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%	89%	**82%**	80%	*	-	-	-	*	*	80%	*	*	90%	*	*	90%	-	*	-	-
	CWD	45%	60%	*	*	-	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	CWOD	81%	93%	**90%**	*	*	-	-	-	*	*	89%	*	-	90%	*	-	90%	-	*	-	-
	EL	62%	82%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	Male	72%	87%	*	*	-	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	Female	80%	91%	**90%**	*	*	-	-	-	*	*	89%	*	-	90%	*	-	90%	-	*	-	-

		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%	90%	**64%**	80%	*	-	-	-	*	*	60%	*	*	70%	*	*	70%	-	*	-	-
	CWD	51%	66%	*	*	-	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	CWOD	78%	93%	**70%**	*	*	-	-	-	*	*	67%	*	-	70%	*	-	70%	-	*	-	-
	EL	65%	87%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	Male	75%	92%	*	*	-	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	Female	73%	88%	**70%**	*	*	-	-	-	*	*	67%	*	-	70%	*	-	70%	-	*	-	-
STAAR Percent at Meets Grade Level or Above																						
Grade 6																						
Reading	All Students	51%	70%	**45%**	60%	*	-	-	-	*	*	40%	*	*	50%	*	*	50%	-	*	-	-
	CWD	24%	35%	*	*	-	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	CWOD	56%	76%	**50%**	*	*	-	-	-	*	*	44%	*	-	50%	*	-	50%	-	*	-	-
	EL	34%	59%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	Male	47%	67%	*	*	-	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	Female	56%	74%	**50%**	*	*	-	-	-	*	*	44%	*	-	50%	*	-	50%	-	*	-	-
Mathematics	All Students	38%	63%	**0%**	0%	*	-	-	-	*	*	0%	*	*	0%	*	*	0%	-	*	-	-
	CWD	22%	34%	*	*	-	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	CWOD	41%	67%	**0%**	*	*	-	-	-	*	*	0%	*	-	0%	*	-	0%	-	*	-	-
	EL	26%	54%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	Male	41%	66%	*	*	-	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	Female	36%	60%	**0%**	*	*	-	-	-	*	*	0%	*	-	0%	*	-	0%	-	*	-	-
STAAR Percent at Masters Grade Level																						
Grade 6																						
Reading	All Students	22%	36%	**9%**	20%	*	-	-	-	*	*	10%	*	*	10%	*	*	10%	-	*	-	-
	CWD	7%	8%	*	*	-	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	CWOD	24%	41%	**10%**	*	*	-	-	-	*	*	11%	*	-	10%	*	-	10%	-	*	-	-
	EL	10%	18%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	Male	19%	32%	*	*	-	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	Female	24%	41%	**10%**	*	*	-	-	-	*	*	11%	*	-	10%	*	-	10%	-	*	-	-
Mathematics	All Students	15%	32%	**0%**	0%	*	-	-	-	*	*	0%	*	*	0%	*	*	0%	-	*	-	-
	CWD	8%	11%	*	*	-	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	CWOD	16%	36%	**0%**	*	*	-	-	-	*	*	0%	*	-	0%	*	-	0%	-	*	-	-
	EL	8%	22%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	Male	17%	35%	*	*	-	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	Female	13%	29%	**0%**	*	*	-	-	-	*	*	0%	*	-	0%	*	-	0%	-	*	-	-
STAAR Percent at Approaches 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	75%	85%	**73%**	80%	63%	-	-	-	*	*	70%	*	*	80%	*	*	80%	-	*	-	-
	CWD	48%	60%	*	*	-	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	CWOD	79%	89%	**80%**	100%	63%	-	-	-	*	*	78%	*	-	80%	*	-	80%	-	*	-	-
	EL	62%	75%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	Male	73%	84%	*	*	-	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	Female	77%	86%	**80%**	100%	63%	-	-	-	*	*	78%	*	-	80%	*	-	80%	-	*	-	-
Reading	All Students	76%	85%	**82%**	80%	*	-	-	-	*	*	80%	*	*	90%	*	*	90%	-	*	-	-
	CWD	46%	57%	*	*	-	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	CWOD	80%	89%	**90%**	*	*	-	-	-	*	*	89%	*	-	90%	*	-	90%	-	*	-	-
	EL	60%	72%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	Male	72%	82%	*	*	-	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	Female	80%	87%	**90%**	*	*	-	-	-	*	*	89%	*	-	90%	*	-	90%	-	*	-	-
Mathematics	All Students	74%	85%	**64%**	80%	*	-	-	-	*	*	60%	*	*	70%	*	*	70%	-	*	-	-
	CWD	49%	63%	*	*	-	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	CWOD	78%	89%	**70%**	*	*	-	-	-	*	*	67%	*	-	70%	*	-	70%	-	*	-	-
	EL	65%	80%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	Male	73%	85%	*	*	-	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	Female	74%	85%	**70%**	*	*	-	-	-	*	*	67%	*	-	70%	*	-	70%	-	*	-	-
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	48%	63%	**23%**	30%	13%	-	-	-	*	*	20%	*	*	25%	*	*	25%	-	*	-	-
	CWD	24%	34%	*	*	-	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	CWOD	52%	67%	**25%**	38%	13%	-	-	-	*	*	22%	*	-	25%	*	-	25%	-	*	-	-
	EL	31%	45%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	Male	46%	61%	*	*	-	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	Female	49%	64%	**25%**	38%	13%	-	-	-	*	*	22%	*	-	25%	*	-	25%	-	*	-	-
Reading	All Students	52%	65%	**45%**	60%	*	-	-	-	*	*	40%	*	*	50%	*	*	50%	-	*	-	-
	CWD	24%	32%	*	*	-	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	CWOD	56%	70%	**50%**	*	*	-	-	-	*	*	44%	*	-	50%	*	-	50%	-	*	-	-
	EL	33%	43%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	Male	47%	61%	*	*	-	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	Female	57%	69%	**50%**	*	*	-	-	-	*	*	44%	*	-	50%	*	-	50%	-	*	-	-
Mathematics	All Students	44%	61%	**0%**	0%	*	-	-	-	*	*	0%	*	*	0%	*	*	0%	-	*	-	-
	CWD	24%	35%	*	*	-	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	CWOD	47%	65%	**0%**	*	*	-	-	-	*	*	0%	*	-	0%	*	-	0%	-	*	-	-
	EL	32%	50%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	Male	45%	62%	*	*	-	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	Female	42%	61%	**0%**	*	*	-	-	-	*	*	0%	*	-	0%	*	-	0%	-	*	-	-
STAAR Percent at Masters Grade Level																						
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	19%	30%	**5%**	10%	0%	-	-	-	*	*	5%	*	*	5%	*	*	5%	-	*	-	-
	CWD	7%	10%	*	*	-	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	CWOD	21%	33%	**5%**	13%	0%	-	-	-	*	*	6%	*	-	5%	*	-	5%	-	*	-	-
	EL	9%	15%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	Male	18%	28%	*	*	-	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	Female	19%	31%	**5%**	13%	0%	-	-	-	*	*	6%	*	-	5%	*	-	5%	-	*	-	-
Reading	All Students	20%	30%	**9%**	20%	*	-	-	-	*	*	10%	*	*	10%	*	*	10%	-	*	-	-
	CWD	7%	9%	*	*	-	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	CWOD	22%	33%	**10%**	*	*	-	-	-	*	*	11%	*	-	10%	*	-	10%	-	*	-	-
	EL	9%	14%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	Male	17%	26%	*	*	-	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	Female	23%	34%	**10%**	*	*	-	-	-	*	*	11%	*	-	10%	*	-	10%	-	*	-	-
Mathematics	All Students	18%	30%	**0%**	0%	*	-	-	-	*	*	0%	*	*	0%	*	*	0%	-	*	-	-
	CWD	8%	12%	*	*	-	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	CWOD	20%	32%	**0%**	*	*	-	-	-	*	*	0%	*	-	0%	*	-	0%	-	*	-	-
	EL	11%	19%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	Male	20%	31%	*	*	-	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	Female	16%	28%	**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	58	*	*	-	-	-	*	*	64	*	*
CWD	*	*	-	-	-	-	-	-	*	*	-
CWOD	58	*	*	-	-	-	*	*	66	-	*
EL ✧	*	-	*	-	-	-	-	-	*	-	*
Male	*	*	-	-	-	-	-	-	*	*	-
Female	58	*	*	-	-	-	*	*	66	-	*

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Mathematics											
All Students	63	*	*	-	-	-	*	*	64	*	*
CWD	*	*	-	-	-	-	-	-	*	*	-
CWOD	64	*	*	-	-	-	*	*	66	-	*
EL ✧	*	-	*	-	-	-	-	-	*	-	*
Male	*	*	-	-	-	-	-	-	*	*	-
Female	64	*	*	-	-	-	*	*	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)

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)

	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	34	40	25	-	-	-	*	*	32	*	*
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)

There is no data for this campus.

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

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

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

Part (viii): Civil Rights Data

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

	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%	37	2%	-	-
Mathematics	7,386	2%	37	2%	-	-
Grade 4						
Reading	7,296	2%	34	2%	-	-
Mathematics	7,293	2%	34	2%	-	-
Grade 5						
Reading	6,823	2%	31	2%	-	-
Mathematics	6,825	2%	31	2%	-	-
Science	6,820	2%	31	2%	-	-
Grade 6						
Reading	6,480	2%	24	1%	-	-
Mathematics	6,481	2%	25	2%	-	-
Grade 7						
Reading	6,309	2%	28	2%	-	-
Mathematics	6,300	2%	28	2%	-	-
Grade 8						
Reading	6,168	1%	19	1%	-	-
Mathematics	6,162	2%	19	2%	-	-
Science	6,163	1%	19	1%	-	-
End of Course						
English I	6,032	1%	23	1%	-	-
English II	5,771	1%	21	1%	-	-
Algebra I	6,015	1%	23	1%	-	-
Biology	6,041	1%	21	1%	-	-
All Grades						
All Subjects	117,761	1%	485	2%	-	-
Reading	52,275	1%	217	1%	-	-
Mathematics	46,462	2%	197	2%	-	-
Science	19,024	1%	71	1%	-	-

- Indicates there are no students in the group.

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

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

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

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

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

* Indicates reporting standards not met.

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

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

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

This section provides information on the cohort rate at which students who graduated from high school in the 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	5%	0%	13%	*	-	-	*	-	6%	-	20%

- 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%	82%	**66%**	57%	65%	*	*	100%	*	67%	60%	90%	21%	78%	71%	65%	67%	-	*	-	-
	CWD	51%	56%	**21%**	11%	0%	-	*	*	-	*	19%	*	21%	-	40%	20%	22%	-	-	-	-
	CWOD	80%	87%	**78%**	68%	87%	*	-	100%	*	*	71%	100%	-	78%	83%	80%	77%	-	*	-	-
	EL	65%	74%	**71%**	60%	*	*	-	100%	-	-	79%	*	40%	83%	71%	71%	70%	-	-	-	-
	Male	73%	79%	**65%**	52%	71%	*	*	*	*	*	59%	88%	20%	80%	71%	65%	-	-	*	-	-
	Female	78%	84%	**67%**	62%	62%	*	-	100%	-	*	60%	92%	22%	77%	70%	-	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
Mathematics	All Students	72%	78%	**58%**	49%	55%	*	*	91%	*	67%	50%	85%	32%	64%	65%	59%	57%	-	*	-	-
	CWD	51%	55%	**32%**	33%	20%	-	*	*	-	*	25%	*	32%	-	40%	30%	33%	-	-	-	-
	CWOD	76%	83%	**64%**	53%	67%	*	-	100%	*	*	57%	88%	-	64%	75%	69%	61%	-	*	-	-
	EL	67%	74%	**65%**	60%	*	*	-	83%	-	-	64%	*	40%	75%	65%	71%	60%	-	-	-	-
	Male	74%	79%	**59%**	57%	43%	*	*	*	*	*	53%	86%	30%	69%	71%	59%	-	-	*	-	-
	Female	70%	77%	**57%**	42%	62%	*	-	88%	-	*	48%	85%	33%	61%	60%	-	57%	-	*	-	-
Grade 4																						
Reading	All Students	76%	83%	**77%**	67%	78%	100%	-	71%	*	*	73%	87%	38%	80%	70%	74%	81%	-	*	-	-
	CWD	51%	59%	**38%**	*	*	-	-	*	-	-	33%	*	38%	-	*	40%	*	-	-	-	-
	CWOD	81%	87%	**80%**	72%	85%	100%	-	69%	*	*	77%	90%	-	80%	75%	78%	85%	-	*	-	-
	EL	66%	75%	**70%**	40%	60%	100%	-	75%	-	-	65%	83%	*	75%	70%	54%	90%	-	-	-	-
	Male	74%	81%	**74%**	68%	80%	100%	-	58%	-	*	68%	88%	40%	78%	54%	74%	-	-	*	-	-
	Female	79%	86%	**81%**	64%	75%	100%	-	100%	*	*	79%	86%	*	85%	90%	-	81%	-	-	-	-
Mathematics	All Students	69%	80%	**69%**	55%	74%	92%	-	76%	*	*	61%	91%	38%	72%	65%	74%	61%	-	*	-	-
	CWD	44%	55%	**38%**	*	*	-	-	*	-	-	33%	*	38%	-	*	20%	*	-	-	-	-
	CWOD	74%	84%	**72%**	59%	80%	92%	-	75%	*	*	64%	95%	-	72%	75%	80%	61%	-	*	-	-
	EL	63%	75%	**65%**	40%	60%	80%	-	75%	-	-	53%	100%	*	75%	65%	62%	70%	-	-	-	-
	Male	71%	80%	**74%**	63%	80%	100%	-	75%	-	*	66%	94%	20%	80%	62%	74%	-	-	*	-	-
	Female	67%	79%	**61%**	43%	63%	83%	-	80%	*	*	55%	86%	*	61%	70%	-	61%	-	-	-	-
Grade 5																						
Reading	All Students	80%	86%	**77%**	77%	75%	82%	*	93%	*	*	71%	96%	13%	84%	81%	74%	80%	-	*	-	*
	CWD	49%	52%	**13%**	*	*	*	*	-	-	-	13%	-	13%	-	*	*	17%	-	-	-	*
	CWOD	86%	92%	**84%**	81%	88%	90%	*	93%	*	*	78%	96%	-	84%	89%	78%	90%	-	*	-	*
	EL	72%	83%	**81%**	*	67%	*	-	89%	-	-	76%	*	*	89%	81%	80%	82%	-	-	-	-
	Male	77%	84%	**74%**	67%	88%	83%	*	89%	*	*	66%	93%	*	78%	80%	74%	-	-	*	-	*
	Female	83%	88%	**80%**	86%	67%	80%	*	100%	-	*	75%	100%	17%	90%	82%	-	80%	-	-	-	*
Mathematics	All Students	79%	85%	**80%**	76%	67%	91%	*	100%	*	*	72%	100%	38%	84%	91%	84%	76%	-	*	-	*
	CWD	59%	62%	**38%**	*	*	*	*	-	-	-	38%	-	38%	-	*	*	33%	-	-	-	*
	CWOD	83%	89%	**84%**	78%	71%	100%	*	100%	*	*	77%	100%	-	84%	95%	85%	82%	-	*	-	*
	EL	75%	86%	**91%**	*	86%	*	-	100%	-	-	89%	100%	*	95%	91%	100%	82%	-	-	-	-
	Male	79%	86%	**84%**	72%	78%	100%	*	100%	*	*	76%	100%	*	85%	100%	84%	-	-	*	-	*
	Female	79%	85%	**76%**	80%	58%	80%	*	100%	-	*	69%	100%	33%	82%	82%	-	76%	-	-	-	*
Science	All Students	64%	74%	**57%**	44%	67%	64%	*	75%	*	*	48%	81%	38%	59%	61%	59%	54%	-	*	-	*
	CWD	41%	47%	**38%**	*	*	*	*	-	-	-	38%	-	38%	-	*	*	17%	-	-	-	*
	CWOD	68%	79%	**59%**	43%	71%	70%	*	75%	*	*	49%	81%	-	59%	62%	57%	60%	-	*	-	*
	EL	52%	65%	**61%**	*	71%	*	-	70%	-	-	56%	80%	*	62%	61%	58%	64%	-	-	-	-
	Male	67%	78%	**59%**	50%	67%	83%	*	60%	*	*	48%	81%	*	57%	58%	59%	-	-	*	-	*
	Female	60%	70%	**54%**	38%	67%	40%	*	100%	-	*	47%	80%	17%	60%	64%	-	54%	-	-	-	*
Grade 6																						

		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	75%	89%	**87%**	93%	80%	67%	-	94%	*	86%	84%	93%	25%	93%	87%	86%	87%	-	-	-	*
	CWD	45%	60%	**25%**	*	*	*	-	*	-	*	20%	*	25%	-	*	*	*	-	-	-	-
	CWOD	81%	93%	**93%**	97%	86%	89%	-	94%	*	100%	90%	100%	-	93%	93%	95%	91%	-	-	-	*
	EL	62%	82%	**87%**	*	100%	*	-	*	-	-	82%	*	*	93%	87%	91%	*	-	-	-	-
	Male	72%	87%	**86%**	87%	100%	63%	-	100%	*	*	83%	93%	*	95%	91%	86%	-	-	-	-	-
	Female	80%	91%	**87%**	100%	57%	*	-	88%	-	80%	85%	85%	*	91%	*	-	87%	-	-	-	*
Mathematics	All Students	74%	90%	**91%**	97%	79%	92%	-	94%	*	86%	93%	88%	50%	96%	100%	98%	84%	-	-	-	*
	CWD	51%	66%	**50%**	*	*	*	-	*	-	*	60%	*	50%	-	*	*	*	-	-	-	-
	CWOD	78%	93%	**96%**	97%	85%	100%	-	100%	*	100%	96%	96%	-	96%	100%	100%	91%	-	-	-	*
	EL	65%	87%	**100%**	*	100%	*	-	*	-	-	100%	*	*	100%	100%	100%	*	-	-	-	-
	Male	75%	92%	**98%**	100%	100%	88%	-	100%	*	*	97%	100%	*	100%	100%	98%	-	-	-	-	-
	Female	73%	88%	**84%**	93%	50%	*	-	88%	-	80%	88%	75%	*	91%	*	-	84%	-	-	-	*
STAAR Percent at Meets Grade Level or Above																						
Grade 3																						
Reading	All Students	49%	57%	**38%**	29%	50%	*	*	67%	*	33%	32%	60%	5%	47%	41%	40%	37%	-	*	-	-
	CWD	28%	32%	**5%**	11%	0%	-	*	*	-	*	0%	*	5%	-	0%	10%	0%	-	-	-	-
	CWOD	53%	62%	**47%**	33%	67%	*	-	80%	*	*	41%	65%	-	47%	58%	50%	44%	-	*	-	-
	EL	37%	44%	**41%**	20%	*	*	-	67%	-	-	43%	*	0%	58%	41%	43%	40%	-	-	-	-
	Male	46%	54%	**40%**	30%	57%	*	*	*	*	*	34%	63%	10%	50%	43%	40%	-	-	*	-	-
	Female	53%	61%	**37%**	27%	46%	*	-	63%	-	*	30%	58%	0%	44%	40%	-	37%	-	*	-	-
Mathematics	All Students	44%	53%	**28%**	12%	35%	*	*	91%	*	17%	24%	45%	5%	34%	47%	26%	30%	-	*	-	-
	CWD	28%	37%	**5%**	0%	0%	-	*	*	-	*	6%	*	5%	-	20%	0%	11%	-	-	-	-
	CWOD	47%	56%	**34%**	15%	47%	*	-	100%	*	*	29%	53%	-	34%	58%	34%	34%	-	*	-	-
	EL	35%	44%	**47%**	0%	*	*	-	83%	-	-	50%	*	20%	58%	47%	57%	40%	-	-	-	-
	Male	47%	57%	**26%**	13%	29%	*	*	*	*	*	19%	57%	0%	34%	57%	26%	-	-	*	-	-
	Female	40%	49%	**30%**	12%	38%	*	-	88%	-	*	28%	38%	11%	34%	40%	-	30%	-	*	-	-
Grade 4																						
Reading	All Students	47%	56%	**41%**	24%	35%	85%	-	53%	*	*	34%	61%	0%	45%	43%	43%	39%	-	*	-	-
	CWD	25%	35%	**0%**	*	*	-	-	*	-	-	0%	*	0%	-	*	0%	*	-	-	-	-
	CWOD	51%	60%	**45%**	28%	40%	85%	-	56%	*	*	38%	67%	-	45%	50%	47%	42%	-	*	-	-
	EL	35%	42%	**43%**	20%	0%	80%	-	63%	-	-	41%	50%	*	50%	43%	23%	70%	-	-	-	-
	Male	44%	54%	**43%**	32%	40%	71%	-	50%	-	*	34%	63%	0%	47%	23%	43%	-	-	*	-	-
	Female	50%	59%	**39%**	14%	25%	100%	-	60%	*	*	34%	57%	*	42%	70%	-	39%	-	-	-	-
Mathematics	All Students	47%	59%	**41%**	27%	30%	69%	-	65%	*	*	36%	57%	0%	45%	39%	48%	31%	-	*	-	-
	CWD	27%	39%	**0%**	*	*	-	-	*	-	-	0%	*	0%	-	*	0%	*	-	-	-	-
	CWOD	51%	63%	**45%**	31%	35%	69%	-	69%	*	*	39%	62%	-	45%	45%	53%	33%	-	*	-	-
	EL	39%	53%	**39%**	20%	0%	40%	-	75%	-	-	29%	67%	*	45%	39%	31%	50%	-	-	-	-
	Male	50%	61%	**48%**	37%	40%	71%	-	67%	-	*	45%	56%	0%	53%	31%	48%	-	-	*	-	-
	Female	43%	58%	**31%**	14%	13%	67%	-	60%	*	*	24%	57%	*	33%	50%	-	31%	-	-	-	-
Grade 5																						

		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	56%	65%	**48%**	41%	50%	64%	*	67%	*	*	37%	80%	13%	52%	38%	45%	52%	-	*	-	*
	CWD	27%	29%	**13%**	*	*	*	*	-	-	-	13%	-	13%	-	*	*	17%	-	-	-	*
	CWOD	61%	72%	**52%**	43%	56%	70%	*	67%	*	*	40%	80%	-	52%	42%	47%	58%	-	*	-	*
	EL	43%	52%	**38%**	*	33%	*	-	44%	-	-	35%	*	*	42%	38%	30%	45%	-	-	-	-
	Male	51%	62%	**45%**	33%	50%	67%	*	56%	*	*	34%	67%	*	47%	30%	45%	-	-	*	-	*
	Female	60%	69%	**52%**	48%	50%	60%	*	83%	-	*	39%	100%	17%	58%	45%	-	52%	-	-	-	*
Mathematics	All Students	50%	60%	**45%**	37%	38%	45%	*	88%	*	*	34%	73%	13%	48%	52%	47%	42%	-	*	-	*
	CWD	28%	29%	**13%**	*	*	*	*	-	-	-	13%	-	13%	-	*	*	17%	-	-	-	*
	CWOD	54%	65%	**48%**	39%	41%	50%	*	88%	*	*	37%	73%	-	48%	57%	49%	46%	-	*	-	*
	EL	43%	55%	**52%**	*	29%	*	-	80%	-	-	44%	80%	*	57%	52%	58%	45%	-	-	-	-
	Male	52%	62%	**47%**	39%	33%	50%	*	90%	*	*	36%	69%	*	49%	58%	47%	-	-	*	-	*
	Female	48%	58%	**42%**	35%	42%	40%	*	83%	-	*	31%	80%	17%	46%	45%	-	42%	-	-	-	*
Science	All Students	35%	44%	**25%**	13%	19%	36%	*	63%	*	*	16%	50%	0%	28%	26%	27%	24%	-	*	-	*
	CWD	23%	27%	**0%**	*	*	*	*	-	-	-	0%	-	0%	-	*	*	0%	-	-	-	*
	CWOD	37%	47%	**28%**	14%	24%	40%	*	63%	*	*	18%	50%	-	28%	29%	28%	28%	-	*	-	*
	EL	22%	29%	**26%**	*	14%	*	-	50%	-	-	17%	60%	*	29%	26%	25%	27%	-	-	-	-
	Male	39%	49%	**27%**	11%	22%	50%	*	50%	*	*	18%	44%	*	28%	25%	27%	-	-	*	-	*
	Female	30%	38%	**24%**	14%	17%	20%	*	83%	-	*	14%	60%	0%	28%	27%	-	24%	-	-	-	*
Grade 6																						
Reading	All Students	51%	70%	**68%**	67%	47%	58%	-	94%	*	71%	60%	85%	25%	73%	53%	66%	71%	-	-	-	*
	CWD	24%	35%	**25%**	*	*	*	-	*	-	*	20%	*	25%	-	*	*	*	-	-	-	-
	CWOD	56%	76%	**73%**	69%	50%	78%	-	94%	*	80%	64%	92%	-	73%	57%	73%	74%	-	-	-	*
	EL	34%	59%	**53%**	*	40%	*	-	*	-	-	45%	*	*	57%	53%	55%	*	-	-	-	-
	Male	47%	67%	**66%**	53%	63%	50%	-	100%	*	*	55%	87%	*	73%	55%	66%	-	-	-	-	-
	Female	56%	74%	**71%**	80%	29%	*	-	88%	-	60%	65%	77%	*	74%	*	-	71%	-	-	-	*
Mathematics	All Students	38%	63%	**49%**	33%	50%	50%	-	82%	*	43%	38%	73%	0%	55%	73%	56%	42%	-	-	-	*
	CWD	22%	34%	**0%**	*	*	*	-	*	-	*	0%	*	0%	-	*	*	*	-	-	-	-
	CWOD	41%	67%	**55%**	34%	54%	67%	-	88%	*	60%	42%	83%	-	55%	79%	62%	47%	-	-	-	*
	EL	26%	54%	**73%**	*	60%	*	-	*	-	-	73%	*	*	79%	73%	73%	*	-	-	-	-
	Male	41%	66%	**56%**	33%	63%	50%	-	89%	*	*	45%	79%	*	62%	73%	56%	-	-	-	-	-
	Female	36%	60%	**42%**	33%	33%	*	-	75%	-	20%	31%	67%	*	47%	*	-	42%	-	-	-	*
STAAR Percent at Masters Grade Level																						
Grade 3																						
Reading	All Students	19%	26%	**8%**	6%	10%	*	*	17%	*	0%	7%	10%	0%	10%	6%	5%	10%	-	*	-	-
	CWD	7%	9%	**0%**	0%	0%	-	*	*	-	*	0%	*	0%	-	0%	0%	0%	-	-	-	-
	CWOD	22%	29%	**10%**	8%	13%	*	-	20%	*	*	9%	12%	-	10%	8%	7%	12%	-	*	-	-
	EL	13%	22%	**6%**	0%	*	*	-	17%	-	-	7%	*	0%	8%	6%	0%	10%	-	-	-	-
	Male	17%	22%	**5%**	9%	0%	*	*	*	*	*	3%	13%	0%	7%	0%	5%	-	-	*	-	-
	Female	22%	30%	**10%**	4%	15%	*	-	25%	-	*	10%	8%	0%	12%	10%	-	10%	-	*	-	-

		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%	25%	**11%**	2%	15%	*	*	55%	*	0%	6%	30%	0%	14%	18%	10%	11%	-	*	-	-
	CWD	9%	13%	**0%**	0%	0%	-	*	*	-	*	0%	*	0%	-	0%	0%	0%	-	-	-	-
	CWOD	20%	27%	**14%**	3%	20%	*	-	67%	*	*	7%	35%	-	14%	25%	14%	14%	-	*	-	-
	EL	12%	20%	**18%**	0%	*	*	-	50%	-	-	14%	*	0%	25%	18%	14%	20%	-	-	-	-
	Male	21%	28%	**10%**	4%	14%	*	*	*	*	*	3%	43%	0%	14%	14%	10%	-	-	*	-	-
	Female	15%	21%	**11%**	0%	15%	*	-	50%	-	*	8%	23%	0%	14%	20%	-	11%	-	*	-	-
Grade 4																						
Reading	All Students	21%	28%	**14%**	12%	13%	15%	-	24%	*	*	16%	9%	0%	16%	13%	13%	17%	-	*	-	-
	CWD	7%	13%	**0%**	*	*	-	-	*	-	-	0%	*	0%	-	*	0%	*	-	-	-	-
	CWOD	24%	30%	**16%**	14%	15%	15%	-	25%	*	*	18%	10%	-	16%	15%	14%	18%	-	*	-	-
	EL	12%	13%	**13%**	20%	0%	0%	-	25%	-	-	18%	0%	*	15%	13%	8%	20%	-	-	-	-
	Male	19%	23%	**13%**	11%	13%	14%	-	17%	-	*	16%	6%	0%	14%	8%	13%	-	-	*	-	-
	Female	23%	33%	**17%**	14%	13%	17%	-	40%	*	*	17%	14%	*	18%	20%	-	17%	-	-	-	-
Mathematics	All Students	21%	30%	**14%**	6%	4%	23%	-	41%	*	*	12%	22%	0%	16%	17%	17%	11%	-	*	-	-
	CWD	8%	16%	**0%**	*	*	-	-	*	-	-	0%	*	0%	-	*	0%	*	-	-	-	-
	CWOD	24%	33%	**16%**	7%	5%	23%	-	44%	*	*	13%	24%	-	16%	20%	18%	12%	-	*	-	-
	EL	15%	24%	**17%**	0%	0%	0%	-	50%	-	-	18%	17%	*	20%	17%	23%	10%	-	-	-	-
	Male	24%	31%	**17%**	11%	7%	14%	-	42%	-	*	16%	19%	0%	18%	23%	17%	-	-	*	-	-
	Female	18%	29%	**11%**	0%	0%	33%	-	40%	*	*	7%	29%	*	12%	10%	-	11%	-	-	-	-
Grade 5																						
Reading	All Students	28%	38%	**26%**	15%	40%	27%	*	40%	*	*	18%	48%	13%	27%	19%	19%	33%	-	*	-	*
	CWD	8%	11%	**13%**	*	*	*	*	-	-	-	13%	-	13%	-	*	*	17%	-	-	-	*
	CWOD	31%	43%	**27%**	16%	44%	30%	*	40%	*	*	18%	48%	-	27%	21%	20%	35%	-	*	-	*
	EL	17%	23%	**19%**	*	17%	*	-	33%	-	-	12%	*	*	21%	19%	10%	27%	-	-	-	-
	Male	24%	35%	**19%**	11%	38%	33%	*	11%	*	*	13%	33%	*	20%	10%	19%	-	-	*	-	*
	Female	32%	41%	**33%**	19%	42%	20%	*	83%	-	*	22%	70%	17%	35%	27%	-	33%	-	-	-	*
Mathematics	All Students	21%	28%	**18%**	11%	5%	27%	*	50%	*	*	10%	38%	0%	20%	22%	18%	18%	-	*	-	*
	CWD	8%	9%	**0%**	*	*	*	*	-	-	-	0%	-	0%	-	*	*	0%	-	-	-	*
	CWOD	23%	31%	**20%**	11%	6%	30%	*	50%	*	*	12%	38%	-	20%	24%	19%	21%	-	*	-	*
	EL	14%	18%	**22%**	*	0%	*	-	50%	-	-	17%	40%	*	24%	22%	33%	9%	-	-	-	-
	Male	23%	31%	**18%**	6%	11%	33%	*	40%	*	*	12%	31%	*	19%	33%	18%	-	-	*	-	*
	Female	19%	25%	**18%**	15%	0%	20%	*	67%	-	*	9%	50%	0%	21%	9%	-	18%	-	-	-	*
Science	All Students	15%	20%	**12%**	5%	10%	27%	*	19%	*	*	7%	23%	0%	13%	4%	12%	11%	-	*	-	*
	CWD	7%	8%	**0%**	*	*	*	*	-	-	-	0%	-	0%	-	*	*	0%	-	-	-	*
	CWOD	16%	22%	**13%**	5%	12%	30%	*	19%	*	*	8%	23%	-	13%	5%	13%	13%	-	*	-	*
	EL	7%	10%	**4%**	*	0%	*	-	10%	-	-	0%	20%	*	5%	4%	0%	9%	-	-	-	-
	Male	18%	23%	**12%**	6%	22%	33%	*	0%	*	*	12%	13%	*	13%	0%	12%	-	-	*	-	*
	Female	12%	16%	**11%**	5%	0%	20%	*	50%	-	*	3%	40%	0%	13%	9%	-	11%	-	-	-	*
Grade 6																						

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

		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%	30%	**17%**	6%	10%	23%	*	52%	0%	10%	11%	35%	0%	19%	19%	19%	15%	-	0%	-	0%
	CWD	8%	12%	**0%**	0%	0%	*	*	*	-	*	0%	0%	0%	-	0%	0%	0%	-	-	-	*
	CWOD	20%	32%	**19%**	7%	12%	26%	*	56%	0%	13%	12%	38%	-	19%	22%	21%	17%	-	0%	-	*
	EL	11%	19%	**19%**	0%	5%	0%	-	50%	-	-	15%	33%	0%	22%	19%	23%	14%	-	-	-	-
	Male	20%	31%	**19%**	7%	13%	26%	*	50%	*	13%	12%	36%	0%	21%	23%	19%	-	-	0%	-	*
	Female	16%	28%	**15%**	5%	8%	19%	*	56%	*	8%	9%	33%	0%	17%	14%	-	15%	-	*	-	*
Science	All Students	17%	29%	**12%**	5%	10%	27%	*	19%	*	*	7%	23%	0%	13%	4%	12%	11%	-	*	-	*
	CWD	7%	9%	**0%**	*	*	*	*	-	-	-	0%	-	0%	-	*	*	0%	-	-	-	*
	CWOD	19%	32%	**13%**	5%	12%	30%	*	19%	*	*	8%	23%	-	13%	5%	13%	13%	-	*	-	*
	EL	6%	11%	**4%**	*	0%	*	-	10%	-	-	0%	20%	*	5%	4%	0%	9%	-	-	-	-
	Male	19%	31%	**12%**	6%	22%	33%	*	0%	*	*	12%	13%	*	13%	0%	12%	-	-	*	-	*
	Female	16%	27%	**11%**	5%	0%	20%	*	50%	-	*	3%	40%	0%	13%	9%	-	11%	-	-	-	*

- Indicates there are no students in the group.

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

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 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	60	60	58	*	81	*	83	62	44	68
CWD	44	46	38	*	*	*	-	*	41	44	38
CWOD	67	61	63	61	*	82	*	89	64	-	71
EL ✧	68	80	64	45	-	76	-	-	68	38	68
Male	60	54	56	55	*	73	*	85	57	20	60
Female	71	67	63	63	*	94	*	81	66	63	78
Mathematics											
All Students	69	69	54	69	*	88	*	62	65	66	71
CWD	66	61	53	*	*	*	-	*	63	66	67
CWOD	69	69	55	68	*	87	*	64	65	-	71
EL ✧	71	61	62	45	-	99	-	-	64	67	71

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Male	70	66	64	70	*	84	*	50	67	66	76
Female	68	71	42	67	*	95	*	69	63	65	63

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

Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates for the class of 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
176	56	32%

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

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Student Success (Student Achievement Domain Score: STAAR Component Only)											
STAAR Component Score	44	35	42	56	38	68	20	38	38	13	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		Y		N	Y	N	Y
Interim Goals (2028-2032)	55%	45%	49%	66%	53%	78%	55%	63%	46%	38%	48%
Target Met	N	N	N	Y		Y		N	N	N	Y
Interim Goals (2033-2037)	64%	56%	59%	73%	62%	83%	64%	71%	57%	50%	59%
Target Met	N	N	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	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	N	N	Y
Interim Goals (2028-2032)	58%	44%	53%	67%	56%	85%	59%	63%	50%	41%	54%
Target Met	N	N	N	N		N		N	N	N	Y
Interim Goals (2033-2037)	67%	55%	62%	74%	65%	88%	67%	71%	60%	53%	63%
Target Met	N	N	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	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%	99%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	-
	CWD	**100%**	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	-	100%	100%	100%	-
	CWOD	**100%**	100%	99%	100%	*	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	**100%**	100%	100%	100%	-	100%	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	**100%**	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	-	-

		Campus	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%	99%	100%	100%	100%	-	100%	-
Reading	All Students	**100%**	100%	99%	100%	*	100%	100%	100%	100%	99%	100%	100%	100%	100%	99%	-
	CWD	**100%**	100%	100%	*	*	*	-	*	100%	100%	100%	-	100%	100%	100%	-
	CWOD	**100%**	100%	98%	100%	*	100%	100%	100%	100%	99%	-	100%	100%	100%	99%	-
	EL	**100%**	100%	100%	100%	-	100%	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	**100%**	100%	100%	100%	*	100%	*	100%	100%	100%	100%	100%	100%	100%	-	-
	Female	**99%**	100%	98%	100%	*	100%	*	100%	100%	98%	100%	99%	100%	-	99%	-
Mathematics	All Students	**100%**	100%	100%	100%	*	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	-
	CWD	**100%**	100%	100%	*	*	*	-	*	100%	100%	100%	-	100%	100%	100%	-
	CWOD	**100%**	100%	100%	100%	*	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	**100%**	100%	100%	100%	-	100%	-	-	100%	100%	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%	-
Science	All Students	**100%**	100%	100%	100%	*	100%	*	*	100%	100%	100%	100%	100%	100%	100%	-
	CWD	**100%**	*	*	*	*	-	-	-	100%	-	100%	-	*	*	100%	-
	CWOD	**100%**	100%	100%	100%	*	100%	*	*	100%	100%	-	100%	100%	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%	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%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	**0%**	0%	0%	0%	0%	0%	-	0%	0%	0%	0%	-	0%	0%	0%	-
	CWOD	**0%**	0%	1%	0%	*	0%	0%	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	**0%**	0%	0%	0%	-	0%	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	**0%**	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	-	-
	Female	**0%**	0%	1%	0%	*	0%	*	0%	0%	1%	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%	*	0%	0%	0%	0%	1%	0%	0%	0%	0%	1%	-
	CWD	**0%**	0%	0%	*	*	*	-	*	0%	0%	0%	-	0%	0%	0%	-
	CWOD	**0%**	0%	2%	0%	*	0%	0%	0%	0%	1%	-	0%	0%	0%	1%	-
	EL	**0%**	0%	0%	0%	-	0%	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	**0%**	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%	-	-
	Female	**1%**	0%	2%	0%	*	0%	*	0%	0%	2%	0%	1%	0%	-	1%	-
Mathematics	All Students	**0%**	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	**0%**	0%	0%	*	*	*	-	*	0%	0%	0%	-	0%	0%	0%	-
	CWOD	**0%**	0%	0%	0%	*	0%	0%	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	**0%**	0%	0%	0%	-	0%	-	-	0%	0%	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%	-
Science	All Students	**0%**	0%	0%	0%	*	0%	*	*	0%	0%	0%	0%	0%	0%	0%	-
	CWD	**0%**	*	*	*	*	-	-	-	0%	-	0%	-	*	*	0%	-
	CWOD	**0%**	0%	0%	0%	*	0%	*	*	0%	0%	-	0%	0%	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%	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	15	6	3	3	0	2	0	1	3		
	Female	3	2	0	0	0	0	0	1	0		
	Total	18	8	3	3	0	2	0	2	3		
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	3	0	1	1	0	1	0	0	1		2
	Female	4	2	1	0	0	0	0	1	0		0
	Total	7	2	2	1	0	1	0	1	1		2
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	1	0	1	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	1	0	1	0	0	0	0	0	0		0
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	31	18	5	2	-8	2	2	2	5	7	1
	Female	30	15	13	1	-8	-8	-8	1	4	8	3
	Total	61	33	18	3	-8	2	2	3	9	15	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	6
Incidents of threats of physical attack with a weapon	0

	Total
Incidents of threats of physical attack without a weapon	1
Incidents of possession of a firearm or explosive device	0
Allegations of Harassment or bullying	
On the basis of sex	0
On the basis of race	0
On the basis of disability	0
On the basis of sexual orientation	0
On the basis of religion	0

Part (viii)(II) This section provides information from the 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	13	2	3	0	0	7	0	1	9	5
	Female	15	1	3	0	0	9	0	2	10	3
	Total	28	3	6	0	0	16	0	3	19	8
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	7.0	14.4%
Teachers Teaching with Emergency or Provisional Credentials	5.0	10.7%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	0.1	0.2%

- 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%	37	2%	-	-
Mathematics	7,386	2%	37	2%	-	-
Grade 4						
Reading	7,296	2%	34	2%	-	-
Mathematics	7,293	2%	34	2%	-	-
Grade 5						
Reading	6,823	2%	31	2%	-	-
Mathematics	6,825	2%	31	2%	-	-
Science	6,820	2%	31	2%	-	-
Grade 6						
Reading	6,480	2%	24	1%	-	-
Mathematics	6,481	2%	25	2%	-	-
Grade 7						
Reading	6,309	2%	28	2%	-	-
Mathematics	6,300	2%	28	2%	-	-
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%	19	1%	-	-
Mathematics	6,162	2%	19	2%	-	-
Science	6,163	1%	19	1%	-	-
End of Course						
English I	6,032	1%	23	1%	-	-
English II	5,771	1%	21	1%	-	-
Algebra I	6,015	1%	23	1%	-	-
Biology	6,041	1%	21	1%	-	-
All Grades						
All Subjects	117,761	1%	485	2%	-	-
Reading	52,275	1%	217	1%	-	-
Mathematics	46,462	2%	197	2%	-	-
Science	19,024	1%	71	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	14%	19%	13%	9%	0%	9%	*	14%	14%	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%	82%	**95%**	*	94%	95%	-	*	-	100%	83%	100%	73%	100%	100%	96%	95%	-	*	-	*
	CWD	51%	56%	**73%**	*	*	75%	-	-	-	-	43%	100%	73%	-	*	80%	60%	-	-	-	-
	CWOD	80%	87%	**100%**	*	100%	100%	-	*	-	100%	100%	100%	-	100%	*	100%	100%	-	*	-	*
	EL	65%	74%	**100%**	*	*	*	-	*	-	-	*	*	*	*	100%	*	*	-	*	-	-
	Male	73%	79%	**96%**	*	91%	97%	-	*	-	*	83%	100%	80%	100%	*	96%	-	-	*	-	-
	Female	78%	84%	**95%**	*	100%	91%	-	*	-	*	83%	100%	60%	100%	*	-	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%	78%	**97%**	*	94%	96%	-	*	-	100%	88%	100%	80%	100%	100%	96%	97%	-	*	-	*
	CWD	51%	55%	**80%**	*	*	83%	-	-	-	-	57%	100%	80%	-	*	80%	80%	-	-	-	-
	CWOD	76%	83%	**100%**	*	100%	100%	-	*	-	100%	100%	100%	-	100%	*	100%	100%	-	*	-	*
	EL	67%	74%	**100%**	*	*	*	-	*	-	-	*	*	*	*	100%	*	*	-	*	-	-
	Male	74%	79%	**96%**	*	91%	97%	-	*	-	*	83%	100%	80%	100%	*	96%	-	-	*	-	-
	Female	70%	77%	**97%**	*	100%	96%	-	*	-	*	92%	100%	80%	100%	*	-	97%	-	*	-	*
Grade 4																						
Reading	All Students	76%	83%	**94%**	*	93%	95%	*	*	-	100%	85%	97%	50%	98%	89%	96%	91%	-	*	-	-
	CWD	51%	59%	**50%**	-	*	60%	-	-	-	-	*	*	50%	-	*	*	*	-	-	-	-
	CWOD	81%	87%	**98%**	*	100%	98%	*	*	-	100%	100%	97%	-	98%	100%	98%	98%	-	*	-	-
	EL	66%	75%	**89%**	*	*	*	-	*	-	-	89%	-	*	100%	89%	*	100%	-	-	-	-
	Male	74%	81%	**96%**	*	91%	100%	*	*	-	100%	92%	98%	*	98%	*	96%	-	-	-	-	-
	Female	79%	86%	**91%**	-	94%	90%	-	-	-	*	80%	97%	*	98%	100%	-	91%	-	*	-	-
Mathematics	All Students	69%	80%	**93%**	*	88%	93%	*	*	-	100%	85%	96%	63%	96%	89%	94%	91%	-	*	-	-
	CWD	44%	55%	**63%**	-	*	80%	-	-	-	-	*	*	63%	-	*	*	*	-	-	-	-
	CWOD	74%	84%	**96%**	*	96%	94%	*	*	-	100%	96%	96%	-	96%	100%	96%	95%	-	*	-	-
	EL	63%	75%	**89%**	*	*	*	-	*	-	-	89%	-	*	100%	89%	*	100%	-	-	-	-
	Male	71%	80%	**94%**	*	90%	93%	*	*	-	100%	92%	95%	*	96%	*	94%	-	-	-	-	-
	Female	67%	79%	**91%**	-	88%	93%	-	-	-	*	80%	97%	*	95%	100%	-	91%	-	*	-	-
Grade 5																						
Reading	All Students	80%	86%	**89%**	100%	69%	92%	-	*	-	100%	79%	92%	65%	97%	60%	87%	92%	-	-	-	*
	CWD	49%	52%	**65%**	-	33%	77%	-	-	-	*	57%	69%	65%	-	*	60%	70%	-	-	-	-
	CWOD	86%	92%	**97%**	100%	90%	98%	-	*	-	100%	92%	98%	-	97%	*	95%	100%	-	-	-	*
	EL	72%	83%	**60%**	*	*	-	-	-	-	-	60%	-	*	*	60%	*	*	-	-	-	-
	Male	77%	84%	**87%**	*	60%	93%	-	*	-	*	73%	92%	60%	95%	*	87%	-	-	-	-	*
	Female	83%	88%	**92%**	*	83%	92%	-	-	-	*	88%	93%	70%	100%	*	-	92%	-	-	-	-
Mathematics	All Students	79%	85%	**95%**	100%	88%	96%	-	*	-	100%	90%	97%	90%	97%	83%	91%	100%	-	-	-	*
	CWD	59%	62%	**90%**	-	83%	92%	-	-	-	*	86%	92%	90%	-	*	80%	100%	-	-	-	-
	CWOD	83%	89%	**97%**	100%	91%	98%	-	*	-	100%	92%	98%	-	97%	*	95%	100%	-	-	-	*
	EL	75%	86%	**83%**	*	*	-	-	-	-	-	83%	-	*	*	83%	*	*	-	-	-	-
	Male	79%	86%	**91%**	*	80%	93%	-	*	-	*	82%	94%	80%	95%	*	91%	-	-	-	-	*
	Female	79%	85%	**100%**	*	100%	100%	-	-	-	*	100%	100%	100%	100%	*	-	100%	-	-	-	-
Science	All Students	64%	74%	**80%**	80%	47%	87%	-	*	-	100%	50%	89%	40%	92%	50%	87%	70%	-	-	-	*
	CWD	41%	47%	**40%**	-	0%	54%	-	-	-	*	29%	46%	40%	-	*	60%	20%	-	-	-	-
	CWOD	68%	79%	**92%**	80%	73%	98%	-	*	-	100%	62%	100%	-	92%	*	95%	89%	-	-	-	*
	EL	52%	65%	**50%**	*	*	-	-	-	-	-	50%	-	*	*	50%	*	*	-	-	-	-
	Male	67%	78%	**87%**	*	50%	96%	-	*	-	*	64%	94%	60%	95%	*	87%	-	-	-	-	*
	Female	60%	70%	**70%**	*	43%	76%	-	-	-	*	33%	82%	20%	89%	*	-	70%	-	-	-	-
Grade 6																						

		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	75%	89%	**95%**	67%	96%	97%	-	100%	-	100%	92%	96%	80%	97%	*	93%	98%	-	*	-	*
	CWD	45%	60%	**80%**	*	*	100%	-	-	-	-	*	86%	80%	-	-	80%	-	-	-	-	-
	CWOD	81%	93%	**97%**	*	96%	96%	-	100%	-	100%	96%	97%	-	97%	*	96%	98%	-	*	-	*
	EL	62%	82%	*	*	-	-	-	*	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	72%	87%	**93%**	*	88%	97%	-	*	-	*	86%	95%	80%	96%	*	93%	-	-	*	-	-
	Female	80%	91%	**98%**	*	100%	97%	-	*	-	*	100%	97%	-	98%	*	-	98%	-	-	-	*
Mathematics	All Students	74%	90%	**96%**	67%	100%	97%	-	100%	-	100%	88%	99%	80%	98%	*	95%	98%	-	*	-	*
	CWD	51%	66%	**80%**	*	*	100%	-	-	-	-	*	86%	80%	-	-	80%	-	-	-	-	-
	CWOD	78%	93%	**98%**	*	100%	96%	-	100%	-	100%	91%	100%	-	98%	*	98%	98%	-	*	-	*
	EL	65%	87%	*	*	-	-	-	*	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	75%	92%	**95%**	*	100%	97%	-	*	-	*	86%	98%	80%	98%	*	95%	-	-	*	-	-
	Female	73%	88%	**98%**	*	100%	93%	-	*	-	*	92%	100%	-	98%	*	-	98%	-	-	-	*
STAAR Percent at Meets Grade Level or Above																						
Grade 3																						
Reading	All Students	49%	57%	**74%**	*	67%	74%	-	*	-	100%	67%	77%	40%	82%	100%	69%	81%	-	*	-	*
	CWD	28%	32%	**40%**	*	*	42%	-	-	-	-	29%	50%	40%	-	*	40%	40%	-	-	-	-
	CWOD	53%	62%	**82%**	*	71%	82%	-	*	-	100%	82%	81%	-	82%	*	77%	88%	-	*	-	*
	EL	37%	44%	**100%**	*	*	*	-	*	-	-	*	*	*	*	100%	*	*	-	*	-	-
	Male	46%	54%	**69%**	*	55%	71%	-	*	-	*	67%	70%	40%	77%	*	69%	-	-	*	-	-
	Female	53%	61%	**81%**	*	86%	78%	-	*	-	*	67%	88%	40%	88%	*	-	81%	-	*	-	*
Mathematics	All Students	44%	53%	**80%**	*	72%	82%	-	*	-	60%	63%	87%	67%	83%	100%	84%	76%	-	*	-	*
	CWD	28%	37%	**67%**	*	*	67%	-	-	-	-	43%	88%	67%	-	*	70%	60%	-	-	-	-
	CWOD	47%	56%	**83%**	*	76%	87%	-	*	-	60%	71%	87%	-	83%	*	87%	78%	-	*	-	*
	EL	35%	44%	**100%**	*	*	*	-	*	-	-	*	*	*	*	100%	*	*	-	*	-	-
	Male	47%	57%	**84%**	*	73%	85%	-	*	-	*	67%	89%	70%	87%	*	84%	-	-	*	-	-
	Female	40%	49%	**76%**	*	71%	78%	-	*	-	*	58%	84%	60%	78%	*	-	76%	-	*	-	*
Grade 4																						
Reading	All Students	47%	56%	**79%**	*	63%	86%	*	*	-	100%	59%	86%	50%	82%	67%	83%	74%	-	*	-	-
	CWD	25%	35%	**50%**	-	*	60%	-	-	-	-	*	*	50%	-	*	*	*	-	-	-	-
	CWOD	51%	60%	**82%**	*	67%	89%	*	*	-	100%	70%	86%	-	82%	75%	84%	79%	-	*	-	-
	EL	35%	42%	**67%**	*	*	*	-	*	-	-	67%	-	*	75%	67%	*	80%	-	-	-	-
	Male	44%	54%	**83%**	*	64%	93%	*	*	-	100%	67%	88%	*	84%	*	83%	-	-	-	-	-
	Female	50%	59%	**74%**	-	63%	79%	-	-	-	*	53%	84%	*	79%	80%	-	74%	-	*	-	-
Mathematics	All Students	47%	59%	**76%**	*	69%	83%	*	*	-	63%	56%	83%	63%	77%	67%	81%	70%	-	*	-	-
	CWD	27%	39%	**63%**	-	*	80%	-	-	-	-	*	*	63%	-	*	*	*	-	-	-	-
	CWOD	51%	63%	**77%**	*	74%	83%	*	*	-	63%	61%	82%	-	77%	75%	81%	72%	-	*	-	-
	EL	39%	53%	**67%**	*	*	*	-	*	-	-	67%	-	*	75%	67%	*	80%	-	-	-	-
	Male	50%	61%	**81%**	*	90%	87%	*	*	-	67%	67%	85%	*	81%	*	81%	-	-	-	-	-
	Female	43%	58%	**70%**	-	56%	79%	-	-	-	*	47%	81%	*	72%	80%	-	70%	-	*	-	-
Grade 5																						

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

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

		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%	30%	**48%**	22%	39%	51%	*	82%	-	56%	22%	57%	32%	51%	26%	52%	43%	-	*	-	*
	CWD	8%	12%	**32%**	*	15%	40%	-	-	-	*	5%	50%	32%	-	*	47%	5%	-	-	-	-
	CWOD	20%	32%	**51%**	29%	43%	53%	*	82%	-	54%	26%	58%	-	51%	32%	53%	48%	-	*	-	*
	EL	11%	19%	**26%**	20%	0%	*	-	60%	-	-	24%	*	*	32%	26%	18%	33%	-	*	-	-
	Male	20%	31%	**52%**	9%	46%	56%	*	86%	-	53%	29%	59%	47%	53%	18%	52%	-	-	*	-	*
	Female	16%	28%	**43%**	43%	32%	45%	-	*	-	58%	15%	55%	5%	48%	33%	-	43%	-	*	-	*
Science	All Students	17%	29%	**29%**	0%	24%	28%	-	*	-	50%	15%	33%	15%	33%	17%	26%	32%	-	-	-	*
	CWD	7%	9%	**15%**	-	0%	23%	-	-	-	*	14%	15%	15%	-	*	30%	0%	-	-	-	-
	CWOD	19%	32%	**33%**	0%	36%	30%	-	*	-	57%	15%	37%	-	33%	*	24%	44%	-	-	-	*
	EL	6%	11%	**17%**	*	*	-	-	-	-	-	17%	-	*	*	17%	*	*	-	-	-	-
	Male	19%	31%	**26%**	*	20%	29%	-	*	-	*	18%	28%	30%	24%	*	26%	-	-	-	-	*
	Female	16%	27%	**32%**	*	29%	28%	-	-	-	*	11%	39%	0%	44%	*	-	32%	-	-	-	-

- 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	79	79	73	80	*	100	-	76	71	72	73
CWD	72	*	67	80	-	-	-	*	61	72	*
CWOD	79	93	74	80	*	100	-	75	74	-	79
EL ✧	73	*	50	*	-	*	-	-	72	*	73
Male	76	86	68	80	*	100	-	62	76	75	78
Female	81	*	79	81	-	*	-	100	66	68	69
Mathematics											
All Students	82	87	80	82	*	100	-	76	79	92	82
CWD	92	*	88	96	-	-	-	*	84	92	*
CWOD	80	89	79	80	*	100	-	75	77	-	82
EL ✧	82	*	64	*	-	*	-	-	81	*	82

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Male	81	97	80	80	*	100	-	69	81	91	78
Female	83	*	80	84	-	*	-	88	76	95	86

- 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
33	12	36%

- 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	72	58	63	74	*	90	-	79	54	49	58
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	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	Y	Y
Interim Goals (2033-2037)	64%	56%	59%	73%	62%	83%	64%	71%	57%	50%	59%
Target Met	Y	Y	Y	Y		Y		Y	Y	N	Y
Long-Term Goals	73%	67%	70%	80%	72%	87%	73%	78%	68%	63%	69%
Target Met	Y	N	N	Y		Y		Y	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	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	Y	Y
Interim Goals (2033-2037)	67%	55%	62%	74%	65%	88%	67%	71%	60%	53%	63%
Target Met	Y	Y	Y	Y		Y		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	75%	67%	72%	80%	74%	91%	76%	78%	70%	65%	73%
Target Met	Y	N	Y	Y		Y		Y	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%	100%	100%	100%	100%	99%	-
	CWD	**100%**	100%	100%	100%	-	-	-	*	100%	100%	100%	-	100%	100%	100%	-
	CWOD	**100%**	100%	99%	100%	*	100%	-	100%	100%	99%	-	100%	100%	100%	99%	-
	EL	**100%**	100%	100%	100%	-	100%	-	-	100%	*	100%	100%	100%	100%	100%	-
	Male	**100%**	100%	99%	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	**99%**	100%	100%	99%	-	100%	-	100%	100%	99%	100%	99%	100%	-	99%	-
Reading	All Students	**100%**	100%	99%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	100%	100%	-
	CWD	**100%**	*	100%	100%	-	-	-	*	100%	100%	100%	-	*	100%	100%	-
	CWOD	**100%**	100%	99%	100%	*	100%	-	100%	100%	100%	-	100%	100%	99%	100%	-
	EL	**100%**	100%	100%	*	-	100%	-	-	100%	*	*	100%	100%	100%	100%	-
	Male	**100%**	100%	98%	100%	*	100%	-	100%	100%	99%	100%	99%	100%	100%	-	-
	Female	**100%**	100%	100%	100%	-	*	-	100%	100%	100%	100%	100%	100%	-	100%	-
Mathematics	All Students	**99%**	100%	100%	99%	*	100%	-	100%	100%	99%	100%	99%	100%	100%	99%	-
	CWD	**100%**	*	100%	100%	-	-	-	*	100%	100%	100%	-	*	100%	100%	-
	CWOD	**99%**	100%	100%	99%	*	100%	-	100%	100%	99%	-	99%	100%	100%	99%	-
	EL	**100%**	100%	100%	*	-	100%	-	-	100%	*	*	100%	100%	100%	100%	-
	Male	**100%**	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	100%	-	-
	Female	**99%**	100%	100%	98%	-	*	-	100%	100%	98%	100%	99%	100%	-	99%	-
Science	All Students	**100%**	100%	100%	100%	-	*	-	100%	100%	100%	100%	100%	100%	100%	100%	-
	CWD	**100%**	-	100%	100%	-	-	-	*	100%	100%	100%	-	*	100%	100%	-
	CWOD	**100%**	100%	100%	100%	-	*	-	100%	100%	100%	-	100%	*	100%	100%	-
	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%	1%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%	1%	-
	CWD	**0%**	0%	0%	0%	-	-	-	*	0%	0%	0%	-	0%	0%	0%	-
	CWOD	**0%**	0%	1%	0%	*	0%	-	0%	0%	1%	-	0%	0%	0%	1%	-
	EL	**0%**	0%	0%	0%	-	0%	-	-	0%	*	0%	0%	0%	0%	0%	-
	Male	**0%**	0%	1%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%	-	-
	Female	**1%**	0%	0%	1%	-	0%	-	0%	0%	1%	0%	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	All Students	**0%**	0%	1%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	**0%**	*	0%	0%	-	-	-	*	0%	0%	0%	-	*	0%	0%	-
	CWOD	**0%**	0%	1%	0%	*	0%	-	0%	0%	0%	-	0%	0%	1%	0%	-
	EL	**0%**	0%	0%	*	-	0%	-	-	0%	*	*	0%	0%	0%	0%	-
	Male	**0%**	0%	2%	0%	*	0%	-	0%	0%	1%	0%	1%	0%	0%	-	-
	Female	**0%**	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	-	0%	-
Mathematics	All Students	**1%**	0%	0%	1%	*	0%	-	0%	0%	1%	0%	1%	0%	0%	1%	-
	CWD	**0%**	*	0%	0%	-	-	-	*	0%	0%	0%	-	*	0%	0%	-
	CWOD	**1%**	0%	0%	1%	*	0%	-	0%	0%	1%	-	1%	0%	0%	1%	-
	EL	**0%**	0%	0%	*	-	0%	-	-	0%	*	*	0%	0%	0%	0%	-
	Male	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%	-	-
	Female	**1%**	0%	0%	2%	-	*	-	0%	0%	2%	0%	1%	0%	-	1%	-
Science	All Students	**0%**	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	**0%**	-	0%	0%	-	-	-	*	0%	0%	0%	-	*	0%	0%	-
	CWOD	**0%**	0%	0%	0%	-	*	-	0%	0%	0%	-	0%	*	0%	0%	-
	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	9	1	0	6	0	1	0	1	0		
	Female	3	0	0	3	0	0	0	0	0		
	Total	12	1	0	9	0	1	0	1	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	4	0	3	1	0	0	0	0	0		5
	Female	2	0	0	1	0	0	0	1	0		3
	Total	6	0	3	2	0	0	0	1	0		8
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	2	3	6	-8	-8	-8	2	-8	4	2
	Female	6	1	3	2	-8	-8	-8	-8	1	1	-8
	Total	19	3	6	8	-8	-8	-8	2	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	4
Incidents of threats of physical attack with a weapon	0

	Total
Incidents of threats of physical attack without a weapon	2
Incidents of possession of a firearm or explosive device	0
Allegations of Harassment or bullying	
On the basis of sex	0
On the basis of race	0
On the basis of disability	0
On the basis of sexual orientation	0
On the basis of religion	0

Part (viii)(II) This section provides information from the 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	2	0	0	2	0	0	0	0	0	2
	Female	0	0	0	0	0	0	0	0	0	0
	Total	2	0	0	2	0	0	0	0	0	2
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	2.0	5.2%
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	1.2	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%	37	2%	-	-
Mathematics	7,386	2%	37	2%	-	-
Grade 4						
Reading	7,296	2%	34	2%	-	-
Mathematics	7,293	2%	34	2%	-	-
Grade 5						
Reading	6,823	2%	31	2%	-	-
Mathematics	6,825	2%	31	2%	-	-
Science	6,820	2%	31	2%	-	-
Grade 6						
Reading	6,480	2%	24	1%	-	-
Mathematics	6,481	2%	25	2%	-	-
Grade 7						
Reading	6,309	2%	28	2%	-	-
Mathematics	6,300	2%	28	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
Grade 8						
Reading	6,168	1%	19	1%	-	-
Mathematics	6,162	2%	19	2%	-	-
Science	6,163	1%	19	1%	-	-
End of Course						
English I	6,032	1%	23	1%	-	-
English II	5,771	1%	21	1%	-	-
Algebra I	6,015	1%	23	1%	-	-
Biology	6,041	1%	21	1%	-	-
All Grades						
All Subjects	117,761	1%	485	2%	-	-
Reading	52,275	1%	217	1%	-	-
Mathematics	46,462	2%	197	2%	-	-
Science	19,024	1%	71	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	5%	0%	6%	4%	*	0%	-	6%	7%	8%	3%

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

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

- 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	73	70	71	78	*	61	44	75	67	58	62
CWD	58	71	50	60	-	-	*	44	51	58	34
CWOD	76	70	74	80	*	61	33	81	70	-	67
EL ✧	62	75	61	63	-	59	*	*	63	34	62
Male	70	73	69	70	-	54	*	73	64	56	59
Female	77	67	73	85	*	68	*	77	70	61	66
Mathematics											
All Students	84	77	82	87	*	89	88	86	80	77	79
CWD	77	77	71	83	-	-	*	64	75	77	78
CWOD	85	77	83	87	*	89	79	91	81	-	79
EL ✧	79	67	79	83	-	89	*	*	79	78	79
Male	84	76	84	87	-	92	*	85	79	80	79
Female	83	78	79	87	*	85	*	87	81	72	80

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

Part (iii)(II): Graduation Rate
This section provides information on high school graduation rates for the class of 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
152	41	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	66	54	59	75	93	77	33	70	56	43	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%	35%	59%	44%	74%	46%	56%	31%	19%	28%
Target Met	Y	Y	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		Y	Y	Y	Y
Interim Goals (2033-2037)	62%	54%	57%	73%	62%	82%	64%	70%	55%	47%	52%
Target Met	Y	Y	Y	Y		Y		Y	Y	N	N
Long-Term Goals	72%	66%	68%	80%	72%	87%	73%	78%	66%	60%	64%
Target Met	Y	N	N	Y		Y		Y	N	N	N
Mathematics											
Interim Goals (2023-2027)	47%	32%	39%	61%	47%	85%	52%	56%	35%	21%	36%
Target Met	Y	Y	Y	Y		Y		Y	Y	Y	Y
Interim Goals (2028-2032)	56%	43%	49%	68%	56%	88%	60%	63%	46%	34%	47%
Target Met	Y	Y	Y	Y		Y		Y	Y	Y	Y
Interim Goals (2033-2037)	65%	54%	59%	75%	65%	91%	68%	70%	57%	47%	58%
Target Met	Y	Y	Y	Y		Y		Y	Y	N	Y
Long-Term Goals	74%	66%	70%	81%	74%	93%	76%	78%	68%	61%	68%
Target Met	N	N	N	N		N		Y	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%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	-
	CWD	**100%**	100%	100%	100%	-	-	100%	100%	100%	100%	100%	-	100%	100%	100%	-
	CWOD	**100%**	100%	100%	100%	100%	100%	100%	100%	100%	100%	-	100%	99%	100%	100%	-
	EL	**100%**	100%	99%	100%	-	100%	100%	*	99%	100%	100%	99%	100%	100%	99%	-
	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%	99%	-	100%	-
Reading	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%	100%	-
	CWOD	**100%**	100%	100%	100%	*	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	**100%**	100%	100%	100%	-	100%	*	*	100%	100%	100%	100%	100%	100%	100%	-
	Male	**100%**	100%	100%	100%	-	100%	*	100%	100%	100%	100%	100%	100%	100%	-	-
	Female	**100%**	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%	99%	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%	99%	100%	100%	-
	EL	**99%**	100%	99%	100%	-	100%	*	*	99%	100%	100%	99%	99%	100%	99%	-
	Male	**100%**	100%	100%	99%	-	100%	*	100%	100%	100%	100%	100%	100%	100%	-	-
	Female	**100%**	100%	99%	100%	*	100%	*	100%	100%	100%	100%	100%	99%	-	100%	-
Science	All Students	**100%**	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	100%	99%	100%	100%	-
	CWD	**100%**	100%	100%	100%	-	-	*	100%	100%	100%	100%	-	100%	100%	100%	-
	CWOD	**100%**	100%	100%	100%	-	100%	*	100%	100%	100%	-	100%	99%	100%	100%	-
	EL	**99%**	100%	99%	100%	-	100%	*	*	99%	100%	100%	99%	99%	100%	98%	-
	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
Science	Female	**100%**	100%	99%	100%	-	100%	*	100%	99%	100%	100%	100%	98%	-	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%	0%	0%	-
	CWOD	**0%**	0%	0%	0%	0%	0%	0%	0%	0%	0%	-	0%	1%	0%	0%	-
	EL	**0%**	0%	1%	0%	-	0%	0%	*	1%	0%	0%	1%	0%	0%	1%	-
	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%	1%	-	0%	-
Reading	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%	0%	-
	CWOD	**0%**	0%	0%	0%	*	0%	0%	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	**0%**	0%	0%	0%	-	0%	*	*	0%	0%	0%	0%	0%	0%	0%	-
	Male	**0%**	0%	0%	0%	-	0%	*	0%	0%	0%	0%	0%	0%	0%	-	-
	Female	**0%**	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%	1%	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%	1%	0%	0%	-
	EL	**1%**	0%	1%	0%	-	0%	*	*	1%	0%	0%	1%	1%	0%	1%	-
	Male	**0%**	0%	0%	1%	-	0%	*	0%	0%	0%	0%	0%	0%	0%	-	-
	Female	**0%**	0%	1%	0%	*	0%	*	0%	0%	0%	0%	0%	1%	-	0%	-
Science	All Students	**0%**	0%	0%	0%	-	0%	0%	0%	0%	0%	0%	0%	1%	0%	0%	-
	CWD	**0%**	0%	0%	0%	-	-	*	0%	0%	0%	0%	-	0%	0%	0%	-
	CWOD	**0%**	0%	0%	0%	-	0%	*	0%	0%	0%	-	0%	1%	0%	0%	-
	EL	**1%**	0%	1%	0%	-	0%	*	*	1%	0%	0%	1%	1%	0%	2%	-
	Male	**0%**	0%	0%	0%	-	0%	*	0%	0%	0%	0%	0%	0%	0%	-	-
	Female	**0%**	0%	1%	0%	-	0%	*	0%	1%	0%	0%	0%	2%	-	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	51	10	20	14	0	2	1	4	10		
	Female	12	1	6	4	0	0	1	0	4		
	Total	63	11	26	18	0	2	2	4	14		
Out-of-School Suspensions												
	Male	3	1	2	0	0	0	0	0	0		
	Female	2	0	1	1	0	0	0	0	1		
	Total	5	1	3	1	0	0	0	0	1		
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	14	4	7	3	0	0	0	0	6		11
	Female	2	0	1	1	0	0	0	0	0		6
	Total	16	4	8	4	0	0	0	0	6		17
Out-of-School Suspensions												
	Male	1	0	1	0	0	0	0	0	0		1
	Female	1	1	0	0	0	0	0	0	0		0
	Total	2	1	1	0	0	0	0	0	0		1
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	1	0	1	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	1	0	1	0	0	0	0	0	0		0
All Students												
Chronic Absenteeism												
	Male	23	4	10	4	-8	-8	1	4	3	5	2
	Female	21	3	6	9	-8	-8	2	1	2	2	2
	Total	44	7	16	13	-8	-8	3	5	5	7	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	10
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	28	2	9	13	1	2	0	1	0	0
	Female	30	0	5	24	0	0	0	1	0	0
	Total	58	2	14	37	1	2	0	2	0	0
International Baccalaureate Courses	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Dual Enrollment/Dual Credit Programs	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9

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	5.1%
Teachers Teaching with Emergency or Provisional Credentials	2.0	3.6%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	4.6	8.3%

- 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%	37	2%	-	-
Mathematics	7,386	2%	37	2%	-	-
Grade 4						
Reading	7,296	2%	34	2%	-	-
Mathematics	7,293	2%	34	2%	-	-
Grade 5						
Reading	6,823	2%	31	2%	-	-
Mathematics	6,825	2%	31	2%	-	-
Science	6,820	2%	31	2%	-	-
Grade 6						
Reading	6,480	2%	24	1%	-	-
Mathematics	6,481	2%	25	2%	-	-
Grade 7						
Reading	6,309	2%	28	2%	5	2%
Mathematics	6,300	2%	28	2%	5	2%
Grade 8						
Reading	6,168	1%	19	1%	8	2%
Mathematics	6,162	2%	19	2%	8	3%
Science	6,163	1%	19	1%	8	2%
End of Course						
English I	6,032	1%	23	1%	*	1%
English II	5,771	1%	21	1%	-	-
Algebra I	6,015	1%	23	1%	*	1%
Biology	6,041	1%	21	1%	-	-
All Grades						
All Subjects	117,761	1%	485	2%	42	2%
Reading	52,275	1%	217	1%	17	2%
Mathematics	46,462	2%	197	2%	17	2%
Science	19,024	1%	71	1%	8	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	13%	17%	15%	11%	*	3%	8%	14%	15%	25%	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																						
End of Course																						
English I	All Students	70%	81%	**54%**	59%	51%	54%	-	*	*	*	51%	68%	44%	55%	45%	56%	50%	-	*	-	*
	CWD	37%	53%	**44%**	*	29%	57%	-	-	-	*	36%	57%	44%	-	*	40%	50%	-	-	-	*
	CWOD	75%	86%	**55%**	61%	54%	54%	-	*	*	*	52%	72%	-	55%	46%	58%	50%	-	*	-	-
	EL	49%	59%	**45%**	63%	38%	33%	-	*	-	*	44%	60%	*	46%	45%	47%	42%	-	*	-	-
	Male	65%	79%	**56%**	59%	56%	55%	-	*	*	*	56%	59%	40%	58%	47%	56%	-	-	*	-	*
	Female	76%	84%	**50%**	58%	40%	54%	-	*	-	*	43%	88%	50%	50%	42%	-	50%	-	*	-	-

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

		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%	29%	**16%**	4%	8%	23%	-	67%	*	*	3%	37%	11%	16%	0%	14%	19%	-	0%	-	-
	CWD	7%	9%	**11%**	*	*	*	-	-	-	*	0%	*	11%	-	*	*	0%	-	-	-	-
	CWOD	19%	32%	**16%**	5%	8%	22%	-	67%	*	*	3%	35%	-	16%	0%	12%	22%	-	0%	-	-
	EL	6%	11%	**0%**	0%	0%	0%	-	*	-	*	0%	0%	*	0%	0%	0%	0%	-	*	-	-
	Male	19%	31%	**14%**	7%	0%	21%	-	50%	*	*	3%	33%	*	12%	0%	14%	-	-	*	-	-
	Female	16%	27%	**19%**	0%	14%	23%	-	*	*	*	4%	40%	0%	22%	0%	-	19%	-	*	-	-
SAT/ACT All Subjects	All Students	12%	15%	**16%**	0%	8%	18%	-	38%	*	0%	7%	20%	*	16%	-	22%	10%	-	*	-	*
	CWD	9%	*	*	-	*	*	-	-	-	-	-	*	*	-	-	*	*	-	-	-	-
	CWOD	12%	15%	**16%**	0%	8%	18%	-	38%	*	0%	7%	20%	-	16%	-	22%	10%	-	*	-	*
	EL	1%	*	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	15%	21%	**22%**	0%	0%	28%	-	53%	*	*	11%	27%	*	22%	-	22%	-	-	-	-	*
	Female	9%	10%	**10%**	0%	13%	8%	-	24%	-	0%	4%	13%	*	10%	-	-	10%	-	*	-	-

- Indicates there are no students in the group.

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

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 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	76	79	74	75	*	77	100	79	75	76	68
CWD	76	80	75	75	-	*	*	72	77	76	71
CWOD	75	78	74	75	*	76	100	81	75	-	67
EL ✧	68	69	68	59	-	*	*	*	66	71	68
Male	74	80	71	72	*	86	*	89	77	68	67
Female	77	77	77	78	-	67	*	68	73	86	68
Mathematics											
All Students	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-
EL ✧	-	-	-	-	-	-	-	-	-	-	-

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	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	96.9%	99.0%	95.5%	97.6%	*	97.9%	77.8%	96.4%	96.9%	86.0%	94.4%	87.1%	-
CWD	86.0%	100.0%	78.6%	95.0%	-	*	*	-	90.0%	86.0%	100.0%	*	-
CWOD	97.6%	98.9%	96.7%	97.8%	*	100.0%	85.7%	96.4%	97.4%	-	93.9%	89.3%	-
EL ✧	94.4%	93.3%	92.5%	100.0%	-	100.0%	*	*	94.9%	100.0%	94.4%	*	-
Male	95.2%	97.8%	92.7%	96.6%	*	100.0%	*	90.9%	94.6%	81.5%	90.7%	84.2%	-
Female	98.6%	100.0%	98.2%	98.6%	*	94.1%	100.0%	100.0%	99.4%	93.8%	100.0%	91.7%	-

- 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
287	69	24%

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

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Student Success (Student Achievement Domain Score: STAAR Component Only)											
STAAR Component Score	52	42	46	61	*	73	29	57	43	32	27
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	73%	62%	64%	81%	*	82%	67%	71%	67%	84%	36%

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

Part (vi): Goal Meeting Status

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
STAAR Performance Status											
Reading											
Interim Goals (2023-2027)	44%	32%	36%	62%	43%	74%	45%	58%	33%	13%	20%
Target Met	Y	Y	Y	Y		Y		Y	Y	Y	Y
Interim Goals (2028-2032)	53%	43%	47%	68%	53%	78%	54%	65%	44%	28%	33%
Target Met	Y	Y	Y	Y		Y		Y	Y	Y	N
Interim Goals (2033-2037)	62%	54%	58%	74%	63%	82%	63%	72%	55%	43%	46%
Target Met	N	N	N	Y		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	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	Y		N
Interim Goals (2028-2032)	48%	38%	46%	57%	48%	77%	51%	53%	43%	29%	43%
Target Met	Y	Y	Y	Y		Y		Y	Y		N
Interim Goals (2033-2037)	58%	50%	57%	66%	59%	82%	61%	62%	54%	43%	55%
Target Met	Y	N	Y	Y		Y		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	Y	N	Y	Y		Y		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	Y	Y	Y	Y		Y		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		Y		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		Y		Y	Y	N	Y
Long-Term Goals	98%	98%	98%	98%	98%	98%	98%	98%	98%	98%	98%
Target Met	N	Y	N	N		N		N	N	N	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	**99%**	100%	99%	98%	*	99%	100%	97%	99%	98%	99%	99%	100%	99%	99%	-
	CWD	**99%**	100%	98%	100%	-	*	*	100%	99%	100%	99%	-	100%	100%	98%	-
	CWOD	**99%**	100%	99%	98%	*	99%	100%	96%	100%	98%	-	99%	100%	98%	99%	-
	EL	**100%**	100%	100%	100%	*	100%	100%	100%	100%	100%	100%	100%	100%	100%	99%	-
	Male	**99%**	100%	99%	98%	*	98%	100%	94%	99%	97%	100%	98%	100%	99%	-	-
	Female	**99%**	100%	99%	98%	*	100%	100%	100%	100%	98%	98%	99%	99%	-	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
Reading	All Students	**99%**	100%	99%	100%	*	100%	100%	98%	99%	100%	99%	100%	100%	99%	100%	-
	CWD	**99%**	100%	98%	100%	-	*	*	100%	99%	100%	99%	-	100%	100%	98%	-
	CWOD	**100%**	100%	99%	100%	*	100%	100%	97%	100%	99%	-	100%	100%	99%	100%	-
	EL	**100%**	100%	100%	100%	*	100%	100%	100%	100%	100%	100%	100%	100%	100%	99%	-
	Male	**99%**	100%	99%	100%	*	100%	100%	96%	100%	99%	100%	99%	100%	99%	-	-
	Female	**100%**	100%	99%	100%	*	100%	100%	100%	99%	100%	98%	100%	99%	-	100%	-
Mathematics	All Students	**98%**	100%	100%	96%	-	100%	*	91%	99%	97%	*	98%	100%	98%	98%	-
	CWD	*	*	*	*	-	-	-	-	*	*	*	-	-	*	*	-
	CWOD	**98%**	100%	100%	96%	-	100%	*	91%	99%	97%	-	98%	100%	98%	98%	-
	EL	**100%**	100%	100%	*	-	-	*	-	100%	*	-	100%	100%	100%	100%	-
	Male	**98%**	100%	100%	97%	-	100%	*	80%	98%	98%	*	98%	100%	98%	-	-
	Female	**98%**	100%	100%	96%	-	100%	*	100%	100%	96%	*	98%	100%	-	98%	-
Science	All Students	**94%**	100%	93%	91%	-	89%	*	*	100%	84%	100%	93%	100%	92%	96%	-
	CWD	**100%**	*	*	*	-	-	-	*	100%	*	100%	-	*	*	100%	-
	CWOD	**93%**	100%	92%	89%	-	89%	*	*	100%	83%	-	93%	100%	92%	95%	-
	EL	**100%**	100%	100%	100%	-	*	-	*	100%	100%	*	100%	100%	100%	100%	-
	Male	**92%**	100%	89%	89%	-	83%	*	*	100%	77%	*	92%	100%	92%	-	-
	Female	**96%**	100%	95%	92%	-	*	*	*	100%	90%	100%	95%	100%	-	96%	-
SAT/ACT All Subjects	All Students	**95%**	100%	95%	94%	-	97%	*	90%	99%	94%	*	95%	-	94%	96%	-
	CWD	*	-	*	*	-	-	-	-	-	*	*	-	-	*	*	-
	CWOD	**95%**	100%	95%	94%	-	97%	*	90%	99%	94%	-	95%	-	94%	96%	-
	EL	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	**94%**	100%	92%	95%	-	94%	*	80%	97%	92%	*	94%	-	94%	-	-
	Female	**96%**	100%	98%	94%	-	100%	-	100%	100%	95%	*	96%	-	-	96%	-
Non-Participation Rate																	
All Subjects	All Students	**1%**	0%	1%	2%	*	1%	0%	3%	1%	2%	1%	1%	0%	1%	1%	-
	CWD	**1%**	0%	2%	0%	-	*	*	0%	1%	0%	1%	-	0%	0%	2%	-
	CWOD	**1%**	0%	1%	2%	*	1%	0%	4%	0%	2%	-	1%	0%	2%	1%	-
	EL	**0%**	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%	0%	0%	1%	-
	Male	**1%**	0%	1%	2%	*	2%	0%	6%	1%	3%	0%	2%	0%	1%	-	-
	Female	**1%**	0%	1%	2%	*	0%	0%	0%	0%	2%	2%	1%	1%	-	1%	-
Reading	All Students	**1%**	0%	1%	0%	*	0%	0%	2%	1%	0%	1%	0%	0%	1%	0%	-
	CWD	**1%**	0%	2%	0%	-	*	*	0%	1%	0%	1%	-	0%	0%	2%	-
	CWOD	**0%**	0%	1%	0%	*	0%	0%	3%	0%	1%	-	0%	0%	1%	0%	-
	EL	**0%**	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%	0%	0%	1%	-
	Male	**1%**	0%	1%	0%	*	0%	0%	4%	0%	1%	0%	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%	1%	0%	*	0%	0%	0%	1%	0%	2%	0%	1%	-	0%	-
Mathematics	All Students	**2%**	0%	0%	4%	-	0%	*	9%	1%	3%	*	2%	0%	2%	2%	-
	CWD	*	*	*	*	-	-	-	-	*	*	*	-	-	*	*	-
	CWOD	**2%**	0%	0%	4%	-	0%	*	9%	1%	3%	-	2%	0%	2%	2%	-
	EL	**0%**	0%	0%	*	-	-	*	-	0%	*	-	0%	0%	0%	0%	-
	Male	**2%**	0%	0%	3%	-	0%	*	20%	2%	2%	*	2%	0%	2%	-	-
	Female	**2%**	0%	0%	4%	-	0%	*	0%	0%	4%	*	2%	0%	-	2%	-
Science	All Students	**6%**	0%	7%	9%	-	11%	*	*	0%	16%	0%	7%	0%	8%	4%	-
	CWD	**0%**	*	*	*	-	-	-	*	0%	*	0%	-	*	*	0%	-
	CWOD	**7%**	0%	8%	11%	-	11%	*	*	0%	17%	-	7%	0%	8%	5%	-
	EL	**0%**	0%	0%	0%	-	*	-	*	0%	0%	*	0%	0%	0%	0%	-
	Male	**8%**	0%	11%	11%	-	17%	*	*	0%	23%	*	8%	0%	8%	-	-
	Female	**4%**	0%	5%	8%	-	*	*	*	0%	10%	0%	5%	0%	-	4%	-
SAT/ACT All Subjects	All Students	**5%**	0%	5%	6%	-	3%	*	10%	1%	6%	*	5%	-	6%	4%	-
	CWD	*	-	*	*	-	-	-	-	-	*	*	-	-	*	*	-
	CWOD	**5%**	0%	5%	6%	-	3%	*	10%	1%	6%	-	5%	-	6%	4%	-
	EL	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	**6%**	0%	8%	5%	-	6%	*	20%	3%	8%	*	6%	-	6%	-	-
	Female	**4%**	0%	2%	6%	-	0%	-	0%	0%	5%	*	4%	-	-	4%	-

- 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	27	1	7	12	0	0	3	4	2		
	Female	6	1	2	2	0	0	0	1	0		
	Total	33	2	9	14	0	0	3	5	2		
Out-of-School Suspensions												
	Male	25	1	7	12	0	0	1	4	3		
	Female	7	2	1	3	0	0	0	1	0		
	Total	32	3	8	15	0	0	1	5	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		
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	7	2	3	2	0	0	0	0	1		1
	Female	5	0	3	2	0	0	0	0	0		1
	Total	12	2	6	4	0	0	0	0	1		2
Out-of-School Suspensions												
	Male	4	1	1	1	0	0	0	1	0		0
	Female	3	0	2	1	0	0	0	0	0		0
	Total	7	1	3	2	0	0	0	1	0		0
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	97	12	38	35	1	2	3	6	12	19	8
	Female	78	9	33	28	-8	-8	1	7	8	11	10
	Total	175	21	71	63	1	2	4	13	20	30	18

	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	4
Incidents of possession of a firearm or explosive device	0
Allegations of Harassment or bullying	
On the basis of sex	0

	Total
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	-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	280	18	61	148	3	40	1	9	2	5
	Female	353	38	95	164	1	34	1	20	2	0
	Total	633	56	156	312	4	74	2	29	4	5
International Baccalaureate Courses	Male	49	4	13	10	1	19	0	2	0	2
	Female	100	16	20	35	0	21	1	7	1	0
	Total	149	20	33	45	1	40	1	9	1	2
Dual Enrollment/Dual Credit Programs	Male	39	3	13	19	0	2	0	2	0	0
	Female	57	4	13	31	0	5	0	4	0	0
	Total	96	7	26	50	0	7	0	6	0	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.

	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	11.9	8.0%
Teachers Teaching with Emergency or Provisional Credentials	2.7	1.9%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	6.3	4.4%

- 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%	37	2%	-	-
Mathematics	7,386	2%	37	2%	-	-
Grade 4						
Reading	7,296	2%	34	2%	-	-
Mathematics	7,293	2%	34	2%	-	-
Grade 5						
Reading	6,823	2%	31	2%	-	-
Mathematics	6,825	2%	31	2%	-	-
Science	6,820	2%	31	2%	-	-
Grade 6						
Reading	6,480	2%	24	1%	-	-
Mathematics	6,481	2%	25	2%	-	-
Grade 7						
Reading	6,309	2%	28	2%	-	-
Mathematics	6,300	2%	28	2%	-	-
Grade 8						
Reading	6,168	1%	19	1%	-	-
Mathematics	6,162	2%	19	2%	-	-
Science	6,163	1%	19	1%	-	-

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
End of Course						
English I	6,032	1%	23	1%	*	1%
English II	5,771	1%	21	1%	7	1%
Algebra I	6,015	1%	23	1%	*	2%
Biology	6,041	1%	21	1%	7	9%
All Grades						
All Subjects	117,761	1%	485	2%	16	1%
Reading	52,275	1%	217	1%	8	1%
Mathematics	46,462	2%	197	2%	*	0%
Science	19,024	1%	71	1%	7	6%

- 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	53%	52%	43%	58%	*	76%	*	47%	53%	19%	53%
In-State Private Institutions	4%	6%	4%	3%	-	*	-	-	3%	-	*
Out-of-State Institutions	8%	11%	5%	9%	-	*	-	*	6%	*	4%

- Indicates there are no students in the group.

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

Part (xiv): Additional Information - Chronic Absenteeism

This section provides information on the Chronic Absenteeism per EDFacts definition: percent of unduplicated number of K - 12 students enrolled in a school for at least 10 days and absent for 10% or more days during the 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%	24%	26%	25%	25%	13%	46%	33%	29%	32%	24%

- 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%	82%	**81%**	70%	92%	85%	-	*	*	86%	84%	75%	50%	85%	90%	85%	78%	-	-	-	-
	CWD	51%	56%	**50%**	*	*	*	-	-	-	*	*	20%	50%	-	-	40%	*	-	-	-	-
	CWOD	80%	87%	**85%**	76%	100%	88%	-	*	*	83%	83%	93%	-	85%	90%	93%	79%	-	-	-	-
	EL	65%	74%	**90%**	*	*	*	-	-	*	-	90%	-	-	90%	90%	*	83%	-	-	-	-
	Male	73%	79%	**85%**	78%	*	87%	-	*	*	*	90%	77%	40%	93%	*	85%	-	-	-	-	-
	Female	78%	84%	**78%**	67%	100%	80%	-	*	*	*	80%	71%	*	79%	83%	-	78%	-	-	-	-

		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%	78%	**81%**	73%	75%	90%	-	*	*	86%	80%	85%	75%	82%	60%	88%	75%	-	-	-	-
	CWD	51%	55%	**75%**	*	*	*	-	-	-	*	*	60%	75%	-	-	80%	*	-	-	-	-
	CWOD	76%	83%	**82%**	75%	73%	94%	-	*	*	83%	78%	93%	-	82%	60%	89%	76%	-	-	-	-
	EL	67%	74%	**60%**	*	*	*	-	-	*	-	60%	-	-	60%	60%	*	50%	-	-	-	-
	Male	74%	79%	**88%**	67%	*	93%	-	*	*	*	85%	92%	80%	89%	*	88%	-	-	-	-	-
	Female	70%	77%	**75%**	72%	67%	80%	-	*	*	*	76%	71%	*	76%	50%	-	75%	-	-	-	-
Grade 4																						
Reading	All Students	76%	83%	**76%**	73%	63%	94%	*	*	71%	82%	69%	100%	64%	78%	57%	79%	72%	-	*	-	-
	CWD	51%	59%	**64%**	*	*	*	-	*	*	*	55%	*	64%	-	60%	89%	20%	-	*	-	-
	CWOD	81%	87%	**78%**	72%	67%	100%	*	-	83%	75%	72%	100%	-	78%	57%	76%	79%	-	*	-	-
	EL	66%	75%	**57%**	70%	27%	*	*	*	*	*	54%	*	60%	57%	57%	65%	45%	-	-	-	-
	Male	74%	81%	**79%**	78%	67%	100%	*	*	*	78%	74%	100%	89%	76%	65%	79%	-	-	*	-	-
	Female	79%	86%	**72%**	69%	56%	90%	-	-	60%	*	62%	100%	20%	79%	45%	-	72%	-	-	-	-
Mathematics	All Students	69%	80%	**71%**	50%	64%	94%	*	*	71%	91%	64%	95%	50%	75%	55%	74%	68%	-	*	-	-
	CWD	44%	55%	**50%**	*	*	*	-	*	*	*	36%	*	50%	-	40%	67%	20%	-	*	-	-
	CWOD	74%	84%	**75%**	56%	68%	100%	*	-	83%	88%	70%	94%	-	75%	58%	76%	74%	-	*	-	-
	EL	63%	75%	**55%**	40%	50%	*	*	*	*	*	54%	*	40%	58%	55%	59%	50%	-	-	-	-
	Male	71%	80%	**74%**	44%	67%	100%	*	*	*	89%	69%	100%	67%	76%	59%	74%	-	-	*	-	-
	Female	67%	79%	**68%**	54%	60%	90%	-	-	60%	*	59%	91%	20%	74%	50%	-	68%	-	-	-	-
Grade 5																						
Reading	All Students	80%	86%	**70%**	47%	62%	94%	*	*	100%	100%	64%	100%	22%	83%	61%	71%	70%	-	*	-	-
	CWD	49%	52%	**22%**	0%	*	*	-	-	-	*	13%	*	22%	-	-	43%	9%	-	*	-	-
	CWOD	86%	92%	**83%**	74%	72%	93%	*	*	100%	100%	80%	100%	-	83%	61%	77%	89%	-	*	-	-
	EL	72%	83%	**61%**	40%	56%	*	*	*	*	-	61%	-	-	61%	61%	44%	78%	-	-	-	-
	Male	77%	84%	**71%**	40%	64%	89%	-	*	*	*	63%	100%	43%	77%	44%	71%	-	-	*	-	-
	Female	83%	88%	**70%**	50%	60%	100%	*	*	*	*	65%	100%	9%	89%	78%	-	70%	-	*	-	-
Mathematics	All Students	79%	85%	**82%**	67%	86%	94%	*	*	100%	86%	79%	100%	56%	89%	89%	97%	70%	-	*	-	-
	CWD	59%	62%	**56%**	36%	*	*	-	-	-	*	50%	*	56%	-	-	100%	27%	-	*	-	-
	CWOD	83%	89%	**89%**	84%	83%	100%	*	*	100%	83%	87%	100%	-	89%	89%	97%	83%	-	*	-	-
	EL	75%	86%	**89%**	80%	89%	*	*	*	*	-	89%	-	-	89%	89%	89%	89%	-	-	-	-
	Male	79%	86%	**97%**	100%	91%	100%	-	*	*	*	97%	100%	100%	97%	89%	97%	-	-	*	-	-
	Female	79%	85%	**70%**	50%	80%	88%	*	*	*	*	65%	100%	27%	83%	89%	-	70%	-	*	-	-
Science	All Students	64%	74%	**62%**	37%	67%	94%	*	*	67%	86%	54%	100%	22%	73%	56%	74%	52%	-	*	-	-
	CWD	41%	47%	**22%**	0%	*	*	-	-	-	*	13%	*	22%	-	-	43%	9%	-	*	-	-
	CWOD	68%	79%	**73%**	58%	78%	93%	*	*	67%	83%	67%	100%	-	73%	56%	81%	66%	-	*	-	-
	EL	52%	65%	**56%**	20%	78%	*	*	*	*	-	56%	-	-	56%	56%	56%	56%	-	-	-	-
	Male	67%	78%	**74%**	40%	73%	100%	-	*	*	*	67%	100%	43%	81%	56%	74%	-	-	*	-	-
	Female	60%	70%	**52%**	35%	60%	88%	*	*	*	*	45%	100%	9%	66%	56%	-	52%	-	*	-	-
Grade 6																						

		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	75%	89%	**85%**	88%	75%	83%	-	*	86%	100%	84%	90%	50%	91%	86%	79%	91%	-	-	-	-
	CWD	45%	60%	**50%**	*	*	67%	-	-	-	-	38%	67%	50%	-	*	43%	57%	-	-	-	-
	CWOD	81%	93%	**91%**	90%	88%	92%	-	*	86%	100%	89%	100%	-	91%	85%	84%	97%	-	-	-	-
	EL	62%	82%	**86%**	*	83%	*	-	-	*	-	85%	*	*	85%	86%	71%	100%	-	-	-	-
	Male	72%	87%	**79%**	75%	56%	80%	-	-	*	*	74%	91%	43%	84%	71%	79%	-	-	-	-	-
	Female	80%	91%	**91%**	92%	91%	88%	-	*	*	100%	91%	89%	57%	97%	100%	-	91%	-	-	-	-
Mathematics	All Students	74%	90%	**84%**	84%	75%	89%	-	*	86%	100%	81%	95%	64%	88%	79%	77%	91%	-	-	-	-
	CWD	51%	66%	**64%**	*	*	67%	-	-	-	-	50%	83%	64%	-	*	43%	86%	-	-	-	-
	CWOD	78%	93%	**88%**	86%	81%	100%	-	*	86%	100%	85%	100%	-	88%	77%	84%	92%	-	-	-	-
	EL	65%	87%	**79%**	*	67%	*	-	-	*	-	77%	*	*	77%	79%	57%	100%	-	-	-	-
	Male	75%	92%	**77%**	83%	44%	90%	-	-	*	*	71%	91%	43%	84%	57%	77%	-	-	-	-	-
	Female	73%	88%	**91%**	85%	100%	88%	-	*	*	100%	88%	100%	86%	92%	100%	-	91%	-	-	-	-
STAAR Percent at Meets Grade Level or Above																						
Grade 3																						
Reading	All Students	49%	57%	**43%**	41%	42%	55%	-	*	*	14%	36%	60%	13%	47%	20%	39%	46%	-	-	-	-
	CWD	28%	32%	**13%**	*	*	*	-	-	-	*	*	0%	13%	-	-	0%	*	-	-	-	-
	CWOD	53%	62%	**47%**	44%	45%	63%	-	*	*	17%	36%	80%	-	47%	20%	46%	47%	-	-	-	-
	EL	37%	44%	**20%**	*	*	*	-	-	*	-	20%	-	-	20%	20%	*	33%	-	-	-	-
	Male	46%	54%	**39%**	22%	*	53%	-	*	*	*	25%	62%	0%	46%	*	39%	-	-	-	-	-
	Female	53%	61%	**46%**	50%	44%	60%	-	*	*	*	43%	57%	*	47%	33%	-	46%	-	-	-	-
Mathematics	All Students	44%	53%	**58%**	46%	42%	75%	-	*	*	71%	51%	75%	63%	57%	30%	64%	53%	-	-	-	-
	CWD	28%	37%	**63%**	*	*	*	-	-	-	*	*	40%	63%	-	-	60%	*	-	-	-	-
	CWOD	47%	56%	**57%**	46%	45%	75%	-	*	*	67%	48%	87%	-	57%	30%	64%	52%	-	-	-	-
	EL	35%	44%	**30%**	*	*	*	-	-	*	-	30%	-	-	30%	30%	*	33%	-	-	-	-
	Male	47%	57%	**64%**	44%	*	73%	-	*	*	*	50%	85%	60%	64%	*	64%	-	-	-	-	-
	Female	40%	49%	**53%**	44%	44%	80%	-	*	*	*	52%	57%	*	52%	33%	-	53%	-	-	-	-
Grade 4																						
Reading	All Students	47%	56%	**44%**	27%	33%	69%	*	*	29%	73%	31%	89%	50%	43%	21%	47%	41%	-	*	-	-
	CWD	25%	35%	**50%**	*	*	*	-	*	*	*	36%	*	50%	-	40%	67%	20%	-	*	-	-
	CWOD	51%	60%	**43%**	28%	33%	71%	*	-	33%	63%	30%	87%	-	43%	17%	41%	44%	-	*	-	-
	EL	35%	42%	**21%**	30%	9%	*	*	*	*	*	19%	*	40%	17%	21%	24%	18%	-	-	-	-
	Male	44%	54%	**47%**	22%	33%	83%	*	*	*	67%	34%	100%	67%	41%	24%	47%	-	-	*	-	-
	Female	50%	59%	**41%**	31%	33%	60%	-	-	20%	*	28%	80%	20%	44%	18%	-	41%	-	-	-	-
Mathematics	All Students	47%	59%	**45%**	23%	32%	81%	*	*	14%	73%	33%	84%	43%	45%	31%	49%	40%	-	*	-	-
	CWD	27%	39%	**43%**	*	*	*	-	*	*	*	27%	*	43%	-	40%	56%	20%	-	*	-	-
	CWOD	51%	63%	**45%**	22%	36%	86%	*	-	17%	63%	34%	81%	-	45%	29%	47%	43%	-	*	-	-
	EL	39%	53%	**31%**	20%	17%	*	*	*	*	*	31%	*	40%	29%	31%	41%	17%	-	-	-	-
	Male	50%	61%	**49%**	22%	33%	100%	*	*	*	67%	40%	88%	56%	47%	41%	49%	-	-	*	-	-
	Female	43%	58%	**40%**	23%	30%	70%	-	-	20%	*	24%	82%	20%	43%	17%	-	40%	-	-	-	-
Grade 5																						

		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	56%	65%	**55%**	30%	48%	88%	*	*	67%	86%	47%	93%	22%	64%	44%	58%	52%	-	*	-	-
	CWD	27%	29%	**22%**	0%	*	*	-	-	-	*	13%	*	22%	-	-	43%	9%	-	*	-	-
	CWOD	61%	72%	**64%**	47%	56%	86%	*	*	67%	83%	57%	92%	-	64%	44%	61%	66%	-	*	-	-
	EL	43%	52%	**44%**	20%	44%	*	*	*	*	-	44%	-	-	44%	44%	33%	56%	-	-	-	-
	Male	51%	62%	**58%**	30%	45%	89%	-	*	*	*	50%	88%	43%	61%	33%	58%	-	-	*	-	-
	Female	60%	69%	**52%**	30%	50%	88%	*	*	*	*	45%	100%	9%	66%	56%	-	52%	-	*	-	-
Mathematics	All Students	50%	60%	**48%**	27%	52%	82%	*	*	67%	29%	40%	86%	17%	56%	44%	66%	33%	-	*	-	-
	CWD	28%	29%	**17%**	0%	*	*	-	-	-	*	6%	*	17%	-	-	43%	0%	-	*	-	-
	CWOD	54%	65%	**56%**	42%	61%	86%	*	*	67%	17%	50%	83%	-	56%	44%	71%	43%	-	*	-	-
	EL	43%	55%	**44%**	40%	44%	*	*	*	*	-	44%	-	-	44%	44%	44%	44%	-	-	-	-
	Male	52%	62%	**66%**	40%	55%	100%	-	*	*	*	57%	100%	43%	71%	44%	66%	-	-	*	-	-
	Female	48%	58%	**33%**	20%	50%	63%	*	*	*	*	28%	67%	0%	43%	44%	-	33%	-	*	-	-
Science	All Students	35%	44%	**43%**	10%	52%	94%	*	*	33%	43%	31%	100%	22%	48%	33%	61%	28%	-	*	-	-
	CWD	23%	27%	**22%**	0%	*	*	-	-	-	*	13%	*	22%	-	-	43%	9%	-	*	-	-
	CWOD	37%	47%	**48%**	16%	61%	93%	*	*	33%	33%	37%	100%	-	48%	33%	65%	34%	-	*	-	-
	EL	22%	29%	**33%**	0%	44%	*	*	*	*	-	33%	-	-	33%	33%	44%	22%	-	-	-	-
	Male	39%	49%	**61%**	20%	64%	100%	-	*	*	*	50%	100%	43%	65%	44%	61%	-	-	*	-	-
	Female	30%	38%	**28%**	5%	40%	88%	*	*	*	*	18%	100%	9%	34%	22%	-	28%	-	*	-	-
Grade 6																						
Reading	All Students	51%	70%	**73%**	67%	70%	72%	-	*	71%	100%	67%	90%	50%	76%	79%	68%	77%	-	-	-	-
	CWD	24%	35%	**50%**	*	*	67%	-	-	-	-	38%	67%	50%	-	*	43%	57%	-	-	-	-
	CWOD	56%	76%	**76%**	67%	81%	75%	-	*	71%	100%	70%	100%	-	76%	77%	72%	81%	-	-	-	-
	EL	34%	59%	**79%**	*	83%	*	-	-	*	-	77%	*	*	77%	79%	71%	86%	-	-	-	-
	Male	47%	67%	**68%**	58%	56%	70%	-	-	*	*	59%	91%	43%	72%	71%	68%	-	-	-	-	-
	Female	56%	74%	**77%**	69%	82%	75%	-	*	*	100%	74%	89%	57%	81%	86%	-	77%	-	-	-	-
Mathematics	All Students	38%	63%	**50%**	40%	50%	61%	-	*	57%	50%	44%	70%	29%	54%	14%	49%	51%	-	-	-	-
	CWD	22%	34%	**29%**	*	*	50%	-	-	-	-	25%	33%	29%	-	*	29%	29%	-	-	-	-
	CWOD	41%	67%	**54%**	43%	63%	67%	-	*	57%	50%	46%	86%	-	54%	15%	53%	56%	-	-	-	-
	EL	26%	54%	**14%**	*	0%	*	-	-	*	-	15%	*	*	15%	14%	29%	0%	-	-	-	-
	Male	41%	66%	**49%**	42%	44%	60%	-	-	*	*	39%	73%	29%	53%	29%	49%	-	-	-	-	-
	Female	36%	60%	**51%**	38%	55%	63%	-	*	*	50%	47%	67%	29%	56%	0%	-	51%	-	-	-	-
STAAR Percent at Masters Grade Level																						
Grade 3																						
Reading	All Students	19%	26%	**19%**	11%	25%	25%	-	*	*	0%	14%	30%	0%	21%	10%	18%	19%	-	-	-	-
	CWD	7%	9%	**0%**	*	*	*	-	-	-	*	*	0%	0%	-	-	0%	*	-	-	-	-
	CWOD	22%	29%	**21%**	12%	27%	31%	-	*	*	0%	15%	40%	-	21%	10%	21%	21%	-	-	-	-
	EL	13%	22%	**10%**	*	*	*	-	-	*	-	10%	-	-	10%	10%	*	17%	-	-	-	-
	Male	17%	22%	**18%**	11%	*	27%	-	*	*	*	10%	31%	0%	21%	*	18%	-	-	-	-	-
	Female	22%	30%	**19%**	11%	33%	20%	-	*	*	*	17%	29%	*	21%	17%	-	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	18%	25%	**26%**	23%	17%	40%	-	*	*	0%	22%	35%	13%	28%	20%	27%	25%	-	-	-	-
	CWD	9%	13%	**13%**	*	*	*	-	-	-	*	*	0%	13%	-	-	0%	*	-	-	-	-
	CWOD	20%	27%	**28%**	25%	18%	44%	-	*	*	0%	22%	47%	-	28%	20%	32%	24%	-	-	-	-
	EL	12%	20%	**20%**	*	*	*	-	-	*	-	20%	-	-	20%	20%	*	33%	-	-	-	-
	Male	21%	28%	**27%**	22%	*	40%	-	*	*	*	15%	46%	0%	32%	*	27%	-	-	-	-	-
	Female	15%	21%	**25%**	22%	22%	40%	-	*	*	*	28%	14%	*	24%	33%	-	25%	-	-	-	-
Grade 4																						
Reading	All Students	21%	28%	**18%**	14%	4%	50%	*	*	0%	27%	6%	61%	14%	19%	4%	12%	26%	-	*	-	-
	CWD	7%	13%	**14%**	*	*	*	-	*	*	*	9%	*	14%	-	0%	11%	20%	-	*	-	-
	CWOD	24%	30%	**19%**	11%	5%	57%	*	-	0%	25%	6%	67%	-	19%	4%	12%	26%	-	*	-	-
	EL	12%	13%	**4%**	10%	0%	*	*	*	*	*	4%	*	0%	4%	4%	0%	9%	-	-	-	-
	Male	19%	23%	**12%**	0%	7%	50%	*	*	*	11%	0%	63%	11%	12%	0%	12%	-	-	*	-	-
	Female	23%	33%	**26%**	23%	0%	50%	-	-	0%	*	14%	60%	20%	26%	9%	-	26%	-	-	-	-
Mathematics	All Students	21%	30%	**19%**	9%	8%	50%	*	*	0%	27%	11%	47%	7%	22%	7%	14%	25%	-	*	-	-
	CWD	8%	16%	**7%**	*	*	*	-	*	*	*	9%	*	7%	-	0%	0%	20%	-	*	-	-
	CWOD	24%	33%	**22%**	6%	9%	57%	*	-	0%	38%	11%	56%	-	22%	8%	18%	26%	-	*	-	-
	EL	15%	24%	**7%**	10%	0%	*	*	*	*	*	8%	*	0%	8%	7%	6%	8%	-	-	-	-
	Male	24%	31%	**14%**	0%	7%	50%	*	*	*	11%	6%	50%	0%	18%	6%	14%	-	-	*	-	-
	Female	18%	29%	**25%**	15%	10%	50%	-	-	0%	*	17%	45%	20%	26%	8%	-	25%	-	-	-	-
Grade 5																						
Reading	All Students	28%	38%	**31%**	20%	38%	35%	*	*	67%	14%	29%	43%	0%	39%	17%	37%	26%	-	*	-	-
	CWD	8%	11%	**0%**	0%	*	*	-	-	-	*	0%	*	0%	-	-	0%	0%	-	*	-	-
	CWOD	31%	43%	**39%**	32%	44%	43%	*	*	67%	17%	37%	50%	-	39%	17%	45%	34%	-	*	-	-
	EL	17%	23%	**17%**	0%	22%	*	*	*	*	-	17%	-	-	17%	17%	22%	11%	-	-	-	-
	Male	24%	35%	**37%**	30%	45%	22%	-	*	*	*	37%	38%	0%	45%	22%	37%	-	-	*	-	-
	Female	32%	41%	**26%**	15%	30%	50%	*	*	*	*	23%	50%	0%	34%	11%	-	26%	-	*	-	-
Mathematics	All Students	21%	28%	**23%**	7%	24%	53%	*	*	17%	14%	16%	57%	6%	27%	11%	34%	13%	-	*	-	-
	CWD	8%	9%	**6%**	0%	*	*	-	-	-	*	0%	*	6%	-	-	14%	0%	-	*	-	-
	CWOD	23%	31%	**27%**	11%	28%	64%	*	*	17%	0%	20%	58%	-	27%	11%	39%	17%	-	*	-	-
	EL	14%	18%	**11%**	0%	11%	*	*	*	*	-	11%	-	-	11%	11%	11%	11%	-	-	-	-
	Male	23%	31%	**34%**	20%	27%	56%	-	*	*	*	27%	63%	14%	39%	11%	34%	-	-	*	-	-
	Female	19%	25%	**13%**	0%	20%	50%	*	*	*	*	8%	50%	0%	17%	11%	-	13%	-	*	-	-
Science	All Students	15%	20%	**19%**	0%	19%	53%	*	*	17%	14%	14%	43%	6%	23%	6%	29%	11%	-	*	-	-
	CWD	7%	8%	**6%**	0%	*	*	-	-	-	*	0%	*	6%	-	-	14%	0%	-	*	-	-
	CWOD	16%	22%	**23%**	0%	22%	64%	*	*	17%	0%	19%	42%	-	23%	6%	32%	14%	-	*	-	-
	EL	7%	10%	**6%**	0%	0%	*	*	*	*	-	6%	-	-	6%	6%	11%	0%	-	-	-	-
	Male	18%	23%	**29%**	0%	27%	56%	-	*	*	*	23%	50%	14%	32%	11%	29%	-	-	*	-	-
	Female	12%	16%	**11%**	0%	10%	50%	*	*	*	*	8%	33%	0%	14%	0%	-	11%	-	*	-	-
Grade 6																						

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

		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%	30%	**21%**	14%	17%	39%	*	43%	5%	20%	16%	40%	6%	24%	10%	22%	20%	-	0%	-	-
	CWD	8%	12%	**6%**	5%	0%	7%	-	*	*	20%	5%	6%	6%	-	0%	4%	8%	-	*	-	-
	CWOD	20%	32%	**24%**	16%	19%	48%	*	50%	5%	20%	17%	49%	-	24%	11%	26%	22%	-	*	-	-
	EL	11%	19%	**10%**	14%	3%	29%	*	*	0%	*	10%	*	0%	11%	10%	8%	12%	-	-	-	-
	Male	20%	31%	**22%**	15%	13%	40%	*	*	9%	15%	15%	43%	4%	26%	8%	22%	-	-	0%	-	-
	Female	16%	28%	**20%**	13%	20%	39%	*	*	0%	27%	16%	36%	8%	22%	12%	-	20%	-	*	-	-
Science	All Students	17%	29%	**19%**	0%	19%	53%	*	*	17%	14%	14%	43%	6%	23%	6%	29%	11%	-	*	-	-
	CWD	7%	9%	**6%**	0%	*	*	-	-	-	*	0%	*	6%	-	-	14%	0%	-	*	-	-
	CWOD	19%	32%	**23%**	0%	22%	64%	*	*	17%	0%	19%	42%	-	23%	6%	32%	14%	-	*	-	-
	EL	6%	11%	**6%**	0%	0%	*	*	*	*	-	6%	-	-	6%	6%	11%	0%	-	-	-	-
	Male	19%	31%	**29%**	0%	27%	56%	-	*	*	*	23%	50%	14%	32%	11%	29%	-	-	*	-	-
	Female	16%	27%	**11%**	0%	10%	50%	*	*	*	*	8%	33%	0%	14%	0%	-	11%	-	*	-	-

- Indicates there are no students in the group.

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

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 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	65	59	73	*	80	74	73	65	54	62
CWD	54	44	39	63	-	*	*	*	47	54	63
CWOD	70	72	62	75	*	*	78	68	69	-	62
EL ✧	62	64	46	75	*	*	*	*	64	63	62
Male	66	59	51	80	*	*	93	72	63	65	60
Female	68	70	69	65	*	*	50	75	67	43	65
Mathematics											
All Students	74	74	71	84	*	70	57	67	71	73	74
CWD	73	78	72	60	-	*	*	*	72	73	54
CWOD	74	73	71	89	*	*	54	66	71	-	76
EL ✧	74	83	66	71	*	*	*	*	74	54	74

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Male	68	75	60	86	*	*	45	58	67	66	66
Female	78	74	85	81	*	*	72	79	76	80	85

- 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
124	21	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	50	38	47	68	40	71	49	57	44	29	37
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	Y	Y
Interim Goals (2028-2032)	55%	45%	49%	66%	53%	78%	55%	63%	46%	38%	48%
Target Met	Y	N	N	Y			Y	Y	Y	N	N
Interim Goals (2033-2037)	64%	56%	59%	73%	62%	83%	64%	71%	57%	50%	59%
Target Met	N	N	N	N			N	Y	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	N	N
Mathematics											
Interim Goals (2023-2027)	49%	33%	44%	60%	47%	82%	51%	55%	40%	29%	45%
Target Met	Y	Y	N	Y			N	Y	Y	Y	N
Interim Goals (2028-2032)	58%	44%	53%	67%	56%	85%	59%	63%	50%	41%	54%
Target Met	N	N	N	Y			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	Y			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	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%**	99%	100%	100%	100%	100%	100%	100%	100%	100%	99%	100%	100%	100%	100%	-
	CWD	**99%**	98%	100%	100%	-	*	*	100%	99%	100%	99%	-	100%	98%	100%	-
	CWOD	**100%**	99%	100%	100%	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	**100%**	100%	100%	100%	100%	100%	100%	*	100%	100%	100%	100%	100%	100%	100%	-
	Male	**100%**	99%	100%	100%	*	100%	100%	100%	100%	100%	98%	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%	100%	*	100%	100%	100%	100%	100%	100%	100%	100%	-	100%	-
Reading	All Students	**100%**	99%	100%	100%	*	100%	100%	100%	100%	100%	98%	100%	100%	99%	100%	-
	CWD	**98%**	95%	100%	100%	-	*	*	100%	97%	100%	98%	-	100%	97%	100%	-
	CWOD	**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	**99%**	98%	100%	100%	*	*	100%	100%	99%	100%	97%	100%	100%	99%	-	-
	Female	**100%**	100%	100%	100%	*	*	100%	100%	100%	100%	100%	100%	100%	-	100%	-
Mathematics	All Students	**100%**	99%	100%	100%	*	100%	100%	100%	100%	100%	100%	100%	100%	100%	99%	-
	CWD	**100%**	100%	100%	100%	-	*	*	100%	100%	100%	100%	-	100%	100%	100%	-
	CWOD	**100%**	99%	100%	100%	*	100%	100%	100%	100%	100%	-	100%	100%	100%	99%	-
	EL	**100%**	100%	100%	100%	*	*	100%	*	100%	*	100%	100%	100%	100%	100%	-
	Male	**100%**	100%	100%	100%	*	*	100%	100%	100%	100%	100%	100%	100%	100%	-	-
	Female	**99%**	98%	100%	100%	*	*	100%	100%	99%	100%	100%	99%	100%	-	99%	-
Science	All Students	**100%**	100%	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%	-	100%	100%	100%	100%	-
	EL	**100%**	100%	100%	*	*	*	*	-	100%	-	-	100%	100%	100%	100%	-
	Male	**100%**	100%	100%	100%	-	*	*	*	100%	100%	100%	100%	100%	100%	-	-
	Female	**100%**	100%	100%	100%	*	*	*	*	100%	100%	100%	100%	100%	-	100%	-
SAT/ACT All Subjects	All Students	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Non-Participation Rate																	
All Subjects	All Students	**0%**	1%	0%	0%	0%	0%	0%	0%	0%	0%	1%	0%	0%	0%	0%	-
	CWD	**1%**	2%	0%	0%	-	*	*	0%	1%	0%	1%	-	0%	2%	0%	-
	CWOD	**0%**	1%	0%	0%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	**0%**	0%	0%	0%	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%	-
	Male	**0%**	1%	0%	0%	*	0%	0%	0%	0%	0%	2%	0%	0%	0%	-	-
	Female	**0%**	1%	0%	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%**	1%	0%	0%	*	0%	0%	0%	0%	0%	2%	0%	0%	1%	0%	-
	CWD	**2%**	5%	0%	0%	-	*	*	0%	3%	0%	2%	-	0%	3%	0%	-
	CWOD	**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	**1%**	2%	0%	0%	*	*	0%	0%	1%	0%	3%	0%	0%	1%	-	-
	Female	**0%**	0%	0%	0%	*	*	0%	0%	0%	0%	0%	0%	0%	-	0%	-
Mathematics	All Students	**0%**	1%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%	0%	0%	1%	-
	CWD	**0%**	0%	0%	0%	-	*	*	0%	0%	0%	0%	-	0%	0%	0%	-
	CWOD	**0%**	1%	0%	0%	*	0%	0%	0%	0%	0%	-	0%	0%	0%	1%	-
	EL	**0%**	0%	0%	0%	*	*	0%	*	0%	*	0%	0%	0%	0%	0%	-
	Male	**0%**	0%	0%	0%	*	*	0%	0%	0%	0%	0%	0%	0%	0%	-	-
	Female	**1%**	2%	0%	0%	*	*	0%	0%	1%	0%	0%	1%	0%	-	1%	-
Science	All Students	**0%**	0%	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%	-	0%	0%	0%	0%	-
	EL	**0%**	0%	0%	*	*	*	*	-	0%	-	-	0%	0%	0%	0%	-
	Male	**0%**	0%	0%	0%	-	*	*	*	0%	0%	0%	0%	0%	0%	-	-
	Female	**0%**	0%	0%	0%	*	*	*	*	0%	0%	0%	0%	0%	-	0%	-
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	5	1	2	2	0	0	0	0	0		
	Female	1	1	0	0	0	0	0	0	0		
	Total	6	2	2	2	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	1	1	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	1	1	0	0	0	0	0	0	0		
Students With Disabilities												
In-School Suspensions												
	Male	2	0	0	1	0	0	0	1	0		3
	Female	0	0	0	0	0	0	0	0	0		1
	Total	2	0	0	1	0	0	0	1	0		4
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	33	10	9	6	1	-8	1	6	3	7	3
	Female	36	6	11	12	1	-8	4	2	4	6	3
	Total	69	16	20	18	2	-8	5	8	7	13	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	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	20	8	6	5	0	1	0	0	9	9
	Female	12	7	2	2	0	1	0	0	4	4
	Total	32	15	8	7	0	2	0	0	13	13
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	4.0	9.4%
Teachers Teaching with Emergency or Provisional Credentials	1.0	2.5%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	1.1	2.7%

- 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%	37	2%	*	3%
Mathematics	7,386	2%	37	2%	*	3%
Grade 4						
Reading	7,296	2%	34	2%	*	2%
Mathematics	7,293	2%	34	2%	*	2%
Grade 5						
Reading	6,823	2%	31	2%	*	4%
Mathematics	6,825	2%	31	2%	*	4%
Science	6,820	2%	31	2%	*	4%
Grade 6						
Reading	6,480	2%	24	1%	*	4%
Mathematics	6,481	2%	25	2%	*	5%
Grade 7						
Reading	6,309	2%	28	2%	-	-
Mathematics	6,300	2%	28	2%	-	-
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%	19	1%	-	-
Mathematics	6,162	2%	19	2%	-	-
Science	6,163	1%	19	1%	-	-
End of Course						
English I	6,032	1%	23	1%	-	-
English II	5,771	1%	21	1%	-	-
Algebra I	6,015	1%	23	1%	-	-
Biology	6,041	1%	21	1%	-	-
All Grades						
All Subjects	117,761	1%	485	2%	24	3%
Reading	52,275	1%	217	1%	10	3%
Mathematics	46,462	2%	197	2%	11	3%
Science	19,024	1%	71	1%	*	4%

- 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%	21%	26%	12%	*	6%	27%	12%	21%	24%	20%

- 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%	82%	**79%**	82%	75%	100%	-	-	*	*	78%	*	42%	85%	74%	69%	88%	-	*	-	-
	CWD	51%	56%	**42%**	*	25%	*	-	-	*	*	42%	-	42%	-	29%	63%	*	-	-	-	-
	CWOD	80%	87%	**85%**	80%	83%	100%	-	-	*	*	84%	*	-	85%	80%	71%	97%	-	*	-	-
	EL	65%	74%	**74%**	*	74%	*	-	-	-	-	72%	*	29%	80%	74%	64%	84%	-	*	-	-
	Male	73%	79%	**69%**	86%	63%	*	-	-	*	*	69%	-	63%	71%	64%	69%	-	-	*	-	-
	Female	78%	84%	**88%**	*	86%	100%	-	-	*	*	86%	*	*	97%	84%	-	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	72%	78%	**69%**	64%	66%	100%	-	-	*	*	68%	*	25%	76%	72%	64%	73%	-	*	-	-
	CWD	51%	55%	**25%**	*	25%	*	-	-	*	*	25%	-	25%	-	29%	38%	*	-	-	-	-
	CWOD	76%	83%	**76%**	70%	73%	100%	-	-	*	*	77%	*	-	76%	78%	71%	81%	-	*	-	-
	EL	67%	74%	**72%**	*	72%	*	-	-	-	-	72%	*	29%	78%	72%	68%	76%	-	*	-	-
	Male	74%	79%	**64%**	57%	67%	*	-	-	*	*	64%	-	38%	71%	68%	64%	-	-	*	-	-
	Female	70%	77%	**73%**	*	66%	100%	-	-	*	*	73%	*	*	81%	76%	-	73%	-	*	-	-
Grade 4																						
Reading	All Students	76%	83%	**69%**	44%	71%	86%	-	*	*	*	70%	*	*	69%	67%	68%	71%	-	*	-	-
	CWD	51%	59%	*	-	*	-	-	-	*	*	*	-	*	-	*	*	-	-	-	-	-
	CWOD	81%	87%	**69%**	44%	73%	86%	-	*	*	*	71%	*	-	69%	67%	68%	71%	-	*	-	-
	EL	66%	75%	**67%**	50%	68%	*	-	-	*	-	67%	*	*	67%	67%	67%	67%	-	-	-	-
	Male	74%	81%	**68%**	29%	77%	*	-	-	*	*	69%	*	*	68%	67%	68%	-	-	*	-	-
	Female	79%	86%	**71%**	56%	65%	*	-	*	*	*	72%	*	-	71%	67%	-	71%	-	-	-	-
Mathematics	All Students	69%	80%	**80%**	69%	80%	86%	-	*	*	*	82%	*	*	81%	78%	79%	80%	-	*	-	-
	CWD	44%	55%	*	-	*	-	-	-	*	*	*	-	*	-	*	*	-	-	-	-	-
	CWOD	74%	84%	**81%**	69%	82%	86%	-	*	*	*	82%	*	-	81%	80%	81%	80%	-	*	-	-
	EL	63%	75%	**78%**	67%	80%	*	-	-	*	-	80%	*	*	80%	78%	79%	78%	-	-	-	-
	Male	71%	80%	**79%**	57%	86%	*	-	-	*	*	81%	*	*	81%	79%	79%	-	-	*	-	-
	Female	67%	79%	**80%**	78%	74%	*	-	*	*	*	82%	*	-	80%	78%	-	80%	-	-	-	-
Grade 5																						
Reading	All Students	80%	86%	**83%**	92%	76%	100%	-	*	-	-	82%	*	45%	88%	76%	74%	92%	-	*	*	-
	CWD	49%	52%	**45%**	*	38%	*	-	-	-	-	40%	*	45%	-	29%	38%	*	-	*	-	-
	CWOD	86%	92%	**88%**	100%	83%	100%	-	*	-	-	88%	*	-	88%	84%	82%	94%	-	*	*	-
	EL	72%	83%	**76%**	100%	71%	*	-	*	-	-	75%	*	29%	84%	76%	64%	91%	-	*	-	-
	Male	77%	84%	**74%**	86%	66%	100%	-	*	-	-	73%	*	38%	82%	64%	74%	-	-	*	-	-
	Female	83%	88%	**92%**	100%	88%	100%	-	*	-	-	92%	*	*	94%	91%	-	92%	-	-	*	-
Mathematics	All Students	79%	85%	**85%**	83%	83%	92%	-	*	-	-	86%	*	27%	94%	88%	86%	84%	-	*	*	-
	CWD	59%	62%	**27%**	*	25%	*	-	-	-	-	30%	*	27%	-	29%	38%	*	-	*	-	-
	CWOD	83%	89%	**94%**	91%	93%	100%	-	*	-	-	94%	*	-	94%	98%	97%	91%	-	*	*	-
	EL	75%	86%	**88%**	100%	85%	*	-	*	-	-	88%	*	29%	98%	88%	89%	86%	-	*	-	-
	Male	79%	86%	**86%**	71%	86%	100%	-	*	-	-	85%	*	38%	97%	89%	86%	-	-	*	-	-
	Female	79%	85%	**84%**	100%	80%	86%	-	*	-	-	86%	*	*	91%	86%	-	84%	-	-	*	-
Science	All Students	64%	74%	**68%**	83%	57%	92%	-	*	-	-	66%	*	18%	75%	60%	64%	71%	-	*	*	-
	CWD	41%	47%	**18%**	*	13%	*	-	-	-	-	10%	*	18%	-	14%	13%	*	-	*	-	-
	CWOD	68%	79%	**75%**	91%	65%	100%	-	*	-	-	74%	*	-	75%	67%	76%	74%	-	*	*	-
	EL	52%	65%	**60%**	80%	56%	*	-	*	-	-	58%	*	14%	67%	60%	57%	64%	-	*	-	-
	Male	67%	78%	**64%**	86%	55%	80%	-	*	-	-	63%	*	13%	76%	57%	64%	-	-	*	-	-
	Female	60%	70%	**71%**	80%	60%	100%	-	*	-	-	69%	*	*	74%	64%	-	71%	-	-	*	-
Grade 6																						

		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	75%	89%	**74%**	69%	76%	63%	-	*	-	*	73%	86%	10%	83%	73%	70%	78%	-	*	-	-
	CWD	45%	60%	**10%**	-	13%	*	-	*	-	-	11%	*	10%	-	0%	*	0%	-	-	-	-
	CWOD	81%	93%	**83%**	69%	87%	71%	-	*	-	*	82%	100%	-	83%	86%	75%	94%	-	*	-	-
	EL	62%	82%	**73%**	*	75%	*	-	*	-	-	73%	*	0%	86%	73%	69%	76%	-	*	-	-
	Male	72%	87%	**70%**	43%	74%	*	-	*	-	-	66%	100%	*	75%	69%	70%	-	-	*	-	-
	Female	80%	91%	**78%**	100%	78%	*	-	*	-	*	81%	*	0%	94%	76%	-	78%	-	*	-	-
Mathematics	All Students	74%	90%	**86%**	100%	81%	88%	-	*	-	*	86%	86%	40%	93%	80%	84%	89%	-	*	-	-
	CWD	51%	66%	**40%**	-	38%	*	-	*	-	-	44%	*	40%	-	38%	*	33%	-	-	-	-
	CWOD	78%	93%	**93%**	100%	89%	100%	-	*	-	*	92%	100%	-	93%	88%	88%	100%	-	*	-	-
	EL	65%	87%	**80%**	*	77%	*	-	*	-	-	81%	*	38%	88%	80%	73%	88%	-	*	-	-
	Male	75%	92%	**84%**	100%	77%	*	-	*	-	-	82%	100%	*	88%	73%	84%	-	-	*	-	-
	Female	73%	88%	**89%**	100%	87%	*	-	*	-	*	92%	*	33%	100%	88%	-	89%	-	*	-	-
STAAR Percent at Meets Grade Level or Above																						
Grade 3																						
Reading	All Students	49%	57%	**40%**	27%	34%	86%	-	-	*	*	39%	*	8%	46%	32%	28%	51%	-	*	-	-
	CWD	28%	32%	**8%**	*	13%	*	-	-	*	*	8%	-	8%	-	14%	13%	*	-	-	-	-
	CWOD	53%	62%	**46%**	30%	38%	100%	-	-	*	*	45%	*	-	46%	35%	32%	57%	-	*	-	-
	EL	37%	44%	**32%**	*	32%	*	-	-	-	-	32%	*	14%	35%	32%	25%	40%	-	*	-	-
	Male	46%	54%	**28%**	29%	26%	*	-	-	*	*	28%	-	13%	32%	25%	28%	-	-	*	-	-
	Female	53%	61%	**51%**	*	41%	100%	-	-	*	*	51%	*	*	57%	40%	-	51%	-	*	-	-
Mathematics	All Students	44%	53%	**30%**	9%	25%	86%	-	-	*	*	29%	*	0%	35%	28%	23%	37%	-	*	-	-
	CWD	28%	37%	**0%**	*	0%	*	-	-	*	*	0%	-	0%	-	0%	0%	*	-	-	-	-
	CWOD	47%	56%	**35%**	10%	29%	100%	-	-	*	*	34%	*	-	35%	33%	29%	41%	-	*	-	-
	EL	35%	44%	**28%**	*	28%	*	-	-	-	-	28%	*	0%	33%	28%	25%	32%	-	*	-	-
	Male	47%	57%	**23%**	0%	26%	*	-	-	*	*	23%	-	0%	29%	25%	23%	-	-	*	-	-
	Female	40%	49%	**37%**	*	24%	100%	-	-	*	*	35%	*	*	41%	32%	-	37%	-	*	-	-
Grade 4																						
Reading	All Students	47%	56%	**40%**	19%	42%	57%	-	*	*	*	39%	*	*	40%	41%	44%	37%	-	*	-	-
	CWD	25%	35%	*	-	*	-	-	-	*	*	*	-	*	-	*	*	-	-	-	-	-
	CWOD	51%	60%	**40%**	19%	43%	57%	-	*	*	*	40%	*	-	40%	43%	45%	37%	-	*	-	-
	EL	35%	42%	**41%**	33%	43%	*	-	-	*	-	41%	*	*	43%	41%	46%	37%	-	-	-	-
	Male	44%	54%	**44%**	14%	50%	*	-	-	*	*	44%	*	*	45%	46%	44%	-	-	*	-	-
	Female	50%	59%	**37%**	22%	35%	*	-	*	*	*	36%	*	-	37%	37%	-	37%	-	-	-	-
Mathematics	All Students	47%	59%	**59%**	38%	58%	71%	-	*	*	*	59%	*	*	58%	57%	65%	54%	-	*	-	-
	CWD	27%	39%	*	-	*	-	-	-	*	*	*	-	*	-	*	*	-	-	-	-	-
	CWOD	51%	63%	**58%**	38%	59%	71%	-	*	*	*	59%	*	-	58%	57%	65%	54%	-	*	-	-
	EL	39%	53%	**57%**	50%	55%	*	-	-	*	-	57%	*	*	57%	57%	67%	48%	-	-	-	-
	Male	50%	61%	**65%**	29%	77%	*	-	-	*	*	66%	*	*	65%	67%	65%	-	-	*	-	-
	Female	43%	58%	**54%**	44%	39%	*	-	*	*	*	54%	*	-	54%	48%	-	54%	-	-	-	-
Grade 5																						

		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	56%	65%	**50%**	25%	52%	58%	-	*	-	-	50%	*	0%	58%	42%	40%	61%	-	*	*	-
	CWD	27%	29%	**0%**	*	0%	*	-	-	-	-	0%	*	0%	-	0%	0%	*	-	*	-	-
	CWOD	61%	72%	**58%**	27%	61%	70%	-	*	-	-	58%	*	-	58%	49%	50%	66%	-	*	*	-
	EL	43%	52%	**42%**	20%	46%	*	-	*	-	-	42%	*	0%	49%	42%	32%	55%	-	*	-	-
	Male	51%	62%	**40%**	29%	45%	20%	-	*	-	-	40%	*	0%	50%	32%	40%	-	-	*	-	-
	Female	60%	69%	**61%**	20%	60%	86%	-	*	-	-	61%	*	*	66%	55%	-	61%	-	-	*	-
Mathematics	All Students	50%	60%	**61%**	50%	59%	75%	-	*	-	-	62%	*	0%	71%	60%	60%	63%	-	*	*	-
	CWD	28%	29%	**0%**	*	0%	*	-	-	-	-	0%	*	0%	-	0%	0%	*	-	*	-	-
	CWOD	54%	65%	**71%**	55%	70%	90%	-	*	-	-	71%	*	-	71%	70%	74%	69%	-	*	*	-
	EL	43%	55%	**60%**	60%	61%	*	-	*	-	-	60%	*	0%	70%	60%	57%	64%	-	*	-	-
	Male	52%	62%	**60%**	43%	62%	60%	-	*	-	-	60%	*	0%	74%	57%	60%	-	-	*	-	-
	Female	48%	58%	**63%**	60%	56%	86%	-	*	-	-	64%	*	*	69%	64%	-	63%	-	-	*	-
Science	All Students	35%	44%	**28%**	8%	22%	58%	-	*	-	-	28%	*	0%	32%	18%	24%	32%	-	*	*	-
	CWD	23%	27%	**0%**	*	0%	*	-	-	-	-	0%	*	0%	-	0%	0%	*	-	*	-	-
	CWOD	37%	47%	**32%**	9%	26%	70%	-	*	-	-	32%	*	-	32%	21%	29%	34%	-	*	*	-
	EL	22%	29%	**18%**	0%	17%	*	-	*	-	-	17%	*	0%	21%	18%	14%	23%	-	*	-	-
	Male	39%	49%	**24%**	14%	21%	40%	-	*	-	-	23%	*	0%	29%	14%	24%	-	-	*	-	-
	Female	30%	38%	**32%**	0%	24%	71%	-	*	-	-	33%	*	*	34%	23%	-	32%	-	-	*	-
Grade 6																						
Reading	All Students	51%	70%	**54%**	62%	50%	63%	-	*	-	*	53%	71%	0%	62%	51%	43%	68%	-	*	-	-
	CWD	24%	35%	**0%**	-	0%	*	-	*	-	-	0%	*	0%	-	0%	*	0%	-	-	-	-
	CWOD	56%	76%	**62%**	62%	59%	71%	-	*	-	*	60%	83%	-	62%	60%	48%	81%	-	*	-	-
	EL	34%	59%	**51%**	*	50%	*	-	*	-	-	50%	*	0%	60%	51%	38%	64%	-	*	-	-
	Male	47%	67%	**43%**	29%	42%	*	-	*	-	-	37%	83%	*	48%	38%	43%	-	-	*	-	-
	Female	56%	74%	**68%**	100%	61%	*	-	*	-	*	69%	*	0%	81%	64%	-	68%	-	*	-	-
Mathematics	All Students	38%	63%	**48%**	38%	54%	25%	-	*	-	*	47%	57%	0%	55%	49%	45%	51%	-	*	-	-
	CWD	22%	34%	**0%**	-	0%	*	-	*	-	-	0%	*	0%	-	0%	*	0%	-	-	-	-
	CWOD	41%	67%	**55%**	38%	63%	29%	-	*	-	*	54%	67%	-	55%	58%	50%	61%	-	*	-	-
	EL	26%	54%	**49%**	*	50%	*	-	*	-	-	50%	*	0%	58%	49%	42%	56%	-	*	-	-
	Male	41%	66%	**45%**	14%	48%	*	-	*	-	-	42%	67%	*	50%	42%	45%	-	-	*	-	-
	Female	36%	60%	**51%**	67%	61%	*	-	*	-	*	53%	*	0%	61%	56%	-	51%	-	*	-	-
STAAR Percent at Masters Grade Level																						
Grade 3																						
Reading	All Students	19%	26%	**20%**	9%	18%	43%	-	-	*	*	20%	*	8%	22%	21%	13%	27%	-	*	-	-
	CWD	7%	9%	**8%**	*	13%	*	-	-	*	*	8%	-	8%	-	14%	13%	*	-	-	-	-
	CWOD	22%	29%	**22%**	10%	19%	50%	-	-	*	*	22%	*	-	22%	22%	13%	30%	-	*	-	-
	EL	13%	22%	**21%**	*	20%	*	-	-	-	-	20%	*	14%	22%	21%	14%	28%	-	*	-	-
	Male	17%	22%	**13%**	0%	15%	*	-	-	*	*	13%	-	13%	13%	14%	13%	-	-	*	-	-
	Female	22%	30%	**27%**	*	21%	50%	-	-	*	*	27%	*	*	30%	28%	-	27%	-	*	-	-

		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%	25%	**8%**	0%	9%	14%	-	-	*	*	8%	*	0%	9%	9%	3%	12%	-	*	-	-
	CWD	9%	13%	**0%**	*	0%	*	-	-	*	*	0%	-	0%	-	0%	0%	*	-	-	-	-
	CWOD	20%	27%	**9%**	0%	10%	17%	-	-	*	*	9%	*	-	9%	11%	3%	14%	-	*	-	-
	EL	12%	20%	**9%**	*	10%	*	-	-	-	-	10%	*	0%	11%	9%	4%	16%	-	*	-	-
	Male	21%	28%	**3%**	0%	4%	*	-	-	*	*	3%	-	0%	3%	4%	3%	-	-	*	-	-
	Female	15%	21%	**12%**	*	14%	17%	-	-	*	*	14%	*	*	14%	16%	-	12%	-	*	-	-
Grade 4																						
Reading	All Students	21%	28%	**12%**	6%	11%	14%	-	*	*	*	13%	*	*	13%	10%	9%	15%	-	*	-	-
	CWD	7%	13%	*	-	*	-	-	-	*	*	*	-	*	-	*	*	-	-	-	-	-
	CWOD	24%	30%	**13%**	6%	11%	14%	-	*	*	*	13%	*	-	13%	10%	10%	15%	-	*	-	-
	EL	12%	13%	**10%**	0%	10%	*	-	-	*	-	10%	*	*	10%	10%	8%	11%	-	-	-	-
	Male	19%	23%	**9%**	0%	14%	*	-	-	*	*	9%	*	*	10%	8%	9%	-	-	*	-	-
	Female	23%	33%	**15%**	11%	9%	*	-	*	*	*	15%	*	-	15%	11%	-	15%	-	-	-	-
Mathematics	All Students	21%	30%	**25%**	13%	27%	14%	-	*	*	*	27%	*	*	25%	27%	35%	17%	-	*	-	-
	CWD	8%	16%	*	-	*	-	-	-	*	*	*	-	*	-	*	*	-	-	-	-	-
	CWOD	24%	33%	**25%**	13%	27%	14%	-	*	*	*	26%	*	-	25%	27%	35%	17%	-	*	-	-
	EL	15%	24%	**27%**	0%	30%	*	-	-	*	-	29%	*	*	27%	27%	46%	11%	-	-	-	-
	Male	24%	31%	**35%**	14%	41%	*	-	-	*	*	38%	*	*	35%	46%	35%	-	-	*	-	-
	Female	18%	29%	**17%**	11%	13%	*	-	*	*	*	18%	*	-	17%	11%	-	17%	-	-	-	-
Grade 5																						
Reading	All Students	28%	38%	**26%**	25%	22%	33%	-	*	-	-	25%	*	0%	30%	16%	24%	29%	-	*	*	-
	CWD	8%	11%	**0%**	*	0%	*	-	-	-	-	0%	*	0%	-	0%	0%	*	-	*	-	-
	CWOD	31%	43%	**30%**	27%	26%	40%	-	*	-	-	29%	*	-	30%	19%	29%	31%	-	*	*	-
	EL	17%	23%	**16%**	20%	15%	*	-	*	-	-	15%	*	0%	19%	16%	11%	23%	-	*	-	-
	Male	24%	35%	**24%**	29%	21%	20%	-	*	-	-	23%	*	0%	29%	11%	24%	-	-	*	-	-
	Female	32%	41%	**29%**	20%	24%	43%	-	*	-	-	28%	*	*	31%	23%	-	29%	-	-	*	-
Mathematics	All Students	21%	28%	**21%**	8%	17%	42%	-	*	-	-	21%	*	0%	25%	12%	19%	24%	-	*	*	-
	CWD	8%	9%	**0%**	*	0%	*	-	-	-	-	0%	*	0%	-	0%	0%	*	-	*	-	-
	CWOD	23%	31%	**25%**	9%	20%	50%	-	*	-	-	24%	*	-	25%	14%	24%	26%	-	*	*	-
	EL	14%	18%	**12%**	0%	12%	*	-	*	-	-	10%	*	0%	14%	12%	11%	14%	-	*	-	-
	Male	23%	31%	**19%**	14%	17%	20%	-	*	-	-	18%	*	0%	24%	11%	19%	-	-	*	-	-
	Female	19%	25%	**24%**	0%	16%	57%	-	*	-	-	25%	*	*	26%	14%	-	24%	-	-	*	-
Science	All Students	15%	20%	**13%**	8%	6%	33%	-	*	-	-	12%	*	0%	14%	4%	10%	16%	-	*	*	-
	CWD	7%	8%	**0%**	*	0%	*	-	-	-	-	0%	*	0%	-	0%	0%	*	-	*	-	-
	CWOD	16%	22%	**14%**	9%	7%	40%	-	*	-	-	14%	*	-	14%	5%	12%	17%	-	*	*	-
	EL	7%	10%	**4%**	0%	2%	*	-	*	-	-	2%	*	0%	5%	4%	4%	5%	-	*	-	-
	Male	18%	23%	**10%**	14%	3%	20%	-	*	-	-	8%	*	0%	12%	4%	10%	-	-	*	-	-
	Female	12%	16%	**16%**	0%	8%	43%	-	*	-	-	17%	*	*	17%	5%	-	16%	-	-	*	-
Grade 6																						

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

- 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	66	57	53	-	71	*	20	59	25	55
CWD	25	*	32	*	-	*	*	*	27	25	28
CWOD	62	68	61	58	-	83	*	*	62	-	59
EL ✧	55	70	56	31	-	*	*	-	56	28	55
Male	53	60	54	43	-	*	*	*	53	22	49
Female	62	72	61	60	-	80	*	*	64	31	62
Mathematics											
All Students	80	89	75	94	-	104	*	*	81	73	77
CWD	73	*	78	*	-	*	*	*	73	73	81
CWOD	81	91	75	102	-	100	*	*	82	-	76
EL ✧	77	93	72	100	-	*	*	-	76	81	77

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Male	78	80	74	93	-	*	*	*	77	77	74
Female	83	99	77	95	-	105	*	*	84	67	80

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

Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates for the class of 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
351	62	18%

- 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	40	45	60	-	80	47	65	47	13	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)	46%	34%	39%	59%	44%	73%	46%	55%	35%	26%	37%
Target Met	Y	N	Y	Y					Y	N	Y
Interim Goals (2028-2032)	55%	45%	49%	66%	53%	78%	55%	63%	46%	38%	48%
Target Met	N	N	N	Y					Y	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	Y	Y	Y	Y					Y	N	Y
Interim Goals (2028-2032)	58%	44%	53%	67%	56%	85%	59%	63%	50%	41%	54%
Target Met	N	N	Y	N					Y	N	Y
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											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%	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%	-
	EL	**100%**	100%	100%	100%	-	100%	*	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	**100%**	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	100%	100%	100%	-	-

		Campus	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%	100%	-	100%	-
Reading	All Students	**100%**	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	-
	CWD	**100%**	*	100%	*	-	*	*	*	100%	*	100%	-	100%	100%	100%	-
	CWOD	**100%**	100%	100%	100%	-	100%	*	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	**100%**	100%	100%	100%	-	*	*	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	**100%**	100%	100%	100%	-	*	*	*	100%	100%	100%	100%	100%	100%	-	-
	Female	**100%**	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%	100%	100%	-
	CWD	**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%	100%	100%	-
	Male	**100%**	100%	100%	100%	-	*	*	*	100%	100%	100%	100%	100%	100%	-	-
	Female	**100%**	100%	100%	100%	-	100%	*	100%	100%	100%	100%	100%	100%	-	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%	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%	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%	-
	EL	**0%**	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%	-

		Campus	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%	0%	0%	0%	0%	-
	CWD	**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%	0%	0%	-
	Male	**0%**	0%	0%	0%	-	*	*	*	0%	0%	0%	0%	0%	0%	-	-
	Female	**0%**	0%	0%	0%	-	0%	*	0%	0%	0%	0%	0%	0%	-	0%	-
Mathematics	All Students	**0%**	0%	0%	0%	-	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	**0%**	*	0%	*	-	*	*	*	0%	*	0%	-	0%	0%	0%	-
	CWOD	**0%**	0%	0%	0%	-	0%	*	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	**0%**	0%	0%	0%	-	*	*	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	**0%**	0%	0%	0%	-	*	*	*	0%	0%	0%	0%	0%	0%	-	-
	Female	**0%**	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%	*	-
	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%	-
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	10	4	5	1	0	0	0	0	7		
	Female	4	2	2	0	0	0	0	0	2		
	Total	14	6	7	1	0	0	0	0	9		
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	4	3	1	0	0	0	0	0	3		3
	Female	4	3	1	0	0	0	0	0	2		1
	Total	8	6	2	0	0	0	0	0	5		4
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	36	10	24	2	-8	-8	-8	-8	26	8	4
	Female	32	8	21	2	-8	-8	-8	1	16	3	2
	Total	68	18	45	4	-8	-8	-8	1	42	11	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	3
Incidents of physical attack or fight without a weapon	5
Incidents of threats of physical attack with a weapon	0

	Total
Incidents of threats of physical attack without a weapon	6
Incidents of possession of a firearm or explosive device	0
Allegations of Harassment or bullying	
On the basis of sex	0
On the basis of race	0
On the basis of disability	0
On the basis of sexual orientation	0
On the basis of religion	0

Part (viii)(II) This section provides information from the 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	24	5	15	3	0	1	0	0	17	2
	Female	25	3	19	2	0	0	1	0	18	2
	Total	49	8	34	5	0	1	1	0	35	4
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.

High Poverty School		
	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	6.0	14.9%
Teachers Teaching with Emergency or Provisional Credentials	3.0	7.8%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	0.0	-

- Indicates there are no data available in the group.

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%	37	2%	-	-
Mathematics	7,386	2%	37	2%	-	-
Grade 4						
Reading	7,296	2%	34	2%	-	-
Mathematics	7,293	2%	34	2%	-	-
Grade 5						
Reading	6,823	2%	31	2%	-	-
Mathematics	6,825	2%	31	2%	-	-
Science	6,820	2%	31	2%	-	-
Grade 6						
Reading	6,480	2%	24	1%	-	-
Mathematics	6,481	2%	25	2%	-	-
Grade 7						
Reading	6,309	2%	28	2%	-	-
Mathematics	6,300	2%	28	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
Grade 8						
Reading	6,168	1%	19	1%	-	-
Mathematics	6,162	2%	19	2%	-	-
Science	6,163	1%	19	1%	-	-
End of Course						
English I	6,032	1%	23	1%	-	-
English II	5,771	1%	21	1%	-	-
Algebra I	6,015	1%	23	1%	-	-
Biology	6,041	1%	21	1%	-	-
All Grades						
All Subjects	117,761	1%	485	2%	-	-
Reading	52,275	1%	217	1%	-	-
Mathematics	46,462	2%	197	2%	-	-
Science	19,024	1%	71	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	18%	16%	17%	21%	*	27%	33%	29%	16%	19%	15%

- 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)

There is no data for this campus.

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.

	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	1.0	50.0%
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.

There is no data for this campus.

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

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

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

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

* Indicates reporting standards not met.

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

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

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

This section provides information on the cohort rate at which students who graduated from high school in the 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)

There is no data for this campus.

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 7																						
Reading	All Students	77%	85%	**94%**	85%	97%	95%	*	98%	85%	100%	90%	99%	80%	96%	88%	92%	96%	-	83%	*	*
	CWD	45%	60%	**80%**	69%	94%	71%	*	80%	-	*	77%	90%	80%	-	83%	78%	82%	-	*	*	-
	CWOD	82%	89%	**96%**	89%	98%	99%	*	100%	85%	100%	93%	100%	-	96%	89%	95%	97%	-	80%	-	*
	EL	62%	72%	**88%**	76%	91%	80%	*	100%	*	*	86%	100%	83%	89%	88%	87%	91%	-	*	-	-
	Male	73%	83%	**92%**	76%	95%	96%	*	97%	89%	94%	87%	100%	78%	95%	87%	92%	-	-	*	*	*
	Female	81%	88%	**96%**	93%	100%	93%	*	100%	*	100%	94%	98%	82%	97%	91%	-	96%	-	*	-	-

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

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

		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%	61%	**75%**	65%	71%	85%	*	92%	63%	83%	70%	84%	44%	78%	52%	74%	76%	-	63%	-	*
	CWD	24%	35%	**44%**	16%	46%	63%	-	*	*	83%	42%	48%	44%	-	30%	41%	50%	-	*	-	-
	CWOD	49%	65%	**78%**	71%	73%	87%	*	91%	71%	83%	72%	88%	-	78%	54%	78%	78%	-	69%	-	*
	EL	26%	37%	**52%**	48%	48%	50%	*	81%	43%	*	51%	60%	30%	54%	52%	48%	56%	-	60%	-	-
	Male	47%	62%	**74%**	56%	72%	86%	*	94%	50%	84%	68%	84%	41%	78%	48%	74%	-	-	83%	-	-
	Female	44%	59%	**76%**	73%	71%	83%	-	88%	80%	81%	72%	84%	50%	78%	56%	-	76%	-	54%	-	*
STAAR Percent at Masters Grade Level																						
All Grades																						
All Subjects	All Students	19%	30%	**41%**	29%	33%	50%	29%	72%	25%	48%	30%	59%	15%	44%	20%	39%	44%	-	26%	*	33%
	CWD	7%	10%	**15%**	5%	10%	25%	*	31%	0%	33%	12%	22%	15%	-	7%	16%	12%	-	15%	*	-
	CWOD	21%	33%	**44%**	33%	36%	53%	40%	74%	28%	50%	33%	63%	-	44%	21%	42%	46%	-	29%	-	33%
	EL	9%	15%	**20%**	13%	13%	34%	40%	49%	12%	0%	17%	36%	7%	21%	20%	20%	19%	-	21%	-	-
	Male	18%	28%	**39%**	21%	32%	49%	0%	75%	23%	37%	27%	59%	16%	42%	20%	39%	-	-	37%	*	50%
	Female	19%	31%	**44%**	37%	35%	51%	*	67%	28%	57%	34%	60%	12%	46%	19%	-	44%	-	20%	-	17%
Reading	All Students	20%	30%	**44%**	31%	37%	53%	*	72%	27%	56%	31%	66%	13%	48%	19%	40%	50%	-	19%	*	40%
	CWD	7%	9%	**13%**	3%	12%	21%	*	17%	*	43%	10%	20%	13%	-	5%	16%	8%	-	20%	*	-
	CWOD	22%	33%	**48%**	36%	40%	58%	*	75%	29%	57%	34%	70%	-	48%	20%	44%	54%	-	18%	-	40%
	EL	9%	14%	**19%**	10%	15%	29%	*	42%	0%	*	16%	35%	5%	20%	19%	21%	16%	-	0%	-	-
	Male	17%	26%	**40%**	21%	31%	51%	*	73%	26%	42%	26%	62%	16%	44%	21%	40%	-	-	27%	*	*
	Female	23%	34%	**50%**	41%	44%	57%	*	70%	29%	68%	37%	71%	8%	54%	16%	-	50%	-	13%	-	*
Mathematics	All Students	18%	30%	**39%**	27%	31%	48%	*	74%	26%	42%	30%	55%	19%	42%	26%	38%	40%	-	27%	*	20%
	CWD	8%	12%	**19%**	11%	8%	31%	*	50%	*	40%	14%	30%	19%	-	13%	20%	16%	-	20%	*	-
	CWOD	20%	32%	**42%**	30%	34%	50%	*	76%	29%	43%	33%	57%	-	42%	27%	41%	42%	-	29%	-	20%
	EL	11%	19%	**26%**	18%	15%	54%	*	59%	22%	*	22%	45%	13%	27%	26%	24%	28%	-	29%	-	-
	Male	20%	31%	**38%**	21%	31%	47%	*	77%	26%	34%	28%	57%	20%	41%	24%	38%	-	-	40%	*	*
	Female	16%	28%	**40%**	33%	31%	48%	*	70%	27%	49%	33%	53%	16%	42%	28%	-	40%	-	19%	-	*
Science	All Students	17%	29%	**38%**	28%	31%	48%	*	68%	21%	43%	29%	54%	9%	41%	13%	38%	38%	-	37%	-	*
	CWD	7%	9%	**9%**	0%	8%	19%	-	*	*	17%	8%	10%	9%	-	0%	7%	13%	-	*	-	-
	CWOD	19%	32%	**41%**	31%	33%	51%	*	69%	24%	48%	31%	58%	-	41%	14%	42%	39%	-	44%	-	*
	EL	6%	11%	**13%**	10%	6%	13%	*	44%	14%	*	12%	20%	0%	14%	13%	14%	11%	-	40%	-	-
	Male	19%	31%	**38%**	21%	35%	49%	*	77%	14%	32%	29%	56%	7%	42%	14%	38%	-	-	50%	-	-
	Female	16%	27%	**38%**	35%	27%	45%	-	54%	30%	52%	29%	52%	13%	39%	11%	-	38%	-	31%	-	*

- 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	82	74	80	83	*	97	75	89	79	69	76
CWD	69	52	81	65	*	104	*	83	74	69	69
CWOD	83	77	80	86	*	96	78	89	79	-	77
EL ✧	76	59	76	88	*	96	63	*	75	69	76
Male	81	73	79	83	*	97	66	84	78	70	78
Female	83	75	81	83	*	96	93	92	80	67	73
Mathematics											
All Students	84	81	80	86	*	95	83	86	81	78	83
CWD	78	81	80	73	*	58	*	65	77	78	68
CWOD	85	82	80	88	*	97	81	88	82	-	85
EL ✧	83	74	82	90	*	94	78	*	81	68	83
Male	82	79	74	85	*	94	86	85	79	79	81
Female	87	84	88	88	*	95	75	86	84	74	86

- 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
211	95	45%

- 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	69	60	65	76	67	88	58	76	63	44	54
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	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	Y	Y	Y	Y	Y
Interim Goals (2033-2037)	62%	54%	57%	73%	62%	82%	64%	70%	55%	47%	52%
Target Met	Y	Y	Y	Y		Y	Y	Y	Y	N	Y
Long-Term Goals	72%	66%	68%	80%	72%	87%	73%	78%	66%	60%	64%
Target Met	Y	Y	Y	Y		Y	N	Y	Y	N	Y
Mathematics											
Interim Goals (2023-2027)	47%	32%	39%	61%	47%	85%	52%	56%	35%	21%	36%
Target Met	Y	Y	Y	Y		Y	Y	Y	Y	Y	Y
Interim Goals (2028-2032)	56%	43%	49%	68%	56%	88%	60%	63%	46%	34%	47%
Target Met	Y	Y	Y	Y		Y	Y	Y	Y	Y	Y
Interim Goals (2033-2037)	65%	54%	59%	75%	65%	91%	68%	70%	57%	47%	58%
Target Met	Y	Y	Y	Y		Y	Y	Y	Y	N	Y
Long-Term Goals	74%	66%	70%	81%	74%	93%	76%	78%	68%	61%	68%
Target Met	N	N	N	N		Y	N	Y	Y	N	Y
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	**99%**	100%	100%	98%	100%	100%	100%	97%	99%	99%	98%	99%	100%	99%	99%	-
	CWD	**98%**	100%	100%	93%	*	100%	100%	100%	100%	95%	98%	-	100%	98%	99%	-
	CWOD	**99%**	100%	100%	99%	100%	100%	100%	97%	99%	100%	-	99%	100%	99%	99%	-
	EL	**100%**	100%	100%	100%	100%	99%	100%	100%	100%	100%	100%	100%	100%	100%	100%	-
	Male	**99%**	100%	100%	98%	100%	99%	100%	95%	99%	98%	98%	99%	100%	99%	-	-
	Female	**99%**	99%	100%	99%	*	100%	100%	99%	99%	100%	99%	99%	100%	-	99%	-
Reading	All Students	**99%**	100%	99%	99%	*	100%	100%	97%	99%	99%	98%	99%	100%	99%	100%	-
	CWD	**98%**	100%	100%	94%	*	100%	*	100%	100%	94%	98%	-	100%	98%	100%	-
	CWOD	**99%**	100%	99%	99%	*	100%	100%	97%	99%	99%	-	99%	100%	99%	100%	-
	EL	**100%**	100%	100%	100%	*	100%	100%	*	100%	100%	100%	100%	100%	100%	100%	-
	Male	**99%**	100%	99%	98%	*	100%	100%	95%	99%	98%	98%	99%	100%	99%	-	-
	Female	**100%**	99%	100%	99%	*	100%	100%	100%	99%	100%	100%	100%	100%	-	100%	-
Mathematics	All Students	**99%**	100%	100%	97%	*	99%	100%	97%	99%	99%	98%	99%	100%	99%	99%	-
	CWD	**98%**	100%	100%	91%	*	100%	*	100%	99%	94%	98%	-	100%	98%	97%	-
	CWOD	**99%**	100%	100%	98%	*	99%	100%	97%	99%	100%	-	99%	99%	99%	100%	-
	EL	**100%**	100%	100%	100%	*	97%	100%	*	99%	100%	100%	99%	100%	99%	100%	-
	Male	**99%**	100%	100%	97%	*	98%	100%	94%	99%	98%	98%	99%	99%	99%	-	-
	Female	**99%**	99%	100%	98%	*	100%	100%	100%	99%	100%	97%	100%	100%	-	99%	-
Science	All Students	**99%**	99%	100%	99%	*	100%	100%	96%	99%	100%	98%	99%	100%	99%	99%	-
	CWD	**98%**	100%	100%	94%	-	*	*	100%	100%	95%	98%	-	100%	98%	100%	-
	CWOD	**99%**	99%	100%	99%	*	100%	100%	95%	99%	100%	-	99%	100%	100%	99%	-
	EL	**100%**	100%	100%	100%	*	100%	100%	*	100%	100%	100%	100%	100%	100%	100%	-
	Male	**99%**	100%	100%	99%	*	100%	100%	95%	100%	99%	98%	100%	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	**99%**	99%	100%	98%	-	100%	100%	96%	98%	100%	100%	99%	100%	-	99%	-
SAT/ACT All Subjects	All Students	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Non-Participation Rate																	
All Subjects	All Students	**1%**	0%	0%	2%	0%	0%	0%	3%	1%	1%	2%	1%	0%	1%	1%	-
	CWD	**2%**	0%	0%	7%	*	0%	0%	0%	0%	5%	2%	-	0%	2%	1%	-
	CWOD	**1%**	0%	0%	1%	0%	0%	0%	3%	1%	0%	-	1%	0%	1%	1%	-
	EL	**0%**	0%	0%	0%	0%	1%	0%	0%	0%	0%	0%	0%	0%	0%	0%	-
	Male	**1%**	0%	0%	2%	0%	1%	0%	5%	1%	2%	2%	1%	0%	1%	-	-
	Female	**1%**	1%	0%	1%	*	0%	0%	1%	1%	0%	1%	1%	0%	-	1%	-
Reading	All Students	**1%**	0%	1%	1%	*	0%	0%	3%	1%	1%	2%	1%	0%	1%	0%	-
	CWD	**2%**	0%	0%	6%	*	0%	*	0%	0%	6%	2%	-	0%	2%	0%	-
	CWOD	**1%**	0%	1%	1%	*	0%	0%	3%	1%	1%	-	1%	0%	1%	0%	-
	EL	**0%**	0%	0%	0%	*	0%	0%	*	0%	0%	0%	0%	0%	0%	0%	-
	Male	**1%**	0%	1%	2%	*	0%	0%	5%	1%	2%	2%	1%	0%	1%	-	-
	Female	**0%**	1%	0%	1%	*	0%	0%	0%	1%	0%	0%	0%	0%	-	0%	-
Mathematics	All Students	**1%**	0%	0%	3%	*	1%	0%	3%	1%	1%	2%	1%	0%	1%	1%	-
	CWD	**2%**	0%	0%	9%	*	0%	*	0%	1%	6%	2%	-	0%	2%	3%	-
	CWOD	**1%**	0%	0%	2%	*	1%	0%	3%	1%	0%	-	1%	1%	1%	0%	-
	EL	**0%**	0%	0%	0%	*	3%	0%	*	1%	0%	0%	1%	0%	1%	0%	-
	Male	**1%**	0%	0%	3%	*	2%	0%	6%	1%	2%	2%	1%	1%	1%	-	-
	Female	**1%**	1%	0%	2%	*	0%	0%	0%	1%	0%	3%	0%	0%	-	1%	-
Science	All Students	**1%**	1%	0%	1%	*	0%	0%	4%	1%	0%	2%	1%	0%	1%	1%	-
	CWD	**2%**	0%	0%	6%	-	*	*	0%	0%	5%	2%	-	0%	2%	0%	-
	CWOD	**1%**	1%	0%	1%	*	0%	0%	5%	1%	0%	-	1%	0%	0%	1%	-
	EL	**0%**	0%	0%	0%	*	0%	0%	*	0%	0%	0%	0%	0%	0%	0%	-
	Male	**1%**	0%	0%	1%	*	0%	0%	5%	0%	1%	2%	0%	0%	1%	-	-
	Female	**1%**	1%	0%	2%	-	0%	0%	4%	2%	0%	0%	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
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	59	12	23	17	0	2	0	5	7		
	Female	40	14	14	6	0	0	2	4	7		
	Total	99	26	37	23	0	2	2	9	14		
Out-of-School Suspensions												
	Male	7	2	2	2	0	0	0	1	1		
	Female	4	2	1	1	0	0	0	0	0		
	Total	11	4	3	3	0	0	0	1	1		
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	18	6	5	6	0	1	0	0	3		13
	Female	7	3	3	0	0	0	1	0	2		2
	Total	25	9	8	6	0	1	1	0	5		15
Out-of-School Suspensions												
	Male	1	0	0	1	0	0	0	0	0		4
	Female	0	0	0	0	0	0	0	0	0		0
	Total	1	0	0	1	0	0	0	0	0		4
Expulsions												
With Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
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	14	17	14	1	1	1	4	3	6	6
	Female	57	12	19	21	-8	-8	3	2	8	11	8
	Total	109	26	36	35	1	1	4	6	11	17	14

	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	3
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack without a weapon	1
Incidents of possession of a firearm or explosive device	0
Allegations of Harassment or bullying	
On the basis of sex	0
On the basis of race	0
On the basis of disability	0
On the basis of sexual orientation	0
On the basis of religion	0

Part (viii)(II) This section provides information from the 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	34	3	7	10	0	11	1	2	0	0
	Female	46	9	10	15	1	6	0	5	0	0
	Total	80	12	17	25	1	17	1	7	0	0
International Baccalaureate Courses	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Dual Enrollment/Dual Credit Programs	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9

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	9.0	11.7%
Teachers Teaching with Emergency or Provisional Credentials	3.0	4.1%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	7.8	10.5%

- 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%	37	2%	-	-
Mathematics	7,386	2%	37	2%	-	-
Grade 4						
Reading	7,296	2%	34	2%	-	-
Mathematics	7,293	2%	34	2%	-	-
Grade 5						
Reading	6,823	2%	31	2%	-	-
Mathematics	6,825	2%	31	2%	-	-
Science	6,820	2%	31	2%	-	-
Grade 6						
Reading	6,480	2%	24	1%	-	-
Mathematics	6,481	2%	25	2%	-	-
Grade 7						
Reading	6,309	2%	28	2%	6	2%
Mathematics	6,300	2%	28	2%	6	2%
Grade 8						
Reading	6,168	1%	19	1%	6	2%
Mathematics	6,162	2%	19	2%	6	3%
Science	6,163	1%	19	1%	6	2%
End of Course						
English I	6,032	1%	23	1%	8	2%
English II	5,771	1%	21	1%	-	-
Algebra I	6,015	1%	23	1%	8	2%
Biology	6,041	1%	21	1%	-	-
All Grades						
All Subjects	117,761	1%	485	2%	46	2%
Reading	52,275	1%	217	1%	20	2%
Mathematics	46,462	2%	197	2%	20	2%
Science	19,024	1%	71	1%	6	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	17%	18%	21%	15%	*	1%	15%	18%	19%	30%	15%

- 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%	82%	**67%**	60%	83%	71%	-	-	-	*	63%	100%	60%	69%	40%	57%	79%	-	-	-	*
	CWD	51%	56%	**60%**	*	*	*	-	-	-	*	56%	*	60%	-	*	50%	*	-	-	-	-
	CWOD	80%	87%	**69%**	56%	80%	79%	-	-	-	*	65%	100%	-	69%	33%	60%	77%	-	-	-	*
	EL	65%	74%	**40%**	38%	*	*	-	-	-	-	40%	-	*	33%	40%	33%	50%	-	-	-	-
	Male	73%	79%	**57%**	29%	75%	64%	-	-	-	*	50%	*	50%	60%	33%	57%	-	-	-	-	*
	Female	78%	84%	**79%**	77%	*	83%	-	-	-	*	77%	*	*	77%	50%	-	79%	-	-	-	-

		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%	78%	**69%**	55%	83%	82%	-	-	-	*	65%	100%	40%	76%	53%	57%	83%	-	-	-	*
	CWD	51%	55%	**40%**	*	*	*	-	-	-	*	33%	*	40%	-	*	38%	*	-	-	-	-
	CWOD	76%	83%	**76%**	63%	80%	93%	-	-	-	*	73%	100%	-	76%	58%	65%	86%	-	-	-	*
	EL	67%	74%	**53%**	38%	*	*	-	-	-	-	53%	-	*	58%	53%	33%	83%	-	-	-	-
	Male	74%	79%	**57%**	14%	75%	73%	-	-	-	*	50%	*	38%	65%	33%	57%	-	-	-	-	*
	Female	70%	77%	**83%**	77%	*	100%	-	-	-	*	82%	*	*	86%	83%	-	83%	-	-	-	-
Grade 4																						
Reading	All Students	76%	83%	**86%**	73%	93%	84%	-	*	-	100%	80%	100%	69%	91%	81%	82%	92%	-	*	-	*
	CWD	51%	59%	**69%**	*	*	67%	-	*	-	*	60%	*	69%	-	*	60%	*	-	*	-	-
	CWOD	81%	87%	**91%**	85%	93%	92%	-	-	-	*	87%	100%	-	91%	83%	91%	90%	-	-	-	*
	EL	66%	75%	**81%**	86%	80%	*	-	*	-	-	80%	*	*	83%	81%	82%	80%	-	-	-	-
	Male	74%	81%	**82%**	70%	88%	78%	-	*	-	*	76%	100%	60%	91%	82%	82%	-	-	-	-	-
	Female	79%	86%	**92%**	80%	100%	90%	-	-	-	*	87%	100%	*	90%	80%	-	92%	-	*	-	*
Mathematics	All Students	69%	80%	**82%**	87%	87%	79%	-	*	-	83%	80%	88%	38%	95%	75%	79%	88%	-	*	-	*
	CWD	44%	55%	**38%**	*	*	50%	-	*	-	*	40%	*	38%	-	*	30%	*	-	*	-	-
	CWOD	74%	84%	**95%**	100%	93%	92%	-	-	-	*	93%	100%	-	95%	92%	100%	90%	-	-	-	*
	EL	63%	75%	**75%**	86%	80%	*	-	*	-	-	80%	*	*	92%	75%	73%	80%	-	-	-	-
	Male	71%	80%	**79%**	80%	88%	78%	-	*	-	*	76%	88%	30%	100%	73%	79%	-	-	-	-	-
	Female	67%	79%	**88%**	100%	86%	80%	-	-	-	*	87%	89%	*	90%	80%	-	88%	-	*	-	*
Grade 5																						
Reading	All Students	80%	86%	**90%**	95%	92%	94%	*	-	-	57%	90%	90%	57%	94%	91%	90%	90%	-	*	-	-
	CWD	49%	52%	**57%**	-	*	*	-	-	-	*	67%	*	57%	-	*	*	*	-	*	-	-
	CWOD	86%	92%	**94%**	95%	100%	100%	*	-	-	60%	94%	95%	-	94%	90%	96%	92%	-	*	-	-
	EL	72%	83%	**91%**	83%	100%	-	-	-	-	-	91%	-	*	90%	91%	88%	*	-	-	-	-
	Male	77%	84%	**90%**	92%	88%	100%	-	-	-	*	87%	100%	*	96%	88%	90%	-	-	*	-	-
	Female	83%	88%	**90%**	100%	*	92%	*	-	-	*	94%	86%	*	92%	*	-	90%	-	*	-	-
Mathematics	All Students	79%	85%	**83%**	86%	83%	94%	*	-	-	43%	82%	85%	57%	87%	100%	83%	83%	-	*	-	-
	CWD	59%	62%	**57%**	-	*	*	-	-	-	*	67%	*	57%	-	*	*	*	-	*	-	-
	CWOD	83%	89%	**87%**	86%	80%	100%	*	-	-	60%	85%	89%	-	87%	100%	85%	88%	-	*	-	-
	EL	75%	86%	**100%**	100%	100%	-	-	-	-	-	100%	-	*	100%	100%	100%	*	-	-	-	-
	Male	79%	86%	**83%**	85%	88%	100%	-	-	-	*	83%	83%	*	85%	100%	83%	-	-	*	-	-
	Female	79%	85%	**83%**	88%	*	92%	*	-	-	*	81%	86%	*	88%	*	-	83%	-	*	-	-
Science	All Students	64%	74%	**80%**	76%	92%	89%	*	-	-	43%	77%	85%	71%	81%	91%	86%	73%	-	*	-	-
	CWD	41%	47%	**71%**	-	*	*	-	-	-	*	67%	*	71%	-	*	*	*	-	*	-	-
	CWOD	68%	79%	**81%**	76%	90%	87%	*	-	-	60%	79%	84%	-	81%	90%	88%	73%	-	*	-	-
	EL	52%	65%	**91%**	83%	100%	-	-	-	-	-	91%	-	*	90%	91%	88%	*	-	-	-	-
	Male	67%	78%	**86%**	77%	100%	100%	-	-	-	*	83%	100%	*	88%	88%	86%	-	-	*	-	-
	Female	60%	70%	**73%**	75%	*	85%	*	-	-	*	69%	79%	*	73%	*	-	73%	-	*	-	-
Grade 6																						

		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	75%	89%	**88%**	87%	100%	75%	-	*	*	*	89%	83%	20%	95%	94%	93%	81%	-	-	-	-
	CWD	45%	60%	**20%**	-	*	*	-	-	-	*	*	*	20%	-	-	*	*	-	-	-	-
	CWOD	81%	93%	**95%**	87%	100%	100%	-	*	*	*	94%	100%	-	95%	94%	96%	94%	-	-	-	-
	EL	62%	82%	**94%**	83%	100%	-	-	*	-	-	93%	*	-	94%	94%	89%	100%	-	-	-	-
	Male	72%	87%	**93%**	88%	100%	80%	-	*	*	*	92%	*	*	96%	89%	93%	-	-	-	-	-
	Female	80%	91%	**81%**	86%	100%	71%	-	-	-	*	83%	78%	*	94%	100%	-	81%	-	-	-	-
Mathematics	All Students	74%	90%	**90%**	93%	94%	83%	-	*	*	*	89%	92%	40%	95%	88%	93%	86%	-	-	-	-
	CWD	51%	66%	**40%**	-	*	*	-	-	-	*	*	*	40%	-	-	*	*	-	-	-	-
	CWOD	78%	93%	**95%**	93%	93%	100%	-	*	*	*	94%	100%	-	95%	88%	96%	94%	-	-	-	-
	EL	65%	87%	**88%**	83%	89%	-	-	*	-	-	87%	*	-	88%	88%	89%	86%	-	-	-	-
	Male	75%	92%	**93%**	88%	100%	80%	-	*	*	*	92%	*	*	96%	89%	93%	-	-	-	-	-
	Female	73%	88%	**86%**	100%	83%	86%	-	-	-	*	83%	89%	*	94%	86%	-	86%	-	-	-	-
STAAR Percent at Meets Grade Level or Above																						
Grade 3																						
Reading	All Students	49%	57%	**40%**	40%	50%	41%	-	-	-	*	37%	67%	20%	45%	27%	25%	58%	-	-	-	*
	CWD	28%	32%	**20%**	*	*	*	-	-	-	*	11%	*	20%	-	*	0%	*	-	-	-	-
	CWOD	53%	62%	**45%**	38%	60%	50%	-	-	-	*	43%	60%	-	45%	33%	35%	55%	-	-	-	*
	EL	37%	44%	**27%**	25%	*	*	-	-	-	-	27%	-	*	33%	27%	11%	50%	-	-	-	-
	Male	46%	54%	**25%**	0%	38%	36%	-	-	-	*	17%	*	0%	35%	11%	25%	-	-	-	-	*
	Female	53%	61%	**58%**	62%	*	50%	-	-	-	*	59%	*	*	55%	50%	-	58%	-	-	-	-
Mathematics	All Students	44%	53%	**46%**	35%	50%	59%	-	-	-	*	41%	83%	30%	50%	20%	46%	46%	-	-	-	*
	CWD	28%	37%	**30%**	*	*	*	-	-	-	*	22%	*	30%	-	*	25%	*	-	-	-	-
	CWOD	47%	56%	**50%**	38%	50%	64%	-	-	-	*	46%	80%	-	50%	25%	55%	45%	-	-	-	*
	EL	35%	44%	**20%**	25%	*	*	-	-	-	-	20%	-	*	25%	20%	11%	33%	-	-	-	-
	Male	47%	57%	**46%**	14%	50%	64%	-	-	-	*	38%	*	25%	55%	11%	46%	-	-	-	-	*
	Female	40%	49%	**46%**	46%	*	50%	-	-	-	*	45%	*	*	45%	33%	-	46%	-	-	-	-
Grade 4																						
Reading	All Students	47%	56%	**54%**	53%	47%	68%	-	*	-	33%	43%	82%	23%	64%	38%	42%	71%	-	*	-	*
	CWD	25%	35%	**23%**	*	*	33%	-	*	-	*	20%	*	23%	-	*	10%	*	-	*	-	-
	CWOD	51%	60%	**64%**	62%	50%	85%	-	-	-	*	50%	93%	-	64%	42%	57%	71%	-	-	-	*
	EL	35%	42%	**38%**	43%	20%	*	-	*	-	-	33%	*	*	42%	38%	27%	60%	-	-	-	-
	Male	44%	54%	**42%**	40%	38%	56%	-	*	-	*	28%	88%	10%	57%	27%	42%	-	-	-	-	-
	Female	50%	59%	**71%**	80%	57%	80%	-	-	-	*	67%	78%	*	71%	60%	-	71%	-	*	-	*
Mathematics	All Students	47%	59%	**63%**	67%	67%	74%	-	*	-	33%	58%	76%	15%	77%	63%	55%	75%	-	*	-	*
	CWD	27%	39%	**15%**	*	*	33%	-	*	-	*	10%	*	15%	-	*	10%	*	-	*	-	-
	CWOD	51%	63%	**77%**	77%	71%	92%	-	-	-	*	73%	86%	-	77%	83%	74%	81%	-	-	-	*
	EL	39%	53%	**63%**	86%	60%	*	-	*	-	-	67%	*	*	83%	63%	55%	80%	-	-	-	-
	Male	50%	61%	**55%**	60%	50%	78%	-	*	-	*	48%	75%	10%	74%	55%	55%	-	-	-	-	-
	Female	43%	58%	**75%**	80%	86%	70%	-	-	-	*	73%	78%	*	81%	80%	-	75%	-	*	-	*
Grade 5																						

		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	56%	65%	**53%**	48%	50%	67%	*	-	-	29%	46%	65%	14%	58%	55%	45%	60%	-	*	-	-
	CWD	27%	29%	**14%**	-	*	*	-	-	-	*	17%	*	14%	-	*	*	*	-	*	-	-
	CWOD	61%	72%	**58%**	48%	60%	73%	*	-	-	40%	52%	68%	-	58%	60%	50%	65%	-	*	-	-
	EL	43%	52%	**55%**	50%	60%	-	-	-	-	-	55%	-	*	60%	55%	50%	*	-	-	-	-
	Male	51%	62%	**45%**	38%	50%	40%	-	-	-	*	39%	67%	*	50%	50%	45%	-	-	*	-	-
	Female	60%	69%	**60%**	63%	*	77%	*	-	-	*	56%	64%	*	65%	*	-	60%	-	*	-	-
Mathematics	All Students	50%	60%	**63%**	57%	67%	78%	*	-	-	29%	56%	75%	14%	69%	73%	59%	67%	-	*	-	-
	CWD	28%	29%	**14%**	-	*	*	-	-	-	*	17%	*	14%	-	*	*	*	-	*	-	-
	CWOD	54%	65%	**69%**	57%	80%	87%	*	-	-	40%	64%	79%	-	69%	80%	65%	73%	-	*	-	-
	EL	43%	55%	**73%**	67%	80%	-	-	-	-	-	73%	-	*	80%	73%	75%	*	-	-	-	-
	Male	52%	62%	**59%**	46%	75%	80%	-	-	-	*	57%	67%	*	65%	75%	59%	-	-	*	-	-
	Female	48%	58%	**67%**	75%	*	77%	*	-	-	*	56%	79%	*	73%	*	-	67%	-	*	-	-
Science	All Students	35%	44%	**49%**	29%	50%	78%	*	-	-	29%	38%	70%	29%	52%	45%	38%	60%	-	*	-	-
	CWD	23%	27%	**29%**	-	*	*	-	-	-	*	33%	*	29%	-	*	*	*	-	*	-	-
	CWOD	37%	47%	**52%**	29%	60%	80%	*	-	-	40%	39%	74%	-	52%	50%	38%	65%	-	*	-	-
	EL	22%	29%	**45%**	33%	60%	-	-	-	-	-	45%	-	*	50%	45%	50%	*	-	-	-	-
	Male	39%	49%	**38%**	15%	50%	80%	-	-	-	*	26%	83%	*	38%	50%	38%	-	-	*	-	-
	Female	30%	38%	**60%**	50%	*	77%	*	-	-	*	56%	64%	*	65%	*	-	60%	-	*	-	-
Grade 6																						
Reading	All Students	51%	70%	**80%**	80%	81%	75%	-	*	*	*	78%	83%	0%	89%	75%	86%	71%	-	-	-	-
	CWD	24%	35%	**0%**	-	*	*	-	-	-	*	*	*	0%	-	-	*	*	-	-	-	-
	CWOD	56%	76%	**89%**	80%	87%	100%	-	*	*	*	85%	100%	-	89%	75%	92%	83%	-	-	-	-
	EL	34%	59%	**75%**	67%	78%	-	-	*	-	-	73%	*	-	75%	75%	78%	71%	-	-	-	-
	Male	47%	67%	**86%**	88%	80%	80%	-	*	*	*	84%	*	*	92%	78%	86%	-	-	-	-	-
	Female	56%	74%	**71%**	71%	83%	71%	-	-	-	*	67%	78%	*	83%	71%	-	71%	-	-	-	-
Mathematics	All Students	38%	63%	**71%**	67%	75%	83%	-	*	*	*	68%	83%	40%	75%	63%	68%	76%	-	-	-	-
	CWD	22%	34%	**40%**	-	*	*	-	-	-	*	*	*	40%	-	-	*	*	-	-	-	-
	CWOD	41%	67%	**75%**	67%	73%	100%	-	*	*	*	71%	90%	-	75%	63%	69%	83%	-	-	-	-
	EL	26%	54%	**63%**	67%	67%	-	-	*	-	-	60%	*	-	63%	63%	56%	71%	-	-	-	-
	Male	41%	66%	**68%**	50%	80%	80%	-	*	*	*	68%	*	*	69%	56%	68%	-	-	-	-	-
	Female	36%	60%	**76%**	86%	67%	86%	-	-	-	*	67%	89%	*	83%	71%	-	76%	-	-	-	-
STAAR Percent at Masters Grade Level																						
Grade 3																						
Reading	All Students	19%	26%	**10%**	10%	8%	12%	-	-	-	*	11%	0%	0%	12%	7%	7%	13%	-	-	-	*
	CWD	7%	9%	**0%**	*	*	*	-	-	-	*	0%	*	0%	-	*	0%	*	-	-	-	-
	CWOD	22%	29%	**12%**	13%	10%	14%	-	-	-	*	14%	0%	-	12%	8%	10%	14%	-	-	-	*
	EL	13%	22%	**7%**	13%	*	*	-	-	-	-	7%	-	*	8%	7%	0%	17%	-	-	-	-
	Male	17%	22%	**7%**	0%	13%	9%	-	-	-	*	8%	*	0%	10%	0%	7%	-	-	-	-	*
	Female	22%	30%	**13%**	15%	*	17%	-	-	-	*	14%	*	*	14%	17%	-	13%	-	-	-	-

		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%	25%	**17%**	5%	25%	24%	-	-	-	*	15%	33%	0%	21%	7%	21%	13%	-	-	-	*
	CWD	9%	13%	**0%**	*	*	*	-	-	-	*	0%	*	0%	-	*	0%	*	-	-	-	-
	CWOD	20%	27%	**21%**	6%	30%	29%	-	-	-	*	19%	40%	-	21%	8%	30%	14%	-	-	-	*
	EL	12%	20%	**7%**	0%	*	*	-	-	-	-	7%	-	*	8%	7%	11%	0%	-	-	-	-
	Male	21%	28%	**21%**	0%	38%	18%	-	-	-	*	17%	*	0%	30%	11%	21%	-	-	-	-	*
	Female	15%	21%	**13%**	8%	*	33%	-	-	-	*	14%	*	*	14%	0%	-	13%	-	-	-	-
Grade 4																						
Reading	All Students	21%	28%	**21%**	13%	7%	42%	-	*	-	17%	15%	35%	0%	27%	13%	9%	38%	-	*	-	*
	CWD	7%	13%	**0%**	*	*	0%	-	*	-	*	0%	*	0%	-	*	0%	*	-	*	-	-
	CWOD	24%	30%	**27%**	15%	7%	62%	-	-	-	*	20%	43%	-	27%	17%	13%	43%	-	-	-	*
	EL	12%	13%	**13%**	14%	0%	*	-	*	-	-	13%	*	*	17%	13%	0%	40%	-	-	-	-
	Male	19%	23%	**9%**	0%	13%	22%	-	*	-	*	8%	13%	0%	13%	0%	9%	-	-	-	-	-
	Female	23%	33%	**38%**	40%	0%	60%	-	-	-	*	27%	56%	*	43%	40%	-	38%	-	*	-	*
Mathematics	All Students	21%	30%	**30%**	7%	27%	58%	-	*	-	17%	18%	59%	8%	36%	19%	21%	42%	-	*	-	*
	CWD	8%	16%	**8%**	*	*	17%	-	*	-	*	0%	*	8%	-	*	10%	*	-	*	-	-
	CWOD	24%	33%	**36%**	8%	29%	77%	-	-	-	*	23%	64%	-	36%	25%	26%	48%	-	-	-	*
	EL	15%	24%	**19%**	14%	20%	*	-	*	-	-	20%	*	*	25%	19%	0%	60%	-	-	-	-
	Male	24%	31%	**21%**	0%	13%	67%	-	*	-	*	8%	63%	10%	26%	0%	21%	-	-	-	-	-
	Female	18%	29%	**42%**	20%	43%	50%	-	-	-	*	33%	56%	*	48%	60%	-	42%	-	*	-	*
Grade 5																						
Reading	All Students	28%	38%	**32%**	14%	42%	44%	*	-	-	29%	26%	45%	0%	37%	36%	24%	40%	-	*	-	-
	CWD	8%	11%	**0%**	-	*	*	-	-	-	*	0%	*	0%	-	*	*	*	-	*	-	-
	CWOD	31%	43%	**37%**	14%	50%	53%	*	-	-	40%	30%	47%	-	37%	40%	27%	46%	-	*	-	-
	EL	17%	23%	**36%**	33%	40%	-	-	-	-	-	36%	-	*	40%	36%	38%	*	-	-	-	-
	Male	24%	35%	**24%**	8%	38%	20%	-	-	-	*	22%	33%	*	27%	38%	24%	-	-	*	-	-
	Female	32%	41%	**40%**	25%	*	54%	*	-	-	*	31%	50%	*	46%	*	-	40%	-	*	-	-
Mathematics	All Students	21%	28%	**17%**	5%	33%	22%	*	-	-	14%	13%	25%	0%	19%	27%	24%	10%	-	*	-	-
	CWD	8%	9%	**0%**	-	*	*	-	-	-	*	0%	*	0%	-	*	*	*	-	*	-	-
	CWOD	23%	31%	**19%**	5%	40%	27%	*	-	-	20%	15%	26%	-	19%	30%	27%	12%	-	*	-	-
	EL	14%	18%	**27%**	17%	40%	-	-	-	-	-	27%	-	*	30%	27%	38%	*	-	-	-	-
	Male	23%	31%	**24%**	8%	38%	40%	-	-	-	*	17%	50%	*	27%	38%	24%	-	-	*	-	-
	Female	19%	25%	**10%**	0%	*	15%	*	-	-	*	6%	14%	*	12%	*	-	10%	-	*	-	-
Science	All Students	15%	20%	**20%**	10%	33%	28%	*	-	-	0%	15%	30%	0%	23%	36%	21%	20%	-	*	-	-
	CWD	7%	8%	**0%**	-	*	*	-	-	-	*	0%	*	0%	-	*	*	*	-	*	-	-
	CWOD	16%	22%	**23%**	10%	40%	33%	*	-	-	0%	18%	32%	-	23%	40%	23%	23%	-	*	-	-
	EL	7%	10%	**36%**	33%	40%	-	-	-	-	-	36%	-	*	40%	36%	38%	*	-	-	-	-
	Male	18%	23%	**21%**	8%	38%	40%	-	-	-	*	13%	50%	*	23%	38%	21%	-	-	*	-	-
	Female	12%	16%	**20%**	13%	*	23%	*	-	-	*	19%	21%	*	23%	*	-	20%	-	*	-	-
Grade 6																						

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

		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%	30%	**27%**	11%	31%	41%	*	*	*	26%	20%	45%	3%	31%	21%	29%	24%	-	0%	-	*
	CWD	8%	12%	**3%**	0%	0%	7%	-	*	-	0%	0%	14%	3%	-	0%	4%	0%	-	*	-	-
	CWOD	20%	32%	**31%**	12%	35%	51%	*	*	*	38%	25%	50%	-	31%	24%	35%	28%	-	*	-	*
	EL	11%	19%	**21%**	15%	30%	20%	-	*	-	-	20%	*	0%	24%	21%	19%	24%	-	-	-	-
	Male	20%	31%	**29%**	11%	32%	47%	-	*	*	36%	23%	57%	4%	35%	19%	29%	-	-	*	-	*
	Female	16%	28%	**24%**	12%	29%	36%	*	-	-	13%	17%	38%	0%	28%	24%	-	24%	-	*	-	*
Science	All Students	17%	29%	**20%**	10%	33%	28%	*	-	-	0%	15%	30%	0%	23%	36%	21%	20%	-	*	-	-
	CWD	7%	9%	**0%**	-	*	*	-	-	-	*	0%	*	0%	-	*	*	*	-	*	-	-
	CWOD	19%	32%	**23%**	10%	40%	33%	*	-	-	0%	18%	32%	-	23%	40%	23%	23%	-	*	-	-
	EL	6%	11%	**36%**	33%	40%	-	-	-	-	-	36%	-	*	40%	36%	38%	*	-	-	-	-
	Male	19%	31%	**21%**	8%	38%	40%	-	-	-	*	13%	50%	*	23%	38%	21%	-	-	*	-	-
	Female	16%	27%	**20%**	13%	*	23%	*	-	-	*	19%	21%	*	23%	*	-	20%	-	*	-	-

- 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	76	73	74	74	*	*	*	82	74	75	83
CWD	75	*	*	59	-	*	-	115	77	75	*
CWOD	76	75	74	79	*	*	*	65	73	-	81
EL ✧	83	80	82	*	-	*	-	-	82	*	83
Male	69	65	68	54	-	*	*	94	68	60	73
Female	84	84	84	88	*	-	-	68	83	97	100
Mathematics											
All Students	83	84	79	86	*	*	*	70	81	83	95
CWD	83	*	*	75	-	*	-	65	83	83	*
CWOD	83	84	76	89	*	*	*	73	80	-	93
EL ✧	95	95	93	*	-	*	-	-	95	*	95

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Male	82	82	79	86	-	*	*	66	80	77	93
Female	84	88	79	86	*	-	-	75	83	92	98

- 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
107	36	34%

- 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	55	49	59	64	*	39	*	38	50	25	51
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	N	Y
Interim Goals (2028-2032)	55%	45%	49%	66%	53%	78%	55%	63%	46%	38%	48%
Target Met	Y	Y	Y	N				N	Y	N	Y
Interim Goals (2033-2037)	64%	56%	59%	73%	62%	83%	64%	71%	57%	50%	59%
Target Met	N	Y	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	N
Mathematics											
Interim Goals (2023-2027)	49%	33%	44%	60%	47%	82%	51%	55%	40%	29%	45%
Target Met	Y	Y	Y	Y				N	Y	N	Y
Interim Goals (2028-2032)	58%	44%	53%	67%	56%	85%	59%	63%	50%	41%	54%
Target Met	Y	Y	Y	Y				N	Y	N	Y
Interim Goals (2033-2037)	67%	55%	62%	74%	65%	88%	67%	71%	60%	53%	63%
Target Met	N	Y	Y	Y				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	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											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%	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%	-
	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%	-	-

		Campus	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%	-	100%	-
Reading	All Students	**100%**	100%	100%	100%	*	*	*	100%	100%	100%	100%	100%	100%	100%	100%	-
	CWD	**100%**	100%	100%	100%	-	*	-	100%	100%	100%	100%	-	100%	100%	100%	-
	CWOD	**100%**	100%	100%	100%	*	*	*	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	**100%**	100%	100%	100%	-	*	-	-	100%	*	100%	100%	100%	100%	100%	-
	Male	**100%**	100%	100%	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%	100%	100%	-
	CWOD	**100%**	100%	100%	100%	*	*	*	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	**100%**	100%	100%	100%	-	*	-	-	100%	*	100%	100%	100%	100%	100%	-
	Male	**100%**	100%	100%	100%	-	*	*	100%	100%	100%	100%	100%	100%	100%	-	-
	Female	**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%	-
	CWD	**100%**	-	*	*	-	-	-	*	100%	*	100%	-	*	*	*	-
	CWOD	**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%	-	-
	Female	**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%	0%	-
	CWOD	**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%	-	-
	Female	**0%**	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%	*	*	*	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%	-
	EL	**0%**	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%	0%	0%	-
	CWOD	**0%**	0%	0%	0%	*	*	*	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	**0%**	0%	0%	0%	-	*	-	-	0%	*	0%	0%	0%	0%	0%	-
	Male	**0%**	0%	0%	0%	-	*	*	0%	0%	0%	0%	0%	0%	0%	-	-
	Female	**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%	-
	CWD	**0%**	-	*	*	-	-	-	*	0%	*	0%	-	*	*	*	-
	CWOD	**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%	-	-
	Female	**0%**	0%	*	0%	*	-	-	*	0%	0%	*	0%	*	-	0%	-
SAT/ACT All Subjects	All Students	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

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

Part (viii): Civil Rights Data

Part (viii)(I) This section provides information from the 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	10	3	2	5	0	0	0	0	1		
	Female	1	1	0	0	0	0	0	0	0		
	Total	11	4	2	5	0	0	0	0	1		
Out-of-School Suspensions												
	Male	1	0	1	0	0	0	0	0	1		
	Female	0	0	0	0	0	0	0	0	0		
	Total	1	0	1	0	0	0	0	0	1		
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	1	0	0	1	0	0	0	0	0		1
	Female	0	0	0	0	0	0	0	0	0		0
	Total	1	0	0	1	0	0	0	0	0		1
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	25	9	7	4	-8	2	1	2	5	9	1
	Female	15	1	6	5	-8	-8	1	2	3	4	-8
	Total	40	10	13	9	-8	2	2	4	8	13	1

	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	1
Incidents of threats of physical attack with a weapon	0

	Total
Incidents of threats of physical attack without a weapon	1
Incidents of possession of a firearm or explosive device	0
Allegations of Harassment or bullying	
On the basis of sex	0
On the basis of race	0
On the basis of disability	0
On the basis of sexual orientation	0
On the basis of religion	0

Part (viii)(II) This section provides information from the 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	22	12	2	3	1	2	0	2	5	6
	Female	23	5	7	6	0	1	0	4	5	6
	Total	45	17	9	9	1	3	0	6	10	12
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	1.0	2.9%
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	0.3	0.9%

- 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%	37	2%	-	-
Mathematics	7,386	2%	37	2%	-	-
Grade 4						
Reading	7,296	2%	34	2%	-	-
Mathematics	7,293	2%	34	2%	-	-
Grade 5						
Reading	6,823	2%	31	2%	-	-
Mathematics	6,825	2%	31	2%	-	-
Science	6,820	2%	31	2%	-	-
Grade 6						
Reading	6,480	2%	24	1%	-	-
Mathematics	6,481	2%	25	2%	-	-
Grade 7						
Reading	6,309	2%	28	2%	-	-
Mathematics	6,300	2%	28	2%	-	-
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%	19	1%	-	-
Mathematics	6,162	2%	19	2%	-	-
Science	6,163	1%	19	1%	-	-
End of Course						
English I	6,032	1%	23	1%	-	-
English II	5,771	1%	21	1%	-	-
Algebra I	6,015	1%	23	1%	-	-
Biology	6,041	1%	21	1%	-	-
All Grades						
All Subjects	117,761	1%	485	2%	-	-
Reading	52,275	1%	217	1%	-	-
Mathematics	46,462	2%	197	2%	-	-
Science	19,024	1%	71	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	13%	12%	14%	13%	0%	17%	*	13%	13%	15%	9%

- 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 7																						
Reading	All Students	77%	85%	**77%**	70%	74%	84%	*	97%	79%	81%	74%	89%	38%	82%	74%	76%	78%	-	40%	-	-
	CWD	45%	60%	**38%**	14%	40%	80%	-	-	*	*	31%	80%	38%	-	80%	39%	33%	-	*	-	-
	CWOD	82%	89%	**82%**	78%	80%	84%	*	97%	82%	87%	80%	90%	-	82%	73%	83%	82%	-	*	-	-
	EL	62%	72%	**74%**	82%	75%	33%	-	100%	*	-	72%	86%	80%	73%	74%	67%	81%	-	*	-	-
	Male	73%	83%	**76%**	69%	72%	79%	*	94%	75%	100%	73%	89%	39%	83%	67%	76%	-	-	*	-	-
	Female	81%	88%	**78%**	71%	76%	90%	-	100%	86%	67%	75%	89%	33%	82%	81%	-	78%	-	*	-	-

		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	61%	82%	**78%**	72%	77%	82%	*	97%	84%	85%	75%	87%	43%	83%	82%	79%	77%	-	40%	-	-
	CWD	37%	55%	**43%**	21%	53%	60%	-	-	*	*	34%	100%	43%	-	60%	50%	25%	-	*	-	-
	CWOD	66%	86%	**83%**	78%	80%	84%	*	97%	88%	91%	81%	86%	-	83%	84%	84%	81%	-	*	-	-
	EL	47%	72%	**82%**	94%	81%	50%	-	100%	*	-	82%	86%	60%	84%	82%	78%	86%	-	*	-	-
	Male	62%	82%	**79%**	72%	77%	83%	*	100%	83%	100%	76%	89%	50%	84%	78%	79%	-	-	*	-	-
	Female	60%	82%	**77%**	71%	76%	81%	-	93%	86%	73%	75%	84%	25%	81%	86%	-	77%	-	*	-	-
Grade 8																						
Reading	All Students	82%	91%	**91%**	87%	93%	89%	*	98%	91%	88%	89%	95%	53%	95%	86%	87%	95%	-	80%	-	*
	CWD	51%	67%	**53%**	47%	60%	*	-	*	*	*	55%	40%	53%	-	50%	46%	67%	-	*	-	*
	CWOD	86%	94%	**95%**	94%	97%	93%	*	98%	90%	100%	94%	98%	-	95%	91%	93%	97%	-	*	-	*
	EL	68%	77%	**86%**	91%	84%	83%	*	94%	*	*	85%	89%	50%	91%	86%	80%	94%	-	*	-	*
	Male	78%	87%	**87%**	83%	91%	86%	*	95%	87%	81%	85%	92%	46%	93%	80%	87%	-	-	*	-	*
	Female	86%	94%	**95%**	92%	95%	92%	*	100%	100%	100%	94%	98%	67%	97%	94%	-	95%	-	*	-	*
Mathematics	All Students	74%	89%	**82%**	78%	85%	77%	*	100%	89%	84%	82%	84%	46%	88%	82%	79%	87%	-	*	-	*
	CWD	48%	72%	**46%**	50%	43%	*	-	*	*	*	49%	*	46%	-	36%	37%	60%	-	*	-	*
	CWOD	79%	92%	**88%**	83%	91%	82%	*	100%	100%	100%	88%	88%	-	88%	91%	87%	89%	-	*	-	*
	EL	64%	81%	**82%**	100%	81%	67%	*	100%	*	*	83%	75%	36%	91%	82%	79%	86%	-	*	-	*
	Male	73%	86%	**79%**	71%	83%	75%	*	100%	93%	73%	80%	74%	37%	87%	79%	79%	-	-	*	-	*
	Female	76%	92%	**87%**	85%	88%	79%	-	100%	80%	100%	84%	94%	60%	89%	86%	-	87%	-	*	-	*
Science	All Students	73%	86%	**83%**	77%	85%	87%	*	95%	79%	76%	81%	89%	44%	88%	76%	83%	82%	-	80%	-	*
	CWD	45%	64%	**44%**	38%	60%	*	-	*	*	*	44%	*	44%	-	36%	46%	40%	-	*	-	*
	CWOD	76%	90%	**88%**	83%	88%	88%	*	98%	90%	86%	86%	91%	-	88%	82%	89%	86%	-	*	-	*
	EL	56%	71%	**76%**	91%	72%	67%	*	94%	*	*	77%	67%	36%	82%	76%	73%	79%	-	*	-	*
	Male	73%	86%	**83%**	76%	87%	90%	*	100%	80%	75%	82%	86%	46%	89%	73%	83%	-	-	*	-	*
	Female	72%	87%	**82%**	79%	84%	84%	*	91%	78%	78%	79%	93%	40%	86%	79%	-	82%	-	*	-	*
End of Course																						
English I	All Students	70%	81%	**83%**	80%	81%	84%	-	98%	81%	84%	81%	88%	46%	89%	69%	79%	88%	-	63%	*	*
	CWD	37%	53%	**46%**	57%	47%	38%	-	*	*	*	44%	54%	46%	-	20%	42%	56%	-	*	*	-
	CWOD	75%	86%	**89%**	85%	86%	90%	-	100%	92%	95%	87%	93%	-	89%	78%	87%	90%	-	83%	-	*
	EL	49%	59%	**69%**	85%	56%	71%	-	100%	*	*	72%	50%	20%	78%	69%	61%	80%	-	-	-	-
	Male	65%	79%	**79%**	76%	75%	79%	-	95%	78%	83%	76%	86%	42%	87%	61%	79%	-	-	83%	*	-
	Female	76%	84%	**88%**	85%	86%	88%	-	100%	86%	85%	87%	90%	56%	90%	80%	-	88%	-	*	-	*
Algebra I	All Students	77%	91%	**88%**	86%	88%	88%	*	98%	93%	79%	87%	92%	63%	93%	88%	87%	90%	-	78%	*	-
	CWD	52%	77%	**63%**	59%	74%	50%	-	*	*	*	65%	54%	63%	-	70%	58%	72%	-	*	*	-
	CWOD	81%	93%	**93%**	92%	91%	94%	*	100%	92%	86%	91%	98%	-	93%	90%	94%	92%	-	100%	-	-
	EL	69%	86%	**88%**	95%	82%	88%	-	100%	-	*	88%	86%	70%	90%	88%	86%	89%	-	-	-	-
	Male	74%	89%	**87%**	80%	91%	91%	-	95%	80%	77%	85%	90%	58%	94%	86%	87%	-	-	83%	*	-
	Female	81%	93%	**90%**	93%	85%	85%	*	100%	100%	82%	89%	94%	72%	92%	89%	-	90%	-	*	-	-

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

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

		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%	61%	**64%**	56%	59%	78%	*	84%	59%	62%	61%	72%	20%	70%	48%	62%	65%	-	46%	*	*
	CWD	24%	35%	**20%**	22%	20%	36%	-	*	0%	0%	16%	41%	20%	-	10%	20%	21%	-	*	*	*
	CWOD	49%	65%	**70%**	61%	65%	83%	*	86%	70%	72%	68%	75%	-	70%	55%	71%	69%	-	60%	-	*
	EL	26%	37%	**48%**	63%	35%	56%	*	71%	*	*	52%	24%	10%	55%	48%	46%	52%	-	*	-	*
	Male	47%	62%	**62%**	51%	59%	79%	*	83%	58%	68%	60%	69%	20%	71%	46%	62%	-	-	63%	*	*
	Female	44%	59%	**65%**	61%	59%	78%	*	84%	60%	55%	62%	76%	21%	69%	52%	-	65%	-	20%	-	*
STAAR Percent at Masters Grade Level																						
All Grades																						
All Subjects	All Students	19%	30%	**26%**	17%	20%	35%	18%	61%	21%	28%	22%	38%	1%	29%	16%	25%	28%	-	6%	*	25%
	CWD	7%	10%	**1%**	0%	3%	2%	-	0%	0%	0%	2%	0%	1%	-	0%	2%	1%	-	0%	*	*
	CWOD	21%	33%	**29%**	20%	23%	39%	18%	64%	25%	33%	25%	42%	-	29%	18%	29%	30%	-	8%	-	40%
	EL	9%	15%	**16%**	14%	8%	15%	*	48%	0%	33%	16%	19%	0%	18%	16%	13%	19%	-	0%	-	*
	Male	18%	28%	**25%**	15%	20%	35%	0%	64%	13%	28%	21%	37%	2%	29%	13%	25%	-	-	7%	*	*
	Female	19%	31%	**28%**	19%	21%	36%	*	59%	34%	29%	23%	40%	1%	30%	19%	-	28%	-	5%	-	40%
Reading	All Students	20%	30%	**26%**	18%	21%	35%	*	58%	19%	30%	22%	40%	1%	29%	12%	23%	29%	-	0%	*	*
	CWD	7%	9%	**1%**	0%	2%	6%	-	*	0%	0%	2%	0%	1%	-	0%	2%	0%	-	*	*	*
	CWOD	22%	33%	**29%**	21%	23%	39%	*	60%	22%	35%	25%	43%	-	29%	14%	27%	32%	-	0%	-	*
	EL	9%	14%	**12%**	10%	7%	4%	*	41%	0%	*	12%	17%	0%	14%	12%	11%	14%	-	*	-	*
	Male	17%	26%	**23%**	14%	19%	32%	*	60%	8%	28%	19%	34%	2%	27%	11%	23%	-	-	0%	*	*
	Female	23%	34%	**29%**	22%	22%	39%	*	57%	36%	32%	24%	46%	0%	32%	14%	-	29%	-	0%	-	*
Mathematics	All Students	18%	30%	**24%**	15%	19%	34%	*	63%	23%	21%	21%	34%	1%	27%	20%	23%	25%	-	17%	*	*
	CWD	8%	12%	**1%**	0%	2%	0%	-	*	0%	0%	1%	0%	1%	-	0%	1%	0%	-	*	*	*
	CWOD	20%	32%	**27%**	18%	22%	38%	*	65%	26%	25%	24%	37%	-	27%	23%	27%	28%	-	21%	-	*
	EL	11%	19%	**20%**	15%	9%	30%	*	56%	0%	*	20%	23%	0%	23%	20%	15%	25%	-	*	-	*
	Male	20%	31%	**23%**	13%	18%	35%	*	65%	16%	22%	19%	34%	1%	27%	15%	23%	-	-	20%	*	*
	Female	16%	28%	**25%**	18%	20%	32%	*	60%	32%	21%	23%	34%	0%	28%	25%	-	25%	-	13%	-	*
Science	All Students	17%	29%	**29%**	17%	22%	37%	*	65%	23%	36%	24%	42%	2%	32%	16%	29%	28%	-	0%	*	*
	CWD	7%	9%	**2%**	0%	7%	0%	-	*	0%	0%	3%	0%	2%	-	0%	2%	3%	-	*	*	*
	CWOD	19%	32%	**32%**	20%	25%	41%	*	68%	27%	42%	27%	46%	-	32%	19%	35%	30%	-	0%	-	*
	EL	6%	11%	**16%**	17%	6%	11%	*	46%	*	*	16%	18%	0%	19%	16%	14%	19%	-	*	-	*
	Male	19%	31%	**29%**	18%	26%	38%	*	68%	17%	36%	25%	43%	2%	35%	14%	29%	-	-	0%	*	*
	Female	16%	27%	**28%**	17%	19%	36%	*	61%	33%	36%	23%	40%	3%	30%	19%	-	28%	-	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	68	66	66	73	*	88	58	53	66	48	65
CWD	48	48	51	55	-	*	63	20	47	48	48
CWOD	70	69	68	74	*	89	57	58	68	-	67
EL ✧	65	69	56	68	*	90	30	*	66	48	65
Male	66	62	68	66	*	85	55	52	64	47	65
Female	70	72	63	79	-	90	62	54	68	51	64
Mathematics											
All Students	72	72	67	71	*	95	68	75	70	63	69
CWD	63	67	58	50	-	*	68	60	63	63	57
CWOD	74	73	69	74	*	94	68	78	72	-	71
EL ✧	69	68	60	80	*	98	33	*	68	57	69
Male	73	70	68	72	*	101	61	84	70	62	72
Female	72	74	66	70	-	89	79	65	71	65	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
211	65	31%

- 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	49	53	62	39	81	54	57	53	22	47
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	Y	N	Y
Interim Goals (2028-2032)	53%	43%	46%	66%	53%	78%	55%	63%	43%	33%	40%
Target Met	Y	Y	Y	Y		Y	N	N	Y	N	Y
Interim Goals (2033-2037)	62%	54%	57%	73%	62%	82%	64%	70%	55%	47%	52%
Target Met	Y	Y	Y	N		Y	N	N	Y	N	Y
Long-Term Goals	72%	66%	68%	80%	72%	87%	73%	78%	66%	60%	64%
Target Met	N	N	N	N		Y	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	Y	N	Y
Interim Goals (2028-2032)	56%	43%	49%	68%	56%	88%	60%	63%	46%	34%	47%
Target Met	N	Y	N	N		N	N	N	Y	N	Y
Interim Goals (2033-2037)	65%	54%	59%	75%	65%	91%	68%	70%	57%	47%	58%
Target Met	N	N	N	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	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											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%	99%	100%	-	100%	100%	100%	100%	100%	100%	-	100%	100%	99%	-
	CWOD	**100%**	100%	100%	100%	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	**100%**	100%	100%	100%	*	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	-
	Male	**100%**	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	-	-
	Female	**100%**	100%	100%	100%	*	100%	100%	100%	100%	100%	99%	100%	100%	-	100%	-
Reading	All Students	**100%**	99%	100%	100%	*	100%	100%	100%	100%	99%	100%	100%	100%	100%	100%	-
	CWD	**100%**	100%	100%	100%	-	*	100%	100%	100%	100%	100%	-	100%	100%	100%	-
	CWOD	**100%**	99%	100%	100%	*	100%	100%	100%	100%	99%	-	100%	100%	100%	100%	-
	EL	**100%**	100%	100%	100%	*	100%	100%	*	100%	100%	100%	100%	100%	100%	100%	-
	Male	**100%**	99%	100%	100%	*	100%	100%	100%	100%	99%	100%	100%	100%	100%	-	-
	Female	**100%**	99%	100%	100%	*	100%	100%	100%	100%	99%	100%	100%	100%	-	100%	-
Mathematics	All Students	**100%**	100%	99%	100%	*	100%	100%	100%	100%	100%	99%	100%	100%	100%	100%	-
	CWD	**99%**	100%	98%	100%	-	*	100%	100%	99%	100%	99%	-	100%	100%	98%	-
	CWOD	**100%**	100%	99%	100%	*	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	**100%**	100%	100%	100%	*	100%	100%	*	100%	100%	100%	100%	100%	100%	100%	-
	Male	**100%**	100%	99%	100%	*	100%	100%	100%	100%	100%	100%	100%	100%	100%	-	-
	Female	**100%**	100%	99%	100%	*	100%	100%	100%	99%	100%	98%	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%	100%	100%	-
	CWOD	**100%**	100%	100%	100%	*	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	**100%**	100%	100%	100%	*	100%	*	*	100%	100%	100%	100%	100%	100%	100%	-
	Male	**100%**	100%	100%	100%	*	100%	100%	100%	100%	100%	100%	100%	100%	100%	-	-

		Campus	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%	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%	1%	0%	-	0%	0%	0%	0%	0%	0%	-	0%	0%	1%	-
	CWOD	**0%**	0%	0%	0%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	**0%**	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	-
	Male	**0%**	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	-	-
	Female	**0%**	0%	0%	0%	*	0%	0%	0%	0%	0%	1%	0%	0%	-	0%	-
Reading	All Students	**0%**	1%	0%	0%	*	0%	0%	0%	0%	1%	0%	0%	0%	0%	0%	-
	CWD	**0%**	0%	0%	0%	-	*	0%	0%	0%	0%	0%	-	0%	0%	0%	-
	CWOD	**0%**	1%	0%	0%	*	0%	0%	0%	0%	1%	-	0%	0%	0%	0%	-
	EL	**0%**	0%	0%	0%	*	0%	0%	*	0%	0%	0%	0%	0%	0%	0%	-
	Male	**0%**	1%	0%	0%	*	0%	0%	0%	0%	1%	0%	0%	0%	0%	-	-
	Female	**0%**	1%	0%	0%	*	0%	0%	0%	0%	1%	0%	0%	0%	-	0%	-
Mathematics	All Students	**0%**	0%	1%	0%	*	0%	0%	0%	0%	0%	1%	0%	0%	0%	0%	-
	CWD	**1%**	0%	2%	0%	-	*	0%	0%	1%	0%	1%	-	0%	0%	2%	-
	CWOD	**0%**	0%	1%	0%	*	0%	0%	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	**0%**	0%	0%	0%	*	0%	0%	*	0%	0%	0%	0%	0%	0%	0%	-
	Male	**0%**	0%	1%	0%	*	0%	0%	0%	0%	0%	0%	0%	0%	0%	-	-
	Female	**0%**	0%	1%	0%	*	0%	0%	0%	1%	0%	2%	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%	0%	0%	-
	CWOD	**0%**	0%	0%	0%	*	0%	0%	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	**0%**	0%	0%	0%	*	0%	*	*	0%	0%	0%	0%	0%	0%	0%	-
	Male	**0%**	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%	0%	0%	-	-
	Female	**0%**	0%	0%	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	84	32	28	15	0	1	3	5	22		
	Female	50	22	14	4	0	3	6	1	5		
	Total	134	54	42	19	0	4	9	6	27		
Out-of-School Suspensions												
	Male	14	6	6	1	0	0	0	1	3		
	Female	13	6	4	0	0	2	1	0	2		
	Total	27	12	10	1	0	2	1	1	5		
Expulsions												
With Educational Services	Male	1	0	1	0	0	0	0	0	1		
	Female	0	0	0	0	0	0	0	0	0		
	Total	1	0	1	0	0	0	0	0	1		
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		

		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	1		
	Female	0	0	0	0	0	0	0	0	0		
	Total	1	0	1	0	0	0	0	0	1		
School-Related Arrests												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Referrals to Law Enforcement												
	Male	1	0	1	0	0	0	0	0	1		
	Female	0	0	0	0	0	0	0	0	0		
	Total	1	0	1	0	0	0	0	0	1		
Students With Disabilities												
In-School Suspensions												
	Male	34	14	14	3	0	0	1	2	12		21
	Female	9	1	3	2	0	0	2	1	2		5
	Total	43	15	17	5	0	0	3	3	14		26
Out-of-School Suspensions												
	Male	17	9	6	0	0	0	0	2	4		9
	Female	7	2	3	1	0	0	1	0	1		1
	Total	24	11	9	1	0	0	1	2	5		10
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		1
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		1
All Students												
Chronic Absenteeism												
	Male	67	25	21	11	-8	-8	4	6	11	23	5
	Female	48	17	19	3	-8	-8	7	2	6	5	2
	Total	115	42	40	14	-8	-8	11	8	17	28	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	20
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack without a weapon	5
Incidents of possession of a firearm or explosive device	0
Allegations of Harassment or bullying	
On the basis of sex	4
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	30	5	8	9	0	6	0	2	1	0
	Female	22	7	2	7	0	4	0	2	2	0
	Total	52	12	10	16	0	10	0	4	3	0
International Baccalaureate Courses	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Dual Enrollment/Dual Credit Programs	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9

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	12.7	17.7%
Teachers Teaching with Emergency or Provisional Credentials	4.0	5.9%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	7.2	10.6%

- 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%	37	2%	-	-
Mathematics	7,386	2%	37	2%	-	-
Grade 4						
Reading	7,296	2%	34	2%	-	-
Mathematics	7,293	2%	34	2%	-	-
Grade 5						
Reading	6,823	2%	31	2%	-	-
Mathematics	6,825	2%	31	2%	-	-
Science	6,820	2%	31	2%	-	-
Grade 6						
Reading	6,480	2%	24	1%	-	-
Mathematics	6,481	2%	25	2%	-	-
Grade 7						
Reading	6,309	2%	28	2%	-	-
Mathematics	6,300	2%	28	2%	-	-
Grade 8						
Reading	6,168	1%	19	1%	-	-
Mathematics	6,162	2%	19	2%	-	-
Science	6,163	1%	19	1%	-	-
End of Course						
English I	6,032	1%	23	1%	-	-
English II	5,771	1%	21	1%	-	-
Algebra I	6,015	1%	23	1%	-	-
Biology	6,041	1%	21	1%	-	-
All Grades						
All Subjects	117,761	1%	485	2%	-	-
Reading	52,275	1%	217	1%	-	-
Mathematics	46,462	2%	197	2%	-	-
Science	19,024	1%	71	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	17%	16%	16%	20%	17%	3%	38%	25%	19%	24%	11%

- 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%	82%	**74%**	73%	68%	81%	-	*	*	*	68%	94%	58%	81%	43%	66%	80%	-	*	-	-
	CWD	51%	56%	**58%**	50%	56%	83%	-	-	-	*	55%	*	58%	-	40%	63%	50%	-	*	-	-
	CWOD	80%	87%	**81%**	100%	74%	81%	-	*	*	*	76%	93%	-	81%	44%	69%	86%	-	-	-	-
	EL	65%	74%	**43%**	*	50%	*	-	*	-	-	42%	*	40%	44%	43%	17%	63%	-	-	-	-
	Male	73%	79%	**66%**	75%	55%	75%	-	-	-	*	64%	*	63%	69%	17%	66%	-	-	*	-	-
	Female	78%	84%	**80%**	71%	76%	87%	-	*	*	*	72%	100%	50%	86%	63%	-	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
Mathematics	All Students	72%	78%	**68%**	67%	71%	62%	-	*	*	*	66%	75%	58%	73%	57%	66%	70%	-	*	-	-
	CWD	51%	55%	**58%**	50%	67%	67%	-	-	-	*	55%	*	58%	-	60%	63%	50%	-	*	-	-
	CWOD	76%	83%	**73%**	86%	74%	60%	-	*	*	*	73%	71%	-	73%	56%	69%	74%	-	-	-	-
	EL	67%	74%	**57%**	*	70%	*	-	*	-	-	58%	*	60%	56%	57%	33%	75%	-	-	-	-
	Male	74%	79%	**66%**	75%	55%	75%	-	-	-	*	64%	*	63%	69%	33%	66%	-	-	*	-	-
	Female	70%	77%	**70%**	57%	82%	47%	-	*	*	*	68%	75%	50%	74%	75%	-	70%	-	-	-	-
Grade 4																						
Reading	All Students	76%	83%	**89%**	69%	95%	90%	-	*	*	100%	88%	100%	73%	94%	94%	89%	89%	-	*	-	-
	CWD	51%	59%	**73%**	50%	*	*	-	-	-	*	71%	*	73%	-	*	60%	100%	-	-	-	-
	CWOD	81%	87%	**94%**	86%	94%	94%	-	*	*	100%	93%	100%	-	94%	100%	100%	87%	-	*	-	-
	EL	66%	75%	**94%**	*	100%	*	-	*	-	-	94%	*	*	100%	94%	93%	*	-	-	-	-
	Male	74%	81%	**89%**	57%	100%	89%	-	*	*	*	88%	*	60%	100%	93%	89%	-	-	-	-	-
	Female	79%	86%	**89%**	83%	83%	91%	-	-	*	*	86%	100%	100%	87%	*	-	89%	-	*	-	-
Mathematics	All Students	69%	80%	**67%**	38%	64%	80%	-	*	*	67%	61%	100%	33%	76%	65%	76%	54%	-	*	-	-
	CWD	44%	55%	**33%**	0%	*	*	-	-	-	*	29%	*	33%	-	*	40%	20%	-	-	-	-
	CWOD	74%	84%	**76%**	71%	67%	81%	-	*	*	80%	71%	100%	-	76%	71%	89%	61%	-	*	-	-
	EL	63%	75%	**65%**	*	67%	*	-	*	-	-	63%	*	*	71%	65%	67%	*	-	-	-	-
	Male	71%	80%	**76%**	57%	75%	78%	-	*	*	*	74%	*	40%	89%	67%	76%	-	-	-	-	-
	Female	67%	79%	**54%**	17%	33%	82%	-	-	*	*	41%	100%	20%	61%	*	-	54%	-	*	-	-
Grade 5																						
Reading	All Students	80%	86%	**77%**	55%	80%	83%	*	*	*	71%	74%	88%	41%	89%	80%	75%	81%	-	*	-	*
	CWD	49%	52%	**41%**	*	56%	*	-	-	-	*	36%	*	41%	-	*	25%	56%	-	*	-	-
	CWOD	86%	92%	**89%**	86%	90%	88%	*	*	*	80%	88%	93%	-	89%	85%	88%	91%	-	*	-	*
	EL	72%	83%	**80%**	*	89%	-	*	*	*	-	79%	*	*	85%	80%	86%	75%	-	*	-	-
	Male	77%	84%	**75%**	43%	88%	80%	*	*	*	*	72%	88%	25%	88%	86%	75%	-	-	*	-	*
	Female	83%	88%	**81%**	*	71%	88%	-	*	-	*	77%	89%	56%	91%	75%	-	81%	-	*	-	-
Mathematics	All Students	79%	85%	**80%**	45%	90%	78%	*	*	*	86%	78%	88%	53%	89%	87%	75%	87%	-	*	-	*
	CWD	59%	62%	**53%**	*	67%	*	-	-	-	*	50%	*	53%	-	*	38%	67%	-	*	-	-
	CWOD	83%	89%	**89%**	71%	100%	81%	*	*	*	80%	88%	93%	-	89%	92%	84%	95%	-	*	-	*
	EL	75%	86%	**87%**	*	100%	-	*	*	*	-	86%	*	*	92%	87%	86%	88%	-	*	-	-
	Male	79%	86%	**75%**	29%	94%	70%	*	*	*	*	72%	88%	38%	84%	86%	75%	-	-	*	-	*
	Female	79%	85%	**87%**	*	86%	88%	-	*	-	*	86%	89%	67%	95%	88%	-	87%	-	*	-	-
Science	All Students	64%	74%	**75%**	45%	80%	83%	*	*	*	86%	69%	94%	53%	81%	60%	75%	74%	-	*	-	*
	CWD	41%	47%	**53%**	*	44%	*	-	-	-	*	43%	*	53%	-	*	50%	56%	-	*	-	-
	CWOD	68%	79%	**81%**	57%	95%	81%	*	*	*	80%	78%	93%	-	81%	69%	81%	82%	-	*	-	*
	EL	52%	65%	**60%**	*	78%	-	*	*	*	-	57%	*	*	69%	60%	71%	50%	-	*	-	-
	Male	67%	78%	**75%**	43%	94%	70%	*	*	*	*	72%	88%	50%	81%	71%	75%	-	-	*	-	*
	Female	60%	70%	**74%**	*	64%	100%	-	*	-	*	64%	100%	56%	82%	50%	-	74%	-	*	-	-
Grade 6																						

		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	75%	89%	**82%**	82%	74%	96%	-	*	*	86%	79%	91%	38%	91%	83%	83%	82%	-	*	-	-
	CWD	45%	60%	**38%**	*	33%	*	-	-	*	*	45%	*	38%	-	*	57%	17%	-	*	-	-
	CWOD	81%	93%	**91%**	90%	84%	100%	-	*	*	100%	87%	100%	-	91%	88%	89%	92%	-	*	-	-
	EL	62%	82%	**83%**	*	85%	*	-	-	*	*	81%	*	*	88%	83%	*	80%	-	*	-	-
	Male	72%	87%	**83%**	*	67%	100%	-	*	*	*	79%	88%	57%	89%	*	83%	-	-	-	-	-
	Female	80%	91%	**82%**	71%	81%	92%	-	*	*	*	78%	100%	17%	92%	80%	-	82%	-	*	-	-
Mathematics	All Students	74%	90%	**87%**	82%	87%	88%	-	*	*	100%	84%	96%	54%	94%	89%	97%	80%	-	*	-	-
	CWD	51%	66%	**54%**	*	50%	*	-	-	*	*	45%	*	54%	-	*	86%	17%	-	*	-	-
	CWOD	78%	93%	**94%**	90%	96%	90%	-	*	*	100%	93%	95%	-	94%	94%	100%	89%	-	*	-	-
	EL	65%	87%	**89%**	*	85%	*	-	-	*	*	88%	*	*	94%	89%	*	87%	-	*	-	-
	Male	75%	92%	**97%**	*	93%	100%	-	*	*	*	95%	100%	86%	100%	*	97%	-	-	-	-	-
	Female	73%	88%	**80%**	71%	81%	77%	-	*	*	*	78%	86%	17%	89%	87%	-	80%	-	*	-	-
STAAR Percent at Meets Grade Level or Above																						
Grade 3																						
Reading	All Students	49%	57%	**55%**	40%	54%	70%	-	*	*	*	48%	81%	33%	65%	43%	44%	64%	-	*	-	-
	CWD	28%	32%	**33%**	13%	33%	67%	-	-	-	*	27%	*	33%	-	40%	38%	25%	-	*	-	-
	CWOD	53%	62%	**65%**	71%	63%	71%	-	*	*	*	61%	79%	-	65%	44%	50%	72%	-	-	-	-
	EL	37%	44%	**43%**	*	50%	*	-	*	-	-	42%	*	40%	44%	43%	17%	63%	-	-	-	-
	Male	46%	54%	**44%**	25%	36%	67%	-	-	-	*	39%	*	38%	50%	17%	44%	-	-	*	-	-
	Female	53%	61%	**64%**	57%	65%	73%	-	*	*	*	56%	83%	25%	72%	63%	-	64%	-	-	-	-
Mathematics	All Students	44%	53%	**35%**	33%	32%	42%	-	*	*	*	34%	38%	38%	33%	7%	41%	30%	-	*	-	-
	CWD	28%	37%	**38%**	25%	44%	50%	-	-	-	*	32%	*	38%	-	20%	44%	25%	-	*	-	-
	CWOD	47%	56%	**33%**	43%	26%	40%	-	*	*	*	35%	29%	-	33%	0%	38%	31%	-	-	-	-
	EL	35%	44%	**7%**	*	10%	*	-	*	-	-	8%	*	20%	0%	7%	17%	0%	-	-	-	-
	Male	47%	57%	**41%**	38%	45%	42%	-	-	-	*	39%	*	44%	38%	17%	41%	-	-	*	-	-
	Female	40%	49%	**30%**	29%	24%	40%	-	*	*	*	29%	33%	25%	31%	0%	-	30%	-	-	-	-
Grade 4																						
Reading	All Students	47%	56%	**45%**	46%	45%	45%	-	*	*	67%	41%	70%	13%	55%	35%	45%	46%	-	*	-	-
	CWD	25%	35%	**13%**	17%	*	*	-	-	-	*	14%	*	13%	-	*	10%	20%	-	-	-	-
	CWOD	51%	60%	**55%**	71%	50%	56%	-	*	*	80%	50%	78%	-	55%	43%	57%	52%	-	*	-	-
	EL	35%	42%	**35%**	*	42%	*	-	*	-	-	31%	*	*	43%	35%	33%	*	-	-	-	-
	Male	44%	54%	**45%**	57%	44%	33%	-	*	*	*	44%	*	10%	57%	33%	45%	-	-	-	-	-
	Female	50%	59%	**46%**	33%	50%	55%	-	-	*	*	36%	83%	20%	52%	*	-	46%	-	*	-	-
Mathematics	All Students	47%	59%	**36%**	23%	36%	45%	-	*	*	50%	30%	70%	7%	45%	35%	37%	36%	-	*	-	-
	CWD	27%	39%	**7%**	0%	*	*	-	-	-	*	7%	*	7%	-	*	10%	0%	-	-	-	-
	CWOD	51%	63%	**45%**	43%	39%	56%	-	*	*	60%	38%	78%	-	45%	43%	46%	43%	-	*	-	-
	EL	39%	53%	**35%**	*	42%	*	-	*	-	-	31%	*	*	43%	35%	33%	*	-	-	-	-
	Male	50%	61%	**37%**	29%	38%	33%	-	*	*	*	35%	*	10%	46%	33%	37%	-	-	-	-	-
	Female	43%	58%	**36%**	17%	33%	55%	-	-	*	*	23%	83%	0%	43%	*	-	36%	-	*	-	-
Grade 5																						

		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	56%	65%	**65%**	45%	67%	72%	*	*	*	57%	57%	88%	24%	78%	67%	60%	71%	-	*	-	*
	CWD	27%	29%	**24%**	*	33%	*	-	-	-	*	14%	*	24%	-	*	13%	33%	-	*	-	-
	CWOD	61%	72%	**78%**	71%	81%	75%	*	*	*	80%	73%	93%	-	78%	69%	72%	86%	-	*	-	*
	EL	43%	52%	**67%**	*	78%	-	*	*	*	-	64%	*	*	69%	67%	71%	63%	-	*	-	-
	Male	51%	62%	**60%**	29%	69%	60%	*	*	*	*	53%	88%	13%	72%	71%	60%	-	-	*	-	*
	Female	60%	69%	**71%**	*	64%	88%	-	*	-	*	64%	89%	33%	86%	63%	-	71%	-	*	-	-
Mathematics	All Students	50%	60%	**62%**	36%	70%	61%	*	*	*	57%	57%	76%	24%	74%	73%	65%	58%	-	*	-	*
	CWD	28%	29%	**24%**	*	22%	*	-	-	-	*	21%	*	24%	-	*	25%	22%	-	*	-	-
	CWOD	54%	65%	**74%**	57%	90%	63%	*	*	*	60%	70%	86%	-	74%	85%	75%	73%	-	*	-	*
	EL	43%	55%	**73%**	*	78%	-	*	*	*	-	71%	*	*	85%	73%	86%	63%	-	*	-	-
	Male	52%	62%	**65%**	29%	81%	60%	*	*	*	*	63%	75%	25%	75%	86%	65%	-	-	*	-	*
	Female	48%	58%	**58%**	*	57%	63%	-	*	-	*	50%	78%	22%	73%	63%	-	58%	-	*	-	-
Science	All Students	35%	44%	**48%**	27%	50%	61%	*	*	*	43%	43%	65%	29%	54%	33%	50%	45%	-	*	-	*
	CWD	23%	27%	**29%**	*	33%	*	-	-	-	*	29%	*	29%	-	*	25%	33%	-	*	-	-
	CWOD	37%	47%	**54%**	43%	57%	63%	*	*	*	40%	48%	71%	-	54%	38%	56%	50%	-	*	-	*
	EL	22%	29%	**33%**	*	33%	-	*	*	*	-	29%	*	*	38%	33%	43%	25%	-	*	-	-
	Male	39%	49%	**50%**	29%	50%	60%	*	*	*	*	44%	75%	25%	56%	43%	50%	-	-	*	-	*
	Female	30%	38%	**45%**	*	50%	63%	-	*	-	*	41%	56%	33%	50%	25%	-	45%	-	*	-	-
Grade 6																						
Reading	All Students	51%	70%	**57%**	45%	52%	67%	-	*	*	71%	48%	78%	23%	64%	44%	69%	48%	-	*	-	-
	CWD	24%	35%	**23%**	*	17%	*	-	-	*	*	27%	*	23%	-	*	43%	0%	-	*	-	-
	CWOD	56%	76%	**64%**	50%	60%	71%	-	*	*	80%	53%	86%	-	64%	47%	75%	55%	-	*	-	-
	EL	34%	59%	**44%**	*	54%	*	-	-	*	*	38%	*	*	47%	44%	*	40%	-	*	-	-
	Male	47%	67%	**69%**	*	53%	82%	-	*	*	*	63%	75%	43%	75%	*	69%	-	-	-	-	-
	Female	56%	74%	**48%**	29%	50%	54%	-	*	*	*	41%	86%	0%	55%	40%	-	48%	-	*	-	-
Mathematics	All Students	38%	63%	**51%**	45%	42%	58%	-	*	*	71%	38%	83%	23%	56%	44%	66%	39%	-	*	-	-
	CWD	22%	34%	**23%**	*	33%	*	-	-	*	*	18%	*	23%	-	*	43%	0%	-	*	-	-
	CWOD	41%	67%	**56%**	50%	44%	67%	-	*	*	80%	42%	86%	-	56%	47%	71%	45%	-	*	-	-
	EL	26%	54%	**44%**	*	38%	*	-	-	*	*	38%	*	*	47%	44%	*	40%	-	*	-	-
	Male	41%	66%	**66%**	*	53%	73%	-	*	*	*	53%	81%	43%	71%	*	66%	-	-	-	-	-
	Female	36%	60%	**39%**	29%	31%	46%	-	*	*	*	30%	86%	0%	45%	40%	-	39%	-	*	-	-
STAAR Percent at Masters Grade Level																						
Grade 3																						
Reading	All Students	19%	26%	**24%**	20%	18%	33%	-	*	*	*	20%	38%	17%	27%	21%	16%	30%	-	*	-	-
	CWD	7%	9%	**17%**	0%	11%	50%	-	-	-	*	18%	*	17%	-	20%	19%	13%	-	*	-	-
	CWOD	22%	29%	**27%**	43%	21%	29%	-	*	*	*	21%	43%	-	27%	22%	13%	33%	-	-	-	-
	EL	13%	22%	**21%**	*	20%	*	-	*	-	-	17%	*	20%	22%	21%	0%	38%	-	-	-	-
	Male	17%	22%	**16%**	25%	0%	25%	-	-	-	*	18%	*	19%	13%	0%	16%	-	-	*	-	-
	Female	22%	30%	**30%**	14%	29%	40%	-	*	*	*	22%	50%	13%	33%	38%	-	30%	-	-	-	-

		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%	25%	**11%**	20%	7%	12%	-	*	*	*	12%	6%	17%	8%	7%	16%	7%	-	*	-	-
	CWD	9%	13%	**17%**	13%	11%	33%	-	-	-	*	18%	*	17%	-	20%	25%	0%	-	*	-	-
	CWOD	20%	27%	**8%**	29%	5%	5%	-	*	*	*	8%	7%	-	8%	0%	6%	9%	-	-	-	-
	EL	12%	20%	**7%**	*	10%	*	-	*	-	-	8%	*	20%	0%	7%	17%	0%	-	-	-	-
	Male	21%	28%	**16%**	25%	9%	17%	-	-	-	*	18%	*	25%	6%	17%	16%	-	-	*	-	-
	Female	15%	21%	**7%**	14%	6%	7%	-	*	*	*	6%	8%	0%	9%	0%	-	7%	-	-	-	-
Grade 4																						
Reading	All Students	21%	28%	**18%**	23%	0%	40%	-	*	*	17%	13%	50%	0%	24%	0%	13%	25%	-	*	-	-
	CWD	7%	13%	**0%**	0%	*	*	-	-	-	*	0%	*	0%	-	*	0%	0%	-	-	-	-
	CWOD	24%	30%	**24%**	43%	0%	50%	-	*	*	20%	17%	56%	-	24%	0%	18%	30%	-	*	-	-
	EL	12%	13%	**0%**	*	0%	*	-	*	-	-	0%	*	*	0%	0%	0%	*	-	-	-	-
	Male	19%	23%	**13%**	29%	0%	22%	-	*	*	*	15%	*	0%	18%	0%	13%	-	-	-	-	-
	Female	23%	33%	**25%**	17%	0%	55%	-	-	*	*	9%	83%	0%	30%	*	-	25%	-	*	-	-
Mathematics	All Students	21%	30%	**14%**	15%	5%	20%	-	*	*	17%	11%	30%	0%	18%	12%	16%	11%	-	*	-	-
	CWD	8%	16%	**0%**	0%	*	*	-	-	-	*	0%	*	0%	-	*	0%	0%	-	-	-	-
	CWOD	24%	33%	**18%**	29%	6%	25%	-	*	*	20%	14%	33%	-	18%	14%	21%	13%	-	*	-	-
	EL	15%	24%	**12%**	*	8%	*	-	*	-	-	13%	*	*	14%	12%	13%	*	-	-	-	-
	Male	24%	31%	**16%**	29%	6%	11%	-	*	*	*	18%	*	0%	21%	13%	16%	-	-	-	-	-
	Female	18%	29%	**11%**	0%	0%	27%	-	-	*	*	0%	50%	0%	13%	*	-	11%	-	*	-	-
Grade 5																						
Reading	All Students	28%	38%	**37%**	18%	37%	44%	*	*	*	43%	28%	65%	0%	48%	13%	40%	32%	-	*	-	*
	CWD	8%	11%	**0%**	*	0%	*	-	-	-	*	0%	*	0%	-	*	0%	0%	-	*	-	-
	CWOD	31%	43%	**48%**	29%	52%	50%	*	*	*	60%	38%	79%	-	48%	15%	50%	45%	-	*	-	*
	EL	17%	23%	**13%**	*	11%	-	*	*	*	-	7%	*	*	15%	13%	14%	13%	-	*	-	-
	Male	24%	35%	**40%**	14%	44%	60%	*	*	*	*	31%	75%	0%	50%	14%	40%	-	-	*	-	*
	Female	32%	41%	**32%**	*	29%	25%	-	*	-	*	23%	56%	0%	45%	13%	-	32%	-	*	-	-
Mathematics	All Students	21%	28%	**31%**	9%	37%	33%	*	*	*	29%	26%	47%	12%	37%	33%	35%	26%	-	*	-	*
	CWD	8%	9%	**12%**	*	22%	*	-	-	-	*	14%	*	12%	-	*	13%	11%	-	*	-	-
	CWOD	23%	31%	**37%**	14%	43%	38%	*	*	*	40%	30%	57%	-	37%	38%	41%	32%	-	*	-	*
	EL	14%	18%	**33%**	*	44%	-	*	*	*	-	29%	*	*	38%	33%	57%	13%	-	*	-	-
	Male	23%	31%	**35%**	14%	38%	40%	*	*	*	*	31%	50%	13%	41%	57%	35%	-	-	*	-	*
	Female	19%	25%	**26%**	*	36%	25%	-	*	-	*	18%	44%	11%	32%	13%	-	26%	-	*	-	-
Science	All Students	15%	20%	**21%**	0%	20%	39%	*	*	*	14%	13%	47%	12%	24%	7%	23%	19%	-	*	-	*
	CWD	7%	8%	**12%**	*	22%	*	-	-	-	*	14%	*	12%	-	*	13%	11%	-	*	-	-
	CWOD	16%	22%	**24%**	0%	19%	44%	*	*	*	20%	13%	57%	-	24%	8%	25%	23%	-	*	-	*
	EL	7%	10%	**7%**	*	11%	-	*	*	*	-	0%	*	*	8%	7%	14%	0%	-	*	-	-
	Male	18%	23%	**23%**	0%	19%	40%	*	*	*	*	13%	63%	13%	25%	14%	23%	-	-	*	-	*
	Female	12%	16%	**19%**	*	21%	38%	-	*	-	*	14%	33%	11%	23%	0%	-	19%	-	*	-	-
Grade 6																						

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

		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%	30%	**21%**	14%	20%	25%	*	22%	13%	25%	16%	39%	13%	23%	17%	28%	14%	-	25%	-	*
	CWD	8%	12%	**13%**	5%	18%	13%	-	-	*	17%	13%	13%	13%	-	9%	20%	4%	-	*	-	-
	CWOD	20%	32%	**23%**	19%	20%	27%	*	22%	14%	28%	16%	43%	-	23%	19%	31%	17%	-	40%	-	*
	EL	11%	19%	**17%**	0%	16%	*	*	20%	*	*	16%	33%	9%	19%	17%	26%	9%	-	*	-	-
	Male	20%	31%	**28%**	19%	24%	31%	*	40%	*	40%	24%	41%	20%	31%	26%	28%	-	-	*	-	*
	Female	16%	28%	**14%**	8%	15%	20%	-	*	0%	14%	7%	38%	4%	17%	9%	-	14%	-	0%	-	-
Science	All Students	17%	29%	**21%**	0%	20%	39%	*	*	*	14%	13%	47%	12%	24%	7%	23%	19%	-	*	-	*
	CWD	7%	9%	**12%**	*	22%	*	-	-	-	*	14%	*	12%	-	*	13%	11%	-	*	-	-
	CWOD	19%	32%	**24%**	0%	19%	44%	*	*	*	20%	13%	57%	-	24%	8%	25%	23%	-	*	-	*
	EL	6%	11%	**7%**	*	11%	-	*	*	*	-	0%	*	*	8%	7%	14%	0%	-	*	-	-
	Male	19%	31%	**23%**	0%	19%	40%	*	*	*	*	13%	63%	13%	25%	14%	23%	-	-	*	-	*
	Female	16%	27%	**19%**	*	21%	38%	-	*	-	*	14%	33%	11%	23%	0%	-	19%	-	*	-	-

- Indicates there are no students in the group.

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

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 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	52	55	70	*	82	64	50	55	51	60
CWD	51	31	53	61	-	-	*	65	51	51	67
CWOD	62	60	56	72	*	82	67	45	56	-	59
EL ✧	60	*	58	*	*	*	*	*	61	67	60
Male	60	41	53	80	*	*	*	53	56	39	61
Female	60	64	58	62	-	*	*	48	54	68	59
Mathematics											
All Students	72	54	73	83	*	61	64	74	67	66	69
CWD	66	19	66	103	-	-	*	90	60	66	45
CWOD	74	67	75	79	*	61	75	68	70	-	72
EL ✧	69	*	72	*	*	*	*	*	66	45	69

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Male	71	44	71	85	*	*	*	94	67	60	60
Female	74	66	76	81	-	*	*	55	68	74	77

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

Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates for the class of 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
92	28	30%

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

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Student Success (Student Achievement Domain Score: STAAR Component Only)											
STAAR Component Score	50	39	49	57	*	62	35	52	45	29	43
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	N	Y
Interim Goals (2028-2032)	55%	45%	49%	66%	53%	78%	55%	63%	46%	38%	48%
Target Met	Y	Y	Y	N				N	Y	N	Y
Interim Goals (2033-2037)	64%	56%	59%	73%	62%	83%	64%	71%	57%	50%	59%
Target Met	N	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	N
Mathematics											
Interim Goals (2023-2027)	49%	33%	44%	60%	47%	82%	51%	55%	40%	29%	45%
Target Met	N	Y	Y	N				Y	Y	N	Y
Interim Goals (2028-2032)	58%	44%	53%	67%	56%	85%	59%	63%	50%	41%	54%
Target Met	N	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	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	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%	99%	*	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%	99%	*	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	**100%**	100%	100%	100%	*	100%	100%	*	100%	100%	100%	100%	100%	100%	100%	-
	Male	**100%**	100%	100%	100%	*	100%	100%	100%	100%	100%	100%	100%	100%	100%	-	-

		Campus	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%	99%	-	100%	100%	100%	100%	100%	100%	100%	100%	-	100%	-
Reading	All Students	**100%**	100%	100%	100%	*	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	-
	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%	-
	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%	-	-
	Female	**100%**	100%	100%	100%	-	*	100%	100%	100%	100%	100%	100%	100%	-	100%	-
Mathematics	All Students	**100%**	100%	100%	99%	*	100%	100%	100%	100%	100%	100%	100%	100%	100%	99%	-
	CWD	**100%**	100%	100%	100%	-	-	*	100%	100%	100%	100%	-	100%	100%	100%	-
	CWOD	**100%**	100%	100%	99%	*	100%	100%	100%	99%	100%	-	100%	100%	100%	99%	-
	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%	-	-
	Female	**99%**	100%	100%	98%	-	*	100%	100%	99%	100%	100%	99%	100%	-	99%	-
Science	All Students	**100%**	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%	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%	-
SAT/ACT All Subjects	All Students	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Non-Participation Rate																	
All Subjects	All Students	**0%**	0%	0%	1%	*	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%	1%	*	0%	0%	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	**0%**	0%	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%	1%	-	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%	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%	-
	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%	-	-
	Female	**0%**	0%	0%	0%	-	*	0%	0%	0%	0%	0%	0%	0%	-	0%	-
Mathematics	All Students	**0%**	0%	0%	1%	*	0%	0%	0%	0%	0%	0%	0%	0%	0%	1%	-
	CWD	**0%**	0%	0%	0%	-	-	*	0%	0%	0%	0%	-	0%	0%	0%	-
	CWOD	**0%**	0%	0%	1%	*	0%	0%	0%	1%	0%	-	0%	0%	0%	1%	-
	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%	-	-
	Female	**1%**	0%	0%	2%	-	*	0%	0%	1%	0%	0%	1%	0%	-	1%	-
Science	All Students	**0%**	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%	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%	-
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	7	1	2	3	0	0	1	0	2		
	Female	2	0	0	2	0	0	0	0	0		
	Total	9	1	2	5	0	0	1	0	2		
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	2	0	1	1	0	0	0	0	0		2
	Female	0	0	0	0	0	0	0	0	0		1
	Total	2	0	1	1	0	0	0	0	0		3
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	36	12	14	6	-8	3	1	-8	4	11	3
	Female	39	9	18	5	-8	1	1	5	5	9	6
	Total	75	21	32	11	-8	4	2	5	9	20	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	6
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	1
On the basis of race	0
On the basis of disability	0
On the basis of sexual orientation	0
On the basis of religion	0

Part (viii)(II) This section provides information from the 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	38	12	11	11	0	3	1	0	11	15
	Female	18	9	3	3	0	2	0	1	6	3
	Total	56	21	14	14	0	5	1	1	17	18
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	7.0	17.5%
Teachers Teaching with Emergency or Provisional Credentials	1.0	2.6%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	1.1	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%	37	2%	6	8%
Mathematics	7,386	2%	37	2%	6	8%
Grade 4						
Reading	7,296	2%	34	2%	*	2%
Mathematics	7,293	2%	34	2%	*	2%
Grade 5						
Reading	6,823	2%	31	2%	6	8%
Mathematics	6,825	2%	31	2%	6	8%
Science	6,820	2%	31	2%	6	8%
Grade 6						
Reading	6,480	2%	24	1%	*	4%
Mathematics	6,481	2%	25	2%	*	4%
Grade 7						
Reading	6,309	2%	28	2%	-	-
Mathematics	6,300	2%	28	2%	-	-
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%	19	1%	-	-
Mathematics	6,162	2%	19	2%	-	-
Science	6,163	1%	19	1%	-	-
End of Course						
English I	6,032	1%	23	1%	-	-
English II	5,771	1%	21	1%	-	-
Algebra I	6,015	1%	23	1%	-	-
Biology	6,041	1%	21	1%	-	-
All Grades						
All Subjects	117,761	1%	485	2%	38	6%
Reading	52,275	1%	217	1%	16	5%
Mathematics	46,462	2%	197	2%	16	5%
Science	19,024	1%	71	1%	6	8%

- 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	13%	13%	15%	11%	*	12%	9%	13%	13%	16%	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 7																						
Reading	All Students	77%	85%	**90%**	90%	84%	92%	-	93%	83%	96%	88%	92%	70%	94%	70%	86%	94%	-	*	-	*
	CWD	45%	60%	**70%**	73%	68%	69%	-	*	*	100%	76%	60%	70%	-	50%	70%	70%	-	-	-	*
	CWOD	82%	89%	**94%**	97%	88%	95%	-	96%	100%	95%	92%	95%	-	94%	75%	91%	97%	-	*	-	*
	EL	62%	72%	**70%**	60%	67%	80%	-	80%	*	*	72%	64%	50%	75%	70%	66%	76%	-	-	-	-
	Male	73%	83%	**86%**	87%	80%	88%	-	94%	*	89%	85%	87%	70%	91%	66%	86%	-	-	*	-	*
	Female	81%	88%	**94%**	95%	88%	97%	-	86%	*	100%	90%	96%	70%	97%	76%	-	94%	-	*	-	*

		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	61%	82%	**83%**	79%	77%	91%	-	93%	50%	77%	75%	90%	58%	89%	72%	81%	86%	-	*	-	*
	CWD	37%	55%	**58%**	67%	37%	69%	-	*	*	80%	54%	65%	58%	-	40%	65%	45%	-	-	-	*
	CWOD	66%	86%	**89%**	84%	86%	95%	-	93%	60%	76%	82%	93%	-	89%	81%	86%	91%	-	*	-	*
	EL	47%	72%	**72%**	60%	71%	70%	-	100%	*	*	72%	71%	40%	81%	72%	69%	76%	-	-	-	-
	Male	62%	82%	**81%**	74%	75%	90%	-	93%	*	78%	75%	87%	65%	86%	69%	81%	-	-	*	-	*
	Female	60%	82%	**86%**	86%	79%	93%	-	93%	*	76%	75%	93%	45%	91%	76%	-	86%	-	*	-	*
Grade 8																						
Reading	All Students	82%	91%	**93%**	90%	91%	94%	-	100%	*	96%	91%	96%	79%	96%	80%	89%	98%	-	88%	-	*
	CWD	51%	67%	**79%**	70%	63%	82%	-	-	*	100%	78%	80%	79%	-	60%	75%	90%	-	*	-	*
	CWOD	86%	94%	**96%**	94%	94%	96%	-	100%	*	95%	93%	97%	-	96%	84%	93%	98%	-	83%	-	*
	EL	68%	77%	**80%**	67%	75%	*	-	*	*	*	78%	86%	60%	84%	80%	71%	88%	-	*	-	-
	Male	78%	87%	**89%**	87%	85%	90%	-	100%	*	94%	85%	93%	75%	93%	71%	89%	-	-	83%	-	*
	Female	86%	94%	**98%**	94%	96%	100%	-	100%	*	100%	96%	99%	90%	98%	88%	-	98%	-	*	-	*
Mathematics	All Students	74%	89%	**92%**	80%	91%	96%	-	100%	*	96%	88%	96%	74%	95%	76%	88%	96%	-	50%	-	*
	CWD	48%	72%	**74%**	56%	75%	80%	-	-	*	80%	68%	86%	74%	-	40%	73%	78%	-	*	-	*
	CWOD	79%	92%	**95%**	86%	93%	100%	-	100%	*	100%	93%	97%	-	95%	83%	92%	97%	-	*	-	*
	EL	64%	81%	**76%**	50%	80%	*	-	*	*	*	70%	100%	40%	83%	76%	64%	87%	-	*	-	-
	Male	73%	86%	**88%**	74%	82%	93%	-	*	*	100%	82%	92%	73%	92%	64%	88%	-	-	60%	-	*
	Female	76%	92%	**96%**	87%	98%	100%	-	100%	*	89%	93%	100%	78%	97%	87%	-	96%	-	*	-	*
Science	All Students	73%	86%	**88%**	80%	84%	94%	-	96%	*	89%	80%	95%	60%	92%	53%	87%	88%	-	63%	-	*
	CWD	45%	64%	**60%**	50%	50%	71%	-	-	*	60%	56%	67%	60%	-	20%	63%	50%	-	*	-	*
	CWOD	76%	90%	**92%**	85%	87%	97%	-	96%	*	95%	85%	97%	-	92%	60%	93%	91%	-	67%	-	*
	EL	56%	71%	**53%**	33%	63%	*	-	*	*	*	43%	86%	20%	60%	53%	50%	56%	-	*	-	-
	Male	73%	86%	**87%**	84%	75%	93%	-	100%	*	88%	78%	94%	63%	93%	50%	87%	-	-	67%	-	*
	Female	72%	87%	**88%**	75%	90%	95%	-	92%	*	90%	81%	95%	50%	91%	56%	-	88%	-	*	-	*
End of Course																						
English I	All Students	70%	81%	**95%**	92%	92%	96%	*	100%	*	100%	91%	97%	75%	97%	82%	94%	96%	-	*	-	*
	CWD	37%	53%	**75%**	91%	58%	73%	*	-	-	*	70%	81%	75%	-	*	71%	83%	-	-	-	-
	CWOD	75%	86%	**97%**	92%	97%	99%	-	100%	*	100%	95%	99%	-	97%	87%	97%	98%	-	*	-	*
	EL	49%	59%	**82%**	83%	81%	*	-	100%	-	-	77%	100%	*	87%	82%	76%	92%	-	-	-	-
	Male	65%	79%	**94%**	91%	90%	95%	*	100%	*	100%	88%	98%	71%	97%	76%	94%	-	-	*	-	*
	Female	76%	84%	**96%**	94%	96%	98%	-	100%	-	*	97%	96%	83%	98%	92%	-	96%	-	*	-	*
Algebra I	All Students	77%	91%	**99%**	97%	98%	99%	*	100%	100%	100%	99%	98%	91%	99%	97%	99%	98%	-	100%	-	*
	CWD	52%	77%	**91%**	92%	91%	90%	*	-	-	*	95%	85%	91%	-	*	95%	85%	-	-	-	-
	CWOD	81%	93%	**99%**	98%	99%	100%	-	100%	100%	100%	99%	99%	-	99%	100%	99%	99%	-	100%	-	*
	EL	69%	86%	**97%**	*	95%	*	-	100%	-	-	96%	100%	*	100%	97%	100%	93%	-	-	-	-
	Male	74%	89%	**99%**	97%	98%	100%	*	100%	100%	100%	99%	99%	95%	99%	100%	99%	-	-	*	-	*
	Female	81%	93%	**98%**	97%	98%	98%	-	100%	*	*	98%	98%	85%	99%	93%	-	98%	-	*	-	*

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

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

		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%	61%	**77%**	64%	68%	88%	-	97%	63%	67%	64%	86%	45%	80%	40%	77%	76%	-	45%	-	71%
	CWD	24%	35%	**45%**	29%	32%	73%	-	-	*	20%	37%	57%	45%	-	11%	48%	35%	-	*	-	*
	CWOD	49%	65%	**80%**	69%	72%	90%	-	97%	83%	74%	69%	88%	-	80%	45%	82%	78%	-	56%	-	80%
	EL	26%	37%	**40%**	18%	42%	*	-	78%	*	*	28%	80%	11%	45%	40%	42%	38%	-	*	-	-
	Male	47%	62%	**77%**	58%	70%	90%	-	100%	67%	68%	63%	88%	48%	82%	42%	77%	-	-	57%	-	*
	Female	44%	59%	**76%**	71%	66%	85%	-	93%	*	67%	66%	83%	35%	78%	38%	-	76%	-	*	-	*
STAAR Percent at Masters Grade Level																						
All Grades																						
All Subjects	All Students	19%	30%	**44%**	32%	36%	53%	*	66%	19%	41%	34%	52%	17%	48%	19%	42%	46%	-	32%	-	43%
	CWD	7%	10%	**17%**	18%	10%	25%	*	*	0%	15%	17%	18%	17%	-	2%	16%	21%	-	0%	-	0%
	CWOD	21%	33%	**48%**	36%	40%	57%	-	67%	24%	46%	37%	55%	-	48%	23%	47%	48%	-	39%	-	60%
	EL	9%	15%	**19%**	7%	17%	17%	-	49%	0%	40%	15%	33%	2%	23%	19%	19%	20%	-	*	-	-
	Male	18%	28%	**42%**	25%	35%	53%	*	70%	23%	37%	31%	51%	16%	47%	19%	42%	-	-	35%	-	28%
	Female	19%	31%	**46%**	42%	38%	53%	-	62%	9%	47%	37%	53%	21%	48%	20%	-	46%	-	29%	-	70%
Reading	All Students	20%	30%	**42%**	29%	37%	50%	*	60%	14%	40%	30%	51%	16%	46%	18%	36%	49%	-	31%	-	45%
	CWD	7%	9%	**16%**	17%	5%	25%	*	*	*	18%	15%	16%	16%	-	5%	12%	24%	-	*	-	*
	CWOD	22%	33%	**46%**	32%	42%	54%	-	60%	18%	44%	34%	55%	-	46%	21%	41%	51%	-	36%	-	63%
	EL	9%	14%	**18%**	6%	16%	15%	-	43%	*	*	15%	28%	5%	21%	18%	17%	20%	-	*	-	-
	Male	17%	26%	**36%**	21%	30%	46%	*	58%	10%	35%	25%	45%	12%	41%	17%	36%	-	-	25%	-	29%
	Female	23%	34%	**49%**	40%	45%	55%	-	61%	*	47%	36%	59%	24%	51%	20%	-	49%	-	40%	-	*
Mathematics	All Students	18%	30%	**47%**	40%	38%	54%	*	70%	20%	47%	37%	55%	20%	51%	23%	45%	48%	-	31%	-	40%
	CWD	8%	12%	**20%**	25%	16%	22%	*	*	*	18%	19%	21%	20%	-	0%	19%	21%	-	*	-	*
	CWOD	20%	32%	**51%**	44%	41%	59%	-	71%	25%	53%	42%	58%	-	51%	28%	51%	51%	-	36%	-	57%
	EL	11%	19%	**23%**	13%	20%	15%	-	57%	*	*	18%	38%	0%	28%	23%	23%	23%	-	*	-	-
	Male	20%	31%	**45%**	30%	41%	53%	*	76%	30%	41%	35%	55%	19%	51%	23%	45%	-	-	38%	-	29%
	Female	16%	28%	**48%**	51%	35%	56%	-	65%	0%	54%	40%	55%	21%	51%	23%	-	48%	-	20%	-	*
Science	All Students	17%	29%	**43%**	27%	32%	56%	-	71%	25%	35%	34%	50%	16%	46%	15%	46%	39%	-	36%	-	43%
	CWD	7%	9%	**16%**	6%	11%	31%	-	-	*	0%	15%	18%	16%	-	0%	17%	12%	-	*	-	*
	CWOD	19%	32%	**46%**	30%	34%	59%	-	71%	33%	39%	37%	53%	-	46%	17%	51%	40%	-	44%	-	60%
	EL	6%	11%	**15%**	0%	11%	*	-	44%	*	*	9%	33%	0%	17%	15%	15%	14%	-	*	-	-
	Male	19%	31%	**46%**	23%	34%	63%	-	79%	33%	35%	34%	55%	17%	51%	15%	46%	-	-	43%	-	*
	Female	16%	27%	**39%**	32%	30%	47%	-	61%	*	33%	34%	43%	12%	40%	14%	-	39%	-	*	-	*

- 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	80	77	79	82	*	85	70	84	79	71	82
CWD	71	78	61	67	*	*	*	100	72	71	78
CWOD	82	77	82	84	-	86	68	81	80	-	83
EL ✧	82	63	86	81	-	88	*	*	84	78	82
Male	78	79	74	79	*	88	65	76	78	70	81
Female	83	75	84	85	-	82	*	94	79	73	83
Mathematics											
All Students	83	82	83	84	*	92	68	78	80	69	74
CWD	69	82	61	71	*	*	*	58	68	69	50
CWOD	86	82	87	86	-	93	68	82	83	-	80
EL ✧	74	58	77	73	-	89	*	*	74	50	74
Male	82	79	83	81	*	95	75	76	80	72	73
Female	85	86	84	87	-	89	*	80	80	64	76

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

Part (iii)(II): Graduation Rate
This section provides information on high school graduation rates for the class of 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
110	32	29%

- 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	71	63	66	77	*	86	57	69	64	46	49
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	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	Y	Y	Y	Y	Y
Interim Goals (2033-2037)	62%	54%	57%	73%	62%	82%	64%	70%	55%	47%	52%
Target Met	Y	Y	Y	Y		Y	N	Y	Y	Y	Y
Long-Term Goals	72%	66%	68%	80%	72%	87%	73%	78%	66%	60%	64%
Target Met	Y	Y	Y	Y		Y	N	Y	Y	N	Y
Mathematics											
Interim Goals (2023-2027)	47%	32%	39%	61%	47%	85%	52%	56%	35%	21%	36%
Target Met	Y	Y	Y	Y		Y	Y	Y	Y	Y	Y
Interim Goals (2028-2032)	56%	43%	49%	68%	56%	88%	60%	63%	46%	34%	47%
Target Met	Y	Y	Y	Y		Y	Y	Y	Y	Y	Y
Interim Goals (2033-2037)	65%	54%	59%	75%	65%	91%	68%	70%	57%	47%	58%
Target Met	Y	Y	Y	Y		Y	Y	Y	Y	Y	Y
Long-Term Goals	74%	66%	70%	81%	74%	93%	76%	78%	68%	61%	68%
Target Met	Y	Y	Y	Y		Y	N	N	Y	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%	*	99%	100%	100%	99%	100%	100%	100%	100%	100%	100%	-
	CWD	**100%**	100%	100%	100%	*	*	100%	100%	100%	100%	100%	-	100%	100%	100%	-
	CWOD	**100%**	100%	100%	99%	-	99%	100%	100%	99%	100%	-	100%	100%	99%	100%	-
	EL	**100%**	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	-
	Male	**100%**	99%	100%	99%	*	99%	100%	100%	100%	100%	100%	99%	100%	100%	-	-
	Female	**100%**	100%	99%	100%	-	99%	100%	100%	99%	100%	100%	100%	100%	-	100%	-
Reading	All Students	**99%**	99%	99%	99%	*	98%	100%	100%	99%	100%	100%	99%	100%	99%	99%	-
	CWD	**100%**	100%	100%	100%	*	*	*	100%	100%	100%	100%	-	100%	100%	100%	-
	CWOD	**99%**	99%	99%	99%	-	98%	100%	100%	98%	100%	-	99%	100%	99%	99%	-
	EL	**100%**	100%	100%	100%	-	100%	*	*	100%	100%	100%	100%	100%	100%	100%	-
	Male	**99%**	99%	100%	99%	*	98%	100%	100%	99%	100%	100%	99%	100%	99%	-	-
	Female	**99%**	100%	99%	99%	-	98%	*	100%	99%	100%	100%	99%	100%	-	99%	-
Mathematics	All Students	**100%**	99%	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%**	99%	100%	100%	-	100%	100%	100%	100%	100%	-	100%	100%	99%	100%	-
	EL	**100%**	100%	100%	100%	-	100%	*	*	100%	100%	100%	100%	100%	100%	100%	-
	Male	**100%**	99%	100%	99%	*	100%	100%	100%	100%	99%	100%	99%	100%	100%	-	-
	Female	**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%	100%	-
	CWOD	**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%	-	-

		Campus	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%	100%	-	100%	-
SAT/ACT All Subjects	All Students	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Non-Participation Rate																	
All Subjects	All Students	**0%**	0%	0%	0%	*	1%	0%	0%	1%	0%	0%	0%	0%	0%	0%	-
	CWD	**0%**	0%	0%	0%	*	*	0%	0%	0%	0%	0%	-	0%	0%	0%	-
	CWOD	**0%**	0%	0%	1%	-	1%	0%	0%	1%	0%	-	0%	0%	1%	0%	-
	EL	**0%**	0%	0%	0%	-	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	-
	Male	**0%**	1%	0%	1%	*	1%	0%	0%	0%	0%	0%	1%	0%	0%	-	-
	Female	**0%**	0%	1%	0%	-	1%	0%	0%	1%	0%	0%	0%	0%	-	0%	-
Reading	All Students	**1%**	1%	1%	1%	*	2%	0%	0%	1%	0%	0%	1%	0%	1%	1%	-
	CWD	**0%**	0%	0%	0%	*	*	*	0%	0%	0%	0%	-	0%	0%	0%	-
	CWOD	**1%**	1%	1%	1%	-	2%	0%	0%	2%	0%	-	1%	0%	1%	1%	-
	EL	**0%**	0%	0%	0%	-	0%	*	*	0%	0%	0%	0%	0%	0%	0%	-
	Male	**1%**	1%	0%	1%	*	2%	0%	0%	1%	0%	0%	1%	0%	1%	-	-
	Female	**1%**	0%	1%	1%	-	2%	*	0%	1%	0%	0%	1%	0%	-	1%	-
Mathematics	All Students	**0%**	1%	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%**	1%	0%	0%	-	0%	0%	0%	0%	0%	-	0%	0%	1%	0%	-
	EL	**0%**	0%	0%	0%	-	0%	*	*	0%	0%	0%	0%	0%	0%	0%	-
	Male	**0%**	1%	0%	1%	*	0%	0%	0%	0%	1%	0%	1%	0%	0%	-	-
	Female	**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%	0%	-
	CWOD	**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%	-

		Campus	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	18	14	18	0	3	1	2	7		
	Female	29	8	9	7	0	1	2	2	3		
	Total	85	26	23	25	0	4	3	4	10		
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	21	5	5	8	0	1	0	2	4		19
	Female	8	2	4	1	0	0	0	1	2		8
	Total	29	7	9	9	0	1	0	3	6		27
Out-of-School Suspensions												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	1	1	0	0	0	0	0	0	0		1
	Total	1	1	0	0	0	0	0	0	0		1
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	7	-8	3	3	1	-8	-8	-8	1	1	2
	Female	17	2	9	3	-8	-8	2	1	1	2	4
	Total	24	2	12	6	1	-8	2	1	2	3	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
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	40	1	7	13	0	15	0	4	0	0
	Female	33	2	5	14	0	7	0	5	0	1
	Total	73	3	12	27	0	22	0	9	0	1
International Baccalaureate Courses	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Dual Enrollment/Dual Credit Programs	Male	-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	13.0	20.5%
Teachers Teaching with Emergency or Provisional Credentials	5.0	8.3%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	5.2	8.6%

- 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%	37	2%	-	-
Mathematics	7,386	2%	37	2%	-	-
Grade 4						
Reading	7,296	2%	34	2%	-	-
Mathematics	7,293	2%	34	2%	-	-
Grade 5						
Reading	6,823	2%	31	2%	-	-
Mathematics	6,825	2%	31	2%	-	-
Science	6,820	2%	31	2%	-	-
Grade 6						
Reading	6,480	2%	24	1%	-	-
Mathematics	6,481	2%	25	2%	-	-
Grade 7						
Reading	6,309	2%	28	2%	17	5%
Mathematics	6,300	2%	28	2%	17	5%
Grade 8						
Reading	6,168	1%	19	1%	5	1%
Mathematics	6,162	2%	19	2%	5	2%
Science	6,163	1%	19	1%	5	1%
End of Course						
English I	6,032	1%	23	1%	8	2%
English II	5,771	1%	21	1%	-	-
Algebra I	6,015	1%	23	1%	8	2%
Biology	6,041	1%	21	1%	-	-
All Grades						
All Subjects	117,761	1%	485	2%	65	2%
Reading	52,275	1%	217	1%	30	3%
Mathematics	46,462	2%	197	2%	30	3%
Science	19,024	1%	71	1%	5	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	14%	13%	18%	13%	*	8%	33%	13%	18%	22%	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)

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)

There is no data for this campus.

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.

	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.

There is no data for this campus.

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

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

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

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

* Indicates reporting standards not met.

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

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

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

This section provides information on the cohort rate at which students who graduated from high school in the 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)

There is no data for this campus.

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%	82%	**75%**	47%	88%	78%	-	80%	*	*	73%	78%	55%	79%	63%	72%	78%	-	*	-	*
	CWD	51%	56%	**55%**	*	*	*	-	-	-	-	67%	*	55%	-	*	*	43%	-	-	-	-
	CWOD	80%	87%	**79%**	55%	86%	83%	-	80%	*	*	75%	86%	-	79%	57%	72%	86%	-	*	-	*
	EL	65%	74%	**63%**	*	*	67%	-	80%	-	-	60%	*	*	57%	63%	50%	70%	-	-	-	-
	Male	73%	79%	**72%**	67%	77%	73%	-	*	*	-	71%	75%	*	72%	50%	72%	-	-	*	-	-
	Female	78%	84%	**78%**	33%	100%	83%	-	*	-	*	76%	82%	43%	86%	70%	-	78%	-	-	-	*

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

		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	75%	89%	**91%**	100%	82%	100%	-	80%	-	-	84%	100%	50%	96%	78%	92%	89%	-	-	-	-
	CWD	45%	60%	**50%**	*	*	*	-	*	-	-	40%	*	50%	-	*	*	*	-	-	-	-
	CWOD	81%	93%	**96%**	100%	89%	100%	-	*	-	-	92%	100%	-	96%	88%	95%	96%	-	-	-	-
	EL	62%	82%	**78%**	*	*	*	-	*	-	-	75%	*	*	88%	78%	*	80%	-	-	-	-
	Male	72%	87%	**92%**	*	92%	100%	-	*	-	-	85%	100%	*	95%	*	92%	-	-	-	-	-
	Female	80%	91%	**89%**	100%	67%	100%	-	*	-	-	83%	100%	*	96%	80%	-	89%	-	-	-	-
Mathematics	All Students	74%	90%	**94%**	100%	91%	100%	-	80%	-	-	90%	100%	83%	96%	78%	100%	89%	-	-	-	-
	CWD	51%	66%	**83%**	*	*	*	-	*	-	-	80%	*	83%	-	*	*	*	-	-	-	-
	CWOD	78%	93%	**96%**	100%	95%	100%	-	*	-	-	92%	100%	-	96%	75%	100%	92%	-	-	-	-
	EL	65%	87%	**78%**	*	*	*	-	*	-	-	75%	*	*	75%	78%	*	60%	-	-	-	-
	Male	75%	92%	**100%**	*	100%	100%	-	*	-	-	100%	100%	*	100%	*	100%	-	-	-	-	-
	Female	73%	88%	**89%**	100%	78%	100%	-	*	-	-	83%	100%	*	92%	60%	-	89%	-	-	-	-
STAAR Percent at Meets Grade Level or Above																						
Grade 3																						
Reading	All Students	49%	57%	**47%**	20%	50%	59%	-	40%	*	*	43%	57%	36%	49%	31%	47%	47%	-	*	-	*
	CWD	28%	32%	**36%**	*	*	*	-	-	-	-	44%	*	36%	-	*	*	14%	-	-	-	-
	CWOD	53%	62%	**49%**	27%	48%	61%	-	40%	*	*	43%	62%	-	49%	29%	44%	55%	-	*	-	*
	EL	37%	44%	**31%**	*	*	33%	-	40%	-	-	33%	*	*	29%	31%	33%	30%	-	-	-	-
	Male	46%	54%	**47%**	17%	46%	60%	-	*	*	-	42%	58%	*	44%	33%	47%	-	-	*	-	-
	Female	53%	61%	**47%**	22%	55%	58%	-	*	-	*	44%	55%	14%	55%	30%	-	47%	-	-	-	*
Mathematics	All Students	44%	53%	**50%**	13%	54%	67%	-	40%	*	*	45%	61%	45%	51%	44%	56%	44%	-	*	-	*
	CWD	28%	37%	**45%**	*	*	*	-	-	-	-	56%	*	45%	-	*	*	29%	-	-	-	-
	CWOD	47%	56%	**51%**	18%	48%	70%	-	40%	*	*	43%	67%	-	51%	43%	53%	48%	-	*	-	*
	EL	35%	44%	**44%**	*	*	67%	-	40%	-	-	47%	*	*	43%	44%	50%	40%	-	-	-	-
	Male	47%	57%	**56%**	17%	54%	73%	-	*	*	-	50%	67%	*	53%	50%	56%	-	-	*	-	-
	Female	40%	49%	**44%**	11%	55%	58%	-	*	-	*	40%	55%	29%	48%	40%	-	44%	-	-	-	*
Grade 4																						
Reading	All Students	47%	56%	**68%**	50%	48%	81%	*	78%	*	*	60%	83%	41%	75%	67%	67%	68%	-	*	-	-
	CWD	25%	35%	**41%**	*	33%	57%	-	*	*	-	40%	*	41%	-	*	42%	40%	-	-	-	-
	CWOD	51%	60%	**75%**	67%	53%	88%	*	88%	-	*	69%	86%	-	75%	68%	79%	73%	-	*	-	-
	EL	35%	42%	**67%**	-	57%	67%	-	80%	-	-	65%	*	*	68%	67%	75%	62%	-	-	-	-
	Male	44%	54%	**67%**	40%	67%	73%	-	*	*	*	62%	80%	42%	79%	75%	67%	-	-	*	-	-
	Female	50%	59%	**68%**	*	27%	88%	*	86%	-	-	58%	86%	40%	73%	62%	-	68%	-	-	-	-
Mathematics	All Students	47%	59%	**64%**	50%	48%	84%	*	56%	*	*	54%	84%	41%	71%	52%	59%	68%	-	*	-	-
	CWD	27%	39%	**41%**	*	33%	57%	-	*	*	-	40%	*	41%	-	*	42%	40%	-	-	-	-
	CWOD	51%	63%	**71%**	50%	53%	92%	*	63%	-	*	60%	87%	-	71%	53%	68%	73%	-	*	-	-
	EL	39%	53%	**52%**	-	43%	67%	-	40%	-	-	55%	*	*	53%	52%	38%	62%	-	-	-	-
	Male	50%	61%	**59%**	40%	58%	80%	-	*	*	*	46%	91%	42%	68%	38%	59%	-	-	*	-	-
	Female	43%	58%	**68%**	*	36%	88%	*	71%	-	-	63%	79%	40%	73%	62%	-	68%	-	-	-	-
Grade 5																						

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

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

		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%	30%	**35%**	14%	22%	54%	*	38%	*	*	26%	53%	12%	40%	19%	37%	34%	-	*	-	*
	CWD	8%	12%	**12%**	0%	7%	27%	-	*	*	*	11%	17%	12%	-	0%	13%	11%	-	-	-	-
	CWOD	20%	32%	**40%**	18%	25%	58%	*	42%	*	*	30%	55%	-	40%	22%	42%	38%	-	*	-	*
	EL	11%	19%	**19%**	*	0%	36%	-	13%	-	-	19%	*	0%	22%	19%	18%	21%	-	-	-	-
	Male	20%	31%	**37%**	5%	29%	55%	-	38%	*	*	28%	52%	13%	42%	18%	37%	-	-	*	-	-
	Female	16%	28%	**34%**	23%	11%	52%	*	39%	*	*	24%	53%	11%	38%	21%	-	34%	-	-	-	*
Science	All Students	17%	29%	**25%**	9%	14%	36%	-	29%	*	*	11%	52%	0%	29%	6%	21%	31%	-	*	-	-
	CWD	7%	9%	**0%**	*	*	*	-	-	-	*	0%	*	0%	-	*	*	*	-	-	-	-
	CWOD	19%	32%	**29%**	11%	17%	40%	-	29%	*	-	14%	55%	-	29%	7%	24%	36%	-	*	-	-
	EL	6%	11%	**6%**	-	*	11%	-	*	-	-	6%	-	*	7%	6%	0%	17%	-	-	-	-
	Male	19%	31%	**21%**	0%	10%	26%	-	*	-	-	4%	47%	*	24%	0%	21%	-	-	*	-	-
	Female	16%	27%	**31%**	17%	*	50%	-	*	*	*	19%	63%	*	36%	17%	-	31%	-	-	-	-

- 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	79	76	65	88	*	81	-	*	76	53	74
CWD	53	45	47	66	-	*	-	*	48	53	20
CWOD	84	83	69	91	*	90	-	*	83	-	81
EL ✧	74	*	68	72	-	84	-	-	73	20	74
Male	76	65	74	85	-	54	-	*	77	30	73
Female	81	87	53	90	*	93	-	*	75	81	76
Mathematics											
All Students	83	81	77	90	*	73	-	*	78	81	71
CWD	81	105	59	91	-	*	-	*	79	81	85
CWOD	84	75	81	90	*	75	-	*	77	-	69
EL ✧	71	*	52	84	-	68	-	-	70	85	71

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Male	80	65	76	90	-	67	-	*	72	75	72
Female	86	96	80	90	*	75	-	*	83	90	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
101	26	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	62	46	56	73	*	62	29	76	54	39	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)	46%	34%	39%	59%	44%	73%	46%	55%	35%	26%	37%
Target Met	Y	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		N			Y	N	Y
Interim Goals (2033-2037)	64%	56%	59%	73%	62%	83%	64%	71%	57%	50%	59%
Target Met	Y	N	Y	Y		N			Y	N	Y
Long-Term Goals	73%	67%	70%	80%	72%	87%	73%	78%	68%	63%	69%
Target Met	N	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	Y	Y	Y	Y		N			Y	Y	Y
Interim Goals (2028-2032)	58%	44%	53%	67%	56%	85%	59%	63%	50%	41%	54%
Target Met	Y	N	Y	Y		N			Y	Y	Y
Interim Goals (2033-2037)	67%	55%	62%	74%	65%	88%	67%	71%	60%	53%	63%
Target Met	N	N	N	Y		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	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%**	98%	100%	100%	*	100%	100%	100%	99%	100%	100%	100%	100%	100%	99%	-
	CWD	**100%**	100%	100%	100%	-	*	*	*	100%	100%	100%	-	100%	100%	100%	-
	CWOD	**100%**	97%	100%	100%	*	100%	100%	*	99%	100%	-	100%	100%	100%	99%	-
	EL	**100%**	100%	100%	100%	-	100%	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	**100%**	100%	100%	100%	-	100%	*	*	100%	100%	100%	100%	100%	100%	-	-

		Campus	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	**99%**	96%	100%	100%	*	100%	*	100%	99%	100%	100%	99%	100%	-	99%	-
Reading	All Students	**100%**	98%	100%	100%	*	100%	*	*	99%	100%	100%	100%	100%	100%	99%	-
	CWD	**100%**	100%	100%	100%	-	*	*	*	100%	100%	100%	-	100%	100%	100%	-
	CWOD	**100%**	97%	100%	100%	*	100%	*	*	99%	100%	-	100%	100%	100%	99%	-
	EL	**100%**	*	100%	100%	-	100%	-	-	100%	*	100%	100%	100%	100%	100%	-
	Male	**100%**	100%	100%	100%	-	100%	*	*	100%	100%	100%	100%	100%	100%	-	-
	Female	**99%**	96%	100%	100%	*	100%	*	*	99%	100%	100%	99%	100%	-	99%	-
Mathematics	All Students	**100%**	98%	100%	100%	*	100%	*	*	99%	100%	100%	100%	100%	100%	99%	-
	CWD	**100%**	100%	100%	100%	-	*	*	*	100%	100%	100%	-	100%	100%	100%	-
	CWOD	**100%**	97%	100%	100%	*	100%	*	*	99%	100%	-	100%	100%	100%	99%	-
	EL	**100%**	*	100%	100%	-	100%	-	-	100%	*	100%	100%	100%	100%	100%	-
	Male	**100%**	100%	100%	100%	-	100%	*	*	100%	100%	100%	100%	100%	100%	-	-
	Female	**99%**	96%	100%	100%	*	100%	*	*	99%	100%	100%	99%	100%	-	99%	-
Science	All Students	**100%**	100%	100%	100%	-	100%	*	*	100%	100%	100%	100%	100%	100%	100%	-
	CWD	**100%**	*	*	*	-	-	-	*	100%	*	100%	-	*	*	*	-
	CWOD	**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%	-	-
	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%**	2%	0%	0%	*	0%	0%	0%	1%	0%	0%	0%	0%	0%	1%	-
	CWD	**0%**	0%	0%	0%	-	*	*	*	0%	0%	0%	-	0%	0%	0%	-
	CWOD	**0%**	3%	0%	0%	*	0%	0%	*	1%	0%	-	0%	0%	0%	1%	-
	EL	**0%**	0%	0%	0%	-	0%	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	**0%**	0%	0%	0%	-	0%	*	*	0%	0%	0%	0%	0%	0%	-	-
	Female	**1%**	4%	0%	0%	*	0%	*	0%	1%	0%	0%	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	All Students	**0%**	2%	0%	0%	*	0%	*	*	1%	0%	0%	0%	0%	0%	1%	-
	CWD	**0%**	0%	0%	0%	-	*	*	*	0%	0%	0%	-	0%	0%	0%	-
	CWOD	**0%**	3%	0%	0%	*	0%	*	*	1%	0%	-	0%	0%	0%	1%	-
	EL	**0%**	*	0%	0%	-	0%	-	-	0%	*	0%	0%	0%	0%	0%	-
	Male	**0%**	0%	0%	0%	-	0%	*	*	0%	0%	0%	0%	0%	0%	-	-
	Female	**1%**	4%	0%	0%	*	0%	*	*	1%	0%	0%	1%	0%	-	1%	-
Mathematics	All Students	**0%**	2%	0%	0%	*	0%	*	*	1%	0%	0%	0%	0%	0%	1%	-
	CWD	**0%**	0%	0%	0%	-	*	*	*	0%	0%	0%	-	0%	0%	0%	-
	CWOD	**0%**	3%	0%	0%	*	0%	*	*	1%	0%	-	0%	0%	0%	1%	-
	EL	**0%**	*	0%	0%	-	0%	-	-	0%	*	0%	0%	0%	0%	0%	-
	Male	**0%**	0%	0%	0%	-	0%	*	*	0%	0%	0%	0%	0%	0%	-	-
	Female	**1%**	4%	0%	0%	*	0%	*	*	1%	0%	0%	1%	0%	-	1%	-
Science	All Students	**0%**	0%	0%	0%	-	0%	*	*	0%	0%	0%	0%	0%	0%	0%	-
	CWD	**0%**	*	*	*	-	-	-	*	0%	*	0%	-	*	*	*	-
	CWOD	**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%	-	-
	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	13	3	3	5	0	1	0	1	2		
	Female	4	0	0	4	0	0	0	0	0		
	Total	17	3	3	9	0	1	0	1	2		
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	2	0	1	1	0	0	0	0	1		2
	Female	3	1	2	0	0	0	0	0	1		0
	Total	5	1	3	1	0	0	0	0	2		2
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	23	5	10	2	-8	1	3	2	2	8	2
	Female	14	4	3	4	-8	1	1	1	1	2	-8
	Total	37	9	13	6	-8	2	4	3	3	10	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	38	6	9	14	0	7	1	1	21	15
	Female	19	1	1	8	0	8	0	1	9	3
	Total	57	7	10	22	0	15	1	2	30	18
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	17.0%
Teachers Teaching with Emergency or Provisional Credentials	2.0	6.0%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	0.5	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%	37	2%	*	5%
Mathematics	7,386	2%	37	2%	*	5%
Grade 4						
Reading	7,296	2%	34	2%	5	7%
Mathematics	7,293	2%	34	2%	5	7%
Grade 5						
Reading	6,823	2%	31	2%	*	3%
Mathematics	6,825	2%	31	2%	*	3%
Science	6,820	2%	31	2%	*	3%
Grade 6						
Reading	6,480	2%	24	1%	*	4%
Mathematics	6,481	2%	25	2%	*	4%
Grade 7						
Reading	6,309	2%	28	2%	-	-
Mathematics	6,300	2%	28	2%	-	-
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%	19	1%	-	-
Mathematics	6,162	2%	19	2%	-	-
Science	6,163	1%	19	1%	-	-
End of Course						
English I	6,032	1%	23	1%	-	-
English II	5,771	1%	21	1%	-	-
Algebra I	6,015	1%	23	1%	-	-
Biology	6,041	1%	21	1%	-	-
All Grades						
All Subjects	117,761	1%	485	2%	28	5%
Reading	52,275	1%	217	1%	13	5%
Mathematics	46,462	2%	197	2%	13	5%
Science	19,024	1%	71	1%	*	3%

- 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	13%	14%	22%	9%	*	10%	*	14%	13%	18%	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 7																						
Reading	All Students	77%	85%	**82%**	80%	71%	89%	*	100%	89%	86%	80%	87%	45%	85%	64%	81%	82%	-	44%	-	60%
	CWD	45%	60%	**45%**	*	31%	62%	-	-	-	*	39%	60%	45%	-	20%	60%	33%	-	-	-	*
	CWOD	82%	89%	**85%**	82%	77%	93%	*	100%	89%	89%	84%	90%	-	85%	69%	83%	88%	-	44%	-	*
	EL	62%	72%	**64%**	70%	56%	78%	-	100%	*	*	65%	*	20%	69%	64%	63%	66%	-	*	-	-
	Male	73%	83%	**81%**	71%	72%	90%	-	100%	*	82%	80%	83%	60%	83%	63%	81%	-	-	*	-	*
	Female	81%	88%	**82%**	88%	69%	89%	*	100%	80%	91%	80%	90%	33%	88%	66%	-	82%	-	40%	-	*

		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	61%	82%	**81%**	80%	68%	90%	*	100%	89%	86%	78%	89%	42%	85%	65%	87%	74%	-	56%	-	80%
	CWD	37%	55%	**42%**	*	25%	62%	-	-	-	*	43%	40%	42%	-	40%	60%	28%	-	-	-	*
	CWOD	66%	86%	**85%**	82%	74%	94%	*	100%	89%	89%	81%	96%	-	85%	68%	89%	80%	-	56%	-	*
	EL	47%	72%	**65%**	70%	55%	83%	-	100%	*	*	65%	*	40%	68%	65%	74%	56%	-	*	-	-
	Male	62%	82%	**87%**	88%	77%	95%	-	100%	*	91%	84%	95%	60%	89%	74%	87%	-	-	*	-	*
	Female	60%	82%	**74%**	73%	58%	85%	*	100%	80%	82%	71%	83%	28%	80%	56%	-	74%	-	40%	-	*
Grade 8																						
Reading	All Students	82%	91%	**84%**	87%	76%	92%	*	100%	45%	100%	80%	95%	57%	88%	64%	78%	90%	-	71%	-	*
	CWD	51%	67%	**57%**	67%	44%	69%	*	*	*	-	53%	75%	57%	-	31%	54%	61%	-	*	-	-
	CWOD	86%	94%	**88%**	89%	80%	96%	*	100%	56%	100%	84%	96%	-	88%	69%	82%	93%	-	83%	-	*
	EL	68%	77%	**64%**	85%	56%	67%	-	100%	20%	*	59%	100%	31%	69%	64%	57%	74%	-	*	-	-
	Male	78%	87%	**78%**	81%	68%	89%	-	100%	20%	100%	75%	89%	54%	82%	57%	78%	-	-	*	-	*
	Female	86%	94%	**90%**	92%	84%	94%	*	100%	67%	100%	85%	98%	61%	93%	74%	-	90%	-	60%	-	*
Mathematics	All Students	74%	89%	**85%**	90%	79%	89%	*	100%	67%	100%	82%	93%	74%	87%	71%	79%	91%	-	50%	-	*
	CWD	48%	72%	**74%**	67%	75%	79%	*	-	*	-	69%	100%	74%	-	62%	75%	72%	-	*	-	-
	CWOD	79%	92%	**87%**	94%	79%	90%	*	100%	86%	100%	85%	92%	-	87%	73%	79%	94%	-	40%	-	*
	EL	64%	81%	**71%**	82%	69%	57%	-	100%	*	*	68%	90%	62%	73%	71%	65%	80%	-	*	-	-
	Male	73%	86%	**79%**	86%	70%	80%	-	100%	*	*	76%	91%	75%	79%	65%	79%	-	-	*	-	*
	Female	76%	92%	**91%**	95%	88%	94%	*	100%	60%	*	89%	94%	72%	94%	80%	-	91%	-	*	-	*
Science	All Students	73%	86%	**85%**	81%	79%	92%	*	100%	73%	100%	81%	95%	64%	88%	68%	84%	86%	-	43%	-	*
	CWD	45%	64%	**64%**	33%	69%	75%	*	*	*	-	56%	100%	64%	-	38%	71%	56%	-	*	-	-
	CWOD	76%	90%	**88%**	87%	80%	95%	*	100%	89%	100%	86%	94%	-	88%	73%	86%	90%	-	50%	-	*
	EL	56%	71%	**68%**	85%	58%	78%	-	100%	60%	*	65%	90%	38%	73%	68%	68%	68%	-	*	-	-
	Male	73%	86%	**84%**	81%	77%	87%	-	100%	100%	100%	80%	95%	71%	86%	68%	84%	-	-	*	-	*
	Female	72%	87%	**86%**	81%	80%	96%	*	100%	50%	100%	82%	94%	56%	90%	68%	-	86%	-	60%	-	*
End of Course																						
English I	All Students	70%	81%	**88%**	88%	80%	95%	-	95%	*	92%	86%	93%	60%	92%	70%	85%	90%	-	75%	-	*
	CWD	37%	53%	**60%**	63%	46%	85%	-	-	-	-	50%	76%	60%	-	44%	71%	48%	-	*	-	*
	CWOD	75%	86%	**92%**	92%	88%	97%	-	95%	*	92%	91%	96%	-	92%	76%	88%	97%	-	83%	-	-
	EL	49%	59%	**70%**	43%	68%	92%	-	80%	*	*	70%	75%	44%	76%	70%	60%	79%	-	-	-	-
	Male	65%	79%	**85%**	90%	75%	94%	-	88%	*	80%	83%	92%	71%	88%	60%	85%	-	-	67%	-	*
	Female	76%	84%	**90%**	85%	85%	98%	-	100%	*	100%	89%	94%	48%	97%	79%	-	90%	-	*	-	-
Algebra I	All Students	77%	91%	**93%**	92%	91%	95%	-	95%	100%	87%	91%	96%	88%	93%	87%	91%	94%	-	83%	-	*
	CWD	52%	77%	**88%**	57%	96%	94%	-	*	-	*	82%	95%	88%	-	93%	86%	91%	-	-	-	*
	CWOD	81%	93%	**93%**	98%	90%	95%	-	95%	100%	93%	92%	96%	-	93%	86%	92%	95%	-	83%	-	-
	EL	69%	86%	**87%**	78%	85%	100%	-	80%	*	*	87%	86%	93%	86%	87%	84%	90%	-	-	-	-
	Male	74%	89%	**91%**	93%	88%	94%	-	90%	*	86%	90%	93%	86%	92%	84%	91%	-	-	*	-	*
	Female	81%	93%	**94%**	90%	94%	95%	-	100%	*	88%	92%	98%	91%	95%	90%	-	94%	-	*	-	-

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

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

		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%	85%	**84%**	85%	76%	92%	*	98%	71%	91%	82%	92%	55%	88%	66%	82%	87%	-	63%	-	75%
	CWD	46%	57%	**55%**	60%	41%	71%	*	*	*	*	48%	71%	55%	-	33%	62%	47%	-	*	-	*
	CWOD	80%	89%	**88%**	88%	82%	95%	*	98%	77%	93%	86%	95%	-	88%	71%	84%	93%	-	67%	-	80%
	EL	60%	72%	**66%**	70%	61%	80%	-	95%	50%	*	65%	85%	33%	71%	66%	60%	73%	-	*	-	-
	Male	72%	82%	**82%**	81%	72%	91%	-	96%	60%	86%	79%	88%	62%	84%	60%	82%	-	-	67%	-	*
	Female	80%	87%	**87%**	88%	80%	93%	*	100%	79%	96%	85%	94%	47%	93%	73%	-	87%	-	58%	-	*
Mathematics	All Students	74%	85%	**86%**	87%	79%	91%	*	98%	83%	89%	83%	93%	71%	88%	74%	86%	86%	-	65%	-	88%
	CWD	49%	63%	**71%**	57%	69%	82%	*	*	*	*	66%	82%	71%	-	68%	76%	66%	-	*	-	*
	CWOD	78%	89%	**88%**	91%	81%	93%	*	98%	91%	93%	86%	95%	-	88%	75%	88%	89%	-	63%	-	100%
	EL	65%	80%	**74%**	77%	70%	83%	-	95%	60%	*	73%	89%	68%	75%	74%	74%	74%	-	*	-	-
	Male	73%	85%	**86%**	89%	78%	92%	-	96%	90%	91%	84%	94%	76%	88%	74%	86%	-	-	67%	-	*
	Female	74%	85%	**86%**	85%	80%	91%	*	100%	79%	87%	83%	92%	66%	89%	74%	-	86%	-	58%	-	*
Science	All Students	76%	85%	**90%**	88%	85%	96%	*	100%	73%	96%	87%	97%	74%	92%	77%	90%	90%	-	69%	-	*
	CWD	52%	62%	**74%**	54%	78%	86%	*	*	*	*	66%	96%	74%	-	57%	79%	69%	-	*	-	*
	CWOD	79%	88%	**92%**	93%	86%	98%	*	100%	85%	100%	90%	97%	-	92%	80%	91%	93%	-	75%	-	*
	EL	62%	72%	**77%**	85%	71%	91%	-	100%	57%	*	75%	89%	57%	80%	77%	75%	78%	-	*	-	-
	Male	76%	86%	**90%**	91%	83%	95%	-	100%	100%	92%	87%	98%	79%	91%	75%	90%	-	-	67%	-	*
	Female	75%	84%	**90%**	84%	86%	98%	*	100%	56%	100%	87%	96%	69%	93%	78%	-	90%	-	71%	-	*
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	48%	63%	**64%**	54%	54%	76%	75%	92%	57%	70%	59%	77%	33%	68%	42%	62%	66%	-	30%	-	42%
	CWD	24%	34%	**33%**	19%	27%	46%	*	*	0%	50%	27%	48%	33%	-	21%	42%	24%	-	20%	-	71%
	CWOD	52%	67%	**68%**	58%	59%	81%	100%	92%	63%	72%	63%	81%	-	68%	45%	65%	72%	-	31%	-	25%
	EL	31%	45%	**42%**	44%	34%	54%	-	80%	41%	50%	40%	58%	21%	45%	42%	37%	47%	-	0%	-	-
	Male	46%	61%	**62%**	51%	53%	74%	-	90%	58%	64%	58%	75%	42%	65%	37%	62%	-	-	27%	-	50%
	Female	49%	64%	**66%**	57%	55%	78%	75%	94%	57%	75%	60%	79%	24%	72%	47%	-	66%	-	32%	-	33%
Reading	All Students	52%	65%	**66%**	56%	54%	79%	*	95%	54%	74%	60%	81%	31%	70%	39%	62%	70%	-	33%	-	50%
	CWD	24%	32%	**31%**	20%	19%	50%	*	*	*	*	23%	51%	31%	-	15%	38%	24%	-	*	-	*
	CWOD	56%	70%	**70%**	59%	60%	83%	*	95%	59%	75%	65%	85%	-	70%	42%	65%	76%	-	33%	-	40%
	EL	33%	43%	**39%**	33%	31%	56%	-	84%	30%	*	37%	60%	15%	42%	39%	31%	48%	-	*	-	-
	Male	47%	61%	**62%**	50%	51%	74%	-	93%	50%	68%	56%	77%	38%	65%	31%	62%	-	-	33%	-	*
	Female	57%	69%	**70%**	62%	58%	84%	*	97%	57%	80%	64%	83%	24%	76%	48%	-	70%	-	33%	-	*
Mathematics	All Students	44%	61%	**59%**	46%	50%	69%	*	92%	75%	58%	55%	68%	31%	63%	43%	59%	59%	-	25%	-	38%
	CWD	24%	35%	**31%**	14%	31%	34%	*	*	*	*	28%	37%	31%	-	21%	41%	19%	-	*	-	*
	CWOD	47%	65%	**63%**	50%	54%	75%	*	92%	82%	59%	59%	74%	-	63%	47%	61%	65%	-	26%	-	20%
	EL	32%	50%	**43%**	47%	34%	55%	-	89%	60%	*	42%	58%	21%	47%	43%	41%	46%	-	*	-	-
	Male	45%	62%	**59%**	46%	52%	68%	-	87%	80%	55%	56%	68%	41%	61%	41%	59%	-	-	22%	-	*
	Female	42%	61%	**59%**	47%	48%	69%	*	96%	71%	61%	54%	69%	19%	65%	46%	-	59%	-	25%	-	*

		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%	61%	**68%**	62%	58%	81%	*	88%	33%	84%	63%	82%	41%	72%	44%	67%	70%	-	31%	-	*
	CWD	24%	35%	**41%**	23%	33%	61%	*	*	*	*	32%	63%	41%	-	27%	49%	31%	-	*	-	*
	CWOD	49%	65%	**72%**	67%	63%	85%	*	88%	38%	88%	67%	85%	-	72%	47%	70%	75%	-	33%	-	*
	EL	26%	37%	**44%**	55%	39%	50%	-	62%	29%	*	43%	56%	27%	47%	44%	42%	46%	-	*	-	-
	Male	47%	62%	**67%**	61%	57%	81%	-	89%	33%	75%	63%	81%	49%	70%	42%	67%	-	-	17%	-	*
	Female	44%	59%	**70%**	64%	60%	82%	*	87%	33%	92%	63%	84%	31%	75%	46%	-	70%	-	43%	-	*
STAAR Percent at Masters Grade Level																						
All Grades																						
All Subjects	All Students	19%	30%	**27%**	18%	18%	37%	50%	56%	17%	30%	22%	40%	5%	30%	8%	25%	29%	-	12%	-	5%
	CWD	7%	10%	**5%**	0%	3%	11%	*	*	0%	0%	3%	11%	5%	-	2%	8%	3%	-	0%	-	0%
	CWOD	21%	33%	**30%**	20%	21%	41%	80%	56%	19%	32%	25%	44%	-	30%	9%	28%	32%	-	13%	-	8%
	EL	9%	15%	**8%**	8%	5%	12%	-	22%	11%	20%	8%	9%	2%	9%	8%	7%	9%	-	0%	-	-
	Male	18%	28%	**25%**	16%	18%	34%	-	57%	19%	25%	21%	38%	8%	28%	7%	25%	-	-	8%	-	0%
	Female	19%	31%	**29%**	21%	19%	41%	50%	55%	16%	34%	24%	40%	3%	32%	9%	-	29%	-	16%	-	11%
Reading	All Students	20%	30%	**28%**	21%	19%	39%	*	50%	25%	36%	23%	43%	5%	32%	8%	25%	32%	-	13%	-	13%
	CWD	7%	9%	**5%**	0%	2%	12%	*	*	*	*	2%	11%	5%	-	0%	6%	3%	-	*	-	*
	CWOD	22%	33%	**32%**	23%	22%	43%	*	51%	27%	39%	26%	47%	-	32%	9%	27%	36%	-	14%	-	20%
	EL	9%	14%	**8%**	10%	4%	16%	-	16%	10%	*	8%	10%	0%	9%	8%	6%	10%	-	*	-	-
	Male	17%	26%	**25%**	15%	18%	32%	-	48%	20%	36%	20%	40%	6%	27%	6%	25%	-	-	8%	-	*
	Female	23%	34%	**32%**	26%	20%	47%	*	52%	29%	36%	27%	44%	3%	36%	10%	-	32%	-	17%	-	*
Mathematics	All Students	18%	30%	**23%**	16%	15%	31%	*	58%	13%	24%	18%	37%	6%	26%	7%	23%	24%	-	10%	-	0%
	CWD	8%	12%	**6%**	0%	4%	9%	*	*	*	*	4%	11%	6%	-	3%	10%	2%	-	*	-	*
	CWOD	20%	32%	**26%**	18%	17%	35%	*	57%	14%	27%	20%	42%	-	26%	8%	25%	27%	-	11%	-	0%
	EL	11%	19%	**7%**	7%	5%	7%	-	26%	10%	*	6%	16%	3%	8%	7%	8%	6%	-	*	-	-
	Male	20%	31%	**23%**	16%	16%	30%	-	61%	20%	18%	18%	37%	10%	25%	8%	23%	-	-	0%	-	*
	Female	16%	28%	**24%**	15%	15%	33%	*	56%	7%	30%	18%	37%	2%	27%	6%	-	24%	-	17%	-	*
Science	All Students	17%	29%	**29%**	18%	21%	41%	*	62%	13%	28%	26%	38%	6%	33%	9%	29%	30%	-	15%	-	*
	CWD	7%	9%	**6%**	0%	3%	11%	*	*	*	*	3%	13%	6%	-	3%	9%	3%	-	*	-	*
	CWOD	19%	32%	**33%**	20%	24%	45%	*	61%	15%	29%	29%	41%	-	33%	10%	32%	34%	-	17%	-	*
	EL	6%	11%	**9%**	5%	8%	14%	-	23%	14%	*	10%	0%	3%	10%	9%	8%	11%	-	*	-	-
	Male	19%	31%	**29%**	16%	21%	41%	-	63%	17%	17%	26%	36%	9%	32%	8%	29%	-	-	17%	-	*
	Female	16%	27%	**30%**	20%	21%	41%	*	61%	11%	38%	26%	39%	3%	34%	11%	-	30%	-	14%	-	*

- Indicates there are no students in the group.

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

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 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	72	69	68	76	*	83	79	78	70	62	64
CWD	62	62	56	71	*	*	*	*	55	62	47
CWOD	74	69	70	77	*	83	87	77	72	-	67
EL ✧	64	53	61	73	-	88	68	*	64	47	64
Male	72	65	69	75	-	80	86	80	70	73	61
Female	73	73	67	77	*	86	73	77	71	51	68
Mathematics											
All Students	75	77	71	79	*	86	76	70	73	68	66
CWD	68	77	69	71	*	*	*	*	68	68	64
CWOD	77	77	72	80	*	86	84	72	74	-	66
EL ✧	66	72	61	66	-	91	57	*	64	64	66
Male	76	83	70	78	-	83	97	61	75	77	67
Female	75	72	72	79	*	89	60	77	71	59	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
296	63	21%

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

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Student Success (Student Achievement Domain Score: STAAR Component Only)											
STAAR Component Score	59	53	50	69	75	82	50	64	55	35	41
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	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	Y	Y	Y	N	Y
Interim Goals (2033-2037)	62%	54%	57%	73%	62%	82%	64%	70%	55%	47%	52%
Target Met	Y	Y	Y	Y		Y	N	Y	Y	N	Y
Long-Term Goals	72%	66%	68%	80%	72%	87%	73%	78%	66%	60%	64%
Target Met	N	N	N	Y		Y	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	Y		Y	Y	Y	Y	Y	Y
Interim Goals (2028-2032)	56%	43%	49%	68%	56%	88%	60%	63%	46%	34%	47%
Target Met	Y	Y	Y	Y		Y	Y	N	Y	N	Y
Interim Goals (2033-2037)	65%	54%	59%	75%	65%	91%	68%	70%	57%	47%	58%
Target Met	N	N	N	N		Y	Y	N	Y	N	N
Long-Term Goals	74%	66%	70%	81%	74%	93%	76%	78%	68%	61%	68%
Target Met	N	N	N	N		N	Y	N	N	N	N
English Learner Language Proficiency Status											
Interim Goals (2023-2027)											44%
Target Met											N
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%	99%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	-
	CWD	**100%**	100%	100%	99%	*	*	100%	100%	100%	100%	100%	-	100%	99%	100%	-
	CWOD	**100%**	100%	100%	99%	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	**100%**	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	-
	Male	**100%**	100%	100%	99%	-	100%	100%	100%	99%	100%	99%	100%	100%	100%	-	-
	Female	**100%**	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	-	100%	-
Reading	All Students	**100%**	100%	100%	100%	*	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	-
	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%	-
	EL	**100%**	100%	100%	100%	-	100%	100%	*	100%	100%	100%	100%	100%	100%	100%	-
	Male	**100%**	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	100%	100%	100%	-	-
	Female	**100%**	100%	100%	100%	*	100%	100%	100%	100%	100%	100%	100%	100%	-	100%	-
Mathematics	All Students	**99%**	100%	100%	99%	*	100%	100%	100%	99%	100%	99%	99%	100%	99%	100%	-
	CWD	**99%**	100%	100%	98%	*	*	*	*	99%	100%	99%	-	100%	98%	100%	-
	CWOD	**99%**	100%	100%	99%	*	100%	100%	100%	99%	100%	-	99%	100%	99%	100%	-
	EL	**100%**	100%	99%	100%	-	100%	100%	*	100%	100%	100%	100%	100%	99%	100%	-
	Male	**99%**	100%	99%	97%	-	100%	100%	100%	99%	100%	98%	99%	99%	99%	-	-
	Female	**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%	99%	*	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	**100%**	100%	100%	100%	-	100%	100%	*	100%	100%	100%	100%	100%	100%	100%	-
	Male	**100%**	100%	100%	99%	-	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%	99%	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%	1%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	**0%**	0%	0%	1%	*	*	0%	0%	0%	0%	0%	-	0%	1%	0%	-
	CWOD	**0%**	0%	0%	1%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	**0%**	0%	0%	0%	-	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	-
	Male	**0%**	0%	0%	1%	-	0%	0%	0%	1%	0%	1%	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%	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%	-
	EL	**0%**	0%	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%	-
Mathematics	All Students	**1%**	0%	0%	1%	*	0%	0%	0%	1%	0%	1%	1%	0%	1%	0%	-
	CWD	**1%**	0%	0%	2%	*	*	*	*	1%	0%	1%	-	0%	2%	0%	-
	CWOD	**1%**	0%	0%	1%	*	0%	0%	0%	1%	0%	-	1%	0%	1%	0%	-
	EL	**0%**	0%	1%	0%	-	0%	0%	*	0%	0%	0%	0%	0%	1%	0%	-
	Male	**1%**	0%	1%	3%	-	0%	0%	0%	1%	0%	2%	1%	1%	1%	-	-
	Female	**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%	1%	*	0%	0%	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	**0%**	0%	0%	0%	-	0%	0%	*	0%	0%	0%	0%	0%	0%	0%	-
	Male	**0%**	0%	0%	1%	-	0%	0%	0%	0%	0%	0%	0%	0%	0%	-	-
	Female	**0%**	0%	1%	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	47	12	27	6	0	1	0	1	17		
	Female	29	3	15	8	0	0	0	3	7		
	Total	76	15	42	14	0	1	0	4	24		
Out-of-School Suspensions												
	Male	16	3	11	2	0	0	0	0	7		
	Female	7	0	2	4	0	0	0	1	0		
	Total	23	3	13	6	0	0	0	1	7		
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	2	0	1	0	0	0	0	1	0		
	Total	2	0	1	0	0	0	0	1	0		
Referrals to Law Enforcement												
	Male	0	0	0	0	0	0	0	0	0		
	Female	2	0	1	0	0	0	0	1	0		
	Total	2	0	1	0	0	0	0	1	0		
Students With Disabilities												
In-School Suspensions												
	Male	21	7	2	8	0	0	0	4	4		11
	Female	4	1	3	0	0	0	0	0	2		3
	Total	25	8	5	8	0	0	0	4	6		14
Out-of-School Suspensions												
	Male	8	2	2	2	0	0	0	2	2		2
	Female	0	0	0	0	0	0	0	0	0		1
	Total	8	2	2	2	0	0	0	2	2		3
Expulsions												
With Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
School-Related Arrests												
	Male	0	0	0	0	0	0	0	0	0		1
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		1
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		1
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		1
All Students												
Chronic Absenteeism												
	Male	25	8	8	6	-8	-8	1	2	4	9	2
	Female	13	1	6	3	-8	-8	1	2	3	3	1
	Total	38	9	14	9	-8	-8	2	4	7	12	3

	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	9
Incidents of threats of physical attack with a weapon	1
Incidents of threats of physical attack without a weapon	1
Incidents of possession of a firearm or explosive device	0
Allegations of Harassment or bullying	
On the basis of sex	0
On the basis of race	0
On the basis of disability	0
On the basis of sexual orientation	0
On the basis of religion	0

Part (viii)(II) This section provides information from the 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	28	2	14	7	0	4	0	1	5	0
	Female	43	3	22	14	0	3	0	1	6	0
	Total	71	5	36	21	0	7	0	2	11	0
International Baccalaureate Courses	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Dual Enrollment/Dual Credit Programs	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9

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	4.0	6.4%
Teachers Teaching with Emergency or Provisional Credentials	1.0	1.7%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	7.5	12.5%

- 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%	37	2%	-	-
Mathematics	7,386	2%	37	2%	-	-
Grade 4						
Reading	7,296	2%	34	2%	-	-
Mathematics	7,293	2%	34	2%	-	-
Grade 5						
Reading	6,823	2%	31	2%	-	-
Mathematics	6,825	2%	31	2%	-	-
Science	6,820	2%	31	2%	-	-
Grade 6						
Reading	6,480	2%	24	1%	-	-
Mathematics	6,481	2%	25	2%	-	-
Grade 7						
Reading	6,309	2%	28	2%	-	-
Mathematics	6,300	2%	28	2%	-	-
Grade 8						
Reading	6,168	1%	19	1%	-	-
Mathematics	6,162	2%	19	2%	-	-
Science	6,163	1%	19	1%	-	-
End of Course						
English I	6,032	1%	23	1%	-	-
English II	5,771	1%	21	1%	-	-
Algebra I	6,015	1%	23	1%	-	-
Biology	6,041	1%	21	1%	-	-
All Grades						
All Subjects	117,761	1%	485	2%	-	-
Reading	52,275	1%	217	1%	-	-
Mathematics	46,462	2%	197	2%	-	-
Science	19,024	1%	71	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	15%	13%	15%	17%	*	6%	24%	22%	14%	25%	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																						
End of Course																						
English I	All Students	70%	81%	**38%**	*	40%	-	-	-	-	-	43%	*	-	38%	*	17%	*	-	-	-	-
	CWD	37%	53%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	75%	86%	**38%**	*	40%	-	-	-	-	-	43%	*	-	38%	*	17%	*	-	-	-	-
	EL	49%	59%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	65%	79%	**17%**	*	*	-	-	-	-	-	20%	*	-	17%	*	17%	-	-	-	-	-
	Female	76%	84%	*	*	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-

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

		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%	61%	**17%**	17%	*	*	-	*	*	-	0%	*	*	18%	*	20%	14%	-	*	-	-
	CWD	24%	35%	*	-	-	-	-	-	*	-	*	-	*	-	-	-	*	-	*	-	-
	CWOD	49%	65%	**18%**	17%	*	*	-	*	-	-	0%	*	-	18%	*	20%	17%	-	*	-	-
	EL	26%	37%	*	*	*	-	-	*	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	47%	62%	**20%**	*	*	*	-	*	-	-	*	*	-	20%	*	20%	-	-	-	-	-
	Female	44%	59%	**14%**	*	*	*	-	-	*	-	0%	*	*	17%	*	-	14%	-	*	-	-
STAAR Percent at Masters Grade Level																						
All Grades																						
All Subjects	All Students	19%	30%	**3%**	0%	4%	0%	*	*	*	*	4%	0%	*	3%	0%	0%	7%	-	*	-	-
	CWD	7%	10%	*	-	-	*	-	-	*	*	*	*	*	-	-	*	*	-	*	-	-
	CWOD	21%	33%	**3%**	0%	4%	0%	*	*	*	*	4%	0%	-	3%	0%	0%	7%	-	*	-	-
	EL	9%	15%	**0%**	*	0%	-	-	*	*	-	0%	*	-	0%	0%	0%	0%	-	-	-	-
	Male	18%	28%	**0%**	0%	0%	*	-	*	-	*	0%	0%	*	0%	0%	0%	-	-	-	-	-
	Female	19%	31%	**7%**	0%	11%	0%	*	-	*	-	8%	0%	*	7%	0%	-	7%	-	*	-	-
Reading	All Students	20%	30%	**4%**	0%	5%	0%	*	-	*	*	5%	0%	*	4%	0%	0%	11%	-	-	-	-
	CWD	7%	9%	*	-	-	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-
	CWOD	22%	33%	**4%**	0%	5%	0%	*	-	*	*	5%	0%	-	4%	0%	0%	11%	-	-	-	-
	EL	9%	14%	**0%**	*	0%	-	-	-	*	-	0%	-	-	0%	0%	0%	0%	-	-	-	-
	Male	17%	26%	**0%**	0%	0%	*	-	-	-	*	0%	0%	*	0%	0%	0%	-	-	-	-	-
	Female	23%	34%	**11%**	0%	17%	0%	*	-	*	-	12%	*	*	11%	0%	-	11%	-	-	-	-
Mathematics	All Students	18%	30%	**0%**	0%	*	*	-	-	-	*	0%	*	*	0%	*	0%	*	-	-	-	-
	CWD	8%	12%	*	-	-	-	-	-	-	*	*	-	*	-	-	*	-	-	-	-	-
	CWOD	20%	32%	**0%**	0%	*	*	-	-	-	-	0%	*	-	0%	*	0%	*	-	-	-	-
	EL	11%	19%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	20%	31%	**0%**	0%	*	-	-	-	-	*	0%	*	*	0%	*	0%	-	-	-	-	-
	Female	16%	28%	*	*	*	*	-	-	-	-	*	*	-	*	*	-	*	-	-	-	-
Science	All Students	17%	29%	**0%**	0%	*	*	-	*	*	-	0%	*	*	0%	*	0%	0%	-	*	-	-
	CWD	7%	9%	*	-	-	-	-	-	*	-	*	-	*	-	-	-	*	-	*	-	-
	CWOD	19%	32%	**0%**	0%	*	*	-	*	-	-	0%	*	-	0%	*	0%	0%	-	*	-	-
	EL	6%	11%	*	*	*	-	-	*	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	19%	31%	**0%**	*	*	*	-	*	-	-	*	*	-	0%	*	0%	-	-	-	-	-
	Female	16%	27%	**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	78	*	*	*	*	-	-	-	104	-	*
CWD	-	-	-	-	-	-	-	-	-	-	-
CWOD	78	*	*	*	*	-	-	-	104	-	*
EL ✧	*	-	*	-	-	-	-	-	*	-	*
Male	*	*	*	-	-	-	-	-	*	-	*
Female	83	*	*	*	*	-	-	-	100	-	-
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	89.9%	95.0%	86.3%	90.7%	-	*	*	83.3%	87.2%	93.3%	84.6%	77.8%	*
CWD	93.3%	83.3%	100.0%	*	-	*	-	-	90.0%	93.3%	*	*	-
CWOD	89.5%	97.1%	84.8%	90.2%	-	*	*	83.3%	86.9%	-	81.8%	76.9%	*
EL ✧	84.6%	*	81.8%	-	-	-	*	-	91.7%	*	84.6%	*	-
Male	90.3%	90.5%	86.2%	94.3%	-	*	*	*	85.0%	91.7%	85.7%	69.2%	-
Female	89.2%	100.0%	86.4%	84.2%	-	-	*	*	89.8%	*	83.3%	85.7%	*

- 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
10	1	10%

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

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Student Success (Student Achievement Domain Score: STAAR Component Only)											
STAAR Component Score	33	27	33	57	*	*	*	*	30	*	14
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	57%	61%	62%	47%	-	*	*	60%	58%	56%	69%

- 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											
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	N	Y	N	N					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	N	Y	N	N					N	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	N	Y	N	N					N	Y	N

	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	N	N	N	N					N	N	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	**97%**	100%	97%	91%	*	*	*	*	96%	100%	*	97%	100%	100%	94%	-
	CWD	*	-	-	*	-	-	*	*	*	*	*	-	-	*	*	-
	CWOD	**97%**	100%	97%	89%	*	*	*	*	96%	100%	-	97%	100%	100%	94%	-
	EL	**100%**	*	100%	-	-	*	*	-	100%	*	-	100%	100%	100%	100%	-
	Male	**100%**	100%	100%	*	-	*	-	*	100%	100%	*	100%	100%	100%	-	-
	Female	**94%**	100%	91%	86%	*	-	*	-	92%	100%	*	94%	100%	-	94%	-
Reading	All Students	**98%**	100%	100%	88%	*	-	*	*	98%	100%	*	98%	100%	100%	95%	-
	CWD	*	-	-	*	-	-	-	-	*	*	*	-	-	*	*	-
	CWOD	**98%**	100%	100%	83%	*	-	*	*	97%	100%	-	98%	100%	100%	95%	-
	EL	**100%**	*	100%	-	-	-	*	-	100%	*	-	100%	100%	100%	100%	-
	Male	**100%**	100%	100%	*	-	-	-	*	100%	100%	*	100%	100%	100%	-	-
	Female	**95%**	100%	100%	80%	*	-	*	-	94%	100%	*	95%	100%	-	95%	-
Mathematics	All Students	**91%**	100%	*	*	-	-	-	*	86%	*	*	90%	*	100%	*	-
	CWD	*	-	-	-	-	-	-	*	*	-	*	-	-	*	-	-
	CWOD	**90%**	100%	*	*	-	-	-	-	83%	*	-	90%	*	100%	*	-
	EL	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-
	Male	**100%**	100%	*	-	-	-	-	*	100%	*	*	100%	*	100%	-	-
	Female	*	*	*	*	-	-	-	-	*	*	-	*	*	-	*	-
Science	All Students	**100%**	100%	*	*	-	*	*	-	100%	*	*	100%	*	100%	100%	-
	CWD	*	-	-	-	-	-	*	-	*	-	*	-	-	-	*	-
	CWOD	**100%**	100%	*	*	-	*	-	-	100%	*	-	100%	*	100%	100%	-
	EL	*	*	*	-	-	*	-	-	*	-	-	*	*	*	*	-
	Male	**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%	-
SAT/ACT All Subjects	All Students	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Non-Participation Rate																	
All Subjects	All Students	**3%**	0%	3%	9%	*	*	*	*	4%	0%	*	3%	0%	0%	6%	-
	CWD	*	-	-	*	-	-	*	*	*	*	*	-	-	*	*	-
	CWOD	**3%**	0%	3%	11%	*	*	*	*	4%	0%	-	3%	0%	0%	6%	-
	EL	**0%**	*	0%	-	-	*	*	-	0%	*	-	0%	0%	0%	0%	-
	Male	**0%**	0%	0%	*	-	*	-	*	0%	0%	*	0%	0%	0%	-	-
	Female	**6%**	0%	9%	14%	*	-	*	-	8%	0%	*	6%	0%	-	6%	-
Reading	All Students	**2%**	0%	0%	12%	*	-	*	*	2%	0%	*	2%	0%	0%	5%	-
	CWD	*	-	-	*	-	-	-	-	*	*	*	-	-	*	*	-
	CWOD	**2%**	0%	0%	17%	*	-	*	*	3%	0%	-	2%	0%	0%	5%	-
	EL	**0%**	*	0%	-	-	-	*	-	0%	*	-	0%	0%	0%	0%	-
	Male	**0%**	0%	0%	*	-	-	-	*	0%	0%	*	0%	0%	0%	-	-
	Female	**5%**	0%	0%	20%	*	-	*	-	6%	0%	*	5%	0%	-	5%	-
Mathematics	All Students	**9%**	0%	*	*	-	-	-	*	14%	*	*	10%	*	0%	*	-
	CWD	*	-	-	-	-	-	-	*	*	-	*	-	-	*	-	-
	CWOD	**10%**	0%	*	*	-	-	-	-	17%	*	-	10%	*	0%	*	-
	EL	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-
	Male	**0%**	0%	*	-	-	-	-	*	0%	*	*	0%	*	0%	-	-
	Female	*	*	*	*	-	-	-	-	*	*	-	*	*	-	*	-
Science	All Students	**0%**	0%	*	*	-	*	*	-	0%	*	*	0%	*	0%	0%	-
	CWD	*	-	-	-	-	-	*	-	*	-	*	-	-	-	*	-
	CWOD	**0%**	0%	*	*	-	*	-	-	0%	*	-	0%	*	0%	0%	-
	EL	*	*	*	-	-	*	-	-	*	-	-	*	*	*	*	-
	Male	**0%**	*	*	*	-	*	-	-	*	*	-	0%	*	0%	-	-
	Female	**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	3	0	1	2	0	0	0	0	0		
	Female	2	0	0	0	1	0	1	0	0		
	Total	5	0	1	2	1	0	1	0	0		
Out-of-School Suspensions												
	Male	3	0	3	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	3	0	3	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	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		
Referrals to Law Enforcement												
	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		
Students With Disabilities												
In-School Suspensions												
	Male	2	2	0	0	0	0	0	0	0		1
	Female	0	0	0	0	0	0	0	0	0		0
	Total	2	2	0	0	0	0	0	0	0		1
Out-of-School Suspensions												
	Male	1	1	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	1	1	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	22	6	5	9	-8	-8	1	1	-8	4	4
	Female	24	6	9	4	-8	-8	3	2	-8	2	2
	Total	46	12	14	13	-8	-8	4	3	-8	6	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	1
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
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	0.2	1.4%

- 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%	37	2%	-	-
Mathematics	7,386	2%	37	2%	-	-
Grade 4						
Reading	7,296	2%	34	2%	-	-
Mathematics	7,293	2%	34	2%	-	-
Grade 5						
Reading	6,823	2%	31	2%	-	-
Mathematics	6,825	2%	31	2%	-	-
Science	6,820	2%	31	2%	-	-
Grade 6						
Reading	6,480	2%	24	1%	-	-
Mathematics	6,481	2%	25	2%	-	-
Grade 7						
Reading	6,309	2%	28	2%	-	-
Mathematics	6,300	2%	28	2%	-	-
Grade 8						
Reading	6,168	1%	19	1%	-	-
Mathematics	6,162	2%	19	2%	-	-
Science	6,163	1%	19	1%	-	-
End of Course						
English I	6,032	1%	23	1%	-	-
English II	5,771	1%	21	1%	-	-
Algebra I	6,015	1%	23	1%	-	-
Biology	6,041	1%	21	1%	-	-
All Grades						
All Subjects	117,761	1%	485	2%	-	-
Reading	52,275	1%	217	1%	-	-
Mathematics	46,462	2%	197	2%	-	-
Science	19,024	1%	71	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	10%	*	10%	11%	*	-	-	-	10%	*	16%
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	63%	77%	56%	59%	-	*	67%	83%	67%	47%	59%

- 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%	82%	**85%**	69%	89%	86%	-	100%	*	88%	78%	97%	67%	90%	*	85%	86%	-	*	-	-
	CWD	51%	56%	**67%**	*	*	67%	-	-	-	*	60%	80%	67%	-	-	64%	*	-	-	-	-
	CWOD	80%	87%	**90%**	79%	87%	94%	-	100%	*	*	83%	100%	-	90%	*	92%	88%	-	*	-	-
	EL	65%	74%	*	-	*	*	-	*	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	73%	79%	**85%**	40%	86%	93%	-	100%	-	86%	73%	100%	64%	92%	*	85%	-	-	*	-	-
	Female	78%	84%	**86%**	82%	*	75%	-	*	*	*	84%	89%	*	88%	*	-	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%	78%	**75%**	50%	72%	77%	-	100%	*	88%	62%	93%	40%	83%	*	77%	71%	-	*	-	-
	CWD	51%	55%	**40%**	*	*	33%	-	-	-	*	30%	60%	40%	-	-	45%	*	-	-	-	-
	CWOD	76%	83%	**83%**	57%	80%	94%	-	100%	*	*	71%	100%	-	83%	*	86%	79%	-	*	-	-
	EL	67%	74%	*	-	*	*	-	*	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	74%	79%	**77%**	20%	71%	86%	-	100%	-	86%	58%	100%	45%	86%	*	77%	-	-	*	-	-
	Female	70%	77%	**71%**	64%	*	63%	-	*	*	*	68%	78%	*	79%	*	-	71%	-	*	-	-
Grade 4																						
Reading	All Students	76%	83%	**88%**	80%	80%	95%	*	100%	*	100%	83%	94%	46%	96%	67%	81%	93%	-	*	-	-
	CWD	51%	59%	**46%**	20%	*	*	-	-	-	*	40%	*	46%	-	*	38%	60%	-	*	-	-
	CWOD	81%	87%	**96%**	95%	88%	100%	*	100%	*	100%	95%	97%	-	96%	80%	93%	98%	-	*	-	-
	EL	66%	75%	**67%**	*	*	-	*	-	-	-	67%	-	*	80%	67%	*	*	-	-	-	-
	Male	74%	81%	**81%**	82%	60%	91%	*	*	-	*	76%	91%	38%	93%	*	81%	-	-	*	-	-
	Female	79%	86%	**93%**	79%	100%	100%	-	100%	*	100%	91%	96%	60%	98%	*	-	93%	-	*	-	-
Mathematics	All Students	69%	80%	**81%**	64%	85%	90%	*	100%	*	86%	72%	94%	46%	88%	83%	81%	82%	-	*	-	-
	CWD	44%	55%	**46%**	20%	*	*	-	-	-	*	30%	*	46%	-	*	50%	40%	-	*	-	-
	CWOD	74%	84%	**88%**	75%	94%	94%	*	100%	*	83%	84%	94%	-	88%	100%	89%	88%	-	*	-	-
	EL	63%	75%	**83%**	*	*	-	*	-	-	-	83%	-	*	100%	83%	*	*	-	-	-	-
	Male	71%	80%	**81%**	73%	70%	91%	*	*	-	*	72%	100%	50%	89%	*	81%	-	-	*	-	-
	Female	67%	79%	**82%**	57%	100%	90%	-	100%	*	80%	73%	91%	40%	88%	*	-	82%	-	*	-	-
Grade 5																						
Reading	All Students	80%	86%	**85%**	85%	83%	81%	-	100%	*	86%	83%	88%	54%	90%	86%	79%	91%	-	*	-	*
	CWD	49%	52%	**54%**	*	*	*	-	-	-	*	44%	*	54%	-	-	38%	80%	-	-	-	*
	CWOD	86%	92%	**90%**	96%	88%	83%	-	100%	*	83%	91%	89%	-	90%	86%	88%	92%	-	*	-	*
	EL	72%	83%	**86%**	*	80%	-	-	-	-	-	80%	*	-	86%	86%	*	100%	-	-	-	-
	Male	77%	84%	**79%**	73%	88%	67%	-	*	*	*	75%	83%	38%	88%	*	79%	-	-	*	-	*
	Female	83%	88%	**91%**	94%	77%	100%	-	*	-	100%	90%	93%	80%	92%	100%	-	91%	-	*	-	*
Mathematics	All Students	79%	85%	**87%**	78%	93%	88%	-	100%	*	86%	83%	94%	69%	90%	86%	83%	91%	-	*	-	*
	CWD	59%	62%	**69%**	*	*	*	-	-	-	*	67%	*	69%	-	-	50%	100%	-	-	-	*
	CWOD	83%	89%	**90%**	83%	96%	92%	-	100%	*	83%	87%	96%	-	90%	86%	91%	90%	-	*	-	*
	EL	75%	86%	**86%**	*	80%	-	-	-	-	-	80%	*	-	86%	86%	*	100%	-	-	-	-
	Male	79%	86%	**83%**	82%	88%	78%	-	*	*	*	79%	89%	50%	91%	*	83%	-	-	*	-	*
	Female	79%	85%	**91%**	75%	100%	100%	-	*	-	100%	87%	100%	100%	90%	100%	-	91%	-	*	-	*
Science	All Students	64%	74%	**69%**	52%	72%	81%	-	100%	*	71%	59%	84%	62%	70%	57%	71%	66%	-	*	-	*
	CWD	41%	47%	**62%**	*	*	*	-	-	-	*	56%	*	62%	-	-	50%	80%	-	-	-	*
	CWOD	68%	79%	**70%**	52%	76%	83%	-	100%	*	67%	60%	86%	-	70%	57%	76%	64%	-	*	-	*
	EL	52%	65%	**57%**	*	60%	-	-	-	-	-	40%	*	-	57%	57%	*	60%	-	-	-	-
	Male	67%	78%	**71%**	64%	81%	67%	-	*	*	*	63%	83%	50%	76%	*	71%	-	-	*	-	*
	Female	60%	70%	**66%**	44%	62%	100%	-	*	-	80%	57%	86%	80%	64%	60%	-	66%	-	*	-	*
Grade 6																						

		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	75%	89%	**97%**	95%	95%	100%	-	100%	*	*	95%	100%	88%	99%	80%	100%	96%	-	*	-	*
	CWD	45%	60%	**88%**	*	*	*	-	*	-	-	*	*	88%	-	*	*	*	-	-	-	-
	CWOD	81%	93%	**99%**	100%	95%	100%	-	100%	*	*	97%	100%	-	99%	*	100%	98%	-	*	-	*
	EL	62%	82%	**80%**	*	*	-	-	-	-	-	*	*	*	*	80%	*	*	-	-	-	-
	Male	72%	87%	**100%**	100%	100%	100%	-	*	-	*	100%	100%	*	100%	*	100%	-	-	*	-	-
	Female	80%	91%	**96%**	93%	91%	100%	-	*	*	*	92%	100%	*	98%	*	-	96%	-	*	-	*
Mathematics	All Students	74%	90%	**92%**	76%	100%	95%	-	100%	*	*	90%	94%	88%	93%	80%	92%	92%	-	*	-	*
	CWD	51%	66%	**88%**	*	*	*	-	*	-	-	*	*	88%	-	*	*	*	-	-	-	-
	CWOD	78%	93%	**93%**	79%	100%	95%	-	100%	*	*	92%	93%	-	93%	*	90%	94%	-	*	-	*
	EL	65%	87%	**80%**	*	*	-	-	-	-	-	*	*	*	*	80%	*	*	-	-	-	-
	Male	75%	92%	**92%**	63%	100%	100%	-	*	-	*	82%	100%	*	90%	*	92%	-	-	*	-	-
	Female	73%	88%	**92%**	79%	100%	94%	-	*	*	*	92%	92%	*	94%	*	-	92%	-	*	-	*
STAAR Percent at Meets Grade Level or Above																						
Grade 3																						
Reading	All Students	49%	57%	**67%**	50%	67%	59%	-	100%	*	75%	56%	83%	27%	77%	*	64%	71%	-	*	-	-
	CWD	28%	32%	**27%**	*	*	17%	-	-	-	*	20%	40%	27%	-	-	18%	*	-	-	-	-
	CWOD	53%	62%	**77%**	57%	73%	75%	-	100%	*	*	66%	92%	-	77%	*	78%	75%	-	*	-	-
	EL	37%	44%	*	-	*	*	-	*	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	46%	54%	**64%**	20%	64%	57%	-	100%	-	71%	46%	86%	18%	78%	*	64%	-	-	*	-	-
	Female	53%	61%	**71%**	64%	*	63%	-	*	*	*	68%	78%	*	75%	*	-	71%	-	*	-	-
Mathematics	All Students	44%	53%	**47%**	19%	39%	50%	-	90%	*	50%	38%	60%	13%	55%	*	53%	36%	-	*	-	-
	CWD	28%	37%	**13%**	*	*	17%	-	-	-	*	0%	40%	13%	-	-	18%	*	-	-	-	-
	CWOD	47%	56%	**55%**	21%	47%	63%	-	90%	*	*	49%	64%	-	55%	*	64%	42%	-	*	-	-
	EL	35%	44%	*	-	*	*	-	*	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	47%	57%	**53%**	0%	43%	57%	-	100%	-	57%	46%	62%	18%	64%	*	53%	-	-	*	-	-
	Female	40%	49%	**36%**	27%	*	38%	-	*	*	*	26%	56%	*	42%	*	-	36%	-	*	-	-
Grade 4																						
Reading	All Students	47%	56%	**59%**	48%	60%	67%	*	83%	*	57%	47%	76%	8%	69%	17%	53%	64%	-	*	-	-
	CWD	25%	35%	**8%**	0%	*	*	-	-	-	*	0%	*	8%	-	*	13%	0%	-	*	-	-
	CWOD	51%	60%	**69%**	60%	71%	76%	*	83%	*	67%	59%	81%	-	69%	20%	64%	73%	-	*	-	-
	EL	35%	42%	**17%**	*	*	-	*	-	-	-	17%	-	*	20%	17%	*	*	-	-	-	-
	Male	44%	54%	**53%**	45%	40%	64%	*	*	-	*	44%	73%	13%	64%	*	53%	-	-	*	-	-
	Female	50%	59%	**64%**	50%	80%	70%	-	80%	*	40%	50%	78%	0%	73%	*	-	64%	-	*	-	-
Mathematics	All Students	47%	59%	**57%**	44%	60%	62%	*	83%	*	43%	40%	79%	15%	65%	33%	53%	60%	-	*	-	-
	CWD	27%	39%	**15%**	0%	*	*	-	-	-	*	0%	*	15%	-	*	25%	0%	-	*	-	-
	CWOD	51%	63%	**65%**	55%	71%	65%	*	83%	*	50%	51%	81%	-	65%	40%	61%	68%	-	*	-	-
	EL	39%	53%	**33%**	*	*	-	*	-	-	-	33%	-	*	40%	33%	*	*	-	-	-	-
	Male	50%	61%	**53%**	45%	50%	55%	*	*	-	*	40%	82%	25%	61%	*	53%	-	-	*	-	-
	Female	43%	58%	**60%**	43%	70%	70%	-	80%	*	40%	41%	78%	0%	68%	*	-	60%	-	*	-	-
Grade 5																						

		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	56%	65%	**70%**	63%	62%	75%	-	100%	*	86%	65%	78%	31%	77%	71%	62%	77%	-	*	-	*
	CWD	27%	29%	**31%**	*	*	*	-	-	-	*	22%	*	31%	-	-	13%	60%	-	-	-	*
	CWOD	61%	72%	**77%**	74%	68%	83%	-	100%	*	83%	73%	82%	-	77%	71%	74%	79%	-	*	-	*
	EL	43%	52%	**71%**	*	60%	-	-	-	-	-	80%	*	-	71%	71%	*	100%	-	-	-	-
	Male	51%	62%	**62%**	64%	56%	56%	-	*	*	*	58%	67%	13%	74%	*	62%	-	-	*	-	*
	Female	60%	69%	**77%**	63%	69%	100%	-	*	-	100%	70%	93%	60%	79%	100%	-	77%	-	*	-	*
Mathematics	All Students	50%	60%	**55%**	33%	52%	75%	-	100%	*	71%	46%	69%	31%	59%	29%	45%	64%	-	*	-	*
	CWD	28%	29%	**31%**	*	*	*	-	-	-	*	22%	*	31%	-	-	13%	60%	-	-	-	*
	CWOD	54%	65%	**59%**	39%	56%	83%	-	100%	*	67%	51%	71%	-	59%	29%	53%	64%	-	*	-	*
	EL	43%	55%	**29%**	*	40%	-	-	-	-	-	40%	*	-	29%	29%	*	40%	-	-	-	-
	Male	52%	62%	**45%**	18%	50%	56%	-	*	*	*	38%	56%	13%	53%	*	45%	-	-	*	-	*
	Female	48%	58%	**64%**	44%	54%	100%	-	*	-	80%	53%	86%	60%	64%	40%	-	64%	-	*	-	*
Science	All Students	35%	44%	**41%**	19%	41%	69%	-	80%	*	43%	28%	63%	31%	42%	14%	43%	39%	-	*	-	*
	CWD	23%	27%	**31%**	*	*	*	-	-	-	*	11%	*	31%	-	-	25%	40%	-	-	-	*
	CWOD	37%	47%	**42%**	22%	48%	67%	-	80%	*	33%	31%	61%	-	42%	14%	47%	38%	-	*	-	*
	EL	22%	29%	**14%**	*	20%	-	-	-	-	-	20%	*	-	14%	14%	*	20%	-	-	-	-
	Male	39%	49%	**43%**	27%	44%	67%	-	*	*	*	29%	61%	25%	47%	*	43%	-	-	*	-	*
	Female	30%	38%	**39%**	13%	38%	71%	-	*	-	40%	27%	64%	40%	38%	20%	-	39%	-	*	-	*
Grade 6																						
Reading	All Students	51%	70%	**75%**	55%	81%	77%	-	100%	*	*	70%	82%	75%	75%	60%	73%	76%	-	*	-	*
	CWD	24%	35%	**75%**	*	*	*	-	*	-	-	*	*	75%	-	*	*	*	-	-	-	-
	CWOD	56%	76%	**75%**	55%	79%	79%	-	100%	*	*	72%	80%	-	75%	*	68%	79%	-	*	-	*
	EL	34%	59%	**60%**	*	*	-	-	-	-	-	*	*	*	*	60%	*	*	-	-	-	-
	Male	47%	67%	**73%**	38%	90%	80%	-	*	-	*	71%	78%	*	68%	*	73%	-	-	*	-	-
	Female	56%	74%	**76%**	64%	73%	76%	-	*	*	*	69%	84%	*	79%	*	-	76%	-	*	-	*
Mathematics	All Students	38%	63%	**62%**	43%	57%	73%	-	100%	*	*	50%	76%	38%	65%	20%	72%	57%	-	*	-	*
	CWD	22%	34%	**38%**	*	*	*	-	*	-	-	*	*	38%	-	*	*	*	-	-	-	-
	CWOD	41%	67%	**65%**	47%	58%	79%	-	100%	*	*	55%	77%	-	65%	*	71%	62%	-	*	-	*
	EL	26%	54%	**20%**	*	*	-	-	-	-	-	*	*	*	*	20%	*	*	-	-	-	-
	Male	41%	66%	**72%**	38%	70%	100%	-	*	-	*	59%	89%	*	71%	*	72%	-	-	*	-	-
	Female	36%	60%	**57%**	43%	45%	65%	-	*	*	*	42%	72%	*	62%	*	-	57%	-	*	-	*
STAAR Percent at Masters Grade Level																						
Grade 3																						
Reading	All Students	19%	26%	**27%**	13%	17%	32%	-	60%	*	13%	18%	40%	7%	32%	*	26%	29%	-	*	-	-
	CWD	7%	9%	**7%**	*	*	17%	-	-	-	*	0%	20%	7%	-	-	9%	*	-	-	-	-
	CWOD	22%	29%	**32%**	14%	20%	38%	-	60%	*	*	23%	44%	-	32%	*	31%	33%	-	*	-	-
	EL	13%	22%	*	-	*	*	-	*	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	17%	22%	**26%**	0%	21%	29%	-	57%	-	14%	23%	29%	9%	31%	*	26%	-	-	*	-	-
	Female	22%	30%	**29%**	18%	*	38%	-	*	*	*	11%	67%	*	33%	*	-	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
Mathematics	All Students	18%	25%	**21%**	6%	17%	18%	-	60%	*	25%	11%	37%	7%	25%	*	28%	11%	-	*	-	-
	CWD	9%	13%	**7%**	*	*	17%	-	-	-	*	0%	20%	7%	-	-	9%	*	-	-	-	-
	CWOD	20%	27%	**25%**	7%	20%	19%	-	60%	*	*	14%	40%	-	25%	*	33%	13%	-	*	-	-
	EL	12%	20%	*	-	*	*	-	*	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	21%	28%	**28%**	0%	21%	21%	-	71%	-	29%	15%	43%	9%	33%	*	28%	-	-	*	-	-
	Female	15%	21%	**11%**	9%	*	13%	-	*	*	*	5%	22%	*	13%	*	-	11%	-	*	-	-
Grade 4																						
Reading	All Students	21%	28%	**35%**	24%	30%	48%	*	67%	*	29%	17%	59%	8%	40%	0%	33%	36%	-	*	-	-
	CWD	7%	13%	**8%**	0%	*	*	-	-	-	*	0%	*	8%	-	*	13%	0%	-	*	-	-
	CWOD	24%	30%	**40%**	30%	35%	53%	*	67%	*	33%	22%	61%	-	40%	0%	39%	40%	-	*	-	-
	EL	12%	13%	**0%**	*	*	-	*	-	-	-	0%	-	*	0%	0%	*	*	-	-	-	-
	Male	19%	23%	**33%**	27%	30%	36%	*	*	-	*	20%	64%	13%	39%	*	33%	-	-	*	-	-
	Female	23%	33%	**36%**	21%	30%	60%	-	60%	*	20%	14%	57%	0%	40%	*	-	36%	-	*	-	-
Mathematics	All Students	21%	30%	**32%**	16%	35%	38%	*	67%	*	29%	13%	59%	8%	37%	33%	31%	33%	-	*	-	-
	CWD	8%	16%	**8%**	0%	*	*	-	-	-	*	0%	*	8%	-	*	13%	0%	-	*	-	-
	CWOD	24%	33%	**37%**	20%	41%	41%	*	67%	*	33%	16%	61%	-	37%	40%	36%	38%	-	*	-	-
	EL	15%	24%	**33%**	*	*	-	*	-	-	-	33%	-	*	40%	33%	*	*	-	-	-	-
	Male	24%	31%	**31%**	0%	40%	36%	*	*	-	*	16%	64%	13%	36%	*	31%	-	-	*	-	-
	Female	18%	29%	**33%**	29%	30%	40%	-	60%	*	20%	9%	57%	0%	38%	*	-	33%	-	*	-	-
Grade 5																						
Reading	All Students	28%	38%	**44%**	22%	41%	63%	-	80%	*	86%	33%	63%	23%	48%	29%	31%	57%	-	*	-	*
	CWD	8%	11%	**23%**	*	*	*	-	-	-	*	22%	*	23%	-	-	0%	60%	-	-	-	*
	CWOD	31%	43%	**48%**	26%	44%	75%	-	80%	*	83%	36%	68%	-	48%	29%	38%	56%	-	*	-	*
	EL	17%	23%	**29%**	*	40%	-	-	-	-	-	40%	*	-	29%	29%	*	40%	-	-	-	-
	Male	24%	35%	**31%**	27%	31%	33%	-	*	*	*	21%	44%	0%	38%	*	31%	-	-	*	-	*
	Female	32%	41%	**57%**	19%	54%	100%	-	*	-	100%	43%	86%	60%	56%	40%	-	57%	-	*	-	*
Mathematics	All Students	21%	28%	**29%**	7%	31%	38%	-	60%	*	57%	22%	41%	0%	34%	14%	31%	27%	-	*	-	*
	CWD	8%	9%	**0%**	*	*	*	-	-	-	*	0%	*	0%	-	-	0%	0%	-	-	-	*
	CWOD	23%	31%	**34%**	9%	36%	50%	-	60%	*	67%	27%	46%	-	34%	14%	38%	31%	-	*	-	*
	EL	14%	18%	**14%**	*	20%	-	-	-	-	-	20%	*	-	14%	14%	*	20%	-	-	-	-
	Male	23%	31%	**31%**	9%	38%	33%	-	*	*	*	25%	39%	0%	38%	*	31%	-	-	*	-	*
	Female	19%	25%	**27%**	6%	23%	43%	-	*	-	60%	20%	43%	0%	31%	20%	-	27%	-	*	-	*
Science	All Students	15%	20%	**19%**	4%	17%	38%	-	40%	*	29%	11%	31%	8%	21%	14%	19%	18%	-	*	-	*
	CWD	7%	8%	**8%**	*	*	*	-	-	-	*	0%	*	8%	-	-	0%	20%	-	-	-	*
	CWOD	16%	22%	**21%**	4%	20%	50%	-	40%	*	17%	13%	32%	-	21%	14%	24%	18%	-	*	-	*
	EL	7%	10%	**14%**	*	20%	-	-	-	-	-	20%	*	-	14%	14%	*	20%	-	-	-	-
	Male	18%	23%	**19%**	9%	25%	33%	-	*	*	*	8%	33%	0%	24%	*	19%	-	-	*	-	*
	Female	12%	16%	**18%**	0%	8%	43%	-	*	-	40%	13%	29%	20%	18%	20%	-	18%	-	*	-	*
Grade 6																						

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Male	74	68	84	63	*	80	*	60	70	70	81
Female	75	68	88	68	-	92	*	71	71	61	80

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

Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates for the class of 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
47	20	43%

- 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	58	43	56	66	*	85	59	64	48	32	48
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	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	N	Y
Interim Goals (2033-2037)	64%	56%	59%	73%	62%	83%	64%	71%	57%	50%	59%
Target Met	Y	Y	Y	N		Y		Y	Y	N	Y
Long-Term Goals	73%	67%	70%	80%	72%	87%	73%	78%	68%	63%	69%
Target Met	N	N	Y	N		Y		Y	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	N	Y
Interim Goals (2028-2032)	58%	44%	53%	67%	56%	85%	59%	63%	50%	41%	54%
Target Met	N	N	Y	N		Y		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		Y		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		Y		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%	100%	100%	-
	CWOD	**100%**	99%	100%	100%	*	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	**100%**	100%	100%	*	*	*	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	**100%**	99%	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%	100%	100%	-	100%	100%	100%	100%	100%	100%	100%	100%	-	100%	-
Reading	All Students	**100%**	100%	100%	100%	*	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	-
	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%	-
	EL	**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%	-
Mathematics	All Students	**100%**	99%	100%	100%	*	100%	100%	100%	99%	100%	100%	100%	100%	99%	100%	-
	CWD	**100%**	100%	100%	100%	-	*	-	100%	100%	100%	100%	-	*	100%	100%	-
	CWOD	**100%**	99%	100%	100%	*	100%	100%	100%	99%	100%	-	100%	100%	99%	100%	-
	EL	**100%**	100%	100%	*	*	*	-	-	100%	*	*	100%	100%	100%	100%	-
	Male	**99%**	97%	100%	100%	*	100%	*	100%	99%	100%	100%	99%	100%	99%	-	-
	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%	100%	100%	100%	-
	CWD	**100%**	*	*	*	-	-	-	*	100%	*	100%	-	-	100%	100%	-
	CWOD	**100%**	100%	100%	100%	-	100%	*	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	**100%**	*	100%	-	-	-	-	-	100%	*	-	100%	100%	*	100%	-
	Male	**100%**	100%	100%	100%	-	*	*	*	100%	100%	100%	100%	*	100%	-	-
	Female	**100%**	100%	100%	100%	-	*	-	100%	100%	100%	100%	100%	100%	-	100%	-
SAT/ACT All Subjects	All Students	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Non-Participation Rate																	
All Subjects	All Students	**0%**	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	**0%**	0%	0%	0%	-	*	-	0%	0%	0%	0%	-	0%	0%	0%	-
	CWOD	**0%**	1%	0%	0%	*	0%	0%	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	**0%**	0%	0%	*	*	*	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	**0%**	1%	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%	-

		Campus	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%	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%	-
	EL	**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%	-
Mathematics	All Students	**0%**	1%	0%	0%	*	0%	0%	0%	1%	0%	0%	0%	0%	1%	0%	-
	CWD	**0%**	0%	0%	0%	-	*	-	0%	0%	0%	0%	-	*	0%	0%	-
	CWOD	**0%**	1%	0%	0%	*	0%	0%	0%	1%	0%	-	0%	0%	1%	0%	-
	EL	**0%**	0%	0%	*	*	*	-	-	0%	*	*	0%	0%	0%	0%	-
	Male	**1%**	3%	0%	0%	*	0%	*	0%	1%	0%	0%	1%	0%	1%	-	-
	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%	0%	0%	0%	-
	CWD	**0%**	*	*	*	-	-	-	*	0%	*	0%	-	-	0%	0%	-
	CWOD	**0%**	0%	0%	0%	-	0%	*	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	**0%**	*	0%	-	-	-	-	-	0%	*	-	0%	0%	*	0%	-
	Male	**0%**	0%	0%	0%	-	*	*	*	0%	0%	0%	0%	*	0%	-	-
	Female	**0%**	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	-	0%	-
SAT/ACT All Subjects	All Students	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

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

Part (viii): Civil Rights Data

Part (viii)(I) This section provides information from the 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	10	2	5	3	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	10	2	5	3	0	0	0	0	0		
Out-of-School Suspensions												
	Male	10	2	4	3	0	0	0	1	0		
	Female	4	1	1	0	0	0	1	1	1		
	Total	14	3	5	3	0	0	1	2	1		
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	3	0	2	1	0	0	0	0	0		0
	Female	1	1	0	0	0	0	0	0	0		0
	Total	4	1	2	1	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	3	1	1	1	0	0	0	0	1		1
	Female	1	1	0	0	0	0	0	0	0		0
	Total	4	2	1	1	0	0	0	0	1		1
Expulsions												
With Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
School-Related Arrests												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Referrals to Law Enforcement												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
All Students												
Chronic Absenteeism												
	Male	33	14	12	2	-8	-8	2	3	1	5	6
	Female	19	12	3	2	-8	-8	1	1	1	4	1
	Total	52	26	15	4	-8	-8	3	4	2	9	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	7
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	9	2	2	2	0	1	0	2	0	9
	Female	2	0	1	0	0	1	0	0	0	2
	Total	11	2	3	2	0	2	0	2	0	11
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	4.0	10.0%
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	0.2	0.5%

- 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%	37	2%	-	-
Mathematics	7,386	2%	37	2%	-	-
Grade 4						
Reading	7,296	2%	34	2%	-	-
Mathematics	7,293	2%	34	2%	-	-
Grade 5						
Reading	6,823	2%	31	2%	-	-
Mathematics	6,825	2%	31	2%	-	-
Science	6,820	2%	31	2%	-	-
Grade 6						
Reading	6,480	2%	24	1%	-	-
Mathematics	6,481	2%	25	2%	-	-
Grade 7						
Reading	6,309	2%	28	2%	-	-
Mathematics	6,300	2%	28	2%	-	-
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%	19	1%	-	-
Mathematics	6,162	2%	19	2%	-	-
Science	6,163	1%	19	1%	-	-
End of Course						
English I	6,032	1%	23	1%	-	-
English II	5,771	1%	21	1%	-	-
Algebra I	6,015	1%	23	1%	-	-
Biology	6,041	1%	21	1%	-	-
All Grades						
All Subjects	117,761	1%	485	2%	-	-
Reading	52,275	1%	217	1%	-	-
Mathematics	46,462	2%	197	2%	-	-
Science	19,024	1%	71	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	18%	23%	15%	12%	*	11%	50%	27%	22%	23%	14%

- 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%	82%	**80%**	60%	82%	82%	-	*	*	60%	58%	91%	42%	86%	50%	80%	79%	-	*	-	*
	CWD	51%	56%	**42%**	*	*	43%	-	-	-	-	43%	40%	42%	-	-	50%	*	-	*	-	-
	CWOD	80%	87%	**86%**	63%	88%	91%	-	*	*	60%	63%	96%	-	86%	50%	86%	85%	-	*	-	*
	EL	65%	74%	**50%**	*	*	*	-	-	-	-	40%	*	-	50%	50%	60%	*	-	*	-	-
	Male	73%	79%	**80%**	20%	83%	92%	-	*	*	60%	56%	94%	50%	86%	60%	80%	-	-	*	-	*
	Female	78%	84%	**79%**	100%	81%	67%	-	*	-	-	62%	88%	*	85%	*	-	79%	-	*	-	-

		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%	78%	**89%**	80%	82%	95%	-	*	*	80%	77%	95%	75%	91%	50%	88%	89%	-	*	-	*
	CWD	51%	55%	**75%**	*	*	100%	-	-	-	-	57%	100%	75%	-	-	63%	*	-	*	-	-
	CWOD	76%	83%	**91%**	88%	88%	94%	-	*	*	80%	83%	94%	-	91%	50%	93%	88%	-	*	-	*
	EL	67%	74%	**50%**	*	*	*	-	-	-	-	40%	*	-	50%	50%	60%	*	-	*	-	-
	Male	74%	79%	**88%**	60%	75%	100%	-	*	*	80%	72%	97%	63%	93%	60%	88%	-	-	*	-	*
	Female	70%	77%	**89%**	100%	88%	87%	-	*	-	-	85%	92%	*	88%	*	-	89%	-	*	-	-
Grade 4																						
Reading	All Students	76%	83%	**91%**	90%	86%	95%	-	*	-	83%	81%	95%	81%	93%	83%	88%	95%	-	-	-	-
	CWD	51%	59%	**81%**	*	71%	*	-	*	-	*	75%	88%	81%	-	*	77%	*	-	-	-	-
	CWOD	81%	87%	**93%**	83%	91%	97%	-	*	-	80%	83%	96%	-	93%	*	92%	95%	-	-	-	-
	EL	66%	75%	**83%**	*	*	*	-	*	-	-	*	*	*	*	83%	*	*	-	-	-	-
	Male	74%	81%	**88%**	*	78%	95%	-	*	-	*	76%	94%	77%	92%	*	88%	-	-	-	-	-
	Female	79%	86%	**95%**	83%	100%	95%	-	*	-	*	89%	97%	*	95%	*	-	95%	-	-	-	-
Mathematics	All Students	69%	80%	**82%**	70%	83%	85%	-	*	-	67%	69%	88%	69%	85%	67%	84%	80%	-	-	-	-
	CWD	44%	55%	**69%**	*	71%	*	-	*	-	*	75%	63%	69%	-	*	69%	*	-	-	-	-
	CWOD	74%	84%	**85%**	67%	86%	89%	-	*	-	60%	67%	91%	-	85%	*	89%	82%	-	-	-	-
	EL	63%	75%	**67%**	*	*	*	-	*	-	-	*	*	*	*	67%	*	*	-	-	-	-
	Male	71%	80%	**84%**	*	78%	91%	-	*	-	*	71%	91%	69%	89%	*	84%	-	-	-	-	-
	Female	67%	79%	**80%**	67%	91%	79%	-	*	-	*	67%	84%	*	82%	*	-	80%	-	-	-	-
Grade 5																						
Reading	All Students	80%	86%	**92%**	75%	89%	100%	-	88%	*	100%	88%	95%	69%	96%	93%	88%	98%	-	*	-	*
	CWD	49%	52%	**69%**	*	50%	*	-	*	-	*	60%	75%	69%	-	*	63%	80%	-	*	-	-
	CWOD	86%	92%	**96%**	71%	100%	100%	-	100%	*	100%	93%	98%	-	96%	100%	93%	100%	-	*	-	*
	EL	72%	83%	**93%**	-	*	100%	-	80%	-	-	100%	86%	*	100%	93%	88%	100%	-	-	-	-
	Male	77%	84%	**88%**	67%	82%	100%	-	83%	*	100%	83%	90%	63%	93%	88%	88%	-	-	*	-	*
	Female	83%	88%	**98%**	*	94%	100%	-	*	-	*	93%	100%	80%	100%	100%	-	98%	-	-	-	-
Mathematics	All Students	79%	85%	**90%**	63%	89%	98%	-	88%	*	67%	81%	95%	69%	94%	86%	88%	93%	-	*	-	*
	CWD	59%	62%	**69%**	*	67%	*	-	*	-	*	60%	75%	69%	-	*	63%	80%	-	*	-	-
	CWOD	83%	89%	**94%**	57%	95%	97%	-	100%	*	80%	85%	98%	-	94%	92%	93%	95%	-	*	-	*
	EL	75%	86%	**86%**	-	*	100%	-	80%	-	-	86%	86%	*	92%	86%	88%	83%	-	-	-	-
	Male	79%	86%	**88%**	50%	91%	100%	-	83%	*	60%	72%	94%	63%	93%	88%	88%	-	-	*	-	*
	Female	79%	85%	**93%**	*	88%	95%	-	*	-	*	87%	96%	80%	95%	83%	-	93%	-	-	-	-
Science	All Students	64%	74%	**88%**	50%	93%	95%	-	88%	*	83%	79%	93%	69%	91%	79%	84%	93%	-	*	-	*
	CWD	41%	47%	**69%**	*	83%	*	-	*	-	*	80%	63%	69%	-	*	63%	80%	-	*	-	-
	CWOD	68%	79%	**91%**	43%	95%	97%	-	100%	*	100%	79%	98%	-	91%	85%	88%	95%	-	*	-	*
	EL	52%	65%	**79%**	-	*	83%	-	80%	-	-	86%	71%	*	85%	79%	75%	83%	-	-	-	-
	Male	67%	78%	**84%**	50%	91%	95%	-	83%	*	80%	78%	87%	63%	88%	75%	84%	-	-	*	-	*
	Female	60%	70%	**93%**	*	94%	95%	-	*	-	*	80%	100%	80%	95%	83%	-	93%	-	-	-	-
Grade 6																						

		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	75%	89%	**91%**	89%	88%	94%	*	*	*	80%	91%	92%	77%	94%	88%	91%	93%	-	-	-	-
	CWD	45%	60%	**77%**	*	80%	*	-	-	*	*	71%	83%	77%	-	*	67%	86%	-	-	-	-
	CWOD	81%	93%	**94%**	100%	90%	96%	*	*	-	*	96%	93%	-	94%	86%	94%	94%	-	-	-	-
	EL	62%	82%	**88%**	*	80%	*	-	-	-	-	100%	*	*	86%	88%	100%	*	-	-	-	-
	Male	72%	87%	**91%**	80%	82%	97%	*	*	*	*	86%	94%	67%	94%	100%	91%	-	-	-	-	-
	Female	80%	91%	**93%**	*	93%	89%	*	*	-	*	100%	89%	86%	94%	*	-	93%	-	-	-	-
Mathematics	All Students	74%	90%	**89%**	67%	88%	92%	*	*	*	100%	91%	88%	69%	93%	75%	92%	85%	-	-	-	-
	CWD	51%	66%	**69%**	*	80%	*	-	-	*	*	86%	50%	69%	-	*	83%	57%	-	-	-	-
	CWOD	78%	93%	**93%**	67%	90%	96%	*	*	-	*	93%	93%	-	93%	71%	94%	91%	-	-	-	-
	EL	65%	87%	**75%**	*	80%	*	-	-	-	-	83%	*	*	71%	75%	100%	*	-	-	-	-
	Male	75%	92%	**92%**	80%	91%	93%	*	*	*	*	95%	91%	83%	94%	100%	92%	-	-	-	-	-
	Female	73%	88%	**85%**	*	86%	89%	*	*	-	*	85%	86%	57%	91%	*	-	85%	-	-	-	-
STAAR Percent at Meets Grade Level or Above																						
Grade 3																						
Reading	All Students	49%	57%	**64%**	40%	64%	69%	-	*	*	40%	32%	81%	17%	71%	38%	64%	63%	-	*	-	*
	CWD	28%	32%	**17%**	*	*	14%	-	-	-	-	14%	20%	17%	-	-	13%	*	-	*	-	-
	CWOD	53%	62%	**71%**	38%	72%	81%	-	*	*	40%	38%	87%	-	71%	38%	74%	68%	-	*	-	*
	EL	37%	44%	**38%**	*	*	*	-	-	-	-	20%	*	-	38%	38%	40%	*	-	*	-	-
	Male	46%	54%	**64%**	20%	58%	79%	-	*	*	40%	28%	84%	13%	74%	40%	64%	-	-	*	-	*
	Female	53%	61%	**63%**	60%	69%	53%	-	*	-	-	38%	76%	*	68%	*	-	63%	-	*	-	-
Mathematics	All Students	44%	53%	**60%**	50%	50%	69%	-	*	*	60%	35%	74%	33%	64%	38%	64%	55%	-	*	-	*
	CWD	28%	37%	**33%**	*	*	29%	-	-	-	-	43%	20%	33%	-	-	38%	*	-	*	-	-
	CWOD	47%	56%	**64%**	50%	52%	78%	-	*	*	60%	33%	79%	-	64%	38%	69%	59%	-	*	-	*
	EL	35%	44%	**38%**	*	*	*	-	-	-	-	20%	*	-	38%	38%	40%	*	-	*	-	-
	Male	47%	57%	**64%**	20%	50%	83%	-	*	*	60%	33%	81%	38%	69%	40%	64%	-	-	*	-	*
	Female	40%	49%	**55%**	80%	50%	47%	-	*	-	-	38%	64%	*	59%	*	-	55%	-	*	-	-
Grade 4																						
Reading	All Students	47%	56%	**79%**	80%	83%	76%	-	*	-	67%	69%	83%	69%	81%	67%	78%	80%	-	-	-	-
	CWD	25%	35%	**69%**	*	71%	*	-	*	-	*	75%	63%	69%	-	*	69%	*	-	-	-	-
	CWOD	51%	60%	**81%**	83%	86%	79%	-	*	-	60%	67%	86%	-	81%	*	81%	82%	-	-	-	-
	EL	35%	42%	**67%**	*	*	*	-	*	-	-	*	*	*	*	67%	*	*	-	-	-	-
	Male	44%	54%	**78%**	*	72%	77%	-	*	-	*	76%	78%	69%	81%	*	78%	-	-	-	-	-
	Female	50%	59%	**80%**	67%	100%	74%	-	*	-	*	56%	88%	*	82%	*	-	80%	-	-	-	-
Mathematics	All Students	47%	59%	**69%**	60%	76%	66%	-	*	-	50%	58%	73%	69%	69%	50%	73%	63%	-	-	-	-
	CWD	27%	39%	**69%**	*	71%	*	-	*	-	*	75%	63%	69%	-	*	69%	*	-	-	-	-
	CWOD	51%	63%	**69%**	50%	77%	68%	-	*	-	40%	50%	75%	-	69%	*	75%	63%	-	-	-	-
	EL	39%	53%	**50%**	*	*	*	-	*	-	-	*	*	*	*	50%	*	*	-	-	-	-
	Male	50%	61%	**73%**	*	67%	77%	-	*	-	*	65%	78%	69%	75%	*	73%	-	-	-	-	-
	Female	43%	58%	**63%**	50%	91%	53%	-	*	-	*	44%	69%	*	63%	*	-	63%	-	-	-	-
Grade 5																						

		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	56%	65%	**71%**	50%	67%	80%	-	63%	*	83%	67%	74%	31%	78%	64%	65%	79%	-	*	-	*
	CWD	27%	29%	**31%**	*	33%	*	-	*	-	*	60%	13%	31%	-	*	25%	40%	-	*	-	-
	CWOD	61%	72%	**78%**	43%	76%	86%	-	71%	*	100%	68%	84%	-	78%	69%	73%	84%	-	*	-	*
	EL	43%	52%	**64%**	-	*	83%	-	60%	-	-	71%	57%	*	69%	64%	38%	100%	-	-	-	-
	Male	51%	62%	**65%**	50%	55%	79%	-	50%	*	80%	61%	68%	25%	73%	38%	65%	-	-	*	-	*
	Female	60%	69%	**79%**	*	75%	81%	-	*	-	*	73%	81%	40%	84%	100%	-	79%	-	-	-	-
Mathematics	All Students	50%	60%	**76%**	38%	67%	88%	-	88%	*	67%	59%	84%	54%	79%	79%	79%	71%	-	*	-	*
	CWD	28%	29%	**54%**	*	67%	*	-	*	-	*	60%	50%	54%	-	*	50%	60%	-	*	-	-
	CWOD	54%	65%	**79%**	29%	67%	92%	-	100%	*	80%	59%	90%	-	79%	85%	85%	73%	-	*	-	*
	EL	43%	55%	**79%**	-	*	83%	-	80%	-	-	71%	86%	*	85%	79%	88%	67%	-	-	-	-
	Male	52%	62%	**79%**	33%	82%	95%	-	83%	*	60%	61%	87%	50%	85%	88%	79%	-	-	*	-	*
	Female	48%	58%	**71%**	*	56%	81%	-	*	-	*	53%	81%	60%	73%	67%	-	71%	-	-	-	-
Science	All Students	35%	44%	**60%**	38%	52%	63%	-	88%	*	83%	48%	67%	31%	65%	57%	71%	48%	-	*	-	*
	CWD	23%	27%	**31%**	*	33%	*	-	*	-	*	40%	25%	31%	-	*	38%	20%	-	*	-	-
	CWOD	37%	47%	**65%**	29%	57%	67%	-	100%	*	100%	50%	74%	-	65%	62%	78%	51%	-	*	-	*
	EL	22%	29%	**57%**	-	*	50%	-	80%	-	-	57%	57%	*	62%	57%	75%	33%	-	-	-	-
	Male	39%	49%	**71%**	33%	64%	84%	-	83%	*	80%	67%	74%	38%	78%	75%	71%	-	-	*	-	*
	Female	30%	38%	**48%**	*	44%	43%	-	*	-	*	27%	59%	20%	51%	33%	-	48%	-	-	-	-
Grade 6																						
Reading	All Students	51%	70%	**78%**	44%	64%	88%	*	*	*	80%	71%	82%	38%	84%	63%	75%	80%	-	-	-	-
	CWD	24%	35%	**38%**	*	40%	*	-	-	*	*	43%	33%	38%	-	*	17%	57%	-	-	-	-
	CWOD	56%	76%	**84%**	67%	70%	91%	*	*	-	*	78%	87%	-	84%	57%	83%	85%	-	-	-	-
	EL	34%	59%	**63%**	*	60%	*	-	-	-	-	67%	*	*	57%	63%	60%	*	-	-	-	-
	Male	47%	67%	**75%**	20%	55%	90%	*	*	*	*	62%	84%	17%	83%	60%	75%	-	-	-	-	-
	Female	56%	74%	**80%**	*	71%	84%	*	*	-	*	85%	79%	57%	85%	*	-	80%	-	-	-	-
Mathematics	All Students	38%	63%	**70%**	22%	60%	84%	*	*	*	60%	53%	80%	46%	74%	38%	75%	63%	-	-	-	-
	CWD	22%	34%	**46%**	*	40%	*	-	-	*	*	43%	50%	46%	-	*	50%	43%	-	-	-	-
	CWOD	41%	67%	**74%**	17%	65%	87%	*	*	-	*	56%	83%	-	74%	43%	79%	68%	-	-	-	-
	EL	26%	54%	**38%**	*	40%	*	-	-	-	-	33%	*	*	43%	38%	60%	*	-	-	-	-
	Male	41%	66%	**75%**	40%	64%	87%	*	*	*	*	57%	88%	50%	79%	60%	75%	-	-	-	-	-
	Female	36%	60%	**63%**	*	57%	79%	*	*	-	*	46%	71%	43%	68%	*	-	63%	-	-	-	-
STAAR Percent at Masters Grade Level																						
Grade 3																						
Reading	All Students	19%	26%	**30%**	0%	36%	33%	-	*	*	20%	6%	42%	0%	34%	0%	24%	37%	-	*	-	*
	CWD	7%	9%	**0%**	*	*	0%	-	-	-	-	0%	0%	0%	-	-	0%	*	-	*	-	-
	CWOD	22%	29%	**34%**	0%	40%	41%	-	*	*	20%	8%	46%	-	34%	0%	29%	41%	-	*	-	*
	EL	13%	22%	**0%**	*	*	*	-	-	-	-	0%	*	-	0%	0%	0%	*	-	*	-	-
	Male	17%	22%	**24%**	0%	17%	29%	-	*	*	20%	6%	34%	0%	29%	0%	24%	-	-	*	-	*
	Female	22%	30%	**37%**	0%	50%	40%	-	*	-	-	8%	52%	*	41%	*	-	37%	-	*	-	-

		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%	25%	**47%**	10%	39%	56%	-	*	*	60%	19%	61%	25%	50%	38%	52%	39%	-	*	-	*
	CWD	9%	13%	**25%**	*	*	29%	-	-	-	-	29%	20%	25%	-	-	38%	*	-	*	-	-
	CWOD	20%	27%	**50%**	13%	40%	63%	-	*	*	60%	17%	65%	-	50%	38%	55%	44%	-	*	-	*
	EL	12%	20%	**38%**	*	*	*	-	-	-	-	20%	*	-	38%	38%	40%	*	-	*	-	-
	Male	21%	28%	**52%**	0%	50%	63%	-	*	*	60%	22%	69%	38%	55%	40%	52%	-	-	*	-	*
	Female	15%	21%	**39%**	20%	31%	47%	-	*	-	-	15%	52%	*	44%	*	-	39%	-	*	-	-
Grade 4																						
Reading	All Students	21%	28%	**36%**	20%	38%	34%	-	*	-	33%	31%	38%	13%	41%	33%	29%	44%	-	-	-	-
	CWD	7%	13%	**13%**	*	0%	*	-	*	-	*	25%	0%	13%	-	*	15%	*	-	-	-	-
	CWOD	24%	30%	**41%**	33%	50%	34%	-	*	-	20%	33%	43%	-	41%	*	33%	47%	-	-	-	-
	EL	12%	13%	**33%**	*	*	*	-	*	-	-	*	*	*	*	33%	*	*	-	-	-	-
	Male	19%	23%	**29%**	*	28%	32%	-	*	-	*	29%	28%	15%	33%	*	29%	-	-	-	-	-
	Female	23%	33%	**44%**	33%	55%	37%	-	*	-	*	33%	47%	*	47%	*	-	44%	-	-	-	-
Mathematics	All Students	21%	30%	**42%**	20%	45%	46%	-	*	-	17%	38%	44%	38%	43%	17%	49%	34%	-	-	-	-
	CWD	8%	16%	**38%**	*	43%	*	-	*	-	*	63%	13%	38%	-	*	46%	*	-	-	-	-
	CWOD	24%	33%	**43%**	17%	45%	47%	-	*	-	0%	28%	48%	-	43%	*	50%	37%	-	-	-	-
	EL	15%	24%	**17%**	*	*	*	-	*	-	-	*	*	*	*	17%	*	*	-	-	-	-
	Male	24%	31%	**49%**	*	56%	50%	-	*	-	*	53%	47%	46%	50%	*	49%	-	-	-	-	-
	Female	18%	29%	**34%**	17%	27%	42%	-	*	-	*	11%	41%	*	37%	*	-	34%	-	-	-	-
Grade 5																						
Reading	All Students	28%	38%	**45%**	25%	44%	50%	-	38%	*	67%	33%	52%	23%	49%	14%	41%	50%	-	*	-	*
	CWD	8%	11%	**23%**	*	17%	*	-	*	-	*	40%	13%	23%	-	*	25%	20%	-	*	-	-
	CWOD	31%	43%	**49%**	14%	52%	53%	-	43%	*	80%	32%	58%	-	49%	15%	44%	54%	-	*	-	*
	EL	17%	23%	**14%**	-	*	0%	-	40%	-	-	29%	0%	*	15%	14%	25%	0%	-	-	-	-
	Male	24%	35%	**41%**	17%	36%	53%	-	33%	*	60%	28%	48%	25%	44%	25%	41%	-	-	*	-	*
	Female	32%	41%	**50%**	*	50%	48%	-	*	-	*	40%	56%	20%	54%	0%	-	50%	-	-	-	-
Mathematics	All Students	21%	28%	**39%**	25%	26%	45%	-	63%	*	50%	31%	43%	23%	42%	36%	44%	33%	-	*	-	*
	CWD	8%	9%	**23%**	*	17%	*	-	*	-	*	40%	13%	23%	-	*	25%	20%	-	*	-	-
	CWOD	23%	31%	**42%**	14%	29%	47%	-	71%	*	60%	30%	48%	-	42%	38%	48%	35%	-	*	-	*
	EL	14%	18%	**36%**	-	*	33%	-	60%	-	-	57%	14%	*	38%	36%	50%	17%	-	-	-	-
	Male	23%	31%	**44%**	17%	36%	53%	-	67%	*	40%	39%	45%	25%	48%	50%	44%	-	-	*	-	*
	Female	19%	25%	**33%**	*	19%	38%	-	*	-	*	20%	41%	20%	35%	17%	-	33%	-	-	-	-
Science	All Students	15%	20%	**30%**	13%	19%	35%	-	50%	*	50%	30%	29%	8%	33%	21%	37%	21%	-	*	-	*
	CWD	7%	8%	**8%**	*	0%	*	-	*	-	*	20%	0%	8%	-	*	13%	0%	-	*	-	-
	CWOD	16%	22%	**33%**	14%	24%	36%	-	57%	*	60%	32%	34%	-	33%	23%	41%	24%	-	*	-	*
	EL	7%	10%	**21%**	-	*	17%	-	40%	-	-	43%	0%	*	23%	21%	38%	0%	-	-	-	-
	Male	18%	23%	**37%**	17%	9%	53%	-	50%	*	60%	44%	32%	13%	41%	38%	37%	-	-	*	-	*
	Female	12%	16%	**21%**	*	25%	19%	-	*	-	*	13%	26%	0%	24%	0%	-	21%	-	-	-	-
Grade 6																						

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

		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%	30%	**41%**	14%	34%	47%	*	79%	20%	43%	27%	48%	24%	44%	28%	45%	35%	-	0%	-	*
	CWD	8%	12%	**24%**	20%	24%	24%	-	*	*	*	37%	11%	24%	-	*	34%	5%	-	*	-	-
	CWOD	20%	32%	**44%**	11%	36%	49%	*	88%	*	44%	24%	52%	-	44%	31%	47%	39%	-	*	-	*
	EL	11%	19%	**28%**	17%	21%	20%	-	67%	-	-	25%	31%	*	31%	28%	35%	19%	-	*	-	-
	Male	20%	31%	**45%**	10%	40%	52%	*	75%	20%	44%	34%	51%	34%	47%	35%	45%	-	-	*	-	*
	Female	16%	28%	**35%**	18%	28%	41%	*	86%	-	33%	16%	44%	5%	39%	19%	-	35%	-	*	-	-
Science	All Students	17%	29%	**30%**	13%	19%	35%	-	50%	*	50%	30%	29%	8%	33%	21%	37%	21%	-	*	-	*
	CWD	7%	9%	**8%**	*	0%	*	-	*	-	*	20%	0%	8%	-	*	13%	0%	-	*	-	-
	CWOD	19%	32%	**33%**	14%	24%	36%	-	57%	*	60%	32%	34%	-	33%	23%	41%	24%	-	*	-	*
	EL	6%	11%	**21%**	-	*	17%	-	40%	-	-	43%	0%	*	23%	21%	38%	0%	-	-	-	-
	Male	19%	31%	**37%**	17%	9%	53%	-	50%	*	60%	44%	32%	13%	41%	38%	37%	-	-	*	-	*
	Female	16%	27%	**21%**	*	25%	19%	-	*	-	*	13%	26%	0%	24%	0%	-	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	74	65	67	79	*	86	*	76	68	66	70
CWD	66	63	55	75	-	*	*	*	65	66	*
CWOD	76	66	70	79	*	85	*	75	69	-	72
EL ✧	70	*	44	75	-	80	-	-	68	*	70
Male	73	66	57	82	*	78	*	68	69	64	63
Female	76	64	76	74	*	100	-	92	67	71	77
Mathematics											
All Students	82	73	79	83	*	100	*	83	88	78	85
CWD	78	75	73	75	-	*	*	*	85	78	*
CWOD	82	72	80	84	*	100	*	79	89	-	87
EL ✧	85	*	66	100	-	100	-	-	97	*	85

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Male	81	86	72	80	*	100	*	93	87	73	77
Female	82	59	85	86	*	100	-	67	90	87	94

- 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
66	27	41%

- 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	65	44	62	71	*	82	47	63	53	43	51
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	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	Y	Y
Interim Goals (2033-2037)	64%	56%	59%	73%	62%	83%	64%	71%	57%	50%	59%
Target Met	Y	N	Y	Y		Y		N	Y	N	Y
Long-Term Goals	73%	67%	70%	80%	72%	87%	73%	78%	68%	63%	69%
Target Met	Y	N	Y	Y		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	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	Y	Y	Y
Interim Goals (2033-2037)	67%	55%	62%	74%	65%	88%	67%	71%	60%	53%	63%
Target Met	Y	N	Y	Y		Y		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		Y		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%	98%	100%	100%	100%	100%	100%	100%	100%	-
	CWD	**100%**	100%	100%	100%	-	100%	*	100%	100%	100%	100%	-	100%	100%	100%	-
	CWOD	**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%	100%	-
	Male	**100%**	100%	100%	100%	*	100%	100%	97%	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%	100%	-	100%	-
Reading	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%	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%	-
Mathematics	All Students	**100%**	100%	100%	100%	*	100%	100%	95%	99%	100%	100%	100%	100%	100%	100%	-
	CWD	**100%**	100%	100%	100%	-	*	*	*	100%	100%	100%	-	*	100%	100%	-
	CWOD	**100%**	100%	100%	100%	*	100%	*	95%	99%	100%	-	100%	100%	99%	100%	-
	EL	**100%**	100%	100%	100%	-	100%	-	-	100%	100%	*	100%	100%	100%	100%	-
	Male	**100%**	100%	100%	100%	*	100%	100%	94%	99%	100%	100%	99%	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%	100%	100%	100%	-
	CWD	**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%	-
SAT/ACT All Subjects	All Students	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Non-Participation Rate																	
All Subjects	All Students	**0%**	0%	0%	0%	*	0%	0%	2%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	**0%**	0%	0%	0%	-	0%	*	0%	0%	0%	0%	-	0%	0%	0%	-
	CWOD	**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%	0%	-
	Male	**0%**	0%	0%	0%	*	0%	0%	3%	1%	0%	0%	0%	0%	0%	-	-
	Female	**0%**	0%	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%	*	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%	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%	-
Mathematics	All Students	**0%**	0%	0%	0%	*	0%	0%	5%	1%	0%	0%	0%	0%	0%	0%	-
	CWD	**0%**	0%	0%	0%	-	*	*	*	0%	0%	0%	-	*	0%	0%	-
	CWOD	**0%**	0%	0%	0%	*	0%	*	5%	1%	0%	-	0%	0%	1%	0%	-
	EL	**0%**	0%	0%	0%	-	0%	-	-	0%	0%	*	0%	0%	0%	0%	-
	Male	**0%**	0%	0%	0%	*	0%	0%	6%	1%	0%	0%	1%	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%	0%	0%	0%	-
	CWD	**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%	-
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	14	2	6	5	0	0	0	1	1		
	Female	1	0	1	0	0	0	0	0	0		
	Total	15	2	7	5	0	0	0	1	1		
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	3	1	1	1	0	0	0	0	0		3
	Female	0	0	0	0	0	0	0	0	0		3
	Total	3	1	1	1	0	0	0	0	0		6
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	31	6	10	13	-8	1	1	-8	3	14	2
	Female	17	3	3	11	-8	-8	-8	-8	-8	1	2
	Total	48	9	13	24	-8	1	1	-8	3	15	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	2
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	10	0	1	8	0	1	0	0	0	1
	Female	8	0	3	4	0	1	0	0	0	2
	Total	18	0	4	12	0	2	0	0	0	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.

Low Poverty School		
	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	3.9	9.3%
Teachers Teaching with Emergency or Provisional Credentials	1.8	4.5%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	1.7	4.3%

- 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%	37	2%	*	2%
Mathematics	7,386	2%	37	2%	*	2%
Grade 4						
Reading	7,296	2%	34	2%	7	8%
Mathematics	7,293	2%	34	2%	7	8%
Grade 5						
Reading	6,823	2%	31	2%	*	4%
Mathematics	6,825	2%	31	2%	*	4%
Science	6,820	2%	31	2%	*	4%
Grade 6						
Reading	6,480	2%	24	1%	*	2%
Mathematics	6,481	2%	25	2%	*	2%
Grade 7						
Reading	6,309	2%	28	2%	-	-
Mathematics	6,300	2%	28	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
Grade 8						
Reading	6,168	1%	19	1%	-	-
Mathematics	6,162	2%	19	2%	-	-
Science	6,163	1%	19	1%	-	-
End of Course						
English I	6,032	1%	23	1%	-	-
English II	5,771	1%	21	1%	-	-
Algebra I	6,015	1%	23	1%	-	-
Biology	6,041	1%	21	1%	-	-
All Grades						
All Subjects	117,761	1%	485	2%	34	4%
Reading	52,275	1%	217	1%	15	4%
Mathematics	46,462	2%	197	2%	15	4%
Science	19,024	1%	71	1%	*	4%

- 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%	26%	17%	11%	*	17%	43%	6%	23%	21%	14%

- 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%	82%	**73%**	58%	85%	73%	-	89%	67%	88%	68%	89%	60%	77%	59%	68%	78%	-	50%	-	-
	CWD	51%	56%	**60%**	60%	*	*	-	*	*	*	50%	80%	60%	-	*	64%	*	-	-	-	-
	CWOD	80%	87%	**77%**	58%	90%	75%	-	88%	80%	100%	72%	92%	-	77%	62%	70%	81%	-	50%	-	-
	EL	65%	74%	**59%**	50%	*	*	-	*	*	*	57%	*	*	62%	59%	44%	69%	-	*	-	-
	Male	73%	79%	**68%**	58%	80%	63%	-	*	*	*	63%	80%	64%	70%	44%	68%	-	-	*	-	-
	Female	78%	84%	**78%**	58%	88%	86%	-	83%	*	*	73%	100%	*	81%	69%	-	78%	-	*	-	-

		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%	78%	**75%**	71%	77%	73%	-	100%	67%	63%	74%	78%	67%	77%	86%	82%	68%	-	67%	-	-
	CWD	51%	55%	**67%**	80%	*	*	-	*	*	*	60%	80%	67%	-	*	73%	*	-	-	-	-
	CWOD	76%	83%	**77%**	68%	80%	75%	-	100%	80%	67%	77%	77%	-	77%	86%	87%	70%	-	67%	-	-
	EL	67%	74%	**86%**	80%	*	*	-	*	*	*	86%	*	*	86%	86%	89%	85%	-	*	-	-
	Male	74%	79%	**82%**	83%	100%	75%	-	*	*	*	83%	80%	73%	87%	89%	82%	-	-	*	-	-
	Female	70%	77%	**68%**	58%	63%	71%	-	100%	*	*	67%	75%	*	70%	85%	-	68%	-	*	-	-
Grade 4																						
Reading	All Students	76%	83%	**73%**	69%	79%	73%	-	80%	57%	*	70%	84%	44%	82%	71%	76%	71%	-	100%	-	*
	CWD	51%	59%	**44%**	25%	67%	*	-	-	*	-	44%	*	44%	-	80%	60%	25%	-	*	-	-
	CWOD	81%	87%	**82%**	86%	85%	77%	-	80%	60%	*	79%	88%	-	82%	67%	81%	82%	-	*	-	*
	EL	66%	75%	**71%**	*	*	*	-	67%	-	-	69%	*	80%	67%	71%	88%	56%	-	*	-	-
	Male	74%	81%	**76%**	67%	91%	67%	-	100%	*	-	70%	100%	60%	81%	88%	76%	-	-	*	-	*
	Female	79%	86%	**71%**	71%	63%	83%	-	*	*	*	71%	73%	25%	82%	56%	-	71%	-	*	-	-
Mathematics	All Students	69%	80%	**78%**	83%	58%	87%	-	80%	86%	*	75%	89%	61%	83%	65%	85%	71%	-	80%	-	*
	CWD	44%	55%	**61%**	75%	33%	*	-	-	*	-	63%	*	61%	-	40%	80%	38%	-	*	-	-
	CWOD	74%	84%	**83%**	86%	69%	92%	-	80%	80%	*	79%	94%	-	83%	75%	87%	79%	-	*	-	*
	EL	63%	75%	**65%**	*	*	*	-	67%	-	-	54%	*	40%	75%	65%	75%	56%	-	*	-	-
	Male	71%	80%	**85%**	92%	73%	100%	-	83%	*	-	85%	88%	80%	87%	75%	85%	-	-	*	-	*
	Female	67%	79%	**71%**	76%	38%	67%	-	*	*	*	65%	91%	38%	79%	56%	-	71%	-	*	-	-
Grade 5																						
Reading	All Students	80%	86%	**86%**	85%	89%	82%	-	78%	89%	*	86%	86%	50%	92%	78%	77%	92%	-	*	-	-
	CWD	49%	52%	**50%**	*	80%	*	-	*	*	-	56%	*	50%	-	*	40%	60%	-	-	-	-
	CWOD	86%	92%	**92%**	92%	93%	90%	-	88%	100%	*	91%	100%	-	92%	84%	86%	97%	-	*	-	-
	EL	72%	83%	**78%**	*	86%	80%	-	*	*	-	78%	-	*	84%	78%	58%	100%	-	-	-	-
	Male	77%	84%	**77%**	60%	89%	80%	-	*	*	*	74%	*	40%	86%	58%	77%	-	-	-	-	-
	Female	83%	88%	**92%**	100%	90%	83%	-	86%	100%	*	94%	*	60%	97%	100%	-	92%	-	*	-	-
Mathematics	All Students	79%	85%	**84%**	77%	84%	73%	-	100%	78%	*	84%	86%	60%	88%	82%	81%	86%	-	*	-	-
	CWD	59%	62%	**60%**	*	80%	*	-	*	*	-	67%	*	60%	-	*	60%	60%	-	-	-	-
	CWOD	83%	89%	**88%**	83%	86%	80%	-	100%	86%	*	87%	100%	-	88%	83%	86%	90%	-	*	-	-
	EL	75%	86%	**82%**	*	100%	60%	-	*	*	-	82%	-	*	83%	82%	67%	91%	-	-	-	-
	Male	79%	86%	**81%**	60%	100%	80%	-	*	*	*	78%	*	60%	86%	67%	81%	-	-	-	-	-
	Female	79%	85%	**86%**	88%	70%	67%	-	100%	100%	*	88%	*	60%	90%	91%	-	86%	-	*	-	-
Science	All Students	64%	74%	**79%**	69%	74%	82%	-	89%	89%	*	79%	86%	40%	87%	74%	81%	78%	-	*	-	-
	CWD	41%	47%	**40%**	*	60%	*	-	*	*	-	44%	*	40%	-	*	60%	20%	-	-	-	-
	CWOD	68%	79%	**87%**	75%	79%	90%	-	100%	100%	*	85%	100%	-	87%	84%	86%	88%	-	*	-	-
	EL	52%	65%	**74%**	*	71%	80%	-	*	*	-	74%	-	*	84%	74%	67%	82%	-	-	-	-
	Male	67%	78%	**81%**	40%	89%	80%	-	*	*	*	78%	*	60%	86%	67%	81%	-	-	-	-	-
	Female	60%	70%	**78%**	88%	60%	83%	-	86%	80%	*	79%	*	20%	88%	82%	-	78%	-	*	-	-
Grade 6																						

		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	75%	89%	**87%**	78%	89%	85%	-	100%	90%	100%	85%	100%	75%	89%	82%	84%	89%	-	*	-	-
	CWD	45%	60%	**75%**	*	80%	*	-	*	*	-	73%	*	75%	-	*	89%	*	-	-	-	-
	CWOD	81%	93%	**89%**	81%	92%	88%	-	100%	89%	100%	87%	100%	-	89%	85%	82%	93%	-	*	-	-
	EL	62%	82%	**82%**	75%	83%	*	-	100%	*	*	81%	*	*	85%	82%	75%	88%	-	*	-	-
	Male	72%	87%	**84%**	75%	82%	91%	-	*	*	*	81%	100%	89%	82%	75%	84%	-	-	*	-	-
	Female	80%	91%	**89%**	80%	100%	78%	-	*	100%	100%	88%	100%	*	93%	88%	-	89%	-	*	-	-
Mathematics	All Students	74%	90%	**94%**	100%	94%	85%	-	100%	90%	100%	95%	90%	83%	96%	93%	97%	91%	-	*	-	-
	CWD	51%	66%	**83%**	*	80%	*	-	*	*	-	82%	*	83%	-	*	89%	*	-	-	-	-
	CWOD	78%	93%	**96%**	100%	100%	88%	-	100%	89%	100%	97%	89%	-	96%	92%	100%	93%	-	*	-	-
	EL	65%	87%	**93%**	100%	100%	*	-	100%	*	*	92%	*	*	92%	93%	100%	88%	-	*	-	-
	Male	75%	92%	**97%**	100%	91%	100%	-	*	*	*	97%	100%	89%	100%	100%	97%	-	-	*	-	-
	Female	73%	88%	**91%**	100%	100%	67%	-	*	86%	100%	93%	80%	*	93%	88%	-	91%	-	*	-	-
STAAR Percent at Meets Grade Level or Above																						
Grade 3																						
Reading	All Students	49%	57%	**52%**	38%	46%	47%	-	78%	50%	88%	46%	72%	53%	52%	32%	50%	54%	-	17%	-	-
	CWD	28%	32%	**53%**	60%	*	*	-	*	*	*	50%	60%	53%	-	*	55%	*	-	-	-	-
	CWOD	53%	62%	**52%**	32%	50%	42%	-	75%	60%	100%	45%	77%	-	52%	33%	48%	54%	-	17%	-	-
	EL	37%	44%	**32%**	30%	*	*	-	*	*	*	33%	*	*	33%	32%	33%	31%	-	*	-	-
	Male	46%	54%	**50%**	42%	60%	38%	-	*	*	*	46%	60%	55%	48%	33%	50%	-	-	*	-	-
	Female	53%	61%	**54%**	33%	38%	57%	-	83%	*	*	45%	88%	*	54%	31%	-	54%	-	*	-	-
Mathematics	All Students	44%	53%	**48%**	38%	54%	47%	-	89%	33%	38%	44%	61%	67%	43%	36%	56%	41%	-	17%	-	-
	CWD	28%	37%	**67%**	80%	*	*	-	*	*	*	60%	80%	67%	-	*	73%	*	-	-	-	-
	CWOD	47%	56%	**43%**	26%	50%	42%	-	88%	40%	33%	40%	54%	-	43%	33%	48%	41%	-	17%	-	-
	EL	35%	44%	**36%**	30%	*	*	-	*	*	*	33%	*	*	33%	36%	56%	23%	-	*	-	-
	Male	47%	57%	**56%**	50%	80%	50%	-	*	*	*	54%	60%	73%	48%	56%	56%	-	-	*	-	-
	Female	40%	49%	**41%**	25%	38%	43%	-	83%	*	*	36%	63%	*	41%	23%	-	41%	-	*	-	-
Grade 4																						
Reading	All Students	47%	56%	**39%**	41%	32%	47%	-	40%	14%	*	31%	63%	22%	43%	24%	39%	38%	-	40%	-	*
	CWD	25%	35%	**22%**	25%	17%	*	-	-	*	-	25%	*	22%	-	0%	30%	13%	-	*	-	-
	CWOD	51%	60%	**43%**	48%	38%	54%	-	40%	0%	*	33%	71%	-	43%	33%	42%	44%	-	*	-	*
	EL	35%	42%	**24%**	*	*	*	-	33%	-	-	15%	*	0%	33%	24%	25%	22%	-	*	-	-
	Male	44%	54%	**39%**	42%	45%	33%	-	50%	*	-	33%	63%	30%	42%	25%	39%	-	-	*	-	*
	Female	50%	59%	**38%**	41%	13%	67%	-	*	*	*	29%	64%	13%	44%	22%	-	38%	-	*	-	-
Mathematics	All Students	47%	59%	**55%**	59%	47%	53%	-	60%	43%	*	50%	74%	50%	57%	47%	71%	40%	-	60%	-	*
	CWD	27%	39%	**50%**	63%	33%	*	-	-	*	-	50%	*	50%	-	40%	80%	13%	-	*	-	-
	CWOD	51%	63%	**57%**	57%	54%	54%	-	60%	40%	*	50%	76%	-	57%	50%	68%	47%	-	*	-	*
	EL	39%	53%	**47%**	*	*	*	-	50%	-	-	38%	*	40%	50%	47%	50%	44%	-	*	-	-
	Male	50%	61%	**71%**	92%	73%	56%	-	67%	*	-	67%	88%	80%	68%	50%	71%	-	-	*	-	*
	Female	43%	58%	**40%**	35%	13%	50%	-	*	*	*	32%	64%	13%	47%	44%	-	40%	-	*	-	-
Grade 5																						

		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	56%	65%	**63%**	54%	74%	64%	-	67%	44%	*	63%	71%	40%	68%	43%	54%	70%	-	*	-	-
	CWD	27%	29%	**40%**	*	80%	*	-	*	*	-	44%	*	40%	-	*	40%	40%	-	-	-	-
	CWOD	61%	72%	**68%**	58%	71%	70%	-	75%	57%	*	66%	83%	-	68%	47%	57%	75%	-	*	-	-
	EL	43%	52%	**43%**	*	57%	40%	-	*	*	-	43%	-	*	47%	43%	25%	64%	-	-	-	-
	Male	51%	62%	**54%**	20%	78%	40%	-	*	*	*	52%	*	40%	57%	25%	54%	-	-	-	-	-
	Female	60%	69%	**70%**	75%	70%	83%	-	71%	40%	*	70%	*	40%	75%	64%	-	70%	-	*	-	-
Mathematics	All Students	50%	60%	**61%**	46%	58%	55%	-	89%	56%	*	62%	57%	30%	67%	64%	54%	67%	-	*	-	-
	CWD	28%	29%	**30%**	*	60%	*	-	*	*	-	33%	*	30%	-	*	40%	20%	-	-	-	-
	CWOD	54%	65%	**67%**	50%	57%	60%	-	100%	71%	*	67%	67%	-	67%	72%	57%	74%	-	*	-	-
	EL	43%	55%	**64%**	*	71%	60%	-	*	*	-	64%	-	*	72%	64%	42%	82%	-	-	-	-
	Male	52%	62%	**54%**	0%	56%	80%	-	*	*	*	52%	*	40%	57%	42%	54%	-	-	-	-	-
	Female	48%	58%	**67%**	75%	60%	33%	-	86%	60%	*	69%	*	20%	74%	82%	-	67%	-	*	-	-
Science	All Students	35%	44%	**41%**	31%	42%	27%	-	67%	33%	*	39%	57%	30%	43%	26%	46%	38%	-	*	-	-
	CWD	23%	27%	**30%**	*	60%	*	-	*	*	-	33%	*	30%	-	*	40%	20%	-	-	-	-
	CWOD	37%	47%	**43%**	33%	36%	30%	-	75%	43%	*	40%	67%	-	43%	26%	48%	41%	-	*	-	-
	EL	22%	29%	**26%**	*	14%	0%	-	*	*	-	26%	-	*	26%	26%	17%	36%	-	-	-	-
	Male	39%	49%	**46%**	20%	56%	40%	-	*	*	*	39%	*	40%	48%	17%	46%	-	-	-	-	-
	Female	30%	38%	**38%**	38%	30%	17%	-	71%	20%	*	39%	*	20%	41%	36%	-	38%	-	*	-	-
Grade 6																						
Reading	All Students	51%	70%	**56%**	43%	61%	65%	-	71%	40%	67%	54%	70%	50%	57%	46%	51%	60%	-	*	-	-
	CWD	24%	35%	**50%**	*	40%	*	-	*	*	-	45%	*	50%	-	*	56%	*	-	-	-	-
	CWOD	56%	76%	**57%**	43%	69%	65%	-	67%	44%	67%	56%	67%	-	57%	46%	50%	61%	-	*	-	-
	EL	34%	59%	**46%**	38%	67%	*	-	67%	*	*	46%	*	*	46%	46%	33%	56%	-	*	-	-
	Male	47%	67%	**51%**	38%	45%	64%	-	*	*	*	47%	80%	56%	50%	33%	51%	-	-	*	-	-
	Female	56%	74%	**60%**	47%	86%	67%	-	*	57%	60%	60%	60%	*	61%	56%	-	60%	-	*	-	-
Mathematics	All Students	38%	63%	**64%**	61%	56%	80%	-	71%	50%	67%	64%	70%	42%	68%	57%	57%	70%	-	*	-	-
	CWD	22%	34%	**42%**	*	20%	*	-	*	*	-	45%	*	42%	-	*	33%	*	-	-	-	-
	CWOD	41%	67%	**68%**	57%	69%	82%	-	83%	56%	67%	67%	78%	-	68%	62%	64%	70%	-	*	-	-
	EL	26%	54%	**57%**	63%	67%	*	-	67%	*	*	62%	*	*	62%	57%	50%	63%	-	*	-	-
	Male	41%	66%	**57%**	38%	45%	91%	-	*	*	*	53%	80%	33%	64%	50%	57%	-	-	*	-	-
	Female	36%	60%	**70%**	73%	71%	67%	-	*	71%	60%	71%	60%	*	70%	63%	-	70%	-	*	-	-
STAAR Percent at Masters Grade Level																						
Grade 3																						
Reading	All Students	19%	26%	**25%**	17%	15%	27%	-	56%	33%	25%	21%	39%	13%	28%	18%	18%	32%	-	0%	-	-
	CWD	7%	9%	**13%**	20%	*	*	-	*	*	*	10%	20%	13%	-	*	9%	*	-	-	-	-
	CWOD	22%	29%	**28%**	16%	20%	25%	-	63%	40%	33%	23%	46%	-	28%	19%	22%	32%	-	0%	-	-
	EL	13%	22%	**18%**	10%	*	*	-	*	*	*	19%	*	*	19%	18%	11%	23%	-	*	-	-
	Male	17%	22%	**18%**	8%	20%	13%	-	*	*	*	17%	20%	9%	22%	11%	18%	-	-	*	-	-
	Female	22%	30%	**32%**	25%	13%	43%	-	67%	*	*	24%	63%	*	32%	23%	-	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	18%	25%	**20%**	4%	15%	27%	-	56%	17%	25%	16%	33%	7%	23%	14%	12%	27%	-	17%	-	-
	CWD	9%	13%	**7%**	0%	*	*	-	*	*	*	0%	20%	7%	-	*	0%	*	-	-	-	-
	CWOD	20%	27%	**23%**	5%	20%	25%	-	63%	20%	33%	19%	38%	-	23%	14%	17%	27%	-	17%	-	-
	EL	12%	20%	**14%**	0%	*	*	-	*	*	*	14%	*	*	14%	14%	11%	15%	-	*	-	-
	Male	21%	28%	**12%**	0%	20%	13%	-	*	*	*	13%	10%	0%	17%	11%	12%	-	-	*	-	-
	Female	15%	21%	**27%**	8%	13%	43%	-	67%	*	*	18%	63%	*	27%	15%	-	27%	-	*	-	-
Grade 4																						
Reading	All Students	21%	28%	**13%**	3%	5%	33%	-	30%	0%	*	5%	42%	0%	17%	12%	12%	14%	-	0%	-	*
	CWD	7%	13%	**0%**	0%	0%	*	-	-	*	-	0%	*	0%	-	0%	0%	0%	-	*	-	-
	CWOD	24%	30%	**17%**	5%	8%	38%	-	30%	0%	*	6%	47%	-	17%	17%	16%	18%	-	*	-	*
	EL	12%	13%	**12%**	*	*	*	-	33%	-	-	0%	*	0%	17%	12%	13%	11%	-	*	-	-
	Male	19%	23%	**12%**	8%	9%	11%	-	33%	*	-	6%	38%	0%	16%	13%	12%	-	-	*	-	*
	Female	23%	33%	**14%**	0%	0%	67%	-	*	*	*	3%	45%	0%	18%	11%	-	14%	-	*	-	-
Mathematics	All Students	21%	30%	**19%**	3%	26%	27%	-	40%	0%	*	11%	47%	6%	23%	18%	27%	12%	-	0%	-	*
	CWD	8%	16%	**6%**	0%	17%	*	-	-	*	-	6%	*	6%	-	0%	10%	0%	-	*	-	-
	CWOD	24%	33%	**23%**	5%	31%	31%	-	40%	0%	*	13%	53%	-	23%	25%	32%	15%	-	*	-	*
	EL	15%	24%	**18%**	*	*	*	-	33%	-	-	8%	*	0%	25%	18%	25%	11%	-	*	-	-
	Male	24%	31%	**27%**	8%	45%	22%	-	50%	*	-	21%	50%	10%	32%	25%	27%	-	-	*	-	*
	Female	18%	29%	**12%**	0%	0%	33%	-	*	*	*	0%	45%	0%	15%	11%	-	12%	-	*	-	-
Grade 5																						
Reading	All Students	28%	38%	**29%**	31%	11%	27%	-	56%	22%	*	29%	29%	0%	34%	13%	15%	38%	-	*	-	-
	CWD	8%	11%	**0%**	*	0%	*	-	*	*	-	0%	*	0%	-	*	0%	0%	-	-	-	-
	CWOD	31%	43%	**34%**	33%	14%	30%	-	63%	29%	*	34%	33%	-	34%	16%	19%	44%	-	*	-	-
	EL	17%	23%	**13%**	*	0%	20%	-	*	*	-	13%	-	*	16%	13%	0%	27%	-	-	-	-
	Male	24%	35%	**15%**	0%	0%	20%	-	*	*	*	13%	*	0%	19%	0%	15%	-	-	-	-	-
	Female	32%	41%	**38%**	50%	20%	33%	-	57%	20%	*	39%	*	0%	44%	27%	-	38%	-	*	-	-
Mathematics	All Students	21%	28%	**27%**	15%	21%	36%	-	44%	22%	*	25%	43%	10%	31%	18%	31%	25%	-	*	-	-
	CWD	8%	9%	**10%**	*	20%	*	-	*	*	-	11%	*	10%	-	*	20%	0%	-	-	-	-
	CWOD	23%	31%	**31%**	17%	21%	40%	-	50%	29%	*	28%	50%	-	31%	22%	33%	29%	-	*	-	-
	EL	14%	18%	**18%**	*	14%	40%	-	*	*	-	18%	-	*	22%	18%	33%	0%	-	-	-	-
	Male	23%	31%	**31%**	0%	22%	60%	-	*	*	*	30%	*	20%	33%	33%	31%	-	-	-	-	-
	Female	19%	25%	**25%**	25%	20%	17%	-	29%	20%	*	22%	*	0%	29%	0%	-	25%	-	*	-	-
Science	All Students	15%	20%	**14%**	8%	11%	27%	-	11%	0%	*	11%	43%	0%	17%	0%	15%	14%	-	*	-	-
	CWD	7%	8%	**0%**	*	0%	*	-	*	*	-	0%	*	0%	-	*	0%	0%	-	-	-	-
	CWOD	16%	22%	**17%**	8%	14%	30%	-	13%	0%	*	13%	50%	-	17%	0%	19%	16%	-	*	-	-
	EL	7%	10%	**0%**	*	0%	0%	-	*	*	-	0%	-	*	0%	0%	0%	0%	-	-	-	-
	Male	18%	23%	**15%**	0%	11%	40%	-	*	*	*	9%	*	0%	19%	0%	15%	-	-	-	-	-
	Female	12%	16%	**14%**	13%	10%	17%	-	14%	0%	*	12%	*	0%	16%	0%	-	14%	-	*	-	-
Grade 6																						

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

- Indicates there are no students in the group.

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

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 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	47	57	65	-	75	54	66	57	50	64
CWD	50	36	53	63	-	*	55	-	48	50	45
CWOD	59	49	59	66	-	78	54	66	60	-	69
EL ✧	64	39	59	75	-	77	79	*	63	45	64
Male	54	48	48	56	-	83	56	*	55	63	63
Female	60	46	68	76	-	68	53	69	60	30	66
Mathematics											
All Students	75	74	73	77	-	80	68	91	75	74	75
CWD	74	84	70	75	-	*	55	-	76	74	73
CWOD	75	72	74	78	-	79	71	91	74	-	75
EL ✧	75	64	75	91	-	82	54	*	74	73	75

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Male	74	70	81	81	-	73	50	*	73	78	69
Female	76	77	62	72	-	86	77	100	76	67	80

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

Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates for the class of 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
177	41	23%

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

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Student Success (Student Achievement Domain Score: STAAR Component Only)											
STAAR Component Score	52	44	50	56	-	66	44	66	49	36	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)	46%	34%	39%	59%	44%	73%	46%	55%	35%	26%	37%
Target Met	Y	Y	Y	Y		N	N	Y	Y	Y	Y
Interim Goals (2028-2032)	55%	45%	49%	66%	53%	78%	55%	63%	46%	38%	48%
Target Met	N	N	Y	N		N	N	Y	Y	Y	N
Interim Goals (2033-2037)	64%	56%	59%	73%	62%	83%	64%	71%	57%	50%	59%
Target Met	N	N	N	N		N	N	Y	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	Y	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	N	Y	Y	Y	Y
Interim Goals (2028-2032)	58%	44%	53%	67%	56%	85%	59%	63%	50%	41%	54%
Target Met	Y	Y	N	N		N	N	Y	Y	Y	Y
Interim Goals (2033-2037)	67%	55%	62%	74%	65%	88%	67%	71%	60%	53%	63%
Target Met	N	N	N	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	N	N	N
English Learner Language Proficiency Status											
Interim Goals (2023-2027)											49%
Target Met											Y
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%	99%	-	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	-
	CWD	**100%**	100%	100%	100%	-	100%	100%	*	100%	100%	100%	-	100%	100%	100%	-
	CWOD	**100%**	100%	100%	99%	-	100%	100%	100%	100%	100%	-	100%	99%	100%	100%	-
	EL	**100%**	100%	100%	97%	-	100%	100%	100%	99%	100%	100%	99%	100%	100%	99%	-
	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%**	100%	100%	98%	-	100%	100%	100%	100%	100%	100%	100%	99%	-	100%	-
Reading	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%	100%	-
	CWOD	**100%**	100%	100%	100%	-	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	**100%**	100%	100%	100%	-	100%	100%	*	100%	100%	100%	100%	100%	100%	100%	-
	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%	-
Mathematics	All Students	**100%**	100%	100%	98%	-	100%	100%	100%	100%	100%	100%	100%	99%	100%	99%	-
	CWD	**100%**	100%	100%	100%	-	*	100%	*	100%	100%	100%	-	100%	100%	100%	-
	CWOD	**100%**	100%	100%	98%	-	100%	100%	100%	100%	100%	-	100%	99%	100%	99%	-
	EL	**99%**	100%	100%	93%	-	100%	100%	*	99%	100%	100%	99%	99%	100%	98%	-
	Male	**100%**	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	100%	100%	100%	-	-
	Female	**99%**	100%	100%	96%	-	100%	100%	100%	99%	100%	100%	99%	98%	-	99%	-
Science	All Students	**100%**	100%	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%	-	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%	100%	-	100%	-
SAT/ACT All Subjects	All Students	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Non-Participation Rate																	
All Subjects	All Students	**0%**	0%	0%	1%	-	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	**0%**	0%	0%	0%	-	0%	0%	*	0%	0%	0%	-	0%	0%	0%	-
	CWOD	**0%**	0%	0%	1%	-	0%	0%	0%	0%	0%	-	0%	1%	0%	0%	-
	EL	**0%**	0%	0%	3%	-	0%	0%	0%	1%	0%	0%	1%	0%	0%	1%	-
	Male	**0%**	0%	0%	0%	-	0%	0%	0%	0%	0%	0%	0%	0%	0%	-	-
	Female	**0%**	0%	0%	2%	-	0%	0%	0%	0%	0%	0%	0%	1%	-	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%	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%	-
	EL	**0%**	0%	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%	-
Mathematics	All Students	**0%**	0%	0%	2%	-	0%	0%	0%	0%	0%	0%	0%	1%	0%	1%	-
	CWD	**0%**	0%	0%	0%	-	*	0%	*	0%	0%	0%	-	0%	0%	0%	-
	CWOD	**0%**	0%	0%	2%	-	0%	0%	0%	0%	0%	-	0%	1%	0%	1%	-
	EL	**1%**	0%	0%	7%	-	0%	0%	*	1%	0%	0%	1%	1%	0%	2%	-
	Male	**0%**	0%	0%	0%	-	0%	0%	0%	0%	0%	0%	0%	0%	0%	-	-
	Female	**1%**	0%	0%	4%	-	0%	0%	0%	1%	0%	0%	1%	2%	-	1%	-
Science	All Students	**0%**	0%	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%	-	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%	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	19	10	3	6	0	0	0	0	4		
	Female	7	3	1	0	0	0	2	1	2		
	Total	26	13	4	6	0	0	2	1	6		
Out-of-School Suspensions												
	Male	3	1	0	2	0	0	0	0	0		
	Female	4	1	1	1	0	0	1	0	1		
	Total	7	2	1	3	0	0	1	0	1		
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	6	0	3	0	0	0	2	1	2		2
	Female	0	0	0	0	0	0	0	0	0		2
	Total	6	0	3	0	0	0	2	1	2		4
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	1	0	0	0	0	0	1	0	0		0
	Female	0	0	0	0	0	0	0	0	0		1
	Total	1	0	0	0	0	0	1	0	0		1
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	44	17	14	6	-8	2	4	1	7	17	4
	Female	15	2	8	3	-8	-8	1	1	5	2	1
	Total	59	19	22	9	-8	2	5	2	12	19	5

	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	32	12	4	7	0	4	3	2	16	11
	Female	22	8	3	7	0	2	0	2	17	3
	Total	54	20	7	14	0	6	3	4	33	14
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	13.8%
Teachers Teaching with Emergency or Provisional Credentials	0.0	-
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	0.0	-

- Indicates there are no data available in the group.

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%	37	2%	6	8%
Mathematics	7,386	2%	37	2%	6	8%
Grade 4						
Reading	7,296	2%	34	2%	5	6%
Mathematics	7,293	2%	34	2%	5	6%
Grade 5						
Reading	6,823	2%	31	2%	*	5%
Mathematics	6,825	2%	31	2%	*	5%
Science	6,820	2%	31	2%	*	5%
Grade 6						
Reading	6,480	2%	24	1%	*	5%
Mathematics	6,481	2%	25	2%	*	5%
Grade 7						
Reading	6,309	2%	28	2%	-	-
Mathematics	6,300	2%	28	2%	-	-
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%	19	1%	-	-
Mathematics	6,162	2%	19	2%	-	-
Science	6,163	1%	19	1%	-	-
End of Course						
English I	6,032	1%	23	1%	-	-
English II	5,771	1%	21	1%	-	-
Algebra I	6,015	1%	23	1%	-	-
Biology	6,041	1%	21	1%	-	-
All Grades						
All Subjects	117,761	1%	485	2%	39	6%
Reading	52,275	1%	217	1%	18	6%
Mathematics	46,462	2%	197	2%	18	6%
Science	19,024	1%	71	1%	*	5%

- 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	21%	23%	24%	18%	*	10%	34%	11%	21%	21%	11%

- 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%	82%	**83%**	90%	76%	73%	*	100%	80%	*	83%	81%	45%	90%	76%	84%	82%	-	*	-	-
	CWD	51%	56%	**45%**	*	38%	*	*	-	-	-	56%	*	45%	-	*	*	29%	-	-	-	-
	CWOD	80%	87%	**90%**	90%	94%	80%	-	100%	80%	*	89%	93%	-	90%	88%	86%	94%	-	*	-	-
	EL	65%	74%	**76%**	100%	64%	*	-	*	*	-	74%	*	*	88%	76%	85%	63%	-	*	-	-
	Male	73%	79%	**84%**	100%	89%	63%	*	*	*	*	88%	71%	*	86%	85%	84%	-	-	*	-	-
	Female	78%	84%	**82%**	82%	69%	*	-	*	*	*	79%	89%	29%	94%	63%	-	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
Mathematics	All Students	72%	78%	**77%**	76%	68%	82%	*	100%	80%	*	76%	81%	27%	86%	67%	78%	76%	-	*	-	-
	CWD	51%	55%	**27%**	*	25%	*	*	-	-	-	33%	*	27%	-	*	*	14%	-	-	-	-
	CWOD	76%	83%	**86%**	80%	88%	90%	-	100%	80%	*	84%	93%	-	86%	76%	82%	90%	-	*	-	-
	EL	67%	74%	**67%**	80%	55%	*	-	*	*	-	63%	*	*	76%	67%	77%	50%	-	*	-	-
	Male	74%	79%	**78%**	80%	78%	75%	*	*	*	*	76%	86%	*	82%	77%	78%	-	-	*	-	-
	Female	70%	77%	**76%**	73%	63%	*	-	*	*	*	76%	78%	14%	90%	50%	-	76%	-	*	-	-
Grade 4																						
Reading	All Students	76%	83%	**86%**	100%	75%	78%	-	*	*	83%	82%	88%	40%	89%	43%	79%	95%	-	-	-	-
	CWD	51%	59%	**40%**	*	*	*	-	-	-	-	*	-	40%	-	*	*	*	-	-	-	-
	CWOD	81%	87%	**89%**	100%	83%	86%	-	*	*	83%	87%	94%	-	89%	60%	85%	95%	-	-	-	-
	EL	66%	75%	**43%**	-	43%	-	-	-	-	-	33%	*	*	60%	43%	43%	-	-	-	-	-
	Male	74%	81%	**79%**	100%	60%	71%	-	*	*	*	72%	83%	*	85%	43%	79%	-	-	-	-	-
	Female	79%	86%	**95%**	100%	90%	*	-	-	*	*	94%	100%	*	95%	-	-	95%	-	-	-	-
Mathematics	All Students	69%	80%	**86%**	100%	74%	100%	-	*	*	100%	79%	100%	60%	89%	57%	83%	90%	-	-	-	-
	CWD	44%	55%	**60%**	*	*	*	-	-	-	-	*	*	60%	-	*	*	*	-	-	-	-
	CWOD	74%	84%	**89%**	100%	78%	100%	-	*	*	100%	83%	100%	-	89%	80%	88%	90%	-	-	-	-
	EL	63%	75%	**57%**	-	57%	-	-	-	-	-	50%	*	*	80%	57%	57%	-	-	-	-	-
	Male	71%	80%	**83%**	100%	50%	100%	-	*	*	*	67%	100%	*	88%	57%	83%	-	-	-	-	-
	Female	67%	79%	**90%**	100%	90%	*	-	-	*	*	88%	100%	*	90%	-	-	90%	-	-	-	-
Grade 5																						
Reading	All Students	80%	86%	**87%**	86%	80%	93%	-	100%	100%	*	83%	100%	57%	90%	86%	86%	89%	-	-	-	-
	CWD	49%	52%	**57%**	-	*	*	-	-	-	*	40%	*	57%	-	*	*	*	-	-	-	-
	CWOD	86%	92%	**90%**	86%	88%	100%	-	100%	100%	*	88%	100%	-	90%	88%	87%	96%	-	-	-	-
	EL	72%	83%	**86%**	71%	78%	*	-	100%	*	*	85%	*	*	88%	86%	85%	87%	-	-	-	-
	Male	77%	84%	**86%**	87%	78%	90%	-	*	*	*	81%	100%	*	87%	85%	86%	-	-	-	-	-
	Female	83%	88%	**89%**	83%	82%	100%	-	*	*	-	86%	100%	*	96%	87%	-	89%	-	-	-	-
Mathematics	All Students	79%	85%	**77%**	86%	80%	67%	-	67%	80%	*	78%	75%	43%	81%	68%	79%	75%	-	-	-	-
	CWD	59%	62%	**43%**	-	*	*	-	-	-	*	40%	*	43%	-	*	*	*	-	-	-	-
	CWOD	83%	89%	**81%**	86%	88%	75%	-	67%	80%	*	82%	79%	-	81%	69%	82%	80%	-	-	-	-
	EL	75%	86%	**68%**	71%	67%	*	-	60%	*	*	69%	*	*	69%	68%	69%	67%	-	-	-	-
	Male	79%	86%	**79%**	100%	78%	60%	-	*	*	*	81%	70%	*	82%	69%	79%	-	-	-	-	-
	Female	79%	85%	**75%**	50%	82%	80%	-	*	*	-	73%	83%	*	80%	67%	-	75%	-	-	-	-
Science	All Students	64%	74%	**74%**	71%	75%	80%	-	67%	60%	*	68%	94%	71%	74%	57%	85%	57%	-	-	-	-
	CWD	41%	47%	**71%**	-	*	*	-	-	-	*	60%	*	71%	-	*	*	*	-	-	-	-
	CWOD	68%	79%	**74%**	71%	82%	75%	-	67%	60%	*	69%	93%	-	74%	58%	84%	60%	-	-	-	-
	EL	52%	65%	**57%**	57%	56%	*	-	60%	*	*	58%	*	*	58%	57%	69%	47%	-	-	-	-
	Male	67%	78%	**85%**	87%	89%	90%	-	*	*	*	78%	100%	*	84%	69%	85%	-	-	-	-	-
	Female	60%	70%	**57%**	33%	64%	60%	-	*	*	-	50%	83%	*	60%	47%	-	57%	-	-	-	-
Grade 6																						

		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	75%	89%	**88%**	88%	79%	100%	-	83%	100%	100%	83%	100%	86%	89%	68%	84%	94%	-	*	-	-
	CWD	45%	60%	**86%**	-	*	*	-	*	-	*	86%	-	86%	-	*	*	*	-	-	-	-
	CWOD	81%	93%	**89%**	88%	80%	100%	-	80%	100%	*	83%	100%	-	89%	69%	83%	96%	-	*	-	-
	EL	62%	82%	**68%**	*	64%	-	-	*	-	-	65%	*	*	69%	68%	50%	82%	-	-	-	-
	Male	72%	87%	**84%**	78%	75%	100%	-	*	*	*	76%	100%	*	83%	50%	84%	-	-	*	-	-
	Female	80%	91%	**94%**	100%	83%	100%	-	*	*	*	91%	100%	*	96%	82%	-	94%	-	-	-	-
Mathematics	All Students	74%	90%	**91%**	94%	88%	100%	-	83%	100%	80%	87%	100%	57%	95%	79%	89%	94%	-	*	-	-
	CWD	51%	66%	**57%**	-	*	*	-	*	-	*	57%	-	57%	-	*	*	*	-	-	-	-
	CWOD	78%	93%	**95%**	94%	95%	100%	-	80%	100%	*	93%	100%	-	95%	88%	91%	100%	-	*	-	-
	EL	65%	87%	**79%**	*	79%	-	-	*	-	-	76%	*	*	88%	79%	75%	82%	-	-	-	-
	Male	75%	92%	**89%**	89%	92%	100%	-	*	*	*	84%	100%	*	91%	75%	89%	-	-	*	-	-
	Female	73%	88%	**94%**	100%	83%	100%	-	*	*	*	91%	100%	*	100%	82%	-	94%	-	-	-	-
STAAR Percent at Meets Grade Level or Above																						
Grade 3																						
Reading	All Students	49%	57%	**59%**	62%	48%	64%	*	80%	40%	*	59%	56%	27%	64%	38%	59%	58%	-	*	-	-
	CWD	28%	32%	**27%**	*	25%	*	*	-	-	-	33%	*	27%	-	*	*	14%	-	-	-	-
	CWOD	53%	62%	**64%**	65%	59%	70%	-	80%	40%	*	64%	64%	-	64%	41%	61%	68%	-	*	-	-
	EL	37%	44%	**38%**	40%	36%	*	-	*	*	-	42%	*	*	41%	38%	46%	25%	-	*	-	-
	Male	46%	54%	**59%**	70%	56%	50%	*	*	*	*	64%	43%	*	61%	46%	59%	-	-	*	-	-
	Female	53%	61%	**58%**	55%	44%	*	-	*	*	*	55%	67%	14%	68%	25%	-	58%	-	*	-	-
Mathematics	All Students	44%	53%	**49%**	57%	32%	64%	*	80%	20%	*	44%	63%	27%	53%	38%	50%	47%	-	*	-	-
	CWD	28%	37%	**27%**	*	25%	*	*	-	-	-	33%	*	27%	-	*	*	14%	-	-	-	-
	CWOD	47%	56%	**53%**	60%	35%	70%	-	80%	20%	*	47%	71%	-	53%	41%	50%	55%	-	*	-	-
	EL	35%	44%	**38%**	60%	27%	*	-	*	*	-	37%	*	*	41%	38%	38%	38%	-	*	-	-
	Male	47%	57%	**50%**	70%	33%	50%	*	*	*	*	52%	43%	*	50%	38%	50%	-	-	*	-	-
	Female	40%	49%	**47%**	45%	31%	*	-	*	*	*	38%	78%	14%	55%	38%	-	47%	-	*	-	-
Grade 4																						
Reading	All Students	47%	56%	**62%**	73%	55%	56%	-	*	*	67%	56%	71%	20%	65%	29%	55%	71%	-	-	-	-
	CWD	25%	35%	**20%**	*	*	*	-	-	-	-	*	-	20%	-	*	*	*	-	-	-	-
	CWOD	51%	60%	**65%**	70%	61%	71%	-	*	*	67%	60%	75%	-	65%	40%	58%	75%	-	-	-	-
	EL	35%	42%	**29%**	-	29%	-	-	-	-	-	17%	*	*	40%	29%	29%	-	-	-	-	-
	Male	44%	54%	**55%**	50%	40%	57%	-	*	*	*	39%	75%	*	58%	29%	55%	-	-	-	-	-
	Female	50%	59%	**71%**	100%	70%	*	-	-	*	*	75%	60%	*	75%	-	-	71%	-	-	-	-
Mathematics	All Students	47%	59%	**58%**	73%	42%	67%	-	*	*	83%	45%	82%	40%	60%	29%	55%	62%	-	-	-	-
	CWD	27%	39%	**40%**	*	*	*	-	-	-	-	*	*	40%	-	*	*	*	-	-	-	-
	CWOD	51%	63%	**60%**	70%	44%	71%	-	*	*	83%	48%	81%	-	60%	40%	56%	65%	-	-	-	-
	EL	39%	53%	**29%**	-	29%	-	-	-	-	-	17%	*	*	40%	29%	29%	-	-	-	-	-
	Male	50%	61%	**55%**	50%	30%	71%	-	*	*	*	39%	75%	*	56%	29%	55%	-	-	-	-	-
	Female	43%	58%	**62%**	100%	50%	*	-	-	*	*	50%	100%	*	65%	-	-	62%	-	-	-	-
Grade 5																						

		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	56%	65%	**63%**	67%	60%	53%	-	83%	60%	*	59%	75%	43%	65%	46%	62%	64%	-	-	-	-
	CWD	27%	29%	**43%**	-	*	*	-	-	-	*	40%	*	43%	-	*	*	*	-	-	-	-
	CWOD	61%	72%	**65%**	67%	65%	58%	-	83%	60%	*	61%	79%	-	65%	46%	63%	68%	-	-	-	-
	EL	43%	52%	**46%**	29%	33%	*	-	80%	*	*	50%	*	*	46%	46%	46%	47%	-	-	-	-
	Male	51%	62%	**62%**	73%	56%	40%	-	*	*	*	56%	80%	*	63%	46%	62%	-	-	-	-	-
	Female	60%	69%	**64%**	50%	64%	80%	-	*	*	-	64%	67%	*	68%	47%	-	64%	-	-	-	-
Mathematics	All Students	50%	60%	**53%**	57%	55%	47%	-	17%	80%	*	52%	56%	29%	56%	43%	60%	43%	-	-	-	-
	CWD	28%	29%	**29%**	-	*	*	-	-	-	*	20%	*	29%	-	*	*	*	-	-	-	-
	CWOD	54%	65%	**56%**	57%	65%	50%	-	17%	80%	*	55%	57%	-	56%	42%	61%	48%	-	-	-	-
	EL	43%	55%	**43%**	43%	44%	*	-	0%	*	*	46%	*	*	42%	43%	54%	33%	-	-	-	-
	Male	52%	62%	**60%**	67%	56%	50%	-	*	*	*	59%	60%	*	61%	54%	60%	-	-	-	-	-
	Female	48%	58%	**43%**	33%	55%	40%	-	*	*	-	41%	50%	*	48%	33%	-	43%	-	-	-	-
Science	All Students	35%	44%	**36%**	48%	25%	40%	-	17%	20%	*	30%	56%	29%	37%	14%	49%	18%	-	-	-	-
	CWD	23%	27%	**29%**	-	*	*	-	-	-	*	20%	*	29%	-	*	*	*	-	-	-	-
	CWOD	37%	47%	**37%**	48%	29%	42%	-	17%	20%	*	31%	57%	-	37%	12%	49%	20%	-	-	-	-
	EL	22%	29%	**14%**	14%	0%	*	-	0%	*	*	15%	*	*	12%	14%	31%	0%	-	-	-	-
	Male	39%	49%	**49%**	60%	33%	40%	-	*	*	*	44%	60%	*	49%	31%	49%	-	-	-	-	-
	Female	30%	38%	**18%**	17%	18%	40%	-	*	*	-	9%	50%	*	20%	0%	-	18%	-	-	-	-
Grade 6																						
Reading	All Students	51%	70%	**74%**	88%	67%	67%	-	83%	80%	60%	64%	95%	29%	79%	58%	71%	77%	-	*	-	-
	CWD	24%	35%	**29%**	-	*	*	-	*	-	*	29%	-	29%	-	*	*	*	-	-	-	-
	CWOD	56%	76%	**79%**	88%	75%	73%	-	80%	80%	*	70%	95%	-	79%	69%	74%	85%	-	*	-	-
	EL	34%	59%	**58%**	*	50%	-	-	*	-	-	53%	*	*	69%	58%	38%	73%	-	-	-	-
	Male	47%	67%	**71%**	78%	58%	67%	-	*	*	*	60%	92%	*	74%	38%	71%	-	-	*	-	-
	Female	56%	74%	**77%**	100%	75%	67%	-	*	*	*	68%	100%	*	85%	73%	-	77%	-	-	-	-
Mathematics	All Students	38%	63%	**71%**	71%	71%	75%	-	83%	60%	60%	66%	82%	43%	74%	63%	68%	74%	-	*	-	-
	CWD	22%	34%	**43%**	-	*	*	-	*	-	*	43%	-	43%	-	*	*	*	-	-	-	-
	CWOD	41%	67%	**74%**	71%	75%	82%	-	80%	60%	*	70%	82%	-	74%	69%	69%	81%	-	*	-	-
	EL	26%	54%	**63%**	*	57%	-	-	*	-	-	59%	*	*	69%	63%	50%	73%	-	-	-	-
	Male	41%	66%	**68%**	56%	75%	83%	-	*	*	*	60%	85%	*	69%	50%	68%	-	-	*	-	-
	Female	36%	60%	**74%**	88%	67%	67%	-	*	*	*	73%	78%	*	81%	73%	-	74%	-	-	-	-
STAAR Percent at Masters Grade Level																						
Grade 3																						
Reading	All Students	19%	26%	**31%**	38%	16%	45%	*	80%	0%	*	26%	50%	9%	36%	19%	31%	32%	-	*	-	-
	CWD	7%	9%	**9%**	*	0%	*	*	-	-	-	11%	*	9%	-	*	*	0%	-	-	-	-
	CWOD	22%	29%	**36%**	40%	24%	50%	-	80%	0%	*	29%	57%	-	36%	24%	32%	39%	-	*	-	-
	EL	13%	22%	**19%**	40%	9%	*	-	*	*	-	21%	*	*	24%	19%	23%	13%	-	*	-	-
	Male	17%	22%	**31%**	60%	11%	25%	*	*	*	*	28%	43%	*	32%	23%	31%	-	-	*	-	-
	Female	22%	30%	**32%**	18%	19%	*	-	*	*	*	24%	56%	0%	39%	13%	-	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	18%	25%	**24%**	24%	12%	55%	*	60%	0%	*	17%	50%	0%	29%	14%	28%	21%	-	*	-	-
	CWD	9%	13%	**0%**	*	0%	*	*	-	-	-	0%	*	0%	-	*	*	0%	-	-	-	-
	CWOD	20%	27%	**29%**	25%	18%	60%	-	60%	0%	*	20%	57%	-	29%	18%	32%	26%	-	*	-	-
	EL	12%	20%	**14%**	0%	18%	*	-	*	*	-	16%	*	*	18%	14%	15%	13%	-	*	-	-
	Male	21%	28%	**28%**	40%	22%	38%	*	*	*	*	24%	43%	*	32%	15%	28%	-	-	*	-	-
	Female	15%	21%	**21%**	9%	6%	*	-	*	*	*	10%	56%	0%	26%	13%	-	21%	-	*	-	-
Grade 4																						
Reading	All Students	21%	28%	**32%**	27%	30%	33%	-	*	*	50%	21%	53%	0%	35%	14%	28%	38%	-	-	-	-
	CWD	7%	13%	**0%**	*	*	*	-	-	-	-	*	-	0%	-	*	*	*	-	-	-	-
	CWOD	24%	30%	**35%**	30%	33%	43%	-	*	*	50%	23%	56%	-	35%	20%	31%	40%	-	-	-	-
	EL	12%	13%	**14%**	-	14%	-	-	-	-	-	0%	*	*	20%	14%	14%	-	-	-	-	-
	Male	19%	23%	**28%**	0%	30%	29%	-	*	*	*	11%	50%	*	31%	14%	28%	-	-	-	-	-
	Female	23%	33%	**38%**	60%	30%	*	-	-	*	*	31%	60%	*	40%	-	-	38%	-	-	-	-
Mathematics	All Students	21%	30%	**26%**	18%	21%	33%	-	*	*	67%	15%	47%	0%	29%	14%	24%	29%	-	-	-	-
	CWD	8%	16%	**0%**	*	*	*	-	-	-	-	*	*	0%	-	*	*	*	-	-	-	-
	CWOD	24%	33%	**29%**	20%	22%	43%	-	*	*	67%	17%	50%	-	29%	20%	28%	30%	-	-	-	-
	EL	15%	24%	**14%**	-	14%	-	-	-	-	-	0%	*	*	20%	14%	14%	-	-	-	-	-
	Male	24%	31%	**24%**	0%	20%	29%	-	*	*	*	6%	50%	*	28%	14%	24%	-	-	-	-	-
	Female	18%	29%	**29%**	40%	20%	*	-	-	*	*	25%	40%	*	30%	-	-	29%	-	-	-	-
Grade 5																						
Reading	All Students	28%	38%	**34%**	43%	25%	33%	-	50%	20%	*	31%	44%	14%	37%	25%	33%	36%	-	-	-	-
	CWD	8%	11%	**14%**	-	*	*	-	-	-	*	0%	*	14%	-	*	*	*	-	-	-	-
	CWOD	31%	43%	**37%**	43%	29%	33%	-	50%	20%	*	35%	43%	-	37%	27%	34%	40%	-	-	-	-
	EL	17%	23%	**25%**	29%	11%	*	-	40%	*	*	27%	*	*	27%	25%	31%	20%	-	-	-	-
	Male	24%	35%	**33%**	47%	11%	20%	-	*	*	*	34%	30%	*	34%	31%	33%	-	-	-	-	-
	Female	32%	41%	**36%**	33%	36%	60%	-	*	*	-	27%	67%	*	40%	20%	-	36%	-	-	-	-
Mathematics	All Students	21%	28%	**14%**	19%	10%	7%	-	17%	20%	*	15%	13%	0%	16%	7%	21%	4%	-	-	-	-
	CWD	8%	9%	**0%**	-	*	*	-	-	-	*	0%	*	0%	-	*	*	*	-	-	-	-
	CWOD	23%	31%	**16%**	19%	12%	8%	-	17%	20%	*	16%	14%	-	16%	8%	24%	4%	-	-	-	-
	EL	14%	18%	**7%**	0%	0%	*	-	0%	*	*	8%	*	*	8%	7%	15%	0%	-	-	-	-
	Male	23%	31%	**21%**	27%	11%	10%	-	*	*	*	22%	20%	*	24%	15%	21%	-	-	-	-	-
	Female	19%	25%	**4%**	0%	9%	0%	-	*	*	-	5%	0%	*	4%	0%	-	4%	-	-	-	-
Science	All Students	15%	20%	**16%**	29%	15%	0%	-	0%	20%	*	15%	19%	0%	18%	4%	27%	0%	-	-	-	-
	CWD	7%	8%	**0%**	-	*	*	-	-	-	*	0%	*	0%	-	*	*	*	-	-	-	-
	CWOD	16%	22%	**18%**	29%	18%	0%	-	0%	20%	*	17%	21%	-	18%	4%	30%	0%	-	-	-	-
	EL	7%	10%	**4%**	0%	0%	*	-	0%	*	*	4%	*	*	4%	4%	8%	0%	-	-	-	-
	Male	18%	23%	**27%**	40%	33%	0%	-	*	*	*	25%	30%	*	30%	8%	27%	-	-	-	-	-
	Female	12%	16%	**0%**	0%	0%	0%	-	*	*	-	0%	0%	*	0%	0%	-	0%	-	-	-	-
Grade 6																						

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

		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%	30%	**24%**	24%	17%	28%	*	39%	16%	35%	17%	41%	3%	26%	16%	26%	21%	-	*	-	-
	CWD	8%	12%	**3%**	*	0%	0%	*	*	-	*	4%	0%	3%	-	0%	0%	7%	-	-	-	-
	CWOD	20%	32%	**26%**	25%	21%	33%	-	35%	16%	40%	19%	44%	-	26%	19%	29%	23%	-	*	-	-
	EL	11%	19%	**16%**	13%	15%	*	-	22%	0%	*	15%	29%	0%	19%	16%	15%	18%	-	*	-	-
	Male	20%	31%	**26%**	25%	21%	26%	*	38%	20%	38%	17%	45%	0%	29%	15%	26%	-	-	*	-	-
	Female	16%	28%	**21%**	23%	14%	31%	-	40%	11%	*	17%	34%	7%	23%	18%	-	21%	-	*	-	-
Science	All Students	17%	29%	**16%**	29%	15%	0%	-	0%	20%	*	15%	19%	0%	18%	4%	27%	0%	-	-	-	-
	CWD	7%	9%	**0%**	-	*	*	-	-	-	*	0%	*	0%	-	*	*	*	-	-	-	-
	CWOD	19%	32%	**18%**	29%	18%	0%	-	0%	20%	*	17%	21%	-	18%	4%	30%	0%	-	-	-	-
	EL	6%	11%	**4%**	0%	0%	*	-	0%	*	*	4%	*	*	4%	4%	8%	0%	-	-	-	-
	Male	19%	31%	**27%**	40%	33%	0%	-	*	*	*	25%	30%	*	30%	8%	27%	-	-	-	-	-
	Female	16%	27%	**0%**	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	74	84	59	70	-	104	88	85	72	49	60
CWD	49	*	28	40	-	*	-	*	48	49	21
CWOD	77	83	65	75	-	105	88	83	75	-	67
EL ✧	60	64	41	*	-	108	*	*	57	21	60
Male	70	80	51	64	-	104	88	80	68	53	52
Female	81	91	68	82	-	105	88	*	76	44	70
Mathematics											
All Students	84	92	77	76	-	88	102	96	84	64	82
CWD	64	*	58	54	-	*	-	*	64	64	75
CWOD	87	91	80	80	-	86	102	100	87	-	83
EL ✧	82	93	79	*	-	75	*	*	81	75	82

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Male	82	87	73	80	-	79	104	93	80	73	76
Female	87	102	80	66	-	100	100	*	89	53	88

- 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
116	36	31%

- 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	60	49	58	*	64	49	64	51	30	42
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	Y	Y	Y
Interim Goals (2028-2032)	55%	45%	49%	66%	53%	78%	55%	63%	46%	38%	48%
Target Met	Y	Y	Y	N		Y	Y	Y	Y	N	Y
Interim Goals (2033-2037)	64%	56%	59%	73%	62%	83%	64%	71%	57%	50%	59%
Target Met	Y	Y	Y	N		Y	N	N	Y	N	N
Long-Term Goals	73%	67%	70%	80%	72%	87%	73%	78%	68%	63%	69%
Target Met	N	Y	N	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	Y	Y	Y	Y		N	N	Y	Y	Y	Y
Interim Goals (2028-2032)	58%	44%	53%	67%	56%	85%	59%	63%	50%	41%	54%
Target Met	Y	Y	Y	N		N	N	Y	Y	N	Y
Interim Goals (2033-2037)	67%	55%	62%	74%	65%	88%	67%	71%	60%	53%	63%
Target Met	N	Y	N	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	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	**99%**	100%	99%	98%	*	100%	100%	92%	99%	99%	99%	99%	100%	98%	100%	-
	CWD	**99%**	*	100%	94%	*	*	-	100%	100%	92%	99%	-	100%	97%	100%	-
	CWOD	**99%**	100%	99%	99%	-	100%	100%	91%	99%	100%	-	99%	100%	98%	100%	-
	EL	**100%**	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	-
	Male	**98%**	100%	99%	97%	*	100%	100%	90%	98%	99%	97%	98%	100%	98%	-	-

		Campus	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%	100%	100%	-	100%	-
Reading	All Students	**99%**	100%	100%	98%	*	100%	100%	94%	99%	99%	97%	100%	100%	99%	100%	-
	CWD	**97%**	*	100%	86%	*	*	-	*	100%	80%	97%	-	100%	93%	100%	-
	CWOD	**100%**	100%	100%	100%	-	100%	100%	93%	99%	100%	-	100%	100%	99%	100%	-
	EL	**100%**	100%	100%	*	-	100%	100%	*	100%	100%	100%	100%	100%	100%	100%	-
	Male	**99%**	100%	100%	97%	*	100%	100%	92%	99%	98%	93%	99%	100%	99%	-	-
	Female	**100%**	100%	100%	100%	-	100%	100%	*	100%	100%	100%	100%	100%	-	100%	-
Mathematics	All Students	**99%**	100%	99%	100%	*	100%	100%	94%	99%	100%	100%	99%	100%	99%	100%	-
	CWD	**100%**	*	100%	100%	*	*	-	*	100%	100%	100%	-	100%	100%	100%	-
	CWOD	**99%**	100%	99%	100%	-	100%	100%	93%	99%	100%	-	99%	100%	98%	100%	-
	EL	**100%**	100%	100%	*	-	100%	100%	*	100%	100%	100%	100%	100%	100%	100%	-
	Male	**99%**	100%	98%	100%	*	100%	100%	92%	98%	100%	100%	98%	100%	99%	-	-
	Female	**100%**	100%	100%	100%	-	100%	100%	*	100%	100%	100%	100%	100%	-	100%	-
Science	All Students	**97%**	100%	100%	93%	-	100%	100%	*	96%	100%	100%	97%	100%	95%	100%	-
	CWD	**100%**	-	*	*	-	-	-	*	100%	*	100%	-	*	*	*	-
	CWOD	**97%**	100%	100%	92%	-	100%	100%	*	96%	100%	-	97%	100%	95%	100%	-
	EL	**100%**	100%	100%	*	-	100%	*	*	100%	*	*	100%	100%	100%	100%	-
	Male	**95%**	100%	100%	90%	-	*	*	*	94%	100%	*	95%	100%	95%	-	-
	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	**1%**	0%	1%	2%	*	0%	0%	8%	1%	1%	1%	1%	0%	2%	0%	-
	CWD	**1%**	*	0%	6%	*	*	-	0%	0%	8%	1%	-	0%	3%	0%	-
	CWOD	**1%**	0%	1%	1%	-	0%	0%	9%	1%	0%	-	1%	0%	2%	0%	-
	EL	**0%**	0%	0%	0%	-	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	-
	Male	**2%**	0%	1%	3%	*	0%	0%	10%	2%	1%	3%	2%	0%	2%	-	-
	Female	**0%**	0%	0%	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	**1%**	0%	0%	2%	*	0%	0%	6%	1%	1%	3%	0%	0%	1%	0%	-
	CWD	**3%**	*	0%	14%	*	*	-	*	0%	20%	3%	-	0%	7%	0%	-
	CWOD	**0%**	0%	0%	0%	-	0%	0%	7%	1%	0%	-	0%	0%	1%	0%	-
	EL	**0%**	0%	0%	*	-	0%	0%	*	0%	0%	0%	0%	0%	0%	0%	-
	Male	**1%**	0%	0%	3%	*	0%	0%	8%	1%	2%	7%	1%	0%	1%	-	-
	Female	**0%**	0%	0%	0%	-	0%	0%	*	0%	0%	0%	0%	0%	-	0%	-
Mathematics	All Students	**1%**	0%	1%	0%	*	0%	0%	6%	1%	0%	0%	1%	0%	1%	0%	-
	CWD	**0%**	*	0%	0%	*	*	-	*	0%	0%	0%	-	0%	0%	0%	-
	CWOD	**1%**	0%	1%	0%	-	0%	0%	7%	1%	0%	-	1%	0%	2%	0%	-
	EL	**0%**	0%	0%	*	-	0%	0%	*	0%	0%	0%	0%	0%	0%	0%	-
	Male	**1%**	0%	2%	0%	*	0%	0%	8%	2%	0%	0%	2%	0%	1%	-	-
	Female	**0%**	0%	0%	0%	-	0%	0%	*	0%	0%	0%	0%	0%	-	0%	-
Science	All Students	**3%**	0%	0%	7%	-	0%	0%	*	4%	0%	0%	3%	0%	5%	0%	-
	CWD	**0%**	-	*	*	-	-	-	*	0%	*	0%	-	*	*	*	-
	CWOD	**3%**	0%	0%	8%	-	0%	0%	*	4%	0%	-	3%	0%	5%	0%	-
	EL	**0%**	0%	0%	*	-	0%	*	*	0%	*	*	0%	0%	0%	0%	-
	Male	**5%**	0%	0%	10%	-	*	*	*	6%	0%	*	5%	0%	5%	-	-
	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	18	7	5	3	0	0	1	2	4		
	Female	7	2	3	0	0	0	1	1	0		
	Total	25	9	8	3	0	0	2	3	4		
Out-of-School Suspensions												
	Male	3	3	0	0	0	0	0	0	0		
	Female	1	1	0	0	0	0	0	0	0		
	Total	4	4	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	7	5	2	0	0	0	0	0	1		5
	Female	1	1	0	0	0	0	0	0	0		0
	Total	8	6	2	0	0	0	0	0	1		5
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		1
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		1
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	16	6	4	5	-8	-8	-8	1	2	2	2
	Female	13	5	5	1	-8	-8	-8	2	3	1	-8
	Total	29	11	9	6	-8	-8	-8	3	5	3	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	7
Incidents of threats of physical attack with a weapon	0

	Total
Incidents of threats of physical attack without a weapon	2
Incidents of possession of a firearm or explosive device	0
Allegations of Harassment or bullying	
On the basis of sex	1
On the basis of race	0
On the basis of disability	0
On the basis of sexual orientation	0
On the basis of religion	0

Part (viii)(II) This section provides information from the 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	26	6	8	3	0	5	1	3	14	9
	Female	20	3	10	3	0	4	0	0	8	2
	Total	46	9	18	6	0	9	1	3	22	11
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	6.0%
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	1.6	5.1%

- 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%	37	2%	-	-
Mathematics	7,386	2%	37	2%	-	-
Grade 4						
Reading	7,296	2%	34	2%	-	-
Mathematics	7,293	2%	34	2%	-	-
Grade 5						
Reading	6,823	2%	31	2%	-	-
Mathematics	6,825	2%	31	2%	-	-
Science	6,820	2%	31	2%	-	-
Grade 6						
Reading	6,480	2%	24	1%	-	-
Mathematics	6,481	2%	25	2%	-	-
Grade 7						
Reading	6,309	2%	28	2%	-	-
Mathematics	6,300	2%	28	2%	-	-
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%	19	1%	-	-
Mathematics	6,162	2%	19	2%	-	-
Science	6,163	1%	19	1%	-	-
End of Course						
English I	6,032	1%	23	1%	-	-
English II	5,771	1%	21	1%	-	-
Algebra I	6,015	1%	23	1%	-	-
Biology	6,041	1%	21	1%	-	-
All Grades						
All Subjects	117,761	1%	485	2%	-	-
Reading	52,275	1%	217	1%	-	-
Mathematics	46,462	2%	197	2%	-	-
Science	19,024	1%	71	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	20%	21%	13%	19%	*	25%	34%	26%	20%	17%	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 3																						
Reading	All Students	75%	82%	**85%**	70%	86%	73%	-	100%	*	*	86%	71%	71%	88%	88%	79%	92%	-	*	-	*
	CWD	51%	56%	**71%**	*	78%	*	-	-	-	*	75%	*	71%	-	80%	60%	*	-	-	-	*
	CWOD	80%	87%	**88%**	78%	89%	75%	-	100%	*	*	89%	80%	-	88%	89%	84%	91%	-	*	-	-
	EL	65%	74%	**88%**	*	85%	*	-	100%	-	-	89%	*	80%	89%	88%	82%	93%	-	*	-	*
	Male	73%	79%	**79%**	*	83%	71%	-	100%	*	*	82%	*	60%	84%	82%	79%	-	-	-	-	-
	Female	78%	84%	**92%**	100%	90%	*	-	100%	*	*	92%	*	*	91%	93%	-	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	72%	78%	**80%**	60%	81%	64%	-	100%	*	*	81%	71%	64%	83%	82%	78%	82%	-	*	-	*
	CWD	51%	55%	**64%**	*	67%	*	-	-	-	*	67%	*	64%	-	70%	50%	*	-	-	-	*
	CWOD	76%	83%	**83%**	67%	85%	63%	-	100%	*	*	84%	80%	-	83%	85%	87%	80%	-	*	-	-
	EL	67%	74%	**82%**	*	79%	*	-	100%	-	-	81%	*	70%	85%	82%	81%	83%	-	*	-	*
	Male	74%	79%	**78%**	*	78%	71%	-	100%	*	*	78%	*	50%	87%	81%	78%	-	-	-	-	-
	Female	70%	77%	**82%**	67%	85%	*	-	100%	*	*	83%	*	*	80%	83%	-	82%	-	*	-	*
Grade 4																						
Reading	All Students	76%	83%	**87%**	82%	84%	91%	-	100%	83%	100%	85%	93%	55%	92%	89%	82%	90%	-	-	-	-
	CWD	51%	59%	**55%**	*	50%	*	-	-	*	-	55%	-	55%	-	*	50%	*	-	-	-	-
	CWOD	81%	87%	**92%**	80%	92%	90%	-	100%	100%	100%	91%	93%	-	92%	93%	92%	91%	-	-	-	-
	EL	66%	75%	**89%**	*	87%	*	-	100%	*	*	86%	100%	*	93%	89%	88%	89%	-	-	-	-
	Male	74%	81%	**82%**	*	80%	100%	-	*	*	*	81%	*	50%	92%	88%	82%	-	-	-	-	-
	Female	79%	86%	**90%**	88%	88%	83%	-	100%	*	*	89%	92%	*	91%	89%	-	90%	-	-	-	-
Mathematics	All Students	69%	80%	**86%**	64%	89%	91%	-	100%	83%	80%	84%	94%	55%	90%	100%	86%	86%	-	-	-	-
	CWD	44%	55%	**55%**	*	63%	*	-	-	*	-	55%	-	55%	-	*	50%	*	-	-	-	-
	CWOD	74%	84%	**90%**	70%	94%	90%	-	100%	100%	80%	89%	94%	-	90%	100%	96%	87%	-	-	-	-
	EL	63%	75%	**100%**	*	100%	*	-	100%	*	*	100%	100%	*	100%	100%	100%	100%	-	-	-	-
	Male	71%	80%	**86%**	*	85%	100%	-	*	*	*	84%	*	50%	96%	100%	86%	-	-	-	-	-
	Female	67%	79%	**86%**	63%	92%	83%	-	100%	*	*	84%	92%	*	87%	100%	-	86%	-	-	-	-
Grade 5																						
Reading	All Students	80%	86%	**84%**	93%	76%	92%	-	*	*	100%	83%	85%	44%	93%	79%	85%	82%	*	*	-	-
	CWD	49%	52%	**44%**	*	33%	*	-	*	*	-	42%	50%	44%	-	38%	55%	29%	*	*	-	-
	CWOD	86%	92%	**93%**	93%	90%	100%	-	*	*	100%	92%	100%	-	93%	93%	93%	94%	-	*	-	-
	EL	72%	83%	**79%**	100%	76%	*	-	*	*	-	83%	57%	38%	93%	79%	82%	75%	*	*	-	-
	Male	77%	84%	**85%**	100%	81%	83%	-	*	*	*	83%	91%	55%	93%	82%	85%	-	*	*	-	-
	Female	83%	88%	**82%**	80%	68%	100%	-	*	*	*	83%	78%	29%	94%	75%	-	82%	-	*	-	-
Mathematics	All Students	79%	85%	**86%**	93%	82%	92%	-	*	*	67%	83%	95%	72%	89%	85%	86%	85%	*	*	-	-
	CWD	59%	62%	**72%**	*	67%	*	-	*	*	-	67%	83%	72%	-	77%	82%	57%	*	*	-	-
	CWOD	83%	89%	**89%**	93%	87%	100%	-	*	*	67%	86%	100%	-	89%	88%	88%	91%	-	*	-	-
	EL	75%	86%	**85%**	100%	80%	*	-	*	*	-	85%	86%	77%	88%	85%	85%	85%	*	*	-	-
	Male	79%	86%	**86%**	100%	84%	83%	-	*	*	*	83%	100%	82%	88%	85%	86%	-	*	*	-	-
	Female	79%	85%	**85%**	80%	79%	100%	-	*	*	*	83%	89%	57%	91%	85%	-	85%	-	*	-	-
Science	All Students	64%	74%	**74%**	93%	63%	85%	-	*	*	100%	72%	80%	22%	86%	62%	73%	74%	*	*	-	-
	CWD	41%	47%	**22%**	*	8%	*	-	*	*	-	8%	50%	22%	-	8%	18%	29%	*	*	-	-
	CWOD	68%	79%	**86%**	93%	79%	90%	-	*	*	100%	85%	93%	-	86%	80%	88%	84%	-	*	-	-
	EL	52%	65%	**62%**	100%	56%	*	-	*	*	-	63%	57%	8%	80%	62%	61%	65%	*	*	-	-
	Male	67%	78%	**73%**	100%	66%	83%	-	*	*	*	68%	91%	18%	88%	61%	73%	-	*	*	-	-
	Female	60%	70%	**74%**	80%	58%	86%	-	*	*	*	77%	67%	29%	84%	65%	-	74%	-	*	-	-
Grade 6																						

		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	75%	89%	**84%**	81%	82%	79%	-	88%	*	*	84%	85%	38%	90%	87%	84%	84%	-	-	-	-
	CWD	45%	60%	**38%**	*	*	*	-	-	-	-	20%	*	38%	-	*	20%	*	-	-	-	-
	CWOD	81%	93%	**90%**	92%	87%	85%	-	88%	*	*	90%	83%	-	90%	90%	92%	86%	-	-	-	-
	EL	62%	82%	**87%**	*	85%	*	-	83%	-	-	85%	100%	*	90%	87%	89%	83%	-	-	-	-
	Male	72%	87%	**84%**	78%	80%	71%	-	100%	*	*	82%	82%	20%	92%	89%	84%	-	-	-	-	-
	Female	80%	91%	**84%**	86%	85%	86%	-	*	-	*	86%	80%	*	86%	83%	-	84%	-	-	-	-
Mathematics	All Students	74%	90%	**87%**	75%	97%	93%	-	88%	*	*	87%	86%	57%	90%	94%	91%	81%	-	-	-	-
	CWD	51%	66%	**57%**	*	*	*	-	-	-	-	*	*	57%	-	*	*	*	-	-	-	-
	CWOD	78%	93%	**90%**	83%	97%	100%	-	88%	*	*	90%	89%	-	90%	93%	95%	83%	-	-	-	-
	EL	65%	87%	**94%**	*	100%	*	-	83%	-	-	96%	80%	*	93%	94%	95%	92%	-	-	-	-
	Male	75%	92%	**91%**	78%	100%	86%	-	100%	*	*	91%	91%	*	95%	95%	91%	-	-	-	-	-
	Female	73%	88%	**81%**	71%	92%	100%	-	*	-	*	82%	80%	*	83%	92%	-	81%	-	-	-	-
STAAR Percent at Meets Grade Level or Above																						
Grade 3																						
Reading	All Students	49%	57%	**59%**	50%	59%	45%	-	91%	*	*	59%	57%	21%	67%	61%	52%	67%	-	*	-	*
	CWD	28%	32%	**21%**	*	22%	*	-	-	-	*	17%	*	21%	-	20%	20%	*	-	-	-	*
	CWOD	53%	62%	**67%**	56%	69%	50%	-	91%	*	*	68%	60%	-	67%	70%	63%	71%	-	*	-	-
	EL	37%	44%	**61%**	*	56%	*	-	91%	-	-	62%	*	20%	70%	61%	54%	69%	-	*	-	*
	Male	46%	54%	**52%**	*	54%	57%	-	80%	*	*	53%	*	20%	63%	54%	52%	-	-	-	-	-
	Female	53%	61%	**67%**	67%	65%	*	-	100%	*	*	67%	*	*	71%	69%	-	67%	-	*	-	*
Mathematics	All Students	44%	53%	**55%**	20%	53%	45%	-	100%	*	*	55%	57%	36%	59%	55%	59%	51%	-	*	-	*
	CWD	28%	37%	**36%**	*	33%	*	-	-	-	*	33%	*	36%	-	40%	40%	*	-	-	-	*
	CWOD	47%	56%	**59%**	22%	59%	38%	-	100%	*	*	59%	60%	-	59%	59%	65%	54%	-	*	-	-
	EL	35%	44%	**55%**	*	47%	*	-	100%	-	-	56%	*	40%	59%	55%	59%	52%	-	*	-	*
	Male	47%	57%	**59%**	*	57%	71%	-	100%	*	*	59%	*	40%	65%	59%	59%	-	-	-	-	-
	Female	40%	49%	**51%**	33%	50%	*	-	100%	*	*	50%	*	*	54%	52%	-	51%	-	*	-	*
Grade 4																						
Reading	All Students	47%	56%	**57%**	64%	50%	73%	-	67%	50%	60%	53%	73%	45%	58%	53%	53%	59%	-	-	-	-
	CWD	25%	35%	**45%**	*	38%	*	-	-	*	-	45%	-	45%	-	*	38%	*	-	-	-	-
	CWOD	51%	60%	**58%**	60%	53%	70%	-	67%	60%	60%	54%	73%	-	58%	55%	58%	59%	-	-	-	-
	EL	35%	42%	**53%**	*	48%	*	-	67%	*	*	49%	75%	*	55%	53%	41%	61%	-	-	-	-
	Male	44%	54%	**53%**	*	45%	100%	-	*	*	*	48%	*	38%	58%	41%	53%	-	-	-	-	-
	Female	50%	59%	**59%**	75%	54%	50%	-	80%	*	*	57%	67%	*	59%	61%	-	59%	-	-	-	-
Mathematics	All Students	47%	59%	**65%**	36%	73%	82%	-	67%	50%	60%	63%	75%	36%	70%	76%	71%	61%	-	-	-	-
	CWD	27%	39%	**36%**	*	38%	*	-	-	*	-	36%	-	36%	-	*	38%	*	-	-	-	-
	CWOD	51%	63%	**70%**	40%	81%	80%	-	67%	60%	60%	68%	75%	-	70%	79%	81%	63%	-	-	-	-
	EL	39%	53%	**76%**	*	81%	*	-	67%	*	*	73%	88%	*	79%	76%	82%	71%	-	-	-	-
	Male	50%	61%	**71%**	*	75%	80%	-	*	*	*	71%	*	38%	81%	82%	71%	-	-	-	-	-
	Female	43%	58%	**61%**	38%	71%	83%	-	60%	*	*	57%	75%	*	63%	71%	-	61%	-	-	-	-
Grade 5																						

		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	56%	65%	**58%**	73%	49%	77%	-	*	*	50%	59%	55%	17%	68%	51%	52%	67%	*	*	-	-
	CWD	27%	29%	**17%**	*	8%	*	-	*	*	-	17%	17%	17%	-	15%	27%	0%	*	*	-	-
	CWOD	61%	72%	**68%**	79%	62%	90%	-	*	*	50%	68%	71%	-	68%	63%	59%	81%	-	*	-	-
	EL	43%	52%	**51%**	60%	44%	*	-	*	*	-	54%	29%	15%	63%	51%	45%	60%	*	*	-	-
	Male	51%	62%	**52%**	70%	47%	67%	-	*	*	*	51%	55%	27%	59%	45%	52%	-	*	*	-	-
	Female	60%	69%	**67%**	80%	53%	86%	-	*	*	*	70%	56%	0%	81%	60%	-	67%	-	*	-	-
Mathematics	All Students	50%	60%	**61%**	80%	50%	77%	-	*	*	67%	61%	60%	17%	72%	53%	53%	72%	*	*	-	-
	CWD	28%	29%	**17%**	*	17%	*	-	*	*	-	8%	33%	17%	-	15%	9%	29%	*	*	-	-
	CWOD	54%	65%	**72%**	86%	61%	90%	-	*	*	67%	72%	71%	-	72%	65%	65%	81%	-	*	-	-
	EL	43%	55%	**53%**	100%	44%	*	-	*	*	-	54%	43%	15%	65%	53%	42%	70%	*	*	-	-
	Male	52%	62%	**53%**	80%	42%	83%	-	*	*	*	50%	64%	9%	65%	42%	53%	-	*	*	-	-
	Female	48%	58%	**72%**	80%	63%	71%	-	*	*	*	77%	56%	29%	81%	70%	-	72%	-	*	-	-
Science	All Students	35%	44%	**40%**	53%	33%	77%	-	*	*	17%	41%	35%	6%	48%	30%	46%	31%	*	*	-	-
	CWD	23%	27%	**6%**	*	0%	*	-	*	*	-	0%	17%	6%	-	0%	9%	0%	*	*	-	-
	CWOD	37%	47%	**48%**	57%	44%	90%	-	*	*	17%	49%	43%	-	48%	40%	56%	38%	-	*	-	-
	EL	22%	29%	**30%**	60%	27%	*	-	*	*	-	33%	14%	0%	40%	30%	36%	20%	*	*	-	-
	Male	39%	49%	**46%**	60%	41%	83%	-	*	*	*	44%	55%	9%	56%	36%	46%	-	*	*	-	-
	Female	30%	38%	**31%**	40%	21%	71%	-	*	*	*	37%	11%	0%	38%	20%	-	31%	-	*	-	-
Grade 6																						
Reading	All Students	51%	70%	**59%**	56%	61%	57%	-	63%	*	*	62%	50%	0%	66%	52%	56%	63%	-	-	-	-
	CWD	24%	35%	**0%**	*	*	*	-	-	-	-	0%	*	0%	-	*	0%	*	-	-	-	-
	CWOD	56%	76%	**66%**	75%	67%	62%	-	63%	*	*	68%	56%	-	66%	55%	63%	69%	-	-	-	-
	EL	34%	59%	**52%**	*	50%	*	-	50%	-	-	50%	60%	*	55%	52%	53%	50%	-	-	-	-
	Male	47%	67%	**56%**	56%	55%	43%	-	80%	*	*	58%	45%	0%	63%	53%	56%	-	-	-	-	-
	Female	56%	74%	**63%**	57%	69%	71%	-	*	-	*	68%	50%	*	69%	50%	-	63%	-	-	-	-
Mathematics	All Students	38%	63%	**52%**	44%	53%	57%	-	75%	*	*	52%	52%	14%	56%	48%	58%	44%	-	-	-	-
	CWD	22%	34%	**14%**	*	*	*	-	-	-	-	*	*	14%	-	*	*	*	-	-	-	-
	CWOD	41%	67%	**56%**	50%	57%	62%	-	75%	*	*	56%	56%	-	56%	52%	62%	48%	-	-	-	-
	EL	26%	54%	**48%**	*	45%	*	-	67%	-	-	50%	40%	*	52%	48%	63%	25%	-	-	-	-
	Male	41%	66%	**58%**	44%	68%	43%	-	80%	*	*	56%	64%	*	62%	63%	58%	-	-	-	-	-
	Female	36%	60%	**44%**	43%	31%	71%	-	*	-	*	45%	40%	*	48%	25%	-	44%	-	-	-	-
STAAR Percent at Masters Grade Level																						
Grade 3																						
Reading	All Students	19%	26%	**30%**	10%	34%	18%	-	36%	*	*	31%	14%	0%	36%	33%	24%	36%	-	*	-	*
	CWD	7%	9%	**0%**	*	0%	*	-	-	-	*	0%	*	0%	-	0%	0%	*	-	-	-	*
	CWOD	22%	29%	**36%**	11%	43%	25%	-	36%	*	*	37%	20%	-	36%	40%	31%	40%	-	*	-	-
	EL	13%	22%	**33%**	*	36%	*	-	36%	-	-	33%	*	0%	40%	33%	29%	38%	-	*	-	*
	Male	17%	22%	**24%**	*	33%	29%	-	0%	*	*	26%	*	0%	31%	29%	24%	-	-	-	-	-
	Female	22%	30%	**36%**	17%	35%	*	-	67%	*	*	36%	*	*	40%	38%	-	36%	-	*	-	*

		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%	25%	**29%**	20%	23%	18%	-	73%	*	*	30%	14%	21%	30%	32%	37%	21%	-	*	-	*
	CWD	9%	13%	**21%**	*	22%	*	-	-	-	*	17%	*	21%	-	20%	30%	*	-	-	-	*
	CWOD	20%	27%	**30%**	22%	24%	13%	-	73%	*	*	33%	0%	-	30%	35%	39%	23%	-	*	-	-
	EL	12%	20%	**32%**	*	24%	*	-	73%	-	-	33%	*	20%	35%	32%	44%	21%	-	*	-	*
	Male	21%	28%	**37%**	*	35%	29%	-	80%	*	*	38%	*	30%	39%	44%	37%	-	-	-	-	-
	Female	15%	21%	**21%**	33%	10%	*	-	67%	*	*	22%	*	*	23%	21%	-	21%	-	*	-	*
Grade 4																						
Reading	All Students	21%	28%	**24%**	27%	11%	64%	-	17%	33%	40%	22%	33%	18%	25%	20%	26%	22%	-	-	-	-
	CWD	7%	13%	**18%**	*	13%	*	-	-	*	-	18%	-	18%	-	*	13%	*	-	-	-	-
	CWOD	24%	30%	**25%**	30%	11%	60%	-	17%	40%	40%	23%	33%	-	25%	19%	31%	22%	-	-	-	-
	EL	12%	13%	**20%**	*	13%	*	-	17%	*	*	19%	25%	*	19%	20%	18%	21%	-	-	-	-
	Male	19%	23%	**26%**	*	15%	80%	-	*	*	*	23%	*	13%	31%	18%	26%	-	-	-	-	-
	Female	23%	33%	**22%**	38%	8%	50%	-	20%	*	*	22%	25%	*	22%	21%	-	22%	-	-	-	-
Mathematics	All Students	21%	30%	**33%**	9%	34%	36%	-	67%	17%	60%	32%	38%	27%	34%	40%	37%	31%	-	-	-	-
	CWD	8%	16%	**27%**	*	25%	*	-	-	*	-	27%	-	27%	-	*	25%	*	-	-	-	-
	CWOD	24%	33%	**34%**	10%	36%	30%	-	67%	20%	60%	33%	38%	-	34%	40%	41%	30%	-	-	-	-
	EL	15%	24%	**40%**	*	35%	*	-	67%	*	*	41%	38%	*	40%	40%	47%	36%	-	-	-	-
	Male	24%	31%	**37%**	*	40%	40%	-	*	*	*	35%	*	25%	41%	47%	37%	-	-	-	-	-
	Female	18%	29%	**31%**	13%	29%	33%	-	60%	*	*	30%	33%	*	30%	36%	-	31%	-	-	-	-
Grade 5																						
Reading	All Students	28%	38%	**29%**	40%	22%	46%	-	*	*	50%	30%	25%	0%	36%	21%	21%	38%	*	*	-	-
	CWD	8%	11%	**0%**	*	0%	*	-	*	*	-	0%	0%	0%	-	0%	0%	0%	*	*	-	-
	CWOD	31%	43%	**36%**	43%	28%	60%	-	*	*	50%	36%	36%	-	36%	28%	27%	47%	-	*	-	-
	EL	17%	23%	**21%**	40%	17%	*	-	*	*	-	20%	29%	0%	28%	21%	15%	30%	*	*	-	-
	Male	24%	35%	**21%**	30%	19%	33%	-	*	*	*	22%	18%	0%	27%	15%	21%	-	*	*	-	-
	Female	32%	41%	**38%**	60%	26%	57%	-	*	*	*	40%	33%	0%	47%	30%	-	38%	-	*	-	-
Mathematics	All Students	21%	28%	**23%**	20%	18%	31%	-	*	*	33%	23%	25%	6%	28%	19%	18%	31%	*	*	-	-
	CWD	8%	9%	**6%**	*	0%	*	-	*	*	-	0%	17%	6%	-	0%	9%	0%	*	*	-	-
	CWOD	23%	31%	**28%**	21%	24%	30%	-	*	*	33%	28%	29%	-	28%	25%	20%	38%	-	*	-	-
	EL	14%	18%	**19%**	20%	15%	*	-	*	*	-	22%	0%	0%	25%	19%	15%	25%	*	*	-	-
	Male	23%	31%	**18%**	10%	16%	50%	-	*	*	*	13%	36%	9%	20%	15%	18%	-	*	*	-	-
	Female	19%	25%	**31%**	40%	21%	14%	-	*	*	*	37%	11%	0%	38%	25%	-	31%	-	*	-	-
Science	All Students	15%	20%	**14%**	13%	14%	31%	-	*	*	0%	13%	20%	6%	16%	13%	17%	10%	*	*	-	-
	CWD	7%	8%	**6%**	*	0%	*	-	*	*	-	0%	17%	6%	-	0%	9%	0%	*	*	-	-
	CWOD	16%	22%	**16%**	14%	18%	30%	-	*	*	0%	15%	21%	-	16%	18%	20%	13%	-	*	-	-
	EL	7%	10%	**13%**	20%	12%	*	-	*	*	-	15%	0%	0%	18%	13%	15%	10%	*	*	-	-
	Male	18%	23%	**17%**	10%	13%	67%	-	*	*	*	12%	36%	9%	20%	15%	17%	-	*	*	-	-
	Female	12%	16%	**10%**	20%	16%	0%	-	*	*	*	13%	0%	0%	13%	10%	-	10%	-	*	-	-
Grade 6																						

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

- Indicates there are no students in the group.

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

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 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	72	55	84	-	48	83	90	63	46	55
CWD	46	29	40	65	-	*	*	-	43	46	47
CWOD	69	80	59	88	-	48	75	90	67	-	56
EL ✧	55	73	51	*	-	48	65	*	52	47	55
Male	62	72	53	77	-	50	79	*	59	48	54
Female	69	73	58	91	-	48	*	94	68	42	55
Mathematics											
All Students	80	82	77	84	-	92	83	77	79	83	83
CWD	83	67	88	70	-	*	*	-	81	83	106
CWOD	80	85	74	86	-	89	81	77	79	-	79
EL ✧	83	86	81	*	-	90	95	*	82	106	83

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Male	80	91	77	67	-	105	79	*	76	90	83
Female	80	74	77	97	-	85	*	67	83	69	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
331	90	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	55	52	52	61	-	72	52	54	55	27	54
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	N	Y	N	Y
Interim Goals (2028-2032)	55%	45%	49%	66%	53%	78%	55%	63%	46%	38%	48%
Target Met	Y	Y	Y	N		Y	Y	N	Y	N	Y
Interim Goals (2033-2037)	64%	56%	59%	73%	62%	83%	64%	71%	57%	50%	59%
Target Met	N	Y	N	N		N	N	N	Y	N	Y
Long-Term Goals	73%	67%	70%	80%	72%	87%	73%	78%	68%	63%	69%
Target Met	N	N	N	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	Y	Y	Y	Y		Y	Y	N	Y	N	Y
Interim Goals (2028-2032)	58%	44%	53%	67%	56%	85%	59%	63%	50%	41%	54%
Target Met	Y	Y	Y	N		Y	Y	N	Y	N	Y
Interim Goals (2033-2037)	67%	55%	62%	74%	65%	88%	67%	71%	60%	53%	63%
Target Met	N	N	N	N		N	N	N	N	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	N	N	N		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%	99%	*	100%	100%	100%	100%	99%	100%	100%	100%	99%	100%	*
	CWD	**100%**	100%	100%	100%	-	*	100%	*	100%	100%	100%	-	100%	100%	100%	*
	CWOD	**100%**	100%	100%	99%	*	100%	100%	100%	100%	99%	-	100%	100%	99%	100%	-
	EL	**100%**	100%	100%	100%	*	100%	100%	*	100%	100%	100%	100%	100%	100%	100%	*
	Male	**99%**	100%	100%	98%	-	100%	100%	100%	100%	99%	100%	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
All Subjects	Female	**100%**	100%	100%	100%	*	100%	100%	100%	100%	100%	100%	100%	100%	-	100%	-
Reading	All Students	**100%**	100%	100%	98%	*	100%	100%	100%	100%	98%	100%	100%	100%	99%	100%	*
	CWD	**100%**	100%	100%	100%	-	*	*	*	100%	100%	100%	-	100%	100%	100%	*
	CWOD	**100%**	100%	100%	98%	*	100%	100%	100%	100%	98%	-	100%	100%	99%	100%	-
	EL	**100%**	100%	100%	100%	*	100%	100%	*	100%	100%	100%	100%	100%	100%	100%	*
	Male	**99%**	100%	100%	96%	-	100%	100%	100%	100%	97%	100%	99%	100%	99%	-	*
	Female	**100%**	100%	100%	100%	*	100%	100%	100%	100%	100%	100%	100%	100%	-	100%	-
Mathematics	All Students	**100%**	100%	99%	100%	-	100%	100%	100%	100%	100%	100%	100%	100%	99%	100%	*
	CWD	**100%**	100%	100%	100%	-	*	*	*	100%	100%	100%	-	100%	100%	100%	*
	CWOD	**100%**	100%	99%	100%	-	100%	100%	100%	100%	100%	-	100%	100%	99%	100%	-
	EL	**100%**	100%	100%	100%	-	100%	100%	*	100%	100%	100%	100%	100%	100%	100%	*
	Male	**99%**	100%	99%	100%	-	100%	100%	100%	99%	100%	100%	99%	100%	99%	-	*
	Female	**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%	*
	CWD	**100%**	*	100%	*	-	*	*	-	100%	100%	100%	-	100%	100%	100%	*
	CWOD	**100%**	100%	100%	100%	-	*	*	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	**100%**	100%	100%	*	-	*	*	-	100%	100%	100%	100%	100%	100%	100%	*
	Male	**100%**	100%	100%	100%	-	*	*	*	100%	100%	100%	100%	100%	100%	-	*
	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%	1%	*	0%	0%	0%	0%	1%	0%	0%	0%	1%	0%	*
	CWD	**0%**	0%	0%	0%	-	*	0%	*	0%	0%	0%	-	0%	0%	0%	*
	CWOD	**0%**	0%	0%	1%	*	0%	0%	0%	0%	1%	-	0%	0%	1%	0%	-
	EL	**0%**	0%	0%	0%	*	0%	0%	*	0%	0%	0%	0%	0%	0%	0%	*
	Male	**1%**	0%	0%	2%	-	0%	0%	0%	0%	1%	0%	1%	0%	1%	-	*
	Female	**0%**	0%	0%	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%	2%	*	0%	0%	0%	0%	2%	0%	0%	0%	1%	0%	*
	CWD	**0%**	0%	0%	0%	-	*	*	*	0%	0%	0%	-	0%	0%	0%	*
	CWOD	**0%**	0%	0%	2%	*	0%	0%	0%	0%	2%	-	0%	0%	1%	0%	-
	EL	**0%**	0%	0%	0%	*	0%	0%	*	0%	0%	0%	0%	0%	0%	0%	*
	Male	**1%**	0%	0%	4%	-	0%	0%	0%	0%	3%	0%	1%	0%	1%	-	*
	Female	**0%**	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%	0%	-	0%	-
Mathematics	All Students	**0%**	0%	1%	0%	-	0%	0%	0%	0%	0%	0%	0%	0%	1%	0%	*
	CWD	**0%**	0%	0%	0%	-	*	*	*	0%	0%	0%	-	0%	0%	0%	*
	CWOD	**0%**	0%	1%	0%	-	0%	0%	0%	0%	0%	-	0%	0%	1%	0%	-
	EL	**0%**	0%	0%	0%	-	0%	0%	*	0%	0%	0%	0%	0%	0%	0%	*
	Male	**1%**	0%	1%	0%	-	0%	0%	0%	1%	0%	0%	1%	0%	1%	-	*
	Female	**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%	*
	CWD	**0%**	*	0%	*	-	*	*	-	0%	0%	0%	-	0%	0%	0%	*
	CWOD	**0%**	0%	0%	0%	-	*	*	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	**0%**	0%	0%	*	-	*	*	-	0%	0%	0%	0%	0%	0%	0%	*
	Male	**0%**	0%	0%	0%	-	*	*	*	0%	0%	0%	0%	0%	0%	-	*
	Female	**0%**	0%	0%	0%	-	*	*	*	0%	0%	0%	0%	0%	-	0%	-
SAT/ACT All Subjects	All Students	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

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

Part (viii): Civil Rights Data

Part (viii)(I) This section provides information from the 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	12	4	6	1	0	0	0	1	8		
	Female	6	1	5	0	0	0	0	0	3		
	Total	18	5	11	1	0	0	0	1	11		
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	7	1	2	3	0	1	0	0	3		1
	Female	4	3	1	0	0	0	0	0	3		3
	Total	11	4	3	3	0	1	0	0	6		4
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	2	12	1	-8	2	-8	2	8	8	-8
	Female	24	2	13	3	-8	1	5	-8	13	6	1
	Total	43	4	25	4	-8	3	5	2	21	14	1

	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	35	8	12	5	0	7	1	2	23	7
	Female	33	4	15	1	1	11	1	0	26	3
	Total	68	12	27	6	1	18	2	2	49	10
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	4.3%
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%	37	2%	-	-
Mathematics	7,386	2%	37	2%	-	-
Grade 4						
Reading	7,296	2%	34	2%	-	-
Mathematics	7,293	2%	34	2%	-	-
Grade 5						
Reading	6,823	2%	31	2%	-	-
Mathematics	6,825	2%	31	2%	-	-
Science	6,820	2%	31	2%	-	-
Grade 6						
Reading	6,480	2%	24	1%	-	-
Mathematics	6,481	2%	25	2%	-	-
Grade 7						
Reading	6,309	2%	28	2%	-	-
Mathematics	6,300	2%	28	2%	-	-
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%	19	1%	-	-
Mathematics	6,162	2%	19	2%	-	-
Science	6,163	1%	19	1%	-	-
End of Course						
English I	6,032	1%	23	1%	-	-
English II	5,771	1%	21	1%	-	-
Algebra I	6,015	1%	23	1%	-	-
Biology	6,041	1%	21	1%	-	-
All Grades						
All Subjects	117,761	1%	485	2%	-	-
Reading	52,275	1%	217	1%	-	-
Mathematics	46,462	2%	197	2%	-	-
Science	19,024	1%	71	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	16%	13%	18%	13%	*	10%	27%	10%	16%	20%	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%	82%	**89%**	94%	93%	85%	-	100%	-	*	83%	97%	57%	91%	80%	83%	94%	-	-	-	-
	CWD	51%	56%	**57%**	-	*	*	-	-	-	-	60%	*	57%	-	-	60%	*	-	-	-	-
	CWOD	80%	87%	**91%**	94%	91%	91%	-	100%	-	*	86%	100%	-	91%	80%	86%	96%	-	-	-	-
	EL	65%	74%	**80%**	*	*	75%	-	*	-	-	79%	*	-	80%	80%	71%	91%	-	-	-	-
	Male	73%	79%	**83%**	100%	90%	77%	-	*	-	*	75%	94%	60%	86%	71%	83%	-	-	-	-	-
	Female	78%	84%	**94%**	92%	100%	92%	-	*	-	*	90%	100%	*	96%	91%	-	94%	-	-	-	-

		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%	78%	**77%**	76%	67%	79%	-	100%	-	*	70%	88%	29%	81%	68%	78%	77%	-	-	-	-
	CWD	51%	55%	**29%**	-	*	*	-	-	-	-	20%	*	29%	-	-	40%	*	-	-	-	-
	CWOD	76%	83%	**81%**	76%	73%	84%	-	100%	-	*	76%	91%	-	81%	68%	83%	80%	-	-	-	-
	EL	67%	74%	**68%**	*	*	69%	-	*	-	-	67%	*	-	68%	68%	71%	64%	-	-	-	-
	Male	74%	79%	**78%**	80%	80%	77%	-	*	-	*	67%	94%	40%	83%	71%	78%	-	-	-	-	-
	Female	70%	77%	**77%**	75%	40%	80%	-	*	-	*	73%	82%	*	80%	64%	-	77%	-	-	-	-
Grade 4																						
Reading	All Students	76%	83%	**91%**	92%	95%	92%	-	75%	*	100%	85%	97%	55%	96%	83%	90%	91%	-	*	-	*
	CWD	51%	59%	**55%**	*	-	*	-	*	*	*	43%	*	55%	-	*	*	57%	-	-	-	*
	CWOD	81%	87%	**96%**	100%	95%	94%	-	100%	-	*	92%	100%	-	96%	100%	94%	97%	-	*	-	*
	EL	66%	75%	**83%**	*	*	100%	-	*	*	-	81%	*	*	100%	83%	85%	80%	-	*	-	-
	Male	74%	81%	**90%**	*	89%	95%	-	*	-	*	82%	100%	*	94%	85%	90%	-	-	*	-	*
	Female	79%	86%	**91%**	100%	100%	87%	-	83%	*	*	88%	95%	57%	97%	80%	-	91%	-	*	-	*
Mathematics	All Students	69%	80%	**92%**	85%	100%	95%	-	75%	*	100%	87%	97%	55%	97%	78%	95%	89%	-	*	-	*
	CWD	44%	55%	**55%**	*	-	*	-	*	*	*	43%	*	55%	-	*	*	57%	-	-	-	*
	CWOD	74%	84%	**97%**	91%	100%	97%	-	100%	-	*	95%	100%	-	97%	95%	100%	95%	-	*	-	*
	EL	63%	75%	**78%**	*	*	93%	-	*	*	-	76%	*	*	95%	78%	85%	70%	-	*	-	-
	Male	71%	80%	**95%**	*	100%	100%	-	*	-	*	91%	100%	*	100%	85%	95%	-	-	*	-	*
	Female	67%	79%	**89%**	89%	100%	87%	-	83%	*	*	83%	95%	57%	95%	70%	-	89%	-	*	-	*
Grade 5																						
Reading	All Students	80%	86%	**88%**	86%	94%	88%	-	75%	*	80%	87%	88%	13%	94%	96%	87%	88%	-	*	-	-
	CWD	49%	52%	**13%**	*	*	*	-	*	-	-	0%	*	13%	-	*	20%	*	-	-	-	-
	CWOD	86%	92%	**94%**	100%	100%	92%	-	100%	*	80%	96%	93%	-	94%	100%	95%	93%	-	*	-	-
	EL	72%	83%	**96%**	*	*	100%	-	*	-	-	95%	*	*	100%	96%	100%	91%	-	-	-	-
	Male	77%	84%	**87%**	*	80%	93%	-	80%	*	*	83%	91%	20%	95%	100%	87%	-	-	-	-	-
	Female	83%	88%	**88%**	*	100%	81%	-	*	*	*	90%	85%	*	93%	91%	-	88%	-	*	-	-
Mathematics	All Students	79%	85%	**85%**	86%	88%	84%	-	75%	*	100%	81%	91%	13%	92%	88%	85%	86%	-	*	-	-
	CWD	59%	62%	**13%**	*	*	*	-	*	-	-	0%	*	13%	-	*	20%	*	-	-	-	-
	CWOD	83%	89%	**92%**	100%	94%	88%	-	100%	*	100%	90%	95%	-	92%	92%	93%	91%	-	*	-	-
	EL	75%	86%	**88%**	*	*	88%	-	*	-	-	86%	*	*	92%	88%	93%	82%	-	-	-	-
	Male	79%	86%	**85%**	*	80%	87%	-	80%	*	*	79%	91%	20%	93%	93%	85%	-	-	-	-	-
	Female	79%	85%	**86%**	*	92%	81%	-	*	*	*	83%	90%	*	91%	82%	-	86%	-	*	-	-
Science	All Students	64%	74%	**76%**	71%	71%	79%	-	75%	*	60%	74%	79%	0%	83%	80%	81%	71%	-	*	-	-
	CWD	41%	47%	**0%**	*	*	*	-	*	-	-	0%	*	0%	-	*	0%	*	-	-	-	-
	CWOD	68%	79%	**83%**	83%	75%	85%	-	100%	*	60%	81%	85%	-	83%	83%	90%	76%	-	*	-	-
	EL	52%	65%	**80%**	*	*	88%	-	*	-	-	77%	*	*	83%	80%	93%	64%	-	-	-	-
	Male	67%	78%	**81%**	*	60%	87%	-	80%	*	*	79%	83%	0%	90%	93%	81%	-	-	-	-	-
	Female	60%	70%	**71%**	*	75%	69%	-	*	*	*	69%	75%	*	76%	64%	-	71%	-	*	-	-
Grade 6																						

		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	75%	89%	**95%**	100%	91%	96%	*	100%	*	80%	95%	95%	86%	96%	100%	92%	97%	-	-	-	*
	CWD	45%	60%	**86%**	-	*	*	-	*	-	-	*	*	86%	-	*	80%	*	-	-	-	-
	CWOD	81%	93%	**96%**	100%	90%	100%	*	100%	*	80%	94%	97%	-	96%	100%	94%	97%	-	-	-	*
	EL	62%	82%	**100%**	-	*	100%	-	*	-	-	100%	*	*	100%	100%	*	100%	-	-	-	-
	Male	72%	87%	**92%**	*	91%	93%	*	100%	-	*	93%	91%	80%	94%	*	92%	-	-	-	-	*
	Female	80%	91%	**97%**	100%	91%	100%	-	100%	*	*	96%	100%	*	97%	100%	-	97%	-	-	-	-
Mathematics	All Students	74%	90%	**96%**	100%	95%	96%	*	100%	*	80%	97%	95%	100%	96%	100%	97%	95%	-	-	-	*
	CWD	51%	66%	**100%**	-	*	*	-	*	-	-	*	*	100%	-	*	100%	*	-	-	-	-
	CWOD	78%	93%	**96%**	100%	95%	96%	*	100%	*	80%	97%	94%	-	96%	100%	97%	95%	-	-	-	*
	EL	65%	87%	**100%**	-	*	100%	-	*	-	-	100%	*	*	100%	100%	*	100%	-	-	-	-
	Male	75%	92%	**97%**	*	100%	100%	*	100%	-	*	100%	95%	100%	97%	*	97%	-	-	-	-	*
	Female	73%	88%	**95%**	100%	91%	92%	-	100%	*	*	96%	94%	*	95%	100%	-	95%	-	-	-	-
STAAR Percent at Meets Grade Level or Above																						
Grade 3																						
Reading	All Students	49%	57%	**65%**	65%	47%	66%	-	100%	-	*	59%	74%	14%	69%	56%	54%	74%	-	-	-	-
	CWD	28%	32%	**14%**	-	*	*	-	-	-	-	20%	*	14%	-	-	20%	*	-	-	-	-
	CWOD	53%	62%	**69%**	65%	55%	70%	-	100%	-	*	63%	78%	-	69%	56%	58%	78%	-	-	-	-
	EL	37%	44%	**56%**	*	*	44%	-	*	-	-	54%	*	-	56%	56%	43%	73%	-	-	-	-
	Male	46%	54%	**54%**	40%	50%	55%	-	*	-	*	46%	65%	20%	58%	43%	54%	-	-	-	-	-
	Female	53%	61%	**74%**	75%	40%	76%	-	*	-	*	70%	82%	*	78%	73%	-	74%	-	-	-	-
Mathematics	All Students	44%	53%	**58%**	47%	47%	62%	-	83%	-	*	52%	68%	29%	60%	52%	61%	55%	-	-	-	-
	CWD	28%	37%	**29%**	-	*	*	-	-	-	-	20%	*	29%	-	-	40%	*	-	-	-	-
	CWOD	47%	56%	**60%**	47%	45%	66%	-	83%	-	*	55%	69%	-	60%	52%	64%	58%	-	-	-	-
	EL	35%	44%	**52%**	*	*	44%	-	*	-	-	50%	*	-	52%	52%	50%	55%	-	-	-	-
	Male	47%	57%	**61%**	40%	60%	64%	-	*	-	*	50%	76%	40%	64%	50%	61%	-	-	-	-	-
	Female	40%	49%	**55%**	50%	20%	60%	-	*	-	*	53%	59%	*	58%	55%	-	55%	-	-	-	-
Grade 4																						
Reading	All Students	47%	56%	**66%**	69%	65%	70%	-	63%	*	40%	48%	87%	45%	69%	35%	63%	69%	-	*	-	*
	CWD	25%	35%	**45%**	*	-	*	-	*	*	*	43%	*	45%	-	*	*	43%	-	-	-	*
	CWOD	51%	60%	**69%**	73%	65%	71%	-	80%	-	*	49%	91%	-	69%	42%	64%	74%	-	*	-	*
	EL	35%	42%	**35%**	*	*	43%	-	*	*	-	33%	*	*	42%	35%	46%	20%	-	*	-	-
	Male	44%	54%	**63%**	*	56%	77%	-	*	-	*	36%	94%	*	64%	46%	63%	-	-	*	-	*
	Female	50%	59%	**69%**	89%	73%	60%	-	67%	*	*	58%	81%	43%	74%	20%	-	69%	-	*	-	*
Mathematics	All Students	47%	59%	**74%**	69%	85%	81%	-	50%	*	40%	65%	85%	45%	78%	57%	78%	71%	-	*	-	*
	CWD	27%	39%	**45%**	*	-	*	-	*	*	*	43%	*	45%	-	*	*	43%	-	-	-	*
	CWOD	51%	63%	**78%**	73%	85%	82%	-	60%	-	*	69%	89%	-	78%	68%	81%	76%	-	*	-	*
	EL	39%	53%	**57%**	*	*	79%	-	*	*	-	62%	*	*	68%	57%	69%	40%	-	*	-	-
	Male	50%	61%	**78%**	*	89%	91%	-	*	-	*	64%	94%	*	81%	69%	78%	-	-	*	-	*
	Female	43%	58%	**71%**	78%	82%	67%	-	67%	*	*	67%	76%	43%	76%	40%	-	71%	-	*	-	*
Grade 5																						

		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	56%	65%	**71%**	57%	82%	68%	-	75%	*	60%	66%	77%	0%	77%	48%	68%	73%	-	*	-	-
	CWD	27%	29%	**0%**	*	*	*	-	*	-	-	0%	*	0%	-	*	0%	*	-	-	-	-
	CWOD	61%	72%	**77%**	67%	88%	73%	-	100%	*	60%	73%	83%	-	77%	50%	76%	78%	-	*	-	-
	EL	43%	52%	**48%**	*	*	50%	-	*	-	-	45%	*	*	50%	48%	57%	36%	-	-	-	-
	Male	51%	62%	**68%**	*	40%	73%	-	80%	*	*	63%	74%	0%	76%	57%	68%	-	-	-	-	-
	Female	60%	69%	**73%**	*	100%	62%	-	*	*	*	69%	80%	*	78%	36%	-	73%	-	*	-	-
Mathematics	All Students	50%	60%	**61%**	57%	65%	63%	-	50%	*	40%	58%	65%	0%	67%	48%	62%	61%	-	*	-	-
	CWD	28%	29%	**0%**	*	*	*	-	*	-	-	0%	*	0%	-	*	0%	*	-	-	-	-
	CWOD	54%	65%	**67%**	67%	69%	67%	-	67%	*	40%	65%	70%	-	67%	50%	69%	65%	-	*	-	-
	EL	43%	55%	**48%**	*	*	56%	-	*	-	-	45%	*	*	50%	48%	50%	45%	-	-	-	-
	Male	52%	62%	**62%**	*	40%	70%	-	40%	*	*	54%	70%	0%	69%	50%	62%	-	-	-	-	-
	Female	48%	58%	**61%**	*	75%	54%	-	*	*	*	62%	60%	*	65%	45%	-	61%	-	*	-	-
Science	All Students	35%	44%	**46%**	57%	35%	48%	-	63%	*	20%	34%	60%	0%	50%	32%	55%	37%	-	*	-	-
	CWD	23%	27%	**0%**	*	*	*	-	*	-	-	0%	*	0%	-	*	0%	*	-	-	-	-
	CWOD	37%	47%	**50%**	67%	38%	52%	-	83%	*	20%	38%	65%	-	50%	33%	62%	39%	-	*	-	-
	EL	22%	29%	**32%**	*	*	19%	-	*	-	-	23%	*	*	33%	32%	50%	9%	-	-	-	-
	Male	39%	49%	**55%**	*	20%	60%	-	60%	*	*	38%	74%	0%	62%	50%	55%	-	-	-	-	-
	Female	30%	38%	**37%**	*	42%	35%	-	*	*	*	31%	45%	*	39%	9%	-	37%	-	*	-	-
Grade 6																						
Reading	All Students	51%	70%	**83%**	86%	82%	89%	*	75%	*	80%	84%	82%	57%	85%	83%	81%	85%	-	-	-	*
	CWD	24%	35%	**57%**	-	*	*	-	*	-	-	*	*	57%	-	*	40%	*	-	-	-	-
	CWOD	56%	76%	**85%**	86%	80%	96%	*	80%	*	80%	85%	86%	-	85%	80%	87%	84%	-	-	-	*
	EL	34%	59%	**83%**	-	*	100%	-	*	-	-	90%	*	*	80%	83%	*	89%	-	-	-	-
	Male	47%	67%	**81%**	*	82%	86%	*	80%	-	*	86%	77%	40%	87%	*	81%	-	-	-	-	*
	Female	56%	74%	**85%**	100%	82%	92%	-	71%	*	*	83%	88%	*	84%	89%	-	85%	-	-	-	-
Mathematics	All Students	38%	63%	**75%**	57%	86%	70%	*	92%	*	40%	73%	76%	71%	75%	83%	83%	67%	-	-	-	*
	CWD	22%	34%	**71%**	-	*	*	-	*	-	-	*	*	71%	-	*	60%	*	-	-	-	-
	CWOD	41%	67%	**75%**	57%	85%	75%	*	90%	*	40%	70%	80%	-	75%	80%	87%	65%	-	-	-	*
	EL	26%	54%	**83%**	-	*	60%	-	*	-	-	80%	*	*	80%	83%	*	78%	-	-	-	-
	Male	41%	66%	**83%**	*	91%	71%	*	100%	-	*	86%	82%	60%	87%	*	83%	-	-	-	-	*
	Female	36%	60%	**67%**	40%	82%	69%	-	86%	*	*	65%	69%	*	65%	78%	-	67%	-	-	-	-
STAAR Percent at Masters Grade Level																						
Grade 3																						
Reading	All Students	19%	26%	**38%**	29%	27%	38%	-	67%	-	*	24%	59%	14%	40%	20%	37%	38%	-	-	-	-
	CWD	7%	9%	**14%**	-	*	*	-	-	-	-	20%	*	14%	-	-	20%	*	-	-	-	-
	CWOD	22%	29%	**40%**	29%	27%	41%	-	67%	-	*	24%	63%	-	40%	20%	39%	40%	-	-	-	-
	EL	13%	22%	**20%**	*	*	13%	-	*	-	-	17%	*	-	20%	20%	21%	18%	-	-	-	-
	Male	17%	22%	**37%**	40%	30%	36%	-	*	-	*	25%	53%	20%	39%	21%	37%	-	-	-	-	-
	Female	22%	30%	**38%**	25%	20%	40%	-	*	-	*	23%	65%	*	40%	18%	-	38%	-	-	-	-

		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%	25%	**28%**	18%	20%	26%	-	83%	-	*	19%	44%	14%	30%	20%	37%	21%	-	-	-	-
	CWD	9%	13%	**14%**	-	*	*	-	-	-	-	20%	*	14%	-	-	20%	*	-	-	-	-
	CWOD	20%	27%	**30%**	18%	18%	27%	-	83%	-	*	18%	47%	-	30%	20%	39%	22%	-	-	-	-
	EL	12%	20%	**20%**	*	*	6%	-	*	-	-	17%	*	-	20%	20%	21%	18%	-	-	-	-
	Male	21%	28%	**37%**	40%	20%	36%	-	*	-	*	25%	53%	20%	39%	21%	37%	-	-	-	-	-
	Female	15%	21%	**21%**	8%	20%	16%	-	*	-	*	13%	35%	*	22%	18%	-	21%	-	-	-	-
Grade 4																						
Reading	All Students	21%	28%	**33%**	23%	35%	32%	-	38%	*	40%	20%	49%	18%	35%	9%	30%	36%	-	*	-	*
	CWD	7%	13%	**18%**	*	-	*	-	*	*	*	29%	*	18%	-	*	*	29%	-	-	-	*
	CWOD	24%	30%	**35%**	27%	35%	35%	-	40%	-	*	18%	54%	-	35%	11%	33%	37%	-	*	-	*
	EL	12%	13%	**9%**	*	*	7%	-	*	*	-	10%	*	*	11%	9%	8%	10%	-	*	-	-
	Male	19%	23%	**30%**	*	22%	41%	-	*	-	*	9%	56%	*	33%	8%	30%	-	-	*	-	*
	Female	23%	33%	**36%**	33%	45%	20%	-	50%	*	*	29%	43%	29%	37%	10%	-	36%	-	*	-	*
Mathematics	All Students	21%	30%	**41%**	15%	35%	59%	-	25%	*	40%	26%	59%	18%	45%	26%	53%	31%	-	*	-	*
	CWD	8%	16%	**18%**	*	-	*	-	*	*	*	0%	*	18%	-	*	*	0%	-	-	-	*
	CWOD	24%	33%	**45%**	18%	35%	59%	-	40%	-	*	31%	60%	-	45%	32%	53%	37%	-	*	-	*
	EL	15%	24%	**26%**	*	*	43%	-	*	*	-	29%	*	*	32%	26%	38%	10%	-	*	-	-
	Male	24%	31%	**53%**	*	33%	68%	-	*	-	*	36%	72%	*	53%	38%	53%	-	-	*	-	*
	Female	18%	29%	**31%**	0%	36%	47%	-	33%	*	*	17%	48%	0%	37%	10%	-	31%	-	*	-	*
Grade 5																						
Reading	All Students	28%	38%	**40%**	43%	35%	39%	-	50%	*	20%	26%	56%	0%	43%	12%	40%	39%	-	*	-	-
	CWD	8%	11%	**0%**	*	*	*	-	*	-	-	0%	*	0%	-	*	0%	*	-	-	-	-
	CWOD	31%	43%	**43%**	50%	38%	42%	-	67%	*	20%	29%	60%	-	43%	13%	45%	41%	-	*	-	-
	EL	17%	23%	**12%**	*	*	13%	-	*	-	-	9%	*	*	13%	12%	14%	9%	-	-	-	-
	Male	24%	35%	**40%**	*	0%	47%	-	40%	*	*	21%	61%	0%	45%	14%	40%	-	-	-	-	-
	Female	32%	41%	**39%**	*	50%	31%	-	*	*	*	31%	50%	*	41%	9%	-	39%	-	*	-	-
Mathematics	All Students	21%	28%	**35%**	14%	29%	41%	-	50%	*	0%	23%	51%	0%	39%	20%	38%	33%	-	*	-	-
	CWD	8%	9%	**0%**	*	*	*	-	*	-	-	0%	*	0%	-	*	0%	*	-	-	-	-
	CWOD	23%	31%	**39%**	17%	31%	44%	-	67%	*	0%	25%	55%	-	39%	21%	43%	35%	-	*	-	-
	EL	14%	18%	**20%**	*	*	19%	-	*	-	-	14%	*	*	21%	20%	29%	9%	-	-	-	-
	Male	23%	31%	**38%**	*	20%	47%	-	40%	*	*	21%	57%	0%	43%	29%	38%	-	-	-	-	-
	Female	19%	25%	**33%**	*	33%	35%	-	*	*	*	24%	45%	*	35%	9%	-	33%	-	*	-	-
Science	All Students	15%	20%	**24%**	29%	6%	27%	-	50%	*	20%	6%	47%	0%	26%	8%	30%	18%	-	*	-	-
	CWD	7%	8%	**0%**	*	*	*	-	*	-	-	0%	*	0%	-	*	0%	*	-	-	-	-
	CWOD	16%	22%	**26%**	33%	6%	29%	-	67%	*	20%	6%	50%	-	26%	8%	33%	20%	-	*	-	-
	EL	7%	10%	**8%**	*	*	0%	-	*	-	-	0%	*	*	8%	8%	14%	0%	-	-	-	-
	Male	18%	23%	**30%**	*	0%	33%	-	40%	*	*	0%	61%	0%	33%	14%	30%	-	-	-	-	-
	Female	12%	16%	**18%**	*	8%	19%	-	*	*	*	10%	30%	*	20%	0%	-	18%	-	*	-	-
Grade 6																						

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Male	78	70	82	80	*	60	*	75	71	56	72
Female	76	86	80	73	-	71	70	75	79	66	71

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

Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates for the class of 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
160	52	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	63	57	63	64	*	71	58	57	55	29	51
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	Y	Y
Interim Goals (2028-2032)	55%	45%	49%	66%	53%	78%	55%	63%	46%	38%	48%
Target Met	Y	Y	Y	Y		N		N	Y	N	Y
Interim Goals (2033-2037)	64%	56%	59%	73%	62%	83%	64%	71%	57%	50%	59%
Target Met	Y	Y	Y	N		N		N	Y	N	Y
Long-Term Goals	73%	67%	70%	80%	72%	87%	73%	78%	68%	63%	69%
Target Met	N	Y	Y	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		N		N	Y	Y	Y
Interim Goals (2028-2032)	58%	44%	53%	67%	56%	85%	59%	63%	50%	41%	54%
Target Met	Y	Y	Y	Y		N		N	Y	N	Y
Interim Goals (2033-2037)	67%	55%	62%	74%	65%	88%	67%	71%	60%	53%	63%
Target Met	Y	Y	Y	N		N		N	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	N	Y	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%	100%	100%	-
	CWOD	**100%**	100%	100%	100%	*	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	**100%**	100%	100%	100%	-	100%	*	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	**100%**	100%	100%	100%	*	100%	*	100%	100%	100%	100%	100%	100%	100%	-	-

		Campus	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%	100%	100%	-	100%	-
Reading	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%	100%	100%	-
	EL	**100%**	100%	100%	100%	-	100%	*	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	**100%**	100%	100%	100%	*	100%	*	100%	100%	100%	100%	100%	100%	100%	-	-
	Female	**100%**	100%	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%	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%	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%	-
Science	All Students	**100%**	100%	100%	100%	-	100%	*	100%	100%	100%	100%	100%	100%	100%	100%	-
	CWD	**100%**	*	*	*	-	*	-	-	100%	*	100%	-	*	100%	*	-
	CWOD	**100%**	100%	100%	100%	-	100%	*	100%	100%	100%	-	100%	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%	-
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%	0%	0%	-
	CWOD	**0%**	0%	0%	0%	*	0%	0%	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	**0%**	0%	0%	0%	-	0%	*	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	**0%**	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%	-	-
	Female	**0%**	0%	0%	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%	*	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%	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%	-
Mathematics	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%	0%	0%	-
	EL	**0%**	0%	0%	0%	-	0%	*	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	**0%**	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%	-	-
	Female	**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%	-
	CWD	**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%	-	-
	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	5	2	0	3	0	0	0	0	0		
	Female	4	3	0	1	0	0	0	0	0		
	Total	9	5	0	4	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	2	0	0	2	0	0	0	0	0		2
	Female	1	1	0	0	0	0	0	0	0		0
	Total	3	1	0	2	0	0	0	0	0		2
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	1	0	0	1	0	0	0	0	0		1
	Female	0	0	0	0	0	0	0	0	0		0
	Total	1	0	0	1	0	0	0	0	0		1
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	6	-8	1	2	-8	-8	-8	3	-8	-8	1
	Female	9	2	-8	4	-8	-8	-8	3	-8	2	2
	Total	15	2	1	6	-8	-8	-8	6	-8	2	3

	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	1
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	2
Incidents of possession of a firearm or explosive device	0
Allegations of Harassment or bullying	
On the basis of sex	0
On the basis of race	0
On the basis of disability	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	2	0	1	1	0	0	0	0	1	2
	Female	0	0	0	0	0	0	0	0	0	0
	Total	2	0	1	1	0	0	0	0	1	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	6.0	15.3%
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%	37	2%	-	-
Mathematics	7,386	2%	37	2%	-	-
Grade 4						
Reading	7,296	2%	34	2%	-	-
Mathematics	7,293	2%	34	2%	-	-
Grade 5						
Reading	6,823	2%	31	2%	-	-
Mathematics	6,825	2%	31	2%	-	-
Science	6,820	2%	31	2%	-	-
Grade 6						
Reading	6,480	2%	24	1%	-	-
Mathematics	6,481	2%	25	2%	-	-
Grade 7						
Reading	6,309	2%	28	2%	-	-
Mathematics	6,300	2%	28	2%	-	-
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%	19	1%	-	-
Mathematics	6,162	2%	19	2%	-	-
Science	6,163	1%	19	1%	-	-
End of Course						
English I	6,032	1%	23	1%	-	-
English II	5,771	1%	21	1%	-	-
Algebra I	6,015	1%	23	1%	-	-
Biology	6,041	1%	21	1%	-	-
All Grades						
All Subjects	117,761	1%	485	2%	-	-
Reading	52,275	1%	217	1%	-	-
Mathematics	46,462	2%	197	2%	-	-
Science	19,024	1%	71	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	7%	3%	8%	6%	*	12%	38%	13%	7%	13%	1%

- 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%	82%	**83%**	73%	87%	86%	-	71%	*	82%	76%	93%	64%	87%	69%	84%	79%	-	*	*	*
	CWD	51%	56%	**64%**	*	*	80%	-	*	-	*	60%	*	64%	-	*	60%	*	-	-	*	-
	CWOD	80%	87%	**87%**	78%	89%	88%	-	83%	*	89%	81%	96%	-	87%	70%	90%	80%	-	*	-	*
	EL	65%	74%	**69%**	-	67%	*	-	80%	-	-	70%	*	*	70%	69%	75%	60%	-	*	-	-
	Male	73%	79%	**84%**	80%	93%	88%	-	80%	*	60%	79%	91%	60%	90%	75%	84%	-	-	*	-	*
	Female	78%	84%	**79%**	*	78%	83%	-	*	-	100%	71%	100%	*	80%	60%	-	79%	-	*	*	-

		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%	78%	**65%**	64%	70%	77%	-	43%	*	45%	57%	79%	50%	69%	54%	75%	46%	-	*	*	*
	CWD	51%	55%	**50%**	*	*	80%	-	*	-	*	40%	*	50%	-	*	60%	*	-	-	*	-
	CWOD	76%	83%	**69%**	67%	74%	76%	-	50%	*	56%	61%	80%	-	69%	50%	78%	50%	-	*	-	*
	EL	67%	74%	**54%**	-	67%	*	-	40%	-	-	50%	*	*	50%	54%	63%	40%	-	*	-	-
	Male	74%	79%	**75%**	70%	86%	81%	-	40%	*	60%	69%	82%	60%	78%	63%	75%	-	-	*	-	*
	Female	70%	77%	**46%**	*	44%	67%	-	*	-	33%	35%	71%	*	50%	40%	-	46%	-	*	*	-
Grade 4																						
Reading	All Students	76%	83%	**74%**	81%	53%	84%	-	67%	-	*	68%	82%	64%	77%	43%	71%	78%	-	*	-	-
	CWD	51%	59%	**64%**	83%	*	*	-	-	-	*	57%	71%	64%	-	-	60%	*	-	-	-	-
	CWOD	81%	87%	**77%**	80%	62%	86%	-	67%	-	*	70%	85%	-	77%	43%	75%	78%	-	*	-	-
	EL	66%	75%	**43%**	*	*	*	-	67%	-	-	46%	*	-	43%	43%	29%	57%	-	-	-	-
	Male	74%	81%	**71%**	91%	42%	82%	-	*	-	*	67%	76%	60%	75%	29%	71%	-	-	-	-	-
	Female	79%	86%	**78%**	70%	80%	85%	-	*	-	*	70%	88%	*	78%	57%	-	78%	-	*	-	-
Mathematics	All Students	69%	80%	**75%**	76%	69%	84%	-	50%	-	*	63%	91%	71%	76%	50%	74%	77%	-	*	-	-
	CWD	44%	55%	**71%**	83%	*	*	-	-	-	*	57%	86%	71%	-	-	70%	*	-	-	-	-
	CWOD	74%	84%	**76%**	73%	83%	82%	-	50%	-	*	64%	93%	-	76%	50%	75%	77%	-	*	-	-
	EL	63%	75%	**50%**	*	*	*	-	50%	-	-	46%	*	-	50%	50%	57%	43%	-	-	-	-
	Male	71%	80%	**74%**	82%	58%	82%	-	*	-	*	62%	88%	70%	75%	57%	74%	-	-	-	-	-
	Female	67%	79%	**77%**	70%	*	85%	-	*	-	*	64%	94%	*	77%	43%	-	77%	-	*	-	-
Grade 5																						
Reading	All Students	80%	86%	**91%**	86%	100%	92%	-	89%	-	*	86%	97%	*	94%	91%	94%	87%	-	*	-	-
	CWD	49%	52%	*	-	*	*	-	-	-	*	*	*	*	-	-	*	*	-	*	-	-
	CWOD	86%	92%	**94%**	86%	100%	95%	-	89%	-	*	88%	100%	-	94%	91%	97%	90%	-	*	-	-
	EL	72%	83%	**91%**	*	*	*	-	80%	-	*	86%	*	-	91%	91%	100%	83%	-	-	-	-
	Male	77%	84%	**94%**	90%	100%	91%	-	100%	-	*	94%	94%	*	97%	100%	94%	-	-	*	-	-
	Female	83%	88%	**87%**	*	100%	92%	-	*	-	*	76%	100%	*	90%	83%	-	87%	-	*	-	-
Mathematics	All Students	79%	85%	**84%**	79%	94%	92%	-	67%	-	*	77%	91%	*	84%	55%	94%	71%	-	*	-	-
	CWD	59%	62%	*	-	*	*	-	-	-	*	*	*	*	-	-	*	*	-	*	-	-
	CWOD	83%	89%	**84%**	79%	93%	91%	-	67%	-	*	79%	90%	-	84%	55%	94%	73%	-	*	-	-
	EL	75%	86%	**55%**	*	*	*	-	60%	-	*	57%	*	-	55%	55%	80%	33%	-	-	-	-
	Male	79%	86%	**94%**	80%	100%	100%	-	100%	-	*	94%	94%	*	94%	80%	94%	-	-	*	-	-
	Female	79%	85%	**71%**	*	88%	85%	-	*	-	*	59%	86%	*	73%	33%	-	71%	-	*	-	-
Science	All Students	64%	74%	**70%**	43%	75%	83%	-	78%	-	*	57%	84%	*	70%	64%	83%	55%	-	*	-	-
	CWD	41%	47%	*	-	*	*	-	-	-	*	*	*	*	-	-	*	*	-	*	-	-
	CWOD	68%	79%	**70%**	43%	73%	82%	-	78%	-	*	58%	83%	-	70%	64%	82%	57%	-	*	-	-
	EL	52%	65%	**64%**	*	*	*	-	80%	-	*	57%	*	-	64%	64%	100%	33%	-	-	-	-
	Male	67%	78%	**83%**	50%	88%	100%	-	100%	-	*	72%	94%	*	82%	100%	83%	-	-	*	-	-
	Female	60%	70%	**55%**	*	63%	69%	-	*	-	*	41%	71%	*	57%	33%	-	55%	-	*	-	-
Grade 6																						

		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	75%	89%	**96%**	91%	90%	100%	-	*	*	100%	97%	94%	87%	98%	100%	95%	96%	-	-	-	*
	CWD	45%	60%	**87%**	83%	*	100%	-	-	-	-	88%	86%	87%	-	-	91%	*	-	-	-	-
	CWOD	81%	93%	**98%**	100%	94%	100%	-	*	*	100%	100%	97%	-	98%	100%	97%	100%	-	-	-	*
	EL	62%	82%	**100%**	*	*	*	-	*	-	-	100%	-	-	100%	100%	100%	*	-	-	-	-
	Male	72%	87%	**95%**	100%	82%	100%	-	*	*	*	95%	95%	91%	97%	100%	95%	-	-	-	-	*
	Female	80%	91%	**96%**	*	100%	100%	-	*	-	*	100%	93%	*	100%	*	-	96%	-	-	-	-
Mathematics	All Students	74%	90%	**87%**	91%	80%	86%	-	*	*	100%	85%	89%	73%	91%	100%	93%	78%	-	-	-	-
	CWD	51%	66%	**73%**	83%	*	71%	-	-	-	-	63%	86%	73%	-	-	82%	*	-	-	-	-
	CWOD	78%	93%	**91%**	100%	83%	90%	-	*	*	100%	92%	90%	-	91%	100%	97%	83%	-	-	-	-
	EL	65%	87%	**100%**	*	*	*	-	*	-	-	100%	-	-	100%	100%	100%	*	-	-	-	-
	Male	75%	92%	**93%**	89%	82%	94%	-	*	*	*	90%	95%	82%	97%	100%	93%	-	-	-	-	-
	Female	73%	88%	**78%**	*	78%	67%	-	*	-	*	77%	79%	*	83%	*	-	78%	-	-	-	-
STAAR Percent at Meets Grade Level or Above																						
Grade 3																						
Reading	All Students	49%	57%	**51%**	27%	57%	55%	-	29%	*	64%	46%	59%	50%	51%	46%	49%	54%	-	*	*	*
	CWD	28%	32%	**50%**	*	*	60%	-	*	-	*	40%	*	50%	-	*	50%	*	-	-	*	-
	CWOD	53%	62%	**51%**	22%	58%	53%	-	33%	*	67%	47%	56%	-	51%	40%	49%	55%	-	*	-	*
	EL	37%	44%	**46%**	-	50%	*	-	40%	-	-	50%	*	*	40%	46%	38%	60%	-	*	-	-
	Male	46%	54%	**49%**	30%	64%	56%	-	20%	*	40%	41%	59%	50%	49%	38%	49%	-	-	*	-	*
	Female	53%	61%	**54%**	*	44%	50%	-	*	-	83%	53%	57%	*	55%	60%	-	54%	-	*	*	-
Mathematics	All Students	44%	53%	**37%**	36%	35%	50%	-	0%	*	36%	30%	48%	43%	36%	23%	43%	25%	-	*	*	*
	CWD	28%	37%	**43%**	*	*	60%	-	*	-	*	30%	*	43%	-	*	50%	*	-	-	*	-
	CWOD	47%	56%	**36%**	33%	32%	47%	-	0%	*	44%	31%	44%	-	36%	10%	41%	25%	-	*	-	*
	EL	35%	44%	**23%**	-	33%	*	-	0%	-	-	30%	*	*	10%	23%	13%	40%	-	*	-	-
	Male	47%	57%	**43%**	40%	36%	63%	-	0%	*	40%	38%	50%	50%	41%	13%	43%	-	-	*	-	*
	Female	40%	49%	**25%**	*	33%	17%	-	*	-	33%	18%	43%	*	25%	40%	-	25%	-	*	*	-
Grade 4																						
Reading	All Students	47%	56%	**46%**	48%	18%	71%	-	17%	-	*	39%	56%	36%	48%	14%	34%	58%	-	*	-	-
	CWD	25%	35%	**36%**	50%	*	*	-	-	-	*	43%	29%	36%	-	-	20%	*	-	-	-	-
	CWOD	51%	60%	**48%**	47%	23%	71%	-	17%	-	*	38%	63%	-	48%	14%	39%	56%	-	*	-	-
	EL	35%	42%	**14%**	*	*	*	-	17%	-	-	15%	*	-	14%	14%	0%	29%	-	-	-	-
	Male	44%	54%	**34%**	45%	8%	64%	-	*	-	*	38%	29%	20%	39%	0%	34%	-	-	-	-	-
	Female	50%	59%	**58%**	50%	40%	75%	-	*	-	*	39%	82%	*	56%	29%	-	58%	-	*	-	-
Mathematics	All Students	47%	59%	**49%**	43%	25%	68%	-	50%	-	*	40%	62%	43%	51%	21%	45%	54%	-	*	-	-
	CWD	27%	39%	**43%**	67%	*	*	-	-	-	*	57%	29%	43%	-	-	30%	*	-	-	-	-
	CWOD	51%	63%	**51%**	33%	33%	68%	-	50%	-	*	36%	70%	-	51%	21%	50%	51%	-	*	-	-
	EL	39%	53%	**21%**	*	*	*	-	50%	-	-	23%	*	-	21%	21%	29%	14%	-	-	-	-
	Male	50%	61%	**45%**	55%	17%	64%	-	*	-	*	48%	41%	30%	50%	29%	45%	-	-	-	-	-
	Female	43%	58%	**54%**	30%	*	70%	-	*	-	*	32%	82%	*	51%	14%	-	54%	-	*	-	-
Grade 5																						

		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	56%	65%	**67%**	57%	88%	67%	-	56%	-	*	57%	78%	*	68%	36%	69%	65%	-	*	-	-
	CWD	27%	29%	*	-	*	*	-	-	-	*	*	*	*	-	-	*	*	-	*	-	-
	CWOD	61%	72%	**68%**	57%	87%	68%	-	56%	-	*	58%	80%	-	68%	36%	70%	67%	-	*	-	-
	EL	43%	52%	**36%**	*	*	*	-	40%	-	*	29%	*	-	36%	36%	40%	33%	-	-	-	-
	Male	51%	62%	**69%**	60%	88%	64%	-	60%	-	*	67%	72%	*	70%	40%	69%	-	-	*	-	-
	Female	60%	69%	**65%**	*	88%	69%	-	*	-	*	47%	86%	*	67%	33%	-	65%	-	*	-	-
Mathematics	All Students	50%	60%	**57%**	29%	69%	63%	-	67%	-	*	40%	75%	*	56%	36%	69%	42%	-	*	-	-
	CWD	28%	29%	*	-	*	*	-	-	-	*	*	*	*	-	-	*	*	-	*	-	-
	CWOD	54%	65%	**56%**	29%	67%	59%	-	67%	-	*	39%	73%	-	56%	36%	67%	43%	-	*	-	-
	EL	43%	55%	**36%**	*	*	*	-	60%	-	*	29%	*	-	36%	36%	60%	17%	-	-	-	-
	Male	52%	62%	**69%**	30%	75%	82%	-	100%	-	*	56%	83%	*	67%	60%	69%	-	-	*	-	-
	Female	48%	58%	**42%**	*	63%	46%	-	*	-	*	24%	64%	*	43%	17%	-	42%	-	*	-	-
Science	All Students	35%	44%	**42%**	29%	50%	46%	-	44%	-	*	26%	59%	*	41%	27%	50%	32%	-	*	-	-
	CWD	23%	27%	*	-	*	*	-	-	-	*	*	*	*	-	-	*	*	-	*	-	-
	CWOD	37%	47%	**41%**	29%	47%	45%	-	44%	-	*	24%	60%	-	41%	27%	48%	33%	-	*	-	-
	EL	22%	29%	**27%**	*	*	*	-	20%	-	*	14%	*	-	27%	27%	40%	17%	-	-	-	-
	Male	39%	49%	**50%**	30%	50%	64%	-	60%	-	*	33%	67%	*	48%	40%	50%	-	-	*	-	-
	Female	30%	38%	**32%**	*	50%	31%	-	*	-	*	18%	50%	*	33%	17%	-	32%	-	*	-	-
Grade 6																						
Reading	All Students	51%	70%	**77%**	73%	70%	76%	-	*	*	100%	74%	81%	53%	84%	75%	79%	74%	-	-	-	*
	CWD	24%	35%	**53%**	67%	*	57%	-	-	-	-	50%	57%	53%	-	-	64%	*	-	-	-	-
	CWOD	56%	76%	**84%**	80%	78%	82%	-	*	*	100%	81%	86%	-	84%	75%	84%	83%	-	-	-	*
	EL	34%	59%	**75%**	*	*	*	-	*	-	-	75%	-	-	75%	75%	60%	*	-	-	-	-
	Male	47%	67%	**79%**	78%	55%	88%	-	*	*	*	71%	86%	64%	84%	60%	79%	-	-	-	-	*
	Female	56%	74%	**74%**	*	89%	58%	-	*	-	*	77%	71%	*	83%	*	-	74%	-	-	-	-
Mathematics	All Students	38%	63%	**64%**	45%	60%	64%	-	*	*	80%	64%	64%	60%	65%	75%	74%	48%	-	-	-	-
	CWD	22%	34%	**60%**	67%	*	57%	-	-	-	-	63%	57%	60%	-	-	73%	*	-	-	-	-
	CWOD	41%	67%	**65%**	20%	61%	67%	-	*	*	80%	64%	66%	-	65%	75%	74%	52%	-	-	-	-
	EL	26%	54%	**75%**	*	*	*	-	*	-	-	75%	-	-	75%	75%	60%	*	-	-	-	-
	Male	41%	66%	**74%**	56%	55%	88%	-	*	*	*	70%	77%	73%	74%	60%	74%	-	-	-	-	-
	Female	36%	60%	**48%**	*	67%	25%	-	*	-	*	54%	43%	*	52%	*	-	48%	-	-	-	-
STAAR Percent at Masters Grade Level																						
Grade 3																						
Reading	All Students	19%	26%	**11%**	9%	13%	9%	-	14%	*	9%	11%	10%	14%	10%	23%	12%	8%	-	*	*	*
	CWD	7%	9%	**14%**	*	*	20%	-	*	-	*	10%	*	14%	-	*	20%	*	-	-	*	-
	CWOD	22%	29%	**10%**	11%	11%	6%	-	17%	*	11%	11%	8%	-	10%	20%	10%	10%	-	*	-	*
	EL	13%	22%	**23%**	-	33%	*	-	20%	-	-	30%	*	*	20%	23%	25%	20%	-	*	-	-
	Male	17%	22%	**12%**	10%	7%	13%	-	20%	*	20%	10%	14%	20%	10%	25%	12%	-	-	*	-	*
	Female	22%	30%	**8%**	*	22%	0%	-	*	-	0%	12%	0%	*	10%	20%	-	8%	-	*	*	-

		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%	25%	**8%**	0%	9%	14%	-	0%	*	9%	2%	17%	14%	7%	8%	8%	8%	-	*	*	*
	CWD	9%	13%	**14%**	*	*	40%	-	*	-	*	0%	*	14%	-	*	20%	*	-	-	*	-
	CWOD	20%	27%	**7%**	0%	11%	6%	-	0%	*	11%	3%	12%	-	7%	10%	5%	10%	-	*	-	*
	EL	12%	20%	**8%**	-	17%	*	-	0%	-	-	10%	*	*	10%	8%	0%	20%	-	*	-	-
	Male	21%	28%	**8%**	0%	0%	19%	-	0%	*	20%	0%	18%	20%	5%	0%	8%	-	-	*	-	*
	Female	15%	21%	**8%**	*	22%	0%	-	*	-	0%	6%	14%	*	10%	20%	-	8%	-	*	*	-
Grade 4																						
Reading	All Students	21%	28%	**19%**	10%	6%	39%	-	0%	-	*	7%	35%	14%	20%	0%	11%	28%	-	*	-	-
	CWD	7%	13%	**14%**	0%	*	*	-	-	-	*	0%	29%	14%	-	-	0%	*	-	-	-	-
	CWOD	24%	30%	**20%**	13%	8%	36%	-	0%	-	*	8%	37%	-	20%	0%	14%	25%	-	*	-	-
	EL	12%	13%	**0%**	*	*	*	-	0%	-	-	0%	*	-	0%	0%	0%	0%	-	-	-	-
	Male	19%	23%	**11%**	9%	0%	27%	-	*	-	*	5%	18%	0%	14%	0%	11%	-	-	-	-	-
	Female	23%	33%	**28%**	10%	20%	45%	-	*	-	*	9%	53%	*	25%	0%	-	28%	-	*	-	-
Mathematics	All Students	21%	30%	**21%**	24%	13%	29%	-	0%	-	*	14%	29%	14%	22%	0%	18%	23%	-	*	-	-
	CWD	8%	16%	**14%**	17%	*	*	-	-	-	*	14%	14%	14%	-	-	0%	*	-	-	-	-
	CWOD	24%	33%	**22%**	27%	17%	29%	-	0%	-	*	14%	33%	-	22%	0%	25%	20%	-	*	-	-
	EL	15%	24%	**0%**	*	*	*	-	0%	-	-	0%	*	-	0%	0%	0%	0%	-	-	-	-
	Male	24%	31%	**18%**	18%	8%	36%	-	*	-	*	14%	24%	0%	25%	0%	18%	-	-	-	-	-
	Female	18%	29%	**23%**	30%	*	25%	-	*	-	*	14%	35%	*	20%	0%	-	23%	-	*	-	-
Grade 5																						
Reading	All Students	28%	38%	**43%**	36%	63%	42%	-	44%	-	*	29%	59%	*	43%	27%	47%	39%	-	*	-	-
	CWD	8%	11%	*	-	*	*	-	-	-	*	*	*	*	-	-	*	*	-	*	-	-
	CWOD	31%	43%	**43%**	36%	60%	41%	-	44%	-	*	27%	60%	-	43%	27%	45%	40%	-	*	-	-
	EL	17%	23%	**27%**	*	*	*	-	40%	-	*	14%	*	-	27%	27%	40%	17%	-	-	-	-
	Male	24%	35%	**47%**	30%	63%	55%	-	60%	-	*	28%	67%	*	45%	40%	47%	-	-	*	-	-
	Female	32%	41%	**39%**	*	63%	31%	-	*	-	*	29%	50%	*	40%	17%	-	39%	-	*	-	-
Mathematics	All Students	21%	28%	**27%**	14%	25%	42%	-	11%	-	*	11%	44%	*	25%	9%	33%	19%	-	*	-	-
	CWD	8%	9%	*	-	*	*	-	-	-	*	*	*	*	-	-	*	*	-	*	-	-
	CWOD	23%	31%	**25%**	14%	20%	41%	-	11%	-	*	9%	43%	-	25%	9%	30%	20%	-	*	-	-
	EL	14%	18%	**9%**	*	*	*	-	20%	-	*	0%	*	-	9%	9%	20%	0%	-	-	-	-
	Male	23%	31%	**33%**	10%	38%	55%	-	20%	-	*	22%	44%	*	30%	20%	33%	-	-	*	-	-
	Female	19%	25%	**19%**	*	13%	31%	-	*	-	*	0%	43%	*	20%	0%	-	19%	-	*	-	-
Science	All Students	15%	20%	**15%**	7%	13%	21%	-	22%	-	*	6%	25%	*	14%	9%	19%	10%	-	*	-	-
	CWD	7%	8%	*	-	*	*	-	-	-	*	*	*	*	-	-	*	*	-	*	-	-
	CWOD	16%	22%	**14%**	7%	7%	23%	-	22%	-	*	6%	23%	-	14%	9%	18%	10%	-	*	-	-
	EL	7%	10%	**9%**	*	*	*	-	20%	-	*	0%	*	-	9%	9%	20%	0%	-	-	-	-
	Male	18%	23%	**19%**	10%	25%	18%	-	40%	-	*	11%	28%	*	18%	20%	19%	-	-	*	-	-
	Female	12%	16%	**10%**	*	0%	23%	-	*	-	*	0%	21%	*	10%	0%	-	10%	-	*	-	-
Grade 6																						

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

- Indicates there are no students in the group.

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

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 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	78	78	61	89	-	61	*	86	73	68	68
CWD	68	75	21	95	-	-	-	*	67	68	-
CWOD	79	78	69	88	-	61	*	91	75	-	68
EL ✧	68	*	59	88	-	55	-	*	66	-	68
Male	74	79	54	85	-	50	*	90	72	60	65
Female	83	75	72	91	-	69	-	*	75	93	71
Mathematics											
All Students	77	84	73	78	-	68	*	69	75	81	83
CWD	81	82	43	103	-	-	-	*	73	81	-
CWOD	76	84	78	75	-	68	*	63	76	-	83
EL ✧	83	*	75	100	-	75	-	*	83	-	83

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Male	82	87	73	89	-	67	*	85	80	75	85
Female	70	77	72	70	-	69	-	*	69	100	82

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

Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates for the class of 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
88	14	16%

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

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Student Success (Student Achievement Domain Score: STAAR Component Only)											
STAAR Component Score	52	45	50	61	-	46	72	45	44	45	38
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

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

Part (vi): Goal Meeting Status

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
STAAR Performance Status											
Reading											
Interim Goals (2023-2027)	46%	34%	39%	59%	44%	73%	46%	55%	35%	26%	37%
Target Met	Y	Y	Y	Y		N		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		N		Y	Y	Y	N
Interim Goals (2033-2037)	64%	56%	59%	73%	62%	83%	64%	71%	57%	50%	59%
Target Met	N	N	Y	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	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		N	Y	Y	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	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	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	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%	100%	100%	-
	CWOD	**100%**	100%	100%	100%	-	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	**100%**	100%	100%	100%	-	100%	-	*	100%	100%	100%	100%	100%	100%	100%	-
	Male	**100%**	100%	100%	99%	-	100%	100%	100%	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%	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%	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%	-
Mathematics	All Students	**100%**	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%	100%	99%	-	100%	*	100%	99%	100%	-	100%	100%	99%	100%	-
	EL	**100%**	*	100%	100%	-	100%	-	*	100%	100%	*	100%	100%	100%	100%	-
	Male	**99%**	100%	100%	98%	-	100%	*	100%	99%	100%	100%	99%	100%	99%	-	-
	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%	100%	-
	CWD	*	-	*	*	-	-	-	*	*	*	*	-	-	*	*	-
	CWOD	**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%	-	-
	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%	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%	-
	EL	**0%**	0%	0%	0%	-	0%	-	*	0%	0%	0%	0%	0%	0%	0%	-
	Male	**0%**	0%	0%	1%	-	0%	0%	0%	1%	0%	0%	0%	0%	0%	-	-
	Female	**0%**	0%	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%	-	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%	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%	-
Mathematics	All Students	**0%**	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%	0%	1%	-	0%	*	0%	1%	0%	-	0%	0%	1%	0%	-
	EL	**0%**	*	0%	0%	-	0%	-	*	0%	0%	*	0%	0%	0%	0%	-
	Male	**1%**	0%	0%	2%	-	0%	*	0%	1%	0%	0%	1%	0%	1%	-	-
	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%	0%	-
	CWD	*	-	*	*	-	-	-	*	*	*	*	-	-	*	*	-
	CWOD	**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%	-	-
	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	15	7	2	4	0	1	1	0	3		
	Female	0	0	0	0	0	0	0	0	0		
	Total	15	7	2	4	0	1	1	0	3		
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	7	2	1	2	0	0	1	1	1		4
	Female	1	0	0	1	0	0	0	0	0		1
	Total	8	2	1	3	0	0	1	1	1		5
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	39	4	16	12	-8	-8	4	3	4	16	1
	Female	30	13	5	5	-8	3	1	3	3	9	2
	Total	69	17	21	17	-8	3	5	6	7	25	3

	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	1
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	14	2	6	3	0	3	0	0	7	3
	Female	10	3	3	1	0	3	0	0	7	0
	Total	24	5	9	4	0	6	0	0	14	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	7.0	18.1%
Teachers Teaching with Emergency or Provisional Credentials	3.0	8.2%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	2.0	5.5%

- 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%	37	2%	*	5%
Mathematics	7,386	2%	37	2%	*	5%
Grade 4						
Reading	7,296	2%	34	2%	*	5%
Mathematics	7,293	2%	34	2%	*	5%
Grade 5						
Reading	6,823	2%	31	2%	*	1%
Mathematics	6,825	2%	31	2%	*	1%
Science	6,820	2%	31	2%	*	1%
Grade 6						
Reading	6,480	2%	24	1%	7	10%
Mathematics	6,481	2%	25	2%	7	10%
Grade 7						
Reading	6,309	2%	28	2%	-	-
Mathematics	6,300	2%	28	2%	-	-
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%	19	1%	-	-
Mathematics	6,162	2%	19	2%	-	-
Science	6,163	1%	19	1%	-	-
End of Course						
English I	6,032	1%	23	1%	-	-
English II	5,771	1%	21	1%	-	-
Algebra I	6,015	1%	23	1%	-	-
Biology	6,041	1%	21	1%	-	-
All Grades						
All Subjects	117,761	1%	485	2%	33	5%
Reading	52,275	1%	217	1%	16	6%
Mathematics	46,462	2%	197	2%	16	6%
Science	19,024	1%	71	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%	17%	19%	17%	-	25%	60%	21%	20%	31%	20%

- 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%	82%	**73%**	*	67%	88%	*	*	*	100%	64%	92%	71%	73%	67%	69%	76%	-	*	-	-
	CWD	51%	56%	**71%**	*	*	*	-	-	-	-	*	*	71%	-	*	*	80%	-	-	-	-
	CWOD	80%	87%	**73%**	*	66%	86%	*	*	*	100%	64%	95%	-	73%	65%	70%	76%	-	*	-	-
	EL	65%	74%	**67%**	*	64%	-	*	*	-	*	64%	*	*	65%	67%	63%	70%	-	*	-	-
	Male	73%	79%	**69%**	*	63%	80%	*	-	-	*	61%	86%	*	70%	63%	69%	-	-	*	-	-
	Female	78%	84%	**76%**	*	70%	100%	*	*	*	100%	68%	100%	80%	76%	70%	-	76%	-	*	-	-

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

		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	75%	89%	**96%**	*	97%	95%	*	*	*	*	94%	97%	75%	98%	92%	94%	97%	-	*	-	*
	CWD	45%	60%	**75%**	-	80%	*	-	-	-	-	83%	*	75%	-	*	86%	*	-	-	-	*
	CWOD	81%	93%	**98%**	*	100%	100%	*	*	*	*	97%	100%	-	98%	95%	96%	100%	-	*	-	*
	EL	62%	82%	**92%**	-	95%	-	*	-	*	-	91%	*	*	95%	92%	82%	100%	-	-	-	*
	Male	72%	87%	**94%**	*	95%	100%	-	-	*	-	90%	100%	86%	96%	82%	94%	-	-	-	-	*
	Female	80%	91%	**97%**	*	100%	88%	*	*	-	*	100%	94%	*	100%	100%	-	97%	-	*	-	-
Mathematics	All Students	74%	90%	**93%**	*	89%	100%	*	*	*	*	85%	100%	75%	95%	87%	94%	91%	-	*	-	*
	CWD	51%	66%	**75%**	-	60%	*	-	-	-	-	67%	*	75%	-	*	71%	*	-	-	-	*
	CWOD	78%	93%	**95%**	*	94%	100%	*	*	*	*	89%	100%	-	95%	95%	100%	91%	-	*	-	*
	EL	65%	87%	**87%**	-	86%	-	*	-	*	-	86%	*	*	95%	87%	73%	92%	-	-	-	*
	Male	75%	92%	**94%**	*	89%	100%	-	-	*	-	89%	100%	71%	100%	73%	94%	-	-	-	-	*
	Female	73%	88%	**91%**	*	89%	100%	*	*	-	*	80%	100%	*	91%	92%	-	91%	-	*	-	-
STAAR Percent at Meets Grade Level or Above																						
Grade 3																						
Reading	All Students	49%	57%	**44%**	*	30%	75%	*	*	*	83%	31%	76%	43%	44%	29%	43%	45%	-	*	-	-
	CWD	28%	32%	**43%**	*	*	*	-	-	-	-	*	*	43%	-	*	*	60%	-	-	-	-
	CWOD	53%	62%	**44%**	*	28%	79%	*	*	*	83%	32%	76%	-	44%	29%	45%	43%	-	*	-	-
	EL	37%	44%	**29%**	*	26%	-	*	*	-	*	28%	*	*	29%	29%	29%	30%	-	*	-	-
	Male	46%	54%	**43%**	*	33%	60%	*	-	-	*	29%	71%	*	45%	29%	43%	-	-	*	-	-
	Female	53%	61%	**45%**	*	26%	100%	*	*	*	80%	32%	82%	60%	43%	30%	-	45%	-	*	-	-
Mathematics	All Students	44%	53%	**55%**	*	43%	94%	*	*	*	50%	43%	84%	57%	55%	42%	66%	45%	-	*	-	-
	CWD	28%	37%	**57%**	*	*	*	-	-	-	-	*	*	57%	-	*	*	60%	-	-	-	-
	CWOD	47%	56%	**55%**	*	43%	93%	*	*	*	50%	44%	86%	-	55%	42%	67%	43%	-	*	-	-
	EL	35%	44%	**42%**	*	39%	-	*	*	-	*	41%	*	*	42%	42%	52%	33%	-	*	-	-
	Male	47%	57%	**66%**	*	58%	90%	*	-	-	*	59%	79%	*	67%	52%	66%	-	-	*	-	-
	Female	40%	49%	**45%**	*	30%	100%	*	*	*	60%	29%	91%	60%	43%	33%	-	45%	-	*	-	-
Grade 4																						
Reading	All Students	47%	56%	**33%**	*	28%	36%	*	-	*	*	23%	62%	20%	35%	20%	21%	43%	-	*	-	*
	CWD	25%	35%	**20%**	-	20%	20%	-	-	-	-	0%	*	20%	-	*	17%	*	-	-	-	-
	CWOD	51%	60%	**35%**	*	29%	41%	*	-	*	*	27%	58%	-	35%	22%	22%	44%	-	*	-	*
	EL	35%	42%	**20%**	*	20%	*	*	-	-	-	19%	*	*	22%	20%	15%	23%	-	*	-	-
	Male	44%	54%	**21%**	*	22%	0%	-	-	*	*	17%	33%	17%	22%	15%	21%	-	-	*	-	*
	Female	50%	59%	**43%**	*	32%	67%	*	-	-	*	29%	83%	*	44%	23%	-	43%	-	-	-	-
Mathematics	All Students	47%	59%	**48%**	*	45%	50%	*	-	*	*	44%	57%	20%	51%	43%	45%	50%	-	*	-	*
	CWD	27%	39%	**20%**	-	40%	0%	-	-	-	-	13%	*	20%	-	*	33%	*	-	-	-	-
	CWOD	51%	63%	**51%**	*	46%	65%	*	-	*	*	49%	58%	-	51%	44%	47%	55%	-	*	-	*
	EL	39%	53%	**43%**	*	47%	*	*	-	-	-	43%	*	*	44%	43%	40%	45%	-	*	-	-
	Male	50%	61%	**45%**	*	43%	40%	-	-	*	*	41%	56%	33%	47%	40%	45%	-	-	*	-	*
	Female	43%	58%	**50%**	*	47%	58%	*	-	-	*	47%	58%	*	55%	45%	-	50%	-	-	-	-
Grade 5																						

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

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

		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%	30%	**29%**	31%	22%	42%	0%	*	*	47%	19%	50%	12%	31%	18%	34%	25%	-	17%	-	*
	CWD	8%	12%	**12%**	*	13%	12%	-	-	-	-	5%	25%	12%	-	9%	11%	13%	-	-	-	*
	CWOD	20%	32%	**31%**	33%	23%	49%	0%	*	*	47%	20%	53%	-	31%	18%	37%	26%	-	17%	-	*
	EL	11%	19%	**18%**	*	18%	14%	*	*	*	*	16%	42%	9%	18%	18%	23%	13%	-	*	-	*
	Male	20%	31%	**34%**	25%	30%	42%	*	-	*	40%	27%	46%	11%	37%	23%	34%	-	-	*	-	*
	Female	16%	28%	**25%**	40%	15%	41%	*	*	*	50%	11%	54%	13%	26%	13%	-	25%	-	*	-	-
Science	All Students	17%	29%	**24%**	*	19%	32%	*	-	-	*	15%	44%	11%	26%	11%	28%	21%	-	*	-	-
	CWD	7%	9%	**11%**	-	*	14%	-	-	-	-	0%	*	11%	-	*	*	0%	-	-	-	-
	CWOD	19%	32%	**26%**	*	20%	39%	*	-	-	*	16%	48%	-	26%	12%	29%	24%	-	*	-	-
	EL	6%	11%	**11%**	-	10%	*	-	-	-	-	8%	*	*	12%	11%	18%	5%	-	-	-	-
	Male	19%	31%	**28%**	*	22%	33%	*	-	-	*	20%	43%	*	29%	18%	28%	-	-	-	-	-
	Female	16%	27%	**21%**	-	17%	31%	-	-	-	*	10%	46%	0%	24%	5%	-	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	65	86	58	69	*	*	*	91	61	56	57
CWD	56	-	50	60	-	-	-	-	53	56	56
CWOD	66	86	59	72	*	*	*	91	63	-	57
EL ✧	57	*	57	46	*	-	*	-	58	56	57
Male	63	70	55	70	*	-	*	*	63	57	53
Female	67	*	62	68	*	*	-	80	60	53	60
Mathematics											
All Students	73	69	72	75	*	*	*	88	71	72	71
CWD	72	-	79	67	-	-	-	-	78	72	86
CWOD	74	69	71	77	*	*	*	88	70	-	70
EL ✧	71	*	71	79	*	-	*	-	70	86	71

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Male	80	85	81	74	*	-	*	*	81	78	81
Female	68	*	65	76	*	*	-	80	62	63	63

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

Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates for the class of 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
313	54	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	56	50	50	66	58	*	33	72	47	37	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	Y	Y	Y
Interim Goals (2028-2032)	55%	45%	49%	66%	53%	78%	55%	63%	46%	38%	48%
Target Met	Y		N	Y				Y	N	N	N
Interim Goals (2033-2037)	64%	56%	59%	73%	62%	83%	64%	71%	57%	50%	59%
Target Met	N		N	N				Y	N	N	N
Long-Term Goals	73%	67%	70%	80%	72%	87%	73%	78%	68%	63%	69%
Target Met	N		N	N				Y	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	Y
Interim Goals (2028-2032)	58%	44%	53%	67%	56%	85%	59%	63%	50%	41%	54%
Target Met	Y		Y	Y				Y	Y	N	Y
Interim Goals (2033-2037)	67%	55%	62%	74%	65%	88%	67%	71%	60%	53%	63%
Target Met	N		N	Y				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		N	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%	100%	100%	-
	CWD	**100%**	*	100%	100%	-	-	-	-	100%	100%	100%	-	100%	100%	100%	-
	CWOD	**100%**	100%	100%	100%	100%	*	100%	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	**100%**	*	100%	100%	100%	*	*	*	100%	100%	100%	100%	100%	99%	100%	-
	Male	**100%**	100%	100%	100%	100%	-	*	100%	100%	100%	100%	100%	99%	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%	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%	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%	99%	100%	100%	*	*	100%	100%	100%	100%	100%	99%	99%	100%	-
	CWD	**100%**	*	100%	100%	-	-	-	-	100%	100%	100%	-	100%	100%	100%	-
	CWOD	**100%**	100%	99%	100%	100%	*	*	100%	99%	100%	-	100%	99%	99%	100%	-
	EL	**99%**	*	99%	100%	*	*	*	*	99%	100%	100%	99%	99%	99%	100%	-
	Male	**99%**	100%	99%	100%	*	-	*	100%	99%	100%	100%	99%	99%	99%	-	-
	Female	**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%	-
	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%	-	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%	0%	-
	EL	**0%**	*	0%	0%	0%	*	*	*	0%	0%	0%	0%	0%	1%	0%	-
	Male	**0%**	0%	0%	0%	0%	-	*	0%	0%	0%	0%	0%	1%	0%	-	-
	Female	**0%**	0%	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%	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%	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%	1%	0%	0%	*	*	0%	0%	0%	0%	0%	1%	1%	0%	-
	CWD	**0%**	*	0%	0%	-	-	-	-	0%	0%	0%	-	0%	0%	0%	-
	CWOD	**0%**	0%	1%	0%	0%	*	*	0%	1%	0%	-	0%	1%	1%	0%	-
	EL	**1%**	*	1%	0%	*	*	*	*	1%	0%	0%	1%	1%	1%	0%	-
	Male	**1%**	0%	1%	0%	*	-	*	0%	1%	0%	0%	1%	1%	1%	-	-
	Female	**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%	-
	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%	-	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	9	0	6	1	0	0	0	2	3		
	Female	4	0	1	1	0	0	0	2	1		
	Total	13	0	7	2	0	0	0	4	4		
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	5	0	4	1	0	0	0	0	2		2
	Female	0	0	0	0	0	0	0	0	0		0
	Total	5	0	4	1	0	0	0	0	2		2
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	26	1	19	5	-8	-8	-8	1	18	5	3
	Female	23	-8	17	6	-8	-8	-8	-8	16	3	-8
	Total	49	1	36	11	-8	-8	-8	1	34	8	3

	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	1
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	2
On the basis of disability	0
On the basis of sexual orientation	0
On the basis of religion	0

Part (viii)(II) This section provides information from the 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	10	0	7	3	0	0	0	0	7	2
	Female	12	0	11	1	0	0	0	0	12	1
	Total	22	0	18	4	0	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	2.0	5.2%
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	0.2	0.5%

- 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%	37	2%	-	-
Mathematics	7,386	2%	37	2%	-	-
Grade 4						
Reading	7,296	2%	34	2%	-	-
Mathematics	7,293	2%	34	2%	-	-
Grade 5						
Reading	6,823	2%	31	2%	-	-
Mathematics	6,825	2%	31	2%	-	-
Science	6,820	2%	31	2%	-	-
Grade 6						
Reading	6,480	2%	24	1%	-	-
Mathematics	6,481	2%	25	2%	-	-
Grade 7						
Reading	6,309	2%	28	2%	-	-
Mathematics	6,300	2%	28	2%	-	-
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%	19	1%	-	-
Mathematics	6,162	2%	19	2%	-	-
Science	6,163	1%	19	1%	-	-
End of Course						
English I	6,032	1%	23	1%	-	-
English II	5,771	1%	21	1%	-	-
Algebra I	6,015	1%	23	1%	-	-
Biology	6,041	1%	21	1%	-	-
All Grades						
All Subjects	117,761	1%	485	2%	-	-
Reading	52,275	1%	217	1%	-	-
Mathematics	46,462	2%	197	2%	-	-
Science	19,024	1%	71	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	14%	41%	11%	11%	*	20%	13%	15%	13%	16%	11%

- 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%	82%	**81%**	82%	90%	70%	-	92%	*	100%	74%	96%	54%	87%	79%	73%	91%	-	-	-	-
	CWD	51%	56%	**54%**	67%	*	*	-	*	-	-	44%	*	54%	-	*	64%	*	-	-	-	-
	CWOD	80%	87%	**87%**	88%	100%	80%	-	90%	*	100%	80%	100%	-	87%	80%	76%	97%	-	-	-	-
	EL	65%	74%	**79%**	100%	*	40%	-	83%	-	-	67%	100%	*	80%	79%	79%	80%	-	-	-	-
	Male	73%	79%	**73%**	79%	86%	44%	-	88%	*	*	66%	91%	64%	76%	79%	73%	-	-	-	-	-
	Female	78%	84%	**91%**	88%	*	86%	-	*	*	100%	86%	100%	*	97%	80%	-	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%	78%	**85%**	82%	80%	83%	-	100%	*	100%	80%	96%	77%	87%	95%	83%	89%	-	-	-	-
	CWD	51%	55%	**77%**	67%	*	*	-	*	-	-	67%	*	77%	-	*	82%	*	-	-	-	-
	CWOD	76%	83%	**87%**	88%	88%	80%	-	100%	*	100%	83%	95%	-	87%	93%	83%	91%	-	-	-	-
	EL	67%	74%	**95%**	100%	*	80%	-	100%	-	-	92%	100%	*	93%	95%	93%	100%	-	-	-	-
	Male	74%	79%	**83%**	79%	86%	78%	-	100%	*	*	76%	100%	82%	83%	93%	83%	-	-	-	-	-
	Female	70%	77%	**89%**	88%	*	86%	-	*	*	100%	86%	93%	*	91%	100%	-	89%	-	-	-	-
Grade 4																						
Reading	All Students	76%	83%	**72%**	61%	79%	62%	-	80%	71%	88%	68%	82%	72%	72%	62%	69%	77%	-	*	-	*
	CWD	51%	59%	**72%**	*	80%	67%	-	*	-	*	67%	83%	72%	-	*	70%	75%	-	-	-	-
	CWOD	81%	87%	**72%**	58%	79%	60%	-	77%	71%	100%	68%	82%	-	72%	60%	69%	78%	-	*	-	*
	EL	66%	75%	**62%**	50%	86%	*	-	67%	-	-	59%	*	*	60%	62%	60%	67%	-	-	-	-
	Male	74%	81%	**69%**	58%	77%	60%	-	78%	*	83%	66%	76%	70%	69%	60%	69%	-	-	*	-	*
	Female	79%	86%	**77%**	*	86%	64%	-	83%	80%	*	71%	100%	75%	78%	67%	-	77%	-	-	-	-
Mathematics	All Students	69%	80%	**60%**	55%	59%	50%	-	73%	57%	75%	54%	75%	50%	62%	58%	61%	58%	-	*	-	*
	CWD	44%	55%	**50%**	*	60%	17%	-	*	-	*	42%	67%	50%	-	*	70%	25%	-	-	-	-
	CWOD	74%	84%	**62%**	50%	58%	64%	-	69%	57%	86%	57%	77%	-	62%	56%	60%	68%	-	*	-	*
	EL	63%	75%	**58%**	50%	57%	*	-	67%	-	-	55%	*	*	56%	58%	55%	67%	-	-	-	-
	Male	71%	80%	**61%**	50%	59%	60%	-	78%	*	67%	54%	76%	70%	60%	55%	61%	-	-	*	-	*
	Female	67%	79%	**58%**	*	57%	40%	-	67%	40%	*	54%	71%	25%	68%	67%	-	58%	-	-	-	-
Grade 5																						
Reading	All Students	80%	86%	**86%**	86%	92%	88%	-	100%	63%	71%	83%	96%	65%	92%	88%	85%	87%	-	*	-	*
	CWD	49%	52%	**65%**	*	*	80%	-	*	*	*	60%	80%	65%	-	*	64%	67%	-	*	-	-
	CWOD	86%	92%	**92%**	100%	91%	93%	-	100%	71%	80%	89%	100%	-	92%	91%	96%	89%	-	-	-	*
	EL	72%	83%	**88%**	100%	90%	80%	-	*	*	-	86%	*	*	91%	88%	91%	86%	-	-	-	-
	Male	77%	84%	**85%**	78%	91%	86%	-	*	*	*	81%	100%	64%	96%	91%	85%	-	-	*	-	-
	Female	83%	88%	**87%**	92%	93%	91%	-	100%	50%	*	85%	93%	67%	89%	86%	-	87%	-	-	-	*
Mathematics	All Students	79%	85%	**89%**	82%	96%	92%	-	100%	88%	71%	87%	96%	80%	92%	88%	85%	92%	-	*	-	*
	CWD	59%	62%	**80%**	*	*	90%	-	*	*	*	73%	100%	80%	-	*	71%	100%	-	*	-	-
	CWOD	83%	89%	**92%**	89%	96%	93%	-	100%	86%	80%	91%	95%	-	92%	91%	93%	91%	-	-	-	*
	EL	75%	86%	**88%**	80%	90%	80%	-	*	*	-	90%	*	*	91%	88%	82%	93%	-	-	-	-
	Male	79%	86%	**85%**	78%	91%	86%	-	*	*	*	84%	90%	71%	93%	82%	85%	-	-	*	-	-
	Female	79%	85%	**92%**	85%	100%	100%	-	100%	83%	*	89%	100%	100%	91%	93%	-	92%	-	-	-	*
Science	All Students	64%	74%	**69%**	64%	68%	76%	-	71%	50%	86%	63%	88%	60%	72%	44%	73%	66%	-	*	-	*
	CWD	41%	47%	**60%**	*	*	70%	-	*	*	*	53%	80%	60%	-	*	57%	67%	-	*	-	-
	CWOD	68%	79%	**72%**	72%	70%	80%	-	67%	43%	100%	65%	89%	-	72%	48%	81%	66%	-	-	-	*
	EL	52%	65%	**44%**	60%	50%	40%	-	*	*	-	43%	*	*	48%	44%	45%	43%	-	-	-	-
	Male	67%	78%	**73%**	67%	64%	79%	-	*	*	*	68%	90%	57%	81%	45%	73%	-	-	*	-	-
	Female	60%	70%	**66%**	62%	71%	73%	-	67%	33%	*	59%	86%	67%	66%	43%	-	66%	-	-	-	*
Grade 6																						

		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	75%	89%	**86%**	88%	73%	85%	*	100%	100%	*	84%	90%	42%	93%	79%	85%	86%	-	*	-	*
	CWD	45%	60%	**42%**	*	33%	*	-	-	-	*	30%	*	42%	-	*	57%	20%	-	-	-	-
	CWOD	81%	93%	**93%**	100%	88%	88%	*	100%	100%	-	94%	89%	-	93%	88%	91%	95%	-	*	-	*
	EL	62%	82%	**79%**	*	43%	*	-	100%	*	-	78%	*	*	88%	79%	73%	88%	-	-	-	-
	Male	72%	87%	**85%**	89%	77%	83%	-	*	*	*	86%	83%	57%	91%	73%	85%	-	-	-	-	*
	Female	80%	91%	**86%**	86%	67%	87%	*	100%	100%	-	82%	100%	20%	95%	88%	-	86%	-	*	-	*
Mathematics	All Students	74%	90%	**89%**	88%	82%	93%	*	100%	88%	*	85%	100%	42%	97%	84%	90%	88%	-	*	-	*
	CWD	51%	66%	**42%**	*	33%	*	-	-	-	*	30%	*	42%	-	*	57%	20%	-	-	-	-
	CWOD	78%	93%	**97%**	100%	100%	96%	*	100%	88%	-	96%	100%	-	97%	94%	97%	97%	-	*	-	*
	EL	65%	87%	**84%**	*	71%	*	-	100%	*	-	83%	*	*	94%	84%	73%	100%	-	-	-	-
	Male	75%	92%	**90%**	89%	85%	100%	-	*	*	*	86%	100%	57%	97%	73%	90%	-	-	-	-	*
	Female	73%	88%	**88%**	86%	78%	87%	*	100%	100%	-	85%	100%	20%	97%	100%	-	88%	-	*	-	*
STAAR Percent at Meets Grade Level or Above																						
Grade 3																						
Reading	All Students	49%	57%	**53%**	55%	70%	30%	-	67%	*	83%	44%	72%	54%	53%	37%	48%	60%	-	-	-	-
	CWD	28%	32%	**54%**	67%	*	*	-	*	-	-	44%	*	54%	-	*	64%	*	-	-	-	-
	CWOD	53%	62%	**53%**	50%	75%	35%	-	60%	*	83%	44%	71%	-	53%	27%	41%	64%	-	-	-	-
	EL	37%	44%	**37%**	60%	*	20%	-	33%	-	-	33%	43%	*	27%	37%	43%	20%	-	-	-	-
	Male	46%	54%	**48%**	50%	57%	22%	-	75%	*	*	41%	64%	64%	41%	43%	48%	-	-	-	-	-
	Female	53%	61%	**60%**	63%	*	36%	-	*	*	100%	48%	79%	*	64%	20%	-	60%	-	-	-	-
Mathematics	All Students	44%	53%	**60%**	64%	40%	43%	-	92%	*	83%	46%	88%	62%	60%	63%	60%	60%	-	-	-	-
	CWD	28%	37%	**62%**	67%	*	*	-	*	-	-	44%	*	62%	-	*	73%	*	-	-	-	-
	CWOD	47%	56%	**60%**	63%	38%	45%	-	90%	*	83%	46%	86%	-	60%	60%	55%	64%	-	-	-	-
	EL	35%	44%	**63%**	80%	*	20%	-	83%	-	-	42%	100%	*	60%	63%	64%	60%	-	-	-	-
	Male	47%	57%	**60%**	64%	57%	33%	-	88%	*	*	45%	100%	73%	55%	64%	60%	-	-	-	-	-
	Female	40%	49%	**60%**	63%	*	50%	-	*	*	80%	48%	79%	*	64%	60%	-	60%	-	-	-	-
Grade 4																						
Reading	All Students	47%	56%	**40%**	35%	45%	24%	-	67%	29%	38%	29%	68%	50%	38%	27%	35%	49%	-	*	-	*
	CWD	25%	35%	**50%**	*	60%	17%	-	*	-	*	42%	67%	50%	-	*	70%	25%	-	-	-	-
	CWOD	51%	60%	**38%**	26%	42%	27%	-	62%	29%	43%	27%	68%	-	38%	24%	29%	56%	-	*	-	*
	EL	35%	42%	**27%**	17%	29%	*	-	44%	-	-	18%	*	*	24%	27%	20%	50%	-	-	-	-
	Male	44%	54%	**35%**	26%	41%	20%	-	67%	*	17%	23%	62%	70%	29%	20%	35%	-	-	*	-	*
	Female	50%	59%	**49%**	*	57%	27%	-	67%	20%	*	39%	86%	25%	56%	50%	-	49%	-	-	-	-
Mathematics	All Students	47%	59%	**37%**	36%	34%	30%	-	60%	29%	25%	28%	61%	44%	35%	38%	36%	39%	-	*	-	*
	CWD	27%	39%	**44%**	*	60%	17%	-	*	-	*	33%	67%	44%	-	*	70%	13%	-	-	-	-
	CWOD	51%	63%	**35%**	28%	29%	36%	-	62%	29%	29%	27%	59%	-	35%	40%	30%	48%	-	*	-	*
	EL	39%	53%	**38%**	33%	57%	*	-	44%	-	-	32%	*	*	40%	38%	35%	50%	-	-	-	-
	Male	50%	61%	**36%**	28%	36%	30%	-	67%	*	17%	24%	62%	70%	30%	35%	36%	-	-	*	-	*
	Female	43%	58%	**39%**	*	29%	30%	-	50%	20%	*	35%	57%	13%	48%	50%	-	39%	-	-	-	-
Grade 5																						

		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	56%	65%	**64%**	68%	68%	60%	-	100%	25%	57%	59%	79%	45%	69%	48%	59%	68%	-	*	-	*
	CWD	27%	29%	**45%**	*	*	60%	-	*	*	*	40%	60%	45%	-	*	36%	67%	-	*	-	-
	CWOD	61%	72%	**69%**	78%	74%	60%	-	100%	29%	60%	64%	84%	-	69%	52%	70%	68%	-	-	-	*
	EL	43%	52%	**48%**	40%	50%	40%	-	*	*	-	43%	*	*	52%	48%	36%	57%	-	-	-	-
	Male	51%	62%	**59%**	67%	55%	50%	-	*	*	*	52%	80%	36%	70%	36%	59%	-	-	*	-	-
	Female	60%	69%	**68%**	69%	79%	73%	-	100%	17%	*	64%	79%	67%	68%	57%	-	68%	-	-	-	*
Mathematics	All Students	50%	60%	**52%**	50%	36%	67%	-	100%	25%	43%	46%	67%	50%	52%	32%	54%	50%	-	*	-	*
	CWD	28%	29%	**50%**	*	*	70%	-	*	*	*	40%	80%	50%	-	*	50%	50%	-	*	-	-
	CWOD	54%	65%	**52%**	56%	39%	64%	-	100%	29%	40%	48%	63%	-	52%	35%	56%	50%	-	-	-	*
	EL	43%	55%	**32%**	40%	20%	20%	-	*	*	-	29%	*	*	35%	32%	27%	36%	-	-	-	-
	Male	52%	62%	**54%**	56%	36%	64%	-	*	*	*	48%	70%	50%	56%	27%	54%	-	-	*	-	-
	Female	48%	58%	**50%**	46%	36%	70%	-	100%	17%	*	45%	64%	50%	50%	36%	-	50%	-	-	-	*
Science	All Students	35%	44%	**38%**	36%	32%	44%	-	43%	38%	43%	31%	58%	50%	35%	12%	54%	26%	-	*	-	*
	CWD	23%	27%	**50%**	*	*	60%	-	*	*	*	40%	80%	50%	-	*	50%	50%	-	*	-	-
	CWOD	37%	47%	**35%**	39%	30%	33%	-	33%	43%	40%	29%	53%	-	35%	13%	56%	23%	-	-	-	*
	EL	22%	29%	**12%**	20%	10%	0%	-	*	*	-	14%	*	*	13%	12%	18%	7%	-	-	-	-
	Male	39%	49%	**54%**	44%	45%	50%	-	*	*	*	45%	80%	50%	56%	18%	54%	-	-	*	-	-
	Female	30%	38%	**26%**	31%	21%	36%	-	33%	17%	*	21%	43%	50%	23%	7%	-	26%	-	-	-	*
Grade 6																						
Reading	All Students	51%	70%	**64%**	63%	45%	74%	*	75%	75%	*	65%	62%	17%	72%	63%	46%	81%	-	*	-	*
	CWD	24%	35%	**17%**	*	0%	*	-	-	-	*	20%	*	17%	-	*	14%	20%	-	-	-	-
	CWOD	56%	76%	**72%**	69%	63%	76%	*	75%	75%	-	73%	68%	-	72%	71%	53%	89%	-	*	-	*
	EL	34%	59%	**63%**	*	43%	*	-	80%	*	-	67%	*	*	71%	63%	45%	88%	-	-	-	-
	Male	47%	67%	**46%**	44%	38%	67%	-	*	*	*	52%	33%	14%	53%	45%	46%	-	-	-	-	*
	Female	56%	74%	**81%**	86%	56%	80%	*	100%	100%	-	76%	100%	20%	89%	88%	-	81%	-	*	-	*
Mathematics	All Students	38%	63%	**52%**	50%	32%	56%	*	88%	63%	*	47%	67%	8%	59%	32%	49%	55%	-	*	-	*
	CWD	22%	34%	**8%**	*	0%	*	-	-	-	*	10%	*	8%	-	*	14%	0%	-	-	-	-
	CWOD	41%	67%	**59%**	62%	44%	56%	*	88%	63%	-	54%	74%	-	59%	35%	56%	62%	-	*	-	*
	EL	26%	54%	**32%**	*	14%	*	-	80%	*	-	28%	*	*	35%	32%	27%	38%	-	-	-	-
	Male	41%	66%	**49%**	44%	38%	58%	-	*	*	*	45%	58%	14%	56%	27%	49%	-	-	-	-	*
	Female	36%	60%	**55%**	57%	22%	53%	*	80%	80%	-	48%	78%	0%	62%	38%	-	55%	-	*	-	*
STAAR Percent at Masters Grade Level																						
Grade 3																						
Reading	All Students	19%	26%	**19%**	18%	10%	13%	-	17%	*	50%	10%	36%	0%	23%	0%	10%	29%	-	-	-	-
	CWD	7%	9%	**0%**	0%	*	*	-	*	-	-	0%	*	0%	-	*	0%	*	-	-	-	-
	CWOD	22%	29%	**23%**	25%	13%	15%	-	20%	*	50%	12%	43%	-	23%	0%	14%	30%	-	-	-	-
	EL	13%	22%	**0%**	0%	*	0%	-	0%	-	-	0%	0%	*	0%	0%	0%	0%	-	-	-	-
	Male	17%	22%	**10%**	14%	0%	11%	-	13%	*	*	7%	18%	0%	14%	0%	10%	-	-	-	-	-
	Female	22%	30%	**29%**	25%	*	14%	-	*	*	60%	14%	50%	*	30%	0%	-	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
Mathematics	All Students	18%	25%	**20%**	18%	20%	13%	-	17%	*	50%	14%	32%	15%	21%	16%	18%	23%	-	-	-	-
	CWD	9%	13%	**15%**	17%	*	*	-	*	-	-	11%	*	15%	-	*	18%	*	-	-	-	-
	CWOD	20%	27%	**21%**	19%	13%	15%	-	20%	*	50%	15%	33%	-	21%	7%	17%	24%	-	-	-	-
	EL	12%	20%	**16%**	20%	*	0%	-	17%	-	-	17%	14%	*	7%	16%	21%	0%	-	-	-	-
	Male	21%	28%	**18%**	14%	29%	11%	-	25%	*	*	14%	27%	18%	17%	21%	18%	-	-	-	-	-
	Female	15%	21%	**23%**	25%	*	14%	-	*	*	60%	14%	36%	*	24%	0%	-	23%	-	-	-	-
Grade 4																						
Reading	All Students	21%	28%	**19%**	9%	17%	24%	-	33%	14%	25%	12%	39%	22%	19%	4%	15%	29%	-	*	-	*
	CWD	7%	13%	**22%**	*	40%	17%	-	*	-	*	17%	33%	22%	-	*	40%	0%	-	-	-	-
	CWOD	24%	30%	**19%**	5%	13%	27%	-	38%	14%	29%	11%	41%	-	19%	4%	10%	37%	-	*	-	*
	EL	12%	13%	**4%**	0%	0%	*	-	11%	-	-	5%	*	*	4%	4%	5%	0%	-	-	-	-
	Male	19%	23%	**15%**	5%	14%	20%	-	44%	*	0%	6%	33%	40%	10%	5%	15%	-	-	*	-	*
	Female	23%	33%	**29%**	*	29%	27%	-	17%	20%	*	21%	57%	0%	37%	0%	-	29%	-	-	-	-
Mathematics	All Students	21%	30%	**19%**	18%	10%	25%	-	33%	14%	13%	13%	36%	17%	20%	12%	13%	30%	-	*	-	*
	CWD	8%	16%	**17%**	*	20%	17%	-	*	-	*	8%	33%	17%	-	*	30%	0%	-	-	-	-
	CWOD	24%	33%	**20%**	17%	8%	29%	-	38%	14%	14%	13%	36%	-	20%	12%	11%	40%	-	*	-	*
	EL	15%	24%	**12%**	17%	0%	*	-	22%	-	-	5%	*	*	12%	12%	10%	17%	-	-	-	-
	Male	24%	31%	**13%**	6%	9%	20%	-	44%	*	0%	4%	33%	30%	11%	10%	13%	-	-	*	-	*
	Female	18%	29%	**30%**	*	14%	30%	-	17%	20%	*	27%	43%	0%	40%	17%	-	30%	-	-	-	-
Grade 5																						
Reading	All Students	28%	38%	**26%**	36%	24%	20%	-	43%	13%	14%	26%	25%	5%	31%	8%	29%	23%	-	*	-	*
	CWD	8%	11%	**5%**	*	*	10%	-	*	*	*	7%	0%	5%	-	*	0%	17%	-	*	-	-
	CWOD	31%	43%	**31%**	44%	26%	27%	-	50%	14%	20%	31%	32%	-	31%	9%	44%	23%	-	-	-	*
	EL	17%	23%	**8%**	20%	10%	0%	-	*	*	-	10%	*	*	9%	8%	18%	0%	-	-	-	-
	Male	24%	35%	**29%**	44%	36%	14%	-	*	*	*	26%	40%	0%	44%	18%	29%	-	-	*	-	-
	Female	32%	41%	**23%**	31%	14%	27%	-	50%	0%	*	26%	14%	17%	23%	0%	-	23%	-	-	-	*
Mathematics	All Students	21%	28%	**18%**	18%	12%	25%	-	57%	0%	0%	19%	17%	10%	21%	8%	22%	15%	-	*	-	*
	CWD	8%	9%	**10%**	*	*	10%	-	*	*	*	7%	20%	10%	-	*	7%	17%	-	*	-	-
	CWOD	23%	31%	**21%**	22%	13%	36%	-	50%	0%	0%	22%	16%	-	21%	9%	30%	15%	-	-	-	*
	EL	14%	18%	**8%**	20%	0%	0%	-	*	*	-	10%	*	*	9%	8%	9%	7%	-	-	-	-
	Male	23%	31%	**22%**	33%	18%	21%	-	*	*	*	23%	20%	7%	30%	9%	22%	-	-	*	-	-
	Female	19%	25%	**15%**	8%	7%	30%	-	50%	0%	*	16%	14%	17%	15%	7%	-	15%	-	-	-	*
Science	All Students	15%	20%	**12%**	14%	12%	12%	-	0%	13%	14%	7%	25%	10%	12%	4%	15%	9%	-	*	-	*
	CWD	7%	8%	**10%**	*	*	10%	-	*	*	*	0%	40%	10%	-	*	0%	33%	-	*	-	-
	CWOD	16%	22%	**12%**	11%	13%	13%	-	0%	14%	20%	9%	21%	-	12%	4%	22%	6%	-	-	-	*
	EL	7%	10%	**4%**	0%	10%	0%	-	*	*	-	5%	*	*	4%	4%	9%	0%	-	-	-	-
	Male	18%	23%	**15%**	11%	18%	7%	-	*	*	*	13%	20%	0%	22%	9%	15%	-	-	*	-	-
	Female	12%	16%	**9%**	15%	7%	18%	-	0%	0%	*	3%	29%	33%	6%	0%	-	9%	-	-	-	*
Grade 6																						

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

		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%	30%	**22%**	20%	15%	27%	*	36%	8%	18%	18%	31%	11%	24%	12%	20%	24%	-	*	-	20%
	CWD	8%	12%	**11%**	12%	13%	10%	-	20%	*	*	7%	24%	11%	-	22%	14%	5%	-	*	-	-
	CWOD	20%	32%	**24%**	22%	15%	32%	*	38%	9%	22%	21%	32%	-	24%	11%	21%	27%	-	*	-	20%
	EL	11%	19%	**12%**	17%	4%	6%	-	27%	0%	-	10%	25%	22%	11%	12%	14%	9%	-	-	-	-
	Male	20%	31%	**20%**	16%	17%	22%	-	48%	0%	0%	16%	28%	14%	21%	14%	20%	-	-	*	-	*
	Female	16%	28%	**24%**	25%	12%	31%	*	24%	12%	40%	20%	34%	5%	27%	9%	-	24%	-	*	-	*
Science	All Students	17%	29%	**12%**	14%	12%	12%	-	0%	13%	14%	7%	25%	10%	12%	4%	15%	9%	-	*	-	*
	CWD	7%	9%	**10%**	*	*	10%	-	*	*	*	0%	40%	10%	-	*	0%	33%	-	*	-	-
	CWOD	19%	32%	**12%**	11%	13%	13%	-	0%	14%	20%	9%	21%	-	12%	4%	22%	6%	-	-	-	*
	EL	6%	11%	**4%**	0%	10%	0%	-	*	*	-	5%	*	*	4%	4%	9%	0%	-	-	-	-
	Male	19%	31%	**15%**	11%	18%	7%	-	*	*	*	13%	20%	0%	22%	9%	15%	-	-	*	-	-
	Female	16%	27%	**9%**	15%	7%	18%	-	0%	0%	*	3%	29%	33%	6%	0%	-	9%	-	-	-	*

- 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	67	64	65	*	78	77	46	65	56	66
CWD	56	75	46	58	-	*	*	*	52	56	25
CWOD	69	65	68	68	*	79	78	55	68	-	69
EL ✧	66	60	64	59	-	63	110	-	65	25	66
Male	59	63	56	60	-	73	75	33	58	59	57
Female	76	73	77	71	*	81	78	*	73	51	79
Mathematics											
All Students	64	70	60	66	*	71	53	46	64	65	58
CWD	65	59	75	66	-	*	*	*	71	65	65
CWOD	63	73	57	66	*	72	50	50	62	-	58
EL ✧	58	54	62	48	-	71	35	-	56	65	58

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Male	60	66	63	62	-	71	29	35	61	68	49
Female	68	76	55	70	*	72	65	*	67	61	72

- 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
166	53	32%

- 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	48	46	51	*	65	45	52	45	39	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	N		Y	N	N	Y	Y	Y
Interim Goals (2028-2032)	55%	45%	49%	66%	53%	78%	55%	63%	46%	38%	48%
Target Met	Y	Y	Y	N		Y	N	N	Y	Y	Y
Interim Goals (2033-2037)	64%	56%	59%	73%	62%	83%	64%	71%	57%	50%	59%
Target Met	N	Y	N	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	N	N	N
Mathematics											
Interim Goals (2023-2027)	49%	33%	44%	60%	47%	82%	51%	55%	40%	29%	45%
Target Met	Y	Y	N	N		N	N	N	Y	Y	Y
Interim Goals (2028-2032)	58%	44%	53%	67%	56%	85%	59%	63%	50%	41%	54%
Target Met	N	Y	N	N		N	N	N	N	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	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	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%**	99%	100%	100%	*	100%	98%	100%	100%	100%	100%	100%	100%	100%	100%	-
	CWD	**100%**	100%	100%	100%	-	100%	*	100%	100%	100%	100%	-	100%	100%	100%	-
	CWOD	**100%**	99%	100%	100%	*	100%	98%	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	**100%**	100%	100%	100%	-	100%	100%	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	**100%**	99%	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%	100%	100%	*	100%	98%	100%	100%	100%	100%	100%	100%	-	100%	-
Reading	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%	100%	-
	CWOD	**100%**	100%	100%	100%	*	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	**100%**	100%	100%	100%	-	100%	100%	-	100%	100%	100%	100%	100%	100%	100%	-
	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%	-
Mathematics	All Students	**99%**	99%	100%	100%	*	100%	96%	100%	99%	100%	100%	99%	100%	99%	99%	-
	CWD	**100%**	100%	100%	100%	-	100%	*	*	100%	100%	100%	-	100%	100%	100%	-
	CWOD	**99%**	98%	100%	100%	*	100%	96%	100%	99%	100%	-	99%	100%	99%	99%	-
	EL	**100%**	100%	100%	100%	-	100%	100%	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	**99%**	98%	100%	100%	-	100%	100%	100%	99%	100%	100%	99%	100%	99%	-	-
	Female	**99%**	100%	100%	100%	*	100%	94%	100%	99%	100%	100%	99%	100%	-	99%	-
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%	-
	CWOD	**100%**	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%	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%**	1%	0%	0%	*	0%	2%	0%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	**0%**	0%	0%	0%	-	0%	*	0%	0%	0%	0%	-	0%	0%	0%	-
	CWOD	**0%**	1%	0%	0%	*	0%	2%	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	**0%**	0%	0%	0%	-	0%	0%	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	**0%**	1%	0%	0%	-	0%	0%	0%	0%	0%	0%	0%	0%	0%	-	-
	Female	**0%**	0%	0%	0%	*	0%	2%	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%	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%	-
	EL	**0%**	0%	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%	-
Mathematics	All Students	**1%**	1%	0%	0%	*	0%	4%	0%	1%	0%	0%	1%	0%	1%	1%	-
	CWD	**0%**	0%	0%	0%	-	0%	*	*	0%	0%	0%	-	0%	0%	0%	-
	CWOD	**1%**	2%	0%	0%	*	0%	4%	0%	1%	0%	-	1%	0%	1%	1%	-
	EL	**0%**	0%	0%	0%	-	0%	0%	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	**1%**	2%	0%	0%	-	0%	0%	0%	1%	0%	0%	1%	0%	1%	-	-
	Female	**1%**	0%	0%	0%	*	0%	6%	0%	1%	0%	0%	1%	0%	-	1%	-
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%	-
	CWOD	**0%**	0%	0%	0%	-	0%	0%	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	**0%**	0%	0%	0%	-	*	*	-	0%	*	*	0%	0%	0%	0%	-
	Male	**0%**	0%	0%	0%	-	*	*	*	0%	0%	0%	0%	0%	0%	-	-
	Female	**0%**	0%	0%	0%	-	0%	0%	*	0%	0%	0%	0%	0%	-	0%	-
SAT/ACT All Subjects	All Students	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

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

Part (viii): Civil Rights Data

Part (viii)(I) This section provides information from the 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	20	7	6	6	0	0	1	0	5		
	Female	11	3	3	3	0	0	1	1	0		
	Total	31	10	9	9	0	0	2	1	5		
Out-of-School Suspensions												
	Male	2	1	0	0	0	0	1	0	0		
	Female	1	0	0	1	0	0	0	0	0		
	Total	3	1	0	1	0	0	1	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	9	2	2	1	0	0	2	2	4		6
	Female	3	1	0	1	0	0	0	1	1		0
	Total	12	3	2	2	0	0	2	3	5		6
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	3	0	1	0	0	0	1	1	2		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	3	0	1	0	0	0	1	1	2		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	32	9	10	2	-8	1	4	6	2	6	2
	Female	29	6	6	9	-8	-8	3	5	-8	4	-8
	Total	61	15	16	11	-8	1	7	11	2	10	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	1
Incidents of physical attack or fight without a weapon	3
Incidents of threats of physical attack with a weapon	0

	Total
Incidents of threats of physical attack without a weapon	1
Incidents of possession of a firearm or explosive device	0
Allegations of Harassment or bullying	
On the basis of sex	2
On the basis of race	1
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	9	1	1	4	0	1	1	1	8	1
	Female	16	1	3	3	0	8	1	0	11	0
	Total	25	2	4	7	0	9	2	1	19	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	4.8	12.1%
Teachers Teaching with Emergency or Provisional Credentials	0.8	2.1%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	2.0	5.3%

- 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%	37	2%	6	8%
Mathematics	7,386	2%	37	2%	6	8%
Grade 4						
Reading	7,296	2%	34	2%	7	7%
Mathematics	7,293	2%	34	2%	7	7%
Grade 5						
Reading	6,823	2%	31	2%	8	9%
Mathematics	6,825	2%	31	2%	8	9%
Science	6,820	2%	31	2%	8	9%
Grade 6						
Reading	6,480	2%	24	1%	*	1%
Mathematics	6,481	2%	25	2%	*	1%
Grade 7						
Reading	6,309	2%	28	2%	-	-
Mathematics	6,300	2%	28	2%	-	-
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%	19	1%	-	-
Mathematics	6,162	2%	19	2%	-	-
Science	6,163	1%	19	1%	-	-
End of Course						
English I	6,032	1%	23	1%	-	-
English II	5,771	1%	21	1%	-	-
Algebra I	6,015	1%	23	1%	-	-
Biology	6,041	1%	21	1%	-	-
All Grades						
All Subjects	117,761	1%	485	2%	52	6%
Reading	52,275	1%	217	1%	22	6%
Mathematics	46,462	2%	197	2%	22	6%
Science	19,024	1%	71	1%	8	9%

- 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	18%	17%	18%	11%	*	14%	39%	32%	19%	29%	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

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%	82%	**92%**	80%	86%	97%	-	89%	-	100%	90%	93%	81%	94%	77%	89%	94%	-	*	-	-
	CWD	51%	56%	**81%**	*	71%	80%	-	*	-	*	100%	67%	81%	-	*	89%	71%	-	*	-	-
	CWOD	80%	87%	**94%**	75%	93%	100%	-	88%	-	*	88%	100%	-	94%	75%	89%	98%	-	*	-	-
	EL	65%	74%	**77%**	*	*	*	-	80%	-	-	73%	*	*	75%	77%	75%	80%	-	*	-	-
	Male	73%	79%	**89%**	83%	88%	93%	-	*	-	*	81%	95%	89%	89%	75%	89%	-	-	*	-	-
	Female	78%	84%	**94%**	*	85%	100%	-	100%	-	*	96%	92%	71%	98%	80%	-	94%	-	*	-	-

		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%	78%	**84%**	64%	71%	90%	-	100%	-	100%	75%	91%	69%	87%	64%	81%	86%	-	*	-	-
	CWD	51%	55%	**69%**	*	71%	60%	-	*	-	*	86%	56%	69%	-	*	67%	71%	-	*	-	-
	CWOD	76%	83%	**87%**	67%	71%	94%	-	100%	-	*	73%	100%	-	87%	62%	85%	88%	-	*	-	-
	EL	67%	74%	**64%**	*	*	*	-	100%	-	-	58%	*	*	62%	64%	75%	50%	-	*	-	-
	Male	74%	79%	**81%**	50%	88%	80%	-	*	-	*	69%	90%	67%	85%	75%	81%	-	-	*	-	-
	Female	70%	77%	**86%**	80%	62%	96%	-	100%	-	*	79%	92%	71%	88%	50%	-	86%	-	*	-	-
Grade 4																						
Reading	All Students	76%	83%	**82%**	58%	78%	94%	-	80%	*	*	74%	91%	67%	85%	75%	75%	89%	-	*	-	*
	CWD	51%	59%	**67%**	*	-	88%	-	-	-	-	33%	100%	67%	-	*	67%	*	-	*	-	-
	CWOD	81%	87%	**85%**	75%	78%	96%	-	80%	*	*	82%	88%	-	85%	80%	78%	91%	-	*	-	*
	EL	66%	75%	**75%**	*	83%	*	-	*	-	-	78%	*	*	80%	75%	67%	83%	-	-	-	-
	Male	74%	81%	**75%**	50%	80%	88%	-	*	*	*	67%	83%	67%	78%	67%	75%	-	-	*	-	-
	Female	79%	86%	**89%**	67%	75%	100%	-	*	-	*	81%	100%	*	91%	83%	-	89%	-	-	-	*
Mathematics	All Students	69%	80%	**75%**	42%	72%	81%	-	100%	*	*	64%	88%	50%	80%	83%	78%	71%	-	*	-	*
	CWD	44%	55%	**50%**	*	-	63%	-	-	-	-	33%	67%	50%	-	*	56%	*	-	*	-	-
	CWOD	74%	84%	**80%**	50%	72%	88%	-	100%	*	*	70%	92%	-	80%	90%	85%	75%	-	*	-	*
	EL	63%	75%	**83%**	*	83%	*	-	*	-	-	78%	*	*	90%	83%	83%	83%	-	-	-	-
	Male	71%	80%	**78%**	50%	70%	88%	-	*	*	*	61%	94%	56%	85%	83%	78%	-	-	*	-	-
	Female	67%	79%	**71%**	33%	75%	73%	-	*	-	*	67%	79%	*	75%	83%	-	71%	-	-	-	*
Grade 5																						
Reading	All Students	80%	86%	**83%**	73%	76%	92%	*	*	*	*	79%	88%	30%	93%	83%	79%	89%	-	-	-	-
	CWD	49%	52%	**30%**	*	*	*	-	*	-	-	40%	20%	30%	-	*	33%	*	-	-	-	-
	CWOD	86%	92%	**93%**	92%	92%	95%	*	*	*	*	86%	100%	-	93%	80%	93%	92%	-	-	-	-
	EL	72%	83%	**83%**	*	*	*	-	*	-	-	83%	-	*	80%	83%	80%	*	-	-	-	-
	Male	77%	84%	**79%**	67%	64%	100%	-	*	*	*	82%	75%	33%	93%	80%	79%	-	-	-	-	-
	Female	83%	88%	**89%**	*	100%	85%	*	*	-	*	73%	100%	*	92%	*	-	89%	-	-	-	-
Mathematics	All Students	79%	85%	**71%**	60%	71%	75%	*	*	*	*	61%	81%	30%	78%	67%	71%	70%	-	-	-	-
	CWD	59%	62%	**30%**	*	*	*	-	*	-	-	40%	20%	30%	-	*	33%	*	-	-	-	-
	CWOD	83%	89%	**78%**	75%	85%	77%	*	*	*	*	64%	93%	-	78%	60%	83%	73%	-	-	-	-
	EL	75%	86%	**67%**	*	*	*	-	*	-	-	67%	-	*	60%	67%	60%	*	-	-	-	-
	Male	79%	86%	**71%**	50%	64%	91%	-	*	*	*	68%	75%	33%	83%	60%	71%	-	-	-	-	-
	Female	79%	85%	**70%**	*	83%	62%	*	*	-	*	45%	88%	*	73%	*	-	70%	-	-	-	-
Science	All Students	64%	74%	**80%**	73%	82%	83%	*	*	*	*	76%	84%	50%	85%	67%	82%	78%	-	-	-	-
	CWD	41%	47%	**50%**	*	*	*	-	*	-	-	60%	40%	50%	-	*	56%	*	-	-	-	-
	CWOD	68%	79%	**85%**	83%	92%	86%	*	*	*	*	79%	93%	-	85%	60%	90%	81%	-	-	-	-
	EL	52%	65%	**67%**	*	*	*	-	*	-	-	67%	-	*	60%	67%	80%	*	-	-	-	-
	Male	67%	78%	**82%**	75%	73%	91%	-	*	*	*	86%	75%	56%	90%	80%	82%	-	-	-	-	-
	Female	60%	70%	**78%**	*	100%	77%	*	*	-	*	55%	94%	*	81%	*	-	78%	-	-	-	-
Grade 6																						

		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	75%	89%	**92%**	95%	85%	92%	*	*	*	*	86%	97%	64%	98%	*	97%	88%	-	*	-	-
	CWD	45%	60%	**64%**	*	40%	60%	-	-	-	-	43%	86%	64%	-	*	80%	56%	-	-	-	-
	CWOD	81%	93%	**98%**	94%	100%	100%	*	*	*	*	97%	100%	-	98%	*	100%	97%	-	*	-	-
	EL	62%	82%	*	*	*	-	-	-	-	-	*	-	*	*	*	-	*	-	-	-	-
	Male	72%	87%	**97%**	100%	100%	92%	-	-	-	*	93%	100%	80%	100%	-	97%	-	-	*	-	-
	Female	80%	91%	**88%**	92%	75%	86%	*	*	*	-	82%	95%	56%	97%	*	-	88%	-	*	-	-
Mathematics	All Students	74%	90%	**90%**	90%	85%	92%	*	*	*	*	83%	97%	71%	95%	*	97%	86%	-	*	-	-
	CWD	51%	66%	**71%**	*	60%	60%	-	-	-	-	57%	86%	71%	-	*	80%	67%	-	-	-	-
	CWOD	78%	93%	**95%**	88%	93%	100%	*	*	*	*	90%	100%	-	95%	*	100%	91%	-	*	-	-
	EL	65%	87%	*	*	*	-	-	-	-	-	*	-	*	*	*	-	*	-	-	-	-
	Male	75%	92%	**97%**	100%	100%	92%	-	-	-	*	93%	100%	80%	100%	-	97%	-	-	*	-	-
	Female	73%	88%	**86%**	85%	75%	93%	*	*	*	-	77%	95%	67%	91%	*	-	86%	-	*	-	-
STAAR Percent at Meets Grade Level or Above																						
Grade 3																						
Reading	All Students	49%	57%	**67%**	40%	57%	79%	-	67%	-	60%	54%	78%	38%	74%	38%	64%	69%	-	*	-	-
	CWD	28%	32%	**38%**	*	43%	40%	-	*	-	*	43%	33%	38%	-	*	44%	29%	-	*	-	-
	CWOD	53%	62%	**74%**	50%	64%	85%	-	63%	-	*	56%	89%	-	74%	33%	70%	76%	-	*	-	-
	EL	37%	44%	**38%**	*	*	*	-	40%	-	-	36%	*	*	33%	38%	38%	40%	-	*	-	-
	Male	46%	54%	**64%**	50%	88%	67%	-	*	-	*	50%	75%	44%	70%	38%	64%	-	-	*	-	-
	Female	53%	61%	**69%**	*	38%	88%	-	100%	-	*	57%	80%	29%	76%	40%	-	69%	-	*	-	-
Mathematics	All Students	44%	53%	**55%**	27%	33%	65%	-	78%	-	80%	38%	70%	38%	59%	43%	67%	46%	-	*	-	-
	CWD	28%	37%	**38%**	*	29%	40%	-	*	-	*	43%	33%	38%	-	*	56%	14%	-	*	-	-
	CWOD	47%	56%	**59%**	33%	36%	69%	-	75%	-	*	36%	78%	-	59%	38%	70%	51%	-	*	-	-
	EL	35%	44%	**43%**	*	*	*	-	60%	-	-	33%	*	*	38%	43%	38%	50%	-	*	-	-
	Male	47%	57%	**67%**	33%	75%	73%	-	*	-	*	44%	85%	56%	70%	38%	67%	-	-	*	-	-
	Female	40%	49%	**46%**	20%	8%	60%	-	100%	-	*	33%	58%	14%	51%	50%	-	46%	-	*	-	-
Grade 4																						
Reading	All Students	47%	56%	**48%**	25%	44%	56%	-	60%	*	*	33%	66%	25%	53%	42%	47%	49%	-	*	-	*
	CWD	25%	35%	**25%**	*	-	38%	-	-	-	-	17%	33%	25%	-	*	33%	*	-	*	-	-
	CWOD	51%	60%	**53%**	38%	44%	63%	-	60%	*	*	36%	73%	-	53%	50%	52%	53%	-	*	-	*
	EL	35%	42%	**42%**	*	50%	*	-	*	-	-	33%	*	*	50%	42%	17%	67%	-	-	-	-
	Male	44%	54%	**47%**	33%	30%	71%	-	*	*	*	28%	67%	33%	52%	17%	47%	-	-	*	-	-
	Female	50%	59%	**49%**	17%	63%	40%	-	*	-	*	38%	64%	*	53%	67%	-	49%	-	-	-	*
Mathematics	All Students	47%	59%	**55%**	42%	33%	69%	-	60%	*	*	38%	75%	42%	58%	58%	58%	51%	-	*	-	*
	CWD	27%	39%	**42%**	*	-	50%	-	-	-	-	33%	50%	42%	-	*	44%	*	-	*	-	-
	CWOD	51%	63%	**58%**	50%	33%	75%	-	60%	*	*	39%	81%	-	58%	60%	63%	53%	-	*	-	*
	EL	39%	53%	**58%**	*	67%	*	-	*	-	-	56%	*	*	60%	58%	50%	67%	-	-	-	-
	Male	50%	61%	**58%**	50%	30%	82%	-	*	*	*	39%	78%	44%	63%	50%	58%	-	-	*	-	-
	Female	43%	58%	**51%**	33%	38%	53%	-	*	-	*	38%	71%	*	53%	67%	-	51%	-	-	-	*
Grade 5																						

		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	56%	65%	**63%**	60%	65%	63%	*	*	*	*	55%	72%	10%	73%	50%	63%	63%	-	-	-	-
	CWD	27%	29%	**10%**	*	*	*	-	*	-	-	0%	20%	10%	-	*	11%	*	-	-	-	-
	CWOD	61%	72%	**73%**	75%	85%	64%	*	*	*	*	64%	81%	-	73%	60%	79%	65%	-	-	-	-
	EL	43%	52%	**50%**	*	*	*	-	*	-	-	50%	-	*	60%	50%	60%	*	-	-	-	-
	Male	51%	62%	**63%**	58%	45%	82%	-	*	*	*	68%	56%	11%	79%	60%	63%	-	-	-	-	-
	Female	60%	69%	**63%**	*	100%	46%	*	*	-	*	27%	88%	*	65%	*	-	63%	-	-	-	-
Mathematics	All Students	50%	60%	**45%**	33%	29%	58%	*	*	*	*	30%	59%	20%	49%	17%	50%	37%	-	-	-	-
	CWD	28%	29%	**20%**	*	*	*	-	*	-	-	20%	20%	20%	-	*	22%	*	-	-	-	-
	CWOD	54%	65%	**49%**	42%	38%	59%	*	*	*	*	32%	67%	-	49%	20%	59%	38%	-	-	-	-
	EL	43%	55%	**17%**	*	*	*	-	*	-	-	17%	-	*	20%	17%	20%	*	-	-	-	-
	Male	52%	62%	**50%**	33%	18%	82%	-	*	*	*	41%	63%	22%	59%	20%	50%	-	-	-	-	-
	Female	48%	58%	**37%**	*	50%	38%	*	*	-	*	9%	56%	*	38%	*	-	37%	-	-	-	-
Science	All Students	35%	44%	**48%**	40%	53%	54%	*	*	*	*	36%	59%	20%	53%	17%	50%	44%	-	-	-	-
	CWD	23%	27%	**20%**	*	*	*	-	*	-	-	20%	20%	20%	-	*	22%	*	-	-	-	-
	CWOD	37%	47%	**53%**	50%	62%	55%	*	*	*	*	39%	67%	-	53%	0%	59%	46%	-	-	-	-
	EL	22%	29%	**17%**	*	*	*	-	*	-	-	17%	-	*	0%	17%	20%	*	-	-	-	-
	Male	39%	49%	**50%**	42%	45%	64%	-	*	*	*	45%	56%	22%	59%	20%	50%	-	-	-	-	-
	Female	30%	38%	**44%**	*	67%	46%	*	*	-	*	18%	63%	*	46%	*	-	44%	-	-	-	-
Grade 6																						
Reading	All Students	51%	70%	**74%**	52%	80%	84%	*	*	*	*	53%	94%	57%	78%	*	70%	76%	-	*	-	-
	CWD	24%	35%	**57%**	*	40%	40%	-	-	-	-	43%	71%	57%	-	*	60%	56%	-	-	-	-
	CWOD	56%	76%	**78%**	41%	93%	95%	*	*	*	*	55%	100%	-	78%	*	72%	82%	-	*	-	-
	EL	34%	59%	*	*	*	-	-	-	-	-	*	-	*	*	*	-	*	-	-	-	-
	Male	47%	67%	**70%**	38%	100%	75%	-	-	-	*	43%	94%	60%	72%	-	70%	-	-	*	-	-
	Female	56%	74%	**76%**	62%	67%	86%	*	*	*	-	59%	95%	56%	82%	*	-	76%	-	*	-	-
Mathematics	All Students	38%	63%	**66%**	43%	70%	77%	*	*	*	*	53%	78%	43%	71%	*	73%	60%	-	*	-	-
	CWD	22%	34%	**43%**	*	40%	40%	-	-	-	-	43%	43%	43%	-	*	60%	33%	-	-	-	-
	CWOD	41%	67%	**71%**	41%	80%	86%	*	*	*	*	55%	87%	-	71%	*	76%	68%	-	*	-	-
	EL	26%	54%	*	*	*	-	-	-	-	-	*	-	*	*	*	-	*	-	-	-	-
	Male	41%	66%	**73%**	50%	100%	75%	-	-	-	*	57%	88%	60%	76%	-	73%	-	-	*	-	-
	Female	36%	60%	**60%**	38%	50%	79%	*	*	*	-	50%	71%	33%	68%	*	-	60%	-	*	-	-
STAAR Percent at Masters Grade Level																						
Grade 3																						
Reading	All Students	19%	26%	**32%**	20%	19%	38%	-	56%	-	20%	21%	42%	13%	37%	15%	19%	42%	-	*	-	-
	CWD	7%	9%	**13%**	*	14%	20%	-	*	-	*	0%	22%	13%	-	*	11%	14%	-	*	-	-
	CWOD	22%	29%	**37%**	25%	21%	41%	-	63%	-	*	25%	47%	-	37%	17%	22%	46%	-	*	-	-
	EL	13%	22%	**15%**	*	*	*	-	20%	-	-	9%	*	*	17%	15%	0%	40%	-	*	-	-
	Male	17%	22%	**19%**	17%	25%	27%	-	*	-	*	6%	30%	11%	22%	0%	19%	-	-	*	-	-
	Female	22%	30%	**42%**	*	15%	46%	-	100%	-	*	30%	52%	14%	46%	40%	-	42%	-	*	-	-

		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%	25%	**20%**	9%	5%	33%	-	22%	-	0%	8%	30%	6%	23%	14%	19%	20%	-	*	-	-
	CWD	9%	13%	**6%**	*	0%	20%	-	*	-	*	0%	11%	6%	-	*	0%	14%	-	*	-	-
	CWOD	20%	27%	**23%**	11%	7%	34%	-	25%	-	*	9%	35%	-	23%	15%	26%	21%	-	*	-	-
	EL	12%	20%	**14%**	*	*	*	-	0%	-	-	17%	*	*	15%	14%	13%	17%	-	*	-	-
	Male	21%	28%	**19%**	17%	13%	33%	-	*	-	*	13%	25%	0%	26%	13%	19%	-	-	*	-	-
	Female	15%	21%	**20%**	0%	0%	32%	-	40%	-	*	4%	35%	14%	21%	17%	-	20%	-	*	-	-
Grade 4																						
Reading	All Students	21%	28%	**24%**	8%	22%	28%	-	40%	*	*	15%	34%	8%	27%	25%	17%	31%	-	*	-	*
	CWD	7%	13%	**8%**	*	-	13%	-	-	-	-	17%	0%	8%	-	*	11%	*	-	*	-	-
	CWOD	24%	30%	**27%**	13%	22%	33%	-	40%	*	*	15%	42%	-	27%	30%	19%	34%	-	*	-	*
	EL	12%	13%	**25%**	*	33%	*	-	*	-	-	22%	*	*	30%	25%	0%	50%	-	-	-	-
	Male	19%	23%	**17%**	17%	0%	29%	-	*	*	*	11%	22%	11%	19%	0%	17%	-	-	*	-	-
	Female	23%	33%	**31%**	0%	50%	27%	-	*	-	*	19%	50%	*	34%	50%	-	31%	-	-	-	*
Mathematics	All Students	21%	30%	**21%**	0%	17%	34%	-	20%	*	*	8%	38%	25%	20%	17%	25%	17%	-	*	-	*
	CWD	8%	16%	**25%**	*	-	38%	-	-	-	-	17%	33%	25%	-	*	33%	*	-	*	-	-
	CWOD	24%	33%	**20%**	0%	17%	33%	-	20%	*	*	6%	38%	-	20%	20%	22%	19%	-	*	-	*
	EL	15%	24%	**17%**	*	33%	*	-	*	-	-	11%	*	*	20%	17%	17%	17%	-	-	-	-
	Male	24%	31%	**25%**	0%	10%	47%	-	*	*	*	6%	44%	33%	22%	17%	25%	-	-	*	-	-
	Female	18%	29%	**17%**	0%	25%	20%	-	*	-	*	10%	29%	*	19%	17%	-	17%	-	-	-	*
Grade 5																						
Reading	All Students	28%	38%	**32%**	20%	24%	42%	*	*	*	*	15%	50%	10%	36%	0%	29%	37%	-	-	-	-
	CWD	8%	11%	**10%**	*	*	*	-	*	-	-	0%	20%	10%	-	*	11%	*	-	-	-	-
	CWOD	31%	43%	**36%**	25%	31%	41%	*	*	*	*	18%	56%	-	36%	0%	34%	38%	-	-	-	-
	EL	17%	23%	**0%**	*	*	*	-	*	-	-	0%	-	*	0%	0%	0%	*	-	-	-	-
	Male	24%	35%	**29%**	17%	9%	55%	-	*	*	*	18%	44%	11%	34%	0%	29%	-	-	-	-	-
	Female	32%	41%	**37%**	*	50%	31%	*	*	-	*	9%	56%	*	38%	*	-	37%	-	-	-	-
Mathematics	All Students	21%	28%	**25%**	20%	18%	29%	*	*	*	*	15%	34%	20%	25%	0%	29%	19%	-	-	-	-
	CWD	8%	9%	**20%**	*	*	*	-	*	-	-	20%	20%	20%	-	*	22%	*	-	-	-	-
	CWOD	23%	31%	**25%**	25%	23%	27%	*	*	*	*	14%	37%	-	25%	0%	31%	19%	-	-	-	-
	EL	14%	18%	**0%**	*	*	*	-	*	-	-	0%	-	*	0%	0%	0%	*	-	-	-	-
	Male	23%	31%	**29%**	17%	9%	55%	-	*	*	*	18%	44%	22%	31%	0%	29%	-	-	-	-	-
	Female	19%	25%	**19%**	*	33%	8%	*	*	-	*	9%	25%	*	19%	*	-	19%	-	-	-	-
Science	All Students	15%	20%	**15%**	20%	6%	21%	*	*	*	*	12%	19%	20%	15%	17%	18%	11%	-	-	-	-
	CWD	7%	8%	**20%**	*	*	*	-	*	-	-	20%	20%	20%	-	*	22%	*	-	-	-	-
	CWOD	16%	22%	**15%**	25%	0%	18%	*	*	*	*	11%	19%	-	15%	0%	17%	12%	-	-	-	-
	EL	7%	10%	**17%**	*	*	*	-	*	-	-	17%	-	*	0%	17%	20%	*	-	-	-	-
	Male	18%	23%	**18%**	17%	9%	36%	-	*	*	*	14%	25%	22%	17%	20%	18%	-	-	-	-	-
	Female	12%	16%	**11%**	*	0%	8%	*	*	-	*	9%	13%	*	12%	*	-	11%	-	-	-	-
Grade 6																						

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

		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%	30%	**22%**	7%	17%	34%	*	26%	*	7%	11%	33%	17%	23%	11%	26%	19%	-	0%	-	*
	CWD	8%	12%	**17%**	0%	6%	35%	-	*	-	*	12%	22%	17%	-	0%	22%	10%	-	*	-	-
	CWOD	20%	32%	**23%**	9%	20%	34%	*	24%	*	8%	11%	35%	-	23%	13%	27%	20%	-	0%	-	*
	EL	11%	19%	**11%**	0%	13%	40%	-	0%	-	-	10%	20%	0%	13%	11%	11%	12%	-	*	-	-
	Male	20%	31%	**26%**	9%	16%	45%	-	14%	*	14%	17%	34%	22%	27%	11%	26%	-	-	*	-	-
	Female	16%	28%	**19%**	4%	18%	25%	*	33%	*	0%	6%	31%	10%	20%	12%	-	19%	-	*	-	*
Science	All Students	17%	29%	**15%**	20%	6%	21%	*	*	*	*	12%	19%	20%	15%	17%	18%	11%	-	-	-	-
	CWD	7%	9%	**20%**	*	*	*	-	*	-	-	20%	20%	20%	-	*	22%	*	-	-	-	-
	CWOD	19%	32%	**15%**	25%	0%	18%	*	*	*	*	11%	19%	-	15%	0%	17%	12%	-	-	-	-
	EL	6%	11%	**17%**	*	*	*	-	*	-	-	17%	-	*	0%	17%	20%	*	-	-	-	-
	Male	19%	31%	**18%**	17%	9%	36%	-	*	*	*	14%	25%	22%	17%	20%	18%	-	-	-	-	-
	Female	16%	27%	**11%**	*	0%	8%	*	*	-	*	9%	13%	*	12%	*	-	11%	-	-	-	-

- Indicates there are no students in the group.

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

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 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	61	60	66	*	84	*	78	54	52	59
CWD	52	65	25	53	-	*	-	-	46	52	30
CWOD	68	60	67	68	*	79	*	78	56	-	70
EL ✧	59	*	36	*	-	*	-	-	55	30	59
Male	67	65	60	72	-	*	*	*	61	55	50
Female	63	57	60	59	*	83	*	90	46	48	69
Mathematics											
All Students	67	73	63	68	*	44	*	67	64	66	58
CWD	66	83	59	57	-	*	-	-	69	66	70
CWOD	68	69	64	71	*	36	*	67	63	-	54
EL ✧	58	*	66	*	-	*	-	-	63	70	58

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Male	66	63	56	73	-	*	*	*	61	61	48
Female	69	84	71	64	*	42	*	60	68	75	69

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

Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates for the class of 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
62	20	32%

- 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	43	51	64	33	68	72	55	45	37	41
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	Y	Y
Interim Goals (2028-2032)	55%	45%	49%	66%	53%	78%	55%	63%	46%	38%	48%
Target Met	Y	Y	Y	Y		N		N	Y	N	N
Interim Goals (2033-2037)	64%	56%	59%	73%	62%	83%	64%	71%	57%	50%	59%
Target Met	Y	N	Y	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	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		N	Y	Y	N
Interim Goals (2028-2032)	58%	44%	53%	67%	56%	85%	59%	63%	50%	41%	54%
Target Met	N	N	N	Y		Y		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	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	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%	99%	100%	100%	100%	100%	100%	99%	100%	100%	100%	100%	99%	-
	CWD	**100%**	100%	100%	100%	-	100%	-	*	100%	100%	100%	-	100%	100%	100%	-
	CWOD	**100%**	100%	100%	99%	100%	100%	100%	100%	100%	99%	-	100%	100%	100%	99%	-
	EL	**100%**	100%	100%	100%	-	100%	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	**100%**	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	100%	100%	100%	-	-

		Campus	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	**99%**	100%	100%	99%	100%	100%	*	100%	100%	99%	100%	99%	100%	-	99%	-
Reading	All Students	**99%**	100%	100%	98%	*	100%	*	100%	100%	99%	100%	99%	100%	100%	99%	-
	CWD	**100%**	100%	100%	100%	-	*	-	*	100%	100%	100%	-	100%	100%	100%	-
	CWOD	**99%**	100%	100%	98%	*	100%	*	100%	100%	98%	-	99%	100%	100%	99%	-
	EL	**100%**	100%	100%	100%	-	100%	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	**100%**	100%	100%	100%	-	100%	*	100%	100%	100%	100%	100%	100%	100%	-	-
	Female	**99%**	100%	100%	97%	*	100%	*	100%	100%	97%	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%	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%	-
Science	All Students	**100%**	100%	100%	100%	*	*	*	*	100%	100%	100%	100%	100%	100%	100%	-
	CWD	**100%**	*	*	*	-	*	-	-	100%	100%	100%	-	*	100%	*	-
	CWOD	**100%**	100%	100%	100%	*	*	*	*	100%	100%	-	100%	100%	100%	100%	-
	EL	**100%**	*	*	*	-	*	-	-	100%	-	*	100%	100%	100%	*	-
	Male	**100%**	100%	100%	100%	-	*	*	*	100%	100%	100%	100%	100%	100%	-	-
	Female	**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%	1%	0%	0%	0%	0%	0%	1%	0%	0%	0%	0%	1%	-
	CWD	**0%**	0%	0%	0%	-	0%	-	*	0%	0%	0%	-	0%	0%	0%	-
	CWOD	**0%**	0%	0%	1%	0%	0%	0%	0%	0%	1%	-	0%	0%	0%	1%	-
	EL	**0%**	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	**1%**	0%	0%	1%	0%	0%	*	0%	0%	1%	0%	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	All Students	**1%**	0%	0%	2%	*	0%	*	0%	0%	1%	0%	1%	0%	0%	1%	-
	CWD	**0%**	0%	0%	0%	-	*	-	*	0%	0%	0%	-	0%	0%	0%	-
	CWOD	**1%**	0%	0%	2%	*	0%	*	0%	0%	2%	-	1%	0%	0%	1%	-
	EL	**0%**	0%	0%	0%	-	0%	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	**0%**	0%	0%	0%	-	0%	*	0%	0%	0%	0%	0%	0%	0%	-	-
	Female	**1%**	0%	0%	3%	*	0%	*	0%	0%	3%	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%	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%	-
Science	All Students	**0%**	0%	0%	0%	*	*	*	*	0%	0%	0%	0%	0%	0%	0%	-
	CWD	**0%**	*	*	*	-	*	-	-	0%	0%	0%	-	*	0%	*	-
	CWOD	**0%**	0%	0%	0%	*	*	*	*	0%	0%	-	0%	0%	0%	0%	-
	EL	**0%**	*	*	*	-	*	-	-	0%	-	*	0%	0%	0%	*	-
	Male	**0%**	0%	0%	0%	-	*	*	*	0%	0%	0%	0%	0%	0%	-	-
	Female	**0%**	*	0%	0%	*	*	-	*	0%	0%	*	0%	*	-	0%	-
SAT/ACT All Subjects	All Students	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

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

Part (viii): Civil Rights Data

Part (viii)(I) This section provides information from the 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	7	2	2	3	0	0	0	0	0		
	Female	2	1	0	1	0	0	0	0	0		
	Total	9	3	2	4	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	3	2	0	1	0	0	0	0	0		0
	Female	2	0	1	1	0	0	0	0	0		0
	Total	5	2	1	2	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	15	1	5	8	-8	-8	-8	1	1	3	1
	Female	15	3	6	5	-8	-8	-8	1	-8	2	1
	Total	30	4	11	13	-8	-8	-8	2	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	2
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	30	2	10	10	0	4	0	4	7	11
	Female	27	9	6	8	0	3	0	1	1	7
	Total	57	11	16	18	0	7	0	5	8	18
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	5.0	12.0%
Teachers Teaching with Emergency or Provisional Credentials	1.0	2.5%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	1.1	2.8%

- 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%	37	2%	-	-
Mathematics	7,386	2%	37	2%	-	-
Grade 4						
Reading	7,296	2%	34	2%	-	-
Mathematics	7,293	2%	34	2%	-	-
Grade 5						
Reading	6,823	2%	31	2%	-	-
Mathematics	6,825	2%	31	2%	-	-
Science	6,820	2%	31	2%	-	-
Grade 6						
Reading	6,480	2%	24	1%	-	-
Mathematics	6,481	2%	25	2%	-	-
Grade 7						
Reading	6,309	2%	28	2%	-	-
Mathematics	6,300	2%	28	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
Grade 8						
Reading	6,168	1%	19	1%	-	-
Mathematics	6,162	2%	19	2%	-	-
Science	6,163	1%	19	1%	-	-
End of Course						
English I	6,032	1%	23	1%	-	-
English II	5,771	1%	21	1%	-	-
Algebra I	6,015	1%	23	1%	-	-
Biology	6,041	1%	21	1%	-	-
All Grades						
All Subjects	117,761	1%	485	2%	-	-
Reading	52,275	1%	217	1%	-	-
Mathematics	46,462	2%	197	2%	-	-
Science	19,024	1%	71	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	13%	15%	19%	9%	*	5%	*	11%	15%	12%	5%

- 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%	82%	**82%**	54%	84%	89%	-	*	*	*	79%	89%	43%	93%	100%	79%	87%	-	*	-	-
	CWD	51%	56%	**43%**	*	50%	*	-	-	-	*	40%	*	43%	-	*	45%	*	-	-	-	-
	CWOD	80%	87%	**93%**	70%	100%	100%	-	*	*	*	90%	100%	-	93%	*	92%	95%	-	*	-	-
	EL	65%	74%	**100%**	*	*	-	-	*	-	-	100%	-	*	*	100%	100%	*	-	-	-	-
	Male	73%	79%	**79%**	43%	78%	87%	-	*	-	*	79%	80%	45%	92%	100%	79%	-	-	-	-	-
	Female	78%	84%	**87%**	67%	90%	*	-	-	*	*	80%	100%	*	95%	*	-	87%	-	*	-	-

		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%	78%	**72%**	69%	74%	74%	-	*	*	*	68%	83%	43%	82%	50%	71%	74%	-	*	-	-
	CWD	51%	55%	**43%**	*	50%	*	-	-	-	*	40%	*	43%	-	*	45%	*	-	-	-	-
	CWOD	76%	83%	**82%**	80%	85%	80%	-	*	*	*	77%	93%	-	82%	*	83%	80%	-	*	-	-
	EL	67%	74%	**50%**	*	*	-	-	*	-	-	50%	-	*	*	50%	60%	*	-	-	-	-
	Male	74%	79%	**71%**	71%	78%	73%	-	*	-	*	68%	80%	45%	83%	60%	71%	-	-	-	-	-
	Female	70%	77%	**74%**	67%	70%	*	-	-	*	*	67%	88%	*	80%	*	-	74%	-	*	-	-
Grade 4																						
Reading	All Students	76%	83%	**83%**	60%	83%	90%	-	*	80%	*	74%	100%	33%	92%	73%	80%	87%	-	-	-	-
	CWD	51%	59%	**33%**	*	*	*	-	-	*	-	0%	*	33%	-	*	*	20%	-	-	-	-
	CWOD	81%	87%	**92%**	*	90%	100%	-	*	*	*	88%	100%	-	92%	78%	85%	100%	-	-	-	-
	EL	66%	75%	**73%**	*	71%	-	-	*	-	-	67%	*	*	78%	73%	75%	*	-	-	-	-
	Male	74%	81%	**80%**	*	80%	*	-	*	*	*	74%	100%	*	85%	75%	80%	-	-	-	-	-
	Female	79%	86%	**87%**	*	89%	88%	-	*	*	*	73%	100%	20%	100%	*	-	87%	-	-	-	-
Mathematics	All Students	69%	80%	**85%**	80%	79%	90%	-	*	100%	*	79%	95%	67%	88%	64%	83%	87%	-	-	-	-
	CWD	44%	55%	**67%**	*	*	*	-	-	*	-	50%	*	67%	-	*	*	60%	-	-	-	-
	CWOD	74%	84%	**88%**	*	86%	94%	-	*	*	*	84%	95%	-	88%	67%	85%	92%	-	-	-	-
	EL	63%	75%	**64%**	*	71%	-	-	*	-	-	56%	*	*	67%	64%	63%	*	-	-	-	-
	Male	71%	80%	**83%**	*	80%	*	-	*	*	*	78%	100%	*	85%	63%	83%	-	-	-	-	-
	Female	67%	79%	**87%**	*	78%	88%	-	*	*	*	80%	93%	60%	92%	*	-	87%	-	-	-	-
Grade 5																						
Reading	All Students	80%	86%	**83%**	67%	77%	94%	*	*	*	100%	79%	95%	75%	84%	88%	86%	81%	-	*	-	*
	CWD	49%	52%	**75%**	*	*	*	*	-	-	*	67%	*	75%	-	*	*	83%	-	-	-	-
	CWOD	86%	92%	**84%**	71%	78%	93%	*	*	*	100%	81%	94%	-	84%	86%	88%	80%	-	*	-	*
	EL	72%	83%	**88%**	*	83%	-	-	*	-	-	88%	-	*	86%	88%	*	83%	-	-	-	-
	Male	77%	84%	**86%**	60%	100%	89%	*	*	-	100%	83%	92%	*	88%	*	86%	-	-	*	-	*
	Female	83%	88%	**81%**	80%	65%	100%	*	-	*	*	77%	100%	83%	80%	83%	-	81%	-	-	-	-
Mathematics	All Students	79%	85%	**81%**	80%	77%	75%	*	*	*	89%	79%	84%	75%	81%	100%	86%	75%	-	*	-	*
	CWD	59%	62%	**75%**	*	*	*	*	-	-	*	67%	*	75%	-	*	*	67%	-	-	-	-
	CWOD	83%	89%	**81%**	79%	78%	73%	*	*	*	100%	81%	82%	-	81%	100%	85%	77%	-	*	-	*
	EL	75%	86%	**100%**	*	100%	-	-	*	-	-	100%	-	*	100%	100%	*	100%	-	-	-	-
	Male	79%	86%	**86%**	80%	100%	67%	*	*	-	100%	87%	85%	*	85%	*	86%	-	-	*	-	*
	Female	79%	85%	**75%**	80%	65%	86%	*	-	*	*	73%	83%	67%	77%	100%	-	75%	-	-	-	-
Science	All Students	64%	74%	**75%**	53%	65%	94%	*	*	*	100%	68%	95%	50%	78%	50%	83%	67%	-	*	-	*
	CWD	41%	47%	**50%**	*	*	*	*	-	-	*	33%	*	50%	-	*	*	50%	-	-	-	-
	CWOD	68%	79%	**78%**	57%	70%	93%	*	*	*	100%	72%	94%	-	78%	57%	85%	70%	-	*	-	*
	EL	52%	65%	**50%**	*	50%	-	-	*	-	-	50%	-	*	57%	50%	*	33%	-	-	-	-
	Male	67%	78%	**83%**	50%	100%	89%	*	*	-	100%	78%	92%	*	85%	*	83%	-	-	*	-	*
	Female	60%	70%	**67%**	60%	47%	100%	*	-	*	*	60%	100%	50%	70%	33%	-	67%	-	-	-	-
Grade 6																						

		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	75%	89%	**87%**	96%	68%	96%	-	*	*	80%	82%	100%	50%	97%	88%	83%	92%	-	-	-	-
	CWD	45%	60%	**50%**	*	40%	*	-	-	-	*	47%	*	50%	-	*	40%	67%	-	-	-	-
	CWOD	81%	93%	**97%**	95%	92%	100%	-	*	*	*	95%	100%	-	97%	100%	97%	97%	-	-	-	-
	EL	62%	82%	**88%**	*	83%	-	-	-	-	-	88%	-	*	100%	88%	83%	*	-	-	-	-
	Male	72%	87%	**83%**	92%	69%	91%	-	*	*	*	76%	100%	40%	97%	83%	83%	-	-	-	-	-
	Female	80%	91%	**92%**	100%	67%	100%	-	-	*	*	89%	100%	67%	97%	*	-	92%	-	-	-	-
Mathematics	All Students	74%	90%	**81%**	84%	70%	83%	-	*	*	100%	78%	91%	63%	86%	100%	85%	78%	-	-	-	-
	CWD	51%	66%	**63%**	*	50%	*	-	-	-	*	60%	*	63%	-	*	70%	50%	-	-	-	-
	CWOD	78%	93%	**86%**	82%	85%	86%	-	*	*	*	84%	91%	-	86%	100%	90%	82%	-	-	-	-
	EL	65%	87%	**100%**	*	100%	-	-	-	-	-	100%	-	*	100%	100%	100%	*	-	-	-	-
	Male	75%	92%	**85%**	83%	77%	91%	-	*	*	*	83%	92%	70%	90%	100%	85%	-	-	-	-	-
	Female	73%	88%	**78%**	85%	60%	77%	-	-	*	*	72%	91%	50%	82%	*	-	78%	-	-	-	-
STAAR Percent at Meets Grade Level or Above																						
Grade 3																						
Reading	All Students	49%	57%	**61%**	31%	68%	68%	-	*	*	*	54%	78%	21%	73%	50%	59%	65%	-	*	-	-
	CWD	28%	32%	**21%**	*	33%	*	-	-	-	*	20%	*	21%	-	*	18%	*	-	-	-	-
	CWOD	53%	62%	**73%**	40%	85%	80%	-	*	*	*	63%	93%	-	73%	*	75%	70%	-	*	-	-
	EL	37%	44%	**50%**	*	*	-	-	*	-	-	50%	-	*	*	50%	60%	*	-	-	-	-
	Male	46%	54%	**59%**	29%	67%	67%	-	*	-	*	54%	70%	18%	75%	60%	59%	-	-	-	-	-
	Female	53%	61%	**65%**	33%	70%	*	-	-	*	*	53%	88%	*	70%	*	-	65%	-	*	-	-
Mathematics	All Students	44%	53%	**48%**	31%	53%	53%	-	*	*	*	43%	61%	14%	59%	50%	51%	43%	-	*	-	-
	CWD	28%	37%	**14%**	*	17%	*	-	-	-	*	10%	*	14%	-	*	18%	*	-	-	-	-
	CWOD	47%	56%	**59%**	40%	69%	60%	-	*	*	*	53%	71%	-	59%	*	67%	50%	-	*	-	-
	EL	35%	44%	**50%**	*	*	-	-	*	-	-	50%	-	*	*	50%	60%	*	-	-	-	-
	Male	47%	57%	**51%**	29%	67%	53%	-	*	-	*	48%	60%	18%	67%	60%	51%	-	-	-	-	-
	Female	40%	49%	**43%**	33%	40%	*	-	-	*	*	33%	63%	*	50%	*	-	43%	-	*	-	-
Grade 4																						
Reading	All Students	47%	56%	**70%**	0%	71%	80%	-	*	80%	*	58%	91%	33%	76%	64%	67%	73%	-	-	-	-
	CWD	25%	35%	**33%**	*	*	*	-	-	*	-	0%	*	33%	-	*	*	20%	-	-	-	-
	CWOD	51%	60%	**76%**	*	76%	88%	-	*	*	*	69%	89%	-	76%	67%	69%	84%	-	-	-	-
	EL	35%	42%	**64%**	*	71%	-	-	*	-	-	56%	*	*	67%	64%	63%	*	-	-	-	-
	Male	44%	54%	**67%**	*	73%	*	-	*	*	*	57%	100%	*	69%	63%	67%	-	-	-	-	-
	Female	50%	59%	**73%**	*	67%	75%	-	*	*	*	60%	87%	20%	84%	*	-	73%	-	-	-	-
Mathematics	All Students	47%	59%	**53%**	0%	50%	60%	-	*	60%	*	47%	64%	33%	57%	45%	53%	53%	-	-	-	-
	CWD	27%	39%	**33%**	*	*	*	-	-	*	-	0%	*	33%	-	*	*	20%	-	-	-	-
	CWOD	51%	63%	**57%**	*	52%	63%	-	*	*	*	56%	58%	-	57%	44%	54%	60%	-	-	-	-
	EL	39%	53%	**45%**	*	43%	-	-	*	-	-	44%	*	*	44%	45%	38%	*	-	-	-	-
	Male	50%	61%	**53%**	*	60%	*	-	*	*	*	48%	71%	*	54%	38%	53%	-	-	-	-	-
	Female	43%	58%	**53%**	*	33%	56%	-	*	*	*	47%	60%	20%	60%	*	-	53%	-	-	-	-
Grade 5																						

		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	56%	65%	**57%**	40%	46%	63%	*	*	*	89%	51%	74%	13%	63%	38%	61%	53%	-	*	-	*
	CWD	27%	29%	**13%**	*	*	*	*	-	-	*	0%	*	13%	-	*	*	17%	-	-	-	-
	CWOD	61%	72%	**63%**	43%	52%	67%	*	*	*	100%	57%	76%	-	63%	43%	65%	60%	-	*	-	*
	EL	43%	52%	**38%**	*	33%	-	-	*	-	-	38%	-	*	43%	38%	*	33%	-	-	-	-
	Male	51%	62%	**61%**	40%	56%	56%	*	*	-	100%	52%	77%	*	65%	*	61%	-	-	*	-	*
	Female	60%	69%	**53%**	40%	41%	71%	*	-	*	*	50%	67%	17%	60%	33%	-	53%	-	-	-	-
Mathematics	All Students	50%	60%	**47%**	27%	38%	63%	*	*	*	78%	36%	79%	38%	48%	38%	56%	39%	-	*	-	*
	CWD	28%	29%	**38%**	*	*	*	*	-	-	*	17%	*	38%	-	*	*	50%	-	-	-	-
	CWOD	54%	65%	**48%**	29%	39%	60%	*	*	*	86%	38%	76%	-	48%	29%	59%	37%	-	*	-	*
	EL	43%	55%	**38%**	*	33%	-	-	*	-	-	38%	-	*	29%	38%	*	33%	-	-	-	-
	Male	52%	62%	**56%**	40%	56%	56%	*	*	-	80%	43%	77%	*	59%	*	56%	-	-	*	-	*
	Female	48%	58%	**39%**	0%	29%	71%	*	-	*	*	30%	83%	50%	37%	33%	-	39%	-	-	-	-
Science	All Students	35%	44%	**49%**	33%	38%	56%	*	*	*	78%	42%	68%	13%	53%	25%	67%	31%	-	*	-	*
	CWD	23%	27%	**13%**	*	*	*	*	-	-	*	0%	*	13%	-	*	*	17%	-	-	-	-
	CWOD	37%	47%	**53%**	36%	43%	60%	*	*	*	86%	47%	71%	-	53%	29%	71%	33%	-	*	-	*
	EL	22%	29%	**25%**	*	17%	-	-	*	-	-	25%	-	*	29%	25%	*	0%	-	-	-	-
	Male	39%	49%	**67%**	30%	78%	67%	*	*	-	100%	65%	69%	*	71%	*	67%	-	-	*	-	*
	Female	30%	38%	**31%**	40%	18%	43%	*	-	*	*	23%	67%	17%	33%	0%	-	31%	-	-	-	-
Grade 6																						
Reading	All Students	51%	70%	**66%**	75%	45%	67%	-	*	*	80%	63%	74%	19%	78%	50%	61%	71%	-	-	-	-
	CWD	24%	35%	**19%**	*	10%	*	-	-	-	*	20%	*	19%	-	*	20%	17%	-	-	-	-
	CWOD	56%	76%	**78%**	81%	75%	68%	-	*	*	*	78%	77%	-	78%	67%	74%	81%	-	-	-	-
	EL	34%	59%	**50%**	*	33%	-	-	-	-	-	50%	-	*	67%	50%	67%	*	-	-	-	-
	Male	47%	67%	**61%**	58%	62%	55%	-	*	*	*	62%	58%	20%	74%	67%	61%	-	-	-	-	-
	Female	56%	74%	**71%**	92%	22%	77%	-	-	*	*	63%	91%	17%	81%	*	-	71%	-	-	-	-
Mathematics	All Students	38%	63%	**51%**	48%	39%	58%	-	*	*	60%	40%	78%	19%	58%	38%	49%	53%	-	-	-	-
	CWD	22%	34%	**19%**	*	10%	*	-	-	-	*	20%	*	19%	-	*	20%	17%	-	-	-	-
	CWOD	41%	67%	**58%**	50%	62%	59%	-	*	*	*	47%	82%	-	58%	50%	58%	59%	-	-	-	-
	EL	26%	54%	**38%**	*	33%	-	-	-	-	-	38%	-	*	50%	38%	33%	*	-	-	-	-
	Male	41%	66%	**49%**	42%	46%	55%	-	*	*	*	38%	75%	20%	58%	33%	49%	-	-	-	-	-
	Female	36%	60%	**53%**	54%	30%	62%	-	-	*	*	41%	82%	17%	59%	*	-	53%	-	-	-	-
STAAR Percent at Masters Grade Level																						
Grade 3																						
Reading	All Students	19%	26%	**32%**	8%	37%	42%	-	*	*	*	21%	56%	7%	39%	17%	26%	39%	-	*	-	-
	CWD	7%	9%	**7%**	*	0%	*	-	-	-	*	0%	*	7%	-	*	9%	*	-	-	-	-
	CWOD	22%	29%	**39%**	10%	54%	47%	-	*	*	*	27%	64%	-	39%	*	33%	45%	-	*	-	-
	EL	13%	22%	**17%**	*	*	-	-	*	-	-	17%	-	*	*	17%	20%	*	-	-	-	-
	Male	17%	22%	**26%**	0%	33%	33%	-	*	-	*	21%	40%	9%	33%	20%	26%	-	-	-	-	-
	Female	22%	30%	**39%**	17%	40%	*	-	-	*	*	20%	75%	*	45%	*	-	39%	-	*	-	-

		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%	25%	**17%**	0%	16%	26%	-	*	*	*	8%	39%	7%	20%	0%	20%	13%	-	*	-	-
	CWD	9%	13%	**7%**	*	0%	*	-	-	-	*	0%	*	7%	-	*	9%	*	-	-	-	-
	CWOD	20%	27%	**20%**	0%	23%	27%	-	*	*	*	10%	43%	-	20%	*	25%	15%	-	*	-	-
	EL	12%	20%	**0%**	*	*	-	-	*	-	-	0%	-	*	*	0%	0%	*	-	-	-	-
	Male	21%	28%	**20%**	0%	11%	27%	-	*	-	*	8%	50%	9%	25%	0%	20%	-	-	-	-	-
	Female	15%	21%	**13%**	0%	20%	*	-	-	*	*	7%	25%	*	15%	*	-	13%	-	*	-	-
Grade 4																						
Reading	All Students	21%	28%	**40%**	0%	38%	60%	-	*	20%	*	29%	59%	22%	43%	18%	20%	60%	-	-	-	-
	CWD	7%	13%	**22%**	*	*	*	-	-	*	-	0%	*	22%	-	*	*	20%	-	-	-	-
	CWOD	24%	30%	**43%**	*	43%	63%	-	*	*	*	34%	58%	-	43%	22%	19%	68%	-	-	-	-
	EL	12%	13%	**18%**	*	14%	-	-	*	-	-	22%	*	*	22%	18%	13%	*	-	-	-	-
	Male	19%	23%	**20%**	*	20%	*	-	*	*	*	17%	29%	*	19%	13%	20%	-	-	-	-	-
	Female	23%	33%	**60%**	*	67%	56%	-	*	*	*	47%	73%	20%	68%	*	-	60%	-	-	-	-
Mathematics	All Students	21%	30%	**22%**	0%	21%	35%	-	*	0%	*	13%	36%	22%	22%	9%	13%	30%	-	-	-	-
	CWD	8%	16%	**22%**	*	*	*	-	-	*	-	0%	*	22%	-	*	*	20%	-	-	-	-
	CWOD	24%	33%	**22%**	*	24%	31%	-	*	*	*	16%	32%	-	22%	11%	12%	32%	-	-	-	-
	EL	15%	24%	**9%**	*	0%	-	-	*	-	-	11%	*	*	11%	9%	0%	*	-	-	-	-
	Male	24%	31%	**13%**	*	13%	*	-	*	*	*	9%	29%	*	12%	0%	13%	-	-	-	-	-
	Female	18%	29%	**30%**	*	33%	31%	-	*	*	*	20%	40%	20%	32%	*	-	30%	-	-	-	-
Grade 5																						
Reading	All Students	28%	38%	**36%**	27%	31%	38%	*	*	*	56%	32%	47%	13%	39%	25%	39%	33%	-	*	-	*
	CWD	8%	11%	**13%**	*	*	*	*	-	-	*	0%	*	13%	-	*	*	17%	-	-	-	-
	CWOD	31%	43%	**39%**	29%	35%	40%	*	*	*	57%	36%	47%	-	39%	29%	41%	37%	-	*	-	*
	EL	17%	23%	**25%**	*	17%	-	-	*	-	-	25%	-	*	29%	25%	*	17%	-	-	-	-
	Male	24%	35%	**39%**	20%	44%	44%	*	*	-	40%	35%	46%	*	41%	*	39%	-	-	*	-	*
	Female	32%	41%	**33%**	40%	24%	29%	*	-	*	*	30%	50%	17%	37%	17%	-	33%	-	-	-	-
Mathematics	All Students	21%	28%	**21%**	7%	15%	31%	*	*	*	44%	15%	37%	13%	22%	13%	31%	11%	-	*	-	*
	CWD	8%	9%	**13%**	*	*	*	*	-	-	*	0%	*	13%	-	*	*	17%	-	-	-	-
	CWOD	23%	31%	**22%**	7%	17%	33%	*	*	*	43%	17%	35%	-	22%	14%	32%	10%	-	*	-	*
	EL	14%	18%	**13%**	*	0%	-	-	*	-	-	13%	-	*	14%	13%	*	0%	-	-	-	-
	Male	23%	31%	**31%**	10%	22%	44%	*	*	-	60%	26%	38%	*	32%	*	31%	-	-	*	-	*
	Female	19%	25%	**11%**	0%	12%	14%	*	-	*	*	7%	33%	17%	10%	0%	-	11%	-	-	-	-
Science	All Students	15%	20%	**28%**	13%	19%	44%	*	*	*	56%	23%	42%	13%	30%	13%	42%	14%	-	*	-	*
	CWD	7%	8%	**13%**	*	*	*	*	-	-	*	0%	*	13%	-	*	*	17%	-	-	-	-
	CWOD	16%	22%	**30%**	14%	22%	47%	*	*	*	57%	26%	41%	-	30%	14%	44%	13%	-	*	-	*
	EL	7%	10%	**13%**	*	0%	-	-	*	-	-	13%	-	*	14%	13%	*	0%	-	-	-	-
	Male	18%	23%	**42%**	20%	44%	56%	*	*	-	60%	39%	46%	*	44%	*	42%	-	-	*	-	*
	Female	12%	16%	**14%**	0%	6%	29%	*	-	*	*	10%	33%	17%	13%	0%	-	14%	-	-	-	-
Grade 6																						

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

		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%	30%	**21%**	12%	18%	30%	*	38%	0%	24%	12%	40%	9%	23%	12%	24%	17%	-	*	-	*
	CWD	8%	12%	**9%**	0%	0%	27%	*	-	*	*	0%	40%	9%	-	0%	7%	10%	-	-	-	-
	CWOD	20%	32%	**23%**	14%	24%	31%	*	38%	0%	24%	15%	40%	-	23%	15%	28%	18%	-	*	-	*
	EL	11%	19%	**12%**	20%	4%	-	-	40%	-	-	13%	*	0%	15%	12%	14%	8%	-	-	-	-
	Male	20%	31%	**24%**	12%	22%	36%	*	33%	0%	36%	15%	45%	7%	28%	14%	24%	-	-	*	-	*
	Female	16%	28%	**17%**	12%	15%	25%	*	*	0%	10%	9%	35%	10%	18%	8%	-	17%	-	*	-	-
Science	All Students	17%	29%	**28%**	13%	19%	44%	*	*	*	56%	23%	42%	13%	30%	13%	42%	14%	-	*	-	*
	CWD	7%	9%	**13%**	*	*	*	*	-	-	*	0%	*	13%	-	*	*	17%	-	-	-	-
	CWOD	19%	32%	**30%**	14%	22%	47%	*	*	*	57%	26%	41%	-	30%	14%	44%	13%	-	*	-	*
	EL	6%	11%	**13%**	*	0%	-	-	*	-	-	13%	-	*	14%	13%	*	0%	-	-	-	-
	Male	19%	31%	**42%**	20%	44%	56%	*	*	-	60%	39%	46%	*	44%	*	42%	-	-	*	-	*
	Female	16%	27%	**14%**	0%	6%	29%	*	-	*	*	10%	33%	17%	13%	0%	-	14%	-	-	-	-

- Indicates there are no students in the group.

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

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 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	65	60	58	*	58	70	81	60	43	58
CWD	43	*	39	29	*	-	*	*	40	43	55
CWOD	67	68	66	62	*	58	78	79	64	-	59
EL ✧	58	*	57	-	-	*	-	-	59	55	58
Male	57	65	54	49	*	*	67	61	54	21	59
Female	69	66	66	65	*	*	*	103	67	63	57
Mathematics											
All Students	82	87	81	81	*	58	75	93	82	83	74
CWD	83	*	91	79	*	-	*	*	82	83	100
CWOD	82	92	78	81	*	58	69	95	82	-	68
EL ✧	74	*	72	-	-	*	-	-	76	100	74

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Male	78	85	69	83	*	*	75	97	77	70	47
Female	87	90	93	79	*	*	*	88	88	95	114

- 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
53	22	42%

- 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	55	44	49	62	39	65	63	72	48	28	46
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	N	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	N	Y
Interim Goals (2033-2037)	64%	56%	59%	73%	62%	83%	64%	71%	57%	50%	59%
Target Met	Y	Y	Y	N			Y	Y	Y	N	Y
Long-Term Goals	73%	67%	70%	80%	72%	87%	73%	78%	68%	63%	69%
Target Met	N	N	N	N			Y	Y	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	Y	N	Y
Interim Goals (2028-2032)	58%	44%	53%	67%	56%	85%	59%	63%	50%	41%	54%
Target Met	N	N	N	N			Y	Y	N	N	N
Interim Goals (2033-2037)	67%	55%	62%	74%	65%	88%	67%	71%	60%	53%	63%
Target Met	N	N	N	N			Y	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	N	N	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%**	99%	100%	100%	100%	100%	100%	100%	100%	100%	99%	100%	100%	100%	100%	-
	CWD	**99%**	94%	100%	100%	*	-	*	100%	99%	100%	99%	-	100%	98%	100%	-
	CWOD	**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%**	99%	100%	100%	*	100%	100%	100%	100%	100%	98%	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%	100%	-	100%	-
Reading	All Students	**100%**	98%	100%	100%	*	100%	100%	100%	99%	100%	98%	100%	100%	99%	100%	-
	CWD	**98%**	88%	100%	100%	*	-	*	*	97%	100%	98%	-	100%	96%	100%	-
	CWOD	**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	**99%**	97%	100%	100%	*	100%	100%	100%	99%	100%	96%	100%	100%	99%	-	-
	Female	**100%**	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%	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%	-
	EL	**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%	-
Science	All Students	**100%**	100%	100%	100%	*	*	*	100%	100%	100%	100%	100%	100%	100%	100%	-
	CWD	**100%**	*	*	*	*	-	-	*	100%	*	100%	-	*	*	100%	-
	CWOD	**100%**	100%	100%	100%	*	*	*	100%	100%	100%	-	100%	100%	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%	100%	-	100%	-
SAT/ACT All Subjects	All Students	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Non-Participation Rate																	
All Subjects	All Students	**0%**	1%	0%	0%	0%	0%	0%	0%	0%	0%	1%	0%	0%	0%	0%	-
	CWD	**1%**	6%	0%	0%	*	-	*	0%	1%	0%	1%	-	0%	2%	0%	-
	CWOD	**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%**	1%	0%	0%	*	0%	0%	0%	0%	0%	2%	0%	0%	0%	-	-
	Female	**0%**	0%	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%**	2%	0%	0%	*	0%	0%	0%	1%	0%	2%	0%	0%	1%	0%	-
	CWD	**2%**	12%	0%	0%	*	-	*	*	3%	0%	2%	-	0%	4%	0%	-
	CWOD	**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	**1%**	3%	0%	0%	*	0%	0%	0%	1%	0%	4%	0%	0%	1%	-	-
	Female	**0%**	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%	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%	-
	EL	**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%	-
Science	All Students	**0%**	0%	0%	0%	*	*	*	0%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	**0%**	*	*	*	*	-	-	*	0%	*	0%	-	*	*	0%	-
	CWOD	**0%**	0%	0%	0%	*	*	*	0%	0%	0%	-	0%	0%	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%	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	5	2	1	2	0	0	0	0	0		
	Female	5	0	4	1	0	0	0	0	0		
	Total	10	2	5	3	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	2	0	2	0	0	0	0	0	1		0
	Female	0	0	0	0	0	0	0	0	0		1
	Total	2	0	2	0	0	0	0	0	1		1
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	18	4	7	5	-8	2	-8	-8	4	4	1
	Female	21	5	6	6	1	-8	1	2	1	6	2
	Total	39	9	13	11	1	2	1	2	5	10	3

	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	3
Incidents of possession of a firearm or explosive device	0
Allegations of Harassment or bullying	
On the basis of sex	0
On the basis of race	0
On the basis of disability	0
On the basis of sexual orientation	0
On the basis of religion	0

Part (viii)(II) This section provides information from the 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	20	3	6	6	0	2	1	2	7	1
	Female	9	1	4	3	0	0	0	1	1	1
	Total	29	4	10	9	0	2	1	3	8	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	3.0	9.3%
Teachers Teaching with Emergency or Provisional Credentials	1.0	3.3%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	0.0	-

- Indicates there are no data available in the group.

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%	37	2%	*	2%
Mathematics	7,386	2%	37	2%	*	2%
Grade 4						
Reading	7,296	2%	34	2%	-	-
Mathematics	7,293	2%	34	2%	-	-
Grade 5						
Reading	6,823	2%	31	2%	-	-
Mathematics	6,825	2%	31	2%	-	-
Science	6,820	2%	31	2%	-	-
Grade 6						
Reading	6,480	2%	24	1%	-	-
Mathematics	6,481	2%	25	2%	-	-
Grade 7						
Reading	6,309	2%	28	2%	-	-
Mathematics	6,300	2%	28	2%	-	-
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%	19	1%	-	-
Mathematics	6,162	2%	19	2%	-	-
Science	6,163	1%	19	1%	-	-
End of Course						
English I	6,032	1%	23	1%	-	-
English II	5,771	1%	21	1%	-	-
Algebra I	6,015	1%	23	1%	-	-
Biology	6,041	1%	21	1%	-	-
All Grades						
All Subjects	117,761	1%	485	2%	*	0%
Reading	52,275	1%	217	1%	*	0%
Mathematics	46,462	2%	197	2%	*	0%
Science	19,024	1%	71	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	22%	28%	25%	15%	*	7%	33%	23%	25%	24%	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)

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)

		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	-	-	-	-	-	-	-	-	-		
	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	-	-	-	-	-	-	-	-	-		
Students With Disabilities												
In-School Suspensions												
	Male	-	-	-	-	-	-	-	-	-		-
	Female	-	-	-	-	-	-	-	-	-		-
	Total	-	-	-	-	-	-	-	-	-		-
Out-of-School Suspensions												
	Male	-	-	-	-	-	-	-	-	-		-
	Female	-	-	-	-	-	-	-	-	-		-
	Total	-	-	-	-	-	-	-	-	-		-
Expulsions												
With Educational Services	Male	-	-	-	-	-	-	-	-	-		-
	Female	-	-	-	-	-	-	-	-	-		-
	Total	-	-	-	-	-	-	-	-	-		-
Without Educational Services	Male	-	-	-	-	-	-	-	-	-		-
	Female	-	-	-	-	-	-	-	-	-		-
	Total	-	-	-	-	-	-	-	-	-		-

		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	-	-	-	-	-	-	-	-	-		-
	Female	-	-	-	-	-	-	-	-	-		-
	Total	-	-	-	-	-	-	-	-	-		-
School-Related Arrests												
	Male	-	-	-	-	-	-	-	-	-		-
	Female	-	-	-	-	-	-	-	-	-		-
	Total	-	-	-	-	-	-	-	-	-		-
Referrals to Law Enforcement												
	Male	-	-	-	-	-	-	-	-	-		-
	Female	-	-	-	-	-	-	-	-	-		-
	Total	-	-	-	-	-	-	-	-	-		-
All Students												
Chronic Absenteeism												
	Male	2	-8	1	-8	1	-8	-8	-8	1	-8	-8
	Female	-8	-8	-8	-8	-8	-8	-8	-8	-8	-8	-8
	Total	2	-8	1	-8	1	-8	-8	-8	1	-8	-8

	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	-
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	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Dual Enrollment/Dual Credit Programs	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

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.

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
		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

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	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)

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	36%	*	20%	40%	-	-	-	-	50%	-	*

- 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)

There is no data for this campus.

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
		Two or More Races	28	32	72	68	41	38	8	11
		EcoDis	54	52	46	48	18	19	3	3
		Students with Disabilities	77	73	23	27	7	10	1	2

State Level: 2022 Percentages at NAEP Achievement Levels										
			% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	English Language Learners	57	67	43	33	16	10	2	1
	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)

There is no data for this campus.

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

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

		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%	29%	**4%**	2%	5%	6%	-	0%	0%	8%	3%	5%	6%	3%	0%	5%	2%	-	10%	-	*
	CWD	7%	9%	**6%**	0%	10%	13%	-	-	-	*	9%	0%	6%	-	*	10%	0%	-	*	-	*
	CWOD	19%	32%	**3%**	2%	3%	0%	-	0%	0%	10%	1%	6%	-	3%	0%	3%	2%	-	0%	-	-
	EL	6%	11%	**0%**	0%	0%	*	-	*	*	-	0%	0%	*	0%	0%	0%	0%	-	*	-	-
	Male	19%	31%	**5%**	0%	8%	9%	-	0%	*	17%	4%	8%	10%	3%	0%	5%	-	-	13%	-	-
	Female	16%	27%	**2%**	5%	0%	0%	-	*	*	0%	3%	0%	0%	2%	0%	-	2%	-	*	-	*
SAT/ACT All Subjects	All Students	12%	15%	**15%**	0%	8%	10%	*	39%	*	13%	15%	15%	*	15%	*	19%	10%	-	-	-	*
	CWD	9%	*	*	-	*	*	-	-	-	-	*	*	*	-	-	*	-	-	-	-	-
	CWOD	12%	15%	**15%**	0%	8%	10%	*	39%	*	13%	15%	15%	-	15%	*	20%	10%	-	-	-	*
	EL	1%	*	*	-	-	*	-	*	-	-	*	-	-	*	*	-	*	-	-	-	-
	Male	15%	21%	**19%**	0%	13%	18%	*	44%	-	17%	15%	21%	*	20%	-	19%	-	-	-	-	*
	Female	9%	10%	**10%**	0%	0%	3%	*	35%	*	11%	14%	8%	-	10%	*	-	10%	-	-	-	*

- Indicates there are no students in the group.

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

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 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	73	72	75	74	*	73	51	69	70	52	61
CWD	52	51	58	42	-	-	-	46	53	52	44
CWOD	75	75	78	77	*	73	51	72	72	-	64
EL ✧	61	48	57	87	-	77	40	-	58	44	61
Male	73	72	75	76	-	72	56	69	70	52	66
Female	72	71	76	71	*	74	44	69	70	51	56
Mathematics											
All Students	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-
EL ✧	-	-	-	-	-	-	-	-	-	-	-

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	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	97.8%	97.4%	97.5%	98.2%	*	97.6%	100.0%	97.9%	98.0%	85.1%	94.8%	93.6%	*
CWD	85.1%	90.9%	77.8%	88.9%	-	*	*	*	93.1%	85.1%	88.9%	*	-
CWOD	98.6%	97.8%	99.1%	98.6%	*	98.7%	100.0%	97.8%	98.4%	-	95.6%	95.6%	*
EL ✧	94.8%	93.8%	91.2%	100.0%	*	100.0%	*	*	95.2%	88.9%	94.8%	88.9%	-
Male	97.8%	97.7%	98.4%	96.4%	-	97.7%	100.0%	100.0%	98.2%	92.3%	97.4%	91.7%	*
Female	97.8%	97.1%	96.5%	100.0%	*	97.5%	100.0%	95.8%	97.9%	76.2%	92.3%	95.7%	-

- 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
289	71	25%

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

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Student Success (Student Achievement Domain Score: STAAR Component Only)											
STAAR Component Score	46	36	43	54	*	68	34	52	39	25	22
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	64%	51%	64%	73%	*	83%	52%	53%	58%	71%	37%

- 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		Y	N	Y	Y	Y	Y
Interim Goals (2028-2032)	53%	43%	47%	68%	53%	78%	54%	65%	44%	28%	33%
Target Met	Y	Y	Y	Y		Y	N	Y	Y	N	N
Interim Goals (2033-2037)	62%	54%	58%	74%	63%	82%	63%	72%	55%	43%	46%
Target Met	N	N	N	N		Y	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	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	Y	N	N
Interim Goals (2028-2032)	48%	38%	46%	57%	48%	77%	51%	53%	43%	29%	43%
Target Met	Y	N	Y	Y		Y		Y	N	N	N
Interim Goals (2033-2037)	58%	50%	57%	66%	59%	82%	61%	62%	54%	43%	55%
Target Met	Y	N	N	Y		Y		Y	N	N	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	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	Y	Y	Y	Y		Y	Y	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		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	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	Y	N	Y	N	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	**99%**	99%	99%	98%	*	99%	100%	97%	99%	99%	99%	99%	100%	99%	99%	-
	CWD	**99%**	99%	100%	95%	-	*	*	100%	99%	99%	99%	-	100%	98%	100%	-
	CWOD	**99%**	99%	99%	99%	*	98%	100%	96%	99%	99%	-	99%	100%	99%	99%	-
	EL	**100%**	100%	99%	100%	-	100%	100%	*	100%	100%	100%	100%	100%	100%	99%	-
	Male	**99%**	99%	99%	98%	*	99%	100%	97%	98%	99%	98%	99%	100%	99%	-	-
	Female	**99%**	100%	99%	99%	*	98%	100%	97%	99%	99%	100%	99%	99%	-	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
Reading	All Students	**99%**	99%	99%	99%	*	100%	100%	99%	99%	100%	99%	99%	100%	99%	100%	-
	CWD	**99%**	99%	100%	97%	-	*	*	100%	99%	98%	99%	-	100%	98%	100%	-
	CWOD	**99%**	99%	99%	99%	*	100%	100%	99%	99%	100%	-	99%	100%	99%	99%	-
	EL	**100%**	100%	99%	100%	-	100%	100%	*	100%	100%	100%	100%	100%	100%	99%	-
	Male	**99%**	99%	100%	99%	-	100%	100%	98%	99%	100%	98%	99%	100%	99%	-	-
	Female	**100%**	100%	99%	99%	*	100%	100%	100%	100%	100%	100%	99%	99%	-	100%	-
Mathematics	All Students	**99%**	100%	98%	99%	*	98%	100%	100%	98%	99%	100%	99%	100%	99%	98%	-
	CWD	**100%**	100%	*	*	-	-	-	*	100%	100%	100%	-	*	100%	*	-
	CWOD	**99%**	100%	98%	99%	*	98%	100%	100%	98%	99%	-	99%	100%	99%	98%	-
	EL	**100%**	100%	100%	*	-	*	*	-	100%	100%	*	100%	100%	100%	100%	-
	Male	**99%**	100%	98%	100%	*	100%	*	100%	99%	100%	100%	99%	100%	99%	-	-
	Female	**98%**	100%	97%	98%	*	96%	100%	100%	97%	99%	*	98%	100%	-	98%	-
Science	All Students	**93%**	96%	98%	89%	-	78%	100%	75%	94%	91%	97%	92%	100%	93%	93%	-
	CWD	**97%**	100%	100%	88%	-	-	-	*	96%	100%	97%	-	*	95%	100%	-
	CWOD	**92%**	95%	97%	90%	-	78%	100%	70%	93%	89%	-	92%	100%	92%	91%	-
	EL	**100%**	100%	100%	*	-	*	*	-	100%	100%	*	100%	100%	100%	100%	-
	Male	**93%**	97%	96%	82%	-	83%	*	83%	93%	92%	95%	92%	100%	93%	-	-
	Female	**93%**	95%	100%	100%	-	*	*	67%	94%	90%	100%	91%	100%	-	93%	-
SAT/ACT All Subjects	All Students	**96%**	97%	98%	97%	*	94%	*	88%	94%	98%	*	96%	*	98%	94%	-
	CWD	*	-	*	*	-	-	-	-	*	*	*	-	-	*	-	-
	CWOD	**96%**	97%	98%	97%	*	94%	*	88%	94%	98%	-	96%	*	98%	94%	-
	EL	*	-	-	*	-	*	-	-	*	-	-	*	*	-	*	-
	Male	**98%**	100%	100%	97%	*	96%	-	100%	98%	99%	*	98%	-	98%	-	-
	Female	**94%**	93%	96%	97%	*	93%	*	82%	90%	96%	-	94%	*	-	94%	-
Non-Participation Rate																	
All Subjects	All Students	**1%**	1%	1%	2%	*	1%	0%	3%	1%	1%	1%	1%	0%	1%	1%	-
	CWD	**1%**	1%	0%	5%	-	*	*	0%	1%	1%	1%	-	0%	2%	0%	-
	CWOD	**1%**	1%	1%	1%	*	2%	0%	4%	1%	1%	-	1%	0%	1%	1%	-
	EL	**0%**	0%	1%	0%	-	0%	0%	*	0%	0%	0%	0%	0%	0%	1%	-
	Male	**1%**	1%	1%	2%	*	1%	0%	3%	2%	1%	2%	1%	0%	1%	-	-
	Female	**1%**	0%	1%	1%	*	2%	0%	3%	1%	1%	0%	1%	1%	-	1%	-
Reading	All Students	**1%**	1%	1%	1%	*	0%	0%	1%	1%	0%	1%	1%	0%	1%	0%	-
	CWD	**1%**	1%	0%	3%	-	*	*	0%	1%	2%	1%	-	0%	2%	0%	-
	CWOD	**1%**	1%	1%	1%	*	0%	0%	1%	1%	0%	-	1%	0%	1%	1%	-
	EL	**0%**	0%	1%	0%	-	0%	0%	*	0%	0%	0%	0%	0%	0%	1%	-
	Male	**1%**	1%	0%	1%	-	0%	0%	2%	1%	0%	2%	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%	1%	1%	*	0%	0%	0%	0%	0%	0%	1%	1%	-	0%	-
Mathematics	All Students	**1%**	0%	2%	1%	*	2%	0%	0%	2%	1%	0%	1%	0%	1%	2%	-
	CWD	**0%**	0%	*	*	-	-	-	*	0%	0%	0%	-	*	0%	*	-
	CWOD	**1%**	0%	2%	1%	*	2%	0%	0%	2%	1%	-	1%	0%	1%	2%	-
	EL	**0%**	0%	0%	*	-	*	*	-	0%	0%	*	0%	0%	0%	0%	-
	Male	**1%**	0%	2%	0%	*	0%	*	0%	1%	0%	0%	1%	0%	1%	-	-
	Female	**2%**	0%	3%	2%	*	4%	0%	0%	3%	1%	*	2%	0%	-	2%	-
Science	All Students	**7%**	4%	2%	11%	-	22%	0%	25%	6%	9%	3%	8%	0%	7%	7%	-
	CWD	**3%**	0%	0%	12%	-	-	-	*	4%	0%	3%	-	*	5%	0%	-
	CWOD	**8%**	5%	3%	10%	-	22%	0%	30%	7%	11%	-	8%	0%	8%	9%	-
	EL	**0%**	0%	0%	*	-	*	*	-	0%	0%	*	0%	0%	0%	0%	-
	Male	**7%**	3%	4%	18%	-	17%	*	17%	7%	8%	5%	8%	0%	7%	-	-
	Female	**7%**	5%	0%	0%	-	*	*	33%	6%	10%	0%	9%	0%	-	7%	-
SAT/ACT All Subjects	All Students	**4%**	3%	2%	3%	*	6%	*	12%	6%	2%	*	4%	*	2%	6%	-
	CWD	*	-	*	*	-	-	-	-	*	*	*	-	-	*	-	-
	CWOD	**4%**	3%	2%	3%	*	6%	*	12%	6%	2%	-	4%	*	2%	6%	-
	EL	*	-	-	*	-	*	-	-	*	-	-	*	*	-	*	-
	Male	**2%**	0%	0%	3%	*	4%	-	0%	2%	1%	*	2%	-	2%	-	-
	Female	**6%**	7%	4%	3%	*	7%	*	18%	10%	4%	-	6%	*	-	6%	-

- 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	21	9	2	7	0	1	2	0	5		
	Female	11	3	4	1	0	0	1	2	0		
	Total	32	12	6	8	0	1	3	2	5		
Out-of-School Suspensions												
	Male	22	9	5	6	0	0	2	0	4		
	Female	9	1	4	3	0	0	0	1	0		
	Total	31	10	9	9	0	0	2	1	4		
Expulsions												
With Educational Services	Male	1	0	0	0	0	0	1	0	1		
	Female	1	1	0	0	0	0	0	0	0		
	Total	2	1	0	0	0	0	1	0	1		
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		
	Female	1	1	0	0	0	0	0	0	0		
	Total	1	1	0	0	0	0	0	0	0		
School-Related Arrests												
	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		
Referrals to Law Enforcement												
	Male	2	0	2	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	2	0	2	0	0	0	0	0	0		
Students With Disabilities												
In-School Suspensions												
	Male	7	3	2	1	0	0	0	1	2		1
	Female	0	0	0	0	0	0	0	0	0		3
	Total	7	3	2	1	0	0	0	1	2		4
Out-of-School Suspensions												
	Male	10	3	3	1	0	0	1	2	2		3
	Female	0	0	0	0	0	0	0	0	0		2
	Total	10	3	3	1	0	0	1	2	2		5
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	2	0	2	0	0	0	0	0	1		1
	Female	0	0	0	0	0	0	0	0	0		0
	Total	2	0	2	0	0	0	0	0	1		1
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Under Zero Tolerance Policies	Male	1	0	1	0	0	0	0	0	0		1
	Female	0	0	0	0	0	0	0	0	0		0
	Total	1	0	1	0	0	0	0	0	0		1
School-Related Arrests												
	Male	1	0	1	0	0	0	0	0	0		1
	Female	0	0	0	0	0	0	0	0	0		0
	Total	1	0	1	0	0	0	0	0	0		1
Referrals to Law Enforcement												
	Male	1	0	1	0	0	0	0	0	0		1
	Female	0	0	0	0	0	0	0	0	0		0
	Total	1	0	1	0	0	0	0	0	0		1
All Students												
Chronic Absenteeism												
	Male	140	44	45	31	-8	2	8	10	22	22	11
	Female	98	24	41	20	2	3	3	5	7	10	11
	Total	238	68	86	51	2	5	11	15	29	32	22

	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	13
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	2

	Total
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	-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	268	48	70	79	3	57	4	7	3	3
	Female	300	50	72	98	0	59	3	18	6	0
	Total	568	98	142	177	3	116	7	25	9	3
International Baccalaureate Courses	Male	48	3	9	13	0	22	0	1	0	0
	Female	97	18	17	22	2	35	0	3	1	0
	Total	145	21	26	35	2	57	0	4	1	0
Dual Enrollment/Dual Credit Programs	Male	51	6	11	22	2	8	1	1	0	0
	Female	101	19	25	42	0	8	2	5	1	0
	Total	152	25	36	64	2	16	3	6	1	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.

	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	8.4	5.2%
Teachers Teaching with Emergency or Provisional Credentials	4.4	2.8%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	4.9	3.2%

- 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%	37	2%	-	-
Mathematics	7,386	2%	37	2%	-	-
Grade 4						
Reading	7,296	2%	34	2%	-	-
Mathematics	7,293	2%	34	2%	-	-
Grade 5						
Reading	6,823	2%	31	2%	-	-
Mathematics	6,825	2%	31	2%	-	-
Science	6,820	2%	31	2%	-	-
Grade 6						
Reading	6,480	2%	24	1%	-	-
Mathematics	6,481	2%	25	2%	-	-
Grade 7						
Reading	6,309	2%	28	2%	-	-
Mathematics	6,300	2%	28	2%	-	-
Grade 8						
Reading	6,168	1%	19	1%	-	-
Mathematics	6,162	2%	19	2%	-	-
Science	6,163	1%	19	1%	-	-

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
End of Course						
English I	6,032	1%	23	1%	*	1%
English II	5,771	1%	21	1%	14	1%
Algebra I	6,015	1%	23	1%	*	2%
Biology	6,041	1%	21	1%	14	12%
All Grades						
All Subjects	117,761	1%	485	2%	32	2%
Reading	52,275	1%	217	1%	16	1%
Mathematics	46,462	2%	197	2%	*	1%
Science	19,024	1%	71	1%	14	10%

- 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	55%	56%	44%	60%	*	76%	28%	41%	49%	32%	60%
In-State Private Institutions	2%	*	3%	*	-	*	-	*	*	-	*
Out-of-State Institutions	8%	8%	5%	9%	*	6%	*	18%	9%	-	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	27%	26%	31%	25%	14%	13%	58%	27%	31%	29%	27%

- 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%	82%	**83%**	60%	76%	89%	-	100%	-	100%	77%	96%	52%	94%	83%	74%	92%	-	*	-	-
	CWD	51%	56%	**52%**	43%	43%	63%	-	*	-	-	44%	80%	52%	-	56%	36%	78%	-	*	-	-
	CWOD	80%	87%	**94%**	75%	93%	96%	-	100%	-	100%	91%	100%	-	94%	100%	93%	95%	-	-	-	-
	EL	65%	74%	**83%**	*	50%	*	-	100%	-	-	79%	*	56%	100%	83%	67%	100%	-	*	-	-
	Male	73%	79%	**74%**	58%	60%	82%	-	100%	-	*	65%	100%	36%	93%	67%	74%	-	-	*	-	-
	Female	78%	84%	**92%**	*	91%	92%	-	100%	-	*	90%	94%	78%	95%	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	72%	78%	**80%**	60%	76%	83%	-	100%	-	83%	73%	96%	57%	88%	83%	76%	83%	-	*	-	-
	CWD	51%	55%	**57%**	43%	57%	63%	-	*	-	-	50%	80%	57%	-	67%	43%	78%	-	*	-	-
	CWOD	76%	83%	**88%**	75%	86%	89%	-	100%	-	83%	82%	100%	-	88%	93%	93%	85%	-	-	-	-
	EL	67%	74%	**83%**	*	63%	*	-	100%	-	-	79%	*	67%	93%	83%	75%	91%	-	*	-	-
	Male	74%	79%	**76%**	58%	70%	82%	-	100%	-	*	68%	100%	43%	93%	75%	76%	-	-	*	-	-
	Female	70%	77%	**83%**	*	82%	83%	-	100%	-	*	77%	94%	78%	85%	91%	-	83%	-	-	-	-
Grade 4																						
Reading	All Students	76%	83%	**79%**	53%	78%	88%	-	93%	*	*	72%	96%	46%	92%	78%	80%	76%	-	*	-	*
	CWD	51%	59%	**46%**	25%	57%	40%	-	*	-	-	37%	80%	46%	-	33%	47%	44%	-	*	-	*
	CWOD	81%	87%	**92%**	73%	88%	100%	-	100%	*	*	88%	100%	-	92%	93%	94%	88%	-	*	-	*
	EL	66%	75%	**78%**	*	67%	83%	-	89%	-	-	72%	100%	33%	93%	78%	81%	73%	-	*	-	-
	Male	74%	81%	**80%**	69%	69%	93%	-	89%	*	-	74%	94%	47%	94%	81%	80%	-	-	*	-	*
	Female	79%	86%	**76%**	17%	90%	78%	-	100%	-	*	69%	100%	44%	88%	73%	-	76%	-	*	-	*
Mathematics	All Students	69%	80%	**76%**	58%	74%	80%	-	93%	*	*	69%	92%	42%	89%	78%	75%	77%	-	*	-	*
	CWD	44%	55%	**42%**	25%	57%	20%	-	*	-	-	32%	80%	42%	-	33%	40%	44%	-	*	-	*
	CWOD	74%	84%	**89%**	82%	81%	95%	-	100%	*	*	86%	95%	-	89%	93%	89%	88%	-	*	-	*
	EL	63%	75%	**78%**	*	67%	83%	-	89%	-	-	72%	100%	33%	93%	78%	81%	73%	-	*	-	-
	Male	71%	80%	**75%**	69%	62%	80%	-	89%	*	-	69%	88%	40%	89%	81%	75%	-	-	*	-	*
	Female	67%	79%	**77%**	33%	90%	80%	-	100%	-	*	70%	100%	44%	88%	73%	-	77%	-	*	-	*
Grade 5																						
Reading	All Students	80%	86%	**84%**	63%	93%	89%	*	83%	*	*	80%	92%	65%	89%	82%	87%	80%	-	*	-	-
	CWD	49%	52%	**65%**	20%	*	83%	*	*	-	-	45%	100%	65%	-	*	73%	50%	-	-	-	-
	CWOD	86%	92%	**89%**	79%	100%	91%	-	82%	*	*	88%	90%	-	89%	87%	93%	86%	-	*	-	-
	EL	72%	83%	**82%**	*	80%	*	-	71%	*	-	91%	67%	*	87%	82%	88%	78%	-	-	-	-
	Male	77%	84%	**87%**	57%	88%	94%	*	*	-	*	80%	100%	73%	93%	88%	87%	-	-	*	-	-
	Female	83%	88%	**80%**	67%	100%	83%	-	75%	*	*	79%	83%	50%	86%	78%	-	80%	-	-	-	-
Mathematics	All Students	79%	85%	**70%**	42%	64%	79%	*	92%	*	*	57%	96%	59%	73%	76%	74%	66%	-	*	-	-
	CWD	59%	62%	**59%**	40%	*	67%	*	*	-	-	36%	100%	59%	-	*	73%	33%	-	-	-	-
	CWOD	83%	89%	**73%**	43%	70%	82%	-	91%	*	*	63%	95%	-	73%	80%	75%	71%	-	*	-	-
	EL	75%	86%	**76%**	*	60%	*	-	86%	*	-	73%	83%	*	80%	76%	88%	67%	-	-	-	-
	Male	79%	86%	**74%**	29%	63%	88%	*	*	-	*	60%	100%	73%	75%	88%	74%	-	-	*	-	-
	Female	79%	85%	**66%**	50%	67%	67%	-	88%	*	*	55%	92%	33%	71%	67%	-	66%	-	-	-	-
Science	All Students	64%	74%	**71%**	37%	71%	86%	*	75%	*	*	61%	92%	53%	76%	76%	74%	68%	-	*	-	-
	CWD	41%	47%	**53%**	20%	*	67%	*	*	-	-	27%	100%	53%	-	*	64%	33%	-	-	-	-
	CWOD	68%	79%	**76%**	43%	80%	91%	-	73%	*	*	70%	90%	-	76%	80%	79%	74%	-	*	-	-
	EL	52%	65%	**76%**	*	60%	*	-	71%	*	-	82%	67%	*	80%	76%	75%	78%	-	-	-	-
	Male	67%	78%	**74%**	29%	63%	88%	*	*	-	*	60%	100%	64%	79%	75%	74%	-	-	*	-	-
	Female	60%	70%	**68%**	42%	83%	83%	-	63%	*	*	62%	83%	33%	74%	78%	-	68%	-	-	-	-
Grade 6																						

		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	75%	89%	**85%**	89%	73%	87%	-	100%	*	*	83%	91%	71%	88%	83%	75%	95%	-	*	-	*
	CWD	45%	60%	**71%**	*	67%	*	-	-	-	*	69%	*	71%	-	*	70%	*	-	*	-	-
	CWOD	81%	93%	**88%**	88%	76%	90%	-	100%	*	-	87%	90%	-	88%	85%	77%	97%	-	*	-	*
	EL	62%	82%	**83%**	*	67%	*	-	*	-	-	79%	*	*	85%	83%	73%	92%	-	*	-	-
	Male	72%	87%	**75%**	88%	65%	70%	-	*	*	-	71%	89%	70%	77%	73%	75%	-	-	*	-	*
	Female	80%	91%	**95%**	90%	89%	100%	-	100%	-	*	96%	92%	*	97%	92%	-	95%	-	-	-	-
Mathematics	All Students	74%	90%	**84%**	72%	81%	91%	-	100%	*	*	84%	82%	71%	86%	87%	85%	83%	-	*	-	*
	CWD	51%	66%	**71%**	*	67%	*	-	-	-	*	77%	*	71%	-	*	80%	*	-	*	-	-
	CWOD	78%	93%	**86%**	69%	88%	90%	-	100%	*	-	87%	86%	-	86%	95%	87%	86%	-	*	-	*
	EL	65%	87%	**87%**	*	75%	*	-	*	-	-	84%	*	*	95%	87%	82%	92%	-	*	-	-
	Male	75%	92%	**85%**	88%	76%	90%	-	*	*	-	84%	89%	80%	87%	82%	85%	-	-	*	-	*
	Female	73%	88%	**83%**	60%	89%	92%	-	100%	-	*	85%	77%	*	86%	92%	-	83%	-	-	-	-
STAAR Percent at Meets Grade Level or Above																						
Grade 3																						
Reading	All Students	49%	57%	**69%**	47%	67%	66%	-	92%	-	100%	60%	89%	43%	78%	65%	62%	75%	-	*	-	-
	CWD	28%	32%	**43%**	43%	29%	50%	-	*	-	-	39%	60%	43%	-	44%	36%	56%	-	*	-	-
	CWOD	53%	62%	**78%**	50%	86%	70%	-	92%	-	100%	68%	96%	-	78%	79%	75%	79%	-	-	-	-
	EL	37%	44%	**65%**	*	38%	*	-	89%	-	-	58%	*	44%	79%	65%	58%	73%	-	*	-	-
	Male	46%	54%	**62%**	42%	60%	64%	-	86%	-	*	48%	100%	36%	75%	58%	62%	-	-	*	-	-
	Female	53%	61%	**75%**	*	73%	67%	-	100%	-	*	71%	82%	56%	79%	73%	-	75%	-	-	-	-
Mathematics	All Students	44%	53%	**59%**	47%	52%	57%	-	92%	-	50%	55%	68%	35%	67%	65%	60%	58%	-	*	-	-
	CWD	28%	37%	**35%**	43%	29%	25%	-	*	-	-	33%	40%	35%	-	44%	36%	33%	-	*	-	-
	CWOD	47%	56%	**67%**	50%	64%	67%	-	92%	-	50%	64%	74%	-	67%	79%	71%	64%	-	-	-	-
	EL	35%	44%	**65%**	*	38%	*	-	89%	-	-	58%	*	44%	79%	65%	58%	73%	-	*	-	-
	Male	47%	57%	**60%**	42%	50%	73%	-	86%	-	*	52%	82%	36%	71%	58%	60%	-	-	*	-	-
	Female	40%	49%	**58%**	*	55%	50%	-	100%	-	*	58%	59%	33%	64%	73%	-	58%	-	-	-	-
Grade 4																						
Reading	All Students	47%	56%	**54%**	26%	61%	50%	-	80%	*	*	44%	79%	29%	64%	56%	57%	50%	-	*	-	*
	CWD	25%	35%	**29%**	13%	43%	0%	-	*	-	-	16%	80%	29%	-	22%	33%	22%	-	*	-	*
	CWOD	51%	60%	**64%**	36%	69%	63%	-	82%	*	*	57%	79%	-	64%	67%	67%	60%	-	*	-	*
	EL	35%	42%	**56%**	*	42%	67%	-	67%	-	-	45%	100%	22%	67%	56%	67%	40%	-	*	-	-
	Male	44%	54%	**57%**	31%	62%	53%	-	89%	*	-	49%	75%	33%	67%	67%	57%	-	-	*	-	*
	Female	50%	59%	**50%**	17%	60%	44%	-	67%	-	*	38%	88%	22%	60%	40%	-	50%	-	*	-	*
Mathematics	All Students	47%	59%	**59%**	26%	57%	68%	-	87%	*	*	52%	79%	33%	69%	61%	63%	54%	-	*	-	*
	CWD	27%	39%	**33%**	25%	43%	0%	-	*	-	-	21%	80%	33%	-	22%	40%	22%	-	*	-	*
	CWOD	51%	63%	**69%**	27%	63%	85%	-	91%	*	*	65%	79%	-	69%	74%	72%	65%	-	*	-	*
	EL	39%	53%	**61%**	*	33%	83%	-	78%	-	-	52%	100%	22%	74%	61%	71%	47%	-	*	-	-
	Male	50%	61%	**63%**	31%	54%	80%	-	89%	*	-	57%	75%	40%	72%	71%	63%	-	-	*	-	*
	Female	43%	58%	**54%**	17%	60%	50%	-	83%	-	*	44%	88%	22%	65%	47%	-	54%	-	*	-	*
Grade 5																						

		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	56%	65%	**65%**	47%	50%	68%	*	83%	*	*	57%	81%	47%	70%	76%	59%	71%	-	*	-	-
	CWD	27%	29%	**47%**	20%	*	67%	*	*	-	-	27%	83%	47%	-	*	45%	50%	-	-	-	-
	CWOD	61%	72%	**70%**	57%	60%	68%	-	82%	*	*	65%	80%	-	70%	80%	64%	74%	-	*	-	-
	EL	43%	52%	**76%**	*	60%	*	-	71%	*	-	82%	67%	*	80%	76%	75%	78%	-	-	-	-
	Male	51%	62%	**59%**	29%	25%	69%	*	*	-	*	44%	86%	45%	64%	75%	59%	-	-	*	-	-
	Female	60%	69%	**71%**	58%	83%	67%	-	75%	*	*	69%	75%	50%	74%	78%	-	71%	-	-	-	-
Mathematics	All Students	50%	60%	**39%**	26%	29%	36%	*	67%	*	*	33%	50%	35%	40%	53%	41%	37%	-	*	-	-
	CWD	28%	29%	**35%**	20%	*	33%	*	*	-	-	18%	67%	35%	-	*	45%	17%	-	-	-	-
	CWOD	54%	65%	**40%**	29%	30%	36%	-	64%	*	*	37%	45%	-	40%	53%	39%	40%	-	*	-	-
	EL	43%	55%	**53%**	*	20%	*	-	57%	*	-	55%	50%	*	53%	53%	50%	56%	-	-	-	-
	Male	52%	62%	**41%**	29%	13%	50%	*	*	-	*	36%	50%	45%	39%	50%	41%	-	-	*	-	-
	Female	48%	58%	**37%**	25%	50%	17%	-	63%	*	*	31%	50%	17%	40%	56%	-	37%	-	-	-	-
Science	All Students	35%	44%	**44%**	21%	29%	50%	*	67%	*	*	33%	65%	41%	44%	47%	49%	39%	-	*	-	-
	CWD	23%	27%	**41%**	20%	*	50%	*	*	-	-	18%	83%	41%	-	*	45%	33%	-	-	-	-
	CWOD	37%	47%	**44%**	21%	30%	50%	-	64%	*	*	37%	60%	-	44%	47%	50%	40%	-	*	-	-
	EL	22%	29%	**47%**	*	20%	*	-	57%	*	-	36%	67%	*	47%	47%	50%	44%	-	-	-	-
	Male	39%	49%	**49%**	14%	13%	63%	*	*	-	*	36%	71%	45%	50%	50%	49%	-	-	*	-	-
	Female	30%	38%	**39%**	25%	50%	33%	-	63%	*	*	31%	58%	33%	40%	44%	-	39%	-	-	-	-
Grade 6																						
Reading	All Students	51%	70%	**60%**	67%	46%	48%	-	100%	*	*	52%	82%	29%	67%	52%	50%	70%	-	*	-	*
	CWD	24%	35%	**29%**	*	22%	*	-	-	-	*	23%	*	29%	-	*	20%	*	-	*	-	-
	CWOD	56%	76%	**67%**	69%	59%	52%	-	100%	*	-	60%	81%	-	67%	55%	60%	72%	-	*	-	*
	EL	34%	59%	**52%**	*	33%	*	-	*	-	-	42%	*	*	55%	52%	45%	58%	-	*	-	-
	Male	47%	67%	**50%**	88%	29%	30%	-	*	*	-	42%	78%	20%	60%	45%	50%	-	-	*	-	*
	Female	56%	74%	**70%**	50%	78%	62%	-	100%	-	*	63%	85%	*	72%	58%	-	70%	-	-	-	-
Mathematics	All Students	38%	63%	**56%**	44%	54%	52%	-	91%	*	*	50%	73%	14%	65%	65%	58%	55%	-	*	-	*
	CWD	22%	34%	**14%**	*	22%	*	-	-	-	*	15%	*	14%	-	*	10%	*	-	*	-	-
	CWOD	41%	67%	**65%**	50%	71%	57%	-	91%	*	-	60%	76%	-	65%	70%	73%	58%	-	*	-	*
	EL	26%	54%	**65%**	*	58%	*	-	*	-	-	58%	*	*	70%	65%	64%	67%	-	*	-	-
	Male	41%	66%	**58%**	75%	35%	60%	-	*	*	-	48%	89%	10%	73%	64%	58%	-	-	*	-	*
	Female	36%	60%	**55%**	20%	89%	46%	-	86%	-	*	52%	62%	*	58%	67%	-	55%	-	-	-	-
STAAR Percent at Masters Grade Level																						
Grade 3																						
Reading	All Students	19%	26%	**36%**	13%	29%	34%	-	85%	-	17%	29%	50%	17%	42%	52%	26%	44%	-	*	-	-
	CWD	7%	9%	**17%**	14%	14%	13%	-	*	-	-	22%	0%	17%	-	33%	14%	22%	-	*	-	-
	CWOD	22%	29%	**42%**	13%	36%	41%	-	83%	-	17%	32%	61%	-	42%	64%	32%	49%	-	-	-	-
	EL	13%	22%	**52%**	*	25%	*	-	78%	-	-	47%	*	33%	64%	52%	50%	55%	-	*	-	-
	Male	17%	22%	**26%**	8%	20%	27%	-	71%	-	*	23%	36%	14%	32%	50%	26%	-	-	*	-	-
	Female	22%	30%	**44%**	*	36%	38%	-	100%	-	*	35%	59%	22%	49%	55%	-	44%	-	-	-	-

		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%	25%	**28%**	20%	24%	20%	-	77%	-	0%	26%	32%	17%	31%	39%	33%	23%	-	*	-	-
	CWD	9%	13%	**17%**	14%	14%	13%	-	*	-	-	22%	0%	17%	-	33%	14%	22%	-	*	-	-
	CWOD	20%	27%	**31%**	25%	29%	22%	-	75%	-	0%	27%	39%	-	31%	43%	43%	23%	-	-	-	-
	EL	12%	20%	**39%**	*	13%	*	-	67%	-	-	32%	*	33%	43%	39%	50%	27%	-	*	-	-
	Male	21%	28%	**33%**	25%	30%	27%	-	71%	-	*	26%	55%	14%	43%	50%	33%	-	-	*	-	-
	Female	15%	21%	**23%**	*	18%	17%	-	83%	-	*	26%	18%	22%	23%	27%	-	23%	-	-	-	-
Grade 4																						
Reading	All Students	21%	28%	**16%**	5%	17%	21%	-	20%	*	*	10%	33%	4%	21%	17%	14%	21%	-	*	-	*
	CWD	7%	13%	**4%**	0%	0%	0%	-	*	-	-	0%	20%	4%	-	11%	7%	0%	-	*	-	*
	CWOD	24%	30%	**21%**	9%	25%	26%	-	18%	*	*	14%	37%	-	21%	19%	17%	28%	-	*	-	*
	EL	12%	13%	**17%**	*	8%	25%	-	22%	-	-	10%	43%	11%	19%	17%	14%	20%	-	*	-	-
	Male	19%	23%	**14%**	8%	8%	27%	-	11%	*	-	9%	25%	7%	17%	14%	14%	-	-	*	-	*
	Female	23%	33%	**21%**	0%	30%	11%	-	33%	-	*	12%	50%	0%	28%	20%	-	21%	-	*	-	*
Mathematics	All Students	21%	30%	**36%**	11%	35%	32%	-	73%	*	*	31%	50%	17%	44%	44%	45%	23%	-	*	-	*
	CWD	8%	16%	**17%**	0%	14%	0%	-	*	-	-	5%	60%	17%	-	22%	27%	0%	-	*	-	*
	CWOD	24%	33%	**44%**	18%	44%	40%	-	73%	*	*	42%	47%	-	44%	52%	53%	31%	-	*	-	*
	EL	15%	24%	**44%**	*	25%	50%	-	67%	-	-	38%	71%	22%	52%	44%	62%	20%	-	*	-	-
	Male	24%	31%	**45%**	15%	46%	47%	-	89%	*	-	46%	44%	27%	53%	62%	45%	-	-	*	-	*
	Female	18%	29%	**23%**	0%	20%	10%	-	50%	-	*	11%	63%	0%	31%	20%	-	23%	-	*	-	*
Grade 5																						
Reading	All Students	28%	38%	**30%**	21%	29%	21%	*	58%	*	*	22%	46%	12%	35%	41%	21%	39%	-	*	-	-
	CWD	8%	11%	**12%**	0%	*	0%	*	*	-	-	0%	33%	12%	-	*	9%	17%	-	-	-	-
	CWOD	31%	43%	**35%**	29%	30%	27%	-	64%	*	*	28%	50%	-	35%	47%	25%	43%	-	*	-	-
	EL	17%	23%	**41%**	*	0%	*	-	43%	*	-	36%	50%	*	47%	41%	25%	56%	-	-	-	-
	Male	24%	35%	**21%**	0%	0%	25%	*	*	-	*	16%	29%	9%	25%	25%	21%	-	-	*	-	-
	Female	32%	41%	**39%**	33%	67%	17%	-	63%	*	*	28%	67%	17%	43%	56%	-	39%	-	-	-	-
Mathematics	All Students	21%	28%	**18%**	11%	0%	11%	*	58%	*	*	15%	23%	6%	21%	29%	18%	17%	-	*	-	-
	CWD	8%	9%	**6%**	0%	*	0%	*	*	-	-	0%	17%	6%	-	*	9%	0%	-	-	-	-
	CWOD	23%	31%	**21%**	14%	0%	14%	-	64%	*	*	19%	25%	-	21%	33%	21%	20%	-	*	-	-
	EL	14%	18%	**29%**	*	0%	*	-	43%	*	-	27%	33%	*	33%	29%	25%	33%	-	-	-	-
	Male	23%	31%	**18%**	0%	0%	19%	*	*	-	*	16%	21%	9%	21%	25%	18%	-	-	*	-	-
	Female	19%	25%	**17%**	17%	0%	0%	-	63%	*	*	14%	25%	0%	20%	33%	-	17%	-	-	-	-
Science	All Students	15%	20%	**21%**	16%	7%	18%	*	42%	*	*	15%	35%	6%	25%	29%	26%	17%	-	*	-	-
	CWD	7%	8%	**6%**	0%	*	17%	*	*	-	-	0%	17%	6%	-	*	9%	0%	-	-	-	-
	CWOD	16%	22%	**25%**	21%	10%	18%	-	45%	*	*	19%	40%	-	25%	33%	32%	20%	-	*	-	-
	EL	7%	10%	**29%**	*	0%	*	-	29%	*	-	27%	33%	*	33%	29%	25%	33%	-	-	-	-
	Male	18%	23%	**26%**	14%	0%	31%	*	*	-	*	20%	36%	9%	32%	25%	26%	-	-	*	-	-
	Female	12%	16%	**17%**	17%	17%	0%	-	38%	*	*	10%	33%	0%	20%	33%	-	17%	-	-	-	-
Grade 6																						

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

		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%	30%	**28%**	13%	20%	24%	*	71%	*	21%	23%	39%	12%	33%	34%	30%	25%	-	25%	-	*
	CWD	8%	12%	**12%**	5%	7%	5%	*	67%	-	*	8%	24%	12%	-	22%	14%	7%	-	*	-	*
	CWOD	20%	32%	**33%**	16%	26%	29%	-	71%	*	23%	28%	42%	-	33%	38%	37%	29%	-	20%	-	*
	EL	11%	19%	**34%**	30%	11%	45%	-	59%	*	-	28%	57%	22%	38%	34%	40%	28%	-	*	-	-
	Male	20%	31%	**30%**	15%	23%	31%	*	71%	*	20%	25%	42%	14%	37%	40%	30%	-	-	29%	-	*
	Female	16%	28%	**25%**	10%	17%	19%	-	70%	*	22%	20%	36%	7%	29%	28%	-	25%	-	*	-	*
Science	All Students	17%	29%	**21%**	16%	7%	18%	*	42%	*	*	15%	35%	6%	25%	29%	26%	17%	-	*	-	-
	CWD	7%	9%	**6%**	0%	*	17%	*	*	-	-	0%	17%	6%	-	*	9%	0%	-	-	-	-
	CWOD	19%	32%	**25%**	21%	10%	18%	-	45%	*	*	19%	40%	-	25%	33%	32%	20%	-	*	-	-
	EL	6%	11%	**29%**	*	0%	*	-	29%	*	-	27%	33%	*	33%	29%	25%	33%	-	-	-	-
	Male	19%	31%	**26%**	14%	0%	31%	*	*	-	*	20%	36%	9%	32%	25%	26%	-	-	*	-	-
	Female	16%	27%	**17%**	17%	17%	0%	-	38%	*	*	10%	33%	0%	20%	33%	-	17%	-	-	-	-

- Indicates there are no students in the group.

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

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 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	61	53	50	68	*	74	*	57	55	50	56
CWD	50	55	37	46	*	70	-	*	45	50	46
CWOD	64	52	57	73	-	75	*	50	58	-	58
EL ✧	56	63	37	64	-	72	*	-	46	46	56
Male	52	40	39	62	*	67	*	*	45	44	47
Female	70	64	68	74	-	81	*	40	65	60	67
Mathematics											
All Students	71	59	64	76	*	88	*	79	68	68	68
CWD	68	46	75	71	*	80	-	*	63	68	48
CWOD	72	64	58	77	-	89	*	75	70	-	73
EL ✧	68	75	48	75	-	88	*	-	64	48	68

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Male	78	66	69	85	*	95	*	*	76	77	74
Female	64	53	56	65	-	82	*	80	61	50	63

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

Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates for the class of 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
159	60	38%

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

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Student Success (Student Achievement Domain Score: STAAR Component Only)											
STAAR Component Score	54	38	49	56	*	80	67	63	48	34	58
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	Y	Y
Interim Goals (2028-2032)	55%	45%	49%	66%	53%	78%	55%	63%	46%	38%	48%
Target Met	Y	Y	Y	N		Y		Y	Y	Y	Y
Interim Goals (2033-2037)	64%	56%	59%	73%	62%	83%	64%	71%	57%	50%	59%
Target Met	N	N	N	N		Y		Y	N	N	Y
Long-Term Goals	73%	67%	70%	80%	72%	87%	73%	78%	68%	63%	69%
Target Met	N	N	N	N		Y		Y	N	N	N
Mathematics											
Interim Goals (2023-2027)	49%	33%	44%	60%	47%	82%	51%	55%	40%	29%	45%
Target Met	Y	Y	Y	N		Y		N	Y	Y	Y
Interim Goals (2028-2032)	58%	44%	53%	67%	56%	85%	59%	63%	50%	41%	54%
Target Met	N	N	N	N		Y		N	N	N	Y
Interim Goals (2033-2037)	67%	55%	62%	74%	65%	88%	67%	71%	60%	53%	63%
Target Met	N	N	N	N		N		N	N	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	N	N	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%	100%	100%	-
	CWOD	**100%**	100%	100%	100%	-	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	**100%**	100%	100%	100%	-	100%	*	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	**100%**	100%	100%	100%	*	100%	*	100%	100%	100%	100%	100%	100%	100%	-	-

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

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

- Indicates there are no students in the group.

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

Part (viii): Civil Rights Data

Part (viii)(I) This section provides information from the 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	6	1	2	3	0	0	0	0	1		
	Female	7	3	2	2	0	0	0	0	1		
	Total	13	4	4	5	0	0	0	0	2		
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	7	3	2	1	0	0	0	1	2		0
	Female	0	0	0	0	0	0	0	0	0		1
	Total	7	3	2	1	0	0	0	1	2		1
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	18	4	7	2	2	2	-8	1	6	5	4
	Female	20	4	10	4	-8	-8	1	1	3	4	1
	Total	38	8	17	6	2	2	1	2	9	9	5

	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

	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	0	0	0	0	0	0	0	0	0	0
	Female	1	0	1	0	0	0	0	0	0	1
	Total	1	0	1	0	0	0	0	0	0	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	7.0	15.5%
Teachers Teaching with Emergency or Provisional Credentials	1.0	2.3%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	2.0	4.6%

- 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%	37	2%	6	7%
Mathematics	7,386	2%	37	2%	6	7%
Grade 4						
Reading	7,296	2%	34	2%	*	4%
Mathematics	7,293	2%	34	2%	*	3%
Grade 5						
Reading	6,823	2%	31	2%	*	5%
Mathematics	6,825	2%	31	2%	*	5%
Science	6,820	2%	31	2%	*	5%
Grade 6						
Reading	6,480	2%	24	1%	*	3%
Mathematics	6,481	2%	25	2%	*	3%
Grade 7						
Reading	6,309	2%	28	2%	-	-
Mathematics	6,300	2%	28	2%	-	-
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%	19	1%	-	-
Mathematics	6,162	2%	19	2%	-	-
Science	6,163	1%	19	1%	-	-
End of Course						
English I	6,032	1%	23	1%	-	-
English II	5,771	1%	21	1%	-	-
Algebra I	6,015	1%	23	1%	-	-
Biology	6,041	1%	21	1%	-	-
All Grades						
All Subjects	117,761	1%	485	2%	34	5%
Reading	52,275	1%	217	1%	15	4%
Mathematics	46,462	2%	197	2%	15	4%
Science	19,024	1%	71	1%	*	5%

- 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	16%	18%	19%	12%	*	8%	29%	26%	17%	19%	9%

- 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%	82%	**94%**	96%	87%	95%	-	95%	*	100%	96%	94%	70%	97%	90%	94%	94%	-	*	-	*
	CWD	51%	56%	**70%**	*	*	80%	-	*	-	-	-	70%	70%	-	*	86%	*	-	-	-	-
	CWOD	80%	87%	**97%**	96%	90%	100%	-	100%	*	100%	96%	97%	-	97%	94%	95%	98%	-	*	-	*
	EL	65%	74%	**90%**	*	80%	*	-	89%	*	-	100%	83%	*	94%	90%	91%	89%	-	*	-	-
	Male	73%	79%	**94%**	100%	75%	100%	-	100%	*	100%	100%	92%	86%	95%	91%	94%	-	-	*	-	*
	Female	78%	84%	**94%**	94%	100%	89%	-	91%	-	*	92%	95%	*	98%	89%	-	94%	-	*	-	-

		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%	78%	**89%**	84%	78%	95%	-	95%	*	100%	75%	94%	70%	91%	85%	94%	84%	-	*	-	*
	CWD	51%	55%	**70%**	*	*	80%	-	*	-	-	-	70%	70%	-	*	86%	*	-	-	-	-
	CWOD	76%	83%	**91%**	83%	80%	100%	-	100%	*	100%	75%	97%	-	91%	89%	95%	88%	-	*	-	*
	EL	67%	74%	**85%**	*	80%	*	-	89%	*	-	75%	92%	*	89%	85%	91%	78%	-	*	-	-
	Male	74%	79%	**94%**	89%	83%	100%	-	100%	*	100%	83%	97%	86%	95%	91%	94%	-	-	*	-	*
	Female	70%	77%	**84%**	81%	73%	89%	-	91%	-	*	67%	90%	*	88%	78%	-	84%	-	*	-	-
Grade 4																						
Reading	All Students	76%	83%	**98%**	100%	96%	94%	-	100%	*	100%	97%	98%	88%	99%	93%	95%	100%	-	-	-	*
	CWD	51%	59%	**88%**	*	*	*	-	-	-	*	*	100%	88%	-	*	80%	*	-	-	-	-
	CWOD	81%	87%	**99%**	100%	95%	100%	-	100%	*	*	100%	98%	-	99%	100%	97%	100%	-	-	-	*
	EL	66%	75%	**93%**	*	*	*	-	100%	-	-	86%	100%	*	100%	93%	90%	*	-	-	-	-
	Male	74%	81%	**95%**	100%	90%	89%	-	100%	-	*	94%	96%	80%	97%	90%	95%	-	-	-	-	*
	Female	79%	86%	**100%**	100%	100%	100%	-	100%	*	*	100%	100%	*	100%	*	-	100%	-	-	-	-
Mathematics	All Students	69%	80%	**95%**	94%	83%	100%	-	100%	*	100%	94%	95%	75%	96%	93%	95%	94%	-	-	-	*
	CWD	44%	55%	**75%**	*	*	*	-	-	-	*	*	80%	75%	-	*	80%	*	-	-	-	-
	CWOD	74%	84%	**96%**	100%	86%	100%	-	100%	*	*	96%	96%	-	96%	92%	97%	96%	-	-	-	*
	EL	63%	75%	**93%**	*	*	*	-	100%	-	-	100%	86%	*	92%	93%	100%	*	-	-	-	-
	Male	71%	80%	**95%**	100%	80%	100%	-	100%	-	*	100%	92%	80%	97%	100%	95%	-	-	-	-	*
	Female	67%	79%	**94%**	92%	86%	100%	-	100%	*	*	87%	97%	*	96%	*	-	94%	-	-	-	-
Grade 5																						
Reading	All Students	80%	86%	**93%**	91%	95%	94%	-	89%	-	100%	82%	97%	70%	96%	81%	86%	100%	-	*	-	-
	CWD	49%	52%	**70%**	*	*	*	-	*	-	*	*	88%	70%	-	*	57%	*	-	-	-	-
	CWOD	86%	92%	**96%**	90%	100%	100%	-	92%	-	100%	90%	98%	-	96%	85%	92%	100%	-	*	-	-
	EL	72%	83%	**81%**	*	*	*	-	70%	-	-	71%	89%	*	85%	81%	70%	100%	-	-	-	-
	Male	77%	84%	**86%**	86%	92%	83%	-	80%	-	*	69%	93%	57%	92%	70%	86%	-	-	-	-	-
	Female	83%	88%	**100%**	*	100%	100%	-	100%	-	100%	100%	100%	*	100%	100%	-	100%	-	*	-	-
Mathematics	All Students	79%	85%	**94%**	91%	100%	88%	-	93%	-	100%	91%	96%	80%	96%	88%	91%	98%	-	*	-	-
	CWD	59%	62%	**80%**	*	*	*	-	*	-	*	*	88%	80%	-	*	71%	*	-	-	-	-
	CWOD	83%	89%	**96%**	90%	100%	93%	-	96%	-	100%	95%	97%	-	96%	92%	94%	98%	-	*	-	-
	EL	75%	86%	**88%**	*	*	*	-	80%	-	-	86%	89%	*	92%	88%	80%	100%	-	-	-	-
	Male	79%	86%	**91%**	86%	100%	83%	-	87%	-	*	85%	93%	71%	94%	80%	91%	-	-	-	-	-
	Female	79%	85%	**98%**	*	100%	91%	-	100%	-	100%	100%	97%	*	98%	100%	-	98%	-	*	-	-
Science	All Students	64%	74%	**86%**	82%	100%	71%	-	81%	-	92%	82%	87%	70%	88%	75%	86%	85%	-	*	-	-
	CWD	41%	47%	**70%**	*	*	*	-	*	-	*	*	75%	70%	-	*	57%	*	-	-	-	-
	CWOD	68%	79%	**88%**	80%	100%	73%	-	88%	-	92%	85%	88%	-	88%	85%	92%	84%	-	*	-	-
	EL	52%	65%	**75%**	*	*	*	-	60%	-	-	71%	78%	*	85%	75%	60%	100%	-	-	-	-
	Male	67%	78%	**86%**	86%	100%	83%	-	73%	-	*	77%	90%	57%	92%	60%	86%	-	-	-	-	-
	Female	60%	70%	**85%**	*	100%	64%	-	92%	-	90%	89%	84%	*	84%	100%	-	85%	-	*	-	-
Grade 6																						

		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	75%	89%	**95%**	100%	92%	95%	-	96%	-	80%	94%	95%	60%	97%	83%	92%	97%	-	-	-	-
	CWD	45%	60%	**60%**	*	*	*	-	*	-	*	*	*	60%	-	*	*	*	-	-	-	-
	CWOD	81%	93%	**97%**	100%	100%	94%	-	96%	-	*	93%	98%	-	97%	90%	94%	100%	-	-	-	-
	EL	62%	82%	**83%**	-	*	*	-	83%	-	*	80%	86%	*	90%	83%	80%	*	-	-	-	-
	Male	72%	87%	**92%**	100%	100%	90%	-	92%	-	*	88%	93%	*	94%	80%	92%	-	-	-	-	-
	Female	80%	91%	**97%**	*	88%	100%	-	100%	-	*	100%	96%	*	100%	*	-	97%	-	-	-	-
Mathematics	All Students	74%	90%	**97%**	100%	92%	100%	-	100%	-	80%	100%	96%	60%	100%	92%	97%	97%	-	-	-	-
	CWD	51%	66%	**60%**	*	*	*	-	*	-	*	*	*	60%	-	*	*	*	-	-	-	-
	CWOD	78%	93%	**100%**	100%	100%	100%	-	100%	-	*	100%	100%	-	100%	100%	100%	100%	-	-	-	-
	EL	65%	87%	**92%**	-	*	*	-	100%	-	*	100%	86%	*	100%	92%	90%	*	-	-	-	-
	Male	75%	92%	**97%**	100%	100%	100%	-	100%	-	*	100%	97%	*	100%	90%	97%	-	-	-	-	-
	Female	73%	88%	**97%**	*	88%	100%	-	100%	-	*	100%	96%	*	100%	*	-	97%	-	-	-	-
STAAR Percent at Meets Grade Level or Above																						
Grade 3																						
Reading	All Students	49%	57%	**78%**	80%	70%	80%	-	82%	*	90%	54%	86%	60%	80%	65%	78%	78%	-	*	-	*
	CWD	28%	32%	**60%**	*	*	60%	-	*	-	-	-	60%	60%	-	*	71%	*	-	-	-	-
	CWOD	53%	62%	**80%**	79%	70%	87%	-	86%	*	90%	54%	90%	-	80%	72%	80%	81%	-	*	-	*
	EL	37%	44%	**65%**	*	60%	*	-	78%	*	-	63%	67%	*	72%	65%	64%	67%	-	*	-	-
	Male	46%	54%	**78%**	89%	58%	82%	-	91%	*	86%	67%	82%	71%	80%	64%	78%	-	-	*	-	*
	Female	53%	61%	**78%**	75%	82%	78%	-	73%	-	*	42%	89%	*	81%	67%	-	78%	-	*	-	-
Mathematics	All Students	44%	53%	**75%**	64%	57%	80%	-	95%	*	91%	58%	79%	60%	76%	65%	76%	73%	-	*	-	*
	CWD	28%	37%	**60%**	*	*	60%	-	*	-	-	-	60%	60%	-	*	71%	*	-	-	-	-
	CWOD	47%	56%	**76%**	63%	55%	87%	-	100%	*	91%	58%	82%	-	76%	72%	77%	75%	-	*	-	*
	EL	35%	44%	**65%**	*	60%	*	-	89%	*	-	63%	67%	*	72%	65%	64%	67%	-	*	-	-
	Male	47%	57%	**76%**	67%	58%	82%	-	100%	*	86%	67%	79%	71%	77%	64%	76%	-	-	*	-	*
	Female	40%	49%	**73%**	63%	55%	78%	-	91%	-	*	50%	79%	*	75%	67%	-	73%	-	*	-	-
Grade 4																						
Reading	All Students	47%	56%	**87%**	71%	88%	83%	-	96%	*	100%	87%	87%	63%	89%	86%	83%	90%	-	-	-	*
	CWD	25%	35%	**63%**	*	*	*	-	-	-	*	*	80%	63%	-	*	40%	*	-	-	-	-
	CWOD	51%	60%	**89%**	69%	95%	87%	-	96%	*	*	93%	87%	-	89%	92%	89%	89%	-	-	-	*
	EL	35%	42%	**86%**	*	*	*	-	100%	-	-	86%	86%	*	92%	86%	80%	*	-	-	-	-
	Male	44%	54%	**83%**	60%	70%	89%	-	92%	-	*	75%	88%	40%	89%	80%	83%	-	-	-	-	*
	Female	50%	59%	**90%**	75%	100%	78%	-	100%	*	*	100%	86%	*	89%	*	-	90%	-	-	-	-
Mathematics	All Students	47%	59%	**88%**	71%	83%	89%	-	100%	*	100%	87%	88%	75%	89%	86%	90%	86%	-	-	-	*
	CWD	27%	39%	**75%**	*	*	*	-	-	-	*	*	80%	75%	-	*	80%	*	-	-	-	-
	CWOD	51%	63%	**89%**	75%	86%	87%	-	100%	*	*	89%	89%	-	89%	85%	92%	87%	-	-	-	*
	EL	39%	53%	**86%**	*	*	*	-	100%	-	-	100%	71%	*	85%	86%	90%	*	-	-	-	-
	Male	50%	61%	**90%**	60%	80%	100%	-	100%	-	*	94%	88%	80%	92%	90%	90%	-	-	-	-	*
	Female	43%	58%	**86%**	75%	86%	78%	-	100%	*	*	80%	89%	*	87%	*	-	86%	-	-	-	-
Grade 5																						

		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	56%	65%	**83%**	82%	86%	82%	-	78%	-	92%	73%	87%	40%	89%	69%	79%	87%	-	*	-	-
	CWD	27%	29%	**40%**	*	*	*	-	*	-	*	*	50%	40%	-	*	29%	*	-	-	-	-
	CWOD	61%	72%	**89%**	80%	95%	87%	-	88%	-	92%	80%	92%	-	89%	85%	89%	89%	-	*	-	-
	EL	43%	52%	**69%**	*	*	*	-	50%	-	-	71%	67%	*	85%	69%	60%	83%	-	-	-	-
	Male	51%	62%	**79%**	86%	75%	83%	-	73%	-	*	69%	83%	29%	89%	60%	79%	-	-	-	-	-
	Female	60%	69%	**87%**	*	100%	82%	-	83%	-	90%	78%	89%	*	89%	83%	-	87%	-	*	-	-
Mathematics	All Students	50%	60%	**80%**	64%	91%	59%	-	85%	-	92%	68%	84%	40%	85%	81%	81%	79%	-	*	-	-
	CWD	28%	29%	**40%**	*	*	*	-	*	-	*	*	50%	40%	-	*	29%	*	-	-	-	-
	CWOD	54%	65%	**85%**	60%	100%	67%	-	92%	-	92%	75%	88%	-	85%	92%	92%	80%	-	*	-	-
	EL	43%	55%	**81%**	*	*	*	-	70%	-	-	86%	78%	*	92%	81%	80%	83%	-	-	-	-
	Male	52%	62%	**81%**	71%	83%	67%	-	87%	-	*	77%	83%	29%	92%	80%	81%	-	-	-	-	-
	Female	48%	58%	**79%**	*	100%	55%	-	83%	-	90%	56%	84%	*	80%	83%	-	79%	-	*	-	-
Science	All Students	35%	44%	**60%**	36%	77%	47%	-	67%	-	54%	41%	66%	40%	63%	56%	63%	57%	-	*	-	-
	CWD	23%	27%	**40%**	*	*	*	-	*	-	*	*	50%	40%	-	*	43%	*	-	-	-	-
	CWOD	37%	47%	**63%**	40%	79%	47%	-	75%	-	50%	45%	68%	-	63%	69%	67%	59%	-	*	-	-
	EL	22%	29%	**56%**	*	*	*	-	50%	-	-	43%	67%	*	69%	56%	40%	83%	-	-	-	-
	Male	39%	49%	**63%**	29%	67%	67%	-	73%	-	*	31%	77%	43%	67%	40%	63%	-	-	-	-	-
	Female	30%	38%	**57%**	*	90%	36%	-	58%	-	50%	56%	58%	*	59%	83%	-	57%	-	*	-	-
Grade 6																						
Reading	All Students	51%	70%	**86%**	91%	92%	89%	-	84%	-	60%	88%	86%	40%	90%	75%	78%	94%	-	-	-	-
	CWD	24%	35%	**40%**	*	*	*	-	*	-	*	*	*	40%	-	*	*	*	-	-	-	-
	CWOD	56%	76%	**90%**	100%	100%	89%	-	83%	-	*	87%	91%	-	90%	80%	82%	97%	-	-	-	-
	EL	34%	59%	**75%**	-	*	*	-	67%	-	*	80%	71%	*	80%	75%	70%	*	-	-	-	-
	Male	47%	67%	**78%**	86%	100%	80%	-	77%	-	*	75%	79%	*	82%	70%	78%	-	-	-	-	-
	Female	56%	74%	**94%**	*	88%	100%	-	92%	-	*	100%	93%	*	97%	*	-	94%	-	-	-	-
Mathematics	All Students	38%	63%	**81%**	64%	85%	79%	-	88%	-	80%	69%	84%	40%	84%	75%	81%	81%	-	-	-	-
	CWD	22%	34%	**40%**	*	*	*	-	*	-	*	*	*	40%	-	*	*	*	-	-	-	-
	CWOD	41%	67%	**84%**	70%	92%	78%	-	88%	-	*	67%	89%	-	84%	80%	85%	82%	-	-	-	-
	EL	26%	54%	**75%**	-	*	*	-	83%	-	*	80%	71%	*	80%	75%	70%	*	-	-	-	-
	Male	41%	66%	**81%**	86%	80%	80%	-	85%	-	*	75%	83%	*	85%	70%	81%	-	-	-	-	-
	Female	36%	60%	**81%**	*	88%	78%	-	92%	-	*	63%	86%	*	82%	*	-	81%	-	-	-	-
STAAR Percent at Masters Grade Level																						
Grade 3																						
Reading	All Students	19%	26%	**44%**	24%	35%	50%	-	68%	*	50%	29%	48%	20%	46%	50%	47%	40%	-	*	-	*
	CWD	7%	9%	**20%**	*	*	20%	-	*	-	-	-	20%	20%	-	*	29%	*	-	-	-	-
	CWOD	22%	29%	**46%**	25%	35%	60%	-	71%	*	50%	29%	52%	-	46%	56%	50%	43%	-	*	-	*
	EL	13%	22%	**50%**	*	60%	*	-	67%	*	-	38%	58%	*	56%	50%	55%	44%	-	*	-	-
	Male	17%	22%	**47%**	22%	33%	55%	-	82%	*	43%	42%	49%	29%	50%	55%	47%	-	-	*	-	*
	Female	22%	30%	**40%**	25%	36%	44%	-	55%	-	*	17%	47%	*	43%	44%	-	40%	-	*	-	-

		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%	25%	**42%**	24%	39%	55%	-	55%	*	45%	33%	45%	20%	45%	45%	41%	43%	-	*	-	*
	CWD	9%	13%	**20%**	*	*	40%	-	*	-	-	-	20%	20%	-	*	14%	*	-	-	-	-
	CWOD	20%	27%	**45%**	25%	45%	60%	-	57%	*	45%	33%	49%	-	45%	50%	45%	44%	-	*	-	*
	EL	12%	20%	**45%**	*	60%	*	-	44%	*	-	38%	50%	*	50%	45%	55%	33%	-	*	-	-
	Male	21%	28%	**41%**	11%	42%	55%	-	64%	*	29%	42%	41%	14%	45%	55%	41%	-	-	*	-	*
	Female	15%	21%	**43%**	31%	36%	56%	-	45%	-	*	25%	49%	*	44%	33%	-	43%	-	*	-	-
Grade 4																						
Reading	All Students	21%	28%	**64%**	47%	75%	50%	-	73%	*	60%	61%	65%	38%	66%	57%	56%	70%	-	-	-	*
	CWD	7%	13%	**38%**	*	*	*	-	-	-	*	*	60%	38%	-	*	20%	*	-	-	-	-
	CWOD	24%	30%	**66%**	50%	81%	53%	-	73%	*	*	68%	65%	-	66%	62%	61%	70%	-	-	-	*
	EL	12%	13%	**57%**	*	*	*	-	70%	-	-	43%	71%	*	62%	57%	40%	*	-	-	-	-
	Male	19%	23%	**56%**	40%	60%	56%	-	62%	-	*	50%	60%	20%	61%	40%	56%	-	-	-	-	*
	Female	23%	33%	**70%**	50%	86%	44%	-	85%	*	*	73%	69%	*	70%	*	-	70%	-	-	-	-
Mathematics	All Students	21%	30%	**60%**	47%	71%	50%	-	65%	*	60%	55%	63%	38%	63%	50%	63%	58%	-	-	-	*
	CWD	8%	16%	**38%**	*	*	*	-	-	-	*	*	40%	38%	-	*	40%	*	-	-	-	-
	CWOD	24%	33%	**63%**	50%	71%	53%	-	65%	*	*	57%	65%	-	63%	54%	67%	60%	-	-	-	*
	EL	15%	24%	**50%**	*	*	*	-	70%	-	-	43%	57%	*	54%	50%	40%	*	-	-	-	-
	Male	24%	31%	**63%**	40%	80%	67%	-	54%	-	*	44%	76%	40%	67%	40%	63%	-	-	-	-	*
	Female	18%	29%	**58%**	50%	64%	33%	-	77%	*	*	67%	54%	*	60%	*	-	58%	-	-	-	-
Grade 5																						
Reading	All Students	28%	38%	**60%**	64%	55%	59%	-	59%	-	69%	36%	68%	20%	65%	50%	56%	64%	-	*	-	-
	CWD	8%	11%	**20%**	*	*	*	-	*	-	*	*	25%	20%	-	*	14%	*	-	-	-	-
	CWOD	31%	43%	**65%**	60%	63%	67%	-	67%	-	67%	40%	73%	-	65%	62%	64%	66%	-	*	-	-
	EL	17%	23%	**50%**	*	*	*	-	40%	-	-	43%	56%	*	62%	50%	50%	50%	-	-	-	-
	Male	24%	35%	**56%**	57%	42%	50%	-	60%	-	*	38%	63%	14%	64%	50%	56%	-	-	-	-	-
	Female	32%	41%	**64%**	*	70%	64%	-	58%	-	60%	33%	71%	*	66%	50%	-	64%	-	*	-	-
Mathematics	All Students	21%	28%	**42%**	18%	45%	12%	-	63%	-	54%	27%	47%	10%	46%	44%	40%	45%	-	*	-	-
	CWD	8%	9%	**10%**	*	*	*	-	*	-	*	*	13%	10%	-	*	14%	*	-	-	-	-
	CWOD	23%	31%	**46%**	20%	53%	13%	-	71%	-	50%	30%	52%	-	46%	54%	44%	48%	-	*	-	-
	EL	14%	18%	**44%**	*	*	*	-	50%	-	-	43%	44%	*	54%	44%	40%	50%	-	-	-	-
	Male	23%	31%	**40%**	14%	25%	33%	-	60%	-	*	23%	47%	14%	44%	40%	40%	-	-	-	-	-
	Female	19%	25%	**45%**	*	70%	0%	-	67%	-	50%	33%	47%	*	48%	50%	-	45%	-	*	-	-
Science	All Students	15%	20%	**33%**	18%	27%	35%	-	48%	-	23%	27%	35%	10%	36%	31%	40%	28%	-	*	-	-
	CWD	7%	8%	**10%**	*	*	*	-	*	-	*	*	13%	10%	-	*	14%	*	-	-	-	-
	CWOD	16%	22%	**36%**	20%	32%	33%	-	54%	-	25%	30%	38%	-	36%	38%	44%	30%	-	*	-	-
	EL	7%	10%	**31%**	*	*	*	-	30%	-	-	14%	44%	*	38%	31%	30%	33%	-	-	-	-
	Male	18%	23%	**40%**	14%	33%	67%	-	53%	-	*	23%	47%	14%	44%	30%	40%	-	-	-	-	-
	Female	12%	16%	**28%**	*	20%	18%	-	42%	-	30%	33%	26%	*	30%	33%	-	28%	-	*	-	-
Grade 6																						

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

- Indicates there are no students in the group.

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

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 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	93	78	75	-	87	*	82	80	77	81
CWD	77	*	65	83	-	*	-	*	60	77	46
CWOD	83	91	79	74	-	89	*	82	82	-	88
EL ✧	81	*	80	50	-	87	-	*	75	46	81
Male	83	97	70	73	-	90	-	94	80	73	88
Female	83	89	84	78	-	84	*	75	80	86	67
Mathematics											
All Students	85	81	82	78	-	93	*	85	89	65	88
CWD	65	*	50	75	-	*	-	*	100	65	96
CWOD	86	83	85	78	-	93	*	90	88	-	86
EL ✧	88	*	65	67	-	98	-	*	95	96	88

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Male	88	84	80	87	-	94	-	94	99	70	90
Female	82	79	84	70	-	92	*	79	79	57	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
137	47	34%

- 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	75	66	74	73	-	81	*	76	67	47	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	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	Y	Y
Interim Goals (2033-2037)	64%	56%	59%	73%	62%	83%	64%	71%	57%	50%	59%
Target Met	Y	Y	Y	Y		Y		Y	Y	Y	Y
Long-Term Goals	73%	67%	70%	80%	72%	87%	73%	78%	68%	63%	69%
Target Met	Y	Y	Y	Y		Y		Y	Y	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	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	Y	Y
Interim Goals (2033-2037)	67%	55%	62%	74%	65%	88%	67%	71%	60%	53%	63%
Target Met	Y	Y	Y	Y		Y		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	75%	67%	72%	80%	74%	91%	76%	78%	70%	65%	73%
Target Met	Y	N	Y	N		Y		Y	Y	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%	100%	100%	-	100%	*	100%	100%	100%	100%	100%	100%	100%	100%	-
	CWD	**100%**	100%	100%	100%	-	100%	-	100%	100%	100%	100%	-	100%	100%	100%	-
	CWOD	**100%**	100%	100%	100%	-	100%	*	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	**100%**	100%	100%	100%	-	100%	*	*	100%	100%	100%	100%	100%	100%	100%	-
	Male	**100%**	100%	100%	100%	-	100%	*	100%	100%	100%	100%	100%	100%	100%	-	-

		Campus	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%	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%	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%	-
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%	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%	-
Science	All Students	**100%**	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	100%	100%	-
	CWD	**100%**	*	*	*	-	*	-	*	*	100%	100%	-	*	100%	*	-
	CWOD	**100%**	100%	100%	100%	-	100%	-	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	**100%**	*	*	*	-	100%	-	-	100%	100%	*	100%	100%	100%	100%	-
	Male	**100%**	100%	100%	100%	-	100%	-	*	100%	100%	100%	100%	100%	100%	-	-
	Female	**100%**	*	100%	100%	-	100%	-	100%	100%	100%	*	100%	100%	-	100%	-
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%	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%	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%	-

		Campus	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%	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%	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%	-
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%	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%	-
Science	All Students	**0%**	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	**0%**	*	*	*	-	*	-	*	*	0%	0%	-	*	0%	*	-
	CWOD	**0%**	0%	0%	0%	-	0%	-	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	**0%**	*	*	*	-	0%	-	-	0%	0%	*	0%	0%	0%	0%	-
	Male	**0%**	0%	0%	0%	-	0%	-	*	0%	0%	0%	0%	0%	0%	-	-
	Female	**0%**	*	0%	0%	-	0%	-	0%	0%	0%	*	0%	0%	-	0%	-
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	9	5	1	2	0	0	0	1	1		
	Female	0	0	0	0	0	0	0	0	0		
	Total	9	5	1	2	0	0	0	1	1		
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	6	1	1	3	0	0	0	1	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	6	1	1	3	0	0	0	1	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		1
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		1
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	9	5	2	2	-8	-8	-8	-8	1	1	2
	Female	4	3	1	-8	-8	-8	-8	-8	-8	1	-8
	Total	13	8	3	2	-8	-8	-8	-8	1	2	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	6
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	3
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	2	6	2	0	4	0	1	0	0
	Female	10	0	2	5	0	3	0	0	0	2
	Total	25	2	8	7	0	7	0	1	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	5.0	11.6%
Teachers Teaching with Emergency or Provisional Credentials	0.0	-
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	0.4	1.0%

- 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%	37	2%	-	-
Mathematics	7,386	2%	37	2%	-	-
Grade 4						
Reading	7,296	2%	34	2%	-	-
Mathematics	7,293	2%	34	2%	-	-
Grade 5						
Reading	6,823	2%	31	2%	-	-
Mathematics	6,825	2%	31	2%	-	-
Science	6,820	2%	31	2%	-	-
Grade 6						
Reading	6,480	2%	24	1%	-	-
Mathematics	6,481	2%	25	2%	-	-
Grade 7						
Reading	6,309	2%	28	2%	-	-
Mathematics	6,300	2%	28	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
Grade 8						
Reading	6,168	1%	19	1%	-	-
Mathematics	6,162	2%	19	2%	-	-
Science	6,163	1%	19	1%	-	-
End of Course						
English I	6,032	1%	23	1%	-	-
English II	5,771	1%	21	1%	-	-
Algebra I	6,015	1%	23	1%	-	-
Biology	6,041	1%	21	1%	-	-
All Grades						
All Subjects	117,761	1%	485	2%	-	-
Reading	52,275	1%	217	1%	-	-
Mathematics	46,462	2%	197	2%	-	-
Science	19,024	1%	71	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	4%	6%	2%	2%	*	8%	*	5%	9%	5%	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%	82%	**85%**	83%	89%	88%	-	83%	*	83%	80%	96%	50%	90%	75%	89%	80%	-	*	-	*
	CWD	51%	56%	**50%**	*	*	*	-	-	-	*	*	*	50%	-	*	*	*	-	-	-	*
	CWOD	80%	87%	**90%**	88%	94%	92%	-	83%	*	100%	88%	95%	-	90%	80%	94%	85%	-	*	-	-
	EL	65%	74%	**75%**	80%	*	-	-	*	*	*	69%	*	*	80%	75%	75%	75%	-	-	-	-
	Male	73%	79%	**89%**	78%	100%	89%	-	*	*	*	83%	100%	*	94%	75%	89%	-	-	-	-	-
	Female	78%	84%	**80%**	89%	67%	88%	-	*	*	*	77%	88%	*	85%	75%	-	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
Mathematics	All Students	72%	78%	**87%**	78%	89%	94%	-	83%	*	83%	80%	100%	50%	92%	75%	87%	87%	-	*	-	*
	CWD	51%	55%	**50%**	*	*	*	-	-	-	*	*	*	50%	-	*	*	*	-	-	-	*
	CWOD	76%	83%	**92%**	82%	94%	100%	-	83%	*	100%	88%	100%	-	92%	80%	91%	92%	-	*	-	-
	EL	67%	74%	**75%**	80%	*	-	-	*	*	*	69%	*	*	80%	75%	75%	75%	-	-	-	-
	Male	74%	79%	**87%**	67%	100%	89%	-	*	*	*	78%	100%	*	91%	75%	87%	-	-	-	-	-
	Female	70%	77%	**87%**	89%	67%	100%	-	*	*	*	82%	100%	*	92%	75%	-	87%	-	*	-	*
Grade 4																						
Reading	All Students	76%	83%	**87%**	79%	86%	85%	*	100%	*	100%	80%	97%	62%	91%	93%	86%	88%	-	*	-	*
	CWD	51%	59%	**62%**	*	*	50%	-	*	-	*	50%	80%	62%	-	*	63%	60%	-	*	-	*
	CWOD	81%	87%	**91%**	83%	85%	100%	*	100%	*	*	85%	100%	-	91%	92%	90%	91%	-	*	-	-
	EL	66%	75%	**93%**	*	86%	*	*	100%	-	*	88%	100%	*	92%	93%	93%	92%	-	-	-	-
	Male	74%	81%	**86%**	75%	85%	88%	*	100%	*	*	81%	94%	63%	90%	93%	86%	-	-	*	-	-
	Female	79%	86%	**88%**	86%	89%	80%	-	100%	*	*	78%	100%	60%	91%	92%	-	88%	-	*	-	*
Mathematics	All Students	69%	80%	**91%**	95%	91%	88%	*	87%	*	100%	89%	94%	69%	95%	89%	92%	90%	-	*	-	*
	CWD	44%	55%	**69%**	*	*	63%	-	*	-	*	63%	80%	69%	-	*	88%	40%	-	*	-	*
	CWOD	74%	84%	**95%**	94%	90%	100%	*	93%	*	*	94%	97%	-	95%	92%	93%	97%	-	*	-	-
	EL	63%	75%	**89%**	*	86%	*	*	80%	-	*	94%	80%	*	92%	89%	93%	85%	-	-	-	-
	Male	71%	80%	**92%**	92%	85%	94%	*	100%	*	*	88%	100%	88%	93%	93%	92%	-	-	*	-	-
	Female	67%	79%	**90%**	100%	100%	80%	-	80%	*	*	91%	88%	40%	97%	85%	-	90%	-	*	-	*
Grade 5																						
Reading	All Students	80%	86%	**94%**	100%	94%	90%	-	100%	*	*	94%	94%	43%	99%	100%	94%	94%	-	*	-	*
	CWD	49%	52%	**43%**	-	*	*	-	-	-	*	*	*	43%	-	-	*	*	-	-	-	-
	CWOD	86%	92%	**99%**	100%	100%	96%	-	100%	*	*	100%	97%	-	99%	100%	98%	100%	-	*	-	*
	EL	72%	83%	**100%**	*	100%	*	-	100%	*	-	100%	*	-	100%	100%	100%	100%	-	-	-	-
	Male	77%	84%	**94%**	100%	92%	89%	-	100%	*	*	93%	95%	*	98%	100%	94%	-	-	*	-	-
	Female	83%	88%	**94%**	100%	*	82%	-	100%	*	*	95%	86%	*	100%	100%	-	94%	-	-	-	*
Mathematics	All Students	79%	85%	**99%**	100%	100%	97%	-	100%	*	*	98%	100%	86%	100%	100%	98%	100%	-	*	-	*
	CWD	59%	62%	**86%**	-	*	*	-	-	-	*	*	*	86%	-	-	*	*	-	-	-	-
	CWOD	83%	89%	**100%**	100%	100%	100%	-	100%	*	*	100%	100%	-	100%	100%	100%	100%	-	*	-	*
	EL	75%	86%	**100%**	*	100%	*	-	100%	*	-	100%	*	-	100%	100%	100%	100%	-	-	-	-
	Male	79%	86%	**98%**	100%	100%	95%	-	100%	*	*	96%	100%	*	100%	100%	98%	-	-	*	-	-
	Female	79%	85%	**100%**	100%	*	100%	-	100%	*	*	100%	100%	*	100%	100%	-	100%	-	-	-	*
Science	All Students	64%	74%	**69%**	67%	53%	77%	-	91%	*	*	64%	76%	29%	73%	56%	73%	64%	-	*	-	*
	CWD	41%	47%	**29%**	-	*	*	-	-	-	*	*	*	29%	-	-	*	*	-	-	-	-
	CWOD	68%	79%	**73%**	67%	53%	85%	-	91%	*	*	70%	77%	-	73%	56%	75%	70%	-	*	-	*
	EL	52%	65%	**56%**	*	43%	*	-	80%	*	-	56%	*	-	56%	56%	58%	50%	-	-	-	-
	Male	67%	78%	**73%**	71%	54%	79%	-	100%	*	*	64%	85%	*	75%	58%	73%	-	-	*	-	-
	Female	60%	70%	**64%**	64%	*	73%	-	80%	*	*	64%	64%	*	70%	50%	-	64%	-	-	-	*
Grade 6																						

		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	75%	89%	**88%**	88%	78%	93%	-	92%	86%	*	83%	94%	71%	91%	72%	87%	90%	-	-	*	-
	CWD	45%	60%	**71%**	*	*	83%	-	*	*	-	*	80%	71%	-	*	57%	86%	-	-	-	-
	CWOD	81%	93%	**91%**	92%	82%	95%	-	100%	83%	*	86%	100%	-	91%	81%	92%	91%	-	-	*	-
	EL	62%	82%	**72%**	*	50%	*	-	*	*	*	71%	*	*	81%	72%	80%	63%	-	-	-	-
	Male	72%	87%	**87%**	80%	90%	87%	-	100%	*	-	81%	95%	57%	92%	80%	87%	-	-	-	*	-
	Female	80%	91%	**90%**	100%	63%	100%	-	83%	*	*	86%	94%	86%	91%	63%	-	90%	-	-	-	-
Mathematics	All Students	74%	90%	**88%**	88%	89%	93%	-	92%	57%	*	88%	89%	64%	93%	83%	89%	87%	-	-	*	-
	CWD	51%	66%	**64%**	*	*	67%	-	*	*	-	*	70%	64%	-	*	57%	71%	-	-	-	-
	CWOD	78%	93%	**93%**	92%	88%	100%	-	100%	67%	*	91%	96%	-	93%	88%	95%	91%	-	-	*	-
	EL	65%	87%	**83%**	*	83%	*	-	*	*	*	86%	*	*	88%	83%	90%	75%	-	-	-	-
	Male	75%	92%	**89%**	80%	100%	87%	-	100%	*	-	88%	89%	57%	95%	90%	89%	-	-	-	*	-
	Female	73%	88%	**87%**	100%	75%	100%	-	83%	*	*	86%	88%	71%	91%	75%	-	87%	-	-	-	-
STAAR Percent at Meets Grade Level or Above																						
Grade 3																						
Reading	All Students	49%	57%	**63%**	61%	56%	82%	-	67%	*	50%	58%	74%	38%	67%	44%	71%	53%	-	*	-	*
	CWD	28%	32%	**38%**	*	*	*	-	-	-	*	*	*	38%	-	*	*	*	-	-	-	*
	CWOD	53%	62%	**67%**	65%	56%	92%	-	67%	*	60%	63%	74%	-	67%	47%	74%	58%	-	*	-	-
	EL	37%	44%	**44%**	60%	*	-	-	*	*	*	46%	*	*	47%	44%	50%	38%	-	-	-	-
	Male	46%	54%	**71%**	44%	67%	89%	-	*	*	*	65%	80%	*	74%	50%	71%	-	-	-	-	-
	Female	53%	61%	**53%**	78%	33%	75%	-	*	*	*	50%	63%	*	58%	38%	-	53%	-	*	-	*
Mathematics	All Students	44%	53%	**66%**	50%	72%	88%	-	83%	*	33%	56%	87%	38%	70%	50%	66%	67%	-	*	-	*
	CWD	28%	37%	**38%**	*	*	*	-	-	-	*	*	*	38%	-	*	*	*	-	-	-	*
	CWOD	47%	56%	**70%**	53%	75%	100%	-	83%	*	40%	61%	89%	-	70%	53%	68%	73%	-	*	-	-
	EL	35%	44%	**50%**	60%	*	-	-	*	*	*	46%	*	*	53%	50%	50%	50%	-	-	-	-
	Male	47%	57%	**66%**	22%	75%	89%	-	*	*	*	48%	93%	*	68%	50%	66%	-	-	-	-	-
	Female	40%	49%	**67%**	78%	67%	88%	-	*	*	*	64%	75%	*	73%	50%	-	67%	-	*	-	*
Grade 4																						
Reading	All Students	47%	56%	**70%**	68%	64%	69%	*	93%	*	80%	58%	89%	46%	74%	67%	68%	73%	-	*	-	*
	CWD	25%	35%	**46%**	*	*	38%	-	*	-	*	38%	60%	46%	-	*	38%	60%	-	*	-	*
	CWOD	51%	60%	**74%**	72%	65%	83%	*	93%	*	*	62%	93%	-	74%	68%	74%	74%	-	*	-	-
	EL	35%	42%	**67%**	*	43%	*	*	90%	-	*	53%	90%	*	68%	67%	64%	69%	-	-	-	-
	Male	44%	54%	**68%**	67%	62%	69%	*	100%	*	*	56%	89%	38%	74%	64%	68%	-	-	*	-	-
	Female	50%	59%	**73%**	71%	67%	70%	-	90%	*	*	61%	88%	60%	74%	69%	-	73%	-	*	-	*
Mathematics	All Students	47%	59%	**81%**	79%	73%	81%	*	87%	*	100%	76%	89%	54%	86%	85%	86%	75%	-	*	-	*
	CWD	27%	39%	**54%**	*	*	50%	-	*	-	*	50%	60%	54%	-	*	63%	40%	-	*	-	*
	CWOD	51%	63%	**86%**	83%	70%	94%	*	93%	*	*	81%	93%	-	86%	88%	90%	80%	-	*	-	-
	EL	39%	53%	**85%**	*	71%	*	*	80%	-	*	88%	80%	*	88%	85%	93%	77%	-	-	-	-
	Male	50%	61%	**86%**	83%	77%	88%	*	100%	*	*	81%	94%	63%	90%	93%	86%	-	-	*	-	-
	Female	43%	58%	**75%**	71%	67%	70%	-	80%	*	*	70%	82%	40%	80%	77%	-	75%	-	*	-	*
Grade 5																						

		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	56%	65%	**80%**	94%	71%	76%	-	100%	*	*	78%	82%	29%	84%	72%	73%	89%	-	*	-	*
	CWD	27%	29%	**29%**	-	*	*	-	-	-	*	*	*	29%	-	-	*	*	-	-	-	-
	CWOD	61%	72%	**84%**	94%	73%	84%	-	100%	*	*	83%	87%	-	84%	72%	77%	94%	-	*	-	*
	EL	43%	52%	**72%**	*	57%	*	-	100%	*	-	69%	*	-	72%	72%	58%	100%	-	-	-	-
	Male	51%	62%	**73%**	86%	62%	68%	-	100%	*	*	71%	75%	*	77%	58%	73%	-	-	*	-	-
	Female	60%	69%	**89%**	100%	*	82%	-	100%	*	*	86%	86%	*	94%	100%	-	89%	-	-	-	*
Mathematics	All Students	50%	60%	**79%**	94%	59%	73%	-	100%	*	*	78%	79%	43%	82%	67%	77%	81%	-	*	-	*
	CWD	28%	29%	**43%**	-	*	*	-	-	-	*	*	*	43%	-	-	*	*	-	-	-	-
	CWOD	54%	65%	**82%**	94%	60%	77%	-	100%	*	*	83%	81%	-	82%	67%	80%	85%	-	*	-	*
	EL	43%	55%	**67%**	*	29%	*	-	100%	*	-	63%	*	-	67%	67%	67%	67%	-	-	-	-
	Male	52%	62%	**77%**	100%	62%	68%	-	100%	*	*	75%	80%	*	80%	67%	77%	-	-	*	-	-
	Female	48%	58%	**81%**	91%	*	82%	-	100%	*	*	82%	79%	*	85%	67%	-	81%	-	-	-	*
Science	All Students	35%	44%	**31%**	22%	35%	30%	-	55%	*	*	22%	44%	29%	31%	22%	33%	28%	-	*	-	*
	CWD	23%	27%	**29%**	-	*	*	-	-	-	*	*	*	29%	-	-	*	*	-	-	-	-
	CWOD	37%	47%	**31%**	22%	33%	31%	-	55%	*	*	24%	42%	-	31%	22%	32%	30%	-	*	-	*
	EL	22%	29%	**22%**	*	29%	*	-	20%	*	-	25%	*	-	22%	22%	33%	0%	-	-	-	-
	Male	39%	49%	**33%**	14%	46%	26%	-	67%	*	*	25%	45%	*	32%	33%	33%	-	-	*	-	-
	Female	30%	38%	**28%**	27%	*	36%	-	40%	*	*	18%	43%	*	30%	0%	-	28%	-	-	-	*
Grade 6																						
Reading	All Students	51%	70%	**64%**	56%	67%	57%	-	85%	57%	*	63%	67%	14%	74%	61%	64%	64%	-	-	*	-
	CWD	24%	35%	**14%**	*	*	0%	-	*	*	-	*	20%	14%	-	*	14%	14%	-	-	-	-
	CWOD	56%	76%	**74%**	58%	71%	73%	-	100%	67%	*	68%	85%	-	74%	69%	74%	75%	-	-	*	-
	EL	34%	59%	**61%**	*	50%	*	-	*	*	*	57%	*	*	69%	61%	60%	63%	-	-	-	-
	Male	47%	67%	**64%**	50%	70%	53%	-	100%	*	-	62%	68%	14%	74%	60%	64%	-	-	-	*	-
	Female	56%	74%	**64%**	67%	63%	62%	-	67%	*	*	64%	65%	14%	75%	63%	-	64%	-	-	-	-
Mathematics	All Students	38%	63%	**63%**	50%	67%	57%	-	92%	57%	*	56%	72%	29%	70%	50%	71%	54%	-	-	*	-
	CWD	22%	34%	**29%**	*	*	33%	-	*	*	-	*	40%	29%	-	*	29%	29%	-	-	-	-
	CWOD	41%	67%	**70%**	58%	71%	64%	-	100%	67%	*	61%	85%	-	70%	56%	79%	59%	-	-	*	-
	EL	26%	54%	**50%**	*	50%	*	-	*	*	*	43%	*	*	56%	50%	50%	50%	-	-	-	-
	Male	41%	66%	**71%**	50%	80%	67%	-	100%	*	-	65%	79%	29%	79%	50%	71%	-	-	-	*	-
	Female	36%	60%	**54%**	50%	50%	46%	-	83%	*	*	45%	65%	29%	59%	50%	-	54%	-	-	-	-
STAAR Percent at Masters Grade Level																						
Grade 3																						
Reading	All Students	19%	26%	**24%**	17%	22%	35%	-	50%	*	0%	22%	26%	0%	27%	19%	21%	27%	-	*	-	*
	CWD	7%	9%	**0%**	*	*	*	-	-	-	*	*	*	0%	-	*	*	*	-	-	-	*
	CWOD	22%	29%	**27%**	18%	25%	46%	-	50%	*	0%	24%	32%	-	27%	20%	24%	31%	-	*	-	-
	EL	13%	22%	**19%**	40%	*	-	-	*	*	*	23%	*	*	20%	19%	13%	25%	-	-	-	-
	Male	17%	22%	**21%**	11%	25%	22%	-	*	*	*	22%	20%	*	24%	13%	21%	-	-	-	-	-
	Female	22%	30%	**27%**	22%	17%	50%	-	*	*	*	23%	38%	*	31%	25%	-	27%	-	*	-	*

		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%	25%	**34%**	11%	33%	47%	-	67%	*	33%	24%	52%	13%	37%	25%	39%	27%	-	*	-	*
	CWD	9%	13%	**13%**	*	*	*	-	-	-	*	*	*	13%	-	*	*	*	-	-	-	*
	CWOD	20%	27%	**37%**	12%	38%	54%	-	67%	*	40%	27%	58%	-	37%	27%	41%	31%	-	*	-	-
	EL	12%	20%	**25%**	0%	*	-	-	*	*	*	23%	*	*	27%	25%	50%	0%	-	-	-	-
	Male	21%	28%	**39%**	0%	33%	56%	-	*	*	*	30%	53%	*	41%	50%	39%	-	-	-	-	-
	Female	15%	21%	**27%**	22%	33%	38%	-	*	*	*	18%	50%	*	31%	0%	-	27%	-	*	-	*
Grade 4																						
Reading	All Students	21%	28%	**41%**	42%	23%	58%	*	60%	*	0%	33%	54%	15%	45%	26%	40%	43%	-	*	-	*
	CWD	7%	13%	**15%**	*	*	25%	-	*	-	*	25%	0%	15%	-	*	13%	20%	-	*	-	*
	CWOD	24%	30%	**45%**	44%	25%	72%	*	64%	*	*	34%	63%	-	45%	28%	45%	46%	-	*	-	-
	EL	12%	13%	**26%**	*	0%	*	*	40%	-	*	29%	20%	*	28%	26%	29%	23%	-	-	-	-
	Male	19%	23%	**40%**	50%	15%	56%	*	60%	*	*	34%	50%	13%	45%	29%	40%	-	-	*	-	-
	Female	23%	33%	**43%**	29%	33%	60%	-	60%	*	*	30%	59%	20%	46%	23%	-	43%	-	*	-	*
Mathematics	All Students	21%	30%	**39%**	37%	23%	58%	*	53%	*	0%	31%	51%	15%	43%	41%	42%	35%	-	*	-	*
	CWD	8%	16%	**15%**	*	*	13%	-	*	-	*	13%	20%	15%	-	*	25%	0%	-	*	-	*
	CWOD	24%	33%	**43%**	39%	20%	78%	*	57%	*	*	34%	57%	-	43%	44%	45%	40%	-	*	-	-
	EL	15%	24%	**41%**	*	0%	*	*	50%	-	*	47%	30%	*	44%	41%	50%	31%	-	-	-	-
	Male	24%	31%	**42%**	42%	23%	63%	*	60%	*	*	38%	50%	25%	45%	50%	42%	-	-	*	-	-
	Female	18%	29%	**35%**	29%	22%	50%	-	50%	*	*	22%	53%	0%	40%	31%	-	35%	-	*	-	*
Grade 5																						
Reading	All Students	28%	38%	**48%**	50%	29%	48%	-	82%	*	*	42%	58%	14%	51%	33%	44%	54%	-	*	-	*
	CWD	8%	11%	**14%**	-	*	*	-	-	-	*	*	*	14%	-	-	*	*	-	-	-	-
	CWOD	31%	43%	**51%**	50%	27%	56%	-	82%	*	*	46%	60%	-	51%	33%	45%	59%	-	*	-	*
	EL	17%	23%	**33%**	*	14%	*	-	60%	*	-	38%	*	-	33%	33%	33%	33%	-	-	-	-
	Male	24%	35%	**44%**	29%	38%	42%	-	83%	*	*	39%	50%	*	45%	33%	44%	-	-	*	-	-
	Female	32%	41%	**54%**	64%	*	55%	-	80%	*	*	45%	64%	*	59%	33%	-	54%	-	-	-	*
Mathematics	All Students	21%	28%	**38%**	28%	29%	40%	-	73%	*	*	26%	56%	29%	39%	22%	40%	36%	-	*	-	*
	CWD	8%	9%	**29%**	-	*	*	-	-	-	*	*	*	29%	-	-	*	*	-	-	-	-
	CWOD	23%	31%	**39%**	28%	27%	42%	-	73%	*	*	28%	55%	-	39%	22%	39%	39%	-	*	-	*
	EL	14%	18%	**22%**	*	14%	*	-	40%	*	-	25%	*	-	22%	22%	33%	0%	-	-	-	-
	Male	23%	31%	**40%**	29%	38%	32%	-	83%	*	*	32%	50%	*	39%	33%	40%	-	-	*	-	-
	Female	19%	25%	**36%**	27%	*	55%	-	60%	*	*	18%	64%	*	39%	0%	-	36%	-	-	-	*
Science	All Students	15%	20%	**15%**	11%	12%	17%	-	27%	*	*	10%	24%	29%	14%	6%	19%	11%	-	*	-	*
	CWD	7%	8%	**29%**	-	*	*	-	-	-	*	*	*	29%	-	-	*	*	-	-	-	-
	CWOD	16%	22%	**14%**	11%	7%	15%	-	27%	*	*	11%	19%	-	14%	6%	16%	12%	-	*	-	*
	EL	7%	10%	**6%**	*	0%	*	-	0%	*	-	6%	*	-	6%	6%	8%	0%	-	-	-	-
	Male	18%	23%	**19%**	14%	15%	21%	-	33%	*	*	14%	25%	*	16%	8%	19%	-	-	*	-	-
	Female	12%	16%	**11%**	9%	*	9%	-	20%	*	*	5%	21%	*	12%	0%	-	11%	-	-	-	*
Grade 6																						

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

		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%	30%	**37%**	24%	28%	45%	*	67%	19%	24%	27%	52%	17%	40%	30%	43%	30%	-	40%	*	*
	CWD	8%	12%	**17%**	17%	29%	18%	-	*	*	*	5%	27%	17%	-	0%	30%	0%	-	*	-	*
	CWOD	20%	32%	**40%**	25%	28%	52%	*	71%	20%	29%	30%	57%	-	40%	32%	44%	34%	-	*	*	*
	EL	11%	19%	**30%**	29%	8%	63%	*	50%	*	*	30%	32%	0%	32%	30%	43%	14%	-	-	-	-
	Male	20%	31%	**43%**	26%	33%	49%	*	77%	43%	33%	36%	53%	30%	44%	43%	43%	-	-	*	*	-
	Female	16%	28%	**30%**	21%	19%	38%	-	57%	0%	18%	17%	50%	0%	34%	14%	-	30%	-	*	-	*
Science	All Students	17%	29%	**15%**	11%	12%	17%	-	27%	*	*	10%	24%	29%	14%	6%	19%	11%	-	*	-	*
	CWD	7%	9%	**29%**	-	*	*	-	-	-	*	*	*	29%	-	-	*	*	-	-	-	-
	CWOD	19%	32%	**14%**	11%	7%	15%	-	27%	*	*	11%	19%	-	14%	6%	16%	12%	-	*	-	*
	EL	6%	11%	**6%**	*	0%	*	-	0%	*	-	6%	*	-	6%	6%	8%	0%	-	-	-	-
	Male	19%	31%	**19%**	14%	15%	21%	-	33%	*	*	14%	25%	*	16%	8%	19%	-	-	*	-	-
	Female	16%	27%	**11%**	9%	*	9%	-	20%	*	*	5%	21%	*	12%	0%	-	11%	-	-	-	*

- Indicates there are no students in the group.

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

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 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	74	81	69	73	*	88	40	70	76	53	74
CWD	53	20	50	60	-	*	*	*	50	53	*
CWOD	78	88	70	77	*	89	39	75	80	-	77
EL ✧	74	98	65	75	*	78	*	*	80	*	74
Male	73	78	70	72	*	89	20	*	77	46	77
Female	76	85	66	77	-	87	54	63	76	62	70
Mathematics											
All Students	79	83	73	75	*	91	69	98	78	75	77
CWD	75	95	110	64	-	*	*	*	73	75	*
CWOD	80	81	69	78	*	94	75	94	79	-	77
EL ✧	77	88	59	88	*	86	*	*	78	*	77

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Male	80	78	77	76	*	100	80	*	81	78	79
Female	78	89	64	73	-	83	61	97	75	72	73

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

Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates for the class of 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
134	56	42%

- 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	63	59	58	65	*	80	43	58	57	36	56
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	N	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	N	Y	Y	N	Y
Interim Goals (2033-2037)	64%	56%	59%	73%	62%	83%	64%	71%	57%	50%	59%
Target Met	Y	Y	Y	N		Y	N	N	Y	N	Y
Long-Term Goals	73%	67%	70%	80%	72%	87%	73%	78%	68%	63%	69%
Target Met	N	Y	N	N		Y	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	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	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	N	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		Y	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%	-	100%	100%	100%	-
	CWOD	**100%**	100%	100%	99%	*	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	**100%**	100%	100%	100%	*	100%	100%	100%	100%	100%	100%	100%	100%	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%**	100%	100%	99%	-	100%	100%	100%	100%	99%	100%	100%	100%	-	100%	-
Reading	All Students	**100%**	100%	100%	99%	*	100%	100%	100%	100%	99%	100%	100%	100%	100%	99%	-
	CWD	**100%**	100%	100%	100%	-	*	*	*	100%	100%	100%	-	100%	100%	100%	-
	CWOD	**100%**	100%	100%	99%	*	100%	100%	100%	100%	99%	-	100%	100%	100%	99%	-
	EL	**100%**	100%	100%	100%	*	100%	*	*	100%	100%	100%	100%	100%	100%	100%	-
	Male	**100%**	100%	100%	100%	*	100%	100%	100%	100%	100%	100%	100%	100%	100%	-	-
	Female	**99%**	100%	100%	98%	-	100%	100%	100%	100%	98%	100%	99%	100%	-	99%	-
Mathematics	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%	100%	100%	100%	-
	EL	**100%**	100%	100%	100%	*	100%	*	*	100%	100%	100%	100%	100%	100%	100%	-
	Male	**100%**	100%	100%	100%	*	100%	100%	100%	100%	100%	100%	100%	100%	100%	-	-
	Female	**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%	-
	CWD	**100%**	-	*	*	-	-	-	*	*	*	100%	-	-	*	*	-
	CWOD	**100%**	100%	100%	100%	-	100%	*	*	100%	100%	-	100%	100%	100%	100%	-
	EL	**100%**	*	100%	*	-	100%	*	-	100%	*	-	100%	100%	100%	100%	-
	Male	**100%**	100%	100%	100%	-	100%	*	*	100%	100%	*	100%	100%	100%	-	-
	Female	**100%**	100%	*	100%	-	100%	*	*	100%	100%	*	100%	100%	-	100%	-
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%	-	0%	0%	0%	-
	CWOD	**0%**	0%	0%	1%	*	0%	0%	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	**0%**	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	-
	Male	**0%**	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%	0%	0%	-	-
	Female	**0%**	0%	0%	1%	-	0%	0%	0%	0%	1%	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%	1%	*	0%	0%	0%	0%	1%	0%	0%	0%	0%	1%	-
	CWD	**0%**	0%	0%	0%	-	*	*	*	0%	0%	0%	-	0%	0%	0%	-
	CWOD	**0%**	0%	0%	1%	*	0%	0%	0%	0%	1%	-	0%	0%	0%	1%	-
	EL	**0%**	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	**1%**	0%	0%	2%	-	0%	0%	0%	0%	2%	0%	1%	0%	-	1%	-
Mathematics	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%	0%	0%	0%	-
	EL	**0%**	0%	0%	0%	*	0%	*	*	0%	0%	0%	0%	0%	0%	0%	-
	Male	**0%**	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%	0%	0%	-	-
	Female	**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%	-
	CWD	**0%**	-	*	*	-	-	-	*	*	*	0%	-	-	*	*	-
	CWOD	**0%**	0%	0%	0%	-	0%	*	*	0%	0%	-	0%	0%	0%	0%	-
	EL	**0%**	*	0%	*	-	0%	*	-	0%	*	-	0%	0%	0%	0%	-
	Male	**0%**	0%	0%	0%	-	0%	*	*	0%	0%	*	0%	0%	0%	-	-
	Female	**0%**	0%	*	0%	-	0%	*	*	0%	0%	*	0%	0%	-	0%	-
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	8	5	0	0	0	1	1	1	3		
	Female	2	1	1	0	0	0	0	0	1		
	Total	10	6	1	0	0	1	1	1	4		
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	5	2	0	3	0	0	0	0	1		8
	Female	4	1	0	3	0	0	0	0	0		2
	Total	9	3	0	6	0	0	0	0	1		10
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	18	7	3	4	-8	1	3	-8	2	2	4
	Female	32	15	7	5	-8	-8	2	3	4	-8	4
	Total	50	22	10	9	-8	1	5	3	6	2	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

	Total
Incidents of threats of physical attack without a weapon	1
Incidents of possession of a firearm or explosive device	0
Allegations of Harassment or bullying	
On the basis of sex	0
On the basis of race	0
On the basis of disability	0
On the basis of sexual orientation	0
On the basis of religion	0

Part (viii)(II) This section provides information from the 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	21	9	6	1	0	3	1	1	15	3
	Female	21	11	1	1	0	5	0	3	6	2
	Total	42	20	7	2	0	8	1	4	21	5
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	4.0	10.4%
Teachers Teaching with Emergency or Provisional Credentials	1.0	2.7%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	0.4	1.1%

- 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%	37	2%	-	-
Mathematics	7,386	2%	37	2%	-	-
Grade 4						
Reading	7,296	2%	34	2%	-	-
Mathematics	7,293	2%	34	2%	-	-
Grade 5						
Reading	6,823	2%	31	2%	-	-
Mathematics	6,825	2%	31	2%	-	-
Science	6,820	2%	31	2%	-	-
Grade 6						
Reading	6,480	2%	24	1%	-	-
Mathematics	6,481	2%	25	2%	-	-
Grade 7						
Reading	6,309	2%	28	2%	-	-
Mathematics	6,300	2%	28	2%	-	-
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%	19	1%	-	-
Mathematics	6,162	2%	19	2%	-	-
Science	6,163	1%	19	1%	-	-
End of Course						
English I	6,032	1%	23	1%	-	-
English II	5,771	1%	21	1%	-	-
Algebra I	6,015	1%	23	1%	-	-
Biology	6,041	1%	21	1%	-	-
All Grades						
All Subjects	117,761	1%	485	2%	-	-
Reading	52,275	1%	217	1%	-	-
Mathematics	46,462	2%	197	2%	-	-
Science	19,024	1%	71	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	16%	16%	16%	17%	*	7%	43%	11%	19%	16%	8%

- Indicates there are no students in the group.

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