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 25 tests for assessment related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for the all student group.

Part (i)(II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students.

			5	State ESS/	A Goal	5						
		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 2016-17 Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
	2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
	2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Mathematics	Baseline 2016-17 Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
	2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
	2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
EL Progress												
	Baseline 2016-17 Rates											41%
	2017-18 through 2021-22											36%
	2022-23 through 2026-27											38%
	2027-28 through 2031-32											40%
Graduation R	Rate: 4-Year Longitudinal	Rate Δ										
	Baseline 2016-17 Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
	2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
	2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
	2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

△ Student groups that are at or above 90% are required to exceed that rate by at least a tenth of a percent in the following year(s).

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-12 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, AEAs, and Districts	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. A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), B (80-89), C (70-79), D (60-69), and F (0-59) and further used to differentiate all public schools. https://tea.texas.gov/sites/default/files/chapter-4-2022-closing-the-gaps-domain.pdf

(cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students.TEA uses the Closing the Gaps domain to identify campuses that have consistently underperforming student groups. A student group that misses the targets in at least the same three indicators, for three consecutive years, is considered consistently underperforming. Any campus not identified for comprehensive support and improvement (CSI) that has at least one consistently underperforming student group is identified for targeted support and improvement (TSI). TSI identifies both Title I and non-Title I campuses. Data from 2018, 2019, and 2022 are considered consecutive years for 2022 TSI identification.

(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. Beginning August 2022, TEA also evaluates overall scaled scores to make final comprehensive support and improvement (CSI) determinations. Title I campuses with both the lowest Closing the Gaps and lowest overall scaled scores are identified for CSI. 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. Next, TEA rank orders the overall scaled scores for all Title I campuses statewide (without regard to campus type) to determine the scaled score cut point necessary to identify at least five percent of Title I campuses. Title I campuses with an overall scaled score cut point at or below the overall cut point and that rank in their school types bottom five percent are identified for CSI.

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 types bottom five percent of the Closing the Gaps domain for two consecutive years and have an overall scaled score that year that does not fall within the lowest percentile to be reidentified for CSI are considered as having successfully exited. Campuses previously identified as CSI based solely on a graduation rate below 67 percent must have a four or six-year federal graduation rate of at least 67 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 2021-22 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 or	Non									
	State	Region 13	District	African American	Hispanic	White	American Indian	Pacific Islander		Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	
STAAR Percent at Appr	oache	s Grade I	Level or	Above															
Grade 3																			

											Two		Nez									
		State	Region 13		African American	Hispanic	White	American Indian		Pacific Islander	or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students		78%		*	55%	63%	-	*	-	*	45%	64%	*	62%	*	50%	64%	-	-	-	*
5	CWD	52%	53%	*	-	*	*	-	-	-	-	*	*	*	-	*	*	-	-	-	-	_
	CWOD	80%	82%	62%	*	60%	67%	-	*	-	*	50%	67%	-	62%	*	58%	64%	-	-	-	*
	EL	66%	62%	*	-	*	*	-	-	-	-	-	*	*	*	*	*	*	-	-	-	_
	Male	74%	76%	50%	*	*	63%	-	*	-	*	*	58%	*	58%	*	50%	-	-	-	-	*
	Female	78%	79%	64%	-	56%	58%	-	*	-	-	56%	64%	-	64%	*	-	64%	-	-	-	_
Mathematics	All Students	70%	71%	49%	*	36%	60%	-	*	-	*	36%	54%	*	51%	*	50%	48%	-	-	-	*
	CWD	46%	46%	*	-	*	*	-	-	-	-	*	*	*	-	*	*	-	-	-	-	_
	CWOD	74%	76%	51%	*	40%	63%	-	*	-	*	40%	56%	-	51%	*	58%	48%	-	-	-	*
	EL	64%	59%	*	-	*	*	-	-	_	-	-	*	*	*	*	*	*	-	-	_	_
	Male	72%	73%	50%	*	*	63%	-	*	-	*	*	50%	*	58%	*	50%	-	-	-	-	*
	Female	68%	69%	48%	-	33%	58%	-	*	-	-	33%	57%	-	48%	*	-	48%	-	-	-	_
Grade 4																						
Reading	All Students	76%	77%	59%	*	71%	53%	-	*	-	60%	73%	50%	*	58%	*	60%	61%	-	-	-	-
5	CWD	48%	49%	*	*		*	-	-	-	*	*	*	*	-	-	*	-	-	-	-	_
	CWOD	81%	83%	58%	*	71%	50%	-	*	-	*	71%	50%	-	58%	*	59%	61%	-	-	-	_
	EL	66%	62%	*	-	-	-	-	*	-	-	-	*	-	*	*	*	-	-	-	-	_
	Male	73%	75%	60%	*	*	44%	-	*	-	*	75%	50%	*	59%	*	60%	-	-	-	-	_
	Female	79%	80%	61%	*	*	60%	-	*	-	*	71%	55%	-	61%	-	-	61%	-	-	-	_
Mathematics	All Students	68%	68%	41%	*	29%	42%	-	*	-	20%	47%	38%	*	42%	*	45%	39%	-	-	-	_
	CWD	42%	40%	*	*	-	*	-	-	-	*	*	*	*	-	-	*	-	-	-	-	_
	CWOD	73%	73%	42%	*	29%	44%	-	*	-	*	43%	41%	-	42%	*	47%	39%	-	-	-	_
	EL	63%	55%	*	-	-	-	-	*	-	-	-	*	-	*	*	*	-	-	-	-	_
	Male	70%	71%	45%	*	*	44%	-	*	-	*	50%	42%	*	47%	*	45%	-	-	-	-	_
	Female	67%	66%	39%	*	*	40%	-	*	-	*	43%	36%	-	39%	-	-	39%	-	-	-	_
Grade 5																						
Reading	All Students	80%	81%	81%	*	100%	64%	*	*	-	*	60%	82%	60%	82%	*	93%	50%	-	-	-	_
5	CWD	50%	50%	60%	-		*	-	-	-	-	*	*	60%	-	*	*	*	-	-	-	_
	CWOD	85%	87%	82%	*	*	75%	*	*	-	*	*	86%	-	82%	-	100%	57%	-	-	-	_
	EL	71%	68%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	-	-	-	-	_
	Male	77%	78%	93%	-	100%	86%	*	*	-	-	*	91%	*	100%	*	93%	-	-	-	-	_
	Female	83%	84%	50%	*	*	*	-	-	-	*	*	67%	*	57%	-	-	50%	-	-	-	_
Mathematics	All Students	76%	74%	57%	*	83%	45%	*	*	-	*	20%	65%	40%	59%	*	71%	25%	-	-	-	_
	CWD	50%	46%	40%	-	*	*	-	-	-	-	*	*	40%	-	*	*	*	-	-	-	_
	CWOD	80%	80%	59%	*	*	50%	*	*	-	*	*	64%	-	59%	-	80%	29%	-	-	-	_
	EL	70%	63%		-	*	-	-	-	-	-	*	-	*	_	*	*	-	-	-	-	_
	Male	75%	75%		-	80%	57%	*	*	-	-	*	82%	*	80%	*	71%	-	-	-	-	_
	Female	76%	74%		*		*	-	-	-	*	*	33%	*	29%	-	-	25%	-	-	-	_

											Two											
			Region		African			American		Pacific	or More	Econ	Non Econ								Foster	
<u> </u>		State			American			Indian	Asian	Islander						EL			Migrant	Homeless	Care	Military
Science	All Students		66%		*	07.70	45%	*	*	-	*	40%	59%	20%	65%	*	64% *	38%	-	-	-	-
	CWD	40%	38%		-	*	*	-	-	-	-	*	*	20%	-	*		*	-	-	-	-
	CWOD	69%	71%		*		50%	*	*	-	*	*	64%	-	65%	-	80%	43%	-	-	-	-
	EL	52%	46%		-		-	-	-	-	-	*		*	-	*	*	-	-	-	-	-
	Male	67%	68%		-	0070		*	*	-	-	*	64%	*	80%	*	64%	-	-	-	-	-
	Female	63%	64%	38%	*	*	*	-	-	-	*	*	50%	*	43%	-	-	38%	-	-	-	-
Grade 6																						
Reading	All Students		70%		*	100%		-	-	-	*	100%	79%	*	88%	*	82%	86%	-	-	-	-
	CWD	38%	37%		-	-	*	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-
	CWOD	74%	76%		*	100%	83%	-	-	-	*	100%	83%	-	88%	*	80%	100%	-	-	-	-
	EL	53%	47%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	Male	66%	68%	82%	*	*	*	-	-	-	*	*	78%	*	80%	-	82%	-	-	-	-	-
	Female	72%	73%	86%	-	*	80%	-	-	-	-	*	*	-	100%	*	-	86%	-	-	-	-
Mathematics	All Students	72%	72%	63%	*	83%	50%	-	*	-	*	60%	60%	*	61%	*	45%	75%	-	-	-	-
	CWD	47%	44%	*	-	-	*	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-
	CWOD	76%	77%	61%	*	83%	50%	-	*	-	*	60%	62%	-	61%	*	40%	86%	-	-	-	-
	EL	61%	53%	*	-	*	-	-	*	-	-	*	*	-	*	*	-	*	-	-	-	-
	Male	73%	73%	45%	*	*	*	-	-	-	*	*	44%	*	40%	-	45%	-	-	-	-	-
	Female	72%	71%	75%	-	*	60%	-	*	-	-	*	80%	-	86%	*	-	75%	-	-	-	-
Grade 7																						
Reading	All Students	79%	80%	72%	-	57%	78%	-	*	-	-	83%	67%	*	81%	*	67%	75%	-	-	-	_
	CWD	47%	47%	*	-	*	-	-	-	-	-	-	*	*	-	-	*	*	-	-	-	-
	CWOD	83%	85%	81%	-	80%	78%	-	*	-	-	83%	80%	-	81%	*	75%	86%	-	-	-	-
	EL	63%	57%	*	-	*	-	-	-	-	-	*	*	-	*	*	-	*	-	-	-	-
	Male	75%	76%	67%	-	*	67%	-	-	-	-	*	67%	*	75%	-	67%	-	-	-	-	-
	Female	83%	83%	75%	-	*	*	-	*	-	-	*	60%	*	86%	*	-	75%	-	-	-	-
Mathematics	All Students	60%	57%	50%	-	29%	67%	-	*	-	-	33%	58%	*	56%	*	56%	50%	-	-	-	-
	CWD	36%	34%	*	-	*	-	-	-	-	-	-	*	*	-	-	*	*	-	-	-	-
	CWOD	63%	63%	56%	-	40%	67%	-	*	-	-	33%	70%	-	56%	*	63%	57%	-	-	-	-
	EL	45%	36%	*	-	*	-	-	-	-	-	*	*	-	*	*	-	*	-	-	-	-
	Male	60%	57%	56%	-	*	50%	-	-	-	-	*	67%	*	63%	-	56%	-	-	-	-	-
	Female	59%	57%		-	*		-	*	-	-	*		*		*		50%	-	-	-	-
Grade 8																						
	All Students	82%	82%	100%	_	*	100%	_	-	-	*	*	100%	100%	100%	*	100%	*	-	-	_	-
5	CWD	50%	50%		_		100%	_	-	-	-	_	100%		-	-	*	*	_	-	_	_
	CWOD	86%	86%		-	*	*	_	-	-	*	*	*		100%	*	*	*	-	_	_	_
	EL	65%	58%			*	_		_	_	_	*	-	_	*	*	*	_	_	_	_	
							*		_	_	*	*	100%	*	*	*	100%		_		_	
					-		*						*	*	*		10070	-	-	_		_
	Male Female	78% 86%	78% 86%		-	*		-	-	-	*	*	100% *			*	100% -	-	-	-		-

											Two		Nen									
		State	Region 13	District	African American	Hispanic	White	American Indian		Pacific Islander			Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	
Mathematics	All Students	70%	72%	91%		*	88%	-	-	-	*	*	89%	80%		*	86%		-	-	-	-
	CWD	40%	39%	80%	-	-	80%	-	-	-	-	-	80%	80%		-	*	*	-	-	-	-
	CWOD	74%	78%	100%	-	*	*	-	-	-	*	*	*	-	100%	*	*	*	-	-	-	-
	EL	57%	51%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	68%	72%	86%	-	*	*	-	-	-	*	*	80%	*	*	*	86%	-	-	-	-	-
	Female	72%	73%	*	-	-	*	-	-	-	-	-	*	*	*	-	-	*	-	-	-	-
Science	All Students	73%	74%	91%	-	*	88%	-	-	-	*	*	89%	80%	100%	*	86%	*	-	-	-	-
	CWD	42%	41%	80%		-	80%	-	-	-	-	-	80%	80%		-	*	*	-	-	-	-
	CWOD	77%	79%	100%		*	*	-	-	-	*	*	*	-	100%	*	*	*	-	-	-	-
	EL	54%	47%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	73%	74%	86%	_	*	*	-	-	-	*	*	80%	*	*	*	86%	-	-	-	-	-
	Female	73%	73%	*		_	*	-	-	-	-	-	*	*	*	-	-	*	-	_	-	_
STAAR Perc	ent at Meets			or Above	2																	
Grade 3																						
Reading	All Students	50%	55%	50%	*	45%	58%	-	*	_	*	27%	60%	*	53%	*	43%	55%	-	-	-	*
	CWD	30%	31%	*		*	*	_	-	_	_	*	*	*		*	*		_	_	_	_
	CWOD	54%	59%	53%	*	50%	61%	_	*	_	*	30%	63%	-	53%	*	50%	55%	_	_	_	*
	EL	37%	34%	*	_	*	*	_	-	_	-	-	*	*	*	*	*		_	_	_	_
	Male	49%	53%	43%	*	*	50%	_	*	_	*	*	50%	*	50%	*	43%	_	_	-	-	*
	Female	52%	57%	55%	_	44%	58%	_	*	_	_	33%	64%	-	55%	*	-	55%	_	_	_	_
Mathematics	All Students		44%	16%		9%	25%	_	*	_	*	0%	23%	*	17%	*	14%		_	_	_	*
	CWD	27%	25%	*		*	*	-	-	-	-	*	*	*		*	*		-	-	-	_
	CWOD	45%	47%	17%	*	10%	26%	_	*	_	*	0%	24%	-	17%	*	17%	17%	_	_	_	*
	EL	35%	31%	*	_	*	*	-	-	-	-	-	*	*	*	*	*	*	-	_	-	_
	Male	45%	47%	14%	*	*	25%	-	*	-	*	*	17%	*	17%	*	14%	-	-	-	-	*
	Female	39%	41%	17%	-	11%		-	*	-	-	0%	29%	-	17%	*	-	17%	-	-	-	-
Grade 4																						
Reading	All Students	53%	56%	44%	*	71%	37%	-	*	-	20%	47%	42%	*	44%	*	40%	50%	-	-	-	-
J	CWD	29%	29%	*	*		*	-	-	-	*	*	*	*	-	-	*		-	-	-	-
	CWOD	57%	62%	44%	*	71%	39%	-	*	-	*	43%	45%	-	44%	*	41%	50%	-	-	-	-
	EL	41%	37%	*	_	_	_	_	*	_	-	_	*	-	*	*	*		_	_	_	_
	Male	51%	54%	40%	*	*	22%	_	*	_	*	50%	33%	*	41%	*	40%	_	_	_	_	_
	Female	55%	59%	50%	*	*	50%	_	*	-	*	43%	55%	-	50%	-	-	50%	-	-	-	-
Mathematics	All Students		43%			14%	21%	-	*	-	0%			*	19%	*	20%		-	-	-	-
	CWD	25%	22%				*	_	-	-	*			*		-	*		-	-	-	-
	CWOD	45%	47%		*	14%	22%	_	*	-	*	21%	18%	_	19%		18%	22%	_	_	_	-
	EL	34%	29%			1170		_	*	_		, 0	*	-		*	*		_	_	_	-
	Male	45%	47%	20%			22%	_	*	-		38%	8%	*		*	20%		_	-	_	-
	Female	38%				*		_	*	-				-	22%	-	- 2070		-	_	-	_

											Тwo		New									
			Region 13		African	Hispopie	White	American		Pacific		Econ	Non Econ	CWD	CWOD	EI	Mala	Fomalo	Migrapt	Homeless	Foster	
Grade 5		State	13	DISTRICT	American	пізрапіс	white	ingian	Asian	Islander	Races	DISauv	DISauv	CVVD	CWOD	EL	Male	remale	Migrant	Homeless	Care	wintary
Reading	All Students	57%	60%	57%	*	50%	45%	*	*	-	*	40%	59%	40%	59%	*	64%	38%	-	_	-	
J	CWD	29%	29%	40%	-	*	*	-	-	-	-	*		40%	-	*			-	_	-	
	CWOD	61%	66%	59%	*	*	50%	*	*	-	*	*	57%	-	59%	-	70%	43%	_		-	
	EL	43%	39%	*	-	*	-	-	-	-	-	*	-	*	-	*			-	_	-	
	Male	53%	57%	64%	-	60%	57%	*	*	-	-	*	64%	*	70%	*	64%	-	-	_	-	
	Female	60%	63%	38%	*	*	*	-	-	-	*	*	50%	*	43%	-	-	38%	-	_	-	
Mathematics	All Students	47%	46%	24%	*	17%	18%	*	*	-	*	0%	29%	0%	29%	*	29%	13%	-	-	-	
	CWD	25%	22%	0%	-	*	*	-	-	-	-	*	*	0%	-	*	*	*	-	-	-	-
	CWOD	50%	50%	29%	*	*	25%	*	*	-	*	*	36%	-	29%	-	40%	14%	-	-	-	
	EL	38%	32%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	-	-	-	-	
	Male	48%	47%	29%	-	20%	14%	*	*	-	-	*	36%	*	40%	*	29%	-	-	-	-	
	Female	46%	44%	13%	*	*	*	-	-	-	*	*	17%	*	14%	-	-	13%	-	_	-	
Science	All Students	38%	39%	24%	*	33%	18%	*	*	-	*	20%	24%	0%	29%	*	29%	13%	-	_	-	
	CWD	23%	21%	0%	-	*	*	-	-	-	-	*	*	0%	-	*	*	*	-	-	-	
	CWOD	40%	42%	29%	*	*	25%	*	*	-	*	*	29%	-	29%	-	40%	14%	-	-	-	
	EL	24%	20%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	-	-	-	-	-
	Male	41%	42%	29%	-	40%	14%	*	*	-	-	*	27%	*	40%	*	29%	-	-	_	-	
	Female	34%	35%	13%	*	*	*	-	-	-	*	*	17%	*	14%	-	-	13%	-	-	-	-
Grade 6																						
Reading	All Students	42%	46%	33%	*	50%	13%	-	-	-	*	20%	36%	*	35%	*	36%	14%	-	-	-	-
	CWD	21%	20%	*	-	-	*	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-
	CWOD	46%	50%	35%	*	50%	17%	-	-	-	*	20%	42%	-	35%	*	40%	17%	-	_	-	-
	EL	24%	21%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	Male	40%	43%	36%	*	*	*	-	-	-	*	*	33%	*	40%	-	36%	-	-	-	-	-
	Female	45%	48%	14%	-	*	20%	-	-	-	-	*	*	-	17%	*	-	14%	-	-	-	-
Mathematics	All Students	38%	39%	16%	*	17%	0%	-	*	-	*	20%	13%	*	17%	*	18%	13%	-	-	-	-
	CWD	20%	18%	*	-	-	*	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-
	CWOD	41%	43%	17%	*	17%	0%	-	*	-	*	20%	15%	-	17%	*	20%	14%	-	-	-	-
	EL	24%	19%	*	-	*	-	-	*	-	-	*	*	-	*	*	-	*	-	-	-	-
	Male	40%	41%	18%	*	*	*	-	-	-	*	*	11%	*	20%	-	18%	-	-	-	-	-
	Female	36%	36%	13%	-	*	0%	-	*	-	-	*	20%	-	14%	*	-	13%	-	-	-	-
Grade 7																						
Reading	All Students	55%	58%	56%	-	43%	56%	-	*	-	-	50%	58%	*	63%	*	56%	50%	-	-	-	-
	CWD	25%	25%	*	-	*	-	-	-	-	-	-	*	*	-	-	*	*	-	-	-	-
	CWOD	59%	64%	63%	-	60%	56%	-	*	-	-	50%	70%	-	63%	*	63%	57%	-	-	-	-
	EL	33%	28%	*	-	*	-	-	-	-	-	*	*	-	*	*	-	*	-	-	-	-
	Male	50%	54%	56%	-	*	50%	-	-	-	-	*	67%	*	63%	-	56%	-	-	-	-	-
	Female	60%	63%	50%	-	*	*	-	*	-	-	*	40%	*	57%	*	-	50%	-	-	-	-

		State	Region 13	District	African	Hisponia	White	American		Pacific		Econ	Non Econ	CWD	CWOD	=1	Mala	Fomalo	Migraph	Homeless	Foster	Military
Mathematics	All Students		27%	33%	American	14%		Inulan	A51a11 *	ISIAIIUEI	Races	17%	42%	*	38%	*	44%	25%	Wigram	nomeless	Care	winitary
Mathematics	CWD	18%	16%			*	44 /0					17 70	+2 /0	*			++ /0					
	CWOD	32%	30%	38%	-	20%	44%		*			17%	50%	_	38%	*	50%					
	EL	17%	11%	*	_		-++/0	_	_	_	_	*	*	_	*	*		*	-	_	_	
	Male	31%	28%	44%	_	*	50%	-	-	_	-	*	50%	*	50%	_	44%	_	-	_	_	
	Female	29%	26%	25%	_	*	*	_	*	_	-	*	40%	*	29%	*		25%	-	_	_	
Grade 8	remaie	2370	2070	2370									4070		2370			2370				
Reading	All Students	57%	59%	55%	_	*	63%	-	-	-	*	*	67%	80%	33%	*	71%	*	-	-	-	_
licating	CWD	25%	24%	80%	_	_	80%	_	-	_	-	_	80%		-	-	*	*	_	-	-	_
	CWOD	61%	64%	33%	_	*	*	_	-	_	*	*	*	-	33%	*	*	*	_	-	-	_
	EL	33%	29%	*	_	*	_	_	-	_	-	*	_	-	*	*	*	_	_	-	-	_
	Male	51%	53%	71%	-	*	*	-	-	_	*	*	100%	*	*	*	71%	-	-	_	_	_
	Female	63%	65%	*	-	-	*	-	-	-	-	-	*	*	*	_	-	*	-	-	-	-
Mathematics	All Students		44%	45%	-	*	38%	-	-	-	*	*	44%	20%	67%	*	43%	*	-	-	_	-
	CWD	20%	20%	20%	-	-	20%	-	-	-	-	-	20%	20%	-	-	*	*	-	-	-	_
	CWOD	41%	48%	67%	-	*	*	-	-	-	*	*	*	-	67%	*	*	*	-	-	-	-
	EL	24%	21%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	38%	44%	43%	-	*	*	-	-	-	*	*	40%	*	*	*	43%	-	-	-	-	-
	Female	40%	44%	*	-	-	*	-	-	-	-	-	*	*	*	-	-	*	-	-	-	-
Science	All Students	44%	47%	55%	-	*	50%	-	-	-	*	*	56%	60%	50%	*	71%	*	-	-	-	-
	CWD	22%	21%	60%	-	-	60%	-	-	-	-	-	60%		-	-	*	*	-	-	-	-
	CWOD	47%	51%	50%	-	*	*	-	-	-	*	*	*	-	50%	*	*	*	-	-	-	-
	EL	23%	19%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	45%	49%	71%	-	*	*	-	-	-	*	*	80%	*	*	*	71%	-	-	-	-	-
	Female	42%	45%	*	-	-	*	-	-	-	-	-	*	*	*	-	-	*	-	-	-	-
STAAR Perc	ent at Maste	rs Gra	de Leve	l																		
Grade 3																						
Reading	All Students	29%	35%	31%	*	9%	42%	-	*	-	*	18%	36%	*	32%	*	21%	36%	-	-	-	*
	CWD	12%	13%	*	-	*	*	-	-	-	-	*	*	*	-	*	*	-	-	-	-	-
	CWOD	32%	39%	32%	*	10%	44%	-	*	-	*	20%	38%	-	32%	*	25%	36%	-	-	-	*
	EL	19%	17%	*	-	*	*	-	-	-	-	-	*	*	*	*	*	*	-	-	-	-
	Male	28%	33%	21%	*	*	25%	-	*	-	*	*	25%	*	25%	*	21%	-	-	-	-	*
	Female	31%	37%	36%	-	11%	50%	-	*	-	-	22%	43%	-	36%	*	-	36%	-	-	-	-
Mathematics	All Students	20%	22%	8%	*	9%	10%	-	*	-	*	0%	12%	*	9%	*	0%	13%	-	-	-	*
	CWD	10%	9%	*	-	*	*	-	-	-	-	*	*	*	-	*	*	-	-	-	-	-
	CWOD	22%	25%	9%	*	10%	11%	-	*	-	*	0%	12%	-	9%	*	0%	13%	-	-	-	*
	EL	15%	13%	*	-	*	*	-	-	-	-	-	*	*	*	*	*	*	-	-	-	-
	Male	23%	25%	0%	*	*	0%	-	*	-	*	*	0%	*	0%	*	0%	-	-	-	-	*
	Female	18%	20%	13%	-	11%	17%	-	*	-	-	0%	21%	-	13%	*	-	13%	-	-	-	-

											Two											
			Region		African			American		Pacific	or More	Econ	Non Econ								Foster	
Grade 4		State	13	District	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Care	Militar
Reading	All Students	280/	32%	15%	*	14%	11%		*	_	20%	20%	13%	*	17%	*	5%	28%				
Reduing	CWD	10%	11%	15/0	*	1470	*	-		-	2070	2070	1370	*	17 70		370		-	-	-	
	CWOD	31%	36%	17%	*		11%	-	-	-	*	21%	14%		- 17%	-	6%	-	-	-	-	
	EL	18%	17%	*	-	1 - 70	1170		*	-		2170	1470	-	17.70	*	*		-	-	-	
	Male	26%	30%	5%	*		0%		*		*	13%	0%	*	6%	*	5%	_		_		
	Female	20%	34%	28%	*				*		*	29%	27%		28%	_	570	28%				
Mathematics	All Students		24%	20%	*		5%		*		0%	13%	0%	*	3%	-	10%			_		
mainematics	CWD	10%	8%	*	*	0 /0	*		_		*	*	*	*	570	_	*			_		
	CWOD	25%	27%	3%	*	0%	6%		*		*	7%	0%	_	3%	*	6%	0%		_		
	EL	16%	13%			070	070		*		_	770	*		*	*	*			_		
	Male	25%	28%	10%	*	*	11%		*		*	25%	0%	*	6%	*				_		
	Female	19%	20%		*				*		*	0%	0%		0%	_	- 10 /0			_		
Grade 5	remale	1970	2170	0 /0			0 /0					070	070		070	_		0 /0				
Reading	All Students	36%	40%	29%	*	0%	27%	*	*	_	*	20%	29%	0%	35%	*	21%	38%	_	_		
Iteauling	CWD	12%	12%	0%		070	2770					2070	2970	0%	5570	*	2170					
	CWOD	40%	45%	35%	*		38%	*	*		*	*	36%	0 /0	35%	_	30%	43%				
	EL	23%	20%	*								*	5070	*	5570	*	*					
	Male	32%	37%	21%			29%	*	*		_	*	18%	*	30%	*	21%			_		
	Female	39%	43%	38%	*		2970				-	*	1070		43%	_	2170					
Mathematics	All Students		24%	5%	*		0%	*	*		*		6%		6%	-						
Mathematics	CWD	9%	8%	0%		*	*					*		0%	070	*						
	CWOD	26%	27%	6%	*	*	0%	-	*		*	*			6%	_	10%			_	_	
	EL	17%	14%		-	*				-	-	*	1 /0	-	070	-	*		-	-	-	
	Male	25%	25%	7%	-		-	-	-	-	-	*		*	- 10%	*		-	-	-	-	
	Female	23%	23%	0%	-		*			-	-	*	570			_	7 70		-	-	-	
Science	All Students		18%	0%	*		0%	*	*		*	0%	0%		0%	*	0%			_		
Science	CWD	9%	8%	0%		070	*					*	*		0 /0	*	*					
	CWOD	19%	20%	0%	*		0%	*	*		*	*	0%	0 /0	0%	_	0%	0%				
	EL	9%	7%			*			_		-	*		*	070	*				_		
	Male	20%	21%	0%		0%	0%	*	*		_	*		*	0%	*	0%			_		
	Female	15%	16%	0%	*						*		0 /0	*		_						
Grade 6	remale	1370	1070	0 /0				-					070		070	_		0 /0				
Reading	All Students	220/-	26%	11%	*	33%	0%				*	0%	14%	*	12%	*	18%	0%				
Caulity	CWD	8%	20%	*			U%	-	-	-		0 %	1470	*	1 2 70		10%		-	-	-	
	CWD	25%	29%	12%	-			-	-	-	-	- 0%	17%		- 12%	-	20%		-	-	-	·
	EL	25% 9%	29%	12%	-	5570	0%		-			0% *	17%	-	12%	*	20%		-	-	-	
	EL Male	9% 21%	8% 24%	18%	-		- *	-	-	-	-	*	- 22%	-	20%	-			-	-	-	
					-		0%	-	-	-		*	22 /0		20%	-	10%			-	-	
	Female	25%	28%	0%	-	*	0%	-	-	-	-	^	*	-	0%	*	-	0%	-	-	-	·

		State	Region 13		African American	Hispanic	White	American Indian		Pacific Islander		Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	
Mathematics	All Students	16%	16%	5%	*	0%	0%	-	*	-	*	0%	7%	*	6%	*	0%	13%	-	-	-	
	CWD	8%	6%	*	-	-	*	-	-	-	-	-	*	*	-	-	*	-	-	-	-	
	CWOD	17%	18%	6%	*	0%	0%	-	*	-	*	0%	8%	-	6%	*	0%	14%	-	-	-	
	EL	7%	5%	*	-	*	-	-	*	-	-	*	*	-	*	*	-	*	-	-	-	
	Male	17%	18%	0%	*	*	*	-	-	-	*	*	0%	*	0%	-	0%	-	-	-	-	
	Female	14%	14%	13%	-	*	0%	-	*	-	-	*	20%	-	14%	*	-	13%	-	-	-	
Grade 7																						
Reading	All Students	36%	40%	39%	-	29%	56%	-	*	-	-	33%	42%	*	44%	*	56%	25%	-	-	-	
	CWD	11%	11%	*	-	*	-	-	-	-	-	-	*	*	-	-	*	*	-	-	-	
	CWOD	40%	45%	44%	-	40%	56%	-	*	-	-	33%	50%	-	44%	*	63%	29%	-	-	-	
	EL	17%	14%	*	-	*	-	-	-	-	-	*	*	-	*	*	-	*	-	-	-	
	Male	32%	36%	56%	-	*	50%	-	-	-	-	*	67%	*	63%	-	56%	-	-	-	-	
	Female	41%	45%	25%	-	*	*	-	*	-	-	*	20%	*	29%	*	-	25%	-	-	-	
Mathematics	All Students	13%	11%	11%	-	0%	22%	-	*	-	-	0%	17%	*	13%	*	11%	13%	-	-	-	
	CWD	7%	6%	*	-	*	-	-	-	-	-	-	*	*	-	-	*	*	-	-	-	
	CWOD	14%	12%	13%	-	0%	22%	-	*	-	-	0%	20%	-	13%	*	13%	14%	-	-	-	
	EL	6%	3%	*	-	*	-	-	-	-	-	*	*	-	*	*	-	*	-	-	-	
	Male	13%	12%	11%	-	*	17%	-	-	-	-	*	17%	*	13%	-	11%	-	-	-	-	
	Female	12%	10%	13%	-	*	*	-	*	-	-	*	20%	*	14%	*	-	13%	-	-	-	
Grade 8																						
Reading	All Students	37%	40%	18%	-	*	13%	-	-	-	*	*	22%	20%	17%	*	29%	*	-	-	-	
	CWD	11%	11%	20%	-	-	20%	-	-	-	-	-	20%	20%	-	-	*	*	-	-	-	
	CWOD	40%	44%	17%	-	*	*	-	-	-	*	*	*	-	17%	*	*	*	-	-	-	
	EL	16%	14%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	
	Male	31%	34%	29%	-	*	*	-	-	-	*	*	40%	*	*	*	29%	-	-	-	-	
	Female	42%	46%	*	-	-	*	-	-	-	-	-	*	*	*	-	-	*	-	-	-	
Mathematics	All Students	14%	18%	18%	-	*	13%	-	-	-	*	*	22%	0%	33%	*	14%	*	-	-	-	
	CWD	8%	8%	0%	-	-	0%	-	-	-	-	-	0%	0%	-	-	*	*	-	-	-	
	CWOD	15%	20%	33%	-	*	*	-	-	-	*	*	*	-	33%	*	*	*	-	-	-	
	EL	6%	6%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	
	Male	14%	19%	14%	-	*	*	-	-	-	*	*	20%	*	*	*	14%	-	-	-	-	
	Female	14%	17%	*	-	-	*	-	-	-	-	-	*	*	*	-	-	*	-	_	-	
Science	All Students	23%	27%	27%	-	*	25%	-	-	-	*	*	33%	20%	33%	*	29%	*	-	-	-	
	CWD	9%	9%	20%	-	-	20%	-	-	-	-	-	20%	20%	-	-	*	*	-	-	-	
	CWOD	24%	30%			*	*	-	-	-	*	*	*	_	33%	*	*	*	-	-	-	
	EL	8%	6%		-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	
	Male	24%	29%		-	*	*	_	-	-	*	*	40%	*	*	*	29%	_	-	_	-	
	Female	21%	25%				*						*	*	*		2.0	*				<u> </u>

STAAR Percent at Approaches Grade Level or Above

											Two										
			Dogion		African			American		Pacific	or More	Econ	Non Econ							Foster	
		State	Region 13		American	Hispanic	White							CWD	CWOD	EL	Male	Female	Migrant Homeless		
All Grades																					
All Subjects	All Students	73%	73%	63%	46%	64%	64%	*	77%	-	44%	59%	64%	52%	64%	62%	65%	60%	-		
	CWD	44%	43%	52%	*	25%	61%	-	-	-	*	30%	58%	52%	-	20%	55%	30%	-		
	CWOD	77%	78%	64%	36%	70%	64%	*	77%	-	48%	62%	65%	-	64%	75%	68%	61%	-		
	EL	59%	53%	62%	-	50%	*	-	*	-	-	70%	55%	20%	75%	62%	67%	57%	-		
	Male	71%	72%	65%	63%	74%	61%	*	69%	-	47%	64%	65%	55%	68%	67%	65%	_	-		-
	Female	75%	75%	60%	20%	51%	65%	-	89%	-	42%	52%	64%	30%	61%	57%	-	60%	-		
Reading	All Students	74%	75%	71%	67%	74%	69%	*	80%	-	58%	72%	70%	61%		78%		69%	-		
-	CWD	43%	43%	61%	*	40%	67%	-	-	-	*	*	60%	61%	-	*	67%	*	-		
	CWOD	78%	80%	72%	60%	79%	69%	*	80%	-	64%	74%	71%	-	72%	86%	73%	71%	-		. :
	EL	57%	53%	78%	-	67%	*	-	*	-	-	*	60%	*	86%	78%	80%	*	-		-
	Male	70%	71%	72%	*	85%	68%	*	67%	-	57%	75%	71%	67%	73%	80%	72%	-	-		. ,
	Female	78%	79%	69%	*	63%	68%	-	*	-	60%	70%	69%	*	71%	*	-	69%	-		
Mathematics	All Students	71%	71%	53%	33%	51%	58%	*	73%	-	25%	44%	57%	44%	54%	50%	56%	51%	-		- '
	CWD	44%	42%	44%	*	20%	50%	-	-	-	*	*	47%	44%	-	*	47%	*	-		
	CWOD	75%	76%	54%	20%	56%	58%	*	73%	-	27%	46%	58%	-	54%	63%	58%	52%	-		
	EL	61%	54%	50%	-	33%	*	-	*	-	-	*	50%	*	63%	50%	60%	*	-		
	Male	71%	71%	56%	*	65%	54%	*	67%	-	29%	50%	58%	47%	58%	60%	56%	-	-		- 3
	Female	71%	71%	51%	*	37%	61%	-	80%	-	20%	39%	57%	*	52%	*	-	51%	-		
Science	All Students	74%	75%	69%	*	75%	67%	*	*	-	*	57%	69%	50%	77%	*	71%	58%	-		
	CWD	47%	46%	50%	-	*	63%	-	-	-	-	*	63%	50%	-	*	50%	*	-		
	CWOD	78%	80%	77%	*	100%	64%	*	*	-	*	80%	72%	-	77%	*	85%	60%	-		
	EL	58%	52%	*	-	*	-	-	-	-	-	*	-	*	*	*	*	-	-		
	Male	74%	75%	71%	-	71%	64%	*	*	-	*	80%	69%	50%	85%	*	71%	-	-		
	Female	75%	75%	58%	*	*	63%	-	-	-	*	*	70%	*	60%	-	-	58%	-		
STAAR Perc	cent at Meets	Grade	Level	or Above																	
All Grades																					
All Subjects	All Students	47%	49%	35%	23%	33%	36%	*	59%	-	26%	27%	39%	26%	37%	33%	38%	32%	-		-
	CWD	23%	22%	26%	*	8%	29%	-	-	-	*	20%	28%	26%	-	0%	32%	0%	-		
	CWOD	50%	53%	37%	9%	36%	37%	*	59%	-	28%	28%	41%	-	37%	44%	40%	34%	-		. :
	EL	29%	25%	33%	-	14%	*	-	*	-	-	20%	45%	0%	44%	33%	42%	14%	-		-
	Male	45%	48%	38%	25%	40%	35%	*	54%	-	33%	36%	39%	32%	40%	42%	38%	_	-		
	Female	48%	50%	32%	20%	23%	35%	-	67%	-	17%	19%	39%	0%	34%	14%	-	32%	-		-
Reading	All Students	52%	55%	48%	33%	49%	47%	*	70%	-	33%	37%	53%	39%	50%	33%	49%	46%	-		
-	CWD	24%	24%	39%	*	20%	42%	-	-	-	*	*	40%	39%	-	*	47%	*	-		
	CWOD	56%	60%	50%	20%	53%	48%	*	70%	-	36%	38%	55%	-	50%	43%	50%	48%	-		-
	EL	31%	28%	33%	-	0%	*	-	*	-	-	*	60%	*		33%		*	-		
	Male	47%	51%	49%	*	60%	46%	*	67%	-	29%	40%	53%	47%	50%	40%	49%	-	-		- *
	Female	56%	59%	46%	*	37%	46%	-	*	-	40%	35%	52%	*	48%	*	-	46%	_		

											Two or		Non									
		State	Region 13		African American	Hispanic	White	American Indian		Pacific Islander	More	Econ Disadv	Econ	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	41%	42%	23%	17%	15%	25%	*	45%	-	17%	16%	25%	11%	24%	30%	25%	21%	-	-	-	*
	CWD	22%	20%	11%	*	0%	8%	-	-	-	*	*	7%	11%	-	*	13%	*	-	-	-	-
	CWOD	44%	46%	24%	0%	18%	27%	*	45%	-	18%	15%	28%	-	24%	38%	28%	22%	-	-	-	*
	EL	29%	24%	30%	-	17%	*	-	*	-	-	*	33%	*	38%	30%	40%	*	-	-	-	-
	Male	42%	43%	25%	*	20%	24%	*	33%	-	29%	30%	24%	13%	28%	40%	25%	-	-	-	-	*
	Female	40%	41%	21%	*	11%	25%	-	60%	-	0%	4%	30%	*	22%	*	-	21%	-	-	-	-
Science	All Students	46%	49%	34%	*	38%	33%	*	*	-	*	29%	35%	30%	36%	*	43%	17%	-	-	-	-
	CWD	23%	23%	30%	-	*	38%	-	-	-	-	*	38%	30%	-	*	38%	*	-	-	-	-
	CWOD	49%	53%	36%	*	50%	27%	*	*	-	*	40%	33%	-	36%	*	46%	20%	-	-	-	-
	EL	25%	22%	*	-	*	-	-	-	-	-	*	-	*	*	*	*	-	-	-	-	-
	Male	47%	50%	43%	-	43%	36%	*	*	-	*	40%	44%	38%	46%	*	43%	-	-	-	-	-
	Female	45%	48%	17%	*	*	25%	-	-	-	*	*	20%	*	20%	-	-	17%	-	-	-	-
STAAR Perc	ent at Maste	rs Gra	de Leve	el																		
All Grades																						
All Subjects	All Students	22%	25%	15%	15%	8%	17%	*	32%	-	19%	11%	17%	7%	16%	5%	13%	17%	-	-	-	*
-	CWD	9%	8%	7%	*	0%	6%	-	-	-	*	10%	6%	7%	-	0%	8%	0%	-	-	-	-
	CWOD	24%	27%	16%	9%	9%	19%	*	32%	-	20%	11%	19%	-	16%	6%	15%	19%	-	-	-	*
	EL	12%	9%	5%	-	0%	*	-	*	-	-	0%	9%	0%	6%	5%	0%	14%	-	-	-	-
	Male	21%	24%	13%	13%	9%	13%	*	31%	-	20%	11%	14%	8%	15%	0%	13%	-	-	-	-	*
	Female	23%	25%	17%	20%	8%	20%	-	33%	-	17%	10%	21%	0%	19%	14%	-	17%	-	-	-	-
Reading	All Students	25%	28%	24%	17%	15%	26%	*	50%	-	25%	19%	26%	6%	26%	0%	21%	28%	-	-	-	*
	CWD	9%	9%	6%	*	0%	8%	-	-	-	*	*	7%	6%	-	*	7%	*	-	-	-	-
	CWOD	27%	31%	26%	20%	18%	30%	*	50%	-	27%	21%	29%	-	26%	0%	25%	29%	-	-	-	*
	EL	13%	11%	0%	-	0%	*	-	*	-	-	*	0%	*	0%	0%	0%	*	-	-	-	-
	Male	22%	25%	21%	*	20%	22%	*	50%	-	14%	15%	24%	7%	25%	0%	21%	-	-	-	-	*
	Female	28%	31%	28%	*	11%	30%	-	*	-	40%	22%	31%	*	29%	*	-	28%	-	-	-	-
Mathematics	All Students	20%	21%	8%	17%	3%	8%	*	18%	-	8%	5%	9%	6%	8%	10%	7%	9%	-	-	-	*
	CWD	9%	7%	6%	*	0%	0%	-	-	-	*	*	0%	6%	-	*	7%	*	-	-	-	-
	CWOD	21%	23%	8%	0%	3%	10%	*	18%	-	9%	3%	10%	-	8%	13%	7%	9%	-	-	-	*
	EL	12%	9%	10%	-	0%	*	-	*	-	-	*	17%	*	13%	10%	0%	*	-	-	-	-
	Male	21%	22%	7%	*	0%	5%	*	17%	-	14%	10%	5%	7%	7%	0%	7%	-	-	-	-	*
	Female	19%	20%	9%	*	5%	11%	-	20%	-	0%	0%	14%	*	9%	*	-	9%	-	-	-	-
Science	All Students	20%	24%	9%	*	0%	11%	*	*	-	*	0%	12%	10%	9%	*	10%	8%	-	-	-	-
	CWD	8%	8%	10%	-	*	13%	-	-	-	-	*	13%	10%	-	*	13%	*	-	-	-	-
	CWOD	22%	26%	9%	*	0%	9%	*	*	-	*	0%	11%	-	9%	*	8%	10%	-	-	-	-
	EL	7%	6%	*	-	*	-	-	-	-	-	*	-	*	*	*	*	-	_	-	-	-
	Male	22%	25%	10%	-	0%	9%	*	*	-	*	0%	13%	13%	8%	*	10%	-	-	-	-	-
	Female	19%	22%	8%	*	*	13%	-	-	-	*	*	10%	*	10%	-	-	8%	-	-	-	-

- 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 2021-22 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	African	Uisponio	\A/bito	American Indian		Pacific	Two or More	Econ	CWD	
Academic G		American ore	HISPANIC	white	ingian	Asian	Islander	Races	DISauv	CVVD	EL
Reading											
All Students	81	*	98	75	-	*	-	57	95	83	*
CWD	83	*	*	83	-	-	-	*	*	83	*
CWOD	81	*	97	73	-	*	-	67	95	-	*
$EL \diamond$	*	-	*	-	-	-	-	-	*	*	*
Male	88	*	96	86	-	*	-	*	100	90	*
Female	70	-	100	60	-	*	-	*	90	*	*
Mathematic	s										
All Students	72	*	66	76	-	*	-	71	76	88	*
CWD	88	*	*	92	-	-	-	*	*	88	*
CWOD	69	*	63	73	-	*	-	67	74	-	*
EL \diamond	*	-	*	-	-	-	-	-	*	*	*
Male	76	*	58	86	-	*	-	*	75	90	*
Female	67	-	83	63	-	*	_	*	78	*	*

- 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 2021.

	All Students	African American	Hispanic	White	American Indian		Pacific Islander		Econ Disadv	CWD		Homeless	Foster Care ♦
Federal Gra	duation R	ates											
4-year Long	itudinal C	ohort Grad	duation Ra	ate (Gr	9-12): Clas	ss of 2	021						
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
$EL \diamondsuit$	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	_	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

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

 \diamond 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 2022 TELPAS (Texas English Language Proficiency Assessment System) data. (EL: English learner)

	Proficiency of EL	Rate of Proficiency
\diamond	\diamond	\diamond

- 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 Domair	Score: S	TAAR C	Component	Only)					
STAAR Component Score	38	28	35	39	*	56	-	30	32	28	33
School Quality (College, Ca	reer, and	Military Re	adiness F	Perform	ance)						
%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		Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
STAAR Performance Statu	s										
Reading											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	Y		Y	Ν					Y		
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N		Y	Ν					Ν		
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N		N	Ν					N		
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N		N	Ν					N		
Mathematics											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	Ν		N	Ν					Ν		
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	Ν		Ν	Ν					Ν		
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N		N	Ν					N		
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N		N	Ν					N		
English Learner Language	Proficienc	y Status									
Interim Goals (2018-2022)											36%

	All Students	African American	Hispanic	White	American Indian		Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Target Met											
Interim Goals (2023-2027)											38%
Target Met											
Interim Goals (2028-2032)											40%
Target Met											
Long-Term Goals											40%
Target Met											
Federal Graduation Status	Δ										
Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met											
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met											
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											

Blank cells above represent student group indicators that do not meet the minimum size criteria.

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

Δ Student groups that are at or above 90% are required to exceed that rate by at least a tenth of a percent in the following year(s).

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 2021-22 school year. (CWD: children with disability; CWOD: children without disability; EL: English learner)

		District	African American	Hispanic		American Indian		Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Participation Rate																	
All Subjects	All Students	98%	100%	100%	96%	*	100%	-	100%	97%	99%	96%	99%	100%	100%	96%	-
	CWD	96%	*	100%	94%	-	-	-	*	100%	95%	96%	-	100%	100%	80%	-
	CWOD	99%	100%	100%	97%	*	100%	-	100%	96%	99%	-	99%	100%	100%	97%	-
	EL	100%	-	100%	*	-	*	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	100%	-	-
	Female	96%	100%	100%	93%	-	100%	-	100%	94%	97%	80%	97%	100%	-	96%	-

			African American		White	American Indian	Asian	Pacific Islander	Races		Non Econ Disadv						Migrant
Reading	All Students	98%	100%	100%	96%	*	100%	-	100%		98%		98%	100%		96%	-
	CWD	95%	*	100%	92%	-	-	-	*		93%		-		100%		-
	CWOD	98%	100%	100%	97%	*	100%	-	100%	98%	99%			100%			-
	EL	100%	-	100%	*	-	*	-	-	*	100%			100%			-
	Male	100%	*		100%	*	100%	-	100%	100%		100%		100%	100%		-
	Female	96%	*	100%	92%	-	100%	-	100%	96%	96%	*	97%	*	-	96%	
Mathematics	All Students	99%	100%	100%	97%	*	100%	-	100%	98%	99%	95%	99%	100%	100%	97%	-
		99%	100%	100%	97%	*	100%	-	100%	98%	99%	95%	99%	100%	100%	97%	-
	CWD	95%	*	100%	92%	-	-	-	*	*	93%	95%	-	*	100%	*	-
		95%	*	100%	92%	-	-	-	*	*	93%	95%	-	*	100%	*	-
	CWOD	99%	100%	100%	98%	*	100%	-	100%	98%	100%	-	99%	100%	100%	98%	-
		99%	100%	100%	98%	*	100%	-	100%	98%	100%	-	99%	100%	100%	98%	-
	EL	100%	-	100%	*	-	*	-	-	*	100%	*	100%	100%	100%	*	-
		100%	-	100%	*	-	*	-	-	*	100%	*	100%	100%	100%	*	
	Male	100%	*	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	100%	-	
		100%	*	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	100%	-	
	Female	97%	*	100%	95%	-	100%	-	100%	96%	98%	*	98%	*	-	97%	-
		97%	*	100%	95%	-	100%	-	100%	96%	98%	*	98%	*	-	97%	-
SAT/ACT All Subjects	All Students	-	-	_	-	-	-	-	-	-	-	-	-	-	-	-	
	CWD	-	-	_	-	-	-	-	-	-	-	-	-	-	-	-	
	CWOD	-	-	_	-	-	-	-	-	-	-	-	-	-	-	-	
	EL	-	_	_	-	-	-	_	-	-	_	-	_	-	-	-	
	Male	-	_	_	_	-	-	_	-	-	_	-	_	-	-	-	
	Female	-	-	_	_	-	-	_	-	-	_	-	_	-	-	-	
Non-Participation Rat	e																
All Subjects	All Students	2%	0%	0%	4%	*	0%	-	0%	3%	1%	4%	1%	0%	0%	4%	-
-	CWD	4%	*	0%	6%		-	_	*	0%	5%		_	0%	0%	20%	-
	CWOD	1%	0%	0%	3%		0%	_	0%		1%		1%				
	EL	0%	_	0%	*	-	*	-	_	0%	0%		0%		0%		
	Male	0%	0%	0%	0%	*	0%	-	0%		0%		0%				
	Female	4%	0%	0%	7%	-	0%	-	0%		3%		3%			4%	-
Reading	All Students		0%		4%			-	0%				2%				
- 3	CWD	5%	*		8%		-	_	*					*			
	CWOD	2%	0%	0%	3%		0%	_	0%	2%			2%	0%			
	EL	0%	-	0%	*		*	_	-	*							
	Male	0%	*				0%	_	0%								

		District	African American	Hispanic	White	American Indian		Pacific Islander		Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Reading	Female	4%	*	0%	8%	-	0%	-	0%	4%	4%	*	3%	*	-	4%	-
Mathematics	All Students	1%	0%	0%	3%	*	0%	-	0%	2%	1%	5%	1%	0%	0%	3%	-
	CWD	5%	*	0%	8%	-	-	-	*	*	7%	5%	-	*	0%	*	-
	CWOD	1%	0%	0%	2%	*	0%	-	0%	2%	0%	-	1%	0%	0%	2%	-
	EL	0%	-	0%	*	-	*	-		*	0%	*	0%	0%	0%	*	-
	Male	0%	*	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%	-	-
	Female	3%	*	0%	5%	-	0%	-	0%	4%	2%	*	2%	*	-	3%	-
Science	All Students	3%	*	0%	5%	*	*	-	*	14%	0%	0%	4%	*	0%	8%	-
	CWD	0%	-	*	0%	_	-	-		*	0%	0%	-	*	0%	*	-
	CWOD	4%	*	0%	9%	*	*	-	*	20%	0%	-	4%	*	0%	10%	_
	EL	*	_	*	-	_	-	-		*	-	*	*	*	*	_	_
	Male	0%	-	0%	0%	*	*	-	. *	0%	0%	0%	0%	*	0%	_	_
	Female	8%	*	*	12%	_	-	-	. *	*	0%	*	10%	-	-	8%	_
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 2017-18 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		Two or More Races	Students with Disabilities	Students with Disabilities (Section 504)
Students Without Disabilities									
In-School Suspensions									

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
	Male	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		
Out-of-School Suspensions												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Expulsions												
With Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0		0	0		
	Total	0	0	0	0	0	0	0	0	0		
School-Related Arrests												
	Male	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		
	Total	0	0	0	0	0	0	0	0	0		
Students With Disabilities												
In-School Suspensions												
	Male	0	0	-	0				0	0		0
	Female	0	0						0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Out-of-School Suspensions												

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Expulsions												
With Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
School-Related Arrests												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Referrals to Law 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	27	-	8	16	-	-	-	3	-	7	-
	Female	22	2	5	13	-	-	-	2	1	3	-
	Total	49	2	13	29	-	-	-	5	1	10	-

	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 with a firearm or explosive device	0
Incidents of robbery without a weapon	0
Incidents of physical attack or fight with a weapon	0

	Total
Incidents of physical attack or fight with a firearm or explosive device	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 with a firearm or explosive device	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 2017-18 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		Indian or Alaska Native		Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs											
	Male	32	0	10	16	0	4	0	2	0	0
	Female	30	1	11	17	0	1	0	0	0	0
	Total	62	1	21	33	0	5	0	2	0	0
Accelerated Coursework											
Advanced Placement Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Dual Enrollment/Dual Credit Programs	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

- Indicates there are no data available in the group.

-3 Indicates skip logic failure.

-8 Indicates EDFacts missing data.

-9 Indicates not applicable / skipped.

-11 Indicates suppressed data.

Blank cell indicates the student group is not applicable to this report.

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 Se	chool	High-Poverty Schools		Low-Poverty Schools	
	Number	mber Percent Number Percent N		Number	Percent	
Inexperienced Teachers, Principals, and Other School Leaders	7.5	40.8%			7.5	40.8%
Teachers Teaching with Emergency or Provisional Credentials	1.0	5.6%			1.0	5.6%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	0.0	-			0.0	-

- Indicates there are no data available in the group.

Blank cell 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, 2023.

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 2021-22 school year.

	State Number of ALT2		Region 13 Number of ALT2		District Number of ALT2	Rate of
Grade 3						
Reading	6,584	2%	417	1%	-	-
Mathematics	6,587	2%	417	1%	-	-
Grade 4						
Reading	6,404	2%	386	1%	*	3%
Mathematics	6,408	2%	386	1%	*	3%
Grade 5						
Reading	6,204	2%	407	1%	-	-
Mathematics	6,205	2%	405	1%	-	-
Science	6,200	2%	404	1%	-	-
Grade 6						
Reading	6,181	2%	368	1%	-	-
Mathematics	6,177	2%	369	1%	-	-

	State Number of ALT2		Region 13 Number of ALT2	Region 13 Rate of ALT2	District Number of ALT2	Rate of
Grade 7						
Reading	6,130	1%	378	1%	-	-
Mathematics	6,120	2%	377	2%	-	-
Grade 8						
Reading	5,794	1%	398	1%	-	-
Mathematics	5,803	2%	403	1%	-	-
Science	5,796	1%	398	1%	-	-
End of Course						
English I	6,009	1%	359	1%	-	-
English II	5,490	1%	392	1%	-	-
Algebra I	5,993	1%	340	1%	-	-
Biology	5,860	1%	405	1%	-	-
All Grades						
All Subjects	109,954	1%	7,009	1%	*	1%
Reading	48,805	1%	3,105	1%	*	1%
Mathematics	43,293	1%	2,697	1%	*	1%
Science	17,856	1%	1,207	1%	-	-

- Indicates there are no students in the group.

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

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

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

	/els									
			% ow sic	% At Abo Ba	or ove	% At Abo Profi	or ove	% A Adva	.t	
Grade	de Subject Student Group				ТΧ	US	ΤХ	US	ТΧ	US
Grade 4	Reading	Overall	42	37	58	63	30	33	7	9
		Black	51	56	49	44	19	17	3	3
		Hispanic	52	50	48	50	20	21	3	4
	White		26	27	74	73	44	42	10	11
		American Indian	*	57	*	43	*	18	*	3
		Asian	8	17	92	83	71	58	31	24
		Pacific Islander	*	50	*	50	*	23	*	6
		Two or More Races	28	32	72	68	41	38	8	11
		EcoDis	54	52	46	48	18	19	3	3
		Students with Disabilities	77	73	23	27	7	10	1	2

Image: state s	Grade 4 Reading En Mathematics Ov Bla His Wh An As Pa Tw Ec			,		6	%	<u>(</u>		
Grade 4ReadingEnglish Language Learners5767433316101211MathematicsOverall2225787538368888Black334567552115223333Hispanic2736736427223330White10149086574813100American Indian441596422422244Asian3997916363236323Pacific Islander1388456548433364224433Two or More Races10229078583312342323Students with Disabilities51564944181422242334Grade 8ReadingOverall3430667023312424Hispanic413955531716111214Hispanic41335553161832353535141314Asian24227678301314121414121514141414141414141414<	Grade 4 Reading En Mathematics Ov Bla His Wh An As Pa Tw Ec	B					Abo	or ove	Α	t
Mathematics BlackOverall22257875383688Black334567552115211Hispanic27367364272233White1014908657481310American Indian*41*594222*4Asian39979173632724Pacific Islander*38*6248329EcoDis313869622420322Students with Disabilities515670233124Black4547555311161111Hispanic413959611621142Grade 8ReadingOverall34306670233124Hispanic41395961161111121412Mathematic 8NoreRaces28277273323553161112Grade 8Reading64544755531611121214141212Mathematic 9NoreRaces282772733235551614	Mathematics Ov Bla His Wh Am As Pa Tw Ec	-	_		_	_				US
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Hispanic27367364272233White1014908657481310American Indian1*415963224844Asian399173632724Pacific Islander1*88*62121213Two or More Races1022907858382320EcoDis31386962242032223122Students with Disabilities5156494418142222Grade 8ReadingOverall3430667023312424Hispanic413959611621112122Mater7474755317166112121Hispanic413959611621112122American Indian644545555317161121Pacific Islander743555561618142226American Indian641439565718101511112Pacific Islander2425585858585758575757581015 <td>His Wh An As Pa Tw Ec</td> <td></td> <td></td> <td></td> <td></td> <td>-</td> <td></td> <td></td> <td>-</td> <td></td>	His Wh An As Pa Tw Ec					-			-	
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American Indian*41*59*22*4Asian39979173632724Pacific Islander*38*62*221833Two or More Races102290785838239EcoDis3138696224203322Students with Disabilities5156494418142226English Language Learners3148695226143323Grade 8ReadingOverall343066702331224Hispanic4139596116211112White2422767830382255American Indian4139596116211112Pacific Islander4139596116211112Pacific Islander4335455541841256EcoDis4242585816191111Itagish Language Learners536847321051412Pacific Islander4354455816191111Itagish Language Learners5368473210 </td <td>An As Pa Tw Ec</td> <td></td> <td>_</td> <td></td> <td>_</td> <td>÷ .</td> <td></td> <td></td> <td></td> <td></td>	An As Pa Tw Ec		_		_	÷ .				
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Pacific Islander1*381*621*1221*13Two or More Races10229078585853233EcoDis313156494418142232Students with Disabilities5156494418143232Grade 8ReadingOverall3434305353171014Black41395961616211112White24227678531611214American Indian61413955531611112Pacific Islander78737353531611111Pacific Islander7475737353531611111Pacific Islander74757373735316111111Pacific Islander74757373735316111111Pacific Islander74757373737373737373737373737373737373747574	Pa Tw Ec	merican Indian		41	*	59	*	22	*	4
Fractione relationer10201022102210221022102110221021102110211021102110211021102110211021102120333434 <t< td=""><td>Tw Ec</td><td>sian</td><td></td><td>9</td><td>97</td><td></td><td>-</td><td>63</td><td></td><td>24</td></t<>	Tw Ec	sian		9	97		-	63		24
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English Language Learners3148695226140322Grade 8ReadingOverall34306070233124Black4547555317161112Hispanic413959611621112White2422767830382255American Indian6814928660561112Pacific Islander7*87273322356112Two or More Races28277273322356566EcoDis4242585816191117Students with Disabilities7469263157711017MathematicsOverall39386162242657741017Black545454545454161422261717171812White2854555614142226575657585755565657565756575657	Stu	coDis	31		69	62	24	20	3	
Grade 8 Reading Overall 34 30 66 70 23 31 2 4 Black 45 47 55 53 177 16 1 1 Hispanic 41 39 59 61 16 21 1 2 White 24 22 76 78 30 38 2 55 American Indian * 45 * 55 * 18 * 2 Asian 8 14 92 86 60 56 11 12 Pacific Islander * 35 * 65 * 25 * 25 Two or More Races 28 27 72 73 32 35 56 66 EcoDis 42 42 58 58 16 19 1 1 Students with Disabilities 74 69 26 31 57 7 1 n/a Black S4 58 61 62		tudents with Disabilities	51	56	49		18	14	2	2
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White242276783038255American Indian***5*18*2Asian814928660561112Pacific Islander*35*55*25*25Two or More Races282772733223355666EcoDis4242585816191111Students with Disabilities7469263157311717MathematicsOverall39386162242657311412Hispanic4651544916142221412White28267274363589311422MathematicsAmerican Indian465154491614222Asian10149086575827272222222Pacific Islander6154506565582727222222222222222222222222222222222 <td>Bla</td> <td>lack</td> <td>45</td> <td>47</td> <td>55</td> <td>53</td> <td>17</td> <td>16</td> <td>1</td> <td>1</td>	Bla	lack	45	47	55	53	17	16	1	1
American Indian1*455*5*181812Asian814928660551112Pacific Islander1*351*651*251*2Two or More Races2827727332355566EcoDis424242585816191111Students with Disabilites7469263155141111English Language Learners5368473210551111311MathematicsOverall3938616224265757Black5454544916142221White28267274363589American Indian1*554*45134*22Pacific Islander6*505555552727	His	ispanic	41	39	59	61	16	21	1	2
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Indentified Finite Fi	As			14	92	86	60	56	11	12
EcoDis4242585816191Students with Disabilities74692631557410n/aEnglish Language Learners53684732105577n/aMathematicsOverall393861622426577Black54545454491614222White28267274303589American Indian1*554555555527Pacific Islander1*501*501*171*	Pa	sian		35	*	65	*	25	*	2
Students with Disabilities 74 69 26 31 53 64 74 69 26 31 53 64 74 69 26 31 53 64 74 32 10 55 74 11 1/a Mathematics Overall 39 38 61 62 24 26 55 77 Black 54 52 46 38 11 9 22 11 Hispanic 46 51 54 49 16 14 22 22 White 28 26 72 74 36 35 8 9 American Indian * 55 * 45 * 13 * 22 Asian 10 14 90 86 57 58 27 27 Pacific Islander * 50 * 45 * 13 * 22 Back * * 55 * 45 * 13 * 22 </td <td>Tw</td> <td colspan="2">sian acific Islander wo or More Races</td> <td>27</td> <td>72</td> <td>73</td> <td>32</td> <td>35</td> <td>5</td> <td>6</td>	Tw	sian acific Islander wo or More Races		27	72	73	32	35	5	6
English Language Learners536847321010.5n/an/aMathematicsOverall39386162242657Black54626246381192211Hispanic4651544916142222White282672743635189American Indian1*554545551582727Pacific Islander1*501*501*501171*	Ec	Two or More Races		42	58	58	16	19	1	1
Mathematics Overall 39 38 61 62 24 26 57 Black 54 62 46 38 11 9 2 1 Hispanic 46 51 54 49 16 14 2 2 White 28 26 72 74 36 35 8 9 American Indian * 55 * 45 * 13 * 2 Asian 10 14 90 86 57 58 27 27 Pacific Islander * 50 * 50 * 10 14 9	Stu	tudents with Disabilities	74	69	26	31	5	7	1	n/a
Black5462463811921Hispanic46515449161422White28267274363589American Indian*55*45*13*2Asian1014908657582727Pacific Islander*50*50*101490	En	nglish Language Learners	53	68	47	32	10	5	n/a	n/a
Hispanic46515449161422White28267274363589American Indian*55*45*13*2Asian1014908657582727Pacific Islander*50*50*50*17*55	Mathematics Ov	verall	39	38	61	62	24	26	5	7
White28267274363589American Indian*55*45*13*2Asian1014908657582727Pacific Islander*50*50*5017*5	Bla	lack	54	62	46	38	11	9	2	1
American Indian * 55 * 45 * 13 * 22 Asian 10 14 90 86 57 58 27 27 Pacific Islander * 50 * 50 * 50 17 * 55	His	ispanic	46	51	54	49	16	14	2	2
Asian 10 14 90 86 57 58 27 27 Pacific Islander * 50 * 50 * 10 14 90 86 50 * 50 * 10 * 55	Wł	White American Indian		26	72	74	36	35	8	9
Pacific Islander * 50 * 50 * 17 * 5	An			55	*	45	*	13	*	2
	As			14	90	86	57	58	27	27
			*	50	*	50	*	17	*	5
1 WO OF MORE RACES 26 37 74 63 30 28 3 7			26	37	74	63	30	28	3	7
EcoDis 49 54 51 46 15 13 2 2			49	54	51	46	15	13	2	2
Students with Disabilities 81 77 19 23 4 5 n/a 1	Stu	tudents with Disabilities	81	77	19	23	4	5	n/a	
English Language Learners 60 76 40 24 8 4 1 n/a	En					24	8	4	1	n/~

* Indicates reporting standards not met.

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

2022 N/	AEP Participa	tate Level: ation Rates for Students a and English Learners	with
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	Rate 89% 95% 87% 95%
	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 2019-20 school year enrolled in a Texas public postsecondary education institution in the 2020-21 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 district.

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 2020-21 school year. (CWD: children with disability; EL: English learner)

								Two			
								or			
	All	African			American		Pacific	More	Econ		
	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	CWD	EL
Chronic Absenteeism Rate	16%	50%	20%	14%	-	0%	-	13%	17%	12%	21%

- Indicates there are no students in the group.

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