Federal Report Cards

2022-2023

State

District

Campuses

Information (English and Spanish)

Part (i): Description of State Accountability System

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

Part (i)(II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students *(not applicable to district and state report cards)*.

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

State ESSA Goals (Middle Schools)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Performance (At Meets Grade Level or Above)												
Reading/ELA	Baseline Rates	44%	32%	35%	59%	44%	74%	46%	56%	31%	19%	28%
	2022-23 through 2026-27	44%	32%	35%	59%	44%	74%	46%	56%	31%	19%	28%
	2027-28 through 2031-32	53%	43%	46%	66%	53%	78%	55%	63%	43%	33%	40%
	2032-33 through 2036-37	62%	54%	57%	73%	62%	82%	64%	70%	55%	47%	52%
	2037-38	72%	66%	68%	80%	72%	87%	73%	78%	66%	60%	64%
Mathematics	Baseline Rates	47%	32%	39%	61%	47%	85%	52%	56%	35%	21%	36%
	2022-23 through 2026-27	47%	32%	39%	61%	47%	85%	52%	56%	35%	21%	36%
	2027-28 through 2031-32	56%	43%	49%	68%	56%	88%	60%	63%	46%	34%	47%
	2032-33 through 2036-37	65%	54%	59%	75%	65%	91%	68%	70%	57%	47%	58%
	2037-38	74%	66%	70%	81%	74%	93%	76%	78%	68%	61%	68%
EL Progress												
	Baseline Rates											44%
	2022-23 through 2026-27											44%
	2027-28 through 2031-32											46%
	2032-33 through 2036-37											48%
	2037-38											50%

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

State ESSA Goals (Elementary Schools)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
	Baseline Rates											49%
	2022-23 through 2026-27											49%
	2027-28 through 2031-32											51%
	2032-33 through 2036-37											53%
	2037-38											55%

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

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

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

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

1 If Federal Graduation Status is not available, Academic Growth Status is used.
2 If College, Career, and Military Readiness is not available, Student Achievement Domain Score: STAAR Component Only is used.

(bb) the methodology by which the State differentiates all such schools. Total points for each component are determined by multiplying the percentage of evaluated indicators met by the corresponding weight and rounding to one decimal place. The Closing the Gaps domain score is the sum of the total points rounded to the nearest whole number and is further used to differentiate all public schools. See the accountability manual for details. Chapter 4-2023 Closing the Gaps Domain

(cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students.Texas uses the Closing the Gaps domain to identify campuses that have consistently under-performing student groups. A student group that misses the targets in at least the same three indicators, for three consecutive years, is considered 'consistently underperforming'. 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 2019, 2022, and 2023 are considered consecutive years for 2023 TSI identification. See the accountability manual for details. Chapter 10-2023 Identification of Schools for Improvement

(dd) the methodology by which the State identifies a school for comprehensive support and improvement. Texas annually ranks all Title I campuses based on Closing the Gaps scaled scores. First, Texas determines the bottom five percent of Closing the Gaps outcomes by rank ordering the scaled scores of Title I campuses by schooltype - elementary, middle, high school/K-12, and alternative education accountability. Texas then determines which campuses fell in the bottom five percent for each school type. Title I campuses that rank in their school type's bottom five percent are identified for CSI. Any Title I campus identified for Additional Targeted Support (ATS) for three consecutive years will be identified for CSI the following school year.

Part (i)(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement or implementing targeted support and improvement plans. Campuses Identified for Support under the Every Student Succeeds Act (ESSA) for the 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 type's bottom five percent of the Closing the Gaps domain for two consecutive years and have Closing the Gaps domain scaled score by the end of the second year that is higher than when originally identified are considered as having successfully exited. Campuses previously identified as CSI based solely on a graduation rate must have a four or six-year federal graduation rate of at least 66.7 percent for two consecutive years to exit CSI status.

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 2022-23 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																				
Reading	All Students	**75%**	67%	70%	86%	74%	90%	75%	82%	68%	87%	51%	80%	65%	73%	78%	61%	58%	60%	83%
	CWD	**51%**	43%	45%	63%	53%	65%	49%	56%	44%	65%	51%	-	39%	51%	51%	42%	43%	44%	60%
	CWOD	**80%**	72%	75%	90%	78%	92%	79%	88%	73%	91%	-	80%	69%	78%	82%	64%	62%	69%	89%
	EL	**65%**	73%	63%	70%	62%	82%	50%	72%	63%	76%	39%	69%	65%	62%	68%	57%	49%	51%	73%
	Male	**73%**	63%	67%	84%	71%	88%	71%	79%	65%	85%	51%	78%	62%	73%	-	60%	57%	58%	81%
	Female	**78%**	71%	73%	87%	78%	92%	80%	85%	71%	89%	51%	82%	68%	-	78%	62%	60%	62%	85%

		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	**72%**	58%	68%	83%	72%	90%	70%	76%	65%	84%	51%	76%	67%	74%	70%	60%	55%	57%	78%
	CWD	**51%**	39%	47%	62%	50%	71%	51%	54%	45%	64%	51%	-	46%	55%	45%	43%	45%	44%	57%
	CWOD	**76%**	62%	72%	87%	77%	92%	72%	81%	69%	87%	-	76%	70%	79%	74%	63%	57%	64%	83%
	EL	**67%**	69%	65%	72%	65%	84%	54%	70%	65%	76%	46%	70%	67%	69%	64%	57%	55%	50%	70%
	Male	**74%**	59%	70%	84%	75%	90%	70%	78%	67%	85%	55%	79%	69%	74%	-	64%	58%	59%	81%
	Female	**70%**	57%	65%	81%	69%	90%	69%	75%	62%	83%	45%	74%	64%	-	70%	56%	52%	54%	76%
Grade 4																				
Reading	All Students	**76%**	68%	71%	86%	78%	91%	80%	84%	69%	88%	51%	81%	66%	74%	79%	60%	59%	63%	86%
	CWD	**51%**	43%	45%	63%	50%	68%	55%	59%	44%	66%	51%	-	39%	51%	51%	41%	40%	45%	64%
	CWOD	**81%**	74%	77%	91%	82%	93%	82%	89%	75%	92%	-	81%	70%	80%	83%	64%	65%	73%	90%
	EL	**66%**	75%	64%	71%	67%	83%	61%	72%	64%	76%	39%	70%	66%	63%	69%	57%	51%	48%	72%
	Male	**74%**	64%	68%	85%	75%	90%	76%	82%	66%	86%	51%	80%	63%	74%	-	59%	55%	59%	84%
	Female	**79%**	72%	75%	88%	80%	93%	83%	86%	72%	90%	51%	83%	69%	-	79%	62%	64%	68%	88%
Mathematics	All Students	**69%**	55%	65%	80%	73%	89%	73%	74%	62%	82%	44%	74%	63%	71%	67%	57%	51%	51%	77%
	CWD	**44%**	32%	41%	54%	49%	67%	46%	48%	38%	57%	44%	-	39%	48%	38%	43%	34%	31%	52%
	CWOD	**74%**	60%	70%	85%	77%	91%	76%	79%	67%	86%	-	74%	67%	77%	71%	59%	55%	63%	82%
	EL	**63%**	66%	62%	67%	71%	81%	58%	65%	62%	72%	39%	67%	63%	66%	60%	55%	50%	46%	71%
	Male	**71%**	55%	68%	82%	76%	90%	73%	76%	64%	83%	48%	77%	66%	71%	-	61%	52%	52%	79%
	Female	**67%**	54%	63%	78%	70%	89%	72%	72%	59%	81%	38%	71%	60%	-	67%	52%	50%	51%	74%
Grade 5																				
Reading	All Students	**80%**	71%	76%	88%	79%	93%	80%	85%	74%	90%	49%	86%	72%	77%	83%	66%	63%	60%	88%
	CWD	**49%**	41%	45%	61%	56%	66%	47%	54%	43%	64%	49%	-	40%	48%	52%	37%	42%	40%	62%
	CWOD	**86%**	78%	82%	93%	83%	95%	85%	90%	80%	94%	-	86%	77%	83%	88%	72%	69%	73%	94%
	EL	**72%**	78%	71%	75%	66%	84%	75%	78%	71%	80%	40%	77%	72%	68%	76%	61%	57%	51%	78%
	Male	**77%**	66%	72%	86%	75%	91%	74%	81%	69%	88%	48%	83%	68%	77%	-	61%	58%	56%	86%
	Female	**83%**	76%	80%	90%	82%	94%	86%	88%	78%	92%	52%	88%	76%	-	83%	71%	69%	66%	91%
Mathematics	All Students	**79%**	66%	77%	88%	78%	95%	80%	82%	73%	89%	59%	83%	75%	79%	79%	71%	62%	61%	86%
	CWD	**59%**	47%	58%	68%	61%	78%	53%	61%	55%	70%	59%	-	57%	61%	57%	55%	50%	53%	66%
	CWOD	**83%**	71%	80%	91%	81%	96%	84%	86%	77%	91%	-	83%	78%	84%	82%	75%	65%	67%	90%
	EL	**75%**	77%	74%	78%	70%	89%	77%	80%	74%	81%	57%	78%	75%	75%	75%	68%	64%	59%	78%
	Male	**79%**	65%	77%	88%	78%	95%	80%	82%	73%	89%	61%	84%	75%	79%	-	70%	61%	62%	86%
	Female	**79%**	68%	76%	87%	78%	95%	81%	82%	73%	89%	57%	82%	75%	-	79%	72%	63%	61%	86%
Science	All Students	**64%**	48%	58%	79%	63%	85%	63%	72%	54%	79%	41%	68%	52%	67%	60%	48%	45%	46%	75%
	CWD	**41%**	29%	37%	55%	49%	60%	43%	47%	35%	56%	41%	-	32%	46%	34%	29%	35%	34%	53%
	CWOD	**68%**	52%	62%	83%	66%	87%	66%	76%	58%	83%	-	68%	55%	72%	64%	52%	48%	54%	79%
	EL	**52%**	56%	50%	57%	42%	72%	40%	64%	50%	63%	32%	55%	52%	56%	47%	43%	38%	41%	64%
	Male	**67%**	50%	62%	82%	66%	87%	65%	74%	58%	82%	46%	72%	56%	67%	-	52%	48%	51%	78%
	Female	**60%**	46%	53%	76%	61%	83%	60%	69%	50%	77%	34%	64%	47%	-	60%	44%	42%	40%	72%
Grade 6																				

Texas Education Agency
2023 Federal Report Card
State

		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	**75%**	67%	70%	86%	74%	93%	76%	82%	68%	88%	45%	81%	62%	72%	80%	54%	58%	59%	84%
	CWD	**45%**	38%	41%	57%	50%	67%	46%	50%	39%	60%	45%	-	34%	44%	47%	35%	38%	42%	55%
	CWOD	**81%**	74%	75%	91%	79%	94%	79%	88%	73%	91%	-	81%	67%	78%	84%	58%	63%	69%	89%
	EL	**62%**	75%	61%	69%	61%	80%	62%	71%	61%	70%	34%	67%	62%	58%	67%	48%	46%	50%	68%
	Male	**72%**	62%	66%	84%	73%	91%	70%	79%	63%	85%	44%	78%	58%	72%	-	46%	53%	54%	81%
	Female	**80%**	74%	75%	89%	76%	94%	83%	86%	73%	91%	47%	84%	67%	-	80%	62%	63%	64%	87%
Mathematics	All Students	**74%**	62%	69%	86%	75%	93%	77%	80%	66%	86%	51%	78%	65%	75%	73%	56%	56%	57%	82%
	CWD	**51%**	41%	47%	62%	54%	74%	59%	55%	46%	63%	51%	-	44%	53%	47%	44%	43%	46%	59%
	CWOD	**78%**	67%	73%	90%	79%	94%	79%	85%	71%	89%	-	78%	68%	79%	77%	58%	60%	64%	86%
	EL	**65%**	70%	63%	71%	68%	85%	66%	72%	63%	72%	44%	68%	65%	66%	63%	50%	53%	56%	69%
	Male	**75%**	62%	70%	87%	78%	93%	75%	81%	67%	87%	53%	79%	66%	75%	-	53%	59%	59%	83%
	Female	**73%**	63%	68%	85%	72%	93%	79%	80%	65%	86%	47%	77%	63%	-	73%	59%	54%	55%	81%
Grade 7																				
Reading	All Students	**77%**	69%	72%	87%	75%	94%	81%	84%	69%	88%	45%	82%	62%	73%	81%	55%	58%	60%	86%
	CWD	**45%**	38%	41%	56%	49%	69%	44%	52%	40%	59%	45%	-	34%	44%	48%	30%	35%	40%	57%
	CWOD	**82%**	76%	76%	92%	80%	95%	84%	89%	75%	92%	-	82%	66%	79%	85%	60%	63%	71%	90%
	EL	**62%**	68%	60%	67%	58%	79%	54%	68%	61%	68%	34%	66%	62%	58%	66%	49%	45%	55%	67%
	Male	**73%**	64%	67%	85%	70%	92%	77%	81%	65%	86%	44%	79%	58%	73%	-	47%	52%	53%	83%
	Female	**81%**	75%	76%	90%	81%	95%	84%	87%	74%	91%	48%	85%	66%	-	81%	62%	64%	67%	89%
Mathematics	All Students	**61%**	48%	55%	77%	60%	89%	65%	69%	52%	77%	37%	66%	47%	62%	60%	41%	42%	43%	71%
	CWD	**37%**	29%	34%	47%	36%	66%	33%	42%	32%	49%	37%	-	30%	39%	34%	26%	30%	33%	43%
	CWOD	**66%**	53%	59%	82%	65%	91%	69%	74%	57%	81%	-	66%	50%	67%	64%	44%	46%	50%	76%
	EL	**47%**	49%	46%	56%	47%	74%	39%	58%	46%	56%	30%	50%	47%	49%	45%	37%	35%	33%	50%
	Male	**62%**	47%	56%	78%	61%	89%	67%	69%	54%	77%	39%	67%	49%	62%	-	44%	43%	42%	73%
	Female	**60%**	49%	53%	76%	60%	89%	63%	69%	51%	76%	34%	64%	45%	-	60%	38%	42%	44%	70%
Grade 8																				
Reading	All Students	**82%**	75%	78%	90%	79%	95%	86%	88%	76%	91%	51%	86%	68%	78%	86%	67%	66%	64%	89%
	CWD	**51%**	44%	48%	62%	53%	71%	59%	57%	46%	64%	51%	-	41%	48%	57%	34%	41%	44%	60%
	CWOD	**86%**	81%	82%	94%	83%	96%	88%	93%	81%	94%	-	86%	71%	83%	90%	73%	72%	76%	94%
	EL	**68%**	69%	67%	70%	62%	80%	65%	75%	67%	71%	41%	71%	68%	62%	74%	61%	51%	49%	68%
	Male	**78%**	69%	73%	88%	72%	94%	84%	84%	71%	88%	48%	83%	62%	78%	-	62%	60%	57%	86%
	Female	**86%**	82%	83%	94%	86%	96%	87%	92%	82%	94%	57%	90%	74%	-	86%	72%	73%	71%	93%
Mathematics	All Students	**74%**	64%	70%	85%	71%	94%	78%	80%	68%	85%	48%	79%	64%	73%	76%	63%	59%	55%	82%
	CWD	**48%**	40%	46%	57%	49%	71%	52%	52%	44%	59%	48%	-	43%	48%	48%	44%	41%	46%	55%
	CWOD	**79%**	69%	74%	89%	75%	95%	81%	85%	72%	89%	-	79%	68%	78%	80%	67%	63%	61%	87%
	EL	**64%**	66%	63%	70%	60%	84%	67%	72%	64%	69%	43%	68%	64%	62%	67%	61%	54%	55%	63%
	Male	**73%**	60%	68%	84%	69%	93%	80%	79%	65%	84%	48%	78%	62%	73%	-	61%	56%	54%	80%
	Female	**76%**	68%	72%	86%	73%	95%	76%	82%	70%	86%	48%	80%	67%	-	76%	66%	61%	56%	84%

		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	**73%**	61%	67%	86%	70%	93%	79%	81%	64%	85%	45%	76%	56%	73%	72%	55%	54%	52%	84%
	CWD	**45%**	36%	42%	58%	42%	68%	39%	50%	40%	57%	45%	-	36%	48%	41%	33%	35%	40%	58%
	CWOD	**76%**	66%	70%	90%	75%	94%	83%	85%	68%	88%	-	76%	59%	78%	75%	59%	58%	60%	88%
	EL	**56%**	60%	55%	63%	54%	77%	57%	71%	55%	61%	36%	59%	56%	58%	55%	49%	43%	34%	58%
	Male	**73%**	60%	68%	86%	71%	93%	82%	81%	65%	86%	48%	78%	58%	73%	-	55%	55%	54%	84%
	Female	**72%**	62%	65%	86%	69%	93%	75%	80%	63%	85%	41%	75%	55%	-	72%	56%	53%	50%	83%
End of Course																				
English I	All Students	**70%**	62%	65%	84%	72%	90%	74%	79%	63%	83%	37%	75%	49%	65%	76%	49%	50%	49%	83%
	CWD	**37%**	30%	34%	48%	38%	61%	42%	41%	32%	48%	37%	-	27%	34%	41%	17%	27%	36%	48%
	CWOD	**75%**	68%	69%	89%	76%	91%	77%	85%	68%	86%	-	75%	52%	70%	80%	54%	54%	56%	88%
	EL	**49%**	49%	49%	53%	46%	62%	45%	46%	49%	51%	27%	52%	49%	45%	55%	41%	31%	31%	55%
	Male	**65%**	55%	59%	80%	67%	88%	68%	74%	57%	79%	34%	70%	45%	65%	-	43%	45%	47%	78%
	Female	**76%**	70%	71%	89%	78%	92%	79%	85%	70%	87%	41%	80%	55%	-	76%	58%	56%	50%	88%
English II	All Students	**73%**	65%	67%	86%	75%	90%	72%	82%	65%	84%	39%	77%	48%	68%	78%	53%	53%	52%	84%
	CWD	**39%**	32%	35%	50%	52%	61%	28%	45%	34%	49%	39%	-	26%	36%	43%	25%	30%	35%	46%
	CWOD	**77%**	71%	71%	91%	78%	91%	76%	87%	70%	88%	-	77%	51%	73%	82%	57%	57%	61%	89%
	EL	**48%**	47%	48%	51%	46%	59%	47%	47%	48%	49%	26%	51%	48%	44%	53%	40%	31%	22%	49%
	Male	**68%**	58%	62%	82%	72%	88%	66%	78%	60%	80%	36%	73%	44%	68%	-	45%	46%	50%	79%
	Female	**78%**	73%	73%	90%	79%	92%	79%	86%	72%	89%	43%	82%	53%	-	78%	62%	59%	55%	89%
Algebra I	All Students	**77%**	68%	75%	86%	75%	95%	80%	82%	72%	86%	52%	81%	69%	74%	81%	68%	62%	56%	85%
	CWD	**52%**	43%	53%	58%	52%	74%	56%	53%	49%	60%	52%	-	50%	51%	55%	41%	41%	46%	58%
	CWOD	**81%**	73%	78%	90%	79%	96%	82%	86%	76%	89%	-	81%	72%	78%	84%	73%	66%	62%	89%
	EL	**69%**	68%	68%	72%	66%	83%	66%	70%	69%	70%	50%	72%	69%	66%	73%	65%	58%	53%	69%
	Male	**74%**	63%	72%	84%	73%	94%	77%	79%	69%	84%	51%	78%	66%	74%	-	65%	58%	52%	82%
	Female	**81%**	73%	79%	88%	78%	96%	84%	84%	77%	88%	55%	84%	73%	-	81%	73%	66%	61%	87%
Biology	All Students	**87%**	81%	84%	95%	88%	96%	88%	92%	83%	93%	67%	90%	75%	85%	89%	73%	75%	73%	94%
	CWD	**67%**	60%	65%	78%	73%	85%	80%	74%	64%	76%	67%	-	59%	67%	68%	49%	58%	61%	80%
	CWOD	**90%**	85%	87%	97%	90%	97%	88%	95%	86%	95%	-	90%	77%	88%	91%	77%	78%	80%	97%
	EL	**75%**	72%	75%	77%	74%	84%	66%	72%	75%	76%	59%	77%	75%	74%	77%	65%	63%	65%	76%
	Male	**85%**	78%	82%	94%	86%	96%	86%	91%	81%	92%	67%	88%	74%	85%	-	68%	72%	72%	93%
	Female	**89%**	85%	86%	96%	90%	97%	89%	94%	85%	95%	68%	91%	77%	-	89%	77%	78%	75%	96%
STAAR Percent at Meets Grade Level or Above																				
Grade 3																				
Reading	All Students	**49%**	39%	42%	62%	47%	75%	44%	58%	39%	66%	28%	53%	37%	46%	53%	32%	30%	33%	57%
	CWD	**28%**	23%	24%	35%	29%	47%	26%	31%	22%	39%	28%	-	20%	28%	27%	22%	23%	24%	30%
	CWOD	**53%**	43%	45%	68%	51%	78%	47%	63%	42%	71%	-	53%	39%	51%	56%	33%	32%	38%	63%
	EL	**37%**	48%	34%	44%	36%	60%	21%	46%	34%	51%	20%	39%	37%	34%	40%	28%	24%	21%	45%
	Male	**46%**	35%	39%	59%	46%	71%	42%	54%	36%	63%	28%	51%	34%	46%	-	30%	28%	31%	55%
	Female	**53%**	44%	45%	66%	49%	79%	47%	61%	42%	70%	27%	56%	40%	-	53%	33%	33%	36%	59%

		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	**44%**	29%	37%	57%	41%	75%	37%	50%	34%	60%	28%	47%	35%	47%	40%	29%	25%	29%	50%
	CWD	**28%**	21%	25%	35%	24%	51%	29%	30%	23%	39%	28%	-	23%	31%	22%	21%	22%	23%	30%
	CWOD	**47%**	31%	39%	61%	45%	77%	38%	54%	36%	63%	-	47%	37%	51%	42%	30%	26%	32%	55%
	EL	**35%**	41%	33%	42%	33%	62%	16%	44%	33%	49%	23%	37%	35%	39%	31%	27%	23%	29%	47%
	Male	**47%**	31%	41%	61%	45%	76%	42%	54%	37%	63%	31%	51%	39%	47%	-	33%	29%	31%	55%
	Female	**40%**	27%	32%	52%	38%	73%	32%	47%	29%	56%	22%	42%	31%	-	40%	24%	22%	27%	45%
Grade 4																				
Reading	All Students	**47%**	35%	40%	61%	47%	75%	48%	56%	36%	65%	25%	51%	35%	44%	50%	26%	28%	28%	57%
	CWD	**25%**	19%	21%	32%	26%	44%	27%	31%	20%	35%	25%	-	17%	26%	23%	18%	17%	18%	32%
	CWOD	**51%**	38%	43%	67%	51%	78%	50%	61%	40%	69%	-	51%	38%	49%	54%	28%	30%	34%	62%
	EL	**35%**	44%	32%	41%	35%	57%	28%	40%	32%	49%	17%	38%	35%	33%	37%	23%	23%	13%	41%
	Male	**44%**	32%	37%	58%	45%	73%	45%	53%	34%	62%	26%	49%	33%	44%	-	25%	25%	26%	54%
	Female	**50%**	38%	42%	64%	50%	78%	50%	59%	39%	68%	23%	54%	37%	-	50%	28%	31%	32%	60%
Mathematics	All Students	**47%**	31%	41%	59%	48%	76%	49%	53%	37%	62%	27%	51%	39%	50%	43%	32%	27%	29%	53%
	CWD	**27%**	20%	24%	34%	29%	52%	31%	31%	23%	38%	27%	-	22%	31%	21%	23%	19%	19%	32%
	CWOD	**51%**	34%	44%	65%	51%	79%	51%	57%	40%	66%	-	51%	42%	55%	46%	33%	29%	35%	58%
	EL	**39%**	43%	37%	43%	41%	63%	33%	44%	37%	50%	22%	42%	39%	43%	35%	28%	24%	24%	43%
	Male	**50%**	33%	45%	63%	50%	79%	50%	56%	41%	66%	31%	55%	43%	50%	-	37%	29%	33%	58%
	Female	**43%**	29%	37%	56%	46%	74%	48%	49%	33%	59%	21%	46%	35%	-	43%	26%	26%	25%	49%
Grade 5																				
Reading	All Students	**56%**	44%	49%	68%	55%	82%	51%	63%	45%	72%	27%	61%	43%	51%	60%	38%	34%	30%	65%
	CWD	**27%**	21%	23%	35%	31%	47%	24%	30%	21%	38%	27%	-	19%	27%	26%	18%	21%	19%	33%
	CWOD	**61%**	49%	54%	74%	59%	84%	56%	70%	50%	77%	-	61%	47%	57%	65%	43%	38%	37%	72%
	EL	**43%**	51%	41%	48%	43%	64%	36%	54%	41%	56%	19%	47%	43%	39%	47%	32%	30%	16%	52%
	Male	**51%**	38%	44%	64%	51%	79%	45%	58%	40%	68%	27%	57%	39%	51%	-	33%	29%	25%	60%
	Female	**60%**	49%	54%	72%	60%	85%	58%	68%	50%	77%	26%	65%	47%	-	60%	44%	39%	36%	71%
Mathematics	All Students	**50%**	33%	44%	63%	48%	83%	48%	54%	40%	66%	28%	54%	43%	52%	48%	35%	29%	29%	58%
	CWD	**28%**	20%	25%	35%	28%	54%	24%	29%	23%	38%	28%	-	23%	31%	23%	18%	23%	23%	33%
	CWOD	**54%**	36%	48%	68%	52%	85%	52%	59%	43%	70%	-	54%	46%	57%	52%	39%	31%	33%	63%
	EL	**43%**	44%	40%	49%	40%	69%	34%	55%	40%	54%	23%	46%	43%	44%	41%	31%	31%	29%	49%
	Male	**52%**	33%	46%	65%	49%	84%	47%	56%	42%	68%	31%	57%	44%	52%	-	35%	29%	31%	61%
	Female	**48%**	33%	42%	60%	48%	81%	49%	52%	38%	65%	23%	52%	41%	-	48%	36%	29%	27%	56%
Science	All Students	**35%**	20%	27%	50%	35%	63%	31%	43%	24%	51%	23%	37%	22%	39%	30%	19%	18%	19%	43%
	CWD	**23%**	17%	19%	31%	25%	41%	23%	25%	19%	32%	23%	-	15%	26%	17%	14%	19%	19%	28%
	CWOD	**37%**	21%	29%	54%	36%	64%	32%	46%	26%	54%	-	37%	23%	42%	32%	21%	18%	20%	46%
	EL	**22%**	24%	20%	27%	20%	44%	14%	36%	20%	33%	15%	23%	22%	27%	18%	16%	15%	15%	26%
	Male	**39%**	22%	32%	56%	39%	67%	35%	47%	29%	56%	26%	42%	27%	39%	-	22%	20%	22%	48%
	Female	**30%**	18%	23%	44%	30%	58%	26%	38%	20%	46%	17%	32%	18%	-	30%	17%	15%	16%	38%
Grade 6																				

Texas Education Agency
2023 Federal Report Card
State

		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	**51%**	40%	43%	66%	49%	82%	52%	60%	40%	69%	24%	56%	34%	47%	56%	27%	31%	32%	60%
	CWD	**24%**	19%	20%	31%	27%	47%	37%	27%	19%	34%	24%	-	15%	24%	23%	18%	19%	24%	27%
	CWOD	**56%**	44%	47%	72%	53%	84%	54%	65%	44%	74%	-	56%	37%	52%	60%	28%	33%	37%	66%
	EL	**34%**	46%	32%	43%	32%	58%	32%	45%	32%	45%	15%	37%	34%	31%	38%	21%	22%	26%	36%
	Male	**47%**	34%	39%	62%	44%	80%	48%	55%	35%	65%	24%	52%	31%	47%	-	23%	28%	30%	56%
	Female	**56%**	46%	48%	70%	54%	85%	57%	65%	44%	74%	23%	60%	38%	-	56%	30%	34%	33%	64%
Mathematics	All Students	**38%**	24%	30%	54%	38%	77%	38%	46%	27%	56%	22%	41%	26%	41%	36%	18%	20%	21%	45%
	CWD	**22%**	17%	19%	27%	23%	49%	32%	24%	18%	30%	22%	-	16%	25%	17%	18%	19%	20%	23%
	CWOD	**41%**	26%	32%	59%	41%	78%	39%	50%	29%	60%	-	41%	27%	45%	38%	18%	20%	21%	49%
	EL	**26%**	33%	23%	37%	29%	57%	22%	41%	24%	38%	16%	27%	26%	29%	23%	14%	18%	23%	28%
	Male	**41%**	25%	33%	58%	43%	78%	39%	48%	30%	59%	25%	45%	29%	41%	-	20%	23%	25%	48%
	Female	**36%**	24%	27%	50%	34%	75%	37%	43%	24%	53%	17%	38%	23%	-	36%	16%	17%	17%	42%
Grade 7																				
Reading	All Students	**53%**	42%	45%	68%	51%	84%	56%	62%	42%	71%	24%	58%	33%	49%	57%	28%	31%	32%	62%
	CWD	**24%**	20%	21%	31%	21%	49%	19%	28%	20%	34%	24%	-	16%	25%	24%	14%	19%	24%	27%
	CWOD	**58%**	46%	49%	74%	56%	86%	59%	68%	45%	75%	-	58%	36%	54%	61%	30%	34%	37%	67%
	EL	**33%**	41%	32%	41%	32%	58%	28%	40%	32%	43%	16%	36%	33%	31%	36%	20%	21%	23%	34%
	Male	**49%**	36%	41%	64%	44%	82%	51%	57%	37%	67%	25%	54%	31%	49%	-	24%	27%	28%	56%
	Female	**57%**	48%	49%	73%	58%	87%	60%	68%	46%	75%	24%	61%	36%	-	57%	31%	36%	37%	68%
Mathematics	All Students	**36%**	23%	29%	52%	36%	76%	39%	42%	26%	53%	20%	39%	22%	38%	34%	19%	19%	20%	43%
	CWD	**20%**	17%	18%	25%	21%	48%	15%	23%	18%	27%	20%	-	14%	23%	17%	15%	16%	19%	20%
	CWOD	**39%**	24%	31%	57%	39%	78%	41%	46%	28%	56%	-	39%	23%	41%	36%	20%	19%	21%	48%
	EL	**22%**	24%	20%	34%	24%	51%	16%	29%	21%	31%	14%	23%	22%	25%	20%	15%	14%	15%	25%
	Male	**38%**	23%	31%	54%	37%	77%	41%	44%	29%	55%	23%	41%	25%	38%	-	21%	20%	22%	46%
	Female	**34%**	22%	26%	49%	34%	75%	36%	40%	24%	51%	17%	36%	20%	-	34%	17%	17%	17%	41%
Grade 8																				
Reading	All Students	**56%**	44%	49%	71%	53%	85%	58%	66%	45%	73%	24%	61%	34%	50%	62%	35%	35%	34%	66%
	CWD	**24%**	20%	21%	31%	25%	46%	19%	28%	21%	33%	24%	-	15%	24%	26%	13%	19%	21%	29%
	CWOD	**61%**	49%	53%	76%	57%	87%	62%	71%	49%	77%	-	61%	37%	55%	66%	39%	39%	41%	71%
	EL	**34%**	38%	33%	40%	30%	55%	22%	45%	33%	40%	15%	37%	34%	30%	39%	27%	24%	22%	34%
	Male	**50%**	37%	43%	65%	47%	83%	55%	60%	39%	67%	24%	55%	30%	50%	-	31%	30%	28%	60%
	Female	**62%**	52%	55%	77%	60%	88%	60%	72%	51%	78%	26%	66%	39%	-	62%	40%	41%	40%	72%
Mathematics	All Students	**45%**	30%	38%	60%	43%	82%	46%	53%	35%	61%	24%	48%	31%	44%	45%	30%	27%	26%	52%
	CWD	**24%**	18%	22%	29%	23%	51%	27%	25%	21%	31%	24%	-	17%	25%	21%	20%	19%	21%	25%
	CWOD	**48%**	33%	40%	65%	46%	84%	48%	57%	37%	65%	-	48%	33%	48%	48%	32%	28%	28%	57%
	EL	**31%**	31%	29%	41%	29%	62%	24%	44%	29%	38%	17%	33%	31%	30%	31%	26%	21%	23%	26%
	Male	**44%**	28%	37%	60%	41%	81%	47%	53%	34%	61%	25%	48%	30%	44%	-	29%	26%	26%	52%
	Female	**45%**	33%	38%	60%	44%	82%	44%	53%	35%	61%	21%	48%	31%	-	45%	31%	27%	24%	53%

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

		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	**18%**	9%	13%	27%	16%	47%	12%	23%	11%	30%	9%	20%	12%	21%	15%	8%	8%	9%	21%
	CWD	**9%**	6%	7%	14%	7%	19%	7%	11%	7%	15%	9%	-	6%	11%	6%	6%	6%	8%	10%
	CWOD	**20%**	10%	14%	30%	17%	49%	13%	25%	12%	32%	-	20%	13%	24%	16%	9%	8%	9%	24%
	EL	**12%**	15%	10%	17%	11%	32%	7%	20%	10%	23%	6%	13%	12%	15%	10%	8%	7%	12%	15%
	Male	**21%**	11%	15%	31%	19%	51%	14%	26%	13%	34%	11%	24%	15%	21%	-	12%	9%	12%	25%
	Female	**15%**	8%	10%	22%	12%	43%	9%	20%	8%	26%	6%	16%	10%	-	15%	5%	6%	4%	17%
Grade 4																				
Reading	All Students	**21%**	12%	15%	30%	20%	48%	21%	28%	13%	34%	7%	24%	12%	19%	23%	8%	9%	7%	26%
	CWD	**7%**	4%	6%	10%	10%	16%	6%	10%	5%	12%	7%	-	4%	7%	7%	4%	3%	3%	10%
	CWOD	**24%**	14%	17%	34%	22%	51%	23%	31%	14%	38%	-	24%	14%	22%	25%	9%	10%	9%	29%
	EL	**12%**	16%	11%	16%	12%	27%	6%	18%	11%	21%	4%	14%	12%	12%	14%	6%	7%	3%	15%
	Male	**19%**	10%	14%	27%	19%	45%	18%	25%	11%	31%	7%	22%	12%	19%	-	7%	8%	5%	23%
	Female	**23%**	14%	17%	33%	22%	52%	25%	30%	14%	37%	7%	25%	14%	-	23%	8%	10%	9%	29%
Mathematics	All Students	**21%**	11%	16%	30%	21%	51%	21%	26%	14%	34%	8%	24%	15%	24%	18%	11%	8%	8%	25%
	CWD	**8%**	4%	7%	13%	7%	19%	7%	10%	6%	14%	8%	-	6%	10%	6%	6%	4%	5%	12%
	CWOD	**24%**	12%	18%	34%	23%	53%	22%	29%	15%	37%	-	24%	16%	28%	20%	12%	9%	10%	28%
	EL	**15%**	18%	13%	18%	16%	35%	14%	20%	13%	24%	6%	16%	15%	18%	12%	9%	6%	4%	17%
	Male	**24%**	12%	19%	34%	23%	54%	23%	30%	16%	38%	10%	28%	18%	24%	-	14%	9%	10%	29%
	Female	**18%**	10%	13%	26%	19%	47%	19%	23%	11%	30%	6%	20%	12%	-	18%	7%	7%	6%	21%
Grade 5																				
Reading	All Students	**28%**	18%	21%	38%	27%	59%	24%	34%	18%	43%	8%	31%	17%	24%	32%	15%	12%	10%	33%
	CWD	**8%**	6%	7%	13%	13%	17%	7%	10%	6%	14%	8%	-	5%	8%	8%	9%	7%	5%	8%
	CWOD	**31%**	21%	24%	43%	30%	62%	26%	39%	21%	47%	-	31%	19%	28%	35%	16%	14%	13%	38%
	EL	**17%**	22%	15%	22%	21%	35%	8%	27%	15%	28%	5%	19%	17%	15%	20%	11%	11%	9%	22%
	Male	**24%**	14%	18%	33%	22%	54%	19%	30%	15%	38%	8%	28%	15%	24%	-	13%	10%	7%	27%
	Female	**32%**	22%	25%	43%	32%	63%	28%	39%	21%	48%	8%	35%	20%	-	32%	16%	15%	14%	39%
Mathematics	All Students	**21%**	10%	15%	30%	18%	55%	17%	25%	13%	34%	8%	23%	14%	23%	19%	10%	8%	7%	25%
	CWD	**8%**	5%	7%	12%	10%	22%	7%	10%	6%	13%	8%	-	6%	10%	6%	6%	7%	6%	10%
	CWOD	**23%**	11%	16%	33%	20%	58%	18%	28%	14%	37%	-	23%	15%	26%	20%	11%	8%	7%	28%
	EL	**14%**	14%	12%	19%	14%	37%	7%	22%	12%	24%	6%	15%	14%	16%	12%	7%	8%	8%	16%
	Male	**23%**	10%	17%	33%	19%	58%	19%	28%	14%	36%	10%	26%	16%	23%	-	11%	8%	8%	27%
	Female	**19%**	9%	13%	27%	18%	53%	15%	23%	11%	31%	6%	20%	12%	-	19%	9%	7%	5%	22%
Science	All Students	**15%**	6%	10%	24%	12%	36%	13%	20%	8%	25%	7%	16%	7%	18%	12%	7%	5%	5%	19%
	CWD	**7%**	5%	6%	11%	7%	13%	6%	9%	6%	12%	7%	-	5%	9%	5%	6%	7%	6%	9%
	CWOD	**16%**	7%	11%	27%	13%	38%	14%	22%	9%	27%	-	16%	8%	20%	13%	7%	5%	4%	21%
	EL	**7%**	7%	6%	10%	7%	20%	4%	15%	6%	13%	5%	8%	7%	9%	6%	6%	5%	3%	10%
	Male	**18%**	7%	12%	28%	14%	40%	15%	22%	10%	29%	9%	20%	9%	18%	-	10%	6%	6%	22%
	Female	**12%**	5%	8%	20%	10%	31%	10%	17%	6%	22%	5%	13%	6%	-	12%	4%	5%	3%	15%
Grade 6																				

Texas Education Agency
2023 Federal Report Card
State

		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	**22%**	13%	15%	32%	19%	56%	21%	28%	13%	36%	7%	24%	10%	19%	24%	8%	10%	9%	25%
	CWD	**7%**	6%	6%	10%	7%	16%	13%	7%	6%	10%	7%	-	4%	8%	6%	8%	7%	6%	6%
	CWOD	**24%**	15%	16%	35%	22%	59%	22%	32%	14%	39%	-	24%	11%	21%	27%	8%	10%	10%	28%
	EL	**10%**	15%	9%	15%	9%	25%	5%	15%	9%	17%	4%	11%	10%	9%	11%	6%	6%	7%	9%
	Male	**19%**	11%	13%	28%	17%	52%	18%	25%	11%	32%	8%	21%	9%	19%	-	6%	8%	8%	22%
	Female	**24%**	16%	17%	35%	21%	61%	25%	32%	15%	40%	6%	27%	11%	-	24%	9%	11%	9%	28%
Mathematics	All Students	**15%**	8%	9%	23%	14%	51%	16%	20%	8%	26%	8%	16%	8%	17%	13%	5%	6%	6%	16%
	CWD	**8%**	7%	7%	9%	9%	21%	15%	8%	7%	10%	8%	-	6%	9%	6%	7%	8%	7%	7%
	CWOD	**16%**	8%	10%	26%	15%	53%	16%	22%	8%	28%	-	16%	8%	18%	14%	4%	5%	6%	17%
	EL	**8%**	10%	6%	15%	10%	28%	6%	16%	6%	15%	6%	8%	8%	9%	6%	3%	4%	8%	7%
	Male	**17%**	8%	11%	26%	16%	52%	19%	22%	9%	29%	9%	18%	9%	17%	-	5%	7%	8%	18%
	Female	**13%**	7%	8%	21%	12%	49%	12%	18%	7%	24%	6%	14%	6%	-	13%	4%	4%	4%	14%
Grade 7																				
Reading	All Students	**26%**	17%	19%	38%	24%	63%	26%	34%	16%	42%	7%	29%	11%	23%	30%	9%	11%	10%	30%
	CWD	**7%**	6%	6%	10%	4%	17%	5%	8%	6%	11%	7%	-	4%	8%	7%	6%	6%	6%	6%
	CWOD	**29%**	19%	21%	42%	28%	65%	28%	38%	18%	45%	-	29%	12%	26%	32%	10%	12%	12%	34%
	EL	**11%**	15%	10%	17%	11%	28%	3%	13%	10%	18%	4%	12%	11%	10%	13%	6%	6%	7%	12%
	Male	**23%**	13%	16%	34%	18%	59%	22%	30%	14%	38%	8%	26%	10%	23%	-	8%	8%	9%	26%
	Female	**30%**	21%	21%	43%	31%	67%	29%	39%	19%	47%	7%	32%	13%	-	30%	10%	13%	11%	35%
Mathematics	All Students	**11%**	5%	7%	16%	11%	45%	11%	13%	6%	19%	7%	12%	5%	12%	10%	4%	4%	4%	11%
	CWD	**7%**	6%	7%	7%	5%	17%	8%	6%	7%	8%	7%	-	5%	8%	5%	5%	7%	5%	6%
	CWOD	**12%**	5%	7%	18%	12%	47%	11%	14%	6%	21%	-	12%	5%	13%	10%	4%	3%	3%	12%
	EL	**5%**	6%	4%	8%	7%	20%	4%	8%	4%	9%	5%	5%	5%	6%	4%	3%	3%	0%	4%
	Male	**12%**	5%	8%	18%	12%	47%	11%	15%	7%	21%	8%	13%	6%	12%	-	5%	4%	5%	12%
	Female	**10%**	5%	6%	14%	10%	43%	11%	11%	5%	17%	5%	10%	4%	-	10%	3%	3%	2%	9%
Grade 8																				
Reading	All Students	**27%**	17%	20%	39%	25%	64%	26%	35%	17%	42%	7%	30%	10%	23%	32%	11%	13%	10%	33%
	CWD	**7%**	6%	6%	10%	8%	14%	3%	9%	6%	10%	7%	-	4%	7%	7%	5%	6%	9%	8%
	CWOD	**30%**	19%	22%	43%	28%	66%	28%	39%	19%	46%	-	30%	11%	25%	34%	12%	14%	11%	36%
	EL	**10%**	12%	9%	13%	6%	23%	4%	18%	9%	14%	4%	11%	10%	8%	12%	5%	7%	3%	9%
	Male	**23%**	13%	16%	33%	19%	59%	22%	29%	14%	37%	7%	25%	8%	23%	-	9%	10%	7%	28%
	Female	**32%**	22%	23%	46%	32%	68%	30%	41%	20%	49%	7%	34%	12%	-	32%	12%	15%	13%	39%
Mathematics	All Students	**17%**	8%	11%	25%	13%	57%	14%	21%	10%	28%	8%	18%	8%	17%	16%	8%	6%	8%	18%
	CWD	**8%**	7%	8%	10%	9%	22%	6%	9%	8%	10%	8%	-	5%	9%	7%	7%	7%	8%	8%
	CWOD	**18%**	8%	12%	28%	14%	59%	15%	23%	10%	30%	-	18%	8%	19%	17%	8%	6%	7%	20%
	EL	**8%**	7%	6%	15%	5%	29%	4%	15%	7%	14%	5%	8%	8%	8%	7%	5%	5%	1%	5%
	Male	**17%**	8%	12%	27%	13%	58%	16%	23%	10%	29%	9%	19%	8%	17%	-	7%	6%	8%	19%
	Female	**16%**	8%	10%	24%	13%	56%	13%	20%	9%	27%	7%	17%	7%	-	16%	9%	6%	7%	18%

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

Texas Education Agency
2023 Federal Report Card
State

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

		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	**44%**	29%	37%	58%	42%	80%	44%	51%	33%	60%	24%	47%	32%	45%	42%	27%	24%	25%	51%
	CWD	**24%**	18%	22%	30%	23%	51%	26%	26%	20%	33%	24%	-	19%	27%	20%	18%	19%	21%	27%
	CWOD	**47%**	31%	39%	63%	46%	81%	46%	55%	36%	64%	-	47%	34%	49%	45%	29%	25%	28%	56%
	EL	**32%**	36%	30%	41%	31%	61%	25%	43%	30%	42%	19%	34%	32%	34%	30%	23%	21%	21%	36%
	Male	**45%**	28%	38%	60%	43%	80%	44%	52%	35%	62%	27%	49%	34%	45%	-	28%	25%	27%	53%
	Female	**42%**	29%	35%	56%	41%	79%	43%	49%	32%	59%	20%	45%	30%	-	42%	26%	23%	23%	49%
Science	All Students	**46%**	31%	38%	63%	46%	77%	45%	55%	35%	63%	24%	49%	26%	47%	44%	24%	26%	26%	57%
	CWD	**24%**	18%	21%	33%	29%	48%	22%	28%	20%	34%	24%	-	15%	27%	20%	14%	19%	23%	31%
	CWOD	**49%**	34%	40%	67%	49%	78%	48%	60%	37%	66%	-	49%	27%	51%	47%	26%	27%	28%	61%
	EL	**26%**	27%	24%	32%	24%	48%	18%	37%	25%	33%	15%	27%	26%	28%	23%	19%	16%	17%	30%
	Male	**47%**	31%	40%	65%	48%	78%	46%	57%	36%	65%	27%	51%	28%	47%	-	25%	27%	29%	58%
	Female	**44%**	32%	36%	61%	44%	75%	44%	54%	33%	61%	20%	47%	23%	-	44%	23%	24%	24%	56%
SAT/ACT All Subjects	All Students	**61%**	47%	44%	77%	64%	91%	70%	74%	42%	74%	39%	61%	18%	65%	57%	58%	35%	34%	65%
	CWD	**39%**	21%	22%	68%	*	83%	-	57%	21%	60%	39%	-	11%	43%	30%	*	30%	0%	45%
	CWOD	**61%**	48%	44%	77%	65%	91%	70%	74%	42%	74%	-	61%	18%	65%	57%	59%	35%	39%	65%
	EL	**18%**	27%	16%	30%	*	52%	-	80%	17%	22%	11%	18%	18%	21%	14%	18%	15%	-	*
	Male	**65%**	48%	49%	80%	68%	92%	76%	78%	46%	77%	43%	65%	21%	65%	-	65%	42%	39%	69%
	Female	**57%**	46%	40%	74%	61%	90%	65%	70%	38%	71%	30%	57%	14%	-	57%	49%	29%	30%	61%
STAAR Percent at Masters Grade Level																				
All Grades																				
All Subjects	All Students	**19%**	10%	13%	28%	17%	51%	17%	25%	11%	31%	7%	21%	9%	18%	19%	7%	7%	7%	23%
	CWD	**7%**	5%	6%	10%	7%	17%	7%	8%	6%	11%	7%	-	4%	8%	6%	5%	6%	6%	8%
	CWOD	**21%**	11%	14%	31%	19%	53%	18%	28%	12%	33%	-	21%	10%	20%	21%	7%	7%	8%	25%
	EL	**9%**	11%	8%	14%	8%	26%	5%	16%	8%	15%	4%	10%	9%	9%	9%	5%	5%	5%	10%
	Male	**18%**	9%	13%	28%	16%	51%	16%	24%	11%	30%	8%	20%	9%	18%	-	7%	7%	7%	22%
	Female	**19%**	12%	13%	29%	18%	52%	18%	26%	11%	32%	6%	21%	9%	-	19%	7%	7%	7%	23%
Reading	All Students	**20%**	12%	14%	30%	18%	51%	18%	27%	12%	32%	7%	22%	9%	17%	23%	7%	8%	7%	24%
	CWD	**7%**	5%	6%	9%	7%	14%	7%	8%	5%	10%	7%	-	4%	7%	6%	5%	5%	6%	7%
	CWOD	**22%**	13%	15%	33%	20%	53%	20%	30%	13%	35%	-	22%	10%	19%	25%	7%	8%	8%	27%
	EL	**9%**	12%	8%	13%	9%	23%	4%	15%	8%	14%	4%	10%	9%	8%	10%	5%	5%	4%	10%
	Male	**17%**	9%	12%	26%	15%	47%	15%	23%	10%	28%	7%	19%	8%	17%	-	6%	6%	6%	20%
	Female	**23%**	15%	16%	34%	22%	55%	22%	31%	14%	37%	6%	25%	10%	-	23%	8%	9%	9%	28%
Mathematics	All Students	**18%**	9%	13%	26%	16%	53%	16%	23%	11%	29%	8%	20%	11%	20%	16%	8%	7%	7%	20%
	CWD	**8%**	6%	7%	11%	8%	20%	8%	9%	6%	12%	8%	-	6%	9%	6%	6%	6%	6%	9%
	CWOD	**20%**	10%	14%	29%	18%	55%	17%	25%	12%	32%	-	20%	11%	22%	18%	8%	7%	7%	23%
	EL	**11%**	12%	9%	16%	10%	32%	7%	18%	9%	18%	6%	11%	11%	12%	9%	6%	6%	6%	11%
	Male	**20%**	9%	14%	29%	17%	56%	17%	25%	12%	32%	9%	22%	12%	20%	-	9%	8%	8%	23%
	Female	**16%**	9%	11%	24%	15%	51%	15%	21%	10%	27%	6%	18%	9%	-	16%	7%	6%	5%	18%

		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%	11%	28%	16%	49%	15%	24%	10%	30%	7%	19%	6%	19%	16%	5%	6%	6%	23%
	CWD	**7%**	5%	6%	11%	7%	14%	5%	8%	6%	10%	7%	-	4%	8%	5%	4%	6%	6%	9%
	CWOD	**19%**	9%	12%	31%	17%	51%	16%	27%	11%	32%	-	19%	6%	21%	17%	6%	6%	6%	25%
	EL	**6%**	6%	5%	10%	4%	20%	4%	12%	5%	10%	4%	6%	6%	7%	5%	3%	3%	4%	7%
	Male	**19%**	8%	13%	31%	17%	51%	15%	26%	11%	32%	8%	21%	7%	19%	-	7%	7%	7%	25%
	Female	**16%**	9%	10%	26%	14%	46%	15%	23%	8%	28%	5%	17%	5%	-	16%	4%	5%	5%	21%
SAT/ACT All Subjects	All Students	**12%**	4%	3%	14%	9%	47%	10%	19%	3%	18%	9%	12%	1%	15%	9%	15%	1%	0%	6%
	CWD	**9%**	4%	3%	17%	*	37%	-	20%	2%	17%	9%	-	1%	10%	7%	*	0%	0%	18%
	CWOD	**12%**	4%	3%	14%	9%	47%	10%	19%	3%	18%	-	12%	1%	15%	9%	15%	2%	0%	6%
	EL	**1%**	0%	0%	6%	*	8%	-	0%	0%	2%	1%	1%	1%	1%	0%	0%	0%	-	*
	Male	**15%**	5%	5%	18%	8%	53%	14%	21%	5%	22%	10%	15%	1%	15%	-	24%	2%	0%	6%
	Female	**9%**	4%	2%	10%	9%	41%	7%	16%	2%	14%	7%	9%	0%	-	9%	3%	1%	0%	6%

- Indicates there are no students in the group.

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

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2022-23 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Academic Growth Score											
Reading											
All Students	64	59	61	70	64	80	68	68	59	50	57
CWD	50	46	47	55	53	68	53	53	46	50	44
CWOD	66	62	63	72	66	81	69	70	62	-	59
EL ✧	57	59	56	62	57	70	61	64	56	44	57
Male	61	56	58	67	61	79	64	65	56	48	54
Female	67	63	64	73	68	82	71	70	63	53	61
Mathematics											
All Students	69	65	66	72	67	84	70	71	65	63	65
CWD	63	61	63	65	61	74	63	64	62	63	62
CWOD	69	66	67	73	69	85	71	72	66	-	65
EL ✧	65	67	64	68	64	77	66	70	64	62	65

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Male	69	64	66	72	67	85	70	71	65	63	65
Female	69	66	66	72	68	84	71	70	66	64	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 2022.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL✧	Homeless ✧	Foster Care ✧
Federal Graduation Rates													
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2022													
All Students	89.7%	85.6%	88.0%	93.8%	88.4%	96.8%	88.9%	90.6%	86.4%	79.1%	80.1%	74.8%	61.7%
CWD	79.1%	77.3%	78.9%	81.4%	81.8%	67.9%	75.9%	79.7%	78.1%	79.1%	82.1%	72.4%	57.9%
CWOD	90.8%	86.9%	88.9%	94.9%	89.1%	97.8%	90.2%	91.8%	87.4%	-	79.9%	75.2%	63.2%
EL ✧	80.1%	83.7%	79.5%	83.4%	80.6%	90.5%	76.3%	75.4%	80.7%	82.1%	80.1%	65.5%	66.1%
Male	87.7%	82.3%	85.5%	92.7%	86.7%	96.3%	87.4%	89.5%	83.7%	77.9%	77.3%	70.5%	58.1%
Female	91.9%	89.1%	90.5%	94.9%	90.0%	97.4%	90.5%	91.6%	89.1%	81.3%	83.6%	78.6%	64.6%

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

Part (iv): English Language Proficiency

This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2023 TELPAS (Texas English Language Proficiency Assessment System) data. (EL: English learner)

Total EL in Class	Proficiency of EL	Rate of Proficiency
1,191,694	258,435	22%

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

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Student Success (Student Achievement Domain Score: STAAR Component Only)											
STAAR Component Score	47	36	41	59	46	74	47	54	39	26	34
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	68%	54%	66%	75%	67%	86%	58%	67%	63%	68%	56%

- 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)

Not applicable. In Texas state accountability, no goals or interim objectives have been set at the district / State levels for any indicator for any student group.

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 2022-23 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
Participation Rate																	
All Subjects	All Students	**99%**	99%	99%	99%	99%	100%	99%	99%	99%	99%	99%	99%	99%	99%	99%	99%
	CWD	**99%**	98%	99%	99%	98%	100%	99%	99%	99%	99%	99%	-	99%	99%	99%	98%
	CWOD	**99%**	99%	99%	99%	99%	100%	99%	99%	99%	99%	-	99%	99%	99%	99%	99%
	EL	**99%**	99%	99%	99%	99%	99%	99%	99%	99%	99%	99%	99%	99%	99%	99%	99%
	Male	**99%**	99%	99%	99%	99%	100%	99%	99%	99%	99%	99%	99%	99%	99%	-	98%
	Female	**99%**	99%	99%	99%	99%	100%	99%	99%	99%	99%	99%	99%	99%	-	99%	99%
Reading	All Students	**99%**	99%	99%	99%	99%	100%	99%	99%	99%	99%	99%	99%	99%	99%	99%	99%
	CWD	**99%**	98%	99%	99%	99%	100%	98%	98%	99%	99%	99%	-	99%	99%	99%	98%
	CWOD	**99%**	99%	99%	99%	99%	100%	99%	99%	99%	99%	-	99%	99%	99%	99%	99%
	EL	**99%**	100%	99%	100%	99%	100%	99%	100%	99%	99%	99%	99%	99%	99%	99%	99%
	Male	**99%**	99%	99%	99%	99%	100%	99%	99%	99%	99%	99%	99%	99%	99%	-	99%

		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
Reading	Female	**99%**	99%	99%	99%	99%	100%	99%	99%	99%	99%	99%	99%	99%	-	99%	99%
Mathematics	All Students	**99%**	99%	99%	99%	99%	100%	99%	99%	99%	99%	99%	99%	99%	99%	99%	99%
	CWD	**99%**	99%	99%	99%	98%	100%	99%	99%	99%	99%	99%	-	99%	99%	99%	98%
	CWOD	**99%**	99%	99%	99%	99%	100%	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%
	Male	**99%**	99%	99%	99%	99%	100%	99%	99%	99%	99%	99%	99%	99%	99%	-	98%
	Female	**99%**	99%	99%	99%	98%	100%	99%	99%	99%	99%	99%	99%	99%	-	99%	99%
Science	All Students	**99%**	98%	99%	99%	98%	99%	99%	98%	98%	99%	98%	99%	99%	99%	99%	98%
	CWD	**98%**	98%	98%	99%	98%	100%	99%	98%	98%	99%	98%	-	98%	98%	98%	97%
	CWOD	**99%**	98%	99%	99%	98%	99%	99%	98%	98%	99%	-	99%	99%	99%	99%	98%
	EL	**99%**	98%	99%	98%	98%	99%	98%	97%	99%	98%	98%	99%	99%	98%	99%	98%
	Male	**99%**	98%	98%	99%	98%	99%	98%	98%	98%	99%	98%	99%	98%	99%	-	98%
	Female	**99%**	98%	99%	99%	98%	99%	99%	98%	98%	99%	98%	99%	99%	-	99%	98%
SAT/ACT All Subjects	All Students	**93%**	94%	92%	93%	93%	97%	89%	92%	91%	94%	87%	93%	90%	92%	93%	90%
	CWD	**87%**	81%	90%	83%	*	95%	-	88%	88%	86%	87%	-	94%	88%	86%	*
	CWOD	**93%**	94%	92%	93%	92%	97%	89%	92%	91%	94%	-	93%	90%	92%	93%	90%
	EL	**90%**	93%	90%	90%	57%	96%	-	100%	91%	89%	94%	90%	90%	89%	92%	88%
	Male	**92%**	93%	91%	93%	94%	96%	89%	93%	90%	93%	88%	92%	89%	92%	-	92%
	Female	**93%**	94%	93%	94%	91%	97%	89%	92%	92%	94%	86%	93%	92%	-	93%	88%
Non-Participation Rate																	
All Subjects	All Students	**1%**	1%	1%	1%	1%	0%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%
	CWD	**1%**	2%	1%	1%	2%	0%	1%	1%	1%	1%	1%	-	1%	1%	1%	2%
	CWOD	**1%**	1%	1%	1%	1%	0%	1%	1%	1%	1%	-	1%	1%	1%	1%	1%
	EL	**1%**	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%
	Male	**1%**	1%	1%	1%	1%	0%	1%	1%	1%	1%	1%	1%	1%	1%	-	2%
	Female	**1%**	1%	1%	1%	1%	0%	1%	1%	1%	1%	1%	1%	1%	-	1%	1%
Reading	All Students	**1%**	1%	1%	1%	1%	0%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%
	CWD	**1%**	2%	1%	1%	1%	0%	2%	2%	1%	1%	1%	-	1%	1%	1%	2%
	CWOD	**1%**	1%	1%	1%	1%	0%	1%	1%	1%	1%	-	1%	1%	1%	1%	1%
	EL	**1%**	0%	1%	0%	1%	0%	1%	0%	1%	1%	1%	1%	1%	1%	1%	1%
	Male	**1%**	1%	1%	1%	1%	0%	1%	1%	1%	1%	1%	1%	1%	1%	-	1%
	Female	**1%**	1%	1%	1%	1%	0%	1%	1%	1%	1%	1%	1%	1%	-	1%	1%

		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
Mathematics	All Students	**1%**	1%	1%	1%	1%	0%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%
	CWD	**1%**	1%	1%	1%	2%	0%	1%	1%	1%	1%	1%	-	1%	1%	1%	2%
	CWOD	**1%**	1%	1%	1%	1%	0%	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%	0%	1%	1%	1%	1%	1%	1%	1%	1%	-	2%
	Female	**1%**	1%	1%	1%	2%	0%	1%	1%	1%	1%	1%	1%	1%	-	1%	1%
Science	All Students	**1%**	2%	1%	1%	2%	1%	1%	2%	2%	1%	2%	1%	1%	1%	1%	2%
	CWD	**2%**	2%	2%	1%	2%	0%	1%	2%	2%	1%	2%	-	2%	2%	2%	3%
	CWOD	**1%**	2%	1%	1%	2%	1%	1%	2%	2%	1%	-	1%	1%	1%	1%	2%
	EL	**1%**	2%	1%	2%	2%	1%	2%	3%	1%	2%	2%	1%	1%	2%	1%	2%
	Male	**1%**	2%	2%	1%	2%	1%	2%	2%	2%	1%	2%	1%	2%	1%	-	2%
	Female	**1%**	2%	1%	1%	2%	1%	1%	2%	2%	1%	2%	1%	1%	-	1%	2%
SAT/ACT All Subjects	All Students	**7%**	6%	8%	7%	7%	3%	11%	8%	9%	6%	13%	7%	10%	8%	7%	10%
	CWD	**13%**	19%	10%	17%	*	5%	-	12%	12%	14%	13%	-	6%	12%	14%	*
	CWOD	**7%**	6%	8%	7%	8%	3%	11%	8%	9%	6%	-	7%	10%	8%	7%	10%
	EL	**10%**	7%	10%	10%	43%	4%	-	0%	9%	11%	6%	10%	10%	11%	8%	12%
	Male	**8%**	7%	9%	7%	6%	4%	11%	7%	10%	7%	12%	8%	11%	8%	-	8%
	Female	**7%**	6%	7%	6%	9%	3%	11%	8%	8%	6%	14%	7%	8%	-	7%	12%

- Indicates there are no students in the group.

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

Part (viii): Civil Rights Data

Part (viii)(I) This section provides information from the 2020-21 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

	Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
Students Without Disabilities											
In-School Suspensions											

		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	***	***	***	***	***	***	***	***	***		
	Female	***	***	***	***	***	***	***	***	***		
	Total	***	***	***	***	***	***	***	***	***		
Out-of-School Suspensions												
	Male	***	***	***	***	***	***	***	***	***		
	Female	***	***	***	***	***	***	***	***	***		
	Total	***	***	***	***	***	***	***	***	***		
Expulsions												
With Educational Services	Male	***	***	***	***	***	***	***	***	***		
	Female	***	***	***	***	***	***	***	***	***		
	Total	***	***	***	***	***	***	***	***	***		
Without Educational Services	Male	***	***	***	***	***	***	***	***	***		
	Female	***	***	***	***	***	***	***	***	***		
	Total	***	***	***	***	***	***	***	***	***		
Under Zero Tolerance Policies	Male	***	***	***	***	***	***	***	***	***		
	Female	***	***	***	***	***	***	***	***	***		
	Total	***	***	***	***	***	***	***	***	***		
School-Related Arrests												
	Male	***	***	***	***	***	***	***	***	***		
	Female	***	***	***	***	***	***	***	***	***		
	Total	***	***	***	***	***	***	***	***	***		
Referrals to Law Enforcement												
	Male	***	***	***	***	***	***	***	***	***		
	Female	***	***	***	***	***	***	***	***	***		
	Total	***	***	***	***	***	***	***	***	***		
Students With Disabilities												
In-School Suspensions												
	Male	***	***	***	***	***	***	***	***	***		***
	Female	***	***	***	***	***	***	***	***	***		***
	Total	***	***	***	***	***	***	***	***	***		***
Out-of-School Suspensions												
	Male	***	***	***	***	***	***	***	***	***		***
	Female	***	***	***	***	***	***	***	***	***		***
	Total	***	***	***	***	***	***	***	***	***		***
Expulsions												

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
With Educational Services	Male	***	***	***	***	***	***	***	***	***		***
	Female	***	***	***	***	***	***	***	***	***		***
	Total	***	***	***	***	***	***	***	***	***		***
Without Educational Services	Male	***	***	***	***	***	***	***	***	***		***
	Female	***	***	***	***	***	***	***	***	***		***
	Total	***	***	***	***	***	***	***	***	***		***
Under Zero Tolerance Policies	Male	***	***	***	***	***	***	***	***	***		***
	Female	***	***	***	***	***	***	***	***	***		***
	Total	***	***	***	***	***	***	***	***	***		***
School-Related Arrests												
	Male	***	***	***	***	***	***	***	***	***		***
	Female	***	***	***	***	***	***	***	***	***		***
	Total	***	***	***	***	***	***	***	***	***		***
Referrals to Law Enforcement												
	Male	***	***	***	***	***	***	***	***	***		***
	Female	***	***	***	***	***	***	***	***	***		***
	Total	***	***	***	***	***	***	***	***	***		***
All Students												
Chronic Absenteeism												
	Male	440,280	83,384	269,348	84,402	1,769	4,903	908	11,187	101,813	88,415	44,504
	Female	376,866	71,394	226,517	74,570	1,469	3,958	780	10,478	77,857	45,616	31,523
	Total	817,146	154,778	495,865	158,972	3,238	8,861	1,688	21,665	179,670	134,031	76,027

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

	Total
On the basis of race	***
On the basis of disability	***
On the basis of sexual orientation	***
On the basis of religion	***

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

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs											
	Male	***	***	***	***	***	***	***	***	***	***
	Female	***	***	***	***	***	***	***	***	***	***
	Total	***	***	***	***	***	***	***	***	***	***
Accelerated Coursework											
Advanced Placement Courses	Male	***	13,870	83,809	52,500	463	***	202	4,470	14,672	3,659
	Female	***	20,992	***	59,530	545	***	288	5,640	***	2,166
	Total	***	34,862	***	112,030	1,008	***	490	10,110	***	5,825
International Baccalaureate Courses	Male	***	***	***	***	***	***	***	***	***	***
	Female	***	***	***	***	***	***	***	***	***	***
	Total	***	***	***	***	***	***	***	***	***	***
Dual Enrollment/Dual Credit Programs	Male	***	***	***	***	***	***	***	***	4,868	1,932
	Female	***	***	***	***	***	***	***	***	5,483	1,201
	Total	***	***	***	***	***	***	***	***	10,351	3,133

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

Part (ix): Teacher Quality Data

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

	All School		High-Poverty Schools		Low-Poverty Schools	
	Number	Percent	Number	Percent	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	67,596.2	17.2%	15,787.7	19.7%	15,640.8	13.4%
Teachers Teaching with Emergency or Provisional Credentials	15,685.2	4.2%	3,892.6	5.2%	4,023.5	3.6%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	44,029.2	11.8%	9,537.2	12.7%	9,888.5	8.9%

- Indicates there are no data available in the group.

Part (x): Per-pupil Expenditure

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

To be updated by June 30th, 2024.

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 2022-23 school year.

	State Number of ALT2	State Rate of ALT2
Grade 3		
Reading	7,391	2%
Mathematics	7,386	2%
Grade 4		
Reading	7,296	2%
Mathematics	7,293	2%
Grade 5		
Reading	6,823	2%
Mathematics	6,825	2%
Science	6,820	2%
Grade 6		
Reading	6,480	2%
Mathematics	6,481	2%
Grade 7		
Reading	6,309	2%
Mathematics	6,300	2%
Grade 8		
Reading	6,168	1%
Mathematics	6,162	2%
Science	6,163	1%

	State Number of ALT2	State Rate of ALT2
End of Course		
English I	6,032	1%
English II	5,771	1%
Algebra I	6,015	1%
Biology	6,041	1%
All Grades		
All Subjects	117,761	1%
Reading	52,275	1%
Mathematics	46,462	2%
Science	19,024	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

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	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%

State Level: 2022 NAEP Participation Rates for Students with Disabilities and English Learners			
Grade	**Subject**	**Student Group**	**Rate**
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 2020-21 school year enrolled in a Texas public postsecondary education institution in the 2021-22 academic year in (I) programs of public postsecondary education in Texas; (II) programs of private postsecondaryeducation in Texas; and (III) programs of postsecondary education outside Texas. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
In-State Public Institutions	48%	44%	45%	51%	41%	75%	39%	47%	42%	24%	43%
In-State Private Institutions	3%	4%	2%	4%	3%	3%	3%	4%	2%	1%	2%
Out-of-State Institutions	7%	10%	4%	11%	9%	9%	8%	11%	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 2021-22 school year. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Chronic Absenteeism Rate	26%	30%	30%	20%	27%	10%	32%	24%	32%	32%	26%

- Indicates there are no students in the group.

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

Part (i): Description of State Accountability System

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

Part (i)(II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students *(not applicable to district and state report cards)*.

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

State ESSA Goals (Middle Schools)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Performance (At Meets Grade Level or Above)												
Reading/ELA	Baseline Rates	44%	32%	35%	59%	44%	74%	46%	56%	31%	19%	28%
	2022-23 through 2026-27	44%	32%	35%	59%	44%	74%	46%	56%	31%	19%	28%
	2027-28 through 2031-32	53%	43%	46%	66%	53%	78%	55%	63%	43%	33%	40%
	2032-33 through 2036-37	62%	54%	57%	73%	62%	82%	64%	70%	55%	47%	52%
	2037-38	72%	66%	68%	80%	72%	87%	73%	78%	66%	60%	64%
Mathematics	Baseline Rates	47%	32%	39%	61%	47%	85%	52%	56%	35%	21%	36%
	2022-23 through 2026-27	47%	32%	39%	61%	47%	85%	52%	56%	35%	21%	36%
	2027-28 through 2031-32	56%	43%	49%	68%	56%	88%	60%	63%	46%	34%	47%
	2032-33 through 2036-37	65%	54%	59%	75%	65%	91%	68%	70%	57%	47%	58%
	2037-38	74%	66%	70%	81%	74%	93%	76%	78%	68%	61%	68%
EL Progress												
	Baseline Rates											44%
	2022-23 through 2026-27											44%
	2027-28 through 2031-32											46%
	2032-33 through 2036-37											48%
	2037-38											50%

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

State ESSA Goals (Elementary Schools)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
	Baseline Rates											49%
	2022-23 through 2026-27											49%
	2027-28 through 2031-32											51%
	2032-33 through 2036-37											53%
	2037-38											55%

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

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

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

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

1 If Federal Graduation Status is not available, Academic Growth Status is used.
2 If College, Career, and Military Readiness is not available, Student Achievement Domain Score: STAAR Component Only is used.

(bb) the methodology by which the State differentiates all such schools. Total points for each component are determined by multiplying the percentage of evaluated indicators met by the corresponding weight and rounding to one decimal place. The Closing the Gaps domain score is the sum of the total points rounded to the nearest whole number and is further used to differentiate all public schools. See the accountability manual for details. Chapter 4-2023 Closing the Gaps Domain

(cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students.Texas uses the Closing the Gaps domain to identify campuses that have consistently under-performing student groups. A student group that misses the targets in at least the same three indicators, for three consecutive years, is considered 'consistently underperforming'. 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 2019, 2022, and 2023 are considered consecutive years for 2023 TSI identification. See the accountability manual for details. Chapter 10-2023 Identification of Schools for Improvement

(dd) the methodology by which the State identifies a school for comprehensive support and improvement. Texas annually ranks all Title I campuses based on Closing the Gaps scaled scores. First, Texas determines the bottom five percent of Closing the Gaps outcomes by rank ordering the scaled scores of Title I campuses by schooltype - elementary, middle, high school/K-12, and alternative education accountability. Texas then determines which campuses fell in the bottom five percent for each school type. Title I campuses that rank in their school type's bottom five percent are identified for CSI. Any Title I campus identified for Additional Targeted Support (ATS) for three consecutive years will be identified for CSI the following school year.

Part (i)(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement or implementing targeted support and improvement plans. Campuses Identified for Support under the Every Student Succeeds Act (ESSA) for the 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 type's bottom five percent of the Closing the Gaps domain for two consecutive years and have Closing the Gaps domain scaled score by the end of the second year that is higher than when originally identified are considered as having successfully exited. Campuses previously identified as CSI based solely on a graduation rate must have a four or six-year federal graduation rate of at least 66.7 percent for two consecutive years to exit CSI status.

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 2022-23 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																						
Reading	All Students	75%	75%	**84%**	100%	76%	87%	*	100%	*	100%	77%	93%	54%	89%	61%	83%	85%	-	-	*	*
	CWD	51%	52%	**54%**	*	33%	60%	*	-	-	*	40%	85%	54%	-	14%	53%	55%	-	-	*	-
	CWOD	80%	80%	**89%**	100%	82%	92%	*	100%	*	100%	84%	94%	-	89%	67%	89%	88%	-	-	-	*
	EL	65%	62%	**61%**	-	59%	*	-	*	-	-	56%	77%	14%	67%	61%	59%	62%	-	-	-	-
	Male	73%	73%	**83%**	100%	78%	84%	*	*	*	*	74%	94%	53%	89%	59%	83%	-	-	-	-	-
	Female	78%	78%	**85%**	100%	73%	91%	*	*	-	*	79%	92%	55%	88%	62%	-	85%	-	-	*	*

		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	72%	72%	**83%**	91%	75%	86%	*	100%	*	100%	75%	92%	55%	87%	67%	84%	81%	-	-	*	*
	CWD	51%	51%	**55%**	*	32%	63%	*	-	-	*	44%	76%	55%	-	29%	56%	52%	-	-	*	-
	CWOD	76%	76%	**87%**	100%	82%	90%	*	100%	*	100%	82%	94%	-	87%	72%	91%	84%	-	-	-	*
	EL	67%	63%	**67%**	-	64%	*	-	*	-	-	63%	85%	29%	72%	67%	66%	69%	-	-	-	-
	Male	74%	73%	**84%**	80%	78%	87%	*	*	*	*	77%	94%	56%	91%	66%	84%	-	-	-	-	-
	Female	70%	70%	**81%**	100%	72%	84%	*	*	-	*	73%	90%	52%	84%	69%	-	81%	-	-	*	*
Grade 4																						
Reading	All Students	76%	77%	**83%**	78%	74%	87%	*	88%	-	100%	73%	94%	53%	88%	56%	83%	83%	-	*	-	*
	CWD	51%	52%	**53%**	*	35%	61%	-	*	-	*	38%	75%	53%	-	25%	53%	53%	-	-	-	-
	CWOD	81%	82%	**88%**	75%	81%	93%	*	100%	-	100%	81%	97%	-	88%	65%	88%	88%	-	*	-	*
	EL	66%	64%	**56%**	-	56%	-	-	*	-	-	52%	80%	25%	65%	56%	67%	42%	-	-	-	-
	Male	74%	74%	**83%**	80%	77%	84%	*	100%	-	*	74%	92%	53%	88%	67%	83%	-	-	*	-	-
	Female	79%	80%	**83%**	*	70%	90%	-	*	-	100%	71%	95%	53%	88%	42%	-	83%	-	-	-	*
Mathematics	All Students	69%	69%	**82%**	67%	78%	85%	*	88%	-	56%	73%	91%	56%	87%	70%	83%	80%	-	*	-	*
	CWD	44%	44%	**56%**	*	61%	57%	-	*	-	*	45%	71%	56%	-	56%	53%	59%	-	-	-	-
	CWOD	74%	74%	**87%**	75%	81%	91%	*	100%	-	63%	80%	94%	-	87%	74%	89%	84%	-	*	-	*
	EL	63%	59%	**70%**	-	70%	-	-	*	-	-	68%	80%	56%	74%	70%	74%	65%	-	-	-	-
	Male	71%	71%	**83%**	60%	81%	86%	*	100%	-	*	76%	91%	53%	89%	74%	83%	-	-	*	-	-
	Female	67%	66%	**80%**	*	74%	84%	-	*	-	60%	70%	90%	59%	84%	65%	-	80%	-	-	-	*
Grade 5																						
Reading	All Students	80%	80%	**84%**	87%	79%	86%	*	*	*	90%	78%	91%	39%	91%	75%	81%	87%	-	*	*	100%
	CWD	49%	50%	**39%**	*	36%	39%	*	-	*	-	39%	40%	39%	-	33%	44%	33%	-	-	*	*
	CWOD	86%	86%	**91%**	92%	88%	93%	*	*	*	90%	87%	96%	-	91%	85%	88%	95%	-	*	*	100%
	EL	72%	71%	**75%**	-	74%	*	-	-	*	-	71%	100%	33%	85%	75%	61%	93%	-	-	-	*
	Male	77%	77%	**81%**	100%	70%	86%	*	*	*	88%	74%	92%	44%	88%	61%	81%	-	-	*	*	100%
	Female	83%	84%	**87%**	78%	89%	86%	*	*	*	*	82%	91%	33%	95%	93%	-	87%	-	-	*	*
Mathematics	All Students	79%	78%	**84%**	71%	83%	86%	*	*	*	80%	77%	92%	51%	90%	83%	84%	85%	-	*	*	100%
	CWD	59%	57%	**51%**	*	60%	48%	*	-	*	-	48%	60%	51%	-	58%	50%	52%	-	-	*	*
	CWOD	83%	82%	**90%**	91%	88%	91%	*	*	*	80%	85%	95%	-	90%	88%	91%	90%	-	*	*	100%
	EL	75%	73%	**83%**	-	82%	*	-	-	*	-	80%	100%	58%	88%	83%	81%	86%	-	-	-	*
	Male	79%	79%	**84%**	67%	81%	87%	*	*	*	88%	78%	93%	50%	91%	81%	84%	-	-	*	*	100%
	Female	79%	78%	**85%**	75%	86%	86%	*	*	*	*	77%	92%	52%	90%	86%	-	85%	-	-	*	*
Science	All Students	64%	65%	**72%**	60%	69%	76%	*	*	*	60%	62%	83%	36%	78%	52%	76%	68%	-	*	*	78%
	CWD	41%	42%	**36%**	*	48%	32%	*	-	*	-	33%	47%	36%	-	25%	44%	26%	-	-	*	*
	CWOD	68%	69%	**78%**	75%	73%	82%	*	*	*	60%	70%	86%	-	78%	58%	82%	74%	-	*	*	75%
	EL	52%	49%	**52%**	-	52%	*	-	-	*	-	50%	63%	25%	58%	52%	58%	43%	-	-	-	*
	Male	67%	68%	**76%**	67%	71%	81%	*	*	*	63%	66%	91%	44%	82%	58%	76%	-	-	*	*	80%
	Female	60%	62%	**68%**	56%	66%	71%	*	*	*	*	58%	77%	26%	74%	43%	-	68%	-	-	*	*
Grade 6																						

		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	75%	77%	**86%**	78%	86%	86%	*	*	*	78%	83%	88%	49%	92%	83%	82%	90%	-	-	*	100%
	CWD	45%	46%	**49%**	*	39%	51%	*	-	*	*	38%	58%	49%	-	17%	43%	61%	-	-	*	-
	CWOD	81%	82%	**92%**	83%	92%	92%	*	*	*	83%	90%	94%	-	92%	89%	91%	94%	-	-	-	100%
	EL	62%	62%	**83%**	-	82%	*	-	*	-	-	81%	91%	17%	89%	83%	77%	92%	-	-	-	-
	Male	72%	73%	**82%**	83%	82%	82%	*	*	*	*	79%	85%	43%	91%	77%	82%	-	-	-	*	*
	Female	80%	81%	**90%**	*	90%	90%	*	*	*	80%	88%	92%	61%	94%	92%	-	90%	-	-	-	*
Mathematics	All Students	74%	76%	**88%**	67%	84%	91%	*	*	*	89%	83%	92%	62%	92%	83%	88%	87%	-	-	*	100%
	CWD	51%	51%	**62%**	*	47%	63%	*	-	*	*	55%	67%	62%	-	33%	67%	52%	-	-	*	-
	CWOD	78%	80%	**92%**	67%	88%	96%	*	*	*	83%	88%	97%	-	92%	88%	93%	91%	-	-	-	100%
	EL	65%	64%	**83%**	-	82%	*	-	*	-	-	80%	100%	33%	88%	83%	77%	92%	-	-	-	-
	Male	75%	77%	**88%**	83%	80%	93%	*	*	*	*	83%	94%	67%	93%	77%	88%	-	-	-	*	*
	Female	73%	75%	**87%**	*	89%	88%	*	*	*	80%	84%	90%	52%	91%	92%	-	87%	-	-	-	*
Grade 7																						
Reading	All Students	77%	77%	**86%**	63%	83%	88%	-	*	*	89%	79%	92%	42%	92%	82%	83%	89%	-	*	-	80%
	CWD	45%	46%	**42%**	*	13%	58%	-	-	-	*	35%	56%	42%	-	*	36%	50%	-	-	-	*
	CWOD	82%	82%	**92%**	80%	91%	93%	-	*	*	100%	88%	95%	-	92%	86%	90%	94%	-	*	-	78%
	EL	62%	61%	**82%**	-	81%	-	-	*	-	-	83%	78%	*	86%	82%	81%	83%	-	*	-	*
	Male	73%	74%	**83%**	40%	82%	86%	-	*	-	83%	74%	91%	36%	90%	81%	83%	-	-	-	-	80%
	Female	81%	82%	**89%**	*	84%	91%	-	*	*	*	84%	93%	50%	94%	83%	-	89%	-	*	-	80%
Mathematics	All Students	61%	62%	**78%**	63%	76%	79%	-	*	*	89%	70%	85%	33%	84%	75%	80%	75%	-	*	-	50%
	CWD	37%	37%	**33%**	*	40%	30%	-	-	-	*	29%	39%	33%	-	*	36%	29%	-	-	-	*
	CWOD	66%	67%	**84%**	80%	80%	86%	-	*	*	100%	78%	89%	-	84%	78%	87%	81%	-	*	-	56%
	EL	47%	45%	**75%**	-	74%	-	-	*	-	-	78%	56%	*	78%	75%	81%	69%	-	*	-	*
	Male	62%	63%	**80%**	40%	82%	80%	-	*	-	83%	75%	85%	36%	87%	81%	80%	-	-	-	-	60%
	Female	60%	62%	**75%**	*	69%	78%	-	*	*	*	65%	86%	29%	81%	69%	-	75%	-	*	-	40%
Grade 8																						
Reading	All Students	82%	82%	**87%**	85%	84%	88%	*	*	*	100%	80%	93%	41%	92%	74%	81%	92%	*	*	*	*
	CWD	51%	52%	**41%**	*	25%	50%	-	-	-	*	38%	47%	41%	-	0%	28%	60%	-	-	*	-
	CWOD	86%	86%	**92%**	92%	93%	92%	*	*	*	100%	88%	96%	-	92%	87%	89%	95%	*	*	-	*
	EL	68%	65%	**74%**	-	73%	*	-	*	-	*	70%	92%	0%	87%	74%	65%	81%	-	-	-	-
	Male	78%	77%	**81%**	*	79%	82%	-	*	-	*	71%	90%	28%	89%	65%	81%	-	*	*	*	*
	Female	86%	87%	**92%**	100%	88%	94%	*	*	*	*	88%	96%	60%	95%	81%	-	92%	-	-	-	*
Mathematics	All Students	74%	74%	**72%**	56%	67%	76%	-	*	*	*	66%	81%	45%	78%	64%	67%	77%	*	*	*	*
	CWD	48%	48%	**45%**	*	35%	50%	-	-	-	*	41%	53%	45%	-	18%	38%	55%	-	-	*	-
	CWOD	79%	79%	**78%**	50%	75%	81%	-	*	*	*	72%	86%	-	78%	76%	75%	81%	*	*	-	*
	EL	64%	61%	**64%**	-	63%	*	-	-	-	*	60%	88%	18%	76%	64%	52%	73%	-	-	-	-
	Male	73%	73%	**67%**	*	60%	71%	-	*	-	*	63%	73%	38%	75%	52%	67%	-	*	*	*	-
	Female	76%	76%	**77%**	57%	72%	83%	-	-	*	*	69%	89%	55%	81%	73%	-	77%	-	-	-	*

		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	73%	72%	**82%**	92%	71%	88%	*	*	*	100%	73%	91%	45%	87%	58%	85%	80%	*	*	*	*
	CWD	45%	45%	**45%**	*	25%	54%	-	-	-	*	34%	65%	45%	-	9%	41%	50%	-	-	*	-
	CWOD	76%	76%	**87%**	92%	78%	91%	*	*	*	100%	79%	93%	-	87%	66%	91%	83%	*	*	-	*
	EL	56%	53%	**58%**	-	56%	*	-	*	-	*	57%	62%	9%	66%	58%	61%	55%	-	-	-	-
	Male	73%	73%	**85%**	*	76%	87%	-	*	-	*	76%	91%	41%	91%	61%	85%	-	*	*	*	*
	Female	72%	72%	**80%**	89%	67%	88%	*	*	*	*	69%	90%	50%	83%	55%	-	80%	-	-	-	*
End of Course																						
English I	All Students	70%	72%	**79%**	68%	68%	85%	*	100%	-	92%	71%	87%	38%	84%	56%	73%	88%	*	*	-	86%
	CWD	37%	37%	**38%**	*	30%	41%	-	-	-	-	31%	46%	38%	-	17%	36%	41%	-	*	-	*
	CWOD	75%	76%	**84%**	72%	73%	91%	*	100%	-	92%	77%	91%	-	84%	62%	79%	91%	*	*	-	100%
	EL	49%	51%	**56%**	-	57%	*	-	*	-	*	58%	50%	17%	62%	56%	46%	70%	-	-	-	-
	Male	65%	66%	**73%**	69%	61%	80%	*	*	-	86%	62%	85%	36%	79%	46%	73%	-	*	*	-	*
	Female	76%	78%	**88%**	67%	78%	93%	*	*	-	100%	85%	91%	41%	91%	70%	-	88%	-	*	-	*
English II	All Students	73%	75%	**81%**	63%	72%	87%	*	*	-	91%	72%	89%	44%	84%	49%	75%	87%	-	*	*	100%
	CWD	39%	40%	**44%**	*	35%	43%	-	-	-	*	38%	53%	44%	-	25%	50%	37%	-	*	-	*
	CWOD	77%	79%	**84%**	58%	75%	91%	*	*	-	90%	76%	92%	-	84%	52%	78%	91%	-	*	*	100%
	EL	48%	51%	**49%**	-	49%	-	-	*	-	*	48%	53%	25%	52%	49%	34%	67%	-	*	-	-
	Male	68%	70%	**75%**	40%	67%	82%	*	*	-	86%	64%	87%	50%	78%	34%	75%	-	-	*	-	*
	Female	78%	80%	**87%**	100%	76%	93%	-	-	-	*	81%	92%	37%	91%	67%	-	87%	-	*	*	*
Algebra I	All Students	77%	76%	**93%**	81%	89%	96%	100%	*	-	100%	90%	96%	78%	95%	81%	90%	97%	-	*	*	88%
	CWD	52%	50%	**78%**	*	76%	78%	-	-	-	-	72%	85%	78%	-	64%	73%	88%	-	-	-	*
	CWOD	81%	80%	**95%**	83%	90%	99%	100%	*	-	100%	93%	98%	-	95%	84%	93%	98%	-	*	*	100%
	EL	69%	66%	**81%**	-	81%	*	-	*	-	-	81%	82%	64%	84%	81%	73%	92%	-	-	-	-
	Male	74%	74%	**90%**	80%	83%	95%	-	*	-	*	85%	95%	73%	93%	73%	90%	-	-	*	-	80%
	Female	81%	80%	**97%**	83%	96%	98%	100%	*	-	100%	96%	98%	88%	98%	92%	-	97%	-	*	*	*
Biology	All Students	87%	88%	**95%**	84%	90%	98%	*	100%	-	100%	92%	98%	84%	96%	85%	94%	96%	*	*	-	100%
	CWD	67%	67%	**84%**	*	88%	83%	-	-	-	*	74%	100%	84%	-	89%	80%	90%	-	*	-	-
	CWOD	90%	90%	**96%**	87%	91%	99%	*	100%	-	100%	94%	98%	-	96%	85%	95%	97%	*	*	-	100%
	EL	75%	76%	**85%**	-	85%	-	-	*	-	*	82%	100%	89%	85%	85%	82%	89%	-	*	-	-
	Male	85%	86%	**94%**	73%	90%	97%	*	*	-	100%	90%	97%	80%	95%	82%	94%	-	*	*	-	*
	Female	89%	89%	**96%**	100%	91%	99%	-	*	-	*	93%	99%	90%	97%	89%	-	96%	-	*	-	100%
STAAR Percent at Meets Grade Level or Above																						
Grade 3																						
Reading	All Students	49%	50%	**57%**	55%	47%	63%	*	80%	*	71%	47%	71%	27%	62%	38%	54%	60%	-	-	*	*
	CWD	28%	27%	**27%**	*	11%	33%	*	-	-	*	14%	55%	27%	-	0%	23%	35%	-	-	*	-
	CWOD	53%	54%	**62%**	67%	52%	68%	*	80%	*	60%	54%	72%	-	62%	43%	61%	63%	-	-	-	*
	EL	37%	34%	**38%**	-	36%	*	-	*	-	-	31%	62%	0%	43%	38%	28%	48%	-	-	-	-
	Male	46%	46%	**54%**	40%	45%	58%	*	*	*	*	42%	71%	23%	61%	28%	54%	-	-	-	-	-
	Female	53%	53%	**60%**	67%	49%	68%	*	*	-	*	53%	70%	35%	63%	48%	-	60%	-	-	*	*

		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	44%	44%	**54%**	55%	43%	60%	*	80%	*	57%	44%	68%	28%	59%	38%	59%	49%	-	-	*	*
	CWD	28%	28%	**28%**	*	5%	38%	*	-	-	*	19%	48%	28%	-	14%	23%	38%	-	-	*	-
	CWOD	47%	47%	**59%**	56%	48%	64%	*	80%	*	60%	49%	71%	-	59%	41%	67%	50%	-	-	-	*
	EL	35%	32%	**38%**	-	34%	*	-	*	-	-	29%	69%	14%	41%	38%	34%	41%	-	-	-	-
	Male	47%	48%	**59%**	40%	51%	63%	*	*	*	*	47%	75%	23%	67%	34%	59%	-	-	-	-	-
	Female	40%	39%	**49%**	67%	34%	57%	*	*	-	*	39%	60%	38%	50%	41%	-	49%	-	-	*	*
Grade 4																						
Reading	All Students	47%	48%	**51%**	56%	41%	57%	*	63%	-	56%	36%	67%	21%	57%	25%	51%	52%	-	*	-	*
	CWD	25%	25%	**21%**	*	9%	30%	-	*	-	*	12%	36%	21%	-	0%	26%	16%	-	-	-	-
	CWOD	51%	53%	**57%**	63%	47%	63%	*	71%	-	63%	42%	73%	-	57%	32%	55%	59%	-	*	-	*
	EL	35%	32%	**25%**	-	24%	-	-	*	-	-	22%	40%	0%	32%	25%	26%	23%	-	-	-	-
	Male	44%	45%	**51%**	40%	40%	57%	*	80%	-	*	36%	68%	26%	55%	26%	51%	-	-	*	-	-
	Female	50%	51%	**52%**	*	43%	57%	-	*	-	60%	36%	67%	16%	59%	23%	-	52%	-	-	-	*
Mathematics	All Students	47%	47%	**63%**	44%	55%	68%	*	63%	-	44%	50%	76%	33%	68%	45%	69%	55%	-	*	-	*
	CWD	27%	27%	**33%**	*	30%	36%	-	*	-	*	26%	43%	33%	-	25%	39%	25%	-	-	-	-
	CWOD	51%	51%	**68%**	50%	60%	75%	*	71%	-	50%	56%	82%	-	68%	51%	75%	61%	-	*	-	*
	EL	39%	35%	**45%**	-	46%	-	-	*	-	-	41%	70%	25%	51%	45%	55%	32%	-	-	-	-
	Male	50%	50%	**69%**	20%	64%	74%	*	80%	-	*	56%	85%	39%	75%	55%	69%	-	-	-	*	-
	Female	43%	43%	**55%**	*	46%	61%	-	*	-	40%	42%	67%	25%	61%	32%	-	55%	-	-	-	*
Grade 5																						
Reading	All Students	56%	56%	**60%**	53%	54%	65%	*	*	*	40%	48%	74%	18%	67%	47%	53%	67%	-	*	*	78%
	CWD	27%	27%	**18%**	*	24%	16%	*	-	*	-	17%	20%	18%	-	8%	18%	19%	-	-	*	*
	CWOD	61%	62%	**67%**	67%	60%	72%	*	*	*	40%	55%	79%	-	67%	56%	60%	74%	-	*	*	75%
	EL	43%	41%	**47%**	-	48%	*	-	-	*	-	43%	75%	8%	56%	47%	33%	64%	-	-	-	*
	Male	51%	52%	**53%**	50%	43%	61%	*	*	*	38%	41%	71%	18%	60%	33%	53%	-	-	*	*	100%
	Female	60%	61%	**67%**	56%	66%	69%	*	*	*	*	57%	77%	19%	74%	64%	-	67%	-	-	*	*
Mathematics	All Students	50%	49%	**54%**	50%	44%	60%	*	*	*	30%	40%	69%	20%	59%	39%	54%	54%	-	*	*	63%
	CWD	28%	27%	**20%**	*	24%	19%	*	-	*	-	17%	27%	20%	-	17%	21%	19%	-	-	*	*
	CWOD	54%	53%	**59%**	64%	48%	67%	*	*	*	30%	46%	73%	-	59%	44%	60%	59%	-	*	*	57%
	EL	43%	39%	**39%**	-	39%	*	-	-	*	-	36%	63%	17%	44%	39%	36%	43%	-	-	-	*
	Male	52%	51%	**54%**	33%	44%	63%	*	*	*	25%	38%	77%	21%	60%	36%	54%	-	-	*	*	60%
	Female	48%	47%	**54%**	63%	44%	58%	*	*	*	*	43%	63%	19%	59%	43%	-	54%	-	-	*	*
Science	All Students	35%	36%	**39%**	33%	30%	46%	*	*	*	40%	26%	55%	11%	44%	11%	44%	36%	-	*	*	56%
	CWD	23%	23%	**11%**	*	8%	16%	*	-	*	-	9%	20%	11%	-	8%	12%	11%	-	-	*	*
	CWOD	37%	38%	**44%**	42%	34%	50%	*	*	*	40%	30%	58%	-	44%	12%	49%	39%	-	*	*	50%
	EL	22%	19%	**11%**	-	11%	*	-	-	*	-	9%	25%	8%	12%	11%	17%	4%	-	-	-	*
	Male	39%	40%	**44%**	33%	30%	53%	*	*	*	38%	27%	68%	12%	49%	17%	44%	-	-	*	*	80%
	Female	30%	31%	**36%**	33%	30%	39%	*	*	*	*	25%	45%	11%	39%	4%	-	36%	-	-	*	*
Grade 6																						

		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	51%	53%	**61%**	56%	59%	63%	*	*	*	67%	54%	67%	20%	68%	50%	58%	64%	-	-	*	83%
	CWD	24%	23%	**20%**	*	28%	15%	*	-	*	*	17%	22%	20%	-	0%	19%	22%	-	-	*	-
	CWOD	56%	58%	**68%**	67%	63%	72%	*	*	*	83%	60%	76%	-	68%	55%	67%	69%	-	-	-	83%
	EL	34%	33%	**50%**	-	50%	*	-	*	-	-	46%	73%	0%	55%	50%	45%	58%	-	-	-	-
	Male	47%	49%	**58%**	67%	55%	59%	*	*	*	*	53%	63%	19%	67%	45%	58%	-	-	-	*	*
	Female	56%	57%	**64%**	*	63%	67%	*	*	*	60%	56%	72%	22%	69%	58%	-	64%	-	-	-	*
Mathematics	All Students	38%	40%	**59%**	44%	55%	64%	*	*	*	33%	55%	63%	23%	65%	53%	62%	56%	-	-	*	83%
	CWD	22%	21%	**23%**	*	35%	20%	*	-	*	*	24%	22%	23%	-	17%	24%	22%	-	-	*	-
	CWOD	41%	44%	**65%**	50%	58%	72%	*	*	*	50%	60%	71%	-	65%	56%	71%	60%	-	-	-	83%
	EL	26%	25%	**53%**	-	53%	*	-	*	-	-	51%	64%	17%	56%	53%	55%	50%	-	-	-	-
	Male	41%	44%	**62%**	50%	63%	64%	*	*	*	*	60%	65%	24%	71%	55%	62%	-	-	-	*	*
	Female	36%	37%	**56%**	*	46%	63%	*	*	*	40%	48%	62%	22%	60%	50%	-	56%	-	-	-	*
Grade 7																						
Reading	All Students	53%	54%	**61%**	38%	47%	68%	-	*	*	78%	46%	74%	17%	67%	39%	58%	63%	-	*	-	60%
	CWD	24%	24%	**17%**	*	7%	24%	-	-	-	*	15%	22%	17%	-	*	18%	17%	-	-	-	*
	CWOD	58%	59%	**67%**	60%	51%	75%	-	*	*	88%	52%	79%	-	67%	41%	64%	69%	-	*	-	67%
	EL	33%	33%	**39%**	-	37%	-	-	*	-	-	38%	44%	*	41%	39%	38%	40%	-	*	-	*
	Male	49%	50%	**58%**	20%	46%	66%	-	*	-	67%	43%	71%	18%	64%	38%	58%	-	-	-	-	60%
	Female	57%	59%	**63%**	*	47%	71%	-	*	*	*	49%	79%	17%	69%	40%	-	63%	-	*	-	60%
Mathematics	All Students	36%	36%	**52%**	25%	42%	57%	-	*	*	56%	41%	62%	10%	57%	46%	57%	46%	-	*	-	40%
	CWD	20%	20%	**10%**	*	13%	9%	-	-	-	*	12%	6%	10%	-	*	11%	8%	-	-	-	*
	CWOD	39%	39%	**57%**	40%	45%	64%	-	*	*	63%	46%	67%	-	57%	48%	64%	51%	-	*	-	44%
	EL	22%	21%	**46%**	-	44%	-	-	*	-	-	48%	33%	*	48%	46%	54%	37%	-	*	-	*
	Male	38%	38%	**57%**	20%	50%	62%	-	*	-	50%	48%	64%	11%	64%	54%	57%	-	-	-	-	40%
	Female	34%	34%	**46%**	*	34%	52%	-	*	*	*	34%	59%	8%	51%	37%	-	46%	-	*	-	40%
Grade 8																						
Reading	All Students	56%	56%	**65%**	69%	61%	67%	*	*	*	71%	55%	75%	20%	71%	48%	56%	74%	*	*	*	*
	CWD	24%	25%	**20%**	*	20%	19%	-	-	-	*	16%	29%	20%	-	0%	7%	40%	-	-	*	-
	CWOD	61%	61%	**71%**	75%	68%	72%	*	*	*	80%	61%	78%	-	71%	56%	64%	77%	*	*	-	*
	EL	34%	31%	**48%**	-	49%	*	-	*	-	*	45%	62%	0%	56%	48%	35%	57%	-	-	-	-
	Male	50%	50%	**56%**	*	56%	56%	-	*	-	*	48%	64%	7%	64%	35%	56%	-	*	*	*	*
	Female	62%	63%	**74%**	78%	66%	80%	*	*	*	*	61%	87%	40%	77%	57%	-	74%	-	-	-	*
Mathematics	All Students	45%	45%	**27%**	33%	27%	27%	-	*	*	*	23%	32%	16%	30%	23%	25%	29%	*	*	*	*
	CWD	24%	23%	**16%**	*	15%	15%	-	-	-	*	16%	18%	16%	-	0%	17%	15%	-	-	*	-
	CWOD	48%	48%	**30%**	25%	30%	30%	-	*	*	*	25%	35%	-	30%	29%	28%	32%	*	*	-	*
	EL	31%	27%	**23%**	-	24%	*	-	-	-	*	21%	38%	0%	29%	23%	13%	30%	-	-	-	-
	Male	44%	45%	**25%**	*	28%	23%	-	*	-	*	19%	33%	17%	28%	13%	25%	-	*	*	*	-
	Female	45%	45%	**29%**	29%	26%	33%	-	-	*	*	27%	31%	15%	32%	30%	-	29%	-	-	-	*

		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	46%	45%	**56%**	54%	47%	60%	*	*	*	57%	44%	67%	16%	60%	30%	56%	56%	*	*	*	*
	CWD	24%	23%	**16%**	*	15%	15%	-	-	-	*	16%	18%	16%	-	0%	14%	20%	-	-	*	-
	CWOD	49%	48%	**60%**	50%	52%	65%	*	*	*	80%	49%	70%	-	60%	35%	62%	59%	*	*	-	*
	EL	26%	23%	**30%**	-	30%	*	-	*	-	*	28%	38%	0%	35%	30%	29%	31%	-	-	-	-
	Male	48%	47%	**56%**	*	50%	57%	-	*	-	*	44%	65%	14%	62%	29%	56%	-	*	*	*	*
	Female	43%	43%	**56%**	44%	45%	65%	*	*	*	*	43%	68%	20%	59%	31%	-	56%	-	-	-	*
End of Course																						
English I	All Students	50%	53%	**63%**	45%	49%	72%	*	86%	-	50%	51%	76%	26%	68%	39%	58%	71%	*	*	-	57%
	CWD	20%	21%	**26%**	*	10%	32%	-	-	-	-	20%	35%	26%	-	8%	27%	24%	-	*	-	*
	CWOD	54%	57%	**68%**	44%	54%	77%	*	86%	-	50%	55%	80%	-	68%	44%	62%	74%	*	*	-	67%
	EL	26%	27%	**39%**	-	40%	*	-	*	-	*	41%	31%	8%	44%	39%	30%	53%	-	-	-	-
	Male	44%	47%	**58%**	44%	42%	68%	*	*	-	57%	42%	74%	27%	62%	30%	58%	-	*	*	-	*
	Female	57%	60%	**71%**	50%	59%	78%	*	*	-	40%	62%	79%	24%	74%	53%	-	71%	-	*	-	*
English II	All Students	53%	56%	**65%**	31%	55%	74%	*	*	-	64%	55%	75%	24%	69%	26%	59%	72%	-	*	*	86%
	CWD	22%	23%	**24%**	*	18%	30%	-	-	-	*	12%	42%	24%	-	13%	31%	16%	-	*	-	*
	CWOD	57%	60%	**69%**	33%	59%	77%	*	*	-	70%	60%	77%	-	69%	28%	62%	76%	-	*	*	83%
	EL	23%	25%	**26%**	-	24%	-	-	*	-	*	27%	24%	13%	28%	26%	22%	31%	-	*	-	-
	Male	47%	50%	**59%**	10%	51%	67%	*	*	-	71%	49%	70%	31%	62%	22%	59%	-	-	*	-	*
	Female	60%	62%	**72%**	67%	59%	81%	-	-	-	*	62%	81%	16%	76%	31%	-	72%	-	*	*	*
Algebra I	All Students	42%	42%	**62%**	69%	48%	69%	80%	*	-	89%	51%	71%	33%	65%	35%	60%	63%	-	*	*	63%
	CWD	19%	18%	**33%**	*	18%	38%	-	-	-	-	28%	38%	33%	-	18%	34%	29%	-	-	-	*
	CWOD	45%	45%	**65%**	75%	51%	73%	80%	*	-	89%	55%	75%	-	65%	37%	65%	66%	-	*	*	71%
	EL	29%	25%	**35%**	-	35%	*	-	*	-	-	38%	24%	18%	37%	35%	31%	39%	-	-	-	-
	Male	40%	40%	**60%**	80%	47%	67%	-	*	-	*	47%	72%	34%	65%	31%	60%	-	-	*	-	60%
	Female	44%	44%	**63%**	50%	51%	71%	80%	*	-	80%	55%	71%	29%	66%	39%	-	63%	-	*	*	*
Biology	All Students	54%	57%	**72%**	58%	64%	78%	*	83%	-	70%	64%	80%	27%	77%	50%	71%	73%	*	*	-	100%
	CWD	27%	27%	**27%**	*	31%	21%	-	-	-	*	19%	39%	27%	-	33%	24%	30%	-	*	-	-
	CWOD	58%	60%	**77%**	60%	67%	83%	*	83%	-	78%	69%	84%	-	77%	52%	76%	77%	*	*	-	100%
	EL	29%	29%	**50%**	-	49%	-	-	*	-	*	51%	46%	33%	52%	50%	44%	57%	-	*	-	-
	Male	53%	55%	**71%**	45%	67%	77%	*	*	-	67%	63%	80%	24%	76%	44%	71%	-	*	*	-	*
	Female	55%	58%	**73%**	75%	60%	79%	-	*	-	*	65%	81%	30%	77%	57%	-	73%	-	*	-	100%
STAAR Percent at Masters Grade Level																						
Grade 3																						
Reading	All Students	19%	19%	**22%**	9%	13%	27%	*	40%	*	14%	18%	27%	8%	24%	15%	21%	23%	-	-	*	*
	CWD	7%	6%	**8%**	*	0%	13%	*	-	-	*	0%	25%	8%	-	0%	5%	15%	-	-	*	-
	CWOD	22%	22%	**24%**	11%	15%	30%	*	40%	*	20%	21%	28%	-	24%	17%	24%	24%	-	-	-	*
	EL	13%	10%	**15%**	-	13%	*	-	*	-	-	15%	15%	0%	17%	15%	13%	17%	-	-	-	-
	Male	17%	17%	**21%**	20%	14%	24%	*	*	*	*	15%	28%	5%	24%	13%	21%	-	-	-	-	-
	Female	22%	21%	**23%**	0%	12%	31%	*	*	-	*	21%	26%	15%	24%	17%	-	23%	-	-	*	*

		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	18%	19%	**21%**	0%	10%	28%	*	60%	*	14%	14%	29%	13%	22%	7%	24%	17%	-	-	*	*
	CWD	9%	9%	**13%**	*	0%	20%	*	-	-	*	5%	29%	13%	-	0%	9%	19%	-	-	*	-
	CWOD	20%	21%	**22%**	0%	11%	29%	*	60%	*	20%	16%	29%	-	22%	7%	27%	16%	-	-	-	*
	EL	12%	12%	**7%**	-	2%	*	-	*	-	-	2%	23%	0%	7%	7%	3%	10%	-	-	-	-
	Male	21%	22%	**24%**	0%	14%	31%	*	*	*	*	15%	37%	9%	27%	3%	24%	-	-	-	-	-
	Female	15%	15%	**17%**	0%	4%	24%	*	*	-	*	13%	20%	19%	16%	10%	-	17%	-	-	*	*
Grade 4																						
Reading	All Students	21%	21%	**23%**	22%	15%	27%	*	50%	-	22%	11%	36%	10%	26%	8%	23%	23%	-	*	-	*
	CWD	7%	7%	**10%**	*	0%	16%	-	*	-	*	5%	18%	10%	-	0%	13%	6%	-	-	-	-
	CWOD	24%	24%	**26%**	25%	18%	30%	*	57%	-	25%	12%	39%	-	26%	11%	25%	26%	-	*	-	*
	EL	12%	10%	**8%**	-	7%	-	-	*	-	-	5%	30%	0%	11%	8%	10%	6%	-	-	-	-
	Male	19%	19%	**23%**	0%	13%	29%	*	60%	-	*	11%	37%	13%	25%	10%	23%	-	-	*	-	-
	Female	23%	23%	**23%**	*	17%	25%	-	*	-	20%	10%	36%	6%	26%	6%	-	23%	-	-	-	*
Mathematics	All Students	21%	21%	**29%**	22%	22%	33%	*	38%	-	11%	19%	39%	9%	33%	16%	34%	23%	-	*	-	*
	CWD	8%	8%	**9%**	*	0%	14%	-	*	-	*	2%	18%	9%	-	0%	13%	3%	-	-	-	-
	CWOD	24%	24%	**33%**	25%	26%	37%	*	43%	-	13%	23%	42%	-	33%	21%	38%	27%	-	*	-	*
	EL	15%	13%	**16%**	-	17%	-	-	*	-	-	17%	10%	0%	21%	16%	17%	16%	-	-	-	-
	Male	24%	24%	**34%**	20%	23%	39%	*	60%	-	*	23%	47%	13%	38%	17%	34%	-	-	*	-	-
	Female	18%	18%	**23%**	*	20%	26%	-	*	-	0%	15%	31%	3%	27%	16%	-	23%	-	-	-	*
Grade 5																						
Reading	All Students	28%	28%	**22%**	33%	17%	24%	*	*	*	30%	13%	32%	2%	26%	5%	19%	26%	-	*	*	22%
	CWD	8%	8%	**2%**	*	4%	0%	*	-	*	-	2%	0%	2%	-	0%	3%	0%	-	-	*	*
	CWOD	31%	31%	**26%**	42%	20%	27%	*	*	*	30%	16%	35%	-	26%	6%	22%	30%	-	*	*	25%
	EL	17%	15%	**5%**	-	5%	*	-	-	*	-	4%	13%	0%	6%	5%	6%	4%	-	-	-	*
	Male	24%	24%	**19%**	17%	16%	19%	*	*	*	25%	15%	24%	3%	22%	6%	19%	-	-	*	*	20%
	Female	32%	32%	**26%**	44%	18%	28%	*	*	*	*	11%	39%	0%	30%	4%	-	26%	-	-	*	*
Mathematics	All Students	21%	21%	**21%**	21%	15%	23%	*	*	*	30%	13%	30%	3%	24%	13%	26%	15%	-	*	*	13%
	CWD	8%	8%	**3%**	*	4%	3%	*	-	*	-	4%	0%	3%	-	0%	6%	0%	-	-	*	*
	CWOD	23%	23%	**24%**	27%	17%	26%	*	*	*	30%	15%	33%	-	24%	15%	30%	17%	-	*	*	14%
	EL	14%	12%	**13%**	-	13%	*	-	-	*	-	11%	25%	0%	15%	13%	19%	4%	-	-	-	*
	Male	23%	23%	**26%**	17%	20%	31%	*	*	*	25%	17%	40%	6%	30%	19%	26%	-	-	*	*	20%
	Female	19%	19%	**15%**	25%	10%	16%	*	*	*	*	7%	23%	0%	17%	4%	-	15%	-	-	*	*
Science	All Students	15%	15%	**19%**	13%	11%	23%	*	*	*	30%	12%	27%	5%	21%	5%	22%	16%	-	*	*	22%
	CWD	7%	7%	**5%**	*	4%	6%	*	-	*	-	4%	7%	5%	-	8%	6%	4%	-	-	*	*
	CWOD	16%	17%	**21%**	17%	12%	26%	*	*	*	30%	14%	28%	-	21%	4%	25%	17%	-	*	*	13%
	EL	7%	6%	**5%**	-	5%	*	-	-	*	-	5%	0%	8%	4%	5%	8%	0%	-	-	-	*
	Male	18%	18%	**22%**	17%	15%	26%	*	*	*	25%	12%	36%	6%	25%	8%	22%	-	-	*	*	40%
	Female	12%	12%	**16%**	11%	6%	21%	*	*	*	*	11%	20%	4%	17%	0%	-	16%	-	-	*	*
Grade 6																						

		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	22%	22%	**22%**	11%	14%	27%	*	*	*	33%	13%	31%	5%	25%	9%	19%	26%	-	-	*	17%
	CWD	7%	6%	**5%**	*	11%	3%	*	-	*	*	0%	8%	5%	-	0%	2%	9%	-	-	*	-
	CWOD	24%	25%	**25%**	17%	14%	32%	*	*	*	50%	15%	36%	-	25%	9%	22%	28%	-	-	-	17%
	EL	10%	9%	**9%**	-	9%	*	-	*	-	-	7%	18%	0%	9%	9%	11%	4%	-	-	-	-
	Male	19%	20%	**19%**	0%	14%	23%	*	*	*	*	14%	24%	2%	22%	11%	19%	-	-	-	*	*
	Female	24%	25%	**26%**	*	14%	32%	*	*	*	40%	12%	39%	9%	28%	4%	-	26%	-	-	-	*
Mathematics	All Students	15%	16%	**28%**	11%	24%	31%	*	*	*	22%	23%	33%	3%	32%	21%	32%	23%	-	-	*	50%
	CWD	8%	7%	**3%**	*	6%	3%	*	-	*	*	0%	6%	3%	-	0%	2%	4%	-	-	*	-
	CWOD	16%	18%	**32%**	17%	26%	36%	*	*	*	33%	26%	38%	-	32%	23%	39%	25%	-	-	-	50%
	EL	8%	8%	**21%**	-	22%	*	-	*	-	-	19%	36%	0%	23%	21%	30%	8%	-	-	-	-
	Male	17%	18%	**32%**	0%	33%	33%	*	*	*	*	29%	35%	2%	39%	30%	32%	-	-	-	*	*
	Female	13%	14%	**23%**	*	13%	29%	*	*	*	20%	15%	30%	4%	25%	8%	-	23%	-	-	-	*
Grade 7																						
Reading	All Students	26%	27%	**33%**	25%	22%	39%	-	*	*	44%	20%	46%	2%	38%	17%	30%	37%	-	*	-	40%
	CWD	7%	7%	**2%**	*	0%	3%	-	-	-	*	3%	0%	2%	-	*	0%	4%	-	-	-	*
	CWOD	29%	30%	**38%**	40%	25%	44%	-	*	*	50%	23%	50%	-	38%	17%	34%	41%	-	*	-	44%
	EL	11%	11%	**17%**	-	14%	-	-	*	-	-	16%	22%	*	17%	17%	11%	23%	-	*	-	*
	Male	23%	24%	**30%**	20%	21%	35%	-	*	-	33%	17%	40%	0%	34%	11%	30%	-	-	-	-	40%
	Female	30%	31%	**37%**	*	24%	43%	-	*	*	*	23%	52%	4%	41%	23%	-	37%	-	*	-	40%
Mathematics	All Students	11%	11%	**17%**	0%	10%	22%	-	*	*	11%	9%	26%	2%	20%	10%	20%	15%	-	*	-	10%
	CWD	7%	6%	**2%**	*	0%	3%	-	-	-	*	0%	6%	2%	-	*	4%	0%	-	-	-	*
	CWOD	12%	12%	**20%**	0%	11%	24%	-	*	*	13%	10%	27%	-	20%	10%	22%	17%	-	*	-	11%
	EL	5%	5%	**10%**	-	7%	-	-	*	-	-	8%	22%	*	10%	10%	8%	11%	-	*	-	*
	Male	12%	12%	**20%**	0%	13%	24%	-	*	-	17%	9%	28%	4%	22%	8%	20%	-	-	-	-	0%
	Female	10%	10%	**15%**	*	7%	19%	-	*	*	*	8%	22%	0%	17%	11%	-	15%	-	*	-	20%
Grade 8																						
Reading	All Students	27%	27%	**25%**	23%	19%	28%	*	*	*	14%	17%	32%	2%	27%	7%	21%	29%	*	*	*	*
	CWD	7%	7%	**2%**	*	5%	0%	-	-	-	*	3%	0%	2%	-	0%	0%	5%	-	-	*	-
	CWOD	30%	30%	**27%**	25%	21%	31%	*	*	*	20%	19%	34%	-	27%	8%	24%	31%	*	*	-	*
	EL	10%	8%	**7%**	-	7%	*	-	*	-	*	7%	8%	0%	8%	7%	0%	12%	-	-	-	-
	Male	23%	22%	**21%**	*	13%	25%	-	*	-	*	12%	28%	0%	24%	0%	21%	-	*	*	*	*
	Female	32%	33%	**29%**	33%	24%	33%	*	*	*	*	21%	36%	5%	31%	12%	-	29%	-	-	-	*
Mathematics	All Students	17%	17%	**4%**	0%	4%	4%	-	*	*	*	3%	4%	2%	4%	0%	5%	2%	*	*	*	*
	CWD	8%	8%	**2%**	*	5%	0%	-	-	-	*	3%	0%	2%	-	0%	0%	5%	-	-	*	-
	CWOD	18%	18%	**4%**	0%	4%	5%	-	*	*	*	3%	5%	-	4%	0%	6%	2%	*	*	-	*
	EL	8%	6%	**0%**	-	0%	*	-	-	-	*	0%	0%	0%	0%	0%	0%	0%	-	-	-	-
	Male	17%	18%	**5%**	*	7%	4%	-	*	-	*	4%	7%	0%	6%	0%	5%	-	*	*	*	-
	Female	16%	16%	**2%**	0%	2%	3%	-	-	*	*	3%	2%	5%	2%	0%	-	2%	-	-	-	*

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

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

		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	44%	44%	**54%**	48%	46%	60%	59%	71%	67%	49%	44%	65%	24%	59%	40%	57%	52%	*	11%	14%	55%
	CWD	24%	24%	**24%**	29%	21%	27%	*	*	*	11%	20%	31%	24%	-	15%	25%	22%	-	-	20%	*
	CWOD	47%	48%	**59%**	53%	50%	65%	71%	74%	86%	56%	49%	69%	-	59%	44%	63%	56%	*	11%	*	57%
	EL	32%	29%	**40%**	-	39%	67%	-	60%	*	*	38%	49%	15%	44%	40%	41%	38%	-	*	-	*
	Male	45%	46%	**57%**	45%	50%	61%	86%	85%	*	48%	46%	68%	25%	63%	41%	57%	-	*	17%	*	63%
	Female	42%	42%	**52%**	51%	41%	59%	40%	55%	80%	50%	42%	62%	22%	56%	38%	-	52%	-	*	*	47%
Science	All Students	46%	47%	**57%**	49%	47%	63%	50%	75%	*	56%	45%	68%	17%	62%	31%	58%	56%	*	43%	*	71%
	CWD	24%	24%	**17%**	38%	16%	17%	*	-	*	*	13%	26%	17%	-	13%	16%	19%	-	*	*	*
	CWOD	49%	50%	**62%**	51%	52%	68%	57%	75%	*	63%	51%	72%	-	62%	35%	64%	60%	*	50%	*	70%
	EL	26%	24%	**31%**	-	31%	*	-	*	*	*	30%	38%	13%	35%	31%	30%	32%	-	*	-	*
	Male	47%	48%	**58%**	48%	49%	63%	*	83%	*	56%	45%	72%	16%	64%	30%	58%	-	*	*	*	80%
	Female	44%	45%	**56%**	50%	45%	62%	60%	67%	*	56%	46%	65%	19%	60%	32%	-	56%	-	*	*	64%
SAT/ACT All Subjects	All Students	61%	65%	**53%**	*	41%	57%	-	-	-	*	36%	61%	*	52%	*	46%	58%	-	*	-	*
	CWD	39%	54%	*	-	-	*	-	-	-	-	-	*	*	-	-	*	*	-	-	-	-
	CWOD	61%	65%	**52%**	*	41%	56%	-	-	-	*	36%	60%	-	52%	*	45%	58%	-	*	-	*
	EL	18%	27%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	65%	70%	**46%**	*	36%	50%	-	-	-	*	38%	49%	*	45%	*	46%	-	-	*	-	-
	Female	57%	61%	**58%**	-	47%	61%	-	-	-	*	35%	70%	*	58%	*	-	58%	-	-	-	*
STAAR Percent at Masters Grade Level																						
All Grades																						
All Subjects	All Students	19%	19%	**21%**	13%	14%	25%	17%	43%	33%	21%	13%	28%	5%	23%	9%	21%	20%	0%	0%	0%	24%
	CWD	7%	7%	**5%**	0%	3%	7%	0%	*	0%	0%	3%	9%	5%	-	2%	6%	4%	-	*	0%	13%
	CWOD	21%	21%	**23%**	16%	16%	27%	20%	44%	44%	24%	15%	30%	-	23%	10%	23%	22%	0%	0%	0%	24%
	EL	9%	8%	**9%**	-	8%	14%	-	38%	*	0%	8%	12%	2%	10%	9%	9%	8%	-	*	-	20%
	Male	18%	19%	**21%**	9%	15%	24%	23%	46%	0%	23%	14%	28%	6%	23%	9%	21%	-	0%	0%	0%	25%
	Female	19%	20%	**20%**	17%	13%	25%	12%	39%	58%	17%	13%	28%	4%	22%	8%	-	20%	-	0%	0%	23%
Reading	All Students	20%	20%	**21%**	15%	14%	25%	9%	44%	44%	23%	13%	30%	5%	23%	8%	18%	24%	*	0%	0%	21%
	CWD	7%	6%	**5%**	0%	3%	7%	*	*	*	0%	2%	9%	5%	-	0%	5%	5%	-	*	0%	*
	CWOD	22%	22%	**23%**	18%	15%	28%	11%	45%	57%	27%	15%	32%	-	23%	9%	21%	27%	*	0%	*	23%
	EL	9%	8%	**8%**	-	7%	17%	-	33%	*	*	7%	11%	0%	9%	8%	6%	9%	-	*	-	*
	Male	17%	17%	**18%**	5%	12%	22%	8%	39%	*	26%	12%	25%	5%	21%	6%	18%	-	*	0%	*	21%
	Female	23%	23%	**24%**	26%	16%	29%	10%	50%	80%	20%	14%	34%	5%	27%	9%	-	24%	-	0%	*	22%
Mathematics	All Students	18%	18%	**20%**	12%	15%	24%	29%	42%	33%	19%	14%	27%	6%	23%	11%	23%	17%	*	0%	0%	24%
	CWD	8%	7%	**6%**	0%	3%	8%	*	*	*	0%	4%	9%	6%	-	2%	7%	5%	-	-	0%	*
	CWOD	20%	20%	**23%**	15%	17%	26%	36%	43%	43%	22%	16%	29%	-	23%	13%	27%	19%	*	0%	*	26%
	EL	11%	9%	**11%**	-	11%	17%	-	40%	*	*	10%	18%	2%	13%	11%	13%	9%	-	*	-	*
	Male	20%	20%	**23%**	13%	19%	26%	57%	46%	*	21%	16%	31%	7%	27%	13%	23%	-	*	0%	*	32%
	Female	16%	16%	**17%**	11%	11%	21%	10%	36%	60%	15%	12%	23%	5%	19%	9%	-	17%	-	*	*	16%

		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%	**20%**	11%	12%	24%	13%	42%	*	19%	12%	27%	3%	22%	4%	22%	18%	*	0%	*	29%
	CWD	7%	7%	**3%**	0%	3%	4%	*	-	*	*	3%	4%	3%	-	6%	5%	1%	-	*	*	*
	CWOD	19%	20%	**22%**	13%	14%	27%	14%	42%	*	21%	14%	29%	-	22%	4%	24%	19%	*	0%	*	25%
	EL	6%	6%	**4%**	-	4%	*	-	*	*	*	5%	0%	6%	4%	4%	8%	0%	-	*	-	*
	Male	19%	20%	**22%**	14%	15%	25%	*	67%	*	22%	13%	30%	5%	24%	8%	22%	-	*	*	*	20%
	Female	16%	17%	**18%**	8%	9%	24%	20%	17%	*	11%	11%	24%	1%	19%	0%	-	18%	-	*	*	36%
SAT/ACT All Subjects	All Students	12%	13%	**0%**	*	0%	0%	-	-	-	*	0%	0%	*	0%	*	0%	0%	-	*	-	*
	CWD	9%	13%	*	-	-	*	-	-	-	-	-	*	*	-	-	*	*	-	-	-	-
	CWOD	12%	13%	**0%**	*	0%	0%	-	-	-	*	0%	0%	-	0%	*	0%	0%	-	*	-	*
	EL	1%	2%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	15%	16%	**0%**	*	0%	0%	-	-	-	*	0%	0%	*	0%	*	0%	-	-	*	-	-
	Female	9%	10%	**0%**	-	0%	0%	-	-	-	*	0%	0%	*	0%	*	-	0%	-	-	-	*

- Indicates there are no students in the group.

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

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2022-23 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	65	57	62	67	67	81	85	79	61	47	58
CWD	47	53	42	48	*	*	*	81	43	47	38
CWOD	68	58	65	69	64	80	*	78	65	-	62
EL ✧	58	-	58	*	-	72	*	*	59	38	58
Male	64	43	63	64	54	72	*	81	61	47	56
Female	67	72	62	69	78	93	*	75	62	48	62
Mathematics											
All Students	69	72	67	70	91	80	85	72	66	66	67
CWD	66	61	70	63	*	*	*	82	64	66	60
CWOD	70	76	66	71	90	85	*	70	67	-	68
EL ✧	67	-	67	*	-	79	*	*	65	60	67

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Male	70	71	68	71	80	93	*	59	67	64	67
Female	69	73	65	69	97	63	*	89	66	68	67

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

Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates for the class of 2022.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL✧	Homeless ✧	Foster Care ✧
Federal Graduation Rates													
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2022													
All Students	97.3%	85.7%	97.0%	97.5%	-	*	-	100.0%	96.8%	76.7%	97.1%	100.0%	*
CWD	76.7%	*	71.4%	77.3%	-	-	-	-	77.8%	76.7%	*	*	-
CWOD	98.9%	83.3%	98.9%	99.2%	-	*	-	100.0%	98.8%	-	96.8%	100.0%	*
EL ✧	97.1%	-	96.8%	*	-	-	-	*	100.0%	*	97.1%	*	-
Male	96.5%	*	97.6%	96.5%	-	*	-	100.0%	94.6%	77.3%	100.0%	100.0%	-
Female	98.0%	*	96.6%	98.5%	-	*	-	100.0%	98.9%	75.0%	95.0%	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 2023 TELPAS (Texas English Language Proficiency Assessment System) data. (EL: English learner)

Total EL in Class	Proficiency of EL	Rate of Proficiency
787	210	27%

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

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Student Success (Student Achievement Domain Score: STAAR Component Only)											
STAAR Component Score	54	46	47	58	50	69	59	55	46	26	39
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	57%	67%	40%	62%	-	*	-	56%	46%	77%	28%

- 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)

Not applicable. In Texas state accountability, no goals or interim objectives have been set at the district / State levels for any indicator for any student group.

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 2022-23 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
Participation Rate																	
All Subjects	All Students	**100%**	100%	100%	100%	100%	100%	100%	99%	100%	100%	100%	100%	100%	100%	100%	100%
	CWD	**100%**	100%	100%	100%	100%	*	100%	100%	100%	100%	100%	-	100%	100%	100%	-
	CWOD	**100%**	100%	100%	100%	100%	100%	100%	99%	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%	99%	100%	100%	100%	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%	99%	100%	100%	99%	100%	100%	100%	100%	*
	CWD	**99%**	100%	99%	99%	*	*	*	100%	99%	99%	99%	-	100%	99%	99%	-
	CWOD	**100%**	100%	100%	100%	100%	100%	100%	98%	100%	100%	-	100%	100%	100%	100%	*
	EL	**100%**	-	100%	100%	-	100%	*	*	100%	100%	100%	100%	100%	100%	100%	-
	Male	**100%**	100%	100%	99%	100%	100%	*	98%	99%	100%	99%	100%	100%	100%	-	*

		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
Reading	Female	**100%**	100%	100%	100%	100%	100%	100%	100%	100%	100%	99%	100%	100%	-	100%	-
Mathematics	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%	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%	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%	100%	-	100%	-
Science	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%	100%	-
	CWOD	**100%**	100%	100%	100%	100%	100%	*	100%	100%	100%	-	100%	99%	100%	100%	*
	EL	**100%**	-	100%	*	-	*	*	*	99%	100%	100%	99%	100%	100%	99%	-
	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%	99%	-	100%	-
SAT/ACT All Subjects	All Students	**97%**	*	97%	98%	-	-	-	*	92%	100%	*	97%	*	96%	99%	-
	CWD	*	-	-	*	-	-	-	-	-	*	*	-	-	*	*	-
	CWOD	**97%**	*	97%	98%	-	-	-	*	92%	100%	-	97%	*	96%	99%	-
	EL	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-
	Male	**96%**	*	93%	97%	-	-	-	*	87%	100%	*	96%	*	96%	-	-
	Female	**99%**	-	100%	98%	-	-	-	*	96%	100%	*	99%	*	-	99%	-
Non-Participation Rate																	
All Subjects	All Students	**0%**	0%	0%	0%	0%	0%	0%	1%	0%	0%	0%	0%	0%	0%	0%	0%
	CWD	**0%**	0%	0%	0%	0%	*	0%	0%	0%	0%	0%	-	0%	0%	0%	-
	CWOD	**0%**	0%	0%	0%	0%	0%	0%	1%	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%	1%	0%	0%	0%	0%	0%	0%	-	0%
	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%	1%	0%	0%	1%	0%	0%	0%	0%	*
	CWD	**1%**	0%	1%	1%	*	*	*	0%	1%	1%	1%	-	0%	1%	1%	-
	CWOD	**0%**	0%	0%	0%	0%	0%	0%	2%	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%	*	2%	1%	0%	1%	0%	0%	0%	-	*
	Female	**0%**	0%	0%	0%	0%	0%	0%	0%	0%	0%	1%	0%	0%	-	0%	-

		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
Mathematics	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%	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%	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%	0%	-	0%	-
Science	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%	0%	-
	CWOD	**0%**	0%	0%	0%	0%	0%	*	0%	0%	0%	-	0%	1%	0%	0%	*
	EL	**0%**	-	0%	*	-	*	*	*	1%	0%	0%	1%	0%	0%	1%	-
	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%	1%	-	0%	-
SAT/ACT All Subjects	All Students	**3%**	*	3%	2%	-	-	-	*	8%	0%	*	3%	*	4%	1%	-
	CWD	*	-	-	*	-	-	-	-	-	*	*	-	-	*	*	-
	CWOD	**3%**	*	3%	2%	-	-	-	*	8%	0%	-	3%	*	4%	1%	-
	EL	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-
	Male	**4%**	*	7%	3%	-	-	-	*	13%	0%	*	4%	*	4%	-	-
	Female	**1%**	-	0%	2%	-	-	-	*	4%	0%	*	1%	*	-	1%	-

- Indicates there are no students in the group.

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

Part (viii): Civil Rights Data

Part (viii)(I) This section provides information from the 2020-21 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

	Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
Students Without Disabilities											
In-School Suspensions											

		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	236	6	79	138	1	1	0	11	32		
	Female	99	1	29	65	0	0	0	4	7		
	Total	335	7	108	203	1	1	0	15	39		
Out-of-School Suspensions												
	Male	91	5	31	43	1	3	0	8	12		
	Female	45	0	20	25	0	0	0	0	7		
	Total	136	5	51	68	1	3	0	8	19		
Expulsions												
With Educational Services	Male	3	0	2	0	0	0	0	1	0		
	Female	3	0	2	1	0	0	0	0	0		
	Total	6	0	4	1	0	0	0	1	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	2	0	2	0	0	0	0	0	0		
	Female	1	0	1	0	0	0	0	0	0		
	Total	3	0	3	0	0	0	0	0	0		
School-Related Arrests												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Referrals to Law Enforcement												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Students With Disabilities												
In-School Suspensions												
	Male	65	1	28	33	0	0	0	3	20		52
	Female	11	1	2	8	0	0	0	0	3		7
	Total	76	2	30	41	0	0	0	3	23		59
Out-of-School Suspensions												
	Male	50	2	19	27	0	0	0	2	11		22
	Female	7	0	2	5	0	0	0	0	2		5
	Total	57	2	21	32	0	0	0	2	13		27
Expulsions												

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
With Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
School-Related Arrests												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Referrals to Law Enforcement												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
All Students												
Chronic Absenteeism												
	Male	292	7	77	195	2	1	-	10	30	63	48
	Female	273	4	75	184	-	2	1	7	27	29	52
	Total	565	11	152	379	2	3	1	17	57	92	100

	Total
Incidents of Violence	
Incidents of rape or attempted rape	0
Incidents of sexual assault (other than rape)	0
Incidents of robbery with a weapon	0
Incidents of robbery without a weapon	0
Incidents of physical attack or fight with a weapon	0
Incidents of physical attack or fight without a weapon	4
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack without a weapon	0
Incidents of possession of a firearm or explosive device	0
Allegations of Harassment or bullying	
On the basis of sex	32

	Total
On the basis of race	0
On the basis of disability	1
On the basis of sexual orientation	0
On the basis of religion	0

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

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs											
	Male	56	0	31	23	1	0	0	1	12	7
	Female	56	2	30	23	0	0	0	1	18	2
	Total	112	2	61	46	1	0	0	2	30	9
Accelerated Coursework											
Advanced Placement Courses	Male	110	0	21	82	0	1	0	6	5	2
	Female	86	1	21	59	0	0	0	5	1	0
	Total	196	1	42	141	0	1	0	11	6	2
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Dual Enrollment/Dual Credit Programs	Male	74	2	18	51	0	1	0	2	2	1
	Female	122	0	18	98	1	0	0	5	1	1
	Total	196	2	36	149	1	1	0	7	3	2

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

Part (ix): Teacher Quality Data

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

	All School		High-Poverty Schools		Low-Poverty Schools	
	Number	Percent	Number	Percent	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	33.2	7.5%			10.9	4.7%
Teachers Teaching with Emergency or Provisional Credentials	10.2	2.4%			4.9	2.2%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	23.4	5.6%			16.0	7.3%

- Indicates there are no data available in the group.

Part (x): Per-pupil Expenditure

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

To be updated by June 30th, 2024.

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 2022-23 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
Grade 3						
Reading	7,391	2%	688	2%	5	1%
Mathematics	7,386	2%	688	2%	5	1%
Grade 4						
Reading	7,296	2%	720	2%	*	1%
Mathematics	7,293	2%	720	2%	*	1%
Grade 5						
Reading	6,823	2%	629	1%	*	0%
Mathematics	6,825	2%	629	1%	*	0%
Science	6,820	2%	629	1%	*	0%
Grade 6						
Reading	6,480	2%	565	1%	*	0%
Mathematics	6,481	2%	567	1%	*	0%
Grade 7						
Reading	6,309	2%	594	1%	*	0%
Mathematics	6,300	2%	594	2%	*	0%
Grade 8						
Reading	6,168	1%	629	1%	5	1%
Mathematics	6,162	2%	629	2%	5	2%

	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
Science	6,163	1%	629	1%	5	1%
End of Course						
English I	6,032	1%	561	1%	6	1%
English II	5,771	1%	613	1%	*	0%
Algebra I	6,015	1%	563	1%	7	1%
Biology	6,041	1%	608	1%	*	0%
All Grades						
All Subjects	117,761	1%	11,255	1%	64	1%
Reading	52,275	1%	4,999	1%	28	1%
Mathematics	46,462	2%	4,390	1%	27	1%
Science	19,024	1%	1,866	1%	9	1%

- Indicates there are no students in the group.

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

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

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

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

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

* Indicates reporting standards not met.

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

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

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

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

This section provides information on the cohort rate at which students who graduated from high school in the 2020-21 school year enrolled in a Texas public postsecondary education institution in the 2021-22 academic year in (I) programs of public postsecondary education in Texas; (II) programs of private postsecondaryeducation in Texas; and (III) programs of postsecondary education outside Texas. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
In-State Public Institutions	38%	-	29%	41%	*	-	-	50%	26%	*	*
In-State Private Institutions	4%	*	*	5%	-	-	-	-	*	*	-
Out-of-State Institutions	4%	-	*	5%	-	-	-	-	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 2021-22 school year. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Chronic Absenteeism Rate	19%	23%	19%	19%	13%	10%	0%	26%	24%	23%	17%

- Indicates there are no students in the group.

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

Part (i): Description of State Accountability System

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

Part (i)(II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students *(not applicable to district and state report cards)*.

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

State ESSA Goals (Middle Schools)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Performance (At Meets Grade Level or Above)												
Reading/ELA	Baseline Rates	44%	32%	35%	59%	44%	74%	46%	56%	31%	19%	28%
	2022-23 through 2026-27	44%	32%	35%	59%	44%	74%	46%	56%	31%	19%	28%
	2027-28 through 2031-32	53%	43%	46%	66%	53%	78%	55%	63%	43%	33%	40%
	2032-33 through 2036-37	62%	54%	57%	73%	62%	82%	64%	70%	55%	47%	52%
	2037-38	72%	66%	68%	80%	72%	87%	73%	78%	66%	60%	64%
Mathematics	Baseline Rates	47%	32%	39%	61%	47%	85%	52%	56%	35%	21%	36%
	2022-23 through 2026-27	47%	32%	39%	61%	47%	85%	52%	56%	35%	21%	36%
	2027-28 through 2031-32	56%	43%	49%	68%	56%	88%	60%	63%	46%	34%	47%
	2032-33 through 2036-37	65%	54%	59%	75%	65%	91%	68%	70%	57%	47%	58%
	2037-38	74%	66%	70%	81%	74%	93%	76%	78%	68%	61%	68%
EL Progress												
	Baseline Rates											44%
	2022-23 through 2026-27											44%
	2027-28 through 2031-32											46%
	2032-33 through 2036-37											48%
	2037-38											50%

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

State ESSA Goals (Elementary Schools)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
	Baseline Rates											49%
	2022-23 through 2026-27											49%
	2027-28 through 2031-32											51%
	2032-33 through 2036-37											53%
	2037-38											55%

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

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

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

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

1 If Federal Graduation Status is not available, Academic Growth Status is used.
2 If College, Career, and Military Readiness is not available, Student Achievement Domain Score: STAAR Component Only is used.

(bb) the methodology by which the State differentiates all such schools. Total points for each component are determined by multiplying the percentage of evaluated indicators met by the corresponding weight and rounding to one decimal place. The Closing the Gaps domain score is the sum of the total points rounded to the nearest whole number and is further used to differentiate all public schools. See the accountability manual for details. Chapter 4-2023 Closing the Gaps Domain

(cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students.Texas uses the Closing the Gaps domain to identify campuses that have consistently under-performing student groups. A student group that misses the targets in at least the same three indicators, for three consecutive years, is considered 'consistently underperforming'. 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 2019, 2022, and 2023 are considered consecutive years for 2023 TSI identification. See the accountability manual for details. Chapter 10-2023 Identification of Schools for Improvement

(dd) the methodology by which the State identifies a school for comprehensive support and improvement. Texas annually ranks all Title I campuses based on Closing the Gaps scaled scores. First, Texas determines the bottom five percent of Closing the Gaps outcomes by rank ordering the scaled scores of Title I campuses by schooltype - elementary, middle, high school/K-12, and alternative education accountability. Texas then determines which campuses fell in the bottom five percent for each school type. Title I campuses that rank in their school type's bottom five percent are identified for CSI. Any Title I campus identified for Additional Targeted Support (ATS) for three consecutive years will be identified for CSI the following school year.

Part (i)(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement or implementing targeted support and improvement plans. Campuses Identified for Support under the Every Student Succeeds Act (ESSA) for the 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 type's bottom five percent of the Closing the Gaps domain for two consecutive years and have Closing the Gaps domain scaled score by the end of the second year that is higher than when originally identified are considered as having successfully exited. Campuses previously identified as CSI based solely on a graduation rate must have a four or six-year federal graduation rate of at least 66.7 percent for two consecutive years to exit CSI status.

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 2022-23 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																						
English I	All Students	70%	79%	**54%**	43%	41%	66%	*	*	-	*	46%	65%	86%	51%	37%	49%	65%	-	-	-	*
	CWD	37%	38%	**86%**	*	*	100%	-	-	-	-	*	*	86%	-	*	83%	*	-	-	-	-
	CWOD	75%	84%	**51%**	33%	42%	62%	*	*	-	*	45%	61%	-	51%	39%	46%	64%	-	-	-	*
	EL	49%	56%	**37%**	-	39%	-	-	-	-	*	29%	60%	*	39%	37%	30%	44%	-	-	-	-
	Male	65%	73%	**49%**	43%	35%	59%	*	*	-	*	40%	63%	83%	46%	30%	49%	-	-	-	-	*
	Female	76%	88%	**65%**	-	50%	83%	-	-	-	-	63%	70%	*	64%	44%	-	65%	-	-	-	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
English II	All Students	73%	81%	**83%**	60%	74%	88%	*	*	-	91%	73%	91%	47%	86%	52%	77%	89%	-	*	*	100%
	CWD	39%	44%	**47%**	*	35%	48%	-	-	-	*	40%	56%	47%	-	25%	50%	41%	-	*	-	*
	CWOD	77%	84%	**86%**	55%	78%	91%	*	*	-	90%	77%	93%	-	86%	56%	80%	92%	-	-	*	100%
	EL	48%	49%	**52%**	-	52%	-	-	*	-	*	51%	56%	25%	56%	52%	39%	67%	-	-	-	-
	Male	68%	75%	**77%**	33%	71%	82%	*	*	-	86%	66%	87%	50%	80%	39%	77%	-	-	-	-	*
	Female	78%	87%	**89%**	100%	77%	95%	-	-	-	*	82%	94%	41%	92%	67%	-	89%	-	*	*	*
Algebra I	All Students	77%	93%	**60%**	*	56%	70%	-	-	-	-	50%	71%	78%	52%	54%	52%	86%	-	-	*	-
	CWD	52%	78%	**78%**	*	*	86%	-	-	-	-	*	100%	78%	-	*	75%	*	-	-	-	-
	CWOD	81%	95%	**52%**	*	59%	*	-	-	-	-	50%	56%	-	52%	58%	40%	83%	-	-	*	-
	EL	69%	81%	**54%**	-	54%	-	-	-	-	-	50%	60%	*	58%	54%	38%	80%	-	-	-	-
	Male	74%	90%	**52%**	*	42%	67%	-	-	-	-	50%	56%	75%	40%	38%	52%	-	-	-	-	-
	Female	81%	97%	**86%**	-	83%	*	-	-	-	-	*	100%	*	83%	80%	-	86%	-	-	*	-
Biology	All Students	87%	95%	**92%**	80%	87%	97%	*	*	-	100%	90%	96%	86%	93%	81%	91%	94%	-	*	-	100%
	CWD	67%	84%	**86%**	*	86%	88%	-	-	-	*	77%	100%	86%	-	88%	81%	93%	-	*	-	-
	CWOD	90%	96%	**93%**	83%	87%	98%	*	*	-	100%	92%	96%	-	93%	80%	92%	95%	-	-	-	100%
	EL	75%	85%	**81%**	-	80%	-	-	-	-	*	76%	100%	88%	80%	81%	79%	84%	-	-	-	-
	Male	85%	94%	**91%**	67%	86%	95%	*	*	-	*	88%	94%	81%	92%	79%	91%	-	-	-	-	*
	Female	89%	96%	**94%**	*	87%	99%	-	-	-	*	91%	98%	93%	95%	84%	-	94%	-	*	-	*
STAAR Percent at Meets Grade Level or Above																						
End of Course																						
English I	All Students	50%	63%	**23%**	14%	16%	30%	*	*	-	*	14%	35%	86%	17%	16%	21%	27%	-	-	-	*
	CWD	20%	26%	**86%**	*	*	100%	-	-	-	-	*	*	86%	-	*	83%	*	-	-	-	-
	CWOD	54%	68%	**17%**	0%	17%	21%	*	*	-	*	11%	27%	-	17%	17%	15%	24%	-	-	-	*
	EL	26%	39%	**16%**	-	17%	-	-	-	-	*	7%	40%	*	17%	16%	10%	22%	-	-	-	-
	Male	44%	58%	**21%**	14%	13%	28%	*	*	-	*	13%	33%	83%	15%	10%	21%	-	-	-	-	*
	Female	57%	71%	**27%**	-	21%	33%	-	-	-	-	19%	40%	*	24%	22%	-	27%	-	-	-	-
English II	All Students	53%	65%	**67%**	33%	57%	75%	*	*	-	64%	57%	76%	26%	71%	27%	61%	74%	-	*	*	86%
	CWD	22%	24%	**26%**	*	18%	33%	-	-	-	*	12%	44%	26%	-	13%	31%	18%	-	*	-	*
	CWOD	57%	69%	**71%**	36%	61%	79%	*	*	-	70%	62%	79%	-	71%	29%	64%	78%	-	-	*	83%
	EL	23%	26%	**27%**	-	25%	-	-	*	-	*	28%	25%	13%	29%	27%	27%	27%	-	-	-	-
	Male	47%	59%	**61%**	11%	55%	68%	*	*	-	71%	51%	71%	31%	64%	27%	61%	-	-	-	-	*
	Female	60%	72%	**74%**	67%	60%	84%	-	-	-	*	64%	82%	18%	78%	27%	-	74%	-	*	*	*
Algebra I	All Students	42%	62%	**27%**	*	6%	60%	-	-	-	-	13%	43%	78%	5%	0%	30%	14%	-	-	*	-
	CWD	19%	33%	**78%**	*	*	86%	-	-	-	-	*	100%	78%	-	*	75%	*	-	-	-	-
	CWOD	45%	65%	**5%**	*	6%	*	-	-	-	-	0%	11%	-	5%	0%	7%	0%	-	-	*	-
	EL	29%	35%	**0%**	-	0%	-	-	-	-	-	0%	0%	*	0%	0%	0%	0%	-	-	-	-
	Male	40%	60%	**30%**	*	8%	56%	-	-	-	-	14%	56%	75%	7%	0%	30%	-	-	-	-	-
	Female	44%	63%	**14%**	-	0%	*	-	-	-	-	*	20%	*	0%	0%	-	14%	-	-	*	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Biology	All Students	54%	72%	**60%**	40%	53%	68%	*	*	-	57%	56%	65%	28%	65%	35%	55%	65%	-	*	-	100%
	CWD	27%	27%	**28%**	*	21%	29%	-	-	-	*	18%	43%	28%	-	25%	19%	40%	-	*	-	-
	CWOD	58%	77%	**65%**	33%	58%	73%	*	*	-	67%	63%	68%	-	65%	37%	62%	68%	-	-	-	100%
	EL	29%	50%	**35%**	-	34%	-	-	-	-	*	35%	33%	25%	37%	35%	29%	42%	-	-	-	-
	Male	53%	71%	**55%**	17%	54%	62%	*	*	-	*	51%	62%	19%	62%	29%	55%	-	-	-	-	*
	Female	55%	73%	**65%**	*	51%	73%	-	-	-	*	62%	68%	40%	68%	42%	-	65%	-	*	-	*
STAAR Percent at Masters Grade Level																						
End of Course																						
English I	All Students	13%	14%	**3%**	0%	0%	7%	*	*	-	*	2%	5%	43%	0%	0%	4%	0%	-	-	-	*
	CWD	5%	5%	**43%**	*	*	60%	-	-	-	-	*	*	43%	-	*	50%	*	-	-	-	-
	CWOD	14%	15%	**0%**	0%	0%	0%	*	*	-	*	0%	0%	-	0%	0%	0%	0%	-	-	-	*
	EL	2%	4%	**0%**	-	0%	-	-	-	-	*	0%	0%	*	0%	0%	0%	0%	-	-	-	-
	Male	10%	11%	**4%**	0%	0%	9%	*	*	-	*	3%	7%	50%	0%	0%	4%	-	-	-	-	*
	Female	16%	19%	**0%**	-	0%	0%	-	-	-	-	0%	0%	*	0%	0%	-	0%	-	-	-	-
English II	All Students	8%	13%	**13%**	7%	7%	17%	*	*	-	18%	4%	21%	5%	14%	0%	11%	16%	-	*	*	14%
	CWD	5%	4%	**5%**	*	0%	10%	-	-	-	*	0%	11%	5%	-	0%	8%	0%	-	*	-	*
	CWOD	9%	13%	**14%**	9%	7%	18%	*	*	-	20%	5%	21%	-	14%	0%	11%	17%	-	-	*	17%
	EL	1%	0%	**0%**	-	0%	-	-	*	-	*	0%	0%	0%	0%	0%	0%	0%	-	-	-	-
	Male	7%	10%	**11%**	0%	4%	14%	*	*	-	29%	5%	16%	8%	11%	0%	11%	-	-	-	-	*
	Female	10%	15%	**16%**	17%	9%	21%	-	-	-	*	4%	26%	0%	17%	0%	-	16%	-	*	*	*
Algebra I	All Students	22%	22%	**0%**	*	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-	-	*	-
	CWD	7%	9%	**0%**	*	*	0%	-	-	-	-	*	0%	0%	-	*	0%	*	-	-	-	-
	CWOD	24%	24%	**0%**	*	0%	*	-	-	-	-	0%	0%	-	0%	0%	0%	0%	-	-	*	-
	EL	12%	10%	**0%**	-	0%	-	-	-	-	-	0%	0%	*	0%	0%	0%	0%	-	-	-	-
	Male	22%	21%	**0%**	*	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	0%	-	-	-	-	-
	Female	23%	24%	**0%**	-	0%	*	-	-	-	-	*	0%	*	0%	0%	-	0%	-	-	*	-
Biology	All Students	20%	24%	**13%**	0%	9%	18%	*	*	-	0%	9%	19%	3%	15%	2%	9%	18%	-	*	-	40%
	CWD	7%	4%	**3%**	*	0%	6%	-	-	-	*	0%	7%	3%	-	0%	5%	0%	-	*	-	-
	CWOD	22%	26%	**15%**	0%	11%	20%	*	*	-	0%	11%	21%	-	15%	3%	10%	20%	-	-	-	40%
	EL	6%	7%	**2%**	-	2%	-	-	-	-	*	3%	0%	0%	3%	2%	4%	0%	-	-	-	-
	Male	21%	25%	**9%**	0%	4%	15%	*	*	-	*	6%	15%	5%	10%	4%	9%	-	-	-	-	*
	Female	20%	22%	**18%**	*	15%	21%	-	-	-	*	13%	23%	0%	20%	0%	-	18%	-	*	-	*
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						
All Subjects	All Students	75%	84%	**83%**	63%	74%	89%	86%	*	-	91%	75%	90%	68%	84%	59%	77%	89%	-	*	*	93%
	CWD	48%	50%	**68%**	80%	55%	73%	-	-	-	*	57%	81%	68%	-	50%	68%	69%	-	*	-	*
	CWOD	79%	88%	**84%**	56%	76%	90%	86%	*	-	90%	77%	91%	-	84%	61%	78%	91%	-	*	*	92%
	EL	62%	70%	**59%**	-	59%	-	-	*	-	60%	57%	67%	50%	61%	59%	50%	70%	-	-	-	-
	Male	73%	82%	**77%**	48%	69%	83%	86%	*	-	86%	68%	86%	68%	78%	50%	77%	-	-	*	-	100%
	Female	77%	85%	**89%**	100%	78%	96%	-	-	-	100%	83%	95%	69%	91%	70%	-	89%	-	*	*	86%

		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%	83%	**78%**	55%	69%	85%	80%	*	-	85%	68%	88%	52%	80%	49%	71%	86%	-	*	*	100%
	CWD	46%	45%	**52%**	80%	33%	58%	-	-	-	*	43%	64%	52%	-	22%	56%	44%	-	*	-	*
	CWOD	80%	89%	**80%**	47%	72%	88%	80%	*	-	83%	71%	89%	-	80%	52%	73%	89%	-	-	*	100%
	EL	60%	66%	**49%**	-	49%	-	-	*	-	*	46%	57%	22%	52%	49%	37%	62%	-	-	-	-
	Male	72%	80%	**71%**	38%	64%	78%	80%	*	-	78%	60%	83%	56%	73%	37%	71%	-	-	-	-	100%
	Female	80%	88%	**86%**	100%	74%	94%	-	-	-	*	80%	92%	44%	89%	62%	-	86%	-	*	*	*
Mathematics	All Students	74%	84%	**83%**	*	70%	90%	-	-	-	*	69%	91%	82%	84%	53%	75%	92%	-	*	*	*
	CWD	49%	55%	**82%**	*	*	89%	-	-	-	-	*	100%	82%	-	*	78%	*	-	-	-	-
	CWOD	78%	89%	**84%**	*	72%	90%	-	-	-	*	71%	91%	-	84%	57%	74%	92%	-	*	*	*
	EL	65%	75%	**53%**	-	53%	-	-	-	-	-	56%	50%	*	57%	53%	33%	83%	-	-	-	-
	Male	73%	84%	**75%**	*	62%	83%	-	-	-	*	59%	84%	78%	74%	33%	75%	-	-	*	-	-
	Female	74%	84%	**92%**	-	81%	96%	-	-	-	*	80%	98%	*	92%	83%	-	92%	-	-	*	*
Science	All Students	76%	84%	**92%**	80%	87%	97%	*	*	-	100%	90%	96%	86%	93%	81%	91%	94%	-	*	-	100%
	CWD	52%	53%	**86%**	*	86%	88%	-	-	-	*	77%	100%	86%	-	88%	81%	93%	-	*	-	-
	CWOD	79%	88%	**93%**	83%	87%	98%	*	*	-	100%	92%	96%	-	93%	80%	92%	95%	-	-	-	100%
	EL	62%	65%	**81%**	-	80%	-	-	-	-	*	76%	100%	88%	80%	81%	79%	84%	-	-	-	-
	Male	76%	85%	**91%**	67%	86%	95%	*	*	-	*	88%	94%	81%	92%	79%	91%	-	-	-	-	*
	Female	75%	82%	**94%**	*	87%	99%	-	-	-	*	91%	98%	93%	95%	84%	-	94%	-	*	-	*
SAT/ACT All Subjects	All Students	90%	90%	**90%**	*	79%	93%	-	-	-	*	78%	95%	*	89%	*	85%	93%	-	*	-	*
	CWD	67%	*	*	-	-	*	-	-	-	-	-	*	*	-	-	*	*	-	-	-	-
	CWOD	90%	89%	**89%**	*	79%	93%	-	-	-	*	78%	95%	-	89%	*	85%	92%	-	*	-	*
	EL	67%	*	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	91%	85%	**85%**	*	79%	88%	-	-	-	*	69%	91%	*	85%	*	85%	-	-	*	-	-
	Female	89%	93%	**93%**	-	80%	96%	-	-	-	*	83%	98%	*	92%	*	-	93%	-	-	-	*
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	48%	58%	**59%**	31%	48%	67%	14%	*	-	64%	49%	68%	37%	61%	25%	52%	66%	-	*	*	86%
	CWD	24%	22%	**37%**	50%	18%	48%	-	-	-	*	20%	58%	37%	-	17%	39%	34%	-	*	-	*
	CWOD	52%	63%	**61%**	24%	51%	69%	14%	*	-	70%	53%	69%	-	61%	26%	54%	68%	-	*	*	85%
	EL	31%	38%	**25%**	-	24%	-	-	*	-	40%	25%	25%	17%	26%	25%	22%	28%	-	-	-	-
	Male	46%	57%	**52%**	16%	45%	60%	14%	*	-	64%	44%	62%	39%	54%	22%	52%	-	-	*	-	86%
	Female	49%	59%	**66%**	70%	51%	75%	-	-	-	63%	57%	74%	34%	68%	28%	-	66%	-	*	*	86%
Reading	All Students	52%	61%	**61%**	27%	50%	70%	20%	*	-	62%	49%	71%	34%	63%	24%	53%	70%	-	*	*	88%
	CWD	24%	22%	**34%**	40%	17%	46%	-	-	-	*	18%	55%	34%	-	11%	41%	22%	-	*	-	*
	CWOD	56%	66%	**63%**	24%	53%	72%	20%	*	-	67%	52%	73%	-	63%	26%	55%	73%	-	-	*	86%
	EL	33%	39%	**24%**	-	23%	-	-	*	-	*	23%	29%	11%	26%	24%	23%	26%	-	-	-	-
	Male	47%	56%	**53%**	13%	46%	61%	20%	*	-	67%	43%	64%	41%	55%	23%	53%	-	-	-	-	80%
	Female	57%	66%	**70%**	67%	55%	80%	-	-	-	*	58%	79%	22%	73%	26%	-	70%	-	*	*	*

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	44%	54%	**48%**	*	28%	57%	-	-	-	*	29%	58%	82%	45%	0%	41%	54%	-	*	*	*
	CWD	24%	24%	**82%**	*	*	89%	-	-	-	-	*	100%	82%	-	*	78%	*	-	-	-	-
	CWOD	47%	59%	**45%**	*	28%	54%	-	-	-	*	27%	55%	-	45%	0%	35%	53%	-	*	*	*
	EL	32%	40%	**0%**	-	0%	-	-	-	-	-	0%	0%	*	0%	0%	0%	0%	-	-	-	-
	Male	45%	57%	**41%**	*	23%	51%	-	-	-	*	26%	50%	78%	35%	0%	41%	-	-	*	-	-
	Female	42%	52%	**54%**	-	33%	62%	-	-	-	*	32%	65%	*	53%	0%	-	54%	-	-	*	*
Science	All Students	46%	57%	**60%**	40%	53%	68%	*	*	-	57%	56%	65%	28%	65%	35%	55%	65%	-	*	-	100%
	CWD	24%	17%	**28%**	*	21%	29%	-	-	-	*	18%	43%	28%	-	25%	19%	40%	-	*	-	-
	CWOD	49%	62%	**65%**	33%	58%	73%	*	*	-	67%	63%	68%	-	65%	37%	62%	68%	-	-	-	100%
	EL	26%	31%	**35%**	-	34%	-	-	-	-	*	35%	33%	25%	37%	35%	29%	42%	-	-	-	-
	Male	47%	58%	**55%**	17%	54%	62%	*	*	-	*	51%	62%	19%	62%	29%	55%	-	-	-	-	*
	Female	44%	56%	**65%**	*	51%	73%	-	-	-	*	62%	68%	40%	68%	42%	-	65%	-	*	-	*
SAT/ACT All Subjects	All Students	61%	53%	**53%**	*	41%	57%	-	-	-	*	36%	61%	*	52%	*	46%	58%	-	*	-	*
	CWD	39%	*	*	-	-	*	-	-	-	-	-	*	*	-	-	*	*	-	-	-	-
	CWOD	61%	52%	**52%**	*	41%	56%	-	-	-	*	36%	60%	-	52%	*	45%	58%	-	*	-	*
	EL	18%	*	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	65%	46%	**46%**	*	36%	50%	-	-	-	*	38%	49%	*	45%	*	46%	-	-	*	-	-
	Female	57%	58%	**58%**	-	47%	61%	-	-	-	*	35%	70%	*	58%	*	-	58%	-	-	-	*
STAAR Percent at Masters Grade Level																						
All Grades																						
All Subjects	All Students	19%	21%	**10%**	3%	6%	14%	0%	*	-	9%	5%	16%	6%	11%	1%	8%	13%	-	*	*	21%
	CWD	7%	5%	**6%**	0%	0%	12%	-	-	-	*	2%	12%	6%	-	0%	10%	0%	-	*	-	*
	CWOD	21%	23%	**11%**	4%	6%	14%	0%	*	-	10%	6%	16%	-	11%	1%	8%	14%	-	*	*	23%
	EL	9%	9%	**1%**	-	1%	-	-	*	-	0%	1%	0%	0%	1%	1%	1%	0%	-	-	-	-
	Male	18%	21%	**8%**	0%	3%	12%	0%	*	-	14%	5%	12%	10%	8%	1%	8%	-	-	*	-	14%
	Female	19%	20%	**13%**	10%	9%	16%	-	-	-	0%	6%	19%	0%	14%	0%	-	13%	-	*	*	29%
Reading	All Students	20%	21%	**12%**	5%	5%	16%	0%	*	-	15%	4%	19%	10%	12%	0%	9%	14%	-	*	*	13%
	CWD	7%	5%	**10%**	0%	0%	19%	-	-	-	*	4%	18%	10%	-	0%	16%	0%	-	*	-	*
	CWOD	22%	23%	**12%**	6%	6%	16%	0%	*	-	17%	4%	19%	-	12%	0%	9%	15%	-	-	*	14%
	EL	9%	8%	**0%**	-	0%	-	-	*	-	*	0%	0%	0%	0%	0%	0%	0%	-	-	-	-
	Male	17%	18%	**9%**	0%	4%	13%	0%	*	-	22%	5%	14%	16%	9%	0%	9%	-	-	-	-	20%
	Female	23%	24%	**14%**	17%	8%	19%	-	-	-	*	3%	24%	0%	15%	0%	-	14%	-	*	*	*
Mathematics	All Students	18%	20%	**0%**	*	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%	0%	-	*	*	*
	CWD	8%	6%	**0%**	*	*	0%	-	-	-	-	*	0%	0%	-	*	0%	*	-	-	-	-
	CWOD	20%	23%	**0%**	*	0%	0%	-	-	-	*	0%	0%	-	0%	0%	0%	0%	-	*	*	*
	EL	11%	11%	**0%**	-	0%	-	-	-	-	-	0%	0%	*	0%	0%	0%	0%	-	-	-	-
	Male	20%	23%	**0%**	*	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%	-	-	*	-	-
	Female	16%	17%	**0%**	-	0%	0%	-	-	-	*	0%	0%	*	0%	0%	-	0%	-	-	*	*

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Science	All Students	17%	20%	**13%**	0%	9%	18%	*	*	-	0%	9%	19%	3%	15%	2%	9%	18%	-	*	-	40%
	CWD	7%	3%	**3%**	*	0%	6%	-	-	-	*	0%	7%	3%	-	0%	5%	0%	-	*	-	-
	CWOD	19%	22%	**15%**	0%	11%	20%	*	*	-	0%	11%	21%	-	15%	3%	10%	20%	-	-	-	40%
	EL	6%	4%	**2%**	-	2%	-	-	-	-	*	3%	0%	0%	3%	2%	4%	0%	-	-	-	-
	Male	19%	22%	**9%**	0%	4%	15%	*	*	-	*	6%	15%	5%	10%	4%	9%	-	-	-	-	*
	Female	16%	18%	**18%**	*	15%	21%	-	-	-	*	13%	23%	0%	20%	0%	-	18%	-	*	-	*
SAT/ACT All Subjects	All Students	12%	0%	**0%**	*	0%	0%	-	-	-	*	0%	0%	*	0%	*	0%	0%	-	*	-	*
	CWD	9%	*	*	-	-	*	-	-	-	-	-	*	*	-	-	*	*	-	-	-	-
	CWOD	12%	0%	**0%**	*	0%	0%	-	-	-	*	0%	0%	-	0%	*	0%	0%	-	*	-	*
	EL	1%	*	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	15%	0%	**0%**	*	0%	0%	-	-	-	*	0%	0%	*	0%	*	0%	-	-	*	-	-
	Female	9%	0%	**0%**	-	0%	0%	-	-	-	*	0%	0%	*	0%	*	-	0%	-	-	-	*

- Indicates there are no students in the group.

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

Part (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 2022-23 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	83	65	78	87	*	*	-	78	79	76	77
CWD	76	75	65	80	-	-	-	*	65	76	68
CWOD	84	59	80	87	*	*	-	72	80	-	78
EL ✧	77	-	76	-	-	*	-	*	75	68	77
Male	84	71	83	85	*	*	-	88	79	80	83
Female	82	58	74	88	-	-	-	*	78	68	72
Mathematics											
All Students	83	*	-	80	-	-	-	-	*	83	-
CWD	83	*	-	80	-	-	-	-	*	83	-
CWOD	-	-	-	-	-	-	-	-	-	-	-
EL ✧	-	-	-	-	-	-	-	-	-	-	-

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Male	80	*	-	*	-	-	-	-	*	80	-
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 2022.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL✧	Homeless ✧	Foster Care ✧
Federal Graduation Rates													
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2022													
All Students	97.1%	100.0%	96.5%	97.1%	-	*	-	100.0%	96.7%	68.2%	95.8%	100.0%	-
CWD	68.2%	*	*	70.6%	-	-	-	-	73.3%	68.2%	*	*	-
CWOD	99.1%	100.0%	98.8%	99.1%	-	*	-	100.0%	99.3%	-	95.7%	100.0%	-
EL ✧	95.8%	-	95.5%	-	-	-	-	*	100.0%	*	95.8%	*	-
Male	96.5%	*	97.1%	96.0%	-	*	-	100.0%	94.7%	68.8%	100.0%	100.0%	-
Female	97.7%	*	96.1%	98.3%	-	*	-	100.0%	98.7%	66.7%	94.1%	*	-

- 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 2023 TELPAS (Texas English Language Proficiency Assessment System) data. (EL: English learner)

Total EL in Class	Proficiency of EL	Rate of Proficiency
109	28	26%

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

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Student Success (Student Achievement Domain Score: STAAR Component Only)											
STAAR Component Score	51	32	43	57	33	*	-	55	43	37	28
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	63%	67%	45%	69%	-	*	-	60%	54%	76%	30%

- Indicates there are no students in the group.

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

Part (vi): Goal Meeting Status

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
STAAR Performance Status											
Reading											
Interim Goals (2023-2027)	44%	32%	36%	62%	43%	74%	45%	58%	33%	13%	20%
Target Met	Y	N	Y	Y				Y	Y	Y	Y
Interim Goals (2028-2032)	53%	43%	47%	68%	53%	78%	54%	65%	44%	28%	33%
Target Met	Y	N	Y	Y				N	Y	Y	Y
Interim Goals (2033-2037)	62%	54%	58%	74%	63%	82%	63%	72%	55%	43%	46%
Target Met	N	N	N	N				N	N	N	N
Long-Term Goals	72%	66%	68%	81%	72%	87%	73%	79%	67%	57%	60%
Target Met	N	N	N	N				N	N	N	N
Mathematics											
Interim Goals (2023-2027)	38%	26%	35%	48%	37%	72%	41%	44%	32%	15%	31%
Target Met	Y		N	Y					N	Y	N
Interim Goals (2028-2032)	48%	38%	46%	57%	48%	77%	51%	53%	43%	29%	43%
Target Met	Y		N	Y					N	Y	N
Interim Goals (2033-2037)	58%	50%	57%	66%	59%	82%	61%	62%	54%	43%	55%
Target Met	N		N	N					N	Y	N
Long-Term Goals	69%	63%	68%	74%	69%	86%	71%	72%	66%	58%	66%

	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	Y	N
English Learner Language Proficiency Status											
Interim Goals (2023-2027)											34%
Target Met											Y
Interim Goals (2028-2032)											36%
Target Met											N
Interim Goals (2033-2037)											48%
Target Met											N
Long-Term Goals											40%
Target Met											N
Federal Graduation Status											
Interim Goals (2023-2027)	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80%
Target Met	Y		Y	Y				Y	Y	N	Y
Interim Goals (2028-2032)	92.7%	90.2%	91.4%	95.2%	90.9%	97.1%	91.5%	93.2%	90.5%	85.8%	86%
Target Met	Y		Y	Y				Y	Y	N	Y
Interim Goals (2033-2037)	95.4%	94.1%	94.7%	96.6%	94.4%	97.5%	94.7%	95.6%	94.3%	91.9%	92%
Target Met	Y		Y	Y				Y	Y	N	Y
Long-Term Goals	98%	98%	98%	98%	98%	98%	98%	98%	98%	98%	98%
Target Met	N		N	N				Y	N	N	Y

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

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

Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science for the 2022-23 school year. (CWD: children with disability; CWOD: children without disability; EL: English learner)

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

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Reading	All Students	**100%**	100%	100%	99%	100%	*	-	100%	99%	100%	98%	100%	100%	99%	100%	-
	CWD	**98%**	100%	100%	96%	-	-	-	*	97%	100%	98%	-	100%	97%	100%	-
	CWOD	**100%**	100%	100%	99%	100%	*	-	100%	99%	100%	-	100%	100%	99%	100%	-
	EL	**100%**	-	100%	*	-	*	-	*	100%	100%	100%	100%	100%	100%	100%	-
	Male	**99%**	100%	100%	98%	100%	*	-	100%	99%	100%	97%	99%	100%	99%	-	-
	Female	**100%**	100%	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	-	100%	-
Mathematics	All Students	**99%**	*	100%	98%	-	-	-	*	96%	100%	100%	99%	100%	99%	99%	-
	CWD	**100%**	*	*	100%	-	-	-	-	*	100%	100%	-	*	100%	*	-
	CWOD	**99%**	*	100%	98%	-	-	-	*	96%	100%	-	99%	100%	98%	99%	-
	EL	**100%**	-	100%	-	-	-	-	-	100%	100%	*	100%	100%	100%	100%	-
	Male	**99%**	*	100%	98%	-	-	-	*	96%	100%	100%	98%	100%	99%	-	-
	Female	**99%**	-	100%	98%	-	-	-	*	96%	100%	*	99%	100%	-	99%	-
Science	All Students	**100%**	100%	99%	100%	*	*	-	100%	99%	100%	100%	100%	100%	99%	100%	-
	CWD	**100%**	*	100%	100%	-	-	-	*	100%	100%	100%	-	100%	100%	100%	-
	CWOD	**100%**	100%	99%	100%	*	*	-	100%	99%	100%	-	100%	100%	99%	100%	-
	EL	**100%**	-	100%	-	-	-	-	*	100%	100%	100%	100%	100%	100%	100%	-
	Male	**99%**	100%	98%	100%	*	*	-	*	99%	100%	100%	99%	100%	99%	-	-
	Female	**100%**	*	100%	100%	-	-	-	*	100%	100%	100%	100%	100%	-	100%	-
SAT/ACT All Subjects	All Students	**97%**	*	97%	98%	-	-	-	*	92%	100%	*	97%	*	96%	99%	-
	CWD	*	-	-	*	-	-	-	-	-	*	*	-	-	*	*	-
	CWOD	**97%**	*	97%	98%	-	-	-	*	92%	100%	-	97%	*	96%	99%	-
	EL	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-
	Male	**96%**	*	93%	97%	-	-	-	*	87%	100%	*	96%	*	96%	-	-
	Female	**99%**	-	100%	98%	-	-	-	*	96%	100%	*	99%	*	-	99%	-
Non-Participation Rate																	
All Subjects	All Students	**1%**	0%	0%	1%	0%	0%	-	0%	1%	0%	1%	1%	0%	1%	0%	-
	CWD	**1%**	0%	0%	2%	-	-	-	*	2%	0%	1%	-	0%	1%	0%	-
	CWOD	**1%**	0%	0%	1%	0%	0%	-	0%	1%	0%	-	1%	0%	1%	0%	-
	EL	**0%**	-	0%	*	-	*	-	0%	0%	0%	0%	0%	0%	0%	0%	-
	Male	**1%**	0%	0%	1%	0%	*	-	0%	2%	0%	1%	1%	0%	1%	-	-
	Female	**0%**	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	-	0%	-
Reading	All Students	**0%**	0%	0%	1%	0%	*	-	0%	1%	0%	2%	0%	0%	1%	0%	-
	CWD	**2%**	0%	0%	4%	-	-	-	*	3%	0%	2%	-	0%	3%	0%	-
	CWOD	**0%**	0%	0%	1%	0%	*	-	0%	1%	0%	-	0%	0%	1%	0%	-
	EL	**0%**	-	0%	*	-	*	-	*	0%	0%	0%	0%	0%	0%	0%	-
	Male	**1%**	0%	0%	2%	0%	*	-	0%	1%	0%	3%	1%	0%	1%	-	-

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Reading	Female	**0%**	0%	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	-	0%	-
Mathematics	All Students	**1%**	*	0%	2%	-	-	-	*	4%	0%	0%	1%	0%	1%	1%	-
	CWD	**0%**	*	*	0%	-	-	-	-	*	0%	0%	-	*	0%	*	-
	CWOD	**1%**	*	0%	2%	-	-	-	*	4%	0%	-	1%	0%	2%	1%	-
	EL	**0%**	-	0%	-	-	-	-	-	0%	0%	*	0%	0%	0%	0%	-
	Male	**1%**	*	0%	2%	-	-	-	*	4%	0%	0%	2%	0%	1%	-	-
	Female	**1%**	-	0%	2%	-	-	-	*	4%	0%	*	1%	0%	-	1%	-
Science	All Students	**0%**	0%	1%	0%	*	*	-	0%	1%	0%	0%	0%	0%	1%	0%	-
	CWD	**0%**	*	0%	0%	-	-	-	*	0%	0%	0%	-	0%	0%	0%	-
	CWOD	**0%**	0%	1%	0%	*	*	-	0%	1%	0%	-	0%	0%	1%	0%	-
	EL	**0%**	-	0%	-	-	-	-	*	0%	0%	0%	0%	0%	0%	0%	-
	Male	**1%**	0%	2%	0%	*	*	-	*	1%	0%	0%	1%	0%	1%	-	-
	Female	**0%**	*	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	-	0%	-
SAT/ACT All Subjects	All Students	**3%**	*	3%	2%	-	-	-	*	8%	0%	*	3%	*	4%	1%	-
	CWD	*	-	-	*	-	-	-	-	-	*	*	-	-	*	*	-
	CWOD	**3%**	*	3%	2%	-	-	-	*	8%	0%	-	3%	*	4%	1%	-
	EL	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-
	Male	**4%**	*	7%	3%	-	-	-	*	13%	0%	*	4%	*	4%	-	-
	Female	**1%**	-	0%	2%	-	-	-	*	4%	0%	*	1%	*	-	1%	-

- Indicates there are no students in the group.

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

Part (viii): Civil Rights Data

Part (viii)(I) This section provides information from the 2020-21 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

	Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
Students Without Disabilities											
In-School Suspensions											

		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	80	4	22	50	0	1	0	3	7		
	Female	28	0	9	17	0	0	0	2	3		
	Total	108	4	31	67	0	1	0	5	10		
Out-of-School Suspensions												
	Male	25	2	6	15	0	1	0	1	0		
	Female	10	0	6	4	0	0	0	0	1		
	Total	35	2	12	19	0	1	0	1	1		
Expulsions												
With Educational Services	Male	1	0	1	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	1	0	1	0	0	0	0	0	0		
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Under Zero Tolerance Policies	Male	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		
School-Related Arrests												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Referrals to Law Enforcement												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Students With Disabilities												
In-School Suspensions												
	Male	12	0	4	8	0	0	0	0	3		9
	Female	1	0	0	1	0	0	0	0	0		0
	Total	13	0	4	9	0	0	0	0	3		9
Out-of-School Suspensions												
	Male	8	0	5	3	0	0	0	0	3		2
	Female	1	0	1	0	0	0	0	0	1		0
	Total	9	0	6	3	0	0	0	0	4		2
Expulsions												

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
With Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
School-Related Arrests												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Referrals to Law Enforcement												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
All Students												
Chronic Absenteeism												
	Male	108	4	25	73	1	1	-8	4	11	15	16
	Female	105	1	27	70	-8	2	-8	5	14	5	19
	Total	213	5	52	143	1	3	-8	9	25	20	35

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

	Total
On the basis of race	0
On the basis of disability	1
On the basis of sexual orientation	0
On the basis of religion	0

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

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs											
	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Accelerated Coursework											
Advanced Placement Courses	Male	42	0	7	32	0	0	0	3	1	1
	Female	18	0	2	15	0	0	0	1	0	0
	Total	60	0	9	47	0	0	0	4	1	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	67	2	14	48	0	1	0	2	0	1
	Female	105	0	15	86	1	0	0	3	1	1
	Total	172	2	29	134	1	1	0	5	1	2

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

Part (ix): Teacher Quality Data

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

Low Poverty School		
	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	4.0	3.7%
Teachers Teaching with Emergency or Provisional Credentials	3.9	3.8%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	9.3	9.1%

- Indicates there are no data available in the group.

Part (x): Per-pupil Expenditure

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

To be updated by June 30th, 2024.

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 2022-23 school year.

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Grade 3						
Reading	7,391	2%	5	1%	-	-
Mathematics	7,386	2%	5	1%	-	-
Grade 4						
Reading	7,296	2%	*	1%	-	-
Mathematics	7,293	2%	*	1%	-	-
Grade 5						
Reading	6,823	2%	*	0%	-	-
Mathematics	6,825	2%	*	0%	-	-
Science	6,820	2%	*	0%	-	-
Grade 6						
Reading	6,480	2%	*	0%	-	-
Mathematics	6,481	2%	*	0%	-	-
Grade 7						
Reading	6,309	2%	*	0%	-	-
Mathematics	6,300	2%	*	0%	-	-
Grade 8						
Reading	6,168	1%	5	1%	-	-
Mathematics	6,162	2%	5	2%	-	-

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Science	6,163	1%	5	1%	-	-
End of Course						
English I	6,032	1%	6	1%	6	6%
English II	5,771	1%	*	0%	*	0%
Algebra I	6,015	1%	7	1%	7	23%
Biology	6,041	1%	*	0%	*	1%
All Grades						
All Subjects	117,761	1%	64	1%	17	2%
Reading	52,275	1%	28	1%	8	1%
Mathematics	46,462	2%	27	1%	7	5%
Science	19,024	1%	9	1%	*	1%

- Indicates there are no students in the group.

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

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

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

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

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

* Indicates reporting standards not met.

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

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

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

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

This section provides information on the cohort rate at which students who graduated from high school in the 2020-21 school year enrolled in a Texas public postsecondary education institution in the 2021-22 academic year in (I) programs of public postsecondary education in Texas; (II) programs of private postsecondaryeducation in Texas; and (III) programs of postsecondary education outside Texas. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
In-State Public Institutions	42%	-	30%	47%	*	-	-	*	28%	*	-
In-State Private Institutions	4%	*	*	6%	-	-	-	-	*	*	-
Out-of-State Institutions	5%	-	*	6%	-	-	-	-	5%	-	*

- Indicates there are no students in the group.

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

Part (xiv): Additional Information - Chronic Absenteeism

This section provides information on the Chronic Absenteeism per EDFacts definition: percent of unduplicated number of K - 12 students enrolled in a school for at least 10 days and absent for 10% or more days during the 2021-22 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	25%	26%	26%	25%	*	11%	-	27%	31%	35%	34%

- Indicates there are no students in the group.

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

Part (i): Description of State Accountability System

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

Part (i)(II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students *(not applicable to district and state report cards)*.

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

State ESSA Goals (Middle Schools)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Performance (At Meets Grade Level or Above)												
Reading/ELA	Baseline Rates	44%	32%	35%	59%	44%	74%	46%	56%	31%	19%	28%
	2022-23 through 2026-27	44%	32%	35%	59%	44%	74%	46%	56%	31%	19%	28%
	2027-28 through 2031-32	53%	43%	46%	66%	53%	78%	55%	63%	43%	33%	40%
	2032-33 through 2036-37	62%	54%	57%	73%	62%	82%	64%	70%	55%	47%	52%
	2037-38	72%	66%	68%	80%	72%	87%	73%	78%	66%	60%	64%
Mathematics	Baseline Rates	47%	32%	39%	61%	47%	85%	52%	56%	35%	21%	36%
	2022-23 through 2026-27	47%	32%	39%	61%	47%	85%	52%	56%	35%	21%	36%
	2027-28 through 2031-32	56%	43%	49%	68%	56%	88%	60%	63%	46%	34%	47%
	2032-33 through 2036-37	65%	54%	59%	75%	65%	91%	68%	70%	57%	47%	58%
	2037-38	74%	66%	70%	81%	74%	93%	76%	78%	68%	61%	68%
EL Progress												
	Baseline Rates											44%
	2022-23 through 2026-27											44%
	2027-28 through 2031-32											46%
	2032-33 through 2036-37											48%
	2037-38											50%

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

State ESSA Goals (Elementary Schools)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
	Baseline Rates											49%
	2022-23 through 2026-27											49%
	2027-28 through 2031-32											51%
	2032-33 through 2036-37											53%
	2037-38											55%

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

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

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

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

1 If Federal Graduation Status is not available, Academic Growth Status is used.
2 If College, Career, and Military Readiness is not available, Student Achievement Domain Score: STAAR Component Only is used.

(bb) the methodology by which the State differentiates all such schools. Total points for each component are determined by multiplying the percentage of evaluated indicators met by the corresponding weight and rounding to one decimal place. The Closing the Gaps domain score is the sum of the total points rounded to the nearest whole number and is further used to differentiate all public schools. See the accountability manual for details. Chapter 4-2023 Closing the Gaps Domain

(cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students.Texas uses the Closing the Gaps domain to identify campuses that have consistently under-performing student groups. A student group that misses the targets in at least the same three indicators, for three consecutive years, is considered 'consistently underperforming'. 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 2019, 2022, and 2023 are considered consecutive years for 2023 TSI identification. See the accountability manual for details. Chapter 10-2023 Identification of Schools for Improvement

(dd) the methodology by which the State identifies a school for comprehensive support and improvement. Texas annually ranks all Title I campuses based on Closing the Gaps scaled scores. First, Texas determines the bottom five percent of Closing the Gaps outcomes by rank ordering the scaled scores of Title I campuses by schooltype - elementary, middle, high school/K-12, and alternative education accountability. Texas then determines which campuses fell in the bottom five percent for each school type. Title I campuses that rank in their school type's bottom five percent are identified for CSI. Any Title I campus identified for Additional Targeted Support (ATS) for three consecutive years will be identified for CSI the following school year.

Part (i)(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement or implementing targeted support and improvement plans. Campuses Identified for Support under the Every Student Succeeds Act (ESSA) for the 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 type's bottom five percent of the Closing the Gaps domain for two consecutive years and have Closing the Gaps domain scaled score by the end of the second year that is higher than when originally identified are considered as having successfully exited. Campuses previously identified as CSI based solely on a graduation rate must have a four or six-year federal graduation rate of at least 66.7 percent for two consecutive years to exit CSI status.

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 2022-23 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																						
English I	All Students	70%	79%	**64%**	*	33%	*	-	-	-	-	75%	*	-	64%	*	57%	*	-	*	-	-
	CWD	37%	38%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	75%	84%	**64%**	*	33%	*	-	-	-	-	75%	*	-	64%	*	57%	*	-	*	-	-
	EL	49%	56%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	65%	73%	**57%**	*	*	*	-	-	-	-	60%	*	-	57%	*	57%	-	-	*	-	-
	Female	76%	88%	*	-	*	*	-	-	-	-	*	*	-	*	*	-	*	-	-	-	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
English II	All Students	73%	81%	**57%**	*	50%	71%	-	-	-	-	65%	20%	*	59%	38%	46%	67%	-	*	-	-
	CWD	39%	44%	*	-	-	*	-	-	-	-	-	*	*	-	-	-	*	-	-	-	-
	CWOD	77%	84%	**59%**	*	50%	83%	-	-	-	-	65%	*	-	59%	38%	46%	71%	-	*	-	-
	EL	48%	49%	**38%**	-	38%	-	-	-	-	-	42%	*	-	38%	38%	14%	67%	-	*	-	-
	Male	68%	75%	**46%**	*	30%	*	-	-	-	-	45%	*	-	46%	14%	46%	-	-	*	-	-
	Female	78%	87%	**67%**	-	70%	60%	-	-	-	-	83%	*	*	71%	67%	-	67%	-	*	-	-
Algebra I	All Students	77%	93%	**63%**	-	40%	*	-	-	-	-	57%	*	-	63%	*	*	60%	-	*	-	-
	CWD	52%	78%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	81%	95%	**63%**	-	40%	*	-	-	-	-	57%	*	-	63%	*	*	60%	-	*	-	-
	EL	69%	81%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	74%	90%	*	-	*	*	-	-	-	-	*	-	-	*	*	*	-	-	*	-	-
	Female	81%	97%	**60%**	-	*	*	-	-	-	-	*	*	-	60%	*	-	60%	-	-	-	-
Biology	All Students	87%	95%	**86%**	*	83%	100%	-	-	-	-	89%	*	*	86%	75%	80%	92%	-	*	-	-
	CWD	67%	84%	*	-	-	*	-	-	-	-	-	*	*	-	-	-	*	-	-	-	-
	CWOD	90%	96%	**86%**	*	83%	100%	-	-	-	-	89%	*	-	86%	75%	80%	91%	-	*	-	-
	EL	75%	85%	**75%**	-	75%	-	-	-	-	-	71%	*	-	75%	75%	*	*	-	*	-	-
	Male	85%	94%	**80%**	*	83%	*	-	-	-	-	88%	*	-	80%	*	80%	-	-	*	-	-
	Female	89%	96%	**92%**	-	83%	100%	-	-	-	-	90%	*	*	91%	*	-	92%	-	*	-	-
STAAR Percent at Meets Grade Level or Above																						
End of Course																						
English I	All Students	50%	63%	**36%**	*	17%	*	-	-	-	-	50%	*	-	36%	*	29%	*	-	*	-	-
	CWD	20%	26%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	54%	68%	**36%**	*	17%	*	-	-	-	-	50%	*	-	36%	*	29%	*	-	*	-	-
	EL	26%	39%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	44%	58%	**29%**	*	*	*	-	-	-	-	40%	*	-	29%	*	29%	-	-	*	-	-
	Female	57%	71%	*	-	*	*	-	-	-	-	*	*	-	*	*	-	*	-	-	-	-
English II	All Students	53%	65%	**32%**	*	35%	29%	-	-	-	-	39%	0%	*	33%	23%	23%	40%	-	*	-	-
	CWD	22%	24%	*	-	-	*	-	-	-	-	-	*	*	-	-	-	*	-	-	-	-
	CWOD	57%	69%	**33%**	*	35%	33%	-	-	-	-	39%	*	-	33%	23%	23%	43%	-	*	-	-
	EL	23%	26%	**23%**	-	23%	-	-	-	-	-	25%	*	-	23%	23%	0%	50%	-	*	-	-
	Male	47%	59%	**23%**	*	20%	*	-	-	-	-	27%	*	-	23%	0%	23%	-	-	*	-	-
	Female	60%	72%	**40%**	-	50%	20%	-	-	-	-	50%	*	*	43%	50%	-	40%	-	*	-	-
Algebra I	All Students	42%	62%	**0%**	-	0%	*	-	-	-	-	0%	*	-	0%	*	*	0%	-	*	-	-
	CWD	19%	33%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	45%	65%	**0%**	-	0%	*	-	-	-	-	0%	*	-	0%	*	*	0%	-	*	-	-
	EL	29%	35%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	40%	60%	*	-	*	*	-	-	-	-	*	-	-	*	*	*	-	-	*	-	-
	Female	44%	63%	**0%**	-	*	*	-	-	-	-	*	*	-	0%	*	-	0%	-	-	-	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Biology	All Students	54%	72%	**32%**	*	25%	44%	-	-	-	-	39%	*	*	33%	13%	50%	17%	-	*	-	-
	CWD	27%	27%	*	-	-	*	-	-	-	-	-	*	*	-	-	-	*	-	-	-	-
	CWOD	58%	77%	**33%**	*	25%	50%	-	-	-	-	39%	*	-	33%	13%	50%	18%	-	*	-	-
	EL	29%	50%	**13%**	-	13%	-	-	-	-	-	14%	*	-	13%	13%	*	*	-	*	-	-
	Male	53%	71%	**50%**	*	33%	*	-	-	-	-	63%	*	-	50%	*	50%	-	-	*	-	-
	Female	55%	73%	**17%**	-	17%	17%	-	-	-	-	20%	*	*	18%	*	-	17%	-	*	-	-
STAAR Percent at Masters Grade Level																						
End of Course																						
English I	All Students	13%	14%	**0%**	*	0%	*	-	-	-	-	0%	*	-	0%	*	0%	*	-	*	-	-
	CWD	5%	5%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	14%	15%	**0%**	*	0%	*	-	-	-	-	0%	*	-	0%	*	0%	*	-	*	-	-
	EL	2%	4%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	10%	11%	**0%**	*	*	*	-	-	-	-	0%	*	-	0%	*	0%	-	-	*	-	-
	Female	16%	19%	*	-	*	*	-	-	-	-	*	*	-	*	*	-	*	-	-	-	-
English II	All Students	8%	13%	**4%**	*	0%	14%	-	-	-	-	4%	0%	*	4%	0%	0%	7%	-	*	-	-
	CWD	5%	4%	*	-	-	*	-	-	-	-	-	*	*	-	-	-	*	-	-	-	-
	CWOD	9%	13%	**4%**	*	0%	17%	-	-	-	-	4%	*	-	4%	0%	0%	7%	-	*	-	-
	EL	1%	0%	**0%**	-	0%	-	-	-	-	-	0%	*	-	0%	0%	0%	0%	-	*	-	-
	Male	7%	10%	**0%**	*	0%	*	-	-	-	-	0%	*	-	0%	0%	0%	-	-	*	-	-
	Female	10%	15%	**7%**	-	0%	20%	-	-	-	-	8%	*	*	7%	0%	-	7%	-	*	-	-
Algebra I	All Students	22%	22%	**0%**	-	0%	*	-	-	-	-	0%	*	-	0%	*	*	0%	-	*	-	-
	CWD	7%	9%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	24%	24%	**0%**	-	0%	*	-	-	-	-	0%	*	-	0%	*	*	0%	-	*	-	-
	EL	12%	10%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	22%	21%	*	-	*	*	-	-	-	-	*	-	-	*	*	*	-	-	*	-	-
	Female	23%	24%	**0%**	-	*	*	-	-	-	-	*	*	-	0%	*	-	0%	-	-	-	-
Biology	All Students	20%	24%	**0%**	*	0%	0%	-	-	-	-	0%	*	*	0%	0%	0%	0%	-	*	-	-
	CWD	7%	4%	*	-	-	*	-	-	-	-	-	*	*	-	-	-	*	-	-	-	-
	CWOD	22%	26%	**0%**	*	0%	0%	-	-	-	-	0%	*	-	0%	0%	0%	0%	-	*	-	-
	EL	6%	7%	**0%**	-	0%	-	-	-	-	-	0%	*	-	0%	0%	*	*	-	*	-	-
	Male	21%	25%	**0%**	*	0%	*	-	-	-	-	0%	*	-	0%	*	0%	-	-	*	-	-
	Female	20%	22%	**0%**	-	0%	0%	-	-	-	-	0%	*	*	0%	*	-	0%	-	*	-	-
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						
All Subjects	All Students	75%	84%	**68%**	*	56%	91%	-	-	-	-	73%	46%	*	69%	43%	61%	75%	-	88%	-	-
	CWD	48%	50%	*	-	-	*	-	-	-	-	-	*	*	-	-	-	*	-	-	-	-
	CWOD	79%	88%	**69%**	*	56%	95%	-	-	-	-	73%	45%	-	69%	43%	61%	76%	-	88%	-	-
	EL	62%	70%	**43%**	-	43%	-	-	-	-	-	44%	*	-	43%	43%	27%	62%	-	*	-	-
	Male	73%	82%	**61%**	*	40%	100%	-	-	-	-	63%	50%	-	61%	27%	61%	-	-	*	-	-
	Female	77%	85%	**75%**	-	70%	85%	-	-	-	-	83%	43%	*	76%	62%	-	75%	-	*	-	-

		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%	83%	**59%**	*	46%	82%	-	-	-	-	68%	25%	*	61%	35%	50%	68%	-	*	-	-
	CWD	46%	45%	*	-	-	*	-	-	-	-	-	*	*	-	-	-	*	-	-	-	-
	CWOD	80%	89%	**61%**	*	46%	90%	-	-	-	-	68%	29%	-	61%	35%	50%	72%	-	*	-	-
	EL	60%	66%	**35%**	-	35%	-	-	-	-	-	40%	*	-	35%	35%	10%	71%	-	*	-	-
	Male	72%	80%	**50%**	*	23%	100%	-	-	-	-	50%	*	-	50%	10%	50%	-	-	*	-	-
	Female	80%	88%	**68%**	-	69%	67%	-	-	-	-	87%	*	*	72%	71%	-	68%	-	*	-	-
Mathematics	All Students	74%	84%	**63%**	-	40%	*	-	-	-	-	57%	*	-	63%	*	*	60%	-	*	-	-
	CWD	49%	55%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	78%	89%	**63%**	-	40%	*	-	-	-	-	57%	*	-	63%	*	*	60%	-	*	-	-
	EL	65%	75%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	73%	84%	*	-	*	*	-	-	-	-	*	-	-	*	*	*	-	-	*	-	-
	Female	74%	84%	**60%**	-	*	*	-	-	-	-	*	*	-	60%	*	-	60%	-	-	-	-
Science	All Students	76%	84%	**86%**	*	83%	100%	-	-	-	-	89%	*	*	86%	75%	80%	92%	-	*	-	-
	CWD	52%	53%	*	-	-	*	-	-	-	-	-	*	*	-	-	-	*	-	-	-	-
	CWOD	79%	88%	**86%**	*	83%	100%	-	-	-	-	89%	*	-	86%	75%	80%	91%	-	*	-	-
	EL	62%	65%	**75%**	-	75%	-	-	-	-	-	71%	*	-	75%	75%	*	*	-	*	-	-
	Male	76%	85%	**80%**	*	83%	*	-	-	-	-	88%	*	-	80%	*	80%	-	-	*	-	-
	Female	75%	82%	**92%**	-	83%	100%	-	-	-	-	90%	*	*	91%	*	-	92%	-	*	-	-
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	48%	58%	**29%**	*	26%	39%	-	-	-	-	36%	0%	*	30%	14%	30%	28%	-	50%	-	-
	CWD	24%	22%	*	-	-	*	-	-	-	-	-	*	*	-	-	-	*	-	-	-	-
	CWOD	52%	63%	**30%**	*	26%	43%	-	-	-	-	36%	0%	-	30%	14%	30%	29%	-	50%	-	-
	EL	31%	38%	**14%**	-	14%	-	-	-	-	-	16%	*	-	14%	14%	0%	31%	-	*	-	-
	Male	46%	57%	**30%**	*	20%	60%	-	-	-	-	37%	0%	-	30%	0%	30%	-	-	*	-	-
	Female	49%	59%	**28%**	-	30%	23%	-	-	-	-	34%	0%	*	29%	31%	-	28%	-	*	-	-
Reading	All Students	52%	61%	**33%**	*	31%	45%	-	-	-	-	42%	0%	*	34%	18%	25%	42%	-	*	-	-
	CWD	24%	22%	*	-	-	*	-	-	-	-	-	*	*	-	-	-	*	-	-	-	-
	CWOD	56%	66%	**34%**	*	31%	50%	-	-	-	-	42%	0%	-	34%	18%	25%	44%	-	*	-	-
	EL	33%	39%	**18%**	-	18%	-	-	-	-	-	20%	*	-	18%	18%	0%	43%	-	*	-	-
	Male	47%	56%	**25%**	*	15%	60%	-	-	-	-	31%	*	-	25%	0%	25%	-	-	*	-	-
	Female	57%	66%	**42%**	-	46%	33%	-	-	-	-	53%	*	*	44%	43%	-	42%	-	*	-	-
Mathematics	All Students	44%	54%	**0%**	-	0%	*	-	-	-	-	0%	*	-	0%	*	*	0%	-	*	-	-
	CWD	24%	24%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	47%	59%	**0%**	-	0%	*	-	-	-	-	0%	*	-	0%	*	*	0%	-	*	-	-
	EL	32%	40%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	45%	57%	*	-	*	*	-	-	-	-	*	-	-	*	*	*	-	-	*	-	-
	Female	42%	52%	**0%**	-	*	*	-	-	-	-	*	*	-	0%	*	-	0%	-	-	-	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Science	All Students	46%	57%	**32%**	*	25%	44%	-	-	-	-	39%	*	*	33%	13%	50%	17%	-	*	-	-
	CWD	24%	17%	*	-	-	*	-	-	-	-	-	*	*	-	-	-	*	-	-	-	-
	CWOD	49%	62%	**33%**	*	25%	50%	-	-	-	-	39%	*	-	33%	13%	50%	18%	-	*	-	-
	EL	26%	31%	**13%**	-	13%	-	-	-	-	-	14%	*	-	13%	13%	*	*	-	*	-	-
	Male	47%	58%	**50%**	*	33%	*	-	-	-	-	63%	*	-	50%	*	50%	-	-	*	-	-
	Female	44%	56%	**17%**	-	17%	17%	-	-	-	-	20%	*	*	18%	*	-	17%	-	*	-	-
STAAR Percent at Masters Grade Level																						
All Grades																						
All Subjects	All Students	19%	21%	**1%**	*	0%	4%	-	-	-	-	2%	0%	*	1%	0%	0%	3%	-	0%	-	-
	CWD	7%	5%	*	-	-	*	-	-	-	-	-	*	*	-	-	-	*	-	-	-	-
	CWOD	21%	23%	**1%**	*	0%	5%	-	-	-	-	2%	0%	-	1%	0%	0%	3%	-	0%	-	-
	EL	9%	9%	**0%**	-	0%	-	-	-	-	-	0%	*	-	0%	0%	0%	0%	-	*	-	-
	Male	18%	21%	**0%**	*	0%	0%	-	-	-	-	0%	0%	-	0%	0%	0%	-	-	*	-	-
	Female	19%	20%	**3%**	-	0%	8%	-	-	-	-	3%	0%	*	3%	0%	-	3%	-	*	-	-
Reading	All Students	20%	21%	**3%**	*	0%	9%	-	-	-	-	3%	0%	*	3%	0%	0%	5%	-	*	-	-
	CWD	7%	5%	*	-	-	*	-	-	-	-	-	*	*	-	-	-	*	-	-	-	-
	CWOD	22%	23%	**3%**	*	0%	10%	-	-	-	-	3%	0%	-	3%	0%	0%	6%	-	*	-	-
	EL	9%	8%	**0%**	-	0%	-	-	-	-	-	0%	*	-	0%	0%	0%	0%	-	*	-	-
	Male	17%	18%	**0%**	*	0%	0%	-	-	-	-	0%	*	-	0%	0%	0%	-	-	*	-	-
	Female	23%	24%	**5%**	-	0%	17%	-	-	-	-	7%	*	*	6%	0%	-	5%	-	*	-	-
Mathematics	All Students	18%	20%	**0%**	-	0%	*	-	-	-	-	0%	*	-	0%	*	*	0%	-	*	-	-
	CWD	8%	6%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	20%	23%	**0%**	-	0%	*	-	-	-	-	0%	*	-	0%	*	*	0%	-	*	-	-
	EL	11%	11%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	20%	23%	*	-	*	*	-	-	-	-	*	-	-	*	*	*	-	-	*	-	-
	Female	16%	17%	**0%**	-	*	*	-	-	-	-	*	*	-	0%	*	-	0%	-	-	-	-
Science	All Students	17%	20%	**0%**	*	0%	0%	-	-	-	-	0%	*	*	0%	0%	0%	0%	-	*	-	-
	CWD	7%	3%	*	-	-	*	-	-	-	-	-	*	*	-	-	-	*	-	-	-	-
	CWOD	19%	22%	**0%**	*	0%	0%	-	-	-	-	0%	*	-	0%	0%	0%	0%	-	*	-	-
	EL	6%	4%	**0%**	-	0%	-	-	-	-	-	0%	*	-	0%	0%	*	*	-	*	-	-
	Male	19%	22%	**0%**	*	0%	*	-	-	-	-	0%	*	-	0%	*	0%	-	-	*	-	-
	Female	16%	18%	**0%**	-	0%	0%	-	-	-	-	0%	*	*	0%	*	-	0%	-	*	-	-

- Indicates there are no students in the group.

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

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2022-23 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	88	-	96	75	-	-	-	-	100	*	*
CWD	*	-	-	*	-	-	-	-	-	*	-
CWOD	95	-	96	*	-	-	-	-	100	-	*
EL ✧	*	-	*	-	-	-	-	-	*	-	*
Male	*	-	*	*	-	-	-	-	*	-	*
Female	84	-	105	*	-	-	-	-	96	*	*
Mathematics											
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 2022.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL✧	Homeless ✧	Foster Care ✧
Federal Graduation Rates													
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2022													
All Students	98.1%	*	100.0%	100.0%	-	-	-	*	97.0%	100.0%	100.0%	*	*
CWD	100.0%	-	*	100.0%	-	-	-	-	*	100.0%	*	-	-
CWOD	97.8%	*	100.0%	100.0%	-	-	-	*	96.7%	-	100.0%	*	*
EL ✧	100.0%	-	100.0%	*	-	-	-	-	100.0%	*	100.0%	-	-
Male	96.3%	*	100.0%	100.0%	-	-	-	-	94.1%	100.0%	100.0%	*	-
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 2023 TELPAS (Texas English Language Proficiency Assessment System) data. (EL: English learner)

Total EL in Class	Proficiency of EL	Rate of Proficiency
9	1	-

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

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Student Success (Student Achievement Domain Score: STAAR Component Only)											
STAAR Component Score	33	*	27	45	-	-	-	-	37	*	19
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	25%	-	22%	27%	-	-	-	*	15%	78%	25%

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

Part (vi): Goal Meeting Status

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
STAAR Performance Status											
Reading											
Interim Goals (2023-2027)	44%	32%	36%	62%	43%	74%	45%	58%	33%	13%	20%
Target Met	N		N						Y		N
Interim Goals (2028-2032)	53%	43%	47%	68%	53%	78%	54%	65%	44%	28%	33%
Target Met	N		N						N		N
Interim Goals (2033-2037)	62%	54%	58%	74%	63%	82%	63%	72%	55%	43%	46%
Target Met	N		N						N		N
Long-Term Goals	72%	66%	68%	81%	72%	87%	73%	79%	67%	57%	60%
Target Met	N		N						N		N
Mathematics											
Interim Goals (2023-2027)	38%	26%	35%	48%	37%	72%	41%	44%	32%	15%	31%
Target Met											
Interim Goals (2028-2032)	48%	38%	46%	57%	48%	77%	51%	53%	43%	29%	43%
Target Met											
Interim Goals (2033-2037)	58%	50%	57%	66%	59%	82%	61%	62%	54%	43%	55%
Target Met											
Long-Term Goals	69%	63%	68%	74%	69%	86%	71%	72%	66%	58%	66%
Target Met											
English Learner Language Proficiency Status											
Interim Goals (2023-2027)											34%
Target Met											
Interim Goals (2028-2032)											36%
Target Met											
Interim Goals (2033-2037)											48%
Target Met											
Long-Term Goals											40%
Target Met											
Federal Graduation Status											
Interim Goals (2023-2027)	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80%
Target Met	Y		Y	Y					Y		
Interim Goals (2028-2032)	92.7%	90.2%	91.4%	95.2%	90.9%	97.1%	91.5%	93.2%	90.5%	85.8%	86%
Target Met	Y		Y	Y					Y		
Interim Goals (2033-2037)	95.4%	94.1%	94.7%	96.6%	94.4%	97.5%	94.7%	95.6%	94.3%	91.9%	92%
Target Met	Y		Y	Y					Y		

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Long-Term Goals	98%	98%	98%	98%	98%	98%	98%	98%	98%	98%	98%
Target Met	Y		Y	Y					N		

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

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

Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science for the 2022-23 school year. (CWD: children with disability; CWOD: children without disability; EL: English learner)

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

		Campus	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	**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%	-
	CWD	*	-	-	*	-	-	-	-	-	*	*	-	-	-	*	-
	CWOD	**0%**	*	0%	0%	-	-	-	-	0%	0%	-	0%	0%	0%	0%	-
	EL	**0%**	-	0%	-	-	-	-	-	0%	*	-	0%	0%	0%	0%	-
	Male	**0%**	*	0%	0%	-	-	-	-	0%	0%	-	0%	0%	0%	-	-
	Female	**0%**	-	0%	0%	-	-	-	-	0%	0%	*	0%	0%	-	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%	0%	-
	Male	**0%**	*	0%	0%	-	-	-	-	0%	*	-	0%	0%	0%	-	-
	Female	**0%**	-	0%	0%	-	-	-	-	0%	0%	*	0%	0%	-	0%	-
Mathematics	All Students	**0%**	-	0%	*	-	-	-	-	0%	*	-	0%	*	*	0%	-
	CWD	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	**0%**	-	0%	*	-	-	-	-	0%	*	-	0%	*	*	0%	-
	EL	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-
	Male	*	-	*	*	-	-	-	-	*	-	-	*	*	*	-	-
	Female	**0%**	-	*	*	-	-	-	-	*	*	-	0%	*	-	0%	-
Science	All Students	**0%**	*	0%	0%	-	-	-	-	0%	*	*	0%	0%	0%	0%	-
	CWD	*	-	-	*	-	-	-	-	-	*	*	-	-	-	*	-
	CWOD	**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%	-

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

- Indicates there are no students in the group.

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

Part (viii): Civil Rights Data

Part (viii)(I) This section provides information from the 2020-21 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
Students Without Disabilities												
In-School Suspensions												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Out-of-School Suspensions												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Expulsions												
With Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		

		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		
School-Related Arrests												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Referrals to Law Enforcement												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Students With Disabilities												
In-School Suspensions												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Out-of-School Suspensions												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Expulsions												
With Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
School-Related Arrests												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Referrals to Law Enforcement												

		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
All Students												
Chronic Absenteeism												
	Male	12	-8	5	7	-8	-8	-8	-8	4	2	2
	Female	12	-8	4	8	-8	-8	-8	-8	3	1	2
	Total	24	-8	9	15	-8	-8	-8	-8	7	3	4

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

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

	Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs										

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

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

Part (ix): Teacher Quality Data

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

	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	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.

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, 2024.

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 2022-23 school year.

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Grade 3						
Reading	7,391	2%	5	1%	-	-
Mathematics	7,386	2%	5	1%	-	-
Grade 4						
Reading	7,296	2%	*	1%	-	-
Mathematics	7,293	2%	*	1%	-	-
Grade 5						
Reading	6,823	2%	*	0%	-	-
Mathematics	6,825	2%	*	0%	-	-
Science	6,820	2%	*	0%	-	-
Grade 6						
Reading	6,480	2%	*	0%	-	-
Mathematics	6,481	2%	*	0%	-	-
Grade 7						
Reading	6,309	2%	*	0%	-	-
Mathematics	6,300	2%	*	0%	-	-
Grade 8						
Reading	6,168	1%	5	1%	-	-
Mathematics	6,162	2%	5	2%	-	-
Science	6,163	1%	5	1%	-	-
End of Course						
English I	6,032	1%	6	1%	-	-
English II	5,771	1%	*	0%	-	-
Algebra I	6,015	1%	7	1%	-	-
Biology	6,041	1%	*	0%	-	-
All Grades						
All Subjects	117,761	1%	64	1%	-	-
Reading	52,275	1%	28	1%	-	-
Mathematics	46,462	2%	27	1%	-	-
Science	19,024	1%	9	1%	-	-

- Indicates there are no students in the group.

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

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

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

State Level: 2022 Percentages at NAEP Achievement Levels										
			% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	42	37	58	63	30	33	7	9
		Black	51	56	49	44	19	17	3	3
		Hispanic	52	50	48	50	20	21	3	4
		White	26	27	74	73	44	42	10	11
		American Indian	*	57	*	43	*	18	*	3
		Asian	8	17	92	83	71	58	31	24
		Pacific Islander	*	50	*	50	*	23	*	6
		Two or More Races	28	32	72	68	41	38	8	11
		EcoDis	54	52	46	48	18	19	3	3
		Students with Disabilities	77	73	23	27	7	10	1	2
		English Language Learners	57	67	43	33	16	10	2	1
	Mathematics	Overall	22	25	78	75	38	36	8	8
		Black	33	45	67	55	21	15	2	1
		Hispanic	27	36	73	64	27	22	3	3
		White	10	14	90	86	57	48	13	10
		American Indian	*	41	*	59	*	22	*	4
		Asian	3	9	97	91	73	63	27	24
		Pacific Islander	*	38	*	62	*	22	*	3
		Two or More Races	10	22	90	78	58	38	23	9
		EcoDis	31	38	69	62	24	20	3	2
		Students with Disabilities	51	56	49	44	18	14	2	2
		English Language Learners	31	48	69	52	26	14	3	2
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 2020-21 school year enrolled in a Texas public postsecondary education institution in the 2021-22 academic year in (I) programs of public postsecondary education in Texas; (II) programs of private postsecondaryeducation in Texas; and (III) programs of postsecondary education outside Texas. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
In-State Public Institutions	*	-	*	*	-	-	-	-	*	-	*
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 2021-22 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	55%	*	63%	50%	-	-	-	*	60%	50%	60%

- Indicates there are no students in the group.

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

Part (i): Description of State Accountability System

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

Part (i)(II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students *(not applicable to district and state report cards)*.

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

State ESSA Goals (Middle Schools)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Performance (At Meets Grade Level or Above)												
Reading/ELA	Baseline Rates	44%	32%	35%	59%	44%	74%	46%	56%	31%	19%	28%
	2022-23 through 2026-27	44%	32%	35%	59%	44%	74%	46%	56%	31%	19%	28%
	2027-28 through 2031-32	53%	43%	46%	66%	53%	78%	55%	63%	43%	33%	40%
	2032-33 through 2036-37	62%	54%	57%	73%	62%	82%	64%	70%	55%	47%	52%
	2037-38	72%	66%	68%	80%	72%	87%	73%	78%	66%	60%	64%
Mathematics	Baseline Rates	47%	32%	39%	61%	47%	85%	52%	56%	35%	21%	36%
	2022-23 through 2026-27	47%	32%	39%	61%	47%	85%	52%	56%	35%	21%	36%
	2027-28 through 2031-32	56%	43%	49%	68%	56%	88%	60%	63%	46%	34%	47%
	2032-33 through 2036-37	65%	54%	59%	75%	65%	91%	68%	70%	57%	47%	58%
	2037-38	74%	66%	70%	81%	74%	93%	76%	78%	68%	61%	68%
EL Progress												
	Baseline Rates											44%
	2022-23 through 2026-27											44%
	2027-28 through 2031-32											46%
	2032-33 through 2036-37											48%
	2037-38											50%

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

State ESSA Goals (Elementary Schools)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
	Baseline Rates											49%
	2022-23 through 2026-27											49%
	2027-28 through 2031-32											51%
	2032-33 through 2036-37											53%
	2037-38											55%

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

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

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

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

1 If Federal Graduation Status is not available, Academic Growth Status is used.
2 If College, Career, and Military Readiness is not available, Student Achievement Domain Score: STAAR Component Only is used.

(bb) the methodology by which the State differentiates all such schools. Total points for each component are determined by multiplying the percentage of evaluated indicators met by the corresponding weight and rounding to one decimal place. The Closing the Gaps domain score is the sum of the total points rounded to the nearest whole number and is further used to differentiate all public schools. See the accountability manual for details. Chapter 4-2023 Closing the Gaps Domain

(cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students.Texas uses the Closing the Gaps domain to identify campuses that have consistently under-performing student groups. A student group that misses the targets in at least the same three indicators, for three consecutive years, is considered 'consistently underperforming'. 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 2019, 2022, and 2023 are considered consecutive years for 2023 TSI identification. See the accountability manual for details. Chapter 10-2023 Identification of Schools for Improvement

(dd) the methodology by which the State identifies a school for comprehensive support and improvement. Texas annually ranks all Title I campuses based on Closing the Gaps scaled scores. First, Texas determines the bottom five percent of Closing the Gaps outcomes by rank ordering the scaled scores of Title I campuses by schooltype - elementary, middle, high school/K-12, and alternative education accountability. Texas then determines which campuses fell in the bottom five percent for each school type. Title I campuses that rank in their school type's bottom five percent are identified for CSI. Any Title I campus identified for Additional Targeted Support (ATS) for three consecutive years will be identified for CSI the following school year.

Part (i)(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement or implementing targeted support and improvement plans. Campuses Identified for Support under the Every Student Succeeds Act (ESSA) for the 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 type's bottom five percent of the Closing the Gaps domain for two consecutive years and have Closing the Gaps domain scaled score by the end of the second year that is higher than when originally identified are considered as having successfully exited. Campuses previously identified as CSI based solely on a graduation rate must have a four or six-year federal graduation rate of at least 66.7 percent for two consecutive years to exit CSI status.

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 2022-23 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																						
English I	All Students	70%	79%	**84%**	79%	77%	88%	*	100%	-	100%	77%	91%	31%	91%	63%	80%	91%	*	*	-	83%
	CWD	37%	38%	**31%**	*	32%	31%	-	-	-	-	28%	36%	31%	-	18%	29%	38%	-	*	-	*
	CWOD	75%	84%	**91%**	91%	83%	95%	*	100%	-	100%	85%	96%	-	91%	72%	88%	95%	*	*	-	100%
	EL	49%	56%	**63%**	-	64%	*	-	*	-	-	66%	50%	18%	72%	63%	54%	77%	-	-	-	-
	Male	65%	73%	**80%**	88%	70%	83%	-	*	-	100%	69%	89%	29%	88%	54%	80%	-	*	*	-	*
	Female	76%	88%	**91%**	67%	85%	93%	*	*	-	100%	88%	93%	38%	95%	77%	-	91%	-	*	-	*

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
English II	All Students	73%	81%	*	-	*	*	-	-	-	-	*	*	*	*	*	*	*	-	-	-	-
	CWD	39%	44%	*	-	-	*	-	-	-	-	*	-	*	-	-	-	*	-	-	-	-
	CWOD	77%	84%	*	-	*	*	-	-	-	-	*	*	-	*	*	*	-	-	-	-	-
	EL	48%	49%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	68%	75%	*	-	*	*	-	-	-	-	*	*	-	*	*	*	-	-	-	-	-
	Female	78%	87%	*	-	-	*	-	-	-	-	*	-	*	-	-	-	*	-	-	-	-
Algebra I	All Students	77%	93%	**94%**	80%	92%	95%	*	*	-	100%	92%	96%	78%	97%	87%	91%	97%	-	*	-	80%
	CWD	52%	78%	**78%**	*	81%	77%	-	-	-	-	75%	81%	78%	-	70%	73%	88%	-	-	-	*
	CWOD	81%	95%	**97%**	86%	94%	99%	*	*	-	100%	96%	99%	-	97%	90%	96%	98%	-	*	-	*
	EL	69%	81%	**87%**	-	86%	*	-	-	-	-	87%	86%	70%	90%	87%	77%	100%	-	-	-	-
	Male	74%	90%	**91%**	83%	87%	94%	-	*	-	*	87%	96%	73%	96%	77%	91%	-	-	-	-	*
	Female	81%	97%	**97%**	*	100%	96%	*	-	-	*	97%	96%	88%	98%	100%	-	97%	-	*	-	*
Biology	All Students	87%	95%	**99%**	100%	98%	99%	-	100%	-	*	96%	100%	75%	100%	96%	98%	99%	*	-	-	*
	CWD	67%	84%	**75%**	-	*	67%	-	-	-	-	60%	*	75%	-	*	*	*	-	-	-	-
	CWOD	90%	96%	**100%**	100%	98%	100%	-	100%	-	*	99%	100%	-	100%	95%	99%	100%	*	-	-	*
	EL	75%	85%	**96%**	-	95%	-	-	*	-	-	95%	*	*	95%	96%	91%	100%	-	-	-	-
	Male	85%	94%	**98%**	*	97%	99%	-	*	-	*	95%	100%	*	99%	91%	98%	-	*	-	-	*
	Female	89%	96%	**99%**	*	100%	99%	-	*	-	*	98%	100%	*	100%	100%	-	99%	-	-	-	*
STAAR Percent at Meets Grade Level or Above																						
End of Course																						
English I	All Students	50%	63%	**72%**	64%	59%	78%	*	100%	-	50%	60%	83%	19%	78%	48%	68%	76%	*	*	-	50%
	CWD	20%	26%	**19%**	*	11%	22%	-	-	-	-	16%	23%	19%	-	9%	18%	19%	-	*	-	*
	CWOD	54%	68%	**78%**	73%	66%	85%	*	100%	-	50%	67%	89%	-	78%	55%	76%	81%	*	*	-	60%
	EL	26%	39%	**48%**	-	48%	*	-	*	-	-	51%	30%	9%	55%	48%	37%	63%	-	-	-	-
	Male	44%	58%	**68%**	75%	52%	76%	-	*	-	60%	52%	82%	18%	76%	37%	68%	-	*	*	-	*
	Female	57%	71%	**76%**	50%	69%	81%	*	*	-	40%	69%	84%	19%	81%	63%	-	76%	-	*	-	*
English II	All Students	53%	65%	*	-	*	*	-	-	-	-	*	*	*	*	*	*	*	-	-	-	-
	CWD	22%	24%	*	-	-	*	-	-	-	-	*	-	*	-	-	-	*	-	-	-	-
	CWOD	57%	69%	*	-	*	*	-	-	-	-	*	*	-	*	*	*	-	-	-	-	-
	EL	23%	26%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	47%	59%	*	-	*	*	-	-	-	-	*	*	-	*	*	*	-	-	-	-	-
	Female	60%	72%	*	-	-	*	-	-	-	-	*	-	*	-	-	-	*	-	-	-	-
Algebra I	All Students	42%	62%	**52%**	60%	40%	59%	*	*	-	83%	45%	61%	24%	58%	29%	52%	52%	-	*	-	40%
	CWD	19%	33%	**24%**	*	19%	27%	-	-	-	-	25%	24%	24%	-	20%	24%	25%	-	-	-	*
	CWOD	45%	65%	**58%**	71%	43%	66%	*	*	-	83%	49%	68%	-	58%	31%	59%	56%	-	*	-	*
	EL	29%	35%	**29%**	-	27%	*	-	-	-	-	33%	0%	20%	31%	29%	26%	33%	-	-	-	-
	Male	40%	60%	**52%**	83%	38%	59%	-	*	-	*	43%	62%	24%	59%	26%	52%	-	-	-	-	*
	Female	44%	63%	**52%**	*	42%	59%	*	-	-	*	47%	59%	25%	56%	33%	-	52%	-	*	-	*

		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
Biology	All Students	54%	72%	**91%**	88%	91%	90%	-	100%	-	*	84%	94%	25%	93%	91%	92%	89%	*	-	-	*
	CWD	27%	27%	**25%**	-	*	0%	-	-	-	-	20%	*	25%	-	*	*	*	-	-	-	-
	CWOD	58%	77%	**93%**	88%	91%	94%	-	100%	-	*	88%	96%	-	93%	91%	94%	92%	*	-	-	*
	EL	29%	50%	**91%**	-	91%	-	-	*	-	-	90%	*	*	91%	91%	91%	92%	-	-	-	-
	Male	53%	71%	**92%**	*	94%	91%	-	*	-	*	87%	95%	*	94%	91%	92%	-	*	-	-	*
	Female	55%	73%	**89%**	*	88%	89%	-	*	-	*	80%	94%	*	92%	92%	-	89%	-	-	-	*
STAAR Percent at Masters Grade Level																						
End of Course																						
English I	All Students	13%	14%	**17%**	0%	11%	20%	*	50%	-	10%	13%	20%	0%	19%	6%	13%	21%	*	*	-	0%
	CWD	5%	5%	**0%**	*	0%	0%	-	-	-	-	0%	0%	0%	-	0%	0%	0%	-	*	-	*
	CWOD	14%	15%	**19%**	0%	12%	22%	*	50%	-	10%	15%	22%	-	19%	7%	15%	23%	*	*	-	0%
	EL	2%	4%	**6%**	-	6%	*	-	*	-	-	7%	0%	0%	7%	6%	2%	10%	-	-	-	-
	Male	10%	11%	**13%**	0%	9%	15%	-	*	-	20%	10%	16%	0%	15%	2%	13%	-	*	*	-	*
	Female	16%	19%	**21%**	0%	13%	25%	*	*	-	0%	16%	26%	0%	23%	10%	-	21%	-	*	-	*
English II	All Students	8%	13%	*	-	*	*	-	-	-	-	*	*	*	*	*	*	*	-	-	-	-
	CWD	5%	4%	*	-	-	*	-	-	-	-	*	-	*	-	-	-	*	-	-	-	-
	CWOD	9%	13%	*	-	*	*	-	-	-	-	*	*	-	*	*	*	-	-	-	-	-
	EL	1%	0%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	7%	10%	*	-	*	*	-	-	-	-	*	*	-	*	*	*	-	-	-	-	-
	Female	10%	15%	*	-	-	*	-	-	-	-	*	-	*	-	-	-	*	-	-	-	-
Algebra I	All Students	22%	22%	**12%**	20%	9%	13%	*	*	-	17%	11%	13%	10%	12%	6%	11%	13%	-	*	-	20%
	CWD	7%	9%	**10%**	*	6%	13%	-	-	-	-	14%	5%	10%	-	10%	12%	6%	-	-	-	*
	CWOD	24%	24%	**12%**	29%	10%	13%	*	*	-	17%	10%	15%	-	12%	5%	11%	14%	-	*	-	*
	EL	12%	10%	**6%**	-	6%	*	-	-	-	-	7%	0%	10%	5%	6%	3%	10%	-	-	-	-
	Male	22%	21%	**11%**	33%	8%	12%	-	*	-	*	10%	12%	12%	11%	3%	11%	-	-	-	-	*
	Female	23%	24%	**13%**	*	12%	14%	*	-	-	*	12%	15%	6%	14%	10%	-	13%	-	*	-	*
Biology	All Students	20%	24%	**38%**	38%	30%	41%	-	40%	-	*	36%	39%	13%	39%	17%	46%	30%	*	-	-	*
	CWD	7%	4%	**13%**	-	*	0%	-	-	-	-	20%	*	13%	-	*	*	*	-	-	-	-
	CWOD	22%	26%	**39%**	38%	30%	43%	-	40%	-	*	37%	40%	-	39%	14%	47%	31%	*	-	-	*
	EL	6%	7%	**17%**	-	14%	-	-	*	-	-	20%	*	*	14%	17%	36%	0%	-	-	-	-
	Male	21%	25%	**46%**	*	39%	47%	-	*	-	*	46%	46%	*	47%	36%	46%	-	*	-	-	*
	Female	20%	22%	**30%**	*	20%	35%	-	*	-	*	27%	31%	*	31%	0%	-	30%	-	-	-	*
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						
All Subjects	All Students	75%	84%	**90%**	84%	86%	92%	*	100%	-	100%	85%	95%	54%	95%	76%	87%	94%	*	*	-	86%
	CWD	48%	50%	**54%**	50%	57%	54%	-	-	-	-	50%	61%	54%	-	45%	51%	62%	-	*	-	*
	CWOD	79%	88%	**95%**	92%	89%	97%	*	100%	-	100%	91%	98%	-	95%	82%	93%	97%	*	*	-	100%
	EL	62%	70%	**76%**	-	76%	*	-	*	-	-	77%	70%	45%	82%	76%	67%	89%	-	-	-	-
	Male	73%	82%	**87%**	89%	80%	90%	-	100%	-	100%	78%	94%	51%	93%	67%	87%	-	*	*	-	71%
	Female	77%	85%	**94%**	79%	93%	95%	*	100%	-	100%	92%	96%	62%	97%	89%	-	94%	-	*	-	100%

		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%	83%	**84%**	79%	76%	87%	*	100%	-	100%	76%	91%	31%	91%	63%	79%	90%	*	*	-	83%
	CWD	46%	45%	**31%**	*	32%	30%	-	-	-	-	27%	36%	31%	-	18%	29%	35%	-	*	-	*
	CWOD	80%	89%	**91%**	91%	83%	94%	*	100%	-	100%	85%	96%	-	91%	70%	87%	95%	*	*	-	100%
	EL	60%	66%	**63%**	-	63%	*	-	*	-	-	65%	50%	18%	70%	63%	52%	77%	-	-	-	-
	Male	72%	80%	**79%**	88%	70%	83%	-	*	-	100%	67%	89%	29%	87%	52%	79%	-	*	*	-	*
	Female	80%	88%	**90%**	67%	85%	93%	*	*	-	100%	87%	93%	35%	95%	77%	-	90%	-	*	-	*
Mathematics	All Students	74%	84%	**94%**	80%	92%	95%	*	*	-	100%	92%	96%	78%	97%	87%	91%	97%	-	*	-	80%
	CWD	49%	55%	**78%**	*	81%	77%	-	-	-	-	75%	81%	78%	-	70%	73%	88%	-	-	-	*
	CWOD	78%	89%	**97%**	86%	94%	99%	*	*	-	100%	96%	99%	-	97%	90%	96%	98%	-	*	-	*
	EL	65%	75%	**87%**	-	86%	*	-	-	-	-	87%	86%	70%	90%	87%	77%	100%	-	-	-	-
	Male	73%	84%	**91%**	83%	87%	94%	-	*	-	*	87%	96%	73%	96%	77%	91%	-	-	-	-	*
	Female	74%	84%	**97%**	*	100%	96%	*	-	-	*	97%	96%	88%	98%	100%	-	97%	-	*	-	*
Science	All Students	76%	84%	**99%**	100%	98%	99%	-	100%	-	*	96%	100%	75%	100%	96%	98%	99%	*	-	-	*
	CWD	52%	53%	**75%**	-	*	67%	-	-	-	-	60%	*	75%	-	*	*	*	-	-	-	-
	CWOD	79%	88%	**100%**	100%	98%	100%	-	100%	-	*	99%	100%	-	100%	95%	99%	100%	*	-	-	*
	EL	62%	65%	**96%**	-	95%	-	-	*	-	-	95%	*	*	95%	96%	91%	100%	-	-	-	-
	Male	76%	85%	**98%**	*	97%	99%	-	*	-	*	95%	100%	*	99%	91%	98%	-	*	-	-	*
	Female	75%	82%	**99%**	*	100%	99%	-	*	-	*	98%	100%	*	100%	100%	-	99%	-	-	-	*
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	48%	58%	**70%**	69%	58%	76%	*	92%	-	68%	58%	81%	21%	76%	48%	68%	72%	*	*	-	57%
	CWD	24%	22%	**21%**	33%	19%	22%	-	-	-	-	20%	24%	21%	-	18%	23%	19%	-	*	-	*
	CWOD	52%	63%	**76%**	77%	63%	83%	*	92%	-	68%	65%	86%	-	76%	53%	75%	77%	*	*	-	67%
	EL	31%	38%	**48%**	-	47%	*	-	*	-	-	50%	30%	18%	53%	48%	39%	59%	-	-	-	-
	Male	46%	57%	**68%**	83%	54%	74%	-	83%	-	78%	54%	80%	23%	75%	39%	68%	-	*	*	-	43%
	Female	49%	59%	**72%**	50%	64%	77%	*	100%	-	60%	63%	81%	19%	77%	59%	-	72%	-	*	-	71%
Reading	All Students	52%	61%	**71%**	64%	59%	78%	*	100%	-	50%	59%	83%	18%	78%	47%	68%	76%	*	*	-	50%
	CWD	24%	22%	**18%**	*	11%	21%	-	-	-	-	15%	23%	18%	-	9%	18%	18%	-	*	-	*
	CWOD	56%	66%	**78%**	73%	66%	85%	*	100%	-	50%	66%	89%	-	78%	54%	76%	81%	*	*	-	60%
	EL	33%	39%	**47%**	-	47%	*	-	*	-	-	50%	30%	9%	54%	47%	36%	63%	-	-	-	-
	Male	47%	56%	**68%**	75%	52%	75%	-	*	-	60%	51%	82%	18%	76%	36%	68%	-	*	*	-	*
	Female	57%	66%	**76%**	50%	69%	81%	*	*	-	40%	68%	84%	18%	81%	63%	-	76%	-	*	-	*
Mathematics	All Students	44%	54%	**52%**	60%	40%	59%	*	*	-	83%	45%	61%	24%	58%	29%	52%	52%	-	*	-	40%
	CWD	24%	24%	**24%**	*	19%	27%	-	-	-	-	25%	24%	24%	-	20%	24%	25%	-	-	-	*
	CWOD	47%	59%	**58%**	71%	43%	66%	*	*	-	83%	49%	68%	-	58%	31%	59%	56%	-	*	-	*
	EL	32%	40%	**29%**	-	27%	*	-	-	-	-	33%	0%	20%	31%	29%	26%	33%	-	-	-	-
	Male	45%	57%	**52%**	83%	38%	59%	-	*	-	*	43%	62%	24%	59%	26%	52%	-	-	-	-	*
	Female	42%	52%	**52%**	*	42%	59%	*	-	-	*	47%	59%	25%	56%	33%	-	52%	-	*	-	*

		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	46%	57%	**91%**	88%	91%	90%	-	100%	-	*	84%	94%	25%	93%	91%	92%	89%	*	-	-	*
	CWD	24%	17%	**25%**	-	*	0%	-	-	-	-	20%	*	25%	-	*	*	*	-	-	-	-
	CWOD	49%	62%	**93%**	88%	91%	94%	-	100%	-	*	88%	96%	-	93%	91%	94%	92%	*	-	-	*
	EL	26%	31%	**91%**	-	91%	-	-	*	-	-	90%	*	*	91%	91%	91%	92%	-	-	-	-
	Male	47%	58%	**92%**	*	94%	91%	-	*	-	*	87%	95%	*	94%	91%	92%	-	*	-	-	*
	Female	44%	56%	**89%**	*	88%	89%	-	*	-	*	80%	94%	*	92%	92%	-	89%	-	-	-	*
STAAR Percent at Masters Grade Level																						
All Grades																						
All Subjects	All Students	19%	21%	**20%**	16%	14%	23%	*	42%	-	16%	16%	24%	5%	22%	7%	19%	21%	*	*	-	14%
	CWD	7%	5%	**5%**	0%	5%	6%	-	-	-	-	8%	2%	5%	-	9%	7%	3%	-	*	-	*
	CWOD	21%	23%	**22%**	19%	15%	25%	*	42%	-	16%	17%	26%	-	22%	7%	21%	22%	*	*	-	17%
	EL	9%	9%	**7%**	-	7%	*	-	*	-	-	9%	0%	9%	7%	7%	7%	8%	-	-	-	-
	Male	18%	21%	**19%**	22%	14%	22%	-	33%	-	22%	16%	22%	7%	21%	7%	19%	-	*	*	-	14%
	Female	19%	20%	**21%**	7%	14%	25%	*	50%	-	10%	17%	25%	3%	22%	8%	-	21%	-	*	-	14%
Reading	All Students	20%	21%	**16%**	0%	11%	20%	*	50%	-	10%	12%	20%	0%	19%	6%	13%	21%	*	*	-	0%
	CWD	7%	5%	**0%**	*	0%	0%	-	-	-	-	0%	0%	0%	-	0%	0%	0%	-	*	-	*
	CWOD	22%	23%	**19%**	0%	12%	22%	*	50%	-	10%	15%	22%	-	19%	7%	15%	23%	*	*	-	0%
	EL	9%	8%	**6%**	-	6%	*	-	*	-	-	6%	0%	0%	7%	6%	2%	10%	-	-	-	-
	Male	17%	18%	**13%**	0%	9%	15%	-	*	-	20%	10%	15%	0%	15%	2%	13%	-	*	*	-	*
	Female	23%	24%	**21%**	0%	13%	25%	*	*	-	0%	16%	26%	0%	23%	10%	-	21%	-	*	-	*
Mathematics	All Students	18%	20%	**12%**	20%	9%	13%	*	*	-	17%	11%	13%	10%	12%	6%	11%	13%	-	*	-	20%
	CWD	8%	6%	**10%**	*	6%	13%	-	-	-	-	14%	5%	10%	-	10%	12%	6%	-	-	-	*
	CWOD	20%	23%	**12%**	29%	10%	13%	*	*	-	17%	10%	15%	-	12%	5%	11%	14%	-	*	-	*
	EL	11%	11%	**6%**	-	6%	*	-	-	-	-	7%	0%	10%	5%	6%	3%	10%	-	-	-	-
	Male	20%	23%	**11%**	33%	8%	12%	-	*	-	*	10%	12%	12%	11%	3%	11%	-	-	-	-	*
	Female	16%	17%	**13%**	*	12%	14%	*	-	-	*	12%	15%	6%	14%	10%	-	13%	-	*	-	*
Science	All Students	17%	20%	**38%**	38%	30%	41%	-	40%	-	*	36%	39%	13%	39%	17%	46%	30%	*	-	-	*
	CWD	7%	3%	**13%**	-	*	0%	-	-	-	-	20%	*	13%	-	*	*	*	-	-	-	-
	CWOD	19%	22%	**39%**	38%	30%	43%	-	40%	-	*	37%	40%	-	39%	14%	47%	31%	*	-	-	*
	EL	6%	4%	**17%**	-	14%	-	-	*	-	-	20%	*	*	14%	17%	36%	0%	-	-	-	-
	Male	19%	22%	**46%**	*	39%	47%	-	*	-	*	46%	46%	*	47%	36%	46%	-	*	-	-	*
	Female	16%	18%	**30%**	*	20%	35%	-	*	-	*	27%	31%	*	31%	0%	-	30%	-	-	-	*

- 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 2022-23 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	59	42	53	61	*	88	-	78	55	33	42
CWD	33	*	44	24	-	-	-	-	32	33	23
CWOD	62	36	54	66	*	88	-	78	59	-	45
EL ✧	42	-	43	*	-	*	-	-	42	23	42
Male	59	50	54	61	-	*	-	90	53	35	37
Female	58	33	51	61	*	*	-	*	58	29	49
Mathematics											
All Students	92	92	90	93	*	*	-	110	90	102	88
CWD	102	*	102	102	-	-	-	-	108	102	103
CWOD	90	86	88	91	*	*	-	110	86	-	85
EL ✧	88	-	88	*	-	-	-	-	87	103	88
Male	90	100	90	89	-	*	-	*	85	96	92
Female	96	*	91	99	*	-	-	*	95	115	83

- 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 2022.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL✧	Homeless ✧	Foster Care ✧
Federal Graduation Rates													
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2022													
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 2023 TELPAS (Texas English Language Proficiency Assessment System) data. (EL: English learner)

Total EL in Class	Proficiency of EL	Rate of Proficiency
70	23	33%

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

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Student Success (Student Achievement Domain Score: STAAR Component Only)											
STAAR Component Score	60	56	53	64	*	78	-	61	53	27	44
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

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

Part (vi): Goal Meeting Status

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
STAAR Performance Status											
Reading											
Interim Goals (2023-2027)	44%	32%	36%	62%	43%	74%	45%	58%	33%	13%	20%
Target Met	Y	Y	Y	Y				N	Y	Y	Y
Interim Goals (2028-2032)	53%	43%	47%	68%	53%	78%	54%	65%	44%	28%	33%
Target Met	Y	Y	Y	Y				N	Y	N	Y
Interim Goals (2033-2037)	62%	54%	58%	74%	63%	82%	63%	72%	55%	43%	46%
Target Met	Y	Y	Y	Y				N	Y	N	Y
Long-Term Goals	72%	66%	68%	81%	72%	87%	73%	79%	67%	57%	60%
Target Met	Y	Y	N	N				N	N	N	N
Mathematics											
Interim Goals (2023-2027)	38%	26%	35%	48%	37%	72%	41%	44%	32%	15%	31%
Target Met	Y		Y	Y					Y	Y	Y
Interim Goals (2028-2032)	48%	38%	46%	57%	48%	77%	51%	53%	43%	29%	43%
Target Met	Y		N	Y					Y	N	N
Interim Goals (2033-2037)	58%	50%	57%	66%	59%	82%	61%	62%	54%	43%	55%
Target Met	N		N	N					N	N	N
Long-Term Goals	69%	63%	68%	74%	69%	86%	71%	72%	66%	58%	66%
Target Met	N		N	N					N	N	N
English Learner Language Proficiency Status											
Interim Goals (2023-2027)											34%
Target Met											Y
Interim Goals (2028-2032)											36%
Target Met											Y
Interim Goals (2033-2037)											48%
Target Met											Y
Long-Term Goals											40%
Target Met											Y
Federal Graduation Status											
Interim Goals (2023-2027)	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80%
Target Met											
Interim Goals (2028-2032)	92.7%	90.2%	91.4%	95.2%	90.9%	97.1%	91.5%	93.2%	90.5%	85.8%	86%
Target Met											
Interim Goals (2033-2037)	95.4%	94.1%	94.7%	96.6%	94.4%	97.5%	94.7%	95.6%	94.3%	91.9%	92%
Target Met											

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Long-Term Goals	98%	98%	98%	98%	98%	98%	98%	98%	98%	98%	98%
Target Met											

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

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

Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science for the 2022-23 school year. (CWD: children with disability; CWOD: children without disability; EL: English learner)

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

		Campus	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	**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%	*
	CWD	**0%**	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%	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%	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%	-	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%	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%	-	-
	Female	**0%**	*	0%	0%	*	-	-	*	0%	0%	0%	0%	0%	-	0%	-
Science	All Students	**0%**	0%	0%	1%	-	0%	-	*	0%	1%	0%	0%	0%	1%	0%	*
	CWD	**0%**	-	*	0%	-	-	-	-	0%	*	0%	-	*	*	*	-
	CWOD	**0%**	0%	0%	1%	-	0%	-	*	0%	1%	-	0%	0%	1%	0%	*
	EL	**0%**	-	0%	-	-	*	-	-	0%	*	*	0%	0%	0%	0%	-
	Male	**1%**	*	0%	1%	-	*	-	*	0%	1%	*	1%	0%	1%	-	*
	Female	**0%**	*	0%	0%	-	*	-	*	0%	0%	*	0%	0%	-	0%	-

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

- Indicates there are no students in the group.

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

Part (viii): Civil Rights Data

Part (viii)(I) This section provides information from the 2020-21 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
Students Without Disabilities												
In-School Suspensions												
	Male	56	0	23	28	0	0	0	5	12		
	Female	34	1	12	20	0	0	0	1	4		
	Total	90	1	35	48	0	0	0	6	16		
Out-of-School Suspensions												
	Male	16	1	4	9	0	0	0	2	3		
	Female	9	0	3	6	0	0	0	0	1		
	Total	25	1	7	15	0	0	0	2	4		
Expulsions												
With Educational Services	Male	1	0	0	0	0	0	0	1	0		
	Female	2	0	1	1	0	0	0	0	0		
	Total	3	0	1	1	0	0	0	1	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		

		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		
School-Related Arrests												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Referrals to Law Enforcement												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Students With Disabilities												
In-School Suspensions												
	Male	16	1	6	8	0	0	0	1	4		15
	Female	4	0	1	3	0	0	0	0	2		3
	Total	20	1	7	11	0	0	0	1	6		18
Out-of-School Suspensions												
	Male	12	1	3	7	0	0	0	1	1		7
	Female	1	0	0	1	0	0	0	0	0		1
	Total	13	1	3	8	0	0	0	1	1		8
Expulsions												
With Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
School-Related Arrests												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Referrals to Law Enforcement												

		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
All Students												
Chronic Absenteeism												
	Male	34	1	8	21	-8	-8	-8	4	1	6	8
	Female	20	-8	5	15	-8	-8	-8	-8	2	1	2
	Total	54	1	13	36	-8	-8	-8	4	3	7	10

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

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

	Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs										

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Accelerated Coursework											
Advanced Placement Courses	Male	68	0	14	50	0	1	0	3	4	1
	Female	68	1	19	44	0	0	0	4	1	0
	Total	136	1	33	94	0	1	0	7	5	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	7	0	4	3	0	0	0	0	2	0
	Female	17	0	3	12	0	0	0	2	0	0
	Total	24	0	7	15	0	0	0	2	2	0

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

Part (ix): Teacher Quality Data

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

Low Poverty School		
	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	3.0	9.3%
Teachers Teaching with Emergency or Provisional Credentials	1.0	3.2%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	2.9	9.4%

- 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, 2024.

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 2022-23 school year.

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Grade 3						
Reading	7,391	2%	5	1%	-	-
Mathematics	7,386	2%	5	1%	-	-
Grade 4						
Reading	7,296	2%	*	1%	-	-
Mathematics	7,293	2%	*	1%	-	-
Grade 5						
Reading	6,823	2%	*	0%	-	-
Mathematics	6,825	2%	*	0%	-	-
Science	6,820	2%	*	0%	-	-
Grade 6						
Reading	6,480	2%	*	0%	-	-
Mathematics	6,481	2%	*	0%	-	-
Grade 7						
Reading	6,309	2%	*	0%	-	-
Mathematics	6,300	2%	*	0%	-	-
Grade 8						
Reading	6,168	1%	5	1%	-	-
Mathematics	6,162	2%	5	2%	-	-
Science	6,163	1%	5	1%	-	-
End of Course						
English I	6,032	1%	6	1%	-	-
English II	5,771	1%	*	0%	-	-
Algebra I	6,015	1%	7	1%	-	-
Biology	6,041	1%	*	0%	-	-
All Grades						
All Subjects	117,761	1%	64	1%	-	-
Reading	52,275	1%	28	1%	-	-
Mathematics	46,462	2%	27	1%	-	-
Science	19,024	1%	9	1%	-	-

- Indicates there are no students in the group.

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

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

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

State Level: 2022 Percentages at NAEP Achievement Levels										
			% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	42	37	58	63	30	33	7	9
		Black	51	56	49	44	19	17	3	3
		Hispanic	52	50	48	50	20	21	3	4
		White	26	27	74	73	44	42	10	11
		American Indian	*	57	*	43	*	18	*	3
		Asian	8	17	92	83	71	58	31	24
		Pacific Islander	*	50	*	50	*	23	*	6
		Two or More Races	28	32	72	68	41	38	8	11
		EcoDis	54	52	46	48	18	19	3	3
		Students with Disabilities	77	73	23	27	7	10	1	2
		English Language Learners	57	67	43	33	16	10	2	1
	Mathematics	Overall	22	25	78	75	38	36	8	8
		Black	33	45	67	55	21	15	2	1
		Hispanic	27	36	73	64	27	22	3	3
		White	10	14	90	86	57	48	13	10
		American Indian	*	41	*	59	*	22	*	4
		Asian	3	9	97	91	73	63	27	24
		Pacific Islander	*	38	*	62	*	22	*	3
		Two or More Races	10	22	90	78	58	38	23	9
		EcoDis	31	38	69	62	24	20	3	2
		Students with Disabilities	51	56	49	44	18	14	2	2
		English Language Learners	31	48	69	52	26	14	3	2
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 2020-21 school year enrolled in a Texas public postsecondary education institution in the 2021-22 academic year in (I) programs of public postsecondary education in Texas; (II) programs of private postsecondaryeducation in Texas; and (III) programs of postsecondary education outside Texas. (CWD: children with disability; EL: English learner)

There is no data for this campus.

Part (xiv): Additional Information - Chronic Absenteeism

This section provides information on the Chronic Absenteeism per EDFacts definition: percent of unduplicated number of K - 12 students enrolled in a school for at least 10 days and absent for 10% or more days during the 2021-22 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	23%	20%	24%	22%	*	*	-	33%	29%	43%	36%

- Indicates there are no students in the group.

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

Part (i): Description of State Accountability System

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

Part (i)(II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students *(not applicable to district and state report cards)*.

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

State ESSA Goals (Middle Schools)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Performance (At Meets Grade Level or Above)												
Reading/ELA	Baseline Rates	44%	32%	35%	59%	44%	74%	46%	56%	31%	19%	28%
	2022-23 through 2026-27	44%	32%	35%	59%	44%	74%	46%	56%	31%	19%	28%
	2027-28 through 2031-32	53%	43%	46%	66%	53%	78%	55%	63%	43%	33%	40%
	2032-33 through 2036-37	62%	54%	57%	73%	62%	82%	64%	70%	55%	47%	52%
	2037-38	72%	66%	68%	80%	72%	87%	73%	78%	66%	60%	64%
Mathematics	Baseline Rates	47%	32%	39%	61%	47%	85%	52%	56%	35%	21%	36%
	2022-23 through 2026-27	47%	32%	39%	61%	47%	85%	52%	56%	35%	21%	36%
	2027-28 through 2031-32	56%	43%	49%	68%	56%	88%	60%	63%	46%	34%	47%
	2032-33 through 2036-37	65%	54%	59%	75%	65%	91%	68%	70%	57%	47%	58%
	2037-38	74%	66%	70%	81%	74%	93%	76%	78%	68%	61%	68%
EL Progress												
	Baseline Rates											44%
	2022-23 through 2026-27											44%
	2027-28 through 2031-32											46%
	2032-33 through 2036-37											48%
	2037-38											50%

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

State ESSA Goals (Elementary Schools)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
	Baseline Rates											49%
	2022-23 through 2026-27											49%
	2027-28 through 2031-32											51%
	2032-33 through 2036-37											53%
	2037-38											55%

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

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

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

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

1 If Federal Graduation Status is not available, Academic Growth Status is used.
2 If College, Career, and Military Readiness is not available, Student Achievement Domain Score: STAAR Component Only is used.

(bb) the methodology by which the State differentiates all such schools. Total points for each component are determined by multiplying the percentage of evaluated indicators met by the corresponding weight and rounding to one decimal place. The Closing the Gaps domain score is the sum of the total points rounded to the nearest whole number and is further used to differentiate all public schools. See the accountability manual for details. Chapter 4-2023 Closing the Gaps Domain

(cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students.Texas uses the Closing the Gaps domain to identify campuses that have consistently under-performing student groups. A student group that misses the targets in at least the same three indicators, for three consecutive years, is considered 'consistently underperforming'. 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 2019, 2022, and 2023 are considered consecutive years for 2023 TSI identification. See the accountability manual for details. Chapter 10-2023 Identification of Schools for Improvement

(dd) the methodology by which the State identifies a school for comprehensive support and improvement. Texas annually ranks all Title I campuses based on Closing the Gaps scaled scores. First, Texas determines the bottom five percent of Closing the Gaps outcomes by rank ordering the scaled scores of Title I campuses by schooltype - elementary, middle, high school/K-12, and alternative education accountability. Texas then determines which campuses fell in the bottom five percent for each school type. Title I campuses that rank in their school type's bottom five percent are identified for CSI. Any Title I campus identified for Additional Targeted Support (ATS) for three consecutive years will be identified for CSI the following school year.

Part (i)(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement or implementing targeted support and improvement plans. Campuses Identified for Support under the Every Student Succeeds Act (ESSA) for the 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 type's bottom five percent of the Closing the Gaps domain for two consecutive years and have Closing the Gaps domain scaled score by the end of the second year that is higher than when originally identified are considered as having successfully exited. Campuses previously identified as CSI based solely on a graduation rate must have a four or six-year federal graduation rate of at least 66.7 percent for two consecutive years to exit CSI status.

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 2022-23 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
STAAR Percent at Approaches Grade Level or Above																						
Grade 6																						
Reading	All Students	75%	86%	**84%**	71%	84%	85%	*	*	*	*	82%	86%	50%	89%	82%	80%	88%	-	-	-	*
	CWD	45%	49%	**50%**	*	50%	50%	-	-	*	-	42%	55%	50%	-	*	37%	67%	-	-	-	-
	CWOD	81%	92%	**89%**	*	89%	91%	*	*	-	*	86%	93%	-	89%	85%	87%	91%	-	-	-	*
	EL	62%	83%	**82%**	-	81%	-	-	*	-	-	81%	83%	*	85%	82%	79%	88%	-	-	-	-
	Male	72%	82%	**80%**	80%	82%	77%	*	*	*	*	78%	81%	37%	87%	79%	80%	-	-	-	-	*
	Female	80%	90%	**88%**	*	88%	91%	-	*	-	*	87%	90%	67%	91%	88%	-	88%	-	-	-	*

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	74%	88%	**83%**	71%	80%	87%	*	*	*	*	79%	87%	53%	88%	80%	85%	81%	-	-	-	*
	CWD	51%	62%	**53%**	*	42%	56%	-	-	*	-	42%	59%	53%	-	*	63%	40%	-	-	-	-
	CWOD	78%	92%	**88%**	*	84%	92%	*	*	-	*	83%	94%	-	88%	83%	89%	87%	-	-	-	*
	EL	65%	83%	**80%**	-	79%	-	-	*	-	-	77%	100%	*	83%	80%	76%	88%	-	-	-	-
	Male	75%	88%	**85%**	100%	75%	93%	*	*	*	*	79%	92%	63%	89%	76%	85%	-	-	-	-	*
	Female	73%	87%	**81%**	*	85%	82%	-	*	-	*	78%	83%	40%	87%	88%	-	81%	-	-	-	*
Grade 7																						
Reading	All Students	77%	86%	**82%**	57%	78%	85%	-	*	*	*	75%	90%	29%	90%	78%	80%	84%	-	*	-	67%
	CWD	45%	42%	**29%**	*	15%	40%	-	-	-	-	24%	40%	29%	-	*	28%	31%	-	-	-	-
	CWOD	82%	92%	**90%**	*	88%	91%	-	*	*	*	85%	96%	-	90%	83%	88%	91%	-	*	-	67%
	EL	62%	82%	**78%**	-	78%	-	-	*	-	-	80%	71%	*	83%	78%	74%	82%	-	*	-	*
	Male	73%	83%	**80%**	40%	77%	84%	-	*	-	-	70%	92%	28%	88%	74%	80%	-	-	-	-	*
	Female	81%	89%	**84%**	*	80%	86%	-	*	*	*	82%	87%	31%	91%	82%	-	84%	-	*	-	*
Mathematics	All Students	61%	78%	**77%**	57%	75%	79%	-	*	*	*	72%	84%	35%	84%	73%	78%	77%	-	*	-	67%
	CWD	37%	33%	**35%**	*	46%	27%	-	-	-	-	38%	30%	35%	-	*	33%	38%	-	-	-	-
	CWOD	66%	84%	**84%**	*	80%	87%	-	*	*	*	79%	90%	-	84%	77%	86%	82%	-	*	-	67%
	EL	47%	75%	**73%**	-	71%	-	-	*	-	-	75%	57%	*	77%	73%	78%	68%	-	*	-	*
	Male	62%	80%	**78%**	40%	83%	76%	-	*	-	-	74%	83%	33%	86%	78%	78%	-	-	-	-	*
	Female	60%	75%	**77%**	*	67%	82%	-	*	*	*	71%	85%	38%	82%	68%	-	77%	-	*	-	*
Grade 8																						
Reading	All Students	82%	87%	**80%**	82%	79%	81%	*	*	*	*	73%	88%	32%	88%	68%	71%	89%	*	*	*	*
	CWD	51%	41%	**32%**	*	20%	44%	-	-	-	-	27%	42%	32%	-	0%	22%	55%	-	-	*	-
	CWOD	86%	92%	**88%**	90%	90%	87%	*	*	*	*	82%	94%	-	88%	83%	83%	92%	*	*	-	*
	EL	68%	74%	**68%**	-	67%	-	-	*	-	-	64%	88%	0%	83%	68%	55%	77%	-	-	-	-
	Male	78%	81%	**71%**	*	71%	72%	-	*	-	*	63%	80%	22%	83%	55%	71%	-	*	*	*	-
	Female	86%	92%	**89%**	100%	85%	92%	*	*	*	-	83%	95%	55%	92%	77%	-	89%	-	-	-	*
Mathematics	All Students	74%	72%	**66%**	56%	63%	70%	-	-	*	-	62%	73%	41%	74%	62%	58%	75%	*	-	*	-
	CWD	48%	45%	**41%**	*	33%	44%	-	-	-	-	41%	42%	41%	-	22%	35%	55%	-	-	*	-
	CWOD	79%	78%	**74%**	50%	72%	78%	-	-	*	-	69%	80%	-	74%	75%	68%	79%	*	-	-	-
	EL	64%	64%	**62%**	-	62%	-	-	-	-	-	59%	80%	22%	75%	62%	50%	70%	-	-	-	-
	Male	73%	67%	**58%**	*	54%	61%	-	-	-	-	56%	61%	35%	68%	50%	58%	-	*	-	*	-
	Female	76%	77%	**75%**	57%	71%	84%	-	-	*	-	68%	84%	55%	79%	70%	-	75%	-	-	-	-
Science	All Students	73%	82%	**77%**	91%	65%	86%	*	*	*	*	69%	87%	41%	83%	51%	78%	77%	*	*	*	*
	CWD	45%	45%	**41%**	*	20%	56%	-	-	-	-	32%	58%	41%	-	0%	35%	55%	-	-	*	-
	CWOD	76%	87%	**83%**	90%	73%	90%	*	*	*	*	76%	90%	-	83%	62%	88%	79%	*	*	-	*
	EL	56%	58%	**51%**	-	50%	-	-	*	-	-	51%	50%	0%	62%	51%	60%	45%	-	-	-	-
	Male	73%	85%	**78%**	*	71%	80%	-	*	-	*	72%	84%	35%	88%	60%	78%	-	*	*	*	-
	Female	72%	80%	**77%**	88%	59%	92%	*	*	*	-	65%	89%	55%	79%	45%	-	77%	-	-	-	*
End of Course																						

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Algebra I	All Students	77%	93%	**99%**	*	100%	98%	*	*	-	*	100%	98%	-	99%	100%	98%	100%	-	*	-	*
	CWD	52%	78%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	81%	95%	**99%**	*	100%	98%	*	*	-	*	100%	98%	-	99%	100%	98%	100%	-	*	-	*
	EL	69%	81%	**100%**	-	100%	-	-	*	-	-	100%	*	-	100%	100%	100%	100%	-	-	-	-
	Male	74%	90%	**98%**	*	100%	96%	-	*	-	*	100%	96%	-	98%	100%	98%	-	-	*	-	-
	Female	81%	97%	**100%**	*	100%	100%	*	*	-	-	100%	100%	-	100%	100%	-	100%	-	-	-	*
STAAR Percent at Meets Grade Level or Above																						
Grade 6																						
Reading	All Students	51%	61%	**58%**	43%	56%	61%	*	*	*	*	48%	68%	21%	64%	45%	54%	61%	-	-	-	*
	CWD	24%	20%	**21%**	*	33%	11%	-	-	*	-	17%	23%	21%	-	*	16%	27%	-	-	-	-
	CWOD	56%	68%	**64%**	*	58%	70%	*	*	-	*	52%	78%	-	64%	48%	61%	66%	-	-	-	*
	EL	34%	50%	**45%**	-	46%	-	-	*	-	-	42%	67%	*	48%	45%	42%	50%	-	-	-	-
	Male	47%	58%	**54%**	60%	52%	56%	*	*	*	*	47%	63%	16%	61%	42%	54%	-	-	-	-	*
	Female	56%	64%	**61%**	*	60%	66%	-	*	-	*	50%	73%	27%	66%	50%	-	61%	-	-	-	*
Mathematics	All Students	38%	59%	**54%**	43%	51%	57%	*	*	*	*	48%	60%	26%	58%	51%	57%	50%	-	-	-	*
	CWD	22%	23%	**26%**	*	42%	17%	-	-	*	-	25%	27%	26%	-	*	26%	27%	-	-	-	-
	CWOD	41%	65%	**58%**	*	52%	64%	*	*	-	*	50%	68%	-	58%	52%	63%	53%	-	-	-	*
	EL	26%	53%	**51%**	-	50%	-	-	*	-	-	47%	83%	*	52%	51%	52%	50%	-	-	-	-
	Male	41%	62%	**57%**	60%	55%	60%	*	*	*	*	53%	63%	26%	63%	52%	57%	-	-	-	-	*
	Female	36%	56%	**50%**	*	46%	55%	-	*	-	*	42%	58%	27%	53%	50%	-	50%	-	-	-	*
Grade 7																						
Reading	All Students	53%	61%	**53%**	29%	39%	64%	-	*	*	*	41%	69%	13%	59%	33%	52%	54%	-	*	-	67%
	CWD	24%	17%	**13%**	*	8%	20%	-	-	-	-	14%	10%	13%	-	*	11%	15%	-	-	-	-
	CWOD	58%	67%	**59%**	*	44%	70%	-	*	*	*	46%	76%	-	59%	35%	60%	59%	-	*	-	67%
	EL	33%	39%	**33%**	-	31%	-	-	*	-	-	34%	29%	*	35%	33%	30%	36%	-	*	-	*
	Male	49%	58%	**52%**	20%	42%	63%	-	*	-	-	42%	66%	11%	60%	30%	52%	-	-	-	-	*
	Female	57%	63%	**54%**	*	37%	65%	-	*	*	*	40%	72%	15%	59%	36%	-	54%	-	*	-	*
Mathematics	All Students	36%	52%	**45%**	14%	35%	54%	-	*	*	*	39%	54%	10%	51%	41%	53%	37%	-	*	-	50%
	CWD	20%	10%	**10%**	*	15%	7%	-	-	-	-	14%	0%	10%	-	*	11%	8%	-	-	-	-
	CWOD	39%	57%	**51%**	*	38%	61%	-	*	*	*	43%	60%	-	51%	44%	61%	40%	-	*	-	50%
	EL	22%	46%	**41%**	-	39%	-	-	*	-	-	43%	29%	*	44%	41%	52%	32%	-	*	-	*
	Male	38%	57%	**53%**	20%	47%	60%	-	*	-	-	46%	62%	11%	61%	52%	53%	-	-	-	-	*
	Female	34%	46%	**37%**	*	22%	47%	-	*	*	*	31%	45%	8%	40%	32%	-	37%	-	*	-	*
Grade 8																						
Reading	All Students	56%	65%	**56%**	64%	55%	57%	*	*	*	*	47%	66%	21%	62%	40%	42%	69%	*	*	*	*
	CWD	24%	20%	**21%**	*	20%	22%	-	-	-	-	18%	25%	21%	-	0%	4%	55%	-	-	*	-
	CWOD	61%	71%	**62%**	70%	61%	62%	*	*	*	*	53%	70%	-	62%	49%	51%	70%	*	*	-	*
	EL	34%	48%	**40%**	-	41%	-	-	*	-	-	38%	50%	0%	49%	40%	30%	47%	-	-	-	-
	Male	50%	56%	**42%**	*	48%	38%	-	*	-	*	38%	46%	4%	51%	30%	42%	-	*	*	*	-
	Female	62%	74%	**69%**	75%	60%	78%	*	*	*	-	55%	83%	55%	70%	47%	-	69%	-	-	-	*

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	45%	27%	**19%**	33%	16%	21%	-	-	*	-	16%	24%	21%	19%	14%	14%	25%	*	-	*	-
	CWD	24%	16%	**21%**	*	20%	17%	-	-	-	-	23%	17%	21%	-	0%	17%	27%	-	-	*	-
	CWOD	48%	30%	**19%**	25%	15%	22%	-	-	*	-	14%	25%	-	19%	18%	13%	24%	*	-	-	-
	EL	31%	23%	**14%**	-	14%	-	-	-	-	-	9%	40%	0%	18%	14%	0%	22%	-	-	-	-
	Male	44%	25%	**14%**	*	11%	15%	-	-	-	-	11%	19%	17%	13%	0%	14%	-	*	-	*	-
	Female	45%	29%	**25%**	29%	21%	29%	-	-	*	-	22%	28%	27%	24%	22%	-	25%	-	-	-	-
Science	All Students	46%	56%	**49%**	45%	42%	55%	*	*	*	*	40%	58%	24%	53%	25%	45%	52%	*	*	*	*
	CWD	24%	16%	**24%**	*	20%	22%	-	-	-	-	23%	25%	24%	-	0%	17%	36%	-	-	*	-
	CWOD	49%	60%	**53%**	40%	46%	60%	*	*	*	*	44%	62%	-	53%	31%	52%	54%	*	*	-	*
	EL	26%	30%	**25%**	-	26%	-	-	*	-	-	26%	25%	0%	31%	25%	25%	26%	-	-	-	-
	Male	48%	56%	**45%**	*	40%	46%	-	*	-	*	38%	54%	17%	52%	25%	45%	-	*	*	*	-
	Female	43%	56%	**52%**	38%	43%	65%	*	*	*	-	42%	63%	36%	54%	26%	-	52%	-	-	-	*
End of Course																						
Algebra I	All Students	42%	62%	**83%**	*	86%	82%	*	*	-	*	82%	84%	-	83%	79%	84%	83%	-	*	-	*
	CWD	19%	33%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	45%	65%	**83%**	*	86%	82%	*	*	-	*	82%	84%	-	83%	79%	84%	83%	-	*	-	*
	EL	29%	35%	**79%**	-	85%	-	-	*	-	-	82%	*	-	79%	79%	83%	75%	-	-	-	-
	Male	40%	60%	**84%**	*	93%	79%	-	*	-	*	85%	84%	-	84%	83%	84%	-	-	*	-	-
	Female	44%	63%	**83%**	*	81%	85%	*	*	-	-	80%	85%	-	83%	75%	-	83%	-	-	-	*
STAAR Percent at Masters Grade Level																						
Grade 6																						
Reading	All Students	22%	22%	**18%**	0%	11%	25%	*	*	*	*	10%	26%	6%	20%	6%	12%	24%	-	-	-	*
	CWD	7%	5%	**6%**	*	17%	0%	-	-	*	-	0%	9%	6%	-	*	0%	13%	-	-	-	-
	CWOD	24%	25%	**20%**	*	10%	29%	*	*	-	*	11%	30%	-	20%	7%	14%	26%	-	-	-	*
	EL	10%	9%	**6%**	-	6%	-	-	*	-	-	7%	0%	*	7%	6%	9%	0%	-	-	-	-
	Male	19%	19%	**12%**	0%	7%	18%	*	*	*	*	10%	14%	0%	14%	9%	12%	-	-	-	-	*
	Female	24%	26%	**24%**	*	17%	31%	-	*	-	*	10%	39%	13%	26%	0%	-	24%	-	-	-	*
Mathematics	All Students	15%	28%	**26%**	0%	23%	30%	*	*	*	*	20%	33%	3%	30%	24%	31%	20%	-	-	-	*
	CWD	8%	3%	**3%**	*	8%	0%	-	-	*	-	0%	5%	3%	-	*	0%	7%	-	-	-	-
	CWOD	16%	32%	**30%**	*	25%	35%	*	*	-	*	22%	40%	-	30%	26%	37%	22%	-	-	-	*
	EL	8%	21%	**24%**	-	25%	-	-	*	-	-	21%	50%	*	26%	24%	30%	13%	-	-	-	-
	Male	17%	32%	**31%**	0%	30%	35%	*	*	*	*	28%	36%	0%	37%	30%	31%	-	-	-	-	*
	Female	13%	23%	**20%**	*	15%	25%	-	*	-	*	10%	31%	7%	22%	13%	-	20%	-	-	-	*
Grade 7																						
Reading	All Students	26%	33%	**28%**	14%	16%	38%	-	*	*	*	16%	45%	0%	33%	12%	29%	28%	-	*	-	50%
	CWD	7%	2%	**0%**	*	0%	0%	-	-	-	-	0%	0%	0%	-	*	0%	0%	-	-	-	-
	CWOD	29%	38%	**33%**	*	18%	43%	-	*	*	*	19%	50%	-	33%	13%	34%	31%	-	*	-	50%
	EL	11%	17%	**12%**	-	8%	-	-	*	-	-	9%	29%	*	13%	12%	9%	14%	-	*	-	*
	Male	23%	30%	**29%**	20%	17%	38%	-	*	-	-	14%	47%	0%	34%	9%	29%	-	-	-	-	*
	Female	30%	37%	**28%**	*	14%	37%	-	*	*	*	17%	43%	0%	31%	14%	-	28%	-	*	-	*

		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	11%	17%	**12%**	0%	5%	18%	-	*	*	*	6%	21%	0%	14%	6%	16%	9%	-	*	-	17%
	CWD	7%	2%	**0%**	*	0%	0%	-	-	-	-	0%	0%	0%	-	*	0%	0%	-	-	-	-
	CWOD	12%	20%	**14%**	*	6%	20%	-	*	*	*	7%	23%	-	14%	6%	18%	10%	-	*	-	17%
	EL	5%	10%	**6%**	-	2%	-	-	*	-	-	5%	14%	*	6%	6%	4%	7%	-	*	-	*
	Male	12%	20%	**16%**	0%	8%	22%	-	*	-	-	7%	26%	0%	18%	4%	16%	-	-	-	-	*
	Female	10%	15%	**9%**	*	2%	12%	-	*	*	*	5%	15%	0%	10%	7%	-	9%	-	*	-	*
Grade 8																						
Reading	All Students	27%	25%	**18%**	18%	15%	19%	*	*	*	*	16%	19%	3%	20%	6%	10%	25%	*	*	*	*
	CWD	7%	2%	**3%**	*	7%	0%	-	-	-	-	5%	0%	3%	-	0%	0%	9%	-	-	*	-
	CWOD	30%	27%	**20%**	20%	16%	22%	*	*	*	*	19%	21%	-	20%	7%	12%	26%	*	*	-	*
	EL	10%	7%	**6%**	-	6%	-	-	*	-	-	7%	0%	0%	7%	6%	0%	10%	-	-	-	-
	Male	23%	21%	**10%**	*	7%	11%	-	*	-	*	9%	11%	0%	12%	0%	10%	-	*	*	*	-
	Female	32%	29%	**25%**	25%	21%	29%	*	*	*	-	23%	27%	9%	26%	10%	-	25%	-	-	-	*
Mathematics	All Students	17%	4%	**1%**	0%	2%	0%	-	-	*	-	1%	0%	3%	0%	0%	0%	1%	*	-	*	-
	CWD	8%	2%	**3%**	*	7%	0%	-	-	-	-	5%	0%	3%	-	0%	0%	9%	-	-	*	-
	CWOD	18%	4%	**0%**	0%	0%	0%	-	-	*	-	0%	0%	-	0%	0%	0%	0%	*	-	-	-
	EL	8%	0%	**0%**	-	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-	-	-	-
	Male	17%	5%	**0%**	*	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	0%	-	*	-	*	-
	Female	16%	2%	**1%**	0%	3%	0%	-	-	*	-	2%	0%	9%	0%	0%	-	1%	-	-	-	-
Science	All Students	16%	16%	**11%**	0%	6%	14%	*	*	*	*	8%	14%	0%	12%	2%	9%	12%	*	*	*	*
	CWD	6%	0%	**0%**	*	0%	0%	-	-	-	-	0%	0%	0%	-	0%	0%	0%	-	-	*	-
	CWOD	18%	18%	**12%**	0%	7%	17%	*	*	*	*	9%	16%	-	12%	2%	11%	13%	*	*	-	*
	EL	5%	1%	**2%**	-	2%	-	-	*	-	-	2%	0%	0%	2%	2%	5%	0%	-	-	-	-
	Male	18%	18%	**9%**	*	7%	9%	-	*	-	*	8%	11%	0%	11%	5%	9%	-	*	*	*	-
	Female	14%	15%	**12%**	0%	6%	20%	*	*	*	-	8%	17%	0%	13%	0%	-	12%	-	-	-	*
End of Course																						
Algebra I	All Students	22%	22%	**38%**	*	49%	32%	*	*	-	*	40%	36%	-	38%	29%	36%	40%	-	*	-	*
	CWD	7%	9%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	24%	24%	**38%**	*	49%	32%	*	*	-	*	40%	36%	-	38%	29%	36%	40%	-	*	-	*
	EL	12%	10%	**29%**	-	31%	-	-	*	-	-	27%	*	-	29%	29%	50%	13%	-	-	-	-
	Male	22%	21%	**36%**	*	64%	18%	-	*	-	*	45%	28%	-	36%	50%	36%	-	-	-	*	-
	Female	23%	24%	**40%**	*	38%	44%	*	*	-	-	36%	42%	-	40%	13%	-	40%	-	-	-	*
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						
All Subjects	All Students	75%	84%	**80%**	72%	77%	84%	80%	93%	57%	85%	75%	87%	41%	87%	72%	78%	83%	*	80%	*	81%
	CWD	48%	50%	**41%**	53%	32%	46%	-	-	*	-	34%	49%	41%	-	10%	36%	48%	-	-	*	-
	CWOD	79%	88%	**87%**	78%	84%	89%	80%	93%	60%	85%	82%	92%	-	87%	80%	86%	87%	*	80%	-	81%
	EL	62%	70%	**72%**	-	71%	-	-	100%	-	-	71%	76%	10%	80%	72%	71%	73%	-	*	-	*
	Male	73%	82%	**78%**	66%	76%	79%	*	100%	*	100%	72%	84%	36%	86%	71%	78%	-	*	*	*	80%
	Female	77%	85%	**83%**	78%	78%	88%	*	86%	60%	67%	78%	89%	48%	87%	73%	-	83%	-	*	-	82%

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

		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	46%	57%	**49%**	45%	42%	55%	*	*	*	*	40%	58%	24%	53%	25%	45%	52%	*	*	*	*
	CWD	24%	17%	**24%**	*	20%	22%	-	-	-	-	23%	25%	24%	-	0%	17%	36%	-	-	*	-
	CWOD	49%	62%	**53%**	40%	46%	60%	*	*	*	*	44%	62%	-	53%	31%	52%	54%	*	*	-	*
	EL	26%	31%	**25%**	-	26%	-	-	*	-	-	26%	25%	0%	31%	25%	25%	26%	-	-	-	-
	Male	47%	58%	**45%**	*	40%	46%	-	*	-	*	38%	54%	17%	52%	25%	45%	-	*	*	*	-
	Female	44%	56%	**52%**	38%	43%	65%	*	*	*	-	42%	63%	36%	54%	26%	-	52%	-	-	-	*
STAAR Percent at Masters Grade Level																						
All Grades																						
All Subjects	All Students	19%	21%	**18%**	7%	14%	22%	20%	50%	29%	23%	13%	25%	2%	21%	9%	17%	19%	*	0%	*	48%
	CWD	7%	5%	**2%**	0%	5%	0%	-	-	*	-	2%	3%	2%	-	0%	0%	6%	-	-	*	-
	CWOD	21%	23%	**21%**	9%	15%	26%	20%	50%	40%	23%	15%	28%	-	21%	10%	21%	21%	*	0%	-	48%
	EL	9%	9%	**9%**	-	8%	-	-	44%	-	-	8%	14%	0%	10%	9%	12%	7%	-	*	-	*
	Male	18%	21%	**17%**	7%	14%	19%	*	71%	*	29%	13%	22%	0%	21%	12%	17%	-	*	*	*	20%
	Female	19%	20%	**19%**	6%	13%	26%	*	29%	40%	17%	13%	27%	6%	21%	7%	-	19%	-	*	-	73%
Reading	All Students	20%	21%	**21%**	12%	14%	27%	*	50%	*	33%	14%	29%	3%	24%	8%	17%	26%	*	*	*	50%
	CWD	7%	5%	**3%**	0%	8%	0%	-	-	*	-	2%	5%	3%	-	0%	0%	8%	-	-	*	-
	CWOD	22%	23%	**24%**	17%	15%	31%	*	50%	*	33%	16%	33%	-	24%	9%	20%	28%	*	*	-	50%
	EL	9%	8%	**8%**	-	7%	-	-	*	-	-	8%	10%	0%	9%	8%	7%	9%	-	*	-	*
	Male	17%	18%	**17%**	8%	10%	22%	*	*	*	*	11%	23%	0%	20%	7%	17%	-	*	*	*	20%
	Female	23%	24%	**26%**	17%	17%	32%	*	*	*	*	17%	35%	8%	28%	9%	-	26%	-	*	-	80%
Mathematics	All Students	18%	20%	**18%**	4%	16%	20%	*	50%	*	17%	13%	24%	2%	21%	13%	20%	16%	*	*	*	40%
	CWD	8%	6%	**2%**	0%	5%	0%	-	-	*	-	2%	2%	2%	-	0%	0%	5%	-	-	*	-
	CWOD	20%	23%	**21%**	6%	17%	23%	*	50%	*	17%	15%	27%	-	21%	14%	24%	17%	*	*	-	40%
	EL	11%	11%	**13%**	-	12%	-	-	*	-	-	11%	24%	0%	14%	13%	18%	7%	-	*	-	*
	Male	20%	23%	**20%**	8%	20%	20%	*	*	*	*	16%	25%	0%	24%	18%	20%	-	*	*	*	20%
	Female	16%	17%	**16%**	0%	11%	21%	*	*	*	*	10%	23%	5%	17%	7%	-	16%	-	*	-	60%
Science	All Students	17%	20%	**11%**	0%	6%	14%	*	*	*	*	8%	14%	0%	12%	2%	9%	12%	*	*	*	*
	CWD	7%	3%	**0%**	*	0%	0%	-	-	-	-	0%	0%	0%	-	0%	0%	0%	-	-	*	-
	CWOD	19%	22%	**12%**	0%	7%	17%	*	*	*	*	9%	16%	-	12%	2%	11%	13%	*	*	-	*
	EL	6%	4%	**2%**	-	2%	-	-	*	-	-	2%	0%	0%	2%	2%	5%	0%	-	-	-	-
	Male	19%	22%	**9%**	*	7%	9%	-	*	-	*	8%	11%	0%	11%	5%	9%	-	*	*	*	-
	Female	16%	18%	**12%**	0%	6%	20%	*	*	*	-	8%	17%	0%	13%	0%	-	12%	-	-	-	*

- Indicates there are no students in the group.

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

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2022-23 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	58	51	57	58	*	88	*	83	57	43	55
CWD	43	39	41	45	-	-	-	-	41	43	32
CWOD	61	56	60	60	*	88	*	83	60	-	58
EL ✧	55	-	55	-	-	*	-	-	59	32	55
Male	54	27	56	52	*	*	-	*	55	36	50
Female	63	83	59	64	*	*	*	*	59	55	61
Mathematics											
All Students	65	72	61	67	*	83	*	58	62	61	67
CWD	61	68	59	61	-	-	-	-	55	61	47
CWOD	65	73	61	68	*	83	*	58	63	-	69
EL ✧	67	-	66	-	-	*	-	-	65	47	67
Male	65	77	63	65	*	*	-	*	62	57	66
Female	64	65	59	68	*	*	*	*	63	66	67

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

Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates for the class of 2022.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL✧	Homeless ✧	Foster Care ✧
Federal Graduation Rates													
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2022													
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 2023 TELPAS (Texas English Language Proficiency Assessment System) data. (EL: English learner)

Total EL in Class	Proficiency of EL	Rate of Proficiency
150	49	33%

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

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Student Success (Student Achievement Domain Score: STAAR Component Only)											
STAAR Component Score	50	41	46	54	53	67	38	59	44	21	40
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

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

Part (vi): Goal Meeting Status

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
STAAR Performance Status											
Reading											
Interim Goals (2023-2027)	44%	32%	35%	59%	44%	74%	46%	56%	31%	19%	28%
Target Met	Y	Y	Y	Y					Y	Y	Y
Interim Goals (2028-2032)	53%	43%	46%	66%	53%	78%	55%	63%	43%	33%	40%
Target Met	Y	Y	Y	N					Y	N	Y
Interim Goals (2033-2037)	62%	54%	57%	73%	62%	82%	64%	70%	55%	47%	52%
Target Met	N	N	N	N					N	N	N
Long-Term Goals	72%	66%	68%	80%	72%	87%	73%	78%	66%	60%	64%
Target Met	N	N	N	N					N	N	N
Mathematics											
Interim Goals (2023-2027)	47%	32%	39%	61%	47%	85%	52%	56%	35%	21%	36%
Target Met	Y	Y	Y	N					Y	Y	Y
Interim Goals (2028-2032)	56%	43%	49%	68%	56%	88%	60%	63%	46%	34%	47%
Target Met	N	N	N	N					N	N	N
Interim Goals (2033-2037)	65%	54%	59%	75%	65%	91%	68%	70%	57%	47%	58%
Target Met	N	N	N	N					N	N	N
Long-Term Goals	74%	66%	70%	81%	74%	93%	76%	78%	68%	61%	68%
Target Met	N	N	N	N					N	N	N
English Learner Language Proficiency Status											
Interim Goals (2023-2027)											44%
Target Met											Y
Interim Goals (2028-2032)											46%
Target Met											N
Interim Goals (2033-2037)											48%
Target Met											N
Long-Term Goals											50%
Target Met											N
Federal Graduation Status											
Interim Goals (2023-2027)	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80%
Target Met											
Interim Goals (2028-2032)	92.7%	90.2%	91.4%	95.2%	90.9%	97.1%	91.5%	93.2%	90.5%	85.8%	86%
Target Met											
Interim Goals (2033-2037)	95.4%	94.1%	94.7%	96.6%	94.4%	97.5%	94.7%	95.6%	94.3%	91.9%	92%
Target Met											

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Long-Term Goals	98%	98%	98%	98%	98%	98%	98%	98%	98%	98%	98%
Target Met											

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

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

Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science for the 2022-23 school year. (CWD: children with disability; CWOD: children without disability; EL: English learner)

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

		Campus	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	**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%	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%	0%	*
	CWD	**0%**	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%	-	*
	Female	**0%**	0%	0%	1%	*	*	*	*	0%	1%	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%	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%	-	*
	Female	**0%**	0%	0%	1%	*	*	*	*	0%	1%	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%	0%	-
	CWOD	**0%**	0%	0%	0%	*	*	*	*	0%	0%	-	0%	0%	0%	0%	*
	EL	**0%**	-	0%	-	-	*	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	**0%**	*	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%	-	*
	Female	**0%**	0%	0%	0%	*	*	*	-	0%	0%	0%	0%	0%	-	0%	-

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

- Indicates there are no students in the group.

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

Part (viii): Civil Rights Data

Part (viii)(I) This section provides information from the 2020-21 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
Students Without Disabilities												
In-School Suspensions												
	Male	58	0	22	33	0	0	0	3	8		
	Female	14	0	4	10	0	0	0	0	0		
	Total	72	0	26	43	0	0	0	3	8		
Out-of-School Suspensions												
	Male	28	1	13	11	0	1	0	2	6		
	Female	24	0	10	14	0	0	0	0	5		
	Total	52	1	23	25	0	1	0	2	11		
Expulsions												
With Educational Services	Male	1	0	1	0	0	0	0	0	0		
	Female	1	0	1	0	0	0	0	0	0		
	Total	2	0	2	0	0	0	0	0	0		
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		

		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	1	0	1	0	0	0	0	0	0		
	Female	1	0	1	0	0	0	0	0	0		
	Total	2	0	2	0	0	0	0	0	0		
School-Related Arrests												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Referrals to Law Enforcement												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Students With Disabilities												
In-School Suspensions												
	Male	24	0	13	9	0	0	0	2	11		15
	Female	5	1	1	3	0	0	0	0	1		3
	Total	29	1	14	12	0	0	0	2	12		18
Out-of-School Suspensions												
	Male	19	1	9	8	0	0	0	1	5		6
	Female	3	0	1	2	0	0	0	0	1		3
	Total	22	1	10	10	0	0	0	1	6		9
Expulsions												
With Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
School-Related Arrests												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Referrals to Law Enforcement												

		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
All Students												
Chronic Absenteeism												
	Male	52	1	17	33	-8	-8	-8	1	8	13	9
	Female	45	1	12	32	-8	-8	-8	-8	6	8	8
	Total	97	2	29	65	-8	-8	-8	1	14	21	17

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

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

	Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs										

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

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

Part (ix): Teacher Quality Data

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

	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	7.8	14.4%
Teachers Teaching with Emergency or Provisional Credentials	1.8	3.6%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	4.6	9.2%

- Indicates there are no data available in the group.

Part (x): Per-pupil Expenditure

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

To be updated by June 30th, 2024.

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 2022-23 school year.

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Grade 3						
Reading	7,391	2%	5	1%	-	-
Mathematics	7,386	2%	5	1%	-	-
Grade 4						
Reading	7,296	2%	*	1%	-	-
Mathematics	7,293	2%	*	1%	-	-
Grade 5						
Reading	6,823	2%	*	0%	-	-
Mathematics	6,825	2%	*	0%	-	-
Science	6,820	2%	*	0%	-	-
Grade 6						
Reading	6,480	2%	*	0%	*	1%
Mathematics	6,481	2%	*	0%	*	1%
Grade 7						
Reading	6,309	2%	*	0%	*	1%
Mathematics	6,300	2%	*	0%	*	1%
Grade 8						
Reading	6,168	1%	5	1%	5	2%
Mathematics	6,162	2%	5	2%	5	3%
Science	6,163	1%	5	1%	5	2%
End of Course						
English I	6,032	1%	6	1%	-	-
English II	5,771	1%	*	0%	-	-
Algebra I	6,015	1%	7	1%	-	-
Biology	6,041	1%	*	0%	-	-
All Grades						
All Subjects	117,761	1%	64	1%	23	1%
Reading	52,275	1%	28	1%	9	1%
Mathematics	46,462	2%	27	1%	9	1%
Science	19,024	1%	9	1%	5	2%

- Indicates there are no students in the group.

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

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

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

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

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 2020-21 school year enrolled in a Texas public postsecondary education institution in the 2021-22 academic year in (I) programs of public postsecondary education in Texas; (II) programs of private postsecondaryeducation in Texas; and (III) programs of postsecondary education outside Texas. (CWD: children with disability; EL: English learner)

There is no data for this campus.

Part (xiv): Additional Information - Chronic Absenteeism

This section provides information on the Chronic Absenteeism per EDFacts definition: percent of unduplicated number of K - 12 students enrolled in a school for at least 10 days and absent for 10% or more days during the 2021-22 school year. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Chronic Absenteeism Rate	21%	12%	19%	23%	*	0%	*	21%	24%	21%	16%

- Indicates there are no students in the group.

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

Part (i): Description of State Accountability System

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

Part (i)(II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students *(not applicable to district and state report cards)*.

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

State ESSA Goals (Middle Schools)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Performance (At Meets Grade Level or Above)												
Reading/ELA	Baseline Rates	44%	32%	35%	59%	44%	74%	46%	56%	31%	19%	28%
	2022-23 through 2026-27	44%	32%	35%	59%	44%	74%	46%	56%	31%	19%	28%
	2027-28 through 2031-32	53%	43%	46%	66%	53%	78%	55%	63%	43%	33%	40%
	2032-33 through 2036-37	62%	54%	57%	73%	62%	82%	64%	70%	55%	47%	52%
	2037-38	72%	66%	68%	80%	72%	87%	73%	78%	66%	60%	64%
Mathematics	Baseline Rates	47%	32%	39%	61%	47%	85%	52%	56%	35%	21%	36%
	2022-23 through 2026-27	47%	32%	39%	61%	47%	85%	52%	56%	35%	21%	36%
	2027-28 through 2031-32	56%	43%	49%	68%	56%	88%	60%	63%	46%	34%	47%
	2032-33 through 2036-37	65%	54%	59%	75%	65%	91%	68%	70%	57%	47%	58%
	2037-38	74%	66%	70%	81%	74%	93%	76%	78%	68%	61%	68%
EL Progress												
	Baseline Rates											44%
	2022-23 through 2026-27											44%
	2027-28 through 2031-32											46%
	2032-33 through 2036-37											48%
	2037-38											50%

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

State ESSA Goals (Elementary Schools)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
	Baseline Rates											49%
	2022-23 through 2026-27											49%
	2027-28 through 2031-32											51%
	2032-33 through 2036-37											53%
	2037-38											55%

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

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

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

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

1 If Federal Graduation Status is not available, Academic Growth Status is used.
2 If College, Career, and Military Readiness is not available, Student Achievement Domain Score: STAAR Component Only is used.

(bb) the methodology by which the State differentiates all such schools. Total points for each component are determined by multiplying the percentage of evaluated indicators met by the corresponding weight and rounding to one decimal place. The Closing the Gaps domain score is the sum of the total points rounded to the nearest whole number and is further used to differentiate all public schools. See the accountability manual for details. Chapter 4-2023 Closing the Gaps Domain

(cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students.Texas uses the Closing the Gaps domain to identify campuses that have consistently under-performing student groups. A student group that misses the targets in at least the same three indicators, for three consecutive years, is considered 'consistently underperforming'. 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 2019, 2022, and 2023 are considered consecutive years for 2023 TSI identification. See the accountability manual for details. Chapter 10-2023 Identification of Schools for Improvement

(dd) the methodology by which the State identifies a school for comprehensive support and improvement. Texas annually ranks all Title I campuses based on Closing the Gaps scaled scores. First, Texas determines the bottom five percent of Closing the Gaps outcomes by rank ordering the scaled scores of Title I campuses by schooltype - elementary, middle, high school/K-12, and alternative education accountability. Texas then determines which campuses fell in the bottom five percent for each school type. Title I campuses that rank in their school type's bottom five percent are identified for CSI. Any Title I campus identified for Additional Targeted Support (ATS) for three consecutive years will be identified for CSI the following school year.

Part (i)(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement or implementing targeted support and improvement plans. Campuses Identified for Support under the Every Student Succeeds Act (ESSA) for the 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 type's bottom five percent of the Closing the Gaps domain for two consecutive years and have Closing the Gaps domain scaled score by the end of the second year that is higher than when originally identified are considered as having successfully exited. Campuses previously identified as CSI based solely on a graduation rate must have a four or six-year federal graduation rate of at least 66.7 percent for two consecutive years to exit CSI status.

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 2022-23 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
STAAR Percent at Approaches Grade Level or Above																						
Grade 6																						
Reading	All Students	75%	86%	**88%**	*	90%	88%	*	-	*	83%	85%	91%	48%	96%	86%	85%	92%	-	-	*	*
	CWD	45%	49%	**48%**	-	17%	52%	*	-	-	*	33%	64%	48%	-	*	48%	50%	-	-	*	-
	CWOD	81%	92%	**96%**	*	100%	94%	*	-	*	*	97%	95%	-	96%	100%	96%	96%	-	-	-	*
	EL	62%	83%	**86%**	-	85%	*	-	-	-	-	81%	100%	*	100%	86%	73%	100%	-	-	-	-
	Male	72%	82%	**85%**	*	84%	86%	-	-	-	*	81%	88%	48%	96%	73%	85%	-	-	-	*	*
	Female	80%	90%	**92%**	*	96%	89%	*	-	*	*	90%	94%	50%	96%	100%	-	92%	-	-	-	*

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	74%	88%	**94%**	*	94%	94%	*	-	*	100%	90%	97%	71%	98%	90%	92%	96%	-	-	*	*
	CWD	51%	62%	**71%**	-	60%	68%	*	-	-	*	65%	79%	71%	-	*	70%	75%	-	-	*	-
	CWOD	78%	92%	**98%**	*	98%	99%	*	-	*	*	96%	100%	-	98%	100%	99%	98%	-	-	-	*
	EL	65%	83%	**90%**	-	90%	*	-	-	-	-	88%	100%	*	100%	90%	82%	100%	-	-	-	-
	Male	75%	88%	**92%**	*	92%	93%	-	-	-	*	88%	96%	70%	99%	82%	92%	-	-	-	*	*
	Female	73%	87%	**96%**	*	96%	95%	*	-	*	*	92%	98%	75%	98%	100%	-	96%	-	-	-	*
Grade 7																						
Reading	All Students	77%	86%	**91%**	*	92%	91%	-	-	*	86%	87%	94%	62%	94%	90%	88%	94%	-	*	-	*
	CWD	45%	42%	**62%**	-	*	72%	-	-	-	*	54%	75%	62%	-	-	50%	73%	-	-	-	*
	CWOD	82%	92%	**94%**	*	96%	94%	-	-	*	100%	94%	95%	-	94%	90%	92%	97%	-	*	-	*
	EL	62%	82%	**90%**	-	90%	-	-	-	-	-	89%	*	-	90%	90%	93%	86%	-	-	-	-
	Male	73%	83%	**88%**	-	92%	87%	-	-	-	83%	84%	90%	50%	92%	93%	88%	-	-	-	-	*
	Female	81%	89%	**94%**	*	92%	94%	-	-	*	*	89%	98%	73%	97%	86%	-	94%	-	*	-	*
Mathematics	All Students	61%	78%	**79%**	*	76%	79%	-	-	*	86%	65%	87%	29%	84%	81%	83%	74%	-	*	-	*
	CWD	37%	33%	**29%**	-	*	33%	-	-	-	*	15%	50%	29%	-	-	40%	18%	-	-	-	*
	CWOD	66%	84%	**84%**	*	79%	85%	-	-	*	100%	76%	89%	-	84%	81%	88%	81%	-	*	-	*
	EL	47%	75%	**81%**	-	81%	-	-	-	-	-	84%	*	-	81%	81%	86%	71%	-	-	-	-
	Male	62%	80%	**83%**	-	80%	84%	-	-	-	83%	77%	86%	40%	88%	86%	83%	-	-	-	-	*
	Female	60%	75%	**74%**	*	72%	74%	-	-	*	*	57%	88%	18%	81%	71%	-	74%	-	*	-	*
Grade 8																						
Reading	All Students	82%	87%	**94%**	*	93%	94%	*	*	-	100%	91%	97%	60%	97%	87%	93%	96%	-	*	-	*
	CWD	51%	41%	**60%**	-	40%	63%	-	-	-	*	60%	60%	60%	-	*	50%	67%	-	-	-	-
	CWOD	86%	92%	**97%**	*	98%	96%	*	*	-	*	95%	98%	-	97%	95%	95%	99%	-	*	-	*
	EL	68%	74%	**87%**	-	86%	*	-	-	-	*	83%	100%	*	95%	87%	82%	92%	-	-	-	-
	Male	78%	81%	**93%**	*	92%	93%	-	*	-	*	85%	97%	50%	95%	82%	93%	-	-	*	-	*
	Female	86%	92%	**96%**	*	94%	97%	*	-	-	*	96%	96%	67%	99%	92%	-	96%	-	-	-	*
Mathematics	All Students	74%	72%	**79%**	-	74%	82%	-	*	-	*	71%	90%	53%	83%	68%	79%	79%	-	*	-	*
	CWD	48%	45%	**53%**	-	40%	63%	-	-	-	*	40%	80%	53%	-	*	50%	56%	-	-	-	-
	CWOD	79%	78%	**83%**	-	79%	84%	-	*	-	*	76%	91%	-	83%	76%	82%	84%	-	*	-	*
	EL	64%	64%	**68%**	-	65%	*	-	-	-	*	63%	*	*	76%	68%	56%	80%	-	-	-	-
	Male	73%	67%	**79%**	-	73%	82%	-	*	-	*	73%	86%	50%	82%	56%	79%	-	-	*	-	-
	Female	76%	77%	**79%**	-	74%	82%	-	-	-	*	69%	95%	56%	84%	80%	-	79%	-	-	-	*
Science	All Students	73%	82%	**88%**	*	82%	89%	*	*	-	100%	78%	95%	53%	91%	73%	92%	84%	-	*	-	*
	CWD	45%	45%	**53%**	-	40%	50%	-	-	-	*	40%	80%	53%	-	*	67%	44%	-	-	-	-
	CWOD	76%	87%	**91%**	*	87%	92%	*	*	-	*	83%	96%	-	91%	75%	93%	88%	-	*	-	*
	EL	56%	58%	**73%**	-	70%	*	-	-	-	*	67%	80%	*	75%	73%	64%	75%	-	-	-	-
	Male	73%	85%	**92%**	*	85%	94%	-	*	-	*	83%	97%	67%	93%	64%	92%	-	-	*	-	*
	Female	72%	80%	**84%**	*	81%	83%	*	-	-	*	74%	92%	44%	88%	75%	-	84%	-	-	-	*
End of Course																						

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Algebra I	All Students	77%	93%	**99%**	*	95%	100%	*	-	-	*	95%	100%	-	99%	*	98%	100%	-	-	-	*
	CWD	52%	78%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	81%	95%	**99%**	*	95%	100%	*	-	-	*	95%	100%	-	99%	*	98%	100%	-	-	-	*
	EL	69%	81%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	74%	90%	**98%**	*	91%	100%	-	-	-	*	88%	100%	-	98%	*	98%	-	-	-	-	*
	Female	81%	97%	**100%**	*	100%	100%	*	-	-	*	100%	100%	-	100%	*	-	100%	-	-	-	-
STAAR Percent at Meets Grade Level or Above																						
Grade 6																						
Reading	All Students	51%	61%	**65%**	*	67%	65%	*	-	*	67%	63%	66%	19%	74%	62%	63%	67%	-	-	*	*
	CWD	24%	20%	**19%**	-	17%	19%	*	-	-	*	17%	21%	19%	-	*	22%	13%	-	-	*	-
	CWOD	56%	68%	**74%**	*	74%	74%	*	-	*	*	74%	74%	-	74%	72%	75%	73%	-	-	-	*
	EL	34%	50%	**62%**	-	60%	*	-	-	-	-	56%	80%	*	72%	62%	55%	70%	-	-	-	-
	Male	47%	58%	**63%**	*	64%	62%	-	-	-	*	63%	63%	22%	75%	55%	63%	-	-	-	*	*
	Female	56%	64%	**67%**	*	70%	68%	*	-	*	*	64%	70%	13%	73%	70%	-	67%	-	-	-	*
Mathematics	All Students	38%	59%	**66%**	*	66%	69%	*	-	*	33%	66%	67%	19%	75%	57%	69%	64%	-	-	*	*
	CWD	22%	23%	**19%**	-	20%	23%	*	-	-	*	24%	14%	19%	-	*	22%	13%	-	-	*	-
	CWOD	41%	65%	**75%**	*	71%	79%	*	-	*	*	76%	75%	-	75%	67%	83%	69%	-	-	-	*
	EL	26%	53%	**57%**	-	60%	*	-	-	-	-	63%	40%	*	67%	57%	64%	50%	-	-	-	-
	Male	41%	62%	**69%**	*	83%	67%	-	-	-	*	71%	67%	22%	83%	64%	69%	-	-	-	*	*
	Female	36%	56%	**64%**	*	48%	73%	*	-	*	*	59%	67%	13%	69%	50%	-	64%	-	-	-	*
Grade 7																						
Reading	All Students	53%	61%	**70%**	*	62%	72%	-	-	*	71%	55%	79%	24%	75%	52%	65%	74%	-	*	-	*
	CWD	24%	17%	**24%**	-	*	28%	-	-	-	*	15%	38%	24%	-	-	30%	18%	-	-	-	*
	CWOD	58%	67%	**75%**	*	65%	78%	-	-	*	83%	63%	81%	-	75%	52%	69%	81%	-	*	-	*
	EL	33%	39%	**52%**	-	52%	-	-	-	-	-	47%	*	-	52%	52%	50%	57%	-	-	-	-
	Male	49%	58%	**65%**	-	56%	69%	-	-	-	67%	45%	74%	30%	69%	50%	65%	-	-	-	-	*
	Female	57%	63%	**74%**	*	68%	75%	-	-	*	*	61%	84%	18%	81%	57%	-	74%	-	*	-	*
Mathematics	All Students	36%	52%	**59%**	*	56%	60%	-	-	*	57%	44%	68%	10%	65%	57%	61%	57%	-	*	-	*
	CWD	20%	10%	**10%**	-	*	11%	-	-	-	*	8%	13%	10%	-	-	10%	9%	-	-	-	*
	CWOD	39%	57%	**65%**	*	58%	67%	-	-	*	67%	52%	72%	-	65%	57%	67%	63%	-	*	-	*
	EL	22%	46%	**57%**	-	57%	-	-	-	-	-	58%	*	-	57%	57%	57%	57%	-	-	-	-
	Male	38%	57%	**61%**	-	56%	64%	-	-	-	50%	52%	66%	10%	67%	57%	61%	-	-	-	-	*
	Female	34%	46%	**57%**	*	56%	56%	-	-	*	*	39%	71%	9%	63%	57%	-	57%	-	*	-	*
Grade 8																						
Reading	All Students	56%	65%	**76%**	*	72%	77%	*	*	-	67%	66%	84%	20%	81%	65%	72%	81%	-	*	-	*
	CWD	24%	20%	**20%**	-	20%	13%	-	-	-	*	10%	40%	20%	-	*	17%	22%	-	-	-	-
	CWOD	61%	71%	**81%**	*	77%	81%	*	*	-	*	73%	85%	-	81%	71%	75%	87%	-	*	-	*
	EL	34%	48%	**65%**	-	67%	*	-	-	-	*	61%	80%	*	71%	65%	45%	83%	-	-	-	-
	Male	50%	56%	**72%**	*	69%	74%	-	*	-	*	63%	77%	17%	75%	45%	72%	-	-	-	*	*
	Female	62%	74%	**81%**	*	75%	82%	*	-	-	*	69%	92%	22%	87%	83%	-	81%	-	-	-	*

		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	45%	27%	**37%**	-	45%	34%	-	*	-	*	32%	43%	7%	41%	42%	39%	34%	-	*	-	*
	CWD	24%	16%	**7%**	-	0%	13%	-	-	-	*	0%	20%	7%	-	*	17%	0%	-	-	-	-
	CWOD	48%	30%	**41%**	-	52%	36%	-	*	-	*	37%	46%	-	41%	47%	41%	41%	-	*	-	*
	EL	31%	23%	**42%**	-	47%	*	-	-	-	*	44%	*	*	47%	42%	33%	50%	-	-	-	-
	Male	44%	25%	**39%**	-	60%	32%	-	*	-	*	30%	48%	17%	41%	33%	39%	-	-	*	-	-
	Female	45%	29%	**34%**	-	35%	36%	-	-	-	*	33%	36%	0%	41%	50%	-	34%	-	-	-	*
Science	All Students	46%	56%	**64%**	*	56%	66%	*	*	-	50%	49%	75%	0%	69%	41%	67%	60%	-	*	-	*
	CWD	24%	16%	**0%**	-	0%	0%	-	-	-	*	0%	0%	0%	-	*	0%	0%	-	-	-	-
	CWOD	49%	60%	**69%**	*	62%	70%	*	*	-	*	55%	78%	-	69%	45%	71%	66%	-	*	-	*
	EL	26%	30%	**41%**	-	40%	*	-	-	-	*	33%	60%	*	45%	41%	36%	42%	-	-	-	-
	Male	48%	56%	**67%**	*	65%	67%	-	*	-	*	54%	75%	0%	71%	36%	67%	-	-	*	-	*
	Female	43%	56%	**60%**	*	48%	65%	*	-	-	*	45%	75%	0%	66%	42%	-	60%	-	-	-	*
End of Course																						
Algebra I	All Students	42%	62%	**86%**	*	80%	86%	*	-	-	*	80%	87%	-	86%	*	84%	88%	-	-	-	*
	CWD	19%	33%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	45%	65%	**86%**	*	80%	86%	*	-	-	*	80%	87%	-	86%	*	84%	88%	-	-	-	*
	EL	29%	35%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	40%	60%	**84%**	*	82%	83%	-	-	-	*	75%	85%	-	84%	*	84%	-	-	-	-	*
	Female	44%	63%	**88%**	*	78%	89%	*	-	-	*	83%	90%	-	88%	*	-	88%	-	-	-	-
STAAR Percent at Masters Grade Level																						
Grade 6																						
Reading	All Students	22%	22%	**28%**	*	21%	30%	*	-	*	33%	17%	37%	3%	32%	14%	27%	28%	-	-	*	*
	CWD	7%	5%	**3%**	-	0%	5%	*	-	-	*	0%	7%	3%	-	*	4%	0%	-	-	*	-
	CWOD	24%	25%	**32%**	*	24%	35%	*	-	*	*	21%	41%	-	32%	17%	34%	31%	-	-	-	*
	EL	10%	9%	**14%**	-	15%	*	-	-	-	-	6%	40%	*	17%	14%	18%	10%	-	-	-	-
	Male	19%	19%	**27%**	*	32%	27%	-	-	-	*	19%	35%	4%	34%	18%	27%	-	-	-	*	*
	Female	24%	26%	**28%**	*	9%	33%	*	-	*	*	15%	38%	0%	31%	10%	-	28%	-	-	-	*
Mathematics	All Students	15%	28%	**30%**	*	26%	32%	*	-	*	17%	28%	32%	3%	35%	14%	33%	26%	-	-	*	*
	CWD	8%	3%	**3%**	-	0%	5%	*	-	-	*	0%	7%	3%	-	*	4%	0%	-	-	*	-
	CWOD	16%	32%	**35%**	*	29%	38%	*	-	*	*	34%	36%	-	35%	17%	42%	29%	-	-	-	*
	EL	8%	21%	**14%**	-	15%	*	-	-	-	-	13%	20%	*	17%	14%	27%	0%	-	-	-	-
	Male	17%	32%	**33%**	*	42%	32%	-	-	-	*	31%	35%	4%	42%	27%	33%	-	-	-	*	*
	Female	13%	23%	**26%**	*	9%	32%	*	-	*	*	23%	29%	0%	29%	0%	-	26%	-	-	-	*
Grade 7																						
Reading	All Students	26%	33%	**39%**	*	36%	39%	-	-	*	43%	28%	46%	5%	43%	29%	31%	48%	-	*	-	*
	CWD	7%	2%	**5%**	-	*	6%	-	-	-	*	8%	0%	5%	-	-	0%	9%	-	-	-	*
	CWOD	29%	38%	**43%**	*	38%	44%	-	-	*	50%	32%	49%	-	43%	29%	34%	53%	-	*	-	*
	EL	11%	17%	**29%**	-	29%	-	-	-	-	-	32%	*	-	29%	29%	14%	57%	-	-	-	-
	Male	23%	30%	**31%**	-	28%	31%	-	-	-	33%	23%	34%	0%	34%	14%	31%	-	-	-	-	*
	Female	30%	37%	**48%**	*	44%	47%	-	-	*	*	32%	61%	9%	53%	57%	-	48%	-	*	-	*

		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	11%	17%	**23%**	*	20%	25%	-	-	*	14%	13%	29%	5%	26%	19%	25%	22%	-	*	-	*
	CWD	7%	2%	**5%**	-	*	6%	-	-	-	*	0%	13%	5%	-	-	10%	0%	-	-	-	*
	CWOD	12%	20%	**26%**	*	21%	28%	-	-	*	17%	16%	31%	-	26%	19%	26%	25%	-	*	-	*
	EL	5%	10%	**19%**	-	19%	-	-	-	-	-	16%	*	-	19%	19%	14%	29%	-	-	-	-
	Male	12%	20%	**25%**	-	24%	26%	-	-	-	17%	13%	30%	10%	26%	14%	25%	-	-	-	-	*
	Female	10%	15%	**22%**	*	16%	25%	-	-	*	*	14%	29%	0%	25%	29%	-	22%	-	*	-	*
Grade 8																						
Reading	All Students	27%	25%	**33%**	*	26%	37%	*	*	-	17%	18%	44%	0%	36%	9%	33%	33%	-	*	-	*
	CWD	7%	2%	**0%**	-	0%	0%	-	-	-	*	0%	0%	0%	-	*	0%	0%	-	-	-	-
	CWOD	30%	27%	**36%**	*	28%	39%	*	*	-	*	21%	46%	-	36%	10%	35%	37%	-	*	-	*
	EL	10%	7%	**9%**	-	10%	*	-	-	-	*	6%	20%	*	10%	9%	0%	17%	-	-	-	-
	Male	23%	21%	**33%**	*	23%	38%	-	*	-	*	18%	42%	0%	35%	0%	33%	-	-	*	-	*
	Female	32%	29%	**33%**	*	28%	37%	*	-	-	*	19%	47%	0%	37%	17%	-	33%	-	-	-	*
Mathematics	All Students	17%	4%	**8%**	-	8%	8%	-	*	-	*	6%	10%	0%	9%	0%	11%	3%	-	*	-	*
	CWD	8%	2%	**0%**	-	0%	0%	-	-	-	*	0%	0%	0%	-	*	0%	0%	-	-	-	-
	CWOD	18%	4%	**9%**	-	9%	9%	-	*	-	*	7%	11%	-	9%	0%	13%	4%	-	*	-	*
	EL	8%	0%	**0%**	-	0%	*	-	-	-	*	0%	*	*	0%	0%	0%	0%	-	-	-	-
	Male	17%	5%	**11%**	-	20%	9%	-	*	-	*	9%	14%	0%	13%	0%	11%	-	-	*	-	-
	Female	16%	2%	**3%**	-	0%	6%	-	-	-	*	3%	5%	0%	4%	0%	-	3%	-	-	-	*
Science	All Students	16%	16%	**23%**	*	16%	26%	*	*	-	17%	8%	34%	0%	25%	0%	27%	18%	-	*	-	*
	CWD	6%	0%	**0%**	-	0%	0%	-	-	-	*	0%	0%	0%	-	*	0%	0%	-	-	-	-
	CWOD	18%	18%	**25%**	*	17%	28%	*	*	-	*	9%	35%	-	25%	0%	28%	20%	-	*	-	*
	EL	5%	1%	**0%**	-	0%	*	-	-	-	*	0%	0%	*	0%	0%	0%	0%	-	-	-	-
	Male	18%	18%	**27%**	*	27%	27%	-	*	-	*	12%	35%	0%	28%	0%	27%	-	-	*	-	*
	Female	14%	15%	**18%**	*	6%	25%	*	-	-	*	4%	31%	0%	20%	0%	-	18%	-	-	-	*
End of Course																						
Algebra I	All Students	22%	22%	**48%**	*	30%	54%	*	-	-	*	35%	51%	-	48%	*	49%	46%	-	-	-	*
	CWD	7%	9%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	24%	24%	**48%**	*	30%	54%	*	-	-	*	35%	51%	-	48%	*	49%	46%	-	-	-	*
	EL	12%	10%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	22%	21%	**49%**	*	27%	56%	-	-	-	*	25%	54%	-	49%	*	49%	-	-	-	-	*
	Female	23%	24%	**46%**	*	33%	52%	*	-	-	*	42%	48%	-	46%	*	-	46%	-	-	-	-
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						
All Subjects	All Students	75%	84%	**89%**	92%	87%	89%	100%	*	*	91%	82%	94%	54%	93%	83%	89%	89%	-	80%	*	78%
	CWD	48%	50%	**54%**	-	33%	57%	*	-	-	71%	44%	69%	54%	-	17%	55%	54%	-	-	*	*
	CWOD	79%	88%	**93%**	92%	91%	93%	100%	*	*	100%	89%	96%	-	93%	89%	93%	93%	-	80%	-	81%
	EL	62%	70%	**83%**	-	82%	100%	-	-	-	*	80%	93%	17%	89%	83%	78%	88%	-	-	-	-
	Male	73%	82%	**89%**	80%	86%	90%	-	*	-	84%	82%	93%	55%	93%	78%	89%	-	-	*	*	93%
	Female	77%	85%	**89%**	100%	87%	89%	100%	-	*	100%	82%	95%	54%	93%	88%	-	89%	-	*	-	56%

		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%	83%	**91%**	100%	92%	91%	100%	*	*	89%	88%	94%	55%	96%	88%	89%	94%	-	*	*	100%
	CWD	46%	45%	**55%**	-	23%	62%	*	-	-	67%	48%	67%	55%	-	0%	49%	64%	-	-	*	*
	CWOD	80%	89%	**96%**	100%	98%	95%	100%	*	*	100%	95%	96%	-	96%	95%	94%	97%	-	*	-	100%
	EL	60%	66%	**88%**	-	87%	*	-	-	-	*	85%	100%	0%	95%	88%	83%	93%	-	-	-	-
	Male	72%	80%	**89%**	*	89%	89%	-	*	-	82%	83%	92%	49%	94%	83%	89%	-	-	*	*	100%
	Female	80%	88%	**94%**	*	94%	94%	100%	-	*	100%	92%	96%	64%	97%	93%	-	94%	-	*	-	*
Mathematics	All Students	74%	84%	**87%**	80%	83%	87%	100%	*	*	89%	78%	93%	54%	91%	82%	87%	86%	-	*	*	60%
	CWD	49%	55%	**54%**	-	42%	54%	*	-	-	67%	43%	70%	54%	-	20%	59%	46%	-	-	*	*
	CWOD	78%	89%	**91%**	80%	87%	92%	100%	*	*	100%	84%	95%	-	91%	87%	92%	90%	-	*	-	67%
	EL	65%	75%	**82%**	-	81%	*	-	-	-	*	79%	92%	20%	87%	82%	78%	86%	-	-	-	-
	Male	73%	84%	**87%**	*	84%	89%	-	*	-	82%	81%	92%	59%	92%	78%	87%	-	-	*	*	83%
	Female	74%	84%	**86%**	*	83%	85%	100%	-	*	100%	75%	94%	46%	90%	86%	-	86%	-	*	-	*
Science	All Students	76%	84%	**88%**	*	82%	89%	*	*	-	100%	78%	95%	53%	91%	73%	92%	84%	-	*	-	*
	CWD	52%	53%	**53%**	-	40%	50%	-	-	-	*	40%	80%	53%	-	*	67%	44%	-	-	-	-
	CWOD	79%	88%	**91%**	*	87%	92%	*	*	-	*	83%	96%	-	91%	75%	93%	88%	-	*	-	*
	EL	62%	65%	**73%**	-	70%	*	-	-	-	*	67%	80%	*	75%	73%	64%	75%	-	-	-	-
	Male	76%	85%	**92%**	*	85%	94%	-	*	-	*	83%	97%	67%	93%	64%	92%	-	-	*	-	*
	Female	75%	82%	**84%**	*	81%	83%	*	-	-	*	74%	92%	44%	88%	75%	-	84%	-	-	-	*
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	48%	58%	**65%**	92%	62%	67%	60%	*	*	55%	55%	73%	15%	71%	55%	65%	66%	-	40%	*	52%
	CWD	24%	22%	**15%**	-	10%	17%	*	-	-	14%	12%	20%	15%	-	0%	19%	11%	-	-	*	*
	CWOD	52%	63%	**71%**	92%	67%	72%	69%	*	*	73%	63%	77%	-	71%	60%	71%	72%	-	40%	-	57%
	EL	31%	38%	**55%**	-	56%	40%	-	-	-	*	53%	66%	0%	60%	55%	51%	61%	-	-	-	-
	Male	46%	57%	**65%**	80%	66%	65%	-	*	-	48%	56%	71%	19%	71%	51%	65%	-	-	*	*	79%
	Female	49%	59%	**66%**	100%	59%	68%	60%	-	*	63%	54%	75%	11%	72%	61%	-	66%	-	*	-	11%
Reading	All Students	52%	61%	**70%**	100%	67%	71%	50%	*	*	68%	62%	77%	21%	77%	60%	67%	74%	-	*	*	60%
	CWD	24%	22%	**21%**	-	15%	21%	*	-	-	33%	15%	30%	21%	-	0%	23%	18%	-	-	*	*
	CWOD	56%	66%	**77%**	100%	72%	78%	60%	*	*	85%	70%	81%	-	77%	65%	73%	80%	-	*	-	67%
	EL	33%	39%	**60%**	-	60%	*	-	-	-	*	55%	83%	0%	65%	60%	50%	72%	-	-	-	-
	Male	47%	56%	**67%**	*	63%	68%	-	*	-	55%	58%	72%	23%	73%	50%	67%	-	-	*	*	83%
	Female	57%	66%	**74%**	*	71%	75%	50%	-	*	88%	65%	82%	18%	80%	72%	-	74%	-	*	-	*
Mathematics	All Students	44%	54%	**61%**	80%	59%	62%	50%	*	*	42%	51%	68%	13%	67%	55%	63%	59%	-	*	*	50%
	CWD	24%	24%	**13%**	-	8%	17%	*	-	-	0%	13%	15%	13%	-	0%	18%	7%	-	-	*	*
	CWOD	47%	59%	**67%**	80%	64%	68%	60%	*	*	62%	58%	72%	-	67%	60%	69%	65%	-	*	-	56%
	EL	32%	40%	**55%**	-	58%	*	-	-	-	*	57%	50%	0%	60%	55%	56%	55%	-	-	-	-
	Male	45%	57%	**63%**	*	69%	62%	-	*	-	36%	55%	68%	18%	69%	56%	63%	-	-	*	*	83%
	Female	42%	52%	**59%**	*	50%	62%	50%	-	*	50%	47%	69%	7%	65%	55%	-	59%	-	*	-	*

		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	46%	57%	**64%**	*	56%	66%	*	*	-	50%	49%	75%	0%	69%	41%	67%	60%	-	*	-	*
	CWD	24%	17%	**0%**	-	0%	0%	-	-	-	*	0%	0%	0%	-	*	0%	0%	-	-	-	-
	CWOD	49%	62%	**69%**	*	62%	70%	*	*	-	*	55%	78%	-	69%	45%	71%	66%	-	*	-	*
	EL	26%	31%	**41%**	-	40%	*	-	-	-	*	33%	60%	*	45%	41%	36%	42%	-	-	-	-
	Male	47%	58%	**67%**	*	65%	67%	-	*	-	*	54%	75%	0%	71%	36%	67%	-	-	*	-	*
	Female	44%	56%	**60%**	*	48%	65%	*	-	-	*	45%	75%	0%	66%	42%	-	60%	-	-	-	*
STAAR Percent at Masters Grade Level																						
All Grades																						
All Subjects	All Students	19%	21%	**29%**	33%	23%	31%	20%	*	*	25%	18%	37%	3%	32%	13%	29%	28%	-	0%	*	22%
	CWD	7%	5%	**3%**	-	0%	4%	*	-	-	0%	1%	5%	3%	-	0%	4%	2%	-	-	*	*
	CWOD	21%	23%	**32%**	33%	25%	34%	23%	*	*	37%	21%	39%	-	32%	14%	32%	31%	-	0%	-	24%
	EL	9%	9%	**13%**	-	14%	0%	-	-	-	*	11%	21%	0%	14%	13%	11%	16%	-	-	-	-
	Male	18%	21%	**29%**	0%	28%	30%	-	*	-	24%	19%	36%	4%	32%	11%	29%	-	-	*	*	36%
	Female	19%	20%	**28%**	57%	17%	33%	20%	-	*	26%	17%	38%	2%	31%	16%	-	28%	-	*	-	0%
Reading	All Students	20%	21%	**34%**	60%	28%	36%	17%	*	*	32%	21%	43%	3%	37%	17%	31%	37%	-	*	*	20%
	CWD	7%	5%	**3%**	-	0%	4%	*	-	-	0%	3%	4%	3%	-	0%	3%	4%	-	-	*	*
	CWOD	22%	23%	**37%**	60%	30%	40%	20%	*	*	46%	24%	46%	-	37%	18%	35%	40%	-	*	-	22%
	EL	9%	8%	**17%**	-	18%	*	-	-	-	*	15%	25%	0%	18%	17%	11%	24%	-	-	-	-
	Male	17%	18%	**31%**	*	28%	32%	-	*	-	27%	19%	38%	3%	35%	11%	31%	-	-	*	*	33%
	Female	23%	24%	**37%**	*	28%	40%	17%	-	*	38%	22%	49%	4%	40%	24%	-	37%	-	*	-	*
Mathematics	All Students	18%	20%	**26%**	20%	20%	29%	17%	*	*	21%	18%	32%	3%	29%	14%	29%	23%	-	*	*	30%
	CWD	8%	6%	**3%**	-	0%	4%	*	-	-	0%	0%	7%	3%	-	0%	5%	0%	-	-	*	*
	CWOD	20%	23%	**29%**	20%	22%	32%	20%	*	*	31%	21%	34%	-	29%	15%	32%	26%	-	*	-	33%
	EL	11%	11%	**14%**	-	15%	*	-	-	-	*	11%	25%	0%	15%	14%	14%	14%	-	-	-	-
	Male	20%	23%	**29%**	*	29%	29%	-	*	-	18%	20%	34%	5%	32%	14%	29%	-	-	*	*	50%
	Female	16%	17%	**23%**	*	11%	28%	17%	-	*	25%	16%	29%	0%	26%	14%	-	23%	-	*	-	*
Science	All Students	17%	20%	**23%**	*	16%	26%	*	*	-	17%	8%	34%	0%	25%	0%	27%	18%	-	*	-	*
	CWD	7%	3%	**0%**	-	0%	0%	-	-	-	*	0%	0%	0%	-	*	0%	0%	-	-	-	-
	CWOD	19%	22%	**25%**	*	17%	28%	*	*	-	*	9%	35%	-	25%	0%	28%	20%	-	*	-	*
	EL	6%	4%	**0%**	-	0%	*	-	-	-	*	0%	0%	*	0%	0%	0%	0%	-	-	-	-
	Male	19%	22%	**27%**	*	27%	27%	-	*	-	*	12%	35%	0%	28%	0%	27%	-	-	*	-	*
	Female	16%	18%	**18%**	*	6%	25%	*	-	-	*	4%	31%	0%	20%	0%	-	18%	-	-	-	*

- Indicates there are no students in the group.

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

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2022-23 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Academic Growth Score											
Reading											
All Students	70	80	69	70	71	*	*	75	66	49	72
CWD	49	-	27	48	*	-	-	79	38	49	*
CWOD	72	80	73	72	60	*	*	73	71	-	77
EL ✧	72	-	71	*	-	-	-	*	69	*	72
Male	69	*	73	68	-	*	-	70	70	48	73
Female	71	*	65	72	71	-	*	81	62	50	71
Mathematics											
All Students	67	50	69	65	92	*	*	83	67	51	69
CWD	51	-	75	40	*	-	-	88	53	51	*
CWOD	69	50	68	68	90	*	*	81	69	-	69
EL ✧	69	-	69	*	-	-	-	*	66	*	69
Male	67	*	71	66	-	*	-	61	69	54	64
Female	67	*	67	64	92	-	*	113	65	47	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 2022.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL✧	Homeless ✧	Foster Care ✧
Federal Graduation Rates													
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2022													
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 2023 TELPAS (Texas English Language Proficiency Assessment System) data. (EL: English learner)

Total EL in Class	Proficiency of EL	Rate of Proficiency
65	32	49%

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

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Student Success (Student Achievement Domain Score: STAAR Component Only)											
STAAR Component Score	61	72	57	62	60	*	*	57	52	24	50
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

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

Part (vi): Goal Meeting Status

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
STAAR Performance Status											
Reading											
Interim Goals (2023-2027)	44%	32%	35%	59%	44%	74%	46%	56%	31%	19%	28%
Target Met	Y		Y	Y				Y	Y	Y	Y
Interim Goals (2028-2032)	53%	43%	46%	66%	53%	78%	55%	63%	43%	33%	40%
Target Met	Y		Y	Y				Y	Y	N	Y
Interim Goals (2033-2037)	62%	54%	57%	73%	62%	82%	64%	70%	55%	47%	52%
Target Met	Y		Y	N				N	Y	N	Y
Long-Term Goals	72%	66%	68%	80%	72%	87%	73%	78%	66%	60%	64%
Target Met	N		Y	N				N	N	N	Y
Mathematics											
Interim Goals (2023-2027)	47%	32%	39%	61%	47%	85%	52%	56%	35%	21%	36%
Target Met	Y		Y	Y				N	Y	N	Y
Interim Goals (2028-2032)	56%	43%	49%	68%	56%	88%	60%	63%	46%	34%	47%
Target Met	Y		Y	N				N	Y	N	Y
Interim Goals (2033-2037)	65%	54%	59%	75%	65%	91%	68%	70%	57%	47%	58%
Target Met	N		Y	N				N	N	N	Y
Long-Term Goals	74%	66%	70%	81%	74%	93%	76%	78%	68%	61%	68%
Target Met	N		N	N				N	N	N	N
English Learner Language Proficiency Status											
Interim Goals (2023-2027)											44%
Target Met											Y
Interim Goals (2028-2032)											46%
Target Met											Y
Interim Goals (2033-2037)											48%
Target Met											Y
Long-Term Goals											50%
Target Met											Y
Federal Graduation Status											
Interim Goals (2023-2027)	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80%
Target Met											
Interim Goals (2028-2032)	92.7%	90.2%	91.4%	95.2%	90.9%	97.1%	91.5%	93.2%	90.5%	85.8%	86%
Target Met											
Interim Goals (2033-2037)	95.4%	94.1%	94.7%	96.6%	94.4%	97.5%	94.7%	95.6%	94.3%	91.9%	92%
Target Met											

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Long-Term Goals	98%	98%	98%	98%	98%	98%	98%	98%	98%	98%	98%
Target Met											

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

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

Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science for the 2022-23 school year. (CWD: children with disability; CWOD: children without disability; EL: English learner)

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

		Campus	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	**99%**	*	97%	100%	*	-	-	*	98%	100%	100%	99%	92%	-	99%	-
SAT/ACT All Subjects	All Students	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Non-Participation Rate																	
All Subjects	All Students	**0%**	0%	0%	1%	0%	*	*	0%	1%	0%	1%	0%	1%	1%	0%	-
	CWD	**1%**	-	0%	1%	*	-	-	0%	1%	0%	1%	-	0%	1%	0%	-
	CWOD	**0%**	0%	0%	1%	0%	*	*	0%	1%	0%	-	0%	1%	0%	0%	-
	EL	**1%**	-	1%	0%	-	-	-	*	1%	0%	0%	1%	1%	0%	1%	-
	Male	**1%**	0%	0%	1%	-	*	-	0%	1%	0%	1%	0%	0%	1%	-	-
	Female	**0%**	0%	1%	0%	0%	-	*	0%	0%	1%	0%	0%	1%	-	0%	-
Reading	All Students	**1%**	0%	0%	1%	0%	*	*	0%	1%	1%	1%	1%	0%	1%	1%	-
	CWD	**1%**	-	0%	2%	*	-	-	0%	2%	0%	1%	-	0%	2%	0%	-
	CWOD	**1%**	0%	0%	1%	0%	*	*	0%	1%	1%	-	1%	0%	1%	1%	-
	EL	**0%**	-	0%	*	-	-	-	*	0%	0%	0%	0%	0%	0%	0%	-
	Male	**1%**	*	0%	1%	-	*	-	0%	2%	0%	2%	1%	0%	1%	-	-
	Female	**1%**	*	0%	1%	0%	-	*	0%	0%	1%	0%	1%	0%	-	1%	-
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%	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%	1%	0%	0%	0%	0%	-	-
	Female	**0%**	*	0%	0%	0%	-	*	0%	0%	0%	0%	0%	0%	-	0%	-
Science	All Students	**0%**	*	2%	0%	*	*	-	0%	1%	0%	0%	1%	4%	0%	1%	-
	CWD	**0%**	-	0%	0%	-	-	-	*	0%	0%	0%	-	*	0%	0%	-
	CWOD	**1%**	*	2%	0%	*	*	-	*	1%	0%	-	1%	5%	0%	1%	-
	EL	**4%**	-	5%	*	-	-	-	*	6%	0%	*	5%	4%	0%	8%	-
	Male	**0%**	*	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%	-	-
	Female	**1%**	*	3%	0%	*	-	-	*	2%	0%	0%	1%	8%	-	1%	-

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

- Indicates there are no students in the group.

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

Part (viii): Civil Rights Data

Part (viii)(I) This section provides information from the 2020-21 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
Students Without Disabilities												
In-School Suspensions												
	Male	42	2	12	27	1	0	0	0	5		
	Female	23	0	4	18	0	0	0	1	0		
	Total	65	2	16	45	1	0	0	1	5		
Out-of-School Suspensions												
	Male	22	1	8	8	1	1	0	3	3		
	Female	2	0	1	1	0	0	0	0	0		
	Total	24	1	9	9	1	1	0	3	3		
Expulsions												
With Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		

		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		
School-Related Arrests												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Referrals to Law Enforcement												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Students With Disabilities												
In-School Suspensions												
	Male	13	0	5	8	0	0	0	0	2		13
	Female	1	0	0	1	0	0	0	0	0		1
	Total	14	0	5	9	0	0	0	0	2		14
Out-of-School Suspensions												
	Male	11	0	2	9	0	0	0	0	2		7
	Female	2	0	0	2	0	0	0	0	0		1
	Total	13	0	2	11	0	0	0	0	2		8
Expulsions												
With Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
School-Related Arrests												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Referrals to Law Enforcement												

		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
All Students												
Chronic Absenteeism												
	Male	21	-8	2	19	-8	-8	-8	-8	1	11	1
	Female	24	-8	2	21	-8	-8	-8	1	-8	5	7
	Total	45	-8	4	40	-8	-8	-8	1	1	16	8

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

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

	Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs										

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

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

Part (ix): Teacher Quality Data

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

Low Poverty School		
	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	3.9	8.7%
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	3.8	9.2%

- Indicates there are no data available in the group.

Part (x): Per-pupil Expenditure

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

To be updated by June 30th, 2024.

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 2022-23 school year.

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Grade 3						
Reading	7,391	2%	5	1%	-	-
Mathematics	7,386	2%	5	1%	-	-
Grade 4						
Reading	7,296	2%	*	1%	-	-
Mathematics	7,293	2%	*	1%	-	-
Grade 5						
Reading	6,823	2%	*	0%	-	-
Mathematics	6,825	2%	*	0%	-	-
Science	6,820	2%	*	0%	-	-
Grade 6						
Reading	6,480	2%	*	0%	-	-
Mathematics	6,481	2%	*	0%	-	-
Grade 7						
Reading	6,309	2%	*	0%	-	-
Mathematics	6,300	2%	*	0%	-	-
Grade 8						
Reading	6,168	1%	5	1%	-	-
Mathematics	6,162	2%	5	2%	-	-
Science	6,163	1%	5	1%	-	-
End of Course						
English I	6,032	1%	6	1%	-	-
English II	5,771	1%	*	0%	-	-
Algebra I	6,015	1%	7	1%	-	-
Biology	6,041	1%	*	0%	-	-
All Grades						
All Subjects	117,761	1%	64	1%	-	-
Reading	52,275	1%	28	1%	-	-
Mathematics	46,462	2%	27	1%	-	-
Science	19,024	1%	9	1%	-	-

- Indicates there are no students in the group.

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

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

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

State Level: 2022 Percentages at NAEP Achievement Levels										
			% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	42	37	58	63	30	33	7	9
		Black	51	56	49	44	19	17	3	3
		Hispanic	52	50	48	50	20	21	3	4
		White	26	27	74	73	44	42	10	11
		American Indian	*	57	*	43	*	18	*	3
		Asian	8	17	92	83	71	58	31	24
		Pacific Islander	*	50	*	50	*	23	*	6
		Two or More Races	28	32	72	68	41	38	8	11
		EcoDis	54	52	46	48	18	19	3	3
		Students with Disabilities	77	73	23	27	7	10	1	2
		English Language Learners	57	67	43	33	16	10	2	1
	Mathematics	Overall	22	25	78	75	38	36	8	8
		Black	33	45	67	55	21	15	2	1
		Hispanic	27	36	73	64	27	22	3	3
		White	10	14	90	86	57	48	13	10
		American Indian	*	41	*	59	*	22	*	4
		Asian	3	9	97	91	73	63	27	24
		Pacific Islander	*	38	*	62	*	22	*	3
		Two or More Races	10	22	90	78	58	38	23	9
		EcoDis	31	38	69	62	24	20	3	2
		Students with Disabilities	51	56	49	44	18	14	2	2
		English Language Learners	31	48	69	52	26	14	3	2
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 2020-21 school year enrolled in a Texas public postsecondary education institution in the 2021-22 academic year in (I) programs of public postsecondary education in Texas; (II) programs of private postsecondaryeducation in Texas; and (III) programs of postsecondary education outside Texas. (CWD: children with disability; EL: English learner)

There is no data for this campus.

Part (xiv): Additional Information - Chronic Absenteeism

This section provides information on the Chronic Absenteeism per EDFacts definition: percent of unduplicated number of K - 12 students enrolled in a school for at least 10 days and absent for 10% or more days during the 2021-22 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%	17%	14%	18%	*	*	-	41%	25%	19%	13%

- Indicates there are no students in the group.

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

Part (i): Description of State Accountability System

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

Part (i)(II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students *(not applicable to district and state report cards)*.

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

State ESSA Goals (Middle Schools)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Performance (At Meets Grade Level or Above)												
Reading/ELA	Baseline Rates	44%	32%	35%	59%	44%	74%	46%	56%	31%	19%	28%
	2022-23 through 2026-27	44%	32%	35%	59%	44%	74%	46%	56%	31%	19%	28%
	2027-28 through 2031-32	53%	43%	46%	66%	53%	78%	55%	63%	43%	33%	40%
	2032-33 through 2036-37	62%	54%	57%	73%	62%	82%	64%	70%	55%	47%	52%
	2037-38	72%	66%	68%	80%	72%	87%	73%	78%	66%	60%	64%
Mathematics	Baseline Rates	47%	32%	39%	61%	47%	85%	52%	56%	35%	21%	36%
	2022-23 through 2026-27	47%	32%	39%	61%	47%	85%	52%	56%	35%	21%	36%
	2027-28 through 2031-32	56%	43%	49%	68%	56%	88%	60%	63%	46%	34%	47%
	2032-33 through 2036-37	65%	54%	59%	75%	65%	91%	68%	70%	57%	47%	58%
	2037-38	74%	66%	70%	81%	74%	93%	76%	78%	68%	61%	68%
EL Progress												
	Baseline Rates											44%
	2022-23 through 2026-27											44%
	2027-28 through 2031-32											46%
	2032-33 through 2036-37											48%
	2037-38											50%

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

State ESSA Goals (Elementary Schools)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
	Baseline Rates											49%
	2022-23 through 2026-27											49%
	2027-28 through 2031-32											51%
	2032-33 through 2036-37											53%
	2037-38											55%

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

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

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

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

1 If Federal Graduation Status is not available, Academic Growth Status is used.
2 If College, Career, and Military Readiness is not available, Student Achievement Domain Score: STAAR Component Only is used.

(bb) the methodology by which the State differentiates all such schools. Total points for each component are determined by multiplying the percentage of evaluated indicators met by the corresponding weight and rounding to one decimal place. The Closing the Gaps domain score is the sum of the total points rounded to the nearest whole number and is further used to differentiate all public schools. See the accountability manual for details. Chapter 4-2023 Closing the Gaps Domain

(cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students.Texas uses the Closing the Gaps domain to identify campuses that have consistently under-performing student groups. A student group that misses the targets in at least the same three indicators, for three consecutive years, is considered 'consistently underperforming'. 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 2019, 2022, and 2023 are considered consecutive years for 2023 TSI identification. See the accountability manual for details. Chapter 10-2023 Identification of Schools for Improvement

(dd) the methodology by which the State identifies a school for comprehensive support and improvement. Texas annually ranks all Title I campuses based on Closing the Gaps scaled scores. First, Texas determines the bottom five percent of Closing the Gaps outcomes by rank ordering the scaled scores of Title I campuses by schooltype - elementary, middle, high school/K-12, and alternative education accountability. Texas then determines which campuses fell in the bottom five percent for each school type. Title I campuses that rank in their school type's bottom five percent are identified for CSI. Any Title I campus identified for Additional Targeted Support (ATS) for three consecutive years will be identified for CSI the following school year.

Part (i)(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement or implementing targeted support and improvement plans. Campuses Identified for Support under the Every Student Succeeds Act (ESSA) for the 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 type's bottom five percent of the Closing the Gaps domain for two consecutive years and have Closing the Gaps domain scaled score by the end of the second year that is higher than when originally identified are considered as having successfully exited. Campuses previously identified as CSI based solely on a graduation rate must have a four or six-year federal graduation rate of at least 66.7 percent for two consecutive years to exit CSI status.

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 2022-23 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																						
Reading	All Students	75%	84%	**71%**	*	65%	76%	-	-	-	*	66%	85%	22%	81%	45%	75%	66%	-	-	*	-
	CWD	51%	54%	**22%**	-	14%	20%	-	-	-	*	13%	*	22%	-	20%	18%	29%	-	-	*	-
	CWOD	80%	89%	**81%**	*	72%	91%	-	-	-	*	80%	84%	-	81%	50%	89%	73%	-	-	-	-
	EL	65%	61%	**45%**	-	46%	*	-	-	-	-	46%	*	20%	50%	45%	56%	31%	-	-	-	-
	Male	73%	83%	**75%**	*	73%	75%	-	-	-	*	69%	93%	18%	89%	56%	75%	-	-	-	-	-
	Female	78%	85%	**66%**	*	54%	76%	-	-	-	*	62%	77%	29%	73%	31%	-	66%	-	-	*	-

		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	72%	83%	**68%**	*	63%	71%	-	-	-	*	64%	78%	39%	74%	55%	75%	60%	-	-	*	-
	CWD	51%	55%	**39%**	-	14%	50%	-	-	-	*	38%	*	39%	-	40%	45%	29%	-	-	*	-
	CWOD	76%	87%	**74%**	*	70%	77%	-	-	-	*	72%	80%	-	74%	58%	82%	65%	-	-	-	-
	EL	67%	67%	**55%**	-	54%	*	-	-	-	-	58%	*	40%	58%	55%	63%	46%	-	-	-	-
	Male	74%	84%	**75%**	*	67%	83%	-	-	-	*	71%	86%	45%	82%	63%	75%	-	-	-	-	-
	Female	70%	81%	**60%**	*	58%	57%	-	-	-	*	56%	69%	29%	65%	46%	-	60%	-	-	*	-
Grade 4																						
Reading	All Students	76%	83%	**68%**	*	59%	81%	-	*	-	*	59%	90%	38%	74%	44%	70%	67%	-	-	-	-
	CWD	51%	53%	**38%**	*	22%	50%	-	-	-	-	36%	*	38%	-	14%	38%	38%	-	-	-	-
	CWOD	81%	88%	**74%**	*	65%	87%	-	*	-	*	65%	93%	-	74%	52%	75%	74%	-	-	-	-
	EL	66%	56%	**44%**	-	44%	-	-	-	-	-	38%	71%	14%	52%	44%	52%	33%	-	-	-	-
	Male	74%	83%	**70%**	*	65%	71%	-	*	-	*	60%	94%	38%	75%	52%	70%	-	-	-	-	-
	Female	79%	83%	**67%**	-	52%	93%	-	-	-	-	59%	85%	38%	74%	33%	-	67%	-	-	-	-
Mathematics	All Students	69%	82%	**61%**	*	59%	66%	-	*	-	*	51%	83%	25%	68%	53%	69%	50%	-	-	-	-
	CWD	44%	56%	**25%**	*	44%	0%	-	-	-	-	14%	*	25%	-	43%	13%	38%	-	-	-	-
	CWOD	74%	87%	**68%**	*	61%	79%	-	*	-	*	61%	81%	-	68%	55%	79%	53%	-	-	-	-
	EL	63%	70%	**53%**	-	53%	-	-	-	-	-	48%	71%	43%	55%	53%	62%	40%	-	-	-	-
	Male	71%	83%	**69%**	*	71%	70%	-	*	-	*	62%	88%	13%	79%	62%	69%	-	-	-	-	-
	Female	67%	80%	**50%**	-	44%	60%	-	-	-	-	38%	77%	38%	53%	40%	-	50%	-	-	-	-
Grade 5																						
Reading	All Students	80%	84%	**79%**	-	85%	71%	*	-	-	*	78%	85%	36%	85%	91%	75%	84%	-	*	-	-
	CWD	49%	39%	**36%**	-	60%	20%	*	-	-	-	40%	*	36%	-	*	38%	*	-	-	-	-
	CWOD	86%	91%	**85%**	-	88%	80%	-	-	-	*	84%	89%	-	85%	95%	83%	88%	-	*	-	-
	EL	72%	75%	**91%**	-	91%	-	-	-	-	-	90%	*	*	95%	91%	78%	100%	-	-	-	-
	Male	77%	81%	**75%**	-	78%	70%	-	-	-	*	74%	67%	38%	83%	78%	75%	-	-	*	-	-
	Female	83%	87%	**84%**	-	93%	73%	*	-	-	-	83%	87%	*	88%	100%	-	84%	-	-	-	-
Mathematics	All Students	79%	84%	**70%**	-	76%	62%	*	-	-	*	69%	73%	45%	73%	78%	69%	71%	-	*	-	-
	CWD	59%	51%	**45%**	-	80%	20%	*	-	-	-	40%	*	45%	-	*	38%	*	-	-	-	-
	CWOD	83%	90%	**73%**	-	76%	69%	-	-	-	*	74%	71%	-	73%	82%	76%	71%	-	*	-	-
	EL	75%	83%	**78%**	-	78%	-	-	-	-	-	76%	*	*	82%	78%	67%	86%	-	-	-	-
	Male	79%	84%	**69%**	-	74%	62%	-	-	-	*	70%	67%	38%	76%	67%	69%	-	-	*	-	-
	Female	79%	85%	**71%**	-	79%	63%	*	-	-	-	69%	75%	*	71%	86%	-	71%	-	-	-	-
Science	All Students	64%	72%	**57%**	-	62%	53%	*	-	-	*	51%	76%	36%	60%	39%	59%	55%	-	*	-	-
	CWD	41%	36%	**36%**	-	60%	20%	*	-	-	-	30%	*	36%	-	*	38%	*	-	-	-	-
	CWOD	68%	78%	**60%**	-	62%	58%	-	-	-	*	55%	75%	-	60%	41%	63%	56%	-	*	-	-
	EL	52%	52%	**39%**	-	39%	-	-	-	-	-	43%	*	*	41%	39%	56%	29%	-	-	-	-
	Male	67%	76%	**59%**	-	74%	43%	-	-	-	*	58%	67%	38%	63%	56%	59%	-	-	*	-	-
	Female	60%	68%	**55%**	-	50%	67%	*	-	-	-	41%	80%	*	56%	29%	-	55%	-	-	-	-
STAAR Percent at Meets Grade Level or Above																						
Grade 3																						

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	49%	57%	**30%**	*	30%	31%	-	-	-	*	26%	41%	6%	35%	24%	34%	26%	-	-	*	-
	CWD	28%	27%	**6%**	-	0%	0%	-	-	-	*	0%	*	6%	-	0%	9%	0%	-	-	*	-
	CWOD	53%	62%	**35%**	*	34%	40%	-	-	-	*	33%	40%	-	35%	29%	40%	30%	-	-	-	-
	EL	37%	38%	**24%**	-	25%	*	-	-	-	-	23%	*	0%	29%	24%	25%	23%	-	-	-	-
	Male	46%	54%	**34%**	*	33%	33%	-	-	-	*	29%	50%	9%	40%	25%	34%	-	-	-	-	-
	Female	53%	60%	**26%**	*	25%	29%	-	-	-	*	24%	31%	0%	30%	23%	-	26%	-	-	*	-
Mathematics	All Students	44%	54%	**31%**	*	30%	36%	-	-	-	*	28%	41%	6%	36%	24%	43%	17%	-	-	*	-
	CWD	28%	28%	**6%**	-	0%	10%	-	-	-	*	6%	*	6%	-	20%	9%	0%	-	-	*	-
	CWOD	47%	59%	**36%**	*	34%	43%	-	-	-	*	33%	44%	-	36%	25%	51%	20%	-	-	-	-
	EL	35%	38%	**24%**	-	21%	*	-	-	-	-	23%	*	20%	25%	24%	31%	15%	-	-	-	-
	Male	47%	59%	**43%**	*	43%	46%	-	-	-	*	38%	57%	9%	51%	31%	43%	-	-	-	-	-
	Female	40%	49%	**17%**	*	13%	24%	-	-	-	*	15%	23%	0%	20%	15%	-	17%	-	-	*	-
Grade 4																						
Reading	All Students	47%	51%	**36%**	*	33%	39%	-	*	-	*	26%	59%	6%	41%	19%	38%	33%	-	-	-	-
	CWD	25%	21%	**6%**	*	11%	0%	-	-	-	-	0%	*	6%	-	0%	0%	13%	-	-	-	-
	CWOD	51%	57%	**41%**	*	37%	47%	-	*	-	*	33%	59%	-	41%	24%	44%	38%	-	-	-	-
	EL	35%	25%	**19%**	-	19%	-	-	-	-	-	17%	29%	0%	24%	19%	24%	13%	-	-	-	-
	Male	44%	51%	**38%**	*	39%	33%	-	*	-	*	25%	69%	0%	44%	24%	38%	-	-	-	-	-
	Female	50%	52%	**33%**	-	26%	47%	-	-	-	-	28%	46%	13%	38%	13%	-	33%	-	-	-	-
Mathematics	All Students	47%	63%	**38%**	*	34%	46%	-	*	-	*	29%	59%	0%	46%	31%	47%	26%	-	-	-	-
	CWD	27%	33%	**0%**	*	0%	0%	-	-	-	-	0%	*	0%	-	0%	0%	0%	-	-	-	-
	CWOD	51%	68%	**46%**	*	41%	55%	-	*	-	*	37%	63%	-	46%	38%	55%	32%	-	-	-	-
	EL	39%	45%	**31%**	-	31%	-	-	-	-	-	24%	57%	0%	38%	31%	38%	20%	-	-	-	-
	Male	50%	69%	**47%**	*	45%	55%	-	*	-	*	33%	81%	0%	55%	38%	47%	-	-	-	-	-
	Female	43%	55%	**26%**	-	22%	33%	-	-	-	-	24%	31%	0%	32%	20%	-	26%	-	-	-	-
Grade 5																						
Reading	All Students	56%	60%	**47%**	-	47%	49%	*	-	-	*	43%	60%	18%	51%	48%	42%	52%	-	*	-	-
	CWD	27%	18%	**18%**	-	40%	0%	*	-	-	-	20%	*	18%	-	*	25%	*	-	-	-	-
	CWOD	61%	67%	**51%**	-	48%	57%	-	-	-	*	47%	63%	-	51%	50%	45%	56%	-	*	-	-
	EL	43%	47%	**48%**	-	48%	-	-	-	-	-	48%	*	*	50%	48%	44%	50%	-	-	-	-
	Male	51%	53%	**42%**	-	41%	45%	-	-	-	*	44%	17%	25%	45%	44%	42%	-	-	*	-	-
	Female	60%	67%	**52%**	-	54%	53%	*	-	-	-	41%	73%	*	56%	50%	-	52%	-	-	-	-
Mathematics	All Students	50%	54%	**31%**	-	31%	32%	*	-	-	*	29%	36%	18%	33%	26%	33%	29%	-	*	-	-
	CWD	28%	20%	**18%**	-	20%	20%	*	-	-	-	10%	*	18%	-	*	13%	*	-	-	-	-
	CWOD	54%	59%	**33%**	-	32%	34%	-	-	-	*	32%	33%	-	33%	27%	37%	29%	-	*	-	-
	EL	43%	39%	**26%**	-	26%	-	-	-	-	-	24%	*	*	27%	26%	22%	29%	-	-	-	-
	Male	52%	54%	**33%**	-	33%	33%	-	-	-	*	33%	33%	13%	37%	22%	33%	-	-	*	-	-
	Female	48%	54%	**29%**	-	29%	31%	*	-	-	-	24%	38%	*	29%	29%	-	29%	-	-	-	-

		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	35%	39%	**18%**	-	15%	25%	*	-	-	*	17%	24%	18%	18%	0%	20%	16%	-	*	-	-
	CWD	23%	11%	**18%**	-	20%	20%	*	-	-	-	10%	*	18%	-	*	13%	*	-	-	-	-
	CWOD	37%	44%	**18%**	-	14%	26%	-	-	-	*	18%	20%	-	18%	0%	22%	15%	-	*	-	-
	EL	22%	11%	**0%**	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	0%	-	-	-	-
	Male	39%	44%	**20%**	-	19%	24%	-	-	-	*	21%	17%	13%	22%	0%	20%	-	-	*	-	-
	Female	30%	36%	**16%**	-	11%	27%	*	-	-	-	10%	27%	*	15%	0%	-	16%	-	-	-	-
STAAR Percent at Masters Grade Level																						
Grade 3																						
Reading	All Students	19%	22%	**10%**	*	9%	11%	-	-	-	*	8%	15%	0%	12%	10%	13%	6%	-	-	*	-
	CWD	7%	8%	**0%**	-	0%	0%	-	-	-	*	0%	*	0%	-	0%	0%	0%	-	-	*	-
	CWOD	22%	24%	**12%**	*	11%	14%	-	-	-	*	10%	16%	-	12%	13%	16%	8%	-	-	-	-
	EL	13%	15%	**10%**	-	11%	*	-	-	-	-	12%	*	0%	13%	10%	13%	8%	-	-	-	-
	Male	17%	21%	**13%**	*	10%	17%	-	-	-	*	10%	21%	0%	16%	13%	13%	-	-	-	-	-
	Female	22%	23%	**6%**	*	8%	5%	-	-	-	*	6%	8%	0%	8%	8%	-	6%	-	-	*	-
Mathematics	All Students	18%	21%	**7%**	*	2%	13%	-	-	-	*	4%	15%	0%	8%	0%	11%	2%	-	-	*	-
	CWD	9%	13%	**0%**	-	0%	0%	-	-	-	*	0%	*	0%	-	0%	0%	0%	-	-	*	-
	CWOD	20%	22%	**8%**	*	2%	17%	-	-	-	*	5%	16%	-	8%	0%	13%	3%	-	-	-	-
	EL	12%	7%	**0%**	-	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%	0%	-	-	-	-
	Male	21%	24%	**11%**	*	3%	21%	-	-	-	*	5%	29%	0%	13%	0%	11%	-	-	-	-	-
	Female	15%	17%	**2%**	*	0%	5%	-	-	-	*	3%	0%	0%	3%	0%	-	2%	-	-	*	-
Grade 4																						
Reading	All Students	21%	23%	**7%**	*	7%	8%	-	*	-	*	3%	17%	0%	9%	3%	9%	5%	-	-	-	-
	CWD	7%	10%	**0%**	*	0%	0%	-	-	-	-	0%	*	0%	-	0%	0%	0%	-	-	-	-
	CWOD	24%	26%	**9%**	*	8%	10%	-	*	-	*	4%	19%	-	9%	3%	10%	6%	-	-	-	-
	EL	12%	8%	**3%**	-	3%	-	-	-	-	-	0%	14%	0%	3%	3%	5%	0%	-	-	-	-
	Male	19%	23%	**9%**	*	13%	5%	-	*	-	*	5%	19%	0%	10%	5%	9%	-	-	-	-	-
	Female	23%	23%	**5%**	-	0%	13%	-	-	-	-	0%	15%	0%	6%	0%	-	5%	-	-	-	-
Mathematics	All Students	21%	29%	**15%**	*	9%	26%	-	*	-	*	7%	34%	0%	19%	6%	18%	12%	-	-	-	-
	CWD	8%	9%	**0%**	*	0%	0%	-	-	-	-	0%	*	0%	-	0%	0%	0%	-	-	-	-
	CWOD	24%	33%	**19%**	*	10%	31%	-	*	-	*	9%	37%	-	19%	7%	21%	15%	-	-	-	-
	EL	15%	16%	**6%**	-	6%	-	-	-	-	-	7%	0%	0%	7%	6%	5%	7%	-	-	-	-
	Male	24%	34%	**18%**	*	13%	25%	-	*	-	*	5%	50%	0%	21%	5%	18%	-	-	-	-	-
	Female	18%	23%	**12%**	-	4%	27%	-	-	-	-	10%	15%	0%	15%	7%	-	12%	-	-	-	-
Grade 5																						
Reading	All Students	28%	22%	**15%**	-	13%	20%	*	-	-	*	10%	35%	9%	16%	0%	15%	16%	-	*	-	-
	CWD	8%	2%	**9%**	-	20%	0%	*	-	-	-	10%	*	9%	-	*	13%	*	-	-	-	-
	CWOD	31%	26%	**16%**	-	12%	23%	-	-	-	*	10%	37%	-	16%	0%	15%	17%	-	*	-	-
	EL	17%	5%	**0%**	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	0%	-	-	-	-
	Male	24%	19%	**15%**	-	11%	20%	-	-	-	*	14%	17%	13%	15%	0%	15%	-	-	*	-	-
	Female	32%	26%	**16%**	-	14%	20%	*	-	-	-	3%	40%	*	17%	0%	-	16%	-	-	-	-

		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	21%	21%	**7%**	-	5%	11%	*	-	-	*	7%	9%	9%	7%	0%	12%	2%	-	*	-	-
	CWD	8%	3%	**9%**	-	20%	0%	*	-	-	-	10%	*	9%	-	*	13%	*	-	-	-	-
	CWOD	23%	24%	**7%**	-	4%	13%	-	-	-	*	6%	10%	-	7%	0%	12%	2%	-	*	-	-
	EL	14%	13%	**0%**	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	0%	-	-	-	-
	Male	23%	26%	**12%**	-	11%	14%	-	-	-	*	12%	17%	13%	12%	0%	12%	-	-	*	-	-
	Female	19%	15%	**2%**	-	0%	6%	*	-	-	-	0%	6%	*	2%	0%	-	2%	-	-	-	-
Science	All Students	15%	19%	**4%**	-	4%	6%	*	-	-	*	6%	0%	0%	5%	0%	6%	2%	-	*	-	-
	CWD	7%	5%	**0%**	-	0%	0%	*	-	-	-	0%	*	0%	-	*	0%	*	-	-	-	-
	CWOD	16%	21%	**5%**	-	4%	6%	-	-	-	*	6%	0%	-	5%	0%	7%	2%	-	*	-	-
	EL	7%	5%	**0%**	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	0%	-	-	-	-
	Male	18%	22%	**6%**	-	7%	5%	-	-	-	*	7%	0%	0%	7%	0%	6%	-	-	*	-	-
	Female	12%	16%	**2%**	-	0%	7%	*	-	-	-	3%	0%	*	2%	0%	-	2%	-	-	-	-
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						
All Subjects	All Students	75%	84%	**68%**	88%	67%	69%	*	*	-	78%	63%	82%	34%	74%	56%	70%	65%	-	*	*	-
	CWD	48%	50%	**34%**	*	38%	28%	*	-	-	*	29%	73%	34%	-	26%	32%	36%	-	-	*	-
	CWOD	79%	88%	**74%**	100%	71%	77%	-	*	-	71%	70%	82%	-	74%	61%	78%	69%	-	*	-	-
	EL	62%	70%	**56%**	-	56%	*	-	-	-	-	55%	62%	26%	61%	56%	60%	52%	-	-	-	-
	Male	73%	82%	**70%**	83%	71%	68%	-	*	-	71%	66%	86%	32%	78%	60%	70%	-	-	*	-	-
	Female	77%	85%	**65%**	*	62%	69%	*	-	-	*	58%	79%	36%	69%	52%	-	65%	-	-	*	-
Reading	All Students	76%	83%	**73%**	*	69%	76%	*	*	-	*	68%	87%	31%	80%	57%	73%	72%	-	*	*	-
	CWD	46%	45%	**31%**	*	29%	29%	*	-	-	*	28%	60%	31%	-	15%	30%	33%	-	-	*	-
	CWOD	80%	89%	**80%**	*	75%	86%	-	*	-	*	77%	89%	-	80%	64%	82%	78%	-	*	-	-
	EL	60%	66%	**57%**	-	57%	*	-	-	-	-	55%	67%	15%	64%	57%	59%	55%	-	-	-	-
	Male	72%	80%	**73%**	*	72%	72%	-	*	-	*	68%	91%	30%	82%	59%	73%	-	-	*	-	-
	Female	80%	88%	**72%**	*	67%	80%	*	-	-	*	67%	83%	33%	78%	55%	-	72%	-	-	*	-
Mathematics	All Students	74%	84%	**66%**	*	66%	67%	*	*	-	*	62%	78%	36%	72%	60%	71%	60%	-	*	*	-
	CWD	49%	55%	**36%**	*	43%	29%	*	-	-	*	30%	80%	36%	-	38%	33%	39%	-	-	*	-
	CWOD	78%	89%	**72%**	*	69%	75%	-	*	-	*	69%	78%	-	72%	64%	79%	64%	-	*	-	-
	EL	65%	75%	**60%**	-	60%	*	-	-	-	-	59%	67%	38%	64%	60%	63%	57%	-	-	-	-
	Male	73%	84%	**71%**	*	70%	72%	-	*	-	*	68%	83%	33%	79%	63%	71%	-	-	*	-	-
	Female	74%	84%	**60%**	*	61%	60%	*	-	-	*	54%	74%	39%	64%	57%	-	60%	-	-	*	-
Science	All Students	76%	84%	**57%**	-	62%	53%	*	-	-	*	51%	76%	36%	60%	39%	59%	55%	-	*	-	-
	CWD	52%	53%	**36%**	-	60%	20%	*	-	-	-	30%	*	36%	-	*	38%	*	-	-	-	-
	CWOD	79%	88%	**60%**	-	62%	58%	-	-	-	*	55%	75%	-	60%	41%	63%	56%	-	*	-	-
	EL	62%	65%	**39%**	-	39%	-	-	-	-	-	43%	*	*	41%	39%	56%	29%	-	-	-	-
	Male	76%	85%	**59%**	-	74%	43%	-	-	-	*	58%	67%	38%	63%	56%	59%	-	-	*	-	-
	Female	75%	82%	**55%**	-	50%	67%	*	-	-	-	41%	80%	*	56%	29%	-	55%	-	-	-	-
STAAR Percent at Meets Grade Level or Above																						
All Grades																						

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
All Subjects	All Students	48%	58%	**33%**	13%	31%	36%	*	*	-	11%	28%	46%	9%	37%	25%	37%	28%	-	*	*	-
	CWD	24%	22%	**9%**	*	11%	6%	*	-	-	*	6%	36%	9%	-	4%	10%	8%	-	-	*	-
	CWOD	52%	63%	**37%**	17%	34%	43%	-	*	-	0%	33%	47%	-	37%	28%	42%	31%	-	*	-	-
	EL	31%	38%	**25%**	-	24%	*	-	-	-	-	23%	38%	4%	28%	25%	28%	21%	-	-	-	-
	Male	46%	57%	**37%**	17%	36%	38%	-	*	-	14%	32%	56%	10%	42%	28%	37%	-	-	*	-	-
	Female	49%	59%	**28%**	*	26%	34%	*	-	-	*	23%	39%	8%	31%	21%	-	28%	-	-	*	-
Reading	All Students	52%	61%	**37%**	*	37%	39%	*	*	-	*	32%	53%	9%	42%	28%	38%	37%	-	*	*	-
	CWD	24%	22%	**9%**	*	14%	0%	*	-	-	*	5%	40%	9%	-	0%	11%	6%	-	-	*	-
	CWOD	56%	66%	**42%**	*	40%	47%	-	*	-	*	38%	54%	-	42%	33%	43%	42%	-	*	-	-
	EL	33%	39%	**28%**	-	29%	*	-	-	-	-	28%	33%	0%	33%	28%	28%	29%	-	-	-	-
	Male	47%	56%	**38%**	*	38%	37%	-	*	-	*	33%	54%	11%	43%	28%	38%	-	-	*	-	-
	Female	57%	66%	**37%**	*	35%	41%	*	-	-	*	30%	51%	6%	42%	29%	-	37%	-	-	*	-
Mathematics	All Students	44%	54%	**33%**	*	32%	38%	*	*	-	*	29%	46%	7%	38%	27%	41%	24%	-	*	*	-
	CWD	24%	24%	**7%**	*	5%	10%	*	-	-	*	5%	20%	7%	-	8%	7%	6%	-	-	*	-
	CWOD	47%	59%	**38%**	*	36%	44%	-	*	-	*	34%	48%	-	38%	31%	48%	27%	-	*	-	-
	EL	32%	40%	**27%**	-	26%	*	-	-	-	-	24%	50%	8%	31%	27%	33%	21%	-	-	-	-
	Male	45%	57%	**41%**	*	41%	45%	-	*	-	*	35%	64%	7%	48%	33%	41%	-	-	*	-	-
	Female	42%	52%	**24%**	*	22%	29%	*	-	-	*	21%	31%	6%	27%	21%	-	24%	-	-	*	-
Science	All Students	46%	57%	**18%**	-	15%	25%	*	-	-	*	17%	24%	18%	18%	0%	20%	16%	-	*	-	-
	CWD	24%	17%	**18%**	-	20%	20%	*	-	-	-	10%	*	18%	-	*	13%	*	-	-	-	-
	CWOD	49%	62%	**18%**	-	14%	26%	-	-	-	*	18%	20%	-	18%	0%	22%	15%	-	*	-	-
	EL	26%	31%	**0%**	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	0%	-	-	-	-
	Male	47%	58%	**20%**	-	19%	24%	-	-	-	*	21%	17%	13%	22%	0%	20%	-	-	*	-	-
	Female	44%	56%	**16%**	-	11%	27%	*	-	-	-	10%	27%	*	15%	0%	-	16%	-	-	-	-
STAAR Percent at Masters Grade Level																						
All Grades																						
All Subjects	All Students	19%	21%	**9%**	0%	7%	13%	*	*	-	0%	6%	18%	2%	11%	3%	12%	6%	-	*	*	-
	CWD	7%	5%	**2%**	*	4%	0%	*	-	-	*	2%	0%	2%	-	0%	3%	0%	-	-	*	-
	CWOD	21%	23%	**11%**	0%	7%	16%	-	*	-	0%	7%	20%	-	11%	3%	14%	7%	-	*	-	-
	EL	9%	9%	**3%**	-	3%	*	-	-	-	-	3%	4%	0%	3%	3%	4%	2%	-	-	-	-
	Male	18%	21%	**12%**	0%	10%	15%	-	*	-	0%	8%	26%	3%	14%	4%	12%	-	-	*	-	-
	Female	19%	20%	**6%**	*	4%	11%	*	-	-	*	4%	12%	0%	7%	2%	-	6%	-	-	*	-
Reading	All Students	20%	21%	**11%**	*	10%	13%	*	*	-	*	7%	21%	2%	12%	5%	12%	9%	-	*	*	-
	CWD	7%	5%	**2%**	*	5%	0%	*	-	-	*	3%	0%	2%	-	0%	4%	0%	-	-	*	-
	CWOD	22%	23%	**12%**	*	10%	16%	-	*	-	*	8%	23%	-	12%	5%	14%	10%	-	*	-	-
	EL	9%	8%	**5%**	-	5%	*	-	-	-	-	4%	8%	0%	5%	5%	7%	2%	-	-	-	-
	Male	17%	18%	**12%**	*	11%	14%	-	*	-	*	10%	20%	4%	14%	7%	12%	-	-	*	-	-
	Female	23%	24%	**9%**	*	8%	12%	*	-	-	*	3%	22%	0%	10%	2%	-	9%	-	-	*	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	18%	20%	**10%**	*	5%	16%	*	*	-	*	6%	21%	2%	11%	2%	14%	5%	-	*	*	-
	CWD	8%	6%	**2%**	*	5%	0%	*	-	-	*	3%	0%	2%	-	0%	4%	0%	-	-	*	-
	CWOD	20%	23%	**11%**	*	5%	20%	-	*	-	*	7%	22%	-	11%	3%	16%	6%	-	*	-	-
	EL	11%	11%	**2%**	-	2%	*	-	-	-	-	3%	0%	0%	3%	2%	2%	2%	-	-	-	-
	Male	20%	23%	**14%**	*	9%	20%	-	*	-	*	7%	36%	4%	16%	2%	14%	-	-	*	-	-
	Female	16%	17%	**5%**	*	1%	12%	*	-	-	*	4%	7%	0%	6%	2%	-	5%	-	-	*	-
Science	All Students	17%	20%	**4%**	-	4%	6%	*	-	-	*	6%	0%	0%	5%	0%	6%	2%	-	*	-	-
	CWD	7%	3%	**0%**	-	0%	0%	*	-	-	-	0%	*	0%	-	*	0%	*	-	-	-	-
	CWOD	19%	22%	**5%**	-	4%	6%	-	-	-	*	6%	0%	-	5%	0%	7%	2%	-	*	-	-
	EL	6%	4%	**0%**	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	0%	-	-	-	-
	Male	19%	22%	**6%**	-	7%	5%	-	-	-	*	7%	0%	0%	7%	0%	6%	-	-	*	-	-
	Female	16%	18%	**2%**	-	0%	7%	*	-	-	-	3%	0%	*	2%	0%	-	2%	-	-	-	-

- Indicates there are no students in the group.

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

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2022-23 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	60	*	60	60	*	*	-	*	62	52	52
CWD	52	*	45	61	*	-	-	-	54	52	28
CWOD	61	*	62	60	-	*	-	*	63	-	56
EL ✧	52	-	52	-	-	-	-	-	56	28	52
Male	60	*	60	59	-	*	-	*	62	56	46
Female	60	-	60	62	*	-	-	-	62	45	59
Mathematics											
All Students	59	*	57	63	*	*	-	*	56	56	54
CWD	56	*	68	41	*	-	-	-	51	56	53
CWOD	59	*	55	67	-	*	-	*	57	-	54
EL ✧	54	-	54	-	-	-	-	-	52	53	54

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Male	58	*	53	68	-	*	-	*	56	48	50
Female	60	-	61	57	*	-	-	-	55	66	58

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

Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates for the class of 2022.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL✧	Homeless ✧	Foster Care ✧
Federal Graduation Rates													
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2022													
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 2023 TELPAS (Texas English Language Proficiency Assessment System) data. (EL: English learner)

Total EL in Class	Proficiency of EL	Rate of Proficiency
156	27	17%

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

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Student Success (Student Achievement Domain Score: STAAR Component Only)											
STAAR Component Score	37	34	35	39	*	*	-	30	32	15	28
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

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

Part (vi): Goal Meeting Status

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
STAAR Performance Status											
Reading											
Interim Goals (2023-2027)	46%	34%	39%	59%	44%	73%	46%	55%	35%	26%	37%
Target Met	N		N	N					N	N	N
Interim Goals (2028-2032)	55%	45%	49%	66%	53%	78%	55%	63%	46%	38%	48%
Target Met	N		N	N					N	N	N
Interim Goals (2033-2037)	64%	56%	59%	73%	62%	83%	64%	71%	57%	50%	59%
Target Met	N		N	N					N	N	N
Long-Term Goals	73%	67%	70%	80%	72%	87%	73%	78%	68%	63%	69%
Target Met	N		N	N					N	N	N
Mathematics											
Interim Goals (2023-2027)	49%	33%	44%	60%	47%	82%	51%	55%	40%	29%	45%
Target Met	N		N	N					N	N	N
Interim Goals (2028-2032)	58%	44%	53%	67%	56%	85%	59%	63%	50%	41%	54%
Target Met	N		N	N					N	N	N
Interim Goals (2033-2037)	67%	55%	62%	74%	65%	88%	67%	71%	60%	53%	63%
Target Met	N		N	N					N	N	N

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Long-Term Goals	75%	67%	72%	80%	74%	91%	76%	78%	70%	65%	73%
Target Met	N		N	N					N	N	N
English Learner Language Proficiency Status											
Interim Goals (2023-2027)											49%
Target Met											Y
Interim Goals (2028-2032)											51%
Target Met											Y
Interim Goals (2033-2037)											53%
Target Met											N
Long-Term Goals											55%
Target Met											N
Federal Graduation Status											
Interim Goals (2023-2027)	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80%
Target Met											
Interim Goals (2028-2032)	92.7%	90.2%	91.4%	95.2%	90.9%	97.1%	91.5%	93.2%	90.5%	85.8%	86%
Target Met											
Interim Goals (2033-2037)	95.4%	94.1%	94.7%	96.6%	94.4%	97.5%	94.7%	95.6%	94.3%	91.9%	92%
Target Met											
Long-Term Goals	98%	98%	98%	98%	98%	98%	98%	98%	98%	98%	98%
Target Met											

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

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

Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science for the 2022-23 school year. (CWD: children with disability; CWOD: children without disability; EL: English learner)

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

		Campus	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	**100%**	*	100%	100%	*	-	-	*	100%	100%	100%	100%	100%	-	100%	-
Reading	All Students	**100%**	*	100%	99%	*	*	-	*	100%	99%	100%	100%	100%	99%	100%	-
	CWD	**100%**	*	100%	100%	*	-	-	*	100%	100%	100%	-	100%	100%	100%	-
	CWOD	**100%**	*	100%	99%	-	*	-	*	100%	99%	-	100%	100%	99%	100%	-
	EL	**100%**	-	100%	*	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	**99%**	*	100%	98%	-	*	-	*	100%	97%	100%	99%	100%	99%	-	-
	Female	**100%**	*	100%	100%	*	-	-	*	100%	100%	100%	100%	100%	-	100%	-
Mathematics	All Students	**100%**	*	100%	100%	*	*	-	*	100%	100%	100%	100%	100%	100%	100%	-
	CWD	**100%**	*	100%	100%	*	-	-	*	100%	100%	100%	-	100%	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%	-
Science	All Students	**100%**	-	100%	100%	*	-	-	*	100%	100%	100%	100%	100%	100%	100%	-
	CWD	**100%**	-	100%	100%	*	-	-	-	100%	*	100%	-	*	100%	*	-
	CWOD	**100%**	-	100%	100%	-	-	-	*	100%	100%	-	100%	100%	100%	100%	-
	EL	**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%	-
SAT/ACT All Subjects	All Students	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Non-Participation Rate																	
All Subjects	All Students	**0%**	0%	0%	0%	*	*	-	0%	0%	1%	0%	0%	0%	0%	0%	-
	CWD	**0%**	*	0%	0%	*	-	-	*	0%	0%	0%	-	0%	0%	0%	-
	CWOD	**0%**	0%	0%	0%	-	*	-	0%	0%	1%	-	0%	0%	0%	0%	-
	EL	**0%**	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	**0%**	0%	0%	1%	-	*	-	0%	0%	1%	0%	0%	0%	0%	-	-
	Female	**0%**	*	0%	0%	*	-	-	*	0%	0%	0%	0%	0%	-	0%	-

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Reading	All Students	**0%**	*	0%	1%	*	*	-	*	0%	1%	0%	0%	0%	1%	0%	-
	CWD	**0%**	*	0%	0%	*	-	-	*	0%	0%	0%	-	0%	0%	0%	-
	CWOD	**0%**	*	0%	1%	-	*	-	*	0%	1%	-	0%	0%	1%	0%	-
	EL	**0%**	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	**1%**	*	0%	2%	-	*	-	*	0%	3%	0%	1%	0%	1%	-	-
	Female	**0%**	*	0%	0%	*	-	-	*	0%	0%	0%	0%	0%	-	0%	-
Mathematics	All Students	**0%**	*	0%	0%	*	*	-	*	0%	0%	0%	0%	0%	0%	0%	-
	CWD	**0%**	*	0%	0%	*	-	-	*	0%	0%	0%	-	0%	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%	*	-
	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 2020-21 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

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

		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
Expulsions												
With Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
School-Related Arrests												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Referrals to Law Enforcement												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
All Students												
Chronic Absenteeism												
	Male	19	-8	8	11	-8	-8	-8	-8	2	6	3
	Female	16	-8	6	10	-8	-8	-8	-8	-8	2	3
	Total	35	-8	14	21	-8	-8	-8	-8	2	8	6

	Total
Incidents of Violence	
Incidents of rape or attempted rape	0
Incidents of sexual assault (other than rape)	0
Incidents of robbery with a weapon	0
Incidents of robbery without a weapon	0
Incidents of physical attack or fight with a weapon	0
Incidents of physical attack or fight without a weapon	0
Incidents of threats of physical attack with a weapon	0

	Total
Incidents of threats of physical attack without a weapon	0
Incidents of possession of a firearm or explosive device	0
Allegations of Harassment or bullying	
On the basis of sex	24
On the basis of race	0
On the basis of disability	0
On the basis of sexual orientation	0
On the basis of religion	0

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

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs											
	Male	17	0	8	8	0	0	0	1	4	1
	Female	8	0	5	2	0	0	0	1	3	0
	Total	25	0	13	10	0	0	0	2	7	1
Accelerated Coursework											
Advanced Placement Courses	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
International Baccalaureate Courses	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
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

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

Part (ix): Teacher Quality Data

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

	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	6.0	14.6%
Teachers Teaching with Emergency or Provisional Credentials	2.0	5.1%
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.

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, 2024.

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 2022-23 school year.

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Grade 3						
Reading	7,391	2%	5	1%	-	-
Mathematics	7,386	2%	5	1%	-	-
Grade 4						
Reading	7,296	2%	*	1%	-	-
Mathematics	7,293	2%	*	1%	-	-
Grade 5						
Reading	6,823	2%	*	0%	*	1%
Mathematics	6,825	2%	*	0%	*	1%
Science	6,820	2%	*	0%	*	1%
Grade 6						
Reading	6,480	2%	*	0%	-	-
Mathematics	6,481	2%	*	0%	-	-
Grade 7						
Reading	6,309	2%	*	0%	-	-
Mathematics	6,300	2%	*	0%	-	-
Grade 8						

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Reading	6,168	1%	5	1%	-	-
Mathematics	6,162	2%	5	2%	-	-
Science	6,163	1%	5	1%	-	-
End of Course						
English I	6,032	1%	6	1%	-	-
English II	5,771	1%	*	0%	-	-
Algebra I	6,015	1%	7	1%	-	-
Biology	6,041	1%	*	0%	-	-
All Grades						
All Subjects	117,761	1%	64	1%	*	0%
Reading	52,275	1%	28	1%	*	0%
Mathematics	46,462	2%	27	1%	*	0%
Science	19,024	1%	9	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 2020-21 school year enrolled in a Texas public postsecondary education institution in the 2021-22 academic year in (I) programs of public postsecondary education in Texas; (II) programs of private postsecondaryeducation in Texas; and (III) programs of postsecondary education outside Texas. (CWD: children with disability; EL: English learner)

There is no data for this campus.

Part (xiv): Additional Information - Chronic Absenteeism

This section provides information on the Chronic Absenteeism per EDFacts definition: percent of unduplicated number of K - 12 students enrolled in a school for at least 10 days and absent for 10% or more days during the 2021-22 school year. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Chronic Absenteeism Rate	19%	18%	15%	21%	*	*	-	33%	21%	26%	12%

- Indicates there are no students in the group.

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

Part (i): Description of State Accountability System

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

Part (i)(II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students *(not applicable to district and state report cards)*.

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

State ESSA Goals (Middle Schools)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Performance (At Meets Grade Level or Above)												
Reading/ELA	Baseline Rates	44%	32%	35%	59%	44%	74%	46%	56%	31%	19%	28%
	2022-23 through 2026-27	44%	32%	35%	59%	44%	74%	46%	56%	31%	19%	28%
	2027-28 through 2031-32	53%	43%	46%	66%	53%	78%	55%	63%	43%	33%	40%
	2032-33 through 2036-37	62%	54%	57%	73%	62%	82%	64%	70%	55%	47%	52%
	2037-38	72%	66%	68%	80%	72%	87%	73%	78%	66%	60%	64%
Mathematics	Baseline Rates	47%	32%	39%	61%	47%	85%	52%	56%	35%	21%	36%
	2022-23 through 2026-27	47%	32%	39%	61%	47%	85%	52%	56%	35%	21%	36%
	2027-28 through 2031-32	56%	43%	49%	68%	56%	88%	60%	63%	46%	34%	47%
	2032-33 through 2036-37	65%	54%	59%	75%	65%	91%	68%	70%	57%	47%	58%
	2037-38	74%	66%	70%	81%	74%	93%	76%	78%	68%	61%	68%
EL Progress												
	Baseline Rates											44%
	2022-23 through 2026-27											44%
	2027-28 through 2031-32											46%
	2032-33 through 2036-37											48%
	2037-38											50%

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

State ESSA Goals (Elementary Schools)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
	Baseline Rates											49%
	2022-23 through 2026-27											49%
	2027-28 through 2031-32											51%
	2032-33 through 2036-37											53%
	2037-38											55%

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

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

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

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

1 If Federal Graduation Status is not available, Academic Growth Status is used.
2 If College, Career, and Military Readiness is not available, Student Achievement Domain Score: STAAR Component Only is used.

(bb) the methodology by which the State differentiates all such schools. Total points for each component are determined by multiplying the percentage of evaluated indicators met by the corresponding weight and rounding to one decimal place. The Closing the Gaps domain score is the sum of the total points rounded to the nearest whole number and is further used to differentiate all public schools. See the accountability manual for details. Chapter 4-2023 Closing the Gaps Domain

(cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students.Texas uses the Closing the Gaps domain to identify campuses that have consistently under-performing student groups. A student group that misses the targets in at least the same three indicators, for three consecutive years, is considered 'consistently underperforming'. 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 2019, 2022, and 2023 are considered consecutive years for 2023 TSI identification. See the accountability manual for details. Chapter 10-2023 Identification of Schools for Improvement

(dd) the methodology by which the State identifies a school for comprehensive support and improvement. Texas annually ranks all Title I campuses based on Closing the Gaps scaled scores. First, Texas determines the bottom five percent of Closing the Gaps outcomes by rank ordering the scaled scores of Title I campuses by schooltype - elementary, middle, high school/K-12, and alternative education accountability. Texas then determines which campuses fell in the bottom five percent for each school type. Title I campuses that rank in their school type's bottom five percent are identified for CSI. Any Title I campus identified for Additional Targeted Support (ATS) for three consecutive years will be identified for CSI the following school year.

Part (i)(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement or implementing targeted support and improvement plans. Campuses Identified for Support under the Every Student Succeeds Act (ESSA) for the 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 type's bottom five percent of the Closing the Gaps domain for two consecutive years and have Closing the Gaps domain scaled score by the end of the second year that is higher than when originally identified are considered as having successfully exited. Campuses previously identified as CSI based solely on a graduation rate must have a four or six-year federal graduation rate of at least 66.7 percent for two consecutive years to exit CSI status.

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 2022-23 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																						
Reading	All Students	75%	84%	**83%**	*	76%	89%	*	-	*	*	76%	94%	63%	85%	68%	81%	86%	-	-	-	-
	CWD	51%	54%	**63%**	-	*	*	-	-	-	-	50%	*	63%	-	*	71%	*	-	-	-	-
	CWOD	80%	89%	**85%**	*	78%	91%	*	-	*	*	79%	94%	-	85%	74%	82%	88%	-	-	-	-
	EL	65%	61%	**68%**	-	68%	-	-	-	-	-	59%	88%	*	74%	68%	63%	78%	-	-	-	-
	Male	73%	83%	**81%**	*	72%	88%	-	-	*	*	73%	95%	71%	82%	63%	81%	-	-	-	-	-
	Female	78%	85%	**86%**	*	81%	91%	*	-	-	-	80%	94%	*	88%	78%	-	86%	-	-	-	-

		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	72%	83%	**80%**	*	73%	85%	*	-	*	*	72%	92%	38%	84%	72%	83%	76%	-	-	-	-
	CWD	51%	55%	**38%**	-	*	*	-	-	-	-	17%	*	38%	-	*	43%	*	-	-	-	-
	CWOD	76%	87%	**84%**	*	78%	88%	*	-	*	*	79%	91%	-	84%	78%	89%	78%	-	-	-	-
	EL	67%	67%	**72%**	-	72%	-	-	-	-	-	59%	100%	*	78%	72%	69%	78%	-	-	-	-
	Male	74%	84%	**83%**	*	76%	88%	-	-	*	*	73%	100%	43%	89%	69%	83%	-	-	-	-	-
	Female	70%	81%	**76%**	*	69%	83%	*	-	-	-	72%	82%	*	78%	78%	-	76%	-	-	-	-
Grade 4																						
Reading	All Students	76%	83%	**88%**	*	83%	92%	*	*	-	*	77%	100%	61%	94%	78%	95%	78%	-	-	-	*
	CWD	51%	53%	**61%**	-	50%	70%	-	-	-	-	36%	100%	61%	-	50%	73%	43%	-	-	-	-
	CWOD	81%	88%	**94%**	*	91%	98%	*	*	-	*	88%	100%	-	94%	86%	100%	85%	-	-	-	*
	EL	66%	56%	**78%**	-	78%	-	-	-	-	-	75%	*	50%	86%	78%	93%	58%	-	-	-	-
	Male	74%	83%	**95%**	-	90%	97%	*	*	-	*	90%	100%	73%	100%	93%	95%	-	-	-	-	-
	Female	79%	83%	**78%**	*	74%	84%	-	-	-	*	61%	100%	43%	85%	58%	-	78%	-	-	-	*
Mathematics	All Students	69%	82%	**99%**	*	100%	100%	*	*	-	*	98%	100%	100%	99%	100%	100%	98%	-	-	-	*
	CWD	44%	56%	**100%**	-	100%	100%	-	-	-	-	100%	100%	100%	-	100%	100%	100%	-	-	-	-
	CWOD	74%	87%	**99%**	*	100%	100%	*	*	-	*	98%	100%	-	99%	100%	100%	97%	-	-	-	*
	EL	63%	70%	**100%**	-	100%	-	-	-	-	-	100%	*	100%	100%	100%	100%	100%	-	-	-	-
	Male	71%	83%	**100%**	-	100%	100%	*	*	-	*	100%	100%	100%	100%	100%	100%	-	-	-	-	-
	Female	67%	80%	**98%**	*	100%	100%	-	-	-	*	96%	100%	100%	97%	100%	-	98%	-	-	-	*
Grade 5																						
Reading	All Students	80%	84%	**81%**	*	68%	90%	*	-	*	*	78%	87%	47%	89%	70%	79%	84%	-	-	*	-
	CWD	49%	39%	**47%**	-	25%	67%	-	-	*	-	50%	*	47%	-	50%	56%	33%	-	-	-	-
	CWOD	86%	91%	**89%**	*	80%	94%	*	-	-	*	86%	93%	-	89%	76%	84%	94%	-	-	*	-
	EL	72%	75%	**70%**	-	69%	-	-	-	*	-	69%	*	50%	76%	70%	59%	90%	-	-	-	-
	Male	77%	81%	**79%**	*	61%	94%	*	-	*	*	74%	88%	56%	84%	59%	79%	-	-	-	*	-
	Female	83%	87%	**84%**	-	75%	87%	-	-	-	-	83%	87%	33%	94%	90%	-	84%	-	-	-	-
Mathematics	All Students	79%	84%	**92%**	*	92%	90%	*	-	*	*	93%	90%	73%	96%	93%	94%	92%	-	-	*	-
	CWD	59%	51%	**73%**	-	75%	67%	-	-	*	-	83%	*	73%	-	83%	78%	67%	-	-	-	-
	CWOD	83%	90%	**96%**	*	97%	94%	*	-	-	*	95%	96%	-	96%	95%	97%	97%	-	-	*	-
	EL	75%	83%	**93%**	-	92%	-	-	-	*	-	92%	*	83%	95%	93%	94%	90%	-	-	-	-
	Male	79%	84%	**94%**	*	91%	94%	*	-	*	*	97%	88%	78%	97%	94%	94%	-	-	-	*	-
	Female	79%	85%	**92%**	-	94%	91%	-	-	-	-	92%	93%	67%	97%	90%	-	92%	-	-	-	-
Science	All Students	64%	72%	**64%**	*	64%	64%	*	-	*	*	61%	71%	40%	69%	63%	70%	59%	-	-	*	-
	CWD	41%	36%	**40%**	-	50%	33%	-	-	*	-	42%	*	40%	-	33%	44%	33%	-	-	-	-
	CWOD	68%	78%	**69%**	*	68%	69%	*	-	-	*	66%	75%	-	69%	71%	76%	64%	-	-	*	-
	EL	52%	52%	**63%**	-	65%	-	-	-	*	-	62%	*	33%	71%	63%	65%	60%	-	-	-	-
	Male	67%	76%	**70%**	*	65%	78%	*	-	*	*	68%	75%	44%	76%	65%	70%	-	-	-	*	-
	Female	60%	68%	**59%**	-	63%	57%	-	-	-	-	54%	67%	33%	64%	60%	-	59%	-	-	-	-
STAAR Percent at Meets Grade Level or Above																						
Grade 3																						

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	49%	57%	**59%**	*	46%	68%	*	-	*	*	53%	67%	13%	63%	48%	48%	71%	-	-	-	-
	CWD	28%	27%	**13%**	-	*	*	-	-	-	-	0%	*	13%	-	*	14%	*	-	-	-	-
	CWOD	53%	62%	**63%**	*	51%	72%	*	-	*	*	60%	68%	-	63%	52%	53%	73%	-	-	-	-
	EL	37%	38%	**48%**	-	48%	-	-	-	-	-	41%	63%	*	52%	48%	31%	78%	-	-	-	-
	Male	46%	54%	**48%**	*	28%	63%	-	-	*	*	39%	63%	14%	53%	31%	48%	-	-	-	-	-
	Female	53%	60%	**71%**	*	75%	74%	*	-	-	-	72%	71%	*	73%	78%	-	71%	-	-	-	-
Mathematics	All Students	44%	54%	**53%**	*	39%	64%	*	-	*	*	45%	67%	13%	57%	40%	60%	45%	-	-	-	-
	CWD	28%	28%	**13%**	-	*	*	-	-	-	-	0%	*	13%	-	*	14%	*	-	-	-	-
	CWOD	47%	59%	**57%**	*	43%	67%	*	-	*	*	50%	68%	-	57%	43%	67%	46%	-	-	-	-
	EL	35%	38%	**40%**	-	40%	-	-	-	-	-	24%	75%	*	43%	40%	38%	44%	-	-	-	-
	Male	47%	59%	**60%**	*	40%	75%	-	-	*	*	45%	84%	14%	67%	38%	60%	-	-	-	-	-
	Female	40%	49%	**45%**	*	38%	52%	*	-	-	-	44%	47%	*	46%	44%	-	45%	-	-	-	-
Grade 4																						
Reading	All Students	47%	51%	**51%**	*	35%	64%	*	*	-	*	36%	67%	28%	56%	30%	58%	40%	-	-	-	*
	CWD	25%	21%	**28%**	-	0%	50%	-	-	-	-	9%	57%	28%	-	0%	36%	14%	-	-	-	-
	CWOD	51%	57%	**56%**	*	44%	67%	*	*	-	*	43%	69%	-	56%	38%	63%	45%	-	-	-	*
	EL	35%	25%	**30%**	-	30%	-	-	-	-	-	25%	*	0%	38%	30%	27%	33%	-	-	-	-
	Male	44%	51%	**58%**	-	29%	76%	*	*	-	*	40%	76%	36%	63%	27%	58%	-	-	-	-	-
	Female	50%	52%	**40%**	*	42%	42%	-	-	-	*	30%	53%	14%	45%	33%	-	40%	-	-	-	*
Mathematics	All Students	47%	63%	**84%**	*	78%	89%	*	*	-	*	74%	96%	78%	85%	70%	92%	73%	-	-	-	*
	CWD	27%	33%	**78%**	-	75%	80%	-	-	-	-	64%	100%	78%	-	67%	82%	71%	-	-	-	-
	CWOD	51%	68%	**85%**	*	78%	91%	*	*	-	*	76%	95%	-	85%	71%	94%	73%	-	-	-	*
	EL	39%	45%	**70%**	-	70%	-	-	-	-	-	67%	*	67%	71%	70%	87%	50%	-	-	-	-
	Male	50%	69%	**92%**	-	90%	91%	*	*	-	*	90%	93%	82%	94%	87%	92%	-	-	-	-	-
	Female	43%	55%	**73%**	*	63%	84%	-	-	-	*	52%	100%	71%	73%	50%	-	73%	-	-	-	*
Grade 5																						
Reading	All Students	56%	60%	**53%**	*	50%	62%	*	-	*	*	44%	71%	7%	63%	48%	40%	71%	-	-	*	-
	CWD	27%	18%	**7%**	-	0%	17%	-	-	*	-	8%	*	7%	-	0%	0%	17%	-	-	-	-
	CWOD	61%	67%	**63%**	*	63%	69%	*	-	-	*	53%	79%	-	63%	62%	50%	81%	-	-	*	-
	EL	43%	47%	**48%**	-	50%	-	-	-	*	-	46%	*	0%	62%	48%	29%	80%	-	-	-	-
	Male	51%	53%	**40%**	*	35%	56%	*	-	*	*	29%	63%	0%	50%	29%	40%	-	-	-	*	-
	Female	60%	67%	**71%**	-	69%	70%	-	-	-	-	65%	80%	17%	81%	80%	-	71%	-	-	-	-
Mathematics	All Students	50%	54%	**54%**	*	51%	62%	*	-	*	*	45%	71%	13%	63%	48%	49%	62%	-	-	*	-
	CWD	28%	20%	**13%**	-	13%	17%	-	-	*	-	17%	*	13%	-	17%	11%	17%	-	-	-	-
	CWOD	54%	59%	**63%**	*	61%	69%	*	-	-	*	52%	79%	-	63%	57%	58%	70%	-	-	*	-
	EL	43%	39%	**48%**	-	50%	-	-	-	*	-	46%	*	17%	57%	48%	35%	70%	-	-	-	-
	Male	52%	54%	**49%**	*	43%	67%	*	-	*	*	35%	75%	11%	58%	35%	49%	-	-	-	*	-
	Female	48%	54%	**62%**	-	63%	61%	-	-	-	-	58%	67%	17%	70%	70%	-	62%	-	-	-	-

		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	35%	39%	**31%**	*	23%	40%	*	-	*	*	18%	55%	0%	38%	15%	30%	33%	-	-	*	-
	CWD	23%	11%	**0%**	-	0%	0%	-	-	*	-	0%	*	0%	-	0%	0%	0%	-	-	-	-
	CWOD	37%	44%	**38%**	*	29%	47%	*	-	-	*	23%	61%	-	38%	19%	37%	39%	-	-	*	-
	EL	22%	11%	**15%**	-	15%	-	-	-	*	-	12%	*	0%	19%	15%	18%	10%	-	-	-	-
	Male	39%	44%	**30%**	*	26%	39%	*	-	*	*	16%	56%	0%	37%	18%	30%	-	-	-	*	-
	Female	30%	36%	**33%**	-	19%	43%	-	-	-	-	21%	53%	0%	39%	10%	-	33%	-	-	-	-
STAAR Percent at Masters Grade Level																						
Grade 3																						
Reading	All Students	19%	22%	**19%**	*	10%	28%	*	-	*	*	24%	11%	0%	21%	12%	15%	24%	-	-	-	-
	CWD	7%	8%	**0%**	-	*	*	-	-	-	-	0%	*	0%	-	*	0%	*	-	-	-	-
	CWOD	22%	24%	**21%**	*	11%	30%	*	-	*	*	27%	12%	-	21%	13%	18%	24%	-	-	-	-
	EL	13%	15%	**12%**	-	12%	-	-	-	-	-	12%	13%	*	13%	12%	13%	11%	-	-	-	-
	Male	17%	21%	**15%**	*	12%	17%	-	-	*	*	15%	16%	0%	18%	13%	15%	-	-	-	-	-
	Female	22%	23%	**24%**	*	6%	39%	*	-	-	-	36%	6%	*	24%	11%	-	24%	-	-	-	-
Mathematics	All Students	18%	21%	**16%**	*	7%	26%	*	-	*	*	16%	17%	13%	16%	4%	19%	12%	-	-	-	-
	CWD	9%	13%	**13%**	-	*	*	-	-	-	-	0%	*	13%	-	*	14%	*	-	-	-	-
	CWOD	20%	22%	**16%**	*	8%	26%	*	-	*	*	17%	15%	-	16%	4%	20%	12%	-	-	-	-
	EL	12%	7%	**4%**	-	4%	-	-	-	-	-	0%	13%	*	4%	4%	6%	0%	-	-	-	-
	Male	21%	24%	**19%**	*	12%	29%	-	-	*	*	15%	26%	14%	20%	6%	19%	-	-	-	-	-
	Female	15%	17%	**12%**	*	0%	22%	*	-	-	-	16%	6%	*	12%	0%	-	12%	-	-	-	-
Grade 4																						
Reading	All Students	21%	23%	**25%**	*	13%	36%	*	*	-	*	11%	41%	11%	28%	11%	31%	18%	-	-	-	*
	CWD	7%	10%	**11%**	-	0%	20%	-	-	-	-	0%	29%	11%	-	0%	18%	0%	-	-	-	-
	CWOD	24%	26%	**28%**	*	16%	40%	*	*	-	*	14%	44%	-	28%	14%	33%	21%	-	-	-	*
	EL	12%	8%	**11%**	-	11%	-	-	-	-	-	4%	*	0%	14%	11%	13%	8%	-	-	-	-
	Male	19%	23%	**31%**	-	10%	44%	*	*	-	*	13%	48%	18%	33%	13%	31%	-	-	-	-	-
	Female	23%	23%	**18%**	*	16%	21%	-	-	-	*	9%	29%	0%	21%	8%	-	18%	-	-	-	*
Mathematics	All Students	21%	29%	**41%**	*	30%	47%	*	*	-	*	30%	54%	11%	48%	30%	53%	25%	-	-	-	*
	CWD	8%	9%	**11%**	-	0%	20%	-	-	-	-	0%	29%	11%	-	0%	18%	0%	-	-	-	-
	CWOD	24%	33%	**48%**	*	38%	53%	*	*	-	*	38%	59%	-	48%	38%	60%	30%	-	-	-	*
	EL	15%	16%	**30%**	-	30%	-	-	-	-	-	29%	*	0%	38%	30%	33%	25%	-	-	-	-
	Male	24%	34%	**53%**	-	38%	56%	*	*	-	*	43%	62%	18%	60%	33%	53%	-	-	-	-	-
	Female	18%	23%	**25%**	*	21%	32%	-	-	-	*	13%	41%	0%	30%	25%	-	25%	-	-	-	*
Grade 5																						
Reading	All Students	28%	22%	**17%**	*	16%	21%	*	-	*	*	7%	35%	0%	21%	11%	11%	26%	-	-	*	-
	CWD	8%	2%	**0%**	-	0%	0%	-	-	*	-	0%	*	0%	-	0%	0%	0%	-	-	-	-
	CWOD	31%	26%	**21%**	*	20%	25%	*	-	-	*	9%	39%	-	21%	14%	13%	31%	-	-	*	-
	EL	17%	5%	**11%**	-	12%	-	-	-	*	-	8%	*	0%	14%	11%	12%	10%	-	-	-	-
	Male	24%	19%	**11%**	*	17%	6%	*	-	*	*	6%	19%	0%	13%	12%	11%	-	-	-	*	-
	Female	32%	26%	**26%**	-	13%	35%	-	-	-	-	9%	53%	0%	31%	10%	-	26%	-	-	-	-

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

Texas Education Agency
2023 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
All Subjects	All Students	48%	58%	**55%**	44%	46%	65%	56%	*	40%	33%	45%	72%	25%	61%	43%	55%	56%	-	-	*	*
	CWD	24%	22%	**25%**	-	15%	37%	-	-	*	-	16%	48%	25%	-	15%	25%	24%	-	-	-	-
	CWOD	52%	63%	**61%**	44%	53%	70%	56%	*	*	33%	51%	74%	-	61%	49%	61%	61%	-	-	*	*
	EL	31%	38%	**43%**	-	43%	-	-	-	*	-	38%	76%	15%	49%	43%	37%	51%	-	-	-	-
	Male	46%	57%	**55%**	40%	41%	70%	71%	*	40%	31%	42%	75%	25%	61%	37%	55%	-	-	-	*	-
	Female	49%	59%	**56%**	*	53%	61%	*	-	-	*	49%	67%	24%	61%	51%	-	56%	-	-	-	*
Reading	All Students	52%	61%	**54%**	*	44%	65%	*	*	*	33%	45%	68%	17%	61%	42%	49%	61%	-	-	*	*
	CWD	24%	22%	**17%**	-	0%	35%	-	-	*	-	7%	42%	17%	-	0%	19%	14%	-	-	-	-
	CWOD	56%	66%	**61%**	*	53%	70%	*	*	*	33%	53%	71%	-	61%	51%	56%	67%	-	-	*	*
	EL	33%	39%	**42%**	-	42%	-	-	-	*	-	37%	67%	0%	51%	42%	29%	61%	-	-	-	-
	Male	47%	56%	**49%**	*	30%	67%	*	*	*	40%	36%	69%	19%	56%	29%	49%	-	-	-	*	-
	Female	57%	66%	**61%**	*	62%	63%	*	-	-	*	56%	67%	14%	67%	61%	-	61%	-	-	-	*
Mathematics	All Students	44%	54%	**64%**	*	56%	73%	*	*	*	50%	54%	80%	41%	68%	53%	68%	60%	-	-	*	*
	CWD	24%	24%	**41%**	-	35%	50%	-	-	*	-	31%	67%	41%	-	36%	41%	43%	-	-	-	-
	CWOD	47%	59%	**68%**	*	60%	76%	*	*	*	50%	59%	81%	-	68%	57%	74%	62%	-	-	*	*
	EL	32%	40%	**53%**	-	54%	-	-	-	*	-	48%	83%	36%	57%	53%	52%	55%	-	-	-	-
	Male	45%	57%	**68%**	*	57%	80%	*	*	*	40%	56%	86%	41%	74%	52%	68%	-	-	-	*	-
	Female	42%	52%	**60%**	*	55%	65%	*	-	-	*	51%	71%	43%	62%	55%	-	60%	-	-	-	*
Science	All Students	46%	57%	**31%**	*	23%	40%	*	-	*	*	18%	55%	0%	38%	15%	30%	33%	-	-	*	-
	CWD	24%	17%	**0%**	-	0%	0%	-	-	*	-	0%	*	0%	-	0%	0%	0%	-	-	-	-
	CWOD	49%	62%	**38%**	*	29%	47%	*	-	-	*	23%	61%	-	38%	19%	37%	39%	-	-	*	-
	EL	26%	31%	**15%**	-	15%	-	-	-	*	-	12%	*	0%	19%	15%	18%	10%	-	-	-	-
	Male	47%	58%	**30%**	*	26%	39%	*	-	*	*	16%	56%	0%	37%	18%	30%	-	-	-	*	-
	Female	44%	56%	**33%**	-	19%	43%	-	-	-	-	21%	53%	0%	39%	10%	-	33%	-	-	-	-
STAAR Percent at Masters Grade Level																						
All Grades																						
All Subjects	All Students	19%	21%	**23%**	11%	16%	29%	33%	*	0%	7%	16%	33%	5%	26%	14%	26%	19%	-	-	*	*
	CWD	7%	5%	**5%**	-	0%	11%	-	-	*	-	0%	19%	5%	-	0%	8%	0%	-	-	-	-
	CWOD	21%	23%	**26%**	11%	20%	32%	33%	*	*	7%	19%	35%	-	26%	17%	29%	22%	-	-	*	*
	EL	9%	9%	**14%**	-	14%	-	-	-	*	-	11%	28%	0%	17%	14%	16%	10%	-	-	-	-
	Male	18%	21%	**26%**	20%	19%	32%	43%	*	0%	8%	16%	40%	8%	29%	16%	26%	-	-	-	*	-
	Female	19%	20%	**19%**	*	12%	26%	*	-	-	*	15%	26%	0%	22%	10%	-	19%	-	-	-	*
Reading	All Students	20%	21%	**21%**	*	13%	29%	*	*	*	0%	14%	30%	5%	24%	11%	20%	23%	-	-	*	*
	CWD	7%	5%	**5%**	-	0%	10%	-	-	*	-	0%	17%	5%	-	0%	7%	0%	-	-	-	-
	CWOD	22%	23%	**24%**	*	15%	32%	*	*	*	0%	18%	32%	-	24%	14%	22%	25%	-	-	*	*
	EL	9%	8%	**11%**	-	12%	-	-	-	*	-	7%	33%	0%	14%	11%	13%	10%	-	-	-	-
	Male	17%	18%	**20%**	*	13%	26%	*	*	*	0%	12%	31%	7%	22%	13%	20%	-	-	-	*	-
	Female	23%	24%	**23%**	*	12%	32%	*	-	-	*	18%	29%	0%	25%	10%	-	23%	-	-	-	*

		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	18%	20%	**27%**	*	22%	32%	*	*	*	17%	20%	38%	7%	31%	19%	35%	17%	-	-	*	*
	CWD	8%	6%	**7%**	-	0%	15%	-	-	*	-	0%	25%	7%	-	0%	11%	0%	-	-	-	-
	CWOD	20%	23%	**31%**	*	26%	34%	*	*	*	17%	24%	40%	-	31%	23%	40%	20%	-	-	*	*
	EL	11%	11%	**19%**	-	19%	-	-	-	*	-	18%	25%	0%	23%	19%	23%	13%	-	-	-	-
	Male	20%	23%	**35%**	*	28%	41%	*	*	*	20%	24%	50%	11%	40%	23%	35%	-	-	-	*	-
	Female	16%	17%	**17%**	*	14%	22%	*	-	-	*	14%	22%	0%	20%	13%	-	17%	-	-	-	*
Science	All Students	17%	20%	**15%**	*	10%	21%	*	-	*	*	7%	29%	0%	18%	4%	15%	15%	-	-	*	-
	CWD	7%	3%	**0%**	-	0%	0%	-	-	*	-	0%	*	0%	-	0%	0%	0%	-	-	-	-
	CWOD	19%	22%	**18%**	*	13%	25%	*	-	-	*	9%	32%	-	18%	5%	18%	18%	-	-	*	-
	EL	6%	4%	**4%**	-	4%	-	-	-	*	-	4%	*	0%	5%	4%	6%	0%	-	-	-	-
	Male	19%	22%	**15%**	*	13%	22%	*	-	*	*	6%	31%	0%	18%	6%	15%	-	-	-	*	-
	Female	16%	18%	**15%**	-	6%	22%	-	-	-	-	8%	27%	0%	18%	0%	-	15%	-	-	-	-

- 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 2022-23 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Academic Growth Score											
Reading											
All Students	66	*	61	70	*	*	*	60	58	58	69
CWD	58	-	47	65	-	-	*	-	49	58	69
CWOD	67	*	64	71	*	*	-	60	60	-	69
EL ✧	69	-	68	-	-	-	*	-	66	69	69
Male	66	*	67	66	*	*	*	*	63	67	73
Female	64	*	52	74	-	-	-	*	49	44	63
Mathematics											
All Students	72	*	71	77	*	*	*	40	68	67	68
CWD	67	-	69	70	-	-	*	-	69	67	60
CWOD	73	*	71	78	*	*	-	40	68	-	71
EL ✧	68	-	70	-	-	-	*	-	68	60	68

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Male	77	*	78	81	*	*	*	*	72	61	71
Female	66	*	61	71	-	-	-	*	63	77	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 2022.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL✧	Homeless ✧	Foster Care ✧
Federal Graduation Rates													
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2022													
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 2023 TELPAS (Texas English Language Proficiency Assessment System) data. (EL: English learner)

Total EL in Class	Proficiency of EL	Rate of Proficiency
158	27	17%

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

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Student Success (Student Achievement Domain Score: STAAR Component Only)											
STAAR Component Score	54	44	47	61	63	*	40	44	47	31	45
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

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

Part (vi): Goal Meeting Status

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
STAAR Performance Status											
Reading											
Interim Goals (2023-2027)	46%	34%	39%	59%	44%	73%	46%	55%	35%	26%	37%
Target Met	Y		Y	Y					Y	N	Y
Interim Goals (2028-2032)	55%	45%	49%	66%	53%	78%	55%	63%	46%	38%	48%
Target Met	N		N	Y					N	N	N
Interim Goals (2033-2037)	64%	56%	59%	73%	62%	83%	64%	71%	57%	50%	59%
Target Met	N		N	N					N	N	N
Long-Term Goals	73%	67%	70%	80%	72%	87%	73%	78%	68%	63%	69%
Target Met	N		N	N					N	N	N
Mathematics											
Interim Goals (2023-2027)	49%	33%	44%	60%	47%	82%	51%	55%	40%	29%	45%
Target Met	Y		Y	Y					Y	Y	Y
Interim Goals (2028-2032)	58%	44%	53%	67%	56%	85%	59%	63%	50%	41%	54%
Target Met	Y		Y	Y					Y	Y	N
Interim Goals (2033-2037)	67%	55%	62%	74%	65%	88%	67%	71%	60%	53%	63%
Target Met	N		N	N					N	N	N

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Long-Term Goals	75%	67%	72%	80%	74%	91%	76%	78%	70%	65%	73%
Target Met	N		N	N					N	N	N
English Learner Language Proficiency Status											
Interim Goals (2023-2027)											49%
Target Met											Y
Interim Goals (2028-2032)											51%
Target Met											Y
Interim Goals (2033-2037)											53%
Target Met											Y
Long-Term Goals											55%
Target Met											Y
Federal Graduation Status											
Interim Goals (2023-2027)	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80%
Target Met											
Interim Goals (2028-2032)	92.7%	90.2%	91.4%	95.2%	90.9%	97.1%	91.5%	93.2%	90.5%	85.8%	86%
Target Met											
Interim Goals (2033-2037)	95.4%	94.1%	94.7%	96.6%	94.4%	97.5%	94.7%	95.6%	94.3%	91.9%	92%
Target Met											
Long-Term Goals	98%	98%	98%	98%	98%	98%	98%	98%	98%	98%	98%
Target Met											

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

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

Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science for the 2022-23 school year. (CWD: children with disability; CWOD: children without disability; EL: English learner)

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

		Campus	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	**100%**	*	99%	100%	*	-	-	*	99%	100%	100%	100%	100%	-	100%	-
Reading	All Students	**100%**	*	99%	100%	*	*	*	100%	99%	100%	100%	100%	100%	100%	99%	-
	CWD	**100%**	-	100%	100%	-	-	*	-	100%	100%	100%	-	100%	100%	100%	-
	CWOD	**100%**	*	99%	100%	*	*	*	100%	99%	100%	-	100%	100%	100%	99%	-
	EL	**100%**	-	100%	-	-	-	*	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	**100%**	*	100%	100%	*	*	*	100%	100%	100%	100%	100%	100%	100%	-	-
	Female	**99%**	*	98%	100%	*	-	-	*	99%	100%	100%	99%	100%	-	99%	-
Mathematics	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%	-
Science	All Students	**100%**	*	100%	100%	*	-	*	*	100%	100%	100%	100%	100%	100%	100%	-
	CWD	**100%**	-	100%	100%	-	-	*	-	100%	*	100%	-	100%	100%	100%	-
	CWOD	**100%**	*	100%	100%	*	-	-	*	100%	100%	-	100%	100%	100%	100%	-
	EL	**100%**	-	100%	-	-	-	*	-	100%	*	100%	100%	100%	100%	100%	-
	Male	**100%**	*	100%	100%	*	-	*	*	100%	100%	100%	100%	100%	100%	-	-
	Female	**100%**	-	100%	100%	-	-	-	-	100%	100%	100%	100%	100%	-	100%	-
SAT/ACT All Subjects	All Students	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Non-Participation Rate																	
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%	0%	0%	-	-
	Female	**0%**	*	1%	0%	*	-	-	*	1%	0%	0%	0%	0%	-	0%	-

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

- Indicates there are no students in the group.

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

Part (viii): Civil Rights Data

Part (viii)(I) This section provides information from the 2020-21 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

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

		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
Expulsions												
With Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
School-Related Arrests												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Referrals to Law Enforcement												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
All Students												
Chronic Absenteeism												
	Male	14	-8	5	8	-8	-8	-8	1	2	3	2
	Female	15	-8	5	8	-8	-8	1	1	2	1	-8
	Total	29	-8	10	16	-8	-8	1	2	4	4	2

	Total
Incidents of Violence	
Incidents of rape or attempted rape	0
Incidents of sexual assault (other than rape)	0
Incidents of robbery with a weapon	0
Incidents of robbery without a weapon	0
Incidents of physical attack or fight with a weapon	0
Incidents of physical attack or fight without a weapon	0
Incidents of threats of physical attack with a weapon	0

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

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

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs											
	Male	15	0	10	4	1	0	0	0	6	2
	Female	20	0	17	3	0	0	0	0	13	1
	Total	35	0	27	7	1	0	0	0	19	3
Accelerated Coursework											
Advanced Placement Courses	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
International Baccalaureate Courses	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
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

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

Part (ix): Teacher Quality Data

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

	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	3.5	8.2%
Teachers Teaching with Emergency or Provisional Credentials	0.5	1.2%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	0.6	1.5%

- 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, 2024.

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 2022-23 school year.

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Grade 3						
Reading	7,391	2%	5	1%	-	-
Mathematics	7,386	2%	5	1%	-	-
Grade 4						
Reading	7,296	2%	*	1%	-	-
Mathematics	7,293	2%	*	1%	-	-
Grade 5						
Reading	6,823	2%	*	0%	-	-
Mathematics	6,825	2%	*	0%	-	-
Science	6,820	2%	*	0%	-	-
Grade 6						
Reading	6,480	2%	*	0%	-	-
Mathematics	6,481	2%	*	0%	-	-
Grade 7						
Reading	6,309	2%	*	0%	-	-
Mathematics	6,300	2%	*	0%	-	-
Grade 8						

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Reading	6,168	1%	5	1%	-	-
Mathematics	6,162	2%	5	2%	-	-
Science	6,163	1%	5	1%	-	-
End of Course						
English I	6,032	1%	6	1%	-	-
English II	5,771	1%	*	0%	-	-
Algebra I	6,015	1%	7	1%	-	-
Biology	6,041	1%	*	0%	-	-
All Grades						
All Subjects	117,761	1%	64	1%	-	-
Reading	52,275	1%	28	1%	-	-
Mathematics	46,462	2%	27	1%	-	-
Science	19,024	1%	9	1%	-	-

- Indicates there are no students in the group.

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

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

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

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

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 2020-21 school year enrolled in a Texas public postsecondary education institution in the 2021-22 academic year in (I) programs of public postsecondary education in Texas; (II) programs of private postsecondaryeducation in Texas; and (III) programs of postsecondary education outside Texas. (CWD: children with disability; EL: English learner)

There is no data for this campus.

Part (xiv): Additional Information - Chronic Absenteeism

This section provides information on the Chronic Absenteeism per EDFacts definition: percent of unduplicated number of K - 12 students enrolled in a school for at least 10 days and absent for 10% or more days during the 2021-22 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%	13%	15%	16%	0%	*	*	23%	19%	16%	8%

- Indicates there are no students in the group.

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

Part (i): Description of State Accountability System

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

Part (i)(II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students *(not applicable to district and state report cards)*.

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

State ESSA Goals (Middle Schools)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Performance (At Meets Grade Level or Above)												
Reading/ELA	Baseline Rates	44%	32%	35%	59%	44%	74%	46%	56%	31%	19%	28%
	2022-23 through 2026-27	44%	32%	35%	59%	44%	74%	46%	56%	31%	19%	28%
	2027-28 through 2031-32	53%	43%	46%	66%	53%	78%	55%	63%	43%	33%	40%
	2032-33 through 2036-37	62%	54%	57%	73%	62%	82%	64%	70%	55%	47%	52%
	2037-38	72%	66%	68%	80%	72%	87%	73%	78%	66%	60%	64%
Mathematics	Baseline Rates	47%	32%	39%	61%	47%	85%	52%	56%	35%	21%	36%
	2022-23 through 2026-27	47%	32%	39%	61%	47%	85%	52%	56%	35%	21%	36%
	2027-28 through 2031-32	56%	43%	49%	68%	56%	88%	60%	63%	46%	34%	47%
	2032-33 through 2036-37	65%	54%	59%	75%	65%	91%	68%	70%	57%	47%	58%
	2037-38	74%	66%	70%	81%	74%	93%	76%	78%	68%	61%	68%
EL Progress												
	Baseline Rates											44%
	2022-23 through 2026-27											44%
	2027-28 through 2031-32											46%
	2032-33 through 2036-37											48%
	2037-38											50%

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

State ESSA Goals (Elementary Schools)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
	Baseline Rates											49%
	2022-23 through 2026-27											49%
	2027-28 through 2031-32											51%
	2032-33 through 2036-37											53%
	2037-38											55%

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

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

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

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

1 If Federal Graduation Status is not available, Academic Growth Status is used.
2 If College, Career, and Military Readiness is not available, Student Achievement Domain Score: STAAR Component Only is used.

(bb) the methodology by which the State differentiates all such schools. Total points for each component are determined by multiplying the percentage of evaluated indicators met by the corresponding weight and rounding to one decimal place. The Closing the Gaps domain score is the sum of the total points rounded to the nearest whole number and is further used to differentiate all public schools. See the accountability manual for details. Chapter 4-2023 Closing the Gaps Domain

(cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students.Texas uses the Closing the Gaps domain to identify campuses that have consistently under-performing student groups. A student group that misses the targets in at least the same three indicators, for three consecutive years, is considered 'consistently underperforming'. 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 2019, 2022, and 2023 are considered consecutive years for 2023 TSI identification. See the accountability manual for details. Chapter 10-2023 Identification of Schools for Improvement

(dd) the methodology by which the State identifies a school for comprehensive support and improvement. Texas annually ranks all Title I campuses based on Closing the Gaps scaled scores. First, Texas determines the bottom five percent of Closing the Gaps outcomes by rank ordering the scaled scores of Title I campuses by schooltype - elementary, middle, high school/K-12, and alternative education accountability. Texas then determines which campuses fell in the bottom five percent for each school type. Title I campuses that rank in their school type's bottom five percent are identified for CSI. Any Title I campus identified for Additional Targeted Support (ATS) for three consecutive years will be identified for CSI the following school year.

Part (i)(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement or implementing targeted support and improvement plans. Campuses Identified for Support under the Every Student Succeeds Act (ESSA) for the 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 type's bottom five percent of the Closing the Gaps domain for two consecutive years and have Closing the Gaps domain scaled score by the end of the second year that is higher than when originally identified are considered as having successfully exited. Campuses previously identified as CSI based solely on a graduation rate must have a four or six-year federal graduation rate of at least 66.7 percent for two consecutive years to exit CSI status.

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 2022-23 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																						
Reading	All Students	75%	84%	**92%**	*	88%	92%	*	*	-	*	88%	94%	69%	96%	*	90%	95%	-	-	-	*
	CWD	51%	54%	**69%**	*	*	82%	*	-	-	*	60%	73%	69%	-	-	63%	75%	-	-	-	-
	CWOD	80%	89%	**96%**	*	100%	94%	*	*	-	*	93%	97%	-	96%	*	94%	97%	-	-	-	*
	EL	65%	61%	*	-	*	-	-	*	-	-	*	*	-	*	*	-	*	-	-	-	-
	Male	73%	83%	**90%**	*	89%	91%	*	*	-	*	85%	93%	63%	94%	-	90%	-	-	-	-	-
	Female	78%	85%	**95%**	*	86%	94%	-	*	-	*	93%	97%	75%	97%	*	-	95%	-	-	-	*

		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	72%	83%	**95%**	*	94%	95%	*	*	-	*	94%	96%	88%	97%	*	95%	96%	-	-	-	*
	CWD	51%	55%	**88%**	*	*	82%	*	-	-	*	100%	82%	88%	-	-	88%	88%	-	-	-	-
	CWOD	76%	87%	**97%**	*	93%	97%	*	*	-	*	93%	98%	-	97%	*	96%	97%	-	-	-	*
	EL	67%	67%	*	-	*	-	-	*	-	-	*	*	-	*	*	-	*	-	-	-	-
	Male	74%	84%	**95%**	*	89%	95%	*	*	-	*	95%	95%	88%	96%	-	95%	-	-	-	-	-
	Female	70%	81%	**96%**	*	100%	94%	-	*	-	*	93%	97%	88%	97%	*	-	96%	-	-	-	*
Grade 4																						
Reading	All Students	76%	83%	**95%**	*	95%	95%	-	*	-	*	94%	96%	75%	99%	*	94%	97%	-	-	-	-
	CWD	51%	53%	**75%**	-	*	77%	-	-	-	*	67%	80%	75%	-	-	67%	80%	-	-	-	-
	CWOD	81%	88%	**99%**	*	100%	98%	-	*	-	*	100%	99%	-	99%	*	98%	100%	-	-	-	-
	EL	66%	56%	*	-	*	-	-	*	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	74%	83%	**94%**	*	88%	95%	-	*	-	*	93%	95%	67%	98%	*	94%	-	-	-	-	-
	Female	79%	83%	**97%**	*	100%	95%	-	*	-	*	94%	98%	80%	100%	*	-	97%	-	-	-	-
Mathematics	All Students	69%	82%	**89%**	*	89%	91%	-	*	-	*	81%	92%	63%	94%	*	90%	88%	-	-	-	-
	CWD	44%	56%	**63%**	-	*	69%	-	-	-	*	50%	70%	63%	-	-	67%	60%	-	-	-	-
	CWOD	74%	87%	**94%**	*	94%	95%	-	*	-	*	88%	96%	-	94%	*	93%	94%	-	-	-	-
	EL	63%	70%	*	-	*	-	-	*	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	71%	83%	**90%**	*	75%	95%	-	*	-	*	79%	95%	67%	93%	*	90%	-	-	-	-	-
	Female	67%	80%	**88%**	*	100%	88%	-	*	-	*	82%	90%	60%	94%	*	-	88%	-	-	-	-
Grade 5																						
Reading	All Students	80%	84%	**96%**	100%	96%	95%	-	*	*	*	95%	96%	67%	100%	*	100%	92%	-	-	-	*
	CWD	49%	39%	**67%**	-	80%	57%	-	-	-	-	80%	57%	67%	-	*	100%	43%	-	-	-	*
	CWOD	86%	91%	**100%**	100%	100%	100%	-	*	*	*	100%	100%	-	100%	*	100%	100%	-	-	-	*
	EL	72%	75%	*	-	*	*	-	-	-	-	*	*	*	*	*	*	*	-	-	-	*
	Male	77%	81%	**100%**	*	100%	100%	-	*	-	*	100%	100%	100%	100%	*	100%	-	-	-	-	*
	Female	83%	87%	**92%**	*	92%	89%	-	*	*	*	88%	93%	43%	100%	*	-	92%	-	-	-	-
Mathematics	All Students	79%	84%	**98%**	100%	96%	100%	-	*	*	*	95%	99%	92%	99%	*	100%	96%	-	-	-	*
	CWD	59%	51%	**92%**	-	80%	100%	-	-	-	-	80%	100%	92%	-	*	100%	86%	-	-	-	*
	CWOD	83%	90%	**99%**	100%	100%	100%	-	*	*	*	100%	99%	-	99%	*	100%	98%	-	-	-	*
	EL	75%	83%	*	-	*	*	-	-	-	-	*	*	*	*	*	*	*	-	-	-	*
	Male	79%	84%	**100%**	*	100%	100%	-	*	-	*	100%	100%	100%	100%	*	100%	-	-	-	-	*
	Female	79%	85%	**96%**	*	92%	100%	-	*	*	*	88%	98%	86%	98%	*	-	96%	-	-	-	-
Science	All Students	64%	72%	**87%**	83%	91%	86%	-	*	*	*	89%	86%	58%	91%	*	96%	79%	-	-	-	*
	CWD	41%	36%	**58%**	-	80%	43%	-	-	-	-	80%	43%	58%	-	*	100%	29%	-	-	-	*
	CWOD	68%	78%	**91%**	83%	94%	92%	-	*	*	*	93%	91%	-	91%	*	95%	88%	-	-	-	*
	EL	52%	52%	*	-	*	*	-	-	-	-	*	*	*	*	*	*	*	-	-	-	*
	Male	67%	76%	**96%**	*	100%	93%	-	*	-	*	91%	97%	100%	95%	*	96%	-	-	-	-	*
	Female	60%	68%	**79%**	*	83%	79%	-	*	*	*	88%	78%	29%	88%	*	-	79%	-	-	-	-
STAAR Percent at Meets Grade Level or Above																						
Grade 3																						

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	49%	57%	**72%**	*	63%	74%	*	*	-	*	65%	76%	50%	75%	*	73%	70%	-	-	-	*
	CWD	28%	27%	**50%**	*	*	64%	*	-	-	*	40%	55%	50%	-	-	38%	63%	-	-	-	-
	CWOD	53%	62%	**75%**	*	71%	76%	*	*	-	*	69%	78%	-	75%	*	79%	70%	-	-	-	*
	EL	37%	38%	*	-	*	-	-	*	-	-	*	*	-	*	*	-	*	-	-	-	-
	Male	46%	54%	**73%**	*	78%	73%	*	*	-	*	70%	75%	38%	79%	-	73%	-	-	-	-	-
	Female	53%	60%	**70%**	*	43%	76%	-	*	-	*	57%	77%	63%	70%	*	-	70%	-	-	-	*
Mathematics	All Students	44%	54%	**71%**	*	50%	74%	*	*	-	*	65%	75%	56%	74%	*	72%	71%	-	-	-	*
	CWD	28%	28%	**56%**	*	*	64%	*	-	-	*	40%	64%	56%	-	-	38%	75%	-	-	-	-
	CWOD	47%	59%	**74%**	*	57%	76%	*	*	-	*	69%	77%	-	74%	*	77%	70%	-	-	-	*
	EL	35%	38%	*	-	*	-	-	*	-	-	*	*	-	*	*	-	*	-	-	-	-
	Male	47%	59%	**72%**	*	44%	75%	*	*	-	*	60%	78%	38%	77%	-	72%	-	-	-	-	-
	Female	40%	49%	**71%**	*	57%	73%	-	*	-	*	71%	71%	75%	70%	*	-	71%	-	-	-	*
Grade 4																						
Reading	All Students	47%	51%	**74%**	*	74%	73%	-	*	-	*	65%	77%	38%	80%	*	71%	76%	-	-	-	-
	CWD	25%	21%	**38%**	-	*	46%	-	-	-	*	50%	30%	38%	-	-	50%	30%	-	-	-	-
	CWOD	51%	57%	**80%**	*	82%	79%	-	*	-	*	68%	84%	-	80%	*	73%	86%	-	-	-	-
	EL	35%	25%	*	-	*	-	-	*	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	44%	51%	**71%**	*	63%	72%	-	*	-	*	57%	76%	50%	73%	*	71%	-	-	-	-	-
	Female	50%	52%	**76%**	*	82%	75%	-	*	-	*	71%	79%	30%	86%	*	-	76%	-	-	-	-
Mathematics	All Students	47%	63%	**69%**	*	68%	72%	-	*	-	*	52%	76%	38%	74%	*	76%	63%	-	-	-	-
	CWD	27%	33%	**38%**	-	*	46%	-	-	-	*	50%	30%	38%	-	-	50%	30%	-	-	-	-
	CWOD	51%	68%	**74%**	*	76%	77%	-	*	-	*	52%	83%	-	74%	*	80%	69%	-	-	-	-
	EL	39%	45%	*	-	*	-	-	*	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	50%	69%	**76%**	*	63%	82%	-	*	-	*	43%	89%	50%	80%	*	76%	-	-	-	-	-
	Female	43%	55%	**63%**	*	73%	63%	-	*	-	*	59%	64%	30%	69%	*	-	63%	-	-	-	-
Grade 5																						
Reading	All Students	56%	60%	**76%**	83%	83%	72%	-	*	*	*	63%	80%	50%	80%	*	76%	77%	-	-	-	*
	CWD	27%	18%	**50%**	-	80%	29%	-	-	-	-	60%	43%	50%	-	*	80%	29%	-	-	-	*
	CWOD	61%	67%	**80%**	83%	83%	78%	-	*	*	*	64%	84%	-	80%	*	75%	85%	-	-	-	*
	EL	43%	47%	*	-	*	*	-	-	-	-	*	*	*	*	*	*	*	-	-	-	*
	Male	51%	53%	**76%**	*	82%	69%	-	*	-	*	45%	85%	80%	75%	*	76%	-	-	-	-	*
	Female	60%	67%	**77%**	*	83%	75%	-	*	*	*	88%	75%	29%	85%	*	-	77%	-	-	-	-
Mathematics	All Students	50%	54%	**76%**	83%	65%	81%	-	*	*	*	68%	78%	58%	79%	*	87%	67%	-	-	-	*
	CWD	28%	20%	**58%**	-	80%	43%	-	-	-	-	80%	43%	58%	-	*	100%	29%	-	-	-	*
	CWOD	54%	59%	**79%**	83%	61%	86%	-	*	*	*	64%	82%	-	79%	*	85%	73%	-	-	-	*
	EL	43%	39%	*	-	*	*	-	-	-	-	*	*	*	*	*	*	*	-	-	-	*
	Male	52%	54%	**87%**	*	82%	90%	-	*	-	*	64%	94%	100%	85%	*	87%	-	-	-	-	*
	Female	48%	54%	**67%**	*	50%	71%	-	*	*	*	75%	65%	29%	73%	*	-	67%	-	-	-	-

		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	35%	39%	**65%**	50%	57%	67%	-	*	*	*	58%	66%	25%	70%	*	78%	52%	-	-	-	*
	CWD	23%	11%	**25%**	-	20%	29%	-	-	-	-	40%	14%	25%	-	*	60%	0%	-	-	-	*
	CWOD	37%	44%	**70%**	50%	67%	72%	-	*	*	*	64%	72%	-	70%	*	80%	61%	-	-	-	*
	EL	22%	11%	*	-	*	*	-	-	-	-	*	*	*	*	*	*	*	-	-	-	*
	Male	39%	44%	**78%**	*	55%	83%	-	*	-	*	64%	82%	60%	80%	*	78%	-	-	-	-	*
	Female	30%	36%	**52%**	*	58%	50%	-	*	*	*	50%	53%	0%	61%	*	-	52%	-	-	-	-
STAAR Percent at Masters Grade Level																						
Grade 3																						
Reading	All Students	19%	22%	**32%**	*	25%	32%	*	*	-	*	26%	34%	25%	33%	*	35%	27%	-	-	-	*
	CWD	7%	8%	**25%**	*	*	36%	*	-	-	*	0%	36%	25%	-	-	25%	25%	-	-	-	-
	CWOD	22%	24%	**33%**	*	29%	32%	*	*	-	*	31%	33%	-	33%	*	37%	27%	-	-	-	*
	EL	13%	15%	*	-	*	-	-	*	-	-	*	*	-	*	*	-	*	-	-	-	-
	Male	17%	21%	**35%**	*	33%	34%	*	*	-	*	35%	35%	25%	37%	-	35%	-	-	-	-	-
	Female	22%	23%	**27%**	*	14%	30%	-	*	-	*	14%	33%	25%	27%	*	-	27%	-	-	-	*
Mathematics	All Students	18%	21%	**38%**	*	13%	44%	*	*	-	*	35%	39%	25%	40%	*	42%	33%	-	-	-	*
	CWD	9%	13%	**25%**	*	*	36%	*	-	-	*	20%	27%	25%	-	-	13%	38%	-	-	-	-
	CWOD	20%	22%	**40%**	*	14%	45%	*	*	-	*	38%	42%	-	40%	*	46%	32%	-	-	-	*
	EL	12%	7%	*	-	*	-	-	*	-	-	*	*	-	*	*	-	*	-	-	-	-
	Male	21%	24%	**42%**	*	22%	48%	*	*	-	*	35%	45%	13%	46%	-	42%	-	-	-	-	-
	Female	15%	17%	**33%**	*	0%	39%	-	*	-	*	36%	32%	38%	32%	*	-	33%	-	-	-	*
Grade 4																						
Reading	All Students	21%	23%	**39%**	*	37%	38%	-	*	-	*	19%	47%	25%	41%	*	39%	39%	-	-	-	-
	CWD	7%	10%	**25%**	-	*	31%	-	-	-	*	33%	20%	25%	-	-	33%	20%	-	-	-	-
	CWOD	24%	26%	**41%**	*	41%	39%	-	*	-	*	16%	51%	-	41%	*	40%	43%	-	-	-	-
	EL	12%	8%	*	-	*	-	-	*	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	19%	23%	**39%**	*	25%	41%	-	*	-	*	14%	49%	33%	40%	*	39%	-	-	-	-	-
	Female	23%	23%	**39%**	*	45%	35%	-	*	-	*	24%	45%	20%	43%	*	-	39%	-	-	-	-
Mathematics	All Students	21%	29%	**35%**	*	32%	38%	-	*	-	*	19%	42%	19%	38%	*	43%	29%	-	-	-	-
	CWD	8%	9%	**19%**	-	*	23%	-	-	-	*	17%	20%	19%	-	-	33%	10%	-	-	-	-
	CWOD	24%	33%	**38%**	*	35%	41%	-	*	-	*	20%	45%	-	38%	*	44%	33%	-	-	-	-
	EL	15%	16%	*	-	*	-	-	*	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	24%	34%	**43%**	*	25%	46%	-	*	-	*	21%	51%	33%	44%	*	43%	-	-	-	-	-
	Female	18%	23%	**29%**	*	36%	30%	-	*	-	*	18%	33%	10%	33%	*	-	29%	-	-	-	-
Grade 5																						
Reading	All Students	28%	22%	**34%**	67%	26%	30%	-	*	*	*	21%	38%	0%	40%	*	33%	35%	-	-	-	*
	CWD	8%	2%	**0%**	-	0%	0%	-	-	-	-	0%	0%	0%	-	*	0%	0%	-	-	-	*
	CWOD	31%	26%	**40%**	67%	33%	34%	-	*	*	*	29%	42%	-	40%	*	38%	41%	-	-	-	*
	EL	17%	5%	*	-	*	*	-	-	-	-	*	*	*	*	*	*	*	-	-	-	*
	Male	24%	19%	**33%**	*	27%	31%	-	*	-	*	18%	38%	0%	38%	*	33%	-	-	-	-	*
	Female	32%	26%	**35%**	*	25%	29%	-	*	*	*	25%	38%	0%	41%	*	-	35%	-	-	-	-

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

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
All Subjects	All Students	48%	58%	**72%**	77%	67%	73%	*	86%	*	57%	62%	75%	45%	76%	73%	76%	68%	-	-	-	75%
	CWD	24%	22%	**45%**	*	41%	48%	*	-	-	*	51%	42%	45%	-	*	56%	38%	-	-	-	*
	CWOD	52%	63%	**76%**	79%	72%	78%	*	86%	*	58%	65%	80%	-	76%	70%	78%	74%	-	-	-	60%
	EL	31%	38%	**73%**	-	76%	*	-	83%	-	-	80%	64%	*	70%	73%	77%	69%	-	-	-	*
	Male	46%	57%	**76%**	90%	67%	77%	*	91%	-	75%	58%	82%	56%	78%	77%	76%	-	-	-	-	100%
	Female	49%	59%	**68%**	70%	66%	69%	-	82%	*	44%	66%	69%	38%	74%	69%	-	68%	-	-	-	*
Reading	All Students	52%	61%	**74%**	75%	75%	73%	*	90%	*	67%	64%	78%	47%	78%	73%	73%	75%	-	-	-	*
	CWD	24%	22%	**47%**	*	44%	48%	*	-	-	*	50%	44%	47%	-	*	53%	42%	-	-	-	*
	CWOD	56%	66%	**78%**	82%	80%	77%	*	90%	*	70%	68%	82%	-	78%	70%	76%	81%	-	-	-	*
	EL	33%	39%	**73%**	-	71%	*	-	*	-	-	71%	*	*	70%	73%	80%	67%	-	-	-	*
	Male	47%	56%	**73%**	*	75%	71%	*	100%	-	80%	60%	78%	53%	76%	80%	73%	-	-	-	-	*
	Female	57%	66%	**75%**	75%	76%	75%	-	80%	*	57%	69%	77%	42%	81%	67%	-	75%	-	-	-	*
Mathematics	All Students	44%	54%	**72%**	92%	62%	75%	*	80%	*	42%	61%	76%	50%	76%	82%	78%	66%	-	-	-	*
	CWD	24%	24%	**50%**	*	44%	52%	*	-	-	*	56%	46%	50%	-	*	58%	44%	-	-	-	*
	CWOD	47%	59%	**76%**	91%	65%	79%	*	80%	*	40%	62%	81%	-	76%	80%	80%	71%	-	-	-	*
	EL	32%	40%	**82%**	-	86%	*	-	*	-	-	86%	*	*	80%	82%	80%	83%	-	-	-	*
	Male	45%	57%	**78%**	*	64%	81%	*	80%	-	60%	56%	86%	58%	80%	80%	78%	-	-	-	-	*
	Female	42%	52%	**66%**	88%	60%	68%	-	80%	*	29%	67%	66%	44%	71%	83%	-	66%	-	-	-	*
Science	All Students	46%	57%	**65%**	50%	57%	67%	-	*	*	*	58%	66%	25%	70%	*	78%	52%	-	-	-	*
	CWD	24%	17%	**25%**	-	20%	29%	-	-	-	-	40%	14%	25%	-	*	60%	0%	-	-	-	*
	CWOD	49%	62%	**70%**	50%	67%	72%	-	*	*	*	64%	72%	-	70%	*	80%	61%	-	-	-	*
	EL	26%	31%	*	-	*	*	-	-	-	-	*	*	*	*	*	*	*	-	-	-	*
	Male	47%	58%	**78%**	*	55%	83%	-	*	-	*	64%	82%	60%	80%	*	78%	-	-	-	-	*
	Female	44%	56%	**52%**	*	58%	50%	-	*	*	*	50%	53%	0%	61%	*	-	52%	-	-	-	-
STAAR Percent at Masters Grade Level																						
All Grades																						
All Subjects	All Students	19%	21%	**36%**	37%	26%	37%	*	64%	*	32%	25%	39%	18%	38%	35%	40%	31%	-	-	-	13%
	CWD	7%	5%	**18%**	*	5%	25%	*	-	-	*	16%	19%	18%	-	*	23%	14%	-	-	-	*
	CWOD	21%	23%	**38%**	39%	30%	39%	*	64%	*	38%	27%	42%	-	38%	35%	42%	34%	-	-	-	0%
	EL	9%	9%	**35%**	-	29%	*	-	67%	-	-	47%	18%	*	35%	35%	31%	38%	-	-	-	*
	Male	18%	21%	**40%**	40%	28%	42%	*	64%	-	42%	28%	45%	23%	42%	31%	40%	-	-	-	-	17%
	Female	19%	20%	**31%**	35%	24%	31%	-	64%	*	25%	22%	34%	14%	34%	38%	-	31%	-	-	-	*
Reading	All Students	20%	21%	**35%**	50%	30%	34%	*	70%	*	33%	23%	40%	19%	38%	27%	36%	34%	-	-	-	*
	CWD	7%	5%	**19%**	*	0%	26%	*	-	-	*	13%	22%	19%	-	*	21%	17%	-	-	-	*
	CWOD	22%	23%	**38%**	55%	35%	35%	*	70%	*	40%	25%	42%	-	38%	30%	38%	38%	-	-	-	*
	EL	9%	8%	**27%**	-	14%	*	-	*	-	-	43%	*	*	30%	27%	20%	33%	-	-	-	*
	Male	17%	18%	**36%**	*	29%	36%	*	80%	-	40%	24%	41%	21%	38%	20%	36%	-	-	-	-	*
	Female	23%	24%	**34%**	63%	31%	32%	-	60%	*	29%	21%	39%	17%	38%	33%	-	34%	-	-	-	*

		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	18%	20%	**37%**	33%	22%	41%	*	50%	*	25%	27%	41%	18%	40%	45%	43%	31%	-	-	-	*
	CWD	8%	6%	**18%**	*	0%	26%	*	-	-	*	19%	18%	18%	-	*	21%	16%	-	-	-	*
	CWOD	20%	23%	**40%**	36%	27%	44%	*	50%	*	30%	29%	44%	-	40%	50%	46%	34%	-	-	-	*
	EL	11%	11%	**45%**	-	43%	*	-	*	-	-	43%	*	*	50%	45%	40%	50%	-	-	-	*
	Male	20%	23%	**43%**	*	25%	48%	*	40%	-	40%	29%	49%	21%	46%	40%	43%	-	-	-	-	*
	Female	16%	17%	**31%**	25%	20%	34%	-	60%	*	14%	26%	33%	16%	34%	50%	-	31%	-	-	-	*
Science	All Students	17%	20%	**32%**	17%	26%	33%	-	*	*	*	26%	34%	17%	35%	*	44%	21%	-	-	-	*
	CWD	7%	3%	**17%**	-	20%	14%	-	-	-	-	20%	14%	17%	-	*	40%	0%	-	-	-	*
	CWOD	19%	22%	**35%**	17%	28%	36%	-	*	*	*	29%	36%	-	35%	*	45%	24%	-	-	-	*
	EL	6%	4%	*	-	*	*	-	-	-	-	*	*	*	*	*	*	*	-	-	-	*
	Male	19%	22%	**44%**	*	36%	45%	-	*	-	*	36%	47%	40%	45%	*	44%	-	-	-	-	*
	Female	16%	18%	**21%**	*	17%	21%	-	*	*	*	13%	23%	0%	24%	*	-	21%	-	-	-	-

- 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 2022-23 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Academic Growth Score											
Reading											
All Students	67	56	62	66	-	92	*	91	51	51	43
CWD	51	-	36	57	-	-	-	*	58	51	*
CWOD	69	56	68	68	-	92	*	96	49	-	50
EL ✧	43	-	40	*	-	*	-	-	*	*	43
Male	65	*	53	67	-	*	-	*	41	55	40
Female	69	67	69	65	-	*	*	95	60	49	*
Mathematics											
All Students	75	103	77	74	-	75	*	63	65	76	71
CWD	76	-	93	71	-	-	-	*	85	76	*
CWOD	75	103	73	74	-	75	*	64	59	-	67
EL ✧	71	-	90	*	-	*	-	-	*	*	71

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Male	79	*	78	79	-	*	-	*	64	93	70
Female	73	104	76	68	-	*	*	70	66	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 2022.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL✧	Homeless ✧	Foster Care ✧
Federal Graduation Rates													
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2022													
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 2023 TELPAS (Texas English Language Proficiency Assessment System) data. (EL: English learner)

Total EL in Class	Proficiency of EL	Rate of Proficiency
24	15	63%

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

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Student Success (Student Achievement Domain Score: STAAR Component Only)											
STAAR Component Score	67	70	62	68	*	83	*	57	59	46	68
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

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

Part (vi): Goal Meeting Status

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
STAAR Performance Status											
Reading											
Interim Goals (2023-2027)	46%	34%	39%	59%	44%	73%	46%	55%	35%	26%	37%
Target Met	Y	Y	Y	Y					Y	Y	Y
Interim Goals (2028-2032)	55%	45%	49%	66%	53%	78%	55%	63%	46%	38%	48%
Target Met	Y	Y	Y	Y					Y	Y	Y
Interim Goals (2033-2037)	64%	56%	59%	73%	62%	83%	64%	71%	57%	50%	59%
Target Met	Y	Y	Y	Y					Y	N	Y
Long-Term Goals	73%	67%	70%	80%	72%	87%	73%	78%	68%	63%	69%
Target Met	Y	Y	Y	N					N	N	Y
Mathematics											
Interim Goals (2023-2027)	49%	33%	44%	60%	47%	82%	51%	55%	40%	29%	45%
Target Met	Y	Y	Y	Y					Y	Y	Y
Interim Goals (2028-2032)	58%	44%	53%	67%	56%	85%	59%	63%	50%	41%	54%
Target Met	Y	Y	Y	Y					Y	Y	Y
Interim Goals (2033-2037)	67%	55%	62%	74%	65%	88%	67%	71%	60%	53%	63%
Target Met	Y	Y	Y	Y					Y	N	Y

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Long-Term Goals	75%	67%	72%	80%	74%	91%	76%	78%	70%	65%	73%
Target Met	N	Y	N	N					N	N	Y
English Learner Language Proficiency Status											
Interim Goals (2023-2027)											49%
Target Met											Y
Interim Goals (2028-2032)											51%
Target Met											Y
Interim Goals (2033-2037)											53%
Target Met											Y
Long-Term Goals											55%
Target Met											Y
Federal Graduation Status											
Interim Goals (2023-2027)	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80%
Target Met											
Interim Goals (2028-2032)	92.7%	90.2%	91.4%	95.2%	90.9%	97.1%	91.5%	93.2%	90.5%	85.8%	86%
Target Met											
Interim Goals (2033-2037)	95.4%	94.1%	94.7%	96.6%	94.4%	97.5%	94.7%	95.6%	94.3%	91.9%	92%
Target Met											
Long-Term Goals	98%	98%	98%	98%	98%	98%	98%	98%	98%	98%	98%
Target Met											

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

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

Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science for the 2022-23 school year. (CWD: children with disability; CWOD: children without disability; EL: English learner)

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

		Campus	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	**100%**	100%	99%	100%	-	100%	*	100%	100%	100%	98%	100%	100%	-	100%	-
Reading	All Students	**100%**	100%	98%	100%	*	100%	*	100%	100%	100%	98%	100%	100%	100%	99%	-
	CWD	**98%**	*	89%	100%	*	-	-	*	100%	96%	98%	-	*	100%	96%	-
	CWOD	**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%	-	-
	Female	**99%**	100%	97%	100%	-	100%	*	100%	100%	99%	96%	100%	100%	-	99%	-
Mathematics	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%	100%	-
	Male	**100%**	*	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	100%	-	-
	Female	**100%**	100%	100%	100%	-	100%	*	100%	100%	100%	100%	100%	100%	-	100%	-
Science	All Students	**100%**	100%	100%	100%	-	*	*	*	100%	100%	100%	100%	*	100%	100%	-
	CWD	**100%**	-	100%	100%	-	-	-	-	100%	100%	100%	-	*	100%	100%	-
	CWOD	**100%**	100%	100%	100%	-	*	*	*	100%	100%	-	100%	*	100%	100%	-
	EL	*****	-	*	*	-	-	-	-	*	*	*	*	*	*	*	-
	Male	**100%**	*	100%	100%	-	*	-	*	100%	100%	100%	100%	*	100%	-	-
	Female	**100%**	*	100%	100%	-	*	*	*	100%	100%	100%	100%	*	-	100%	-
SAT/ACT All Subjects	All Students	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Non-Participation Rate																	
All Subjects	All Students	**0%**	0%	1%	0%	*	0%	*	0%	0%	0%	1%	0%	0%	0%	0%	-
	CWD	**1%**	*	4%	0%	*	-	-	*	0%	2%	1%	-	*	0%	2%	-
	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%	1%	0%	-	0%	*	0%	0%	0%	2%	0%	0%	-	0%	-

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Reading	All Students	**0%**	0%	2%	0%	*	0%	*	0%	0%	0%	2%	0%	0%	0%	1%	-
	CWD	**2%**	*	11%	0%	*	-	-	*	0%	4%	2%	-	*	0%	4%	-
	CWOD	**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%	-	-
	Female	**1%**	0%	3%	0%	-	0%	*	0%	0%	1%	4%	0%	0%	-	1%	-
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%	0%	-
	Male	**0%**	*	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%	-	-
	Female	**0%**	0%	0%	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%	0%	-
	CWOD	**0%**	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 2020-21 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

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

		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
Expulsions												
With Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
School-Related Arrests												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Referrals to Law Enforcement												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
All Students												
Chronic Absenteeism												
	Male	8	-8	2	5	1	-8	-8	-8	-8	2	1
	Female	11	1	4	6	-8	-8	-8	-8	-8	1	6
	Total	19	1	6	11	1	-8	-8	-8	-8	3	7

	Total
Incidents of Violence	
Incidents of rape or attempted rape	0
Incidents of sexual assault (other than rape)	0
Incidents of robbery with a weapon	0
Incidents of robbery without a weapon	0
Incidents of physical attack or fight with a weapon	0
Incidents of physical attack or fight without a weapon	0
Incidents of threats of physical attack with a weapon	0

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

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

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs											
	Male	5	0	3	2	0	0	0	0	0	2
	Female	6	0	3	3	0	0	0	0	0	0
	Total	11	0	6	5	0	0	0	0	0	2
Accelerated Coursework											
Advanced Placement Courses	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
International Baccalaureate Courses	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
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

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

Part (ix): Teacher Quality Data

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

Low Poverty School		
	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	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.

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, 2024.

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 2022-23 school year.

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Grade 3						
Reading	7,391	2%	5	1%	*	3%
Mathematics	7,386	2%	5	1%	*	3%
Grade 4						
Reading	7,296	2%	*	1%	*	2%
Mathematics	7,293	2%	*	1%	*	2%
Grade 5						
Reading	6,823	2%	*	0%	*	1%
Mathematics	6,825	2%	*	0%	*	1%
Science	6,820	2%	*	0%	*	1%
Grade 6						
Reading	6,480	2%	*	0%	-	-
Mathematics	6,481	2%	*	0%	-	-
Grade 7						
Reading	6,309	2%	*	0%	-	-
Mathematics	6,300	2%	*	0%	-	-

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Grade 8						
Reading	6,168	1%	5	1%	-	-
Mathematics	6,162	2%	5	2%	-	-
Science	6,163	1%	5	1%	-	-
End of Course						
English I	6,032	1%	6	1%	-	-
English II	5,771	1%	*	0%	-	-
Algebra I	6,015	1%	7	1%	-	-
Biology	6,041	1%	*	0%	-	-
All Grades						
All Subjects	117,761	1%	64	1%	13	2%
Reading	52,275	1%	28	1%	6	2%
Mathematics	46,462	2%	27	1%	6	2%
Science	19,024	1%	9	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 2020-21 school year enrolled in a Texas public postsecondary education institution in the 2021-22 academic year in (I) programs of public postsecondary education in Texas; (II) programs of private postsecondaryeducation in Texas; and (III) programs of postsecondary education outside Texas. (CWD: children with disability; EL: English learner)

There is no data for this campus.

Part (xiv): Additional Information - Chronic Absenteeism

This section provides information on the Chronic Absenteeism per EDFacts definition: percent of unduplicated number of K - 12 students enrolled in a school for at least 10 days and absent for 10% or more days during the 2021-22 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%	19%	17%	8%	*	0%	*	18%	18%	19%	7%

- Indicates there are no students in the group.

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

Part (i): Description of State Accountability System

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

Part (i)(II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students *(not applicable to district and state report cards)*.

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

State ESSA Goals (Middle Schools)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Performance (At Meets Grade Level or Above)												
Reading/ELA	Baseline Rates	44%	32%	35%	59%	44%	74%	46%	56%	31%	19%	28%
	2022-23 through 2026-27	44%	32%	35%	59%	44%	74%	46%	56%	31%	19%	28%
	2027-28 through 2031-32	53%	43%	46%	66%	53%	78%	55%	63%	43%	33%	40%
	2032-33 through 2036-37	62%	54%	57%	73%	62%	82%	64%	70%	55%	47%	52%
	2037-38	72%	66%	68%	80%	72%	87%	73%	78%	66%	60%	64%
Mathematics	Baseline Rates	47%	32%	39%	61%	47%	85%	52%	56%	35%	21%	36%
	2022-23 through 2026-27	47%	32%	39%	61%	47%	85%	52%	56%	35%	21%	36%
	2027-28 through 2031-32	56%	43%	49%	68%	56%	88%	60%	63%	46%	34%	47%
	2032-33 through 2036-37	65%	54%	59%	75%	65%	91%	68%	70%	57%	47%	58%
	2037-38	74%	66%	70%	81%	74%	93%	76%	78%	68%	61%	68%
EL Progress												
	Baseline Rates											44%
	2022-23 through 2026-27											44%
	2027-28 through 2031-32											46%
	2032-33 through 2036-37											48%
	2037-38											50%

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

State ESSA Goals (Elementary Schools)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
	Baseline Rates											49%
	2022-23 through 2026-27											49%
	2027-28 through 2031-32											51%
	2032-33 through 2036-37											53%
	2037-38											55%

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

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

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

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

1 If Federal Graduation Status is not available, Academic Growth Status is used.
2 If College, Career, and Military Readiness is not available, Student Achievement Domain Score: STAAR Component Only is used.

(bb) the methodology by which the State differentiates all such schools. Total points for each component are determined by multiplying the percentage of evaluated indicators met by the corresponding weight and rounding to one decimal place. The Closing the Gaps domain score is the sum of the total points rounded to the nearest whole number and is further used to differentiate all public schools. See the accountability manual for details. Chapter 4-2023 Closing the Gaps Domain

(cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students.Texas uses the Closing the Gaps domain to identify campuses that have consistently under-performing student groups. A student group that misses the targets in at least the same three indicators, for three consecutive years, is considered 'consistently underperforming'. 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 2019, 2022, and 2023 are considered consecutive years for 2023 TSI identification. See the accountability manual for details. Chapter 10-2023 Identification of Schools for Improvement

(dd) the methodology by which the State identifies a school for comprehensive support and improvement. Texas annually ranks all Title I campuses based on Closing the Gaps scaled scores. First, Texas determines the bottom five percent of Closing the Gaps outcomes by rank ordering the scaled scores of Title I campuses by schooltype - elementary, middle, high school/K-12, and alternative education accountability. Texas then determines which campuses fell in the bottom five percent for each school type. Title I campuses that rank in their school type's bottom five percent are identified for CSI. Any Title I campus identified for Additional Targeted Support (ATS) for three consecutive years will be identified for CSI the following school year.

Part (i)(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement or implementing targeted support and improvement plans. Campuses Identified for Support under the Every Student Succeeds Act (ESSA) for the 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 type's bottom five percent of the Closing the Gaps domain for two consecutive years and have Closing the Gaps domain scaled score by the end of the second year that is higher than when originally identified are considered as having successfully exited. Campuses previously identified as CSI based solely on a graduation rate must have a four or six-year federal graduation rate of at least 66.7 percent for two consecutive years to exit CSI status.

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 2022-23 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																						
Reading	All Students	75%	84%	**84%**	-	79%	84%	-	-	*	-	78%	91%	50%	90%	*	77%	91%	-	-	-	-
	CWD	51%	54%	**50%**	-	*	50%	-	-	-	-	44%	*	50%	-	-	50%	-	-	-	-	-
	CWOD	80%	89%	**90%**	-	83%	92%	-	-	*	-	87%	93%	-	90%	*	89%	91%	-	-	-	-
	EL	65%	61%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	Male	73%	83%	**77%**	-	75%	77%	-	-	*	-	62%	94%	50%	89%	-	77%	-	-	-	-	-
	Female	78%	85%	**91%**	-	83%	93%	-	-	-	-	95%	87%	-	91%	*	-	91%	-	-	-	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	72%	83%	**81%**	-	86%	79%	-	-	*	-	73%	91%	42%	89%	*	74%	88%	-	-	-	-
	CWD	51%	55%	**42%**	-	*	40%	-	-	-	-	44%	*	42%	-	-	42%	-	-	-	-	-
	CWOD	76%	87%	**89%**	-	92%	88%	-	-	*	-	81%	97%	-	89%	*	89%	88%	-	-	-	-
	EL	67%	67%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	Male	74%	84%	**74%**	-	88%	70%	-	-	*	-	62%	89%	42%	89%	-	74%	-	-	-	-	-
	Female	70%	81%	**88%**	-	83%	89%	-	-	-	-	84%	93%	-	88%	*	-	88%	-	-	-	-
Grade 4																						
Reading	All Students	76%	83%	**85%**	-	93%	81%	-	*	-	*	81%	92%	42%	96%	*	84%	87%	-	*	-	-
	CWD	51%	53%	**42%**	-	*	40%	-	-	-	-	29%	60%	42%	-	*	43%	40%	-	-	-	-
	CWOD	81%	88%	**96%**	-	100%	94%	-	*	-	*	93%	100%	-	96%	*	96%	96%	-	*	-	-
	EL	66%	56%	*	-	*	-	-	*	-	-	*	-	*	*	*	*	-	-	-	-	-
	Male	74%	83%	**84%**	-	89%	80%	-	*	-	*	81%	90%	43%	96%	*	84%	-	-	*	-	-
	Female	79%	83%	**87%**	-	100%	83%	-	-	-	*	80%	93%	40%	96%	-	-	87%	-	-	-	-
Mathematics	All Students	69%	82%	**87%**	-	93%	84%	-	*	-	*	86%	88%	33%	100%	*	84%	90%	-	*	-	-
	CWD	44%	56%	**33%**	-	*	30%	-	-	-	-	29%	40%	33%	-	*	29%	40%	-	-	-	-
	CWOD	74%	87%	**100%**	-	100%	100%	-	*	-	*	100%	100%	-	100%	*	100%	100%	-	*	-	-
	EL	63%	70%	*	-	*	-	-	*	-	-	*	-	*	*	*	*	-	-	-	-	-
	Male	71%	83%	**84%**	-	89%	80%	-	*	-	*	86%	80%	29%	100%	*	84%	-	-	*	-	-
	Female	67%	80%	**90%**	-	100%	87%	-	-	-	*	87%	93%	40%	100%	-	-	90%	-	-	-	-
Grade 5																						
Reading	All Students	80%	84%	**85%**	*	73%	87%	-	*	-	-	74%	95%	25%	97%	60%	80%	89%	-	-	*	*
	CWD	49%	39%	**25%**	*	*	25%	-	-	-	-	27%	*	25%	-	*	17%	33%	-	-	*	-
	CWOD	86%	91%	**97%**	*	92%	98%	-	*	-	-	96%	97%	-	97%	*	93%	100%	-	-	-	*
	EL	72%	75%	**60%**	-	60%	-	-	-	-	-	*	*	*	*	60%	*	*	-	-	-	-
	Male	77%	81%	**80%**	*	50%	85%	-	-	-	-	70%	93%	17%	93%	*	80%	-	-	-	-	*
	Female	83%	87%	**89%**	-	89%	89%	-	*	-	-	80%	96%	33%	100%	*	-	89%	-	-	*	-
Mathematics	All Students	79%	84%	**86%**	*	73%	91%	-	*	-	-	74%	97%	25%	98%	60%	83%	89%	-	-	*	*
	CWD	59%	51%	**25%**	*	*	38%	-	-	-	-	27%	*	25%	-	*	17%	33%	-	-	*	-
	CWOD	83%	90%	**98%**	*	92%	100%	-	*	-	-	96%	100%	-	98%	*	97%	100%	-	-	-	*
	EL	75%	83%	**60%**	-	60%	-	-	-	-	-	*	*	*	*	60%	*	*	-	-	-	-
	Male	79%	84%	**83%**	*	50%	93%	-	-	-	-	70%	100%	17%	97%	*	83%	-	-	-	-	*
	Female	79%	85%	**89%**	-	89%	89%	-	*	-	-	80%	96%	33%	100%	*	-	89%	-	-	*	-
Science	All Students	64%	72%	**73%**	*	67%	76%	-	*	-	-	60%	84%	17%	84%	60%	77%	68%	-	-	*	*
	CWD	41%	36%	**17%**	*	*	25%	-	-	-	-	18%	*	17%	-	*	17%	17%	-	-	*	-
	CWOD	68%	78%	**84%**	*	83%	85%	-	*	-	-	79%	86%	-	84%	*	90%	78%	-	-	-	*
	EL	52%	52%	**60%**	-	60%	-	-	-	-	-	*	*	*	*	60%	*	*	-	-	-	-
	Male	67%	76%	**77%**	*	50%	85%	-	-	-	-	65%	93%	17%	90%	*	77%	-	-	-	-	*
	Female	60%	68%	**68%**	-	78%	68%	-	*	-	-	53%	78%	17%	78%	*	-	68%	-	-	*	-
STAAR Percent at Meets Grade Level or Above																						
Grade 3																						

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	49%	57%	**68%**	-	71%	67%	-	-	*	-	58%	82%	25%	77%	*	59%	79%	-	-	-	-
	CWD	28%	27%	**25%**	-	*	30%	-	-	-	-	22%	*	25%	-	-	25%	-	-	-	-	-
	CWOD	53%	62%	**77%**	-	83%	75%	-	-	*	-	68%	87%	-	77%	*	74%	79%	-	-	-	-
	EL	37%	38%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	Male	46%	54%	**59%**	-	63%	57%	-	-	*	-	38%	83%	25%	74%	-	59%	-	-	-	-	-
	Female	53%	60%	**79%**	-	83%	79%	-	-	-	-	79%	80%	-	79%	*	-	79%	-	-	-	-
Mathematics	All Students	44%	54%	**59%**	-	71%	55%	-	-	*	-	50%	70%	25%	66%	*	62%	56%	-	-	-	-
	CWD	28%	28%	**25%**	-	*	20%	-	-	-	-	33%	*	25%	-	-	25%	-	-	-	-	-
	CWOD	47%	59%	**66%**	-	75%	63%	-	-	*	-	55%	77%	-	66%	*	78%	56%	-	-	-	-
	EL	35%	38%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	Male	47%	59%	**62%**	-	75%	57%	-	-	*	-	48%	78%	25%	78%	-	62%	-	-	-	-	-
	Female	40%	49%	**56%**	-	67%	54%	-	-	-	-	53%	60%	-	56%	*	-	56%	-	-	-	-
Grade 4																						
Reading	All Students	47%	51%	**51%**	-	60%	47%	-	*	-	*	44%	60%	17%	59%	*	55%	47%	-	*	-	-
	CWD	25%	21%	**17%**	-	*	10%	-	-	-	-	14%	20%	17%	-	*	29%	0%	-	-	-	-
	CWOD	51%	57%	**59%**	-	62%	58%	-	*	-	*	52%	70%	-	59%	*	63%	56%	-	*	-	-
	EL	35%	25%	*	-	*	-	-	*	-	-	*	-	*	*	*	*	-	-	-	-	-
	Male	44%	51%	**55%**	-	56%	55%	-	*	-	*	52%	60%	29%	63%	*	55%	-	-	*	-	-
	Female	50%	52%	**47%**	-	67%	39%	-	-	-	*	33%	60%	0%	56%	-	-	47%	-	-	-	-
Mathematics	All Students	47%	63%	**74%**	-	93%	65%	-	*	-	*	72%	76%	17%	88%	*	74%	73%	-	*	-	-
	CWD	27%	33%	**17%**	-	*	10%	-	-	-	-	14%	20%	17%	-	*	29%	0%	-	-	-	-
	CWOD	51%	68%	**88%**	-	100%	82%	-	*	-	*	86%	90%	-	88%	*	88%	88%	-	*	-	-
	EL	39%	45%	*	-	*	-	-	*	-	-	*	-	*	*	*	*	-	-	-	-	-
	Male	50%	69%	**74%**	-	89%	65%	-	*	-	*	71%	80%	29%	88%	*	74%	-	-	*	-	-
	Female	43%	55%	**73%**	-	100%	65%	-	-	-	*	73%	73%	0%	88%	-	-	73%	-	-	-	-
Grade 5																						
Reading	All Students	56%	60%	**67%**	*	47%	73%	-	*	-	-	51%	82%	17%	77%	40%	54%	79%	-	-	*	*
	CWD	27%	18%	**17%**	*	*	25%	-	-	-	-	18%	*	17%	-	*	0%	33%	-	-	*	-
	CWOD	61%	67%	**77%**	*	58%	81%	-	*	-	-	67%	84%	-	77%	*	66%	88%	-	-	-	*
	EL	43%	47%	**40%**	-	40%	-	-	-	-	-	*	*	*	*	40%	*	*	-	-	-	-
	Male	51%	53%	**54%**	*	17%	63%	-	-	-	-	45%	67%	0%	66%	*	54%	-	-	-	-	*
	Female	60%	67%	**79%**	-	67%	82%	-	*	-	-	60%	91%	33%	88%	*	-	79%	-	-	*	-
Mathematics	All Students	50%	54%	**66%**	*	53%	71%	-	*	-	-	49%	82%	8%	77%	60%	60%	71%	-	-	*	*
	CWD	28%	20%	**8%**	*	*	13%	-	-	-	-	9%	*	8%	-	*	0%	17%	-	-	*	-
	CWOD	54%	59%	**77%**	*	67%	81%	-	*	-	-	67%	84%	-	77%	*	72%	81%	-	-	-	*
	EL	43%	39%	**60%**	-	60%	-	-	-	-	-	*	*	*	*	60%	*	*	-	-	-	-
	Male	52%	54%	**60%**	*	33%	70%	-	-	-	-	45%	80%	0%	72%	*	60%	-	-	-	-	*
	Female	48%	54%	**71%**	-	67%	71%	-	*	-	-	53%	83%	17%	81%	*	-	71%	-	-	*	-

		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	35%	39%	**34%**	*	20%	40%	-	*	-	-	26%	42%	8%	39%	20%	46%	24%	-	-	*	*
	CWD	23%	11%	**8%**	*	*	13%	-	-	-	-	9%	*	8%	-	*	0%	17%	-	-	*	-
	CWOD	37%	44%	**39%**	*	25%	45%	-	*	-	-	33%	43%	-	39%	*	55%	25%	-	-	-	*
	EL	22%	11%	**20%**	-	20%	-	-	-	-	-	*	*	*	*	20%	*	*	-	-	-	-
	Male	39%	44%	**46%**	*	17%	56%	-	-	-	-	30%	67%	0%	55%	*	46%	-	-	-	-	*
	Female	30%	36%	**24%**	-	22%	25%	-	*	-	-	20%	26%	17%	25%	*	-	24%	-	-	*	-
STAAR Percent at Masters Grade Level																						
Grade 3																						
Reading	All Students	19%	22%	**30%**	-	36%	29%	-	-	*	-	25%	36%	0%	36%	*	23%	38%	-	-	-	-
	CWD	7%	8%	**0%**	-	*	0%	-	-	-	-	0%	*	0%	-	-	0%	-	-	-	-	-
	CWOD	22%	24%	**36%**	-	42%	35%	-	-	*	-	32%	40%	-	36%	*	33%	38%	-	-	-	-
	EL	13%	15%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	Male	17%	21%	**23%**	-	25%	23%	-	-	*	-	14%	33%	0%	33%	-	23%	-	-	-	-	-
	Female	22%	23%	**38%**	-	50%	36%	-	-	-	-	37%	40%	-	38%	*	-	38%	-	-	-	-
Mathematics	All Students	18%	21%	**21%**	-	36%	17%	-	-	*	-	13%	30%	0%	25%	*	23%	18%	-	-	-	-
	CWD	9%	13%	**0%**	-	*	0%	-	-	-	-	0%	*	0%	-	-	0%	-	-	-	-	-
	CWOD	20%	22%	**25%**	-	42%	21%	-	-	*	-	16%	33%	-	25%	*	33%	18%	-	-	-	-
	EL	12%	7%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	Male	21%	24%	**23%**	-	50%	17%	-	-	*	-	10%	39%	0%	33%	-	23%	-	-	-	-	-
	Female	15%	17%	**18%**	-	17%	18%	-	-	-	-	16%	20%	-	18%	*	-	18%	-	-	-	-
Grade 4																						
Reading	All Students	21%	23%	**31%**	-	40%	28%	-	*	-	*	25%	40%	8%	37%	*	29%	33%	-	*	-	-
	CWD	7%	10%	**8%**	-	*	10%	-	-	-	-	0%	20%	8%	-	*	14%	0%	-	-	-	-
	CWOD	24%	26%	**37%**	-	46%	33%	-	*	-	*	31%	45%	-	37%	*	33%	40%	-	*	-	-
	EL	12%	8%	*	-	*	-	-	*	-	-	*	-	*	*	*	*	-	-	-	-	-
	Male	19%	23%	**29%**	-	22%	30%	-	*	-	*	24%	40%	14%	33%	*	29%	-	-	*	-	-
	Female	23%	23%	**33%**	-	67%	26%	-	-	-	*	27%	40%	0%	40%	-	-	33%	-	-	-	-
Mathematics	All Students	21%	29%	**31%**	-	47%	28%	-	*	-	*	31%	32%	8%	37%	*	26%	37%	-	*	-	-
	CWD	8%	9%	**8%**	-	*	10%	-	-	-	-	0%	20%	8%	-	*	14%	0%	-	-	-	-
	CWOD	24%	33%	**37%**	-	54%	33%	-	*	-	*	38%	35%	-	37%	*	29%	44%	-	*	-	-
	EL	15%	16%	*	-	*	-	-	*	-	-	*	-	*	*	*	*	-	-	-	-	-
	Male	24%	34%	**26%**	-	22%	30%	-	*	-	*	29%	20%	14%	29%	*	26%	-	-	*	-	-
	Female	18%	23%	**37%**	-	83%	26%	-	-	-	*	33%	40%	0%	44%	-	-	37%	-	-	-	-
Grade 5																						
Reading	All Students	28%	22%	**23%**	*	13%	27%	-	*	-	-	17%	29%	0%	28%	0%	14%	32%	-	-	*	*
	CWD	8%	2%	**0%**	*	*	0%	-	-	-	-	0%	*	0%	-	*	0%	0%	-	-	*	-
	CWOD	31%	26%	**28%**	*	17%	32%	-	*	-	-	25%	30%	-	28%	*	17%	38%	-	-	-	*
	EL	17%	5%	**0%**	-	0%	-	-	-	-	-	*	*	*	*	0%	*	*	-	-	-	-
	Male	24%	19%	**14%**	*	0%	19%	-	-	-	-	15%	13%	0%	17%	*	14%	-	-	-	-	*
	Female	32%	26%	**32%**	-	22%	36%	-	*	-	-	20%	39%	0%	38%	*	-	32%	-	-	*	-

		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	21%	21%	**23%**	*	20%	25%	-	*	-	-	17%	29%	0%	28%	20%	31%	16%	-	-	*	*
	CWD	8%	3%	**0%**	*	*	0%	-	-	-	-	0%	*	0%	-	*	0%	0%	-	-	*	-
	CWOD	23%	24%	**28%**	*	25%	30%	-	*	-	-	25%	30%	-	28%	*	38%	19%	-	-	-	*
	EL	14%	13%	**20%**	-	20%	-	-	-	-	-	*	*	*	*	20%	*	*	-	-	-	-
	Male	23%	26%	**31%**	*	17%	37%	-	-	-	-	25%	40%	0%	38%	*	31%	-	-	-	-	*
	Female	19%	15%	**16%**	-	22%	14%	-	*	-	-	7%	22%	0%	19%	*	-	16%	-	-	*	-
Science	All Students	15%	19%	**19%**	*	13%	22%	-	*	-	-	17%	21%	8%	21%	20%	20%	18%	-	-	*	*
	CWD	7%	5%	**8%**	*	*	13%	-	-	-	-	9%	*	8%	-	*	0%	17%	-	-	*	-
	CWOD	16%	21%	**21%**	*	17%	23%	-	*	-	-	21%	22%	-	21%	*	24%	19%	-	-	-	*
	EL	7%	5%	**20%**	-	20%	-	-	-	-	-	*	*	*	*	20%	*	*	-	-	-	-
	Male	18%	22%	**20%**	*	17%	22%	-	-	-	-	15%	27%	0%	24%	*	20%	-	-	-	-	*
	Female	12%	16%	**18%**	-	11%	21%	-	*	-	-	20%	17%	17%	19%	*	-	18%	-	-	*	-
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						
All Subjects	All Students	75%	84%	**83%**	67%	81%	83%	-	80%	*	*	75%	91%	33%	93%	62%	80%	86%	-	*	*	*
	CWD	48%	50%	**33%**	*	24%	36%	-	-	-	-	31%	42%	33%	-	0%	34%	32%	-	-	*	-
	CWOD	79%	88%	**93%**	*	92%	93%	-	80%	*	*	90%	96%	-	93%	100%	93%	93%	-	*	-	*
	EL	62%	70%	**62%**	-	58%	-	-	*	-	-	56%	*	0%	100%	62%	62%	63%	-	-	-	-
	Male	73%	82%	**80%**	67%	73%	81%	-	*	*	*	71%	92%	34%	93%	62%	80%	-	-	*	-	*
	Female	77%	85%	**86%**	-	88%	85%	-	*	-	*	81%	91%	32%	93%	63%	-	86%	-	-	*	-
Reading	All Students	76%	83%	**85%**	*	82%	85%	-	*	*	*	77%	93%	39%	94%	63%	80%	89%	-	*	*	*
	CWD	46%	45%	**39%**	*	29%	39%	-	-	-	-	33%	56%	39%	-	*	40%	36%	-	-	*	-
	CWOD	80%	89%	**94%**	*	92%	95%	-	*	*	*	92%	97%	-	94%	100%	93%	96%	-	*	-	*
	EL	60%	66%	**63%**	-	57%	-	-	*	-	-	57%	*	*	100%	63%	60%	*	-	-	-	-
	Male	72%	80%	**80%**	*	74%	81%	-	*	*	*	71%	93%	40%	93%	60%	80%	-	-	*	-	*
	Female	80%	88%	**89%**	-	90%	89%	-	*	-	*	86%	92%	36%	96%	*	-	89%	-	-	*	-
Mathematics	All Students	74%	84%	**85%**	*	84%	85%	-	*	*	*	77%	93%	33%	95%	63%	80%	89%	-	*	*	*
	CWD	49%	55%	**33%**	*	29%	36%	-	-	-	-	33%	33%	33%	-	*	32%	36%	-	-	*	-
	CWOD	78%	89%	**95%**	*	95%	95%	-	*	*	*	92%	99%	-	95%	100%	95%	96%	-	*	-	*
	EL	65%	75%	**63%**	-	57%	-	-	*	-	-	57%	*	*	100%	63%	60%	*	-	-	-	-
	Male	73%	84%	**80%**	*	78%	81%	-	*	*	*	73%	91%	32%	95%	60%	80%	-	-	*	-	*
	Female	74%	84%	**89%**	-	90%	89%	-	*	-	*	84%	94%	36%	96%	*	-	89%	-	-	*	-
Science	All Students	76%	84%	**73%**	*	67%	76%	-	*	-	-	60%	84%	17%	84%	60%	77%	68%	-	-	*	*
	CWD	52%	53%	**17%**	*	*	25%	-	-	-	-	18%	*	17%	-	*	17%	17%	-	-	*	-
	CWOD	79%	88%	**84%**	*	83%	85%	-	*	-	-	79%	86%	-	84%	*	90%	78%	-	-	-	*
	EL	62%	65%	**60%**	-	60%	-	-	-	-	-	*	*	*	*	60%	*	*	-	-	-	-
	Male	76%	85%	**77%**	*	50%	85%	-	-	-	-	65%	93%	17%	90%	*	77%	-	-	-	-	*
	Female	75%	82%	**68%**	-	78%	68%	-	*	-	-	53%	78%	17%	78%	*	-	68%	-	-	*	-
STAAR Percent at Meets Grade Level or Above																						
All Grades																						

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
All Subjects	All Students	48%	58%	**60%**	17%	59%	60%	-	60%	*	*	50%	70%	17%	69%	43%	58%	61%	-	*	*	*
	CWD	24%	22%	**17%**	*	18%	17%	-	-	-	-	17%	16%	17%	-	0%	18%	14%	-	-	*	-
	CWOD	52%	63%	**69%**	*	67%	69%	-	60%	*	*	61%	75%	-	69%	69%	70%	67%	-	*	-	*
	EL	31%	38%	**43%**	-	42%	-	-	*	-	-	39%	*	0%	69%	43%	38%	50%	-	-	-	-
	Male	46%	57%	**58%**	17%	54%	60%	-	*	*	*	47%	74%	18%	70%	38%	58%	-	-	*	-	*
	Female	49%	59%	**61%**	-	65%	60%	-	*	-	*	54%	67%	14%	67%	50%	-	61%	-	-	*	-
Reading	All Students	52%	61%	**63%**	*	59%	63%	-	*	*	*	51%	76%	19%	72%	38%	56%	70%	-	*	*	*
	CWD	24%	22%	**19%**	*	14%	21%	-	-	-	-	19%	22%	19%	-	*	20%	18%	-	-	*	-
	CWOD	56%	66%	**72%**	*	68%	73%	-	*	*	*	62%	82%	-	72%	60%	68%	76%	-	*	-	*
	EL	33%	39%	**38%**	-	43%	-	-	*	-	-	29%	*	*	60%	38%	20%	*	-	-	-	-
	Male	47%	56%	**56%**	*	48%	58%	-	*	*	*	45%	72%	20%	68%	20%	56%	-	-	*	-	*
	Female	57%	66%	**70%**	-	71%	68%	-	*	-	*	59%	79%	18%	76%	*	-	70%	-	-	*	-
Mathematics	All Students	44%	54%	**66%**	*	73%	63%	-	*	*	*	57%	76%	17%	76%	63%	65%	67%	-	*	*	*
	CWD	24%	24%	**17%**	*	29%	14%	-	-	-	-	19%	11%	17%	-	*	20%	9%	-	-	*	-
	CWOD	47%	59%	**76%**	*	81%	74%	-	*	*	*	69%	83%	-	76%	100%	79%	74%	-	*	-	*
	EL	32%	40%	**63%**	-	57%	-	-	*	-	-	57%	*	*	100%	63%	60%	*	-	-	-	-
	Male	45%	57%	**65%**	*	70%	64%	-	*	*	*	55%	79%	20%	79%	60%	65%	-	-	*	-	*
	Female	42%	52%	**67%**	-	76%	63%	-	*	-	*	59%	74%	9%	74%	*	-	67%	-	-	*	-
Science	All Students	46%	57%	**34%**	*	20%	40%	-	*	-	-	26%	42%	8%	39%	20%	46%	24%	-	-	*	*
	CWD	24%	17%	**8%**	*	*	13%	-	-	-	-	9%	*	8%	-	*	0%	17%	-	-	*	-
	CWOD	49%	62%	**39%**	*	25%	45%	-	*	-	-	33%	43%	-	39%	*	55%	25%	-	-	-	*
	EL	26%	31%	**20%**	-	20%	-	-	-	-	-	*	*	*	*	20%	*	*	-	-	-	-
	Male	47%	58%	**46%**	*	17%	56%	-	-	-	-	30%	67%	0%	55%	*	46%	-	-	-	-	*
	Female	44%	56%	**24%**	-	22%	25%	-	*	-	-	20%	26%	17%	25%	*	-	24%	-	-	*	-
STAAR Percent at Masters Grade Level																						
All Grades																						
All Subjects	All Students	19%	21%	**25%**	0%	29%	25%	-	0%	*	*	21%	30%	4%	30%	14%	24%	27%	-	*	*	*
	CWD	7%	5%	**4%**	*	0%	5%	-	-	-	-	2%	11%	4%	-	0%	4%	4%	-	-	*	-
	CWOD	21%	23%	**30%**	*	35%	29%	-	0%	*	*	27%	32%	-	30%	23%	30%	30%	-	*	-	*
	EL	9%	9%	**14%**	-	16%	-	-	*	-	-	17%	*	0%	23%	14%	15%	13%	-	-	-	-
	Male	18%	21%	**24%**	0%	23%	25%	-	*	*	*	19%	31%	4%	30%	15%	24%	-	-	*	-	*
	Female	19%	20%	**27%**	-	35%	25%	-	*	-	*	23%	30%	4%	30%	13%	-	27%	-	-	*	-
Reading	All Students	20%	21%	**28%**	*	30%	28%	-	*	*	*	23%	34%	3%	33%	13%	22%	34%	-	*	*	*
	CWD	7%	5%	**3%**	*	0%	4%	-	-	-	-	0%	11%	3%	-	*	4%	0%	-	-	*	-
	CWOD	22%	23%	**33%**	*	35%	34%	-	*	*	*	30%	37%	-	33%	20%	28%	38%	-	*	-	*
	EL	9%	8%	**13%**	-	14%	-	-	*	-	-	14%	*	*	20%	13%	0%	*	-	-	-	-
	Male	17%	18%	**22%**	*	17%	23%	-	*	*	*	18%	28%	4%	28%	0%	22%	-	-	*	-	*
	Female	23%	24%	**34%**	-	43%	33%	-	*	-	*	29%	40%	0%	38%	*	-	34%	-	-	*	-

		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	18%	20%	**25%**	*	34%	23%	-	*	*	*	20%	30%	3%	29%	13%	27%	23%	-	*	*	*
	CWD	8%	6%	**3%**	*	0%	4%	-	-	-	-	0%	11%	3%	-	*	4%	0%	-	-	*	-
	CWOD	20%	23%	**29%**	*	41%	27%	-	*	*	*	26%	32%	-	29%	20%	34%	25%	-	*	-	*
	EL	11%	11%	**13%**	-	14%	-	-	*	-	-	14%	*	*	20%	13%	20%	*	-	-	-	-
	Male	20%	23%	**27%**	*	30%	27%	-	*	*	*	21%	35%	4%	34%	20%	27%	-	-	*	-	*
	Female	16%	17%	**23%**	-	38%	19%	-	*	-	*	18%	26%	0%	25%	*	-	23%	-	-	*	-
Science	All Students	17%	20%	**19%**	*	13%	22%	-	*	-	-	17%	21%	8%	21%	20%	20%	18%	-	-	*	*
	CWD	7%	3%	**8%**	*	*	13%	-	-	-	-	9%	*	8%	-	*	0%	17%	-	-	*	-
	CWOD	19%	22%	**21%**	*	17%	23%	-	*	-	-	21%	22%	-	21%	*	24%	19%	-	-	-	*
	EL	6%	4%	**20%**	-	20%	-	-	-	-	-	*	*	*	*	20%	*	*	-	-	-	-
	Male	19%	22%	**20%**	*	17%	22%	-	-	-	-	15%	27%	0%	24%	*	20%	-	-	-	-	*
	Female	16%	18%	**18%**	-	11%	21%	-	*	-	-	20%	17%	17%	19%	*	-	18%	-	-	*	-

- Indicates there are no students in the group.

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

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2022-23 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	63	*	69	60	-	*	-	*	59	29	57
CWD	29	*	45	26	-	-	-	-	31	29	*
CWOD	71	*	74	68	-	*	-	*	69	-	*
EL ✧	57	-	58	-	-	*	-	-	50	*	57
Male	60	*	60	60	-	*	-	*	60	37	60
Female	66	-	78	60	-	*	-	*	57	20	*
Mathematics											
All Students	82	*	78	82	-	*	-	*	84	69	75
CWD	69	*	50	75	-	-	-	-	69	69	*
CWOD	85	*	84	84	-	*	-	*	89	-	*
EL ✧	75	-	71	-	-	*	-	-	67	*	75

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Male	82	*	73	83	-	*	-	*	83	67	80
Female	83	-	83	82	-	*	-	*	85	70	*

- 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 2022.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL✧	Homeless ✧	Foster Care ✧
Federal Graduation Rates													
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2022													
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 2023 TELPAS (Texas English Language Proficiency Assessment System) data. (EL: English learner)

Total EL in Class	Proficiency of EL	Rate of Proficiency
20	3	15%

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

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Student Success (Student Achievement Domain Score: STAAR Component Only)											
STAAR Component Score	56	28	56	56	-	47	*	*	49	18	40
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

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

Part (vi): Goal Meeting Status

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
STAAR Performance Status											
Reading											
Interim Goals (2023-2027)	46%	34%	39%	59%	44%	73%	46%	55%	35%	26%	37%
Target Met	Y		Y	Y					Y	N	
Interim Goals (2028-2032)	55%	45%	49%	66%	53%	78%	55%	63%	46%	38%	48%
Target Met	Y		Y	N					Y	N	
Interim Goals (2033-2037)	64%	56%	59%	73%	62%	83%	64%	71%	57%	50%	59%
Target Met	N		N	N					N	N	
Long-Term Goals	73%	67%	70%	80%	72%	87%	73%	78%	68%	63%	69%
Target Met	N		N	N					N	N	
Mathematics											
Interim Goals (2023-2027)	49%	33%	44%	60%	47%	82%	51%	55%	40%	29%	45%
Target Met	Y		Y	Y					Y	N	
Interim Goals (2028-2032)	58%	44%	53%	67%	56%	85%	59%	63%	50%	41%	54%
Target Met	Y		Y	N					Y	N	
Interim Goals (2033-2037)	67%	55%	62%	74%	65%	88%	67%	71%	60%	53%	63%
Target Met	N		Y	N					N	N	

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Long-Term Goals	75%	67%	72%	80%	74%	91%	76%	78%	70%	65%	73%
Target Met	N		Y	N					N	N	
English Learner Language Proficiency Status											
Interim Goals (2023-2027)											49%
Target Met											N
Interim Goals (2028-2032)											51%
Target Met											N
Interim Goals (2033-2037)											53%
Target Met											N
Long-Term Goals											55%
Target Met											N
Federal Graduation Status											
Interim Goals (2023-2027)	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80%
Target Met											
Interim Goals (2028-2032)	92.7%	90.2%	91.4%	95.2%	90.9%	97.1%	91.5%	93.2%	90.5%	85.8%	86%
Target Met											
Interim Goals (2033-2037)	95.4%	94.1%	94.7%	96.6%	94.4%	97.5%	94.7%	95.6%	94.3%	91.9%	92%
Target Met											
Long-Term Goals	98%	98%	98%	98%	98%	98%	98%	98%	98%	98%	98%
Target Met											

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

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

Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science for the 2022-23 school year. (CWD: children with disability; CWOD: children without disability; EL: English learner)

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

		Campus	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	**100%**	-	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	-	100%	-
Reading	All Students	**100%**	*	100%	100%	-	*	*	*	100%	100%	100%	100%	100%	100%	100%	-
	CWD	**100%**	*	100%	100%	-	-	-	-	100%	100%	100%	-	*	100%	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%	-
Mathematics	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%	-
Science	All Students	**100%**	*	100%	100%	-	*	-	-	100%	100%	100%	100%	100%	100%	100%	-
	CWD	**100%**	*	*	100%	-	-	-	-	100%	*	100%	-	*	100%	100%	-
	CWOD	**100%**	*	100%	100%	-	*	-	-	100%	100%	-	100%	*	100%	100%	-
	EL	**100%**	-	100%	-	-	-	-	-	*	*	*	*	100%	*	*	-
	Male	**100%**	*	100%	100%	-	-	-	-	100%	100%	100%	100%	*	100%	-	-
	Female	**100%**	-	100%	100%	-	*	-	-	100%	100%	100%	100%	*	-	100%	-
SAT/ACT All Subjects	All Students	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Non-Participation Rate																	
All Subjects	All Students	**0%**	0%	0%	0%	-	0%	*	*	0%	0%	0%	0%	0%	0%	0%	-
	CWD	**0%**	*	0%	0%	-	-	-	-	0%	0%	0%	-	0%	0%	0%	-
	CWOD	**0%**	*	0%	0%	-	0%	*	*	0%	0%	-	0%	0%	0%	0%	-
	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%	-

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

- Indicates there are no students in the group.

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

Part (viii): Civil Rights Data

Part (viii)(I) This section provides information from the 2020-21 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

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

		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
Expulsions												
With Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
School-Related Arrests												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Referrals to Law Enforcement												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
All Students												
Chronic Absenteeism												
	Male	11	-8	2	9	-8	-8	-8	-8	1	3	1
	Female	7	-8	4	3	-8	-8	-8	-8	-8	2	1
	Total	18	-8	6	12	-8	-8	-8	-8	1	5	2

	Total
Incidents of Violence	
Incidents of rape or attempted rape	0
Incidents of sexual assault (other than rape)	0
Incidents of robbery with a weapon	0
Incidents of robbery without a weapon	0
Incidents of physical attack or fight with a weapon	0
Incidents of physical attack or fight without a weapon	0
Incidents of threats of physical attack with a weapon	0

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

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

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs											
	Male	8	0	4	4	0	0	0	0	2	1
	Female	6	0	1	5	0	0	0	0	0	1
	Total	14	0	5	9	0	0	0	0	2	2
Accelerated Coursework											
Advanced Placement Courses	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
International Baccalaureate Courses	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
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

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

Part (ix): Teacher Quality Data

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

	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	2.0	5.6%
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	1.0	2.9%

- Indicates there are no data available in the group.

Part (x): Per-pupil Expenditure

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

To be updated by June 30th, 2024.

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 2022-23 school year.

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Grade 3						
Reading	7,391	2%	5	1%	*	1%
Mathematics	7,386	2%	5	1%	*	1%
Grade 4						
Reading	7,296	2%	*	1%	*	2%
Mathematics	7,293	2%	*	1%	*	2%
Grade 5						
Reading	6,823	2%	*	0%	-	-
Mathematics	6,825	2%	*	0%	-	-
Science	6,820	2%	*	0%	-	-
Grade 6						
Reading	6,480	2%	*	0%	-	-
Mathematics	6,481	2%	*	0%	-	-
Grade 7						
Reading	6,309	2%	*	0%	-	-
Mathematics	6,300	2%	*	0%	-	-
Grade 8						

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Reading	6,168	1%	5	1%	-	-
Mathematics	6,162	2%	5	2%	-	-
Science	6,163	1%	5	1%	-	-
End of Course						
English I	6,032	1%	6	1%	-	-
English II	5,771	1%	*	0%	-	-
Algebra I	6,015	1%	7	1%	-	-
Biology	6,041	1%	*	0%	-	-
All Grades						
All Subjects	117,761	1%	64	1%	*	1%
Reading	52,275	1%	28	1%	*	1%
Mathematics	46,462	2%	27	1%	*	1%
Science	19,024	1%	9	1%	-	-

- Indicates there are no students in the group.

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

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

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

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

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 2020-21 school year enrolled in a Texas public postsecondary education institution in the 2021-22 academic year in (I) programs of public postsecondary education in Texas; (II) programs of private postsecondaryeducation in Texas; and (III) programs of postsecondary education outside Texas. (CWD: children with disability; EL: English learner)

There is no data for this campus.

Part (xiv): Additional Information - Chronic Absenteeism

This section provides information on the Chronic Absenteeism per EDFacts definition: percent of unduplicated number of K - 12 students enrolled in a school for at least 10 days and absent for 10% or more days during the 2021-22 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%	*	12%	11%	*	60%	-	0%	14%	11%	8%

- Indicates there are no students in the group.

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

Part (i): Description of State Accountability System

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

Part (i)(II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students *(not applicable to district and state report cards)*.

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

State ESSA Goals (Middle Schools)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Performance (At Meets Grade Level or Above)												
Reading/ELA	Baseline Rates	44%	32%	35%	59%	44%	74%	46%	56%	31%	19%	28%
	2022-23 through 2026-27	44%	32%	35%	59%	44%	74%	46%	56%	31%	19%	28%
	2027-28 through 2031-32	53%	43%	46%	66%	53%	78%	55%	63%	43%	33%	40%
	2032-33 through 2036-37	62%	54%	57%	73%	62%	82%	64%	70%	55%	47%	52%
	2037-38	72%	66%	68%	80%	72%	87%	73%	78%	66%	60%	64%
Mathematics	Baseline Rates	47%	32%	39%	61%	47%	85%	52%	56%	35%	21%	36%
	2022-23 through 2026-27	47%	32%	39%	61%	47%	85%	52%	56%	35%	21%	36%
	2027-28 through 2031-32	56%	43%	49%	68%	56%	88%	60%	63%	46%	34%	47%
	2032-33 through 2036-37	65%	54%	59%	75%	65%	91%	68%	70%	57%	47%	58%
	2037-38	74%	66%	70%	81%	74%	93%	76%	78%	68%	61%	68%
EL Progress												
	Baseline Rates											44%
	2022-23 through 2026-27											44%
	2027-28 through 2031-32											46%
	2032-33 through 2036-37											48%
	2037-38											50%

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

State ESSA Goals (Elementary Schools)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
	Baseline Rates											49%
	2022-23 through 2026-27											49%
	2027-28 through 2031-32											51%
	2032-33 through 2036-37											53%
	2037-38											55%

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

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

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

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

1 If Federal Graduation Status is not available, Academic Growth Status is used.
2 If College, Career, and Military Readiness is not available, Student Achievement Domain Score: STAAR Component Only is used.

(bb) the methodology by which the State differentiates all such schools. Total points for each component are determined by multiplying the percentage of evaluated indicators met by the corresponding weight and rounding to one decimal place. The Closing the Gaps domain score is the sum of the total points rounded to the nearest whole number and is further used to differentiate all public schools. See the accountability manual for details. Chapter 4-2023 Closing the Gaps Domain

(cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students.Texas uses the Closing the Gaps domain to identify campuses that have consistently under-performing student groups. A student group that misses the targets in at least the same three indicators, for three consecutive years, is considered 'consistently underperforming'. 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 2019, 2022, and 2023 are considered consecutive years for 2023 TSI identification. See the accountability manual for details. Chapter 10-2023 Identification of Schools for Improvement

(dd) the methodology by which the State identifies a school for comprehensive support and improvement. Texas annually ranks all Title I campuses based on Closing the Gaps scaled scores. First, Texas determines the bottom five percent of Closing the Gaps outcomes by rank ordering the scaled scores of Title I campuses by schooltype - elementary, middle, high school/K-12, and alternative education accountability. Texas then determines which campuses fell in the bottom five percent for each school type. Title I campuses that rank in their school type's bottom five percent are identified for CSI. Any Title I campus identified for Additional Targeted Support (ATS) for three consecutive years will be identified for CSI the following school year.

Part (i)(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement or implementing targeted support and improvement plans. Campuses Identified for Support under the Every Student Succeeds Act (ESSA) for the 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 type's bottom five percent of the Closing the Gaps domain for two consecutive years and have Closing the Gaps domain scaled score by the end of the second year that is higher than when originally identified are considered as having successfully exited. Campuses previously identified as CSI based solely on a graduation rate must have a four or six-year federal graduation rate of at least 66.7 percent for two consecutive years to exit CSI status.

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 2022-23 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																						
Reading	All Students	75%	84%	**92%**	100%	88%	93%	-	*	-	-	88%	100%	80%	94%	*	93%	91%	-	-	*	*
	CWD	51%	54%	**80%**	*	*	100%	-	-	-	-	71%	*	80%	-	-	100%	60%	-	-	*	-
	CWOD	80%	89%	**94%**	*	95%	92%	-	*	-	-	91%	100%	-	94%	*	92%	96%	-	-	-	*
	EL	65%	61%	*	-	-	*	-	*	-	-	*	*	-	*	*	-	*	-	-	-	-
	Male	73%	83%	**93%**	*	100%	88%	-	-	-	-	90%	100%	100%	92%	-	93%	-	-	-	-	-
	Female	78%	85%	**91%**	*	80%	100%	-	*	-	-	85%	100%	60%	96%	*	-	91%	-	-	*	*

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	72%	83%	**92%**	80%	88%	97%	-	*	-	-	88%	100%	60%	98%	*	97%	88%	-	-	*	*
	CWD	51%	55%	**60%**	*	*	100%	-	-	-	-	43%	*	60%	-	-	80%	40%	-	-	*	-
	CWOD	76%	87%	**98%**	*	100%	96%	-	*	-	-	97%	100%	-	98%	*	100%	96%	-	-	-	*
	EL	67%	67%	*	-	-	*	-	*	-	-	*	*	-	*	*	-	*	-	-	-	-
	Male	74%	84%	**97%**	*	100%	100%	-	-	-	-	95%	100%	80%	100%	-	97%	-	-	-	-	-
	Female	70%	81%	**88%**	*	80%	92%	-	*	-	-	80%	100%	40%	96%	*	-	88%	-	-	*	*
Grade 4																						
Reading	All Students	76%	83%	**71%**	*	63%	76%	*	*	-	-	65%	79%	38%	76%	0%	63%	81%	-	-	-	*
	CWD	51%	53%	**38%**	-	*	60%	-	*	-	-	*	*	38%	-	*	33%	*	-	-	-	-
	CWOD	81%	88%	**76%**	*	71%	79%	*	-	-	-	70%	85%	-	76%	*	69%	83%	-	-	-	*
	EL	66%	56%	**0%**	-	*	-	-	*	-	-	0%	-	*	*	0%	*	*	-	-	-	-
	Male	74%	83%	**63%**	*	67%	60%	*	-	-	-	58%	69%	33%	69%	*	63%	-	-	-	-	-
	Female	79%	83%	**81%**	-	57%	94%	-	*	-	-	73%	91%	*	83%	*	-	81%	-	-	-	*
Mathematics	All Students	69%	82%	**67%**	*	63%	71%	*	*	-	-	59%	79%	38%	72%	20%	66%	69%	-	-	-	*
	CWD	44%	56%	**38%**	-	*	60%	-	*	-	-	*	*	38%	-	*	33%	*	-	-	-	-
	CWOD	74%	87%	**72%**	*	71%	73%	*	-	-	-	63%	85%	-	72%	*	73%	71%	-	-	-	*
	EL	63%	70%	**20%**	-	*	-	-	*	-	-	20%	-	*	*	20%	*	*	-	-	-	-
	Male	71%	83%	**66%**	*	67%	65%	*	-	-	-	58%	77%	33%	73%	*	66%	-	-	-	-	-
	Female	67%	80%	**69%**	-	57%	78%	-	*	-	-	60%	82%	*	71%	*	-	69%	-	-	-	*
Grade 5																						
Reading	All Students	80%	84%	**78%**	67%	72%	82%	-	-	-	*	72%	85%	18%	87%	20%	72%	83%	-	-	-	100%
	CWD	49%	39%	**18%**	*	*	20%	-	-	-	-	13%	*	18%	-	*	17%	20%	-	-	-	-
	CWOD	86%	91%	**87%**	*	86%	89%	-	-	-	*	85%	90%	-	87%	*	82%	92%	-	-	-	100%
	EL	72%	75%	**20%**	-	20%	-	-	-	-	-	*	*	*	*	20%	*	*	-	-	-	-
	Male	77%	81%	**72%**	*	54%	79%	-	-	-	*	65%	81%	17%	82%	*	72%	-	-	-	-	*
	Female	83%	87%	**83%**	60%	92%	84%	-	-	-	-	79%	89%	20%	92%	*	-	83%	-	-	-	*
Mathematics	All Students	79%	84%	**75%**	40%	80%	78%	-	-	-	*	67%	88%	9%	86%	60%	75%	76%	-	-	-	100%
	CWD	59%	51%	**9%**	*	*	0%	-	-	-	-	13%	*	9%	-	*	17%	0%	-	-	-	-
	CWOD	83%	90%	**86%**	*	90%	86%	-	-	-	*	78%	97%	-	86%	*	85%	86%	-	-	-	100%
	EL	75%	83%	**60%**	-	60%	-	-	-	-	-	*	*	*	*	60%	*	*	-	-	-	-
	Male	79%	84%	**75%**	*	77%	79%	-	-	-	*	67%	88%	17%	85%	*	75%	-	-	-	-	*
	Female	79%	85%	**76%**	*	83%	76%	-	-	-	-	67%	88%	0%	86%	*	-	76%	-	-	-	*
Science	All Students	64%	72%	**79%**	33%	72%	90%	-	-	-	*	71%	91%	27%	87%	20%	80%	79%	-	-	-	83%
	CWD	41%	36%	**27%**	*	*	40%	-	-	-	-	13%	*	27%	-	*	33%	20%	-	-	-	-
	CWOD	68%	78%	**87%**	*	81%	95%	-	-	-	*	83%	94%	-	87%	*	88%	86%	-	-	-	83%
	EL	52%	52%	**20%**	-	20%	-	-	-	-	-	*	*	*	*	20%	*	*	-	-	-	-
	Male	67%	76%	**80%**	*	62%	96%	-	-	-	*	67%	100%	33%	88%	*	80%	-	-	-	-	*
	Female	60%	68%	**79%**	40%	83%	84%	-	-	-	-	75%	83%	20%	86%	*	-	79%	-	-	-	*
STAAR Percent at Meets Grade Level or Above																						
Grade 3																						

Texas Education Agency
2023 Federal Report Card
H D STAPLES EL (126905101) - 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	49%	57%	**61%**	80%	58%	62%	-	*	-	-	50%	81%	40%	65%	*	59%	63%	-	-	*	*
	CWD	28%	27%	**40%**	*	*	40%	-	-	-	-	29%	*	40%	-	-	40%	40%	-	-	*	-
	CWOD	53%	62%	**65%**	*	59%	67%	-	*	-	-	55%	83%	-	65%	*	63%	67%	-	-	-	*
	EL	37%	38%	*	-	-	*	-	*	-	-	*	*	-	*	*	-	*	-	-	-	-
	Male	46%	54%	**59%**	*	73%	50%	-	-	-	-	50%	78%	40%	63%	-	59%	-	-	-	-	-
	Female	53%	60%	**63%**	*	47%	77%	-	*	-	-	50%	83%	40%	67%	*	-	63%	-	-	*	*
Mathematics	All Students	44%	54%	**59%**	40%	58%	66%	-	*	-	-	48%	81%	40%	63%	*	59%	59%	-	-	*	*
	CWD	28%	28%	**40%**	*	*	80%	-	-	-	-	29%	*	40%	-	-	40%	40%	-	-	*	-
	CWOD	47%	59%	**63%**	*	68%	63%	-	*	-	-	52%	83%	-	63%	*	63%	63%	-	-	-	*
	EL	35%	38%	*	-	-	*	-	*	-	-	*	*	-	*	*	-	*	-	-	-	-
	Male	47%	59%	**59%**	*	82%	50%	-	-	-	-	55%	67%	40%	63%	-	59%	-	-	-	-	-
	Female	40%	49%	**59%**	*	40%	85%	-	*	-	-	40%	92%	40%	63%	*	-	59%	-	-	*	*
Grade 4																						
Reading	All Students	47%	51%	**36%**	*	31%	42%	*	*	-	-	24%	54%	13%	40%	0%	25%	50%	-	-	-	*
	CWD	25%	21%	**13%**	-	*	20%	-	*	-	-	*	*	13%	-	*	17%	*	-	-	-	-
	CWOD	51%	57%	**40%**	*	36%	45%	*	-	-	-	27%	60%	-	40%	*	27%	54%	-	-	-	*
	EL	35%	25%	**0%**	-	*	-	-	*	-	-	0%	-	*	*	0%	*	*	-	-	-	-
	Male	44%	51%	**25%**	*	33%	25%	*	-	-	-	21%	31%	17%	27%	*	25%	-	-	-	-	-
	Female	50%	52%	**50%**	-	29%	61%	-	*	-	-	27%	82%	*	54%	*	-	50%	-	-	-	*
Mathematics	All Students	47%	63%	**43%**	*	25%	53%	*	*	-	-	29%	63%	13%	48%	0%	50%	35%	-	-	-	*
	CWD	27%	33%	**13%**	-	*	20%	-	*	-	-	*	*	13%	-	*	17%	*	-	-	-	-
	CWOD	51%	68%	**48%**	*	29%	58%	*	-	-	-	33%	70%	-	48%	*	58%	38%	-	-	-	*
	EL	39%	45%	**0%**	-	*	-	-	*	-	-	0%	-	*	*	0%	*	*	-	-	-	-
	Male	50%	69%	**50%**	*	44%	55%	*	-	-	-	42%	62%	17%	58%	*	50%	-	-	-	-	-
	Female	43%	55%	**35%**	-	0%	50%	-	*	-	-	13%	64%	*	38%	*	-	35%	-	-	-	*
Grade 5																						
Reading	All Students	56%	60%	**57%**	33%	52%	61%	-	-	-	*	51%	65%	0%	66%	20%	56%	57%	-	-	-	67%
	CWD	27%	18%	**0%**	*	*	0%	-	-	-	-	0%	*	0%	-	*	0%	0%	-	-	-	-
	CWOD	61%	67%	**66%**	*	62%	68%	-	-	-	*	62%	71%	-	66%	*	67%	65%	-	-	-	67%
	EL	43%	47%	**20%**	-	20%	-	-	-	-	-	*	*	*	*	20%	*	*	-	-	-	-
	Male	51%	53%	**56%**	*	38%	67%	-	-	-	*	48%	69%	0%	67%	*	56%	-	-	-	-	*
	Female	60%	67%	**57%**	40%	67%	56%	-	-	-	-	54%	61%	0%	65%	*	-	57%	-	-	-	*
Mathematics	All Students	50%	54%	**42%**	40%	36%	45%	-	-	-	*	33%	55%	0%	49%	0%	43%	41%	-	-	-	60%
	CWD	28%	20%	**0%**	*	*	0%	-	-	-	-	0%	*	0%	-	*	0%	0%	-	-	-	-
	CWOD	54%	59%	**49%**	*	43%	50%	-	-	-	*	40%	60%	-	49%	*	50%	47%	-	-	-	60%
	EL	43%	39%	**0%**	-	0%	-	-	-	-	-	*	*	*	*	0%	*	*	-	-	-	-
	Male	52%	54%	**43%**	*	38%	46%	-	-	-	*	33%	56%	0%	50%	*	43%	-	-	-	-	*
	Female	48%	54%	**41%**	*	33%	44%	-	-	-	-	33%	53%	0%	47%	*	-	41%	-	-	-	*

		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	35%	39%	**49%**	33%	56%	47%	-	-	-	*	38%	65%	9%	55%	0%	48%	50%	-	-	-	50%
	CWD	23%	11%	**9%**	*	*	20%	-	-	-	-	0%	*	9%	-	*	0%	20%	-	-	-	-
	CWOD	37%	44%	**55%**	*	67%	50%	-	-	-	*	45%	68%	-	55%	*	56%	54%	-	-	-	50%
	EL	22%	11%	**0%**	-	0%	-	-	-	-	-	*	*	*	*	0%	*	*	-	-	-	-
	Male	39%	44%	**48%**	*	46%	50%	-	-	-	*	33%	69%	0%	56%	*	48%	-	-	-	-	*
	Female	30%	36%	**50%**	40%	67%	44%	-	-	-	-	42%	61%	20%	54%	*	-	50%	-	-	-	*
STAAR Percent at Masters Grade Level																						
Grade 3																						
Reading	All Students	19%	22%	**20%**	0%	8%	34%	-	*	-	-	13%	33%	10%	22%	*	14%	25%	-	-	*	*
	CWD	7%	8%	**10%**	*	*	20%	-	-	-	-	0%	*	10%	-	-	0%	20%	-	-	*	-
	CWOD	22%	24%	**22%**	*	9%	38%	-	*	-	-	15%	33%	-	22%	*	17%	26%	-	-	-	*
	EL	13%	15%	*	-	-	*	-	*	-	-	*	*	-	*	*	-	*	-	-	-	-
	Male	17%	21%	**14%**	*	9%	19%	-	-	-	-	10%	22%	0%	17%	-	14%	-	-	-	-	-
	Female	22%	23%	**25%**	*	7%	54%	-	*	-	-	15%	42%	20%	26%	*	-	25%	-	-	*	*
Mathematics	All Students	18%	21%	**21%**	0%	15%	31%	-	*	-	-	15%	33%	30%	20%	*	24%	19%	-	-	*	*
	CWD	9%	13%	**30%**	*	*	60%	-	-	-	-	14%	*	30%	-	-	40%	20%	-	-	*	-
	CWOD	20%	22%	**20%**	*	18%	25%	-	*	-	-	15%	28%	-	20%	*	21%	19%	-	-	-	*
	EL	12%	7%	*	-	-	*	-	*	-	-	*	*	-	*	*	-	*	-	-	-	-
	Male	21%	24%	**24%**	*	18%	31%	-	-	-	-	20%	33%	40%	21%	-	24%	-	-	-	-	-
	Female	15%	17%	**19%**	*	13%	31%	-	*	-	-	10%	33%	20%	19%	*	-	19%	-	-	*	*
Grade 4																						
Reading	All Students	21%	23%	**7%**	*	0%	11%	*	*	-	-	3%	13%	0%	8%	0%	3%	12%	-	-	-	*
	CWD	7%	10%	**0%**	-	*	0%	-	*	-	-	*	*	0%	-	*	0%	*	-	-	-	-
	CWOD	24%	26%	**8%**	*	0%	12%	*	-	-	-	3%	15%	-	8%	*	4%	13%	-	-	-	*
	EL	12%	8%	**0%**	-	*	-	-	*	-	-	0%	-	*	*	0%	*	*	-	-	-	-
	Male	19%	23%	**3%**	*	0%	5%	*	-	-	-	5%	0%	0%	4%	*	3%	-	-	-	-	-
	Female	23%	23%	**12%**	-	0%	17%	-	*	-	-	0%	27%	*	13%	*	-	12%	-	-	-	*
Mathematics	All Students	21%	29%	**14%**	*	13%	16%	*	*	-	-	15%	13%	0%	16%	0%	19%	8%	-	-	-	*
	CWD	8%	9%	**0%**	-	*	0%	-	*	-	-	*	*	0%	-	*	0%	*	-	-	-	-
	CWOD	24%	33%	**16%**	*	14%	18%	*	-	-	-	17%	15%	-	16%	*	23%	8%	-	-	-	*
	EL	15%	16%	**0%**	-	*	-	-	*	-	-	0%	-	*	*	0%	*	*	-	-	-	-
	Male	24%	34%	**19%**	*	22%	20%	*	-	-	-	21%	15%	0%	23%	*	19%	-	-	-	-	-
	Female	18%	23%	**8%**	-	0%	11%	-	*	-	-	7%	9%	*	8%	*	-	8%	-	-	-	*
Grade 5																						
Reading	All Students	28%	22%	**20%**	17%	24%	16%	-	-	-	*	19%	21%	0%	23%	0%	21%	19%	-	-	-	33%
	CWD	8%	2%	**0%**	*	*	0%	-	-	-	-	0%	*	0%	-	*	0%	0%	-	-	-	-
	CWOD	31%	26%	**23%**	*	29%	18%	-	-	-	*	23%	23%	-	23%	*	24%	22%	-	-	-	33%
	EL	17%	5%	**0%**	-	0%	-	-	-	-	-	*	*	*	*	0%	*	*	-	-	-	-
	Male	24%	19%	**21%**	*	23%	17%	-	-	-	*	26%	13%	0%	24%	*	21%	-	-	-	-	*
	Female	32%	26%	**19%**	20%	25%	16%	-	-	-	-	13%	28%	0%	22%	*	-	19%	-	-	-	*

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	21%	21%	**12%**	20%	8%	12%	-	-	-	*	10%	15%	0%	14%	0%	15%	10%	-	-	-	20%
	CWD	8%	3%	**0%**	*	*	0%	-	-	-	-	0%	*	0%	-	*	0%	0%	-	-	-	-
	CWOD	23%	24%	**14%**	*	10%	14%	-	-	-	*	13%	17%	-	14%	*	18%	11%	-	-	-	20%
	EL	14%	13%	**0%**	-	0%	-	-	-	-	-	*	*	*	*	0%	*	*	-	-	-	-
	Male	23%	26%	**15%**	*	8%	17%	-	-	-	*	17%	13%	0%	18%	*	15%	-	-	-	-	*
	Female	19%	15%	**10%**	*	8%	8%	-	-	-	-	4%	18%	0%	11%	*	-	10%	-	-	-	*
Science	All Students	15%	19%	**23%**	17%	12%	29%	-	-	-	*	17%	32%	0%	27%	0%	25%	21%	-	-	-	17%
	CWD	7%	5%	**0%**	*	*	0%	-	-	-	-	0%	*	0%	-	*	0%	0%	-	-	-	-
	CWOD	16%	21%	**27%**	*	14%	32%	-	-	-	*	20%	35%	-	27%	*	29%	24%	-	-	-	17%
	EL	7%	5%	**0%**	-	0%	-	-	-	-	-	*	*	*	*	0%	*	*	-	-	-	-
	Male	18%	22%	**25%**	*	15%	29%	-	-	-	*	17%	38%	0%	29%	*	25%	-	-	-	-	*
	Female	12%	16%	**21%**	20%	8%	28%	-	-	-	-	17%	28%	0%	24%	*	-	21%	-	-	-	*
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						
All Subjects	All Students	75%	84%	**79%**	61%	77%	83%	*	*	-	50%	73%	88%	38%	86%	34%	77%	81%	-	-	*	95%
	CWD	48%	50%	**38%**	25%	21%	54%	-	*	-	-	28%	57%	38%	-	10%	43%	31%	-	-	*	-
	CWOD	79%	88%	**86%**	74%	87%	87%	*	*	-	50%	81%	93%	-	86%	47%	84%	88%	-	-	-	95%
	EL	62%	70%	**34%**	-	26%	*	-	*	-	-	21%	100%	10%	47%	34%	13%	62%	-	-	-	-
	Male	73%	82%	**77%**	55%	75%	81%	*	-	-	50%	71%	87%	43%	84%	13%	77%	-	-	-	-	100%
	Female	77%	85%	**81%**	65%	79%	85%	-	*	-	-	75%	90%	31%	88%	62%	-	81%	-	-	*	93%
Reading	All Students	76%	83%	**80%**	77%	76%	83%	*	*	-	*	75%	87%	45%	86%	25%	75%	85%	-	-	*	100%
	CWD	46%	45%	**45%**	*	20%	60%	-	*	-	-	37%	60%	45%	-	*	47%	42%	-	-	*	-
	CWOD	80%	89%	**86%**	80%	86%	86%	*	*	-	*	82%	91%	-	86%	38%	81%	91%	-	-	-	100%
	EL	60%	66%	**25%**	-	11%	*	-	*	-	-	10%	*	*	38%	25%	0%	50%	-	-	-	-
	Male	72%	80%	**75%**	80%	73%	75%	*	-	-	*	71%	82%	47%	81%	0%	75%	-	-	-	-	*
	Female	80%	88%	**85%**	75%	79%	91%	-	*	-	-	80%	93%	42%	91%	50%	-	85%	-	-	*	100%
Mathematics	All Students	74%	84%	**78%**	58%	79%	80%	*	*	-	*	71%	88%	34%	85%	50%	78%	78%	-	-	*	100%
	CWD	49%	55%	**34%**	*	20%	53%	-	*	-	-	26%	50%	34%	-	*	41%	25%	-	-	*	-
	CWOD	78%	89%	**85%**	78%	89%	84%	*	*	-	*	80%	94%	-	85%	63%	86%	85%	-	-	-	100%
	EL	65%	75%	**50%**	-	44%	*	-	*	-	-	40%	*	*	63%	50%	33%	67%	-	-	-	-
	Male	73%	84%	**78%**	40%	82%	80%	*	-	-	*	73%	87%	41%	86%	33%	78%	-	-	-	-	*
	Female	74%	84%	**78%**	71%	76%	80%	-	*	-	-	69%	90%	25%	85%	67%	-	78%	-	-	*	100%
Science	All Students	76%	84%	**79%**	33%	72%	90%	-	-	-	*	71%	91%	27%	87%	20%	80%	79%	-	-	-	83%
	CWD	52%	53%	**27%**	*	*	40%	-	-	-	-	13%	*	27%	-	*	33%	20%	-	-	-	-
	CWOD	79%	88%	**87%**	*	81%	95%	-	-	-	*	83%	94%	-	87%	*	88%	86%	-	-	-	83%
	EL	62%	65%	**20%**	-	20%	-	-	-	-	-	*	*	*	*	20%	*	*	-	-	-	-
	Male	76%	85%	**80%**	*	62%	96%	-	-	-	*	67%	100%	33%	88%	*	80%	-	-	-	-	*
	Female	75%	82%	**79%**	40%	83%	84%	-	-	-	-	75%	83%	20%	86%	*	-	79%	-	-	-	*
STAAR Percent at Meets Grade Level or Above																						
All Grades																						

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
All Subjects	All Students	48%	58%	**50%**	39%	47%	53%	*	*	-	50%	40%	65%	16%	55%	10%	48%	51%	-	-	*	62%
	CWD	24%	22%	**16%**	0%	8%	26%	-	*	-	-	9%	30%	16%	-	0%	15%	17%	-	-	*	-
	CWOD	52%	63%	**55%**	52%	54%	57%	*	*	-	50%	45%	70%	-	55%	16%	55%	56%	-	-	-	62%
	EL	31%	38%	**10%**	-	4%	*	-	*	-	-	0%	60%	0%	16%	10%	0%	23%	-	-	-	-
	Male	46%	57%	**48%**	9%	51%	49%	*	-	-	50%	40%	61%	15%	55%	0%	48%	-	-	-	-	83%
	Female	49%	59%	**51%**	55%	44%	56%	-	*	-	-	39%	69%	17%	56%	23%	-	51%	-	-	*	53%
Reading	All Students	52%	61%	**52%**	46%	49%	55%	*	*	-	*	43%	66%	17%	58%	17%	47%	57%	-	-	*	75%
	CWD	24%	22%	**17%**	*	20%	20%	-	*	-	-	11%	30%	17%	-	*	18%	17%	-	-	*	-
	CWOD	56%	66%	**58%**	60%	54%	60%	*	*	-	*	49%	71%	-	58%	25%	53%	63%	-	-	-	75%
	EL	33%	39%	**17%**	-	11%	*	-	*	-	-	0%	*	*	25%	17%	0%	33%	-	-	-	-
	Male	47%	56%	**47%**	20%	48%	48%	*	-	-	*	40%	58%	18%	53%	0%	47%	-	-	-	-	*
	Female	57%	66%	**57%**	63%	50%	63%	-	*	-	-	46%	73%	17%	63%	33%	-	57%	-	-	*	67%
Mathematics	All Students	44%	54%	**48%**	33%	42%	53%	*	*	-	*	37%	64%	17%	53%	8%	50%	45%	-	-	*	57%
	CWD	24%	24%	**17%**	*	0%	33%	-	*	-	-	11%	30%	17%	-	*	18%	17%	-	-	*	-
	CWOD	47%	59%	**53%**	44%	49%	55%	*	*	-	*	42%	69%	-	53%	13%	56%	49%	-	-	-	57%
	EL	32%	40%	**8%**	-	0%	*	-	*	-	-	0%	*	*	13%	8%	0%	17%	-	-	-	-
	Male	45%	57%	**50%**	0%	55%	50%	*	-	-	*	43%	61%	18%	56%	0%	50%	-	-	-	-	*
	Female	42%	52%	**45%**	57%	29%	55%	-	*	-	-	31%	68%	17%	49%	17%	-	45%	-	-	*	60%
Science	All Students	46%	57%	**49%**	33%	56%	47%	-	-	-	*	38%	65%	9%	55%	0%	48%	50%	-	-	-	50%
	CWD	24%	17%	**9%**	*	*	20%	-	-	-	-	0%	*	9%	-	*	0%	20%	-	-	-	-
	CWOD	49%	62%	**55%**	*	67%	50%	-	-	-	*	45%	68%	-	55%	*	56%	54%	-	-	-	50%
	EL	26%	31%	**0%**	-	0%	-	-	-	-	-	*	*	*	*	0%	*	*	-	-	-	-
	Male	47%	58%	**48%**	*	46%	50%	-	-	-	*	33%	69%	0%	56%	*	48%	-	-	-	-	*
	Female	44%	56%	**50%**	40%	67%	44%	-	-	-	-	42%	61%	20%	54%	*	-	50%	-	-	-	*
STAAR Percent at Masters Grade Level																						
All Grades																						
All Subjects	All Students	19%	21%	**17%**	10%	12%	20%	*	*	-	50%	13%	23%	6%	19%	7%	17%	17%	-	-	*	19%
	CWD	7%	5%	**6%**	0%	0%	11%	-	*	-	-	2%	13%	6%	-	0%	5%	7%	-	-	*	-
	CWOD	21%	23%	**19%**	13%	14%	22%	*	*	-	50%	16%	24%	-	19%	11%	20%	18%	-	-	-	19%
	EL	9%	9%	**7%**	-	0%	*	-	*	-	-	0%	40%	0%	11%	7%	0%	15%	-	-	-	-
	Male	18%	21%	**17%**	0%	14%	19%	*	-	-	50%	17%	18%	5%	20%	0%	17%	-	-	-	-	50%
	Female	19%	20%	**17%**	15%	10%	21%	-	*	-	-	10%	26%	7%	18%	15%	-	17%	-	-	*	7%
Reading	All Students	20%	21%	**16%**	8%	12%	19%	*	*	-	*	12%	22%	3%	18%	8%	13%	19%	-	-	*	25%
	CWD	7%	5%	**3%**	*	0%	7%	-	*	-	-	0%	10%	3%	-	*	0%	8%	-	-	*	-
	CWOD	22%	23%	**18%**	10%	14%	21%	*	*	-	*	15%	23%	-	18%	13%	16%	20%	-	-	-	25%
	EL	9%	8%	**8%**	-	0%	*	-	*	-	-	0%	*	*	13%	8%	0%	17%	-	-	-	-
	Male	17%	18%	**13%**	0%	12%	13%	*	-	-	*	15%	11%	0%	16%	0%	13%	-	-	-	-	*
	Female	23%	24%	**19%**	13%	12%	25%	-	*	-	-	10%	32%	8%	20%	17%	-	19%	-	-	*	17%

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	18%	20%	**16%**	8%	12%	18%	*	*	-	*	13%	19%	10%	16%	8%	19%	12%	-	-	*	14%
	CWD	8%	6%	**10%**	*	0%	20%	-	*	-	-	5%	20%	10%	-	*	12%	8%	-	-	*	-
	CWOD	20%	23%	**16%**	11%	14%	18%	*	*	-	*	15%	19%	-	16%	13%	20%	13%	-	-	-	14%
	EL	11%	11%	**8%**	-	0%	*	-	*	-	-	0%	*	*	13%	8%	0%	17%	-	-	-	-
	Male	20%	23%	**19%**	0%	15%	22%	*	-	-	*	19%	18%	12%	20%	0%	19%	-	-	-	-	*
	Female	16%	17%	**12%**	14%	9%	14%	-	*	-	-	7%	20%	8%	13%	17%	-	12%	-	-	*	0%
Science	All Students	17%	20%	**23%**	17%	12%	29%	-	-	-	*	17%	32%	0%	27%	0%	25%	21%	-	-	-	17%
	CWD	7%	3%	**0%**	*	*	0%	-	-	-	-	0%	*	0%	-	*	0%	0%	-	-	-	-
	CWOD	19%	22%	**27%**	*	14%	32%	-	-	-	*	20%	35%	-	27%	*	29%	24%	-	-	-	17%
	EL	6%	4%	**0%**	-	0%	-	-	-	-	-	*	*	*	*	0%	*	*	-	-	-	-
	Male	19%	22%	**25%**	*	15%	29%	-	-	-	*	17%	38%	0%	29%	*	25%	-	-	-	-	*
	Female	16%	18%	**21%**	20%	8%	28%	-	-	-	-	17%	28%	0%	24%	*	-	21%	-	-	-	*

- 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 2022-23 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	51	63	49	51	*	*	-	*	49	37	40
CWD	37	*	0	50	-	*	-	-	25	37	*
CWOD	54	67	57	51	*	-	-	*	54	-	50
EL ✧	40	-	33	-	-	*	-	-	33	*	40
Male	42	*	44	43	*	-	-	*	41	23	25
Female	62	100	54	60	-	*	-	-	59	61	*
Mathematics											
All Students	46	50	44	47	*	*	-	*	42	36	18
CWD	36	*	54	35	-	*	-	-	31	36	*
CWOD	47	70	42	49	*	-	-	*	43	-	8
EL ✧	18	-	19	-	-	*	-	-	14	*	18

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Male	48	*	48	50	*	-	-	*	45	31	21
Female	43	*	39	44	-	*	-	-	37	43	*

- 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 2022.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL✧	Homeless ✧	Foster Care ✧
Federal Graduation Rates													
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2022													
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 2023 TELPAS (Texas English Language Proficiency Assessment System) data. (EL: English learner)

Total EL in Class	Proficiency of EL	Rate of Proficiency
26	5	19%

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

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Student Success (Student Achievement Domain Score: STAAR Component Only)											
STAAR Component Score	49	37	45	52	*	*	-	60	42	20	17
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

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

Part (vi): Goal Meeting Status

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
STAAR Performance Status											
Reading											
Interim Goals (2023-2027)	46%	34%	39%	59%	44%	73%	46%	55%	35%	26%	37%
Target Met	Y	Y	Y	N					Y	N	N
Interim Goals (2028-2032)	55%	45%	49%	66%	53%	78%	55%	63%	46%	38%	48%
Target Met	N	Y	Y	N					N	N	N
Interim Goals (2033-2037)	64%	56%	59%	73%	62%	83%	64%	71%	57%	50%	59%
Target Met	N	N	N	N					N	N	N
Long-Term Goals	73%	67%	70%	80%	72%	87%	73%	78%	68%	63%	69%
Target Met	N	N	N	N					N	N	N
Mathematics											
Interim Goals (2023-2027)	49%	33%	44%	60%	47%	82%	51%	55%	40%	29%	45%
Target Met	N	Y	N	N					N	N	N
Interim Goals (2028-2032)	58%	44%	53%	67%	56%	85%	59%	63%	50%	41%	54%
Target Met	N	N	N	N					N	N	N
Interim Goals (2033-2037)	67%	55%	62%	74%	65%	88%	67%	71%	60%	53%	63%
Target Met	N	N	N	N					N	N	N

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Long-Term Goals	75%	67%	72%	80%	74%	91%	76%	78%	70%	65%	73%
Target Met	N	N	N	N					N	N	N
English Learner Language Proficiency Status											
Interim Goals (2023-2027)											49%
Target Met											N
Interim Goals (2028-2032)											51%
Target Met											N
Interim Goals (2033-2037)											53%
Target Met											N
Long-Term Goals											55%
Target Met											N
Federal Graduation Status											
Interim Goals (2023-2027)	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80%
Target Met											
Interim Goals (2028-2032)	92.7%	90.2%	91.4%	95.2%	90.9%	97.1%	91.5%	93.2%	90.5%	85.8%	86%
Target Met											
Interim Goals (2033-2037)	95.4%	94.1%	94.7%	96.6%	94.4%	97.5%	94.7%	95.6%	94.3%	91.9%	92%
Target Met											
Long-Term Goals	98%	98%	98%	98%	98%	98%	98%	98%	98%	98%	98%
Target Met											

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

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

Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science for the 2022-23 school year. (CWD: children with disability; CWOD: children without disability; EL: English learner)

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Participation Rate																	
All Subjects	All Students	**100%**	100%	100%	100%	*	*	-	83%	100%	100%	100%	100%	100%	100%	100%	-
	CWD	**100%**	100%	100%	100%	-	*	-	-	100%	100%	100%	-	100%	100%	100%	-
	CWOD	**100%**	100%	100%	100%	*	*	-	83%	100%	100%	-	100%	100%	100%	100%	-
	EL	**100%**	-	100%	*	-	*	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	**100%**	100%	100%	100%	*	-	-	83%	99%	100%	100%	100%	100%	100%	-	-

		Campus	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	**100%**	100%	100%	100%	-	*	-	-	100%	100%	100%	100%	100%	-	100%	-
Reading	All Students	**100%**	100%	100%	100%	*	*	-	*	99%	100%	100%	99%	100%	99%	100%	-
	CWD	**100%**	*	100%	100%	-	*	-	-	100%	100%	100%	-	*	100%	100%	-
	CWOD	**99%**	100%	100%	100%	*	*	-	*	99%	100%	-	99%	100%	99%	100%	-
	EL	**100%**	-	100%	*	-	*	-	-	100%	*	*	100%	100%	100%	100%	-
	Male	**99%**	100%	100%	100%	*	-	-	*	98%	100%	100%	99%	100%	99%	-	-
	Female	**100%**	100%	100%	100%	-	*	-	-	100%	100%	100%	100%	100%	-	100%	-
Mathematics	All Students	**100%**	100%	100%	100%	*	*	-	*	100%	100%	100%	100%	100%	100%	100%	-
	CWD	**100%**	*	100%	100%	-	*	-	-	100%	100%	100%	-	*	100%	100%	-
	CWOD	**100%**	100%	100%	100%	*	*	-	*	100%	100%	-	100%	100%	100%	100%	-
	EL	**100%**	-	100%	*	-	*	-	-	100%	*	*	100%	100%	100%	100%	-
	Male	**100%**	100%	100%	100%	*	-	-	*	100%	100%	100%	100%	100%	100%	-	-
	Female	**100%**	100%	100%	100%	-	*	-	-	100%	100%	100%	100%	100%	-	100%	-
Science	All Students	**100%**	100%	100%	100%	-	-	-	*	100%	100%	100%	100%	100%	100%	100%	-
	CWD	**100%**	*	*	100%	-	-	-	-	100%	*	100%	-	*	100%	100%	-
	CWOD	**100%**	*	100%	100%	-	-	-	*	100%	100%	-	100%	*	100%	100%	-
	EL	**100%**	-	100%	-	-	-	-	-	*	*	*	*	100%	*	*	-
	Male	**100%**	*	100%	100%	-	-	-	*	100%	100%	100%	100%	*	100%	-	-
	Female	**100%**	100%	100%	100%	-	-	-	-	100%	100%	100%	100%	*	-	100%	-
SAT/ACT All Subjects	All Students	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Non-Participation Rate																	
All Subjects	All Students	**0%**	0%	0%	0%	*	*	-	17%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	**0%**	0%	0%	0%	-	*	-	-	0%	0%	0%	-	0%	0%	0%	-
	CWOD	**0%**	0%	0%	0%	*	*	-	17%	0%	0%	-	0%	0%	0%	0%	-
	EL	**0%**	-	0%	*	-	*	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	**0%**	0%	0%	0%	*	-	-	17%	1%	0%	0%	0%	0%	0%	-	-
	Female	**0%**	0%	0%	0%	-	*	-	-	0%	0%	0%	0%	0%	-	0%	-

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

- Indicates there are no students in the group.

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

Part (viii): Civil Rights Data

Part (viii)(I) This section provides information from the 2020-21 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

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

		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
Expulsions												
With Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
School-Related Arrests												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Referrals to Law Enforcement												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
All Students												
Chronic Absenteeism												
	Male	13	1	3	9	-8	-8	-8	-8	-8	2	5
	Female	18	1	6	11	-8	-8	-8	-8	-8	3	4
	Total	31	2	9	20	-8	-8	-8	-8	-8	5	9

	Total
Incidents of Violence	
Incidents of rape or attempted rape	0
Incidents of sexual assault (other than rape)	0
Incidents of robbery with a weapon	0
Incidents of robbery without a weapon	0
Incidents of physical attack or fight with a weapon	0
Incidents of physical attack or fight without a weapon	0
Incidents of threats of physical attack with a weapon	0

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

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

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs											
	Male	11	0	6	5	0	0	0	0	0	1
	Female	16	2	4	10	0	0	0	0	2	0
	Total	27	2	10	15	0	0	0	0	2	1
Accelerated Coursework											
Advanced Placement Courses	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
International Baccalaureate Courses	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
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

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

Part (ix): Teacher Quality Data

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

	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	3.0	8.6%
Teachers Teaching with Emergency or Provisional Credentials	1.0	3.0%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	1.1	3.3%

- Indicates there are no data available in the group.

Part (x): Per-pupil Expenditure

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

To be updated by June 30th, 2024.

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 2022-23 school year.

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Grade 3						
Reading	7,391	2%	5	1%	*	2%
Mathematics	7,386	2%	5	1%	*	2%
Grade 4						
Reading	7,296	2%	*	1%	*	2%
Mathematics	7,293	2%	*	1%	*	2%
Grade 5						
Reading	6,823	2%	*	0%	-	-
Mathematics	6,825	2%	*	0%	-	-
Science	6,820	2%	*	0%	-	-
Grade 6						
Reading	6,480	2%	*	0%	-	-
Mathematics	6,481	2%	*	0%	-	-
Grade 7						
Reading	6,309	2%	*	0%	-	-
Mathematics	6,300	2%	*	0%	-	-
Grade 8						

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Reading	6,168	1%	5	1%	-	-
Mathematics	6,162	2%	5	2%	-	-
Science	6,163	1%	5	1%	-	-
End of Course						
English I	6,032	1%	6	1%	-	-
English II	5,771	1%	*	0%	-	-
Algebra I	6,015	1%	7	1%	-	-
Biology	6,041	1%	*	0%	-	-
All Grades						
All Subjects	117,761	1%	64	1%	*	1%
Reading	52,275	1%	28	1%	*	1%
Mathematics	46,462	2%	27	1%	*	1%
Science	19,024	1%	9	1%	-	-

- Indicates there are no students in the group.

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

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

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

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

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 2020-21 school year enrolled in a Texas public postsecondary education institution in the 2021-22 academic year in (I) programs of public postsecondary education in Texas; (II) programs of private postsecondaryeducation in Texas; and (III) programs of postsecondary education outside Texas. (CWD: children with disability; EL: English learner)

There is no data for this campus.

Part (xiv): Additional Information - Chronic Absenteeism

This section provides information on the Chronic Absenteeism per EDFacts definition: percent of unduplicated number of K - 12 students enrolled in a school for at least 10 days and absent for 10% or more days during the 2021-22 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	23%	56%	20%	23%	0%	*	-	50%	29%	28%	17%

- Indicates there are no students in the group.

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

Part (i): Description of State Accountability System

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

Part (i)(II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students *(not applicable to district and state report cards)*.

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

State ESSA Goals (Middle Schools)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Performance (At Meets Grade Level or Above)												
Reading/ELA	Baseline Rates	44%	32%	35%	59%	44%	74%	46%	56%	31%	19%	28%
	2022-23 through 2026-27	44%	32%	35%	59%	44%	74%	46%	56%	31%	19%	28%
	2027-28 through 2031-32	53%	43%	46%	66%	53%	78%	55%	63%	43%	33%	40%
	2032-33 through 2036-37	62%	54%	57%	73%	62%	82%	64%	70%	55%	47%	52%
	2037-38	72%	66%	68%	80%	72%	87%	73%	78%	66%	60%	64%
Mathematics	Baseline Rates	47%	32%	39%	61%	47%	85%	52%	56%	35%	21%	36%
	2022-23 through 2026-27	47%	32%	39%	61%	47%	85%	52%	56%	35%	21%	36%
	2027-28 through 2031-32	56%	43%	49%	68%	56%	88%	60%	63%	46%	34%	47%
	2032-33 through 2036-37	65%	54%	59%	75%	65%	91%	68%	70%	57%	47%	58%
	2037-38	74%	66%	70%	81%	74%	93%	76%	78%	68%	61%	68%
EL Progress												
	Baseline Rates											44%
	2022-23 through 2026-27											44%
	2027-28 through 2031-32											46%
	2032-33 through 2036-37											48%
	2037-38											50%

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

State ESSA Goals (Elementary Schools)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
	Baseline Rates											49%
	2022-23 through 2026-27											49%
	2027-28 through 2031-32											51%
	2032-33 through 2036-37											53%
	2037-38											55%

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

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

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

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

1 If Federal Graduation Status is not available, Academic Growth Status is used.
2 If College, Career, and Military Readiness is not available, Student Achievement Domain Score: STAAR Component Only is used.

(bb) the methodology by which the State differentiates all such schools. Total points for each component are determined by multiplying the percentage of evaluated indicators met by the corresponding weight and rounding to one decimal place. The Closing the Gaps domain score is the sum of the total points rounded to the nearest whole number and is further used to differentiate all public schools. See the accountability manual for details. Chapter 4-2023 Closing the Gaps Domain

(cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students.Texas uses the Closing the Gaps domain to identify campuses that have consistently under-performing student groups. A student group that misses the targets in at least the same three indicators, for three consecutive years, is considered 'consistently underperforming'. 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 2019, 2022, and 2023 are considered consecutive years for 2023 TSI identification. See the accountability manual for details. Chapter 10-2023 Identification of Schools for Improvement

(dd) the methodology by which the State identifies a school for comprehensive support and improvement. Texas annually ranks all Title I campuses based on Closing the Gaps scaled scores. First, Texas determines the bottom five percent of Closing the Gaps outcomes by rank ordering the scaled scores of Title I campuses by schooltype - elementary, middle, high school/K-12, and alternative education accountability. Texas then determines which campuses fell in the bottom five percent for each school type. Title I campuses that rank in their school type's bottom five percent are identified for CSI. Any Title I campus identified for Additional Targeted Support (ATS) for three consecutive years will be identified for CSI the following school year.

Part (i)(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement or implementing targeted support and improvement plans. Campuses Identified for Support under the Every Student Succeeds Act (ESSA) for the 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 type's bottom five percent of the Closing the Gaps domain for two consecutive years and have Closing the Gaps domain scaled score by the end of the second year that is higher than when originally identified are considered as having successfully exited. Campuses previously identified as CSI based solely on a graduation rate must have a four or six-year federal graduation rate of at least 66.7 percent for two consecutive years to exit CSI status.

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 2022-23 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

There is no data for this campus.

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2022-23 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 2022.

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 2023 TELPAS (Texas English Language Proficiency Assessment System) data. (EL: English learner)

There is no data for this campus.

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

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

There is no data for this campus.

Part (vi): Goal Meeting Status

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
STAAR Performance Status											
Reading											
Interim Goals (2023-2027)	44%	32%	36%	62%	43%	74%	45%	58%	33%	13%	20%
Target Met											
Interim Goals (2028-2032)	53%	43%	47%	68%	53%	78%	54%	65%	44%	28%	33%
Target Met											
Interim Goals (2033-2037)	62%	54%	58%	74%	63%	82%	63%	72%	55%	43%	46%
Target Met											
Long-Term Goals	72%	66%	68%	81%	72%	87%	73%	79%	67%	57%	60%
Target Met											
Mathematics											
Interim Goals (2023-2027)	38%	26%	35%	48%	37%	72%	41%	44%	32%	15%	31%
Target Met											
Interim Goals (2028-2032)	48%	38%	46%	57%	48%	77%	51%	53%	43%	29%	43%
Target Met											
Interim Goals (2033-2037)	58%	50%	57%	66%	59%	82%	61%	62%	54%	43%	55%
Target Met											
Long-Term Goals	69%	63%	68%	74%	69%	86%	71%	72%	66%	58%	66%
Target Met											
English Learner Language Proficiency Status											
Interim Goals (2023-2027)											34%
Target Met											
Interim Goals (2028-2032)											36%
Target Met											
Interim Goals (2033-2037)											48%
Target Met											
Long-Term Goals											40%
Target Met											
Federal Graduation Status											
Interim Goals (2023-2027)	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80%
Target Met											
Interim Goals (2028-2032)	92.7%	90.2%	91.4%	95.2%	90.9%	97.1%	91.5%	93.2%	90.5%	85.8%	86%
Target Met											
Interim Goals (2033-2037)	95.4%	94.1%	94.7%	96.6%	94.4%	97.5%	94.7%	95.6%	94.3%	91.9%	92%
Target Met											

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Long-Term Goals	98%	98%	98%	98%	98%	98%	98%	98%	98%	98%	98%
Target Met											

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

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

Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science for the 2022-23 school year. (CWD: children with disability; CWOD: children without disability; EL: English learner)

There is no data for this campus.

Part (viii): Civil Rights Data

Part (viii)(I) This section provides information from the 2020-21 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

There is no data for this campus.

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

There is no data for this campus.

Part (ix): Teacher Quality Data

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

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, 2024.

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 2022-23 school year.

There is no data for this campus.

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

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

State Level: 2022 Percentages at NAEP Achievement Levels										
			% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	42	37	58	63	30	33	7	9
		Black	51	56	49	44	19	17	3	3
		Hispanic	52	50	48	50	20	21	3	4
		White	26	27	74	73	44	42	10	11
		American Indian	*	57	*	43	*	18	*	3
		Asian	8	17	92	83	71	58	31	24
		Pacific Islander	*	50	*	50	*	23	*	6

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

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	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 2020-21 school year enrolled in a Texas public postsecondary education institution in the 2021-22 academic year in (I) programs of public postsecondary education in Texas; (II) programs of private postsecondaryeducation in Texas; and (III) programs of postsecondary education outside Texas. (CWD: children with disability; EL: English learner)

There is no data for this campus.

Part (xiv): Additional Information - Chronic Absenteeism

This section provides information on the Chronic Absenteeism per EDFacts definition: percent of unduplicated number of K - 12 students enrolled in a school for at least 10 days and absent for 10% or more days during the 2021-22 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%	-	13%	*	-	-	-	*	6%	*	*

- Indicates there are no students in the group.

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

Part (i): Description of State Accountability System

(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;

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

(III) the indicators used to meaningfully differentiate all public schools in the State;

(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;
(bb) the methodology by which the State differentiates all such schools;
(cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students; and
(dd) the methodology by which the State identifies a school for comprehensive support and improvement;

(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;

(VI) the exit criteria established by the State, including the length of years established.

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 2022–23 school year. These results include all students tested, regardless of whether they were in the accountability subset.

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 without a graduation rate, for the 2022-23 school year. These results include all students tested, regardless of whether they were in the accountability subset.

Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates for the class of 2022.

Part (iv): English Language Proficiency

This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2023 Texas English Language Proficiency Assessment System (TELPAS) data.

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

This section provides information on the other indicator 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.

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. (Not applicable to district and state report cards)

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 2022-23 school year.

Part (viii): Civil Rights Data

Part (viii)(I): The section provides information from the 2020-21 Civil Rights Data Collection (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.

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

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.

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, 2024.

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 2022-23 school year.

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.

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 2020-21 school year enrolled in the 2021-22 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.

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 lease 10 days and absent for 10% or more days during the 2021-22 school year.

Parte (i): Descripción del Sistema de Contabilidad del Estado de Texas

(I) el número mínimo de estudiantes que el Estado determine que son necesarios para ser incluidos en cada uno de los subgrupos de estudiantes para su uso en el sistema de contabilidad;
(II) las metas y mediciones a largo plazo del progreso interino para todos los estudiantes y para cada uno de los subgrupos de estudiantes;
(III) los indicadores utilizados para diferenciar significativamente todas las escuelas públicas del Estado;
(IV) el sistema del Estado para diferenciar significativamente todas las escuelas públicas del Estado, incluyendo

(aa) el peso específico de los indicadores en dicha diferenciación;
(bb) la metodología por la cual el Estado diferencia a todas esas escuelas;
(cc) la metodología por la cual el Estado diferencia a una escuela como consistentemente de bajo rendimiento para cualquier subgrupo de estudiantes; Y
(dd) la metodología por la cual el Estado identifica una escuela para apoyo y mejora integral;

(V) el número y los nombres de todas las escuelas públicas del Estado identificadas por el Estado para apoyo y mejora integrales o la aplicación de planes específicos para apoyo y mejora;
(VI) los criterios de salida establecidos por el Estado, incluida la duración de años establecidos.

Parte (ii): Logro Estudiantil por Nivel de Competencia

Esta sección proporciona información sobre el logro académico de los estudiantes en el examen State of Texas Assessments of Academic Readiness (STAAR, por sus siglas en inglés) para matemáticas, ELA (Artes del lenguaje inglés)/lectura y ciencias por nivel de grado y nivel de competencia para el año escolar 2022–23. Estos resultados incluyen a todos los alumnos evaluados, independientemente de si estaban en el subconjunto de responsabilidades.

Parte (iii) (I): Crecimiento académico

Esta sección proporciona información sobre el crecimiento académico de los estudiantes en las matemáticas y ELA (Artes del lenguaje inglés)/lectura para escuelas primarias públicas y escuelas secundarias que no tienen una tasa de graduación para el año escolar 2022-23. Estos resultados incluyen a todos los alumnos evaluados, independientemente de si estaban en el subconjunto de responsabilidades.

Parte (iii) (II): Tasa de graduación

Esta sección proporciona información sobre las tasas de graduación de la escuela secundaria de la clase de 2022.

Parte (iv): Dominio del idioma inglés

Esta sección proporciona información sobre el número y el porcentaje de estudiantes como aprendices de inglés (EL, por sus siglas en inglés) que logran el dominio del idioma inglés debido a datos del 2023 Texas English Language Proficiency Assessment System (TELPAS, por sus siglas en inglés).

Parte (v): Calidad escolar o éxito estudiantil (SQSS, por sus siglas en inglés)

Esta sección proporciona información sobre el otro indicador de la calidad de la escuela o el éxito de los estudiantes, que es la preparación para la universidad, profesión y el servicio militar (CCMR, por sus siglas en inglés) para las escuelas secundarias y la tasa de rendimiento promedio de los tres niveles de desempeño STAAR de todos los estudiantes, independientemente de si estaban en el subconjunto de rendición de cuentas, para las escuelas primarias y secundarias sin una tasa de graduación.

Parte (vi): Estado de cumplimiento de metas

Esta sección proporciona información sobre el progreso de todos los estudiantes y cada grupo de estudiantes hacia el cumplimiento de las metas a largo plazo u objetivos provisionales sobre el rendimiento académico de STAAR, la tasa de graduación federal y el dominio del idioma de los estudiantes como aprendices de inglés. (No se aplica a los reportes de distrito o estatal)

Parte (vii): Participación STAAR

Esta sección proporciona el porcentaje de estudiantes evaluados y no evaluados para matemáticas, ELA (Artes del lenguaje inglés)/lectura y ciencias para el año escolar 2022-23.

Parte (viii): Datos de derechos civiles

Parte (viii)(I) La sección proporciona información de las encuestas del Colección de Datos de Derechos Civiles (CRDC, por sus siglas en inglés) 2020-21, presentadas por los distritos escolares a la Oficina de Derechos Civiles, sobre medidas de calidad escolar, clima y seguridad, incluidos los recuentos de suspensiones escolares, expulsiones, detenciones relacionadas con la escuela, denuncias a las autoridades, ausentismo crónico (incluyendo ausencias justificadas e injustificadas), incidencias de violencia, incluyendo abuso y acoso.

Parte (viii)(II) Esta sección proporciona información de las encuestas del CRDC 2020-21, enviadas por los distritos escolares a la Oficina de Derechos Civiles sobre el número de estudiantes inscritos en programas preescolares y cursos acelerados para obtener crédito postsecundario mientras todavía están en la escuela secundaria.

Parte (ix): Datos de calidad de los maestros

Esta sección proporciona información sobre las cualificaciones profesionales de los maestros, incluida la información desglosada por las escuelas de alta y baja pobreza sobre el número y porcentaje de (I) maestros, directores y otros líderes escolares inexpertos; (II) maestros que enseñen con credenciales de emergencia o provisionales; y (III) maestros que no estén enseñando en la materia o campo para el cual el maestro está certificado o licenciado.

Parte (x): Gasto por alumno

Esta sección proporciona información sobre los gastos por alumno de los fondos federales, estatales y locales, incluidos los gastos de personal y no de personal, desglosados por fuente de fondos, para cada distrito y plantel por el año fiscal anterior.

Se actualizará antes del 30 de junio de 2024.

Parte (xi): Participación en STAAR Alternate 2

Esta sección proporciona información sobre el número y porcentaje de estudiantes con las discapacidades cognitivas más significativas que toman STAAR Alternate 2, por grado y materia para el año escolar 2022-23.

Parte (xii): Evaluación Nacional Estatal del Progreso Educativo (NAEP, por sus siglas en ingles)

Esta sección proporciona resultados sobre las evaluaciones académicas estatales en lectura y matemáticas en los grados 4 y 8 de la Evaluación Nacional del Progreso Educativo, en comparación con el promedio nacional de dichos resultados del 2022.

Parte (xiii): Tasa de grupos de graduados inscritos en educación postsecundaria

Esta sección proporciona información sobre la tasa de grupo a la que los estudiantes que se graduaron de la escuela secundaria en el año 2020-21 que se inscribieron en el año académico 2021-22 en (I) una institución publica de educación postsecundaria en Texas; (II) una institución privada de educación postsecundaria en Texas; y (III) una institución de educación postsecundaria fuera de Texas.

Parte (xiv): Información Adicional – Ausentismo Crónico

Esta sección proporciona información sobre el ausentismo crónico según la definición de EDFacts: porcentaje de la cantidad no duplicada de estudiantes K-12 inscritos en una escuela por al menos 10 días y ausentes por 10% o más días durante el año escolar 2021-22.