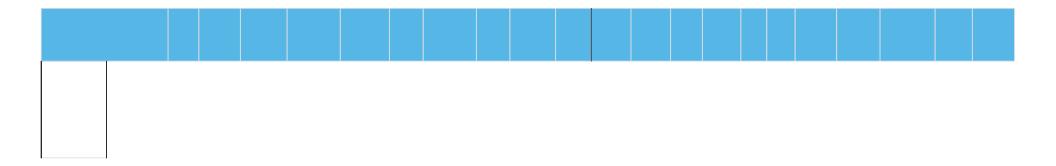
		Te	exas Education Agency		
Science	All Students 35% 38%	* 17% *	- * - 13% 38%	8% 18% 19% 19% 13% -	*
	CWD 23% 23%   CWOD * *	** 10% -		8% - * 14% 0% -	
	• •				





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)

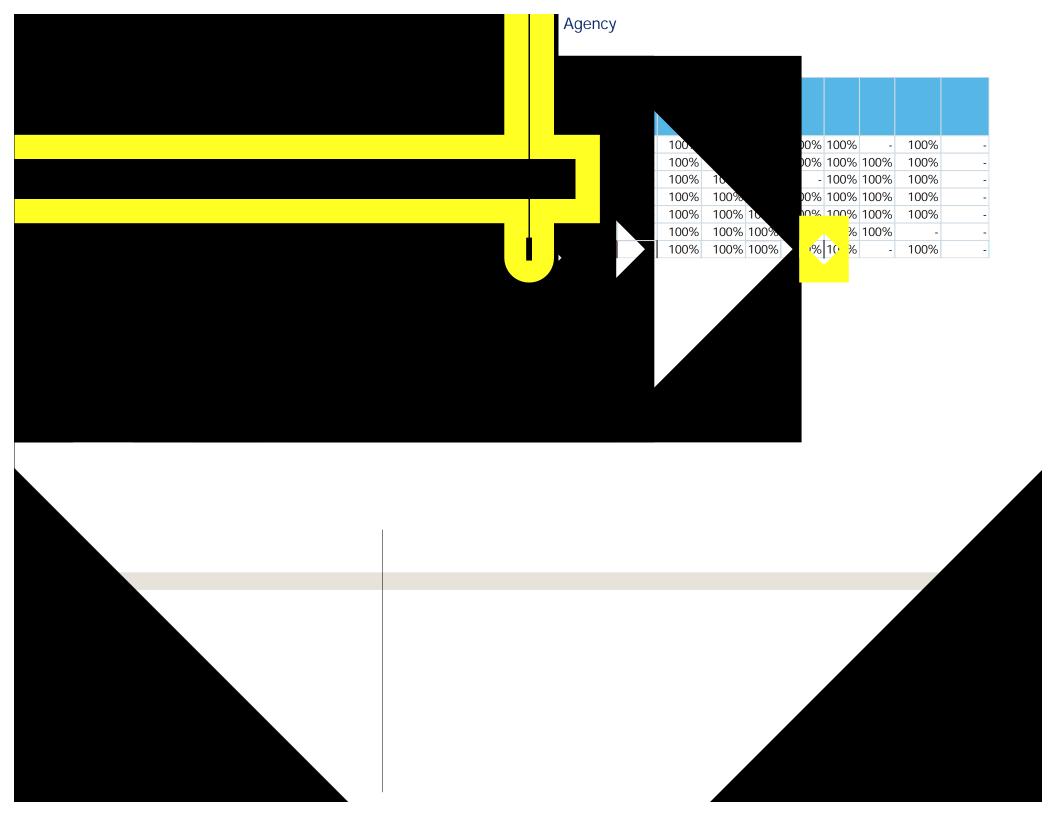
STAAR Component Score	39	45	39	52	-	19	-	-	37	25	36
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

- 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)







Incidents of threats of physical attack without a weapon	0

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	3.0	8.9%
Teachers Teaching with Emergency or Provisional Credentials	1.0	3 <b>DB</b> b
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	1.6	5.0%

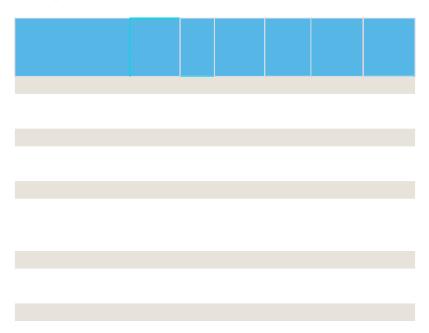
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- Indicates there are no data available in the group.

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.

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.





Grade 4	Reading	Students with Disabilities	89%
		English Learners	<b>9</b> 5%
	Mathematics	Students with Disabilities	87%
		English Learners	95%
Grade 8	Reading	Students with Disabilities	89%
		English Learners	97%
	Mathematics	Students with Disabilities	93%