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 a	nd Distric	t ESSA	Goals						
		All Students	African American	Hispanic		American Indian	Asian	Pacific Islander	Two or More Races		Special Educ	EL (Current & Former)
Academic Pe	erformance (At Meets Gra	de 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 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%

		C	ampus ES	SA Goals	(HS/K-	12 and AE	4)					
		All Students	African American	Hispanic	White	American Indian		Pacific Islander	Two or More Races		Special Educ	EL (Current & Former)
Academic Pe	erformance (At Meets Gra	de 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%

		C	Campus ES	SA Goals	(Midd	le Schools)					
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races		Special Educ	EL (Current & Former)
Academic Pe	erformance (At Meets Gra	de 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%

		Car	npus ESS/	A Goals (E	lemen	tary Schoo	ols)					
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races		Special Educ	EL (Current & Former)
Academic Pe	erformance (At Meets Gra	de 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 school type - elementary, middle, high school/K-12, and alternative education accountability. Texas then determines which campuses fell in the bottom five percent for each school type. 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)

											Two		Non									
		State	District	Campus	African American	Hisnanic	White	American		Pacific Islander	More		Econ	CWD	CWOD	FI	Male	Female	Migrant	Homeless	Foster	
STAAR Pe	rcent at Appro					mopanie	TTTTTC	maian	rtolali	ioidilde.	Ruces	Disact	Disact	0	Circs		marc	· ciliale	mgrant	Homeless	Curc	y
End of Cor																						
English I	All Students	67%	66%	*	*	_	*	_	_	_	_	*	*	_	*	_	*	*	_	*	_	_
g	CWD	35%		-	-	_	-	_	_	_	_	-	-	_	-	_	-	_	-	_	_	-
	CWOD	73%		*	*	-	*	-	_	-	-	*	*	-	*	-	*	*	-	*	-	-
	EL	47%		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	62%	59%	*	*	-	-	-	-	-	-	-	*	-	*	-	*	-	-	-	-	-
	Female	74%	75%	*	*	-	*	-	-	-	-	*	-	-	*	-	-	*	-	*	-	-
English II	All Students	74%	64%	89%	*	100%	91%	-	-	-	-	92%	83%	*	94%	*	83%	92%	-	-	-	-
_	CWD	39%	11%	*	-	-	*	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-
	CWOD	78%	72%	94%	*	100%	100%	-	-	-	-	92%	*	-	94%	*	*	92%	-	-	-	-
	EL	52%	55%	*	*	*	-	-	-	-	-	*	*	-	*	*	-	*	-	-	-	-
	Male	69%	61%	83%	*	*	*	-	-	-	-	*	*	*	*	-	83%	-	-	-	-	-
	Female	79%	67%	92%	*	*	100%	-	-	-	-	89%	*	-	92%	*	-	92%	-	-	-	-
Algebra I	All Students	79%	68%	*	-	-	*	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-
	CWD	54%	22%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	83%	77%	*	-	-	*	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-
	EL	72%	67%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	77%	66%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	81%	70%	*	-	-	*	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-
Biology	All Students	90%	88%	*	-	*	*	-	-	-	-	*	*	*	*	*	*	*	-	-	-	-
	CWD	75%	70%	*	-	-	*	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-
	CWOD	92%	93%	*	-	*	*	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	EL	84%	87%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	Male	89%	84%	*	-	-	*	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-
	Female	91%	93%	*	-	*	*	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
STAAR Pe	rcent at Meets	Grade	e Level c	or Above																		
End of Co	urse																					
English I	All Students	50%	49%	*	*	-	*	-	-	-	-	*	*	-	*	-	*	*	-	*	-	-
	CWD	19%	5%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	55%	58%	*	*	-	*	-	-	-	-	*	*	-	*	-	*	*	-	*	-	-
	EL	27%	49%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	43%	42%	*	*	-	-	-	-	-	-	-	*	-	*	-	*	-	-	-	-	-
	Female	57%	58%	*	*	-	*	-	-	-	-	*	-	-	*	-	-	*	-	*	-	-

											Two		Non									
		State	District	Campus	African American	Hispanic		American Indian		Pacific Islander	More	Econ Disady	Econ	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	
English II	All Students		45%	44%		20%		-	-	-	-	58%	17%			*			-	-	-	
J	CWD	23%	0%	*	_	_	*	-	-	_	-	-	*	*		-	. *		_	-	_	-
	CWOD	61%	53%	50%	*	20%	78%	-	-	_	-	58%	*	-	50%	*	*	50%	-	-	-	-
	EL	30%	29%	*	*	*	-	-	-	_	-	*	*	-	*	*	_	*	-	-	-	-
	Male	51%	43%	33%	*	*	*	-	-	_	-	*	*	*	*	-	33%	-	-	-	-	-
	Female	63%	48%	50%	*	*	86%	-	-	-	-	56%	*	-	50%	*	-	50%	-	-	-	-
Algebra I	All Students	41%	20%	*	-	-	*	-	-	-	-	*	-	-	*	-	_	*	-	-	-	-
	CWD	17%	3%	-	-	-	-	-	-	-	-	-	-	-	_	-	_	-	-	-	-	-
	CWOD	45%	23%	*	-	-	*	-	-	-	-	*	-	-	*	-	_	*	-	-	-	-
	EL	29%	13%	-	-	-	-	-	-	-	-	-	-	-	_	-	_	-	-	-	-	-
	Male	39%	16%	-	-	-	-	-	-	-	-	-	-	-	_	-	-	-	-	-	-	-
	Female	43%	24%	*	-	-	*	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-
Biology	All Students	54%	37%	*	-	*	*	-	-	-	-	*	*	*	*	*	*	*	-	-	-	-
	CWD	26%	9%	*	-	-	*	-	-	_	-	-	*	*	_	-	. *	-	-	-	-	-
	CWOD	58%	43%	*	-	*	*	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	EL	33%	28%	*	-	*	-	-	-	_	-	*	-	-	*	*	_	*	-	-	-	-
	Male	54%	35%	*	-	-	*	-	-	_	-	-	*	*	_	-	*	-	-	-	-	-
	Female	54%	40%	*	-	*	*	-	-	_	-	*	-	-	*	*	-	*	-	-	-	-
STAAR Per	cent at Maste	ers Gra	de Leve	1																		
End of Cou	irse																					
English I	All Students	15%	9%	*	*	-	*	-	-	_	-	*	*	-	*	-	*	*	-	*	_	-
	CWD	4%	0%	-	-	-	-	-	-	_	-	-	-	-	_	-		-	-	-	-	-
	CWOD	17%	11%	*	*	-	*	-	-	_	-	*	*	-	*	-	*	*	-	*	-	-
	EL	4%	2%	-	-	-	-	-	-	_	-	-	-	-	-	-	-	-	-	-	-	-
	Male	11%	7%	*	*	-	-	-	-	_	-	-	*	-	*	-	*	-	-	-	-	-
	Female	19%	11%	*	*	-	*	-	-	_	-	*	-	-	*	-		*	-	*	-	-
English II	All Students	8%	2%	6%	*	0%	9%	-	-	_	-	0%	17%	*	6%	*	0%	8%	-	-	-	-
	CWD	3%	0%	*	-	-	*	-	-	_	-	-	*	*	-	-	*	-	-	-	-	-
	CWOD	9%	2%	6%	*	0%	11%	-	-	_	-	0%	*	-	6%	*	*	8%	-	-	-	-
	EL	1%	0%	*	*	*	-	-	-	_	-	*	*	-	*	*	-	*	-	-	-	-
	Male	7%	2%	0%	*	*	*	-	-	_	-	*	*	*	*	-	0%	-	-	-	-	-
	Female	10%	2%	8%	*	*	14%	_	-	_	-	0%	*	-	8%	*	-	8%	-	-	-	-
Algebra I	All Students	23%	9%	*	-	-	*	-	-	_	-	*	-	-	*	-	_	*	-	-	-	-
	CWD	7%	0%	-	-	-	-	-	-	_	-	-	-	-	_	-	_	-	-	-	-	-
	CWOD	25%	10%	*	-	-	*	-	-	-	-	*	-	-	*	-		*	-	-	-	-
	EL	13%	4%	-	-	-	-	-	-	_	-	-	-	-	_	-	_	-	-	-	-	-
	Male	22%	6%	-	-	-	-	-	-	_	-	-	-	-	-	-		-	-	-	-	-
	Female	23%	12%	*	-	-	*	-	-	_	-	*	-	-	*	-	-	*	-	-	-	-

		State	District	Campus	African American	Hisnanic	White	American		Pacific Islander		Econ Disady	Non Econ	CWD	CWOD	FI	Male	Female	Migrant	Homeless	Foster	
Biology	All Students		4%	*	- Timerican	*	*	maian	, toluli	-	- Luces	*	*	*	*	*	*	*	iiiigi aiic	-	- Curc	
Diology	CWD	5%	0%	*		_	*		_	_	_	_	*	*	_		*	_	_	_	_	
	CWOD	19%	5%	*	_	*	*			_	_	*	_	_	*	*		*	_	_		
	EL	5%	0%	*	_	*	_			_	_	*	_	_	*	*		. *	_	_	_	_
	Male	18%	3%	*	_	_	*			_	_	_	*	*	_	_	*	_	_	_	_	
	Female	17%	6%	*	_	*	*			_	_	*	_	_	*	*		*	_	_		
STAAR Per	cent at Appro			evel or A	hove																	
All Grades	cont at Appro	Jucines	Ciuuc I																			
	All Students	73%	66%	88%	60%	100%	88%	_	_	_	_	89%	88%	*	91%	80%	88%	89%	_	*	_	_
7 III Gabjeets	CWD	46%	35%	*	-	-	*	_	_	_	_	-	*	*	-	-	*		_	_	_	
	CWOD	77%	71%	91%	60%	100%	100%	_		_	_	89%	100%	-	91%	80%	100%	89%	_	*	_	
	EL	61%	65%	80%	*	*	-	_	_	_	-	*	*	-	80%			80%		_	_	
	Male	71%	64%	88%	*	*	80%		_	_	-	*	80%	*	100%		88%		_	_	_	
	Female	74%	67%	89%	*	100%		-	_	-	-	81%	*	-		80%		89%	_	*	-	
Reading	All Students		66%	86%	60%	100%	92%	_	_	-	-	87%	86%	*	90%					*	-	
3	CWD	44%	29%	*	-	_	*	_	_	-	-	-	*	*	-	-	*		_	-	-	
	CWOD	80%	73%	90%	60%	100%	100%	_	_	-	-	87%	100%	-	90%	*	100%	87%	_	*	-	
	EL	59%	64%	*	*	*	-	-	_	-	-	*	*	-	*	*	_	. *	-	-	-	
	Male	70%	62%	86%	*	*	*	-	_	-	-	*	*	*	100%	-	86%	_	-	-	-	
	Female	78%	71%	87%	*	*	100%	-	-	-	-	83%	*	-	87%	*	-	87%	-	*	-	
Mathematics	All Students	70%	64%	*	-	-	*	-	-	-	-	*	-	-	*	-	-	*	-	-	-	
	CWD	45%	38%	-	-	-	-	-		-	-	-	-	-	-	-	-	_	-	-	-	
	CWOD	75%	69%	*	-	-	*	-	-	-	-	*	-	-	*	-	-	*	-	-	-	
	EL	62%	67%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Male	71%	66%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Female	70%	62%	*	-	-	*	-	_	-	-	*	-	-	*	-	-	. *	-	-	-	
Science	All Students	73%	66%	*	-	*	*	-	-	-	-	*	*	*	*	*	*	*	-	-	-	
	CWD	49%	45%	*	-	-	*	-	-	-	-	-	*	*	-	-	*	-	-	-	-	
	CWOD	77%	71%	*	-	*	*	-	-	-	-	*	-	-	*	*	-	. *	-	-	-	
	EL	61%	62%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	Male	74%	66%	*	-	-	*	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-
	Female	72%	67%	*	-	*	*	-	-	-	-	*	-	-	*	*	-	*	-	-	-	
STAAR Pero	cent at Meets	Grade	e Level c	r Above																		
All Grades																						
All Subjects	All Students	47%	34%	46%	20%	33%	56%	-	-	-	-	61%	13%	*	52%	20%	25%	56%	-	*	-	-
	CWD	22%	13%	*	-	-	*	-	-	-	-	-	*	*	-	-	*	-	-	-	-	
	CWOD	51%	38%	52%	20%	33%	75%	-	-	-	-	61%	20%	-	52%	20%	40%	56%	-	*	-	-
	EL	31%	30%	20%	*	*	-	-	-	-	-	*	*	-	20%	20%		20%	-	-	-	-
	Male	45%	33%	25%	*	*	2070	-	-	-	-	*	0 70	*	40%			_	-	-	-	-
	Female	48%	35%	56%	*	20%	73%	-	-	-	-	56%	*	-	56%	20%	-	56%	-	*	-	· -

											Two											
					African			American		Pacific		Econ	Non Econ								Foster	
			District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Care	Military
Reading	All Students		41%	45%	20%	20%		-	-	-	-	60%	14%		50%	*	29/0	53%	-	*	-	-
	CWD	23%	12%	*	-	-	*	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-
	CWOD	58%		50%		20%	80%	-	-	-	-	60%	20%	-	50%	*	40 /0	53%	-	*	-	-
	EL	34%		*		*	-	-	-	-	-	*	*	-	*	*	_	*	-	-	-	
	Male	48%		29%		*	*	-	-	-	-	*	*		4070	-	29%	-	-	-	-	-
	Female	57%	44%	53%	*	*	88%	-	-	-	-	58%	*	-	53%	*	-	53%	-	*	-	-
Mathematics	All Students	42%	30%	*	-	-	*	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-
	CWD	22%		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	46%		*	-	-	*	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-
	EL	31%	28%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	43%	31%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	40%	28%	*	-	-	*	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-
Science	All Students	42%	26%	*	-	*	*	-	-	-	-	*	*	*	*	*	*	*	-	-	-	-
	CWD	21%	11%	*	-	-	*	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-
	CWOD	45%	29%	*	-	*	*	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	EL	24%	19%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	Male	44%	26%	*	-	-	*	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-
	Female	40%	26%	*	-	*	*	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
STAAR Perc	ent at Maste	ers Gra	de Leve	el .																		
All Grades																						
All Subjects	All Students	18%	8%	4%	0%	0%	6%	-	-	-	-	0%	13%	*	4%	0%	0%	6%	-	*	-	-
	CWD	6%	1%	*	-	-	*	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-
	CWOD	21%	9%	4%	0%	0%	8%	-	-	-	-	0%	20%	-	4%	0%	0%	6%	-	*	-	-
	EL	9%	5%	0%	*	*	-	-	-	-	-	*	*	-	0%	0%	-	0%	-	-	-	-
	Male	18%	8%	0%	*	*	0%	-	-	-	-	*	0%	*	0%	-	0%	-	-	-	-	-
	Female	19%	8%	6%	*	0%	9%	-	-	-	-	0%	*	-	6%	0%	-	6%	-	*	-	-
Reading	All Students	21%	10%	5%	0%	0%	8%	-	-	-	-	0%	14%	*	5%	*	0%	7%	-	*	-	-
	CWD	6%	0%	*	-	-	*	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-
	CWOD	24%	12%	5%	0%	0%	10%	-	-	-	-	0%	20%	-	5%	*	0%	7%	-	*	-	-
	EL	10%	7%	*	*	*	-	-	-	-	-	*	*	-	*	*	-	*	-	-	-	-
	Male	18%	9%	0%	*	*	*	-	-	-	-	*	*	*	0%	-	0%	-	-	-	-	-
	Female	24%	12%	7%	*	*	13%	-	-	-	-	0%	*	-	7%	*	-	7%	-	*	-	-
Mathematics	All Students	17%	7%	*	-	-	*	_	-	_	-	*	-	-	*	-	-	*	-	-	-	-
	CWD	6%	2%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	19%	8%	*	-	-	*	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-
	EL	10%	6%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	_	-	-	-	_
	Male	18%	8%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	15%	5%	*	-	-	*	-	-	-	-	*	-	-	*	-	-	*	-	-	_	_

		State	District	Campus	African American		White	American Indian		Pacific Islander			Non Econ Disadv		CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	
Science	All Students	15%	5%	*	-	*	*	-	-	-	-	*	*	*	*	*	*	*	-	-	-	-
	CWD	5%	0%	*	-	-	*	-	-	-	-	-	. *	*	-	-	*	-	-	-	-	-
	CWOD	17%	6%	*	-	*	*	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	EL	5%	2%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	Male	16%	4%	*	-	-	*	_	-	-	-	_	. *	*	-	-	*	-	-	-	-	-
	Female	14%	5%	*	-	*	*	-	_	-	-	*	-	-	*	*	-	*	-	-	-	-

⁻ 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 2023-24 school year. These results nelude 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		American Indian		Pacific Islander		Econ Disadv	CWD	EL
Academic G	Frowth Sco	ore									
Reading											
All Students	66	-	*	70	-	-	-	-	67	*	*
CWD	*	-	-	*	-	-	-	-	-	*	-
CWOD	63	-	*	67	-	-	-	-	67	-	*
EL 💠	*	-	*	-	-	-	-	-	-	-	*
Male	75	-	*	*	-	-	-	-	*	*	-
Female	61	-	*	71	-	-	-	-	67	-	*
Mathematic	s										
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 six-year graduation rates for the class of 2022

	All Students	African American	Hispanic		American Indian		Pacific Islander	Two or More Races	Econ Disadv	CWD	EL⊹	Homeless	Foster Care
Federal Gra	duation R	ates											
6-year Long	itudinal C	ohort Grad	duation Ra	ate (Gr 9	-12): Class	of 20	22						
All Students	100.0%	100.0%	100.0%	100.0%	-	*	_	*	100.0%	100.0%	100.0%	*	-
CWD	100.0%	*	*	*	-	-	-	-	100.0%	100.0%	*	-	-
CWOD	100.0%	*	100.0%	100.0%	-	*	-	*	100.0%	-	100.0%	*	-
EL 💠	100.0%	-	100.0%	_	-	*	_	-	100.0%	*	100.0%	*	-
Male	100.0%	*	*	100.0%	-	*	-	-	100.0%	100.0%	*	-	-
Female	100.0%	*	100.0%	100.0%	-	-	-	*	100.0%	*	*	*	-

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

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)



- 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 A	Achieveme	ent Domain	Score: S	TAAR (Component	Only)					
STAAR Component Score	46	27	44	53	-	-	-	-	50	*	33
School Quality (College, Ca	reer, and	Military Re	adiness F	erform	ance)						
%Students meeting CCMR	86%	*	91%	79%	-	*	-	-	92%	100%	100%

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

	All Students	African American	Hispanic	White	American Indian		Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
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			Υ					Υ		
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			Υ					N		
Long-Term Goals	98%	98%	98%	98%	98%	98%	98%	98%	98%	98%	98%
Target Met	N			Υ					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 2023-24 school year. (CWD: children with disability; CWOD: children without disability; EL: English learner)

		Campus	African American	Hispanic		American Indian		Pacific Islander			Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Participation Rate																	
All Subjects	All Students	97%	100%	100%	94%	-	*	*	-	96%	100%	83%	100%	100%	100%	95%	-
	CWD	83%	-	*	*	-	-	-	-	*	*	83%	-	*	*	*	-
	CWOD	100%	100%	100%	100%	-	*	*	-	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	*	100%		-	*	*	-	100%	*	*	100%	100%	*	100%	-
	Male	100%	*	*	100%	-	-	-	-	100%	100%	*	100%	*	100%	-	-
	Female	95%	*	100%	91%	-	*	*	-	94%	*	*	100%	100%	-	95%	-
Reading	All Students	100%	100%	100%	100%	-	*	*	-	100%	100%	*	100%	100%	100%	100%	-
	CWD	*	-	*	*	-	-	-	-	*	*	*	-	*	*	*	-
	CWOD	100%	100%	100%	100%	-	*	*	-	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	*	100%	-	-	*	*	-	100%	*	*	100%	100%	*	100%	-
	Male	100%	*	*	*	-	-	-	-	100%	100%	*	100%	*	100%	-	-
	Female	100%	*	100%	100%	-	*	*	-	100%	*	*	100%	100%	-	100%	-
Mathematics	All Students	*	-	-	*	-	-	-	-	*	-	*	*	-	-	*	-
	CWD	*	-	-	*	-	-	-	-	*	-	*	-	-	-	*	-
	CWOD	*	-	-	*	-	-	-	-	*	-	-	*	-	-	*	_
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	*	-	-	*	-	-	_	_	*	-	*	*	-	-	*	_
Science	All Students	*	-	*	*	-	-	-	-	*	*	*	*	*	*	*	-
	CWD	*	-	-	*	-	-	-	-	-	*	*	-	-	*	-	-
	CWOD	*	-	*	*	-	-	-	-	*	-	-	*	*	-	*	-
	EL	*	-	*	-	-	-	-	_	*	-	-	*	*	-	*	-
	Male	*	-	-	*	-	-	-	_	-	*	*	-	-	*	_	-
	Female	*	-	*	*	-	-	-	_	*	-	-	*	*	-	*	-
SAT/ACT All Subjects	All Students	*	-	-	*	-	-	-	-	*	-	*	-	-	-	*	-
	CWD	*	-	_	*	-	-	_	-	*	_	*	_	_	-	*	_
	CWOD	-	-	_	-	-	-	_	-	_	-	-	_	-	-	_	-
	EL	-	-	_	-	-	-	_	-	_	-	-	_	-	_	_	-
	Male	-	-	_	-	-	-	_	-	_	-	-	_	-	_	_	-
	Female	*	-	-	*	_	-	-	-	*	-	*	_	_	-	*	_

			African			American		Pacific	Two or More	Econ	Non Econ						
		Campus	American	Hispanic								CWD	CWOD	EL	Male	Female	Migrant
All Subjects	All Students	3%				-	*	*	-	4%	0%	17%	0%	0%			_
	CWD	17%	-	*	*	-	-	-	_	*	*	17%	-	*	*	*	_
	CWOD	0%	0%	0%	0%	-	*	*	-	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	*	0%	-	-	*	*	-	0%	*	*	0%	0%	*	0%	-
	Male	0%	*	*	0%	-	-	-	-	0%	0%	*	0%	*	0%	-	-
	Female	5%	*	0%	9%	-	*	*	-	6%	*	*	0%	0%	-	5%	-
Reading	All Students	0%	0%	0%	0%	-	*	*	-	0%	0%	*	0%	0%	0%	0%	-
	CWD	*	-	*	*	-	-	-	-	*	*	*	-	*	*	*	-
	CWOD	0%	0%	0%	0%	-	*	*	-	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	*	0%	-	-	*	*	-	0%	*	*	0%	0%	*	0%	-
	Male	0%	*	*	*	-	-	-	-	0%	0%	*	0%	*	0%	-	-
	Female	0%	*	0%	0%	-	*	*	-	0%	*	*	0%	0%	-	0%	-
Mathematics	All Students	*	-	-	*	-	-	-	_	*	-	*	*	-	-	*	_
	CWD	*	-	-	*	-	-	-	_	*	-	*	-	-	-	*	-
	CWOD	*	-	-	*	-	-	-	_	*	-	-	*	-	-	*	-
	EL	-	-	-	-	-	-	-	_	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	*	-	-	*	-	-	-	-	*	-	*	*	-	-	*	_
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)

		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	5											
In-School Suspensions												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Out-of-School Suspensions												
	Male	0	0	0	0	0	0					
	Female	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		
Without Educational Services	Male	0	0	0	0	-	0	-	0	0		
	Female	0	0	0	0	0	0	-	0	0		
	Total	0	0	0	0	-	0	-	0	0		
Under Zero Tolerance Policies		0	0	0	0	-	0	0	0	0		
	Female	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					
	Female	0	0	0	0		0		0	0		
	Total	0	0	0	0	0	0	0	0	0		
Referrals to Law Enforcemen												
	Male	0	0		0	-	-	-				
	Female	0	0	0	0	-	0	-		0		
	Total	0	0	0	0	0	0	0	0	0		
Students With 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	0	0	0	-	0	0	0	0	0		0
	Female	0	0	0		0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Out-of-School Suspensions												
	Male	1	1		-	0	0	-	0	0		0
	Female	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 Enforcemen	nt											
	Male	0	0	0	0	0	0	0	0	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	6	4		-8	-8		-8	5		1
	Female	25	5	8		-8	-8		-8	2	2	
	Total	44	11	12	21	-8	-8	-8	-8	7	9	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
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.

Preschool Programs

	Total Students	African American	Hispanic		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

		otal dents		rican erican	His	panic	W	hite		an or a Native	As	sian		cific inder		r More ces	E	EL		nts with pilities
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Advanc	ed Pla	cement (Courses	5																
Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Interna	tional E	Baccalau	reate C	ourses																
Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Dual Er	nrollme	ent/Dual (Credit F	rograms	5															
Male	2	11	0	0	0	0	2	22	0	-	0	-	0	-	0	-	0	0	0	0
Female	0	0	0	0	0	0	0	0	0	-	0	-	0	-	0	-	0	0	0	0
Total	2	6	0	0	0	0	2	11	0	-	0	-	0	-	0	-	0	0	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.

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 So	chool
	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	1.0	25.0%

⁻ 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 (2023-24).

		State & Local and Federal		State & Loc	al		Federal	
	Enrollment	Total	Site	District Allocation	Total	Site	District Allocation	Total
Business/central/other support services		\$447		\$442	\$442		\$5	\$5
Food services		\$107					\$107	\$107
Instruction		\$7,138	\$6,434	\$137	\$6,571	\$453	\$114	\$567
Support services, general administration		\$282		\$282	\$282			
Support services, instructional staff		\$269	\$201		\$201	\$26	\$42	\$68
Support services, operation and maintenance of plant		\$1,678		\$1,678	\$1,678			
Support services, pupils		\$1,852	\$1,720	\$8	\$1,728		\$124	\$124
Support services, school administration		\$1,579	\$1,567	\$1	\$1,568		\$11	\$11
Support services, student transportation		\$591		\$591	\$591			
Total	51	\$13,942	\$9,920	\$3,139	\$13,059	\$480	\$403	\$883

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.

	State Number of ALT2		Number		Campus Number of ALT2	
Grade 3						
Reading	6,625	2%	*	2%	-	-
Mathematics	6,620	2%	*	1%	-	-
Grade 4						
Reading	6,491	2%	*	1%	-	-
Mathematics	6,491	2%	*	1%	-	-
Grade 5						
Reading	6,033	1%	*	1%	-	-
Mathematics	6,033	2%	*	1%	-	-
Science	6,033	2%	*	1%	-	-
Grade 6						
Reading	5,586	1%	*	1%	-	-
Mathematics	5,586	1%	*	1%	-	-
Grade 7						
Reading	5,233	1%	-	-	-	-
Mathematics	5,227	2%	-	-	-	-
Grade 8						
Reading	4,985	1%	*	2%	-	-
Mathematics	4,985	1%	*	2%	-	-
Science	4,984	1%	*	2%	-	-
End of Cours	se					
English I	5,119	1%	*	0%	-	-
English II	4,683	1%	*	1%	-	-
Algebra I	5,112	1%	*	0%	-	-
Biology	5,027	1%	*	1%	-	-
All Grades						
All Subjects	100,862	1%	30	1%	-	-
Reading	44,764	1%	13	1%	-	-
Mathematics	40,054	1%	10	1%	-	-
Science	16,044	1%	7	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 2024 National Assessment of Educational Progress, compared to the national average of such results.

	State Le	vel: 2024 Percentages at N	AEP	Acl	niev	eme	nt Lev	⁄els		
					9		9/			
			9	6	At	or	At	or	%	o O
			Below Basic		Above		Above		At	
Curdo	Carleia at	Charlent Carrie			Basic TX US				Advanced	
Grade	Subject	Student Group					TX	US	TX	US
Grade 4	Reading	Overall	43	40	57	60	28	31	7	8
		Black	53	56	47	44	17	17	2	3
		Hispanic	51	52	49	48	20	21	4	4
		White	28	30	72	70	42	39	11	11
		American Indian	*	61	*	39	*	14	*	2
		Asian	14	21	86	79	61	53	24	21
		Pacific Islander	*	47	*	53	*	22	*	5
		Two or More Races	41 53	36	59	64	29	35	11	10
		EcoDis Students with Disabilities		53	47	47	18	19	3	4
				74	24	26	8	9	1	2
		English Language Learners	60	71	40	29	13	8	2	1
	Mathematics	Overall	21	24	79	76	43	39	9	9
		Black	27	41	73	59	27	19	3	2
		Hispanic	27	34	73	66	34	27	4	4
		White	9	14	91	86	60	51	15	12
		American Indian	*	45	*	55	*	19	*	2
		Asian	4	10	96	90	78	66	33	25
		Pacific Islander	*	43	*	57	*	20	*	2
		Two or More Races	13	20	87	80	55	43	13	11
		EcoDis	27	35	73	65	32	25	4	3
		Students with Disabilities	53	55	47	45	16	15	2	2
		English Language Learners	31	48	69	52	30	16	4	2
Grade 8	Reading	Overall	39	33	61	67	25	30	3	4
		Black	48	48	52	52	18	16	1	1
		Hispanic	48	45	52	55	16	19	1	2
		White	24	23	76	77	37	37	5	5
		American Indian	*	44	*	56	*	18	*	2
		Asian	12	16	88	84	63	55	17	13
		Pacific Islander	*	41	*	59	*	24	*	4
		Two or More Races	27	30	73	70	36	35	2	5

	State Level: 2024 Percentages at NAEP Achievement Levels											
				% Below Basic				% At or Above Proficient		t nced		
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US		
Grade 8	Reading	EcoDis	50	46	50	54	14	18	1	1		
		Students with Disabilities	75	69	25	31	3	7	*	1		
		English Language Learners	57	70	43	30	9	5	*	*		
	Mathematics	Overall	44	39	56	61	24	28	6	8		
		Black	60	62	40	38	12	10	2	2		
		Hispanic	52	54	48	46	17	15	2	3		
		White	28	26	72	74	35	38	8	10		
		American Indian	*	60	*	40	*	11	*	2		
				Asian	12	15	88	85	57	59	32	31
		Pacific Islander	*	56	*	44	*	16	*	4		
		Two or More Races	37	36	63	64	37	31	17	10		
		EcoDis	54	55	46	45	14	14	2	3		
		Students with Disabilities	80	77	20	23	4	6	1	1		
		English Language Learners	62	77	38	23	10	5	2	1		

^{*} Indicates reporting standards not met.

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

State Level: 2024 NAEP Participation Rates for Students with Disabilities and English Learners										
Grade	Subject	Student Group	Rate							
Grade 4	Reading	Students with Disabilities	80%							
		English Learners	90%							
	Mathematics	Students with Disabilities	86%							
		English Learners	94%							
Grade 8	Reading	Students with Disabilities	82%							
		English Learners	96%							
	Mathematics	Students with Disabilities	81%							
		English Learners	96%							

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 postsecondary education in Texas; and (III) programs of postsecondary education outside Texas. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian		Pacific Islander	Two or More Races		CWD	EL
In-State Public Institutions	20%	-	*	*	-	-	-	-	19%	*	*
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 2022-23 school year. (CWD: children with disability; EL: English learner)

								Two or			
	All Students	African American	Hispanic		American Indian		Pacific Islander			CWD	EL
Chronic Absenteeism Rate	59%	55%	48%	66%	-	*	-	*	55%	50%	53%

⁻ 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 2023-24 school year.

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.