Texas Education Agency 2023 Federal Report Card PURPLE SAGE EL (101910112) - GALENA PARK ISD - HARRIS COUNTY

Part (i): Description of State Accountability System

Part (i)(1) 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).

		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ	Special Educ	EL (Current & Former)
Academic Pe	erformance (At Meets Gra	de Level o	r 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 F	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 ES	SA 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 Pe	erformance (At Meets Gra	de Level o	r 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 ESS/	A Goals (E	lement	ary School	s)					
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Curren & Former
Academic Pe	erformance (At Meets Gra	de Level o	r 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%

		State ESS/	A Goals (E	lement	ary School	s)			
	All Students	African American	Hispanic	White	American Indian		Pacific Islander		EL (Current & Former)
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

(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 under-performing'. 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 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
STAAR Perc	ent at App	oroach	es Grade	Level or	Above	-													_	
Grade 3																				
Reading	All Students	75%	74%	66%	75%	64%	-	-	-	-	-	67%	57%	62%	67%	62%	70%	62%	-	-
	CWD	51%	49%	62%		50%	-	-	-	-	-	67%	*	62%	-	*	78%	*	-	-
	CWOD	80%	78%	67%	60%	67%	-	-	-	-	-	67%	67%	-	67%	63%	67%	67%	-	-
	EL	65%	71%	62%	-	62%	-	-	-	-	-	63%	*	*	63%	62%	73%	53%	-	-
	Male	73%	68%	70%	60%	71%	-	-	-	-	-	72%	*	78%	67%	73%	70%	-	-	-
	Female	78%	79%	62%	*	58%	-	-	-	-	-	61%	*	*	67%	53%	-	62%	-	-
Mathematics	All Students	72%	72%	67%	75%	66%	-	-	-	-	-	70%	43%	54%	70%	62%	82%	53%	-	-
	CWD	51%	47%	54%	*	50%	-	-	-	-	-	58%	*	54%	-	*	67%	*	-	-
	CWOD	76%	77%	70%	80%	69%	-	-	-	-	-	73%	50%	-	70%	67%	88%	57%	-	-
	EL	67%	74%	62%	-	62%	-	-	-	-	-	63%	*	*	67%	62%	80%	47%	-	-
	Male	74%	72%	82%	80%	82%	-	-	-	-	-	86%	*	67%	88%	80%	82%	-	-	-
	Female	70%	72%	53%	*	52%	-	-	-	-	-	55%	*	*	57%	47%	-	53%	-	-
Grade 4																				
Reading	All Students	76%	73%	62%	45%	67%	*	-	-	-	*	60%	83%	13%	68%	73%	60%	63%	-	*
	CWD	51%	42%	13%	*	17%	-	-	-	-	*	14%	*	13%	-	*	*	0%	-	
	CWOD	81%	78%	68%	50%	73%	*	-	-	-	-	66%	100%	-	68%	79%	64%	71%	-	*
	EL	66%	72%	73%	-	73%	-	-	-	-	-	73%	*	*	79%	73%	57%	83%	-	-
	Male	74%	70%	60%	80%	55%	-	-	-	-	-	59%	*	*	64%	57%	60%	-	-	-
	Female	79%	75%	63%	17%	73%	*	-	-	-	*	60%	*	0%	71%	83%	-	63%	-	*
Mathematics	All Students	69%	75%	75%	64%	77%	*	-	-	-	*	74%	83%	38%	79%	84%	84%	70%	-	*

	av			-	African American	-	White	American Indian		Pacific Islander	Two or More Races		Non Econ Disadv		CWOD	EL	Male		Migrant	Homeless	
	CWD	44%	43%	38%	*	33%	-	-	-	-	*	43%	*	38%	-	*	*	60%	-	*	ŀ
	CWOD	74% 63%	81% 77%	79% 84%	70%	82% 84%		-	-	-	-	78% 85%	100%	*		91% 84%	95% 86%	71% 83%	-	•	H
	Male	71%	77%	84%	100%	80%		-	-			86%	*	*		86%	84%	0370	-	-	ł
	Female	67%	73%	70%	33%	76%		_	-	-	*	67%	*	60%		83%	-	70%		*	t
Grade 5																					۲
Reading	All	80%	77%	62%	53%	63%	*	-	-	-	-	62%	60%	29%	65%	66%	50%	71%	-	*	Ī
	Students																				L
	CWD	49%	40%	29%	*	*	-	-	-	-	-	29%	-	29%	-	*	*	*	-	*	ļ
	CWOD	86%	84%	65%	53%	67%	*	-	-	-	-	66%	60%	- *		68%	52%	76%	-	*	ŀ
	EL	72% 77%	76%	66%	- F00/	65% 47%	*	-	-	-	-	64% 50%		*		66%	50%	73%	-	-	ŀ
	Male Female	83%	73% 81%	50% 71%	50% 57%	72%		-	-	-		71%		*	76%	50%	50%	71%	-	*	ł
Mathematics		79%	81%	69%	50%	75%	*	-	-			70%	60%	0%		71%		80%		*	ł
au.iomatico	Students	1070	0170	55,0	0070	1070						10,0	0070	0,0		, .	0070	0070			
	CWD	59%	53%	0%	*	*	-	-	-	-	-	0%	-	0%	-	*	*	*	-	*	
	CWOD	83%	86%	76%	60%	79%	*	-	-	-	-	77%	60%	-	76%	73%	62%	86%	-	*	
	EL	75%	84%	71%	-	70%	*	-	-	-	-	69%	*	*	73%	71%	50%	81%	-	-	L
	Male	79%	81%	56%	42%	63%	*	-	-	-	-	57%	*	*	62%	50%	56%	-	-	*	L
	Female	79%	81%	80%	67%	81%	*	-	-	-	-	81%	*	*	86%	81%	-	80%	-	*	L
Science	All Students	64%	61%	46%	39%	47%	*	-	-	-	-	46%	40%	0%	50%	47%	41%	50%	-	*	
	CWD	41%	30%	0%	*	*	_	_	_	_	_	0%	_	0%	_	*		*	_		t
	CWOD	68%	67%	50%	47%	50%		-	-	-		51%	40%	0%		49%	45%	54%	-	*	t
	EL	52%	61%	47%	47 70	49%		-	-			47%	*	*		47%	42%	50%	-	_	f
	Male	67%	65%	41%	33%	49%		-	-	-		40%	*	*		42%	41%		-	*	f
	Female	60%	56%	50%	50%	50%	*	_	_	_		51%		*		50%		50%	_	*	t
STAAR Perc						0070						0170			0170	0070		0070			۲
Grade 3		0.0 0.0																			-
Reading	All	49%	46%	43%	50%	42%	-	-	-	_		45%	29%	31%	46%	41%	42%	44%	_	_	Ī
	Students	,.				,.															
	CWD	28%	24%	31%	*	20%	-	-	-	-	-	33%	*	31%	-	*	33%	*	-	-	
	CWOD	53%	51%	46%	40%	47%	-	-	-	-	-	48%	33%	-	46%	43%	46%	47%	-	-	
	EL	37%	43%	41%	-	41%	-	-	-	-	-	41%	*	*	43%	41%	47%	37%	-	-	
	Male	46%	42%	42%	40%	43%	-	-	-	-	-	41%	*	33%	46%	47%	42%	-	-	-	
	Female	53%	51%	44%	*	42%	-	-	-	-	-	48%	*	*	47%	37%	-	44%	-	-	
Mathematics		44%	40%	36%	38%	36%	-	-	-	-	-	37%	29%	31%	37%	38%	48%	24%	-	-	
	Students	000/	400/	2401	*	000/						000/		0.404			000/				ŀ
	CWD	28%	19%	31%		30%	-	-	-	-	-	33%	000/	31%	070/	400/	33%	000/		-	ŀ
	CWOD	47%	44%	37%	40%	37%	-	-	-	-	-	38%	33%	-		40%	54%	23%	-	-	H
	EL	35%	40%	38%	- 000/	38%	-	-	-	-	-	38%	*		40%		53%	26%		-	ŀ
	Male	47%	43%	48%	20%	54%	-	-	-	-	-	48%	*	33%		53%	48%	240/	-	-	H
Cuada 4	Female	40%	37%	24%		19%	-	-	-	-	-	26%			23%	26%	-	24%		-	L
Grade 4 Reading	All	47%	40%	35%	9%	40%			_		*	31%	83%	0%	400/	38%	32%	37%	_	*	ī
Reading	Students	41 70	40 70	35/6	970	4070		-	-	-		3170	0370	0 76	40 70	30 %	32 /0	3176	-		
	CWD	25%	17%	0%	*	0%	-	-	-	-	*	0%	*	0%	-	*	*	0%	-	*	Ī
	CWOD	51%	44%	40%	10%	45%	*	-	-	-	-	34%	100%	-	40%	42%	36%	41%	-	*	İ
	EL	35%	39%	38%	-	38%	-	-	-	-	-	33%	*	*	42%	38%	36%	39%	-	-	t
	Male	44%	37%	32%	20%	35%	-	-	-	-	-	27%	*	*	36%	36%	32%	-	-	-	
	Female	50%	43%	37%	0%	43%	*	-	-	-	*	33%	*	0%	41%	39%	-	37%	-	*	
Mathematics		47%	48%	41%	27%	44%	*	-	-	-	*	40%	50%	13%	44%	51%	48%	37%	-	*	
	Students																			*	ŀ
	CWD	27%	23%	13%	*	17%	-	-	-	-	*	14%		13%	-	*	*	20%	-		ŀ
	CWOD	51%	52%	44%	30%	47%		-	-	-	-	43%	60%	*		55%	55%	39%	-	*	ŀ
	EL	39%	49%	51%	-	51%	-	-	-	-	-	48%	*	*		51%	57%	48%	-	-	ŀ
	Male	50%	50%	48%	40%	50%	-	-	-	-	-	50%				57%	48%	-	-	-	H
	Female	43%	46%	37%	17%	41%		-	-	-	•	35%	•	20%	39%	48%	-	37%	-	•	L
Grade 5		=00/	400/		440/	000/						000/	400/	001	000/	400/	001				
Reading	All Students	56%	48%	29%	11%	37%		-	-	-	-	28%	40%	0%	32%	42%	9%	44%	-	•	
	CWD	27%	15%	0%	*	*	-	-	-	-	-	0%		0%	-	*		*	-	*	t
	CWOD	61%	55%	32%	13%	40%	*	-	-	-		31%	40%	_	32%	43%	10%	49%	-		t
	EL	43%	45%	42%	_	43%	*	-	-	-	-	42%	*	*		42%	17%	54%	-	_	t
	Male	51%	42%	9%	8%	11%	*	-	-	-		7%	*	*	10%	17%	9%	-	-	*	t
	Female	60%	55%	44%	14%	53%	*	-	-	-		45%	*	*	49%	54%	-	44%	-	*	t
Mathematics	All	50%	50%	26%	17%	31%	*	-	-	-	-	25%	40%	0%	29%	32%	16%	35%	-	*	t
	Students																				
	CWD	28%	19%	0%	*	*	-	-	-	-	-	0%	-	0%	-	*	*	*	-	*	
	CWOD	54%	56%	29%	20%	33%	*	-	-	-	-	28%	40%	-	29%	32%	17%	38%	-	*	
	EL	43%	52%	32%	-	32%	*	-	-	-	-	31%	*	*		32%	17%	38%	-	-	L
	Male	52%	52%	16%	17%	16%	*	-	-	-	-	13%	*	*		17%	16%	-	-	*	L
	Female	48%	48%	35%	17%	41%	*	-	-	-	-	35%	*	*		38%	-		-	*	L
	1.40	35%	29%	14%	11%	16%	*	-	-	-	-	12%	40%	0%	15%	21%	6%	20%	-	*	
Science	All			0%	*	*		_				0%		0%	_	*		*	-	*	H
Science	Students	230/	150/				-	-	-	-	-	U%	-	U%	-				-		H
Science	Students CWD	23%	15%		400/	470/						400/	400/		450/	220/	70/	220/		*	
Science	Students CWD CWOD	37%	31%	15%	13%	17%	*	-	-	-	-	13%	40%	-		22%	7% 8%	22%	-		H
Science	Students CWD CWOD EL	37% 22%	31% 25%	15% 21%	-	22%	*	-	-	-	-	19%	40%		22%	21%	8%	22% 27%	-	-	
Science	Students CWD CWOD	37%	31%	15%			*		-		- - -		*	*	22% 7%	21%				-	L

		State	District	Campus	African American	Hispanic	White	American Indian		Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD CWC	D E	L I	Male	Female	Migrant	Homeles
Grade 3																				
Reading	All Students	19%	18%	15%	25%	14%	-	-	-	-	-	15%	14%	0% 19	% 12	2%	18%	12%	-	
	CWD	7%	4%	0%	*	0%	-	-	-	-	-	0%	*	0%	-	*	0%	*	-	
	CWOD	22%	21%	19%	40%	16%	-	-	-	-	-	19%	17%	- 19	% 13	3%	25%	13%	-	
	EL	13%	20%	12%	-	12%	-	-	-	-	-	13%	*	* 13	% 12	2%	20%	5%	-	
	Male	17%	15%	18%	20%	18%	-	-	-	-	-	17%	*	0% 25	% 20)%	18%	-	-	
	Female	22%	21%	12%	*	10%	-	-	-	-	-	13%	*	* 13	% 5	5%	-	12%	-	
Mathematics		18%	13%	9%	0%	10%	-	-	-	-	-	8%	14%	8% 9	% 12	2%	15%	3%	-	
	Students																			
	CWD	9%	4%	8%	*	10%	-	-	-	-	-	8%	*	8%	-		11%	*		
	CWOD	20%	15%	9%	0%	10%	-	-	-	-	-	8%	17%		% 10	_	17%	3%		
	EL	12%	14%	12%	-	12%	-	-	-	-	-	13%	*		% 12		27%	0%	-	
	Male	21%	17%	15%	0%	18%	-	-	-	-	-	14%	*		% 27		15%	-		
	Female	15%	9%	3%	*	3%	-	-	-	-	-	3%	*	* 3	% ()%	-	3%	-	
Grade 4																				
Reading	All Students	21%	16%	13%	0%	16%	*	-	-	-	*	14%	0%	0% 14	% 11	1%	16%	11%	-	
	CWD	7%	4%	0%	*	0%				_		0%	*	0%		*	*	0%	-	
	CWOD	24%	18%	14%	0%	18%		-	-	-		16%	0%		- % 12	00/	18%	12%		
	EL	12%	13%	11%	- 070	11%		_		_	_	12%	*		% 11		21%	4%		
	Male	19%	15%	16%	0%	20%	_	_		_	_	18%	*		% 21		16%	- 70		
	Female	23%	17%	11%	0%	14%	*	_		-	*	12%	*	0% 12		1%	. 5 /0	11%		
Mathematics	All	21%	17%	8%	0%	11%		-	-	-	*	8%	17%		% 4 % 14		8%	9%		
automatics	Students	∠ 170	17.70	0 /6	0 %	1170		-	-	_		0 70	17.70	570 II	70 14	,,0	J /0	370	-	
	CWD	8%	5%	0%	*	0%	-	-	-	-	*	0%	*	0%	-	*	*	0%	-	
	CWOD	24%	19%	10%	0%	12%	*	-	-	-	-	9%	20%		% 15	5%	9%	10%	-	
	EL	15%	18%	14%	-	14%	-	-	-	-	-	12%	*		% 14	_	7%	17%		
	Male	24%	19%	8%	0%	10%	-	-	-	-	-	9%	*	* 9	% 7	' %	8%	-	-	
	Female	18%	15%	9%	0%	11%	*	-	-	-	*	7%	*	0% 10	% 17	7%	-	9%	-	
Grade 5																				
Reading	All	28%	22%	19%	5%	25%	*	-	-	-	-	19%	20%	0% 21	% 29	9%	3%	32%	-	
	Students																			
	CWD	8%	4%	0%	*	*	-	-	-	-	-	0%	-	0%	-	*	*	*	-	
	CWOD	31%	25%	21%	7%	27%	*	-	-	-	-	21%	20%	- 21	% 30)%	3%	35%	-	
	EL	17%	19%	29%	-	30%	*	-	-	-	-	28%	*	* 30	% 29	9%	8%	38%	-	
	Male	24%	18%	3%	0%	5%	*	-	-	-	-	3%	*	* 3	% 8	3%	3%	-	-	
	Female	32%	27%	32%	14%	38%	*	-	-	-	-	32%	*	* 35	% 38	3%	-	32%	-	
Mathematics		21%	17%	6%	0%	8%		-	-	-	-	6%	0%	0% 6	% 11	%	3%	8%	-	
	Students	00/	F0/	00/	*							00/		00/		*	*	*		
	CWD	8%	5%	0%		00/	*	-	-	-	-	0%	- 00/	0%	- 44					
	CWOD	23%	19%	6%	0%	8%		-	-	-	-	7%	0%		% 11	_	3%	8%		
	EL	14%	16%	11%	- 00/	11%	*	-	-	-	-	11%	*		% 11		8%	12%	-	
	Male	23%	17%	3%	0%	5%		-	-	-	-	3% 8%	*	,		3%	3%	- 00/		
Calanaa	Female	19% 15%	17%	8%	0%	9%		-	-	-	-	7%		,	% 12	_	6%	8%		
Science	Students	15%	9%	8%	6%	10%		-	-	-	-	170	20%	0% 9	% 13	070	0%	10%	-	
	CWD	7%	2%	0%	*	*	-	-	-	-	-	0%	-	0%	-	*	*	*	-	
	CWOD	16%	10%	9%	7%	10%	*	-	-	-	-	8%	20%	- 9	% 14	1%	7%	11%	-	
	EL	7%	7%	13%	-	14%	*	-	-	-	-	14%	*	* 14	% 13	3%	8%	15%	-	
	Male	18%	10%	6%		5%	*	-	-	-	-	3%	*	* 7	% 8	3%	6%	-	-	
	Female	12%	7%	10%	0%	13%	*	-	-	-	-	11%	*		% 15		-	10%	-	
STAAR Perc	ent at App	roach	es Grade	Level or	Above															
All Grades				31	-															
	All	75%	75%	64%	54%	66%	77%	_		-	*	64%	61%	34% 68	% 66	6%	63%	64%		54
20,000	Students	. 5 70	. 3 /0	34/0	54,0	30 /0	,8					5 7 70	5170	2.70			-5,0	U 170		J.
	CWD	48%	45%	34%	39%	32%		-	-	-	*	37%	*	34%	- 26	6%	45%	21%	-	20
	CWOD	79%	79%	68%	57%	70%	77%	-	-	-	-	68%	68%	- 68	% 70)%	66%	69%	-	75
	EL	62%	71%	66%	-	66%	*	-	-	-	-	66%	72%	26% 70	% 66	6%	64%	68%	-	
	Male	73%	73%	63%	55%	65%	*	-	-	-	-	64%	55%	45% 66	% 64	1%	63%	-	-	6
	Female	77%	77%	64%	51%	66%	70%	-	-	-	*	64%	67%	21% 69	% 68	3%	-	64%	-	43
Reading	All	76%	74%	63%	55%	65%	80%	-	-	-	*	63%	67%	39% 67	% 67	' %	60%	65%	-	60
	Students																			
	CWD	46%	42%	39%		32%	-	-	-	-	*	42%	*	39%	- 33	_	60%	15%		
	CWOD	80%	78%	67%	53%	69%	80%	-	-	-	-	66%	75%		% 70	_	60%	71%		
	EL	60%	68%	67%		67%	*	-	-	-	-	66%	75%		% 67	_	61%	71%		
	Male	72%	69%	60%		60%	*	-	-	-		60%	56%		% 61	_	60%	-		
	Female	80%	79%	65%		68%	*	-	-	-	*	64%	78%		% 71	_		65%		
Mathematics	All Students	74%	76%	70%	59%	72%	80%	-	-	-	*	71%	61%	37% 75	% 72	2%	73%	68%	-	40
	CWD	49%	48%	37%	29%	37%				-	*	40%	*	37%	- 22	0%	40%	33%		
	CWD	78%	48% 81%	75%		77%	80%	-	-	-	_	76%	69%		- 22 % 77	_	80%	72%		
	EL	78% 65%	76%				0U% *	-	-		-	76%			% 77 % 72	_				
				72%		72%		-	-	-	-		75%			_	73%	72%		
	Male	73%	76%	73%		76%		-	-	-	*	75%	56%		% 73		73%	-	-	
0-1	Female	74%	77%	68%		70%	<u> </u>	-	-	-	*	68%	67%		% 72		-	68%		
Science	All Students	76%	75%	46%	39%	47%	*	-	-	-	-	46%	40%	0% 50	% 47	%	41%	50%	-	
	CWD	52%	48%	0%	*	*	-	_		-	_	0%	_	0%		*	*	*		
	CWOD	79%	78%	50%		50%		-	-	-	_	51%	40%		- % 49		45%	54%		
	EL	79% 62%			4170			-	-	-	-	47%	40%			-				
		∪∠%	70%	47%	-	49%		-	-	-	-			48	% 47	_	42%	50%		
		760/	750/	440/	220/	400/	*						*							
	Male Female	76% 75%	75% 75%	41% 50%		42% 50%		-	-	-	-	40% 51%		70	% 42 % 50	_	41%	50%	-	

		Ctct	Diotrict	Commi	African	Uloren'-	White-	American		Pacific	More	Econ	Non Econ	CME	CWOD	E1	Melr	Eom-si-	Migrar	Homeler -
STAAR Perc					American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless
All Grades	ent at wee	els Gra	iue Leve	I OI ADOVE	•															
All Subjects	All	48%	46%	32%	19%	36%	15%	-	-	-	*	31%	44%	15%	34%	38%	28%	35%	-	23%
	Students	24%	20%	15%	17%	15%	-	-	-	-	*	16%	*	15%	-	16%	18%	11%	-	0%
	CWOD	52%	49%	34%	20%	38%	15%	-	-	-	-	33%	49%	-	34%		30%	37%	-	38%
	EL	31%	40%	38%	-	38%	*	-	-	-	-	36%	61%	16%	39%		35%	39%	-	
	Male	46%	43%	28%	18%	33%	*	-	-	-	-	26%	50%	18%	30%	35%	28%	-	-	17%
	Female	49%	48%	35%	22%	38%	20%	-	-	-	*	34%	38%	11%	37%	39%	-	35%	-	29%
Reading	All Students	52%	47%	36%	18%	40%	20%	-	-	-	*	34%	50%	14%	39%	40%	28%	41%	-	20%
	CWD	24%	19%	14%	25%	11%	-	-	-	-	*	15%	*	14%	-	11%	20%	8%	-	
	CWOD	56%	51%	39%	17%	44%	20%	-	-	-	-	37%	56%	-	39%	43%	29%	45%	-	
	EL	33%	39%	40%	-	41%	*	-	-	-	-	39%	63%	11%	43%	40%	34%	44%	-	-
	Male	47%	42%	28%	18%	31%		-	-	-	-	25%	56%	20%	29%	34%	28%	-	-	•
	Female	57%	53%	41%	19%	46%	*	-	-	-	*	41%	44%	8%	45%		-	41%	-	
Mathematics	All Students	44%	46%	34%	24%	37%	20%	-	-	-	*	34%	39%	19%	37%			33%	-	40%
	CWD	24%	20%	19%	14%	21%	-	-	-	-	*	20%	*	19%		22%	20%	17%	-	
	CWOD	47%	50%	37%	27%	39%	20%	-	-	-	-	36%	44%		37%		40%	34%	-	
	EL	32%	45%	40%	- 000/	41%		-	-	-	-	39%	63%	22%	42%		44%	38%	-	-
	Male Female	45% 42%	46% 45%	37% 33%	23% 27%	42% 34%		-	-	-		36% 32%	44% 33%	20% 17%	40%		37%	33%	-	
Science	All Students	46%	40%	14%	11%	16%	*	-	-	-	-	12%	40%	0%	34% 15%		6%	20%	-	
	CWD	24%	18%	0%	*	*	-	-	_	_	-	0%	-	0%	-	*		*	-	
	CWOD	49%	43%	15%	13%	17%		-	-	-	-	13%	40%	-	15%	22%	7%	22%	-	
	EL	26%	31%	21%	-	22%		-	-	-	-	19%	*	*	22%		8%	27%	-	
	Male	47%	40%	6%	8%	5%	*	-	-	-	-	3%	*	*	7%	8%	6%	-	-	
	Female	44%	40%	20%	17%	22%		-	-	-	-	19%	*	*	22%	27%	-	20%	-	
STAAR Perc	ent at Mas	ters G	rade Lev	/el																
All Grades																				
All Subjects	All Students	19%	16%	11%	4%	13%	0%	-	-	-	*	11%	12%	2%	13%	14%	10%	12%	-	8%
	CWD	7%	4%	2%	0%	2%	-	-	-	-	*	2%	*	2%	-	5%	3%	0%	-	0%
	CWOD	21%	17%	13%	5%	15%	0%	-	-	-	-	12%	14%	-	13%	15%	11%	13%	-	13%
	EL	9%	13%	14%	-	15%	*	-	-	-	-	15%	11%	5%	15%	14%	15%	14%	-	-
	Male	18%	15%	10%	4%	12%	*	-	-	-	-	9%	15%	3%	11%	15%	10%	-	-	0%
	Female	19%	17%	12%	5%	14%	0%	-	-	-	*	12%	10%	0%		14%	-	12%	-	14%
Reading	All Students	20%	15%	16%	8%	18%		-	-	-	*	16%	11%	0%		17%	12%	18%	-	20%
	CWD	7%	4%	0%	0%	0%		-	-	-	*	0%	*	0%	-	0%	0%	0%	-	•
	CWOD	22%	17%	18%	10%	20%		-	-	-	-	19%	13%	-	18%		15%	20%	-	•
	EL	9%	12%	17%	-	18%		-	-	-	-	18%	13%	0%		17%	17%	18%	-	
	Male	17%	13%	12%	5%	15%		-	-	-	-	12%	11%	0%		17%	12%	400/	-	
N 4 - 44 41	Female	23%	18%	18%	13%	20%		-	-	-		19%	11%	0%	20%	18%	- 00/	18%	-	00/
Mathematics	Students	18%	18%	8%	0%	10%		-	-	-	*	7%	11%	4%			9%	7%	-	0%
	CWD	8% 20%	5% 20%	4% 8%	0% 0%	5% 10%		-	-	-	•	4% 8%	13%	4%		11% 12%	7% 9%	0% 7%	-	
	EL	11%	17%	12%	0%	10%		-	-	-	-	12%	13%	11%		12%		10%	-	
	Male	20%	19%	9%	0%	12%		-		_		9%	11%	7%		15%	9%	1070	_	
	Female	16%	17%	7%	0%	8%		_	_	_	*	6%	11%	0%		10%	-	7%	-	
Science	All Students	17%	13%	8%	6%	10%		-	-	-	-	7%	20%	0%		13%		10%	-	•
	CWD	7%	2%	0%	*	*	-	-	-	-	-	0%	-	0%	-	*		*	-	
	CWOD	19%	14%	9%	7%	10%	*	-	-	-	-	8%	20%	-		14%	7%	11%	-	
	EL	6%	8%	13%	-	14%		-	-	-	-	14%	*	*	14%		8%	15%	-	
		19%	13%	6%	8%	5%		-	_		_	3%		*	7%	8%	6%	-	-	
	Male	1970	1070	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)(l): 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 (Frowth Sco	ore									
Reading											
All Students	40	19	46	30	-	-	-	*	39	25	45
CWD	25	0	31	-	-	-	-	*	27	25	25
CWOD	42	23	47	30	-	-	-	-	41	-	47
EL �	45	-	46	*	-	-	-	-	45	25	45
Male	33	21	37	*	-	-	-	-	29	21	36
Female	44	15	50	*	-	-	-	*	45	28	49
Mathematic	s										

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
All Students	47	30	53	20	-	-	-	*	49	41	58
CWD	41	*	58	-	-	-	-	*	37	41	60
CWOD	48	35	52	20	-	-	-	-	50	-	58
EL �	58	-	59	*	-	-	-	-	59	60	58
Male	53	27	62	*	-	-	-	-	53	33	63
Female	44	33	49	*	-	-	-	*	46	47	56

- 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		Pacific Islander	Two or More Races	Econ	CWD	EL≎	Homeless &	Foster Care �
Federal Gra	duation R	ates											
4-year Long	gitudinal C	ohort Grad	uation Rat	e (Gr 9	-12): Class	of 2022	2						
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
210	41	20%

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

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

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

	All Students	African American	Hispanic	White	American Indian		Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Student Success (Student A	Achieveme	nt Domain	Score: ST	AAR C	omponent (Only)					
STAAR Component Score	36	26	38	31	-	-	-	*	35	17	39
School Quality (College, Ca	reer, and N	Military Rea	diness Pe	rforma	nce)						
%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	s										
Reading											
Interim Goals (2023-2027)	46%	34%	39%	59%	44%	73%	46%	55%	35%	26%	37%
Target Met	N	N	Υ						Υ	N	Υ
Interim Goals (2028-2032)	55%	45%	49%	66%	53%	78%	55%	63%	46%	38%	48%
Target Met	N	N	N						N	N	N
Interim Goals (2033-2037)	64%	56%	59%	73%	62%	83%	64%	71%	57%	50%	59%
Target Met	N	N	N						N	N	N
Long-Term Goals	73%	67%	70%	80%	72%	87%	73%	78%	68%	63%	69%
Target Met	N	N	N						N	N	N
Mathematics											
Interim Goals (2023-2027)	49%	33%	44%	60%	47%	82%	51%	55%	40%	29%	45%
Target Met	N	N	N						N	N	N
Interim Goals (2028-2032)	58%	44%	53%	67%	56%	85%	59%	63%	50%	41%	54%
Target Met	N	N	N						N	N	N
Interim Goals (2033-2037)	67%	55%	62%	74%	65%	88%	67%	71%	60%	53%	63%
Target Met	N	N	N						N	N	N
Long-Term Goals	75%	67%	72%	80%	74%	91%	76%	78%	70%	65%	73%
Target Met	N	N	N						N	N	N
English Learner Language	Proficienc	y Status									
Interim Goals (2023-2027)											49%
Target Met											Υ

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL+
Interim Goals (2028-2032)											51%
Target Met											Υ
Interim Goals (2033-2037)											53%
Target Met											Υ
Long-Term Goals											55%
Target Met											Υ
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)

		C	African	Illaman'-	VA/IL-14-	American	A =!=:-	Pacific	Two or More	Econ	Non Econ	CIME	CMCD		Mali	Fam.e!-	Minur
Darticipation Bata		campus	American	HISPANIC	vvnite	Indian	Asian	Islander	Kaces	DISAUV	Disadv	CMD	CWOD	EL	wale	Female	wigrar
Participation Rate	All Ot aleasts	4000/	4000/	4000/	4000/				*	4000/	4000/	4000/	4000/	4000/	4000/	4000/	
All Subjects	All Students CWD	100%	100%	100%	100%	-	-	-	*	100%	100%	100%	100%	100%	100%	100%	
		100%	100%	100%	4000/	-	-	-		10070	4000/	100%	4000/	100%	100%	100%	
	CWOD	100%	100%	100%	100%	-	-	-	-	100%	100%	4000/		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%	
Reading	All Students	100%	100%	100%	100%	-	-	-	*	100%	100%	100%	100%	100%	100%	100%	
	CWD	100%	100%	100%	-	-	-	-		100%	4000/	100%	4000/	100%	100%	100%	
	CWOD	100%	100%	100%	100%	-	-	-	-	100%	100%	4000/		100%	100%	100%	
	EL	100%	-	100%	*	-	-	-	-	100%	100%	100%	100%		100%	100%	
	Male	100%	100%	100%	*	-	-	-	-	100%	100%	100%	100%		100%	-	
	Female	100%	100%	100%		-	-	-		100%	100%	100%	100%		-	100%	
Mathematics	All Students	100%	100%	100%	100%	-	-	-	*	100%	100%	100%	100%		100%	100%	
	CWD	100%	100%	100%	-	-	-	-	*	100%	*	100%	-	100%	100%	100%	
	CWOD	100%	100%	100%	100%	-	-	-	-	100%	100%	-		100%	100%	100%	
	EL	100%	-	100%	*	-	-	-	-	100%	100%	100%	100%		100%	100%	
	Male	100%	100%	100%	*	-	-	-	-	100%	100%	100%	100%		100%	-	
	Female	100%	100%	100%	*	-	-	-	*	100%	100%	100%	100%	100%	-	100%	
Science	All Students	100%	100%	100%	*	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	
	CWD	100%	*	*	-	-	-	-	-	100%	-	100%	-	*	*	*	
	CWOD	100%	100%	100%	*	-	-	-	-	100%	100%	-	100%	100%	100%	100%	
	EL	100%	-	100%	*	-	-	-	-	100%	*	*	100%	100%	100%	100%	
	Male	100%	100%	100%	*	-	-	-	-	100%	*	*	100%	100%	100%	-	
	Female	100%	100%	100%	*	-	-	-	-	100%	*	*	100%	100%	-	100%	
SAT/ACT All Subjects	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Non-Participation Rat	е																
All Subjects	All Students	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%	0%	
	CWD	0%	0%	0%	-	-	-	-	*	0%	*	0%	-	0%	0%	0%	
	CWOD	0%	0%	0%	0%	-	-	-	-	0%	0%	-	0%	0%	0%	0%	
	EL	0%	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	
	Male	0%	0%	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	-	
	Female	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	-	0%	
Reading	All Students	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%	0%	
	CWD	0%	0%	0%	-	-	-	-	*	0%	*	0%	-	0%	0%	0%	
	CWOD	0%	0%	0%	0%	-	-	-	-	0%	0%	-	0%	0%	0%	0%	
	EL	0%	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	
	Male	0%	0%	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	-	
	Female	0%	0%	0%	*	-	-	-	*	0%	0%	0%	0%	0%	-	0%	
Mathematics	All Students	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%	0%	
	CWD	0%	0%	0%	-	-	-	-	*	0%	*	0%	-	0%	0%	0%	
	CWOD	0%	0%	0%	0%	_	_	-	-	0%	0%	_	0%	0%	0%	0%	
	EL	0%	-	0%	*	-	_	-	-	0%	0%	0%		0%	0%	0%	
	Male	0%	0%		*	-	-	-	-		0%				0%		
	Female	0%	0%	0%	*	_	_	_	*		0%		0%	0%	-	0%	
Science	All Students	0%	0%	0%	*	-	-	-	_	0%	0%			0%	0%		
	CWD	0%	*	U 76		-	-	-	-	0%	0 76	0%	0 70	U 70 *	U 76		
					*		-	-				0 %					
	CWOD	0%	0%	0%	*	-	-	-	-	0%	0%	*	0%	0%	0%		
	EL	0%	-	0%	. *	-	-	-	-	0%	. *	*	0%	0%	0%	0%	

		Campus	African American	Hispanic	White	American Indian		Pacific Islander		Econ		CWD	CWOD	EL	Male	Female	Migrant
	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	3											
In-School Suspensions												
	Male	4	3	1	0	0	0	0	0	1		
	Female	2	1	1	0	0	0	0	0	1		
	Total	6	4	2		0	0	0	0	2		
Out-of-School Suspensions						-		_				
out or comoor cuopemonone	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		
	Iotai		U	ı	U	U	U	U	U	U		
Expulsions		_	_	_	_	_	_	_		_		
Nith 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 Enforcemen	nt											
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0			
Students With Disabilities	IOtal	U	U	U	U	U	U	U	U	0		
In-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		
Out-of-School Suspensions												
	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		
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		0	0	0	0	0	0	0	0	0		
25.5 .5.5141100 1 0/10/05	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0		0	0		0			
Cabaal Dalatad A	roidi	U	U	U	U	U	U	0	U	0		
School-Related Arrests		-	-	-	-	-	-	_	-	-		
	Male	0		0		0	0	0	0			
	Female	0	0	0		0	0	0	0			
	Total	0	0	0	0	0	0	0	0	0		
Referrals to Law Enforcemen	nt											
	Male	0	0	0		0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
All Students												
Chronic Absenteeism												
		41	16	22	3	-8	-8	-8	-8	7	11	
	iviale											
	Male Female	28	9	14		-8	-8	-8	3		4	

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

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

		Total students	African American	Hispanic	White	Indian or Alaska Native		Pacific Islander	Two or More Races		Students with Disabilities
Preschool Programs											
	Male	19	0	19	0	0	0	0	0	14	0
	Female	30	8	20	2	0	0	0	0	14	0
	Total	49	8	39	2	0	0	0	0	28	0
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 S	chool
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	4.5	13.4%
Teachers Teaching with Emergency or Provisional Credentials	3.9	12.4%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	2.7	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%	25	2%	*	6%
Mathematics	7,386	2%	25	2%	*	6%
Grade 4						
Reading	7,296	2%	25	2%	-	-
Mathematics	7,293	2%	25	2%	-	-
Grade 5						
Reading	6,823	2%	17	1%	-	-
Mathematics	6,825	2%	17	1%	-	-
Science	6,820	2%	17	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
Grade 6						
Reading	6,480	2%	18	1%	-	-
Mathematics	6,481	2%	18	1%	-	-
Grade 7						
Reading	6,309	2%	19	1%	-	-
Mathematics	6,300	2%	19	2%	-	-
Grade 8						
Reading	6,168	1%	11	1%	-	-
Mathematics	6,162	2%	11	1%	-	-
Science	6,163	1%	11	1%	-	-
End of Course						
English I	6,032	1%	24	1%	-	-
English II	5,771	1%	14	1%	-	-
Algebra I	6,015	1%	24	1%	-	-
Biology	6,041	1%	25	1%	-	-
All Grades						
All Subjects	117,761	1%	345	1%	8	2%
Reading	52,275	1%	153	1%	*	2%
Mathematics	46,462	2%	139	1%	*	2%
Science	19,024	1%	53	1%	-	-

⁻ Indicates there are no students in the group.

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.

			% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advance	
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	1
		American Indian	*	57	*	43	*	18	*	;
		Asian	8	17	92	83	71	58	31	2
		Pacific Islander	*	50	*	50	*	23	*	
		Two or More Races	28	32	72	68	41	38	8	1
		EcoDis	54	52	46	48	18	19	3	
		Students with Disabilities	77	73	23	27	7	10	1	
		English Language Learners	57	67	43	33	16	10	2	
	Mathematics	Overall	22	25	78	75	38	36	8	
		Black	33	45	67	55	21	15	2	
		Hispanic	27	36	73	64	27	22	3	
		White	10	14	90	86	57	48	13	1
		American Indian	*	41	*	59	*	22	*	
		Asian	3	9	97	91	73	63	27	2
		Pacific Islander	*	38	*	62	*	22	*	
		Two or More Races	10	22	90	78	58	38	23	
		EcoDis	31	38	69	62	24	20	3	
		Students with Disabilities	51	56	49	44	18	14	2	
		English Language Learners	31	48	69	52	26	14	3	
Grade 8	Reading	Overall	34	30	66	70	23	31	2	
		Black	45	47	55	53	17	16	1	
		Hispanic	41	39	59	61	16	21	1	
		White	24	22	76	78	30	38	2	
		American Indian	*	45	*	55	*	18	*	
		Asian	8	14	92	86	60	56	11	1
		Pacific Islander	*	35	*	65	*	25	*	
		Two or More Races	28	27	72	73	32	35	5	
		EcoDis	42	42	58	58	16	19	1	
		Students with Disabilities	74	69	26	31	5	7	1	n/
		English Language Learners	53	68	47	32	10	5	n/a	n/
	Mathematics	Overall	39	38	61	62	24	26	5	
		Black	54	62	46	38	11	9	2	
		Hispanic	46	51	54	49	16	14	2	
		White	28	26	72	74	36	35	8	
		American Indian	*	55	*	45	*	13	*	
		Asian	10	14	90	86	57	58	27	2
		Pacific Islander	*	50	*	50	*	17	*	
		Two or More Races	26	37	74	63	30	28	3	
		EcoDis	49	54	51	46	15	13	2	
		Students with Disabilities	81	77	19	23	4	5	n/a	
		English Language Learners	60	76	40	24	8	4	1	n

^{*} Indicates reporting standards not met.

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

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	CWD	EL
Chronic Absenteeism Rate	19%	19%	17%	47%	-	*	-	25%	18%	17%	14%

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

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