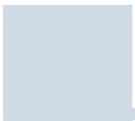


the minimum number of students that the State determines are necessary to be included in each of the subgroups of students for use in the accountability system. The Texas accountability minimum size criteria are 10 assessments or students for the all student group or any subgroup for every indicator.

the long-term goals and measurements of interim progress for all students and for each of the subgroups of students (not applicable to district and state report cards).

Texas Education Agency

| | | | | | | | | | | |
|------------|------------|----------|------------|------------|------------|------------|------------|------------|------------|------------|
| [Redacted] | | | | | | | | | | |
| [Redacted] | [Redacted] | American | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] |



Texas Education Agency

the methodology by which the State differentiates all such schools. Total points for each component are determined by multiplying the percentage of evaluated indicators met by the corresponding weight and rounding to one decimal place. The Closing the Gaps domain score is the sum of the total points rounded to the nearest whole number and is further used to differentiate all public schools. See the accountability manual for details. [Chapter 4-2023 Closing the Gaps Domain](#)



Texas Education Agency

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)

| STAAR Component Score | 50 | 27 | 42 | 72 | * | 30 | - | 80 | 35 | 30 | 38 |
|------------------------|----|----|----|----|---|----|---|----|----|----|----|
| %Students meeting CCMR | - | - | - | - | - | - | - | - | - | - | - |

- Indicates there are no students in the group.

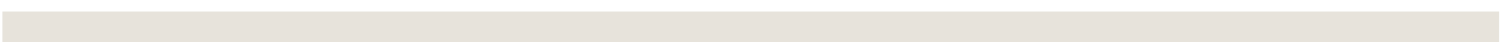
* Indicates results are masked due to small numbers to protect student confidentiality.

This section provides information on 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)

| Interim Goals (2023-2027) | 46% | 34% | 39% | 59% | 44% | 73% | 46% | 55% | 35% | 26% | 37% |
|---------------------------|-----|-----|-----|-----|-----|------------|-----|-----|-----|-----|-----|
| Target Met | Y | N | Y | Y | | N | | | Y | Y | Y |
| Interim Goals (2028-2032) | 55% | 45% | 49% | 66% | 53% | 78% | 55% | 63% | 46% | 38% | 48% |
| Target Met | Y | N | N | Y | | N | | | N | N | N |
| Interim Goals (2033-2037) | 64% | 56% | 59% | 73% | 62% | 83% | | | | | |

Texas Education Agency





| Reading | 6,168 | 1% | 87 | 2% | - | - |
|--------------|---------|----|-------|----|---|----|
| Mathematics | 6,162 | 2% | 87 | 2% | - | - |
| Science | 6,163 | 1% | 87 | 2% | - | - |
| | | | | | | |
| English I | 6,032 | 1% | 78 | 1% | - | - |
| English II | 5,771 | 1% | 67 | 1% | - | - |
| Algebra I | 6,015 | 1% | 78 | 1% | - | - |
| Biology | 6,041 | 1% | 80 | 1% | - | - |
| | | | | | | |
| All Subjects | 117,761 | 1% | 1,550 | 1% | 8 | 2% |
| Reading | 52,275 | 1% | 682 | 1% | * | 2% |
| Mathematics | 46,462 | 2% | 615 | 2% | * | 2% |
| Science | 19,024 | 1% | 253 | 1% | - | - |

1%

- Indicates there are no students in the group.

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

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.



| 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 postsecondary education 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 | 34% | 43% | 41% | 26% | * | 28% | * | 22% | 41% | 41% | 31% |
|--------------------------|-----|-----|-----|-----|---|-----|---|-----|-----|-----|-----|

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