	17%	33%	13%	24%	22%	23%	9%	24%	22%	19%	27%	20%	15%	9%	22%
	Male	48%	36%	41%	65%	48%	79%	50%	60%	38%	63%	20%	53%	19%	48%	-	28%	28%	29%	61%
	Female	62%	52%	55%	78%	59%	87%	64%	73%	51%	76%	22%	65%	27%	-	62%	43%	38%	35%	75%
Algebra I	All Students	42%	28%	37%	56%	40%	82%	42%	49%	34%	55%	19%	45%	28%	40%	45%	27%	23%	22%	50%
	CWD	19%	14%	19%	23%	23%	48%	19%	21%	17%	24%	19%	-	14%	20%	18%	14%	13%	16%	22%
	CWOD	45%	31%	40%	60%	42%	84%	44%	53%	36%	58%	-	45%	30%	43%	47%	30%	24%	25%	55%
	EL	28%	29%	27%	32%	22%	57%	23%	34%	28%	29%	14%	30%	28%	26%	30%	21%	19%	20%	29%
	Male	40%	25%	35%	53%	37%	82%	39%	47%	31%	53%	20%	43%	26%	40%	-	24%	21%	21%	48%
	Female	45%	32%	40%	58%	42%	83%	44%	52%	36%	58%	18%	47%	30%	-	45%	32%	24%	23%	53%
Biology	All Students	54%	40%	46%	73%	54%	86%	56%	67%	43%	70%	25%	57%	26%	52%	56%	30%	31%	32%	69%
	CWD	25%	18%	22%	35%	35%	52%	21%	31%	21%	34%	25%	-	14%	26%	23%	12%	17%	22%	36%
	CWOD	57%	45%	49%	78%	56%	88%	59%	72%	46%	73%	-	57%	28%	56%	59%	32%	34%	37%	74%
	EL	26%	27%	25%	33%	24%	51%	25%	33%	26%	30%	14%	28%	26%	27%	26%	19%	17%	17%	31%
	Male	52%	37%	45%	71%	54%	85%	56%	65%	41%	68%	26%	56%	27%	52%	-	26%	31%	32%	68%
	Female	56%	45%	47%	75%	53%	88%	55%	69%	44%	72%	23%	59%	26%	-	56%	34%	31%	32%	70%
STAAR Percent at Masters Grade Level																				
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		State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	29%	20%	23%	42%	28%	54%	26%	38%	20%	44%	12%	32%	19%	28%	31%	12%	15%	15%	37%
	CWD	12%	7%	8%	19%	14%	18%	5%	16%	7%	20%	12%	-	6%	12%	11%	5%	6%	7%	17%
	CWOD	32%	22%	25%	46%	31%	57%	29%	42%	22%	47%	-	32%	20%	32%	33%	13%	18%	18%	41%
	EL	19%	29%	17%	25%	17%	37%	12%	26%	17%	29%	6%	20%	19%	17%	20%	10%	13%	5%	26%
	Male	28%	18%	21%	41%	29%	51%	22%	36%	19%	42%	12%	32%	17%	28%	-	11%	14%	14%	35%
	Female	31%	22%	24%	44%	28%	57%	30%	39%	21%	46%	11%	33%	20%	-	31%	14%	17%	17%	40%
Mathematics	All Students	20%	11%	15%	29%	20%	48%	19%	26%	13%	32%	10%	22%	15%	23%	18%	10%	8%	9%	24%
	CWD	10%	7%	8%	15%	11%	21%	12%	13%	8%	16%	10%	-	7%	12%	8%	7%	7%	7%	12%
	CWOD	22%	11%	16%	32%	22%	51%	20%	28%	14%	34%	-	22%	16%	25%	19%	10%	8%	10%	26%
	EL	15%	20%	13%	19%	17%	35%	8%	23%	13%	23%	7%	16%	15%	17%	13%	7%	7%	7%	18%
	Male	23%	11%	17%	33%	24%	50%	21%	28%	15%	35%	12%	25%	17%	23%	-	11%	10%	10%	26%
	Female	18%	10%	13%	26%	17%	46%	18%	23%	11%	29%	8%	19%	13%	-	18%	8%	6%	8%	22%
Grade 4																				
Reading	All Students	28%	19%	22%	38%	25%	54%	24%	35%	19%	41%	10%	31%	18%	26%	29%	10%	13%	10%	33%
	CWD	10%	6%	8%	16%	15%	18%	11%	13%	7%	16%	10%	-	6%	10%	10%	3%	6%	7%	12%
	CWOD	31%	21%	24%	42%	27%	57%	26%	39%	21%	44%	-	31%	20%	29%	32%	12%	15%	12%	37%
	EL	18%	25%	17%	25%	18%	35%	11%	28%	16%	27%	6%	20%	18%	17%	20%	8%	12%	8%	22%
	Male	26%	17%	20%	36%	22%	51%	24%	33%	18%	39%	10%	29%	17%	26%	-	10%	12%	7%	31%
	Female	29%	21%	23%	40%	28%	57%	24%	37%	20%	43%	10%	32%	20%	-	29%	10%	15%	14%	36%
Mathematics	All Students	22%	11%	17%	33%	19%	53%	20%	27%	14%	35%	10%	25%	16%	25%	19%	10%	9%	7%	26%
	CWD	10%	6%	7%	15%	8%	21%	8%	10%	7%	15%	10%	-	6%	11%	7%	7%	6%	5%	10%
	CWOD	25%	12%	18%	36%	21%	56%	22%	30%	16%	37%	-	25%	17%	29%	21%	10%	10%	9%	29%
	EL	16%	17%	14%	22%	16%	37%	7%	28%	14%	24%	6%	17%	16%	19%	13%	8%	8%	8%	20%
	Male	25%	12%	19%	37%	21%	57%	22%	30%	17%	39%	11%	29%	19%	25%	-	12%	10%	9%	30%
	Female	19%	10%	14%	28%	18%	50%	18%	24%	12%	31%	7%	21%	13%	-	19%	7%	8%	5%	23%
Grade 5																				
Reading	All Students	36%	26%	29%	48%	32%	65%	33%	43%	26%	50%	12%	40%	23%	32%	39%	20%	20%	21%	44%
	CWD	12%	8%	9%	18%	11%	21%	20%	14%	8%	19%	12%	-	7%	12%	11%	11%	8%	9%	15%
	CWOD	40%	29%	32%	53%	36%	68%	35%	48%	29%	54%	-	40%	25%	37%	42%	21%	22%	26%	49%
	EL	23%	33%	21%	29%	16%	40%	10%	32%	21%	30%	7%	25%	23%	20%	25%	16%	15%	22%	27%
	Male	32%	22%	26%	44%	29%	61%	29%	39%	23%	47%	12%	37%	20%	32%	-	17%	18%	19%	40%
	Female	39%	30%	32%	51%	35%	69%	38%	47%	29%	54%	11%	42%	25%	-	39%	22%	22%	22%	48%
Mathematics	All Students	24%	13%	19%	33%	22%	60%	24%	28%	16%	36%	9%	26%	17%	25%	23%	11%	10%	10%	28%
	CWD	9%	6%	8%	13%	12%	26%	20%	10%	7%	14%	9%	-	7%	11%	7%	9%	6%	7%	11%
	CWOD	26%	14%	20%	36%	24%	62%	24%	31%	18%	38%	-	26%	19%	28%	25%	12%	11%	12%	31%
	EL	17%	18%	16%	23%	20%	40%	10%	23%	16%	24%	7%	19%	17%	19%	16%	9%	9%	12%	21%
	Male	25%	13%	20%	34%	24%	61%	25%	29%	17%	37%	11%	28%	19%	25%	-	10%	11%	12%	30%
	Female	23%	13%	18%	31%	20%	59%	22%	27%	15%	34%	7%	25%	16%	-	23%	13%	9%	9%	27%

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		State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Science	All Students	17%	8%	12%	27%	15%	39%	15%	23%	11%	27%	9%	19%	9%	20%	15%	9%	8%	8%	21%
	CWD	9%	7%	8%	13%	12%	16%	22%	10%	8%	13%	9%	-	6%	11%	7%	8%	8%	8%	11%
	CWOD	19%	9%	13%	30%	16%	40%	15%	25%	11%	29%	-	19%	9%	22%	16%	9%	8%	9%	23%
	EL	9%	10%	8%	12%	10%	20%	7%	13%	8%	13%	6%	9%	9%	11%	7%	7%	5%	7%	12%
	Male	20%	9%	14%	31%	19%	41%	18%	25%	13%	31%	11%	22%	11%	20%	-	10%	10%	11%	24%
	Female	15%	8%	10%	23%	12%	36%	12%	20%	9%	24%	7%	16%	7%	-	15%	7%	6%	6%	18%
Grade 6																				
Reading	All Students	23%	14%	16%	34%	22%	50%	20%	29%	14%	35%	8%	25%	9%	21%	25%	8%	11%	10%	28%
	CWD	8%	6%	7%	11%	6%	15%	9%	9%	6%	11%	8%	-	4%	8%	7%	7%	8%	7%	7%
	CWOD	25%	16%	18%	37%	25%	52%	21%	32%	15%	38%	-	25%	10%	23%	27%	8%	12%	11%	31%
	EL	9%	16%	9%	13%	9%	21%	7%	9%	9%	14%	4%	10%	9%	9%	10%	5%	6%	4%	10%
	Male	21%	12%	15%	32%	17%	47%	15%	27%	13%	33%	8%	23%	9%	21%	-	8%	11%	9%	25%
	Female	25%	16%	18%	37%	27%	54%	25%	31%	15%	38%	7%	27%	10%	-	25%	8%	11%	12%	30%
Mathematics	All Students	16%	8%	10%	24%	14%	51%	15%	20%	9%	26%	8%	17%	7%	17%	14%	5%	6%	6%	18%
	CWD	8%	7%	7%	9%	5%	21%	7%	9%	7%	10%	8%	-	6%	9%	6%	8%	9%	8%	6%
	CWOD	17%	8%	11%	26%	15%	52%	16%	22%	9%	28%	-	17%	8%	19%	15%	5%	5%	5%	19%
	EL	7%	10%	6%	14%	5%	26%	4%	9%	6%	12%	6%	8%	7%	8%	6%	4%	5%	1%	7%
	Male	17%	8%	12%	27%	14%	52%	15%	23%	10%	29%	9%	19%	8%	17%	-	6%	7%	5%	21%
	Female	14%	8%	9%	21%	14%	49%	16%	18%	7%	24%	6%	15%	6%	-	14%	5%	5%	7%	15%
Grade 7																				
Reading	All Students	36%	27%	29%	50%	33%	69%	34%	46%	26%	52%	11%	40%	17%	32%	41%	19%	19%	16%	44%
	CWD	11%	8%	9%	16%	9%	18%	6%	13%	8%	15%	11%	-	5%	11%	11%	4%	9%	8%	15%
	CWOD	40%	30%	32%	55%	36%	72%	37%	50%	29%	55%	-	40%	19%	36%	45%	21%	21%	20%	48%
	EL	17%	22%	16%	21%	12%	31%	8%	21%	16%	21%	5%	19%	17%	15%	20%	11%	10%	6%	18%
	Male	32%	22%	25%	45%	29%	65%	30%	40%	22%	46%	11%	36%	15%	32%	-	16%	16%	15%	38%
	Female	41%	32%	33%	56%	37%	74%	38%	52%	30%	58%	11%	45%	20%	-	41%	21%	22%	18%	50%
Mathematics	All Students	13%	6%	9%	20%	12%	49%	12%	17%	8%	22%	7%	14%	6%	13%	12%	6%	5%	4%	14%
	CWD	7%	6%	7%	8%	8%	18%	6%	7%	7%	8%	7%	-	5%	8%	6%	4%	6%	6%	6%
	CWOD	14%	6%	9%	22%	12%	52%	13%	19%	8%	23%	-	14%	6%	15%	13%	7%	5%	3%	15%
	EL	6%	6%	5%	11%	2%	20%	4%	17%	5%	8%	5%	6%	6%	6%	5%	3%	4%	1%	8%
	Male	13%	6%	9%	20%	12%	51%	12%	17%	8%	22%	8%	15%	6%	13%	-	7%	5%	5%	14%
	Female	12%	6%	8%	19%	11%	48%	12%	16%	7%	21%	6%	13%	5%	-	12%	6%	5%	3%	13%
Grade 8																				
Reading	All Students	37%	26%	31%	47%	34%	68%	33%	45%	27%	50%	11%	40%	16%	31%	42%	20%	19%	19%	42%
	CWD	11%	8%	10%	14%	10%	17%	13%	12%	9%	14%	11%	-	6%	10%	11%	9%	9%	9%	14%
	CWOD	40%	30%	33%	51%	37%	71%	35%	49%	30%	53%	-	40%	17%	35%	45%	21%	21%	23%	46%
	EL	16%	14%	15%	18%	11%	26%	8%	16%	15%	18%	6%	17%	16%	13%	19%	11%	10%	10%	15%
	Male	31%	20%	26%	41%	29%	64%	30%	38%	23%	43%	10%	35%	13%	31%	-	15%	15%	12%	35%
	Female	42%	33%	36%	54%	40%	73%	37%	51%	32%	56%	11%	45%	19%	-	42%	25%	24%	25%	49%

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

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Reading	All Students	52%	40%	45%	66%	50%	80%	51%	61%	41%	67%	24%	56%	31%	47%	56%	31%	32%	32%	62%
	CWD	24%	19%	21%	32%	27%	43%	26%	29%	20%	33%	24%	-	15%	24%	24%	16%	20%	23%	30%
	CWOD	56%	44%	48%	71%	54%	82%	54%	66%	45%	71%	-	56%	33%	52%	60%	33%	35%	36%	67%
	EL	31%	39%	30%	39%	28%	52%	21%	40%	30%	37%	15%	33%	31%	28%	34%	22%	21%	17%	35%
	Male	47%	35%	40%	62%	46%	77%	46%	57%	37%	63%	24%	52%	28%	47%	-	27%	29%	28%	57%
	Female	56%	46%	49%	71%	55%	83%	56%	66%	46%	72%	24%	60%	34%	-	56%	35%	36%	36%	67%
Mathematics	All Students	41%	26%	34%	55%	39%	78%	42%	47%	31%	56%	22%	44%	29%	42%	40%	25%	22%	22%	48%
	CWD	22%	17%	20%	28%	22%	48%	26%	24%	19%	29%	22%	-	17%	24%	19%	16%	17%	19%	25%
	CWOD	44%	28%	36%	59%	41%	79%	44%	51%	33%	59%	-	44%	31%	45%	42%	27%	23%	23%	52%
	EL	29%	33%	27%	37%	25%	57%	22%	39%	28%	36%	17%	31%	29%	30%	28%	20%	19%	18%	33%
	Male	42%	25%	35%	56%	39%	78%	43%	48%	32%	57%	24%	45%	30%	42%	-	25%	23%	23%	49%
	Female	40%	27%	33%	53%	38%	77%	41%	47%	30%	55%	19%	42%	28%	-	40%	25%	21%	21%	47%
Science	All Students	46%	32%	38%	62%	45%	77%	46%	55%	35%	61%	23%	49%	25%	47%	45%	27%	26%	27%	57%
	CWD	23%	18%	20%	31%	27%	46%	29%	26%	19%	32%	23%	-	14%	26%	19%	14%	18%	22%	30%
	CWOD	49%	35%	41%	67%	48%	79%	47%	59%	38%	65%	-	49%	26%	51%	48%	29%	28%	30%	61%
	EL	25%	26%	23%	31%	21%	46%	19%	31%	24%	29%	14%	26%	25%	26%	22%	18%	16%	15%	29%
	Male	47%	31%	40%	64%	47%	78%	47%	55%	36%	62%	26%	51%	26%	47%	-	26%	28%	30%	59%
	Female	45%	34%	37%	61%	43%	77%	45%	55%	34%	61%	19%	48%	22%	-	45%	28%	25%	25%	55%
SAT/ACT All Subjects	All Students	64%	48%	47%	78%	67%	92%	66%	74%	44%	75%	43%	64%	18%	68%	60%	65%	35%	24%	67%
	CWD	43%	22%	24%	74%	*	90%	*	67%	20%	66%	43%	-	3%	48%	33%	-	0%	*	88%
	CWOD	64%	48%	47%	78%	67%	92%	66%	75%	45%	75%	-	64%	18%	68%	60%	65%	35%	21%	67%
	EL	18%	26%	15%	32%	0%	69%	-	*	16%	28%	3%	18%	18%	21%	15%	38%	8%	0%	*
	Male	68%	51%	52%	82%	75%	93%	67%	78%	49%	79%	48%	68%	21%	68%	-	63%	37%	25%	71%
	Female	60%	46%	43%	75%	59%	90%	65%	72%	40%	72%	33%	60%	15%	-	60%	69%	33%	23%	64%
STAAR Percent at Masters Grade Level																				
All Grades																				
All Subjects	All Students	22%	13%	16%	32%	20%	54%	20%	28%	15%	33%	9%	24%	12%	21%	23%	10%	10%	10%	27%
	CWD	9%	6%	7%	12%	9%	18%	10%	10%	7%	12%	9%	-	5%	9%	7%	6%	7%	7%	10%
	CWOD	24%	14%	18%	35%	22%	56%	21%	31%	16%	35%	-	24%	12%	23%	24%	10%	10%	11%	29%
	EL	12%	15%	10%	17%	10%	29%	7%	18%	11%	16%	5%	12%	12%	11%	12%	6%	7%	6%	13%
	Male	21%	12%	16%	31%	19%	53%	20%	28%	14%	32%	9%	23%	11%	21%	-	9%	10%	9%	26%
	Female	23%	15%	17%	33%	21%	55%	21%	29%	15%	34%	7%	24%	12%	-	23%	10%	10%	10%	28%
Reading	All Students	25%	16%	19%	35%	23%	54%	22%	33%	17%	36%	9%	27%	13%	22%	28%	10%	12%	11%	30%
	CWD	9%	6%	7%	13%	10%	16%	8%	11%	7%	13%	9%	-	5%	9%	9%	6%	7%	7%	11%
	CWOD	27%	18%	20%	39%	25%	56%	24%	36%	18%	39%	-	27%	14%	24%	30%	11%	13%	14%	33%
	EL	13%	18%	11%	18%	10%	27%	7%	18%	12%	17%	5%	14%	13%	11%	14%	7%	7%	6%	14%
	Male	22%	13%	16%	32%	19%	50%	20%	29%	14%	32%	9%	24%	11%	22%	-	9%	10%	10%	27%
	Female	28%	20%	21%	39%	26%	58%	25%	36%	19%	41%	9%	30%	14%	-	28%	12%	13%	14%	34%



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		State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	20%	10%	15%	28%	18%	55%	18%	24%	13%	30%	9%	21%	12%	21%	19%	10%	8%	8%	22%
	CWD	9%	6%	8%	11%	9%	22%	10%	10%	7%	12%	9%	-	6%	10%	7%	7%	7%	6%	9%
	CWOD	21%	11%	16%	31%	19%	57%	19%	26%	14%	32%	-	21%	13%	23%	20%	10%	8%	9%	25%
	EL	12%	14%	11%	17%	11%	33%	7%	19%	11%	17%	6%	13%	12%	13%	11%	7%	7%	7%	13%
	Male	21%	10%	15%	30%	18%	57%	19%	25%	13%	31%	10%	23%	13%	21%	-	10%	9%	9%	24%
	Female	19%	11%	14%	26%	17%	53%	18%	23%	12%	29%	7%	20%	11%	-	19%	10%	8%	7%	21%
Science	All Students	20%	11%	14%	32%	19%	53%	19%	27%	12%	32%	8%	22%	7%	22%	19%	8%	8%	8%	26%
	CWD	8%	6%	7%	12%	9%	17%	13%	11%	7%	11%	8%	-	5%	10%	6%	6%	7%	8%	11%
	CWOD	22%	12%	15%	35%	21%	55%	20%	30%	13%	34%	-	22%	8%	24%	20%	8%	9%	8%	29%
	EL	7%	8%	7%	11%	8%	21%	6%	11%	7%	10%	5%	8%	7%	8%	6%	4%	5%	3%	9%
	Male	22%	10%	16%	34%	21%	54%	21%	29%	14%	33%	10%	24%	8%	22%	-	8%	9%	9%	28%
	Female	19%	11%	13%	30%	17%	52%	18%	26%	11%	31%	6%	20%	6%	-	19%	7%	7%	7%	24%
SAT/ACT All Subjects	All Students	13%	5%	4%	16%	9%	48%	11%	18%	4%	19%	11%	13%	1%	17%	10%	19%	2%	0%	6%
	CWD	11%	0%	4%	18%	*	48%	*	27%	3%	19%	11%	-	0%	13%	6%	-	0%	*	25%
	CWOD	13%	5%	4%	16%	9%	48%	11%	18%	4%	19%	-	13%	1%	17%	10%	19%	2%	0%	6%
	EL	1%	0%	0%	0%	0%	24%	-	*	1%	4%	0%	1%	1%	2%	1%	6%	0%	0%	*
	Male	17%	6%	6%	19%	10%	54%	15%	23%	6%	23%	13%	17%	2%	17%	-	20%	2%	0%	8%
	Female	10%	4%	2%	12%	8%	42%	8%	13%	3%	15%	6%	10%	1%	-	10%	17%	2%	0%	4%

- Indicates there are no students in the group.

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

### Part (iii): Academic Growth and Graduation Rate

#### Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 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	76	78	78	77	86	77	78	76	69	76
CWD	69	66	69	71	69	76	72	70	67	69	67
CWOD	79	77	79	79	78	87	78	80	78	-	78
EL ◇	76	80	76	79	73	84	73	78	76	67	76
Male	76	74	76	77	75	85	76	77	75	68	75
Female	80	78	79	80	78	87	78	80	78	71	78



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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Mathematics</b>											
All Students	69	65	68	70	66	86	72	70	67	60	68
CWD	60	56	60	60	57	73	65	60	58	60	59
CWOD	71	67	70	71	68	86	72	71	68	-	69
EL ◇	68	70	67	70	63	80	68	70	68	59	68
Male	68	63	67	69	65	86	71	70	66	60	67
Female	70	67	69	71	68	85	72	70	68	60	69

- Indicates there are no students in the group.

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

### Part (iii)(II): Graduation Rate

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL ◇	Homeless ◇	Foster Care ◇
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2021</b>													
All Students	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80.0%	79.2%	61.3%
CWD	79.7%	78.3%	79.6%	81.3%	86.5%	71.1%	66.0%	80.5%	78.8%	79.7%	81.3%	74.0%	59.3%
CWOD	91.0%	87.5%	89.0%	94.9%	87.5%	97.6%	90.2%	91.8%	87.6%	-	79.9%	79.9%	62.2%
EL ◇	80.0%	85.8%	79.2%	84.2%	71.5%	89.9%	78.0%	77.1%	81.0%	81.3%	80.0%	71.3%	60.2%
Male	87.6%	83.2%	85.3%	92.5%	85.0%	95.9%	86.4%	88.9%	83.7%	78.5%	76.6%	76.1%	60.7%
Female	92.3%	89.5%	91.0%	95.2%	89.9%	97.6%	90.2%	92.6%	89.6%	81.8%	84.3%	82.0%	61.8%

- Indicates there are no students in the group.

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

◇ Ever in grades 9-12.

### Part (iv): English Language Proficiency

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

Total EL in Class	Proficiency of EL	Rate of Proficiency
1,081,049	168,583	16%

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- 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
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	47	36	41	59	46	75	47	54	39	25	33
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%Students meeting CCMR	63%	47%	60%	71%	58%	84%	51%	63%	56%	64%	47%

- 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 +
<b>STAAR Performance Status</b>											
<b>Reading</b>											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	Y	N	Y	Y	Y	Y	N	Y	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	N	N	N	N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N	N	N	N	N	N	N	N	N	N	N
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N	N	N	N	N	N	N	N	N	Y	N
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%

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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	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	N	N	N	N
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N	N	N	N	N	N	N	N	N	N	N
<b>English Learner Language Proficiency Status</b>											
Interim Goals (2018-2022)											36%
Target Met											Y
Interim Goals (2023-2027)											38%
Target Met											Y
Interim Goals (2028-2032)											40%
Target Met											N
Long-Term Goals											40%
Target Met											N
<b>Federal Graduation Status<sup>Δ</sup></b>											
Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met	N	N	N	N	Y	Y	N	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	N	Y	N	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	N	Y	N	N	N	N	N
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	N	N	N	N	N	Y	N	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)

	State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
<b>Participation Rate</b>																

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		State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
All Subjects	All Students	99%	98%	99%	99%	99%	99%	98%	99%	99%	99%	98%	99%	99%	99%	99%	98%
	CWD	98%	98%	98%	99%	98%	99%	97%	98%	98%	99%	98%	-	99%	98%	98%	97%
	CWOD	99%	98%	99%	99%	99%	99%	98%	99%	99%	99%	-	99%	99%	99%	99%	98%
	EL	99%	99%	99%	99%	99%	99%	99%	98%	99%	99%	99%	99%	99%	99%	99%	99%
	Male	99%	98%	99%	99%	98%	99%	98%	99%	99%	99%	98%	99%	99%	99%	-	98%
	Female	99%	98%	99%	99%	99%	99%	98%	99%	99%	99%	98%	99%	99%	-	99%	98%
Reading	All Students	99%	98%	99%	99%	99%	100%	98%	99%	99%	99%	98%	99%	99%	99%	99%	98%
	CWD	98%	98%	98%	98%	98%	99%	98%	98%	98%	99%	98%	-	99%	98%	98%	97%
	CWOD	99%	98%	99%	99%	99%	100%	98%	99%	99%	99%	-	99%	99%	99%	99%	98%
	EL	99%	99%	99%	99%	99%	99%	99%	98%	99%	99%	99%	99%	99%	99%	99%	99%
	Male	99%	98%	99%	99%	98%	100%	98%	99%	99%	99%	98%	99%	99%	99%	-	98%
	Female	99%	98%	99%	99%	99%	100%	98%	99%	99%	99%	98%	99%	99%	-	99%	98%
Mathematics	All Students	99%	99%	99%	99%	99%	99%	98%	99%	99%	99%	99%	99%	99%	99%	99%	99%
		99%	99%	99%	99%	99%	99%	98%	99%	99%	99%	99%	99%	99%	99%	99%	99%
	CWD	99%	98%	99%	99%	99%	99%	98%	99%	99%	99%	99%	-	99%	99%	99%	98%
		99%	98%	99%	99%	99%	99%	98%	99%	99%	99%	99%	-	99%	99%	99%	98%
	CWOD	99%	99%	99%	99%	99%	99%	99%	99%	99%	99%	-	99%	99%	99%	99%	99%
		99%	99%	99%	99%	99%	99%	99%	99%	99%	99%	-	99%	99%	99%	99%	99%
	EL	99%	99%	99%	99%	99%	99%	99%	98%	99%	99%	99%	99%	99%	99%	99%	99%
		99%	99%	99%	99%	99%	99%	99%	98%	99%	99%	99%	99%	99%	99%	99%	99%
	Male	99%	99%	99%	99%	99%	99%	99%	99%	99%	99%	99%	99%	99%	99%	-	98%
		99%	99%	99%	99%	99%	99%	99%	99%	99%	99%	99%	99%	99%	99%	-	98%
	Female	99%	99%	99%	99%	99%	99%	98%	99%	99%	99%	99%	99%	99%	-	99%	99%
		99%	99%	99%	99%	99%	99%	98%	99%	99%	99%	99%	99%	99%	-	99%	99%
SAT/ACT All Subjects	All Students	89%	89%	86%	91%	90%	95%	89%	89%	85%	91%	81%	89%	83%	88%	89%	90%
	CWD	81%	79%	79%	83%	*	87%	*	75%	78%	84%	81%	-	89%	81%	81%	-
	CWOD	89%	89%	86%	91%	90%	95%	89%	89%	85%	91%	-	89%	83%	88%	89%	90%
	EL	83%	92%	82%	83%	100%	98%	-	*	82%	87%	89%	83%	83%	82%	84%	89%
	Male	88%	89%	84%	90%	91%	94%	87%	89%	83%	91%	81%	88%	82%	88%	-	88%
	Female	89%	90%	87%	92%	88%	95%	90%	88%	86%	92%	81%	89%	84%	-	89%	92%
Non-Participation Rate																	
All Subjects	All Students	1%	2%	1%	1%	1%	1%	2%	1%	1%	1%	2%	1%	1%	1%	1%	2%
	CWD	2%	2%	2%	1%	2%	1%	3%	2%	2%	1%	2%	-	1%	2%	2%	3%
	CWOD	1%	2%	1%	1%	1%	1%	2%	1%	1%	1%	-	1%	1%	1%	1%	2%
	EL	1%	1%	1%	1%	1%	1%	1%	2%	1%	1%	1%	1%	1%	1%	1%	1%
	Male	1%	2%	1%	1%	2%	1%	2%	1%	1%	1%	2%	1%	1%	1%	-	2%

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		State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
<b>All Subjects</b>	Female	1%	2%	1%	1%	1%	1%	2%	1%	1%	1%	2%	1%	1%	-	1%	2%
<b>Reading</b>	All Students	1%	2%	1%	1%	1%	0%	2%	1%	1%	1%	2%	1%	1%	1%	1%	2%
	CWD	2%	2%	2%	2%	2%	1%	2%	2%	2%	1%	2%	-	1%	2%	2%	3%
	CWOD	1%	2%	1%	1%	1%	0%	2%	1%	1%	1%	-	1%	1%	1%	1%	2%
	EL	1%	1%	1%	1%	1%	1%	1%	2%	1%	1%	1%	1%	1%	1%	1%	1%
	Male	1%	2%	1%	1%	2%	0%	2%	1%	1%	1%	2%	1%	1%	1%	-	2%
	Female	1%	2%	1%	1%	1%	0%	2%	1%	1%	1%	2%	1%	1%	-	1%	2%
<b>Mathematics</b>	All Students	1%	1%	1%	1%	1%	1%	2%	1%	1%	1%	1%	1%	1%	1%	1%	1%
	CWD	1%	2%	1%	1%	1%	1%	2%	1%	1%	1%	1%	-	1%	1%	1%	2%
	CWOD	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	-	1%	1%	1%	1%	1%
	EL	1%	1%	1%	1%	1%	1%	1%	2%	1%	1%	1%	1%	1%	1%	1%	1%
	Male	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	-	2%
	Female	1%	1%	1%	1%	1%	1%	2%	1%	1%	1%	1%	1%	1%	-	1%	1%
<b>Science</b>	All Students	2%	2%	2%	1%	2%	1%	2%	2%	2%	1%	2%	1%	2%	2%	1%	2%
	CWD	2%	3%	2%	2%	2%	1%	3%	2%	2%	2%	2%	-	2%	2%	2%	5%
	CWOD	1%	2%	2%	1%	1%	1%	2%	2%	2%	1%	-	1%	2%	2%	1%	2%
	EL	2%	1%	2%	2%	2%	1%	1%	5%	2%	2%	2%	2%	2%	2%	1%	2%
	Male	2%	2%	2%	1%	2%	1%	1%	2%	2%	1%	2%	2%	2%	2%	-	3%
	Female	1%	2%	2%	1%	1%	1%	2%	2%	2%	1%	2%	1%	1%	-	1%	2%
<b>SAT/ACT All Subjects</b>	All Students	11%	11%	14%	9%	10%	5%	11%	11%	15%	9%	19%	11%	17%	12%	11%	10%
	CWD	19%	21%	21%	17%	*	13%	*	25%	22%	16%	19%	-	11%	19%	19%	-
	CWOD	11%	11%	14%	9%	10%	5%	11%	11%	15%	9%	-	11%	17%	12%	11%	10%
	EL	17%	8%	18%	17%	0%	2%	-	*	18%	13%	11%	17%	17%	18%	16%	11%
	Male	12%	11%	16%	10%	9%	6%	13%	11%	17%	9%	19%	12%	18%	12%	-	12%
	Female	11%	10%	13%	8%	12%	5%	10%	12%	14%	8%	19%	11%	16%	-	11%	8%

- 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)

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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)
<b>Students Without Disabilities</b>												
<b>In-School Suspensions</b>												
	Male	229,193	48,262	116,161	54,708	784	3,229	303	5,746	34,678		
	Female	115,387	28,132	61,610	21,354	370	972	168	2,781	15,119		
	Total	344,580	76,394	177,771	76,062	1,154	4,201	471	8,527	49,797		
<b>Out-of-School Suspensions</b>												
	Male	102,899	28,843	54,512	15,888	303	1,147	95	2,111	18,082		
	Female	53,827	18,233	27,888	6,088	135	327	69	1,087	7,420		
	Total	156,726	47,076	82,400	21,976	438	1,474	164	3,198	25,502		
<b>Expulsions</b>												
With Educational Services	Male	6,448	1,250	3,494	1,471	18	65	3	147	830		
	Female	2,944	624	1,648	542	13	21	1	95	293		
	Total	9,392	1,874	5,142	2,013	31	86	4	242	1,123		
Without Educational Services	Male	604	96	340	139	2	13	3	11	82		
	Female	326	60	173	77	1	2	0	13	39		
	Total	930	156	513	216	3	15	3	24	121		
Under Zero Tolerance Policies	Male	620	80	378	150	2	3	0	7	82		
	Female	206	24	141	37	1	0	0	3	25		
	Total	826	104	519	187	3	3	0	10	107		
<b>School-Related Arrests</b>												
	Male	5,403	1,105	3,409	728	12	49	6	94	1,099		
	Female	2,696	598	1,698	292	22	33	3	50	448		
	Total	8,099	1,703	5,107	1,020	34	82	9	144	1,547		
<b>Referrals to Law Enforcement</b>												
	Male	9,596	1,841	5,860	1,575	29	108	13	170	1,804		
	Female	4,977	1,074	3,142	638	8	22	6	87	743		
	Total	14,573	2,915	9,002	2,213	37	130	19	257	2,547		
<b>Students With Disabilities</b>												
<b>In-School Suspensions</b>												
	Male	56,581	13,333	24,864	16,391	166	292	44	1,491	9,609		31,022
	Female	16,827	4,467	7,687	4,211	48	61	9	344	2,674		9,730
	Total	73,408	17,800	32,551	20,602	214	353	53	1,835	12,283		40,752
<b>Out-of-School Suspensions</b>												

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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	32,561	9,956	14,546	7,048	91	136	15	769	5,806		14,506
	Female	8,781	3,115	3,951	1,463	23	29	6	194	1,395		4,616
	Total	41,342	13,071	18,497	8,511	114	165	21	963	7,201		19,122
<b>Expulsions</b>												
With Educational Services	Male	2,064	492	995	494	8	11	0	64	338		918
	Female	567	120	302	129	2	2	0	12	76		297
	Total	2,631	612	1,297	623	10	13	0	76	414		1,215
Without Educational Services	Male	97	17	44	29	0	1	0	6	20		45
	Female	17	4	9	4	0	0	0	0	2		12
	Total	114	21	53	33	0	1	0	6	22		57
Under Zero Tolerance Policies	Male	165	36	94	31	0	0	0	4	167		298
	Female	45	4	29	12	0	0	0	0	42		99
	Total	210	40	123	43	0	0	0	4	209		397
<b>School-Related Arrests</b>												
	Male	1,770	449	1,057	235	5	4	1	19	386		698
	Female	515	140	300	61	1	1	0	12	84		232
	Total	2,285	589	1,357	296	6	5	1	31	470		930
<b>Referrals to Law Enforcement</b>												
	Male	3,258	799	1,864	514	8	19	3	51	501		1,357
	Female	971	261	545	141	5	1	0	18	133		460
	Total	4,229	1,060	2,409	655	13	20	3	69	634		1,817
<b>All Students</b>												
<b>Chronic Absenteeism</b>												
	Male	342,106	57,913	190,397	79,228	1,526	4,510	616	7,916	52,970	65,471	-
	Female	312,569	49,784	175,475	73,950	1,477	3,931	585	7,367	43,283	35,139	-
	Total	654,675	107,697	365,872	153,178	3,003	8,441	1,201	15,283	96,253	100,610	-

	Total
<b>Incidents of Violence</b>	
Incidents of rape or attempted rape	21
Incidents of sexual assault (other than rape)	264
Incidents of robbery with a weapon	35
Incidents of robbery with a firearm or explosive device	8
Incidents of robbery without a weapon	770
Incidents of physical attack or fight with a weapon	387
Incidents of physical attack or fight with a firearm or explosive device	26

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	Total
Incidents of physical attack or fight without a weapon	49,296
Incidents of threats of physical attack with a weapon	568
Incidents of threats of physical attack with a firearm or explosive device	524
Incidents of threats of physical attack without a weapon	7,026
Incidents of possession of a firearm or explosive device	218
<b>Allegations of Harassment or bullying</b>	
On the basis of sex	1,622
On the basis of race	812
On the basis of disability	331
On the basis of sexual orientation	818
On the basis of religion	483

**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
<b>Preschool Programs</b>											
	Male	123,070	17,085	77,125	20,906	360	4,879	144	2,571	42,811	16,851
	Female	114,699	16,333	73,448	17,931	348	4,117	138	2,384	41,446	6,920
	Total	237,769	33,418	150,573	38,837	708	8,996	282	4,955	84,257	23,771
<b>Accelerated Coursework</b>											
Advanced Placement Courses	Male	170,104	13,469	77,052	56,303	490	18,684	204	3,902	6,757	2,178
	Female	211,348	20,672	99,907	65,184	599	19,718	264	5,004	7,599	1,222
	Total	381,452	34,141	176,959	121,487	1,089	38,402	468	8,906	14,356	3,400
International Baccalaureate Courses	Male	5,458	668	2,640	1,167	14	851	8	110	560	193
	Female	7,181	1,070	3,342	1,578	16	994	13	168	532	124
	Total	12,639	1,738	5,982	2,745	30	1,845	21	278	1,092	317
Dual Enrollment/Dual Credit Programs	Male	65,718	4,410	32,692	24,024	197	3,109	80	1,206	2,120	1,473
	Female	90,635	8,197	44,522	31,812	257	3,980	107	1,760	1,839	708
	Total	156,353	12,607	77,214	55,836	454	7,089	187	2,966	3,959	2,181

- 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.



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### Part (ix): Teacher Quality Data

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

	All School		High-Poverty Schools		Low-Poverty Schools	
	Number	Percent	Number	Percent	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	56,975.0	14.6%	13,481.3	17.0%	13,630.6	11.8%
Teachers Teaching with Emergency or Provisional Credentials	15,705.7	4.2%	3,897.6	5.2%	3,869.3	3.5%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	34,080.9	9.2%	7,206.3	9.7%	8,138.6	7.4%

- 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
<b>Grade 3</b>		
Reading	6,584	2%
Mathematics	6,587	2%
<b>Grade 4</b>		
Reading	6,404	2%
Mathematics	6,408	2%
<b>Grade 5</b>		
Reading	6,204	2%
Mathematics	6,205	2%
Science	6,200	2%
<b>Grade 6</b>		
Reading	6,181	2%
Mathematics	6,177	2%
<b>Grade 7</b>		

	State Number of ALT2	State Rate of ALT2
Reading	6,130	1%
Mathematics	6,120	2%
<b>Grade 8</b>		
Reading	5,794	1%
Mathematics	5,803	2%
Science	5,796	1%
<b>End of Course</b>		
English I	6,009	1%
English II	5,490	1%
Algebra I	5,993	1%
Biology	5,860	1%
<b>All Grades</b>		
All Subjects	109,954	1%
Reading	48,805	1%
Mathematics	43,293	1%
Science	17,856	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)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
In-State Public Institutions	48%	44%	44%	52%	41%	74%	37%	49%	41%	21%	38%
In-State Private Institutions	3%	3%	2%	4%	3%	3%	2%	4%	2%	1%	1%
Out-of-State Institutions	6%	8%	3%	9%	8%	8%	7%	10%	4%	3%	3%

- Indicates there are no students in the group.

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

### Part (xiv): Additional Information - Chronic Absenteeism

This section provides information on the Chronic Absenteeism per EDFacts definition: percent of unduplicated number of K - 12 students enrolled in a school for at least 10 days and absent for 10% or more days during the 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%	17%	11%	17%	3%	19%	14%	19%	19%	16%

- 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)
<b>Academic Performance (At Meets Grade Level or Above)</b>												
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%
<b>EL Progress</b>												
	Baseline 2016-17 Rates											41%
	2017-18 through 2021-22											36%
	2022-23 through 2026-27											38%
	2027-28 through 2031-32											40%
<b>Graduation Rate: 4-Year Longitudinal Rate <sup>Δ</sup></b>												
	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%

<sup>Δ</sup> 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 <sup>1</sup>	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness or Student Achievement Domain Score: STAAR Component Only <sup>2</sup>	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	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
STAAR Percent at Approaches Grade Level or Above																					
Grade 3																					

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		State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Reading	All Students	76%	77%	81%	80%	69%	88%	*	86%	-	75%	73%	92%	51%	87%	53%	82%	80%	-	-	-	*	
	CWD	52%	54%	51%	*	33%	61%	-	*	-	*	39%	72%	51%	-	13%	45%	58%	-	-	-	-	
	CWOD	80%	81%	87%	89%	76%	94%	*	100%	-	71%	81%	95%	-	87%	65%	90%	84%	-	-	-	*	
	EL	66%	66%	53%	-	53%	-	-	*	-	-	50%	75%	13%	65%	53%	59%	45%	-	-	-	-	
	Male	74%	74%	82%	100%	71%	87%	*	*	-	83%	76%	90%	45%	90%	59%	82%	-	-	-	-	*	
	Female	78%	79%	80%	60%	66%	89%	-	*	-	*	69%	93%	58%	84%	45%	-	80%	-	-	-	*	
Mathematics	All Students	70%	71%	83%	80%	75%	89%	*	86%	-	75%	77%	91%	56%	89%	67%	86%	80%	-	-	-	*	
	CWD	46%	48%	56%	*	38%	70%	-	*	-	*	46%	76%	56%	-	31%	58%	55%	-	-	-	-	
	CWOD	74%	75%	89%	89%	83%	92%	*	100%	-	86%	85%	93%	-	89%	78%	92%	85%	-	-	-	*	
	EL	64%	63%	67%	-	68%	-	-	*	-	-	65%	88%	31%	78%	67%	73%	59%	-	-	-	-	
	Male	72%	72%	86%	80%	78%	91%	*	*	-	83%	81%	92%	58%	92%	73%	86%	-	-	-	-	*	
	Female	68%	69%	80%	80%	72%	86%	-	*	-	*	72%	90%	55%	85%	59%	-	80%	-	-	-	*	
Grade 4																							
Reading	All Students	76%	77%	80%	71%	76%	83%	*	*	*	100%	72%	89%	47%	85%	68%	75%	85%	-	*	*	88%	
	CWD	48%	51%	47%	*	55%	47%	*	*	*	-	48%	46%	47%	-	44%	41%	59%	-	*	*	*	
	CWOD	81%	82%	85%	77%	79%	88%	*	*	*	100%	78%	92%	-	85%	72%	82%	88%	-	*	*	86%	
	EL	66%	66%	68%	-	68%	*	-	-	*	-	65%	86%	44%	72%	68%	61%	77%	-	-	-	*	
	Male	73%	75%	75%	57%	68%	81%	*	*	*	100%	65%	90%	41%	82%	61%	75%	-	-	-	*	*	
	Female	79%	80%	85%	80%	86%	84%	*	*	*	*	82%	88%	59%	88%	77%	-	85%	-	*	*	*	
Mathematics	All Students	68%	69%	82%	65%	80%	84%	*	*	*	100%	75%	90%	42%	88%	80%	82%	81%	-	*	*	100%	
	CWD	42%	43%	42%	*	50%	41%	*	*	*	-	39%	54%	42%	-	78%	46%	36%	-	*	*	*	
	CWOD	73%	74%	88%	77%	85%	91%	*	*	*	100%	84%	93%	-	88%	80%	90%	87%	-	*	*	100%	
	EL	63%	61%	80%	-	79%	*	-	-	*	-	77%	100%	78%	80%	80%	82%	77%	-	-	-	*	
	Male	70%	71%	82%	57%	81%	84%	*	*	*	100%	75%	93%	46%	90%	82%	82%	-	-	-	*	*	
	Female	67%	67%	81%	70%	79%	84%	*	*	*	*	76%	87%	36%	87%	77%	-	81%	-	*	*	*	
Grade 5																							
Reading	All Students	80%	81%	87%	82%	87%	87%	*	*	*	90%	82%	91%	61%	91%	78%	83%	91%	-	*	*	100%	
	CWD	50%	52%	61%	*	63%	64%	*	-	-	*	61%	62%	61%	-	33%	56%	71%	-	*	*	-	
	CWOD	85%	86%	91%	100%	91%	91%	*	*	*	100%	87%	95%	-	91%	82%	90%	93%	-	*	*	100%	
	EL	71%	71%	78%	-	77%	*	-	*	-	-	75%	92%	33%	82%	78%	76%	83%	-	-	-	-	
	Male	77%	78%	83%	86%	83%	83%	*	*	-	80%	77%	91%	56%	90%	76%	83%	-	-	*	*	*	
	Female	83%	84%	91%	*	93%	91%	*	*	*	100%	89%	92%	71%	93%	83%	-	91%	-	*	-	*	
Mathematics	All Students	76%	76%	85%	55%	86%	86%	*	*	*	70%	79%	91%	56%	90%	81%	86%	84%	-	*	*	100%	
	CWD	50%	50%	56%	*	47%	61%	*	-	-	*	49%	71%	56%	-	17%	61%	48%	-	*	*	-	
	CWOD	80%	80%	90%	57%	92%	90%	*	*	*	75%	86%	93%	-	90%	88%	92%	88%	-	*	*	100%	
	EL	70%	69%	81%	-	80%	*	-	*	-	-	78%	92%	17%	88%	81%	79%	87%	-	-	-	-	
	Male	75%	76%	86%	57%	87%	87%	*	*	-	80%	78%	94%	61%	92%	79%	86%	-	-	*	*	*	
	Female	76%	76%	84%	*	86%	84%	*	*	*	60%	79%	88%	48%	88%	87%	-	84%	-	*	-	*	



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Science	All Students	65%	66%	78%	64%	73%	81%	*	*	*	80%	68%	88%	45%	83%	63%	81%	75%	-	*	*	100%	
	CWD	40%	42%	45%	*	42%	50%	*	-	-	*	41%	52%	45%	-	0%	41%	52%	-	*	*	-	
	CWOD	69%	71%	83%	71%	78%	86%	*	*	*	100%	74%	92%	-	83%	70%	90%	77%	-	*	*	100%	
	EL	52%	49%	63%	-	64%	*	-	*	-	-	59%	83%	0%	70%	63%	71%	52%	-	-	-	-	
	Male	67%	69%	81%	71%	78%	83%	*	*	-	80%	72%	92%	41%	90%	71%	81%	-	-	*	*	*	
	Female	63%	64%	75%	*	68%	79%	*	*	*	80%	64%	84%	52%	77%	52%	-	75%	-	*	-	*	
Grade 6																							
Reading	All Students	69%	71%	82%	45%	75%	87%	-	*	*	100%	76%	88%	40%	88%	69%	81%	83%	-	-	*	*	
	CWD	38%	40%	40%	*	29%	47%	-	-	-	-	38%	45%	40%	-	*	35%	48%	-	-	*	-	
	CWOD	74%	76%	88%	57%	80%	93%	-	*	*	100%	82%	93%	-	88%	71%	89%	87%	-	-	-	*	
	EL	53%	55%	69%	-	68%	-	-	*	-	-	65%	90%	*	71%	69%	73%	64%	-	-	-	-	
	Male	66%	68%	81%	57%	73%	87%	-	*	-	*	75%	88%	35%	89%	73%	81%	-	-	-	*	*	
	Female	72%	74%	83%	*	77%	87%	-	*	*	*	76%	89%	48%	87%	64%	-	83%	-	-	-	*	
Mathematics	All Students	72%	74%	87%	55%	81%	90%	-	*	*	100%	81%	92%	46%	92%	83%	87%	86%	-	-	*	*	
	CWD	47%	49%	46%	*	29%	56%	-	-	-	-	41%	55%	46%	-	*	45%	48%	-	-	*	-	
	CWOD	76%	78%	92%	71%	87%	96%	-	*	*	100%	88%	96%	-	92%	85%	94%	90%	-	-	-	*	
	EL	61%	62%	83%	-	82%	-	-	*	-	-	83%	80%	*	85%	83%	86%	79%	-	-	-	-	
	Male	73%	75%	87%	43%	82%	92%	-	*	-	*	80%	93%	45%	94%	86%	87%	-	-	-	*	*	
	Female	72%	73%	86%	*	80%	89%	-	*	*	*	81%	91%	48%	90%	79%	-	86%	-	-	-	*	
Grade 7																							
Reading	All Students	79%	80%	86%	100%	81%	88%	*	*	*	88%	79%	93%	40%	93%	80%	81%	92%	*	-	*	*	
	CWD	47%	49%	40%	*	25%	46%	-	-	-	*	28%	67%	40%	-	18%	29%	54%	-	-	*	-	
	CWOD	83%	84%	93%	100%	90%	94%	*	*	*	100%	90%	95%	-	93%	92%	89%	96%	*	-	*	*	
	EL	63%	64%	80%	-	78%	*	-	*	-	*	77%	100%	18%	92%	80%	72%	85%	-	-	-	-	
	Male	75%	76%	81%	*	75%	83%	-	*	-	80%	73%	88%	29%	89%	72%	81%	-	*	-	*	*	
	Female	83%	84%	92%	100%	87%	95%	*	*	*	*	85%	99%	54%	96%	85%	-	92%	-	-	*	*	
Mathematics	All Students	60%	59%	79%	75%	76%	81%	*	*	*	63%	71%	87%	36%	85%	64%	79%	78%	*	-	*	*	
	CWD	36%	36%	36%	*	25%	43%	-	-	-	*	25%	61%	36%	-	9%	41%	29%	-	-	*	-	
	CWOD	63%	63%	85%	71%	84%	86%	*	*	*	83%	80%	89%	-	85%	75%	86%	84%	*	-	*	*	
	EL	45%	43%	64%	-	63%	*	-	*	-	*	60%	90%	9%	75%	64%	59%	68%	-	-	-	-	
	Male	60%	60%	79%	*	75%	81%	-	*	-	80%	72%	86%	41%	86%	59%	79%	-	*	-	*	*	
	Female	59%	59%	78%	60%	77%	80%	*	*	*	*	69%	88%	29%	84%	68%	-	78%	-	-	*	*	
Grade 8																							
Reading	All Students	82%	83%	88%	88%	82%	91%	*	83%	*	89%	86%	90%	45%	93%	81%	84%	93%	*	-	-	83%	
	CWD	50%	50%	45%	*	20%	57%	-	-	-	-	50%	35%	45%	-	29%	39%	57%	-	-	-	-	
	CWOD	86%	87%	93%	100%	89%	95%	*	83%	*	89%	91%	94%	-	93%	87%	90%	95%	*	-	-	83%	
	EL	65%	66%	81%	-	80%	*	-	*	-	-	82%	71%	29%	87%	81%	71%	93%	-	-	-	-	
	Male	78%	79%	84%	92%	75%	88%	-	*	-	83%	81%	86%	39%	90%	71%	84%	-	*	-	-	*	
	Female	86%	87%	93%	80%	90%	94%	*	*	*	*	90%	96%	57%	95%	93%	-	93%	-	-	-	*	

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Mathematics	All Students	70%	71%	69%	75%	63%	74%	*	*	*	40%	65%	76%	39%	75%	59%	73%	66%	-	-	-	*
	CWD	40%	40%	39%	*	15%	48%	-	-	-	-	28%	60%	39%	-	0%	43%	29%	-	-	-	-
	CWOD	74%	75%	75%	88%	70%	79%	*	*	*	40%	73%	78%	-	75%	69%	79%	70%	-	-	-	*
	EL	57%	56%	59%	-	58%	*	-	-	-	-	61%	40%	0%	69%	59%	43%	81%	-	-	-	-
	Male	68%	69%	73%	78%	59%	82%	-	*	-	*	65%	80%	43%	79%	43%	73%	-	-	-	-	*
	Female	72%	72%	66%	*	70%	64%	*	-	*	*	64%	68%	29%	70%	81%	-	66%	-	-	-	*
Science	All Students	73%	74%	85%	76%	78%	90%	*	83%	*	89%	81%	90%	45%	90%	74%	86%	84%	*	-	-	83%
	CWD	42%	42%	45%	*	40%	50%	-	-	-	-	37%	59%	45%	-	14%	48%	36%	-	-	-	-
	CWOD	77%	77%	90%	92%	82%	95%	*	83%	*	89%	87%	93%	-	90%	80%	92%	88%	*	-	-	83%
	EL	54%	52%	74%	-	73%	*	-	*	-	-	75%	57%	14%	80%	74%	71%	77%	-	-	-	-
	Male	73%	74%	86%	83%	78%	92%	-	*	-	83%	82%	91%	48%	92%	71%	86%	-	*	-	-	*
	Female	73%	74%	84%	60%	77%	88%	*	*	*	*	79%	90%	36%	88%	77%	-	84%	-	-	-	*
End of Course																						
English I	All Students	64%	66%	72%	52%	67%	77%	*	*	-	67%	64%	83%	21%	78%	51%	65%	82%	-	-	*	82%
	CWD	29%	29%	21%	33%	15%	24%	-	-	-	*	7%	56%	21%	-	17%	16%	28%	-	-	*	*
	CWOD	68%	71%	78%	60%	73%	83%	*	*	-	77%	73%	85%	-	78%	58%	71%	87%	-	-	*	90%
	EL	38%	42%	51%	-	51%	*	-	*	-	*	48%	70%	17%	58%	51%	42%	68%	-	-	-	-
	Male	58%	60%	65%	18%	60%	71%	*	*	-	50%	55%	78%	16%	71%	42%	65%	-	-	-	*	78%
	Female	70%	72%	82%	90%	75%	84%	-	*	-	100%	75%	89%	28%	87%	68%	-	82%	-	-	-	*
English II	All Students	71%	73%	77%	69%	65%	83%	*	*	-	93%	68%	86%	22%	82%	43%	73%	81%	-	*	*	86%
	CWD	33%	34%	22%	*	21%	24%	-	-	-	-	14%	33%	22%	-	20%	25%	20%	-	*	-	*
	CWOD	76%	78%	82%	75%	69%	90%	*	*	-	93%	75%	91%	-	82%	47%	78%	88%	-	*	*	83%
	EL	43%	44%	43%	-	43%	*	-	*	-	*	44%	40%	20%	47%	43%	44%	42%	-	-	-	*
	Male	65%	68%	73%	43%	58%	82%	*	*	-	89%	62%	86%	25%	78%	44%	73%	-	-	*	*	*
	Female	77%	79%	81%	100%	74%	84%	-	*	-	100%	76%	86%	20%	88%	42%	-	81%	-	*	-	*
Algebra I	All Students	74%	74%	90%	74%	84%	95%	*	100%	-	85%	87%	94%	71%	92%	82%	90%	92%	*	-	*	100%
	CWD	46%	45%	71%	50%	78%	73%	-	-	-	*	58%	100%	71%	-	70%	70%	72%	-	-	*	*
	CWOD	78%	78%	92%	85%	85%	96%	*	100%	-	91%	91%	94%	-	92%	84%	92%	93%	*	-	-	100%
	EL	64%	63%	82%	-	82%	-	-	*	-	*	83%	78%	70%	84%	82%	77%	90%	-	-	-	-
	Male	71%	71%	90%	60%	84%	95%	*	*	-	78%	85%	95%	70%	92%	77%	90%	-	*	-	*	100%
	Female	78%	77%	92%	89%	84%	95%	-	*	-	*	89%	94%	72%	93%	90%	-	92%	-	-	-	*
Biology	All Students	82%	83%	88%	83%	82%	91%	*	*	-	93%	82%	94%	54%	92%	69%	87%	90%	-	-	*	100%
	CWD	57%	57%	54%	*	42%	60%	-	-	-	-	46%	65%	54%	-	38%	54%	54%	-	-	-	*
	CWOD	86%	87%	92%	91%	86%	95%	*	*	-	93%	86%	97%	-	92%	74%	90%	94%	-	-	*	100%
	EL	66%	68%	69%	-	73%	*	-	*	-	*	68%	75%	38%	74%	69%	66%	74%	-	-	-	*
	Male	80%	81%	87%	75%	77%	92%	*	*	-	89%	78%	96%	54%	90%	66%	87%	-	-	-	*	100%
	Female	85%	85%	90%	*	88%	91%	-	*	-	100%	88%	92%	54%	94%	74%	-	90%	-	-	-	*
STAAR Percent at Meets Grade Level or Above																						
Grade 3																						

Texas Education Agency  
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		State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Reading	All Students	50%	52%	54%	40%	42%	62%	*	43%	-	50%	42%	70%	30%	59%	23%	53%	56%	-	-	-	*	
	CWD	30%	31%	30%	*	17%	39%	-	*	-	*	17%	52%	30%	-	0%	29%	30%	-	-	-	-	
	CWOD	54%	56%	59%	44%	48%	67%	*	50%	-	57%	47%	73%	-	59%	30%	57%	61%	-	-	-	*	
	EL	37%	36%	23%	-	24%	-	-	*	-	-	19%	50%	0%	30%	23%	20%	28%	-	-	-	-	
	Male	49%	50%	53%	20%	36%	63%	*	*	-	50%	40%	69%	29%	57%	20%	53%	-	-	-	-	*	
	Female	52%	54%	56%	60%	50%	60%	-	*	-	*	44%	72%	30%	61%	28%	-	56%	-	-	-	*	
Mathematics	All Students	42%	43%	59%	20%	47%	67%	*	86%	-	50%	45%	77%	30%	65%	36%	66%	52%	-	-	-	*	
	CWD	27%	27%	30%	*	21%	36%	-	*	-	*	13%	60%	30%	-	19%	32%	27%	-	-	-	-	
	CWOD	45%	46%	65%	22%	52%	73%	*	100%	-	57%	52%	80%	-	65%	41%	72%	56%	-	-	-	*	
	EL	35%	34%	36%	-	35%	-	-	*	-	-	31%	75%	19%	41%	36%	46%	21%	-	-	-	-	
	Male	45%	46%	66%	0%	58%	71%	*	*	-	67%	54%	81%	32%	72%	46%	66%	-	-	-	-	*	
	Female	39%	40%	52%	40%	34%	63%	-	*	-	*	34%	73%	27%	56%	21%	-	52%	-	-	-	*	
Grade 4																							
Reading	All Students	53%	55%	58%	53%	52%	63%	*	*	*	56%	44%	75%	20%	64%	39%	50%	67%	-	*	*	75%	
	CWD	29%	30%	20%	*	40%	13%	*	*	*	-	17%	31%	20%	-	44%	19%	23%	-	*	*	*	
	CWOD	57%	59%	64%	69%	54%	71%	*	*	*	56%	51%	79%	-	64%	38%	57%	72%	-	*	*	71%	
	EL	41%	40%	39%	-	39%	*	-	-	*	-	33%	86%	44%	38%	39%	39%	38%	-	-	-	*	
	Male	51%	53%	50%	29%	44%	57%	*	*	*	43%	36%	71%	19%	57%	39%	50%	-	-	-	*	*	
	Female	55%	57%	67%	70%	62%	69%	*	*	*	*	54%	80%	23%	72%	38%	-	67%	-	*	*	*	
Mathematics	All Students	42%	42%	56%	35%	52%	60%	*	*	*	78%	45%	71%	22%	62%	49%	57%	55%	-	*	*	50%	
	CWD	25%	25%	22%	*	25%	25%	*	*	*	-	22%	23%	22%	-	33%	27%	14%	-	*	*	*	
	CWOD	45%	46%	62%	46%	56%	66%	*	*	*	78%	50%	74%	-	62%	52%	63%	61%	-	*	*	43%	
	EL	34%	32%	49%	-	49%	*	-	-	*	-	50%	43%	33%	52%	49%	52%	46%	-	-	-	*	
	Male	45%	46%	57%	29%	51%	61%	*	*	*	86%	44%	76%	27%	63%	52%	57%	-	-	-	*	*	
	Female	38%	39%	55%	40%	52%	59%	*	*	*	*	46%	66%	14%	61%	46%	-	55%	-	*	*	*	
Grade 5																							
Reading	All Students	57%	58%	61%	64%	59%	63%	*	*	*	60%	49%	72%	23%	67%	48%	57%	65%	-	*	*	100%	
	CWD	29%	29%	23%	*	21%	22%	*	-	-	*	20%	29%	23%	-	0%	20%	29%	-	*	*	-	
	CWOD	61%	63%	67%	71%	65%	69%	*	*	*	75%	56%	77%	-	67%	53%	65%	69%	-	*	*	100%	
	EL	43%	44%	48%	-	49%	*	-	*	-	-	39%	83%	0%	53%	48%	39%	61%	-	-	-	-	
	Male	53%	55%	57%	71%	55%	58%	*	*	-	40%	46%	69%	20%	65%	39%	57%	-	-	*	*	*	
	Female	60%	61%	65%	*	64%	67%	*	*	*	80%	53%	76%	29%	69%	61%	-	65%	-	*	-	*	
Mathematics	All Students	47%	47%	53%	45%	46%	58%	*	*	*	40%	43%	63%	21%	59%	40%	54%	53%	-	*	*	67%	
	CWD	25%	25%	21%	*	26%	17%	*	-	-	*	15%	33%	21%	-	17%	20%	24%	-	*	*	-	
	CWOD	50%	50%	59%	43%	49%	65%	*	*	*	50%	50%	66%	-	59%	42%	61%	56%	-	*	*	67%	
	EL	38%	36%	40%	-	39%	*	-	*	-	-	35%	58%	17%	42%	40%	45%	30%	-	-	-	-	
	Male	48%	48%	54%	43%	50%	57%	*	*	-	20%	47%	61%	20%	61%	45%	54%	-	-	*	*	*	
	Female	46%	45%	53%	*	42%	59%	*	*	*	60%	39%	64%	24%	56%	30%	-	53%	-	*	-	*	

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		State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Science	All Students	38%	39%	49%	36%	38%	56%	*	*	*	50%	38%	60%	24%	53%	32%	50%	47%	-	*	*	67%	
	CWD	23%	23%	24%	*	21%	25%	*	-	-	*	20%	33%	24%	-	0%	24%	24%	-	*	*	-	
	CWOD	40%	42%	53%	29%	40%	61%	*	*	*	63%	42%	63%	-	53%	35%	56%	50%	-	*	*	67%	
	EL	24%	22%	32%	-	33%	*	-	*	-	-	31%	33%	0%	35%	32%	39%	17%	-	-	-	-	
	Male	41%	43%	50%	29%	44%	56%	*	*	-	40%	42%	59%	24%	56%	39%	50%	-	-	*	*	*	
	Female	34%	35%	47%	*	30%	57%	*	*	*	60%	32%	60%	24%	50%	17%	-	47%	-	*	-	*	
Grade 6																							
Reading	All Students	42%	44%	56%	27%	44%	63%	-	*	*	83%	46%	66%	15%	61%	36%	52%	60%	-	-	*	*	
	CWD	21%	22%	15%	*	14%	18%	-	-	-	-	13%	20%	15%	-	*	13%	19%	-	-	*	-	
	CWOD	46%	48%	61%	43%	47%	69%	-	*	*	83%	51%	70%	-	61%	37%	59%	64%	-	-	-	*	
	EL	24%	26%	36%	-	34%	-	-	*	-	-	37%	30%	*	37%	36%	38%	33%	-	-	-	-	
	Male	40%	41%	52%	29%	42%	58%	-	*	-	*	41%	63%	13%	59%	38%	52%	-	-	-	*	*	
	Female	45%	47%	60%	*	46%	67%	-	*	*	*	50%	70%	19%	64%	33%	-	60%	-	-	-	*	
Mathematics	All Students	38%	41%	59%	18%	49%	65%	-	*	*	67%	48%	70%	17%	65%	47%	61%	57%	-	-	*	*	
	CWD	20%	21%	17%	*	14%	21%	-	-	-	-	16%	20%	17%	-	*	19%	14%	-	-	*	-	
	CWOD	41%	44%	65%	29%	53%	72%	-	*	*	67%	54%	75%	-	65%	49%	67%	62%	-	-	-	*	
	EL	24%	25%	47%	-	46%	-	-	*	-	-	45%	60%	*	49%	47%	59%	33%	-	-	-	-	
	Male	40%	43%	61%	14%	54%	66%	-	*	-	*	50%	70%	19%	67%	59%	61%	-	-	-	*	*	
	Female	36%	38%	57%	*	44%	65%	-	*	*	*	45%	70%	14%	62%	33%	-	57%	-	-	-	*	
Grade 7																							
Reading	All Students	55%	57%	68%	75%	62%	71%	*	*	*	38%	56%	79%	26%	74%	50%	61%	75%	*	-	*	*	
	CWD	25%	27%	26%	*	20%	29%	-	-	-	*	18%	44%	26%	-	9%	18%	38%	-	-	*	-	
	CWOD	59%	62%	74%	71%	68%	77%	*	*	*	50%	64%	82%	-	74%	58%	68%	80%	*	-	*	*	
	EL	33%	34%	50%	-	49%	*	-	*	-	*	47%	70%	9%	58%	50%	38%	59%	-	-	-	-	
	Male	50%	52%	61%	*	54%	63%	-	*	-	40%	53%	67%	18%	68%	38%	61%	-	*	-	*	*	
	Female	60%	63%	75%	60%	68%	82%	*	*	*	*	59%	93%	38%	80%	59%	-	75%	-	-	*	*	
Mathematics	All Students	30%	30%	47%	50%	38%	53%	*	*	*	13%	34%	60%	16%	52%	23%	48%	47%	*	-	*	*	
	CWD	18%	18%	16%	*	15%	14%	-	-	-	*	13%	22%	16%	-	9%	18%	13%	-	-	*	-	
	CWOD	32%	32%	52%	43%	41%	58%	*	*	*	17%	38%	64%	-	52%	25%	53%	51%	*	-	*	*	
	EL	17%	15%	23%	-	23%	*	-	*	-	*	22%	30%	9%	25%	23%	17%	27%	-	-	-	-	
	Male	31%	31%	48%	*	37%	52%	-	*	-	20%	33%	61%	18%	53%	17%	48%	-	*	-	*	*	
	Female	29%	29%	47%	20%	38%	54%	*	*	*	*	35%	60%	13%	51%	27%	-	47%	-	-	*	*	
Grade 8																							
Reading	All Students	57%	58%	62%	71%	54%	67%	*	83%	*	22%	55%	69%	21%	67%	48%	55%	71%	*	-	-	67%	
	CWD	25%	25%	21%	*	0%	29%	-	-	-	-	20%	24%	21%	-	0%	21%	21%	-	-	-	-	
	CWOD	61%	62%	67%	77%	60%	71%	*	83%	*	22%	60%	73%	-	67%	53%	60%	75%	*	-	-	67%	
	EL	33%	33%	48%	-	46%	*	-	*	-	-	48%	43%	0%	53%	48%	39%	59%	-	-	-	-	
	Male	51%	52%	55%	75%	48%	58%	-	*	-	17%	49%	60%	21%	60%	39%	55%	-	*	-	-	*	
	Female	63%	64%	71%	60%	62%	77%	*	*	*	*	62%	83%	21%	75%	59%	-	71%	-	-	-	*	

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		State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	39%	38%	28%	50%	19%	33%	*	*	*	20%	25%	32%	18%	30%	16%	31%	24%	-	-	-	*
	CWD	20%	19%	18%	*	0%	26%	-	-	-	-	14%	27%	18%	-	0%	20%	14%	-	-	-	-
	CWOD	41%	41%	30%	63%	22%	34%	*	*	*	20%	27%	33%	-	30%	19%	34%	25%	-	-	-	*
	EL	24%	21%	16%	-	17%	*	-	-	-	-	18%	0%	0%	19%	16%	11%	24%	-	-	-	-
	Male	38%	38%	31%	56%	21%	37%	-	*	-	*	29%	34%	20%	34%	11%	31%	-	-	-	-	*
	Female	40%	39%	24%	*	17%	27%	*	-	*	*	22%	29%	14%	25%	24%	-	24%	-	-	-	*
Science	All Students	44%	45%	56%	71%	42%	61%	*	83%	*	56%	46%	66%	26%	59%	34%	58%	54%	*	-	-	50%
	CWD	22%	21%	26%	*	13%	32%	-	-	-	-	20%	35%	26%	-	0%	30%	14%	-	-	-	-
	CWOD	47%	47%	59%	85%	45%	64%	*	83%	*	56%	50%	69%	-	59%	38%	62%	56%	*	-	-	50%
	EL	23%	21%	34%	-	33%	*	-	*	-	-	33%	43%	0%	38%	34%	34%	33%	-	-	-	-
	Male	45%	46%	58%	75%	47%	61%	-	*	-	67%	50%	64%	30%	62%	34%	58%	-	*	-	-	*
	Female	42%	43%	54%	60%	36%	61%	*	*	*	*	41%	70%	14%	56%	33%	-	54%	-	-	-	*
End of Course																						
English I	All Students	46%	49%	54%	43%	44%	60%	*	*	-	53%	42%	68%	16%	59%	28%	47%	63%	-	-	*	73%
	CWD	17%	18%	16%	17%	10%	21%	-	-	-	*	5%	44%	16%	-	8%	16%	16%	-	-	*	*
	CWOD	50%	53%	59%	53%	48%	65%	*	*	-	62%	48%	70%	-	59%	31%	51%	67%	-	-	*	80%
	EL	19%	21%	28%	-	26%	*	-	*	-	*	24%	50%	8%	31%	28%	21%	39%	-	-	-	-
	Male	40%	43%	47%	18%	39%	54%	*	*	-	40%	36%	63%	16%	51%	21%	47%	-	-	-	*	67%
	Female	53%	55%	63%	70%	50%	68%	-	*	-	80%	51%	74%	16%	67%	39%	-	63%	-	-	-	*
English II	All Students	54%	57%	63%	31%	50%	70%	*	*	-	93%	51%	76%	12%	68%	23%	58%	68%	-	*	*	57%
	CWD	21%	21%	12%	*	7%	15%	-	-	-	-	4%	24%	12%	-	10%	17%	8%	-	*	-	*
	CWOD	59%	62%	68%	33%	54%	76%	*	*	-	93%	56%	80%	-	68%	25%	62%	75%	-	*	*	50%
	EL	22%	24%	23%	-	25%	*	-	*	-	*	25%	10%	10%	25%	23%	24%	21%	-	-	-	*
	Male	48%	51%	58%	0%	42%	68%	*	*	-	89%	46%	73%	17%	62%	24%	58%	-	-	*	*	*
	Female	62%	64%	68%	67%	59%	72%	-	*	-	100%	58%	79%	8%	75%	21%	-	68%	-	*	-	*
Algebra I	All Students	42%	43%	61%	42%	53%	66%	*	100%	-	54%	56%	68%	42%	63%	49%	59%	64%	*	-	*	75%
	CWD	19%	19%	42%	33%	39%	50%	-	-	-	*	27%	73%	42%	-	20%	40%	44%	-	-	*	*
	CWOD	45%	46%	63%	46%	55%	67%	*	100%	-	64%	60%	67%	-	63%	53%	61%	66%	*	-	-	86%
	EL	28%	27%	49%	-	47%	-	-	*	-	*	47%	56%	20%	53%	49%	44%	55%	-	-	-	-
	Male	40%	41%	59%	20%	52%	63%	*	*	-	67%	55%	64%	40%	61%	44%	59%	-	*	-	*	60%
	Female	45%	45%	64%	67%	55%	69%	-	*	-	*	57%	72%	44%	66%	55%	-	64%	-	-	-	*
Biology	All Students	54%	56%	64%	50%	52%	70%	*	*	-	79%	54%	75%	21%	69%	28%	61%	68%	-	-	*	78%
	CWD	25%	26%	21%	*	17%	23%	-	-	-	-	11%	35%	21%	-	13%	25%	17%	-	-	-	*
	CWOD	57%	60%	69%	55%	54%	76%	*	*	-	79%	59%	78%	-	69%	30%	64%	73%	-	-	*	75%
	EL	26%	28%	28%	-	29%	*	-	*	-	*	26%	38%	13%	30%	28%	29%	26%	-	-	-	*
	Male	52%	54%	61%	38%	47%	68%	*	*	-	78%	49%	74%	25%	64%	29%	61%	-	-	-	*	80%
	Female	56%	57%	68%	*	57%	73%	-	*	-	80%	60%	75%	17%	73%	26%	-	68%	-	-	-	*
STAAR Percent at Masters Grade Level																						
Grade 3																						

Texas Education Agency  
2022 Federal Report Card  
JOSHUA ISD (126905) - JOHNSON COUNTY

		State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Reading	All Students	29%	31%	34%	20%	25%	40%	*	43%	-	13%	22%	49%	14%	38%	11%	33%	36%	-	-	-	*	
	CWD	12%	13%	14%	*	8%	18%	-	*	-	*	2%	36%	14%	-	0%	16%	12%	-	-	-	-	
	CWOD	32%	35%	38%	22%	28%	45%	*	50%	-	14%	26%	51%	-	38%	15%	36%	40%	-	-	-	*	
	EL	19%	19%	11%	-	12%	-	-	*	-	-	10%	25%	0%	15%	11%	10%	14%	-	-	-	-	
	Male	28%	30%	33%	0%	21%	41%	*	*	-	17%	21%	48%	16%	36%	10%	33%	-	-	-	-	*	
	Female	31%	33%	36%	40%	29%	40%	-	*	-	*	23%	51%	12%	40%	14%	-	36%	-	-	-	*	
Mathematics	All Students	20%	21%	28%	0%	19%	34%	*	29%	-	25%	17%	42%	14%	31%	9%	34%	21%	-	-	-	*	
	CWD	10%	10%	14%	*	17%	14%	-	*	-	*	2%	36%	14%	-	13%	16%	12%	-	-	-	-	
	CWOD	22%	23%	31%	0%	19%	39%	*	33%	-	29%	20%	43%	-	31%	7%	38%	23%	-	-	-	*	
	EL	15%	15%	9%	-	9%	-	-	*	-	-	5%	38%	13%	7%	9%	12%	3%	-	-	-	-	
	Male	23%	23%	34%	0%	24%	41%	*	*	-	33%	22%	49%	16%	38%	12%	34%	-	-	-	-	*	
	Female	18%	19%	21%	0%	13%	27%	-	*	-	*	10%	34%	12%	23%	3%	-	21%	-	-	-	*	
Grade 4																							
Reading	All Students	28%	29%	29%	24%	25%	31%	*	*	*	33%	19%	41%	8%	32%	14%	27%	31%	-	*	*	25%	
	CWD	10%	11%	8%	*	10%	9%	*	*	*	-	7%	15%	8%	-	22%	5%	14%	-	*	*	*	
	CWOD	31%	32%	32%	31%	27%	34%	*	*	*	33%	22%	43%	-	32%	12%	32%	33%	-	*	*	14%	
	EL	18%	17%	14%	-	12%	*	-	-	*	-	12%	29%	22%	12%	14%	18%	8%	-	-	-	*	
	Male	26%	27%	27%	29%	23%	30%	*	*	*	29%	18%	41%	5%	32%	18%	27%	-	-	-	*	*	
	Female	29%	31%	31%	20%	28%	31%	*	*	*	*	21%	40%	14%	33%	8%	-	31%	-	*	*	*	
Mathematics	All Students	22%	23%	29%	12%	19%	37%	*	*	*	33%	21%	40%	7%	33%	19%	33%	26%	-	*	*	25%	
	CWD	10%	10%	7%	*	5%	9%	*	*	*	-	7%	8%	7%	-	11%	11%	0%	-	*	*	*	
	CWOD	25%	25%	33%	15%	21%	41%	*	*	*	33%	24%	43%	-	33%	20%	37%	29%	-	*	*	29%	
	EL	16%	15%	19%	-	18%	*	-	-	*	-	17%	29%	11%	20%	19%	21%	15%	-	-	-	*	
	Male	25%	26%	33%	14%	21%	41%	*	*	*	29%	22%	48%	11%	37%	21%	33%	-	-	-	*	*	
	Female	19%	20%	26%	10%	17%	32%	*	*	*	*	18%	33%	0%	29%	15%	-	26%	-	*	*	*	
Grade 5																							
Reading	All Students	36%	37%	39%	27%	36%	42%	*	*	*	30%	29%	48%	6%	44%	32%	35%	43%	-	*	*	83%	
	CWD	12%	12%	6%	*	11%	6%	*	-	-	*	0%	19%	6%	-	0%	5%	10%	-	*	*	-	
	CWOD	40%	41%	44%	43%	39%	48%	*	*	*	38%	36%	51%	-	44%	35%	41%	47%	-	*	*	83%	
	EL	23%	23%	32%	-	33%	*	-	*	-	-	27%	50%	0%	35%	32%	32%	35%	-	-	-	-	
	Male	32%	34%	35%	29%	35%	36%	*	*	-	20%	25%	45%	5%	41%	32%	35%	-	-	*	*	*	
	Female	39%	40%	43%	*	38%	47%	*	*	*	40%	34%	50%	10%	47%	35%	-	43%	-	*	-	*	
Mathematics	All Students	24%	24%	25%	9%	15%	32%	*	*	*	30%	17%	33%	8%	28%	10%	22%	29%	-	*	*	50%	
	CWD	9%	9%	8%	*	11%	8%	*	-	-	*	5%	14%	8%	-	0%	7%	10%	-	*	*	-	
	CWOD	26%	26%	28%	14%	15%	36%	*	*	*	38%	20%	35%	-	28%	11%	25%	31%	-	*	*	50%	
	EL	17%	16%	10%	-	10%	*	-	*	-	-	8%	17%	0%	11%	10%	13%	4%	-	-	-	-	
	Male	25%	25%	22%	0%	15%	28%	*	*	-	20%	16%	29%	7%	25%	13%	22%	-	-	*	*	*	
	Female	23%	22%	29%	*	14%	36%	*	*	*	40%	20%	37%	10%	31%	4%	-	29%	-	*	-	*	

Texas Education Agency  
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		State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Science	All Students	17%	18%	26%	0%	15%	33%	*	*	*	30%	18%	33%	8%	29%	13%	29%	23%	-	*	*	50%	
	CWD	9%	9%	8%	*	0%	14%	*	-	-	*	5%	14%	8%	-	0%	12%	0%	-	*	*	-	
	CWOD	19%	19%	29%	0%	18%	36%	*	*	*	38%	21%	36%	-	29%	14%	33%	25%	-	*	*	50%	
	EL	9%	8%	13%	-	13%	*	-	*	-	-	14%	8%	0%	14%	13%	18%	4%	-	-	-	-	
	Male	20%	21%	29%	0%	19%	38%	*	*	-	20%	22%	38%	12%	33%	18%	29%	-	-	*	*	*	
	Female	15%	15%	23%	*	12%	29%	*	*	*	40%	14%	30%	0%	25%	4%	-	23%	-	*	-	*	
Grade 6																							
Reading	All Students	23%	24%	33%	18%	21%	39%	-	*	*	50%	24%	42%	2%	37%	14%	33%	33%	-	-	*	*	
	CWD	8%	8%	2%	*	0%	3%	-	-	-	-	0%	5%	2%	-	*	0%	5%	-	-	*	-	
	CWOD	25%	26%	37%	29%	24%	45%	-	*	*	50%	28%	46%	-	37%	15%	38%	36%	-	-	-	*	
	EL	9%	11%	14%	-	13%	-	-	*	-	-	15%	10%	*	15%	14%	16%	12%	-	-	-	-	
	Male	21%	21%	33%	14%	24%	38%	-	*	-	*	23%	42%	0%	38%	16%	33%	-	-	-	*	*	
	Female	25%	26%	33%	*	18%	41%	-	*	*	*	25%	42%	5%	36%	12%	-	33%	-	-	-	*	
Mathematics	All Students	16%	18%	35%	0%	27%	40%	-	*	*	67%	24%	45%	6%	39%	27%	37%	33%	-	-	*	*	
	CWD	8%	7%	6%	*	0%	9%	-	-	-	-	0%	15%	6%	-	*	6%	5%	-	-	*	-	
	CWOD	17%	19%	39%	0%	30%	45%	-	*	*	67%	29%	49%	-	39%	28%	42%	36%	-	-	-	*	
	EL	7%	8%	27%	-	25%	-	-	*	-	-	23%	50%	*	28%	27%	35%	18%	-	-	-	-	
	Male	17%	19%	37%	0%	32%	42%	-	*	-	*	27%	47%	6%	42%	35%	37%	-	-	-	*	*	
	Female	14%	16%	33%	*	23%	38%	-	*	*	*	22%	44%	5%	36%	18%	-	33%	-	-	-	*	
Grade 7																							
Reading	All Students	36%	39%	46%	38%	38%	50%	*	*	*	25%	32%	60%	3%	52%	24%	40%	52%	*	-	*	*	
	CWD	11%	11%	3%	*	0%	6%	-	-	-	*	3%	6%	3%	-	0%	3%	4%	-	-	*	-	
	CWOD	40%	42%	52%	43%	44%	57%	*	*	*	33%	38%	64%	-	52%	29%	46%	57%	*	-	*	*	
	EL	17%	17%	24%	-	25%	*	-	*	-	*	22%	40%	0%	29%	24%	17%	29%	-	-	-	-	
	Male	32%	33%	40%	*	36%	41%	-	*	-	20%	25%	53%	3%	46%	17%	40%	-	*	-	*	*	
	Female	41%	44%	52%	20%	40%	62%	*	*	*	*	37%	68%	4%	57%	29%	-	52%	-	-	*	*	
Mathematics	All Students	13%	12%	20%	38%	14%	23%	*	*	*	13%	13%	28%	2%	23%	6%	20%	21%	*	-	*	*	
	CWD	7%	6%	2%	*	0%	3%	-	-	-	*	0%	6%	2%	-	0%	3%	0%	-	-	*	-	
	CWOD	14%	13%	23%	43%	16%	26%	*	*	*	17%	16%	29%	-	23%	7%	23%	23%	*	-	*	*	
	EL	6%	4%	6%	-	6%	*	-	*	-	*	7%	0%	0%	7%	6%	7%	5%	-	-	-	-	
	Male	13%	13%	20%	*	13%	22%	-	*	-	20%	13%	27%	3%	23%	7%	20%	-	*	-	*	*	
	Female	12%	11%	21%	20%	15%	24%	*	*	*	*	14%	28%	0%	23%	5%	-	21%	-	-	*	*	
Grade 8																							
Reading	All Students	37%	37%	39%	41%	32%	43%	*	67%	*	11%	34%	44%	6%	43%	28%	32%	48%	*	-	-	33%	
	CWD	11%	10%	6%	*	0%	11%	-	-	-	-	7%	6%	6%	-	0%	6%	7%	-	-	-	-	
	CWOD	40%	41%	43%	54%	36%	46%	*	67%	*	11%	38%	47%	-	43%	32%	36%	51%	*	-	-	33%	
	EL	16%	15%	28%	-	28%	*	-	*	-	-	28%	29%	0%	32%	28%	21%	38%	-	-	-	-	
	Male	31%	32%	32%	42%	25%	36%	-	*	-	0%	31%	33%	6%	36%	21%	32%	-	*	-	-	*	
	Female	42%	44%	48%	40%	41%	51%	*	*	*	*	38%	60%	7%	51%	38%	-	48%	-	-	-	*	



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		State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	14%	13%	6%	17%	2%	9%	*	*	*	0%	8%	4%	2%	7%	0%	6%	6%	-	-	-	*
	CWD	8%	6%	2%	*	0%	4%	-	-	-	-	3%	0%	2%	-	0%	0%	7%	-	-	-	-
	CWOD	15%	14%	7%	25%	2%	10%	*	*	*	0%	8%	5%	-	7%	0%	8%	6%	-	-	-	*
	EL	6%	5%	0%	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-	-	-	-
	Male	14%	14%	6%	22%	2%	8%	-	*	-	*	8%	4%	0%	8%	0%	6%	-	-	-	-	*
	Female	14%	13%	6%	*	2%	9%	*	-	*	*	7%	5%	7%	6%	0%	-	6%	-	-	-	*
Science	All Students	23%	23%	26%	29%	17%	30%	*	83%	*	11%	20%	33%	9%	28%	10%	28%	24%	*	-	-	33%
	CWD	9%	8%	9%	*	13%	7%	-	-	-	-	3%	18%	9%	-	0%	9%	7%	-	-	-	-
	CWOD	24%	25%	28%	38%	17%	33%	*	83%	*	11%	22%	34%	-	28%	11%	31%	25%	*	-	-	33%
	EL	8%	7%	10%	-	9%	*	-	*	-	-	8%	29%	0%	11%	10%	16%	3%	-	-	-	-
	Male	24%	24%	28%	25%	24%	30%	-	*	-	17%	23%	33%	9%	31%	16%	28%	-	*	-	-	*
	Female	21%	21%	24%	40%	8%	30%	*	*	*	*	17%	34%	7%	25%	3%	-	24%	-	-	-	*
End of Course																						
English I	All Students	10%	11%	14%	14%	9%	16%	*	*	-	20%	7%	22%	2%	15%	0%	11%	17%	-	-	*	18%
	CWD	4%	4%	2%	0%	0%	3%	-	-	-	*	0%	6%	2%	-	0%	3%	0%	-	-	*	*
	CWOD	11%	12%	15%	20%	10%	17%	*	*	-	23%	8%	23%	-	15%	0%	12%	19%	-	-	*	20%
	EL	1%	1%	0%	-	0%	*	-	*	-	*	0%	0%	0%	0%	0%	0%	0%	-	-	-	-
	Male	8%	8%	11%	9%	6%	13%	*	*	-	20%	6%	17%	3%	12%	0%	11%	-	-	-	*	11%
	Female	13%	13%	17%	20%	13%	19%	-	*	-	20%	8%	27%	0%	19%	0%	-	17%	-	-	-	*
English II	All Students	9%	9%	10%	15%	6%	12%	*	*	-	14%	4%	16%	4%	11%	1%	8%	12%	-	*	*	0%
	CWD	5%	4%	4%	*	0%	6%	-	-	-	-	0%	10%	4%	-	0%	8%	0%	-	*	-	*
	CWOD	9%	10%	11%	17%	6%	12%	*	*	-	14%	5%	17%	-	11%	2%	8%	14%	-	*	*	0%
	EL	1%	1%	1%	-	2%	*	-	*	-	*	2%	0%	0%	2%	1%	2%	0%	-	-	-	*
	Male	7%	7%	8%	0%	4%	10%	*	*	-	11%	2%	15%	8%	8%	2%	8%	-	-	*	*	*
	Female	11%	12%	12%	33%	8%	14%	-	*	-	20%	7%	18%	0%	14%	0%	-	12%	-	*	-	*
Algebra I	All Students	26%	27%	32%	26%	20%	37%	*	83%	-	31%	28%	36%	10%	34%	15%	29%	36%	*	-	*	38%
	CWD	8%	8%	10%	17%	0%	18%	-	-	-	*	6%	20%	10%	-	0%	13%	6%	-	-	*	*
	CWOD	29%	29%	34%	31%	22%	39%	*	83%	-	36%	31%	37%	-	34%	17%	31%	38%	*	-	-	43%
	EL	14%	13%	15%	-	12%	-	-	*	-	*	14%	22%	0%	17%	15%	18%	10%	-	-	-	-
	Male	25%	25%	29%	20%	21%	33%	*	*	-	33%	26%	32%	13%	31%	18%	29%	-	*	-	*	40%
	Female	28%	28%	36%	33%	19%	42%	-	*	-	*	31%	40%	6%	38%	10%	-	36%	-	-	-	*
Biology	All Students	21%	23%	23%	17%	14%	28%	*	*	-	21%	15%	31%	10%	25%	5%	23%	23%	-	-	*	33%
	CWD	7%	7%	10%	*	0%	14%	-	-	-	-	0%	25%	10%	-	0%	17%	4%	-	-	-	*
	CWOD	22%	25%	25%	18%	15%	30%	*	*	-	21%	17%	32%	-	25%	6%	24%	25%	-	-	*	25%
	EL	5%	6%	5%	-	4%	*	-	*	-	*	4%	13%	0%	6%	5%	8%	0%	-	-	-	*
	Male	21%	23%	23%	0%	16%	28%	*	*	-	22%	17%	31%	17%	24%	8%	23%	-	-	-	*	20%
	Female	21%	23%	23%	*	12%	28%	-	*	-	20%	14%	31%	4%	25%	0%	-	23%	-	-	-	*
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						



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		State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
All Subjects	All Students	73%	74%	83%	71%	77%	86%	73%	86%	94%	84%	76%	90%	46%	88%	69%	81%	84%	100%	45%	48%	93%
	CWD	44%	45%	46%	40%	38%	51%	20%	*	*	31%	39%	60%	46%	-	26%	44%	48%	-	40%	31%	83%
	CWOD	77%	78%	88%	81%	82%	91%	80%	92%	100%	90%	83%	93%	-	88%	75%	87%	88%	100%	45%	70%	94%
	EL	59%	59%	69%	-	69%	67%	-	90%	*	50%	67%	80%	26%	75%	69%	67%	72%	-	-	-	*
	Male	71%	72%	81%	67%	74%	86%	73%	84%	*	82%	74%	90%	44%	87%	67%	81%	-	100%	*	47%	91%
	Female	75%	76%	84%	76%	80%	87%	74%	89%	100%	88%	78%	90%	48%	88%	72%	-	84%	-	47%	*	96%
Reading	All Students	74%	75%	81%	71%	75%	85%	64%	83%	86%	86%	74%	89%	42%	87%	65%	77%	86%	*	50%	36%	88%
	CWD	43%	44%	42%	40%	34%	47%	*	*	*	43%	36%	53%	42%	-	22%	37%	49%	-	*	17%	*
	CWOD	78%	80%	87%	81%	80%	90%	70%	89%	100%	90%	81%	92%	-	87%	72%	84%	90%	*	67%	60%	89%
	EL	57%	58%	65%	-	65%	73%	-	89%	*	40%	63%	78%	22%	72%	65%	61%	70%	-	-	-	*
	Male	70%	71%	77%	64%	69%	82%	55%	82%	*	81%	69%	87%	37%	84%	61%	77%	-	*	*	33%	85%
	Female	78%	80%	86%	80%	81%	88%	73%	83%	100%	96%	80%	91%	49%	90%	70%	-	86%	-	50%	*	91%
Mathematics	All Students	71%	72%	84%	69%	79%	87%	85%	88%	100%	80%	77%	90%	50%	89%	74%	84%	83%	*	50%	56%	100%
	CWD	44%	44%	50%	42%	41%	56%	*	*	*	29%	41%	69%	50%	-	34%	52%	46%	-	*	50%	*
	CWOD	75%	76%	89%	79%	84%	91%	89%	96%	100%	86%	85%	92%	-	89%	80%	90%	87%	*	*	*	100%
	EL	61%	60%	74%	-	74%	83%	-	86%	*	*	73%	84%	34%	80%	74%	73%	76%	-	-	-	*
	Male	71%	72%	84%	65%	79%	88%	89%	87%	*	83%	78%	92%	52%	90%	73%	84%	-	*	*	57%	100%
	Female	71%	72%	83%	74%	79%	86%	82%	90%	100%	75%	77%	89%	46%	87%	76%	-	83%	-	60%	*	100%
Science	All Students	74%	75%	84%	75%	78%	88%	71%	92%	*	88%	77%	91%	48%	89%	69%	85%	83%	*	20%	*	95%
	CWD	47%	47%	48%	33%	41%	54%	*	-	-	*	41%	59%	48%	-	19%	47%	49%	-	*	*	*
	CWOD	78%	79%	89%	87%	82%	92%	83%	92%	*	94%	83%	94%	-	89%	75%	91%	87%	*	*	*	95%
	EL	58%	57%	69%	-	70%	*	-	*	-	*	68%	74%	19%	75%	69%	69%	68%	-	-	-	*
	Male	74%	75%	85%	78%	78%	89%	*	83%	-	85%	77%	93%	47%	91%	69%	85%	-	*	*	*	91%
	Female	75%	75%	83%	69%	78%	86%	60%	100%	*	92%	78%	89%	49%	87%	68%	-	83%	-	*	-	100%
SAT/ACT All Subjects	All Students	92%	94%	97%	*	89%	99%	-	*	-	100%	93%	100%	-	97%	-	98%	97%	-	-	-	*
	CWD	75%	92%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	92%	94%	97%	*	89%	99%	-	*	-	100%	93%	100%	-	97%	-	98%	97%	-	-	-	*
	EL	69%	69%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	93%	95%	98%	-	90%	100%	-	*	-	*	94%	100%	-	98%	-	98%	-	-	-	-	-
	Female	92%	94%	97%	*	88%	98%	-	-	-	*	92%	100%	-	97%	-	-	97%	-	-	-	*
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	47%	48%	57%	47%	47%	63%	43%	67%	88%	57%	46%	69%	22%	62%	36%	55%	59%	60%	10%	26%	67%
	CWD	23%	24%	22%	26%	19%	25%	0%	*	*	0%	16%	36%	22%	-	12%	23%	22%	-	0%	23%	67%
	CWOD	50%	52%	62%	53%	51%	68%	48%	71%	100%	62%	52%	72%	-	62%	40%	60%	64%	60%	18%	30%	67%
	EL	29%	29%	36%	-	36%	33%	-	55%	*	25%	34%	49%	12%	40%	36%	35%	37%	-	-	-	*
	Male	45%	47%	55%	40%	46%	60%	59%	66%	*	56%	45%	66%	23%	60%	35%	55%	-	60%	*	26%	71%
	Female	48%	49%	59%	55%	49%	65%	30%	68%	100%	58%	48%	72%	22%	64%	37%	-	59%	-	6%	*	63%

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Reading	All Students	52%	54%	59%	50%	51%	65%	41%	59%	86%	58%	48%	72%	21%	65%	36%	54%	66%	*	20%	27%	73%
	CWD	24%	25%	21%	24%	17%	23%	*	*	*	0%	14%	34%	21%	-	10%	19%	23%	-	*	17%	*
	CWOD	56%	58%	65%	58%	55%	71%	45%	63%	100%	64%	54%	75%	-	65%	41%	59%	71%	*	33%	40%	73%
	EL	31%	32%	36%	-	36%	45%	-	44%	*	20%	34%	53%	10%	41%	36%	31%	43%	-	-	-	*
	Male	47%	49%	54%	41%	45%	60%	36%	59%	*	52%	43%	67%	19%	59%	31%	54%	-	*	*	22%	77%
	Female	56%	58%	66%	61%	58%	70%	45%	58%	100%	70%	54%	78%	23%	71%	43%	-	66%	-	13%	*	68%
Mathematics	All Students	41%	42%	54%	39%	45%	60%	45%	76%	86%	52%	44%	65%	24%	58%	38%	55%	53%	*	0%	22%	59%
	CWD	22%	22%	24%	25%	21%	26%	*	*	*	0%	17%	38%	24%	-	16%	25%	22%	-	*	33%	*
	CWOD	44%	45%	58%	44%	48%	64%	50%	83%	100%	58%	49%	68%	-	58%	41%	61%	56%	*	*	*	60%
	EL	29%	27%	38%	-	37%	33%	-	71%	*	*	36%	49%	16%	41%	38%	41%	34%	-	-	-	*
	Male	42%	43%	55%	33%	48%	60%	78%	73%	*	57%	46%	65%	25%	61%	41%	55%	-	*	*	29%	61%
	Female	40%	40%	53%	45%	42%	59%	18%	80%	100%	42%	41%	66%	22%	56%	34%	-	53%	-	0%	*	58%
Science	All Students	46%	48%	57%	55%	44%	63%	43%	67%	*	64%	46%	67%	24%	61%	31%	57%	57%	*	0%	*	67%
	CWD	23%	24%	24%	33%	17%	26%	*	-	-	*	17%	34%	24%	-	5%	27%	19%	-	*	*	*
	CWOD	49%	51%	61%	61%	47%	68%	50%	67%	*	68%	51%	70%	-	61%	35%	61%	61%	*	*	*	65%
	EL	25%	24%	31%	-	32%	*	-	*	-	*	30%	37%	5%	35%	31%	34%	26%	-	-	-	*
	Male	47%	49%	57%	52%	46%	62%	*	67%	-	65%	47%	66%	27%	61%	34%	57%	-	*	*	*	73%
	Female	45%	46%	57%	62%	42%	64%	20%	67%	*	62%	45%	68%	19%	61%	26%	-	57%	-	*	-	60%
SAT/ACT All Subjects	All Students	64%	66%	70%	*	67%	70%	-	*	-	86%	63%	74%	-	70%	-	72%	69%	-	-	-	*
	CWD	43%	66%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	64%	66%	70%	*	67%	70%	-	*	-	86%	63%	74%	-	70%	-	72%	69%	-	-	-	*
	EL	18%	24%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	68%	71%	72%	-	60%	75%	-	*	-	*	69%	74%	-	72%	-	72%	-	-	-	-	-
	Female	60%	62%	69%	*	75%	67%	-	-	-	*	60%	74%	-	69%	-	-	69%	-	-	-	*
STAAR Percent at Masters Grade Level																						
All Grades																						
All Subjects	All Students	22%	23%	27%	20%	20%	31%	18%	48%	56%	24%	19%	36%	7%	30%	13%	26%	28%	0%	0%	9%	31%
	CWD	9%	8%	7%	2%	5%	9%	0%	*	*	0%	3%	15%	7%	-	3%	8%	6%	-	0%	8%	33%
	CWOD	24%	25%	30%	26%	22%	35%	20%	52%	64%	26%	22%	38%	-	30%	15%	29%	31%	0%	0%	10%	31%
	EL	12%	11%	13%	-	13%	14%	-	35%	*	13%	12%	22%	3%	15%	13%	15%	12%	-	-	-	*
	Male	21%	22%	26%	17%	20%	30%	18%	45%	*	23%	19%	34%	8%	29%	15%	26%	-	0%	*	11%	27%
	Female	23%	24%	28%	23%	20%	33%	19%	54%	64%	25%	20%	37%	6%	31%	12%	-	28%	-	0%	*	35%
Reading	All Students	25%	26%	29%	24%	23%	33%	18%	48%	57%	23%	20%	39%	6%	33%	15%	26%	33%	*	0%	9%	31%
	CWD	9%	9%	6%	0%	4%	8%	*	*	*	0%	2%	14%	6%	-	3%	6%	6%	-	*	0%	*
	CWOD	27%	28%	33%	31%	26%	36%	20%	52%	67%	25%	23%	42%	-	33%	17%	29%	36%	*	0%	20%	31%
	EL	13%	12%	15%	-	15%	18%	-	22%	*	0%	14%	23%	3%	17%	15%	14%	18%	-	-	-	*
	Male	22%	23%	26%	22%	20%	29%	9%	47%	*	19%	17%	36%	6%	29%	14%	26%	-	*	*	11%	27%
	Female	28%	29%	33%	27%	26%	37%	27%	50%	67%	30%	23%	43%	6%	36%	18%	-	33%	-	0%	*	36%

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Mathematics	All Students	20%	20%	25%	16%	17%	30%	20%	44%	57%	26%	18%	33%	7%	28%	12%	26%	25%	*	0%	11%	27%
	CWD	9%	8%	7%	4%	5%	9%	*	*	*	0%	3%	16%	7%	-	5%	8%	6%	-	*	17%	*
	CWOD	21%	22%	28%	20%	19%	33%	22%	48%	67%	29%	21%	35%	-	28%	14%	29%	27%	*	*	*	29%
	EL	12%	11%	12%	-	12%	17%	-	43%	*	*	11%	23%	5%	14%	12%	16%	8%	-	-	-	*
	Male	21%	21%	26%	15%	19%	30%	33%	40%	*	29%	20%	33%	8%	29%	16%	26%	-	*	*	14%	22%
	Female	19%	19%	25%	17%	15%	30%	9%	50%	67%	21%	17%	33%	6%	27%	8%	-	25%	-	0%	*	32%
Science	All Students	20%	21%	25%	18%	15%	30%	14%	58%	*	21%	18%	32%	9%	27%	9%	27%	23%	*	0%	*	38%
	CWD	8%	8%	9%	0%	4%	12%	*	-	-	*	3%	19%	9%	-	0%	12%	3%	-	*	*	*
	CWOD	22%	23%	27%	23%	17%	33%	17%	58%	*	23%	20%	34%	-	27%	11%	29%	25%	*	*	*	35%
	EL	7%	7%	9%	-	9%	*	-	*	-	*	8%	15%	0%	11%	9%	14%	3%	-	-	-	*
	Male	22%	23%	27%	11%	20%	32%	*	50%	-	20%	20%	34%	12%	29%	14%	27%	-	*	*	*	36%
	Female	19%	20%	23%	31%	10%	29%	20%	67%	*	23%	15%	31%	3%	25%	3%	-	23%	-	*	-	40%
SAT/ACT All Subjects	All Students	13%	12%	5%	*	6%	4%	-	*	-	0%	2%	6%	-	5%	-	4%	6%	-	-	-	*
	CWD	11%	14%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	13%	12%	5%	*	6%	4%	-	*	-	0%	2%	6%	-	5%	-	4%	6%	-	-	-	*
	EL	1%	1%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	17%	15%	4%	-	10%	3%	-	*	-	*	6%	3%	-	4%	-	4%	-	-	-	-	-
	Female	10%	9%	6%	*	0%	6%	-	-	-	*	0%	9%	-	6%	-	-	6%	-	-	-	*

- Indicates there are no students in the group.

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

### Part (iii): Academic Growth and Graduation Rate

#### Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 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
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	80	79	79	80	69	91	71	78	77	64	78
CWD	64	77	63	64	*	*	*	*	62	64	67
CWOD	82	79	81	83	73	91	67	79	80	-	80
EL ◇	78	-	78	100	-	92	*	*	77	67	78
Male	78	79	77	78	*	89	*	79	75	63	80
Female	82	78	80	83	67	94	67	76	80	67	77

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Mathematics</b>											
All Students	71	74	65	73	68	100	93	79	68	57	63
CWD	57	77	51	58	*	*	*	*	51	57	44
CWOD	73	73	67	75	71	100	100	80	71	-	66
EL ◇	63	-	63	*	-	100	*	*	64	44	63
Male	70	66	64	72	80	100	*	79	68	56	63
Female	71	84	67	73	61	100	100	78	68	57	65

- Indicates there are no students in the group.

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

### Part (iii)(II): Graduation Rate

This section provides information on high school 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 ◇
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2021</b>													
All Students	96.8%	85.7%	96.1%	97.6%	*	*	*	90.9%	96.0%	87.1%	90.0%	84.6%	83.3%
CWD	87.1%	-	100.0%	85.7%	-	-	*	*	91.7%	87.1%	*	*	*
CWOD	97.7%	85.7%	95.7%	98.7%	*	*	-	100.0%	96.4%	-	89.3%	83.3%	80.0%
EL ◇	90.0%	-	89.7%	-	-	*	-	-	89.5%	*	90.0%	*	-
Male	95.4%	83.3%	94.1%	97.0%	-	-	-	*	94.8%	83.3%	87.5%	85.7%	100.0%
Female	98.3%	*	98.0%	98.3%	*	*	*	100.0%	97.3%	92.3%	92.9%	83.3%	*

- 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
721	154	21%

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- 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
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	56	46	48	60	45	67	79	55	47	25	39
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%Students meeting CCMR	56%	40%	48%	59%	*	*	-	55%	45%	91%	15%

- 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 +
<b>STAAR Performance Status</b>											
<b>Reading</b>											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	Y	Y	Y	Y		N		Y	Y	Y	Y
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	Y	Y	Y	Y		N		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	N	N	N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N	N	N	N		N		N	N	N	N
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	Y	Y	Y	Y				Y	Y	Y	Y
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%

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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	Y	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	N
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N	N	N	N				N	N	N	N
<b>English Learner Language Proficiency Status</b>											
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
<b>Federal Graduation Status<sup>Δ</sup></b>											
Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met	Y		Y	Y					Y	N	Y
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met	Y		Y	Y					Y	N	N
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	Y		Y	Y					Y	N	N
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	Y		Y	Y					Y	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)

	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
<b>Participation Rate</b>																

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		District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
All Subjects	All Students	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
	CWD	100%	100%	100%	99%	100%	*	*	100%	100%	99%	100%	-	100%	99%	100%	-
	CWOD	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%	-
	Male	100%	100%	100%	100%	100%	100%	*	100%	100%	100%	99%	100%	100%	100%	-	100%
	Female	100%	100%	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%	100%	100%	*
	CWD	100%	100%	100%	99%	*	*	*	100%	100%	99%	100%	-	100%	99%	100%	-
	CWOD	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%	-
	Male	100%	100%	100%	100%	100%	100%	*	100%	100%	100%	99%	100%	100%	100%	-	*
	Female	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	-	100%	-
Mathematics	All Students	100%	100%	100%	99%	100%	100%	100%	100%	100%	100%	99%	100%	100%	100%	100%	*
		100%	100%	100%	99%	100%	100%	100%	100%	100%	100%	99%	100%	100%	100%	100%	*
	CWD	99%	100%	100%	99%	*	*	*	100%	100%	99%	99%	-	100%	99%	100%	-
		99%	100%	100%	99%	*	*	*	100%	100%	99%	99%	-	100%	99%	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%	-	100%	100%	100%	100%	*
	EL	100%	-	100%	100%	-	100%	*	*	100%	100%	100%	100%	100%	100%	100%	-
		100%	-	100%	100%	-	100%	*	*	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	99%	100%	100%	*	100%	100%	99%	99%	100%	100%	100%	-	*
		100%	100%	100%	99%	100%	100%	*	100%	100%	99%	99%	100%	100%	100%	-	*
	Female	100%	100%	100%	100%	100%	100%	100%	100%	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	96%	*	100%	95%	-	*	-	100%	98%	95%	-	96%	-	94%	97%	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	96%	*	100%	95%	-	*	-	100%	98%	95%	-	96%	-	94%	97%	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	94%	-	100%	92%	-	*	-	*	94%	94%	-	94%	-	94%	-	-
	Female	97%	*	100%	96%	-	-	-	*	100%	96%	-	97%	-	-	97%	-
Non-Participation Rate																	
All Subjects	All Students	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
	CWD	0%	0%	0%	1%	0%	*	*	0%	0%	1%	0%	-	0%	1%	0%	-
	CWOD	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%	0%
	EL	0%	-	0%	0%	-	0%	*	0%	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	0%	0%	*	0%	0%	0%	1%	0%	0%	0%	-	0%

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

- Indicates there are no students in the group.

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

### Part (viii): Civil Rights Data

**Part (viii)(I)** This section provides information from the 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)



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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)
<b>Students Without Disabilities</b>												
<b>In-School Suspensions</b>												
	Male	326	8	89	218	3	1	0	7	26		
	Female	93	1	20	66	0	2	0	4	7		
	Total	419	9	109	284	3	3	0	11	33		
<b>Out-of-School Suspensions</b>												
	Male	131	1	40	84	0	1	0	5	11		
	Female	42	1	16	24	0	0	0	1	4		
	Total	173	2	56	108	0	1	0	6	15		
<b>Expulsions</b>												
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		
<b>School-Related Arrests</b>												
	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		
<b>Referrals to Law Enforcement</b>												
	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		
<b>Students With Disabilities</b>												
<b>In-School Suspensions</b>												
	Male	97	1	26	70	0	0	0	0	13		62
	Female	26	0	8	18	0	0	0	0	2		14
	Total	123	1	34	88	0	0	0	0	15		76
<b>Out-of-School Suspensions</b>												

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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	47	2	11	32	0	0	0	2	7		30
	Female	8	0	2	6	0	0	0	0	0		3
	Total	55	2	13	38	0	0	0	2	7		33
<b>Expulsions</b>												
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
<b>School-Related Arrests</b>												
	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
<b>Referrals to Law Enforcement</b>												
	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
<b>All Students</b>												
<b>Chronic Absenteeism</b>												
	Male	237	4	65	154	2	-	-	12	15	40	-
	Female	263	-	66	190	1	-	-	6	14	28	-
	Total	500	4	131	344	3	-	-	18	29	68	-

	Total
<b>Incidents of Violence</b>	
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

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	Total
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
<b>Allegations of Harassment or bullying</b>	
On the basis of sex	2
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
<b>Preschool Programs</b>											
	Male	92	2	44	45	0	0	0	1	20	11
	Female	68	1	33	31	1	1	0	1	13	2
	Total	160	3	77	76	1	1	0	2	33	13
<b>Accelerated Coursework</b>											
Advanced Placement Courses	Male	60	1	6	52	0	0	0	1	0	0
	Female	67	3	14	47	0	3	0	0	0	1
	Total	127	4	20	99	0	3	0	1	0	1
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Dual Enrollment/Dual Credit Programs	Male	79	1	9	67	0	1	0	1	0	0
	Female	102	1	20	76	0	1	0	4	0	0
	Total	181	2	29	143	0	2	0	5	0	0

- 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.

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### Part (ix): Teacher Quality Data

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

	All School		High-Poverty Schools		Low-Poverty Schools	
	Number	Percent	Number	Percent	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	41.3	9.5%			7.7	8.9%
Teachers Teaching with Emergency or Provisional Credentials	7.9	1.9%			1.9	2.3%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	16.3	4.0%			3.0	3.7%

- 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	Region 11 Number of ALT2	Region 11 Rate of ALT2	District Number of ALT2	District Rate of ALT2
<b>Grade 3</b>						
Reading	6,584	2%	645	2%	*	1%
Mathematics	6,587	2%	646	2%	*	1%
<b>Grade 4</b>						
Reading	6,404	2%	607	1%	*	0%
Mathematics	6,408	2%	606	1%	*	0%
<b>Grade 5</b>						
Reading	6,204	2%	576	1%	*	1%
Mathematics	6,205	2%	577	1%	*	1%
Science	6,200	2%	577	1%	*	1%
<b>Grade 6</b>						
Reading	6,181	2%	598	1%	*	0%
Mathematics	6,177	2%	598	1%	*	0%

	State Number of ALT2	State Rate of ALT2	Region 11 Number of ALT2	Region 11 Rate of ALT2	District Number of ALT2	District Rate of ALT2
<b>Grade 7</b>						
Reading	6,130	1%	645	1%	6	1%
Mathematics	6,120	2%	644	2%	6	1%
<b>Grade 8</b>						
Reading	5,794	1%	532	1%	6	1%
Mathematics	5,803	2%	533	1%	6	2%
Science	5,796	1%	533	1%	6	1%
<b>End of Course</b>						
English I	6,009	1%	648	1%	*	0%
English II	5,490	1%	516	1%	*	0%
Algebra I	5,993	1%	646	1%	*	1%
Biology	5,860	1%	630	1%	*	0%
<b>All Grades</b>						
All Subjects	109,954	1%	10,757	1%	61	1%
Reading	48,805	1%	4,767	1%	26	1%
Mathematics	43,293	1%	4,250	1%	24	1%
Science	17,856	1%	1,740	1%	11	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

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	English Language Learners	57	67	43	33	16	10	2	1
		Overall	22	25	78	75	38	36	8	8
	Mathematics	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)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
In-State Public Institutions	34%	*	32%	33%	*	-	-	*	22%	23%	*
In-State Private Institutions	5%	*	*	6%	-	-	-	*	*	-	-
Out-of-State Institutions	4%	-	6%	4%	-	-	-	-	4%	*	-

- 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	10%	9%	8%	10%	9%	7%	11%	11%	13%	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)
<b>Academic Performance (At Meets Grade Level or Above)</b>												
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%
<b>EL Progress</b>												
	Baseline 2016-17 Rates											41%
	2017-18 through 2021-22											36%
	2022-23 through 2026-27											38%
	2027-28 through 2031-32											40%
<b>Graduation Rate: 4-Year Longitudinal Rate <sup>Δ</sup></b>												
	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%

<sup>Δ</sup> 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 <sup>1</sup>	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness or Student Achievement Domain Score: STAAR Component Only <sup>2</sup>	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																					
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	64%	72%	48%	43%	49%	51%	*	-	-	*	38%	68%	50%	47%	40%	35%	69%	-	-	*	*
	CWD	29%	21%	50%	*	60%	*	-	-	-	-	29%	*	50%	-	*	*	57%	-	-	-	-
	CWOD	68%	78%	47%	40%	47%	53%	*	-	-	*	39%	64%	-	47%	36%	35%	72%	-	-	*	*
	EL	38%	51%	40%	-	40%	*	-	-	-	*	33%	*	*	36%	40%	19%	78%	-	-	-	-
	Male	58%	65%	35%	*	33%	46%	*	-	-	*	29%	54%	*	35%	19%	35%	-	-	-	*	*
	Female	70%	82%	69%	*	71%	62%	-	-	-	-	59%	80%	57%	72%	78%	-	69%	-	-	-	-
English II	All Students	71%	77%	78%	67%	67%	83%	*	*	-	93%	70%	87%	23%	84%	44%	75%	83%	-	*	*	86%
	CWD	33%	22%	23%	*	23%	24%	-	-	-	-	15%	33%	23%	-	20%	27%	20%	-	*	-	*
	CWOD	76%	82%	84%	73%	71%	90%	*	*	-	93%	76%	93%	-	84%	49%	79%	90%	-	*	*	83%
	EL	43%	43%	44%	-	44%	*	-	*	-	*	45%	38%	20%	49%	44%	43%	48%	-	-	-	*
	Male	65%	73%	75%	33%	60%	83%	*	*	-	89%	64%	87%	27%	79%	43%	75%	-	-	*	*	*
	Female	77%	81%	83%	100%	76%	84%	-	*	-	100%	77%	88%	20%	90%	48%	-	83%	-	*	-	*
Algebra I	All Students	74%	90%	48%	*	45%	56%	-	-	-	-	31%	86%	67%	41%	43%	33%	64%	-	-	-	-
	CWD	46%	71%	67%	*	*	-	-	-	-	-	*	*	67%	-	*	*	*	-	-	-	-
	CWOD	78%	92%	41%	-	25%	56%	-	-	-	-	31%	*	-	41%	20%	30%	57%	-	-	-	-
	EL	64%	82%	43%	-	43%	-	-	-	-	-	20%	*	*	20%	43%	20%	*	-	-	-	-
	Male	71%	90%	33%	*	38%	*	-	-	-	-	22%	*	*	30%	20%	33%	-	-	-	-	-
	Female	78%	92%	64%	*	*	67%	-	-	-	-	43%	*	*	57%	*	-	64%	-	-	-	-
Biology	All Students	82%	88%	81%	71%	73%	86%	*	*	-	89%	75%	89%	53%	86%	61%	79%	83%	-	-	*	100%
	CWD	57%	54%	53%	*	36%	61%	-	-	-	-	48%	61%	53%	-	38%	53%	54%	-	-	-	*
	CWOD	86%	92%	86%	83%	78%	91%	*	*	-	89%	80%	94%	-	86%	67%	83%	90%	-	-	*	100%
	EL	66%	69%	61%	-	67%	*	-	*	-	*	62%	60%	38%	67%	61%	61%	63%	-	-	-	*
	Male	80%	87%	79%	60%	66%	87%	*	*	-	83%	72%	91%	53%	83%	61%	79%	-	-	-	*	*
	Female	85%	90%	83%	*	80%	84%	-	*	-	*	80%	86%	54%	90%	63%	-	83%	-	-	-	*
STAAR Percent at Meets Grade Level or Above																						
End of Course																						
English I	All Students	46%	54%	15%	29%	11%	15%	*	-	-	*	3%	39%	40%	12%	12%	11%	22%	-	-	*	*
	CWD	17%	16%	40%	*	40%	*	-	-	-	-	14%	*	40%	-	*	*	43%	-	-	-	-
	CWOD	50%	59%	12%	20%	7%	14%	*	-	-	*	2%	32%	-	12%	9%	10%	16%	-	-	*	*
	EL	19%	28%	12%	-	10%	*	-	-	-	*	5%	*	*	9%	12%	6%	22%	-	-	-	-
	Male	40%	47%	11%	*	14%	12%	*	-	-	*	2%	38%	*	10%	6%	11%	-	-	-	*	*
	Female	53%	63%	22%	*	7%	23%	-	-	-	-	6%	40%	43%	16%	22%	-	22%	-	-	-	-
English II	All Students	54%	63%	64%	33%	53%	71%	*	*	-	93%	52%	77%	13%	70%	25%	61%	69%	-	*	*	57%
	CWD	21%	12%	13%	*	8%	15%	-	-	-	-	4%	24%	13%	-	10%	18%	8%	-	*	-	*
	CWOD	59%	68%	70%	36%	57%	77%	*	*	-	93%	58%	83%	-	70%	27%	64%	76%	-	*	*	50%
	EL	22%	23%	25%	-	26%	*	-	*	-	*	26%	13%	10%	27%	25%	25%	24%	-	-	-	*
	Male	48%	58%	61%	0%	45%	69%	*	*	-	89%	48%	74%	18%	64%	25%	61%	-	-	*	*	*
	Female	62%	68%	69%	67%	61%	72%	-	*	-	100%	58%	81%	8%	76%	24%	-	69%	-	*	-	*

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Algebra I	All Students	42%	61%	17%	*	18%	11%	-	-	-	-	6%	43%	50%	6%	14%	8%	27%	-	-	-	-
	CWD	19%	42%	50%	*	*	-	-	-	-	-	*	*	50%	-	*	*	*	-	-	-	-
	CWOD	45%	63%	6%	-	0%	11%	-	-	-	-	0%	*	-	6%	0%	0%	14%	-	-	-	-
	EL	28%	49%	14%	-	14%	-	-	-	-	-	0%	*	*	0%	14%	0%	*	-	-	-	-
	Male	40%	59%	8%	*	13%	*	-	-	-	-	0%	*	*	0%	0%	8%	-	-	-	-	-
	Female	45%	64%	27%	*	*	17%	-	-	-	-	14%	*	*	14%	*	-	27%	-	-	-	-
Biology	All Students	54%	64%	49%	29%	34%	56%	*	*	-	78%	40%	61%	19%	54%	23%	47%	52%	-	-	*	71%
	CWD	25%	21%	19%	*	18%	19%	-	-	-	-	12%	28%	19%	-	13%	21%	17%	-	-	-	*
	CWOD	57%	69%	54%	33%	36%	64%	*	*	-	78%	46%	67%	-	54%	25%	50%	59%	-	-	*	67%
	EL	26%	28%	23%	-	26%	*	-	*	-	*	23%	20%	13%	25%	23%	25%	19%	-	-	-	*
	Male	52%	61%	47%	20%	28%	56%	*	*	-	67%	37%	62%	21%	50%	25%	47%	-	-	-	*	*
	Female	56%	68%	52%	*	41%	56%	-	*	-	*	45%	59%	17%	59%	19%	-	52%	-	-	-	*
<b>STAAR Percent at Masters Grade Level</b>																						
<b>End of Course</b>																						
English I	All Students	10%	14%	0%	0%	0%	0%	*	-	-	*	0%	0%	0%	0%	0%	0%	0%	-	-	*	*
	CWD	4%	2%	0%	*	0%	*	-	-	-	-	0%	*	0%	-	*	*	0%	-	-	-	-
	CWOD	11%	15%	0%	0%	0%	0%	*	-	-	*	0%	0%	-	0%	0%	0%	0%	-	-	*	*
	EL	1%	0%	0%	-	0%	*	-	-	-	*	0%	*	*	0%	0%	0%	0%	-	-	-	-
	Male	8%	11%	0%	*	0%	0%	*	-	-	*	0%	0%	*	0%	0%	0%	-	-	-	*	*
	Female	13%	17%	0%	*	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	-	0%	-	-	-	-
English II	All Students	9%	10%	11%	17%	6%	12%	*	*	-	14%	5%	17%	4%	11%	2%	8%	13%	-	*	*	0%
	CWD	5%	4%	4%	*	0%	6%	-	-	-	-	0%	10%	4%	-	0%	9%	0%	-	*	-	*
	CWOD	9%	11%	11%	18%	7%	13%	*	*	-	14%	5%	18%	-	11%	2%	8%	15%	-	*	*	0%
	EL	1%	1%	2%	-	2%	*	-	*	-	*	2%	0%	0%	2%	2%	3%	0%	-	-	-	*
	Male	7%	8%	8%	0%	5%	10%	*	*	-	11%	2%	16%	9%	8%	3%	8%	-	-	*	*	*
	Female	11%	12%	13%	33%	8%	14%	-	*	-	20%	8%	19%	0%	15%	0%	-	13%	-	*	-	*
Algebra I	All Students	26%	32%	0%	*	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-	-	-	-
	CWD	8%	10%	0%	*	*	-	-	-	-	-	*	*	0%	-	*	*	*	-	-	-	-
	CWOD	29%	34%	0%	-	0%	0%	-	-	-	-	0%	*	-	0%	0%	0%	0%	-	-	-	-
	EL	14%	15%	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	*	-	-	-	-
	Male	25%	29%	0%	*	0%	*	-	-	-	-	0%	*	*	0%	0%	0%	-	-	-	-	-
	Female	28%	36%	0%	*	*	0%	-	-	-	-	0%	*	*	0%	*	-	0%	-	-	-	-
Biology	All Students	21%	23%	10%	0%	4%	13%	*	*	-	11%	6%	15%	7%	10%	2%	9%	10%	-	-	*	29%
	CWD	7%	10%	7%	*	0%	10%	-	-	-	-	0%	17%	7%	-	0%	11%	4%	-	-	-	*
	CWOD	22%	25%	10%	0%	5%	14%	*	*	-	11%	7%	15%	-	10%	3%	9%	11%	-	-	*	17%
	EL	5%	5%	2%	-	3%	*	-	*	-	*	3%	0%	0%	3%	2%	4%	0%	-	-	-	*
	Male	21%	23%	9%	0%	4%	14%	*	*	-	0%	5%	16%	11%	9%	4%	9%	-	-	-	*	*
	Female	21%	23%	10%	*	5%	12%	-	*	-	*	6%	15%	4%	11%	0%	-	10%	-	-	-	*
<b>STAAR Percent at Approaches Grade Level or Above</b>																						
<b>All Grades</b>																						

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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	All Students	73%	83%	<b>78%</b>	61%	67%	84%	*	100%	-	85%	69%	89%	41%	82%	49%	73%	84%	-	*	*	94%
	CWD	44%	46%	<b>41%</b>	29%	41%	42%	-	-	-	-	31%	53%	41%	-	39%	39%	42%	-	*	-	*
	CWOD	77%	88%	<b>82%</b>	71%	70%	89%	*	100%	-	85%	74%	92%	-	82%	51%	76%	90%	-	*	*	93%
	EL	59%	69%	<b>49%</b>	-	50%	33%	-	*	-	*	47%	58%	39%	51%	49%	43%	60%	-	-	-	*
	Male	71%	81%	<b>73%</b>	33%	59%	83%	*	*	-	76%	62%	88%	39%	76%	43%	73%	-	-	*	*	100%
	Female	75%	84%	<b>84%</b>	88%	78%	86%	-	*	-	100%	78%	90%	42%	90%	60%	-	84%	-	*	-	89%
Reading	All Students	74%	81%	<b>74%</b>	58%	64%	80%	*	*	-	76%	64%	85%	28%	79%	43%	68%	81%	-	*	*	89%
	CWD	43%	42%	<b>28%</b>	*	33%	25%	-	-	-	-	18%	42%	28%	-	31%	28%	28%	-	*	-	*
	CWOD	78%	87%	<b>79%</b>	63%	67%	86%	*	*	-	76%	69%	90%	-	79%	45%	71%	88%	-	*	*	88%
	EL	57%	65%	<b>43%</b>	-	43%	*	-	*	-	*	42%	50%	31%	45%	43%	36%	57%	-	-	-	*
	Male	70%	77%	<b>68%</b>	22%	54%	78%	*	*	-	67%	56%	84%	28%	71%	36%	68%	-	-	*	*	100%
	Female	78%	86%	<b>81%</b>	90%	76%	82%	-	*	-	100%	75%	87%	28%	88%	57%	-	81%	-	*	-	*
Mathematics	All Students	71%	84%	<b>90%</b>	60%	72%	96%	-	*	-	100%	77%	99%	67%	91%	43%	85%	94%	-	-	-	*
	CWD	44%	50%	<b>67%</b>	*	*	-	-	-	-	-	*	*	67%	-	*	*	*	-	-	-	-
	CWOD	75%	89%	<b>91%</b>	*	69%	96%	-	*	-	100%	79%	99%	-	91%	20%	87%	95%	-	-	-	*
	EL	61%	74%	<b>43%</b>	-	43%	-	-	-	-	-	20%	*	*	20%	43%	20%	*	-	-	-	-
	Male	71%	84%	<b>85%</b>	*	67%	95%	-	*	-	*	68%	97%	*	87%	20%	85%	-	-	-	-	-
	Female	71%	83%	<b>94%</b>	*	82%	97%	-	-	-	*	84%	100%	*	95%	*	-	94%	-	-	-	*
Science	All Students	74%	84%	<b>81%</b>	71%	73%	86%	*	*	-	89%	75%	89%	53%	86%	61%	79%	83%	-	-	*	100%
	CWD	47%	48%	<b>53%</b>	*	36%	61%	-	-	-	-	48%	61%	53%	-	38%	53%	54%	-	-	-	*
	CWOD	78%	89%	<b>86%</b>	83%	78%	91%	*	*	-	89%	80%	94%	-	86%	67%	83%	90%	-	-	*	100%
	EL	58%	69%	<b>61%</b>	-	67%	*	-	*	-	*	62%	60%	38%	67%	61%	61%	63%	-	-	-	*
	Male	74%	85%	<b>79%</b>	60%	66%	87%	*	*	-	83%	72%	91%	53%	83%	61%	79%	-	-	-	*	*
	Female	75%	83%	<b>83%</b>	*	80%	84%	-	*	-	*	80%	86%	54%	90%	63%	-	83%	-	-	-	*
SAT/ACT All Subjects	All Students	92%	97%	<b>98%</b>	*	89%	100%	-	*	-	100%	95%	100%	-	98%	-	98%	98%	-	-	-	*
	CWD	75%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	92%	97%	<b>98%</b>	*	89%	100%	-	*	-	100%	95%	100%	-	98%	-	98%	98%	-	-	-	*
	EL	69%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	93%	98%	<b>98%</b>	-	90%	100%	-	*	-	*	94%	100%	-	98%	-	98%	-	-	-	-	-
	Female	92%	97%	<b>98%</b>	*	88%	100%	-	-	-	*	96%	100%	-	98%	-	-	98%	-	-	-	*
<b>STAAR Percent at Meets Grade Level or Above</b>																						
<b>All Grades</b>																						
All Subjects	All Students	47%	57%	<b>56%</b>	35%	42%	62%	*	33%	-	79%	43%	70%	20%	60%	21%	52%	60%	-	*	*	65%
	CWD	23%	22%	<b>20%</b>	29%	22%	18%	-	-	-	-	10%	33%	20%	-	17%	22%	18%	-	*	-	*
	CWOD	50%	62%	<b>60%</b>	38%	44%	68%	*	33%	-	79%	47%	74%	-	60%	22%	54%	66%	-	*	*	60%
	EL	29%	36%	<b>21%</b>	-	23%	0%	-	*	-	*	20%	26%	17%	22%	21%	20%	23%	-	-	-	*
	Male	45%	55%	<b>52%</b>	7%	36%	61%	*	*	-	71%	38%	69%	22%	54%	20%	52%	-	-	*	*	63%
	Female	48%	59%	<b>60%</b>	63%	50%	64%	-	*	-	92%	49%	71%	18%	66%	23%	-	60%	-	*	-	67%

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Reading	All Students	52%	59%	57%	32%	45%	64%	*	*	-	76%	44%	73%	18%	61%	21%	52%	63%	-	*	*	56%
	CWD	24%	21%	18%	*	17%	17%	-	-	-	-	6%	33%	18%	-	15%	20%	16%	-	*	-	*
	CWOD	56%	65%	61%	31%	48%	70%	*	*	-	76%	48%	77%	-	61%	22%	55%	70%	-	*	*	50%
	EL	31%	36%	21%	-	22%	*	-	*	-	*	20%	25%	15%	22%	21%	20%	23%	-	-	-	*
	Male	47%	54%	52%	0%	39%	61%	*	*	-	67%	38%	71%	20%	55%	20%	52%	-	-	*	*	60%
	Female	56%	66%	63%	60%	52%	68%	-	*	-	100%	51%	76%	16%	70%	23%	-	63%	-	*	-	*
Mathematics	All Students	41%	54%	63%	60%	48%	66%	-	*	-	86%	48%	72%	50%	63%	14%	60%	65%	-	-	-	*
	CWD	22%	24%	50%	*	*	-	-	-	-	-	*	*	50%	-	*	*	*	-	-	-	-
	CWOD	44%	58%	63%	*	46%	66%	-	*	-	86%	49%	73%	-	63%	0%	60%	66%	-	-	-	*
	EL	29%	38%	14%	-	14%	-	-	-	-	-	0%	*	*	0%	14%	0%	*	-	-	-	-
	Male	42%	55%	60%	*	39%	69%	-	*	-	*	44%	70%	*	60%	0%	60%	-	-	-	-	-
	Female	40%	53%	65%	*	64%	64%	-	-	-	*	52%	74%	*	66%	*	-	65%	-	-	-	*
Science	All Students	46%	57%	49%	29%	34%	56%	*	*	-	78%	40%	61%	19%	54%	23%	47%	52%	-	-	*	71%
	CWD	23%	24%	19%	*	18%	19%	-	-	-	-	12%	28%	19%	-	13%	21%	17%	-	-	-	*
	CWOD	49%	61%	54%	33%	36%	64%	*	*	-	78%	46%	67%	-	54%	25%	50%	59%	-	-	*	67%
	EL	25%	31%	23%	-	26%	*	-	*	-	*	23%	20%	13%	25%	23%	25%	19%	-	-	-	*
	Male	47%	57%	47%	20%	28%	56%	*	*	-	67%	37%	62%	21%	50%	25%	47%	-	-	-	*	*
	Female	45%	57%	52%	*	41%	56%	-	*	-	*	45%	59%	17%	59%	19%	-	52%	-	-	-	*
SAT/ACT All Subjects	All Students	64%	70%	72%	*	67%	72%	-	*	-	86%	65%	75%	-	72%	-	72%	71%	-	-	-	*
	CWD	43%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	64%	70%	72%	*	67%	72%	-	*	-	86%	65%	75%	-	72%	-	72%	71%	-	-	-	*
	EL	18%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	68%	72%	72%	-	60%	75%	-	*	-	*	69%	74%	-	72%	-	72%	-	-	-	-	-
	Female	60%	69%	71%	*	75%	69%	-	-	-	*	63%	76%	-	71%	-	-	71%	-	-	-	*
<b>STAAR Percent at Masters Grade Level</b>																						
<b>All Grades</b>																						
All Subjects	All Students	22%	27%	9%	10%	5%	10%	*	17%	-	9%	4%	14%	5%	9%	1%	7%	10%	-	*	*	12%
	CWD	9%	7%	5%	0%	0%	7%	-	-	-	-	0%	11%	5%	-	0%	9%	2%	-	*	-	*
	CWOD	24%	30%	9%	13%	5%	11%	*	17%	-	9%	5%	14%	-	9%	2%	7%	11%	-	*	*	7%
	EL	12%	13%	1%	-	2%	0%	-	*	-	*	2%	0%	0%	2%	1%	2%	0%	-	-	-	*
	Male	21%	26%	7%	0%	4%	9%	*	*	-	5%	3%	13%	9%	7%	2%	7%	-	-	*	*	0%
	Female	23%	28%	10%	19%	6%	11%	-	*	-	17%	5%	15%	2%	11%	0%	-	10%	-	*	-	22%
Reading	All Students	25%	29%	9%	11%	5%	11%	*	*	-	12%	4%	15%	4%	10%	1%	7%	11%	-	*	*	0%
	CWD	9%	6%	4%	*	0%	6%	-	-	-	-	0%	8%	4%	-	0%	8%	0%	-	*	-	*
	CWOD	27%	33%	10%	13%	6%	11%	*	*	-	12%	4%	16%	-	10%	1%	7%	13%	-	*	*	0%
	EL	13%	15%	1%	-	1%	*	-	*	-	*	1%	0%	0%	1%	1%	2%	0%	-	-	-	*
	Male	22%	26%	7%	0%	4%	9%	*	*	-	8%	2%	14%	8%	7%	2%	7%	-	-	*	*	0%
	Female	28%	33%	11%	20%	7%	13%	-	*	-	20%	7%	17%	0%	13%	0%	-	11%	-	*	-	*

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Mathematics	All Students	20%	25%	4%	20%	3%	4%	-	*	-	0%	2%	6%	0%	5%	0%	3%	5%	-	-	-	*
	CWD	9%	7%	0%	*	*	-	-	-	-	-	*	*	0%	-	*	*	*	-	-	-	-
	CWOD	21%	28%	5%	*	4%	4%	-	*	-	0%	2%	6%	-	5%	0%	3%	5%	-	-	-	*
	EL	12%	12%	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	*	-	-	-	-
	Male	21%	26%	3%	*	6%	3%	-	*	-	*	4%	3%	*	3%	0%	3%	-	-	-	-	-
	Female	19%	25%	5%	*	0%	5%	-	-	-	*	0%	9%	*	5%	*	-	5%	-	-	-	*
Science	All Students	20%	25%	10%	0%	4%	13%	*	*	-	11%	6%	15%	7%	10%	2%	9%	10%	-	-	*	29%
	CWD	8%	9%	7%	*	0%	10%	-	-	-	-	0%	17%	7%	-	0%	11%	4%	-	-	-	*
	CWOD	22%	27%	10%	0%	5%	14%	*	*	-	11%	7%	15%	-	10%	3%	9%	11%	-	-	*	17%
	EL	7%	9%	2%	-	3%	*	-	*	-	*	3%	0%	0%	3%	2%	4%	0%	-	-	-	*
	Male	22%	27%	9%	0%	4%	14%	*	*	-	0%	5%	16%	11%	9%	4%	9%	-	-	-	*	*
	Female	19%	23%	10%	*	5%	12%	-	*	-	*	6%	15%	4%	11%	0%	-	10%	-	-	-	*
SAT/ACT All Subjects	All Students	13%	5%	5%	*	6%	5%	-	*	-	0%	3%	7%	-	5%	-	4%	6%	-	-	-	*
	CWD	11%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	13%	5%	5%	*	6%	5%	-	*	-	0%	3%	7%	-	5%	-	4%	6%	-	-	-	*
	EL	1%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	17%	4%	4%	-	10%	3%	-	*	-	*	6%	3%	-	4%	-	4%	-	-	-	-	-
	Female	10%	6%	6%	*	0%	6%	-	-	-	*	0%	10%	-	6%	-	-	6%	-	-	-	*

- Indicates there are no students in the group.

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

### Part (iii): Academic Growth and Graduation Rate

#### Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 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
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	74	58	70	76	*	*	-	64	70	68	70
CWD	68	*	57	75	-	-	-	-	69	68	*
CWOD	74	70	71	76	*	*	-	64	71	-	71
EL ◇	70	-	71	*	-	*	-	*	70	*	70
Male	72	*	69	74	*	*	-	72	66	69	70
Female	76	*	71	78	-	*	-	50	76	68	68

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Mathematics</b>											
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 (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 ◇
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2021</b>													
All Students	97.2%	*	96.7%	97.7%	*	*	*	90.0%	96.7%	85.2%	87.5%	90.0%	80.0%
CWD	85.2%	-	100.0%	82.4%	-	-	*	*	90.9%	85.2%	*	*	*
CWOD	98.3%	*	96.4%	99.0%	*	*	-	100.0%	97.2%	-	86.4%	88.9%	*
EL ◇	87.5%	-	87.0%	-	-	*	-	-	88.2%	*	87.5%	*	-
Male	96.3%	*	95.6%	97.3%	-	-	-	*	96.8%	80.0%	83.3%	*	*
Female	98.1%	*	97.8%	98.0%	*	*	*	100.0%	96.6%	91.7%	91.7%	83.3%	*

- 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
93	20	22%



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- 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
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	48	35	38	52	*	50	-	58	39	22	24
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%Students meeting CCMR	60%	*	51%	64%	*	*	-	56%	49%	89%	17%

- 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 +
<b>STAAR Performance Status</b>											
<b>Reading</b>											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	Y		Y	Y					Y	Y	N
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	Y		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	N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N		N	N					N	N	N
<b>Mathematics</b>											
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%

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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		Y	Y					Y		
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	Y		N	N					N		
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N		N	N					N		
<b>English Learner Language Proficiency Status</b>											
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
<b>Federal Graduation Status<sup>Δ</sup></b>											
Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met	Y		Y	Y					Y	N	
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met	Y		Y	Y					Y	N	
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	Y		Y	Y					Y	N	
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	Y		Y	Y					Y	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
<b>Participation Rate</b>																

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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	99%	100%	100%	99%	*	100%	-	100%	99%	99%	98%	100%	100%	99%	99%	-
	CWD	98%	100%	100%	97%	-	-	-	-	97%	100%	98%	-	100%	98%	98%	-
	CWOD	100%	100%	100%	99%	*	100%	-	100%	100%	99%	-	100%	100%	100%	100%	-
	EL	100%	-	100%	100%	-	*	-	100%	100%	100%	100%	100%	100%	100%	100%	-
	Male	99%	100%	100%	99%	*	*	-	100%	99%	100%	98%	100%	100%	99%	-	-
	Female	99%	100%	100%	99%	-	*	-	100%	100%	99%	98%	100%	100%	-	99%	-
Reading	All Students	100%	100%	100%	100%	*	*	-	100%	100%	100%	98%	100%	100%	100%	100%	-
	CWD	98%	*	100%	97%	-	-	-	-	97%	100%	98%	-	100%	96%	100%	-
	CWOD	100%	100%	100%	100%	*	*	-	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	-	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	99%	*	*	-	100%	99%	100%	96%	100%	100%	100%	-	-
	Female	100%	100%	100%	100%	-	*	-	100%	100%	100%	100%	100%	100%	-	100%	-
Mathematics	All Students	97%	100%	100%	96%	-	*	-	100%	98%	97%	100%	97%	100%	97%	97%	-
		97%	100%	100%	96%	-	*	-	100%	98%	97%	100%	97%	100%	97%	97%	-
	CWD	100%	*	*	-	-	-	-	-	*	*	100%	-	*	*	*	-
		100%	*	*	-	-	-	-	-	*	*	100%	-	*	*	*	-
	CWOD	97%	*	100%	96%	-	*	-	100%	98%	96%	-	97%	100%	97%	97%	-
		97%	*	100%	96%	-	*	-	100%	98%	96%	-	97%	100%	97%	97%	-
	EL	100%	-	100%	-	-	-	-	-	100%	*	*	100%	100%	100%	*	-
		100%	-	100%	-	-	-	-	-	100%	*	*	100%	100%	100%	*	-
	Male	97%	*	100%	95%	-	*	-	*	96%	97%	*	97%	100%	97%	-	-
		97%	*	100%	95%	-	*	-	*	96%	97%	*	97%	100%	97%	-	-
	Female	97%	*	100%	97%	-	-	-	*	100%	96%	*	97%	*	-	97%	-
		97%	*	100%	97%	-	-	-	*	100%	96%	*	97%	*	-	97%	-
SAT/ACT All Subjects	All Students	97%	*	100%	96%	-	*	-	100%	98%	96%	-	97%	-	96%	97%	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	97%	*	100%	96%	-	*	-	100%	98%	96%	-	97%	-	96%	97%	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	96%	-	100%	95%	-	*	-	*	94%	97%	-	96%	-	96%	-	-
	Female	97%	*	100%	96%	-	-	-	*	100%	95%	-	97%	-	-	97%	-
Non-Participation Rate																	
All Subjects	All Students	1%	0%	0%	1%	*	0%	-	0%	1%	1%	2%	0%	0%	1%	1%	-
	CWD	2%	0%	0%	3%	-	-	-	-	3%	0%	2%	-	0%	2%	2%	-
	CWOD	0%	0%	0%	1%	*	0%	-	0%	0%	1%	-	0%	0%	0%	0%	-
	EL	0%	-	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%	0%	-
	Male	1%	0%	0%	1%	*	*	-	0%	1%	0%	2%	0%	0%	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
<b>All Subjects</b>	Female	1%	0%	0%	1%	-	*	-	0%	0%	1%	2%	0%	0%	-	1%	-
<b>Reading</b>	All Students	0%	0%	0%	0%	*	*	-	0%	0%	0%	2%	0%	0%	0%	0%	-
	CWD	2%	*	0%	3%	-	-	-	-	3%	0%	2%	-	0%	4%	0%	-
	CWOD	0%	0%	0%	0%	*	*	-	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	1%	*	*	-	0%	1%	0%	4%	0%	0%	0%	-	-
	Female	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	-	0%	-
<b>Mathematics</b>	All Students	3%	0%	0%	4%	-	*	-	0%	2%	3%	0%	3%	0%	3%	3%	-
	CWD	0%	*	*	-	-	-	-	-	*	*	0%	-	*	*	*	-
	CWOD	3%	*	0%	4%	-	*	-	0%	2%	4%	-	3%	0%	3%	3%	-
	EL	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	*	-
	Male	3%	*	0%	5%	-	*	-	*	4%	3%	*	3%	0%	3%	-	-
	Female	3%	*	0%	3%	-	-	-	*	0%	4%	*	3%	*	-	3%	-
<b>Science</b>	All Students	0%	0%	0%	1%	*	*	-	0%	1%	0%	2%	0%	0%	0%	1%	-
	CWD	2%	*	0%	3%	-	-	-	-	4%	0%	2%	-	0%	0%	4%	-
	CWOD	0%	0%	0%	0%	*	*	-	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	0%	*	-	*	-	*	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%	-	-
	Female	1%	*	0%	1%	-	*	-	*	1%	0%	4%	0%	0%	-	1%	-
<b>SAT/ACT All Subjects</b>	All Students	3%	*	0%	4%	-	*	-	0%	2%	4%	-	3%	-	4%	3%	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	3%	*	0%	4%	-	*	-	0%	2%	4%	-	3%	-	4%	3%	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	4%	-	0%	5%	-	*	-	*	6%	3%	-	4%	-	4%	-	-
	Female	3%	*	0%	4%	-	-	-	*	0%	5%	-	3%	-	-	3%	-

- Indicates there are no students in the group.

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

### Part (viii): Civil Rights Data

**Part (viii)(I)** This section provides information from the 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)

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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)
<b>Students Without Disabilities</b>												
<b>In-School Suspensions</b>												
	Male	81	4	22	52	1	0	0	2	3		
	Female	16	1	4	8	0	1	0	2	0		
	Total	97	5	26	60	1	1	0	4	3		
<b>Out-of-School Suspensions</b>												
	Male	34	0	8	25	0	0	0	1	1		
	Female	11	0	6	5	0	0	0	0	1		
	Total	45	0	14	30	0	0	0	1	2		
<b>Expulsions</b>												
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		
<b>School-Related Arrests</b>												
	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		
<b>Referrals to Law Enforcement</b>												
	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		
<b>Students With Disabilities</b>												
<b>In-School Suspensions</b>												
	Male	8	0	1	7	0	0	0	0	1		7
	Female	5	0	2	3	0	0	0	0	0		2
	Total	13	0	3	10	0	0	0	0	1		9
<b>Out-of-School Suspensions</b>												

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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	5	0	3	2	0	0	0	0	2		3
	Female	2	0	2	0	0	0	0	0	0		0
	Total	7	0	5	2	0	0	0	0	2		3
<b>Expulsions</b>												
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
<b>School-Related Arrests</b>												
	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
<b>Referrals to Law Enforcement</b>												
	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
<b>All Students</b>												
<b>Chronic Absenteeism</b>												
	Male	79	1	21	52	2	-8	-8	3	5	8	-8
	Female	72	-8	20	52	-8	-8	-8	-8	1	5	-8
	Total	151	1	41	104	2	-8	-8	3	6	13	-8

	Total
<b>Incidents of Violence</b>	
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

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	Total
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
<b>Allegations of Harassment or bullying</b>	
On the basis of sex	1
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
<b>Preschool Programs</b>											
	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
<b>Accelerated Coursework</b>											
Advanced Placement Courses	Male	60	1	6	52	0	0	0	1	0	0
	Female	67	3	14	47	0	3	0	0	0	1
	Total	127	4	20	99	0	3	0	1	0	1
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	79	1	9	67	0	1	0	1	0	0
	Female	102	1	20	76	0	1	0	4	0	0
	Total	181	2	29	143	0	2	0	5	0	0

- 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.

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**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	6.1	6.1%
Teachers Teaching with Emergency or Provisional Credentials	2.5	2.6%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	7.8	8.2%

- 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
<b>Grade 3</b>						
Reading	6,584	2%	*	1%	-	-
Mathematics	6,587	2%	*	1%	-	-
<b>Grade 4</b>						
Reading	6,404	2%	*	0%	-	-
Mathematics	6,408	2%	*	0%	-	-
<b>Grade 5</b>						
Reading	6,204	2%	*	1%	-	-
Mathematics	6,205	2%	*	1%	-	-
Science	6,200	2%	*	1%	-	-
<b>Grade 6</b>						
Reading	6,181	2%	*	0%	-	-
Mathematics	6,177	2%	*	0%	-	-
<b>Grade 7</b>						
Reading	6,130	1%	6	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	6,120	2%	6	1%	-	-
<b>Grade 8</b>						
Reading	5,794	1%	6	1%	-	-
Mathematics	5,803	2%	6	2%	-	-
Science	5,796	1%	6	1%	-	-
<b>End of Course</b>						
English I	6,009	1%	*	0%	*	3%
English II	5,490	1%	*	0%	*	0%
Algebra I	5,993	1%	*	1%	*	13%
Biology	5,860	1%	*	0%	*	1%
<b>All Grades</b>						
All Subjects	109,954	1%	61	1%	10	1%
Reading	48,805	1%	26	1%	5	1%
Mathematics	43,293	1%	24	1%	*	2%
Science	17,856	1%	11	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

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)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
In-State Public Institutions	37%	*	33%	38%	*	-	-	*	23%	28%	*
In-State Private Institutions	6%	*	*	8%	-	-	-	*	*	-	-
Out-of-State Institutions	5%	-	6%	4%	-	-	-	-	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	18%	25%	16%	18%	*	50%	-	23%	23%	23%	28%

- 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)
<b>Academic Performance (At Meets Grade Level or Above)</b>												
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%
<b>EL Progress</b>												
	Baseline 2016-17 Rates											41%
	2017-18 through 2021-22											36%
	2022-23 through 2026-27											38%
	2027-28 through 2031-32											40%
<b>Graduation Rate: 4-Year Longitudinal Rate <sup>Δ</sup></b>												
	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%

<sup>Δ</sup> 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 <sup>1</sup>	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness or Student Achievement Domain Score: STAAR Component Only <sup>2</sup>	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																					
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	64%	72%	67%	-	*	*	-	-	-	-	80%	*	-	67%	*	*	*	-	-	-	-
	CWD	29%	21%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	68%	78%	67%	-	*	*	-	-	-	-	80%	*	-	67%	*	*	*	-	-	-	-
	EL	38%	51%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	58%	65%	*	-	*	*	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Female	70%	82%	*	-	-	*	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-
English II	All Students	71%	77%	50%	-	43%	60%	-	-	-	-	50%	50%	*	54%	38%	50%	55%	-	-	-	-
	CWD	33%	22%	*	-	*	*	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	CWOD	76%	82%	54%	-	46%	67%	-	-	-	-	57%	50%	-	54%	38%	58%	55%	-	-	-	-
	EL	43%	43%	38%	-	38%	-	-	-	-	-	33%	*	-	38%	38%	60%	*	-	-	-	-
	Male	65%	73%	50%	-	50%	*	-	-	-	-	45%	*	*	58%	60%	50%	-	-	-	-	-
	Female	77%	81%	55%	-	*	67%	-	-	-	-	60%	50%	-	55%	*	-	55%	-	-	-	-
Algebra I	All Students	74%	90%	40%	-	*	*	-	-	-	-	*	*	-	40%	*	*	*	-	-	-	-
	CWD	46%	71%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	78%	92%	40%	-	*	*	-	-	-	-	*	*	-	40%	*	*	*	-	-	-	-
	EL	64%	82%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	71%	90%	*	-	*	*	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Female	78%	92%	*	-	*	-	-	-	-	-	-	*	-	*	*	-	*	-	-	-	-
Biology	All Students	82%	88%	83%	-	90%	75%	-	-	-	-	83%	83%	*	88%	86%	75%	90%	-	-	-	-
	CWD	57%	54%	*	-	*	*	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	CWOD	86%	92%	88%	-	89%	86%	-	-	-	-	90%	83%	-	88%	86%	83%	90%	-	-	-	-
	EL	66%	69%	86%	-	86%	-	-	-	-	-	83%	*	-	86%	86%	*	*	-	-	-	-
	Male	80%	87%	75%	-	80%	*	-	-	-	-	67%	*	*	83%	*	75%	-	-	-	-	-
	Female	85%	90%	90%	-	100%	80%	-	-	-	-	100%	*	-	90%	*	-	90%	-	-	-	-
STAAR Percent at Meets Grade Level or Above																						
End of Course																						
English I	All Students	46%	54%	33%	-	*	*	-	-	-	-	40%	*	-	33%	*	*	*	-	-	-	-
	CWD	17%	16%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	50%	59%	33%	-	*	*	-	-	-	-	40%	*	-	33%	*	*	*	-	-	-	-
	EL	19%	28%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	40%	47%	*	-	*	*	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Female	53%	63%	*	-	-	*	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-
English II	All Students	54%	63%	31%	-	21%	40%	-	-	-	-	31%	30%	*	33%	13%	21%	45%	-	-	-	-
	CWD	21%	12%	*	-	*	*	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	CWOD	59%	68%	33%	-	23%	44%	-	-	-	-	36%	30%	-	33%	13%	25%	45%	-	-	-	-
	EL	22%	23%	13%	-	13%	-	-	-	-	-	17%	*	-	13%	13%	20%	*	-	-	-	-
	Male	48%	58%	21%	-	20%	*	-	-	-	-	18%	*	*	25%	20%	21%	-	-	-	-	-
	Female	62%	68%	45%	-	*	50%	-	-	-	-	60%	33%	-	45%	*	-	45%	-	-	-	-

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Algebra I	All Students	42%	61%	0%	-	*	*	-	-	-	-	*	*	-	0%	*	*	*	-	-	-	-
	CWD	19%	42%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	45%	63%	0%	-	*	*	-	-	-	-	*	*	-	0%	*	*	*	-	-	-	-
	EL	28%	49%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	40%	59%	*	-	*	*	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Female	45%	64%	*	-	*	-	-	-	-	-	-	*	-	*	*	-	*	-	-	-	-
Biology	All Students	54%	64%	33%	-	10%	63%	-	-	-	-	33%	33%	*	38%	0%	13%	50%	-	-	-	-
	CWD	25%	21%	*	-	*	*	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	CWOD	57%	69%	38%	-	11%	71%	-	-	-	-	40%	33%	-	38%	0%	17%	50%	-	-	-	-
	EL	26%	28%	0%	-	0%	-	-	-	-	-	0%	*	-	0%	0%	*	*	-	-	-	-
	Male	52%	61%	13%	-	0%	*	-	-	-	-	17%	*	*	17%	*	13%	-	-	-	-	-
	Female	56%	68%	50%	-	20%	80%	-	-	-	-	50%	*	-	50%	*	-	50%	-	-	-	-
STAAR Percent at Masters Grade Level																						
End of Course																						
English I	All Students	10%	14%	0%	-	*	*	-	-	-	-	0%	*	-	0%	*	*	*	-	-	-	-
	CWD	4%	2%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	11%	15%	0%	-	*	*	-	-	-	-	0%	*	-	0%	*	*	*	-	-	-	-
	EL	1%	0%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	8%	11%	*	-	*	*	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Female	13%	17%	*	-	-	*	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-
English II	All Students	9%	10%	0%	-	0%	0%	-	-	-	-	0%	0%	*	0%	0%	0%	0%	-	-	-	-
	CWD	5%	4%	*	-	*	*	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	CWOD	9%	11%	0%	-	0%	0%	-	-	-	-	0%	0%	-	0%	0%	0%	0%	-	-	-	-
	EL	1%	1%	0%	-	0%	-	-	-	-	-	0%	*	-	0%	0%	0%	*	-	-	-	-
	Male	7%	8%	0%	-	0%	*	-	-	-	-	0%	*	*	0%	0%	0%	-	-	-	-	-
	Female	11%	12%	0%	-	*	0%	-	-	-	-	0%	0%	-	0%	*	-	0%	-	-	-	-
Algebra I	All Students	26%	32%	0%	-	*	*	-	-	-	-	*	*	-	0%	*	*	*	-	-	-	-
	CWD	8%	10%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	29%	34%	0%	-	*	*	-	-	-	-	*	*	-	0%	*	*	*	-	-	-	-
	EL	14%	15%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	25%	29%	*	-	*	*	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Female	28%	36%	*	-	*	-	-	-	-	-	-	*	-	*	*	-	*	-	-	-	-
Biology	All Students	21%	23%	6%	-	0%	13%	-	-	-	-	8%	0%	*	6%	0%	0%	10%	-	-	-	-
	CWD	7%	10%	*	-	*	*	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	CWOD	22%	25%	6%	-	0%	14%	-	-	-	-	10%	0%	-	6%	0%	0%	10%	-	-	-	-
	EL	5%	5%	0%	-	0%	-	-	-	-	-	0%	*	-	0%	0%	*	*	-	-	-	-
	Male	21%	23%	0%	-	0%	*	-	-	-	-	0%	*	*	0%	*	0%	-	-	-	-	-
	Female	21%	23%	10%	-	0%	20%	-	-	-	-	17%	*	-	10%	*	-	10%	-	-	-	-
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						



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All Subjects	All Students	73%	83%	61%	-	59%	71%	-	-	-	-	64%	57%	*	64%	53%	59%	70%	-	-	-	-
	CWD	44%	46%	*	-	*	*	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	CWOD	77%	88%	64%	-	59%	77%	-	-	-	-	69%	57%	-	64%	53%	65%	70%	-	-	-	-
	EL	59%	69%	53%	-	53%	-	-	-	-	-	53%	*	-	53%	53%	55%	50%	-	-	-	-
	Male	71%	81%	59%	-	56%	60%	-	-	-	-	55%	67%	*	65%	55%	59%	-	-	-	-	-
	Female	75%	84%	70%	-	64%	73%	-	-	-	-	79%	62%	-	70%	50%	-	70%	-	-	-	-
Reading	All Students	74%	81%	53%	-	44%	69%	-	-	-	-	57%	45%	*	57%	40%	53%	62%	-	-	-	-
	CWD	43%	42%	*	-	*	*	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	CWOD	78%	87%	57%	-	47%	75%	-	-	-	-	63%	45%	-	57%	40%	60%	62%	-	-	-	-
	EL	57%	65%	40%	-	40%	-	-	-	-	-	38%	*	-	40%	40%	57%	*	-	-	-	-
	Male	70%	77%	53%	-	50%	60%	-	-	-	-	50%	*	*	60%	57%	53%	-	-	-	-	-
	Female	78%	86%	62%	-	*	75%	-	-	-	-	71%	50%	-	62%	*	-	62%	-	-	-	-
Mathematics	All Students	71%	84%	38%	-	*	*	-	-	-	-	*	40%	-	38%	*	*	*	-	-	-	-
	CWD	44%	50%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	75%	89%	38%	-	*	*	-	-	-	-	*	40%	-	38%	*	*	*	-	-	-	-
	EL	61%	74%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	71%	84%	*	-	*	*	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Female	71%	83%	*	-	*	*	-	-	-	-	*	*	-	*	*	-	*	-	-	-	-
Science	All Students	74%	84%	83%	-	90%	75%	-	-	-	-	83%	83%	*	88%	86%	75%	90%	-	-	-	-
	CWD	47%	48%	*	-	*	*	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	CWOD	78%	89%	88%	-	89%	86%	-	-	-	-	90%	83%	-	88%	86%	83%	90%	-	-	-	-
	EL	58%	69%	86%	-	86%	-	-	-	-	-	83%	*	-	86%	86%	*	*	-	-	-	-
	Male	74%	85%	75%	-	80%	*	-	-	-	-	67%	*	*	83%	*	75%	-	-	-	-	-
	Female	75%	83%	90%	-	100%	80%	-	-	-	-	100%	*	-	90%	*	-	90%	-	-	-	-
SAT/ACT All Subjects	All Students	92%	97%	*	-	-	*	-	-	-	-	*	*	-	*	-	-	*	-	-	-	-
	CWD	75%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	92%	97%	*	-	-	*	-	-	-	-	*	*	-	*	-	-	*	-	-	-	-
	EL	69%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	93%	98%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	92%	97%	*	-	-	*	-	-	-	-	*	*	-	*	-	-	*	-	-	-	-
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	47%	57%	28%	-	14%	46%	-	-	-	-	31%	24%	*	30%	5%	15%	44%	-	-	-	-
	CWD	23%	22%	*	-	*	*	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	CWOD	50%	62%	30%	-	15%	50%	-	-	-	-	34%	24%	-	30%	5%	17%	44%	-	-	-	-
	EL	29%	36%	5%	-	5%	-	-	-	-	-	7%	*	-	5%	5%	9%	0%	-	-	-	-
	Male	45%	55%	15%	-	11%	20%	-	-	-	-	14%	17%	*	17%	9%	15%	-	-	-	-	-
	Female	48%	59%	44%	-	18%	60%	-	-	-	-	57%	31%	-	44%	0%	-	44%	-	-	-	-

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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	52%	59%	31%	-	19%	46%	-	-	-	-	33%	27%	*	33%	10%	18%	54%	-	-	-	-
	CWD	24%	21%	*	-	*	*	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	CWOD	56%	65%	33%	-	20%	50%	-	-	-	-	37%	27%	-	33%	10%	20%	54%	-	-	-	-
	EL	31%	36%	10%	-	10%	-	-	-	-	-	13%	*	-	10%	10%	14%	*	-	-	-	-
	Male	47%	54%	18%	-	17%	20%	-	-	-	-	14%	*	*	20%	14%	18%	-	-	-	-	-
	Female	56%	66%	54%	-	*	63%	-	-	-	-	71%	33%	-	54%	*	-	54%	-	-	-	-
Mathematics	All Students	41%	54%	0%	-	*	*	-	-	-	-	*	0%	-	0%	*	*	*	-	-	-	-
	CWD	22%	24%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	44%	58%	0%	-	*	*	-	-	-	-	*	0%	-	0%	*	*	*	-	-	-	-
	EL	29%	38%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	42%	55%	*	-	*	*	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Female	40%	53%	*	-	*	*	-	-	-	-	*	*	-	*	*	-	*	-	-	-	-
Science	All Students	46%	57%	33%	-	10%	63%	-	-	-	-	33%	33%	*	38%	0%	13%	50%	-	-	-	-
	CWD	23%	24%	*	-	*	*	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	CWOD	49%	61%	38%	-	11%	71%	-	-	-	-	40%	33%	-	38%	0%	17%	50%	-	-	-	-
	EL	25%	31%	0%	-	0%	-	-	-	-	-	0%	*	-	0%	0%	*	*	-	-	-	-
	Male	47%	57%	13%	-	0%	*	-	-	-	-	17%	*	*	17%	*	13%	-	-	-	-	-
	Female	45%	57%	50%	-	20%	80%	-	-	-	-	50%	*	-	50%	*	-	50%	-	-	-	-
SAT/ACT All Subjects	All Students	64%	70%	*	-	-	*	-	-	-	-	*	*	-	*	-	-	*	-	-	-	-
	CWD	43%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	64%	70%	*	-	-	*	-	-	-	-	*	*	-	*	-	-	*	-	-	-	-
	EL	18%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	68%	72%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	60%	69%	*	-	-	*	-	-	-	-	*	*	-	*	-	-	*	-	-	-	-
<b>STAAR Percent at Masters Grade Level</b>																						
<b>All Grades</b>																						
All Subjects	All Students	22%	27%	2%	-	0%	4%	-	-	-	-	3%	0%	*	2%	0%	0%	4%	-	-	-	-
	CWD	9%	7%	*	-	*	*	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	CWOD	24%	30%	2%	-	0%	5%	-	-	-	-	3%	0%	-	2%	0%	0%	4%	-	-	-	-
	EL	12%	13%	0%	-	0%	-	-	-	-	-	0%	*	-	0%	0%	0%	0%	-	-	-	-
	Male	21%	26%	0%	-	0%	0%	-	-	-	-	0%	0%	*	0%	0%	0%	-	-	-	-	-
	Female	23%	28%	4%	-	0%	7%	-	-	-	-	7%	0%	-	4%	0%	-	4%	-	-	-	-
Reading	All Students	25%	29%	0%	-	0%	0%	-	-	-	-	0%	0%	*	0%	0%	0%	0%	-	-	-	-
	CWD	9%	6%	*	-	*	*	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	CWOD	27%	33%	0%	-	0%	0%	-	-	-	-	0%	0%	-	0%	0%	0%	0%	-	-	-	-
	EL	13%	15%	0%	-	0%	-	-	-	-	-	0%	*	-	0%	0%	0%	*	-	-	-	-
	Male	22%	26%	0%	-	0%	0%	-	-	-	-	0%	*	*	0%	0%	0%	-	-	-	-	-
	Female	28%	33%	0%	-	*	0%	-	-	-	-	0%	0%	-	0%	*	-	0%	-	-	-	-

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Mathematics	All Students	20%	25%	0%	-	*	*	-	-	-	-	*	0%	-	0%	*	*	*	-	-	-	-
	CWD	9%	7%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	21%	28%	0%	-	*	*	-	-	-	-	*	0%	-	0%	*	*	*	-	-	-	-
	EL	12%	12%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	21%	26%	*	-	*	*	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Female	19%	25%	*	-	*	*	-	-	-	-	*	*	-	*	*	-	*	-	-	-	-
Science	All Students	20%	25%	6%	-	0%	13%	-	-	-	-	8%	0%	*	6%	0%	0%	10%	-	-	-	-
	CWD	8%	9%	*	-	*	*	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	CWOD	22%	27%	6%	-	0%	14%	-	-	-	-	10%	0%	-	6%	0%	0%	10%	-	-	-	-
	EL	7%	9%	0%	-	0%	-	-	-	-	-	0%	*	-	0%	0%	*	*	-	-	-	-
	Male	22%	27%	0%	-	0%	*	-	-	-	-	0%	*	*	0%	*	0%	-	-	-	-	-
	Female	19%	23%	10%	-	0%	20%	-	-	-	-	17%	*	-	10%	*	-	10%	-	-	-	-
SAT/ACT All Subjects	All Students	13%	5%	*	-	-	*	-	-	-	-	*	*	-	*	-	-	*	-	-	-	-
	CWD	11%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	13%	5%	*	-	-	*	-	-	-	-	*	*	-	*	-	-	*	-	-	-	-
	EL	1%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	17%	4%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	10%	6%	*	-	-	*	-	-	-	-	*	*	-	*	-	-	*	-	-	-	-

- Indicates there are no students in the group.

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

### Part (iii): Academic Growth and Graduation Rate

#### Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 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
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	44	-	*	*	-	-	-	-	42	*	*
CWD	*	-	*	*	-	-	-	-	*	*	-
CWOD	58	-	*	*	-	-	-	-	*	-	*
EL ◇	*	-	*	-	-	-	-	-	*	-	*
Male	*	-	*	*	-	-	-	-	*	*	*
Female	*	-	*	*	-	-	-	-	*	-	*

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Mathematics</b>											
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 (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 ◇
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2021</b>													
All Students	96.1%	*	100.0%	97.3%	-	-	-	*	96.6%	*	100.0%	*	*
CWD	*	-	-	*	-	-	-	-	*	*	-	-	-
CWOD	95.7%	*	100.0%	97.0%	-	-	-	*	96.4%	-	100.0%	*	*
EL ◇	100.0%	-	100.0%	-	-	-	-	-	*	-	100.0%	-	-
Male	93.1%	*	100.0%	95.2%	-	-	-	-	92.9%	*	*	*	*
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
◇	◇	◇

- 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
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	30	-	24	40	-	-	-	-	33	*	19
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%Students meeting CCMR	37%	*	22%	40%	-	-	-	*	31%	100%	13%

- 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 +
<b>STAAR Performance Status</b>											
<b>Reading</b>											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	N										
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N										
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	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										
<b>Mathematics</b>											
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											
<b>English Learner Language Proficiency Status</b>											
Interim Goals (2018-2022)											36%
Target Met											
Interim Goals (2023-2027)											38%
Target Met											
Interim Goals (2028-2032)											40%
Target Met											
Long-Term Goals											40%
Target Met											
<b>Federal Graduation Status<sup>Δ</sup></b>											
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
<b>Participation Rate</b>																	
<b>All Subjects</b>	All Students	98%	-	100%	96%	-	-	-	-	100%	95%	*	98%	100%	96%	100%	-
	CWD	*	-	*	*	-	-	-	-	*	-	*	-	-	*	-	-
	CWOD	98%	-	100%	96%	-	-	-	-	100%	95%	-	98%	100%	96%	100%	-
	EL	100%	-	100%	-	-	-	-	-	100%	*	-	100%	100%	100%	100%	-
	Male	96%	-	100%	90%	-	-	-	-	100%	83%	*	96%	100%	96%	-	-
	Female	100%	-	100%	100%	-	-	-	-	100%	100%	-	100%	100%	-	100%	-
<b>Reading</b>	All Students	100%	-	100%	100%	-	-	-	-	100%	100%	*	100%	100%	100%	100%	-
	CWD	*	-	*	*	-	-	-	-	*	-	*	-	-	*	-	-
	CWOD	100%	-	100%	100%	-	-	-	-	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	-	100%	-	-	-	-	-	100%	*	-	100%	100%	100%	*	-
	Male	100%	-	100%	100%	-	-	-	-	100%	*	*	100%	100%	100%	-	-
	Female	100%	-	*	100%	-	-	-	-	100%	100%	-	100%	*	-	100%	-
<b>Mathematics</b>	All Students	88%	-	*	*	-	-	-	-	*	80%	-	88%	*	*	*	-
		88%	-	*	*	-	-	-	-	*	80%	-	88%	*	*	*	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	88%	-	*	*	-	-	-	-	*	80%	-	88%	*	*	*	-
		88%	-	*	*	-	-	-	-	*	80%	-	88%	*	*	*	-
	EL	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-
		*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-
	Male	*	-	*	*	-	-	-	-	*	*	-	*	*	*	-	-
		*	-	*	*	-	-	-	-	*	*	-	*	*	*	-	-
	Female	*	-	*	*	-	-	-	-	*	*	-	*	*	-	*	-
		*	-	*	*	-	-	-	-	*	*	-	*	*	-	*	-
<b>SAT/ACT All Subjects</b>	All Students	*	-	-	*	-	-	-	-	*	*	-	*	-	*	*	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	*	-	-	*	-	-	-	-	*	*	-	*	-	*	*	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	*	-	-	*	-	-	-	-	-	*	-	*	-	*	-	-
	Female	*	-	-	*	-	-	-	-	*	*	-	*	-	-	*	-
<b>Non-Participation Rate</b>																	

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All Subjects	All Students	2%	-	0%	4%	-	-	-	-	0%	5%	*	2%	0%	4%	0%	-
	CWD	*	-	*	*	-	-	-	-	*	-	*	-	-	*	-	-
	CWOD	2%	-	0%	4%	-	-	-	-	0%	5%	-	2%	0%	4%	0%	-
	EL	0%	-	0%	-	-	-	-	-	0%	*	-	0%	0%	0%	0%	-
	Male	4%	-	0%	10%	-	-	-	-	0%	17%	*	4%	0%	4%	-	-
	Female	0%	-	0%	0%	-	-	-	-	0%	0%	-	0%	0%	-	0%	-
Reading	All Students	0%	-	0%	0%	-	-	-	-	0%	0%	*	0%	0%	0%	0%	-
	CWD	*	-	*	*	-	-	-	-	*	-	*	-	-	*	-	-
	CWOD	0%	-	0%	0%	-	-	-	-	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	0%	-	-	-	-	-	0%	*	-	0%	0%	0%	*	-
	Male	0%	-	0%	0%	-	-	-	-	0%	*	*	0%	0%	0%	-	-
	Female	0%	-	*	0%	-	-	-	-	0%	0%	-	0%	*	-	0%	-
Mathematics	All Students	12%	-	*	*	-	-	-	-	*	20%	-	12%	*	*	*	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	12%	-	*	*	-	-	-	-	*	20%	-	12%	*	*	*	-
	EL	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-
	Male	*	-	*	*	-	-	-	-	*	*	-	*	*	*	-	-
	Female	*	-	*	*	-	-	-	-	*	*	-	*	*	-	*	-
Science	All Students	0%	-	0%	0%	-	-	-	-	0%	0%	*	0%	0%	0%	0%	-
	CWD	*	-	*	*	-	-	-	-	*	-	*	-	-	*	-	-
	CWOD	0%	-	0%	0%	-	-	-	-	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	0%	-	-	-	-	-	0%	*	-	0%	0%	*	*	-
	Male	0%	-	0%	*	-	-	-	-	0%	*	*	0%	*	0%	-	-
	Female	0%	-	0%	0%	-	-	-	-	0%	*	-	0%	*	-	0%	-
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)
<b>Students Without Disabilities</b>												
<b>In-School Suspensions</b>												
	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		
<b>Out-of-School Suspensions</b>												
	Male	12	0	4	8	0	0	0	0	1		
	Female	7	0	1	5	0	0	0	1	0		
	Total	19	0	5	13	0	0	0	1	1		
<b>Expulsions</b>												
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		
<b>School-Related Arrests</b>												
	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		
<b>Referrals to Law Enforcement</b>												
	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		
<b>Students With Disabilities</b>												
<b>In-School Suspensions</b>												

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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>Out-of-School Suspensions</b>												
	Male	1	0	1	0	0	0	0	0	0		4
	Female	1	0	0	1	0	0	0	0	0		0
	Total	2	0	1	1	0	0	0	0	0		4
<b>Expulsions</b>												
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
<b>School-Related Arrests</b>												
	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
<b>Referrals to Law Enforcement</b>												
	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
<b>All Students</b>												
<b>Chronic Absenteeism</b>												
	Male	14	-8	4	9	-8	-8	-8	1	1	1	-8
	Female	19	-8	4	14	-8	-8	-8	1	-8	-8	-8
	Total	33	-8	8	23	-8	-8	-8	2	1	1	-8

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

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	Total
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
<b>Allegations of Harassment or bullying</b>	
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
<b>Preschool Programs</b>											
	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
<b>Accelerated Coursework</b>											
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
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

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- 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	0.0	-
Teachers Teaching with Emergency or Provisional Credentials	0.0	-
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
<b>Grade 3</b>						
Reading	6,584	2%	*	1%	-	-
Mathematics	6,587	2%	*	1%	-	-
<b>Grade 4</b>						
Reading	6,404	2%	*	0%	-	-
Mathematics	6,408	2%	*	0%	-	-
<b>Grade 5</b>						
Reading	6,204	2%	*	1%	-	-
Mathematics	6,205	2%	*	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	6,200	2%	*	1%	-	-
<b>Grade 6</b>						
Reading	6,181	2%	*	0%	-	-
Mathematics	6,177	2%	*	0%	-	-
<b>Grade 7</b>						
Reading	6,130	1%	6	1%	-	-
Mathematics	6,120	2%	6	1%	-	-
<b>Grade 8</b>						
Reading	5,794	1%	6	1%	-	-
Mathematics	5,803	2%	6	2%	-	-
Science	5,796	1%	6	1%	-	-
<b>End of Course</b>						
English I	6,009	1%	*	0%	-	-
English II	5,490	1%	*	0%	-	-
Algebra I	5,993	1%	*	1%	-	-
Biology	5,860	1%	*	0%	-	-
<b>All Grades</b>						
All Subjects	109,954	1%	61	1%	-	-
Reading	48,805	1%	26	1%	-	-
Mathematics	43,293	1%	24	1%	-	-
Science	17,856	1%	11	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

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	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)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
In-State Public Institutions	12%	-	*	*	-	-	-	-	17%	-	-
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	35%	*	75%	29%	-	-	-	*	53%	50%	70%

- 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)
<b>Academic Performance (At Meets Grade Level or Above)</b>												
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%
<b>EL Progress</b>												
	Baseline 2016-17 Rates											41%
	2017-18 through 2021-22											36%
	2022-23 through 2026-27											38%
	2027-28 through 2031-32											40%
<b>Graduation Rate: 4-Year Longitudinal Rate <sup>Δ</sup></b>												
	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%

<sup>Δ</sup> 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 <sup>1</sup>	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness or Student Achievement Domain Score: STAAR Component Only <sup>2</sup>	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																					
End of Course																					

Texas Education Agency  
**2022 Federal Report Card**  
 JOSHUA H S NINTH GRADE CAMPUS (126905003) - JOSHUA ISD - JOHNSON 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	64%	72%	<b>77%</b>	57%	71%	80%	*	*	-	83%	69%	85%	15%	84%	57%	70%	84%	-	-	*	78%
	CWD	29%	21%	<b>15%</b>	*	0%	23%	-	-	-	*	3%	47%	15%	-	0%	15%	17%	-	-	*	*
	CWOD	68%	78%	<b>84%</b>	70%	79%	86%	*	*	-	100%	80%	87%	-	84%	70%	78%	89%	-	-	-	88%
	EL	38%	51%	<b>57%</b>	-	57%	*	-	*	-	*	56%	67%	0%	70%	57%	53%	63%	-	-	-	-
	Male	58%	65%	<b>70%</b>	25%	67%	75%	*	*	-	71%	62%	80%	15%	78%	53%	70%	-	-	-	*	71%
	Female	70%	82%	<b>84%</b>	100%	76%	86%	-	*	-	100%	77%	90%	17%	89%	63%	-	84%	-	-	-	*
English II	All Students	71%	77%	<b>60%</b>	*	*	*	-	-	-	-	*	*	-	60%	-	*	*	-	-	-	-
	CWD	33%	22%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	76%	82%	<b>60%</b>	*	*	*	-	-	-	-	*	*	-	60%	-	*	*	-	-	-	-
	EL	43%	43%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	65%	73%	*	*	*	*	-	-	-	-	*	*	-	*	-	*	-	-	-	-	-
	Female	77%	81%	*	-	-	*	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-
Algebra I	All Students	74%	90%	<b>90%</b>	73%	85%	94%	*	*	-	78%	88%	93%	69%	93%	85%	88%	92%	-	-	*	100%
	CWD	46%	71%	<b>69%</b>	*	69%	71%	-	-	-	*	59%	100%	69%	-	63%	68%	71%	-	-	*	*
	CWOD	78%	92%	<b>93%</b>	75%	87%	97%	*	*	-	86%	93%	92%	-	93%	91%	92%	94%	-	-	-	100%
	EL	64%	82%	<b>85%</b>	-	85%	-	-	-	-	*	86%	*	63%	91%	85%	83%	88%	-	-	-	-
	Male	71%	90%	<b>88%</b>	50%	85%	93%	*	*	-	67%	86%	92%	68%	92%	83%	88%	-	-	-	*	*
	Female	78%	92%	<b>92%</b>	100%	85%	95%	-	-	-	*	91%	94%	71%	94%	88%	-	92%	-	-	-	*
Biology	All Students	82%	88%	<b>97%</b>	100%	95%	98%	-	*	-	100%	94%	99%	*	98%	90%	97%	98%	-	-	-	*
	CWD	57%	54%	*	-	-	*	-	-	-	-	*	*	*	-	-	*	-	-	-	-	-
	CWOD	86%	92%	<b>98%</b>	100%	95%	99%	-	*	-	100%	96%	99%	-	98%	90%	97%	98%	-	-	-	*
	EL	66%	69%	<b>90%</b>	-	89%	-	-	*	-	-	88%	*	-	90%	90%	86%	*	-	-	-	-
	Male	80%	87%	<b>97%</b>	*	94%	97%	-	*	-	*	91%	100%	*	97%	86%	97%	-	-	-	-	*
	Female	85%	90%	<b>98%</b>	*	97%	99%	-	*	-	*	98%	99%	-	98%	*	-	98%	-	-	-	-
<b>STAAR Percent at Meets Grade Level or Above</b>																						
<b>End of Course</b>																						
English I	All Students	46%	54%	<b>61%</b>	50%	52%	66%	*	*	-	67%	51%	72%	12%	67%	37%	55%	68%	-	-	*	78%
	CWD	17%	16%	<b>12%</b>	*	0%	19%	-	-	-	*	3%	33%	12%	-	0%	15%	6%	-	-	*	*
	CWOD	50%	59%	<b>67%</b>	70%	58%	71%	*	*	-	80%	59%	75%	-	67%	45%	61%	73%	-	-	-	88%
	EL	19%	28%	<b>37%</b>	-	35%	*	-	*	-	*	35%	50%	0%	45%	37%	30%	47%	-	-	-	-
	Male	40%	47%	<b>55%</b>	25%	47%	61%	*	*	-	57%	46%	66%	15%	61%	30%	55%	-	-	-	*	71%
	Female	53%	63%	<b>68%</b>	83%	58%	72%	-	*	-	80%	57%	79%	6%	73%	47%	-	68%	-	-	-	*
English II	All Students	54%	63%	<b>40%</b>	*	*	*	-	-	-	-	*	*	-	40%	-	*	*	-	-	-	-
	CWD	21%	12%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	59%	68%	<b>40%</b>	*	*	*	-	-	-	-	*	*	-	40%	-	*	*	-	-	-	-
	EL	22%	23%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	48%	58%	*	*	*	*	-	-	-	-	*	*	-	*	-	*	-	-	-	-	-
	Female	62%	68%	*	-	-	*	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-

Texas Education Agency  
**2022 Federal Report Card**  
 JOSHUA H S NINTH GRADE CAMPUS (126905003) - JOSHUA ISD - JOHNSON 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%	61%	<b>59%</b>	36%	53%	63%	*	*	-	44%	56%	63%	38%	61%	50%	54%	64%	-	-	*	67%
	CWD	19%	42%	<b>38%</b>	*	31%	48%	-	-	-	*	24%	80%	38%	-	13%	36%	43%	-	-	*	*
	CWOD	45%	63%	<b>61%</b>	38%	56%	65%	*	*	-	57%	61%	62%	-	61%	59%	57%	66%	-	-	-	80%
	EL	28%	49%	<b>50%</b>	-	49%	-	-	-	-	*	50%	*	13%	59%	50%	39%	65%	-	-	-	-
	Male	40%	59%	<b>54%</b>	17%	49%	57%	*	*	-	50%	53%	55%	36%	57%	39%	54%	-	-	-	*	*
	Female	45%	64%	<b>64%</b>	60%	57%	69%	-	-	-	*	59%	71%	43%	66%	65%	-	64%	-	-	-	*
Biology	All Students	54%	64%	<b>85%</b>	80%	83%	86%	-	*	-	80%	81%	88%	*	85%	70%	82%	88%	-	-	-	*
	CWD	25%	21%	*	-	-	*	-	-	-	-	*	*	*	-	-	*	-	-	-	-	-
	CWOD	57%	69%	<b>85%</b>	80%	83%	87%	-	*	-	80%	82%	88%	-	85%	70%	83%	88%	-	-	-	*
	EL	26%	28%	<b>70%</b>	-	67%	-	-	*	-	-	63%	*	-	70%	70%	57%	*	-	-	-	-
	Male	52%	61%	<b>82%</b>	*	82%	82%	-	*	-	*	77%	86%	*	83%	57%	82%	-	-	-	-	*
	Female	56%	68%	<b>88%</b>	*	84%	91%	-	*	-	*	86%	90%	-	88%	*	-	88%	-	-	-	-
<b>STAAR Percent at Masters Grade Level</b>																						
<b>End of Course</b>																						
English I	All Students	10%	14%	<b>16%</b>	21%	11%	18%	*	*	-	25%	8%	25%	2%	18%	0%	13%	20%	-	-	*	22%
	CWD	4%	2%	<b>2%</b>	*	0%	3%	-	-	-	*	0%	7%	2%	-	0%	3%	0%	-	-	*	*
	CWOD	11%	15%	<b>18%</b>	30%	12%	20%	*	*	-	30%	10%	26%	-	18%	0%	14%	21%	-	-	-	25%
	EL	1%	0%	<b>0%</b>	-	0%	*	-	*	-	*	0%	0%	0%	0%	0%	0%	0%	-	-	-	-
	Male	8%	11%	<b>13%</b>	13%	7%	15%	*	*	-	29%	8%	19%	3%	14%	0%	13%	-	-	-	*	14%
	Female	13%	17%	<b>20%</b>	33%	15%	21%	-	*	-	20%	9%	31%	0%	21%	0%	-	20%	-	-	-	*
English II	All Students	9%	10%	<b>0%</b>	*	*	*	-	-	-	-	*	*	-	0%	-	*	*	-	-	-	-
	CWD	5%	4%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	9%	11%	<b>0%</b>	*	*	*	-	-	-	-	*	*	-	0%	-	*	*	-	-	-	-
	EL	1%	1%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	7%	8%	*	*	*	*	-	-	-	-	*	*	-	*	-	*	-	-	-	-	-
	Female	11%	12%	*	-	-	*	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-
Algebra I	All Students	26%	32%	<b>30%</b>	36%	19%	36%	*	*	-	22%	28%	34%	13%	33%	15%	26%	35%	-	-	*	33%
	CWD	8%	10%	<b>13%</b>	*	0%	19%	-	-	-	*	7%	30%	13%	-	0%	16%	7%	-	-	*	*
	CWOD	29%	34%	<b>33%</b>	38%	22%	38%	*	*	-	29%	31%	34%	-	33%	19%	28%	38%	-	-	-	40%
	EL	14%	15%	<b>15%</b>	-	13%	-	-	-	-	*	14%	*	0%	19%	15%	13%	18%	-	-	-	-
	Male	25%	29%	<b>26%</b>	17%	19%	32%	*	*	-	17%	24%	29%	16%	28%	13%	26%	-	-	-	*	*
	Female	28%	36%	<b>35%</b>	60%	20%	41%	-	-	-	*	32%	38%	7%	38%	18%	-	35%	-	-	-	*
Biology	All Students	21%	23%	<b>41%</b>	40%	30%	45%	-	*	-	40%	34%	46%	*	41%	20%	43%	40%	-	-	-	*
	CWD	7%	10%	*	-	-	*	-	-	-	-	*	*	*	-	-	*	-	-	-	-	-
	CWOD	22%	25%	<b>41%</b>	40%	30%	45%	-	*	-	40%	35%	45%	-	41%	20%	42%	40%	-	-	-	*
	EL	5%	5%	<b>20%</b>	-	11%	-	-	*	-	-	13%	*	-	20%	20%	29%	*	-	-	-	-
	Male	21%	23%	<b>43%</b>	*	36%	46%	-	*	-	*	40%	44%	*	42%	29%	43%	-	-	-	-	*
	Female	21%	23%	<b>40%</b>	*	23%	45%	-	*	-	*	28%	47%	-	40%	*	-	40%	-	-	-	-

**STAAR Percent at Approaches Grade Level or Above**

All Grades

Texas Education Agency  
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 JOSHUA H S NINTH GRADE CAMPUS (126905003) - JOSHUA ISD - JOHNSON 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	All Students	73%	83%	<b>85%</b>	71%	80%	88%	*	83%	-	85%	80%	91%	39%	90%	72%	81%	89%	-	-	*	88%
	CWD	44%	46%	<b>39%</b>	43%	32%	44%	-	-	-	*	27%	70%	39%	-	29%	39%	41%	-	-	*	*
	CWOD	77%	88%	<b>90%</b>	79%	85%	92%	*	83%	-	95%	87%	92%	-	90%	80%	87%	93%	-	-	-	93%
	EL	59%	69%	<b>72%</b>	-	71%	*	-	*	-	*	71%	75%	29%	80%	72%	68%	77%	-	-	-	-
	Male	71%	81%	<b>81%</b>	50%	77%	85%	*	*	-	75%	75%	88%	39%	87%	68%	81%	-	-	-	*	85%
	Female	75%	84%	<b>89%</b>	100%	83%	92%	-	*	-	100%	85%	93%	41%	93%	77%	-	89%	-	-	-	*
Reading	All Students	74%	81%	<b>77%</b>	60%	71%	80%	*	*	-	83%	69%	85%	15%	83%	57%	70%	84%	-	-	*	78%
	CWD	43%	42%	<b>15%</b>	*	0%	23%	-	-	-	*	3%	47%	15%	-	0%	15%	17%	-	-	*	*
	CWOD	78%	87%	<b>83%</b>	73%	78%	86%	*	*	-	100%	80%	87%	-	83%	70%	78%	89%	-	-	-	88%
	EL	57%	65%	<b>57%</b>	-	57%	*	-	*	-	*	56%	67%	0%	70%	57%	53%	63%	-	-	-	-
	Male	70%	77%	<b>70%</b>	33%	66%	75%	*	*	-	71%	62%	80%	15%	78%	53%	70%	-	-	-	*	71%
	Female	78%	86%	<b>84%</b>	100%	76%	86%	-	*	-	100%	77%	90%	17%	89%	63%	-	84%	-	-	-	*
Mathematics	All Students	71%	84%	<b>90%</b>	73%	85%	94%	*	*	-	78%	88%	93%	69%	93%	85%	88%	92%	-	-	*	100%
	CWD	44%	50%	<b>69%</b>	*	69%	71%	-	-	-	*	59%	100%	69%	-	63%	68%	71%	-	-	*	*
	CWOD	75%	89%	<b>93%</b>	75%	87%	97%	*	*	-	86%	93%	92%	-	93%	91%	92%	94%	-	-	-	100%
	EL	61%	74%	<b>85%</b>	-	85%	-	-	-	-	*	86%	*	63%	91%	85%	83%	88%	-	-	-	-
	Male	71%	84%	<b>88%</b>	50%	85%	93%	*	*	-	67%	86%	92%	68%	92%	83%	88%	-	-	-	*	*
	Female	71%	83%	<b>92%</b>	100%	85%	95%	-	-	-	*	91%	94%	71%	94%	88%	-	92%	-	-	-	*
Science	All Students	74%	84%	<b>97%</b>	100%	95%	98%	-	*	-	100%	94%	99%	*	98%	90%	97%	98%	-	-	-	*
	CWD	47%	48%	*	-	-	*	-	-	-	-	*	*	*	-	-	*	-	-	-	-	-
	CWOD	78%	89%	<b>98%</b>	100%	95%	99%	-	*	-	100%	96%	99%	-	98%	90%	97%	98%	-	-	-	*
	EL	58%	69%	<b>90%</b>	-	89%	-	-	*	-	-	88%	*	-	90%	90%	86%	*	-	-	-	-
	Male	74%	85%	<b>97%</b>	*	94%	97%	-	*	-	*	91%	100%	*	97%	86%	97%	-	-	-	-	*
	Female	75%	83%	<b>98%</b>	*	97%	99%	-	*	-	*	98%	99%	-	98%	*	-	98%	-	-	-	-
<b>STAAR Percent at Meets Grade Level or Above</b>																						
<b>All Grades</b>																						
All Subjects	All Students	47%	57%	<b>66%</b>	48%	58%	70%	*	83%	-	62%	57%	74%	24%	69%	45%	60%	71%	-	-	*	76%
	CWD	23%	22%	<b>24%</b>	14%	14%	33%	-	-	-	*	12%	56%	24%	-	6%	26%	22%	-	-	*	*
	CWOD	50%	62%	<b>69%</b>	58%	63%	73%	*	83%	-	73%	64%	75%	-	69%	54%	65%	75%	-	-	-	87%
	EL	29%	36%	<b>45%</b>	-	44%	*	-	*	-	*	44%	58%	6%	54%	45%	37%	59%	-	-	-	-
	Male	45%	55%	<b>60%</b>	28%	54%	65%	*	*	-	63%	53%	69%	26%	65%	37%	60%	-	-	-	*	69%
	Female	48%	59%	<b>71%</b>	77%	63%	75%	-	*	-	60%	63%	80%	22%	75%	59%	-	71%	-	-	-	*
Reading	All Students	52%	59%	<b>61%</b>	47%	52%	66%	*	*	-	67%	51%	72%	12%	67%	37%	55%	68%	-	-	*	78%
	CWD	24%	21%	<b>12%</b>	*	0%	19%	-	-	-	*	3%	33%	12%	-	0%	15%	6%	-	-	*	*
	CWOD	56%	65%	<b>67%</b>	64%	57%	71%	*	*	-	80%	58%	75%	-	67%	45%	60%	73%	-	-	-	88%
	EL	31%	36%	<b>37%</b>	-	35%	*	-	*	-	*	35%	50%	0%	45%	37%	30%	47%	-	-	-	-
	Male	47%	54%	<b>55%</b>	22%	46%	61%	*	*	-	57%	45%	66%	15%	60%	30%	55%	-	-	-	*	71%
	Female	56%	66%	<b>68%</b>	83%	58%	72%	-	*	-	80%	57%	79%	6%	73%	47%	-	68%	-	-	-	*

Texas Education Agency  
**2022 Federal Report Card**  
 JOSHUA H S NINTH GRADE CAMPUS (126905003) - JOSHUA ISD - JOHNSON 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	41%	54%	<b>59%</b>	36%	53%	63%	*	*	-	44%	56%	63%	38%	61%	50%	54%	64%	-	-	*	67%
	CWD	22%	24%	<b>38%</b>	*	31%	48%	-	-	-	*	24%	80%	38%	-	13%	36%	43%	-	-	*	*
	CWOD	44%	58%	<b>61%</b>	38%	56%	65%	*	*	-	57%	61%	62%	-	61%	59%	57%	66%	-	-	-	80%
	EL	29%	38%	<b>50%</b>	-	49%	-	-	-	-	*	50%	*	13%	59%	50%	39%	65%	-	-	-	-
	Male	42%	55%	<b>54%</b>	17%	49%	57%	*	*	-	50%	53%	55%	36%	57%	39%	54%	-	-	-	*	*
	Female	40%	53%	<b>64%</b>	60%	57%	69%	-	-	-	*	59%	71%	43%	66%	65%	-	64%	-	-	-	*
Science	All Students	46%	57%	<b>85%</b>	80%	83%	86%	-	*	-	80%	81%	88%	*	85%	70%	82%	88%	-	-	-	*
	CWD	23%	24%	*	-	-	*	-	-	-	-	*	*	*	-	-	*	-	-	-	-	-
	CWOD	49%	61%	<b>85%</b>	80%	83%	87%	-	*	-	80%	82%	88%	-	85%	70%	83%	88%	-	-	-	*
	EL	25%	31%	<b>70%</b>	-	67%	-	-	*	-	-	63%	*	-	70%	70%	57%	*	-	-	-	-
	Male	47%	57%	<b>82%</b>	*	82%	82%	-	*	-	*	77%	86%	*	83%	57%	82%	-	-	-	-	*
	Female	45%	57%	<b>88%</b>	*	84%	91%	-	*	-	*	86%	90%	-	88%	*	-	88%	-	-	-	-
<b>STAAR Percent at Masters Grade Level</b>																						
<b>All Grades</b>																						
All Subjects	All Students	22%	27%	<b>26%</b>	29%	17%	29%	*	50%	-	27%	19%	33%	9%	27%	8%	23%	29%	-	-	*	29%
	CWD	9%	7%	<b>9%</b>	14%	0%	13%	-	-	-	*	3%	22%	9%	-	0%	11%	3%	-	-	*	*
	CWOD	24%	30%	<b>27%</b>	33%	19%	31%	*	50%	-	32%	22%	33%	-	27%	10%	25%	30%	-	-	-	33%
	EL	12%	13%	<b>8%</b>	-	6%	*	-	*	-	*	7%	17%	0%	10%	8%	8%	8%	-	-	-	-
	Male	21%	26%	<b>23%</b>	11%	17%	27%	*	*	-	31%	19%	28%	11%	25%	8%	23%	-	-	-	*	23%
	Female	23%	28%	<b>29%</b>	54%	18%	33%	-	*	-	20%	20%	37%	3%	30%	8%	-	29%	-	-	-	*
Reading	All Students	25%	29%	<b>16%</b>	20%	11%	18%	*	*	-	25%	8%	24%	2%	18%	0%	13%	20%	-	-	*	22%
	CWD	9%	6%	<b>2%</b>	*	0%	3%	-	-	-	*	0%	7%	2%	-	0%	3%	0%	-	-	*	*
	CWOD	27%	33%	<b>18%</b>	27%	12%	19%	*	*	-	30%	10%	26%	-	18%	0%	14%	21%	-	-	-	25%
	EL	13%	15%	<b>0%</b>	-	0%	*	-	*	-	*	0%	0%	0%	0%	0%	0%	0%	-	-	-	-
	Male	22%	26%	<b>13%</b>	11%	7%	15%	*	*	-	29%	7%	19%	3%	14%	0%	13%	-	-	-	*	14%
	Female	28%	33%	<b>20%</b>	33%	15%	21%	-	*	-	20%	9%	30%	0%	21%	0%	-	20%	-	-	-	*
Mathematics	All Students	20%	25%	<b>30%</b>	36%	19%	36%	*	*	-	22%	28%	34%	13%	33%	15%	26%	35%	-	-	*	33%
	CWD	9%	7%	<b>13%</b>	*	0%	19%	-	-	-	*	7%	30%	13%	-	0%	16%	7%	-	-	*	*
	CWOD	21%	28%	<b>33%</b>	38%	22%	38%	*	*	-	29%	31%	34%	-	33%	19%	28%	38%	-	-	-	40%
	EL	12%	12%	<b>15%</b>	-	13%	-	-	-	-	*	14%	*	0%	19%	15%	13%	18%	-	-	-	-
	Male	21%	26%	<b>26%</b>	17%	19%	32%	*	*	-	17%	24%	29%	16%	28%	13%	26%	-	-	-	*	*
	Female	19%	25%	<b>35%</b>	60%	20%	41%	-	-	-	*	32%	38%	7%	38%	18%	-	35%	-	-	-	*
Science	All Students	20%	25%	<b>41%</b>	40%	30%	45%	-	*	-	40%	34%	46%	*	41%	20%	43%	40%	-	-	-	*
	CWD	8%	9%	*	-	-	*	-	-	-	-	*	*	*	-	-	*	-	-	-	-	-
	CWOD	22%	27%	<b>41%</b>	40%	30%	45%	-	*	-	40%	35%	45%	-	41%	20%	42%	40%	-	-	-	*
	EL	7%	9%	<b>20%</b>	-	11%	-	-	*	-	-	13%	*	-	20%	20%	29%	*	-	-	-	-
	Male	22%	27%	<b>43%</b>	*	36%	46%	-	*	-	*	40%	44%	*	42%	29%	43%	-	-	-	-	*
	Female	19%	23%	<b>40%</b>	*	23%	45%	-	*	-	*	28%	47%	-	40%	*	-	40%	-	-	-	-

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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
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	*	*	*	*	-	-	-	-	*	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-
CWOD	*	*	*	*	-	-	-	-	*	-	-
EL ◇	-	-	-	-	-	-	-	-	-	-	-
Male	*	*	*	*	-	-	-	-	*	-	-
Female	*	-	-	*	-	-	-	-	-	-	-
<b>Mathematics</b>											
All Students	78	67	75	79	*	-	-	92	77	59	74
CWD	59	*	55	63	-	-	-	*	48	59	50
CWOD	80	*	78	81	*	-	-	100	82	-	79
EL ◇	74	-	73	-	-	-	-	*	73	50	74
Male	76	*	76	76	*	-	-	*	76	57	71
Female	80	*	74	82	-	-	-	*	78	64	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.

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

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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
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
46	14	30%

- 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
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	59	49	52	62	*	72	-	58	52	24	42
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%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



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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 +
<b>STAAR Performance Status</b>											
<b>Reading</b>											
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	Y		Y	Y					Y	N	Y
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	Y		N	N					N	N	N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N		N	N					N	N	N
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	Y		Y	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	Y	Y
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
<b>English Learner Language Proficiency Status</b>											
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
<b>Federal Graduation Status<sup>Δ</sup></b>											
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%

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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											
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
<b>Participation Rate</b>																	
<b>All Subjects</b>	All Students	99%	100%	99%	99%	*	100%	-	100%	99%	100%	99%	99%	100%	99%	99%	-
	CWD	99%	100%	100%	98%	-	-	-	*	99%	100%	99%	-	100%	98%	100%	-
	CWOD	99%	100%	99%	99%	*	100%	-	100%	99%	100%	-	99%	100%	99%	99%	-
	EL	100%	-	100%	*	-	*	-	*	100%	100%	100%	100%	100%	100%	100%	-
	Male	99%	100%	99%	99%	*	*	-	100%	99%	100%	98%	99%	100%	99%	-	-
	Female	99%	100%	100%	99%	-	*	-	100%	98%	100%	100%	99%	100%	-	99%	-
<b>Reading</b>	All Students	99%	100%	99%	99%	*	*	-	100%	99%	100%	100%	99%	100%	100%	99%	-
	CWD	100%	*	100%	100%	-	-	-	*	100%	100%	100%	-	100%	100%	100%	-
	CWOD	99%	100%	99%	99%	*	*	-	100%	99%	100%	-	99%	100%	100%	99%	-
	EL	100%	-	100%	*	-	*	-	*	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	100%	99%	100%	*	*	-	100%	99%	100%	100%	100%	100%	100%	-	-
	Female	99%	100%	100%	99%	-	*	-	100%	98%	100%	100%	99%	100%	-	99%	-
<b>Mathematics</b>	All Students	98%	100%	99%	98%	*	*	-	100%	98%	99%	98%	99%	100%	98%	99%	-
		98%	100%	99%	98%	*	*	-	100%	98%	99%	98%	99%	100%	98%	99%	-
	CWD	98%	*	100%	95%	-	-	-	*	97%	100%	98%	-	100%	96%	100%	-
		98%	*	100%	95%	-	-	-	*	97%	100%	98%	-	100%	96%	100%	-
	CWOD	99%	100%	99%	98%	*	*	-	100%	98%	99%	-	99%	100%	98%	99%	-
		99%	100%	99%	98%	*	*	-	100%	98%	99%	-	99%	100%	98%	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	EL	100%	-	100%	-	-	-	-	*	100%	*	100%	100%	100%	100%	100%	-
		100%	-	100%	-	-	-	-	*	100%	*	100%	100%	100%	100%	100%	-
	Male	98%	100%	98%	97%	*	*	-	100%	97%	98%	96%	98%	100%	98%	-	-
		98%	100%	98%	97%	*	*	-	100%	97%	98%	96%	98%	100%	98%	-	-
	Female	99%	100%	100%	99%	-	-	-	*	99%	100%	100%	99%	100%	-	99%	-
		99%	100%	100%	99%	-	-	-	*	99%	100%	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%	1%	*	0%	-	0%	1%	0%	1%	1%	0%	1%	1%	-
	CWD	1%	0%	0%	2%	-	-	-	*	1%	0%	1%	-	0%	2%	0%	-
	CWOD	1%	0%	1%	1%	*	0%	-	0%	1%	0%	-	1%	0%	1%	1%	-
	EL	0%	-	0%	*	-	*	-	*	0%	0%	0%	0%	0%	0%	0%	-
	Male	1%	0%	1%	1%	*	*	-	0%	1%	0%	2%	1%	0%	1%	-	-
	Female	1%	0%	0%	1%	-	*	-	0%	2%	0%	0%	1%	0%	-	1%	-
Reading	All Students	1%	0%	1%	1%	*	*	-	0%	1%	0%	0%	1%	0%	0%	1%	-
	CWD	0%	*	0%	0%	-	-	-	*	0%	0%	0%	-	0%	0%	0%	-
	CWOD	1%	0%	1%	1%	*	*	-	0%	1%	0%	-	1%	0%	0%	1%	-
	EL	0%	-	0%	*	-	*	-	*	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	0%	1%	0%	*	*	-	0%	1%	0%	0%	0%	0%	0%	-	-
	Female	1%	0%	0%	1%	-	*	-	0%	2%	0%	0%	1%	0%	-	1%	-
Mathematics	All Students	2%	0%	1%	2%	*	*	-	0%	2%	1%	2%	1%	0%	2%	1%	-
	CWD	2%	*	0%	5%	-	-	-	*	3%	0%	2%	-	0%	4%	0%	-
	CWOD	1%	0%	1%	2%	*	*	-	0%	2%	1%	-	1%	0%	2%	1%	-
	EL	0%	-	0%	-	-	-	-	*	0%	*	0%	0%	0%	0%	0%	-
	Male	2%	0%	2%	3%	*	*	-	0%	3%	2%	4%	2%	0%	2%	-	-
	Female	1%	0%	0%	1%	-	-	-	*	1%	0%	0%	1%	0%	-	1%	-
Science	All Students	0%	0%	0%	1%	-	*	-	0%	1%	0%	*	0%	0%	0%	1%	-
	CWD	*	-	-	*	-	-	-	-	*	*	*	-	-	*	-	-
	CWOD	0%	0%	0%	1%	-	*	-	0%	1%	0%	-	0%	0%	0%	1%	-
	EL	0%	-	0%	-	-	*	-	-	0%	*	-	0%	0%	0%	*	-
	Male	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	Female	1%	*	0%	1%	-	*	-	*	2%	0%	-	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 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)
<b>Students Without Disabilities</b>												
<b>In-School Suspensions</b>												
	Male	37	0	9	28	0	0	0	0	3		
	Female	19	0	2	16	0	1	0	0	1		
	Total	56	0	11	44	0	1	0	0	4		
<b>Out-of-School Suspensions</b>												
	Male	12	0	1	11	0	0	0	0	0		
	Female	5	0	0	5	0	0	0	0	0		
	Total	17	0	1	16	0	0	0	0	0		
<b>Expulsions</b>												
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		

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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		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
<b>School-Related Arrests</b>												
	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		
<b>Referrals to Law Enforcement</b>												
	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		
<b>Students With Disabilities</b>												
<b>In-School Suspensions</b>												
	Male	17	0	4	13	0	0	0	0	3		15
	Female	5	0	2	3	0	0	0	0	0		3
	Total	22	0	6	16	0	0	0	0	3		18
<b>Out-of-School Suspensions</b>												
	Male	2	0	0	2	0	0	0	0	0		2
	Female	2	0	0	2	0	0	0	0	0		1
	Total	4	0	0	4	0	0	0	0	0		3
<b>Expulsions</b>												
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
<b>School-Related Arrests</b>												
	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
<b>Referrals to Law Enforcement</b>												

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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>All Students</b>												
<b>Chronic Absenteeism</b>												
	Male	21	-8	6	14	-8	-8	-8	1	2	2	-8
	Female	22	-8	6	16	-8	-8	-8	-8	1	2	-8
	Total	43	-8	12	30	-8	-8	-8	1	3	4	-8

	Total
<b>Incidents of Violence</b>	
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
<b>Allegations of Harassment or bullying</b>	
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.

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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
<b>Preschool Programs</b>											
	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
<b>Accelerated Coursework</b>											
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
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	3.9	12.0%
Teachers Teaching with Emergency or Provisional Credentials	1.5	4.7%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	3.1	9.7%

- 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.

## 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
<b>Grade 3</b>						
Reading	6,584	2%	*	1%	-	-
Mathematics	6,587	2%	*	1%	-	-
<b>Grade 4</b>						
Reading	6,404	2%	*	0%	-	-
Mathematics	6,408	2%	*	0%	-	-
<b>Grade 5</b>						
Reading	6,204	2%	*	1%	-	-
Mathematics	6,205	2%	*	1%	-	-
Science	6,200	2%	*	1%	-	-
<b>Grade 6</b>						
Reading	6,181	2%	*	0%	-	-
Mathematics	6,177	2%	*	0%	-	-
<b>Grade 7</b>						
Reading	6,130	1%	6	1%	-	-
Mathematics	6,120	2%	6	1%	-	-
<b>Grade 8</b>						
Reading	5,794	1%	6	1%	-	-
Mathematics	5,803	2%	6	2%	-	-
Science	5,796	1%	6	1%	-	-
<b>End of Course</b>						
English I	6,009	1%	*	0%	-	-
English II	5,490	1%	*	0%	-	-
Algebra I	5,993	1%	*	1%	-	-
Biology	5,860	1%	*	0%	-	-
<b>All Grades</b>						
All Subjects	109,954	1%	61	1%	-	-
Reading	48,805	1%	26	1%	-	-
Mathematics	43,293	1%	24	1%	-	-
Science	17,856	1%	11	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

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	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	11%	17%	9%	11%	*	*	-	19%	17%	15%	7%

- 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)
<b>Academic Performance (At Meets Grade Level or Above)</b>												
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%
<b>EL Progress</b>												
	Baseline 2016-17 Rates											41%
	2017-18 through 2021-22											36%
	2022-23 through 2026-27											38%
	2027-28 through 2031-32											40%
<b>Graduation Rate: 4-Year Longitudinal Rate <sup>Δ</sup></b>												
	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%

<sup>Δ</sup> 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 <sup>1</sup>	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness or Student Achievement Domain Score: STAAR Component Only <sup>2</sup>	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%	82%	76%	25%	68%	84%	-	*	*	*	70%	82%	35%	82%	57%	74%	78%	-	-	*	*	
	CWD	38%	40%	35%	*	33%	39%	-	-	-	-	32%	42%	35%	-	*	24%	54%	-	-	*	-	
	CWOD	74%	88%	82%	*	72%	92%	-	*	*	*	78%	88%	-	82%	60%	83%	81%	-	-	-	*	
	EL	53%	69%	57%	-	56%	-	-	*	-	-	55%	80%	*	60%	57%	59%	56%	-	-	-	-	
	Male	66%	81%	74%	40%	65%	82%	-	*	-	-	70%	79%	24%	83%	59%	74%	-	-	-	*	-	
	Female	72%	83%	78%	*	71%	86%	-	*	*	*	71%	87%	54%	81%	56%	-	78%	-	-	-	*	
Mathematics	All Students	72%	87%	81%	50%	77%	85%	-	*	*	*	78%	84%	35%	88%	74%	81%	81%	-	-	*	*	
	CWD	47%	46%	35%	*	33%	39%	-	-	-	-	36%	33%	35%	-	*	33%	38%	-	-	*	-	
	CWOD	76%	92%	88%	*	83%	92%	-	*	*	*	86%	91%	-	88%	78%	90%	86%	-	-	-	*	
	EL	61%	83%	74%	-	73%	-	-	*	-	-	76%	60%	*	78%	74%	77%	72%	-	-	-	-	
	Male	73%	87%	81%	40%	76%	87%	-	*	-	-	77%	86%	33%	90%	77%	81%	-	-	-	*	-	
	Female	72%	86%	81%	*	78%	82%	-	*	*	*	79%	83%	38%	86%	72%	-	81%	-	-	-	*	
Grade 7																							
Reading	All Students	79%	86%	83%	100%	77%	85%	*	*	-	*	76%	90%	38%	90%	76%	74%	91%	*	-	*	*	
	CWD	47%	40%	38%	*	20%	48%	-	-	-	-	24%	62%	38%	-	20%	25%	62%	-	-	*	-	
	CWOD	83%	93%	90%	100%	88%	92%	*	*	-	*	88%	93%	-	90%	90%	86%	94%	*	-	-	*	
	EL	63%	80%	76%	-	75%	*	-	*	-	-	74%	100%	20%	90%	76%	67%	83%	-	-	-	-	
	Male	75%	81%	74%	*	71%	75%	-	*	-	*	71%	79%	25%	86%	67%	74%	-	*	-	*	-	
	Female	83%	92%	91%	*	83%	97%	*	*	-	*	82%	100%	62%	94%	83%	-	91%	-	-	-	*	
Mathematics	All Students	60%	79%	75%	67%	73%	75%	*	*	-	*	71%	79%	38%	81%	59%	71%	78%	*	-	*	*	
	CWD	36%	36%	38%	*	27%	43%	-	-	-	-	28%	54%	38%	-	10%	38%	38%	-	-	*	-	
	CWOD	63%	85%	81%	60%	82%	80%	*	*	-	*	81%	82%	-	81%	71%	79%	83%	*	-	-	*	
	EL	45%	64%	59%	-	58%	*	-	*	-	-	57%	80%	10%	71%	59%	48%	67%	-	-	-	-	
	Male	60%	79%	71%	*	69%	71%	-	*	-	*	68%	75%	38%	79%	48%	71%	-	*	-	*	-	
	Female	59%	78%	78%	*	77%	80%	*	*	-	*	74%	82%	38%	83%	67%	-	78%	-	-	-	*	
Grade 8																							
Reading	All Students	82%	88%	88%	80%	85%	91%	*	*	-	86%	86%	92%	45%	94%	81%	84%	94%	*	-	-	*	
	CWD	50%	45%	45%	*	20%	61%	-	-	-	-	50%	36%	45%	-	17%	41%	56%	-	-	-	-	
	CWOD	86%	93%	94%	100%	93%	94%	*	*	-	86%	91%	97%	-	94%	90%	91%	97%	*	-	-	*	
	EL	65%	81%	81%	-	81%	-	-	*	-	-	81%	83%	17%	90%	81%	69%	100%	-	-	-	-	
	Male	78%	84%	84%	88%	76%	88%	-	*	-	83%	82%	86%	41%	91%	69%	84%	-	*	-	-	*	
	Female	86%	93%	94%	*	95%	93%	*	*	-	*	90%	98%	56%	97%	100%	-	94%	-	-	-	*	
Mathematics	All Students	70%	69%	63%	57%	62%	67%	*	-	-	*	60%	70%	38%	69%	57%	67%	60%	-	-	-	*	
	CWD	40%	39%	38%	*	22%	47%	-	-	-	-	26%	60%	38%	-	0%	45%	22%	-	-	-	-	
	CWOD	74%	75%	69%	*	68%	72%	*	-	-	*	67%	72%	-	69%	69%	73%	65%	-	-	-	*	
	EL	57%	59%	57%	-	57%	-	-	-	-	-	58%	*	0%	69%	57%	41%	85%	-	-	-	-	
	Male	68%	73%	67%	67%	56%	78%	-	-	-	*	62%	74%	45%	73%	41%	67%	-	-	-	-	*	
	Female	72%	66%	60%	*	70%	56%	*	-	-	*	58%	64%	22%	65%	85%	-	60%	-	-	-	*	

Texas Education Agency  
**2022 Federal Report Card**  
R C LOFLIN MIDDLE (126905041) - JOSHUA ISD - JOHNSON 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%	85%	<b>88%</b>	70%	83%	92%	*	*	-	86%	83%	93%	55%	92%	78%	88%	87%	*	-	-	*
	CWD	42%	45%	<b>55%</b>	*	50%	61%	-	-	-	-	50%	64%	55%	-	17%	59%	44%	-	-	-	-
	CWOD	77%	90%	<b>92%</b>	86%	87%	96%	*	*	-	86%	88%	96%	-	92%	86%	93%	91%	*	-	-	*
	EL	54%	74%	<b>78%</b>	-	77%	-	-	*	-	-	79%	67%	17%	86%	78%	72%	85%	-	-	-	-
	Male	73%	86%	<b>88%</b>	75%	80%	94%	-	*	-	83%	83%	93%	59%	93%	72%	88%	-	*	-	-	*
	Female	73%	84%	<b>87%</b>	*	86%	89%	*	*	-	*	83%	93%	44%	91%	85%	-	87%	-	-	-	*
<b>End of Course</b>																						
Algebra I	All Students	74%	90%	<b>98%</b>	*	97%	99%	-	*	-	*	100%	97%	*	98%	100%	100%	96%	*	-	-	*
	CWD	46%	71%	<b>*</b>	-	*	*	-	-	-	-	*	*	*	-	-	*	-	-	-	-	-
	CWOD	78%	92%	<b>98%</b>	*	96%	99%	-	*	-	*	100%	97%	-	98%	100%	100%	96%	*	-	-	*
	EL	64%	82%	<b>100%</b>	-	100%	-	-	*	-	-	100%	*	-	100%	100%	100%	100%	-	-	-	-
	Male	71%	90%	<b>100%</b>	*	100%	100%	-	*	-	*	100%	100%	*	100%	100%	100%	-	*	-	-	*
	Female	78%	92%	<b>96%</b>	*	93%	97%	-	*	-	-	100%	94%	-	96%	100%	-	96%	-	-	-	-
<b>STAAR Percent at Meets Grade Level or Above</b>																						
<b>Grade 6</b>																						
Reading	All Students	42%	56%	<b>47%</b>	13%	37%	56%	-	*	*	*	39%	57%	18%	52%	30%	43%	52%	-	-	*	*
	CWD	21%	15%	<b>18%</b>	*	17%	22%	-	-	-	-	18%	17%	18%	-	*	10%	31%	-	-	*	-
	CWOD	46%	61%	<b>52%</b>	*	40%	61%	-	*	*	*	43%	62%	-	52%	31%	49%	55%	-	-	-	*
	EL	24%	36%	<b>30%</b>	-	27%	-	-	*	-	-	31%	20%	*	31%	30%	32%	28%	-	-	-	-
	Male	40%	52%	<b>43%</b>	20%	35%	50%	-	*	-	-	33%	55%	10%	49%	32%	43%	-	-	-	*	-
	Female	45%	60%	<b>52%</b>	*	40%	63%	-	*	*	*	47%	59%	31%	55%	28%	-	52%	-	-	-	*
Mathematics	All Students	38%	59%	<b>47%</b>	13%	39%	54%	-	*	*	*	41%	56%	15%	53%	36%	50%	44%	-	-	*	*
	CWD	20%	17%	<b>15%</b>	*	17%	17%	-	-	-	-	18%	8%	15%	-	*	14%	15%	-	-	*	-
	CWOD	41%	65%	<b>53%</b>	*	43%	60%	-	*	*	*	45%	62%	-	53%	38%	57%	47%	-	-	-	*
	EL	24%	47%	<b>36%</b>	-	33%	-	-	*	-	-	36%	40%	*	38%	36%	50%	24%	-	-	-	-
	Male	40%	61%	<b>50%</b>	20%	46%	54%	-	*	-	-	45%	57%	14%	57%	50%	50%	-	-	-	*	-
	Female	36%	57%	<b>44%</b>	*	31%	54%	-	*	*	*	35%	54%	15%	47%	24%	-	44%	-	-	-	*
<b>Grade 7</b>																						
Reading	All Students	55%	68%	<b>63%</b>	67%	62%	66%	*	*	-	*	53%	76%	24%	70%	51%	54%	72%	*	-	*	*
	CWD	25%	26%	<b>24%</b>	*	13%	29%	-	-	-	-	16%	38%	24%	-	10%	13%	46%	-	-	*	-
	CWOD	59%	74%	<b>70%</b>	60%	71%	72%	*	*	-	*	61%	80%	-	70%	61%	64%	75%	*	-	-	*
	EL	33%	50%	<b>51%</b>	-	50%	*	-	*	-	-	46%	100%	10%	61%	51%	43%	57%	-	-	-	-
	Male	50%	61%	<b>54%</b>	*	58%	51%	-	*	-	*	51%	58%	13%	64%	43%	54%	-	*	-	*	-
	Female	60%	75%	<b>72%</b>	*	65%	82%	*	*	-	*	55%	92%	46%	75%	57%	-	72%	-	-	-	*
Mathematics	All Students	30%	47%	<b>38%</b>	33%	32%	42%	*	*	-	*	25%	52%	14%	42%	20%	36%	39%	*	-	*	*
	CWD	18%	16%	<b>14%</b>	*	20%	5%	-	-	-	-	12%	15%	14%	-	10%	13%	15%	-	-	*	-
	CWOD	32%	52%	<b>42%</b>	20%	34%	49%	*	*	-	*	28%	56%	-	42%	22%	42%	42%	*	-	-	*
	EL	17%	23%	<b>20%</b>	-	19%	*	-	*	-	-	17%	40%	10%	22%	20%	24%	17%	-	-	-	-
	Male	31%	48%	<b>36%</b>	*	31%	37%	-	*	-	*	25%	51%	13%	42%	24%	36%	-	*	-	*	-
	Female	29%	47%	<b>39%</b>	*	33%	48%	*	*	-	*	26%	53%	15%	42%	17%	-	39%	-	-	-	*



Texas Education Agency  
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R C LOFLIN MIDDLE (126905041) - JOSHUA ISD - JOHNSON 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	57%	62%	59%	60%	51%	65%	*	*	-	14%	51%	69%	23%	64%	44%	51%	70%	*	-	-	*
	CWD	25%	21%	23%	*	0%	33%	-	-	-	-	20%	27%	23%	-	0%	27%	11%	-	-	-	-
	CWOD	61%	67%	64%	71%	57%	70%	*	*	-	14%	56%	73%	-	64%	50%	55%	74%	*	-	-	*
	EL	33%	48%	44%	-	43%	-	-	*	-	-	43%	50%	0%	50%	44%	34%	58%	-	-	-	-
	Male	51%	55%	51%	63%	41%	57%	-	*	-	17%	45%	57%	27%	55%	34%	51%	-	*	-	-	*
	Female	63%	71%	70%	*	63%	75%	*	*	-	*	57%	84%	11%	74%	58%	-	70%	-	-	-	*
Mathematics	All Students	39%	28%	21%	29%	15%	26%	*	-	-	*	21%	21%	21%	21%	14%	24%	17%	-	-	-	*
	CWD	20%	18%	21%	*	0%	29%	-	-	-	-	16%	30%	21%	-	0%	25%	11%	-	-	-	-
	CWOD	41%	30%	21%	*	18%	25%	*	-	-	*	22%	19%	-	21%	17%	24%	18%	-	-	-	*
	EL	24%	16%	14%	-	14%	-	-	-	-	-	16%	*	0%	17%	14%	9%	23%	-	-	-	-
	Male	38%	31%	24%	33%	17%	31%	-	-	-	*	25%	24%	25%	24%	9%	24%	-	-	-	-	*
	Female	40%	24%	17%	*	13%	21%	*	-	-	*	17%	16%	11%	18%	23%	-	17%	-	-	-	*
Science	All Students	44%	56%	57%	60%	43%	64%	*	*	-	57%	46%	69%	29%	61%	39%	60%	54%	*	-	-	*
	CWD	22%	26%	29%	*	10%	39%	-	-	-	-	25%	36%	29%	-	0%	36%	11%	-	-	-	-
	CWOD	47%	59%	61%	71%	47%	67%	*	*	-	57%	50%	72%	-	61%	44%	64%	57%	*	-	-	*
	EL	23%	34%	39%	-	38%	-	-	*	-	-	37%	50%	0%	44%	39%	38%	40%	-	-	-	-
	Male	45%	58%	60%	63%	47%	66%	-	*	-	67%	51%	69%	36%	64%	38%	60%	-	*	-	-	*
	Female	42%	54%	54%	*	39%	62%	*	*	-	*	41%	69%	11%	57%	40%	-	54%	-	-	-	*
End of Course																						
Algebra I	All Students	42%	61%	75%	*	72%	75%	-	*	-	*	74%	76%	*	75%	64%	77%	74%	*	-	-	*
	CWD	19%	42%	*	-	*	*	-	-	-	-	*	*	*	-	-	*	-	-	-	-	-
	CWOD	45%	63%	75%	*	71%	74%	-	*	-	*	74%	76%	-	75%	64%	76%	74%	*	-	-	*
	EL	28%	49%	64%	-	62%	-	-	*	-	-	58%	*	-	64%	64%	86%	43%	-	-	-	-
	Male	40%	59%	77%	*	80%	74%	-	*	-	*	85%	71%	*	76%	86%	77%	-	*	-	-	*
	Female	45%	64%	74%	*	64%	76%	-	*	-	-	59%	82%	-	74%	43%	-	74%	-	-	-	-
STAAR Percent at Masters Grade Level																						
Grade 6																						
Reading	All Students	23%	33%	27%	13%	17%	34%	-	*	*	*	19%	37%	3%	31%	11%	30%	22%	-	-	*	*
	CWD	8%	2%	3%	*	0%	6%	-	-	-	-	0%	8%	3%	-	*	0%	8%	-	-	*	-
	CWOD	25%	37%	31%	*	20%	39%	-	*	*	*	22%	41%	-	31%	11%	36%	24%	-	-	-	*
	EL	9%	14%	11%	-	9%	-	-	*	-	-	10%	20%	*	11%	11%	18%	4%	-	-	-	-
	Male	21%	33%	30%	20%	24%	35%	-	*	-	-	21%	43%	0%	36%	18%	30%	-	-	-	*	-
	Female	25%	33%	22%	*	9%	32%	-	*	*	*	16%	30%	8%	24%	4%	-	22%	-	-	-	*
Mathematics	All Students	16%	35%	26%	0%	19%	31%	-	*	*	*	19%	35%	3%	30%	19%	29%	22%	-	-	*	*
	CWD	8%	6%	3%	*	0%	6%	-	-	-	-	0%	8%	3%	-	*	0%	8%	-	-	*	-
	CWOD	17%	39%	30%	*	22%	36%	-	*	*	*	23%	39%	-	30%	20%	35%	24%	-	-	-	*
	EL	7%	27%	19%	-	16%	-	-	*	-	-	17%	40%	*	20%	19%	23%	16%	-	-	-	-
	Male	17%	37%	29%	0%	24%	35%	-	*	-	-	23%	38%	0%	35%	23%	29%	-	-	-	*	-
	Female	14%	33%	22%	*	13%	27%	-	*	*	*	15%	33%	8%	24%	16%	-	22%	-	-	-	*

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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
Grade 7																						
Reading	All Students	36%	46%	41%	17%	37%	46%	*	*	-	*	29%	56%	3%	48%	24%	33%	50%	*	-	*	*
	CWD	11%	3%	3%	*	0%	5%	-	-	-	-	0%	8%	3%	-	0%	0%	8%	-	-	*	-
	CWOD	40%	52%	48%	20%	44%	53%	*	*	-	*	35%	62%	-	48%	29%	41%	54%	*	-	-	*
	EL	17%	24%	24%	-	23%	*	-	*	-	-	20%	60%	0%	29%	24%	24%	23%	-	-	-	-
	Male	32%	40%	33%	*	38%	29%	-	*	-	*	25%	43%	0%	41%	24%	33%	-	*	-	*	-
	Female	41%	52%	50%	*	37%	65%	*	*	-	*	33%	67%	8%	54%	23%	-	50%	-	-	-	*
Mathematics	All Students	13%	20%	15%	17%	12%	17%	*	*	-	*	9%	22%	0%	18%	4%	10%	20%	*	-	*	*
	CWD	7%	2%	0%	*	0%	0%	-	-	-	-	0%	0%	0%	-	0%	0%	0%	-	-	*	-
	CWOD	14%	23%	18%	20%	15%	20%	*	*	-	*	12%	24%	-	18%	5%	13%	22%	*	-	-	*
	EL	6%	6%	4%	-	4%	*	-	*	-	-	4%	0%	0%	5%	4%	10%	0%	-	-	-	-
	Male	13%	20%	10%	*	9%	9%	-	*	-	*	7%	15%	0%	13%	10%	10%	-	*	-	*	-
	Female	12%	21%	20%	*	15%	25%	*	*	-	*	12%	27%	0%	22%	0%	-	20%	-	-	-	*
Grade 8																						
Reading	All Students	37%	39%	37%	20%	32%	43%	*	*	-	0%	32%	43%	3%	42%	31%	27%	49%	*	-	-	*
	CWD	11%	6%	3%	*	0%	6%	-	-	-	-	5%	0%	3%	-	0%	5%	0%	-	-	-	-
	CWOD	40%	43%	42%	29%	36%	48%	*	*	-	0%	37%	47%	-	42%	36%	31%	53%	*	-	-	*
	EL	16%	28%	31%	-	30%	-	-	*	-	-	31%	33%	0%	36%	31%	24%	42%	-	-	-	-
	Male	31%	32%	27%	13%	20%	35%	-	*	-	0%	26%	29%	5%	31%	24%	27%	-	*	-	-	*
	Female	42%	48%	49%	*	47%	51%	*	*	-	*	40%	60%	0%	53%	42%	-	49%	-	-	-	*
Mathematics	All Students	14%	6%	4%	14%	0%	6%	*	-	-	*	5%	2%	0%	4%	0%	3%	4%	-	-	-	*
	CWD	8%	2%	0%	*	0%	0%	-	-	-	-	0%	0%	0%	-	0%	0%	0%	-	-	-	-
	CWOD	15%	7%	4%	*	0%	7%	*	-	-	*	6%	2%	-	4%	0%	4%	4%	-	-	-	*
	EL	6%	0%	0%	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%	0%	-	-	-	-
	Male	14%	6%	3%	17%	0%	4%	-	-	-	*	4%	3%	0%	4%	0%	3%	-	-	-	-	*
	Female	14%	6%	4%	*	0%	7%	*	-	-	*	6%	0%	0%	4%	0%	-	4%	-	-	-	*
Science	All Students	23%	26%	26%	20%	17%	30%	*	*	-	14%	19%	34%	3%	29%	12%	25%	28%	*	-	-	*
	CWD	9%	9%	3%	*	10%	0%	-	-	-	-	0%	9%	3%	-	0%	5%	0%	-	-	-	-
	CWOD	24%	28%	29%	29%	18%	34%	*	*	-	14%	22%	36%	-	29%	14%	28%	30%	*	-	-	*
	EL	8%	10%	12%	-	10%	-	-	*	-	-	9%	33%	0%	14%	12%	17%	5%	-	-	-	-
	Male	24%	28%	25%	13%	22%	27%	-	*	-	17%	21%	29%	5%	28%	17%	25%	-	*	-	-	*
	Female	21%	24%	28%	*	11%	34%	*	*	-	*	17%	40%	0%	30%	5%	-	28%	-	-	-	*
End of Course																						
Algebra I	All Students	26%	32%	40%	*	31%	39%	-	*	-	*	40%	40%	*	41%	29%	35%	46%	*	-	-	*
	CWD	8%	10%	*	-	*	*	-	-	-	-	*	*	*	-	-	*	-	-	-	-	-
	CWOD	29%	34%	41%	*	32%	40%	-	*	-	*	40%	41%	-	41%	29%	36%	46%	*	-	-	*
	EL	14%	15%	29%	-	23%	-	-	*	-	-	25%	*	-	29%	29%	57%	0%	-	-	-	-
	Male	25%	29%	35%	*	33%	29%	-	*	-	*	42%	29%	*	36%	57%	35%	-	*	-	-	*
	Female	28%	36%	46%	*	29%	52%	-	*	-	-	35%	52%	-	46%	0%	-	46%	-	-	-	-
STAAR Percent at Approaches Grade Level or Above																						

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All Grades																						
All Subjects	All Students	73%	83%	81%	66%	76%	85%	63%	100%	*	84%	77%	87%	41%	87%	71%	79%	83%	100%	-	*	85%
	CWD	44%	46%	41%	37%	30%	48%	-	-	-	-	35%	52%	41%	-	12%	38%	46%	-	-	*	-
	CWOD	77%	88%	87%	79%	83%	90%	63%	100%	*	84%	84%	90%	-	87%	79%	87%	87%	100%	-	-	85%
	EL	59%	69%	71%	-	70%	*	-	100%	-	-	70%	76%	12%	79%	71%	64%	78%	-	-	-	-
	Male	71%	81%	79%	71%	72%	84%	-	100%	-	82%	75%	84%	38%	87%	64%	79%	-	100%	-	*	67%
	Female	75%	84%	83%	55%	81%	86%	63%	100%	*	89%	78%	89%	46%	87%	78%	-	83%	-	-	-	100%
Reading	All Students	74%	81%	82%	67%	77%	87%	*	100%	*	92%	78%	88%	39%	89%	72%	78%	88%	*	-	*	80%
	CWD	43%	42%	39%	38%	24%	49%	-	-	-	-	34%	49%	39%	-	17%	30%	57%	-	-	*	-
	CWOD	78%	87%	89%	81%	84%	93%	*	100%	*	92%	86%	93%	-	89%	80%	87%	91%	*	-	-	80%
	EL	57%	65%	72%	-	71%	*	-	*	-	-	70%	88%	17%	80%	72%	65%	78%	-	-	-	-
	Male	70%	77%	78%	73%	71%	82%	-	*	-	88%	74%	82%	30%	87%	65%	78%	-	*	-	*	*
	Female	78%	86%	88%	56%	83%	93%	*	*	*	*	81%	96%	57%	91%	78%	-	88%	-	-	-	*
Mathematics	All Students	71%	84%	77%	63%	74%	80%	*	100%	*	75%	73%	82%	38%	83%	67%	77%	77%	*	-	*	100%
	CWD	44%	50%	38%	38%	30%	44%	-	-	-	-	31%	51%	38%	-	6%	40%	34%	-	-	*	-
	CWOD	75%	89%	83%	75%	81%	86%	*	100%	*	75%	81%	86%	-	83%	76%	85%	82%	*	-	-	100%
	EL	61%	74%	67%	-	67%	*	-	*	-	-	67%	69%	6%	76%	67%	60%	75%	-	-	-	-
	Male	71%	84%	77%	67%	71%	82%	-	*	-	75%	73%	83%	40%	85%	60%	77%	-	*	-	*	*
	Female	71%	83%	77%	56%	77%	78%	*	*	*	*	74%	82%	34%	82%	75%	-	77%	-	-	-	*
Science	All Students	74%	84%	88%	70%	83%	92%	*	*	-	86%	83%	93%	55%	92%	78%	88%	87%	*	-	-	*
	CWD	47%	48%	55%	*	50%	61%	-	-	-	-	50%	64%	55%	-	17%	59%	44%	-	-	-	-
	CWOD	78%	89%	92%	86%	87%	96%	*	*	-	86%	88%	96%	-	92%	86%	93%	91%	*	-	-	*
	EL	58%	69%	78%	-	77%	-	-	*	-	-	79%	67%	17%	86%	78%	72%	85%	-	-	-	-
	Male	74%	85%	88%	75%	80%	94%	-	*	-	83%	83%	93%	59%	93%	72%	88%	-	*	-	-	*
	Female	75%	83%	87%	*	86%	89%	*	*	-	*	83%	93%	44%	91%	85%	-	87%	-	-	-	*
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	47%	57%	51%	41%	42%	57%	25%	90%	*	35%	42%	61%	21%	55%	35%	49%	53%	60%	-	*	46%
	CWD	23%	22%	21%	26%	13%	25%	-	-	-	-	18%	26%	21%	-	5%	21%	22%	-	-	*	-
	CWOD	50%	62%	55%	49%	47%	61%	25%	90%	*	35%	46%	65%	-	55%	40%	54%	56%	60%	-	-	46%
	EL	29%	36%	35%	-	34%	*	-	78%	-	-	34%	47%	5%	40%	35%	35%	36%	-	-	-	-
	Male	45%	55%	49%	50%	42%	53%	-	100%	-	41%	42%	56%	21%	54%	35%	49%	-	60%	-	*	50%
	Female	48%	59%	53%	25%	43%	61%	25%	80%	*	22%	41%	67%	22%	56%	36%	-	53%	-	-	-	43%
Reading	All Students	52%	59%	57%	46%	50%	63%	*	88%	*	25%	48%	68%	22%	62%	42%	49%	65%	*	-	*	60%
	CWD	24%	21%	22%	25%	11%	28%	-	-	-	-	18%	29%	22%	-	6%	16%	31%	-	-	*	-
	CWOD	56%	65%	62%	56%	56%	68%	*	88%	*	25%	53%	72%	-	62%	47%	56%	69%	*	-	-	60%
	EL	31%	36%	42%	-	40%	*	-	*	-	-	40%	56%	6%	47%	42%	36%	47%	-	-	-	-
	Male	47%	54%	49%	53%	44%	53%	-	*	-	25%	43%	57%	16%	56%	36%	49%	-	*	-	*	*
	Female	56%	66%	65%	33%	56%	74%	*	*	*	*	53%	80%	31%	69%	47%	-	65%	-	-	-	*

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Mathematics	All Students	41%	54%	<b>42%</b>	29%	35%	48%	*	88%	*	33%	34%	52%	18%	46%	28%	44%	40%	*	-	*	20%
	CWD	22%	24%	<b>18%</b>	25%	16%	18%	-	-	-	-	16%	20%	18%	-	6%	19%	14%	-	-	*	-
	CWOD	44%	58%	<b>46%</b>	31%	37%	52%	*	88%	*	33%	38%	56%	-	46%	31%	49%	43%	*	-	-	20%
	EL	29%	38%	<b>28%</b>	-	26%	*	-	*	-	-	27%	38%	6%	31%	28%	33%	23%	-	-	-	-
	Male	42%	55%	<b>44%</b>	40%	38%	47%	-	*	-	38%	39%	51%	19%	49%	33%	44%	-	*	-	*	*
	Female	40%	53%	<b>40%</b>	11%	31%	48%	*	*	*	*	29%	54%	14%	43%	23%	-	40%	-	-	-	*
Science	All Students	46%	57%	<b>57%</b>	60%	43%	64%	*	*	-	57%	46%	69%	29%	61%	39%	60%	54%	*	-	-	*
	CWD	23%	24%	<b>29%</b>	*	10%	39%	-	-	-	-	25%	36%	29%	-	0%	36%	11%	-	-	-	-
	CWOD	49%	61%	<b>61%</b>	71%	47%	67%	*	*	-	57%	50%	72%	-	61%	44%	64%	57%	*	-	-	*
	EL	25%	31%	<b>39%</b>	-	38%	-	-	*	-	-	37%	50%	0%	44%	39%	38%	40%	-	-	-	-
	Male	47%	57%	<b>60%</b>	63%	47%	66%	-	*	-	67%	51%	69%	36%	64%	38%	60%	-	*	-	-	*
	Female	45%	57%	<b>54%</b>	*	39%	62%	*	*	-	*	41%	69%	11%	57%	40%	-	54%	-	-	-	*
<b>STAAR Percent at Masters Grade Level</b>																						
<b>All Grades</b>																						
All Subjects	All Students	22%	27%	<b>27%</b>	16%	21%	32%	13%	80%	*	16%	20%	35%	2%	31%	15%	24%	30%	0%	-	*	46%
	CWD	9%	7%	<b>2%</b>	0%	1%	3%	-	-	-	-	1%	5%	2%	-	0%	1%	4%	-	-	*	-
	CWOD	24%	30%	<b>31%</b>	23%	23%	36%	13%	80%	*	16%	24%	39%	-	31%	18%	29%	33%	0%	-	-	46%
	EL	12%	13%	<b>15%</b>	-	14%	*	-	67%	-	-	14%	29%	0%	18%	15%	18%	12%	-	-	-	-
	Male	21%	26%	<b>24%</b>	18%	21%	26%	-	90%	-	14%	20%	30%	1%	29%	18%	24%	-	0%	-	*	50%
	Female	23%	28%	<b>30%</b>	10%	20%	38%	13%	70%	*	22%	21%	42%	4%	33%	12%	-	30%	-	-	-	43%
Reading	All Students	25%	29%	<b>35%</b>	17%	29%	41%	*	63%	*	8%	27%	46%	3%	40%	22%	30%	41%	*	-	*	60%
	CWD	9%	6%	<b>3%</b>	0%	0%	5%	-	-	-	-	1%	6%	3%	-	0%	1%	6%	-	-	*	-
	CWOD	27%	33%	<b>40%</b>	25%	33%	47%	*	63%	*	8%	32%	50%	-	40%	25%	36%	45%	*	-	-	60%
	EL	13%	15%	<b>22%</b>	-	21%	*	-	*	-	-	20%	38%	0%	25%	22%	22%	22%	-	-	-	-
	Male	22%	26%	<b>30%</b>	20%	27%	33%	-	*	-	0%	24%	38%	1%	36%	22%	30%	-	*	-	*	*
	Female	28%	33%	<b>41%</b>	11%	31%	51%	*	*	*	*	30%	55%	6%	45%	22%	-	41%	-	-	-	*
Mathematics	All Students	20%	25%	<b>20%</b>	13%	14%	22%	*	88%	*	25%	15%	26%	1%	22%	10%	19%	21%	*	-	*	20%
	CWD	9%	7%	<b>1%</b>	0%	0%	2%	-	-	-	-	0%	3%	1%	-	0%	0%	3%	-	-	*	-
	CWOD	21%	28%	<b>22%</b>	19%	16%	26%	*	88%	*	25%	17%	28%	-	22%	12%	22%	23%	*	-	-	20%
	EL	12%	12%	<b>10%</b>	-	9%	*	-	*	-	-	9%	19%	0%	12%	10%	15%	5%	-	-	-	-
	Male	21%	26%	<b>19%</b>	20%	15%	19%	-	*	-	25%	16%	22%	0%	22%	15%	19%	-	*	-	*	*
	Female	19%	25%	<b>21%</b>	0%	13%	26%	*	*	*	*	13%	30%	3%	23%	5%	-	21%	-	-	-	*
Science	All Students	20%	25%	<b>26%</b>	20%	17%	30%	*	*	-	14%	19%	34%	3%	29%	12%	25%	28%	*	-	-	*
	CWD	8%	9%	<b>3%</b>	*	10%	0%	-	-	-	-	0%	9%	3%	-	0%	5%	0%	-	-	-	-
	CWOD	22%	27%	<b>29%</b>	29%	18%	34%	*	*	-	14%	22%	36%	-	29%	14%	28%	30%	*	-	-	*
	EL	7%	9%	<b>12%</b>	-	10%	-	-	*	-	-	9%	33%	0%	14%	12%	17%	5%	-	-	-	-
	Male	22%	27%	<b>25%</b>	13%	22%	27%	-	*	-	17%	21%	29%	5%	28%	17%	25%	-	*	-	-	*
	Female	19%	23%	<b>28%</b>	*	11%	34%	*	*	-	*	17%	40%	0%	30%	5%	-	28%	-	-	-	*

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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
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	80	83	79	81	*	100	*	55	78	60	81
CWD	60	80	60	58	-	-	-	-	56	60	64
CWOD	83	85	82	85	*	100	*	55	83	-	84
EL ◇	81	-	80	*	-	*	-	-	80	64	81
Male	78	91	77	78	-	*	-	50	77	62	83
Female	83	71	80	85	*	*	*	*	79	56	80
<b>Mathematics</b>											
All Students	66	81	63	66	*	100	*	50	63	47	61
CWD	47	80	41	47	-	-	-	-	41	47	22
CWOD	69	81	67	69	*	100	*	50	67	-	67
EL ◇	61	-	60	*	-	*	-	-	61	22	61
Male	64	73	58	67	-	*	-	43	61	49	56
Female	68	93	69	65	*	*	*	*	65	42	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.

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

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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
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
148	41	28%

- 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
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	53	41	46	58	34	90	*	45	46	21	40
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%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

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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 +
<b>STAAR Performance Status</b>											
<b>Reading</b>											
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	Y		Y	N					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%
Target Met	N		N	N					N	N	N
<b>Mathematics</b>											
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
<b>English Learner Language Proficiency Status</b>											
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
<b>Federal Graduation Status<sup>Δ</sup></b>											
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%

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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											
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
<b>Participation Rate</b>																	
<b>All Subjects</b>	All Students	<b>100%</b>	100%	100%	100%	100%	100%	*	100%	100%	100%	99%	100%	100%	100%	100%	100%
	CWD	<b>99%</b>	100%	100%	99%	-	-	-	-	100%	98%	99%	-	100%	99%	100%	-
	CWOD	<b>100%</b>	100%	100%	100%	100%	100%	*	100%	100%	100%	-	100%	100%	100%	100%	100%
	EL	<b>100%</b>	-	100%	100%	-	100%	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	<b>100%</b>	100%	100%	100%	-	100%	-	100%	100%	100%	99%	100%	100%	100%	-	100%
	Female	<b>100%</b>	100%	100%	100%	100%	100%	*	100%	100%	100%	100%	100%	100%	-	100%	-
<b>Reading</b>	All Students	<b>100%</b>	100%	100%	100%	*	100%	*	100%	100%	99%	99%	100%	100%	100%	100%	*
	CWD	<b>99%</b>	100%	100%	98%	-	-	-	-	100%	97%	99%	-	100%	99%	100%	-
	CWOD	<b>100%</b>	100%	100%	100%	*	100%	*	100%	100%	100%	-	100%	100%	100%	100%	*
	EL	<b>100%</b>	-	100%	*	-	*	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	<b>100%</b>	100%	100%	100%	-	*	-	100%	100%	99%	99%	100%	100%	100%	-	*
	Female	<b>100%</b>	100%	100%	100%	*	*	*	*	100%	99%	100%	100%	100%	-	100%	-
<b>Mathematics</b>	All Students	<b>100%</b>	100%	100%	100%	*	100%	*	100%	100%	100%	99%	100%	100%	100%	100%	*
		<b>100%</b>	100%	100%	100%	*	100%	*	100%	100%	100%	99%	100%	100%	100%	100%	*
	CWD	<b>99%</b>	100%	100%	98%	-	-	-	-	100%	97%	99%	-	100%	99%	100%	-
		<b>99%</b>	100%	100%	98%	-	-	-	-	100%	97%	99%	-	100%	99%	100%	-
	CWOD	<b>100%</b>	100%	100%	100%	*	100%	*	100%	100%	100%	-	100%	100%	100%	100%	*
		<b>100%</b>	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	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%	99%	99%	100%	100%	100%	-	*
		100%	100%	100%	100%	-	*	-	100%	100%	99%	99%	100%	100%	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																	
All Subjects	All Students	0%	0%	0%	0%	0%	0%	*	0%	0%	0%	1%	0%	0%	0%	0%	0%
	CWD	1%	0%	0%	1%	-	-	-	-	0%	2%	1%	-	0%	1%	0%	-
	CWOD	0%	0%	0%	0%	0%	0%	*	0%	0%	0%	-	0%	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%	1%	0%	0%	0%	-	0%
	Female	0%	0%	0%	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	-	0%	-
Reading	All Students	0%	0%	0%	0%	*	0%	*	0%	0%	1%	1%	0%	0%	0%	0%	*
	CWD	1%	0%	0%	2%	-	-	-	-	0%	3%	1%	-	0%	1%	0%	-
	CWOD	0%	0%	0%	0%	*	0%	*	0%	0%	0%	-	0%	0%	0%	0%	*
	EL	0%	-	0%	*	-	*	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	-	*	-	0%	0%	1%	1%	0%	0%	0%	-	*
	Female	0%	0%	0%	0%	*	*	*	*	0%	1%	0%	0%	0%	-	0%	-
Mathematics	All Students	0%	0%	0%	0%	*	0%	*	0%	0%	0%	1%	0%	0%	0%	0%	*
	CWD	1%	0%	0%	2%	-	-	-	-	0%	3%	1%	-	0%	1%	0%	-
	CWOD	0%	0%	0%	0%	*	0%	*	0%	0%	0%	-	0%	0%	0%	0%	*
	EL	0%	-	0%	*	-	*	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	-	*	-	0%	0%	1%	1%	0%	0%	0%	-	*
	Female	0%	0%	0%	0%	*	*	*	*	0%	0%	0%	0%	0%	-	0%	-
Science	All Students	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%	0%	*
	CWD	0%	*	0%	0%	-	-	-	-	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	0%	*	*	-	0%	0%	0%	-	0%	0%	0%	0%	*
	EL	0%	-	0%	-	-	*	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	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	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 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)
<b>Students Without Disabilities</b>												
<b>In-School Suspensions</b>												
	Male	82	1	31	48	1	1	0	0	12		
	Female	25	0	9	15	0	0	0	1	5		
	Total	107	1	40	63	1	1	0	1	17		
<b>Out-of-School Suspensions</b>												
	Male	34	1	18	13	0	1	0	1	8		
	Female	8	1	5	2	0	0	0	0	1		
	Total	42	2	23	15	0	1	0	1	9		
<b>Expulsions</b>												
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		

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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		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
<b>School-Related Arrests</b>												
	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		
<b>Referrals to Law Enforcement</b>												
	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		
<b>Students With Disabilities</b>												
<b>In-School Suspensions</b>												
	Male	29	0	11	18	0	0	0	0	5		17
	Female	8	0	4	4	0	0	0	0	2		6
	Total	37	0	15	22	0	0	0	0	7		23
<b>Out-of-School Suspensions</b>												
	Male	13	0	2	11	0	0	0	0	1		7
	Female	1	0	0	1	0	0	0	0	0		1
	Total	14	0	2	12	0	0	0	0	1		8
<b>Expulsions</b>												
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
<b>School-Related Arrests</b>												
	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
<b>Referrals to Law Enforcement</b>												

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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>All Students</b>												
<b>Chronic Absenteeism</b>												
	Male	33	1	14	17	-8	-8	-8	1	4	8	-8
	Female	27	-8	7	18	1	-8	-8	1	2	3	-8
	Total	60	1	21	35	1	-8	-8	2	6	11	-8

	Total
<b>Incidents of Violence</b>	
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
<b>Allegations of Harassment or bullying</b>	
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.

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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
<b>Preschool Programs</b>											
	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
<b>Accelerated Coursework</b>											
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
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	6.0	11.3%
Teachers Teaching with Emergency or Provisional Credentials	1.0	2.0%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	1.8	3.6%

- 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.

## 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
<b>Grade 3</b>						
Reading	6,584	2%	*	1%	-	-
Mathematics	6,587	2%	*	1%	-	-
<b>Grade 4</b>						
Reading	6,404	2%	*	0%	-	-
Mathematics	6,408	2%	*	0%	-	-
<b>Grade 5</b>						
Reading	6,204	2%	*	1%	-	-
Mathematics	6,205	2%	*	1%	-	-
Science	6,200	2%	*	1%	-	-
<b>Grade 6</b>						
Reading	6,181	2%	*	0%	*	1%
Mathematics	6,177	2%	*	0%	*	1%
<b>Grade 7</b>						
Reading	6,130	1%	6	1%	6	2%
Mathematics	6,120	2%	6	1%	6	2%
<b>Grade 8</b>						
Reading	5,794	1%	6	1%	6	2%
Mathematics	5,803	2%	6	2%	6	4%
Science	5,796	1%	6	1%	6	2%
<b>End of Course</b>						
English I	6,009	1%	*	0%	-	-
English II	5,490	1%	*	0%	-	-
Algebra I	5,993	1%	*	1%	-	-
Biology	5,860	1%	*	0%	-	-
<b>All Grades</b>						
All Subjects	109,954	1%	61	1%	34	2%
Reading	48,805	1%	26	1%	14	2%
Mathematics	43,293	1%	24	1%	14	2%
Science	17,856	1%	11	1%	6	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

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	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%	9%	10%	14%	*	0%	-	5%	16%	19%	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)
<b>Academic Performance (At Meets Grade Level or Above)</b>												
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%
<b>EL Progress</b>												
	Baseline 2016-17 Rates											41%
	2017-18 through 2021-22											36%
	2022-23 through 2026-27											38%
	2027-28 through 2031-32											40%
<b>Graduation Rate: 4-Year Longitudinal Rate <sup>Δ</sup></b>												
	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%

<sup>Δ</sup> 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 <sup>1</sup>	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness or Student Achievement Domain Score: STAAR Component Only <sup>2</sup>	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%	82%	90%	*	90%	89%	-	-	*	*	85%	93%	50%	94%	91%	92%	88%	-	-	-	*
	CWD	38%	40%	50%	-	*	56%	-	-	-	-	50%	50%	50%	-	-	60%	38%	-	-	-	-
	CWOD	74%	88%	94%	*	94%	93%	-	-	*	*	90%	96%	-	94%	91%	95%	92%	-	-	-	*
	EL	53%	69%	91%	-	91%	-	-	-	-	-	89%	100%	-	91%	91%	93%	88%	-	-	-	-
	Male	66%	81%	92%	*	92%	91%	-	-	-	*	85%	95%	60%	95%	93%	92%	-	-	-	-	*
	Female	72%	83%	88%	*	88%	88%	-	-	*	-	84%	91%	38%	92%	88%	-	88%	-	-	-	*
Mathematics	All Students	72%	87%	94%	*	90%	96%	-	-	*	*	86%	99%	67%	97%	100%	96%	92%	-	-	-	*
	CWD	47%	46%	67%	-	*	75%	-	-	-	-	50%	88%	67%	-	-	70%	63%	-	-	-	-
	CWOD	76%	92%	97%	*	94%	98%	-	-	*	*	91%	100%	-	97%	100%	99%	95%	-	-	-	*
	EL	61%	83%	100%	-	100%	-	-	-	-	-	100%	100%	-	100%	100%	100%	100%	-	-	-	-
	Male	73%	87%	96%	*	96%	97%	-	-	-	*	88%	100%	70%	99%	100%	96%	-	-	-	-	*
	Female	72%	86%	92%	*	85%	94%	-	-	*	-	84%	98%	63%	95%	100%	-	92%	-	-	-	*
<b>Grade 7</b>																						
Reading	All Students	79%	86%	90%	*	88%	91%	*	*	*	80%	83%	96%	43%	96%	89%	88%	93%	-	-	*	*
	CWD	47%	40%	43%	-	40%	43%	-	-	-	*	33%	67%	43%	-	*	40%	45%	-	-	*	-
	CWOD	83%	93%	96%	*	94%	96%	*	*	*	*	93%	97%	-	96%	94%	93%	99%	-	-	*	*
	EL	63%	80%	89%	-	88%	*	-	-	-	*	86%	100%	*	94%	89%	88%	91%	-	-	-	-
	Male	75%	81%	88%	*	82%	90%	-	*	-	*	76%	94%	40%	93%	88%	88%	-	-	-	*	*
	Female	83%	92%	93%	*	93%	92%	*	-	*	*	88%	98%	45%	99%	91%	-	93%	-	-	*	-
Mathematics	All Students	60%	79%	84%	*	81%	87%	*	*	*	40%	70%	95%	33%	90%	79%	89%	79%	-	-	*	*
	CWD	36%	36%	33%	-	20%	43%	-	-	-	*	20%	67%	33%	-	*	50%	18%	-	-	*	-
	CWOD	63%	85%	90%	*	87%	91%	*	*	*	*	80%	96%	-	90%	83%	93%	86%	-	-	*	*
	EL	45%	64%	79%	-	76%	*	-	-	-	*	71%	100%	*	83%	79%	88%	73%	-	-	-	-
	Male	60%	79%	89%	*	86%	91%	-	*	-	*	79%	94%	50%	93%	88%	89%	-	-	-	*	*
	Female	59%	78%	79%	*	77%	81%	*	-	*	*	63%	96%	18%	86%	73%	-	79%	-	-	*	-
<b>Grade 8</b>																						
Reading	All Students	82%	88%	87%	100%	75%	91%	-	*	*	*	85%	88%	44%	91%	79%	83%	91%	-	-	-	*
	CWD	50%	45%	44%	*	20%	50%	-	-	-	-	50%	33%	44%	-	*	36%	60%	-	-	-	-
	CWOD	86%	93%	91%	100%	81%	95%	-	*	*	*	90%	91%	-	91%	78%	89%	93%	-	-	-	*
	EL	65%	81%	79%	-	78%	*	-	-	-	-	83%	*	*	78%	79%	78%	80%	-	-	-	-
	Male	78%	84%	83%	*	72%	89%	-	*	-	-	79%	86%	36%	89%	78%	83%	-	-	-	-	*
	Female	86%	93%	91%	*	80%	94%	-	*	*	*	91%	91%	60%	93%	80%	-	91%	-	-	-	*
Mathematics	All Students	70%	69%	78%	100%	66%	81%	-	*	*	*	73%	83%	40%	83%	64%	80%	75%	-	-	-	*
	CWD	40%	39%	40%	*	50%	-	-	-	-	-	30%	60%	40%	-	*	40%	40%	-	-	-	-
	CWOD	74%	75%	83%	*	74%	86%	-	*	*	*	81%	86%	-	83%	69%	87%	78%	-	-	-	*
	EL	57%	59%	64%	-	62%	*	-	-	-	-	69%	*	*	69%	64%	50%	75%	-	-	-	-
	Male	68%	73%	80%	*	64%	86%	-	*	-	-	72%	87%	40%	87%	50%	80%	-	-	-	-	*
	Female	72%	66%	75%	*	69%	74%	-	-	*	*	74%	75%	40%	78%	75%	-	75%	-	-	-	*

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Science	All Students	73%	85%	82%	86%	67%	88%	-	*	*	*	76%	87%	25%	87%	63%	84%	79%	-	-	-	*
	CWD	42%	45%	25%	*	20%	30%	-	-	-	-	10%	50%	25%	-	*	27%	20%	-	-	-	-
	CWOD	77%	90%	87%	100%	72%	93%	-	*	*	*	85%	89%	-	87%	67%	91%	83%	-	-	-	*
	EL	54%	74%	63%	-	61%	*	-	-	-	-	67%	*	*	67%	63%	67%	60%	-	-	-	-
	Male	73%	86%	84%	*	75%	89%	-	*	-	-	79%	88%	27%	91%	67%	84%	-	-	-	-	*
	Female	73%	84%	79%	*	55%	87%	-	*	*	*	74%	85%	20%	83%	60%	-	79%	-	-	-	*
<b>End of Course</b>																						
Algebra I	All Students	74%	90%	99%	*	93%	100%	-	*	-	*	95%	100%	*	99%	100%	100%	97%	-	-	-	*
	CWD	46%	71%	*	-	*	-	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-
	CWOD	78%	92%	99%	*	92%	100%	-	*	-	*	95%	100%	-	99%	100%	100%	97%	-	-	-	*
	EL	64%	82%	100%	-	100%	-	-	-	-	-	100%	-	-	100%	100%	*	*	-	-	-	-
	Male	71%	90%	100%	*	100%	100%	-	-	-	-	100%	100%	*	100%	*	100%	-	-	-	-	-
	Female	78%	92%	97%	*	*	100%	-	*	-	*	91%	100%	-	97%	*	-	97%	-	-	-	*
<b>STAAR Percent at Meets Grade Level or Above</b>																						
<b>Grade 6</b>																						
Reading	All Students	42%	56%	67%	*	57%	69%	-	-	*	*	56%	73%	11%	72%	48%	65%	68%	-	-	-	*
	CWD	21%	15%	11%	-	*	13%	-	-	-	-	0%	25%	11%	-	-	20%	0%	-	-	-	-
	CWOD	46%	61%	72%	*	59%	76%	-	-	*	*	65%	77%	-	72%	48%	70%	74%	-	-	-	*
	EL	24%	36%	48%	-	48%	-	-	-	-	-	50%	40%	-	48%	48%	47%	50%	-	-	-	-
	Male	40%	52%	65%	*	56%	67%	-	-	-	*	59%	69%	20%	70%	47%	65%	-	-	-	-	*
	Female	45%	60%	68%	*	58%	71%	-	-	*	-	55%	79%	0%	74%	50%	-	68%	-	-	-	*
Mathematics	All Students	38%	59%	73%	*	69%	75%	-	-	*	*	60%	82%	22%	78%	70%	74%	72%	-	-	-	*
	CWD	20%	17%	22%	-	*	25%	-	-	-	-	10%	38%	22%	-	-	30%	13%	-	-	-	-
	CWOD	41%	65%	78%	*	71%	82%	-	-	*	*	68%	85%	-	78%	70%	80%	77%	-	-	-	*
	EL	24%	47%	70%	-	70%	-	-	-	-	-	67%	80%	-	70%	70%	73%	63%	-	-	-	-
	Male	40%	61%	74%	*	72%	77%	-	-	-	*	62%	81%	30%	80%	73%	74%	-	-	-	-	*
	Female	36%	57%	72%	*	65%	74%	-	-	*	-	59%	82%	13%	77%	63%	-	72%	-	-	-	*
<b>Grade 7</b>																						
Reading	All Students	55%	68%	73%	*	62%	77%	*	*	*	40%	61%	82%	29%	78%	47%	68%	79%	-	-	*	*
	CWD	25%	26%	29%	-	40%	29%	-	-	-	*	20%	50%	29%	-	*	30%	27%	-	-	*	-
	CWOD	59%	74%	78%	*	64%	82%	*	*	*	*	69%	84%	-	78%	50%	71%	85%	-	-	*	*
	EL	33%	50%	47%	-	47%	*	-	-	-	*	50%	40%	*	50%	47%	25%	64%	-	-	-	-
	Male	50%	61%	68%	*	45%	74%	-	*	-	*	55%	74%	30%	71%	25%	68%	-	-	-	*	*
	Female	60%	75%	79%	*	73%	81%	*	-	*	*	65%	94%	27%	85%	64%	-	79%	-	-	*	-
Mathematics	All Students	30%	47%	59%	*	48%	64%	*	*	*	20%	47%	68%	19%	63%	32%	61%	57%	-	-	*	*
	CWD	18%	16%	19%	-	0%	29%	-	-	-	*	13%	33%	19%	-	*	30%	9%	-	-	*	-
	CWOD	32%	52%	63%	*	53%	67%	*	*	*	*	53%	70%	-	63%	33%	64%	63%	-	-	*	*
	EL	17%	23%	32%	-	35%	*	-	-	-	*	36%	20%	*	33%	32%	0%	55%	-	-	-	-
	Male	31%	48%	61%	*	50%	65%	-	*	-	*	47%	69%	30%	64%	0%	61%	-	-	-	*	*
	Female	29%	47%	57%	*	47%	61%	*	-	*	*	46%	68%	9%	63%	55%	-	57%	-	-	*	-

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Grade 8																						
Reading	All Students	57%	62%	66%	86%	60%	68%	-	*	*	*	63%	69%	19%	71%	58%	61%	74%	-	-	-	*
	CWD	25%	21%	19%	*	0%	20%	-	-	-	-	20%	17%	19%	-	*	9%	40%	-	-	-	-
	CWOD	61%	67%	71%	83%	66%	72%	-	*	*	*	68%	72%	-	71%	61%	66%	76%	-	-	-	*
	EL	33%	48%	58%	-	56%	*	-	-	-	-	61%	*	*	61%	58%	56%	60%	-	-	-	-
	Male	51%	55%	61%	*	59%	60%	-	*	-	-	56%	64%	9%	66%	56%	61%	-	-	-	-	*
	Female	63%	71%	74%	*	60%	79%	-	*	*	*	70%	79%	40%	76%	60%	-	74%	-	-	-	*
Mathematics	All Students	39%	28%	38%	80%	26%	40%	-	*	*	*	31%	46%	13%	42%	21%	40%	35%	-	-	-	*
	CWD	20%	18%	13%	*	*	20%	-	-	-	-	10%	20%	13%	-	*	10%	20%	-	-	-	-
	CWOD	41%	30%	42%	*	29%	43%	-	*	*	*	35%	49%	-	42%	23%	45%	37%	-	-	-	*
	EL	24%	16%	21%	-	23%	*	-	-	-	-	23%	*	*	23%	21%	17%	25%	-	-	-	-
	Male	38%	31%	40%	*	27%	43%	-	*	-	-	34%	45%	10%	45%	17%	40%	-	-	-	-	*
	Female	40%	24%	35%	*	25%	35%	-	-	*	*	29%	50%	20%	37%	25%	-	35%	-	-	-	*
Science	All Students	44%	56%	54%	86%	40%	58%	-	*	*	*	45%	62%	19%	57%	21%	54%	54%	-	-	-	*
	CWD	22%	26%	19%	*	20%	20%	-	-	-	-	10%	33%	19%	-	*	18%	20%	-	-	-	-
	CWOD	47%	59%	57%	100%	43%	61%	-	*	*	*	49%	64%	-	57%	22%	58%	56%	-	-	-	*
	EL	23%	34%	21%	-	22%	*	-	-	-	-	22%	*	*	22%	21%	22%	20%	-	-	-	-
	Male	45%	58%	54%	*	47%	56%	-	*	-	-	49%	58%	18%	58%	22%	54%	-	-	-	-	*
	Female	42%	54%	54%	*	30%	60%	-	*	*	*	41%	71%	20%	56%	20%	-	54%	-	-	-	*
End of Course																						
Algebra I	All Students	42%	61%	71%	*	57%	76%	-	*	-	*	59%	76%	*	72%	60%	72%	69%	-	-	-	*
	CWD	19%	42%	*	-	*	-	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-
	CWOD	45%	63%	72%	*	62%	76%	-	*	-	*	59%	78%	-	72%	60%	74%	69%	-	-	-	*
	EL	28%	49%	60%	-	60%	-	-	-	-	-	60%	-	-	60%	60%	*	*	-	-	-	-
	Male	40%	59%	72%	*	60%	79%	-	-	-	-	55%	79%	*	74%	*	72%	-	-	-	-	-
	Female	45%	64%	69%	*	*	73%	-	*	-	*	64%	72%	-	69%	*	-	69%	-	-	-	*
STAAR Percent at Masters Grade Level																						
Grade 6																						
Reading	All Students	23%	33%	41%	*	29%	44%	-	-	*	*	33%	46%	0%	45%	22%	37%	45%	-	-	-	*
	CWD	8%	2%	0%	-	*	0%	-	-	-	-	0%	0%	0%	-	-	0%	0%	-	-	-	-
	CWOD	25%	37%	45%	*	31%	50%	-	-	*	*	38%	49%	-	45%	22%	41%	49%	-	-	-	*
	EL	9%	14%	22%	-	22%	-	-	-	-	-	28%	0%	-	22%	22%	13%	38%	-	-	-	-
	Male	21%	33%	37%	*	24%	41%	-	-	-	*	29%	41%	0%	41%	13%	37%	-	-	-	-	*
	Female	25%	33%	45%	*	35%	47%	-	-	*	-	36%	52%	0%	49%	38%	-	45%	-	-	-	*
Mathematics	All Students	16%	35%	46%	*	43%	48%	-	-	*	*	33%	54%	11%	49%	43%	48%	44%	-	-	-	*
	CWD	8%	6%	11%	-	*	13%	-	-	-	-	0%	25%	11%	-	-	20%	0%	-	-	-	-
	CWOD	17%	39%	49%	*	45%	52%	-	-	*	*	38%	56%	-	49%	43%	51%	48%	-	-	-	*
	EL	7%	27%	43%	-	43%	-	-	-	-	-	39%	60%	-	43%	43%	53%	25%	-	-	-	-
	Male	17%	37%	48%	*	48%	48%	-	-	-	*	35%	55%	20%	51%	53%	48%	-	-	-	-	*
	Female	14%	33%	44%	*	38%	47%	-	-	*	-	32%	54%	0%	48%	25%	-	44%	-	-	-	*

Texas Education Agency  
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TOM AND NITA NICHOLS MIDDLE (126905043) - JOSHUA ISD - JOHNSON 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	36%	46%	51%	*	40%	55%	*	*	*	40%	36%	63%	5%	56%	26%	48%	55%	-	-	*	*
	CWD	11%	3%	5%	-	0%	7%	-	-	-	*	7%	0%	5%	-	*	10%	0%	-	-	*	-
	CWOD	40%	52%	56%	*	45%	60%	*	*	*	*	41%	67%	-	56%	28%	52%	61%	-	-	*	*
	EL	17%	24%	26%	-	29%	*	-	-	-	*	29%	20%	*	28%	26%	0%	45%	-	-	-	-
	Male	32%	40%	48%	*	32%	52%	-	*	-	*	26%	60%	10%	52%	0%	48%	-	-	-	*	*
	Female	41%	52%	55%	*	47%	58%	*	-	*	*	42%	68%	0%	61%	45%	-	55%	-	-	*	-
Mathematics	All Students	13%	20%	27%	*	17%	29%	*	*	*	20%	19%	33%	5%	30%	11%	31%	22%	-	-	*	*
	CWD	7%	2%	5%	-	0%	7%	-	-	-	*	0%	17%	5%	-	*	10%	0%	-	-	*	-
	CWOD	14%	23%	30%	*	19%	32%	*	*	*	*	23%	34%	-	30%	11%	34%	25%	-	-	*	*
	EL	6%	6%	11%	-	12%	*	-	-	-	*	14%	0%	*	11%	11%	0%	18%	-	-	-	-
	Male	13%	20%	31%	*	23%	33%	-	*	-	*	24%	36%	10%	34%	0%	31%	-	-	-	*	*
	Female	12%	21%	22%	*	13%	24%	*	-	*	*	15%	30%	0%	25%	18%	-	22%	-	-	*	-
Grade 8																						
Reading	All Students	37%	39%	41%	71%	33%	43%	-	*	*	*	37%	45%	13%	44%	21%	39%	45%	-	-	-	*
	CWD	11%	6%	13%	*	0%	20%	-	-	-	-	10%	17%	13%	-	*	9%	20%	-	-	-	-
	CWOD	40%	43%	44%	83%	36%	45%	-	*	*	*	41%	47%	-	44%	22%	42%	47%	-	-	-	*
	EL	16%	28%	21%	-	22%	*	-	-	-	-	22%	*	*	22%	21%	11%	30%	-	-	-	-
	Male	31%	32%	39%	*	34%	38%	-	*	-	-	40%	38%	9%	42%	11%	39%	-	-	-	-	*
	Female	42%	48%	45%	*	30%	51%	-	*	*	*	35%	59%	20%	47%	30%	-	45%	-	-	-	*
Mathematics	All Students	14%	6%	10%	20%	5%	12%	-	*	*	*	12%	7%	7%	10%	0%	10%	10%	-	-	-	*
	CWD	8%	2%	7%	*	*	10%	-	-	-	-	10%	0%	7%	-	*	0%	20%	-	-	-	-
	CWOD	15%	7%	10%	*	6%	12%	-	*	*	*	12%	8%	-	10%	0%	12%	9%	-	-	-	*
	EL	6%	0%	0%	-	0%	*	-	-	-	-	0%	*	*	0%	0%	0%	0%	-	-	-	-
	Male	14%	6%	10%	*	5%	11%	-	*	-	-	16%	5%	0%	12%	0%	10%	-	-	-	-	*
	Female	14%	6%	10%	*	6%	13%	-	-	*	*	9%	13%	20%	9%	0%	-	10%	-	-	-	*
Science	All Students	23%	26%	27%	43%	17%	30%	-	*	*	*	21%	32%	19%	28%	5%	33%	19%	-	-	-	*
	CWD	9%	9%	19%	*	20%	20%	-	-	-	-	10%	33%	19%	-	*	18%	20%	-	-	-	-
	CWOD	24%	28%	28%	50%	17%	31%	-	*	*	*	23%	32%	-	28%	6%	35%	19%	-	-	-	*
	EL	8%	10%	5%	-	6%	*	-	-	-	-	6%	*	*	6%	5%	11%	0%	-	-	-	-
	Male	24%	28%	33%	*	28%	35%	-	*	-	-	28%	36%	18%	35%	11%	33%	-	-	-	-	*
	Female	21%	24%	19%	*	0%	25%	-	*	*	*	15%	24%	20%	19%	0%	-	19%	-	-	-	*
End of Course																						
Algebra I	All Students	26%	32%	40%	*	21%	46%	-	*	-	*	32%	43%	*	40%	0%	41%	38%	-	-	-	*
	CWD	8%	10%	*	-	*	-	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-
	CWOD	29%	34%	40%	*	23%	46%	-	*	-	*	32%	44%	-	40%	0%	42%	38%	-	-	-	*
	EL	14%	15%	0%	-	0%	-	-	-	-	-	0%	-	-	0%	0%	*	*	-	-	-	-
	Male	25%	29%	41%	*	30%	46%	-	-	-	-	27%	46%	*	42%	*	41%	-	-	-	-	-
	Female	28%	36%	38%	*	*	45%	-	*	-	*	36%	39%	-	38%	*	-	38%	-	-	-	*
STAAR Percent at Approaches Grade Level or Above																						



Texas Education Agency  
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TOM AND NITA NICHOLS MIDDLE (126905043) - JOSHUA ISD - JOHNSON 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 Grades																						
All Subjects	All Students	73%	83%	88%	94%	81%	90%	100%	63%	100%	83%	80%	93%	44%	92%	83%	88%	87%	-	-	*	100%
	CWD	44%	46%	44%	*	21%	51%	-	-	-	*	34%	61%	44%	-	20%	47%	40%	-	-	*	-
	CWOD	77%	88%	92%	96%	86%	94%	100%	63%	100%	95%	88%	95%	-	92%	85%	93%	91%	-	-	*	100%
	EL	59%	69%	83%	-	82%	100%	-	-	-	*	82%	87%	20%	85%	83%	85%	81%	-	-	-	-
	Male	71%	81%	88%	94%	82%	91%	-	40%	-	86%	81%	93%	47%	93%	85%	88%	-	-	-	*	100%
	Female	75%	84%	87%	92%	80%	89%	100%	*	100%	80%	80%	93%	40%	91%	81%	-	87%	-	-	*	100%
Reading	All Students	74%	81%	89%	100%	85%	90%	*	*	*	91%	84%	93%	45%	94%	87%	88%	91%	-	-	*	100%
	CWD	43%	42%	45%	*	25%	50%	-	-	-	*	43%	50%	45%	-	*	45%	46%	-	-	*	-
	CWOD	78%	87%	94%	100%	90%	95%	*	*	*	100%	91%	95%	-	94%	88%	92%	95%	-	-	*	100%
	EL	57%	65%	87%	-	86%	*	-	-	-	*	86%	91%	*	88%	87%	88%	86%	-	-	-	-
	Male	70%	77%	88%	100%	81%	90%	-	*	-	86%	80%	92%	45%	92%	88%	88%	-	-	-	*	*
	Female	78%	86%	91%	100%	88%	91%	*	*	*	*	88%	93%	46%	95%	86%	-	91%	-	-	*	*
Mathematics	All Students	71%	84%	88%	92%	81%	90%	*	*	*	73%	78%	95%	47%	92%	85%	90%	85%	-	-	*	100%
	CWD	44%	50%	47%	*	17%	58%	-	-	-	*	31%	75%	47%	-	*	55%	38%	-	-	*	-
	CWOD	75%	89%	92%	91%	87%	94%	*	*	*	89%	85%	97%	-	92%	88%	94%	89%	-	-	*	100%
	EL	61%	74%	85%	-	84%	*	-	-	-	*	84%	91%	*	88%	85%	88%	83%	-	-	-	-
	Male	71%	84%	90%	86%	85%	93%	-	*	-	86%	82%	96%	55%	94%	88%	90%	-	-	-	*	*
	Female	71%	83%	85%	100%	78%	87%	*	*	*	*	75%	95%	38%	89%	83%	-	85%	-	-	*	*
Science	All Students	74%	84%	82%	86%	67%	88%	-	*	*	*	76%	87%	25%	87%	63%	84%	79%	-	-	-	*
	CWD	47%	48%	25%	*	20%	30%	-	-	-	-	10%	50%	25%	-	*	27%	20%	-	-	-	-
	CWOD	78%	89%	87%	100%	72%	93%	-	*	*	*	85%	89%	-	87%	67%	91%	83%	-	-	-	*
	EL	58%	69%	63%	-	61%	*	-	-	-	-	67%	*	*	67%	63%	67%	60%	-	-	-	-
	Male	74%	85%	84%	*	75%	89%	-	*	-	-	79%	88%	27%	91%	67%	84%	-	-	-	-	*
	Female	75%	83%	79%	*	55%	87%	-	*	*	*	74%	85%	20%	83%	60%	-	79%	-	-	-	*
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	47%	57%	63%	77%	53%	67%	83%	50%	100%	54%	53%	71%	19%	68%	45%	62%	65%	-	-	*	76%
	CWD	23%	22%	19%	*	10%	22%	-	-	-	*	13%	30%	19%	-	0%	21%	17%	-	-	*	-
	CWOD	50%	62%	68%	82%	56%	71%	83%	50%	100%	65%	59%	74%	-	68%	46%	66%	69%	-	-	*	76%
	EL	29%	36%	45%	-	46%	40%	-	-	-	*	46%	39%	0%	46%	45%	41%	49%	-	-	-	-
	Male	45%	55%	62%	78%	52%	65%	-	20%	-	64%	52%	68%	21%	66%	41%	62%	-	-	-	*	89%
	Female	48%	59%	65%	77%	53%	69%	83%	*	100%	40%	53%	77%	17%	69%	49%	-	65%	-	-	*	63%
Reading	All Students	52%	59%	69%	83%	59%	71%	*	*	*	64%	60%	75%	20%	74%	51%	64%	73%	-	-	*	86%
	CWD	24%	21%	20%	*	17%	20%	-	-	-	*	14%	30%	20%	-	*	19%	21%	-	-	*	-
	CWOD	56%	65%	74%	82%	63%	77%	*	*	*	78%	68%	78%	-	74%	53%	69%	78%	-	-	*	86%
	EL	31%	36%	51%	-	50%	*	-	-	-	*	54%	36%	*	53%	51%	44%	59%	-	-	-	-
	Male	47%	54%	64%	86%	54%	67%	-	*	-	71%	57%	69%	19%	69%	44%	64%	-	-	-	*	*
	Female	56%	66%	73%	80%	64%	76%	*	*	*	*	63%	84%	21%	78%	59%	-	73%	-	-	*	*

Texas Education Agency  
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TOM AND NITA NICHOLS MIDDLE (126905043) - JOSHUA ISD - JOHNSON 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	41%	54%	61%	67%	50%	65%	*	*	*	45%	48%	71%	18%	65%	46%	62%	59%	-	-	*	86%
	CWD	22%	24%	18%	*	0%	25%	-	-	-	*	11%	30%	18%	-	*	23%	13%	-	-	*	-
	CWOD	44%	58%	65%	73%	55%	69%	*	*	*	56%	54%	73%	-	65%	47%	66%	64%	-	-	*	86%
	EL	29%	38%	46%	-	48%	*	-	-	-	*	46%	45%	*	47%	46%	44%	48%	-	-	-	-
	Male	42%	55%	62%	57%	52%	66%	-	*	-	57%	49%	70%	23%	66%	44%	62%	-	-	-	*	*
	Female	40%	53%	59%	80%	49%	63%	*	*	*	*	47%	72%	13%	64%	48%	-	59%	-	-	*	*
Science	All Students	46%	57%	54%	86%	40%	58%	-	*	*	*	45%	62%	19%	57%	21%	54%	54%	-	-	-	*
	CWD	23%	24%	19%	*	20%	20%	-	-	-	-	10%	33%	19%	-	*	18%	20%	-	-	-	-
	CWOD	49%	61%	57%	100%	43%	61%	-	*	*	*	49%	64%	-	57%	22%	58%	56%	-	-	-	*
	EL	25%	31%	21%	-	22%	*	-	-	-	-	22%	*	*	22%	21%	22%	20%	-	-	-	-
	Male	47%	57%	54%	*	47%	56%	-	*	-	-	49%	58%	18%	58%	22%	54%	-	-	-	-	*
	Female	45%	57%	54%	*	30%	60%	-	*	*	*	41%	71%	20%	56%	20%	-	54%	-	-	-	*
STAAR Percent at Masters Grade Level																						
All Grades																						
All Subjects	All Students	22%	27%	36%	45%	27%	40%	50%	50%	29%	38%	28%	43%	8%	39%	19%	37%	36%	-	-	*	18%
	CWD	9%	7%	8%	*	3%	10%	-	-	-	*	5%	13%	8%	-	0%	10%	6%	-	-	*	-
	CWOD	24%	30%	39%	50%	29%	43%	50%	50%	29%	45%	31%	45%	-	39%	20%	39%	39%	-	-	*	18%
	EL	12%	13%	19%	-	20%	0%	-	-	-	*	19%	17%	0%	20%	19%	16%	22%	-	-	-	-
	Male	21%	26%	37%	50%	28%	39%	-	20%	-	50%	29%	41%	10%	39%	16%	37%	-	-	-	*	22%
	Female	23%	28%	36%	38%	26%	41%	50%	*	29%	20%	27%	46%	6%	39%	22%	-	36%	-	-	*	13%
Reading	All Students	25%	29%	45%	67%	34%	48%	*	*	*	45%	35%	52%	5%	49%	23%	41%	48%	-	-	*	14%
	CWD	9%	6%	5%	*	0%	8%	-	-	-	*	6%	5%	5%	-	*	6%	4%	-	-	*	-
	CWOD	27%	33%	49%	73%	37%	52%	*	*	*	56%	40%	55%	-	49%	24%	45%	53%	-	-	*	14%
	EL	13%	15%	23%	-	24%	*	-	-	-	*	26%	9%	*	24%	23%	9%	38%	-	-	-	-
	Male	22%	26%	41%	71%	30%	44%	-	*	-	43%	32%	47%	6%	45%	9%	41%	-	-	-	*	*
	Female	28%	33%	48%	60%	38%	52%	*	*	*	*	38%	59%	4%	53%	38%	-	48%	-	-	*	*
Mathematics	All Students	20%	25%	31%	25%	23%	34%	*	*	*	36%	23%	38%	7%	34%	20%	33%	29%	-	-	*	29%
	CWD	9%	7%	7%	*	0%	10%	-	-	-	*	3%	15%	7%	-	*	10%	4%	-	-	*	-
	CWOD	21%	28%	34%	27%	25%	37%	*	*	*	44%	26%	39%	-	34%	20%	36%	32%	-	-	*	29%
	EL	12%	12%	20%	-	21%	*	-	-	-	*	18%	27%	*	20%	20%	25%	14%	-	-	-	-
	Male	21%	26%	33%	29%	27%	35%	-	*	-	57%	25%	38%	10%	36%	25%	33%	-	-	-	*	*
	Female	19%	25%	29%	20%	20%	34%	*	*	*	*	20%	39%	4%	32%	14%	-	29%	-	-	*	*
Science	All Students	20%	25%	27%	43%	17%	30%	-	*	*	*	21%	32%	19%	28%	5%	33%	19%	-	-	-	*
	CWD	8%	9%	19%	*	20%	20%	-	-	-	-	10%	33%	19%	-	*	18%	20%	-	-	-	-
	CWOD	22%	27%	28%	50%	17%	31%	-	*	*	*	23%	32%	-	28%	6%	35%	19%	-	-	-	*
	EL	7%	9%	5%	-	6%	*	-	-	-	-	6%	*	*	6%	5%	11%	0%	-	-	-	-
	Male	22%	27%	33%	*	28%	35%	-	*	-	-	28%	36%	18%	35%	11%	33%	-	-	-	-	*
	Female	19%	23%	19%	*	0%	25%	-	*	*	*	15%	24%	20%	19%	0%	-	19%	-	-	-	*

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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
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	82	95	80	83	*	*	*	91	83	67	82
CWD	67	*	64	68	-	-	-	*	74	67	*
CWOD	84	94	82	84	*	*	*	100	84	-	81
EL ◇	82	-	81	*	-	-	-	*	82	*	82
Male	81	92	80	81	-	-	-	100	83	75	80
Female	84	*	81	85	*	*	*	*	83	58	83
<b>Mathematics</b>											
All Students	69	80	63	71	*	*	*	68	65	49	61
CWD	49	*	36	51	-	-	-	*	43	49	*
CWOD	71	78	65	73	*	*	*	72	69	-	62
EL ◇	61	-	63	*	-	-	-	*	66	*	61
Male	73	75	70	74	-	-	-	86	72	57	67
Female	64	*	56	67	*	*	*	*	60	40	55

- 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 ◇
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2021</b>													
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-

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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
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
60	23	38%

- 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
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	62	72	54	66	78	54	76	58	54	24	49
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%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

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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 +
<b>STAAR Performance Status</b>											
<b>Reading</b>											
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	Y		Y	Y					Y	N	Y
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	Y		Y	Y					Y	N	Y
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N		N	N					N	N	N
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	Y		Y	Y					Y	N	Y
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	Y		Y	Y					Y	N	Y
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
<b>English Learner Language Proficiency Status</b>											
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
<b>Federal Graduation Status<sup>Δ</sup></b>											
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%

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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											
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
<b>Participation Rate</b>																	
<b>All Subjects</b>	All Students	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	*	100%	100%	-	-	-	*	100%	100%	100%	-	100%	100%	100%	-
	CWOD	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	-	100%	100%	-	-	-	*	100%	100%	100%	100%	100%	100%	100%	-
	Male	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%	-
<b>Reading</b>	All Students	100%	100%	100%	100%	*	*	*	100%	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	*	100%	100%	-	-	-	*	100%	100%	100%	-	*	100%	100%	-
	CWOD	100%	100%	100%	100%	*	*	*	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	-	100%	*	-	-	-	*	100%	100%	*	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	-	*	-	100%	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	100%	*	*	*	*	100%	100%	100%	100%	100%	-	100%	-
<b>Mathematics</b>	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%	-
	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%	-	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	EL	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%	100%	100%	100%	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																	
All Subjects	All Students	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	*	0%	0%	-	-	-	*	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	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%	-
	CWD	0%	*	0%	0%	-	-	-	*	0%	0%	0%	-	*	0%	0%	-
	CWOD	0%	0%	0%	0%	*	*	*	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	0%	*	-	-	-	*	0%	0%	*	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	0%	*	*	*	*	0%	0%	0%	0%	0%	-	0%	-
Mathematics	All Students	0%	0%	0%	0%	*	*	*	0%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	*	0%	0%	-	-	-	*	0%	0%	0%	-	*	0%	0%	-
	CWOD	0%	0%	0%	0%	*	*	*	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	0%	*	-	-	-	*	0%	0%	*	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	0%	*	*	*	*	0%	0%	0%	0%	0%	-	0%	-
Science	All Students	0%	0%	0%	0%	-	*	*	*	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	*	0%	0%	-	-	-	-	0%	0%	0%	-	*	0%	0%	-
	CWOD	0%	0%	0%	0%	-	*	*	*	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	0%	*	-	-	-	-	0%	*	*	0%	0%	0%	0%	-
	Male	0%	*	0%	0%	-	*	-	-	0%	0%	0%	0%	0%	0%	-	-

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Science	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 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)
<b>Students Without Disabilities</b>												
<b>In-School Suspensions</b>												
	Male	38	0	8	29	0	0	0	1	2		
	Female	15	0	4	11	0	0	0	0	1		
	Total	53	0	12	40	0	0	0	1	3		
<b>Out-of-School Suspensions</b>												
	Male	19	0	3	15	0	0	0	1	1		
	Female	10	0	4	6	0	0	0	0	2		
	Total	29	0	7	21	0	0	0	1	3		
<b>Expulsions</b>												
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		



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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		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
<b>School-Related Arrests</b>												
	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		
<b>Referrals to Law Enforcement</b>												
	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		
<b>Students With Disabilities</b>												
<b>In-School Suspensions</b>												
	Male	16	1	2	13	0	0	0	0	1		7
	Female	4	0	0	4	0	0	0	0	0		1
	Total	20	1	2	17	0	0	0	0	1		8
<b>Out-of-School Suspensions</b>												
	Male	12	2	2	8	0	0	0	0	2		6
	Female	2	0	0	2	0	0	0	0	0		1
	Total	14	2	2	10	0	0	0	0	2		7
<b>Expulsions</b>												
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
<b>School-Related Arrests</b>												
	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
<b>Referrals to Law Enforcement</b>												

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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>All Students</b>												
<b>Chronic Absenteeism</b>												
	Male	17	-8	2	12	-8	-8	-8	3	1	4	-8
	Female	30	-8	4	26	-8	-8	-8	-8	2	2	-8
	Total	47	-8	6	38	-8	-8	-8	3	3	6	-8

	Total
<b>Incidents of Violence</b>	
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
<b>Allegations of Harassment or bullying</b>	
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.

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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
<b>Preschool Programs</b>											
	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
<b>Accelerated Coursework</b>											
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
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.

Low Poverty School		
	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	6.7	15.6%
Teachers Teaching with Emergency or Provisional Credentials	0.9	2.3%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	3.0	7.5%

- 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
<b>Grade 3</b>						
Reading	6,584	2%	*	1%	-	-
Mathematics	6,587	2%	*	1%	-	-
<b>Grade 4</b>						
Reading	6,404	2%	*	0%	-	-
Mathematics	6,408	2%	*	0%	-	-
<b>Grade 5</b>						
Reading	6,204	2%	*	1%	-	-
Mathematics	6,205	2%	*	1%	-	-
Science	6,200	2%	*	1%	-	-
<b>Grade 6</b>						
Reading	6,181	2%	*	0%	-	-
Mathematics	6,177	2%	*	0%	-	-
<b>Grade 7</b>						
Reading	6,130	1%	6	1%	-	-
Mathematics	6,120	2%	6	1%	-	-
<b>Grade 8</b>						
Reading	5,794	1%	6	1%	-	-
Mathematics	5,803	2%	6	2%	-	-
Science	5,796	1%	6	1%	-	-
<b>End of Course</b>						
English I	6,009	1%	*	0%	-	-
English II	5,490	1%	*	0%	-	-
Algebra I	5,993	1%	*	1%	-	-
Biology	5,860	1%	*	0%	-	-
<b>All Grades</b>						
All Subjects	109,954	1%	61	1%	-	-
Reading	48,805	1%	26	1%	-	-
Mathematics	43,293	1%	24	1%	-	-
Science	17,856	1%	11	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

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	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%	0%	3%	9%	*	*	*	7%	9%	24%	2%

- 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)
<b>Academic Performance (At Meets Grade Level or Above)</b>												
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%
<b>EL Progress</b>												
	Baseline 2016-17 Rates											41%
	2017-18 through 2021-22											36%
	2022-23 through 2026-27											38%
	2027-28 through 2031-32											40%
<b>Graduation Rate: 4-Year Longitudinal Rate <sup>Δ</sup></b>												
	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%

<sup>Δ</sup> 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 <sup>1</sup>	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness or Student Achievement Domain Score: STAAR Component Only <sup>2</sup>	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%	81%	<b>66%</b>	*	56%	78%	-	*	-	*	56%	93%	31%	73%	51%	73%	57%	-	-	-	*
	CWD	52%	51%	<b>31%</b>	-	30%	33%	-	-	-	-	31%	-	31%	-	29%	44%	14%	-	-	-	-
	CWOD	80%	87%	<b>73%</b>	*	61%	86%	-	*	-	*	63%	93%	-	73%	57%	78%	65%	-	-	-	*
	EL	66%	53%	<b>51%</b>	-	51%	-	-	-	-	-	45%	*	29%	57%	51%	62%	36%	-	-	-	-
	Male	74%	82%	<b>73%</b>	*	66%	79%	-	*	-	*	65%	94%	44%	78%	62%	73%	-	-	-	-	*
	Female	78%	80%	<b>57%</b>	-	44%	76%	-	-	-	-	44%	92%	14%	65%	36%	-	57%	-	-	-	-
Mathematics	All Students	70%	83%	<b>63%</b>	*	59%	68%	-	*	-	*	57%	79%	25%	70%	54%	68%	57%	-	-	-	*
	CWD	46%	56%	<b>25%</b>	-	20%	33%	-	-	-	-	25%	-	25%	-	14%	22%	29%	-	-	-	-
	CWOD	74%	89%	<b>70%</b>	*	67%	74%	-	*	-	*	66%	79%	-	70%	64%	76%	62%	-	-	-	*
	EL	64%	67%	<b>54%</b>	-	54%	-	-	-	-	-	48%	*	14%	64%	54%	62%	43%	-	-	-	-
	Male	72%	86%	<b>68%</b>	*	66%	71%	-	*	-	*	63%	82%	22%	76%	62%	68%	-	-	-	-	*
	Female	68%	80%	<b>57%</b>	-	52%	65%	-	-	-	-	50%	75%	29%	62%	43%	-	57%	-	-	-	-
<b>Grade 4</b>																						
Reading	All Students	76%	80%	<b>72%</b>	*	75%	68%	*	-	-	-	71%	75%	50%	75%	73%	65%	79%	-	-	-	-
	CWD	48%	47%	<b>50%</b>	-	80%	33%	*	-	-	-	45%	*	50%	-	-	38%	*	-	-	-	-
	CWOD	81%	85%	<b>75%</b>	*	74%	75%	-	-	-	-	75%	74%	-	75%	73%	71%	79%	-	-	-	-
	EL	66%	68%	<b>73%</b>	-	73%	-	-	-	-	-	71%	*	-	73%	73%	67%	77%	-	-	-	-
	Male	73%	75%	<b>65%</b>	-	65%	65%	-	-	-	-	67%	60%	38%	71%	67%	65%	-	-	-	-	-
	Female	79%	85%	<b>79%</b>	*	85%	73%	*	-	-	-	76%	86%	*	79%	77%	-	79%	-	-	-	-
Mathematics	All Students	68%	82%	<b>65%</b>	*	65%	66%	*	-	-	-	63%	71%	25%	71%	64%	63%	67%	-	-	-	-
	CWD	42%	42%	<b>25%</b>	-	20%	33%	*	-	-	-	27%	*	25%	-	-	25%	*	-	-	-	-
	CWOD	73%	88%	<b>71%</b>	*	70%	72%	-	-	-	-	70%	74%	-	71%	64%	71%	72%	-	-	-	-
	EL	63%	80%	<b>64%</b>	-	64%	-	-	-	-	-	62%	*	-	64%	64%	56%	69%	-	-	-	-
	Male	70%	82%	<b>63%</b>	-	69%	57%	-	-	-	-	62%	70%	25%	71%	56%	63%	-	-	-	-	-
	Female	67%	81%	<b>67%</b>	*	62%	80%	*	-	-	-	66%	71%	*	72%	69%	-	67%	-	-	-	-
<b>Grade 5</b>																						
Reading	All Students	80%	87%	<b>91%</b>	*	93%	89%	-	*	-	*	91%	91%	67%	95%	93%	88%	95%	-	-	-	*
	CWD	50%	61%	<b>67%</b>	*	60%	83%	-	-	-	-	50%	83%	67%	-	*	50%	*	-	-	-	-
	CWOD	85%	91%	<b>95%</b>	*	96%	91%	-	*	-	*	96%	93%	-	95%	96%	95%	94%	-	-	-	*
	EL	71%	78%	<b>93%</b>	-	93%	-	-	*	-	-	96%	*	*	96%	93%	95%	89%	-	-	-	-
	Male	77%	83%	<b>88%</b>	*	91%	83%	-	*	-	*	88%	88%	50%	95%	95%	88%	-	-	-	-	*
	Female	83%	91%	<b>95%</b>	-	96%	94%	-	-	-	-	96%	94%	*	94%	89%	-	95%	-	-	-	-
Mathematics	All Students	76%	85%	<b>77%</b>	*	82%	68%	-	*	-	*	73%	82%	58%	79%	75%	84%	68%	-	-	-	*
	CWD	50%	56%	<b>58%</b>	*	60%	67%	-	-	-	-	50%	67%	58%	-	*	63%	*	-	-	-	-
	CWOD	80%	90%	<b>79%</b>	*	85%	68%	-	*	-	*	76%	86%	-	79%	77%	88%	69%	-	-	-	*
	EL	70%	81%	<b>75%</b>	-	74%	-	-	*	-	-	75%	*	*	77%	75%	79%	67%	-	-	-	-
	Male	75%	86%	<b>84%</b>	*	85%	92%	-	*	-	*	79%	94%	63%	88%	79%	84%	-	-	-	-	*
	Female	76%	84%	<b>68%</b>	-	79%	50%	-	-	-	-	65%	71%	*	69%	67%	-	68%	-	-	-	-

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Science	All Students	65%	78%	67%	*	63%	71%	-	*	-	*	59%	79%	50%	69%	64%	76%	55%	-	-	-	*
	CWD	40%	45%	50%	*	40%	67%	-	-	-	-	33%	67%	50%	-	*	38%	*	-	-	-	-
	CWOD	69%	83%	69%	*	65%	73%	-	*	-	*	62%	82%	-	69%	69%	83%	53%	-	-	-	*
	EL	52%	63%	64%	-	63%	-	-	*	-	-	63%	*	*	69%	64%	74%	44%	-	-	-	-
	Male	67%	81%	76%	*	73%	83%	-	*	-	*	73%	82%	38%	83%	74%	76%	-	-	-	-	*
	Female	63%	75%	55%	-	50%	63%	-	-	-	-	39%	76%	*	53%	44%	-	55%	-	-	-	-
STAAR Percent at Meets Grade Level or Above																						
Grade 3																						
Reading	All Students	50%	54%	36%	*	31%	44%	-	*	-	*	27%	59%	19%	39%	20%	38%	32%	-	-	-	*
	CWD	30%	30%	19%	-	10%	33%	-	-	-	-	19%	-	19%	-	0%	22%	14%	-	-	-	-
	CWOD	54%	59%	39%	*	35%	46%	-	*	-	*	29%	59%	-	39%	25%	41%	35%	-	-	-	*
	EL	37%	23%	20%	-	20%	-	-	-	-	-	16%	*	0%	25%	20%	19%	21%	-	-	-	-
	Male	49%	53%	38%	*	34%	46%	-	*	-	*	30%	59%	22%	41%	19%	38%	-	-	-	-	*
	Female	52%	56%	32%	-	26%	41%	-	-	-	-	22%	58%	14%	35%	21%	-	32%	-	-	-	-
Mathematics	All Students	42%	59%	36%	*	31%	44%	-	*	-	*	25%	62%	6%	41%	26%	45%	23%	-	-	-	*
	CWD	27%	30%	6%	-	10%	0%	-	-	-	-	6%	-	6%	-	14%	11%	0%	-	-	-	-
	CWOD	45%	65%	41%	*	35%	51%	-	*	-	*	31%	62%	-	41%	29%	51%	27%	-	-	-	*
	EL	35%	36%	26%	-	26%	-	-	-	-	-	19%	*	14%	29%	26%	33%	14%	-	-	-	-
	Male	45%	66%	45%	*	47%	46%	-	*	-	*	35%	71%	11%	51%	33%	45%	-	-	-	-	*
	Female	39%	52%	23%	-	11%	41%	-	-	-	-	13%	50%	0%	27%	14%	-	23%	-	-	-	-
Grade 4																						
Reading	All Students	53%	58%	42%	*	40%	45%	*	-	-	-	37%	58%	42%	43%	18%	37%	49%	-	-	-	-
	CWD	29%	20%	42%	-	80%	17%	*	-	-	-	36%	*	42%	-	-	25%	*	-	-	-	-
	CWOD	57%	64%	43%	*	36%	50%	-	-	-	-	37%	57%	-	43%	18%	39%	46%	-	-	-	-
	EL	41%	39%	18%	-	18%	-	-	-	-	-	14%	*	-	18%	18%	11%	23%	-	-	-	-
	Male	51%	50%	37%	-	31%	43%	-	-	-	-	36%	40%	25%	39%	11%	37%	-	-	-	-	-
	Female	55%	67%	49%	*	50%	47%	*	-	-	-	38%	71%	*	46%	23%	-	49%	-	-	-	-
Mathematics	All Students	42%	56%	32%	*	33%	32%	*	-	-	-	29%	38%	25%	33%	27%	37%	26%	-	-	-	-
	CWD	25%	22%	25%	-	20%	33%	*	-	-	-	27%	*	25%	-	-	25%	*	-	-	-	-
	CWOD	45%	62%	33%	*	34%	31%	-	-	-	-	30%	39%	-	33%	27%	39%	26%	-	-	-	-
	EL	34%	49%	27%	-	27%	-	-	-	-	-	29%	*	-	27%	27%	22%	31%	-	-	-	-
	Male	45%	57%	37%	-	38%	35%	-	-	-	-	33%	50%	25%	39%	22%	37%	-	-	-	-	-
	Female	38%	55%	26%	*	27%	27%	*	-	-	-	24%	29%	*	26%	31%	-	26%	-	-	-	-
Grade 5																						
Reading	All Students	57%	61%	59%	*	63%	50%	-	*	-	*	57%	62%	8%	67%	54%	56%	63%	-	-	-	*
	CWD	29%	23%	8%	*	20%	0%	-	-	-	-	0%	17%	8%	-	*	0%	*	-	-	-	-
	CWOD	61%	67%	67%	*	67%	64%	-	*	-	*	64%	71%	-	67%	58%	67%	67%	-	-	-	*
	EL	43%	48%	54%	-	56%	-	-	*	-	-	50%	*	*	58%	54%	47%	67%	-	-	-	-
	Male	53%	57%	56%	*	58%	50%	-	*	-	*	52%	65%	0%	67%	47%	56%	-	-	-	-	*
	Female	60%	65%	63%	-	71%	50%	-	-	-	-	65%	59%	*	67%	67%	-	63%	-	-	-	-

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
Mathematics	All Students	47%	53%	37%	*	40%	29%	-	*	-	*	32%	44%	33%	37%	36%	42%	30%	-	-	-	*
	CWD	25%	21%	33%	*	60%	17%	-	-	-	-	17%	50%	33%	-	*	25%	*	-	-	-	-
	CWOD	50%	59%	37%	*	38%	32%	-	*	-	*	34%	43%	-	37%	35%	45%	28%	-	-	-	*
	EL	38%	40%	36%	-	33%	-	-	*	-	-	38%	*	*	35%	36%	37%	33%	-	-	-	-
	Male	48%	54%	42%	*	42%	42%	-	*	-	*	39%	47%	25%	45%	37%	42%	-	-	-	-	*
	Female	46%	53%	30%	-	38%	19%	-	-	-	-	22%	41%	*	28%	33%	-	30%	-	-	-	-
Science	All Students	38%	49%	30%	*	28%	32%	-	*	-	*	27%	35%	8%	33%	29%	32%	28%	-	-	-	*
	CWD	23%	24%	8%	*	20%	0%	-	-	-	-	0%	17%	8%	-	*	0%	*	-	-	-	-
	CWOD	40%	53%	33%	*	29%	41%	-	*	-	*	30%	39%	-	33%	31%	38%	28%	-	-	-	*
	EL	24%	32%	29%	-	30%	-	-	*	-	-	29%	*	*	31%	29%	32%	22%	-	-	-	-
	Male	41%	50%	32%	*	30%	33%	-	*	-	*	33%	29%	0%	38%	32%	32%	-	-	-	-	*
	Female	34%	47%	28%	-	25%	31%	-	-	-	-	17%	41%	*	28%	22%	-	28%	-	-	-	-
<b>STAAR Percent at Masters Grade Level</b>																						
<b>Grade 3</b>																						
Reading	All Students	29%	34%	18%	*	15%	22%	-	*	-	*	13%	31%	0%	22%	6%	13%	25%	-	-	-	*
	CWD	12%	14%	0%	-	0%	0%	-	-	-	-	0%	-	0%	-	0%	0%	0%	-	-	-	-
	CWOD	32%	38%	22%	*	18%	26%	-	*	-	*	17%	31%	-	22%	7%	16%	30%	-	-	-	*
	EL	19%	11%	6%	-	6%	-	-	-	-	-	6%	*	0%	7%	6%	5%	7%	-	-	-	-
	Male	28%	33%	13%	*	16%	8%	-	*	-	*	12%	18%	0%	16%	5%	13%	-	-	-	-	*
	Female	31%	36%	25%	-	15%	41%	-	-	-	-	16%	50%	0%	30%	7%	-	25%	-	-	-	-
Mathematics	All Students	20%	28%	13%	*	12%	15%	-	*	-	*	9%	24%	6%	15%	9%	15%	11%	-	-	-	*
	CWD	10%	14%	6%	-	10%	0%	-	-	-	-	6%	-	6%	-	14%	11%	0%	-	-	-	-
	CWOD	22%	31%	15%	*	12%	17%	-	*	-	*	10%	24%	-	15%	7%	16%	14%	-	-	-	*
	EL	15%	9%	9%	-	9%	-	-	-	-	-	6%	*	14%	7%	9%	14%	0%	-	-	-	-
	Male	23%	34%	15%	*	22%	4%	-	*	-	*	14%	18%	11%	16%	14%	15%	-	-	-	-	*
	Female	18%	21%	11%	-	0%	29%	-	-	-	-	3%	33%	0%	14%	0%	-	11%	-	-	-	-
<b>Grade 4</b>																						
Reading	All Students	28%	29%	18%	*	17%	21%	*	-	-	-	16%	25%	17%	19%	5%	16%	21%	-	-	-	-
	CWD	10%	8%	17%	-	20%	17%	*	-	-	-	9%	*	17%	-	-	0%	*	-	-	-	-
	CWOD	31%	32%	19%	*	17%	22%	-	-	-	-	18%	22%	-	19%	5%	20%	18%	-	-	-	-
	EL	18%	14%	5%	-	5%	-	-	-	-	-	5%	*	-	5%	5%	11%	0%	-	-	-	-
	Male	26%	27%	16%	-	12%	22%	-	-	-	-	15%	20%	0%	20%	11%	16%	-	-	-	-	-
	Female	29%	31%	21%	*	23%	20%	*	-	-	-	17%	29%	*	18%	0%	-	21%	-	-	-	-
Mathematics	All Students	22%	29%	14%	*	8%	24%	*	-	-	-	13%	17%	17%	14%	5%	18%	9%	-	-	-	-
	CWD	10%	7%	17%	-	20%	17%	*	-	-	-	18%	*	17%	-	-	25%	*	-	-	-	-
	CWOD	25%	33%	14%	*	6%	25%	-	-	-	-	12%	17%	-	14%	5%	17%	10%	-	-	-	-
	EL	16%	19%	5%	-	5%	-	-	-	-	-	5%	*	-	5%	5%	0%	8%	-	-	-	-
	Male	25%	33%	18%	-	8%	30%	-	-	-	-	18%	20%	25%	17%	0%	18%	-	-	-	-	-
	Female	19%	26%	9%	*	8%	13%	*	-	-	-	7%	14%	*	10%	8%	-	9%	-	-	-	-
<b>Grade 5</b>																						

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
Reading	All Students	36%	39%	42%	*	46%	39%	-	*	-	*	36%	53%	8%	47%	39%	40%	45%	-	-	-	*
	CWD	12%	6%	8%	*	20%	0%	-	-	-	-	0%	17%	8%	-	*	0%	*	-	-	-	-
	CWOD	40%	44%	47%	*	48%	50%	-	*	-	*	40%	61%	-	47%	42%	48%	47%	-	-	-	*
	EL	23%	32%	39%	-	41%	-	-	*	-	-	33%	*	*	42%	39%	37%	44%	-	-	-	-
	Male	32%	35%	40%	*	42%	42%	-	*	-	*	36%	47%	0%	48%	37%	40%	-	-	-	-	*
	Female	39%	43%	45%	-	50%	38%	-	-	-	-	35%	59%	*	47%	44%	-	45%	-	-	-	-
Mathematics	All Students	24%	25%	10%	*	12%	4%	-	*	-	*	11%	9%	0%	12%	7%	12%	8%	-	-	-	*
	CWD	9%	8%	0%	*	0%	0%	-	-	-	-	0%	0%	0%	-	*	0%	*	-	-	-	-
	CWOD	26%	28%	12%	*	13%	5%	-	*	-	*	12%	11%	-	12%	8%	14%	8%	-	-	-	*
	EL	17%	10%	7%	-	7%	-	-	*	-	-	8%	*	*	8%	7%	11%	0%	-	-	-	-
	Male	25%	22%	12%	*	12%	8%	-	*	-	*	12%	12%	0%	14%	11%	12%	-	-	-	-	*
	Female	23%	29%	8%	-	13%	0%	-	-	-	-	9%	6%	*	8%	0%	-	8%	-	-	-	-
Science	All Students	17%	26%	11%	*	14%	4%	-	*	-	*	13%	9%	0%	13%	14%	12%	10%	-	-	-	*
	CWD	9%	8%	0%	*	0%	0%	-	-	-	-	0%	0%	0%	-	*	0%	*	-	-	-	-
	CWOD	19%	29%	13%	*	15%	5%	-	*	-	*	14%	11%	-	13%	15%	14%	11%	-	-	-	*
	EL	9%	13%	14%	-	15%	-	-	*	-	-	17%	*	*	15%	14%	16%	11%	-	-	-	-
	Male	20%	29%	12%	*	12%	8%	-	*	-	*	15%	6%	0%	14%	16%	12%	-	-	-	-	*
	Female	15%	23%	10%	-	17%	0%	-	-	-	-	9%	12%	*	11%	11%	-	10%	-	-	-	-
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						
All Subjects	All Students	73%	83%	71%	58%	70%	72%	*	100%	-	100%	66%	82%	42%	76%	67%	74%	68%	-	-	-	88%
	CWD	44%	46%	42%	*	40%	50%	*	-	-	-	35%	70%	42%	-	25%	40%	47%	-	-	-	-
	CWOD	77%	88%	76%	78%	74%	77%	-	100%	-	100%	72%	84%	-	76%	71%	80%	71%	-	-	-	88%
	EL	59%	69%	67%	-	66%	-	-	*	-	-	64%	86%	25%	71%	67%	72%	59%	-	-	-	-
	Male	71%	81%	74%	50%	74%	73%	-	100%	-	100%	70%	84%	40%	80%	72%	74%	-	-	-	-	88%
	Female	75%	84%	68%	*	66%	71%	*	-	-	-	61%	81%	47%	71%	59%	-	68%	-	-	-	-
Reading	All Students	74%	81%	76%	80%	74%	78%	*	*	-	*	71%	87%	48%	80%	71%	75%	76%	-	-	-	*
	CWD	43%	42%	48%	*	50%	50%	*	-	-	-	39%	86%	48%	-	33%	44%	53%	-	-	-	-
	CWOD	78%	87%	80%	*	78%	83%	-	*	-	*	77%	88%	-	80%	75%	81%	79%	-	-	-	*
	EL	57%	65%	71%	-	70%	-	-	*	-	-	68%	89%	33%	75%	71%	76%	64%	-	-	-	-
	Male	70%	77%	75%	*	75%	75%	-	*	-	*	72%	84%	44%	81%	76%	75%	-	-	-	-	*
	Female	78%	86%	76%	*	74%	81%	*	-	-	-	69%	91%	53%	79%	64%	-	76%	-	-	-	-
Mathematics	All Students	71%	84%	68%	40%	69%	67%	*	*	-	*	64%	78%	35%	74%	64%	72%	64%	-	-	-	*
	CWD	44%	50%	35%	*	30%	44%	*	-	-	-	30%	57%	35%	-	22%	36%	33%	-	-	-	-
	CWOD	75%	89%	74%	*	74%	72%	-	*	-	*	70%	80%	-	74%	68%	78%	68%	-	-	-	*
	EL	61%	74%	64%	-	63%	-	-	*	-	-	61%	89%	22%	68%	64%	67%	58%	-	-	-	-
	Male	71%	84%	72%	*	74%	69%	-	*	-	*	67%	84%	36%	78%	67%	72%	-	-	-	-	*
	Female	71%	83%	64%	*	64%	65%	*	-	-	-	60%	72%	33%	68%	58%	-	64%	-	-	-	-

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%	84%	<b>67%</b>	*	63%	71%	-	*	-	*	59%	79%	50%	69%	64%	76%	55%	-	-	-	*
	CWD	47%	48%	<b>50%</b>	*	40%	67%	-	-	-	-	33%	67%	50%	-	*	38%	*	-	-	-	-
	CWOD	78%	89%	<b>69%</b>	*	65%	73%	-	*	-	*	62%	82%	-	69%	69%	83%	53%	-	-	-	*
	EL	58%	69%	<b>64%</b>	-	63%	-	-	*	-	-	63%	*	*	69%	64%	74%	44%	-	-	-	-
	Male	74%	85%	<b>76%</b>	*	73%	83%	-	*	-	*	73%	82%	38%	83%	74%	76%	-	-	-	-	*
	Female	75%	83%	<b>55%</b>	-	50%	63%	-	-	-	-	39%	76%	*	53%	44%	-	55%	-	-	-	-

**STAAR Percent at Meets Grade Level or Above**

All Grades																						
All Subjects	All Students	47%	57%	39%	17%	38%	40%	*	60%	-	63%	33%	51%	20%	42%	30%	41%	35%	-	-	-	63%
	CWD	23%	22%	20%	*	27%	14%	*	-	-	-	17%	30%	20%	-	10%	16%	26%	-	-	-	-
	CWOD	50%	62%	42%	22%	39%	45%	-	60%	-	63%	36%	53%	-	42%	32%	46%	37%	-	-	-	63%
	EL	29%	36%	30%	-	30%	-	-	*	-	-	27%	50%	10%	32%	30%	31%	28%	-	-	-	-
	Male	45%	55%	41%	10%	40%	42%	-	60%	-	63%	37%	52%	16%	46%	31%	41%	-	-	-	-	63%
	Female	48%	59%	35%	*	35%	37%	*	-	-	-	28%	50%	26%	37%	28%	-	35%	-	-	-	-
Reading	All Students	52%	59%	45%	40%	45%	46%	*	*	-	*	39%	60%	23%	49%	31%	43%	47%	-	-	-	*
	CWD	24%	21%	23%	*	30%	17%	*	-	-	-	21%	29%	23%	-	0%	16%	33%	-	-	-	-
	CWOD	56%	65%	49%	*	47%	52%	-	*	-	*	42%	63%	-	49%	34%	49%	49%	-	-	-	*
	EL	31%	36%	31%	-	31%	-	-	*	-	-	26%	67%	0%	34%	31%	29%	33%	-	-	-	-
	Male	47%	54%	43%	*	42%	46%	-	*	-	*	38%	57%	16%	49%	29%	43%	-	-	-	-	*
	Female	56%	66%	47%	*	48%	46%	*	-	-	-	39%	63%	33%	49%	33%	-	47%	-	-	-	-
Mathematics	All Students	41%	54%	35%	0%	35%	36%	*	*	-	*	29%	48%	20%	37%	29%	42%	26%	-	-	-	*
	CWD	22%	24%	20%	*	25%	17%	*	-	-	-	15%	43%	20%	-	22%	20%	20%	-	-	-	-
	CWOD	44%	58%	37%	*	36%	39%	-	*	-	*	31%	49%	-	37%	30%	46%	27%	-	-	-	*
	EL	29%	38%	29%	-	29%	-	-	*	-	-	28%	44%	22%	30%	29%	33%	25%	-	-	-	-
	Male	42%	55%	42%	*	43%	41%	-	*	-	*	36%	57%	20%	46%	33%	42%	-	-	-	-	*
	Female	40%	53%	26%	*	25%	29%	*	-	-	-	19%	40%	20%	27%	25%	-	26%	-	-	-	-
Science	All Students	46%	57%	30%	*	28%	32%	-	*	-	*	27%	35%	8%	33%	29%	32%	28%	-	-	-	*
	CWD	23%	24%	8%	*	20%	0%	-	-	-	-	0%	17%	8%	-	*	0%	*	-	-	-	-
	CWOD	49%	61%	33%	*	29%	41%	-	*	-	*	30%	39%	-	33%	31%	38%	28%	-	-	-	*
	EL	25%	31%	29%	-	30%	-	-	*	-	-	29%	*	*	31%	29%	32%	22%	-	-	-	-
	Male	47%	57%	32%	*	30%	33%	-	*	-	*	33%	29%	0%	38%	32%	32%	-	-	-	-	*
	Female	45%	57%	28%	-	25%	31%	-	-	-	-	17%	41%	*	28%	22%	-	28%	-	-	-	-

**STAAR Percent at Masters Grade Level**

All Grades																						
All Subjects	All Students	22%	27%	18%	0%	18%	19%	*	40%	-	38%	15%	24%	7%	20%	12%	18%	18%	-	-	-	38%
	CWD	9%	7%	7%	*	9%	5%	*	-	-	-	6%	10%	7%	-	5%	5%	9%	-	-	-	-
	CWOD	24%	30%	20%	0%	19%	22%	-	40%	-	38%	17%	26%	-	20%	13%	20%	20%	-	-	-	38%
	EL	12%	13%	12%	-	12%	-	-	*	-	-	11%	18%	5%	13%	12%	15%	9%	-	-	-	-
	Male	21%	26%	18%	0%	18%	17%	-	40%	-	38%	17%	20%	5%	20%	15%	18%	-	-	-	-	38%
	Female	23%	28%	18%	*	17%	21%	*	-	-	-	13%	28%	9%	20%	9%	-	18%	-	-	-	-

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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	25%	29%	<b>26%</b>	0%	26%	26%	*	*	-	*	21%	38%	8%	29%	16%	23%	30%	-	-	-	*
	CWD	9%	6%	<b>8%</b>	*	10%	6%	*	-	-	-	3%	29%	8%	-	0%	0%	20%	-	-	-	-
	CWOD	27%	33%	<b>29%</b>	*	28%	30%	-	*	-	*	24%	39%	-	29%	18%	27%	31%	-	-	-	*
	EL	13%	15%	<b>16%</b>	-	17%	-	-	*	-	-	14%	33%	0%	18%	16%	18%	14%	-	-	-	-
	Male	22%	26%	<b>23%</b>	*	24%	20%	-	*	-	*	20%	30%	0%	27%	18%	23%	-	-	-	-	*
	Female	28%	33%	<b>30%</b>	*	29%	33%	*	-	-	-	21%	47%	20%	31%	14%	-	30%	-	-	-	-
Mathematics	All Students	20%	25%	<b>13%</b>	0%	11%	15%	*	*	-	*	11%	16%	8%	13%	7%	15%	9%	-	-	-	*
	CWD	9%	7%	<b>8%</b>	*	10%	6%	*	-	-	-	9%	0%	8%	-	11%	12%	0%	-	-	-	-
	CWOD	21%	28%	<b>13%</b>	*	11%	17%	-	*	-	*	11%	18%	-	13%	7%	16%	11%	-	-	-	*
	EL	12%	12%	<b>7%</b>	-	7%	-	-	*	-	-	7%	11%	11%	7%	7%	10%	3%	-	-	-	-
	Male	21%	26%	<b>15%</b>	*	14%	15%	-	*	-	*	15%	16%	12%	16%	10%	15%	-	-	-	-	*
	Female	19%	25%	<b>9%</b>	*	6%	15%	*	-	-	-	6%	16%	0%	11%	3%	-	9%	-	-	-	-
Science	All Students	20%	25%	<b>11%</b>	*	14%	4%	-	*	-	*	13%	9%	0%	13%	14%	12%	10%	-	-	-	*
	CWD	8%	9%	<b>0%</b>	*	0%	0%	-	-	-	-	0%	0%	0%	-	*	0%	*	-	-	-	-
	CWOD	22%	27%	<b>13%</b>	*	15%	5%	-	*	-	*	14%	11%	-	13%	15%	14%	11%	-	-	-	*
	EL	7%	9%	<b>14%</b>	-	15%	-	-	*	-	-	17%	*	*	15%	14%	16%	11%	-	-	-	-
	Male	22%	27%	<b>12%</b>	*	12%	8%	-	*	-	*	15%	6%	0%	14%	16%	12%	-	-	-	-	*
	Female	19%	23%	<b>10%</b>	-	17%	0%	-	-	-	-	9%	12%	*	11%	11%	-	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
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	81	*	83	77	*	*	-	*	77	67	79
CWD	67	*	78	50	*	-	-	-	50	67	*
CWOD	84	-	84	82	-	*	-	*	81	-	81
EL ◇	79	-	79	-	-	*	-	-	79	*	79
Male	80	*	83	73	-	*	-	*	76	53	89
Female	83	-	84	81	*	-	-	-	78	100	68



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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Mathematics</b>											
All Students	60	*	55	67	*	*	-	*	58	50	51
CWD	50	*	44	65	*	-	-	-	39	50	*
CWOD	61	-	56	68	-	*	-	*	61	-	51
EL ◇	51	-	50	-	-	*	-	-	52	*	51
Male	56	*	50	63	-	*	-	*	54	37	48
Female	65	-	61	73	*	-	-	-	64	83	55

- 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 ◇
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2021</b>													
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
158	20	13%

- 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
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	43	25	42	44	*	67	-	67	38	23	36
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%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 +
<b>STAAR Performance Status</b>											
<b>Reading</b>											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	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
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
<b>Mathematics</b>											
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
<b>English Learner Language Proficiency Status</b>											
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
<b>Federal Graduation Status<sup>Δ</sup></b>											
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
<b>Participation Rate</b>																	
<b>All Subjects</b>	All Students	100%	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	*	100%	100%	*	-	-	-	100%	100%	100%	-	100%	100%	100%	-
	CWOD	100%	100%	100%	100%	-	100%	-	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	-	100%	-	-	*	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	*	100%	100%	*	-	-	-	100%	100%	100%	100%	100%	-	100%	-
<b>Reading</b>	All Students	100%	100%	100%	100%	*	*	-	*	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	*	100%	100%	*	-	-	-	100%	100%	100%	-	100%	100%	100%	-
	CWOD	100%	*	100%	100%	-	*	-	*	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	-	100%	-	-	*	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	*	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	*	100%	100%	*	-	-	-	100%	100%	100%	100%	100%	-	100%	-
<b>Mathematics</b>	All Students	100%	100%	100%	100%	*	*	-	*	100%	100%	100%	100%	100%	100%	100%	-
		100%	100%	100%	100%	*	*	-	*	100%	100%	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%	-	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%	-
<b>SAT/ACT All Subjects</b>	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Non-Participation Rate</b>																	

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All Subjects	All Students	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	*	0%	0%	*	-	-	-	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	0%	-	0%	-	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	0%	-	-	*	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	*	0%	0%	*	-	-	-	0%	0%	0%	0%	0%	-	0%	-
Reading	All Students	0%	0%	0%	0%	*	*	-	*	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	*	0%	0%	*	-	-	-	0%	0%	0%	-	0%	0%	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%	-
Mathematics	All Students	0%	0%	0%	0%	*	*	-	*	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	*	0%	0%	*	-	-	-	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	*	0%	0%	-	*	-	*	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	0%	-	-	*	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	*	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	*	0%	0%	*	-	-	-	0%	0%	0%	0%	0%	-	0%	-
Science	All Students	0%	*	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	*	0%	0%	-	-	-	-	0%	0%	0%	-	*	0%	*	-
	CWOD	0%	*	0%	0%	-	*	-	*	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	0%	-	-	*	-	-	0%	*	*	0%	0%	0%	0%	-
	Male	0%	*	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	-	0%	0%	-	-	-	-	0%	0%	*	0%	0%	-	0%	-
SAT/ACT All Subjects	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

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

### Part (viii): Civil Rights Data

**Part (viii)(I)** This section provides information from the 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)
<b>Students Without Disabilities</b>												
<b>In-School Suspensions</b>												
	Male	24	0	8	16	0	0	0	0	5		
	Female	1	0	0	1	0	0	0	0	0		
	Total	25	0	8	17	0	0	0	0	5		
<b>Out-of-School Suspensions</b>												
	Male	10	0	3	6	0	0	0	1	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	10	0	3	6	0	0	0	1	0		
<b>Expulsions</b>												
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		
<b>School-Related Arrests</b>												
	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		
<b>Referrals to Law Enforcement</b>												
	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		
<b>Students With Disabilities</b>												
<b>In-School Suspensions</b>												

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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	8	0	2	6	0	0	0	0	1		7
	Female	2	0	0	2	0	0	0	0	0		2
	Total	10	0	2	8	0	0	0	0	1		9
<b>Out-of-School Suspensions</b>												
	Male	5	0	0	3	0	0	0	2	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	5	0	0	3	0	0	0	2	0		0
<b>Expulsions</b>												
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
<b>School-Related Arrests</b>												
	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
<b>Referrals to Law Enforcement</b>												
	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
<b>All Students</b>												
<b>Chronic Absenteeism</b>												
	Male	18	-8	4	14	-8	-8	-8	-8	1	4	-8
	Female	25	-8	13	11	-8	-8	-8	1	4	6	-8
	Total	43	-8	17	25	-8	-8	-8	1	5	10	-8

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

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	Total
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
<b>Allegations of Harassment or bullying</b>	
On the basis of sex	1
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
<b>Preschool Programs</b>											
	Male	30	0	20	10	0	0	0	0	14	4
	Female	25	0	16	8	0	0	0	1	10	0
	Total	55	0	36	18	0	0	0	1	24	4
<b>Accelerated Coursework</b>											
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
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



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- 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	6.8	16.7%
Teachers Teaching with Emergency or Provisional Credentials	1.0	2.6%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	0.1	0.3%

- 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
<b>Grade 3</b>						
Reading	6,584	2%	*	1%	-	-
Mathematics	6,587	2%	*	1%	-	-
<b>Grade 4</b>						
Reading	6,404	2%	*	0%	-	-
Mathematics	6,408	2%	*	0%	-	-
<b>Grade 5</b>						
Reading	6,204	2%	*	1%	-	-
Mathematics	6,205	2%	*	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	6,200	2%	*	1%	-	-
<b>Grade 6</b>						
Reading	6,181	2%	*	0%	-	-
Mathematics	6,177	2%	*	0%	-	-
<b>Grade 7</b>						
Reading	6,130	1%	6	1%	-	-
Mathematics	6,120	2%	6	1%	-	-
<b>Grade 8</b>						
Reading	5,794	1%	6	1%	-	-
Mathematics	5,803	2%	6	2%	-	-
Science	5,796	1%	6	1%	-	-
<b>End of Course</b>						
English I	6,009	1%	*	0%	-	-
English II	5,490	1%	*	0%	-	-
Algebra I	5,993	1%	*	1%	-	-
Biology	5,860	1%	*	0%	-	-
<b>All Grades</b>						
All Subjects	109,954	1%	61	1%	-	-
Reading	48,805	1%	26	1%	-	-
Mathematics	43,293	1%	24	1%	-	-
Science	17,856	1%	11	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

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	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	6%	0%	5%	8%	*	*	*	0%	6%	9%	1%

- 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)
<b>Academic Performance (At Meets Grade Level or Above)</b>												
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%
<b>EL Progress</b>												
	Baseline 2016-17 Rates											41%
	2017-18 through 2021-22											36%
	2022-23 through 2026-27											38%
	2027-28 through 2031-32											40%
<b>Graduation Rate: 4-Year Longitudinal Rate <sup>Δ</sup></b>												
	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%

<sup>Δ</sup> 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 <sup>1</sup>	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness or Student Achievement Domain Score: STAAR Component Only <sup>2</sup>	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%	81%	80%	*	70%	87%	*	*	-	*	73%	88%	37%	90%	59%	83%	75%	-	-	-	-
	CWD	52%	51%	37%	-	14%	50%	-	-	-	-	11%	60%	37%	-	0%	33%	43%	-	-	-	-
	CWOD	80%	87%	90%	*	83%	96%	*	*	-	*	85%	95%	-	90%	76%	94%	82%	-	-	-	-
	EL	66%	53%	59%	-	59%	-	-	-	-	-	61%	*	0%	76%	59%	53%	67%	-	-	-	-
	Male	74%	82%	83%	-	63%	93%	*	*	-	*	76%	90%	33%	94%	53%	83%	-	-	-	-	-
	Female	78%	80%	75%	*	78%	75%	-	-	-	*	68%	83%	43%	82%	67%	-	75%	-	-	-	-
Mathematics	All Students	70%	83%	95%	*	92%	97%	*	*	-	*	96%	94%	79%	99%	93%	98%	90%	-	-	-	-
	CWD	46%	56%	79%	-	57%	92%	-	-	-	-	78%	80%	79%	-	67%	92%	57%	-	-	-	-
	CWOD	74%	89%	99%	*	100%	98%	*	*	-	*	100%	97%	-	99%	100%	100%	97%	-	-	-	-
	EL	64%	67%	93%	-	93%	-	-	-	-	-	96%	*	67%	100%	93%	93%	92%	-	-	-	-
	Male	72%	86%	98%	-	95%	100%	*	*	-	*	100%	97%	92%	100%	93%	98%	-	-	-	-	-
	Female	68%	80%	90%	*	89%	90%	-	-	-	*	91%	89%	57%	97%	92%	-	90%	-	-	-	-
Grade 4																						
Reading	All Students	76%	80%	84%	-	79%	89%	*	-	*	*	78%	93%	62%	88%	65%	76%	92%	-	*	*	-
	CWD	48%	47%	62%	-	67%	67%	-	-	*	-	67%	*	62%	-	40%	50%	80%	-	*	-	-
	CWOD	81%	85%	88%	-	82%	93%	*	-	-	*	80%	100%	-	88%	71%	82%	94%	-	-	*	-
	EL	66%	68%	65%	-	68%	-	-	-	*	-	65%	*	40%	71%	65%	56%	80%	-	-	-	-
	Male	73%	75%	76%	-	71%	80%	*	-	*	*	65%	94%	50%	82%	56%	76%	-	-	-	*	-
	Female	79%	85%	92%	-	89%	95%	-	-	-	-	92%	93%	80%	94%	80%	-	92%	-	*	-	-
Mathematics	All Students	68%	82%	98%	-	100%	94%	*	-	*	*	96%	100%	85%	100%	100%	98%	97%	-	*	*	-
	CWD	42%	42%	85%	-	100%	67%	-	-	*	-	78%	*	85%	-	100%	88%	80%	-	*	-	-
	CWOD	73%	88%	100%	-	100%	100%	*	-	-	*	100%	100%	-	100%	100%	100%	100%	-	-	*	-
	EL	63%	80%	100%	-	100%	-	-	-	*	-	100%	*	100%	100%	100%	100%	100%	-	-	-	-
	Male	70%	82%	98%	-	100%	93%	*	-	*	*	96%	100%	88%	100%	100%	98%	-	-	-	*	-
	Female	67%	81%	97%	-	100%	95%	-	-	-	-	96%	100%	80%	100%	100%	-	97%	-	*	-	-
Grade 5																						
Reading	All Students	80%	87%	84%	*	79%	85%	*	-	*	*	79%	91%	60%	89%	71%	81%	89%	-	*	*	*
	CWD	50%	61%	60%	-	*	64%	-	-	-	*	67%	*	60%	-	*	55%	*	-	*	-	-
	CWOD	85%	91%	89%	*	83%	93%	*	-	*	*	83%	97%	-	89%	73%	89%	90%	-	-	*	*
	EL	71%	78%	71%	-	70%	*	-	-	-	-	63%	100%	*	73%	71%	70%	75%	-	-	-	-
	Male	77%	83%	81%	*	80%	81%	-	-	-	*	81%	82%	55%	89%	70%	81%	-	-	-	*	*
	Female	83%	91%	89%	-	82%	93%	*	-	*	*	80%	100%	*	90%	75%	-	89%	-	*	-	-
Mathematics	All Students	76%	85%	82%	*	87%	80%	*	-	*	*	79%	88%	53%	89%	88%	79%	89%	-	*	*	*
	CWD	50%	56%	53%	-	*	73%	-	-	-	*	42%	*	53%	-	*	64%	*	-	*	-	-
	CWOD	80%	90%	89%	*	94%	83%	*	-	*	*	90%	86%	-	89%	95%	84%	97%	-	-	*	*
	EL	70%	81%	88%	-	87%	*	-	-	-	-	84%	100%	*	95%	88%	80%	100%	-	-	-	-
	Male	75%	86%	79%	*	85%	77%	-	-	-	*	77%	82%	64%	84%	80%	79%	-	-	-	*	*
	Female	76%	84%	89%	-	94%	87%	*	-	*	*	85%	93%	*	97%	100%	-	89%	-	*	-	-



Texas Education Agency  
**2022 Federal Report Card**  
A G ELDER EL (126905103) - JOSHUA ISD - JOHNSON 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	65%	78%	74%	*	69%	78%	*	-	*	*	72%	78%	40%	81%	58%	79%	69%	-	*	*	*	
	CWD	40%	45%	40%	-	*	55%	-	-	-	*	42%	*	40%	-	*	36%	*	-	*	-	-	
	CWOD	69%	83%	81%	*	75%	87%	*	-	*	*	80%	83%	-	81%	64%	92%	71%	-	-	*	*	
	EL	52%	63%	58%	-	61%	*	-	-	-	-	53%	80%	*	64%	58%	70%	50%	-	-	-	-	
	Male	67%	81%	79%	*	80%	77%	-	-	-	*	77%	82%	36%	92%	70%	79%	-	-	-	*	*	
	Female	63%	75%	69%	-	59%	80%	*	-	*	*	65%	73%	*	71%	50%	-	69%	-	*	-	-	
STAAR Percent at Meets Grade Level or Above																							
Grade 3																							
Reading	All Students	50%	54%	54%	*	32%	67%	*	*	-	*	38%	73%	37%	58%	26%	53%	55%	-	-	-	-	
	CWD	30%	30%	37%	-	14%	50%	-	-	-	-	11%	60%	37%	-	0%	33%	43%	-	-	-	-	
	CWOD	54%	59%	58%	*	37%	71%	*	*	-	*	43%	77%	-	58%	33%	58%	58%	-	-	-	-	
	EL	37%	23%	26%	-	26%	-	-	-	-	-	22%	*	0%	33%	26%	13%	42%	-	-	-	-	
	Male	49%	53%	53%	-	11%	73%	*	*	-	*	30%	77%	33%	58%	13%	53%	-	-	-	-	-	
	Female	52%	56%	55%	*	56%	55%	-	-	-	*	45%	67%	43%	58%	42%	-	55%	-	-	-	-	
Mathematics	All Students	42%	59%	63%	*	54%	69%	*	*	-	*	52%	76%	42%	67%	52%	75%	45%	-	-	-	-	
	CWD	27%	30%	42%	-	29%	50%	-	-	-	-	22%	60%	42%	-	33%	50%	29%	-	-	-	-	
	CWOD	45%	65%	67%	*	60%	73%	*	*	-	*	57%	79%	-	67%	57%	81%	48%	-	-	-	-	
	EL	35%	36%	52%	-	52%	-	-	-	-	-	48%	*	33%	57%	52%	67%	33%	-	-	-	-	
	Male	45%	66%	75%	-	68%	78%	*	*	-	*	67%	84%	50%	81%	67%	75%	-	-	-	-	-	
	Female	39%	52%	45%	*	39%	55%	-	-	-	*	32%	61%	29%	48%	33%	-	45%	-	-	-	-	
Grade 4																							
Reading	All Students	53%	58%	58%	-	59%	63%	*	-	*	*	48%	73%	15%	66%	54%	50%	66%	-	*	*	-	
	CWD	29%	20%	15%	-	33%	0%	-	-	*	-	11%	*	15%	-	40%	25%	0%	-	*	-	-	
	CWOD	57%	64%	66%	-	64%	76%	*	-	-	*	56%	81%	-	66%	57%	56%	76%	-	-	*	-	
	EL	41%	39%	54%	-	56%	-	-	-	*	-	52%	*	40%	57%	54%	50%	60%	-	-	-	-	
	Male	51%	50%	50%	-	57%	53%	*	-	*	*	38%	69%	25%	56%	50%	50%	-	-	-	*	-	
	Female	55%	67%	66%	-	61%	70%	-	-	-	-	58%	79%	0%	76%	60%	-	66%	-	*	-	-	
Mathematics	All Students	42%	56%	74%	-	74%	74%	*	-	*	*	70%	80%	31%	82%	69%	67%	82%	-	*	*	-	
	CWD	25%	22%	31%	-	33%	33%	-	-	*	-	33%	*	31%	-	20%	25%	40%	-	*	-	-	
	CWOD	45%	62%	82%	-	82%	83%	*	-	-	*	78%	88%	-	82%	81%	76%	88%	-	-	*	-	
	EL	34%	49%	69%	-	72%	-	-	-	*	-	74%	*	20%	81%	69%	63%	80%	-	-	-	-	
	Male	45%	57%	67%	-	62%	73%	*	-	*	*	62%	75%	25%	76%	63%	67%	-	-	-	*	-	
	Female	38%	55%	82%	-	89%	75%	-	-	-	-	79%	86%	40%	88%	80%	-	82%	-	*	-	-	
Grade 5																							
Reading	All Students	57%	61%	62%	*	64%	63%	*	-	*	*	57%	72%	27%	70%	50%	60%	66%	-	*	*	*	
	CWD	29%	23%	27%	-	*	36%	-	-	-	*	25%	*	27%	-	*	27%	*	-	*	-	-	
	CWOD	61%	67%	70%	*	69%	73%	*	-	*	*	66%	76%	-	70%	55%	70%	71%	-	-	*	*	
	EL	43%	48%	50%	-	52%	*	-	-	-	-	37%	100%	*	55%	50%	40%	58%	-	-	-	-	
	Male	53%	57%	60%	*	60%	62%	-	-	-	*	55%	71%	27%	70%	40%	60%	-	-	-	*	*	
	Female	60%	65%	66%	-	71%	67%	*	-	*	*	60%	73%	*	71%	58%	-	66%	-	*	-	-	

Texas Education Agency  
2022 Federal Report Card  
A G ELDER EL (126905103) - JOSHUA ISD - JOHNSON 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	47%	53%	36%	*	36%	39%	*	-	*	*	34%	41%	13%	41%	33%	42%	29%	-	*	*	*	
	CWD	25%	21%	13%	-	*	18%	-	-	-	*	8%	*	13%	-	*	18%	*	-	*	-	-	
	CWOD	50%	59%	41%	*	39%	47%	*	-	*	*	41%	41%	-	41%	36%	49%	32%	-	-	*	*	
	EL	38%	40%	33%	-	35%	*	-	-	-	-	26%	60%	*	36%	33%	50%	17%	-	-	-	-	
	Male	48%	54%	42%	*	50%	38%	-	-	-	*	42%	41%	18%	49%	50%	42%	-	-	-	*	*	
	Female	46%	53%	29%	-	18%	40%	*	-	*	*	20%	40%	*	32%	17%	-	29%	-	*	-	-	
Science	All Students	38%	49%	41%	*	33%	49%	*	-	*	*	43%	38%	20%	46%	29%	54%	23%	-	*	*	*	
	CWD	23%	24%	20%	-	*	27%	-	-	-	*	17%	*	20%	-	*	27%	*	-	*	-	-	
	CWOD	40%	53%	46%	*	36%	57%	*	-	*	*	51%	38%	-	46%	32%	62%	26%	-	-	*	*	
	EL	24%	32%	29%	-	30%	*	-	-	-	-	32%	20%	*	32%	29%	50%	8%	-	-	-	-	
	Male	41%	50%	54%	*	50%	58%	-	-	-	*	55%	53%	27%	62%	50%	54%	-	-	-	*	*	
	Female	34%	47%	23%	-	12%	33%	*	-	*	*	25%	20%	*	26%	8%	-	23%	-	*	-	-	
STAAR Percent at Masters Grade Level																							
Grade 3																							
Reading	All Students	29%	34%	34%	*	19%	46%	*	*	-	*	21%	49%	26%	36%	19%	38%	30%	-	-	-	-	
	CWD	12%	14%	26%	-	0%	42%	-	-	-	-	11%	40%	26%	-	0%	33%	14%	-	-	-	-	
	CWOD	32%	38%	36%	*	23%	47%	*	*	-	*	23%	51%	-	36%	24%	38%	33%	-	-	-	-	
	EL	19%	11%	19%	-	19%	-	-	-	-	-	13%	*	0%	24%	19%	13%	25%	-	-	-	-	
	Male	28%	33%	38%	-	11%	53%	*	*	-	*	21%	55%	33%	38%	13%	38%	-	-	-	-	-	
	Female	31%	36%	30%	*	28%	35%	-	-	-	*	23%	39%	14%	33%	25%	-	30%	-	-	-	-	
Mathematics	All Students	20%	28%	31%	*	16%	41%	*	*	-	*	14%	51%	21%	34%	11%	42%	15%	-	-	-	-	
	CWD	10%	14%	21%	-	14%	25%	-	-	-	-	0%	40%	21%	-	17%	33%	0%	-	-	-	-	
	CWOD	22%	31%	34%	*	17%	45%	*	*	-	*	17%	54%	-	34%	10%	44%	18%	-	-	-	-	
	EL	15%	9%	11%	-	11%	-	-	-	-	-	4%	*	17%	10%	11%	13%	8%	-	-	-	-	
	Male	23%	34%	42%	-	16%	55%	*	*	-	*	21%	65%	33%	44%	13%	42%	-	-	-	-	-	
	Female	18%	21%	15%	*	17%	15%	-	-	-	*	5%	28%	0%	18%	8%	-	15%	-	-	-	-	
Grade 4																							
Reading	All Students	28%	29%	30%	-	33%	29%	*	-	*	*	22%	43%	0%	36%	19%	26%	34%	-	*	*	-	
	CWD	10%	8%	0%	-	0%	0%	-	-	*	-	0%	*	0%	-	0%	0%	0%	-	*	-	-	
	CWOD	31%	32%	36%	-	39%	34%	*	-	-	*	27%	50%	-	36%	24%	32%	39%	-	-	*	-	
	EL	18%	14%	19%	-	20%	-	-	-	*	-	17%	*	0%	24%	19%	19%	20%	-	-	-	-	
	Male	26%	27%	26%	-	29%	27%	*	-	*	*	19%	38%	0%	32%	19%	26%	-	-	-	*	-	
	Female	29%	31%	34%	-	39%	30%	-	-	-	-	25%	50%	0%	39%	20%	-	34%	-	*	-	-	
Mathematics	All Students	22%	29%	40%	-	36%	49%	*	-	*	*	30%	57%	0%	48%	31%	40%	39%	-	*	*	-	
	CWD	10%	7%	0%	-	0%	0%	-	-	*	-	0%	*	0%	-	0%	0%	0%	-	*	-	-	
	CWOD	25%	33%	48%	-	42%	59%	*	-	-	*	37%	65%	-	48%	38%	50%	45%	-	-	*	-	
	EL	16%	19%	31%	-	32%	-	-	-	*	-	35%	*	0%	38%	31%	31%	30%	-	-	-	-	
	Male	25%	33%	40%	-	38%	53%	*	-	*	*	31%	56%	0%	50%	31%	40%	-	-	-	*	-	
	Female	19%	26%	39%	-	33%	45%	-	-	-	-	29%	57%	0%	45%	30%	-	39%	-	*	-	-	
Grade 5																							

Texas Education Agency  
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A G ELDER EL (126905103) - JOSHUA ISD - JOHNSON 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%	39%	31%	*	33%	29%	*	-	*	*	30%	31%	0%	37%	33%	31%	31%	-	*	*	*	
	CWD	12%	6%	0%	-	*	0%	-	-	-	*	0%	*	0%	-	*	0%	*	-	*	-	-	
	CWOD	40%	44%	37%	*	36%	40%	*	-	*	*	39%	34%	-	37%	36%	41%	35%	-	-	*	*	
	EL	23%	32%	33%	-	35%	*	-	-	-	-	32%	40%	*	36%	33%	40%	33%	-	-	-	-	
	Male	32%	35%	31%	*	40%	27%	-	-	-	*	26%	41%	0%	41%	40%	31%	-	-	-	*	*	
	Female	39%	43%	31%	-	29%	33%	*	-	*	*	40%	20%	*	35%	33%	-	31%	-	*	-	-	
Mathematics	All Students	24%	25%	16%	*	10%	22%	*	-	*	*	15%	19%	7%	19%	8%	17%	17%	-	*	*	*	
	CWD	9%	8%	7%	-	*	9%	-	-	-	*	8%	*	7%	-	*	9%	*	-	*	-	-	
	CWOD	26%	28%	19%	*	11%	27%	*	-	*	*	17%	21%	-	19%	9%	19%	19%	-	-	*	*	
	EL	17%	10%	8%	-	9%	*	-	-	-	-	5%	20%	*	9%	8%	20%	0%	-	-	-	-	
	Male	25%	22%	17%	*	15%	19%	-	-	-	*	13%	24%	9%	19%	20%	17%	-	-	-	*	*	
	Female	23%	29%	17%	-	6%	27%	*	-	*	*	20%	13%	*	19%	0%	-	17%	-	*	-	-	
Science	All Students	17%	26%	19%	*	8%	29%	*	-	*	*	21%	16%	13%	20%	4%	25%	11%	-	*	*	*	
	CWD	9%	8%	13%	-	*	18%	-	-	-	*	8%	*	13%	-	*	18%	*	-	*	-	-	
	CWOD	19%	29%	20%	*	8%	33%	*	-	*	*	24%	14%	-	20%	5%	27%	13%	-	-	*	*	
	EL	9%	13%	4%	-	4%	*	-	-	-	-	5%	0%	*	5%	4%	10%	0%	-	-	-	-	
	Male	20%	29%	25%	*	10%	38%	-	-	-	*	26%	24%	18%	27%	10%	25%	-	-	-	*	*	
	Female	15%	23%	11%	-	6%	13%	*	-	*	*	15%	7%	*	13%	0%	-	11%	-	*	-	-	
STAAR Percent at Approaches Grade Level or Above																							
All Grades																							
All Subjects	All Students	73%	83%	85%	60%	83%	88%	100%	*	80%	85%	82%	90%	59%	91%	76%	85%	86%	-	80%	60%	*	
	CWD	44%	46%	59%	-	46%	67%	-	-	*	*	54%	68%	59%	-	43%	59%	58%	-	80%	-	-	
	CWOD	77%	88%	91%	60%	88%	93%	100%	*	*	94%	89%	94%	-	91%	83%	92%	90%	-	-	60%	*	
	EL	59%	69%	76%	-	77%	*	-	-	*	-	75%	83%	43%	83%	76%	75%	80%	-	-	-	-	
	Male	71%	81%	85%	*	82%	87%	100%	*	*	93%	82%	90%	59%	92%	75%	85%	-	-	-	60%	*	
	Female	75%	84%	86%	*	85%	88%	*	-	*	60%	83%	90%	58%	90%	80%	-	86%	-	80%	-	-	
Reading	All Students	74%	81%	82%	*	77%	87%	*	*	*	89%	77%	90%	51%	89%	65%	81%	85%	-	*	*	*	
	CWD	43%	42%	51%	-	38%	59%	-	-	*	*	50%	53%	51%	-	23%	45%	63%	-	*	-	-	
	CWOD	78%	87%	89%	*	83%	94%	*	*	*	88%	83%	97%	-	89%	73%	89%	89%	-	-	*	*	
	EL	57%	65%	65%	-	65%	*	-	-	*	-	63%	75%	23%	73%	65%	59%	74%	-	-	-	-	
	Male	70%	77%	81%	*	72%	86%	*	*	*	86%	74%	89%	45%	89%	59%	81%	-	-	-	*	*	
	Female	78%	86%	85%	*	83%	87%	*	-	*	*	80%	91%	63%	89%	74%	-	85%	-	*	-	-	
Mathematics	All Students	71%	84%	92%	*	93%	91%	*	*	*	89%	91%	94%	72%	96%	94%	92%	92%	-	*	*	*	
	CWD	44%	50%	72%	-	63%	79%	-	-	*	*	63%	88%	72%	-	69%	81%	56%	-	*	-	-	
	CWOD	75%	89%	96%	*	98%	94%	*	*	*	100%	97%	95%	-	96%	98%	95%	98%	-	-	*	*	
	EL	61%	74%	94%	-	93%	*	-	-	*	-	94%	92%	69%	98%	94%	93%	97%	-	-	-	-	
	Male	71%	84%	92%	*	93%	91%	*	*	*	100%	91%	94%	81%	95%	93%	92%	-	-	-	*	*	
	Female	71%	83%	92%	*	94%	91%	*	-	*	*	91%	94%	56%	98%	97%	-	92%	-	*	-	-	

Texas Education Agency  
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A G ELDER EL (126905103) - JOSHUA ISD - JOHNSON 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%	84%	74%	*	69%	78%	*	-	*	*	72%	78%	40%	81%	58%	79%	69%	-	*	*	*
	CWD	47%	48%	40%	-	*	55%	-	-	-	*	42%	*	40%	-	*	36%	*	-	*	-	-
	CWOD	78%	89%	81%	*	75%	87%	*	-	*	*	80%	83%	-	81%	64%	92%	71%	-	-	*	*
	EL	58%	69%	58%	-	61%	*	-	-	-	-	53%	80%	*	64%	58%	70%	50%	-	-	-	-
	Male	74%	85%	79%	*	80%	77%	-	-	-	*	77%	82%	36%	92%	70%	79%	-	-	-	*	*
	Female	75%	83%	69%	-	59%	80%	*	-	*	*	65%	73%	*	71%	50%	-	69%	-	*	-	-

**STAAR Percent at Meets Grade Level or Above**

All Grades																						
All Subjects	All Students	47%	57%	56%	40%	51%	61%	44%	*	60%	35%	49%	66%	28%	61%	45%	58%	52%	-	0%	20%	*
	CWD	23%	22%	28%	-	20%	33%	-	-	*	*	18%	46%	28%	-	18%	30%	22%	-	0%	-	-
	CWOD	50%	62%	61%	40%	55%	69%	44%	*	*	41%	56%	69%	-	61%	50%	65%	57%	-	-	20%	*
	EL	29%	36%	45%	-	46%	*	-	-	*	-	42%	59%	18%	50%	45%	48%	41%	-	-	-	-
	Male	45%	55%	58%	*	51%	64%	67%	*	*	40%	50%	70%	30%	65%	48%	58%	-	-	-	20%	*
	Female	48%	59%	52%	*	50%	58%	*	-	*	20%	47%	61%	22%	57%	41%	-	52%	-	0%	-	-
Reading	All Students	52%	59%	58%	*	52%	65%	*	*	*	22%	47%	73%	28%	64%	43%	55%	62%	-	*	*	*
	CWD	24%	21%	28%	-	19%	34%	-	-	*	*	17%	47%	28%	-	15%	29%	25%	-	*	-	-
	CWOD	56%	65%	64%	*	58%	73%	*	*	*	25%	54%	78%	-	64%	48%	61%	68%	-	-	*	*
	EL	31%	36%	43%	-	44%	*	-	-	*	-	37%	75%	15%	48%	43%	34%	53%	-	-	-	-
	Male	47%	54%	55%	*	43%	65%	*	*	*	14%	41%	73%	29%	61%	34%	55%	-	-	-	*	*
	Female	56%	66%	62%	*	62%	64%	*	-	*	*	55%	72%	25%	68%	53%	-	62%	-	*	-	-
Mathematics	All Students	41%	54%	58%	*	55%	61%	*	*	*	56%	52%	67%	30%	64%	52%	62%	52%	-	*	*	*
	CWD	22%	24%	30%	-	25%	34%	-	-	*	*	20%	47%	30%	-	23%	32%	25%	-	*	-	-
	CWOD	44%	58%	64%	*	60%	69%	*	*	*	63%	59%	70%	-	64%	58%	70%	57%	-	-	*	*
	EL	29%	38%	52%	-	53%	*	-	-	*	-	51%	58%	23%	58%	52%	61%	41%	-	-	-	-
	Male	42%	55%	62%	*	60%	64%	*	*	*	71%	57%	70%	32%	70%	61%	62%	-	-	-	*	*
	Female	40%	53%	52%	*	49%	58%	*	-	*	*	45%	62%	25%	57%	41%	-	52%	-	*	-	-
Science	All Students	46%	57%	41%	*	33%	49%	*	-	*	*	43%	38%	20%	46%	29%	54%	23%	-	*	*	*
	CWD	23%	24%	20%	-	*	27%	-	-	-	*	17%	*	20%	-	*	27%	*	-	*	-	-
	CWOD	49%	61%	46%	*	36%	57%	*	-	*	*	51%	38%	-	46%	32%	62%	26%	-	-	*	*
	EL	25%	31%	29%	-	30%	*	-	-	-	-	32%	20%	*	32%	29%	50%	8%	-	-	-	-
	Male	47%	57%	54%	*	50%	58%	-	-	-	*	55%	53%	27%	62%	50%	54%	-	-	-	*	*
	Female	45%	57%	23%	-	12%	33%	*	-	*	*	25%	20%	*	26%	8%	-	23%	-	*	-	-

**STAAR Percent at Masters Grade Level**

All Grades																						
All Subjects	All Students	22%	27%	29%	0%	22%	36%	22%	*	60%	5%	22%	39%	11%	33%	18%	32%	26%	-	0%	20%	*
	CWD	9%	7%	11%	-	3%	16%	-	-	*	*	4%	24%	11%	-	4%	15%	3%	-	0%	-	-
	CWOD	24%	30%	33%	0%	25%	41%	22%	*	*	6%	26%	42%	-	33%	21%	36%	29%	-	-	20%	*
	EL	12%	13%	18%	-	18%	*	-	-	*	-	16%	28%	4%	21%	18%	21%	16%	-	-	-	-
	Male	21%	26%	32%	*	23%	41%	33%	*	*	7%	22%	46%	15%	36%	21%	32%	-	-	-	20%	*
	Female	23%	28%	26%	*	23%	29%	*	-	*	0%	22%	30%	3%	29%	16%	-	26%	-	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
Reading	All Students	25%	29%	32%	*	29%	36%	*	*	*	0%	25%	42%	11%	36%	23%	32%	32%	-	*	*	*
	CWD	9%	6%	11%	-	0%	17%	-	-	*	*	3%	24%	11%	-	0%	13%	6%	-	*	-	-
	CWOD	27%	33%	36%	*	33%	42%	*	*	*	0%	29%	46%	-	36%	28%	37%	36%	-	-	*	*
	EL	13%	15%	23%	-	24%	*	-	-	*	-	20%	42%	0%	28%	23%	22%	26%	-	-	-	-
	Male	22%	26%	32%	*	27%	40%	*	*	*	0%	22%	47%	13%	37%	22%	32%	-	-	-	*	*
	Female	28%	33%	32%	*	32%	33%	*	-	*	*	29%	36%	6%	36%	26%	-	32%	-	*	-	-
Mathematics	All Students	20%	25%	29%	*	21%	37%	*	*	*	11%	19%	43%	11%	33%	17%	34%	24%	-	*	*	*
	CWD	9%	7%	11%	-	6%	14%	-	-	*	*	3%	24%	11%	-	8%	16%	0%	-	*	-	-
	CWOD	21%	28%	33%	*	23%	44%	*	*	*	13%	23%	47%	-	33%	19%	38%	28%	-	-	*	*
	EL	12%	12%	17%	-	17%	*	-	-	*	-	15%	25%	8%	19%	17%	22%	12%	-	-	-	-
	Male	21%	26%	34%	*	23%	43%	*	*	*	14%	21%	52%	16%	38%	22%	34%	-	-	-	*	*
	Female	19%	25%	24%	*	19%	29%	*	-	*	*	18%	32%	0%	28%	12%	-	24%	-	*	-	-
Science	All Students	20%	25%	19%	*	8%	29%	*	-	*	*	21%	16%	13%	20%	4%	25%	11%	-	*	*	*
	CWD	8%	9%	13%	-	*	18%	-	-	-	*	8%	*	13%	-	*	18%	*	-	*	-	-
	CWOD	22%	27%	20%	*	8%	33%	*	-	*	*	24%	14%	-	20%	5%	27%	13%	-	-	*	*
	EL	7%	9%	4%	-	4%	*	-	-	-	-	5%	0%	*	5%	4%	10%	0%	-	-	-	-
	Male	22%	27%	25%	*	10%	38%	-	-	-	*	26%	24%	18%	27%	10%	25%	-	-	-	*	*
	Female	19%	23%	11%	-	6%	13%	*	-	*	*	15%	7%	*	13%	0%	-	11%	-	*	-	-

- Indicates there are no students in the group.

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

### Part (iii): Academic Growth and Graduation Rate

#### Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 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
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	80	-	81	79	*	-	*	83	80	77	73
CWD	77	-	75	75	-	-	*	*	84	77	83
CWOD	81	-	82	80	*	-	*	80	79	-	71
EL ◇	73	-	72	-	-	-	*	-	67	83	73
Male	79	-	81	76	*	-	*	80	76	65	74
Female	81	-	81	83	*	-	*	*	84	100	70

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Mathematics</b>											
All Students	75	-	73	75	*	-	*	100	74	72	74
CWD	72	-	83	66	-	-	*	*	70	72	86
CWOD	76	-	71	78	*	-	*	100	76	-	72
EL ◇	74	-	74	-	-	-	*	-	75	86	74
Male	75	-	77	69	*	-	*	100	72	69	79
Female	77	-	70	83	*	-	*	*	80	78	71

- 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 ◇
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2021</b>													
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
148	24	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
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	57	33	52	62	55	*	67	42	51	33	46
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%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 +
<b>STAAR Performance Status</b>											
<b>Reading</b>											
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	Y		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
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	Y		Y	Y					Y	Y	Y
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	Y		Y	N					Y	N	Y
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
<b>English Learner Language Proficiency Status</b>											
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
<b>Federal Graduation Status<sup>Δ</sup></b>											
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
<b>Participation Rate</b>																	
<b>All Subjects</b>	All Students	100%	100%	100%	100%	100%	*	100%	100%	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	-	100%	100%	-	-	*	*	100%	100%	100%	-	100%	100%	100%	-
	CWOD	100%	100%	100%	100%	100%	*	*	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	-	100%	*	-	-	*	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	*	100%	100%	100%	*	*	100%	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	*	100%	100%	*	-	*	100%	100%	100%	100%	100%	100%	-	100%	-
<b>Reading</b>	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%	100%	-	-
	Female	100%	*	100%	100%	*	-	*	*	100%	100%	100%	100%	100%	-	100%	-
<b>Mathematics</b>	All Students	100%	*	100%	100%	*	*	*	100%	100%	100%	100%	100%	100%	100%	100%	-
		100%	*	100%	100%	*	*	*	100%	100%	100%	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%	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%	100%	100%	-	-
	Female	100%	*	100%	100%	*	-	*	*	100%	100%	100%	100%	100%	-	100%	-
		100%	*	100%	100%	*	-	*	*	100%	100%	100%	100%	100%	-	100%	-
<b>SAT/ACT All Subjects</b>	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Non-Participation Rate</b>																	

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		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
All Subjects	All Students	0%	0%	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	-	0%	0%	-	-	*	*	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	0%	0%	*	*	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	0%	*	-	-	*	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	*	0%	0%	0%	*	*	0%	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	*	0%	0%	*	-	*	0%	0%	0%	0%	0%	0%	-	0%	-
Reading	All Students	0%	*	0%	0%	*	*	*	0%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	-	0%	0%	-	-	*	*	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	*	0%	0%	*	*	*	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	0%	*	-	-	*	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	*	0%	0%	*	*	*	0%	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	*	0%	0%	*	-	*	*	0%	0%	0%	0%	0%	-	0%	-
Mathematics	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%	0%	-	-
	Female	0%	*	0%	0%	*	-	*	*	0%	0%	0%	0%	0%	-	0%	-
Science	All Students	0%	*	0%	0%	*	-	*	*	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	-	*	0%	-	-	-	*	0%	*	0%	-	*	0%	*	-
	CWOD	0%	*	0%	0%	*	-	*	*	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	0%	*	-	-	-	-	0%	0%	*	0%	0%	0%	0%	-
	Male	0%	*	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%	-	-
	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)
<b>Students Without Disabilities</b>												
<b>In-School Suspensions</b>												
	Male	12	0	3	8	0	0	0	1	1		
	Female	3	0	0	3	0	0	0	0	0		
	Total	15	0	3	11	0	0	0	1	1		
<b>Out-of-School Suspensions</b>												
	Male	1	0	0	1	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	1	0	0	1	0	0	0	0	0		
<b>Expulsions</b>												
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		
<b>School-Related Arrests</b>												
	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		
<b>Referrals to Law Enforcement</b>												
	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		
<b>Students With Disabilities</b>												
<b>In-School Suspensions</b>												

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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	4	0	3	1	0	0	0	0	2		2
	Female	0	0	0	0	0	0	0	0	0		0
	Total	4	0	3	1	0	0	0	0	2		2
<b>Out-of-School Suspensions</b>												
	Male	5	0	3	2	0	0	0	0	2		3
	Female	0	0	0	0	0	0	0	0	0		0
	Total	5	0	3	2	0	0	0	0	2		3
<b>Expulsions</b>												
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
<b>School-Related Arrests</b>												
	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
<b>Referrals to Law Enforcement</b>												
	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
<b>All Students</b>												
<b>Chronic Absenteeism</b>												
	Male	8	-8	2	6	-8	-8	-8	-8	1	2	-8
	Female	14	-8	4	9	-8	-8	-8	1	3	2	-8
	Total	22	-8	6	15	-8	-8	-8	1	4	4	-8

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

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	Total
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
<b>Allegations of Harassment or bullying</b>	
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
<b>Preschool Programs</b>											
	Male	25	0	12	13	0	0	0	0	6	4
	Female	10	1	5	4	0	0	0	0	3	0
	Total	35	1	17	17	0	0	0	0	9	4
<b>Accelerated Coursework</b>											
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
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

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- 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	3.0	7.0%
Teachers Teaching with Emergency or Provisional Credentials	0.0	-
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	0.5	1.2%

- 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
<b>Grade 3</b>						
Reading	6,584	2%	*	1%	-	-
Mathematics	6,587	2%	*	1%	-	-
<b>Grade 4</b>						
Reading	6,404	2%	*	0%	-	-
Mathematics	6,408	2%	*	0%	-	-
<b>Grade 5</b>						
Reading	6,204	2%	*	1%	-	-
Mathematics	6,205	2%	*	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	6,200	2%	*	1%	-	-
<b>Grade 6</b>						
Reading	6,181	2%	*	0%	-	-
Mathematics	6,177	2%	*	0%	-	-
<b>Grade 7</b>						
Reading	6,130	1%	6	1%	-	-
Mathematics	6,120	2%	6	1%	-	-
<b>Grade 8</b>						
Reading	5,794	1%	6	1%	-	-
Mathematics	5,803	2%	6	2%	-	-
Science	5,796	1%	6	1%	-	-
<b>End of Course</b>						
English I	6,009	1%	*	0%	-	-
English II	5,490	1%	*	0%	-	-
Algebra I	5,993	1%	*	1%	-	-
Biology	5,860	1%	*	0%	-	-
<b>All Grades</b>						
All Subjects	109,954	1%	61	1%	-	-
Reading	48,805	1%	26	1%	-	-
Mathematics	43,293	1%	24	1%	-	-
Science	17,856	1%	11	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

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	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	5%	*	5%	5%	*	*	*	13%	6%	5%	3%

- 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)
<b>Academic Performance (At Meets Grade Level or Above)</b>												
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%
<b>EL Progress</b>												
	Baseline 2016-17 Rates											41%
	2017-18 through 2021-22											36%
	2022-23 through 2026-27											38%
	2027-28 through 2031-32											40%
<b>Graduation Rate: 4-Year Longitudinal Rate <sup>Δ</sup></b>												
	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%

<sup>Δ</sup> 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 <sup>1</sup>	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness or Student Achievement Domain Score: STAAR Component Only <sup>2</sup>	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 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%	81%	92%	80%	88%	96%	*	*	-	*	90%	93%	73%	94%	*	90%	94%	-	-	-	*
	CWD	52%	51%	73%	*	*	88%	-	-	-	*	60%	83%	73%	-	-	60%	83%	-	-	-	-
	CWOD	80%	87%	94%	*	93%	97%	*	*	-	*	96%	93%	-	94%	*	93%	95%	-	-	-	*
	EL	66%	53%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	74%	82%	90%	*	83%	92%	*	*	-	*	87%	91%	60%	93%	*	90%	-	-	-	-	-
	Female	78%	80%	94%	*	90%	100%	-	*	-	*	94%	94%	83%	95%	-	-	94%	-	-	-	*
Mathematics	All Students	70%	83%	90%	80%	88%	94%	*	*	-	*	84%	93%	45%	95%	*	92%	88%	-	-	-	*
	CWD	46%	56%	45%	*	*	63%	-	-	-	*	20%	67%	45%	-	-	60%	33%	-	-	-	-
	CWOD	74%	89%	95%	*	93%	98%	*	*	-	*	96%	95%	-	95%	*	95%	95%	-	-	-	*
	EL	64%	67%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	72%	86%	92%	*	83%	97%	*	*	-	*	87%	94%	60%	95%	*	92%	-	-	-	-	-
	Female	68%	80%	88%	*	90%	91%	-	*	-	*	81%	91%	33%	95%	-	-	88%	-	-	-	*
<b>Grade 4</b>																						
Reading	All Students	76%	80%	94%	100%	95%	95%	-	*	*	*	91%	95%	73%	97%	*	98%	90%	-	-	-	*
	CWD	48%	47%	73%	-	*	83%	-	*	-	-	71%	*	73%	-	*	80%	67%	-	-	-	*
	CWOD	81%	85%	97%	100%	100%	96%	-	*	*	*	100%	97%	-	97%	*	100%	94%	-	-	-	*
	EL	66%	68%	*	-	*	*	-	-	-	-	*	*	*	*	*	*	-	-	-	-	*
	Male	73%	75%	98%	*	100%	100%	-	*	-	*	92%	100%	80%	100%	*	98%	-	-	-	-	*
	Female	79%	85%	90%	*	88%	88%	-	*	*	*	89%	91%	67%	94%	-	-	90%	-	-	-	-
Mathematics	All Students	68%	82%	90%	83%	89%	91%	-	*	*	*	82%	92%	45%	96%	*	96%	83%	-	-	-	*
	CWD	42%	42%	45%	-	*	50%	-	*	-	-	43%	*	45%	-	*	60%	33%	-	-	-	*
	CWOD	73%	88%	96%	83%	100%	96%	-	*	*	*	100%	95%	-	96%	*	100%	91%	-	-	-	*
	EL	63%	80%	*	-	*	*	-	-	-	-	*	*	*	*	*	*	-	-	-	-	*
	Male	70%	82%	96%	*	91%	100%	-	*	-	*	85%	100%	60%	100%	*	96%	-	-	-	-	*
	Female	67%	81%	83%	*	88%	81%	-	*	*	*	78%	84%	33%	91%	-	-	83%	-	-	-	-
<b>Grade 5</b>																						
Reading	All Students	80%	87%	90%	*	96%	90%	*	*	-	*	79%	93%	64%	94%	*	90%	90%	-	-	-	*
	CWD	50%	61%	64%	-	80%	63%	-	-	-	*	80%	56%	64%	-	-	63%	67%	-	-	-	-
	CWOD	85%	91%	94%	*	100%	93%	*	*	-	*	79%	97%	-	94%	*	95%	93%	-	-	-	*
	EL	71%	78%	*	-	*	-	-	-	-	-	-	*	-	*	*	*	*	-	-	-	-
	Male	77%	83%	90%	*	100%	89%	*	-	-	*	75%	95%	63%	95%	*	90%	-	-	-	-	-
	Female	83%	91%	90%	*	93%	90%	-	*	-	*	83%	92%	67%	93%	*	-	90%	-	-	-	*
Mathematics	All Students	76%	85%	94%	*	96%	95%	*	*	-	*	96%	93%	71%	97%	*	94%	93%	-	-	-	*
	CWD	50%	56%	71%	-	80%	63%	-	-	-	*	80%	67%	71%	-	-	75%	67%	-	-	-	-
	CWOD	80%	90%	97%	*	100%	99%	*	*	-	*	100%	96%	-	97%	*	98%	96%	-	-	-	*
	EL	70%	81%	*	-	*	-	-	-	-	-	-	*	-	*	*	*	*	-	-	-	-
	Male	75%	86%	94%	*	100%	95%	*	-	-	*	92%	95%	75%	98%	*	94%	-	-	-	-	-
	Female	76%	84%	93%	*	93%	95%	-	*	-	*	100%	92%	67%	96%	*	-	93%	-	-	-	*

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	65%	78%	91%	*	96%	90%	*	*	-	*	88%	92%	57%	96%	*	94%	88%	-	-	-	*
	CWD	40%	45%	57%	-	80%	50%	-	-	-	*	80%	44%	57%	-	-	63%	50%	-	-	-	-
	CWOD	69%	83%	96%	*	100%	94%	*	*	-	*	89%	97%	-	96%	*	100%	93%	-	-	-	*
	EL	52%	63%	*	-	*	-	-	-	-	-	-	*	-	*	*	*	*	-	-	-	-
	Male	67%	81%	94%	*	100%	95%	*	-	-	*	92%	95%	63%	100%	*	94%	-	-	-	-	-
	Female	63%	75%	88%	*	93%	86%	-	*	-	*	83%	90%	50%	93%	*	-	88%	-	-	-	*
STAAR Percent at Meets Grade Level or Above																						
Grade 3																						
Reading	All Students	50%	54%	71%	60%	69%	77%	*	*	-	*	71%	72%	27%	77%	*	69%	74%	-	-	-	*
	CWD	30%	30%	27%	*	*	38%	-	-	-	*	20%	33%	27%	-	-	40%	17%	-	-	-	-
	CWOD	54%	59%	77%	*	73%	82%	*	*	-	*	81%	75%	-	77%	*	72%	82%	-	-	-	*
	EL	37%	23%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	49%	53%	69%	*	50%	78%	*	*	-	*	67%	70%	40%	72%	*	69%	-	-	-	-	-
	Female	52%	56%	74%	*	80%	76%	-	*	-	*	75%	74%	17%	82%	-	-	74%	-	-	-	*
Mathematics	All Students	42%	59%	79%	40%	75%	84%	*	*	-	*	71%	82%	36%	84%	*	83%	74%	-	-	-	*
	CWD	27%	30%	36%	*	*	50%	-	-	-	*	20%	50%	36%	-	-	40%	33%	-	-	-	-
	CWOD	45%	65%	84%	*	80%	89%	*	*	-	*	81%	85%	-	84%	*	88%	80%	-	-	-	*
	EL	35%	36%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	45%	66%	83%	*	83%	89%	*	*	-	*	73%	88%	40%	88%	*	83%	-	-	-	-	-
	Female	39%	52%	74%	*	70%	79%	-	*	-	*	69%	76%	33%	80%	-	-	74%	-	-	-	*
Grade 4																						
Reading	All Students	53%	58%	79%	100%	74%	78%	-	*	*	*	59%	86%	36%	86%	*	85%	73%	-	-	-	*
	CWD	29%	20%	36%	-	*	33%	-	*	-	-	29%	*	36%	-	*	60%	17%	-	-	-	*
	CWOD	57%	64%	86%	100%	80%	84%	-	*	*	*	73%	89%	-	86%	*	88%	83%	-	-	-	*
	EL	41%	39%	*	-	*	*	-	-	-	-	*	*	*	*	*	*	-	-	-	-	*
	Male	51%	50%	85%	*	82%	86%	-	*	-	*	69%	91%	60%	88%	*	85%	-	-	-	-	*
	Female	55%	67%	73%	*	63%	69%	-	*	*	*	44%	81%	17%	83%	-	-	73%	-	-	-	-
Mathematics	All Students	42%	56%	76%	67%	74%	76%	-	*	*	*	45%	86%	27%	83%	*	78%	73%	-	-	-	*
	CWD	25%	22%	27%	-	*	33%	-	*	-	-	14%	*	27%	-	*	60%	0%	-	-	-	*
	CWOD	45%	62%	83%	67%	87%	82%	-	*	*	*	60%	89%	-	83%	*	80%	86%	-	-	-	*
	EL	34%	49%	*	-	*	*	-	-	-	-	*	*	*	*	*	*	-	-	-	-	*
	Male	45%	57%	78%	*	73%	79%	-	*	-	*	46%	91%	60%	80%	*	78%	-	-	-	-	*
	Female	38%	55%	73%	*	75%	73%	-	*	*	*	44%	81%	0%	86%	-	-	73%	-	-	-	-
Grade 5																						
Reading	All Students	57%	61%	75%	*	74%	76%	*	*	-	*	58%	79%	36%	80%	*	73%	77%	-	-	-	*
	CWD	29%	23%	36%	-	40%	38%	-	-	-	*	40%	33%	36%	-	-	50%	17%	-	-	-	-
	CWOD	61%	67%	80%	*	83%	81%	*	*	-	*	63%	85%	-	80%	*	77%	83%	-	-	-	*
	EL	43%	48%	*	-	*	-	-	-	-	-	-	*	-	*	*	*	*	-	-	-	-
	Male	53%	57%	73%	*	89%	71%	*	-	-	*	58%	77%	50%	77%	*	73%	-	-	-	-	-
	Female	60%	65%	77%	*	64%	81%	-	*	-	*	58%	81%	17%	83%	*	-	77%	-	-	-	*

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	47%	53%	77%	*	78%	78%	*	*	-	*	71%	78%	29%	84%	*	76%	77%	-	-	-	*
	CWD	25%	21%	29%	-	40%	25%	-	-	-	*	40%	22%	29%	-	-	38%	17%	-	-	-	-
	CWOD	50%	59%	84%	*	89%	83%	*	*	-	*	79%	85%	-	84%	*	84%	83%	-	-	-	*
	EL	38%	40%	*	-	*	-	-	-	-	-	-	*	-	*	*	*	*	-	-	-	-
	Male	48%	54%	76%	*	89%	76%	*	-	-	*	75%	77%	38%	84%	*	76%	-	-	-	-	-
	Female	46%	53%	77%	*	71%	79%	-	*	-	*	67%	79%	17%	83%	*	-	77%	-	-	-	*
Science	All Students	38%	49%	69%	*	65%	74%	*	*	-	*	54%	74%	50%	72%	*	73%	67%	-	-	-	*
	CWD	23%	24%	50%	-	60%	50%	-	-	-	*	60%	44%	50%	-	-	63%	33%	-	-	-	-
	CWOD	40%	53%	72%	*	67%	76%	*	*	-	*	53%	77%	-	72%	*	74%	70%	-	-	-	*
	EL	24%	32%	*	-	*	-	-	-	-	-	-	*	-	*	*	*	*	-	-	-	-
	Male	41%	50%	73%	*	78%	76%	*	-	-	*	58%	77%	63%	74%	*	73%	-	-	-	-	-
	Female	34%	47%	67%	*	57%	71%	-	*	-	*	50%	71%	33%	70%	*	-	67%	-	-	-	*
STAAR Percent at Masters Grade Level																						
Grade 3																						
Reading	All Students	29%	34%	49%	40%	56%	51%	*	*	-	*	35%	55%	18%	53%	*	50%	48%	-	-	-	*
	CWD	12%	14%	18%	*	*	25%	-	-	-	*	0%	33%	18%	-	-	20%	17%	-	-	-	-
	CWOD	32%	38%	53%	*	60%	55%	*	*	-	*	42%	57%	-	53%	*	53%	52%	-	-	-	*
	EL	19%	11%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	28%	33%	50%	*	50%	57%	*	*	-	*	33%	58%	20%	53%	*	50%	-	-	-	-	-
	Female	31%	36%	48%	*	60%	45%	-	*	-	*	38%	53%	17%	52%	-	-	48%	-	-	-	*
Mathematics	All Students	20%	28%	40%	0%	25%	49%	*	*	-	*	29%	45%	18%	43%	*	48%	32%	-	-	-	*
	CWD	10%	14%	18%	*	*	25%	-	-	-	*	0%	33%	18%	-	-	20%	17%	-	-	-	-
	CWOD	22%	31%	43%	*	27%	52%	*	*	-	*	35%	46%	-	43%	*	51%	34%	-	-	-	*
	EL	15%	9%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	23%	34%	48%	*	17%	57%	*	*	-	*	33%	55%	20%	51%	*	48%	-	-	-	-	-
	Female	18%	21%	32%	*	30%	39%	-	*	-	*	25%	35%	17%	34%	-	-	32%	-	-	-	*
Grade 4																						
Reading	All Students	28%	29%	46%	67%	47%	40%	-	*	*	*	32%	51%	18%	50%	*	48%	44%	-	-	-	*
	CWD	10%	8%	18%	-	*	17%	-	*	-	-	14%	*	18%	-	*	40%	0%	-	-	-	*
	CWOD	31%	32%	50%	67%	53%	43%	-	*	*	*	40%	52%	-	50%	*	49%	51%	-	-	-	*
	EL	18%	14%	*	-	*	*	-	-	-	-	*	*	*	*	*	*	-	-	-	-	*
	Male	26%	27%	48%	*	55%	41%	-	*	-	*	31%	55%	40%	49%	*	48%	-	-	-	-	*
	Female	29%	31%	44%	*	38%	38%	-	*	*	*	33%	47%	0%	51%	-	-	44%	-	-	-	-
Mathematics	All Students	22%	29%	45%	17%	32%	51%	-	*	*	*	27%	51%	9%	50%	*	52%	37%	-	-	-	*
	CWD	10%	7%	9%	-	*	17%	-	*	-	-	0%	*	9%	-	*	20%	0%	-	-	-	*
	CWOD	25%	33%	50%	17%	40%	55%	-	*	*	*	40%	52%	-	50%	*	56%	43%	-	-	-	*
	EL	16%	19%	*	-	*	*	-	-	-	-	*	*	*	*	*	*	-	-	-	-	*
	Male	25%	33%	52%	*	45%	59%	-	*	-	*	31%	61%	20%	56%	*	52%	-	-	-	-	*
	Female	19%	26%	37%	*	13%	42%	-	*	*	*	22%	41%	0%	43%	-	-	37%	-	-	-	-
Grade 5																						

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Reading	All Students	36%	39%	56%	*	52%	59%	*	*	-	*	33%	62%	21%	61%	*	51%	60%	-	-	-	*	
	CWD	12%	6%	21%	-	20%	25%	-	-	-	*	0%	33%	21%	-	-	25%	17%	-	-	-	-	
	CWOD	40%	44%	61%	*	61%	63%	*	*	-	*	42%	65%	-	61%	*	56%	65%	-	-	-	*	
	EL	23%	32%	*	-	*	-	-	-	-	-	*	-	*	*	*	*	*	-	-	-	-	
	Male	32%	35%	51%	*	56%	53%	*	-	-	*	25%	59%	25%	56%	*	51%	-	-	-	-	-	
	Female	39%	43%	60%	*	50%	64%	-	*	-	*	42%	65%	17%	65%	*	-	60%	-	-	-	*	
Mathematics	All Students	24%	25%	42%	*	26%	49%	*	*	-	*	29%	46%	21%	45%	*	35%	48%	-	-	-	*	
	CWD	9%	8%	21%	-	40%	13%	-	-	-	*	20%	22%	21%	-	-	25%	17%	-	-	-	-	
	CWOD	26%	28%	45%	*	22%	53%	*	*	-	*	32%	49%	-	45%	*	37%	52%	-	-	-	*	
	EL	17%	10%	*	-	*	-	-	-	-	-	*	-	*	*	*	*	*	-	-	-	-	
	Male	25%	22%	35%	*	22%	42%	*	-	-	*	25%	38%	25%	37%	*	35%	-	-	-	-	-	
	Female	23%	29%	48%	*	29%	55%	-	*	-	*	33%	52%	17%	52%	*	-	48%	-	-	-	*	
Science	All Students	17%	26%	41%	*	39%	45%	*	*	-	*	21%	47%	14%	45%	*	49%	35%	-	-	-	*	
	CWD	9%	8%	14%	-	0%	25%	-	-	-	*	0%	22%	14%	-	-	25%	0%	-	-	-	-	
	CWOD	19%	29%	45%	*	50%	47%	*	*	-	*	26%	50%	-	45%	*	53%	39%	-	-	-	*	
	EL	9%	13%	*	-	*	-	-	-	-	-	*	-	*	*	*	*	*	-	-	-	-	
	Male	20%	29%	49%	*	67%	50%	*	-	-	*	25%	56%	25%	53%	*	49%	-	-	-	-	-	
	Female	15%	23%	35%	*	21%	40%	-	*	-	*	17%	40%	0%	39%	*	-	35%	-	-	-	*	
STAAR Percent at Approaches Grade Level or Above																							
All Grades																							
All Subjects	All Students	73%	83%	91%	89%	93%	93%	60%	80%	*	71%	87%	93%	62%	96%	100%	93%	90%	-	-	-	100%	
	CWD	44%	46%	62%	*	68%	65%	-	*	-	40%	62%	62%	62%	-	*	66%	57%	-	-	-	*	
	CWOD	77%	88%	96%	96%	98%	96%	60%	92%	*	79%	94%	96%	-	96%	100%	97%	94%	-	-	-	100%	
	EL	59%	69%	100%	-	100%	*	-	-	-	-	*	100%	*	100%	100%	100%	100%	-	-	-	*	
	Male	71%	81%	93%	100%	95%	95%	60%	67%	-	71%	87%	96%	66%	97%	100%	93%	-	-	-	-	100%	
	Female	75%	84%	90%	84%	91%	91%	-	89%	*	70%	87%	91%	57%	94%	100%	-	90%	-	-	-	100%	
Reading	All Students	74%	81%	92%	92%	93%	93%	*	71%	*	80%	87%	94%	69%	95%	100%	92%	91%	-	-	-	100%	
	CWD	43%	42%	69%	*	70%	77%	-	*	-	*	71%	68%	69%	-	*	67%	72%	-	-	-	*	
	CWOD	78%	87%	95%	100%	98%	95%	*	83%	*	88%	92%	96%	-	95%	100%	96%	94%	-	-	-	100%	
	EL	57%	65%	100%	-	100%	*	-	-	-	-	*	100%	*	100%	100%	100%	*	-	-	-	*	
	Male	70%	77%	92%	*	96%	93%	*	*	-	83%	85%	95%	67%	96%	100%	92%	-	-	-	-	*	
	Female	78%	86%	91%	89%	91%	93%	-	*	*	*	89%	92%	72%	94%	*	-	91%	-	-	-	100%	
Mathematics	All Students	71%	84%	91%	85%	91%	94%	*	86%	*	60%	87%	93%	56%	96%	100%	94%	89%	-	-	-	100%	
	CWD	44%	50%	56%	*	60%	59%	-	*	-	*	47%	63%	56%	-	*	67%	44%	-	-	-	*	
	CWOD	75%	89%	96%	92%	98%	98%	*	100%	*	63%	98%	96%	-	96%	100%	98%	95%	-	-	-	100%	
	EL	61%	74%	100%	-	100%	*	-	-	-	-	*	100%	*	100%	100%	100%	*	-	-	-	*	
	Male	71%	84%	94%	*	92%	97%	*	*	-	67%	88%	96%	67%	98%	100%	94%	-	-	-	-	*	
	Female	71%	83%	89%	78%	91%	90%	-	*	*	*	86%	89%	44%	95%	*	-	89%	-	-	-	100%	



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Science	All Students	74%	84%	91%	*	96%	90%	*	*	-	*	88%	92%	57%	96%	*	94%	88%	-	-	-	*
	CWD	47%	48%	57%	-	80%	50%	-	-	-	*	80%	44%	57%	-	-	63%	50%	-	-	-	-
	CWOD	78%	89%	96%	*	100%	94%	*	*	-	*	89%	97%	-	96%	*	100%	93%	-	-	-	*
	EL	58%	69%	*	-	*	-	-	-	-	-	-	*	-	*	*	*	*	-	-	-	-
	Male	74%	85%	94%	*	100%	95%	*	-	-	*	92%	95%	63%	100%	*	94%	-	-	-	-	-
	Female	75%	83%	88%	*	93%	86%	-	*	-	*	83%	90%	50%	93%	*	-	88%	-	-	-	*
<b>STAAR Percent at Meets Grade Level or Above</b>																						
<b>All Grades</b>																						
All Subjects	All Students	47%	57%	75%	71%	73%	78%	60%	60%	*	50%	62%	79%	35%	81%	88%	77%	73%	-	-	-	84%
	CWD	23%	22%	35%	*	40%	38%	-	*	-	0%	31%	38%	35%	-	*	50%	19%	-	-	-	*
	CWOD	50%	62%	81%	77%	80%	82%	60%	69%	*	63%	71%	83%	-	81%	85%	80%	81%	-	-	-	82%
	EL	29%	36%	88%	-	87%	*	-	-	-	-	*	85%	*	85%	88%	100%	67%	-	-	-	*
	Male	45%	55%	77%	67%	79%	79%	60%	50%	-	43%	64%	81%	50%	80%	100%	77%	-	-	-	-	83%
	Female	48%	59%	73%	74%	68%	76%	-	67%	*	60%	60%	78%	19%	81%	67%	-	73%	-	-	-	85%
Reading	All Students	52%	59%	75%	85%	72%	77%	*	43%	*	60%	64%	79%	33%	81%	86%	75%	75%	-	-	-	100%
	CWD	24%	21%	33%	*	40%	36%	-	*	-	*	29%	37%	33%	-	*	50%	17%	-	-	-	*
	CWOD	56%	65%	81%	92%	79%	82%	*	50%	*	75%	73%	83%	-	81%	80%	79%	83%	-	-	-	100%
	EL	31%	36%	86%	-	83%	*	-	-	-	-	*	80%	*	80%	86%	100%	*	-	-	-	*
	Male	47%	54%	75%	*	77%	78%	*	*	-	50%	65%	79%	50%	79%	100%	75%	-	-	-	-	*
	Female	56%	66%	75%	89%	69%	76%	-	*	*	*	62%	79%	17%	83%	*	-	75%	-	-	-	100%
Mathematics	All Students	41%	54%	77%	62%	76%	80%	*	86%	*	50%	64%	82%	31%	83%	100%	79%	75%	-	-	-	88%
	CWD	22%	24%	31%	*	30%	36%	-	*	-	*	24%	37%	31%	-	*	44%	17%	-	-	-	*
	CWOD	44%	58%	83%	67%	85%	85%	*	100%	*	63%	75%	86%	-	83%	100%	84%	83%	-	-	-	86%
	EL	29%	38%	100%	-	100%	*	-	-	-	-	*	100%	*	100%	100%	100%	*	-	-	-	*
	Male	42%	55%	79%	*	81%	82%	*	*	-	50%	65%	85%	44%	84%	100%	79%	-	-	-	-	*
	Female	40%	53%	75%	56%	72%	77%	-	*	*	*	62%	79%	17%	83%	*	-	75%	-	-	-	100%
Science	All Students	46%	57%	69%	*	65%	74%	*	*	-	*	54%	74%	50%	72%	*	73%	67%	-	-	-	*
	CWD	23%	24%	50%	-	60%	50%	-	-	-	*	60%	44%	50%	-	-	63%	33%	-	-	-	-
	CWOD	49%	61%	72%	*	67%	76%	*	*	-	*	53%	77%	-	72%	*	74%	70%	-	-	-	*
	EL	25%	31%	*	-	*	-	-	-	-	-	-	*	-	*	*	*	*	-	-	-	-
	Male	47%	57%	73%	*	78%	76%	*	-	-	*	58%	77%	63%	74%	*	73%	-	-	-	-	-
	Female	45%	57%	67%	*	57%	71%	-	*	-	*	50%	71%	33%	70%	*	-	67%	-	-	-	*
<b>STAAR Percent at Masters Grade Level</b>																						
<b>All Grades</b>																						
All Subjects	All Students	22%	27%	46%	36%	40%	49%	0%	27%	*	33%	30%	51%	17%	50%	47%	48%	44%	-	-	-	58%
	CWD	9%	7%	17%	*	16%	21%	-	*	-	0%	5%	28%	17%	-	*	25%	10%	-	-	-	*
	CWOD	24%	30%	50%	38%	45%	53%	0%	31%	*	42%	37%	53%	-	50%	38%	51%	48%	-	-	-	59%
	EL	12%	13%	47%	-	40%	*	-	-	-	-	*	46%	*	38%	47%	64%	17%	-	-	-	*
	Male	21%	26%	48%	44%	46%	51%	0%	17%	-	21%	29%	54%	25%	51%	64%	48%	-	-	-	-	33%
	Female	23%	28%	44%	32%	35%	48%	-	33%	*	50%	30%	48%	10%	48%	17%	-	44%	-	-	-	69%

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Reading	All Students	25%	29%	51%	62%	52%	51%	*	43%	*	30%	34%	57%	19%	55%	57%	50%	52%	-	-	-	88%
	CWD	9%	6%	19%	*	20%	23%	-	*	-	*	6%	32%	19%	-	*	28%	11%	-	-	-	*
	CWOD	27%	33%	55%	67%	58%	55%	*	50%	*	38%	42%	59%	-	55%	40%	53%	57%	-	-	-	86%
	EL	13%	15%	57%	-	50%	*	-	-	-	-	*	40%	*	40%	57%	80%	*	-	-	-	*
	Male	22%	26%	50%	*	54%	51%	*	*	-	17%	30%	57%	28%	53%	80%	50%	-	-	-	-	*
	Female	28%	33%	52%	56%	50%	51%	-	*	*	*	38%	56%	11%	57%	*	-	52%	-	-	-	100%
Mathematics	All Students	20%	25%	42%	15%	28%	49%	*	14%	*	40%	29%	47%	17%	46%	43%	45%	40%	-	-	-	38%
	CWD	9%	7%	17%	*	20%	18%	-	*	-	*	6%	26%	17%	-	*	22%	11%	-	-	-	*
	CWOD	21%	28%	46%	17%	29%	53%	*	17%	*	50%	35%	49%	-	46%	40%	48%	44%	-	-	-	43%
	EL	12%	12%	43%	-	33%	*	-	-	-	-	*	60%	*	40%	43%	40%	*	-	-	-	*
	Male	21%	26%	45%	*	31%	52%	*	*	-	33%	30%	50%	22%	48%	40%	45%	-	-	-	-	*
	Female	19%	25%	40%	11%	25%	47%	-	*	*	*	27%	44%	11%	44%	*	-	40%	-	-	-	60%
Science	All Students	20%	25%	41%	*	39%	45%	*	*	-	*	21%	47%	14%	45%	*	49%	35%	-	-	-	*
	CWD	8%	9%	14%	-	0%	25%	-	-	-	*	0%	22%	14%	-	-	25%	0%	-	-	-	-
	CWOD	22%	27%	45%	*	50%	47%	*	*	-	*	26%	50%	-	45%	*	53%	39%	-	-	-	*
	EL	7%	9%	*	-	*	-	-	-	-	-	-	*	-	*	*	*	*	-	-	-	-
	Male	22%	27%	49%	*	67%	50%	*	-	-	*	25%	56%	25%	53%	*	49%	-	-	-	-	-
	Female	19%	23%	35%	*	21%	40%	-	*	-	*	17%	40%	0%	39%	*	-	35%	-	-	-	*

- 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
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	86	100	91	82	*	*	*	100	78	74	*
CWD	74	-	71	73	-	*	-	-	65	74	*
CWOD	88	100	96	83	*	*	*	100	82	-	*
EL ◇	*	-	*	*	-	-	-	-	-	*	*
Male	85	*	97	80	*	*	-	*	72	70	*
Female	87	*	86	85	-	*	*	*	86	77	*

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Mathematics</b>											
All Students	90	93	86	92	*	*	*	92	91	83	80
CWD	83	-	86	81	-	*	-	-	85	83	*
CWOD	91	93	86	93	*	*	*	92	94	-	*
EL ◇	80	-	*	*	-	-	-	-	-	*	80
Male	87	*	78	91	*	*	-	*	89	85	*
Female	93	*	94	92	-	*	*	*	94	82	*

- 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 ◇
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2021</b>													
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
◇	◇	◇

- 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
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	71	65	69	73	40	56	*	51	60	38	78
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%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 +
<b>STAAR Performance Status</b>											
<b>Reading</b>											
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	Y		Y	Y					Y	Y	
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	Y		Y	Y					Y	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	Y		Y	N					N	N	
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	Y		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	N	
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	Y		Y	Y					Y	N	
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	Y		Y	Y					N	N	
<b>English Learner Language Proficiency Status</b>											
Interim Goals (2018-2022)											36%
Target Met											
Interim Goals (2023-2027)											38%
Target Met											
Interim Goals (2028-2032)											40%
Target Met											
Long-Term Goals											40%
Target Met											
<b>Federal Graduation Status<sup>Δ</sup></b>											
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
<b>Participation Rate</b>																	
<b>All Subjects</b>	All Students	100%	100%	100%	100%	100%	100%	*	100%	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	*	100%	100%	-	*	-	100%	100%	100%	100%	-	*	100%	100%	-
	CWOD	100%	100%	100%	100%	100%	100%	*	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	-	100%	*	-	-	-	-	*	100%	*	100%	100%	100%	100%	-
	Male	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%	-
<b>Reading</b>	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%	100%	100%	*	100%	*	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	-	100%	*	-	-	-	-	*	100%	*	100%	100%	100%	*	-
	Male	100%	*	100%	100%	*	*	-	100%	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	100%	-	*	*	*	100%	100%	100%	100%	*	-	100%	-
<b>Mathematics</b>	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%	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%	-	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%	*	-
	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%	-	*	*	*	100%	100%	100%	100%	*	-	100%	-
		100%	100%	100%	100%	-	*	*	*	100%	100%	100%	100%	*	-	100%	-
<b>SAT/ACT All Subjects</b>	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Non-Participation Rate</b>																	

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

- Indicates there are no students in the group.

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

### Part (viii): Civil Rights Data

**Part (viii)(I)** This section provides information from the 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)
<b>Students Without Disabilities</b>												
<b>In-School Suspensions</b>												
	Male	18	2	2	13	0	0	0	1	0		
	Female	5	0	0	4	0	0	0	1	0		
	Total	23	2	2	17	0	0	0	2	0		
<b>Out-of-School Suspensions</b>												
	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		
<b>Expulsions</b>												
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		
<b>School-Related Arrests</b>												
	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		
<b>Referrals to Law Enforcement</b>												
	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		
<b>Students With Disabilities</b>												
<b>In-School Suspensions</b>												



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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	3	0	1	2	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	3	0	1	2	0	0	0	0	0		0
<b>Out-of-School Suspensions</b>												
	Male	1	0	0	1	0	0	0	0	0		1
	Female	0	0	0	0	0	0	0	0	0		0
	Total	1	0	0	1	0	0	0	0	0		1
<b>Expulsions</b>												
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
<b>School-Related Arrests</b>												
	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
<b>Referrals to Law Enforcement</b>												
	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
<b>All Students</b>												
<b>Chronic Absenteeism</b>												
	Male	11	-8	4	5	-8	-8	-8	2	-8	1	-8
	Female	10	-8	1	7	-8	-8	-8	2	-8	3	-8
	Total	21	-8	5	12	-8	-8	-8	4	-8	4	-8

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

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	Total
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
<b>Allegations of Harassment or bullying</b>	
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
<b>Preschool Programs</b>											
	Male	6	1	1	4	0	0	0	0	0	1
	Female	5	0	1	4	0	0	0	0	0	0
	Total	11	1	2	8	0	0	0	0	0	1
<b>Accelerated Coursework</b>											
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
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

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- 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.

Low Poverty School		
	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	1.0	2.3%
Teachers Teaching with Emergency or Provisional Credentials	1.0	2.4%
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
<b>Grade 3</b>						
Reading	6,584	2%	*	1%	*	1%
Mathematics	6,587	2%	*	1%	*	1%
<b>Grade 4</b>						
Reading	6,404	2%	*	0%	*	1%
Mathematics	6,408	2%	*	0%	*	1%
<b>Grade 5</b>						
Reading	6,204	2%	*	1%	*	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	6,205	2%	*	1%	*	1%
Science	6,200	2%	*	1%	*	1%
<b>Grade 6</b>						
Reading	6,181	2%	*	0%	-	-
Mathematics	6,177	2%	*	0%	-	-
<b>Grade 7</b>						
Reading	6,130	1%	6	1%	-	-
Mathematics	6,120	2%	6	1%	-	-
<b>Grade 8</b>						
Reading	5,794	1%	6	1%	-	-
Mathematics	5,803	2%	6	2%	-	-
Science	5,796	1%	6	1%	-	-
<b>End of Course</b>						
English I	6,009	1%	*	0%	-	-
English II	5,490	1%	*	0%	-	-
Algebra I	5,993	1%	*	1%	-	-
Biology	5,860	1%	*	0%	-	-
<b>All Grades</b>						
All Subjects	109,954	1%	61	1%	7	1%
Reading	48,805	1%	26	1%	*	1%
Mathematics	43,293	1%	24	1%	*	1%
Science	17,856	1%	11	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

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	3%	8%	6%	3%	*	0%	*	0%	11%	5%	0%

- 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)
<b>Academic Performance (At Meets Grade Level or Above)</b>												
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%
<b>EL Progress</b>												
	Baseline 2016-17 Rates											41%
	2017-18 through 2021-22											36%
	2022-23 through 2026-27											38%
	2027-28 through 2031-32											40%
<b>Graduation Rate: 4-Year Longitudinal Rate <sup>Δ</sup></b>												
	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%

<sup>Δ</sup> 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 <sup>1</sup>	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness or Student Achievement Domain Score: STAAR Component Only <sup>2</sup>	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%	81%	88%	-	84%	88%	-	*	-	*	84%	96%	64%	93%	*	86%	89%	-	-	-	-
	CWD	52%	51%	64%	-	*	60%	-	-	-	-	56%	80%	64%	-	*	50%	75%	-	-	-	-
	CWOD	80%	87%	93%	-	87%	95%	-	*	-	*	90%	100%	-	93%	*	94%	93%	-	-	-	-
	EL	66%	53%	*	-	*	-	-	*	-	-	*	-	*	*	*	*	*	-	-	-	-
	Male	74%	82%	86%	-	82%	88%	-	*	-	*	85%	91%	50%	94%	*	86%	-	-	-	-	-
	Female	78%	80%	89%	-	88%	89%	-	-	-	-	83%	100%	75%	93%	*	-	89%	-	-	-	-
Mathematics	All Students	70%	83%	84%	-	79%	85%	-	*	-	*	80%	92%	57%	90%	*	84%	83%	-	-	-	-
	CWD	46%	56%	57%	-	*	50%	-	-	-	-	44%	80%	57%	-	*	33%	75%	-	-	-	-
	CWOD	74%	89%	90%	-	80%	93%	-	*	-	*	88%	95%	-	90%	*	94%	86%	-	-	-	-
	EL	64%	67%	*	-	*	-	-	*	-	-	*	-	*	*	*	*	*	-	-	-	-
	Male	72%	86%	84%	-	82%	83%	-	*	-	*	81%	91%	33%	94%	*	84%	-	-	-	-	-
	Female	68%	80%	83%	-	75%	86%	-	-	-	-	78%	92%	75%	86%	*	-	83%	-	-	-	-
Grade 4																						
Reading	All Students	76%	80%	78%	*	63%	83%	*	-	-	*	63%	95%	33%	88%	60%	68%	87%	-	*	*	-
	CWD	48%	47%	33%	*	*	40%	-	-	-	-	36%	*	33%	-	*	27%	*	-	-	*	-
	CWOD	81%	85%	88%	-	77%	92%	*	-	-	*	76%	97%	-	88%	*	83%	91%	-	*	-	-
	EL	66%	68%	60%	-	60%	-	-	-	-	-	60%	-	*	*	60%	*	*	-	-	-	-
	Male	73%	75%	68%	*	43%	77%	*	-	-	-	52%	94%	27%	83%	*	68%	-	-	-	-	-
	Female	79%	85%	87%	-	78%	90%	-	-	-	*	78%	95%	*	91%	*	-	87%	-	*	*	-
Mathematics	All Students	68%	82%	79%	*	69%	83%	*	-	-	*	65%	95%	27%	91%	40%	73%	85%	-	*	*	-
	CWD	42%	42%	27%	*	*	30%	-	-	-	-	29%	*	27%	-	*	27%	*	-	-	*	-
	CWOD	73%	88%	91%	-	77%	94%	*	-	-	*	83%	97%	-	91%	*	90%	91%	-	*	-	-
	EL	63%	80%	40%	-	40%	-	-	-	-	-	40%	-	*	*	40%	*	*	-	-	-	-
	Male	70%	82%	73%	*	71%	77%	*	-	-	-	64%	88%	27%	90%	*	73%	-	-	-	-	-
	Female	67%	81%	85%	-	67%	90%	-	-	-	*	67%	100%	*	91%	*	-	85%	-	*	*	-
Grade 5																						
Reading	All Students	80%	87%	82%	*	83%	82%	*	-	-	*	71%	93%	45%	88%	*	73%	89%	-	*	*	-
	CWD	50%	61%	45%	*	*	43%	*	-	-	-	40%	*	45%	-	*	56%	*	-	*	*	-
	CWOD	85%	91%	88%	-	88%	87%	-	-	-	*	81%	93%	-	88%	*	79%	93%	-	*	-	-
	EL	71%	78%	*	-	*	-	-	-	-	-	*	-	*	*	*	*	-	-	-	-	-
	Male	77%	83%	73%	*	63%	75%	-	-	-	-	58%	89%	56%	79%	*	73%	-	-	*	*	-
	Female	83%	91%	89%	-	100%	88%	*	-	-	*	82%	96%	*	93%	-	-	89%	-	*	-	-
Mathematics	All Students	76%	85%	86%	*	89%	84%	*	-	-	*	73%	98%	55%	90%	*	84%	87%	-	*	*	-
	CWD	50%	56%	55%	*	*	43%	*	-	-	-	50%	*	55%	-	*	56%	*	-	*	*	-
	CWOD	80%	90%	90%	-	94%	89%	-	-	-	*	81%	98%	-	90%	*	93%	89%	-	*	-	-
	EL	70%	81%	*	-	*	-	-	-	-	-	*	-	*	*	*	*	-	-	-	-	-
	Male	75%	86%	84%	*	88%	82%	-	-	-	-	68%	100%	56%	93%	*	84%	-	-	*	*	-
	Female	76%	84%	87%	-	90%	85%	*	-	-	*	77%	96%	*	89%	-	-	87%	-	*	-	-

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Science	All Students	65%	78%	78%	*	83%	77%	*	-	-	*	59%	98%	27%	86%	*	73%	83%	-	*	*	-
	CWD	40%	45%	27%	*	*	14%	*	-	-	-	20%	*	27%	-	*	33%	*	-	*	*	-
	CWOD	69%	83%	86%	-	88%	85%	-	-	-	*	71%	98%	-	86%	*	86%	86%	-	*	-	-
	EL	52%	63%	*	-	*	-	-	-	-	-	*	-	*	*	*	*	-	-	-	-	-
	Male	67%	81%	73%	*	75%	71%	-	-	-	-	47%	100%	33%	86%	*	73%	-	-	*	*	-
	Female	63%	75%	83%	-	90%	82%	*	-	-	*	68%	96%	*	86%	-	-	83%	-	*	-	-
STAAR Percent at Meets Grade Level or Above																						
Grade 3																						
Reading	All Students	50%	54%	56%	-	68%	52%	-	*	-	*	47%	75%	43%	59%	*	51%	61%	-	-	-	-
	CWD	30%	30%	43%	-	*	40%	-	-	-	-	22%	80%	43%	-	*	33%	50%	-	-	-	-
	CWOD	54%	59%	59%	-	73%	55%	-	*	-	*	53%	74%	-	59%	*	55%	64%	-	-	-	-
	EL	37%	23%	*	-	*	-	-	*	-	-	*	-	*	*	*	*	*	-	-	-	-
	Male	49%	53%	51%	-	64%	46%	-	*	-	*	42%	73%	33%	55%	*	51%	-	-	-	-	-
	Female	52%	56%	61%	-	75%	57%	-	-	-	-	52%	77%	50%	64%	*	-	61%	-	-	-	-
Mathematics	All Students	42%	59%	62%	-	58%	62%	-	*	-	*	53%	79%	36%	68%	*	65%	58%	-	-	-	-
	CWD	27%	30%	36%	-	*	30%	-	-	-	-	11%	80%	36%	-	*	33%	38%	-	-	-	-
	CWOD	45%	65%	68%	-	60%	69%	-	*	-	*	63%	79%	-	68%	*	71%	64%	-	-	-	-
	EL	35%	36%	*	-	*	-	-	*	-	-	*	-	*	*	*	*	*	-	-	-	-
	Male	45%	66%	65%	-	55%	67%	-	*	-	*	58%	82%	33%	71%	*	65%	-	-	-	-	-
	Female	39%	52%	58%	-	63%	57%	-	-	-	-	48%	77%	38%	64%	*	-	58%	-	-	-	-
Grade 4																						
Reading	All Students	53%	58%	60%	*	50%	65%	*	-	-	*	42%	81%	7%	72%	20%	39%	82%	-	*	*	-
	CWD	29%	20%	7%	*	*	10%	-	-	-	-	7%	*	7%	-	*	0%	*	-	-	*	-
	CWOD	57%	64%	72%	-	62%	76%	*	-	-	*	59%	83%	-	72%	*	53%	89%	-	*	-	-
	EL	41%	39%	20%	-	20%	-	-	-	-	-	20%	-	*	*	20%	*	*	-	-	-	-
	Male	51%	50%	39%	*	29%	45%	*	-	-	-	24%	63%	0%	53%	*	39%	-	-	-	-	-
	Female	55%	67%	82%	-	67%	86%	-	-	-	*	67%	95%	*	89%	*	-	82%	-	*	*	-
Mathematics	All Students	42%	56%	56%	*	50%	60%	*	-	-	*	42%	73%	20%	65%	40%	56%	56%	-	*	*	-
	CWD	25%	22%	20%	*	*	20%	-	-	-	-	21%	*	20%	-	*	27%	*	-	-	*	-
	CWOD	45%	62%	65%	-	54%	68%	*	-	-	*	52%	75%	-	65%	*	67%	63%	-	*	-	-
	EL	34%	49%	40%	-	40%	-	-	-	-	-	40%	-	*	*	40%	*	*	-	-	-	-
	Male	45%	57%	56%	*	43%	61%	*	-	-	-	44%	75%	27%	67%	*	56%	-	-	-	-	-
	Female	38%	55%	56%	-	56%	59%	-	-	-	*	39%	71%	*	63%	*	-	56%	-	*	*	-
Grade 5																						
Reading	All Students	57%	61%	54%	*	39%	57%	*	-	-	*	32%	76%	9%	61%	*	41%	65%	-	*	*	-
	CWD	29%	23%	9%	*	*	0%	*	-	-	-	10%	*	9%	-	*	11%	*	-	*	*	-
	CWOD	61%	67%	61%	-	44%	65%	-	-	-	*	39%	78%	-	61%	*	50%	68%	-	*	-	-
	EL	43%	48%	*	-	*	-	-	-	-	-	*	-	*	*	*	*	-	-	-	-	-
	Male	53%	57%	41%	*	25%	43%	-	-	-	-	26%	56%	11%	50%	*	41%	-	-	*	*	-
	Female	60%	65%	65%	-	50%	70%	*	-	-	*	36%	92%	*	68%	-	-	65%	-	*	-	-

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Mathematics	All Students	47%	53%	52%	*	44%	52%	*	-	-	*	44%	60%	9%	58%	*	41%	61%	-	*	*	-
	CWD	25%	21%	9%	*	*	0%	*	-	-	-	10%	*	9%	-	*	11%	*	-	*	*	-
	CWOD	50%	59%	58%	-	50%	59%	-	-	-	*	55%	61%	-	58%	*	50%	64%	-	*	-	-
	EL	38%	40%	*	-	*	-	-	-	-	-	*	-	*	*	*	*	-	-	-	-	-
	Male	48%	54%	41%	*	38%	39%	-	-	-	-	37%	44%	11%	50%	*	41%	-	-	*	*	-
	Female	46%	53%	61%	-	50%	64%	*	-	-	*	50%	71%	*	64%	-	-	61%	-	*	-	-
Science	All Students	38%	49%	51%	*	50%	49%	*	-	-	*	32%	69%	9%	57%	*	38%	61%	-	*	*	-
	CWD	23%	24%	9%	*	*	0%	*	-	-	-	10%	*	9%	-	*	11%	*	-	*	*	-
	CWOD	40%	53%	57%	-	56%	56%	-	-	-	*	39%	71%	-	57%	*	46%	64%	-	*	-	-
	EL	24%	32%	*	-	*	-	-	-	-	-	*	-	*	*	*	*	-	-	-	-	-
	Male	41%	50%	38%	*	50%	32%	-	-	-	-	26%	50%	11%	46%	*	38%	-	-	*	*	-
	Female	34%	47%	61%	-	50%	64%	*	-	-	*	36%	83%	*	64%	-	-	61%	-	*	-	-
STAAR Percent at Masters Grade Level																						
Grade 3																						
Reading	All Students	29%	34%	37%	-	37%	37%	-	*	-	*	29%	54%	21%	41%	*	32%	42%	-	-	-	-
	CWD	12%	14%	21%	-	*	10%	-	-	-	-	0%	60%	21%	-	*	17%	25%	-	-	-	-
	CWOD	32%	38%	41%	-	33%	43%	-	*	-	*	35%	53%	-	41%	*	35%	46%	-	-	-	-
	EL	19%	11%	*	-	*	-	-	*	-	-	*	-	*	*	*	*	*	-	-	-	-
	Male	28%	33%	32%	-	27%	33%	-	*	-	*	27%	45%	17%	35%	*	32%	-	-	-	-	-
	Female	31%	36%	42%	-	50%	39%	-	-	-	-	30%	62%	25%	46%	*	-	42%	-	-	-	-
Mathematics	All Students	20%	28%	25%	-	37%	21%	-	*	-	*	18%	38%	14%	27%	*	32%	17%	-	-	-	-
	CWD	10%	14%	14%	-	*	0%	-	-	-	-	0%	40%	14%	-	*	0%	25%	-	-	-	-
	CWOD	22%	31%	27%	-	33%	26%	-	*	-	*	23%	37%	-	27%	*	39%	14%	-	-	-	-
	EL	15%	9%	*	-	*	-	-	*	-	-	*	-	*	*	*	*	*	-	-	-	-
	Male	23%	34%	32%	-	36%	33%	-	*	-	*	23%	55%	0%	39%	*	32%	-	-	-	-	-
	Female	18%	21%	17%	-	38%	11%	-	-	-	-	13%	23%	25%	14%	*	-	17%	-	-	-	-
Grade 4																						
Reading	All Students	28%	29%	28%	*	13%	33%	*	-	-	*	14%	43%	7%	32%	0%	24%	31%	-	*	*	-
	CWD	10%	8%	7%	*	*	10%	-	-	-	-	7%	*	7%	-	*	0%	*	-	-	*	-
	CWOD	31%	32%	32%	-	15%	38%	*	-	-	*	17%	44%	-	32%	*	33%	31%	-	*	-	-
	EL	18%	14%	0%	-	0%	-	-	-	-	-	0%	-	*	*	0%	*	*	-	-	-	-
	Male	26%	27%	24%	*	0%	32%	*	-	-	-	12%	44%	0%	33%	*	24%	-	-	-	-	-
	Female	29%	31%	31%	-	22%	34%	-	-	-	*	17%	43%	*	31%	*	-	31%	-	*	*	-
Mathematics	All Students	22%	29%	30%	*	19%	33%	*	-	-	*	21%	41%	7%	35%	0%	32%	28%	-	*	*	-
	CWD	10%	7%	7%	*	*	10%	-	-	-	-	7%	*	7%	-	*	9%	*	-	-	*	-
	CWOD	25%	33%	35%	-	23%	38%	*	-	-	*	28%	42%	-	35%	*	40%	31%	-	*	-	-
	EL	16%	19%	0%	-	0%	-	-	-	-	-	0%	-	*	*	0%	*	*	-	-	-	-
	Male	25%	33%	32%	*	0%	39%	*	-	-	-	20%	50%	9%	40%	*	32%	-	-	-	-	-
	Female	19%	26%	28%	-	33%	28%	-	-	-	*	22%	33%	*	31%	*	-	28%	-	*	*	-
Grade 5																						

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Reading	All Students	36%	39%	28%	*	11%	33%	*	-	-	*	17%	38%	0%	32%	*	11%	41%	-	*	*	-
	CWD	12%	6%	0%	*	*	0%	*	-	-	-	0%	*	0%	-	*	0%	*	-	*	*	-
	CWOD	40%	44%	32%	-	13%	37%	-	-	-	*	23%	39%	-	32%	*	14%	43%	-	*	-	-
	EL	23%	32%	*	-	*	-	-	-	-	-	*	-	*	*	*	*	-	-	-	-	-
	Male	32%	35%	11%	*	0%	14%	-	-	-	-	5%	17%	0%	14%	*	11%	-	-	*	*	-
	Female	39%	43%	41%	-	20%	48%	*	-	-	*	27%	54%	*	43%	-	-	41%	-	*	-	-
Mathematics	All Students	24%	25%	28%	*	22%	30%	*	-	-	*	17%	38%	0%	32%	*	19%	35%	-	*	*	-
	CWD	9%	8%	0%	*	*	0%	*	-	-	-	0%	*	0%	-	*	0%	*	-	*	*	-
	CWOD	26%	28%	32%	-	25%	33%	-	-	-	*	23%	39%	-	32%	*	25%	36%	-	*	-	-
	EL	17%	10%	*	-	*	-	-	-	-	-	*	-	*	*	*	*	-	-	-	-	-
	Male	25%	22%	19%	*	38%	14%	-	-	-	-	16%	22%	0%	25%	*	19%	-	-	*	*	-
	Female	23%	29%	35%	-	10%	42%	*	-	-	*	18%	50%	*	36%	-	-	35%	-	*	-	-
Science	All Students	17%	26%	28%	*	11%	33%	*	-	-	*	15%	40%	0%	32%	*	27%	28%	-	*	*	-
	CWD	9%	8%	0%	*	*	0%	*	-	-	-	0%	*	0%	-	*	0%	*	-	*	*	-
	CWOD	19%	29%	32%	-	13%	37%	-	-	-	*	19%	41%	-	32%	*	36%	30%	-	*	-	-
	EL	9%	13%	*	-	*	-	-	-	-	-	*	-	*	*	*	*	-	-	-	-	-
	Male	20%	29%	27%	*	25%	29%	-	-	-	-	16%	39%	0%	36%	*	27%	-	-	*	*	-
	Female	15%	23%	28%	-	0%	36%	*	-	-	*	14%	42%	*	30%	-	-	28%	-	*	-	-
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						
All Subjects	All Students	73%	83%	82%	57%	79%	83%	40%	*	-	100%	71%	95%	44%	89%	50%	77%	86%	-	38%	0%	-
	CWD	44%	46%	44%	57%	50%	41%	*	-	-	-	38%	73%	44%	-	0%	39%	53%	-	*	0%	-
	CWOD	77%	88%	89%	-	85%	90%	*	*	-	100%	82%	97%	-	89%	65%	88%	90%	-	60%	-	-
	EL	59%	69%	50%	-	46%	-	-	*	-	-	50%	-	0%	65%	50%	58%	17%	-	-	-	-
	Male	71%	81%	77%	57%	73%	79%	*	*	-	*	66%	94%	39%	88%	58%	77%	-	-	*	*	-
	Female	75%	84%	86%	-	84%	87%	*	-	-	100%	76%	96%	53%	90%	17%	-	86%	-	60%	*	-
Reading	All Students	74%	81%	82%	*	77%	84%	*	*	-	*	73%	94%	48%	89%	46%	76%	88%	-	*	*	-
	CWD	43%	42%	48%	*	44%	48%	*	-	-	-	42%	71%	48%	-	*	42%	57%	-	*	*	-
	CWOD	78%	87%	89%	-	84%	91%	*	*	-	*	83%	96%	-	89%	60%	85%	93%	-	*	-	-
	EL	57%	65%	46%	-	42%	-	-	*	-	-	46%	-	*	60%	46%	50%	*	-	-	-	-
	Male	70%	77%	76%	*	65%	80%	*	*	-	*	66%	91%	42%	85%	50%	76%	-	-	*	*	-
	Female	78%	86%	88%	-	89%	89%	*	-	-	*	81%	97%	57%	93%	*	-	88%	-	*	*	-
Mathematics	All Students	71%	84%	83%	*	79%	84%	*	*	-	*	73%	95%	45%	90%	54%	80%	85%	-	*	*	-
	CWD	44%	50%	45%	*	56%	41%	*	-	-	-	39%	71%	45%	-	*	38%	57%	-	*	*	-
	CWOD	75%	89%	90%	-	84%	92%	*	*	-	*	84%	97%	-	90%	70%	92%	89%	-	*	-	-
	EL	61%	74%	54%	-	50%	-	-	*	-	-	54%	-	*	70%	54%	70%	*	-	-	-	-
	Male	71%	84%	80%	*	81%	81%	*	*	-	*	71%	93%	38%	92%	70%	80%	-	-	*	*	-
	Female	71%	83%	85%	-	78%	87%	*	-	-	*	75%	97%	57%	89%	*	-	85%	-	*	*	-

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Science	All Students	74%	84%	78%	*	83%	77%	*	-	-	*	59%	98%	27%	86%	*	73%	83%	-	*	*	-
	CWD	47%	48%	27%	*	*	14%	*	-	-	-	20%	*	27%	-	*	33%	*	-	*	*	-
	CWOD	78%	89%	86%	-	88%	85%	-	-	-	*	71%	98%	-	86%	*	86%	86%	-	*	-	-
	EL	58%	69%	*	-	*	-	-	-	-	-	*	-	*	*	*	*	-	-	-	-	-
	Male	74%	85%	73%	*	75%	71%	-	-	-	-	47%	100%	33%	86%	*	73%	-	-	*	*	-
	Female	75%	83%	83%	-	90%	82%	*	-	-	*	68%	96%	*	86%	-	-	83%	-	*	-	-

STAAR Percent at Meets Grade Level or Above

All Grades																						
All Subjects	All Students	47%	57%	56%	43%	52%	57%	20%	*	-	90%	42%	73%	20%	63%	23%	47%	64%	-	13%	0%	-
	CWD	23%	22%	20%	43%	25%	16%	*	-	-	-	13%	53%	20%	-	0%	16%	27%	-	*	0%	-
	CWOD	50%	62%	63%	-	57%	64%	*	*	-	90%	52%	74%	-	63%	30%	56%	68%	-	20%	-	-
	EL	29%	36%	23%	-	21%	-	-	*	-	-	23%	-	0%	30%	23%	29%	0%	-	-	-	-
	Male	45%	55%	47%	43%	45%	47%	*	*	-	*	38%	61%	16%	56%	29%	47%	-	-	*	*	-
	Female	48%	59%	64%	-	58%	65%	*	-	-	88%	47%	81%	27%	68%	0%	-	64%	-	20%	*	-
Reading	All Students	52%	59%	57%	*	53%	58%	*	*	-	*	41%	78%	20%	64%	15%	43%	69%	-	*	*	-
	CWD	24%	21%	20%	*	22%	19%	*	-	-	-	12%	57%	20%	-	*	12%	36%	-	*	*	-
	CWOD	56%	65%	64%	-	59%	66%	*	*	-	*	50%	79%	-	64%	20%	53%	74%	-	*	-	-
	EL	31%	36%	15%	-	17%	-	-	*	-	-	15%	-	*	20%	15%	20%	*	-	-	-	-
	Male	47%	54%	43%	*	42%	45%	*	*	-	*	31%	62%	12%	53%	20%	43%	-	-	*	*	-
	Female	56%	66%	69%	-	63%	71%	*	-	-	*	51%	90%	36%	74%	*	-	69%	-	*	*	-
Mathematics	All Students	41%	54%	56%	*	51%	58%	*	*	-	*	47%	69%	23%	63%	31%	54%	59%	-	*	*	-
	CWD	22%	24%	23%	*	33%	19%	*	-	-	-	15%	57%	23%	-	*	23%	21%	-	*	*	-
	CWOD	44%	58%	63%	-	55%	65%	*	*	-	*	57%	70%	-	63%	40%	63%	64%	-	*	-	-
	EL	29%	38%	31%	-	25%	-	-	*	-	-	31%	-	*	40%	31%	40%	*	-	-	-	-
	Male	42%	55%	54%	*	46%	55%	*	*	-	*	47%	64%	23%	63%	40%	54%	-	-	*	*	-
	Female	40%	53%	59%	-	56%	60%	*	-	-	*	46%	72%	21%	64%	*	-	59%	-	*	*	-
Science	All Students	46%	57%	51%	*	50%	49%	*	-	-	*	32%	69%	9%	57%	*	38%	61%	-	*	*	-
	CWD	23%	24%	9%	*	*	0%	*	-	-	-	10%	*	9%	-	*	11%	*	-	*	*	-
	CWOD	49%	61%	57%	-	56%	56%	-	-	-	*	39%	71%	-	57%	*	46%	64%	-	*	-	-
	EL	25%	31%	*	-	*	-	-	-	-	-	*	-	*	*	*	*	-	-	-	-	-
	Male	47%	57%	38%	*	50%	32%	-	-	-	-	26%	50%	11%	46%	*	38%	-	-	*	*	-
	Female	45%	57%	61%	-	50%	64%	*	-	-	*	36%	83%	*	64%	-	-	61%	-	*	-	-

STAAR Percent at Masters Grade Level

All Grades																						
All Subjects	All Students	22%	27%	29%	0%	22%	31%	20%	*	-	40%	19%	41%	8%	33%	7%	25%	32%	-	0%	0%	-
	CWD	9%	7%	8%	0%	20%	5%	*	-	-	-	3%	33%	8%	-	0%	3%	17%	-	*	0%	-
	CWOD	24%	30%	33%	-	22%	36%	*	*	-	40%	24%	42%	-	33%	9%	32%	34%	-	0%	-	-
	EL	12%	13%	7%	-	7%	-	-	*	-	-	7%	-	0%	9%	7%	8%	0%	-	-	-	-
	Male	21%	26%	25%	0%	20%	28%	*	*	-	*	18%	37%	3%	32%	8%	25%	-	-	*	*	-
	Female	23%	28%	32%	-	23%	35%	*	-	-	38%	20%	44%	17%	34%	0%	-	32%	-	0%	*	-

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Reading	All Students	25%	29%	<b>31%</b>	*	21%	34%	*	*	-	*	20%	44%	10%	35%	0%	23%	38%	-	*	*	-
	CWD	9%	6%	<b>10%</b>	*	22%	7%	*	-	-	-	3%	43%	10%	-	*	4%	21%	-	*	*	-
	CWOD	27%	33%	<b>35%</b>	-	20%	39%	*	*	-	*	26%	44%	-	35%	0%	28%	40%	-	*	-	-
	EL	13%	15%	<b>0%</b>	-	0%	-	-	*	-	-	0%	-	*	0%	0%	0%	*	-	-	-	-
	Male	22%	26%	<b>23%</b>	*	12%	27%	*	*	-	*	16%	33%	4%	28%	0%	23%	-	-	*	*	-
	Female	28%	33%	<b>38%</b>	-	30%	41%	*	-	-	*	25%	52%	21%	40%	*	-	38%	-	*	*	-
Mathematics	All Students	20%	25%	<b>28%</b>	*	26%	28%	*	*	-	*	19%	39%	8%	32%	8%	28%	27%	-	*	*	-
	CWD	9%	7%	<b>8%</b>	*	22%	4%	*	-	-	-	3%	29%	8%	-	*	4%	14%	-	*	*	-
	CWOD	21%	28%	<b>32%</b>	-	27%	33%	*	*	-	*	24%	40%	-	32%	10%	35%	29%	-	*	-	-
	EL	12%	12%	<b>8%</b>	-	8%	-	-	*	-	-	8%	-	*	10%	8%	10%	*	-	-	-	-
	Male	21%	26%	<b>28%</b>	*	27%	29%	*	*	-	*	20%	40%	4%	35%	10%	28%	-	-	*	*	-
	Female	19%	25%	<b>27%</b>	-	26%	28%	*	-	-	*	17%	38%	14%	29%	*	-	27%	-	*	*	-
Science	All Students	20%	25%	<b>28%</b>	*	11%	33%	*	-	-	*	15%	40%	0%	32%	*	27%	28%	-	*	*	-
	CWD	8%	9%	<b>0%</b>	*	*	0%	*	-	-	-	0%	*	0%	-	*	0%	*	-	*	*	-
	CWOD	22%	27%	<b>32%</b>	-	13%	37%	-	-	-	*	19%	41%	-	32%	*	36%	30%	-	*	-	-
	EL	7%	9%	<b>*</b>	-	*	-	-	-	-	-	*	-	*	*	*	*	-	-	-	-	-
	Male	22%	27%	<b>27%</b>	*	25%	29%	-	-	-	-	16%	39%	0%	36%	*	27%	-	-	*	*	-
	Female	19%	23%	<b>28%</b>	-	0%	36%	*	-	-	*	14%	42%	*	30%	-	-	28%	-	*	-	-

- 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
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	80	*	76	82	*	-	-	*	76	57	75
CWD	57	*	*	60	*	-	-	-	53	57	*
CWOD	84	-	80	86	*	-	-	*	84	-	71
EL ◇	75	-	75	-	-	-	-	-	75	*	75
Male	78	*	64	83	*	-	-	-	71	56	71
Female	82	-	85	82	*	-	-	*	81	60	*

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Mathematics</b>											
All Students	75	*	77	73	*	-	-	*	78	66	67
CWD	66	*	70	60	*	-	-	-	68	66	*
CWOD	77	-	78	76	*	-	-	*	82	-	71
EL ◇	67	-	67	-	-	-	-	-	67	*	67
Male	74	*	79	72	*	-	-	-	79	72	86
Female	76	-	75	75	*	-	-	*	78	50	*

- Indicates there are no students in the group.

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

### Part (iii)(II): Graduation Rate

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL ◇	Homeless ◇	Foster Care ◇
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2021</b>													
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
25	2	8%

- 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
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	56	33	51	57	27	*	-	77	44	24	27
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%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 +
<b>STAAR Performance Status</b>											
<b>Reading</b>											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	Y		Y	N					Y	Y	
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	Y		Y	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	
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	
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	Y		Y	N					Y	Y	
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	Y		Y	N					Y	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	
<b>English Learner Language Proficiency Status</b>											
Interim Goals (2018-2022)											36%
Target Met											
Interim Goals (2023-2027)											38%
Target Met											
Interim Goals (2028-2032)											40%
Target Met											
Long-Term Goals											40%
Target Met											
<b>Federal Graduation Status<sup>Δ</sup></b>											
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
<b>Participation Rate</b>																	
<b>All Subjects</b>	All Students	100%	100%	100%	100%	100%	*	-	100%	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	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%	-
	Male	100%	100%	100%	100%	*	*	-	*	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	-	100%	100%	*	*	-	100%	100%	100%	100%	100%	100%	-	100%	-
<b>Reading</b>	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%	*	-
	Male	100%	*	100%	100%	*	*	-	*	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	-	100%	100%	*	*	-	*	100%	100%	100%	100%	*	-	100%	-
<b>Mathematics</b>	All Students	100%	*	100%	100%	*	*	-	*	100%	100%	100%	100%	100%	100%	100%	-
		100%	*	100%	100%	*	*	-	*	100%	100%	100%	100%	100%	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%	100%	-
		100%	-	100%	100%	*	*	-	*	100%	100%	-	100%	100%	100%	100%	-
	EL	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%	-
<b>SAT/ACT All Subjects</b>	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Non-Participation Rate</b>																	

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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
<b>All Subjects</b>	All Students	0%	0%	0%	0%	0%	*	-	0%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	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%	-
	Male	0%	0%	0%	0%	*	*	-	*	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	-	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	-	0%	-
<b>Reading</b>	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%	*	-
	Male	0%	*	0%	0%	*	*	-	*	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	-	0%	0%	*	*	-	*	0%	0%	0%	0%	*	-	0%	-
<b>Mathematics</b>	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%	*	-
	Male	0%	*	0%	0%	*	*	-	*	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	-	0%	0%	*	-	-	*	0%	0%	0%	0%	*	-	0%	-
<b>Science</b>	All Students	0%	*	0%	0%	*	-	-	*	0%	0%	0%	0%	*	0%	0%	-
	CWD	0%	*	*	0%	*	-	-	-	0%	*	0%	-	*	0%	*	-
	CWOD	0%	-	0%	0%	-	-	-	*	0%	0%	-	0%	*	0%	0%	-
	EL	*	-	*	-	-	-	-	-	*	-	*	*	*	*	-	-
	Male	0%	*	0%	0%	-	-	-	-	0%	0%	0%	0%	*	0%	-	-
	Female	0%	-	0%	0%	*	-	-	*	0%	0%	*	0%	-	-	0%	-
<b>SAT/ACT All Subjects</b>	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)
<b>Students Without Disabilities</b>												
<b>In-School Suspensions</b>												
	Male	9	0	1	7	1	0	0	0	0		
	Female	2	0	0	2	0	0	0	0	0		
	Total	11	0	1	9	1	0	0	0	0		
<b>Out-of-School Suspensions</b>												
	Male	8	0	3	4	0	0	0	1	0		
	Female	1	0	0	1	0	0	0	0	0		
	Total	9	0	3	5	0	0	0	1	0		
<b>Expulsions</b>												
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		
<b>School-Related Arrests</b>												
	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		
<b>Referrals to Law Enforcement</b>												
	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		
<b>Students With Disabilities</b>												
<b>In-School Suspensions</b>												

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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
	Male	6	0	2	4	0	0	0	0	0		3
	Female	2	0	0	2	0	0	0	0	0		0
	Total	8	0	2	6	0	0	0	0	0		3
<b>Out-of-School Suspensions</b>												
	Male	2	0	0	2	0	0	0	0	0		2
	Female	0	0	0	0	0	0	0	0	0		0
	Total	2	0	0	2	0	0	0	0	0		2
<b>Expulsions</b>												
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
<b>School-Related Arrests</b>												
	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
<b>Referrals to Law Enforcement</b>												
	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
<b>All Students</b>												
<b>Chronic Absenteeism</b>												
	Male	19	2	4	12	-8	-8	-8	1	-8	5	-8
	Female	17	-8	-8	17	-8	-8	-8	-8	-8	2	-8
	Total	36	2	4	29	-8	-8	-8	1	-8	7	-8

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

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	Total
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
<b>Allegations of Harassment or bullying</b>	
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
<b>Preschool Programs</b>											
	Male	11	0	2	8	0	0	0	1	0	1
	Female	11	0	4	7	0	0	0	0	0	0
	Total	22	0	6	15	0	0	0	1	0	1
<b>Accelerated Coursework</b>											
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
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

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- 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	4.8	13.8%
Teachers Teaching with Emergency or Provisional Credentials	0.0	-
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
<b>Grade 3</b>						
Reading	6,584	2%	*	1%	-	-
Mathematics	6,587	2%	*	1%	-	-
<b>Grade 4</b>						
Reading	6,404	2%	*	0%	-	-
Mathematics	6,408	2%	*	0%	-	-
<b>Grade 5</b>						
Reading	6,204	2%	*	1%	*	1%
Mathematics	6,205	2%	*	1%	*	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	6,200	2%	*	1%	*	1%
<b>Grade 6</b>						
Reading	6,181	2%	*	0%	-	-
Mathematics	6,177	2%	*	0%	-	-
<b>Grade 7</b>						
Reading	6,130	1%	6	1%	-	-
Mathematics	6,120	2%	6	1%	-	-
<b>Grade 8</b>						
Reading	5,794	1%	6	1%	-	-
Mathematics	5,803	2%	6	2%	-	-
Science	5,796	1%	6	1%	-	-
<b>End of Course</b>						
English I	6,009	1%	*	0%	-	-
English II	5,490	1%	*	0%	-	-
Algebra I	5,993	1%	*	1%	-	-
Biology	5,860	1%	*	0%	-	-
<b>All Grades</b>						
All Subjects	109,954	1%	61	1%	*	1%
Reading	48,805	1%	26	1%	*	0%
Mathematics	43,293	1%	24	1%	*	0%
Science	17,856	1%	11	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

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	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	4%	*	6%	4%	*	*	-	0%	8%	7%	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)
<b>Academic Performance (At Meets Grade Level or Above)</b>												
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%
<b>EL Progress</b>												
	Baseline 2016-17 Rates											41%
	2017-18 through 2021-22											36%
	2022-23 through 2026-27											38%
	2027-28 through 2031-32											40%
<b>Graduation Rate: 4-Year Longitudinal Rate <sup>Δ</sup></b>												
	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%

<sup>Δ</sup> 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 <sup>1</sup>	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness or Student Achievement Domain Score: STAAR Component Only <sup>2</sup>	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%	81%	84%	*	77%	87%	*	*	-	-	78%	91%	64%	89%	*	83%	85%	-	-	-	*
	CWD	52%	51%	64%	-	*	75%	-	*	-	-	57%	*	64%	-	*	50%	80%	-	-	-	-
	CWOD	80%	87%	89%	*	82%	90%	*	-	-	-	84%	95%	-	89%	*	91%	86%	-	-	-	*
	EL	66%	53%	*	-	*	-	-	*	-	-	*	-	*	*	*	*	*	-	-	-	-
	Male	74%	82%	83%	*	88%	78%	*	-	-	-	82%	83%	50%	91%	*	83%	-	-	-	-	-
	Female	78%	80%	85%	-	60%	95%	-	*	-	-	73%	100%	80%	86%	*	-	85%	-	-	-	*
Mathematics	All Students	70%	83%	87%	*	77%	92%	*	*	-	-	81%	96%	73%	91%	*	90%	85%	-	-	-	*
	CWD	46%	56%	73%	-	*	100%	-	*	-	-	71%	*	73%	-	*	67%	80%	-	-	-	-
	CWOD	74%	89%	91%	*	91%	90%	*	-	-	-	84%	100%	-	91%	*	96%	86%	-	-	-	*
	EL	64%	67%	*	-	*	-	-	*	-	-	*	-	*	*	*	*	*	-	-	-	-
	Male	72%	86%	90%	*	75%	94%	*	-	-	-	88%	92%	67%	96%	*	90%	-	-	-	-	-
	Female	68%	80%	85%	-	80%	90%	-	*	-	-	73%	100%	80%	86%	*	-	85%	-	-	-	*
Grade 4																						
Reading	All Students	76%	80%	72%	50%	68%	75%	*	-	-	*	68%	77%	13%	78%	*	68%	76%	-	-	-	80%
	CWD	48%	47%	13%	*	*	*	-	-	-	-	20%	*	13%	-	*	20%	*	-	-	-	-
	CWOD	81%	85%	78%	50%	74%	82%	*	-	-	*	73%	84%	-	78%	*	74%	82%	-	-	-	80%
	EL	66%	68%	*	-	*	-	-	-	-	-	*	*	*	*	*	*	*	-	-	-	-
	Male	73%	75%	68%	*	53%	80%	-	-	-	*	59%	82%	20%	74%	*	68%	-	-	-	-	*
	Female	79%	85%	76%	60%	90%	70%	*	-	-	-	78%	72%	*	82%	*	-	76%	-	-	-	*
Mathematics	All Students	68%	82%	80%	63%	80%	83%	*	-	-	*	76%	86%	25%	86%	*	84%	76%	-	-	-	100%
	CWD	42%	42%	25%	*	*	*	-	-	-	-	20%	*	25%	-	*	40%	*	-	-	-	-
	CWOD	73%	88%	86%	67%	87%	89%	*	-	-	*	82%	91%	-	86%	*	90%	82%	-	-	-	100%
	EL	63%	80%	*	-	*	-	-	-	-	-	*	*	*	*	*	*	*	-	-	-	-
	Male	70%	82%	84%	*	73%	92%	-	-	-	*	78%	94%	40%	90%	*	84%	-	-	-	-	*
	Female	67%	81%	76%	60%	90%	74%	*	-	-	-	74%	78%	*	82%	*	-	76%	-	-	-	*
Grade 5																						
Reading	All Students	80%	87%	85%	80%	75%	88%	*	-	-	-	85%	85%	70%	88%	*	81%	90%	-	-	-	-
	CWD	50%	61%	70%	*	*	*	-	-	-	-	75%	*	70%	-	*	60%	80%	-	-	-	-
	CWOD	85%	91%	88%	*	75%	89%	*	-	-	-	88%	88%	-	88%	*	84%	92%	-	-	-	-
	EL	71%	78%	*	-	*	-	-	-	-	-	*	-	*	*	*	*	-	-	-	-	-
	Male	77%	83%	81%	*	63%	85%	-	-	-	-	71%	93%	60%	84%	*	81%	-	-	-	-	-
	Female	83%	91%	90%	*	*	91%	*	-	-	-	100%	73%	80%	92%	-	-	90%	-	-	-	-
Mathematics	All Students	76%	85%	84%	60%	75%	88%	*	-	-	-	80%	88%	40%	91%	*	89%	77%	-	-	-	-
	CWD	50%	56%	40%	*	*	*	-	-	-	-	38%	*	40%	-	*	40%	40%	-	-	-	-
	CWOD	80%	90%	91%	*	100%	91%	*	-	-	-	91%	92%	-	91%	*	97%	85%	-	-	-	-
	EL	70%	81%	*	-	*	-	-	-	-	-	*	-	*	*	*	*	-	-	-	-	-
	Male	75%	86%	89%	*	88%	88%	-	-	-	-	81%	100%	40%	97%	*	89%	-	-	-	-	-
	Female	76%	84%	77%	*	*	87%	*	-	-	-	80%	73%	40%	85%	-	-	77%	-	-	-	-

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Science	All Students	65%	78%	76%	40%	75%	80%	*	-	-	-	73%	81%	50%	81%	*	81%	71%	-	-	-	-
	CWD	40%	45%	50%	*	*	*	-	-	-	-	50%	*	50%	-	*	40%	60%	-	-	-	-
	CWOD	69%	83%	81%	*	100%	80%	*	-	-	-	79%	83%	-	81%	*	87%	73%	-	-	-	-
	EL	52%	63%	*	-	*	-	-	-	-	-	*	-	*	*	*	*	-	-	-	-	-
	Male	67%	81%	81%	*	75%	85%	-	-	-	-	71%	93%	40%	87%	*	81%	-	-	-	-	-
	Female	63%	75%	71%	*	*	74%	*	-	-	-	75%	64%	60%	73%	-	-	71%	-	-	-	-
STAAR Percent at Meets Grade Level or Above																						
Grade 3																						
Reading	All Students	50%	54%	56%	*	54%	58%	*	*	-	-	47%	70%	18%	66%	*	55%	58%	-	-	-	*
	CWD	30%	30%	18%	-	*	25%	-	*	-	-	14%	*	18%	-	*	17%	20%	-	-	-	-
	CWOD	54%	59%	66%	*	64%	67%	*	-	-	-	56%	79%	-	66%	*	65%	67%	-	-	-	*
	EL	37%	23%	*	-	*	-	-	*	-	-	*	-	*	*	*	*	*	-	-	-	-
	Male	49%	53%	55%	*	50%	56%	*	-	-	-	53%	58%	17%	65%	*	55%	-	-	-	-	-
	Female	52%	56%	58%	-	60%	60%	-	*	-	-	40%	82%	20%	67%	*	-	58%	-	-	-	*
Mathematics	All Students	42%	59%	58%	*	46%	66%	*	*	-	-	41%	83%	27%	66%	*	59%	58%	-	-	-	*
	CWD	27%	30%	27%	-	*	38%	-	*	-	-	14%	*	27%	-	*	17%	40%	-	-	-	-
	CWOD	45%	65%	66%	*	55%	73%	*	-	-	-	48%	89%	-	66%	*	70%	62%	-	-	-	*
	EL	35%	36%	*	-	*	-	-	*	-	-	*	-	*	*	*	*	*	-	-	-	-
	Male	45%	66%	59%	*	63%	61%	*	-	-	-	53%	67%	17%	70%	*	59%	-	-	-	-	-
	Female	39%	52%	58%	-	20%	70%	-	*	-	-	27%	100%	40%	62%	*	-	58%	-	-	-	*
Grade 4																						
Reading	All Students	53%	58%	53%	25%	52%	56%	*	-	-	*	46%	63%	0%	58%	*	41%	66%	-	-	-	60%
	CWD	29%	20%	0%	*	*	*	-	-	-	-	0%	*	0%	-	*	0%	*	-	-	-	-
	CWOD	57%	64%	58%	33%	57%	61%	*	-	-	*	51%	69%	-	58%	*	46%	71%	-	-	-	60%
	EL	41%	39%	*	-	*	-	-	-	-	-	*	*	*	*	*	*	*	-	-	-	-
	Male	51%	50%	41%	*	27%	52%	-	-	-	*	30%	59%	0%	46%	*	41%	-	-	-	-	*
	Female	55%	67%	66%	40%	90%	61%	*	-	-	-	65%	67%	*	71%	*	-	66%	-	-	-	*
Mathematics	All Students	42%	56%	47%	25%	40%	54%	*	-	-	*	42%	54%	0%	52%	*	50%	44%	-	-	-	40%
	CWD	25%	22%	0%	*	*	*	-	-	-	-	0%	*	0%	-	*	0%	*	-	-	-	-
	CWOD	45%	62%	52%	33%	43%	59%	*	-	-	*	47%	59%	-	52%	*	56%	47%	-	-	-	40%
	EL	34%	49%	*	-	*	-	-	-	-	-	*	*	*	*	*	*	*	-	-	-	-
	Male	45%	57%	50%	*	47%	56%	-	-	-	*	41%	65%	0%	56%	*	50%	-	-	-	-	*
	Female	38%	55%	44%	40%	30%	52%	*	-	-	-	43%	44%	*	47%	*	-	44%	-	-	-	*
Grade 5																						
Reading	All Students	57%	61%	46%	40%	25%	53%	*	-	-	-	39%	58%	30%	49%	*	47%	45%	-	-	-	-
	CWD	29%	23%	30%	*	*	*	-	-	-	-	25%	*	30%	-	*	0%	60%	-	-	-	-
	CWOD	61%	67%	49%	*	25%	56%	*	-	-	-	42%	58%	-	49%	*	55%	42%	-	-	-	-
	EL	43%	48%	*	-	*	-	-	-	-	-	*	-	*	*	*	*	-	-	-	-	-
	Male	53%	57%	47%	*	25%	54%	-	-	-	-	33%	67%	0%	55%	*	47%	-	-	-	-	-
	Female	60%	65%	45%	*	*	52%	*	-	-	-	45%	45%	60%	42%	-	-	45%	-	-	-	-



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Mathematics	All Students	47%	53%	60%	40%	50%	65%	*	-	-	-	54%	69%	20%	67%	*	67%	52%	-	-	-	-
	CWD	25%	21%	20%	*	*	*	-	-	-	-	13%	*	20%	-	*	0%	40%	-	-	-	-
	CWOD	50%	59%	67%	*	75%	69%	*	-	-	-	64%	71%	-	67%	*	77%	54%	-	-	-	-
	EL	38%	40%	*	-	*	-	-	-	-	-	*	-	*	*	*	*	-	-	-	-	-
	Male	48%	54%	67%	*	50%	73%	-	-	-	-	57%	80%	0%	77%	*	67%	-	-	-	-	-
	Female	46%	53%	52%	*	*	57%	*	-	-	-	50%	55%	40%	54%	-	-	52%	-	-	-	-
Science	All Students	38%	49%	48%	20%	25%	57%	*	-	-	-	41%	58%	30%	51%	*	53%	42%	-	-	-	-
	CWD	23%	24%	30%	*	*	*	-	-	-	-	25%	*	30%	-	*	20%	40%	-	-	-	-
	CWOD	40%	53%	51%	*	38%	58%	*	-	-	-	45%	58%	-	51%	*	58%	42%	-	-	-	-
	EL	24%	32%	*	-	*	-	-	-	-	-	*	-	*	*	*	*	-	-	-	-	-
	Male	41%	50%	53%	*	38%	62%	-	-	-	-	43%	67%	20%	58%	*	53%	-	-	-	-	-
	Female	34%	47%	42%	*	*	52%	*	-	-	-	40%	45%	40%	42%	-	-	42%	-	-	-	-
<b>STAAR Percent at Masters Grade Level</b>																						
<b>Grade 3</b>																						
Reading	All Students	29%	34%	33%	*	31%	37%	*	*	-	-	19%	52%	0%	41%	*	34%	31%	-	-	-	*
	CWD	12%	14%	0%	-	*	0%	-	*	-	-	0%	*	0%	-	*	0%	0%	-	-	-	-
	CWOD	32%	38%	41%	*	36%	47%	*	-	-	-	24%	63%	-	41%	*	43%	38%	-	-	-	*
	EL	19%	11%	*	-	*	-	-	*	-	-	*	-	*	*	*	*	*	-	-	-	-
	Male	28%	33%	34%	*	38%	39%	*	-	-	-	24%	50%	0%	43%	*	34%	-	-	-	-	-
	Female	31%	36%	31%	-	20%	35%	-	*	-	-	13%	55%	0%	38%	*	-	31%	-	-	-	*
Mathematics	All Students	20%	28%	33%	*	23%	37%	*	*	-	-	25%	43%	9%	39%	*	34%	31%	-	-	-	*
	CWD	10%	14%	9%	-	*	13%	-	*	-	-	0%	*	9%	-	*	0%	20%	-	-	-	-
	CWOD	22%	31%	39%	*	27%	43%	*	-	-	-	32%	47%	-	39%	*	43%	33%	-	-	-	*
	EL	15%	9%	*	-	*	-	-	*	-	-	*	-	*	*	*	*	*	-	-	-	-
	Male	23%	34%	34%	*	38%	33%	*	-	-	-	35%	33%	0%	43%	*	34%	-	-	-	-	-
	Female	18%	21%	31%	-	0%	40%	-	*	-	-	13%	55%	20%	33%	*	-	31%	-	-	-	*
<b>Grade 4</b>																						
Reading	All Students	28%	29%	24%	0%	20%	25%	*	-	-	*	20%	29%	0%	26%	*	23%	24%	-	-	-	0%
	CWD	10%	8%	0%	*	*	*	-	-	-	-	0%	*	0%	-	*	0%	*	-	-	-	-
	CWOD	31%	32%	26%	0%	22%	27%	*	-	-	*	22%	31%	-	26%	*	26%	26%	-	-	-	0%
	EL	18%	14%	*	-	*	-	-	-	-	-	*	*	*	*	*	*	*	-	-	-	-
	Male	26%	27%	23%	*	20%	24%	-	-	-	*	19%	29%	0%	26%	*	23%	-	-	-	-	*
	Female	29%	31%	24%	0%	20%	26%	*	-	-	-	22%	28%	*	26%	*	-	24%	-	-	-	*
Mathematics	All Students	22%	29%	20%	13%	8%	27%	*	-	-	*	18%	23%	0%	22%	*	23%	17%	-	-	-	40%
	CWD	10%	7%	0%	*	*	*	-	-	-	-	0%	*	0%	-	*	0%	*	-	-	-	-
	CWOD	25%	33%	22%	17%	9%	30%	*	-	-	*	20%	25%	-	22%	*	26%	18%	-	-	-	40%
	EL	16%	19%	*	-	*	-	-	-	-	-	*	*	*	*	*	*	*	-	-	-	-
	Male	25%	33%	23%	*	13%	28%	-	-	-	*	19%	29%	0%	26%	*	23%	-	-	-	-	*
	Female	19%	26%	17%	20%	0%	26%	*	-	-	-	17%	17%	*	18%	*	-	17%	-	-	-	*
<b>Grade 5</b>																						

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Reading	All Students	36%	39%	28%	20%	0%	37%	*	-	-	-	27%	31%	0%	33%	*	33%	23%	-	-	-	-
	CWD	12%	6%	0%	*	*	*	-	-	-	-	0%	*	0%	-	*	0%	0%	-	-	-	-
	CWOD	40%	44%	33%	*	0%	40%	*	-	-	-	33%	33%	-	33%	*	39%	27%	-	-	-	-
	EL	23%	32%	*	-	*	-	-	-	-	-	*	-	*	*	*	*	-	-	-	-	-
	Male	32%	35%	33%	*	0%	42%	-	-	-	-	24%	47%	0%	39%	*	33%	-	-	-	-	-
	Female	39%	43%	23%	*	*	30%	*	-	-	-	30%	9%	0%	27%	-	-	23%	-	-	-	-
Mathematics	All Students	24%	25%	25%	0%	8%	33%	*	-	-	-	22%	31%	10%	28%	*	28%	23%	-	-	-	-
	CWD	9%	8%	10%	*	*	*	-	-	-	-	0%	*	10%	-	*	0%	20%	-	-	-	-
	CWOD	26%	28%	28%	*	13%	33%	*	-	-	-	27%	29%	-	28%	*	32%	23%	-	-	-	-
	EL	17%	10%	*	-	*	-	-	-	-	-	*	-	*	*	*	*	-	-	-	-	-
	Male	25%	22%	28%	*	0%	38%	-	-	-	-	19%	40%	0%	32%	*	28%	-	-	-	-	-
	Female	23%	29%	23%	*	*	26%	*	-	-	-	25%	18%	20%	23%	-	-	23%	-	-	-	-
Science	All Students	17%	26%	27%	0%	8%	35%	*	-	-	-	24%	31%	10%	30%	*	33%	19%	-	-	-	-
	CWD	9%	8%	10%	*	*	*	-	-	-	-	13%	*	10%	-	*	20%	0%	-	-	-	-
	CWOD	19%	29%	30%	*	13%	36%	*	-	-	-	27%	33%	-	30%	*	35%	23%	-	-	-	-
	EL	9%	13%	*	-	*	-	-	-	-	-	*	-	*	*	*	*	-	-	-	-	-
	Male	20%	29%	33%	*	13%	42%	-	-	-	-	29%	40%	20%	35%	*	33%	-	-	-	-	-
	Female	15%	23%	19%	*	*	26%	*	-	-	-	20%	18%	0%	23%	-	-	19%	-	-	-	-
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						
All Subjects	All Students	73%	83%	80%	63%	75%	84%	100%	*	-	*	77%	86%	50%	85%	46%	81%	79%	-	-	-	92%
	CWD	44%	46%	50%	50%	30%	64%	-	*	-	-	50%	50%	50%	-	0%	46%	55%	-	-	-	-
	CWOD	77%	88%	85%	68%	85%	87%	100%	-	-	*	82%	90%	-	85%	73%	88%	83%	-	-	-	92%
	EL	59%	69%	46%	-	50%	-	-	*	-	-	41%	*	0%	73%	46%	50%	33%	-	-	-	-
	Male	71%	81%	81%	75%	71%	86%	*	-	-	*	75%	91%	46%	88%	50%	81%	-	-	-	-	*
	Female	75%	84%	79%	53%	81%	83%	100%	*	-	-	79%	79%	55%	83%	33%	-	79%	-	-	-	90%
Reading	All Students	74%	81%	79%	67%	72%	83%	*	*	-	*	76%	83%	52%	84%	30%	76%	83%	-	-	-	83%
	CWD	43%	42%	52%	*	50%	56%	-	*	-	-	55%	44%	52%	-	*	44%	62%	-	-	-	-
	CWOD	78%	87%	84%	73%	76%	87%	*	-	-	*	81%	88%	-	84%	50%	82%	86%	-	-	-	83%
	EL	57%	65%	30%	-	33%	-	-	*	-	-	22%	*	*	50%	30%	29%	*	-	-	-	-
	Male	70%	77%	76%	71%	65%	81%	*	-	-	*	69%	86%	44%	82%	29%	76%	-	-	-	-	*
	Female	78%	86%	83%	63%	84%	85%	*	*	-	-	84%	80%	62%	86%	*	-	83%	-	-	-	80%
Mathematics	All Students	71%	84%	83%	67%	78%	87%	*	*	-	*	79%	89%	48%	89%	50%	87%	79%	-	-	-	100%
	CWD	44%	50%	48%	*	13%	69%	-	*	-	-	45%	56%	48%	-	*	50%	46%	-	-	-	-
	CWOD	75%	89%	89%	73%	90%	90%	*	-	-	*	85%	93%	-	89%	83%	94%	84%	-	-	-	100%
	EL	61%	74%	50%	-	56%	-	-	*	-	-	44%	*	*	83%	50%	57%	*	-	-	-	-
	Male	71%	84%	87%	86%	77%	91%	*	-	-	*	82%	95%	50%	94%	57%	87%	-	-	-	-	*
	Female	71%	83%	79%	50%	79%	83%	*	*	-	-	76%	83%	46%	84%	*	-	79%	-	-	-	100%

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Science	All Students	74%	84%	76%	40%	75%	80%	*	-	-	-	73%	81%	50%	81%	*	81%	71%	-	-	-	-
	CWD	47%	48%	50%	*	*	*	-	-	-	-	50%	*	50%	-	*	40%	60%	-	-	-	-
	CWOD	78%	89%	81%	*	100%	80%	*	-	-	-	79%	83%	-	81%	*	87%	73%	-	-	-	-
	EL	58%	69%	*	-	*	-	-	-	-	-	*	-	*	*	*	*	-	-	-	-	-
	Male	74%	85%	81%	*	75%	85%	-	-	-	-	71%	93%	40%	87%	*	81%	-	-	-	-	-
	Female	75%	83%	71%	*	*	74%	*	-	-	-	75%	64%	60%	73%	-	-	71%	-	-	-	-

**STAAR Percent at Meets Grade Level or Above**

All Grades																						
All Subjects	All Students	47%	57%	52%	29%	43%	58%	43%	*	-	*	44%	64%	19%	58%	29%	52%	52%	-	-	-	42%
	CWD	23%	22%	19%	30%	5%	25%	-	*	-	-	15%	30%	19%	-	0%	8%	32%	-	-	-	-
	CWOD	50%	62%	58%	28%	51%	63%	43%	-	-	*	50%	68%	-	58%	47%	60%	55%	-	-	-	42%
	EL	29%	36%	29%	-	32%	-	-	*	-	-	27%	*	0%	47%	29%	33%	17%	-	-	-	-
	Male	45%	55%	52%	19%	41%	59%	*	-	-	*	43%	66%	8%	60%	33%	52%	-	-	-	-	*
	Female	48%	59%	52%	37%	45%	57%	20%	*	-	-	46%	62%	32%	55%	17%	-	52%	-	-	-	30%
Reading	All Students	52%	59%	52%	33%	46%	56%	*	*	-	*	44%	63%	17%	57%	20%	47%	57%	-	-	-	50%
	CWD	24%	21%	17%	*	13%	19%	-	*	-	-	15%	22%	17%	-	*	6%	31%	-	-	-	-
	CWOD	56%	65%	57%	36%	52%	61%	*	-	-	*	50%	68%	-	57%	33%	54%	61%	-	-	-	50%
	EL	31%	36%	20%	-	22%	-	-	*	-	-	11%	*	*	33%	20%	14%	*	-	-	-	-
	Male	47%	54%	47%	29%	32%	54%	*	-	-	*	37%	61%	6%	54%	14%	47%	-	-	-	-	*
	Female	56%	66%	57%	38%	68%	58%	*	*	-	-	52%	65%	31%	61%	*	-	57%	-	-	-	40%
Mathematics	All Students	41%	54%	54%	27%	44%	61%	*	*	-	*	46%	67%	17%	60%	30%	58%	50%	-	-	-	33%
	CWD	22%	24%	17%	*	0%	25%	-	*	-	-	10%	33%	17%	-	*	6%	31%	-	-	-	-
	CWOD	44%	58%	60%	27%	52%	66%	*	-	-	*	52%	71%	-	60%	50%	67%	53%	-	-	-	33%
	EL	29%	38%	30%	-	33%	-	-	*	-	-	33%	*	*	50%	30%	43%	*	-	-	-	-
	Male	42%	55%	58%	14%	52%	64%	*	-	-	*	49%	70%	6%	67%	43%	58%	-	-	-	-	*
	Female	40%	53%	50%	38%	32%	59%	*	*	-	-	41%	63%	31%	53%	*	-	50%	-	-	-	20%
Science	All Students	46%	57%	48%	20%	25%	57%	*	-	-	-	41%	58%	30%	51%	*	53%	42%	-	-	-	-
	CWD	23%	24%	30%	*	*	*	-	-	-	-	25%	*	30%	-	*	20%	40%	-	-	-	-
	CWOD	49%	61%	51%	*	38%	58%	*	-	-	-	45%	58%	-	51%	*	58%	42%	-	-	-	-
	EL	25%	31%	*	-	*	-	-	-	-	-	*	-	*	*	*	*	-	-	-	-	-
	Male	47%	57%	53%	*	38%	62%	-	-	-	-	43%	67%	20%	58%	*	53%	-	-	-	-	-
	Female	45%	57%	42%	*	*	52%	*	-	-	-	40%	45%	40%	42%	-	-	42%	-	-	-	-

**STAAR Percent at Masters Grade Level**

All Grades																						
All Subjects	All Students	22%	27%	26%	6%	14%	33%	29%	*	-	*	22%	33%	4%	30%	4%	29%	23%	-	-	-	17%
	CWD	9%	7%	4%	0%	0%	8%	-	*	-	-	2%	10%	4%	-	0%	3%	6%	-	-	-	-
	CWOD	24%	30%	30%	8%	17%	36%	29%	-	-	*	26%	36%	-	30%	7%	34%	26%	-	-	-	17%
	EL	12%	13%	4%	-	5%	-	-	*	-	-	5%	*	0%	7%	4%	6%	0%	-	-	-	-
	Male	21%	26%	29%	6%	17%	35%	*	-	-	*	23%	38%	3%	34%	6%	29%	-	-	-	-	*
	Female	23%	28%	23%	5%	10%	30%	20%	*	-	-	21%	27%	6%	26%	0%	-	23%	-	-	-	-

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Reading	All Students	25%	29%	<b>28%</b>	7%	18%	33%	*	*	-	*	22%	36%	0%	32%	0%	29%	26%	-	-	-	0%
	CWD	9%	6%	<b>0%</b>	*	0%	0%	-	*	-	-	0%	0%	0%	-	*	0%	0%	-	-	-	-
	CWOD	27%	33%	<b>32%</b>	9%	21%	37%	*	-	-	*	26%	40%	-	32%	0%	34%	29%	-	-	-	0%
	EL	13%	15%	<b>0%</b>	-	0%	-	-	*	-	-	0%	*	*	0%	0%	0%	*	-	-	-	-
	Male	22%	26%	<b>29%</b>	14%	19%	35%	*	-	-	*	22%	41%	0%	34%	0%	29%	-	-	-	-	*
	Female	28%	33%	<b>26%</b>	0%	16%	30%	*	*	-	-	22%	30%	0%	29%	*	-	26%	-	-	-	0%
Mathematics	All Students	20%	25%	<b>25%</b>	7%	12%	32%	*	*	-	*	21%	31%	7%	28%	0%	28%	22%	-	-	-	33%
	CWD	9%	7%	<b>7%</b>	*	0%	13%	-	*	-	-	0%	22%	7%	-	*	0%	15%	-	-	-	-
	CWOD	21%	28%	<b>28%</b>	9%	14%	34%	*	-	-	*	25%	32%	-	28%	0%	32%	24%	-	-	-	33%
	EL	12%	12%	<b>0%</b>	-	0%	-	-	*	-	-	0%	*	*	0%	0%	0%	*	-	-	-	-
	Male	21%	26%	<b>28%</b>	0%	16%	33%	*	-	-	*	23%	34%	0%	32%	0%	28%	-	-	-	-	*
	Female	19%	25%	<b>22%</b>	13%	5%	30%	*	*	-	-	19%	28%	15%	24%	*	-	22%	-	-	-	20%
Science	All Students	20%	25%	<b>27%</b>	0%	8%	35%	*	-	-	-	24%	31%	10%	30%	*	33%	19%	-	-	-	-
	CWD	8%	9%	<b>10%</b>	*	*	*	-	-	-	-	13%	*	10%	-	*	20%	0%	-	-	-	-
	CWOD	22%	27%	<b>30%</b>	*	13%	36%	*	-	-	-	27%	33%	-	30%	*	35%	23%	-	-	-	-
	EL	7%	9%	<b>*</b>	-	*	-	-	-	-	-	*	-	*	*	*	*	-	-	-	-	-
	Male	22%	27%	<b>33%</b>	*	13%	42%	-	-	-	-	29%	40%	20%	35%	*	33%	-	-	-	-	-
	Female	19%	23%	<b>19%</b>	*	*	26%	*	-	-	-	20%	18%	0%	23%	-	-	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
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	73	54	71	75	-	-	-	*	73	53	58
CWD	53	*	50	44	-	-	-	-	62	53	*
CWOD	76	44	75	78	-	-	-	*	75	-	*
EL ◇	58	-	58	-	-	-	-	-	60	*	58
Male	69	60	64	71	-	-	-	*	70	50	60
Female	77	50	81	80	-	-	-	-	76	56	*

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Mathematics</b>											
All Students	63	54	46	70	-	-	-	*	62	61	67
CWD	61	*	17	81	-	-	-	-	46	61	*
CWOD	63	38	52	69	-	-	-	*	65	-	*
EL ◇	67	-	67	-	-	-	-	-	60	*	67
Male	62	50	50	67	-	-	-	*	66	50	60
Female	64	57	38	73	-	-	-	-	58	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.

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

- 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
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	53	33	44	58	57	*	-	*	48	24	26
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%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 +
<b>STAAR Performance Status</b>											
<b>Reading</b>											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	Y		Y	N					Y	Y	
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	Y		Y	N					Y	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	
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	Y		Y	Y					Y	N	
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	Y		N	N					Y	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	
<b>English Learner Language Proficiency Status</b>											
Interim Goals (2018-2022)											36%
Target Met											
Interim Goals (2023-2027)											38%
Target Met											
Interim Goals (2028-2032)											40%
Target Met											
Long-Term Goals											40%
Target Met											
<b>Federal Graduation Status<sup>Δ</sup></b>											
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
<b>Participation Rate</b>																	
<b>All Subjects</b>	All Students	100%	100%	100%	100%	100%	*	-	*	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	100%	100%	100%	-	*	-	-	100%	100%	100%	-	100%	100%	100%	-
	CWOD	100%	100%	100%	100%	100%	-	-	*	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	-	100%	-	-	*	-	-	100%	*	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	*	-	-	*	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	100%	100%	*	-	-	100%	100%	100%	100%	100%	-	100%	-
<b>Reading</b>	All Students	100%	100%	100%	100%	*	*	-	*	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	*	100%	100%	-	*	-	-	100%	100%	100%	-	*	100%	100%	-
	CWOD	100%	100%	100%	100%	*	-	-	*	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	-	100%	-	-	*	-	-	100%	*	*	100%	100%	100%	*	-
	Male	100%	100%	100%	100%	*	-	-	*	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	100%	*	*	-	-	100%	100%	100%	100%	*	-	100%	-
<b>Mathematics</b>	All Students	100%	100%	100%	100%	*	*	-	*	100%	100%	100%	100%	100%	100%	100%	-
		100%	100%	100%	100%	*	*	-	*	100%	100%	100%	100%	100%	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%	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%	*	-
	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%	*	*	-	-	100%	100%	100%	100%	*	-	100%	-
		100%	100%	100%	100%	*	*	-	-	100%	100%	100%	100%	*	-	100%	-
<b>SAT/ACT All Subjects</b>	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Non-Participation Rate</b>																	



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All Subjects	All Students	0%	0%	0%	0%	0%	*	-	*	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	0%	0%	0%	-	*	-	-	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	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%	0%	-	-
	Female	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%	-
	CWD	0%	*	0%	0%	-	*	-	-	0%	0%	0%	-	*	0%	0%	-
	CWOD	0%	0%	0%	0%	*	-	-	*	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	0%	-	-	*	-	-	0%	*	*	0%	0%	0%	*	-
	Male	0%	0%	0%	0%	*	-	-	*	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	0%	*	*	-	-	0%	0%	0%	0%	*	-	0%	-
Mathematics	All Students	0%	0%	0%	0%	*	*	-	*	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	*	0%	0%	-	*	-	-	0%	0%	0%	-	*	0%	0%	-
	CWOD	0%	0%	0%	0%	*	-	-	*	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	0%	-	-	*	-	-	0%	*	*	0%	0%	0%	*	-
	Male	0%	0%	0%	0%	*	-	-	*	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	0%	*	*	-	-	0%	0%	0%	0%	*	-	0%	-
Science	All Students	0%	0%	0%	0%	*	-	-	-	0%	0%	0%	0%	*	0%	0%	-
	CWD	0%	*	*	*	-	-	-	-	0%	*	0%	-	*	0%	0%	-
	CWOD	0%	*	0%	0%	*	-	-	-	0%	0%	-	0%	*	0%	0%	-
	EL	*	-	*	-	-	-	-	-	*	-	*	*	*	*	-	-
	Male	0%	*	0%	0%	-	-	-	-	0%	0%	0%	0%	*	0%	-	-
	Female	0%	*	*	0%	*	-	-	-	0%	0%	0%	0%	-	-	0%	-
SAT/ACT All Subjects	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

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

### Part (viii): Civil Rights Data

**Part (viii)(I)** This section provides information from the 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)
<b>Students Without Disabilities</b>												
<b>In-School Suspensions</b>												
	Male	24	1	4	17	0	0	0	2	0		
	Female	7	0	1	6	0	0	0	0	0		
	Total	31	1	5	23	0	0	0	2	0		
<b>Out-of-School Suspensions</b>												
	Male	1	0	0	1	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	1	0	0	1	0	0	0	0	0		
<b>Expulsions</b>												
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		
<b>School-Related Arrests</b>												
	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		
<b>Referrals to Law Enforcement</b>												
	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		
<b>Students With Disabilities</b>												
<b>In-School Suspensions</b>												

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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
	Male	6	0	0	6	0	0	0	0	0		4
	Female	0	0	0	0	0	0	0	0	0		0
	Total	6	0	0	6	0	0	0	0	0		4
<b>Out-of-School Suspensions</b>												
	Male	1	0	0	1	0	0	0	0	0		2
	Female	0	0	0	0	0	0	0	0	0		0
	Total	1	0	0	1	0	0	0	0	0		2
<b>Expulsions</b>												
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
<b>School-Related Arrests</b>												
	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
<b>Referrals to Law Enforcement</b>												
	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
<b>All Students</b>												
<b>Chronic Absenteeism</b>												
	Male	17	-8	4	13	-8	-8	-8	-8	-8	5	-8
	Female	27	-8	7	20	-8	-8	-8	-8	1	3	-8
	Total	44	-8	11	33	-8	-8	-8	-8	1	8	-8

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

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	Total
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
<b>Allegations of Harassment or bullying</b>	
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
<b>Preschool Programs</b>											
	Male	20	1	9	10	0	0	0	0	0	1
	Female	17	0	7	8	1	1	0	0	0	2
	Total	37	1	16	18	1	1	0	0	0	3
<b>Accelerated Coursework</b>											
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
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

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- 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	3.0	8.6%
Teachers Teaching with Emergency or Provisional Credentials	0.0	-
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
<b>Grade 3</b>						
Reading	6,584	2%	*	1%	*	4%
Mathematics	6,587	2%	*	1%	*	4%
<b>Grade 4</b>						
Reading	6,404	2%	*	0%	-	-
Mathematics	6,408	2%	*	0%	-	-
<b>Grade 5</b>						
Reading	6,204	2%	*	1%	*	1%
Mathematics	6,205	2%	*	1%	*	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	6,200	2%	*	1%	*	1%
<b>Grade 6</b>						
Reading	6,181	2%	*	0%	-	-
Mathematics	6,177	2%	*	0%	-	-
<b>Grade 7</b>						
Reading	6,130	1%	6	1%	-	-
Mathematics	6,120	2%	6	1%	-	-
<b>Grade 8</b>						
Reading	5,794	1%	6	1%	-	-
Mathematics	5,803	2%	6	2%	-	-
Science	5,796	1%	6	1%	-	-
<b>End of Course</b>						
English I	6,009	1%	*	0%	-	-
English II	5,490	1%	*	0%	-	-
Algebra I	5,993	1%	*	1%	-	-
Biology	5,860	1%	*	0%	-	-
<b>All Grades</b>						
All Subjects	109,954	1%	61	1%	7	1%
Reading	48,805	1%	26	1%	*	1%
Mathematics	43,293	1%	24	1%	*	1%
Science	17,856	1%	11	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

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	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	7%	10%	7%	7%	*	*	-	0%	10%	8%	0%

- 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)
<b>Academic Performance (At Meets Grade Level or Above)</b>												
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%
<b>EL Progress</b>												
	Baseline 2016-17 Rates											41%
	2017-18 through 2021-22											36%
	2022-23 through 2026-27											38%
	2027-28 through 2031-32											40%
<b>Graduation Rate: 4-Year Longitudinal Rate <math>\Delta</math></b>												
	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%

$\Delta$  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 <sup>1</sup>	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness or Student Achievement Domain Score: STAAR Component Only <sup>2</sup>	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)

**There is no data for this campus.**

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

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

**There is no data for this campus.**

**Part (vi): Goal Meeting Status**

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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 +
<b>STAAR Performance Status</b>											
<b>Reading</b>											
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											
<b>Mathematics</b>											
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											
<b>English Learner Language Proficiency Status</b>											
Interim Goals (2018-2022)											36%
Target Met											
Interim Goals (2023-2027)											38%
Target Met											
Interim Goals (2028-2032)											40%
Target Met											
Long-Term Goals											40%
Target Met											
<b>Federal Graduation Status<sup>Δ</sup></b>											
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%

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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											
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.**

**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.

**There is no data for this campus.**

**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.

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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



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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	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)

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**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	33%	-	40%	*	-	-	-	-	*	*	-

- Indicates there are no students in the group.

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