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

dSotatus

Texas Education Agency

| State |  |
|-------|--|



TEA | School Programs | Assessment and Reporting | Performance Reporting

- 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

- 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)

| All<br>Students |
|-----------------|
|-----------------|

## Texas Education Agency



|                      |              | Campus | African<br>American | Hispanic |    | American<br>Indian |    | Pacific<br>Islander |    |    | Non<br>Econ<br>Disadv | CWD | CWOD | EL | Male | Female | Migrant |
|----------------------|--------------|--------|---------------------|----------|----|--------------------|----|---------------------|----|----|-----------------------|-----|------|----|------|--------|---------|
|                      | All Students | 0%     | *                   | 0%       | 0% | *                  | 0% | -                   | 0% | 0% | 0%                    | 0%  | 0%   | 0% | -    | 0%     | -       |
|                      | CWD          | 0%     | *                   | *        | *  | -                  | -  | -                   | -  | *  | *                     | 0%  | -    | *  | -    | 0%     | -       |
|                      | CWOD         | 0%     | *                   | 0%       | 0% | *                  | 0% | -                   | 0% | 0% | 0%                    | -   | 0%   | 0% | -    | 0%     | -       |
|                      | EL           | 0%     | -                   | 0%       | -  | -                  | *  | -                   | -  | 0% | *                     | *   | 0%   | 0% | -    | 0%     | -       |
|                      | Male         | -      | -                   | -        | -  | -                  | -  | -                   | -  | -  | -                     | -   | -    | -  | -    | -      | -       |
|                      | Female       | 0%     | *                   | 0%       | 0% | *                  | 0% | -                   | 0% | 0% | 0%                    | 0%  | 0%   | 0% | -    | 0%     | -       |
| SAT/ACT All Subjects | All Students | 0%     | *                   | 0%       | 0% | -                  | *  | -                   | *  | 0% | 0%                    | -   | 0%   | -  | -    | 0%     | -       |
|                      | CWD          | -      | -                   | -        | -  | -                  | -  | -                   | -  | -  | -                     | -   | -    | -  | -    | -      | -       |
|                      | CWOD         | 0%     | *                   | 0%       | 0% | -                  | *  | -                   | *  | 0% | 0%                    | -   | 0%   | -  | -    | 0%     | -       |
|                      | EL           | -      | -                   | -        | -  | -                  | -  | -                   | -  | -  | -                     | -   | -    | -  | -    | -      | -       |
|                      | Male         | -      | -                   | -        | -  | -                  | -  | -                   | -  | -  | -                     | -   | -    | -  | -    | -      | -       |
|                      | Female       | 0%     | *                   | 0%       | 0% |                    | *  | -                   | *  | 0% | 0%                    | -   | 0%   | -  | -    | 0%     | -       |

Indicates there are no students in the group.e are no students rg 0.8003cates 360e894r@G@studentstin the group.0 j 693.64 361.29 35.71 0.28 re B\* D d 15ue studentsb0udents in the group.

|                               | Total<br>students | African<br>American | Hispanic | Indian<br>or<br>Alaska<br>Native | Pacific<br>slander | Two<br>or<br>More<br>Races | EL | Students<br>with<br>Disabilities | Students<br>with<br>Disabilities<br>(Section<br>504) |
|-------------------------------|-------------------|---------------------|----------|----------------------------------|--------------------|----------------------------|----|----------------------------------|--|
| Under Zero Tolerance Policies |                   |                     |          |                                  |                    |                            |    |                                  |  |
|                               |                   |                     |          |                                  |                    |                            |    |                                  |  |
|                               |                   |                     |          |                                  |                    |                            |    |                                  |  |
|                               |                   |                     |          |                                  |                    |                            |    |                                  |  |

# Texas Education Agency 2022 Federal Report Card



|               | Number | of | District<br>Number | Rate of | Campus<br>Number<br>of ALT2 |   |
|---------------|--------|----|--------------------|---------|-----------------------------|---|
| Mathematics   | 5,803  | 2% | 83                 | 2%      | -                           | - |
| Science       | 5,796  | 1% | 83                 | 2%      | -                           | - |
| End of Course |        |    |                    |         |                             |   |
| English I     | 6,009  | 1% | 70                 | 1%      | -                           | - |
| English II    | 5,490  | 1% | 85                 | 1%      |                             |   |

| State Level:<br>ticipation Rates for Students with<br>ties and English Learners |                            |             |  |  |  |  |  |  |  |
|---|----------------------------|-------------|--|--|--|--|--|--|--|
| ect   | t Student Group Ra         |             |  |  |  |  |  |  |  |
| atics   | Students with Disabilities | 87%         |  |  |  |  |  |  |  |
|   | English Learners           | <b>9</b> 5% |  |  |  |  |  |  |  |
| J   | Students with Disabilities | 89%         |  |  |  |  |  |  |  |
|   | English Learners           | 97%         |  |  |  |  |  |  |  |
| atics   | Students with Disabilities | 93%         |  |  |  |  |  |  |  |
|   | English Learners           | 97%         |  |  |  |  |  |  |  |

#### ondary Education

ents who graduated from high school in the 2019-20 school year enrolled in a cademic year in (I) programs of public postsecondary education in Texas; (II) rograms of postsecondary education outside Texas. (CWD: children with disability;

|          |       |          |       |          | Two   |        |     |    |
|----------|-------|----------|-------|----------|-------|--------|-----|----|
|          |       |          |       |          | or    |        |     |    |
|          |       | American |       | Pacific  | More  | Econ   |     |    |
| Hispanic | White | Indian   | Asian | Islander | Races | Disadv | CWD | EL |
| 76%      | 54%   | -        | *     | -        | *     | 79%    | *   | *  |
| 9%       | *     | -        | *     | -        | -     | 8%     | -   | -  |
| 9%       | 25%   | -        | -     | -        | -     | 8%     | -   | -  |

#### s in the group.

lue to small numbers to protect student confidentiality.

Part (xiv): Add