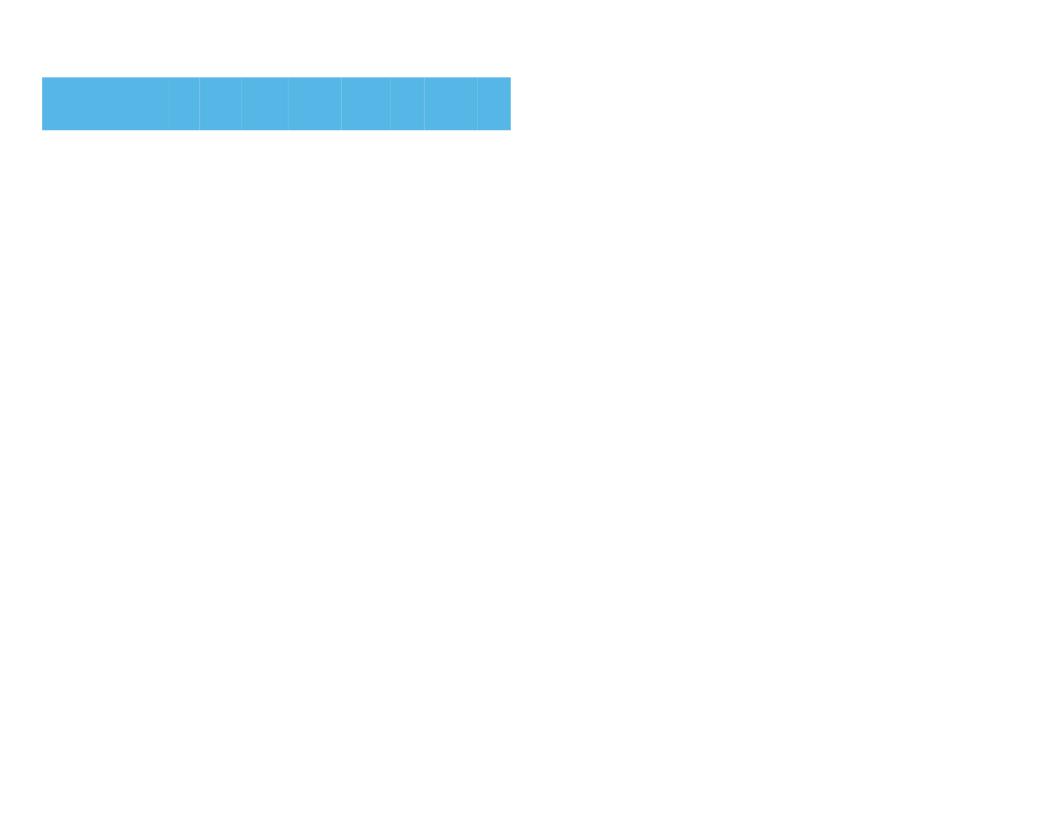
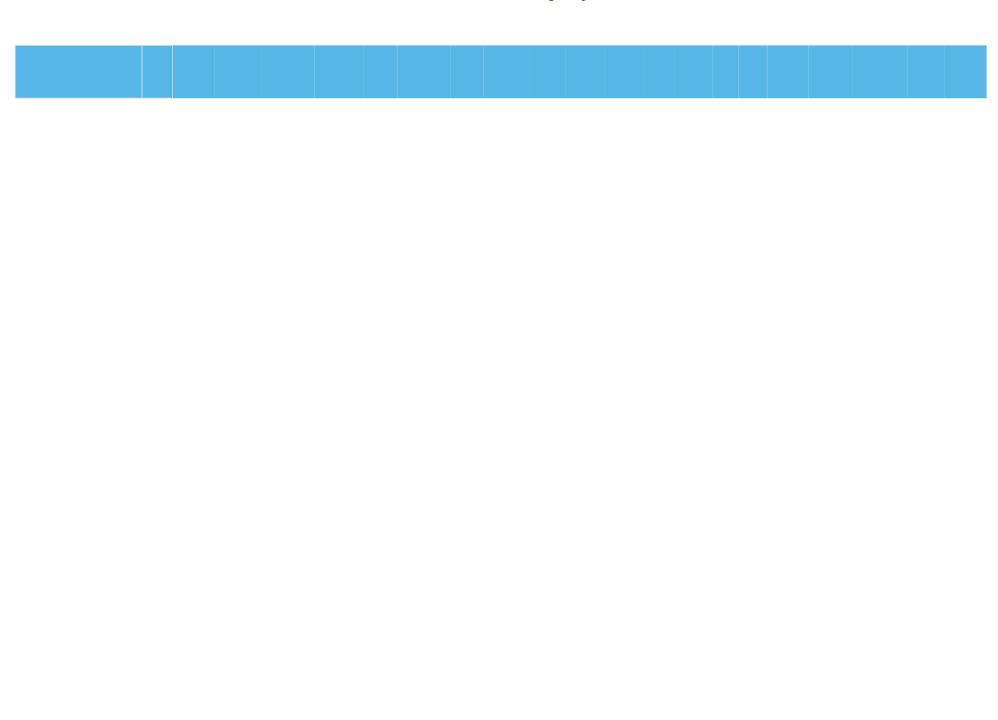
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| Baseline Rates          |  |  |  |  |  | 49% |
|-------------------------|--|--|--|--|--|-----|
| 2022-23 through 2026-27 |  |  |  |  |  | 49% |
| 2027-28 through 2031-32 |  |  |  |  |  | 51% |
| 2032-33 through 2036-37 |  |  |  |  |  | 53% |
| 2037-38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

| the methodology by which the State differentiates all such schools. | Total points for each component are determined by multiplying the |
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| Long-Term Goals           | 75%   | 67%   | 72%   | 80%   | 74%   | 91%   | 76%   | 78%   | 70%   | 65%   | 73 |
|---------------------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|----|
| Target Met                | N     | N     | N     | N     |       |       |       |       | N     | N     | N  |
|                           |       |       |       |       |       |       |       |       |       |       |    |
| Interim Goals (2023-2027) |       |       |       |       |       |       |       |       |       |       | 49 |
| Target Met                |       |       |       |       |       |       |       |       |       |       | Υ  |
| Interim Goals (2028-2032) |       |       |       |       |       |       |       |       |       |       | 51 |
| Target Met                |       |       |       |       |       |       |       |       |       |       | Υ  |
| Interim Goals (2033-2037) |       |       |       |       |       |       |       |       |       |       | 53 |
| Target Met                |       |       |       |       |       |       |       |       |       |       | Ν  |
| Long-Term Goals           |       |       |       |       |       |       |       |       |       |       | 55 |
| 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% | 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% | 85.8% | 86 |
| 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%   | 98 |
| Target Met                |       |       |       |       |       |       |       |       |       |       |    |

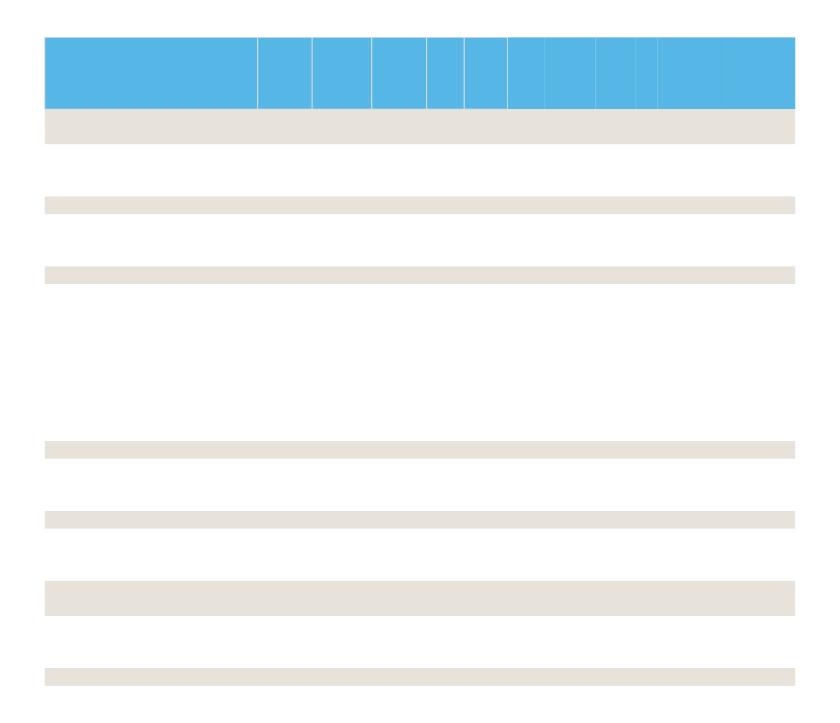
#### American

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)

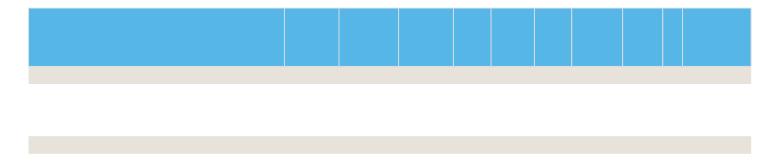


<sup>+</sup> STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).



| 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                                      | -11 |
| On the basis of race                                     | -11 |
| On the basis of disability                               | -11 |
| On the basis of sexual orientation                       | -11 |
| On the basis of religion                                 | -11 |

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.



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.

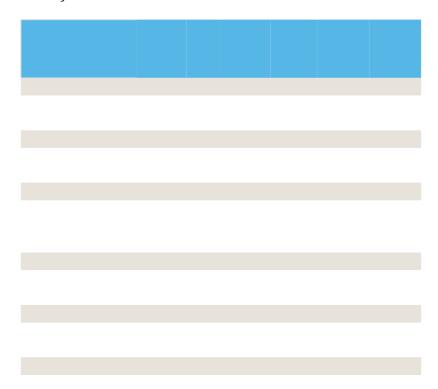
| Inexperienced Teachers, Principals, and Other School Leaders  | 5.0 | 15.7% |  |  |
|---|-----|-------|--|--|
| Teachers Teaching with Emergency or Provisional Credentials   | 0.7 | 2.3%  |  |  |
| Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed | 0.0 | -     |  |  |

<sup>-</sup> 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           | 95% |
| Mather  | 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 | 13% | 11% | 13% | 16% | * | * | - | 7% | 11% | 13% | 10% |
|--------------------------|-----|-----|-----|-----|---|---|---|----|-----|-----|-----|

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