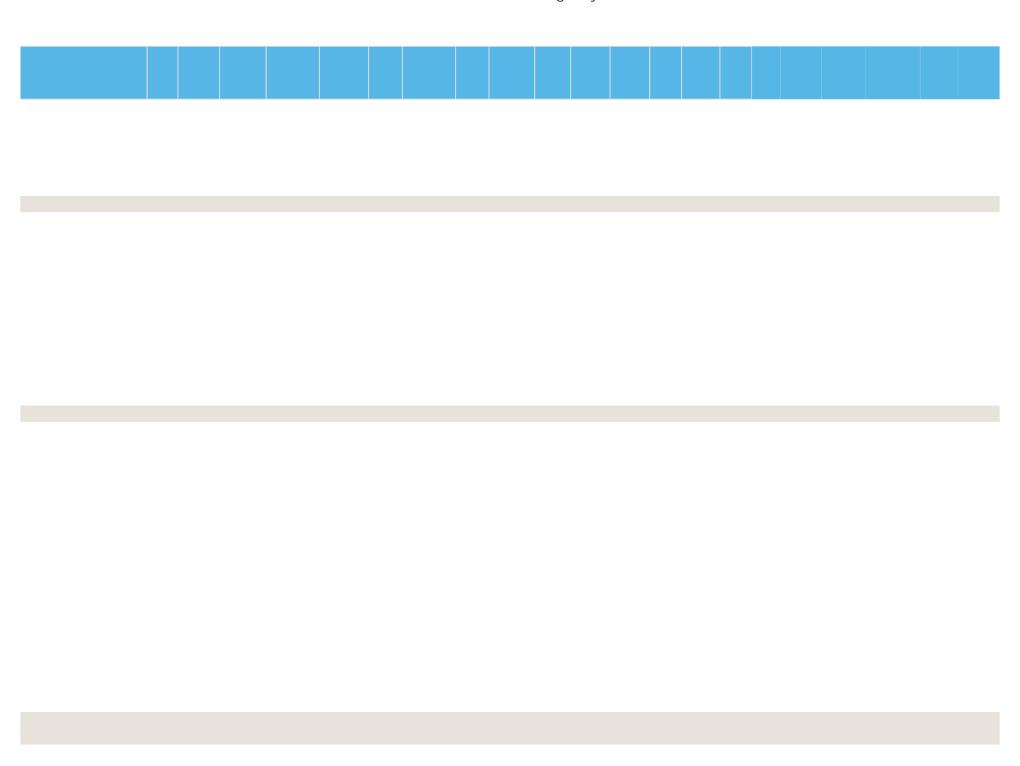
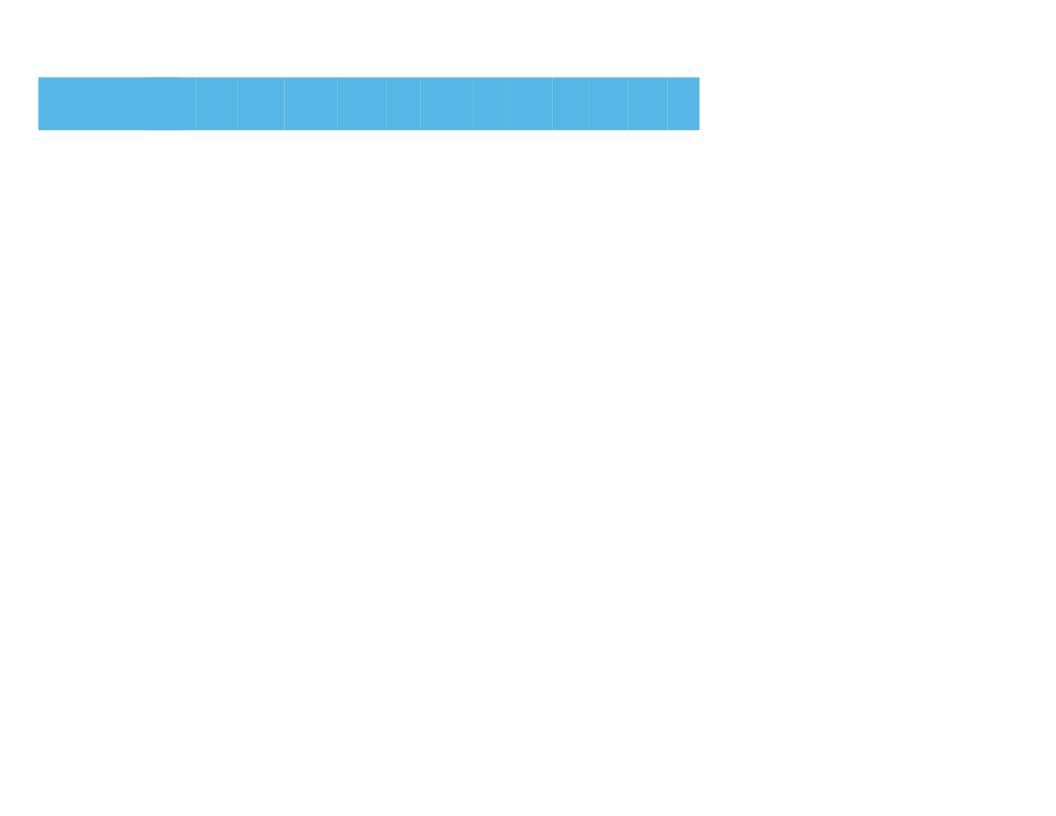
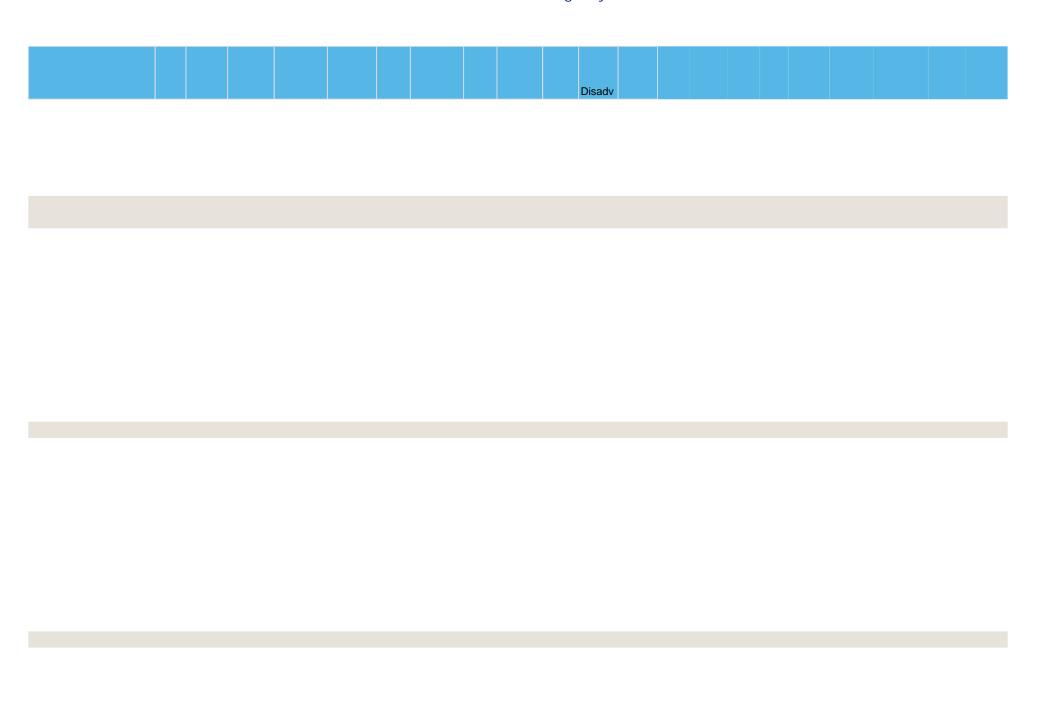
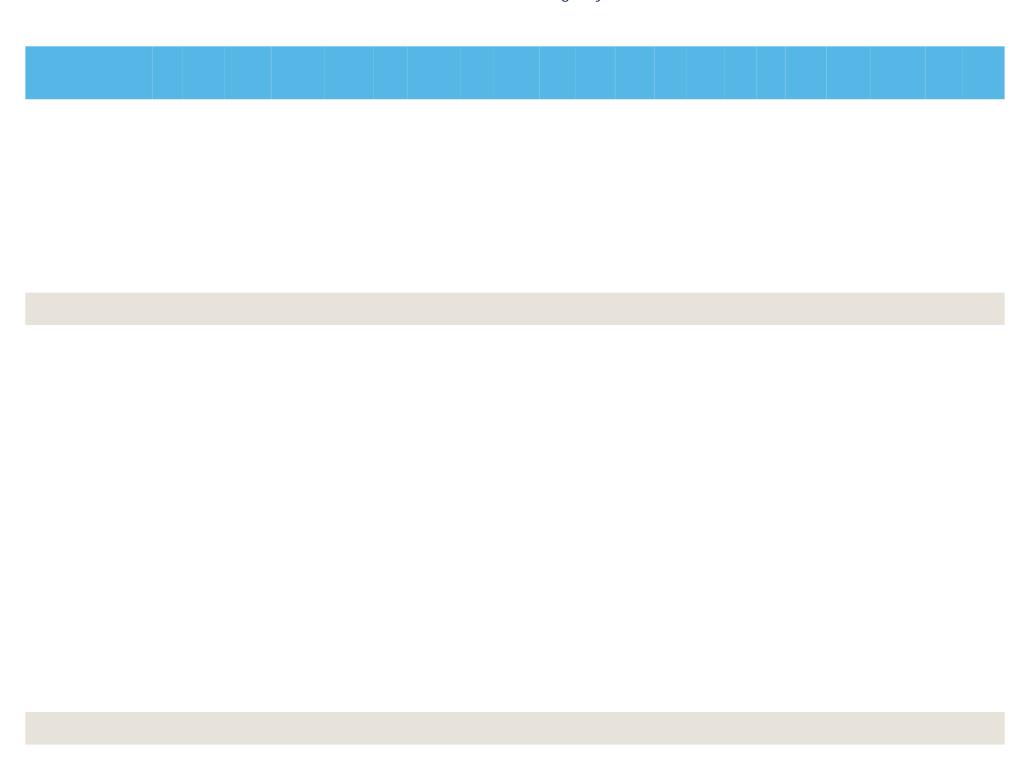


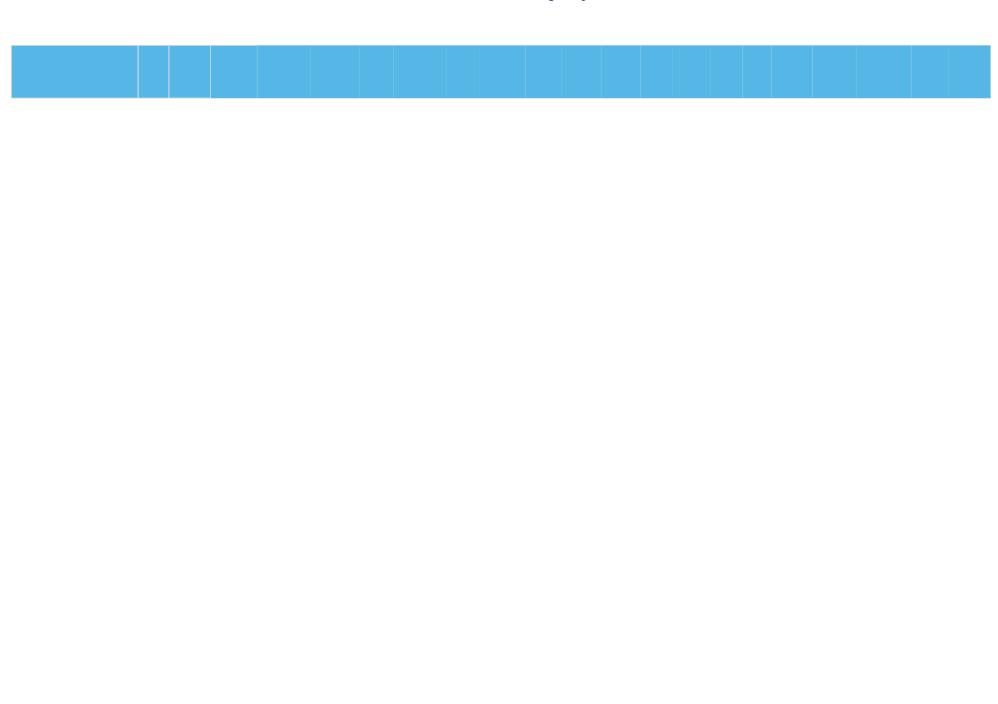
Baseline Rates						49%
2022-23 through 2026-27						49%
2027-28 through 2031-32						51%
2032-33 through 2036-37						53%
2037-38						55%













Long-Term Goals	75%	67%	72%	80%	74%	91%	76%	78%	70%	65%	739
Target Met	N		N						N	N	N
Interim Goals (2023-2027)											499
Target Met											N
Interim Goals (2028-2032)											51°
Target Met											N
Interim Goals (2033-2037)											539
Target Met											N
Long-Term Goals											559
Target Met											N
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%	869
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%	989
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)

All Students	100%	100%	100%	*	100%	-	-	100%	100%	99%	100%	100%	100%	99%	
CWD	100%	99%	-	-	-	-	-	99%	100%	99%	-	98%	100%	98%	
CWOD	100%	100%	100%	*	100%	-	-	100%	100%	-	100%	100%	100%	100%	
EL	*	100%	100%	-	100%	-	-	100%	100%	98%	100%	100%	100%	99%	
Male	100%	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
Incidents of possession of a firearm or explosive device	0
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

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.

Male 35 2 30 1 0 2 0 0 15 Female 25 2 22 0 0 1 0 0 10										
	Male	35	2	30	1	0	2	0	0 15	3
					0	0	1			
Total 60 4 52 1 0 3 0 0 25	Total	60	4	52	1	0	3	0	0 25	3

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%	18	6%
Reading	52,275	1%	682	1%	8	6%
Mathematics	46,462	2%	615	2%	8	6%
Science	19,024	1%	253	1%	*	6%

⁻ Indicates there are no students in the group.

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.

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

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%					