# Texas Education Agency 2023 Federal Report Card DEWEYVILLE ISD (176903) - NEWTON COUNTY

# Part (i): Description of State Accountability System

Part (i)(i) 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.

Part (i)(II) 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).

			State E	can         Hispanic         White         Indian         Asian         Islander         Races         Disadv         Éduc         Former)           62%         36%         62%         43%         74%         45%         58%         33%         13%         20%           62%         36%         62%         43%         74%         45%         58%         33%         13%         20%           63%         47%         68%         53%         78%         54%         65%         44%         28%         33%           64%         58%         74%         63%         82%         63%         72%         55%         43%         48%           66%         68%         81%         72%         87%         73%         79%         67%         57%         60%           66%         35%         48%         37%         72%         41%         44%         32%         15%         31%           66%         35%         48%         37%         72%         41%         44%         32%         15%         31%           66%         35%         48%         37%         75%         51%         53%         43%													
		All Students	African American	Hispanic	White		Asian		More			(Curren &					
Academic Pe	rformance (At Meets Gra	de Level o	r Above)														
Reading/ELA	Baseline Rates	44%	32%	36%	62%	43%	74%	45%	58%	33%	13%	20%					
	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%	5% 43% 7% 57% 2% 15% 2% 15% 3% 29% 4% 43%	66%					
EL Progress		OR CANCEL MARKET STATE OF THE S	FARMANIA MARTINIA MA	IN THOMOSPHONE AND CONCORD	Ones restricted and the least	ine neemee n	Secretarion de la compansión de la com	ineres su mans su managores i	neses sue su constituir de la constituir	İsanıanınınınını	berennanemenen	i saeca se meso ec poesee					
	Baseline Rates			······································	·		***************************************			***********		34%					
	2022-23 through 2026-27									***************************************		34%					
	2027-28 through 2031-32				\$11.11.11.11.11.11.11.11.11.11.11.11.11.							36%					
	2032-33 through 2036-37				}				**************************************		~~~~~~	38%					
	2037-38	***************************************	.,,,.,,.,,.,.,.,.,.,.,.,.,	.,,,,,								40%					
Graduation R	tate: 4-Year Longitudinal	Rate	( pasyrodeodrossprogradiogado)	in a print of the state of the	CHO.NYSYDUJOAYION	e-ye-life-yyaqqa-ay-ay-ay-a		anno contro e do est	and the state of t	Antoniananoninanan	(Anno Aromenia Aronamora)	American de la composition d					
***********************	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%			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%					

			State ES	SA Goals	(Middle	Schools)						
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races		Special Educ	EL (Current & Former)
Academic Pe	erformance (At Meets Gra	de Level o	r Above)	danouncement annuacemen	ino-vocanouro- 1294	ing a service of the	idan wasan ma	ones and a second second second	d accessors and a second	CONTRACT OF CONTRACTOR	TOWNS POWER WAS TOWNED TO	hamarnaman sawna
Reading/ELA	Baseline Rates	44%	32%	35%	59%	44%	74%	46%	56%	31%	19%	28%
	2022-23 through 2026-27	44%	32%	35%	59%	44%	74%	46%	56%	31%	19%	28%
	2027-28 through 2031-32	53%	43%	46%	66%	53%	78%	55%	63%	43%	33%	40%
	2032-33 through 2036-37	62%	54%	57%	73%	62%	82%	64%	70%	55%	47%	52%
	2037-38	72%	66%	68%	80%	72%	87%	73%	78%	66%	60%	64%
Mathematics	Baseline Rates	47%	32%	39%	61%	47%	85%	52%	56%	35%	21%	36%
	2022-23 through 2026-27	47%	32%	39%	61%	47%	85%	52%	56%	35%	21%	36%
	2027-28 through 2031-32	56%	43%	49%	68%	56%	88%	60%	63%	46%	34%	47%
	2032-33 through 2036-37	65%	54%	59%	75%	65%	91%	68%	70%	57%	47%	58%
	2037-38	74%	66%	70%	81%	74%	93%	76%	78%	68%	61%	68%
EL Progress	- Annaha Manadakan Shillin Sa Mahala Afarika Afarika Afarika Annaha Abada Afarika A	nojawajo zaposja igo znanijo.	r holm Arribbbildon geuggeridg	paspalikasjip Mazzadis Ma	eastpopul/astphia	an akulan dipaktan opposipsa	georgedocrapations.	Sepul (A. Cappure A. Sanderd) u	oliko nyanjari apioi	gost altitimos silvininini	productions are support	Managera <b>a</b> thareas an ann
,	Baseline Rates							ļ				44%
	2022-23 through 2026-27						,.,	į			***************************************	44%
	2027-28 through 2031-32			<u> </u>								46%
	2032-33 through 2036-37							i		,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	·····	48%
	2037-38											50%

			State ESS/	A Goals (E	lement	ary School	s)					V-0-00-0-0-0-0		
All African Hispanic White Indian Asian Islander Races Disady Educ Former)  Academic Performance (At Meets Grade Level or Above)														
Academic Performance (At Meets Grade Level or Above)														
Reading/ELA	Baseline Rates	46%	34%	39%	59%	44%	73%	46%	55%	35%	26%	37%		
	2022-23 through 2026-27	46%	34%	39%	59%	44%	73%	46%	55%	35%	26%	37%		
	2027-28 through 2031-32	55%	45%	49%	66%	53%	78%	55%	63%	46%	38%	48%		

			State ESS/	A Goals (E	lementa	ary School	s)					
		All Students	African American	Hispanic		American Indian		Pacific Islander	Two or More Races		Special Educ	EL (Current & Former)
	2032-33 through 2036-37	64%	56%	59%	73%	62%	83%	64%	71%	57%	50%	59%
· · · · · · · · · · · · · · · · · · ·	2037-38	73%	67%	70%	80%	72%	87%	73%	78%	68%	63%	69%
Mathematics	Baseline Rates	49%	33%	44%	60%	47%	82%	51%	55%	40%	29%	45%
	2022-23 through 2026-27	49%	33%	44%	60%	47%	82%	51%	55%	40%	29%	45%
	2027-28 through 2031-32	58%	44%	53%	67%	56%	85%	59%	63%	50%	41%	54%
	2032-33 through 2036-37	67%	55%	62%	74%	65%	88%	67%	71%	60%	53%	63%
	2037-38	75%	67%	72%	80%	74%	91%	76%	78%	70%	65%	73%
EL Progress	ed Aprilia in Aprilia de Sala de Calendra	ant Activities and Park The Charles and	ponyelis Antoniyo ytti iyris to	: 200 Kon Mallio Vacce Mallio VA. co.	ale en	<del>rat</del> rositos <del>atros estatoberes</del> tic		ekalanakon etkin sinne ekinetari	economico reconsido anterior	e payaraganyaragano.	***************************************	***************************************
	Baseline Rates	·		:			************					49%
	2022-23 through 2026-27			: :								49%
	2027-28 through 2031-32	······································				·, · · · · · · · · · · · · · · · · · ·						51%
	2032-33 through 2036-37			: :								53%
	2037-38	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,		: :			404,000,000				***************************************	55%

Part (I)(III) the Indicators used to meaningfully differentiate all public schools in the State:

- a. Academic Achievement Indicator: STAAR Performance Status (Percent at Meets Grade Level or Above)
- b. Other Academic Indicator for Non-High Schools: STAAR Growth Status
- c. Graduation Rate: Federal Graduation Status
- d. ELP Indicator: English Learner Language Proficiency Status
- e, School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12s; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

Part (I)(IV) the State's system for meaningfully differentiating all public schools in the State, including -- (aa) the specific weight of the indicators in such differentiation

Campus Type	Indicator	Welght
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language Proficiency	10%
	SQSS: Student Achievement Domain Score: STAAR Component Only	10%
High Schools, K-12s, and AEAs	Academic Achievement	50%
	Federal Graduation Status or Academic Growth Status1	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness or Student Domain Score: STAAR Component Only2	30%

- 1 If Federal Graduation Status is not available, Academic Growth Status is used.
- 2 If College, Career, and Military Readiness is not available, Student Achievement Domain Score: STAAR Component Only is used.

(bb) 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

(cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students. Texas uses the Closing the Gaps domain to identify campuses that have consistently under-performing student groups. A student group that misses the targets in at least the same three indicators, for three consecutive years, is considered 'consistently underperforming'. Any campus not identified for Comprehensive Support and Improvement (CSI) that has at least one consistently underperforming student group is identified for Targeted Support and Improvement (TSI). TSI identifies both Title I and non-Title I campuses. Data from 2019, 2022, and 2023 are considered consecutive years for 2023 TSI identification. See the accountability manual for details. Chapter 10-2023 Identification of Schools for Improvement

(dd) the methodology by which the State identifies a school for comprehensive support and improvement. Texas annually ranks all Title I campuses based on Closing the Gaps scaled scores. First, Texas determines the bottom five percent of Closing the Gaps outcomes by rank ordering the scaled scores of Title I campuses by schooltype - elementary, middle, high schoolt/K-12, and alternative education accountability. Texas then determines which campuses fell in the bottom five percent for each school type. Title I campuses that rank in their school type's bottom five percent are identified for CSI. Any Title I campus identified for Additional Targeted Support (ATS) for three consecutive years will be identified for CSI the following school year.

Part (I)(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement or implementing targeted support and improvement plans. Campuses Identified for Support under the Every Student Succeeds Act (ESSA) for the 2022-2023 school year: Comprehensive Support and Improvement Schools , Targeted Support and Improvement Schools and Additional Targeted Support Schools .

Part (i)(VI) the exit criteria established by the State, including the length of years established. Campuses that do not rank in their school type's bottom five percent of the Closing the Gaps domain for two consecutive years and have Closing the Gaps domain scaled score by the end of the second year that is higher than when originally identified are considered as having successfully exited. Campuses previously identified as CSI based solely on a graduation rate must have a four or six-year federal graduation rate of at least 66.7 percent for two consecutive years to exit CSI status.

#### Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2022-23 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

Mathematics A	All Students CWD CWOD EL Male Female All Students	75% 51% 80% 65% 73%	73% 51% 77%	56%	r Above		r non-iudoldisud fila	enters of Albania (1) at the Art Schedul of Art Selection	ing and regions of the second second	CANADAMAN	onwell i de vil eller Vill i del neglesiye yappangan dan de	o o a provincia de decembros.	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,		er og forstalleten	OMANUTACION	
Reading 6	Students CWD CWOD EL Male Female All Students CWD CWOD	51% 80% 65% 73%	51%		*	·····						ALCOHOL SERVICE OF					
Mathematics A	Students CWD CWOD EL Male Female All Students CWD CWOD	51% 80% 65% 73%	51%		*		.,							,			
Mathematics A	CWOD EL Male Female All Students CWD	80% 65% 73%		gen/		*	59%	*		*	52%	71%	50%	57%	-:	58%	5
Mathematics A	EL Male Female All Students CWD	65% 73%	77%	50%	-	-	50%			-	*	*	50%	-	-:	50%	
Mathematics A	Male Female All Students CWD	73%		57%		*	61%	*:	-	*	56%	60%		57%	- [	60%	5
Mathematics A	Female All Students CWD CWOD	·	63%				-		_			-	-		- [_	-	
Mathematics A	All Students CWD CWOD	78%	71%	58%	*	**	59%	*	-	*	55%	67%	50%	60%	- į	58%	
	Students CWD CWOD		76%	50%	-		57%		-	*	· · · · · · · · · · · · · · · · · · ·	*		50%			5
E N	CWD	72%	68%	67%	*	*	69%	*.	-	*	62%	86%	50%	70%	-	77%	4
E N	CWOD	51%	51%	50%	-		50%				*	*	50%			50%	
P F		76%	71%	70%	*		74%	*	-	*	68%	80%		70%		85%	4
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M	Male	77%	71%	87%	-	-	87%		-	-	85%	*	60%	94%	-	87%	,
F	Female	83%	80%	95%	*	80%	100%		-	-	93%	100%	*	95%	*	-	9
Mathematics /	All Students	79%	74%	91%	*	80%	92%	-! .		-	88%	100%	83%	92%	*	91%	9
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F	Female	79%	75%	90%	*	80%	93%	٠	-	-	86%	100%	*	89%	*	-	9
	All	64%	57%	53%	*	20%	57%		-	-	50%	67%	67%	51%	*:	57%	6
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		State	Region 05	District	African American	Hispanic	White	American Indian		Pacific Islander	or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Fe
Reading	All Students	77%	74%	85%	-	······································	83%		_	_	*	82%	92%	*	90%	-	73%	: :
	CWD	45%	38%	*	-	-	*	-	-		-	*	*	*	-		*	
	CWOD	82%	80%	90%		*	89%	-	-	-	*	86%	100%	-	90%	: <i>-</i> -	85%	
	EL	62%	60%	-		-	-	-	-	-	-		•	-	-	-	-	1
	Male	73%	69%	73%	-	*	69%			-	A	73%	*	*	85%	-	73%	
	Female	81%	79%	95%	-	*	94%			-	*	91%	100%	*	94%	-	-	-
Mathematics	All Students	61%	58%	53%	-	*	53%	-		•	٨	50%	58%	٠	58%		60%	
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	EL	47%	48%	-				_	-		_	-		_	-	-	-	<u>.</u>
	Male	62%	59%	60%		*	62%	-	_		*	55%	*	*	69%	-	60%	ļ
manty-opening-opt-open-sight Artificotions	Female	60%	58%	47%		*	47%	-	-	-		45%	50%	*	50%	-		Manage
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Reading	All Students	82%	80%	88%	-	*	L		-		-	82%	95%		94%	•	85%	ļ
	CWD	51%	47%	57%	-	*		*	·	-	-	60%		57%	-	-		ļ
	CWOD	86%	84%	94%	-	*	97%	-			-	88%	100%	-	94%	; <b>-</b>	89%	1
	EL	68%	65%				-	-	<u> </u>	-	_		-	-	<u>-</u>			ļ
	Male	78%	76%	85%		*	88%	-				67%	100%	*	89%		85%	
······	Female	86%	84%	91%		*		*		-	-	92%	89%	·····	100%	. <u>-</u>	-	
Mathematics	All Students	74%	70%	64%	- ·	*	68%	•			-	55%	77%	43%	69%		57%	
	CWD	48%	44%	43%	-	*	60%	*	-	-	-	20%	^	43%		: <u>-</u>		<u>'</u>
	CWOD	79%	74%	69%		*	70%	-	-		-	67%	73%	-	69%		62%	ļ
	EL	64%	59%	-	_		_	-	-			-	-	-		: 	<u> </u>	
	Male	73%	68%	57%	_	*	55%	_	<u> </u>	-		50%	67%	*	62%	<u> </u>	57%	ļ
	Female	76%	73%	68%	-	*	76%	*	-			58%	86%	50%	77%	<u> </u>	-	
Science	All Students	73%	69%	74%	_	*	78%	*		-	_	64%	85%	29%	83%	-	75%	ļ.
	CWD	45%	45%	29%	-	*	40%	*		-	·	40%		29%		ļ		1
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	EL	56%	53%	•	-	-	-	-	-	-	-		-	-	-	ļ <u>.</u>	: •	
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End of Cour English I	All Students	70%	67%	77%	*	*	79%	-	-	-	*	74%	82%	*	82%	*	73%	
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	CWOD	75%	72%	82%	-	*	83%		-	-	*	79%	86%		82%	*	77%	1
	EL	49%	47%	*	-	*	-	-	-	-	-	*	-	-	*	. *	*	1
	Male	65%	60%	73%	*	*	74%	-	-	-	٠	67%	83%	*	77%	*	73%	1
	Female	76%	75%	85%	-	*	88%	-	-	-	-	90%	80%	*	89%	-	Ī .	•
English II	All Students	73%	69%	67%	*	67%	66%		-	-	-	59%	73%	14%	76%	*	56%	
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	Male	68%	63%	56%	*		48%	<u> </u>	-	-	: : :	54%	57%	20%	64%	*	56%	, <u>.</u>
	Female	78%	76%	80%	-	*	83%		-	-		67%	88%		87%			•
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Biology	All Students	87%	86%	91%	-	*	90%	-		-	*	91%	91%	40%	96%	-	94%	1
	CWD	67%	62%	40%		-	40%	-	-	-	_	*	*	40%	-	-		ļ
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		State	Region 05		African American	Hispanic		American Indian		Pacific Islander	or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Fen
	CWOD	53%	47%	37%	*	*	39%	*	- -	-	*	36%	40%	-	37%	-	35%	
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	Male	46%	43%	38%	*	*	41%	*		-	*	30%	67%	50%	35%	· -	38%	i L
	Female	53%	46%	40%	-	*	43%			-	*	44%	*	-	40%	<u> </u>	-	
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	CWD	27%	25%	20%			20%			-		33%	*	20%	.,		13%	
	CWOD	51%	40%	29%			31%				*	24%	43%		29%		28%	3
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	Female	43%	34%	33%		************************	33%		<u> </u>			43%	20%	*	30%	÷	2070	
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Grade 5 Reading	All Students	56%	48%	65%	*	60%	65%	-			-	62%	78%	67%	65%	*	61%	7
	CWD	27%	23%	67%	_		67%						*	67%		·····	60%	
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Grade 6 Reading	All Students	51%	43%	56%	*	*	58%	*	-	-	_	38%	75%	0%	72%	-	55%	
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	CWOD	56%	47%	72%		*	73%		<u></u>	······································		57%	83%			·	63%	
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	Male	47%	39%	55%	: 	*	58%	*	ļ			38%	78%	*		÷	55%	<b> </b>
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		State	Region 05	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Fem
	Male	49%	43%	60%	: 	*	54%	-		-	*	55%	*	*	69%	-	60%	
	Female	57%	54%	47%	- 	*	47%		-	-	: * 	55%	38%	*	50%	-	_	4
Mathematics	All Students	36%	31%	18%		*	17%	-	-	-	*	18%	17%	. *	19%	-	20%	1
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Grade 8	izanemenenmenend	lectrorrections.	CROSCO PROCESSOR AND A	rine-security extraoreces section	Story or any or any or any or any or any	i Angerenga, rapas jama rapas jama rapas k	inasserypasserere	tanti i Adda Alisada a mamadada	UBUS KANDON KU	KARONI AAA OO BOO SOO SOO SOO	E ELIZONESINE OCUPERE	THE THE ROOM TO STATE OF THE ST	enter de la contraction de la		HOLMOLANDO MARIO SADO	-MACOUS COMPANY	CONTRACTOR AND	(vijpontevaa
Reading	All Students	56%	51%	62%	-	*	68%	*	-	-	-	50%	75%	14%	71%		70%	5
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	EL	34%	29%		-	-	-	-	-	•	<u> </u>	-	-	-		-	-	ļ
	Male	50%	46%	70%		*	76%	-		-	-	56%	82%	*	1770		70%	ļ <u>.</u>
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	CWD	24%	23%	0%		*	0%	*	-	-		0%	*	0%	-		*	
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	CWOD	54%	50%	57%	-	*	60%	-	-	-	*	57%	57%	-	57%	*	57%	5
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	Male	44%	39%	52%	*	*	52%	-	-	-	*	48%	58%	*	57%	*	52%	
	Female	57%	54%	55%		*	63%	-	-	-	-	60%	50%	*	58%	_	-	5
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Algebra I	All Students	42%	35%	31%				-	-	-	*	26%	37%	*	31%	-	35%	2
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	Female	44%	38%	26%			27%		-	-	-	21%	31%	*	27%	-	-	2
Biology	All Students	54%	48%		-	*	55%	-	-	-	*	51%	55%	20%	56%	_	67%	3
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	CWOD	58%	51%	56%	-	*	59%	-	_	<u> </u>	*	55%	57%	: :	56%	_	70%	3
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	Male	53%	47%	67%	-	*	68%	<u> </u>		-	*	65%	69%	*	70%	<u> </u>	67%	
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	Male	18%	13%	10%	0%	16%	11%				8%	8%	16%	3%	12%	*	10%	
	Female	19%	13%	11%	*	6%	12%	*	-	-	*	8%	15%	2%	12%	*		
	All Students	20%	14%	15%	0%	16%	16%	*			14%	12%	21%	}	17%	·	14%	1
	CWD	7%	5%	4%	*	*	4%	*	-	-	-	0%	11%	4%	-		3%	
	CWOD	22%	16%	17%	*	17%	18%	*		-/	14%	14%	22%		17%	. *		1
	EL	9%	6%	*		*	_		_			*			*	ļk	*	
	Male	17%	12%	14%	*	15%	14%	*	-	-	20%	10%	20%	3%	16%	*	14%	
	Female	23%	17%	17%	*	17%	18%	*	-	-	*	14%	21%	5%	19%	L*		1
Mathematics		18%	12%	7%	*	5%	8%	*			0%	5%	11%		8%	*	9%	
	CWD	8%	6%	2%	-	*	2%	*		,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,		3%	0%	2%	-		4%	
	CWOD	20%	13%	8%	*	6%	9%	*	-	-	0%	6%	13%		8%	*	10%	
	EL	11%	8%	*	-	*	-		-	-	-	*	-	-	*	*	-	
Ī	Male	20%	13%	9%	*	13%	9%	*	-	-	0%	6%	14%	4%	10%	·········	9%	
1	Female	16%	10%	6%	*	0%	6%	*	-		*		8%	0%	6%			}
	remate	10.76																

		State	Region 05		African American	Hispanic		American Indian	Asian	Pacific Islander				CWD	CWOD	EL	Male	Fem
Science	All Students	17%	11%	7%	•	8%	7%	•	-	-	*	4%	12%	0%	8%	*	7%	
	CWD	7%	6%	0%	-	*	0%	*	-	-	-	0%	0%	0%	-		0%	1
	CWOD	19%	12%	8%	*	9%	8%	<u> </u>	-	-	*	5%	13%	-	8%	*	7%	
	EL	6%	3%	*	-	*	-	-			-	*	-	-	*	*	-	1
	Male	19%	13%	7%	-	*	6%	-	-	_	*	4%	11%	0%	7%		7%	1
	Female	16%	9%	8%	*	0%	9%	*	-	-	-	5%	13%	0%	9%	*	-	

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

#### Part (iii): Academic Growth and Graduation Rate

#### Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2022-23 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

		African American	Hispanic	White	American Indian		Pacific Islander		Econ	CWD	EL
Academic C			Barren Para Antonio	***************************************	Parameter and American	Americana con ano	- Michigan Paganan (1994)	\$496900000000000000000000000000000000000	, So Maritido redecedes corpor	S <sub>S</sub> MONFO MEMORE	\$90,000,004
Reading	ek.commedicibilization/unifilmite.	and process of the pr	repulpressure estatus	ndoesdesdesdesdesdesde	ry de constantes de la constante de la constan	garandige resources		anamatan canar		and the same of th	-con-u-se
All Students	60	*	72	60	*	-	-	*	57	43	*
CWD	43	*	*	41	*	-	-	-	40	43	-
CWOD	63	*	76	63	· · · · · · · · · · · · · · · · · · ·	-	-	*	60	-	*
EL +	*	•				•	-	-	*	-	*
Male	59	+	85	56	i <b>4</b>	-		*	58	34	*
Female	62	*	56	63		-	-	*	55	54	*
Mathematic		(countrateur y mount y cei	NAMES OF STREET STREET, STREET	i naznument	formen untrakti isan tensemben	ilanini Padallaninia	iwawanankanan aa	inemernamen ovrov	nummentamentam	*2000	Secondario
All Students	58	*	50	58	*	-		*	58	56	*
CMD	56	-	*	59	*		-		53	56	-
CWOD	58	*	54	58		-	-	*	59	•	*
EL ♦	*	-	*	-	-	-	-	-	*		*
Male	50	*	36	53	*	_	-	*	51	58	
Female	66	*	64	64	*	_	_	*	68	54	*

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

# Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates for the class of 2022.

	All	African			American		Pacific		Econ				Foster
	Students	American	Hispanic	White	Indian	Asian	Islande <i>r</i>	Races	Disadv	CWD	EL∻	Homeless ♦	Care ❖
Federal Gra	duation R	ates											
4-year Long	itudinal C	ohort Grad	uation Rat	e (Gr 9	-12): Class	of 2022	INCOMENTAL CONTRACTOR AND	SANS PASSABLIANS CONTEN	DON THE RY AND STREET	SALLAND RALAW DW	enerme <del>rt</del> ema	METRIC PROMITED AND PROVINCE PROMISE PROMISE	PER LET PET TON POPPORT
All Students	91.2%	-	*	90.6%	-	-	-	-	94.4%	71.4%	-	*	,
CWD	71.4%	-	*	66.7%	-	-	-	-	83.3%	71.4%	-	-	
CWOD	96,3%	-	*	96,2%			-		100.0%			*	1
EL ≎	-	-	-	-	-	-	-	-	-	_	-	-	
Male	89.5%		*	88.9%	-	-	-	-	100.0%	83.3%	-	*	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,
Female	93.3%		*	92.9%		-	-	-	85,7%	*	-	*	

- Indicates there are no students in the group.
- \* Indicates results are masked due to small numbers to protect student confidentiality.
- ♦ Ever in grades 9-12.

#### Part (iv): English Language Proficiency

This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2023 TELPAS (Texas English Language Proficiency Assessment System) data. (EL: English learner)

Total EL in Class	Proficiency of EL	Rate of Proficiency	
*	*	*	

- Indicates there are no students in the group.
- Indicates results are masked due to small numbers to protect student confidentiality.
- Indicates data reporting does not meet for Minimum Size,

# Part (v): School Quality or Student Success (SQSS)

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)

	All Students	African American	Hispanic		American Indian			Two or More Races		CWD	EL		
Student Success (Student A	Achieveme	nt Domain	Score: ST	AAR Co	mponent (	Only)							
STAAR Component Score	41	22	36	42	14	-	-	40	38	22	27		
School Quality (College, Career, and Military Readiness Performance)													
%Students meeting CCMR	85%	-	*	84%	-	-	-	-	88%	83%	_		

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

#### Part (vi): Goal Meeting Status

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)

Not applicable. In Texas state accountability, no goals or interim objectives have been set at the district / State levels for any indicator for any student group.

# Part (vii): STAAR Participation

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)

		District	African American	Hispanic	White	American Indian	Aslan	Pacific Islander	Two or More Races	Econ Disady	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migran
Participation	Rate						***************************************						************	30333 M001304 A			.,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,
All Subjects	All Students	100%	100%	100%	100%	100%	-	-	100%	100%	100%	100%	100%	100%	100%	100%	
	CWD	100%	*	*	100%	100%		-		100%	100%	100%	-	-	100%	100%	
	CWOD	100%	100%	100%	100%	*	-	-	100%	100%	100%	-	100%	100%	100%	100%	
	EL	100%	deriki dalam da da sa da	100%	-	or control entroperation			·	100%	-		100%	100%	*	*	
	Male	100%	100%	100%	100%		-	-	100%	100%	100%	100%	100%	*	100%	-	
	Female	100%	*	100%	100%	*	-	-	*	100%	100%	100%	100%	*	•	100%	
Reading	All Students	100%	100%	100%	100%	*	-	-	100%	100%	100%	100%	100%	*	100%	100%	†
	CWD	100%	*	*	100%	*	-	-	-	100%	100%	100%		-	100%	100%	-
	CWOD	100%	*	100%	100%	<b>.</b>	-	и	100%	100%	100%	-	100%	<b>*</b>	100%	100%	<del> </del>
	EL	*	***************************************	ļ	-		_	н	-	*		-	*	*	*	*	
	Male	100%	·	100%	100%	*			100%	100%	100%	100%	100%	*	100%	-	
	Female	100%	*		100%	*	-	_	*	100%	100%	100%	100%	*		100%	
Mathematics	<u> </u>	100%	*		ļ	*	-	-	100%	99%	100%	100%	100%	*	99%	100%	
	CWD	100%	-	ļ	100%	*	-	_	_	100%	100%	100%		· •	100%	100%	
	CWOD	100%	*	100%	100%	*		-	100%	99%	100%	-	100%	· *	99%	100%	<u> </u>
	EL	*	-		-			_		*			*	<b>.</b>		*	<u> </u>
	Male	99%	*	100%	99%	*			100%	99%	100%	100%	99%		99%	<u> </u>	
	Female	100%	*	ļ	100%	*			*	100%	100%	100%	100%			100%	
Science	All Students	100%	*	Ļ	<u></u>	*	-	-	*	100%	100%	100%	100%	*	100%	100%	
	CWD	100%	-	÷	100%	*	-		-	100%	100%	100%	-	-	100%	100%	
	CWOD	100%	*	100%	100%	-	-	-	*	100%	100%	-	100%	*	100%	100%	
	EL	*		*	-				-	*	-		*	*		*	4
	Male	100%		*	100%				*	100%	100%	100%	100%	_	100%	ļ	
	Female	100%	*	100%	·~~~	*	~~~~~~~~			100%	100%	100%	100%	. *	-	100%	
SAT/ACT All Subjects	All Students	-		10070	10078	_		-		10070	-	-	10070	-	-	-	J
	CWD				-								.,		-	-	
	CWOD	-,,,		-				_		-							
	EL	······································		ļ	L		-								ļ <u>.</u>		
	Male													-	ļ <u>.</u>		
	Female			ļ <u>-</u>	ļ										<u> </u>		. <del></del>
Non Posticio	: Companyation and an arrange	ara muamona	· · · · · · · · · · · · · · · · · · ·	denovamento accomo	ensemble services	erronant variable variable see	ALCH CORPORATION	-	em-mesomone	Soveranovanovanovanovanovanovanovanovanovanov		enements.	namanananan	inconnocuments	Spanno Adpantos (de	dent-marketing	
Non-Participa All Subjects		0%	0%	0%	0%	0%			0%	0%	0%	0%	0%	0%	0%	0%	
	CWD	0%	*	*	0%	0%				0%	0%	0%			0%	0%	
	CWOD	0%	0%	0%	0%	. U/0 *		<u></u>	0%	0%	0%	U /0	0%	0%	0%	0%	
	EL	0%	U 70	0%	U /0		-		U /6	0%	U/0		0%	0%	) U76	1 170	
	Male	0%	- 0%	0%	0%	*			- 0%	0%	0%	0%	0%	U 76	0%		· <del>.</del>
			U76 *	<u> </u>			-	-	0%	ļ	·			*	U 76	ļ	
	Female	0%		0%	0%	·		-		0%	0%	0%	0%	·		0%	J

			African American	Hispanic	White	American Indian		Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Reading	All Students	0%	0%	0%	0%	, <b>%</b>			0%	0%	0%	0%	0%	*	0%	0%	
	CMD	0%	*	*	0%	*	-		-	0%	0%	0%	_	-	0%	0%	
	CWOD	0%	*	0%	0%	*	i. •		0%	0%	0%	-	0%	*	0%	0%	
	EL	¥	-	*	-	-	-	-	-	*	-	-	*	*			
	Male	0%	*	0%	0%	*	-	-	0%	0%	0%	0%	0%	*	0%		
	Female	0%	*	0%	0%	*	-	-	*	0%	0%	0%	0%	*	-	0%	
Mathematics	All Students	0%	*	0%	0%	*	-	-	0%	1%	0%	0%	0%	*	1%	0%	
	CWD	0%	-	*	0%	*	-	-	-	0%	0%	0%	-	-	0%	0%	
	CWOD	0%	*	0%	0%	*	-	-	0%	1%	0%	-	0%	*	1%	0%	
	EL	*	-		-	-	-	-	-	*	-	•	*:		-		
	Male	1%	*	0%	1%	*	-	-	0%	1%	0%	0%	1%	-	1%	-	
	Female	0%	*	0%	0%	*	•		*	0%	0%	0%	0%	*		0%	
Science	All Students	0%	*	0%	. 0%	*	•	-	÷	0%	0%	0%	0%	*	0%	0%	
	CWD	0%	-	*	0%	*	-	-	-	0%	0%	0%	-	-	0%	0%	
	CWOD	0%	sk.	0%	0%	-		-	*	0%	0%	-	0%	*	0%	0%	
	EL	*	-	*	-	-	•	-	•	*	-	-	*	*			:
	Male	0%	-	*	0%	-	-	-	*	0%	0%	0%	0%	-	0%	: •	
	Female	0%	*	0%	0%	*	-	-	-	0%	0%	0%	0%	*	-	0%	
SAT/ACT All Subjects	All Students	Ħ	_	-	-	-	-	_	_	-	_	-	-	_			•
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	1	: <u>-</u>	
	CWOD	-	-	-	-	-	-	-	-	•	•	<u> </u>		-	-		
	EL	-	-	-	-	`-	-	=	-		•	-		-	:		
	Maie	•		-	-			-	-	-	-	-		-			
	Female							-	-	-	-	-					•

<sup>-</sup> Indicates there are no students in the group.

# Part (viii): Civil Rights Data

Part (viil)(I) This section provides information from the 2020-21 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander		EL	Students with Disabilities	Students with Disabilities (Section 504
Students Without Disabilities		ACCIDENT PORTOCOCCUSA	MONEY CONTRACTOR SACRET MAN	ELECTRICATE OF CONTROL OF CO.	Mala and mala and inch		SOURCE SERVICES	Sandamer Willer St.	MC 14 A MC 400 MC 120 M	in woman	on a result of the second of the second	autoritheiseitheutrauthte Horna
In-School Suspensions	noderskrodyte sykrobenskro	olik roman kalan dan dan dan dan dan dan dan dan dan d	venik orkonik njekonjek onikari Morai	control de	eroerone de rotero	errore con constitution and	KONEDIATO MEDINESOR	NO ROAD AL THINGS NO THE O	octoca Augmenta (Acciden		NOTHER PROPERTY AND	TERRO DE TRANSPORTA ESTA DE LA CONTRA DE LA C
	Male	35	1	3	30	1	0	0	0	0		
	Female	31	1	2	28	0	0	0	0	0		
	Total	66	2	5	58	1	0	0	0	0		
Out-of-School Suspensions					or chosenny		and the second s	90000100000000000000000000000000000000	**************	******		
***************************************	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0	,	
	Total	0	0	0	0	0	0	0	0	0		
Expulsions	330333030393303	A Characher de la transferior	ration returns to the second s	*****************	na manavana		nemen v menov	**************************************				***************************************
With Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0	,,,,,,	,,,-,-,,,-,-,,,-,-,-,
Without Educational Services	Male	0	0	0	0	0	0	0	0	0	/A.M.A.M.A.	***************************************
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0		0	0		
School-Related Arrests		*******************************				***************************************	-capacitation op	houseway of will refer to his his highligh	*******************	10499-1110-1	Abakin wan manana mana mana mana mana mana ma	***************************************
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		***************************************
Referrals to Law Enforcemen	it	al-manusk og fredkandet odder fatter fatter	Jahishia rawalka rabiha rabina.	CONTRACTOR OF THE PROPERTY OF	NA TORKEROT ANTION	· >>>	- ANT THE PROPERTY OF THE PROPERTY OF	THE PARTY OF THE P	OF STREET AND STREET, STREET	NGC STATE OF	CONTROL OF THE CONTRO	romonium f. Architect (h. Architecture). One.
	Male	0	0	0	0	0	0	0	0	0	, cercerce, cerco e : como e : cercerce, cerco	
	Female	0	0	0	0	0	0	0	0	0		**** **********************************
	Total	0	0	0	0	0	0	0	ก	0		

<sup>\*</sup> Indicates results are masked due to small numbers to protect student confidentiality.

		Total students	African American	Hispanic	White	indian or Alaska Native	:	Pacific Islander		EL	Students with Disabilities	Students with Disabilities (Section 504)
In-School Suspensions	NEL AUGUSTAN MARKAN	have estended on each or re-	noway, rawent couple, and	iros nadaurino no medical	75a.cabodico.	ea.udoaceado na castillado. S	inenconarius	Own. 30037 (16000966) / 4	inesserve occave, over	ayees. a	a. marrapagana	A CONTRACTOR OF THE PROPERTY O
n on Alexandro con altra della Alexandro (Alexandro e Arena della Alexandro (Alexandro e Alexandro (Alexandro A	Male	6	0	0	6	0	0	. 0	0	0		3
	Female	3	0	0	3	0	0	. 0	0	0		0
	Total	9	0	0	9	0	0	0	0	0		3
Out-of-School Suspensions	LINE SHARE SHEET	***************************************	Selective to restrict the restrict to reco	м/Адтикоткодиствория	voorteelijgateaasjens-	college de dos frontes circulados	na Jaminati Malababa da	#0110 W2000100 00 KR 1200 1-11		ersexina	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	. 0	0	0		0
	Total	0	0	0	0	0	0	. 0	. 0	0		0
Expulsions	nero esserta de esserta en es	estern seer old sold on the color of the	uerasia <del>n telebenden te</del> ve <del>sten de he</del> nd	or opposite and all states and a second		······································	a acrost to Current (Mrs.	and the state of t	anner der Meine art Müse		11 - 11 - 11 - 11 - 11 - 11 - 11 - 11	
With Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	. 0	0	0		O
	Total	0	0	0	0	0	0	0	0	0		C
Without Educational Services	Male	0	0	0	0	0	0	0	. 0	0		C
	Female	0	0	0	0	0	0	. 0	0	0		C
	Total	0	0	0	0	0	0	. 0	0	0		C
Under Zero Tolerance Policies	Male	0	0		0	0	0	0	0	0		C
	Female	0	0	0	0	0	0	. 0	0	0		C
	Total	0	0	0	0	0	0	. 0	0	0		C
School-Related Arrests			111111111111111111111111111111111111111				,					
A COLOR OF THE PROPERTY OF THE	Male	0	0	0	0	0	0	0	0	0		C
	Female	0	0	. 0	0	0	0	0	0	0		C
	Total	0	0	0	0	0	0	. 0	0	0		C
Referrals to Law Enforcemen	nt	***************************************	,									
	Male	0	0	0	0	0	0	. 0	0	0		C
	Female	0	0		0	0	0	0	0	0		C
	Total	0	0		0	0	0	. 0	0	0		(
All Students							100000000000000000000000000000000000000					
Chronic Absenteeism							,					
	Male	47	-	1	45	-	-		1	-	10	3
	Female	44	-	5	39	-	-	_	_	_	6	
	Total	91	_	6	84	-		-	1	-	16	Ę

	Total
Incidents of Violence	
Incidents of rape or attempted rape	0
Incidents of sexual assault (other than rape)	0
Incidents of robbery with a weapon	0
Incidents of robbery without a weapon	0
Incidents of physical attack or fight with a weapon	0
Incidents of physical attack or fight without a weapon	10
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack without a weapon	0
Incidents of possession of a firearm or explosive device	0
Allegations of Harassment or bullying	
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

Part (viii)(II) This section provides information from the 2020-21 CRDC surveys, submitted by school districts to the Office for Oivil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

		Total students	African American	Hispanic	White	Indian or Alaska Native		Pacific	Two or More Races		Students with Disabilities
Preschool Programs	#15.##13#13#1###### PORT	ccopy proving war and	0.0000000000000000000000000000000000000		******************************			,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,			
	Male	12	0	0	12	0	0	0	0	0	0
	Female	18	0	1	16	0	0	0	1	0	0
	Total	30	0	1	28	0	0	0	1	0	0
Accelerated Coursework	gyrósupaspajuntaanastajun	Šaco Arcu Ard Ard Salat Sovietica	korumun onen moremen o		iamenamenton	årssa i esterni erstande proteste	is poeroekid kiidr.		ansaalii asmaatia	arnerece.	Carrier progress production of the security of
Advanced Placement Courses	Male	-	-	-			-	-	-	-	
	Female	-	-	_	-		-	-	-	-	
	Total			-	-	· -			-	-	-
International Baccalaureate Courses	Male		· ·	. <u>-</u>	_	· · · · · · · · · · · · · · · · · · ·	-		-	-	
	Female	-	_		*	-	· -	-		-	-
	Total	-	:		-	-	· •	-	-	-	

		Total students	African American	Hispanic	White	Indian or Alaska Native		Pacific Islander		:	Students with Disabilities
Dual Enrollment/Dual Credit Programs	Male	7	0	0	7	0	0	0	0	0	0
	Female	15	0	0	15	0	0	0	0	0	0
	Total	22	0	. 0	22	0	0	0	0	0	0

Blank cell indicates the student group is not applicable to this report.

- Indicates there are no data available in the group.
- -3 Indicates skip logic failure.
- -5 Indicates Action Plan/Quick Plans.
- -8 Indicates EDFacts missing data.
- -9 Indicates not applicable / skipped.
- -11 Indicates suppressed data at the campus/district level.
- \*\*\* Indicates aggregated data at the state level is not available due to suppressed data at the campus level.

# Part (ix): Teacher Quality Data

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.

	All School		High-Pove	ty Schools	Low-Poverty Scho		
	Number	Percent	Number	Percent	Number	Percent	
Inexperienced Teachers, Principals, and Other School Leaders	9,6	17.5%	1				
Teachers Teaching with Emergency or Provisional Credentials	0,0	-					
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed		24.8%					

<sup>-</sup> Indicates there are no data available in the group,

# Part (x): Per-pupil Expenditure

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.

# Part (xi): STAAR Alternate 2 Participation

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.

	State	State	Region 05 Number of ALT2	Region 05 Rate of ALT2	District Number of ALT2	District
Grade 3	Number of Acta	Nate of ALIA	Nullibel Of AETZ	MAIG OI AGIZ		WALL OF THE P
	7.004			30/		3%
Reading	7,391	2%	107	2%		3%
Mathematics	7,386	2%	107	2%		3%
Grade 4	······································	y		g	·	
Reading	7,296	2%	104	2%	*	3%
Mathematics	7,293	2%	104	2%	*	3%
Grade 5						
Reading	6,823	2%	108	2%		2%
Mathematics	6,825	2%	108	2%	*	2%
Science	6,820	2%	108	2%	*	2%
Grade 6					***************************************	
Reading	6,480	2%	105	2%	-	-
Mathematics	6,481	2%	104	2%		
Grade 7		jupp <b>g</b> yuga <b>g</b> pupruusuumdirid <b>a</b> edir	AND THE PROPERTY OF THE PROPER	(anterior and a superior and a superior and a		
Reading	6,309	2%	89	1%	-	
Mathematics	6,300	2%	88	1%	-	
Grade 8	nzarconmenn järsiön jandöön i kindööd hällöä lidi 196 196 196 196 196	i Det bet bikirikkonkokonkonkoneririkasa	innervening of the second seco	l-an-asaksnaers resnererbenveer-vor	ijy gyesiesiesiassesii esesii esesii esesii ere	ásemulmare asemare em dismitió del sido sido.
Reading	6,168	1%	99	2%	-	
Mathematics	6,162	2%	99	2%	: -	
Science	6,163	1%	99	2%	-	
End of Course	eman isang kanananan manan	puppunpuncida dun da dindide di dindi	i anno anti-anti-anti-anti-anti-anti-anti-anti-	inarionamentamentamentom	David Andreas Control of Control	CLOCOCOCIONISTA MONTO MO
English I	6,032	1%	94	1%	-	
English II	5,771	1%	70	1%	-	
Algebra I	6,015	1%	93	1%	.,,,,,,	
Blology	6,041	1%	90	1%		
All Grades	NOW THE PERSON NAMED OF TH	Curren dans man marred a ad heliodist	\$5.74 \$15 \$14 \$16 \$16 \$10 \$10 \$10 \$10 \$10 \$10 \$10 \$10 \$10 \$10	incaregencements velico. Acc	(1865 ) (200 ) (200 ) (200 ) (200 ) (200 ) (200 ) (200 ) (200 ) (200 ) (200 ) (200 ) (200 ) (200 ) (200 ) (200	, you google ou you was a war a common
All Subjects	117,761	1%	1,776	1%	7	1%
Reading	52,275	1%	776	1%	*	1%
Mathematics	46,462	2%	703	2%	*	1%

			Region	Region		1
	State	State	05	05	District	District
	Number of ALT2	Rate of ALT2	Number of ALT2		Number of ALT2	
Science	19,024	1%	297	1%	*	1%

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

# Part (xii): Statewide National Assessment of Educational Progress (NAEP)

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.

			% Belov	v Basic	% At or Abo	ove Basic	% At or Above	Proficient	% At Ad	vanced
Grade	Subject	Student Group	TX ,	ŲŞ	TX	ŲS	TX	US	TX	US
Grade 4	Reading	Overall	42	37	58	63	30	33	7	
		Black	51	56	49	44	19	17	3	
	:	Hispanic	52	50	48	50	20	21	3	
	1	White	26	27	74	73	44	42	10	1
	:	American Indian	*	57		43	*	18	*	
		Aslan	8	17	92	83	71	58	31	2
		Pacific Islander	*	50	+	50	***************************************	23	*	
	:	Two or More Races	28	32	72	68	41	38	8	1
		EcoDis	54	52	46	48	18	19	3	
		Students with Disabilities	77	73	23	27	7	10		
		English Language Learners	57	67	43	33	16	10		
	Mathematics	************************************	22	25	78	75	38	36		
	unioniduos	Black	33	45	67	55	21	15	·	,
		Hispanic	27	36	73	64	27	22	<u> </u>	
		White	10	14	90	86	57	48		1
		American Indian	*	41	*	59		22		
		Asian	3	9	97	91	73	63	27	2
		Pacific Islander	<u>.</u>	38	*	62		22	£1	
			10	22	90	78	Fo	38		******
		Two or More Races					58			~
		EcoDis	31	38	69	62	24		ļ	
		Students with Disabilities	51	56	49	44	18		2 10 8 * 8 31 3 * 8 8 8 9 3 0 1 0 2 6 8, 5 2 2 3 8 13 2 7 2 * 8 23 0 3 4 2 4 3 11 2 6 1 11 1 8 2 8 8 8 7 7 1 1 5 7 1 5 m/a 16 5 9 2 4 2 4 2 5 8 3 3 *	
		English Language Learners	31	48	69	52	26			<b>,</b>
Grade 8	Reading	Overall	34	30	66	70	23	31	TX 3 7 7 3 1 3 7 7 3 1 3 8 2 10 3 * 3 3 31 3 * 3 3 * 3 3 27 2 2 3 3 3 13 2 2 4 3 23 3 13 2 2 5 3 27 2 4 3 2 3 4 2 3 5 5 6 5 7 7 1 5 8 7 8 7 7 1 5 8 8 3 8 7 7 1 1 8 7 8 7 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8	•~ •~~
		Black	45	47	55	53	17	16		
		Hispanic	41	39	59	61	16	21		
		White	24	22	76	78	30	38		
		American Indian	*	45	*	55	*	18	TX 7 3 3 3 10 4 8 8 3 1 1 2 8 8 2 2 3 3 13 4 2 2 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	*******
		Aslan	8	14	92	86	60	56		1
		Pacific Islander	*	35		65		25		
		Two or More Races	28	27	72	73	32	35		,
		EcoDis	42	42	58	58	16	19		
		Students with Disabilities	74	69	26	31	5	7		n/
		English Language Learners	53	68	47	32	10	5		n/
	Mathematics	Overall	39	38	61	62	24	26	5	. ,
		Black	54	62	46	38	11	9	2	
		Hispanic	46	51	54	49	16	14	2	
		White	28	26	72	74	36	35	8	
		American Indian	*	55	*	45	*	13	*	
		Asian	10	14	90	86	57	58	27	2
		Pacific Islander	*	50	*	50	*	17	*	
		Two or More Races	26	37	74	63	30	28	3	, , , , , , ,
		EcoDis	49	54	51,	46	15	13	2	**********
		Students with Disabilities	81	77	19	23	4	5	n/a	
		English Language Learners	60	76	40	24	8	4	1	n/

<sup>\*</sup> Indicates reporting standards not met.

n/a Indicates data reporting is not applicable for this group.

Grade	Subject	Student Group	Rate
-	Reading	Students with Disabilities	89%
		English Learners	95%
	Mathematics	Students with Disabilities	87%
	1	English Learners	95%
Grade 8	Reading	Students with Disabilities	89%
		English Learners	97%
	Mathematics	Students with Disabilities	93%

#### TEA

State Level: 20	22 NAEP Participation Ra	ates for Students with Disabilities and Englisi	n Learners
Grade	Subject	Student Group	Rate
	į.	English Learners	97%

# Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education

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)

								Two or			
	All Students	African American	Hispanic	White	American Indian		Pacific Islander			CWD	EL
In-State Public Institutions	50%	-	*	50%	-	-	-	-	37%	ŧ	-
In-State Private Institutions	*	-	•	*	-		-	-	-	-	•
Out-of-State Institutions	*	-	•	*	-	-	-	-	-	-	

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

#### Part (xiv): Additional Information - Chronic Absenteeism

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)

		<u> </u>	: :				Two or			
	All	African			American	Pacific	More	Econ		
		American			Indian	Islander	Races	Disadv	CWD	EL
Chronic Absenteeism Rate		0%	26%	27%		 	11%	34%	26%	

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

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