Part (1) (1) 4 (2) 4 (2) 4 (2) 4 (3) 4 (4) 5 (4) 5 (4) 6 (4)

- 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 QGditytote@bud@GSu6des\$QSD56}Indtsatestateeool QGR 6 Domain Score: STAAR only for All Other Schools without Annual Graduates

Part (i)(IV) the State's system(d.)Tlua0 1.000 rg 1.000 1.000 0r/lish Learner Language Proficiency Status

										Two		Non									
										or											
				African			American		Pacific	More	Econ	Econ								Foster	
Sta	tate	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Care	

State	Nietrict	t Campus	African	Hienanic	White	American		Pacific	Two or More	Econ
State	District	t Campus A	American	Hispanic	White	Indian	Asian	Islander	Races	

Races

Texas Education Agency 2022 Federal Report Card



	All	African			American		Pacific	Two or More	Econ	0.445	EL
		American		White	Indian	Asian	Islander	Races			
Target Met	N	N	N						N	N	N
Mathematics											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N	N	N						N	N	N
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N	N	N						N	N	N
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N	N	N						N	N	N
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N	N	N						N	N	N
English Learner Language	Proficiend	cy Status									
Interim Goals (2018-2022)											36%
Target Met											N
Interim Goals (2023-2027)											38%
Target Met											N
Interim Goals (2028-2032)											40%
Target Met											N
Long-Term Goals											40%
Target Met											N

Federal Gradu916.78 0.28 re B* D d 1 Ji j D d 0 D jn(N)Tj ET 0.808 0.812 0072 r j D rg 0.808 0.855 0.894 RG 0.14 w D d 1 Ji j D d 06d 0 D j 551.95 263.66 0.1

arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

- Indicates there are no data available in the group.
- -3 Indicates skip logic failure.
- -8 Indicates EDFacts missing data.
- -9 Indicates not applicable / skipped.
- -11 Indicates suppressed data.

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

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.

High Poverty School			
	All School		
	Number	Percent	
Inexperienced Teachers, Principals, and Other School Leaders	10.0	8.7%	
Teachers Teaching with Emergency or Provisional Credentials	9.9	8.9%	
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	17.1	15.3%	

Indicates there are no data available in the group.
Blank cell 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 Jued by Jued

	State Number of ALT2		District Number of ALT2		Campus Number of ALT2	
Mathematics	6,205	2%	112	2%	-	-
Science	6,200	2%	112	2%	-	-
Grade 6						
Reading	6,181	2%	101	2%	-	-
Mathematics	6,177	2%	101	2%	-	-
Grade 7						
Reading	6,130	1%	106	2%	-	-
Mathematics	6,120	2%	106	3%	-	-
Grade 8						
Reading	5,794	1%	94	2%	-	-
Mathematics	5,803	2%	94	2%	-	-
Science	5,796	1%	94	2%	-	-
End of Course						
English I	6,009	1%	99	1%	-	-
English II	5,490	1%	90	1%	-	-
Algebra I	5,993	1%	97	1%	-	-
Biology	5,860	1%	93	1%	-	-
All Grades						
All Subjects	109,954	1%	1,891	2%	-	-
Reading	48,805	1%	842	2%	-	-
Mathematics	43,293	1%	750	2%	-	-
Science	17,856	1%	299	2%	-	-

			State Level: 2022 Percentages at NAEP Achievement Levels											
				%		%								
					At or		At or		%					
			Below Above Above Basic Basic Proficient			At Advanced								
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US				
Grade 4	Reading	Pacific Islander	*	50	*	50	*	23	*	6				
		Two or More Races	28	32	72	68	41	38	8	11				
		EcoDis	54	52	46	48	18	19	3	3				
		Students with Disabilities	77	73	23	27	7	10	1	2				
		English Language Learners	57	67	43	33	16	10	2	1				
I	Mathematics	Overall	22	25	78	75	38	36	8	8				
		Black	33	45	67	55	21	15	2	1				
		Hispanic	27	36	73	64	27	22	3	3				
		White	10	14	90	86	57	48	13	10				
		American Indian	*	41	*	59	*	22	*	4				
		Asian	3	9	97	91	73	63	27	24				
		Pacific Islander	*	38	*	62	*	22	*	3				
		Two or More Races	10	22	90	78	58	38	23	9				
		EcoDis	31	38	69	62	24	20	3	2				

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

State Level: 2022 NAEP Participation Rates for Students with Disabilities and English Learners								
Grade	Subject Student Group Rate							
Grade 4	Reading	Students with Disabilities	89%					
Mathemati		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%					

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 2019-20 school year enrolled in a Texas public postsecondary education institution in the 2020-21 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)

	All Students	African American	Hispanic	White	American Indian		Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
In-State Public Institutions	41%	38%	41%	*	-	*	-	*	42%	*	30%
In-State Private Institutions	5%	11%	4%	-	-	-	-	-	5%	-	*
Out-of-State Institutions	2%	*	*	-	-	-	-	*	1%	-	*

⁻ Indicates there are no students in the group.

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 2020-21 school year. (CWD: children with disability; EL: English learner)

								Two			
								or			
	All	African			American		Pacific	More	Econ		
	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	CWD	EL
Chronic Absenteeism Rate	18%	23%	17%	19%	*	15%	-	13%	19%	18%	22%

⁻ Indicates there are no students in the group.

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

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