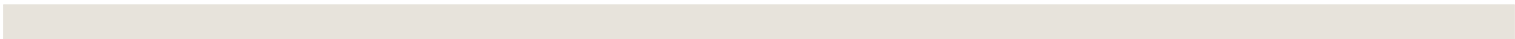


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Part (i): Description of State Accountability System

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State ESSA Goals (Middle Schools)											
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Performance (At Meets Grade											



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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Academic Growth Score											
Reading											
All Students	41	37	42	*	-	*	*	*	40	35	39
CWD	35	23	40	*	-	-	-	*	34	35	40
CWOD	42	44	42	*	-	*	*	*	42	-	39
EL €	39	*	40	*	-	*	-	-	38	40	39
Male	41	37	42	*	-	*	*	*	40	35	39
Female	-	-	-	-	-	-	-	-	-	-	-
Mathematics											
All Students	66	87	60	*	-	*	*	*	65	58	58
CWD	58 ⁵¹	70	55	*	-	-	-	*	58	58	51
CWOD	68	94	62	*	-	*	*	*	68	-	59
EL €	58	*	57	*	-	*	-	-	57	51	58
Male	66	87	60	*	-	*	*	*	65	58	58
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 graduation rates for the class of 2022.

All Students	African American	Hispanic	White	Asian							

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- Indicates there are no students in the group.
- * Indicates results are masked due to small numbers to protect student confidentiality.
- € Ever in grades 9-12.

Part (iv): English Language Proficiency

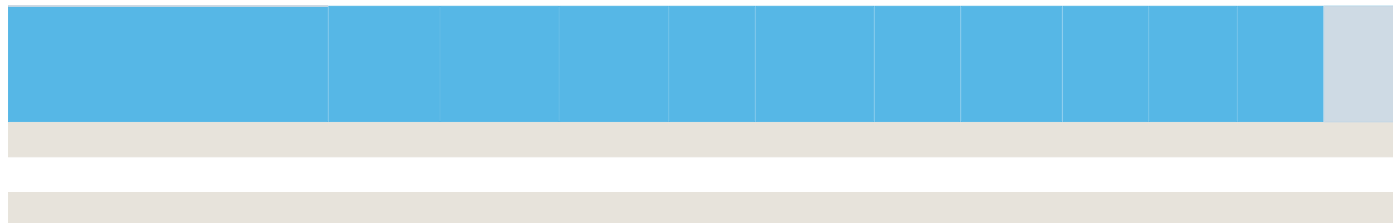
This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2023 TELPAS (Texas English Language Proficiency Assessment System) data. (EL: English learner)

Total EL in Class	Proficiency of EL	Rate of Proficiency
162	37	23%

- 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)





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

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

State Level: 2022 Percentages at NAEP Achievement Levels										
					% Below Basic	% At or Above Basic				

Part (xiv): Additional Information - Chronic Absenteeism

This section provides information on the Chronic Absenteeism per EDFacts definition: percent of unduplicated number of K - 12 students enrolled in a school for at least 10 days and absent for 10% or more days during the 2021-22 school year. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Chronic Absenteeism Rate	42%	42%	40%	60%	*	*	*	60%	42%	47%	38%

- Indicates there are no students in the group.

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