

Texas Education Agency

the indicators used to meaningfully differentiate all public schools in the State:

Academic Achievement Indicator: STAAR Performance Status (Percent at Meets Grade Level or Above)

Texas Education Agency





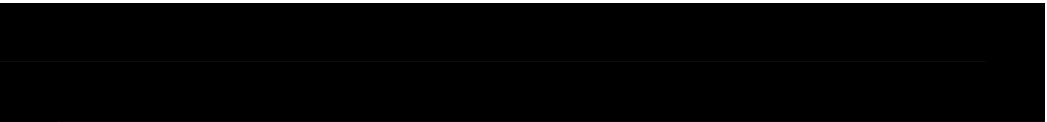
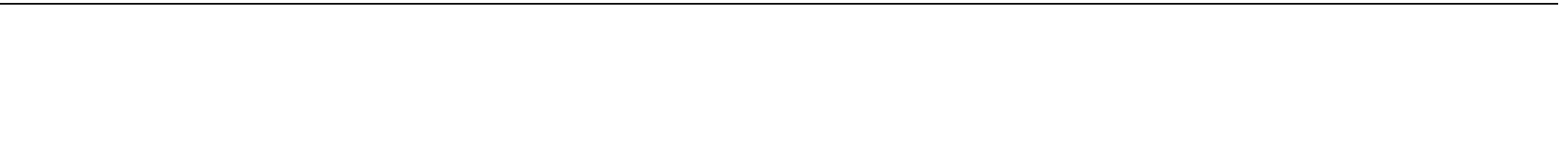
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- Indicates there are no students in the group.

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



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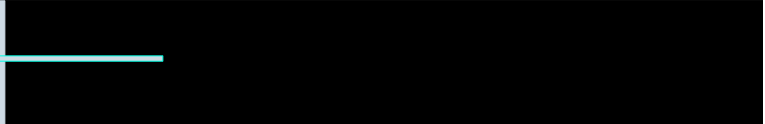
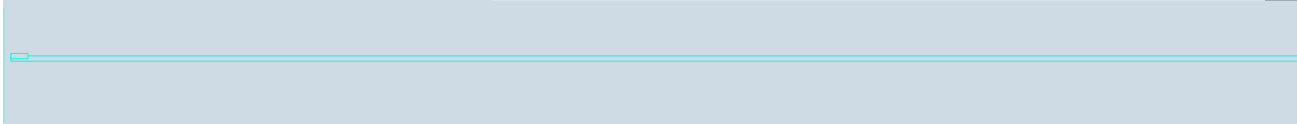
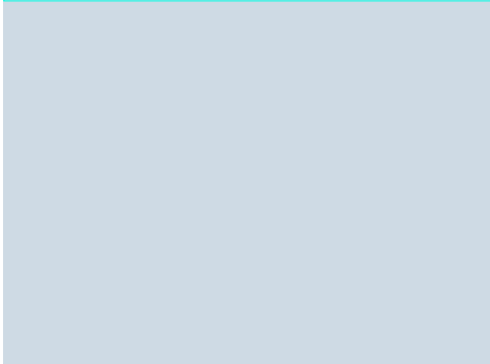
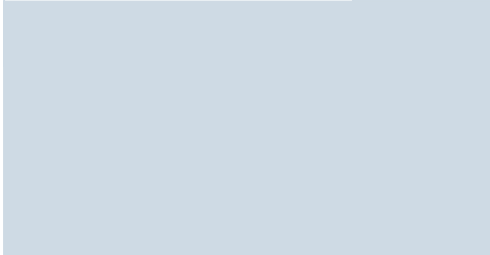
Male	81	83	64	97	-	88	-	*	76	71	59	
Female	76	96	62	78	*	83	-	100	64	71	59	

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This section provides information on high school graduation rates for the class of 2022. [2022 High School Graduation Rates by District](#)



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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	52	35	46	64	*	72	-	64	43	29	42
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

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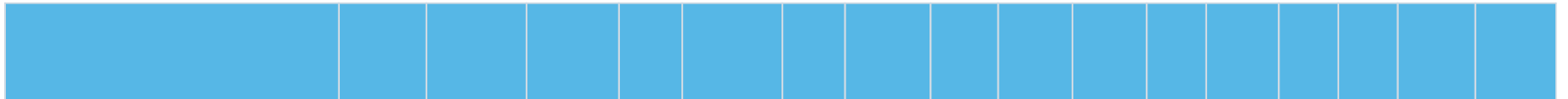
* Indicates results are masked due to small numbers to protect student confidentiality.

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)

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Female		100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	100%	-	100%	-
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	Male	1	0	1	0	0	0	0	0	0	0	
	Female	0	0	0	0	0	0	0	0	0	0	
	Total	1	0	1	0	0	0	0	0	0	0	
	Male	1	0	1	0	0	0	0	0	0	0	
	Female	1	0	1	0	0	0	0	0	0	0	
	Total	2	0	2	0	0	0	0	0	0	0	
With Educational Services	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	
Without Educational Services	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	
Under Zero Tolerance Policies	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	
	Male											

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[Redacted]												
	Male	1	0	1	0	0	0	0	0	0	0	0
	Female	1	1	0	0	0	0	0	0	0	0	1
	Total	2	1	1	0	0	0	0	0	0	0	1

[Redacted]

[Redacted]

[Redacted]

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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	11.7%
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	0.0	-

- 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.

Reading	7,391	2%	42	2%	-	-
Mathematics	7,386	2%	42	2%	-	-
Reading	7,296	2%	39	2%	-	-
Mathematics	7,293	2%	39	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 postsecondary education 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	18%	20%	21%	16%	*	2%	*	13%	19%	23%	12%
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