

the indicators used to meaningfully differentiate all public schools in the State:

Academic Achievement Indicator: STAAR Performance Status (Percent at Meets Grade Level or Above)

Other Academic Indicator for Non-High Schools: STAAR Growth Status

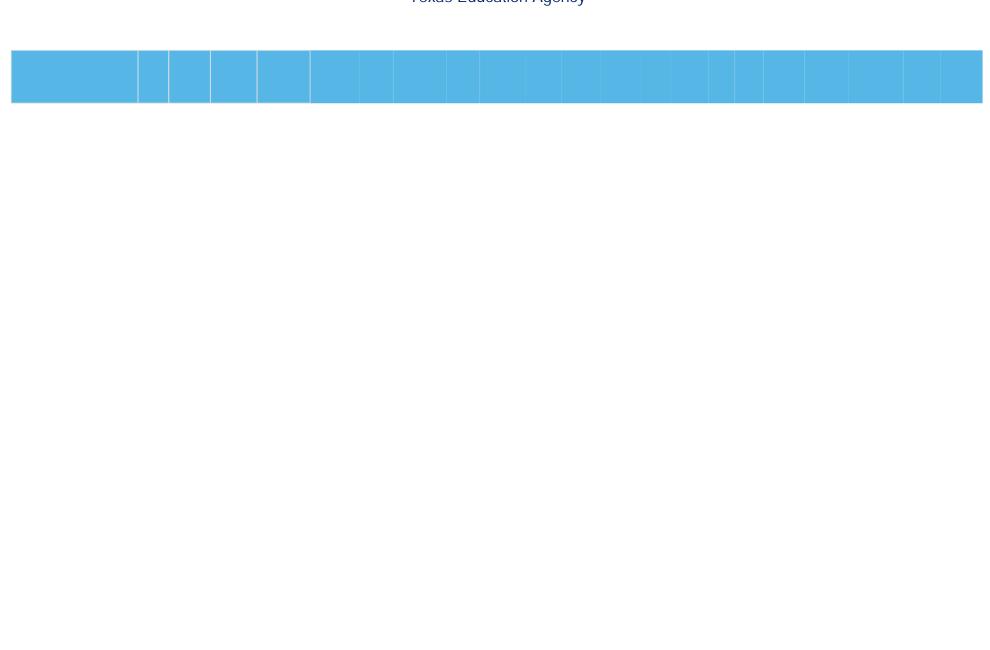
Graduation Rate: Federal Graduation Status

ELP Indicator: English Learner Language Proficiency Status

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

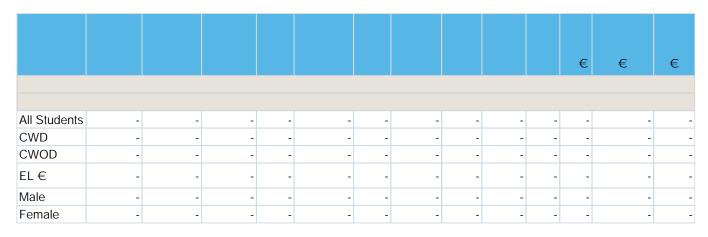




Male	53	27	62	*	-	-	-	-	53	33	63
Female	44	33	49	*	-	-	-	*	46	47	56

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

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



- 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.

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)



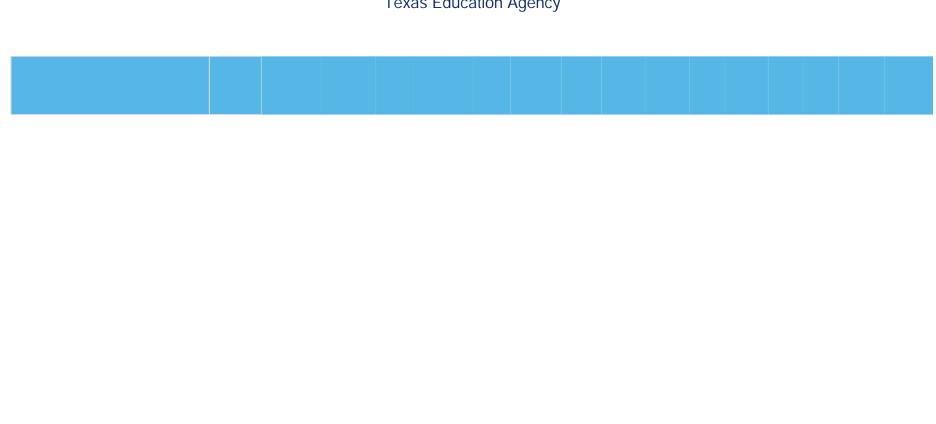
Long-Term Goals	75%	67%	72%	80%	74%	91%	76%	78%	70%	65%	739
Target Met	N	N	N						N	N	N
Interim Goals (2023-2027)											499
Target Met											Y
Interim Goals (2028-2032)											519
Target Met											Υ
Interim Goals (2033-2037)											539
Target Met											Υ
Long-Term Goals											559
Target Met											Υ
Interim Goals (2023-2027)	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	809
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.

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)

A	Il Students	100%	100%	100%	-	-	-	*	100%	100%	100%	100%	100%	100%	100%	
С	WD	100%	100%	-	-	-	-	*	100%	*	100%	-	100%	100%	100%	
C	WOD	100%	100%	100%	-	-	-	-	100%	100%	-	100%	100%	100%	100%	
E	L	-	100%	*	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	
M	lale	100%	100%	*	-	-	-	-	100%	100%	100%	100%	100%	100%	-	

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



Incidents of threats of physical attack without a weapon	0

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.

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.

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.

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.

7,391	2%	25	2%	*	6%
7,386	2%	25	2%	*	6%
					,
	7,391 7,386				

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%

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)

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)

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.