Texas Education Agency

										Two		
										or		Non
				African			American		Pacific	More	Econ	Econ
St	tate I	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv

	All Students	African American	Hispanic	White	American Indian		Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
STAAR Performance Statu		, arrorrourr	mopanio			, ioiaii			Dioddi	0.1.2	
Reading											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	N		N						N	Y	Y
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N		N						N	Ν	Ν
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N		N						N	Ν	Ν
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N		N						N	Ν	Ν
Mathematics											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N		N						N	Ν	Ν
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N		N						N	Ν	Ν
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N		N						N	Ν	N.
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N		N						N	Ν	Ν
English Learner Language	Proficiend	cy Status									
Interim Goals (2018-2022)											36%
Target Met											Y
Interim Goals (2023-2027)											38%
Target Met											Y
Interim Goals (2028-2032)											40%
Target Met											Y
Long-Term Goals											40%
Target Met											Y

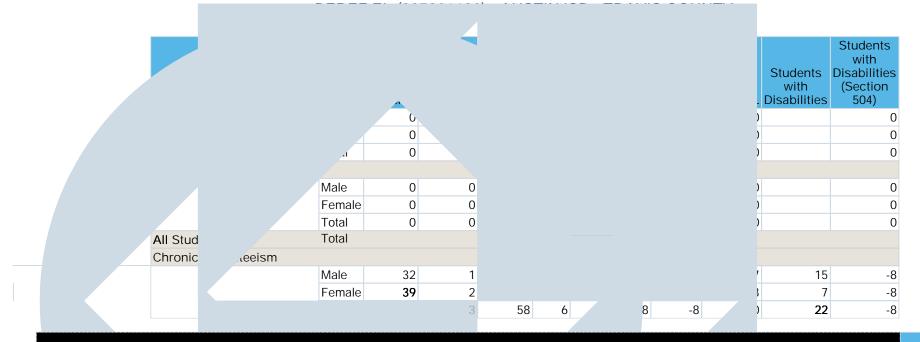
40%

40%

40%

								Two or			
	All Students	African American	Hispanic	White	American Indian		Pacific Islander			CWD	EL +
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											

# Texas Education Agency 2022 Federal Report Card



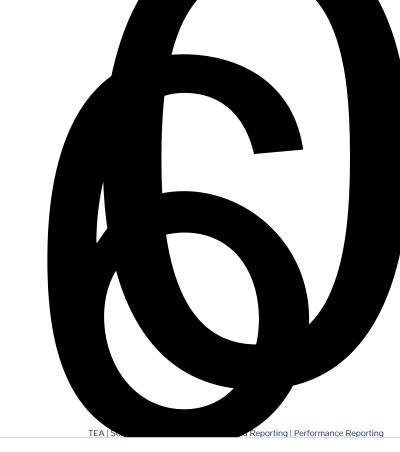
Dreadback Dreaman		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs	Mala	го	2	40	1	0	2	0	2	21	2
	Male	58	3	49	1	0	3	0		31	2
	Female	47	1	45	1	0	0	0	0	25	2
	Total	105	4	94	2	0	3	0	2	56	4
Accelerated Coursework											
Advanced Placement Courses	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
International Baccalaureate Courses	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Dual Enrollment/Dual Credit Programs	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9

- Indicates there are no data available in the group.

-3 Indicates skip logic failure.

-8

	State Le	vel: 2019 Percen	NAEP	A		le	nt Lev	vels						
			% Be Ba			or ove sic	% At Abo Profi	or	A					
Grade	Subject	Student Group			k	US	ТΧ	US						
Grade 8	Mathematics	Overall	·		٦	62	24	26			6			
		Black			46	28	11	9			21			
		Hispanic			34		16	14						
		White			72	J.	36	35						
		American Indian	*	55	*	45	*	13	*	2				
		Asian	10	14	90	86	57	58	27	27				
		Pacific Islander	*	50	*	50	*	17	*	5				
		Two or More Races	26	37	74	63								



### 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	29%	35%	29%	31%	-	*	-	0%	30%	38%	21%

- Indicates there are no students in the group.

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