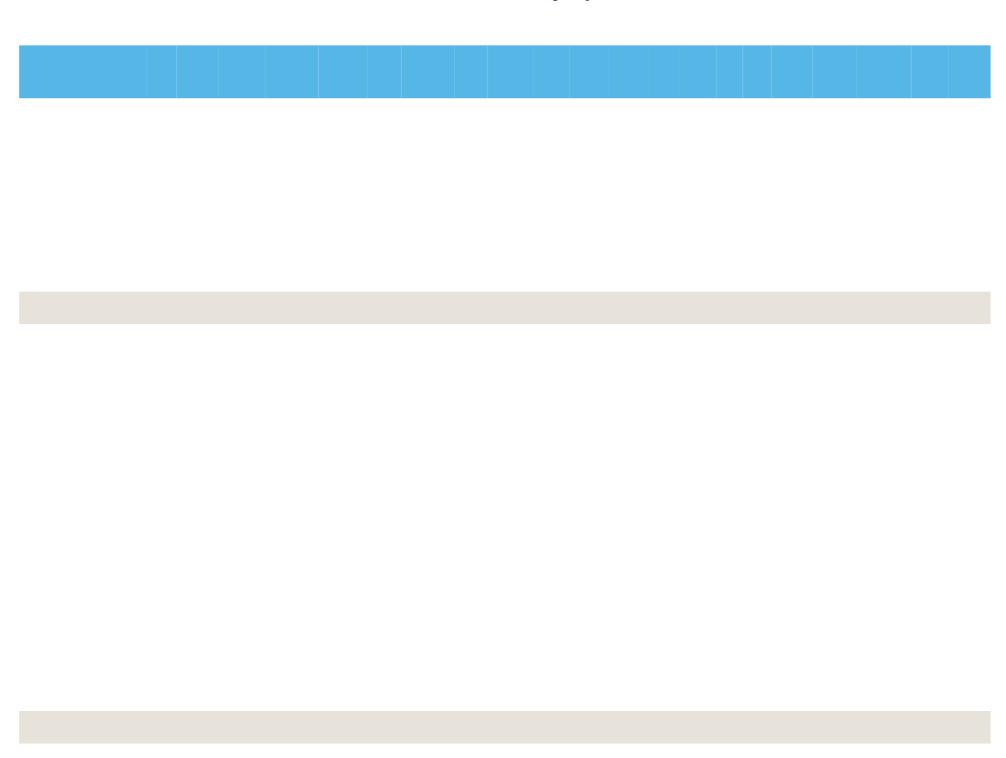
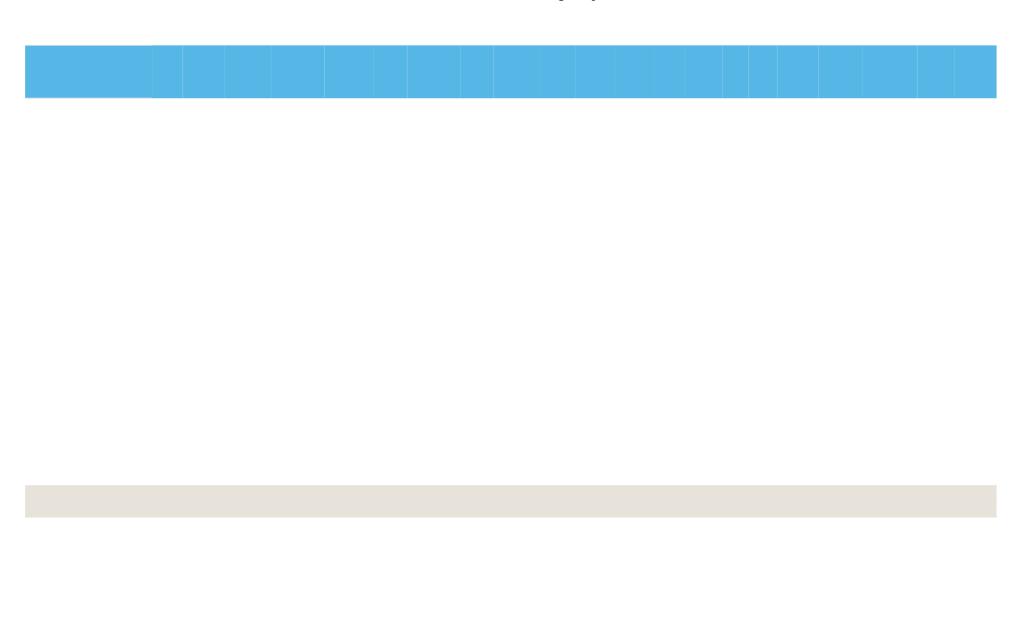
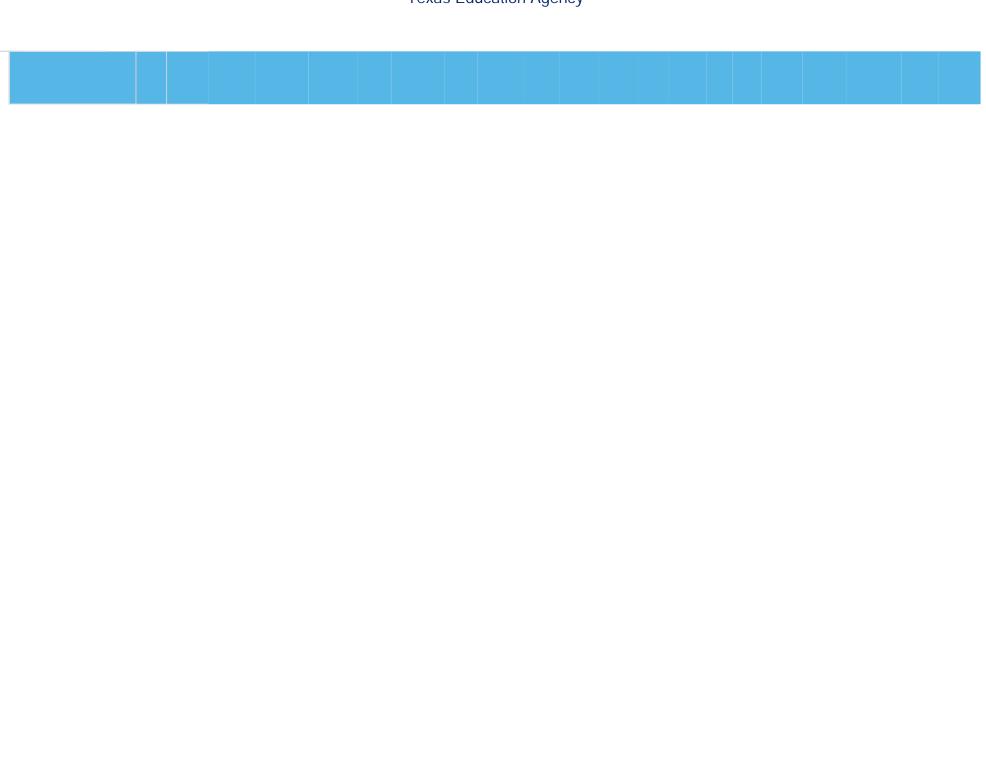


Texas Education Agency the meth hich the State differentiates all such schools. Total points for each dicators met by the corresponding weight and rounding to one dec centage of nded to the nearest whole number and is further used to differentia n of the tot losing the Gaps Domain ails. Chai the meth hich the State differentiates a school as consistently underperform o identify campuses that have consistently under-performing stude sina the G ndicators, for three consecutive years, is considered 'consistently it least the mprehensi nd Improvement (CSI) that has at least one consistently underperf pport and I (TSI). TSI identifies both Title I and non-Title I campuses. Data fro TSI identification. See the accountability manual for details. Char isecutive y rovement hich the State identifies a school for comprehensive support and i the meth ng the Gaps scaled scores. First, Texas determines the bottom five npuses ba ering the s of Title I campuses by schooltype - elementary, middle, high scho ich campuses fell in the bottom five percent for each school type. kas then de tom five pe ntified for CSI. Any Title I campus identified for Additional Targete ntified for (ing school year. names of all public schools in the State identified by the State for the port and improvement plans. Campuses Identified for Support und lementing 22-2023 so omprehensive Support and Improvement Schools Targeted Supp pport Scho th established by the State, including the length of years established 80% Closing the Gaps domain for two consecutive years and have Clos tom five pe ond year t than when originally identified are considered as having successfu on rate must have a four or six-year federal graduation rate of at le sed solely tus. . . . s section r mation on student achievement on the STAAR (State of Texas As , and science by grade level and proficiency level for the 2022-23 thematics, ardless of were in the accountability subset. (CWD: children with disability;

Mathematics											



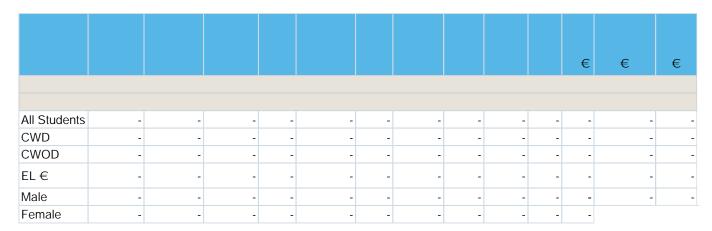




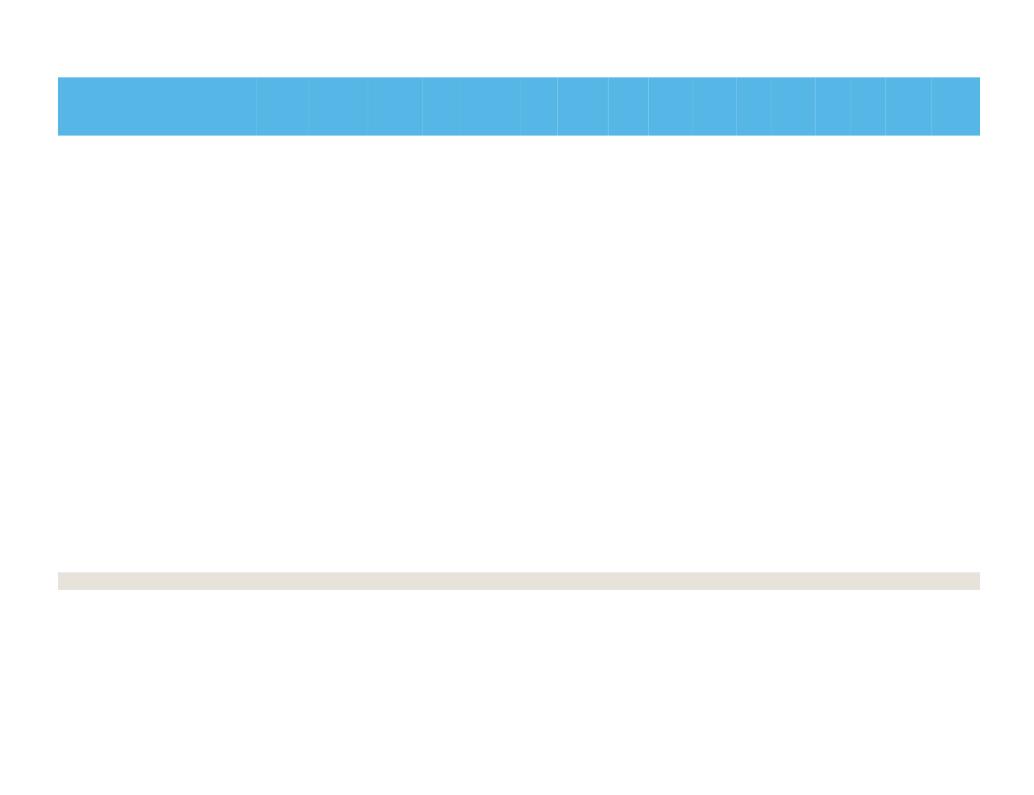
Male	61	*	62	-	-	-	-	-	61	38	61
Female	75	*	71	*	-	*	-	-	72	*	69

- 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 high school graduation rates for the class of 2022.



This section provides information on the other indicators of school quality or student success, which is college, career and military readiness (C	CMR)
for high schools and average performance rate of the three STAAR performance levels of all students, regardless of whether they were in the	



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.

Inexperienced Teachers, Principals, and Other School Leaders	5.0	15.2%
Teachers Teaching with Emergency or Provisional Credentials	1.0	3.2%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	5.2	16.8%

⁻ Indicates there are no data available in the group.

7 296

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, 2024.

7,296

7,296

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 2022-23 school year.

7 204						
7,296			1,2	96		
Reading	7,391	2%	88	2%	*	2%
Mathematics	7,386	2%	88	2%	*	2%
Reading	7,296	2%	103	2%	-	-
Mathematics	7,293	2%	103	2%	-	-
Reading	6,823	2%	87	2%	*	2%
Mathematics	6,825	2%	87	2%	*	2%
Science	6,820	2%	86	2%	*	2%
Reading	6,480	2%	95	2%	-	-
Mathematics	6,481	2%	96	2%	-	-
Reading	6,309	2%	77	2%	-	-

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 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	45%	47%	44%	50%	*	*	-	60%	45%	54%	40%

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