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.

State & District ESSA Goals												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Performance (At Meets Grade Level or Above)												
Reading/ELA	Baseline Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2022-23 through 2026-27	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2027-28 through 2031-32	53%	43%	48%	67%	53%	78%	54%	63%	44%	33%	41%
	2032-33 through 2036-37	62%	54%	59%	74%	63%	82%	63%	70%	55%	47%	53%
	2037-38	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Mathematics	Baseline Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2022-23 through 2026-27	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2027-28 through 2031-32	55%	43%	50%	66%	54%	85%	58%	62%	47%	36%	50%
	2032-33 through 2036-37	64%	55%	60%	73%	63%	88%	66%	70%	58%	49%	60%
	2037-38	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
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%
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%

Campus 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%

Campus 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%

Campus 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)
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%

Campus 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												
	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 4-2024 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'. Data from 2022, 2023, and 2024 are considered consecutive years for 2024 Targeted Support and Improvement (TSI) identification. Any campus not identified for Comprehensive Support and Improvement (CSI) that has at least one consistently underperforming student group is identified for TSI. TSI identifies both Title I and non-Title I campuses. Campuses are evaluated annually for TSI identification. See the accountability manual for details: Chapter 10-2024 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. Additionally, if any Title I or non-Title I campus does not attain a 66.7 percent six-year federal graduation rate for all students group, the campus is 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 2023-2024 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. To exit ATS, the Closing the Gaps score for the consistently underperforming student group must surpass the score used in the year of ATS identification to identify the lowest performing five percent of each school type. A campus identified for TSI because of one consistently underperforming subgroup will exit the TSI status if the subgroup becomes not consistently underperforming subgroup. Consistently underperforming is defined as missing the targets in at least the same three indicators for three consecutive years.

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 2023-24 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 2023-24 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 2023

The six-year graduation rates for the class of 2022 will be updated in March, 2025.

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 2024 TELPAS (Texas English Language Proficiency Assessment System) data. (EL: English learner)

Total EL in Class	Proficiency of EL	Rate of Proficiency
9	3	-

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

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

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

There is no data for this campus.

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											
Interim Goals (2028-2032)	55%	45%	49%	66%	53%	78%	55%	63%	46%	38%	48%
Target Met											
Interim Goals (2033-2037)	64%	56%	59%	73%	62%	83%	64%	71%	57%	50%	59%
Target Met											
Long-Term Goals	73%	67%	70%	80%	72%	87%	73%	78%	68%	63%	69%
Target Met											
Mathematics											
Interim Goals (2023-2027)	49%	33%	44%	60%	47%	82%	51%	55%	40%	29%	45%
Target Met											
Interim Goals (2028-2032)	58%	44%	53%	67%	56%	85%	59%	63%	50%	41%	54%
Target Met											
Interim Goals (2033-2037)	67%	55%	62%	74%	65%	88%	67%	71%	60%	53%	63%
Target Met											
Long-Term Goals	75%	67%	72%	80%	74%	91%	76%	78%	70%	65%	73%
Target Met											
English Learner Language Proficiency Status											
Interim Goals (2023-2027)											49%
Target Met											
Interim Goals (2028-2032)											51%
Target Met											
Interim Goals (2033-2037)											53%
Target Met											

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Long-Term Goals											55%
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											
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 2023-24 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.

High Poverty School		
	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	1.0	20.0%
Teachers Teaching with Emergency or Provisional Credentials	1.0	20.0%
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 (2022-23).

To be updated by June 30th, 2025.

		State & Local and Federal	State & Local			Federal		
	Enrollment	Total	Site	District Allocation	Total	Site	District Allocation	Total
Business/central/other support services		$1,313	$362	$951	$1,313			
Food services		$1,788				$1,441	$347	$1,788
Instruction		$10,372	$6,672	$201	$6,873	$3,264	$234	$3,498
Support services, general administration		$26		$26	$26			
Support services, instructional staff		$410	$226	$5	$231	$33	$146	$179
Support services, operation and maintenance of plant		$1,711	$1,084	$617	$1,701		$10	$10
Support services, pupils		$164	$164	$0	$164			
Support services, school administration		$2,694	$2,684		$2,684		$10	$10
Support services, student transportation		$1	$1	$0	$1			
Total	**54**	**$18,478**	**$11,194**	**$1,800**	**$12,994**	**$4,738**	**$747**	**$5,485**

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

Due to rounding, numbers may not add up precisely to the totals.

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 2023-24 school year.

There is no data for this campus.

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

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

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

State Level: 2022 Percentages at NAEP Achievement Levels										
			% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 8	Reading	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 2021-22 school year enrolled in a Texas public postsecondary education institution in the 2022-23 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 2022-23 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	50%	-	50%	-	-	-	-	-	50%	*	*

- Indicates there are no students in the group.

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

Part (xv): Section 1003 Fund

This section provides a list of all the LEAs and schools that received funds under Section 1003, including the amount of funds each school received and the types of strategies implemented in each school with such funds for the 2022-23 school year.

Section 1003 Funds for the 2023-24 school year will be updated by the end of June, 2025.

There is no data for this campus.

Part (xvi): Count of 1st Year English Learners Excluded from the State Accountability

This section provides number of recently arrived English learners exempted from the ELA/Reading assessments and whose results are excluded from the 2023-24 State accountability.

There is no data for this campus.