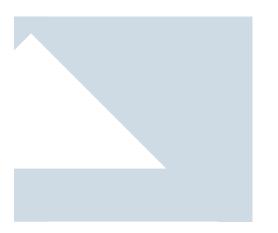
the minimum number of students that the State determines are necessary to be included in each of the subgroups of students for use in the accountability system. The Texas accountability minimum size criteria are 10 assessments or students for the all student group or any subgroup for every indicator.

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).

Reading/ELA	Baseline Rates	44%	32%	36%	62%	43%	74%	45%	58%	33%	13%	20%
0	2022-23 through 2026-27	44%	32%	36%	62%	43%	74%	45%	58%	33%	13%	20%
	2027-28 through 2031-32	53%	43%	47%	68%	53%	78%	54%	65%	44%	28%	33%
	2032-33 through 2036-37	62%	54%	58%	74%	63%	82%	63%	72%	55%	43%	46%
	2037-38	72%	66%	68%	81%	72%	87%	73%	79%	67%	57%	60%
Mathematics	Baseline Rates	38%	26%	35%	48%	37%	72%	41%	44%	32%	15%	31%
	2022-23 through 2026-27	38%	26%	35%	48%	37%	72%	41%	44%	32%	15%	31%
	2027-28 through 2031-32	48%	38%	46%	57%	48%	77%	51%	53%	43%	29%	43%
	2032-33 through 2036-37	58%	50%	57%	66%	59%	82%	61%	62%	54%	43%	55%
	2037-38	69%	63%	68%	74%	69%	86%	71%	72%	66%	58%	66%
	Baseline Rates											34%
	2022-23 through 2026-27											34%
	2027-28 through 2031-32											36%
	2032-33 through 2036-37											38%
	2037-38											40%
	Baseline Rates	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80.0%
	2022-23 through 2026-27	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80.0%
	2027-28 through 2031-32	92.7%	90.2%	91.4%	95.2%	90.9%	97.1%	91.5%	93.2%	90.5%	85.8%	86.0%
	2032-33 through 2036-37	95.4%	94.1%	94.7%	96.6%	94.4%	97.5%	94.7%	95.6%	94.3%	91.9%	92.0%
	2037-38	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%







Mathematics	All Students	18%	20%	*	8%	29%	-	*	-	*	10%	4%	13%	8%	6%	8%	9%	-	0%	-	
CW CW EL	CWD	8%	8%	*	14%	-	-	-	-	-	15%	*	13%			13%	14%	-	*	-	
	CWOD	20%	22%	*	7%	29%	-	*	-	*	8%	4%	-	8%	5%	6%	9%	-	*	-	
	EL	11%	7%	-	6%	-	-	*	-	-	6%	7%	17%	5%	6%	4%	9%	-	*	-	
	Male	20%	22%	*	7%	*	-	-	-	-	9%	0%	13%	6%	4%	8%	-	-	*	-	
	Female	16%	18%	*	9%	20%	-	*	-	*	10%	6%	14%	9%	9%	-	9%	-	*	-	
Science	All Students	17%	21%	-	10%	*	-	*	-	*	7%	25%	10%	10%	3%	6%	15%	-	*	-	
	CWD	7%	9%	-	10%	-	-	-	-	-	0%	*	10%	-	0%	14%	*	-	-	-	
	CWOD	19%	23%	-	9%	*	-	*	-	*	8%	18%	-	10%	3%	3%	17%	-	*	-	
	EL	6%	4%	-	3%	-	-	-	-	-	4%	0%	0%	3%	3%	0%	7%	-	*	-	
	Male	19%	22%	-	6%	*	-	-	-	-	3%	17%	14%	3%	0%	6%	-	-	*	-	
	Female	16%	19%	-	14%	*	-	*	-	*	11%	33%	*	17%	7%	-	15%	-	-	-	

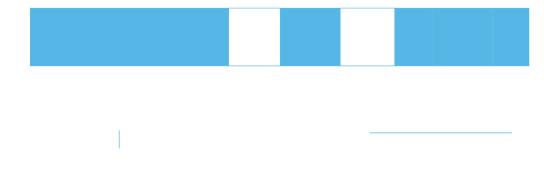
-

Long-Term Goals	75%	67%	72%	80%	74%	91%	76%	78%	70%	65%	73%
Target Met	Ν		N						Ν	Ν	Ν
Interim Goals (2023-2027)											49%
Target Met											N
Interim Goals (2028-2032)											519
Target Met											N
Interim Goals (2033-2037)											539
Target Met											Ν
Long-Term Goals											55%
Target Met											N
	00.0%	0(20)	00.10/	02.00/	07.40/	01 701	00.00/	00.00/	01 701	70 70/	0.00
Interim Goals (2023-2027)	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80%
Target Met Interim Goals (2028-2032)	92.7%	90.2%	91.4%	95.2%	90.9%	97.1%	91.5%	93.2%	90.5%	0E 00/	040
Target Met	92.170	90.270	91.470	93.270	90.9%	97.170	91.37	93.270	90.376	00.0%	00
Interim Goals (2033-2037)	95.4%	94.1%	94.7%	96.6%	94.4%	97.5%	94.7%	95.6%	94.3%	91.9%	929
Target Met	70.770	74.170	74.770	70.070	74.470	77.570	74.770	75.070	74.070	71.770	121
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.

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

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)



	Female	*	98%	100%	-	100%	-	100%	98%	100%	100%	98%	100%	-	98%
	All Students	*	97%	100%	-	*	-	*	97%	100%	100%	97%	100%	98%	97%
	CWD	*	100%	-	-	-	-	-	100%	*	100%	-	100%	100%	100%
	CWOD	*	97%	100%	-	*	-	*	96%	100%	-	97%	100%	97%	97%
	EL	-	100%	-	-	*	-	-	100%	100%	100%	100%	100%	100%	100%
	Male	*	97%	*	-	-	-	-	97%	100%	100%	97%	100%	98%	-
	Female	*	97%	100%	-	*	-	*	97%	100%	100%	97%	100%	-	97%
	All Students	*	97%	100%	-	*	-	*	97%	100%	100%	97%	99%	96%	99%
	CWD	*	100%	-	-	-	-	-	100%	*	100%	-	100%	100%	100%
	CWOD	*	97%	100%	-	*	-	*	96%	100%	-	97%	99%	95%	99%
	EL	-	99%	-	-	*	-	-	99%	100%	100%	99%	99%	98%	100%
	Male	*	96%	*	-	-	-	-	96%	100%	100%	95%	98%	96%	-
	Female	*	98%	100%	-	*	-	*	98%	100%	100%	99%	100%	-	99%
	All Students	-	100%	*		*		Ż	100%	100%	100%	100%	100%	100%	100%







Grade 4	Reading	Students with Disabilities	89%			
		English Learners	95%			
	Mathematics	Nathematics Students with Disabilities				
		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	38%	36%	39%	20%	*	-	_	*	40%	28%	33%

- Indicates there are no students in the group.

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