



January 27, 2023

Dear Parent:

Brownwood ISD is sharing this information about the district and your child's campus with you as part of its obligations under the federal Every Student Succeeds Act of 2015 (ESSA).

Federal Report Cards for the state, the district, and each of the district's campuses are now available on the district's website at this link: <https://www.brownwoodisd.org/Page/44> or are also available on the Texas Education Agency's website at: <https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting/federal-report-cards>.

Information on these report cards includes:

Part (i): General Description of the Texas State Accountability System

- (I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students for use in the accountability system;
- (II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students;
- (III) the indicators used to meaningfully differentiate all public schools in the State;
- (IV) the State's system for meaningfully differentiating all public schools in the State, including—
 - (aa) the specific weight of the indicators in such differentiation;
 - (bb) the methodology by which the State differentiates all such schools;
 - (cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students; and
 - (dd) the methodology by which the State identifies a school for comprehensive support and improvement;
- (V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement or implementing targeted support and improvement plans;
- (VI) the exit criteria established by the State, including the length of years established.

Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the State of Texas Assessments of Academic Readiness (STAAR) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2021-22 school year. These results include all students tested, regardless of whether they were in the accountability subset.

Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools without a graduation rate, for the 2021-22 school year. These results include all students tested, regardless of whether they were in the accountability subset.

Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates for the class of 2022.

Part (iv): English Language Proficiency

This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2022 Texas English Language Proficiency Assessment System (TELPAS) data.

Part (v): School Quality or Student Success (SQSS)

This section provides information on 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.

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.

Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science.



Part (viii): Civil Rights Data

Part (viii)(I): The section provides information from the 2021-22 Civil Right Data Collection (CRDC) surveys, submitted by school districts to the Office for Civil Rights, on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment.

Part (viii)(II): This section provides information from the 2020-2021 Civil Right Data Collection (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.

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.

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 June 30th, 2023.

Part (xi): STAAR Alternate 2 Participation

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 2021-22 school year.

Part (xii): Statewide National Assessment of Educational Progress (NAEP)

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the 2022 National Assessment of Educational Progress, compared to the national average of such results.

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 the 2020-21 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.

Part (xiv): Additional Information – Chronic Absenteeism

This section provides information on the Chronic Absenteeism per ED Facts 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.

If you have difficulty accessing the information from the website, hard copies of the reports are available at the district or campus office. If you have questions about the information, please contact Liesa Land, BISD Deputy Superintendent at 325.643.5644. Data contained in these reports will be discussed in the regular BISD School Board Meeting on February 13, 2023, at 6:30 p.m. at the Central Support Center, 2707 Southside Drive.

Sincerely,

Liesa Land, BISD Deputy Superintendent



January 27, 2023

Estimado Padre:

Brownwood Independent School District está compartiendo información sobre el distrito y el plantel de su hijo con usted como parte de las obligaciones que tiene bajo la Ley federal Every Student Succeeds Act de 2015 (ESSA, por sus siglas en inglés).

Los Reportes de Informe Federal para el estado, el distrito y cada uno de los planteles del distrito ya están disponibles en el sitio web del distrito: <https://www.brownwoodisd.org/Page/44> o también están disponibles en el sitio web de la Agencia de Educación de Texas en: <https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting/federal-report-cards>.

Esta es la información incluida en la cartilla de calificaciones:

Parte (i): Descripción general del Sistema de Contabilidad del Estado de Texas

- (I) el número mínimo de estudiantes que el Estado determine que son necesarios para ser incluidos en cada uno de los subgrupos de estudiantes para su uso en el sistema de contabilidad;
- (II) las metas y mediciones a largo plazo del progreso interino para todos los estudiantes y para cada uno de los subgrupos de estudiantes;
- (III) los indicadores utilizados para diferenciar significativamente todas las escuelas públicas del Estado;
- (IV) el sistema del Estado para diferenciar significativamente todas las escuelas públicas del Estado, incluyendo
 - (aa) el peso específico de los indicadores en dicha diferenciación;
 - (bb) la metodología por la cual el Estado diferencia a todas esas escuelas;
 - (cc) la metodología por la cual el Estado diferencia a una escuela como consistentemente de bajo rendimiento para cualquier subgrupo de estudiantes; Y
 - (dd) la metodología por la cual el Estado identifica una escuela para apoyo y mejora integral;
- (V) el número y los nombres de todas las escuelas públicas del Estado identificadas por el Estado para apoyo y mejora integrales o la aplicación de planes específicos para apoyo y mejora;
- (VI) los criterios de salida establecidos por el Estado, incluida la duración de años establecidos.

Parte (ii): Logro Estudiantil por Nivel de Competencia

Esta sección proporciona información sobre el logro académico de los estudiantes en el examen State of Texas Assessments of Academic Readiness (STAAR, por sus siglas en inglés) para matemáticas, ELA (Artes del lenguaje inglés)/lectura y ciencias por nivel de grado y nivel de competencia para el año escolar 2021–22. Estos resultados incluyen a todos los alumnos evaluados, independientemente de si estaban en el subconjunto de responsabilidades.

Parte (iii) (I): Crecimiento académico

Esta sección proporciona información sobre el crecimiento académico de los estudiantes en las matemáticas y ELA (Artes del lenguaje inglés)/lectura para escuelas primarias públicas y escuelas secundarias que no tienen una tasa de graduación para el año escolar 2021-22. Estos resultados incluyen a todos los alumnos evaluados, independientemente de si estaban en el subconjunto de responsabilidades.

Parte (iii) (II): Tasa de graduación

Esta sección proporciona información sobre las tasas de graduación de la escuela secundaria de la clase de 2021.

Parte (iv): Dominio del idioma inglés

Esta sección proporciona información sobre el número y el porcentaje de estudiantes como aprendices de inglés (EL, por sus siglas en inglés) que logran el dominio del idioma inglés debido a datos del 2022 Texas English Language Proficiency Assessment System (TELPAS, por sus siglas en inglés).

Parte (v): Calidad escolar o éxito estudiantil (SQSS, por sus siglas en inglés)

Esta sección proporciona información sobre el otro indicador de la calidad de la escuela o el éxito de los estudiantes, que es la preparación para la universidad, profesión y el servicio militar (CCMR, por sus siglas en inglés) para las escuelas secundarias y la tasa de rendimiento promedio de los tres niveles de desempeño STAAR de todos los estudiantes, independientemente de si estaban en el subconjunto de rendición de cuentas, para las escuelas primarias y secundarias sin una tasa de graduación.

Parte (vi): Estado de cumplimiento de metas

Esta sección proporciona información sobre el progreso de todos los estudiantes y cada grupo de estudiantes hacia el cumplimiento de las metas a largo plazo u objetivos provisionales sobre el rendimiento académico de STAAR, la tasa de graduación federal y el dominio del idioma de los estudiantes como aprendices de inglés.



Parte (vii): Participación STAAR

Esta sección proporciona el porcentaje de estudiantes evaluados y no evaluados para matemáticas, ELA (Artes del lenguaje inglés)/lectura y ciencias.

Parte (viii): Datos de derechos civiles

Parte (viii)(I) La sección proporciona información de las encuestas del Colección de Datos de Derechos Civiles (CRDC, por sus siglas en inglés) 2020-2021, presentadas por los distritos escolares a la Oficina de Derechos Civiles, sobre medidas de calidad escolar, clima y seguridad, incluidos los recuentos de suspensiones escolares, expulsiones, detenciones relacionadas con la escuela, denuncias a las autoridades, ausentismo crónico (incluyendo ausencias justificadas e injustificadas), incidencias de violencia, incluyendo abuso y acoso.

Parte (viii)(II) Esta sección proporciona información de las encuestas del CRDC 2020-2021, enviadas por los distritos escolares a la Oficina de Derechos Civiles sobre el número de estudiantes inscritos en programas preescolares y cursos acelerados para obtener crédito postsecundario mientras todavía están en la escuela secundaria.

Parte (ix): Datos de calidad de los maestros

Esta sección proporciona información sobre las cualificaciones profesionales de los maestros, incluida la información desglosada por las escuelas de alta y baja pobreza sobre el número y porcentaje de (I) maestros, directores y otros líderes escolares inexpertos; (II) maestros que enseñen con credenciales de emergencia o provisionales; y (III) maestros que no estén enseñando en la materia o campo para el cual el maestro está certificado o licenciado.

Parte (x): Gasto por alumno

Esta sección proporciona información sobre los gastos por alumno de los fondos federales, estatales y locales, incluidos los gastos de personal y no de personal, desglosados por fuente de fondos, para cada distrito y plantel por el año fiscal anterior.

Se actualizará antes del 30 de junio de 2023.

Parte (xi): Participación en STAAR Alternate 2

Esta sección proporciona información sobre el número y porcentaje de estudiantes con las discapacidades cognitivas más significativas que toman STAAR Alternate 2, por grado y materia para el año escolar 2021-22.

Parte (xii): Evaluación Nacional Estatal del Progreso Educativo (NAEP, por sus siglas en inglés)

Esta sección proporciona resultados sobre las evaluaciones académicas estatales en lectura y matemáticas en los grados 4 y 8 de la Evaluación Nacional del Progreso Educativo, en comparación con el promedio nacional de dichos resultados del 2022.

Parte (xiii): Tasa de grupos de graduados inscritos en educación postsecundaria

Esta sección proporciona información sobre la tasa de grupo a la que los estudiantes que se graduaron de la escuela secundaria en el año 2019-20 que se inscribieron en el año académico 2020-21 en (I) una institución pública de educación postsecundaria en Texas; (II) una institución privada de educación postsecundaria en Texas; y (III) una institución de educación postsecundaria fuera de Texas.

Parte (xiv): Información Adicional – Ausentismo Crónico

Esta sección proporciona información sobre el ausentismo crónico según la definición de ED Facts: porcentaje de la cantidad no duplicada de estudiantes K-12 inscritos en una escuela por al menos 10 días y ausentes por 10% o más días durante el año escolar 2021-22.

Si tiene dificultades accediendo a la información desde el sitio web, las copias impresas de los informes están disponibles en el distrito o en la oficina del campus. Si tiene alguna pregunta sobre la información, póngase en contacto Deputy Superintendent Liesa Land at 325.643.5644.

Los datos contenidos en estos informes se discutirán en la reunión regular de la Junta Escolar de BISD el 13 de febrero de 2023 a las 6:30 p.m. en el Centro de Apoyo Central, 2707 Southside Drive.

Sinceramente,

Liesa Land, BISD Deputy Superintendent

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Part (i): Description of State Accountability System

Part (i)(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students for use in the accountability system. The Texas accountability minimum size criteria are 25 tests for assessment related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for the all student group.

Part (i)(II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students.

State ESSA Goals												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Performance (At Meets Grade Level or Above)												
Reading/ELA	Baseline 2016-17 Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
	2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
	2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Mathematics	Baseline 2016-17 Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
	2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
	2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
EL Progress												
	Baseline 2016-17 Rates											41%
	2017-18 through 2021-22											36%
	2022-23 through 2026-27											38%
	2027-28 through 2031-32											40%
Graduation Rate: 4-Year Longitudinal Rate Δ												
	Baseline 2016-17 Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
	2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
	2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
	2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

Δ Student groups that are at or above 90% are required to exceed that rate by at least a tenth of a percent in the following year(s).

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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
- d. ELP Indicator: English Learner Language Proficiency Status
- e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12 Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

Part (i)(IV) the State's system for meaningfully differentiating all public schools in the State, including --
(aa) the specific weight of the indicators in such differentiation

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language Proficiency	10%
	SQSS: Student Achievement Domain Score: STAAR Component Only	10%
High Schools, K-12s, AEAs, and Districts	Academic Achievement	50%
	Federal Graduation Status or Academic Growth Status ¹	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness or Student Domain Score: STAAR Component Only ²	30%

¹ If Federal Graduation Status is not available, Academic Growth Status is used.

² If College, Career, and Military Readiness is not available, Student Achievement Domain Score: STAAR Component Only is used.

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(bb) the methodology by which the State differentiates all such schools. A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), B (80-89), C (70-79), D (60-69), and F (0-59) and further used to differentiate all public schools.
<https://tea.texas.gov/sites/default/files/chapter-4-2022-closing-the-gaps-domain.pdf>

(cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students. TEA uses the Closing the Gaps domain to identify campuses that have consistently underperforming student groups. A student group that misses the targets in at least the same three indicators, for three consecutive years, is considered consistently underperforming. Any campus not identified for comprehensive support and improvement (CSI) that has at least one consistently underperforming student group is identified for targeted support and improvement (TSI). TSI identifies both Title I and non-Title I campuses. Data from 2018, 2019, and 2022 are considered consecutive years for 2022 TSI identification.

(dd) the methodology by which the State identifies a school for comprehensive support and improvement. Texas annually ranks all Title I campuses based on Closing the Gaps scaled scores. Beginning August 2022, TEA also evaluates overall scaled scores to make final comprehensive support and improvement (CSI) determinations. Title I campuses with both the lowest Closing the Gaps and lowest overall scaled scores are identified for CSI. First, Texas determines the bottom five percent of Closing the Gaps outcomes by rank ordering the scaled scores of Title I campuses by school type - elementary, middle, high school/ K - 12, and alternative education accountability. Texas then determines which campuses fell in the bottom five percent for each school type. Next, TEA rank orders the overall scaled scores for all Title I campuses statewide (without regard to campus type) to determine the scaled score cut point necessary to identify at least five percent of Title I campuses. Title I campuses with an overall scaled score cut point at or below the overall cut point and that rank in their school types bottom five percent are identified for CSI.

Part (i)(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement or implementing targeted support and improvement plans. Campuses Identified for Support under the Every Student Succeeds Act (ESSA) for the 2022-2023 school year: [Comprehensive Support and Improvement Schools](#), [Targeted Support and Improvement Schools](#) and [Additional Targeted Support Schools](#).

Part (i)(VI) the exit criteria established by the State, including the length of years established. Campuses that do not rank in their school types bottom five percent of the Closing the Gaps domain for two consecutive years and have an overall scaled score that year that does not fall within the lowest percentile to be reidentified for CSI are considered as having successfully exited. Campuses previously identified as CSI based solely on a graduation rate below 67 percent must have a four or six-year federal graduation rate of at least 67 percent for two consecutive years to exit CSI status.

Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2021-22 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
STAAR Percent at Approaches Grade Level or Above																					
End of Course																					

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
English I	All Students	64%	60%	60%	29%	59%	67%	*	*	-	56%	50%	74%	21%	66%	25%	54%	68%	-	*	25%	100%
	CWD	29%	21%	21%	33%	16%	20%	-	-	-	*	21%	20%	21%	-	-	24%	17%	-	-	40%	-
	CWOD	68%	66%	66%	27%	64%	74%	*	*	-	67%	56%	80%	-	66%	25%	58%	76%	-	*	*	100%
	EL	38%	25%	25%	-	25%	-	-	-	-	-	20%	*	-	25%	25%	25%	*	-	-	-	-
	Male	58%	54%	54%	27%	50%	63%	*	-	-	33%	42%	70%	24%	58%	25%	54%	-	-	*	33%	*
	Female	70%	68%	68%	30%	68%	72%	*	*	-	*	60%	79%	17%	76%	*	-	68%	-	*	*	*
English II	All Students	71%	68%	68%	56%	57%	82%	*	*	-	85%	58%	80%	40%	71%	13%	64%	75%	-	-	25%	71%
	CWD	33%	40%	40%	*	31%	57%	-	-	-	-	33%	67%	40%	-	*	53%	25%	-	-	*	*
	CWOD	76%	71%	71%	67%	60%	86%	*	*	-	85%	62%	81%	-	71%	14%	65%	80%	-	-	*	83%
	EL	43%	13%	13%	-	7%	-	-	-	-	-	0%	*	*	14%	13%	0%	40%	-	-	-	*
	Male	65%	63%	64%	56%	51%	75%	*	*	-	100%	50%	78%	53%	65%	0%	64%	-	-	-	20%	*
	Female	77%	75%	75%	63%	64%	91%	*	-	-	60%	67%	88%	25%	80%	40%	-	75%	-	-	*	*
Algebra I	All Students	74%	73%	72%	47%	74%	73%	*	*	-	70%	66%	81%	38%	78%	50%	71%	72%	-	*	50%	*
	CWD	46%	38%	38%	50%	35%	37%	-	-	-	*	38%	38%	38%	-	*	31%	47%	-	-	*	*
	CWOD	78%	79%	78%	46%	79%	79%	*	*	-	86%	71%	87%	-	78%	56%	79%	76%	-	-	*	*
	EL	64%	50%	50%	-	50%	-	-	-	-	-	44%	*	*	56%	50%	67%	*	-	-	-	-
	Male	71%	72%	71%	56%	76%	70%	-	-	-	50%	69%	75%	31%	79%	67%	71%	-	-	*	57%	*
	Female	78%	74%	72%	40%	71%	77%	*	*	-	*	62%	86%	47%	76%	*	-	72%	-	-	*	*
Biology	All Students	82%	83%	83%	82%	78%	88%	*	*	-	78%	78%	89%	57%	87%	27%	81%	85%	-	*	75%	80%
	CWD	57%	57%	57%	67%	41%	67%	-	-	-	*	57%	59%	57%	-	*	62%	52%	-	-	80%	*
	CWOD	86%	87%	87%	91%	83%	92%	*	*	-	83%	83%	93%	-	87%	30%	85%	90%	-	-	*	*
	EL	66%	27%	27%	-	27%	-	-	-	-	-	22%	*	*	30%	27%	29%	*	-	-	-	-
	Male	80%	81%	81%	88%	76%	87%	*	-	-	67%	79%	83%	62%	85%	29%	81%	-	-	*	100%	*
	Female	85%	85%	85%	78%	81%	90%	*	*	-	*	78%	94%	52%	90%	*	-	85%	-	-	*	*
STAAR Percent at Meets Grade Level or Above																						
End of Course																						
English I	All Students	46%	42%	43%	19%	39%	49%	*	*	-	33%	33%	56%	19%	46%	17%	36%	50%	-	*	25%	60%
	CWD	17%	19%	19%	17%	16%	20%	-	-	-	*	21%	13%	19%	-	-	24%	13%	-	-	40%	-
	CWOD	50%	46%	46%	20%	42%	54%	*	*	-	33%	35%	61%	-	46%	17%	38%	55%	-	*	*	60%
	EL	19%	17%	17%	-	17%	-	-	-	-	-	10%	*	-	17%	17%	13%	*	-	-	-	-
	Male	40%	36%	36%	27%	29%	46%	*	-	-	17%	26%	49%	24%	38%	13%	36%	-	-	*	33%	*
	Female	53%	49%	50%	10%	50%	53%	*	*	-	*	39%	64%	13%	55%	*	-	50%	-	*	*	*
English II	All Students	54%	52%	52%	17%	40%	71%	*	*	-	69%	40%	67%	20%	56%	0%	48%	58%	-	-	25%	71%
	CWD	21%	20%	20%	*	8%	36%	-	-	-	-	17%	33%	20%	-	*	24%	17%	-	-	*	*
	CWOD	59%	55%	56%	20%	43%	76%	*	*	-	69%	43%	68%	-	56%	0%	50%	62%	-	-	*	83%
	EL	22%	0%	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	0%	-	-	-	-
	Male	48%	47%	48%	22%	32%	65%	*	*	-	75%	33%	63%	24%	50%	0%	48%	-	-	-	20%	*
	Female	62%	58%	58%	13%	48%	79%	*	-	-	60%	47%	75%	17%	62%	0%	-	58%	-	-	*	*

Texas Education Agency
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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Algebra I	All Students	42%	45%	41%	16%	41%	44%	*	*	-	40%	33%	53%	16%	46%	0%	35%	47%	-	*	13%	*
	CWD	19%	16%	16%	0%	24%	16%	-	-	-	*	17%	13%	16%	-	*	15%	16%	-	-	*	*
	CWOD	45%	49%	46%	23%	44%	49%	*	*	-	57%	36%	59%	-	46%	0%	39%	52%	-	*	*	*
	EL	28%	0%	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	*	-	-	-	-
	Male	40%	38%	35%	22%	34%	39%	-	-	-	17%	28%	47%	15%	39%	0%	35%	-	-	*	14%	*
	Female	45%	51%	47%	10%	49%	49%	*	*	-	*	38%	59%	16%	52%	*	-	47%	-	-	*	*
Biology	All Students	54%	51%	51%	29%	44%	61%	*	*	-	33%	40%	65%	19%	56%	9%	50%	52%	-	*	25%	60%
	CWD	25%	19%	19%	0%	18%	29%	-	-	-	*	17%	24%	19%	-	*	15%	24%	-	-	20%	*
	CWOD	57%	56%	56%	45%	48%	66%	*	*	-	50%	45%	71%	-	56%	10%	57%	56%	-	*	*	*
	EL	26%	9%	9%	-	9%	-	-	-	-	-	11%	*	*	10%	9%	14%	*	-	-	-	-
	Male	52%	50%	50%	50%	45%	59%	*	-	-	0%	40%	64%	15%	57%	14%	50%	-	-	*	33%	*
	Female	56%	52%	52%	11%	44%	63%	*	*	-	*	40%	67%	24%	56%	*	-	52%	-	-	*	*
STAAR Percent at Masters Grade Level																						
End of Course																						
English I	All Students	10%	9%	9%	0%	7%	12%	*	*	-	0%	4%	15%	4%	9%	0%	6%	12%	-	*	0%	20%
	CWD	4%	4%	4%	0%	5%	5%	-	-	-	*	6%	0%	4%	-	-	8%	0%	-	-	0%	-
	CWOD	11%	9%	9%	0%	7%	13%	*	*	-	0%	4%	16%	-	9%	0%	5%	14%	-	*	*	20%
	EL	1%	0%	0%	-	0%	-	-	-	-	-	0%	*	-	0%	0%	0%	*	-	-	-	-
	Male	8%	6%	6%	0%	4%	7%	*	-	-	0%	4%	9%	8%	5%	0%	6%	-	-	*	0%	*
	Female	13%	12%	12%	0%	10%	16%	*	*	-	*	5%	22%	0%	14%	*	-	12%	-	*	*	*
English II	All Students	9%	4%	4%	6%	1%	7%	*	*	-	8%	1%	7%	0%	4%	0%	3%	5%	-	-	0%	0%
	CWD	5%	0%	0%	*	0%	0%	-	-	-	-	0%	0%	0%	-	*	0%	0%	-	-	*	*
	CWOD	9%	4%	4%	7%	2%	8%	*	*	-	8%	1%	8%	-	4%	0%	3%	6%	-	-	*	0%
	EL	1%	0%	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	0%	-	-	-	*
	Male	7%	3%	3%	0%	1%	5%	*	*	-	13%	0%	6%	0%	3%	0%	3%	-	-	-	0%	*
	Female	11%	5%	5%	13%	2%	9%	*	-	-	0%	2%	9%	0%	6%	0%	-	5%	-	-	*	*
Algebra I	All Students	26%	25%	22%	5%	23%	24%	*	*	-	30%	16%	31%	4%	25%	0%	17%	27%	-	*	0%	*
	CWD	8%	4%	4%	0%	6%	5%	-	-	-	*	7%	0%	4%	-	*	8%	0%	-	-	*	*
	CWOD	29%	28%	25%	8%	25%	27%	*	*	-	43%	18%	35%	-	25%	0%	19%	31%	-	*	*	*
	EL	14%	0%	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	*	-	-	-	-
	Male	25%	19%	17%	11%	20%	16%	-	-	-	17%	14%	23%	8%	19%	0%	17%	-	-	*	0%	*
	Female	28%	31%	27%	0%	26%	33%	*	*	-	*	19%	38%	0%	31%	*	-	27%	-	-	*	*
Biology	All Students	21%	16%	16%	0%	11%	22%	*	*	-	11%	9%	25%	2%	18%	0%	17%	15%	-	*	0%	60%
	CWD	7%	2%	2%	0%	0%	5%	-	-	-	*	0%	6%	2%	-	*	4%	0%	-	-	0%	*
	CWOD	22%	18%	18%	0%	12%	25%	*	*	-	17%	10%	27%	-	18%	0%	19%	17%	-	*	*	*
	EL	5%	0%	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	*	-	-	-	-
	Male	21%	16%	17%	0%	10%	25%	*	-	-	0%	6%	31%	4%	19%	0%	17%	-	-	*	0%	*
	Female	21%	14%	15%	0%	11%	19%	*	*	-	*	11%	19%	0%	17%	*	-	15%	-	-	*	*
STAAR Percent at Approaches Grade Level or Above																						

Texas Education Agency
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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
All Grades																						
All Subjects	All Students	73%	73%	71%	52%	67%	78%	100%	100%	-	74%	63%	81%	39%	76%	27%	67%	75%	-	60%	44%	81%
	CWD	44%	39%	39%	43%	30%	45%	-	-	-	44%	37%	43%	39%	-	*	41%	36%	-	-	61%	*
	CWOD	77%	79%	76%	56%	71%	83%	100%	100%	-	82%	68%	85%	-	76%	29%	72%	80%	-	60%	21%	94%
	EL	59%	45%	27%	-	26%	-	-	-	-	-	21%	56%	*	29%	27%	26%	29%	-	-	-	*
	Male	71%	71%	67%	54%	63%	74%	*	*	-	67%	60%	77%	41%	72%	26%	67%	-	-	*	54%	67%
	Female	75%	75%	75%	51%	71%	82%	*	100%	-	87%	66%	87%	36%	80%	29%	-	75%	-	*	13%	100%
Reading	All Students	74%	72%	64%	41%	58%	74%	100%	*	-	73%	54%	77%	28%	69%	19%	58%	71%	-	*	25%	83%
	CWD	43%	36%	28%	22%	22%	35%	-	-	-	*	26%	33%	28%	-	*	36%	20%	-	-	44%	*
	CWOD	78%	78%	69%	47%	62%	79%	100%	*	-	79%	59%	81%	-	69%	19%	61%	78%	-	*	0%	91%
	EL	57%	39%	19%	-	15%	-	-	-	-	-	10%	50%	*	19%	19%	11%	33%	-	-	-	*
	Male	70%	67%	58%	40%	50%	68%	*	*	-	71%	45%	73%	36%	61%	11%	58%	-	-	*	27%	67%
	Female	78%	78%	71%	44%	66%	80%	*	*	-	75%	63%	83%	20%	78%	33%	-	71%	-	*	20%	100%
Mathematics	All Students	71%	72%	73%	47%	75%	75%	*	*	-	73%	66%	82%	38%	79%	50%	73%	73%	-	*	50%	*
	CWD	44%	37%	38%	50%	35%	37%	-	-	-	*	38%	38%	38%	-	*	31%	47%	-	-	*	*
	CWOD	75%	77%	79%	46%	80%	80%	*	*	-	88%	71%	88%	-	79%	56%	81%	77%	-	*	*	*
	EL	61%	56%	50%	-	50%	-	-	-	-	-	44%	*	*	56%	50%	67%	*	-	-	-	-
	Male	71%	72%	73%	56%	77%	72%	-	-	-	57%	70%	78%	31%	81%	67%	73%	-	-	*	57%	*
	Female	71%	71%	73%	40%	73%	77%	*	*	-	*	62%	87%	47%	77%	*	-	73%	-	-	*	*
Science	All Students	74%	79%	83%	82%	78%	88%	*	*	-	78%	78%	89%	57%	87%	27%	81%	85%	-	*	75%	80%
	CWD	47%	48%	57%	67%	41%	67%	-	-	-	*	57%	59%	57%	-	*	62%	52%	-	-	80%	*
	CWOD	78%	84%	87%	91%	83%	92%	*	*	-	83%	83%	93%	-	87%	30%	85%	90%	-	*	*	*
	EL	58%	37%	27%	-	27%	-	-	-	-	-	22%	*	*	30%	27%	29%	*	-	-	-	-
	Male	74%	78%	81%	88%	76%	87%	*	-	-	67%	79%	83%	62%	85%	29%	81%	-	-	*	100%	*
	Female	75%	79%	85%	78%	81%	90%	*	*	-	*	78%	94%	52%	90%	*	-	85%	-	-	*	*
SAT/ACT All Subjects	All Students	92%	95%	95%	-	100%	92%	-	-	-	*	83%	100%	-	95%	-	100%	89%	-	-	-	-
	CWD	75%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	92%	95%	95%	-	100%	92%	-	-	-	*	83%	100%	-	95%	-	100%	89%	-	-	-	-
	EL	69%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	93%	100%	100%	-	* 100%	-	-	-	-	*	*	100%	-	100%	-	100%	-	-	-	-	-
	Female	92%	90%	89%	-	* 80%	-	-	-	-	-	*	100%	-	89%	-	-	89%	-	-	-	-
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	47%	46%	47%	20%	42%	56%	88%	100%	-	48%	36%	61%	18%	51%	6%	43%	52%	-	20%	22%	62%
	CWD	23%	19%	18%	5%	17%	24%	-	-	-	11%	18%	19%	18%	-	*	19%	17%	-	-	33%	*
	CWOD	50%	50%	51%	26%	45%	61%	88%	100%	-	58%	40%	66%	-	51%	7%	47%	57%	-	20%	7%	72%
	EL	29%	15%	6%	-	6%	-	-	-	-	-	5%	11%	*	7%	6%	6%	6%	-	-	-	*
	Male	45%	44%	43%	30%	35%	53%	*	*	-	33%	32%	56%	19%	47%	6%	43%	-	-	*	25%	50%
	Female	48%	48%	52%	11%	49%	60%	*	100%	-	73%	41%	67%	17%	57%	6%	-	52%	-	*	13%	78%

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	52%	48%	47%	18%	39%	59%	80%	*	-	55%	36%	61%	19%	50%	7%	41%	54%	-	*	25%	67%
	CWD	24%	20%	19%	11%	13%	26%	-	-	-	*	19%	19%	19%	-	*	24%	14%	-	-	44%	*
	CWOD	56%	53%	50%	20%	42%	63%	80%	*	-	58%	38%	64%	-	50%	8%	44%	58%	-	*	0%	73%
	EL	31%	14%	7%	-	8%	-	-	-	-	-	5%	17%	*	8%	7%	6%	11%	-	-	-	*
	Male	47%	43%	41%	25%	30%	54%	*	*	-	50%	29%	56%	24%	44%	6%	41%	-	-	*	27%	50%
	Female	56%	54%	54%	11%	49%	64%	*	*	-	63%	43%	69%	14%	58%	11%	-	54%	-	*	20%	83%
Mathematics	All Students	41%	42%	44%	16%	44%	46%	*	*	-	45%	34%	57%	16%	48%	0%	39%	49%	-	*	13%	*
	CWD	22%	18%	16%	0%	24%	16%	-	-	-	*	17%	13%	16%	-	*	15%	16%	-	-	*	*
	CWOD	44%	46%	48%	23%	47%	51%	*	*	-	63%	37%	63%	-	48%	0%	43%	54%	-	*	*	*
	EL	29%	19%	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	*	-	-	-	-
	Male	42%	42%	39%	22%	36%	43%	-	-	-	29%	30%	51%	15%	43%	0%	39%	-	-	*	14%	*
	Female	40%	42%	49%	10%	52%	50%	*	*	-	*	38%	63%	16%	54%	*	-	49%	-	-	*	*
Science	All Students	46%	49%	51%	29%	44%	61%	*	*	-	33%	40%	65%	19%	56%	9%	50%	52%	-	*	25%	60%
	CWD	23%	19%	19%	0%	18%	29%	-	-	-	*	17%	24%	19%	-	*	15%	24%	-	-	20%	*
	CWOD	49%	54%	56%	45%	48%	66%	*	*	-	50%	45%	71%	-	56%	10%	57%	56%	-	*	*	*
	EL	25%	10%	9%	-	9%	-	-	-	-	-	11%	*	*	10%	9%	14%	*	-	-	-	-
	Male	47%	50%	50%	50%	45%	59%	*	-	-	0%	40%	64%	15%	57%	14%	50%	-	-	*	33%	*
	Female	45%	49%	52%	11%	44%	63%	*	*	-	*	40%	67%	24%	56%	*	-	52%	-	-	*	*
SAT/ACT All Subjects	All Students	64%	81%	84%	-	100%	75%	-	-	-	*	67%	92%	-	84%	-	90%	78%	-	-	-	-
	CWD	43%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	64%	81%	84%	-	100%	75%	-	-	-	*	67%	92%	-	84%	-	90%	78%	-	-	-	-
	EL	18%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	68%	82%	90%	-	* 86%	-	-	-	-	*	*	86%	-	90%	-	90%	-	-	-	-	-
	Female	60%	80%	78%	-	* 60%	-	-	-	-	-	*	100%	-	78%	-	-	78%	-	-	-	-
STAAR Percent at Masters Grade Level																						
All Grades																						
All Subjects	All Students	22%	20%	12%	3%	10%	16%	25%	29%	-	12%	8%	19%	3%	14%	0%	10%	15%	-	0%	0%	29%
	CWD	9%	5%	3%	0%	3%	4%	-	-	-	0%	3%	2%	3%	-	*	5%	0%	-	-	0%	*
	CWOD	24%	23%	14%	4%	11%	18%	25%	29%	-	15%	8%	21%	-	14%	0%	11%	16%	-	0%	0%	33%
	EL	12%	7%	0%	-	0%	-	-	-	-	-	0%	0%	*	0%	0%	0%	0%	-	-	-	*
	Male	21%	19%	10%	3%	9%	14%	*	*	-	7%	6%	16%	5%	11%	0%	10%	-	-	*	0%	25%
	Female	23%	21%	15%	3%	12%	19%	*	40%	-	20%	9%	22%	0%	16%	0%	-	15%	-	*	0%	33%
Reading	All Students	25%	21%	7%	3%	4%	9%	20%	*	-	5%	3%	11%	3%	7%	0%	5%	9%	-	*	0%	8%
	CWD	9%	5%	3%	0%	3%	3%	-	-	-	*	4%	0%	3%	-	*	5%	0%	-	-	0%	*
	CWOD	27%	23%	7%	3%	5%	10%	20%	*	-	5%	3%	12%	-	7%	0%	5%	10%	-	*	0%	9%
	EL	13%	5%	0%	-	0%	-	-	-	-	-	0%	0%	*	0%	0%	0%	0%	-	-	-	*
	Male	22%	19%	5%	0%	3%	6%	*	*	-	7%	2%	7%	5%	5%	0%	5%	-	-	*	0%	0%
	Female	28%	24%	9%	6%	6%	13%	*	*	-	0%	4%	16%	0%	10%	0%	-	9%	-	*	0%	17%

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	20%	19%	21%	5%	22%	23%	*	*	-	27%	16%	28%	4%	24%	0%	17%	25%	-	*	0%	*
	CWD	9%	5%	4%	0%	6%	5%	-	-	-	*	7%	0%	4%	-	*	8%	0%	-	-	*	*
	CWOD	21%	21%	24%	8%	24%	25%	*	*	-	38%	17%	32%	-	24%	0%	19%	29%	-	*	*	*
	EL	12%	11%	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	*	-	-	-	-
	Male	21%	19%	17%	11%	19%	16%	-	-	-	14%	13%	22%	8%	19%	0%	17%	-	-	*	0%	*
	Female	19%	19%	25%	0%	25%	30%	*	*	-	*	18%	34%	0%	29%	*	-	25%	-	-	*	*
Science	All Students	20%	20%	16%	0%	11%	22%	*	*	-	11%	9%	25%	2%	18%	0%	17%	15%	-	*	0%	60%
	CWD	8%	5%	2%	0%	0%	5%	-	-	-	*	0%	6%	2%	-	*	4%	0%	-	-	0%	*
	CWOD	22%	23%	18%	0%	12%	25%	*	*	-	17%	10%	27%	-	18%	0%	19%	17%	-	*	*	*
	EL	7%	3%	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	*	-	-	-	-
	Male	22%	20%	17%	0%	10%	25%	*	-	-	0%	6%	31%	4%	19%	0%	17%	-	-	*	0%	*
	Female	19%	20%	15%	0%	11%	19%	*	*	-	*	11%	19%	0%	17%	*	-	15%	-	-	*	*
SAT/ACT All Subjects	All Students	13%	5%	5%	-	0%	8%	-	-	-	*	0%	8%	-	5%	-	10%	0%	-	-	-	-
	CWD	11%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	13%	5%	5%	-	0%	8%	-	-	-	*	0%	8%	-	5%	-	10%	0%	-	-	-	-
	EL	1%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	17%	9%	10%	-	*	14%	-	-	-	*	*	14%	-	10%	-	10%	-	-	-	-	-
	Female	10%	0%	0%	-	*	0%	-	-	-	-	*	0%	-	0%	-	-	0%	-	-	-	-

- 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 schools which don't have a graduation rate, for the 2021-22 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Academic Growth Score											
Reading											
All Students	71	71	70	72	*	*	-	65	70	44	*
CWD	44	*	33	54	-	-	-	-	50	44	*
CWOD	74	82	74	74	*	*	-	65	74	-	*
EL ◇	*	-	*	-	-	-	-	-	*	*	*
Male	68	71	64	68	*	*	-	83	67	54	*

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Female	75	83	76	77	*	-	-	*	74	36	-
Mathematics											
All Students	59	42	61	57	*	-	-	83	51	33	31
CWD	33	30	35	33	-	-	-	-	34	33	-
CWOD	63	50	65	60	*	-	-	83	55	-	31
EL ◇	31	-	31	-	-	-	-	-	21	-	31
Male	57	58	59	55	-	-	-	*	51	33	*
Female	60	29	64	59	*	-	-	*	52	33	*

- Indicates there are no students in the group.

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

Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates for the class of 2021.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL ◇	Homeless ◇	Foster Care ◇
Federal Graduation Rates													
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2021													
All Students	94.9%	92.3%	94.9%	95.0%	*	*	-	*	91.1%	92.0%	*	100.0%	71.4%
CWD	92.0%	*	100.0%	80.0%	-	*	-	-	93.3%	92.0%	-	-	80.0%
CWOD	95.4%	90.0%	94.0%	96.7%	*	*	-	*	90.7%	-	*	100.0%	*
EL ◇	*	-	*	-	-	-	-	-	*	-	*	-	-
Male	93.5%	100.0%	92.7%	93.1%	-	-	-	*	88.9%	93.3%	*	*	71.4%
Female	96.7%	85.7%	97.3%	97.6%	*	*	-	*	93.3%	90.0%	*	*	-

- Indicates there are no students in the group.

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

◇ Ever in grades 9-12.

Part (iv): English Language Proficiency

This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2022 TELPAS (Texas English Language Proficiency Assessment System) data. (EL: English learner)

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Total EL in Class	Proficiency of EL	Rate of Proficiency
32	3	9%

- Indicates there are no students in the group.
- * Indicates results are masked due to small numbers to protect student confidentiality.
- ◇ Indicates data reporting does not meet for Minimum Size.

Part (v): School Quality or Student Success (SQSS)

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)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Student Success (Student Achievement Domain Score: STAAR Component Only)											
STAAR Component Score	43	25	40	50	71	76	-	45	36	20	11
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	61%	64%	52%	70%	*	*	-	*	42%	70%	*

- 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 Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
STAAR Performance Status											
Reading											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	Y	N	Y	Y					Y	Y	N
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N	N	N	N					N	N	N
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N	N	N	N					N	N	N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Target Met	N	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		Y	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	
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	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	
English Learner Language Proficiency 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 Graduation Status^Δ											
Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met	Y		Y	Y					N	Y	
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met	Y		Y	Y					N	Y	
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	Y		Y	Y					N	N	
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	Y		Y	Y					N	N	

Blank cells above represent student group indicators that do not meet the minimum size criteria.

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

Δ Student groups that are at or above 90% are required to exceed that rate by at least a tenth of a percent in the following year(s).

Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science for the 2021-22 school year. (CWD: children with disability; CWOD: children without disability; EL: English learner)

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		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Participation Rate																	
All Subjects	All Students	100%	100%	100%	100%	100%	100%	-	100%	100%	99%	100%	100%	100%	100%	100%	-
	CWD	100%	100%	100%	100%	-	-	-	100%	100%	100%	100%	-	*	100%	100%	-
	CWOD	100%	100%	100%	100%	100%	100%	-	100%	100%	99%	-	100%	100%	100%	100%	-
	EL	100%	-	100%	-	-	-	-	-	100%	100%	*	100%	100%	100%	100%	-
	Male	100%	100%	100%	99%	*	*	-	100%	100%	100%	100%	100%	100%	100%	100%	-
	Female	100%	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	100%	-	100%
Reading	All Students	99%	100%	100%	99%	100%	*	-	100%	100%	99%	100%	99%	100%	99%	100%	-
	CWD	100%	100%	100%	100%	-	-	-	*	100%	100%	100%	-	*	100%	100%	-
	CWOD	99%	100%	100%	99%	100%	*	-	100%	100%	99%	-	99%	100%	99%	100%	-
	EL	100%	-	100%	-	-	-	-	-	100%	100%	*	100%	100%	100%	100%	-
	Male	99%	100%	100%	99%	*	*	-	100%	99%	99%	100%	99%	100%	99%	100%	-
	Female	100%	100%	99%	100%	*	*	-	100%	100%	99%	100%	100%	100%	100%	-	100%
Mathematics	All Students	100%	100%	100%	100%	*	*	-	100%	100%	100%	100%	100%	100%	100%	100%	-
		100%	100%	100%	100%	*	*	-	100%	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	100%	100%	100%	-	-	-	*	100%	100%	100%	-	*	100%	100%	-
		100%	100%	100%	100%	-	-	-	*	100%	100%	100%	-	*	100%	100%	-
	CWOD	100%	100%	100%	100%	*	*	-	100%	100%	100%	-	100%	100%	100%	100%	-
		100%	100%	100%	100%	*	*	-	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	-	100%	-	-	-	-	-	100%	*	*	100%	100%	100%	*	-
		100%	-	100%	-	-	-	-	-	100%	*	*	100%	100%	100%	*	-
	Male	100%	100%	100%	100%	-	-	-	100%	100%	100%	100%	100%	100%	100%	100%	-
		100%	100%	100%	100%	-	-	-	100%	100%	100%	100%	100%	100%	100%	100%	-
	Female	100%	100%	100%	100%	*	*	-	*	100%	100%	100%	100%	*	-	100%	-
		100%	100%	100%	100%	*	*	-	*	100%	100%	100%	100%	*	-	100%	-
SAT/ACT All Subjects	All Students	100%	-	100%	100%	-	-	-	*	100%	100%	-	100%	-	100%	100%	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	CWOD	100%	-	100%	100%	-	-	-	*	100%	100%	-	100%	-	100%	100%	
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Male	100%	-	* 100%	100%	-	-	-	*	*	100%	-	100%	-	100%	-	
	Female	100%	-	* 100%	100%	-	-	-	*	*	100%	-	100%	-	-	100%	
Non-Participation Rate																	

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		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
All Subjects	All Students	0%	0%	0%	0%	0%	0%	-	0%	0%	1%	0%	0%	0%	0%	0%	-
	CWD	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%	-	*	0%	0%	-
	CWOD	0%	0%	0%	0%	0%	0%	-	0%	0%	1%	-	0%	0%	0%	0%	-
	EL	0%	-	0%	-	-	-	-	-	0%	0%	*	0%	0%	0%	0%	-
	Male	0%	0%	0%	1%	*	*	-	0%	0%	0%	0%	0%	0%	0%	0%	-
	Female	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%	-	0%
Reading	All Students	1%	0%	0%	1%	0%	*	-	0%	0%	1%	0%	1%	0%	1%	0%	-
	CWD	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	-	*	0%	0%	-
	CWOD	1%	0%	0%	1%	0%	*	-	0%	0%	1%	-	1%	0%	1%	0%	-
	EL	0%	-	0%	-	-	-	-	-	0%	0%	*	0%	0%	0%	0%	-
	Male	1%	0%	0%	1%	*	*	-	0%	1%	1%	0%	1%	0%	1%	0%	-
	Female	0%	0%	1%	0%	*	*	-	0%	0%	1%	0%	0%	0%	0%	-	0%
Mathematics	All Students	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	-	*	0%	0%	-
	CWOD	0%	0%	0%	0%	*	*	-	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	0%	*
	Male	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%	0%	-
	Female	0%	0%	0%	0%	*	*	-	*	0%	0%	0%	0%	0%	*	-	0%
Science	All Students	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	-	*	0%	0%	-
	CWOD	0%	0%	0%	0%	*	*	-	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	0%	*
	Male	0%	0%	0%	0%	*	-	-	0%	0%	0%	0%	0%	0%	0%	0%	-
	Female	0%	0%	0%	0%	*	*	-	*	0%	0%	0%	0%	0%	*	-	0%
SAT/ACT All Subjects	All Students	0%	-	0%	0%	-	-	-	*	0%	0%	-	0%	-	0%	0%	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	0%	-	0%	0%	-	-	-	*	0%	0%	-	0%	-	0%	0%	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	0%	-	*	0%	-	-	-	*	*	0%	-	0%	-	0%	-	-
	Female	0%	-	*	0%	-	-	-	-	*	0%	-	0%	-	-	0%	-

- Indicates there are no students in the group.

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

Part (viii): Civil Rights Data

Part (viii)(I) This section provides information from the 2017-18 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related

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

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
Students Without Disabilities												
In-School Suspensions												
	Male	77	6	34	32	1	0	0	4	1		
	Female	30	1	14	14	0	0	0	1	1		
	Total	107	7	48	46	1	0	0	5	2		
Out-of-School Suspensions												
	Male	9	0	4	5	0	0	0	0	0		
	Female	2	0	0	2	0	0	0	0	0		
	Total	11	0	4	7	0	0	0	0	0		
Expulsions												
With Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
School-Related Arrests												
	Male	1	0	1	0	0	0	0	0	0		
	Female	1	1	0	0	0	0	0	0	0		
	Total	2	1	1	0	0	0	0	0	0		
Referrals to Law Enforcement												
	Male	1	0	1	0	0	0	0	0	0		
	Female	1	1	0	0	0	0	0	0	0		
	Total	2	1	1	0	0	0	0	0	0		
Students With Disabilities												
In-School Suspensions												

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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
	Male	20	4	5	10	0	0	0	1	1		15
	Female	10	2	5	3	0	0	0	0	0		4
	Total	30	6	10	13	0	0	0	1	1		19
Out-of-School Suspensions												
	Male	5	2	0	3	0	0	0	0	0		0
	Female	3	0	3	0	0	0	0	0	0		1
	Total	8	2	3	3	0	0	0	0	0		1
Expulsions												
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
School-Related Arrests												
	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
Referrals to Law Enforcement												
	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
All Students												
Chronic Absenteeism												
	Male	71	5	29	31	1	-8	-8	5	1	15	-8
	Female	61	3	26	27	1	-8	-8	4	-8	9	-8
	Total	132	8	55	58	2	-8	-8	9	1	24	-8

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	Total
Incidents of Violence	
Incidents of rape or attempted rape	0
Incidents of sexual assault (other than rape)	0
Incidents of robbery with a weapon	0
Incidents of robbery with a firearm or explosive device	0
Incidents of robbery without a weapon	0
Incidents of physical attack or fight with a weapon	0
Incidents of physical attack or fight with a firearm or explosive device	0
Incidents of physical attack or fight without a weapon	8
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack with a firearm or explosive device	0
Incidents of threats of physical attack without a weapon	0
Incidents of possession of a firearm or explosive device	0
Allegations of Harassment or bullying	
On the basis of sex	0
On the basis of race	0
On the basis of disability	0
On the basis of sexual orientation	0
On the basis of religion	0

Part (viii)(II) This section provides information from the 2017-18 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.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool 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
Accelerated Coursework											
Advanced Placement Courses	Male	49	1	13	33	1	1	0	0	0	0
	Female	83	3	26	50	0	1	0	3	0	0
	Total	132	4	39	83	1	2	0	3	0	0
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

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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Dual Enrollment/Dual Credit Programs	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

- 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.

	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	7.0	9.5%
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	10.5	14.8%

- 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 June 30th, 2023.

Part (xi): STAAR Alternate 2 Participation

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 2021-22 school year.

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Grade 3						
Reading	6,584	2%	5	2%	-	-
Mathematics	6,587	2%	5	2%	-	-
Grade 4						
Reading	6,404	2%	*	1%	-	-
Mathematics	6,408	2%	*	1%	-	-
Grade 5						
Reading	6,204	2%	*	1%	-	-
Mathematics	6,205	2%	*	1%	-	-
Science	6,200	2%	*	1%	-	-
Grade 6						
Reading	6,181	2%	*	1%	-	-
Mathematics	6,177	2%	*	1%	-	-
Grade 7						
Reading	6,130	1%	5	2%	-	-
Mathematics	6,120	2%	5	2%	-	-
Grade 8						
Reading	5,794	1%	5	2%	-	-
Mathematics	5,803	2%	5	2%	-	-
Science	5,796	1%	5	2%	-	-
End of Course						
English I	6,009	1%	5	1%	5	1%
English II	5,490	1%	*	1%	*	1%
Algebra I	5,993	1%	5	2%	5	2%
Biology	5,860	1%	*	1%	*	1%
All Grades						
All Subjects	109,954	1%	72	2%	16	1%
Reading	48,805	1%	31	1%	7	1%
Mathematics	43,293	1%	29	2%	5	2%
Science	17,856	1%	12	1%	*	1%

- Indicates there are no students in the group.

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

Part (xii): Statewide National Assessment of Educational Progress (NAEP)

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the 2022 National Assessment of Educational Progress, compared to the national average of such results.

State Level: 2022 Percentages at NAEP Achievement Levels										
Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	42	37	58	63	30	33	7	9
		Black	51	56	49	44	19	17	3	3
		Hispanic	52	50	48	50	20	21	3	4
		White	26	27	74	73	44	42	10	11
		American Indian	*	57	*	43	*	18	*	3
		Asian	8	17	92	83	71	58	31	24
		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	
	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
Students with Disabilities		51	56	49	44	18	14	2	2	
English Language Learners	31	48	69	52	26	14	3	2		
Grade 8	Reading	Overall	34	30	66	70	23	31	2	4
		Black	45	47	55	53	17	16	1	1
		Hispanic	41	39	59	61	16	21	1	2
		White	24	22	76	78	30	38	2	5
		American Indian	*	45	*	55	*	18	*	2
		Asian	8	14	92	86	60	56	11	12
		Pacific Islander	*	35	*	65	*	25	*	2
		Two or More Races	28	27	72	73	32	35	5	6
		EcoDis	42	42	58	58	16	19	1	1
		Students with Disabilities	74	69	26	31	5	7	1	n/a
	English Language Learners	53	68	47	32	10	5	n/a	n/a	
	Mathematics	Overall	39	38	61	62	24	26	5	7
		Black	54	62	46	38	11	9	2	1
		Hispanic	46	51	54	49	16	14	2	2
		White	28	26	72	74	36	35	8	9
American Indian		*	55	*	45	*	13	*	2	

State Level: 2022 Percentages at NAEP Achievement Levels										
Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 8	Mathematics	Asian	10	14	90	86	57	58	27	27
		Pacific Islander	*	50	*	50	*	17	*	5
		Two or More Races	26	37	74	63	30	28	3	7
		EcoDis	49	54	51	46	15	13	2	2
		Students with Disabilities	81	77	19	23	4	5	n/a	1
		English Language Learners	60	76	40	24	8	4	1	n/a

* 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%
		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 postsecondary education 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	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
In-State Public Institutions	42%	*	29%	51%	-	*	-	55%	29%	*	-
In-State Private Institutions	13%	-	9%	17%	-	-	-	*	12%	-	-
Out-of-State Institutions	6%	*	7%	*	-	-	-	-	*	*	-

- Indicates there are no students in the group.

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

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)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Chronic Absenteeism Rate	24%	31%	26%	22%	0%	0%	-	33%	32%	28%	29%

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

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Part (i): Description of State Accountability System

Part (i)(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students for use in the accountability system. The Texas accountability minimum size criteria are 25 tests for assessment related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for the all student group.

Part (i)(II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students.

State ESSA Goals												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Performance (At Meets Grade Level or Above)												
Reading/ELA	Baseline 2016-17 Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
	2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
	2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Mathematics	Baseline 2016-17 Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
	2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
	2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
EL Progress												
	Baseline 2016-17 Rates											41%
	2017-18 through 2021-22											36%
	2022-23 through 2026-27											38%
	2027-28 through 2031-32											40%
Graduation Rate: 4-Year Longitudinal Rate Δ												
	Baseline 2016-17 Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
	2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
	2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
	2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

Δ Student groups that are at or above 90% are required to exceed that rate by at least a tenth of a percent in the following year(s).

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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
- d. ELP Indicator: English Learner Language Proficiency Status
- e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12 Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

Part (i)(IV) the State's system for meaningfully differentiating all public schools in the State, including --
(aa) the specific weight of the indicators in such differentiation

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language Proficiency	10%
	SQSS: Student Achievement Domain Score: STAAR Component Only	10%
High Schools, K-12s, AEAs, and Districts	Academic Achievement	50%
	Federal Graduation Status or Academic Growth Status ¹	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness or Student Domain Score: STAAR Component Only ²	30%

¹ If Federal Graduation Status is not available, Academic Growth Status is used.

² If College, Career, and Military Readiness is not available, Student Achievement Domain Score: STAAR Component Only is used.

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(bb) the methodology by which the State differentiates all such schools. A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), B (80-89), C (70-79), D (60-69), and F (0-59) and further used to differentiate all public schools.
<https://tea.texas.gov/sites/default/files/chapter-4-2022-closing-the-gaps-domain.pdf>

(cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students. TEA uses the Closing the Gaps domain to identify campuses that have consistently underperforming student groups. A student group that misses the targets in at least the same three indicators, for three consecutive years, is considered consistently underperforming. Any campus not identified for comprehensive support and improvement (CSI) that has at least one consistently underperforming student group is identified for targeted support and improvement (TSI). TSI identifies both Title I and non-Title I campuses. Data from 2018, 2019, and 2022 are considered consecutive years for 2022 TSI identification.

(dd) the methodology by which the State identifies a school for comprehensive support and improvement. Texas annually ranks all Title I campuses based on Closing the Gaps scaled scores. Beginning August 2022, TEA also evaluates overall scaled scores to make final comprehensive support and improvement (CSI) determinations. Title I campuses with both the lowest Closing the Gaps and lowest overall scaled scores are identified for CSI. First, Texas determines the bottom five percent of Closing the Gaps outcomes by rank ordering the scaled scores of Title I campuses by school type - elementary, middle, high school/ K - 12, and alternative education accountability. Texas then determines which campuses fell in the bottom five percent for each school type. Next, TEA rank orders the overall scaled scores for all Title I campuses statewide (without regard to campus type) to determine the scaled score cut point necessary to identify at least five percent of Title I campuses. Title I campuses with an overall scaled score cut point at or below the overall cut point and that rank in their school types bottom five percent are identified for CSI.

Part (i)(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement or implementing targeted support and improvement plans. Campuses Identified for Support under the Every Student Succeeds Act (ESSA) for the 2022-2023 school year: [Comprehensive Support and Improvement Schools](#), [Targeted Support and Improvement Schools](#) and [Additional Targeted Support Schools](#).

Part (i)(VI) the exit criteria established by the State, including the length of years established. Campuses that do not rank in their school types bottom five percent of the Closing the Gaps domain for two consecutive years and have an overall scaled score that year that does not fall within the lowest percentile to be reidentified for CSI are considered as having successfully exited. Campuses previously identified as CSI based solely on a graduation rate below 67 percent must have a four or six-year federal graduation rate of at least 67 percent for two consecutive years to exit CSI status.

Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2021-22 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
STAAR Percent at Approaches Grade Level or Above																					
End of Course																					

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
English I	All Students	64%	60%	*	-	*	*	-	-	-	-	*	*	-	*	-	*	*	-	-	-	-
	CWD	29%	21%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	68%	66%	*	-	*	*	-	-	-	-	*	*	-	*	-	*	*	-	-	-	-
	EL	38%	25%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	58%	54%	*	-	*	*	-	-	-	-	*	*	-	*	-	*	-	-	-	-	-
	Female	70%	68%	*	-	-	*	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-
English II	All Students	71%	68%	*	-	*	-	-	-	-	-	*	-	-	*	-	*	*	-	-	-	-
	CWD	33%	40%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	76%	71%	*	-	*	-	-	-	-	-	*	-	-	*	-	*	*	-	-	-	-
	EL	43%	13%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	65%	63%	*	-	*	-	-	-	-	-	*	-	-	*	-	*	-	-	-	-	-
	Female	77%	75%	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-
Algebra I	All Students	74%	73%	*	-	-	*	-	-	-	-	-	*	-	*	-	*	-	-	-	-	-
	CWD	46%	38%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	78%	79%	*	-	-	*	-	-	-	-	-	*	-	*	-	*	-	-	-	-	-
	EL	64%	50%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	71%	72%	*	-	-	*	-	-	-	-	-	*	-	*	-	*	-	-	-	-	-
	Female	78%	74%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Biology	All Students	82%	83%	*	-	*	*	-	-	-	-	*	*	-	*	-	*	*	-	-	-	-
	CWD	57%	57%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	86%	87%	*	-	*	*	-	-	-	-	*	*	-	*	-	*	*	-	-	-	-
	EL	66%	27%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	80%	81%	*	-	-	*	-	-	-	-	-	*	-	*	-	*	-	-	-	-	-
	Female	85%	85%	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-
STAAR Percent at Meets Grade Level or Above																						
End of Course																						
English I	All Students	46%	42%	*	-	*	*	-	-	-	-	*	*	-	*	-	*	*	-	-	-	-
	CWD	17%	19%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	50%	46%	*	-	*	*	-	-	-	-	*	*	-	*	-	*	*	-	-	-	-
	EL	19%	17%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	40%	36%	*	-	*	*	-	-	-	-	*	*	-	*	-	*	-	-	-	-	-
	Female	53%	49%	*	-	-	*	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-
English II	All Students	54%	52%	*	-	*	-	-	-	-	-	*	-	-	*	-	*	*	-	-	-	-
	CWD	21%	20%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	59%	55%	*	-	*	-	-	-	-	-	*	-	-	*	-	*	*	-	-	-	-
	EL	22%	0%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	48%	47%	*	-	*	-	-	-	-	-	*	-	-	*	-	*	-	-	-	-	-
	Female	62%	58%	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Algebra I	All Students	42%	45%	*	-	-	*	-	-	-	-	-	*	-	*	-	*	-	-	-	-	-
	CWD	19%	16%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	45%	49%	*	-	-	*	-	-	-	-	-	*	-	*	-	*	-	-	-	-	-
	EL	28%	0%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	40%	38%	*	-	-	*	-	-	-	-	-	*	-	*	-	*	-	-	-	-	-
	Female	45%	51%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Biology	All Students	54%	51%	*	-	*	*	-	-	-	-	*	*	-	*	-	*	*	-	-	-	-
	CWD	25%	19%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	57%	56%	*	-	*	*	-	-	-	-	*	*	-	*	-	*	*	-	-	-	-
	EL	26%	9%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	52%	50%	*	-	-	*	-	-	-	-	-	*	-	*	-	*	-	-	-	-	-
	Female	56%	52%	*	-	*	-	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-
STAAR Percent at Masters Grade Level																						
End of Course																						
English I	All Students	10%	9%	*	-	*	*	-	-	-	-	*	*	-	*	-	*	*	-	-	-	-
	CWD	4%	4%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	11%	9%	*	-	*	*	-	-	-	-	*	*	-	*	-	*	*	-	-	-	-
	EL	1%	0%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	8%	6%	*	-	*	*	-	-	-	-	*	*	-	*	-	*	-	-	-	-	-
	Female	13%	12%	*	-	-	*	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-
English II	All Students	9%	4%	*	-	*	-	-	-	-	-	*	-	-	*	-	*	*	-	-	-	-
	CWD	5%	0%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	9%	4%	*	-	*	-	-	-	-	-	*	-	-	*	-	*	*	-	-	-	-
	EL	1%	0%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	7%	3%	*	-	*	-	-	-	-	-	*	-	-	*	-	*	-	-	-	-	-
	Female	11%	5%	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-
Algebra I	All Students	26%	25%	*	-	-	*	-	-	-	-	-	*	-	*	-	*	-	-	-	-	-
	CWD	8%	4%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	29%	28%	*	-	-	*	-	-	-	-	-	*	-	*	-	*	-	-	-	-	-
	EL	14%	0%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	25%	19%	*	-	-	*	-	-	-	-	-	*	-	*	-	*	-	-	-	-	-
	Female	28%	31%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Biology	All Students	21%	16%	*	-	*	*	-	-	-	-	*	*	-	*	-	*	*	-	-	-	-
	CWD	7%	2%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	22%	18%	*	-	*	*	-	-	-	-	*	*	-	*	-	*	*	-	-	-	-
	EL	5%	0%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	21%	16%	*	-	-	*	-	-	-	-	-	*	-	*	-	*	-	-	-	-	-
	Female	21%	14%	*	-	*	-	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-
STAAR Percent at Approaches Grade Level or Above																						

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All Grades																						
All Subjects	All Students	73%	73%	50%	-	67%	*	-	-	-	-	50%	*	-	50%	-	33%	*	-	-	-	
	CWD	44%	39%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	CWOD	77%	79%	50%	-	67%	*	-	-	-	-	50%	*	-	50%	-	33%	*	-	-	-	
	EL	59%	45%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Male	71%	71%	33%	-	*	*	-	-	-	-	*	*	-	33%	-	33%	-	-	-	-	
	Female	75%	75%	*	-	*	*	-	-	-	-	*	*	-	*	-	-	*	-	-	-	
Reading	All Students	74%	72%	40%	-	*	*	-	-	-	-	*	*	-	40%	-	*	*	-	-	-	
	CWD	43%	36%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	CWOD	78%	78%	40%	-	*	*	-	-	-	-	*	*	-	40%	-	*	*	-	-	-	
	EL	57%	39%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Male	70%	67%	*	-	*	*	-	-	-	-	*	*	-	*	-	*	-	-	-	-	
	Female	78%	78%	*	-	*	*	-	-	-	-	*	-	-	*	-	-	*	-	-	-	
Mathematics	All Students	71%	72%	*	-	*	*	-	-	-	-	*	*	-	*	-	*	*	-	-	-	
	CWD	44%	37%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	CWOD	75%	77%	*	-	*	*	-	-	-	-	*	*	-	*	-	*	*	-	-	-	
	EL	61%	56%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Male	71%	72%	*	-	*	*	-	-	-	-	*	*	-	*	-	*	-	-	-	-	
	Female	71%	71%	*	-	*	-	-	-	-	-	-	*	-	*	-	-	*	-	-	-	
Science	All Students	74%	79%	*	-	*	*	-	-	-	-	*	*	-	*	-	*	*	-	-	-	
	CWD	47%	48%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	CWOD	78%	84%	*	-	*	*	-	-	-	-	*	*	-	*	-	*	*	-	-	-	
	EL	58%	37%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Male	74%	78%	*	-	-	*	-	-	-	-	-	*	-	*	-	*	-	-	-	-	
	Female	75%	79%	*	-	*	-	-	-	-	-	-	*	-	*	-	-	*	-	-	-	
SAT/ACT All Subjects	All Students	92%	95%	*	-	*	-	-	-	-	-	*	*	-	*	-	*	*	-	-	-	
	CWD	75%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	CWOD	92%	95%	*	-	*	-	-	-	-	-	*	*	-	*	-	*	*	-	-	-	
	EL	69%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Male	93%	100%	*	-	*	-	-	-	-	-	*	-	-	*	-	*	-	-	-	-	
	Female	92%	90%	*	-	*	-	-	-	-	-	-	*	-	*	-	-	*	-	-	-	
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	47%	46%	10%	-	17%	*	-	-	-	-	0%	*	-	10%	-	0%	*	-	-	-	
	CWD	23%	19%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	CWOD	50%	50%	10%	-	17%	*	-	-	-	-	0%	*	-	10%	-	0%	*	-	-	-	
	EL	29%	15%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Male	45%	44%	0%	-	*	*	-	-	-	-	*	*	-	0%	-	0%	-	-	-	-	
	Female	48%	48%	*	-	*	*	-	-	-	-	*	*	-	*	-	-	*	-	-	-	

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Reading	All Students	52%	48%	0%	-	*	*	-	-	-	-	*	*	-	0%	-	*	*	-	-	-	-
	CWD	24%	20%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	56%	53%	0%	-	*	*	-	-	-	-	*	*	-	0%	-	*	*	-	-	-	-
	EL	31%	14%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	47%	43%	*	-	*	*	-	-	-	-	*	*	-	*	-	*	-	-	-	-	-
	Female	56%	54%	*	-	*	*	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-
Mathematics	All Students	41%	42%	*	-	*	*	-	-	-	-	*	*	-	*	-	*	*	-	-	-	-
	CWD	22%	18%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	44%	46%	*	-	*	*	-	-	-	-	*	*	-	*	-	*	*	-	-	-	-
	EL	29%	19%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	42%	42%	*	-	*	*	-	-	-	-	*	*	-	*	-	*	-	-	-	-	-
	Female	40%	42%	*	-	*	-	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-
Science	All Students	46%	49%	*	-	*	*	-	-	-	-	*	*	-	*	-	*	*	-	-	-	-
	CWD	23%	19%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	49%	54%	*	-	*	*	-	-	-	-	*	*	-	*	-	*	*	-	-	-	-
	EL	25%	10%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	47%	50%	*	-	-	*	-	-	-	-	-	*	-	*	-	*	-	-	-	-	-
	Female	45%	49%	*	-	*	-	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-
SAT/ACT All Subjects	All Students	64%	81%	*	-	*	-	-	-	-	-	*	*	-	*	-	*	*	-	-	-	-
	CWD	43%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	64%	81%	*	-	*	-	-	-	-	-	*	*	-	*	-	*	*	-	-	-	-
	EL	18%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	68%	82%	*	-	*	-	-	-	-	-	*	-	-	*	-	*	-	-	-	-	-
	Female	60%	80%	*	-	*	-	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-
STAAR Percent at Masters Grade Level																						
All Grades																						
All Subjects	All Students	22%	20%	0%	-	0%	*	-	-	-	-	0%	*	-	0%	-	0%	*	-	-	-	-
	CWD	9%	5%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	24%	23%	0%	-	0%	*	-	-	-	-	0%	*	-	0%	-	0%	*	-	-	-	-
	EL	12%	7%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	21%	19%	0%	-	*	*	-	-	-	-	*	*	-	0%	-	0%	-	-	-	-	-
	Female	23%	21%	*	-	*	*	-	-	-	-	*	*	-	*	-	-	*	-	-	-	-
Reading	All Students	25%	21%	0%	-	*	*	-	-	-	-	*	*	-	0%	-	*	*	-	-	-	-
	CWD	9%	5%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	27%	23%	0%	-	*	*	-	-	-	-	*	*	-	0%	-	*	*	-	-	-	-
	EL	13%	5%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	22%	19%	*	-	*	*	-	-	-	-	*	*	-	*	-	*	-	-	-	-	-
	Female	28%	24%	*	-	*	*	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-

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Mathematics	All Students	20%	19%	*	-	*	*	-	-	-	-	*	*	-	*	-	*	*	-	-	-	-
	CWD	9%	5%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	21%	21%	*	-	*	*	-	-	-	-	*	*	-	*	-	*	*	-	-	-	-
	EL	12%	11%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	21%	19%	*	-	*	*	-	-	-	-	*	*	-	*	-	*	-	-	-	-	-
	Female	19%	19%	*	-	*	-	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-
Science	All Students	20%	20%	*	-	*	*	-	-	-	-	*	*	-	*	-	*	*	-	-	-	-
	CWD	8%	5%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	22%	23%	*	-	*	*	-	-	-	-	*	*	-	*	-	*	*	-	-	-	-
	EL	7%	3%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	22%	20%	*	-	-	*	-	-	-	-	-	*	-	*	-	*	-	-	-	-	-
	Female	19%	20%	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-
SAT/ACT All Subjects	All Students	13%	5%	*	-	*	-	-	-	-	-	*	*	-	*	-	*	*	-	-	-	-
	CWD	11%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	13%	5%	*	-	*	-	-	-	-	-	*	*	-	*	-	*	*	-	-	-	-
	EL	1%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	17%	9%	*	-	*	-	-	-	-	-	*	-	-	*	-	*	-	-	-	-	-
	Female	10%	0%	*	-	*	-	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-

- 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 schools which don't have a graduation rate, for the 2021-22 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Academic Growth Score											
Reading											
All Students	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-
EL ◇	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-

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Female	-	-	-	-	-	-	-	-	-	-	-
Mathematics											
All Students	*	-	-	*	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-
CWOD	*	-	-	*	-	-	-	-	-	-	-
EL ◇	-	-	-	-	-	-	-	-	-	-	-
Male	*	-	-	*	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-

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

Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates for the class of 2021.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL ◇	Homeless ◇	Foster Care ◇
Federal Graduation Rates													
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2021													
All Students	100.0%	-	100.0%	100.0%	-	-	-	-	100.0%	-	-	*	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	100.0%	-	100.0%	100.0%	-	-	-	-	100.0%	-	-	*	-
EL ◇	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	100.0%	-	* 100.0%	-	-	-	-	-	100.0%	-	-	*	-
Female	100.0%	-	100.0%	* -	-	-	-	-	100.0%	-	-	-	-

- Indicates there are no students in the group.
 * Indicates results are masked due to small numbers to protect student confidentiality.
 ◇ Ever in grades 9-12.

Part (iv): English Language Proficiency

This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2022 TELPAS (Texas English Language Proficiency Assessment System) data. (EL: English learner)

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There is no data for this campus.

Part (v): School Quality or Student Success (SQSS)

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)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Student Success (Student Achievement Domain Score: STAAR Component Only)											
STAAR Component Score	20	-	28	*	-	-	-	-	17	-	-
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	5%	-	0%	8%	-	-	-	-	0%	-	-

- 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 Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
STAAR Performance Status											
Reading											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met											
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met											
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met											
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met											

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Mathematics											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met											
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met											
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met											
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met											
English Learner Language Proficiency Status											
Interim Goals (2018-2022)											36%
Target Met											
Interim Goals (2023-2027)											38%
Target Met											
Interim Goals (2028-2032)											40%
Target Met											
Long-Term Goals											40%
Target Met											
Federal Graduation Status^Δ											
Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met	Y										
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met	Y										
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	Y										
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	Y										

Blank cells above represent student group indicators that do not meet the minimum size criteria.

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

Δ Student groups that are at or above 90% are required to exceed that rate by at least a tenth of a percent in the following year(s).

Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science for the 2021-22 school year. (CWD: children with disability; CWOD: children without disability; EL: English learner)

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		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	
Participation Rate																		
All Subjects	All Students	100%	-	100%	*	-	-	-	-	100%	*	-	100%	-	100%	*	-	
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	CWOD	100%	-	100%	*	-	-	-	-	100%	*	-	100%	-	100%	*	-	
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Male	100%	-	*	*	-	-	-	-	*	*	-	100%	-	100%	-	-	
	Female	*	-	*	*	-	-	-	-	*	*	-	*	-	-	*	-	
Reading	All Students	100%	-	*	*	-	-	-	-	*	*	-	100%	-	*	*	-	
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	CWOD	100%	-	*	*	-	-	-	-	*	*	-	100%	-	*	*	-	
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Male	*	-	*	*	-	-	-	-	*	*	-	*	-	*	-	-	
	Female	*	-	*	*	-	-	-	-	*	-	-	*	-	-	*	-	
Mathematics	All Students	*	-	*	*	-	-	-	-	*	*	-	*	-	*	*	-	
		*	-	*	*	-	-	-	-	*	*	-	*	-	*	*	-	
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	*	-	*	*	-	-	-	-	*	*	-	*	-	*	*	-	
		*	-	*	*	-	-	-	-	*	*	-	*	-	*	*	-	
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	*	-	*	*	-	-	-	-	*	*	-	*	-	*	-	-	-
		*	-	*	*	-	-	-	-	*	*	-	*	-	*	-	-	-
	Female	*	-	*	-	-	-	-	-	-	*	-	*	-	-	*	-	-
		*	-	*	-	-	-	-	-	-	*	-	*	-	-	*	-	-
SAT/ACT All Subjects	All Students	*	-	*	-	-	-	-	-	*	*	-	*	-	*	*	-	
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	CWOD	*	-	*	-	-	-	-	-	*	*	-	*	-	*	*	-	
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Male	*	-	*	-	-	-	-	-	*	-	-	*	-	*	-	-	
	Female	*	-	*	-	-	-	-	-	-	*	-	*	-	-	*	-	
Non-Participation Rate																		

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		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
All Subjects	All Students	0%	-	0%	*	-	-	-	-	0%	*	-	0%	-	0%	*	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	0%	-	0%	*	-	-	-	-	0%	*	-	0%	-	0%	*	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	0%	-	*	*	-	-	-	-	*	*	-	0%	-	0%	-	-
	Female	*	-	*	*	-	-	-	-	*	*	-	*	-	-	*	-
Reading	All Students	0%	-	*	*	-	-	-	-	*	*	-	0%	-	*	*	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	0%	-	*	*	-	-	-	-	*	*	-	0%	-	*	*	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	*	-	*	*	-	-	-	-	*	*	-	*	-	*	-	-
	Female	*	-	*	*	-	-	-	-	*	-	-	*	-	-	*	-
Mathematics	All Students	*	-	*	*	-	-	-	-	*	*	-	*	-	*	*	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	*	-	*	*	-	-	-	-	*	*	-	*	-	*	*	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	*	-	*	*	-	-	-	-	*	*	-	*	-	*	-	-
	Female	*	-	*	-	-	-	-	-	-	*	-	*	-	-	*	-
Science	All Students	*	-	*	*	-	-	-	-	*	*	-	*	-	*	*	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	*	-	*	*	-	-	-	-	*	*	-	*	-	*	*	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	*	-	-	*	-	-	-	-	-	*	-	*	-	*	-	-
	Female	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	-
SAT/ACT All Subjects	All Students	*	-	*	-	-	-	-	-	*	*	-	*	-	*	*	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	*	-	*	-	-	-	-	-	*	*	-	*	-	*	*	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	*	-	*	-	-	-	-	-	*	-	-	*	-	*	-	-
	Female	*	-	*	-	-	-	-	-	-	*	-	*	-	-	*	-

- Indicates there are no students in the group.

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

Part (viii): Civil Rights Data

Part (viii)(I) This section provides information from the 2017-18 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related

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

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
Students Without Disabilities												
In-School Suspensions												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Out-of-School Suspensions												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Expulsions												
With Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
School-Related Arrests												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Referrals to Law Enforcement												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Students With Disabilities												
In-School Suspensions												

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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
	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
Out-of-School Suspensions												
	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
Expulsions												
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
School-Related Arrests												
	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
Referrals to Law Enforcement												
	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
All Students												
Chronic Absenteeism												
	Male	4	-8	3	1	-8	-8	-8	-8	-8	-8	-8
	Female	5	1	3	1	-8	-8	-8	-8	-8	-8	-8
	Total	9	1	6	2	-8	-8	-8	-8	-8	-8	-8

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	Total
Incidents of Violence	
Incidents of rape or attempted rape	0
Incidents of sexual assault (other than rape)	0
Incidents of robbery with a weapon	0
Incidents of robbery with a firearm or explosive device	0
Incidents of robbery without a weapon	0
Incidents of physical attack or fight with a weapon	0
Incidents of physical attack or fight with a firearm or explosive device	0
Incidents of physical attack or fight without a weapon	0
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack with a firearm or explosive device	0
Incidents of threats of physical attack without a weapon	0
Incidents of possession of a firearm or explosive device	0
Allegations of Harassment or bullying	
On the basis of sex	0
On the basis of race	0
On the basis of disability	0
On the basis of sexual orientation	0
On the basis of religion	0

Part (viii)(II) This section provides information from the 2017-18 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.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool 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
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

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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
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 Indicates ED Facts 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.

Low Poverty School		
	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	0.0	-
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	0.3	9.1%

- 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 June 30th, 2023.

Part (xi): STAAR Alternate 2 Participation

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 2021-22 school year.

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Grade 3						
Reading	6,584	2%	5	2%	-	-
Mathematics	6,587	2%	5	2%	-	-
Grade 4						
Reading	6,404	2%	*	1%	-	-
Mathematics	6,408	2%	*	1%	-	-
Grade 5						
Reading	6,204	2%	*	1%	-	-
Mathematics	6,205	2%	*	1%	-	-
Science	6,200	2%	*	1%	-	-
Grade 6						
Reading	6,181	2%	*	1%	-	-
Mathematics	6,177	2%	*	1%	-	-
Grade 7						
Reading	6,130	1%	5	2%	-	-
Mathematics	6,120	2%	5	2%	-	-
Grade 8						
Reading	5,794	1%	5	2%	-	-
Mathematics	5,803	2%	5	2%	-	-
Science	5,796	1%	5	2%	-	-
End of Course						
English I	6,009	1%	5	1%	-	-
English II	5,490	1%	*	1%	-	-
Algebra I	5,993	1%	5	2%	-	-
Biology	5,860	1%	*	1%	-	-
All Grades						
All Subjects	109,954	1%	72	2%	-	-
Reading	48,805	1%	31	1%	-	-
Mathematics	43,293	1%	29	2%	-	-
Science	17,856	1%	12	1%	-	-

- Indicates there are no students in the group.

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

Part (xii): Statewide National Assessment of Educational Progress (NAEP)

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the 2022 National Assessment of Educational Progress, compared to the national average of such results.

State Level: 2022 Percentages at NAEP Achievement Levels										
Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	42	37	58	63	30	33	7	9
		Black	51	56	49	44	19	17	3	3
		Hispanic	52	50	48	50	20	21	3	4
		White	26	27	74	73	44	42	10	11
		American Indian	*	57	*	43	*	18	*	3
		Asian	8	17	92	83	71	58	31	24
		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	
	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
Students with Disabilities		51	56	49	44	18	14	2	2	
English Language Learners	31	48	69	52	26	14	3	2		
Grade 8	Reading	Overall	34	30	66	70	23	31	2	4
		Black	45	47	55	53	17	16	1	1
		Hispanic	41	39	59	61	16	21	1	2
		White	24	22	76	78	30	38	2	5
		American Indian	*	45	*	55	*	18	*	2
		Asian	8	14	92	86	60	56	11	12
		Pacific Islander	*	35	*	65	*	25	*	2
		Two or More Races	28	27	72	73	32	35	5	6
		EcoDis	42	42	58	58	16	19	1	1
		Students with Disabilities	74	69	26	31	5	7	1	n/a
	English Language Learners	53	68	47	32	10	5	n/a	n/a	
	Mathematics	Overall	39	38	61	62	24	26	5	7
		Black	54	62	46	38	11	9	2	1
		Hispanic	46	51	54	49	16	14	2	2
		White	28	26	72	74	36	35	8	9
American Indian		*	55	*	45	*	13	*	2	

State Level: 2022 Percentages at NAEP Achievement Levels										
Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 8	Mathematics	Asian	10	14	90	86	57	58	27	27
		Pacific Islander	*	50	*	50	*	17	*	5
		Two or More Races	26	37	74	63	30	28	3	7
		EcoDis	49	54	51	46	15	13	2	2
		Students with Disabilities	81	77	19	23	4	5	n/a	1
		English Language Learners	60	76	40	24	8	4	1	n/a

* 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%
		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 postsecondary education 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	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
In-State Public Institutions	*	-	*	-	-	-	-	-	*	-	-
In-State Private Institutions	-	-	-	-	-	-	-	-	-	-	-
Out-of-State Institutions	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

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

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)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Chronic Absenteeism Rate	79%	*	83%	77%	-	-	-	-	77%	-	-

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

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Part (i): Description of State Accountability System

Part (i)(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students for use in the accountability system. The Texas accountability minimum size criteria are 25 tests for assessment related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for the all student group.

Part (i)(II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students.

State ESSA Goals												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Performance (At Meets Grade Level or Above)												
Reading/ELA	Baseline 2016-17 Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
	2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
	2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Mathematics	Baseline 2016-17 Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
	2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
	2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
EL Progress												
	Baseline 2016-17 Rates											41%
	2017-18 through 2021-22											36%
	2022-23 through 2026-27											38%
	2027-28 through 2031-32											40%
Graduation Rate: 4-Year Longitudinal Rate Δ												
	Baseline 2016-17 Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
	2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
	2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
	2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

Δ Student groups that are at or above 90% are required to exceed that rate by at least a tenth of a percent in the following year(s).

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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
- d. ELP Indicator: English Learner Language Proficiency Status
- e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12 Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

Part (i)(IV) the State's system for meaningfully differentiating all public schools in the State, including --
(aa) the specific weight of the indicators in such differentiation

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language Proficiency	10%
	SQSS: Student Achievement Domain Score: STAAR Component Only	10%
High Schools, K-12s, AEAs, and Districts	Academic Achievement	50%
	Federal Graduation Status or Academic Growth Status ¹	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness or Student Domain Score: STAAR Component Only ²	30%

¹ If Federal Graduation Status is not available, Academic Growth Status is used.

² If College, Career, and Military Readiness is not available, Student Achievement Domain Score: STAAR Component Only is used.

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(bb) the methodology by which the State differentiates all such schools. A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), B (80-89), C (70-79), D (60-69), and F (0-59) and further used to differentiate all public schools.
<https://tea.texas.gov/sites/default/files/chapter-4-2022-closing-the-gaps-domain.pdf>

(cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students. TEA uses the Closing the Gaps domain to identify campuses that have consistently underperforming student groups. A student group that misses the targets in at least the same three indicators, for three consecutive years, is considered consistently underperforming. Any campus not identified for comprehensive support and improvement (CSI) that has at least one consistently underperforming student group is identified for targeted support and improvement (TSI). TSI identifies both Title I and non-Title I campuses. Data from 2018, 2019, and 2022 are considered consecutive years for 2022 TSI identification.

(dd) the methodology by which the State identifies a school for comprehensive support and improvement. Texas annually ranks all Title I campuses based on Closing the Gaps scaled scores. Beginning August 2022, TEA also evaluates overall scaled scores to make final comprehensive support and improvement (CSI) determinations. Title I campuses with both the lowest Closing the Gaps and lowest overall scaled scores are identified for CSI. First, Texas determines the bottom five percent of Closing the Gaps outcomes by rank ordering the scaled scores of Title I campuses by school type - elementary, middle, high school/ K - 12, and alternative education accountability. Texas then determines which campuses fell in the bottom five percent for each school type. Next, TEA rank orders the overall scaled scores for all Title I campuses statewide (without regard to campus type) to determine the scaled score cut point necessary to identify at least five percent of Title I campuses. Title I campuses with an overall scaled score cut point at or below the overall cut point and that rank in their school types bottom five percent are identified for CSI.

Part (i)(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement or implementing targeted support and improvement plans. Campuses Identified for Support under the Every Student Succeeds Act (ESSA) for the 2022-2023 school year: [Comprehensive Support and Improvement Schools](#), [Targeted Support and Improvement Schools](#) and [Additional Targeted Support Schools](#).

Part (i)(VI) the exit criteria established by the State, including the length of years established. Campuses that do not rank in their school types bottom five percent of the Closing the Gaps domain for two consecutive years and have an overall scaled score that year that does not fall within the lowest percentile to be reidentified for CSI are considered as having successfully exited. Campuses previously identified as CSI based solely on a graduation rate below 67 percent must have a four or six-year federal graduation rate of at least 67 percent for two consecutive years to exit CSI status.

Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2021-22 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
STAAR Percent at Approaches Grade Level or Above																					
Grade 7																					

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Reading	All Students	79%	75%	75%	60%	74%	80%	-	*	*	73%	68%	86%	43%	81%	*	70%	82%	-	*	40%	*	
	CWD	47%	43%	43%	-	40%	46%	-	-	-	*	40%	50%	43%	-	-	38%	55%	-	*	*	*	
	CWOD	83%	81%	81%	60%	81%	85%	-	*	*	86%	74%	91%	-	81%	*	77%	86%	-	*	*	*	
	EL	63%	*	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-	-
	Male	75%	70%	70%	33%	64%	77%	-	*	-	-	67%	60%	85%	38%	77%	*	70%	-	-	*	*	-
	Female	83%	82%	82%	78%	83%	86%	-	-	*	80%	79%	88%	55%	86%	*	-	82%	-	*	*	*	*
Mathematics	All Students	60%	64%	64%	40%	59%	76%	-	*	*	45%	54%	81%	32%	70%	*	64%	64%	-	*	20%	*	
	CWD	36%	32%	32%	-	30%	46%	-	-	-	*	24%	50%	32%	-	-	27%	45%	-	*	*	*	
	CWOD	63%	70%	70%	40%	65%	81%	-	*	*	71%	60%	85%	-	70%	*	73%	66%	-	*	*	*	
	EL	45%	*	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-	-
	Male	60%	64%	64%	17%	57%	76%	-	*	-	-	50%	52%	83%	27%	73%	*	64%	-	-	*	*	-
	Female	59%	64%	64%	56%	60%	77%	-	-	*	40%	55%	78%	45%	66%	*	-	64%	-	*	*	*	*
Grade 8																							
Reading	All Students	82%	80%	80%	91%	76%	82%	*	*	-	89%	72%	94%	37%	89%	40%	73%	88%	-	*	*	83%	
	CWD	50%	37%	37%	*	18%	45%	-	-	-	*	31%	80%	37%	-	*	23%	60%	-	*	*	*	
	CWOD	86%	89%	89%	89%	88%	88%	*	*	-	100%	84%	95%	-	89%	57%	85%	92%	-	*	*	100%	
	EL	65%	40%	40%	-	40%	-	-	-	-	-	25%	*	*	57%	40%	33%	*	-	-	-	*	
	Male	78%	73%	73%	*	68%	76%	-	*	-	*	63%	90%	23%	85%	33%	73%	-	-	-	*	*	
	Female	86%	88%	88%	100%	86%	88%	*	*	-	100%	82%	98%	60%	92%	*	-	88%	-	*	*	100%	
Mathematics	All Students	70%	61%	61%	55%	58%	63%	*	-	-	67%	51%	78%	17%	70%	40%	55%	67%	-	*	*	60%	
	CWD	40%	17%	17%	*	6%	20%	-	-	-	*	14%	40%	17%	-	*	8%	33%	-	*	*	*	
	CWOD	74%	70%	70%	56%	68%	73%	*	-	-	71%	62%	80%	-	70%	57%	67%	72%	-	*	*	*	
	EL	57%	40%	40%	-	40%	-	-	-	-	-	25%	*	*	57%	40%	17%	*	-	-	-	*	
	Male	68%	55%	55%	*	51%	61%	-	-	-	*	43%	77%	8%	67%	17%	55%	-	-	-	*	*	
	Female	72%	67%	67%	57%	66%	66%	*	-	-	100%	60%	80%	33%	72%	*	-	67%	-	*	*	*	
Science	All Students	73%	80%	80%	45%	76%	85%	*	*	-	78%	72%	92%	41%	87%	60%	77%	82%	-	*	*	83%	
	CWD	42%	41%	41%	*	29%	55%	-	-	-	*	36%	80%	41%	-	*	38%	47%	-	*	*	*	
	CWOD	77%	87%	87%	56%	85%	90%	*	*	-	86%	82%	93%	-	87%	86%	87%	87%	-	*	*	100%	
	EL	54%	60%	60%	-	60%	-	-	-	-	-	50%	*	*	86%	60%	50%	*	-	-	-	*	
	Male	73%	77%	77%	*	72%	83%	-	*	-	*	70%	90%	38%	87%	50%	77%	-	-	-	*	*	
	Female	73%	82%	82%	29%	82%	86%	*	*	-	100%	74%	94%	47%	87%	*	-	82%	-	*	*	100%	
End of Course																							
Algebra I	All Students	74%	73%	100%	-	*	100%	-	*	-	-	100%	100%	-	100%	-	100%	100%	-	-	-	*	
	CWD	46%	38%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	CWOD	78%	79%	100%	-	*	100%	-	*	-	-	100%	100%	-	100%	-	100%	100%	-	-	-	*	
	EL	64%	50%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Male	71%	72%	100%	-	-	100%	-	*	-	-	*	100%	-	100%	-	100%	-	-	-	-	-	
	Female	78%	74%	100%	-	*	100%	-	*	-	-	*	100%	-	100%	-	-	100%	-	-	-	*	
STAAR Percent at Meets Grade Level or Above																							

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Grade 7																							
Reading	All Students	55%	44%	44%	33%	39%	53%	-	*	*	27%	34%	61%	19%	49%	*	41%	49%	-	*	40%	*	
	CWD	25%	19%	19%	-	25%	15%	-	-	-	*	8%	42%	19%	-	-	19%	18%	-	*	*	*	
	CWOD	59%	49%	49%	33%	43%	59%	-	*	*	43%	40%	63%	-	49%	*	46%	53%	-	*	*	*	
	EL	33%	*	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	*	-	-	-	-
	Male	50%	41%	41%	0%	32%	53%	-	*	-	-	17%	28%	60%	19%	46%	*	41%	-	-	*	*	-
	Female	60%	49%	49%	56%	47%	54%	-	-	*	*	40%	42%	61%	18%	53%	*	-	49%	-	*	*	*
Mathematics	All Students	30%	36%	36%	33%	28%	47%	-	*	*	27%	26%	52%	19%	39%	*	39%	33%	-	*	0%	*	
	CWD	18%	19%	19%	-	15%	31%	-	-	-	*	16%	25%	19%	-	-	15%	27%	-	*	*	*	
	CWOD	32%	39%	39%	33%	31%	49%	-	*	*	43%	28%	56%	-	39%	*	44%	34%	-	*	*	*	
	EL	17%	*	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	*	-	-	-	-
	Male	31%	39%	39%	17%	30%	48%	-	*	-	-	17%	27%	57%	15%	44%	*	39%	-	-	*	*	-
	Female	29%	33%	33%	44%	26%	43%	-	-	*	*	40%	25%	46%	27%	34%	*	-	33%	-	*	*	*
Grade 8																							
Reading	All Students	57%	51%	51%	36%	46%	54%	*	*	-	67%	42%	66%	12%	58%	10%	39%	63%	-	*	*	67%	
	CWD	25%	12%	12%	*	6%	15%	-	-	-	*	8%	40%	12%	-	*	8%	20%	-	*	*	*	
	CWOD	61%	58%	58%	44%	54%	61%	*	*	-	71%	52%	67%	-	58%	14%	47%	69%	-	*	*	80%	
	EL	33%	10%	10%	-	10%	-	-	-	-	-	0%	*	*	14%	10%	0%	*	*	-	-	-	*
	Male	51%	39%	39%	*	42%	36%	-	*	-	*	32%	52%	8%	47%	0%	39%	-	-	-	*	*	*
	Female	63%	63%	63%	29%	51%	72%	*	*	-	100%	53%	79%	20%	69%	*	-	63%	-	*	*	80%	
Mathematics	All Students	39%	30%	30%	18%	21%	37%	*	-	-	44%	23%	43%	12%	34%	10%	25%	35%	-	*	*	0%	
	CWD	20%	12%	12%	*	0%	20%	-	-	-	*	8%	40%	12%	-	*	8%	20%	-	*	*	*	
	CWOD	41%	34%	34%	22%	25%	41%	*	-	-	43%	27%	43%	-	34%	14%	30%	38%	-	*	*	*	
	EL	24%	10%	10%	-	10%	-	-	-	-	-	13%	*	*	14%	10%	0%	*	*	-	-	-	*
	Male	38%	25%	25%	*	19%	31%	-	-	-	*	16%	42%	8%	30%	0%	25%	-	-	-	*	*	*
	Female	40%	35%	35%	14%	23%	45%	*	-	-	60%	31%	43%	20%	38%	*	-	35%	-	*	*	40%	
Science	All Students	44%	50%	50%	27%	40%	56%	*	*	-	78%	38%	69%	15%	56%	10%	50%	49%	-	*	*	33%	
	CWD	22%	15%	15%	*	0%	25%	-	-	-	*	8%	60%	15%	-	*	12%	20%	-	*	*	*	
	CWOD	47%	56%	56%	33%	47%	62%	*	*	-	86%	46%	69%	-	56%	14%	59%	53%	-	*	*	40%	
	EL	23%	10%	10%	-	10%	-	-	-	-	-	13%	*	*	14%	10%	0%	*	*	-	-	-	*
	Male	45%	50%	50%	*	40%	58%	-	*	-	*	38%	71%	12%	59%	0%	50%	-	-	-	*	*	*
	Female	42%	49%	49%	14%	39%	55%	*	*	-	100%	37%	67%	20%	53%	*	-	49%	-	*	*	40%	
End of Course																							
Algebra I	All Students	42%	45%	100%	-	*	100%	-	*	-	-	100%	100%	-	100%	-	100%	100%	-	-	-	*	
	CWD	19%	16%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	CWOD	45%	49%	100%	-	*	100%	-	*	-	-	100%	100%	-	100%	-	100%	100%	-	-	-	*	
	EL	28%	0%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Male	40%	38%	100%	-	-	100%	-	*	-	-	*	100%	-	100%	-	100%	-	-	-	-	-	
	Female	45%	51%	100%	-	*	100%	-	*	-	-	*	100%	-	100%	-	-	100%	-	-	-	-	

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STAAR Percent at Masters Grade Level																						
Grade 7																						
Reading	All Students	36%	25%	25%	0%	19%	36%	-	*	*	18%	16%	39%	8%	28%	*	22%	29%	-	*	0%	*
	CWD	11%	8%	8%	-	10%	8%	-	-	-	*	4%	17%	8%	-	-	12%	0%	-	*	*	*
	CWOD	40%	28%	28%	0%	21%	40%	-	*	*	29%	19%	43%	-	28%	*	25%	32%	-	*	*	*
	EL	17%	*	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	32%	22%	22%	0%	13%	33%	-	*	-	0%	12%	38%	12%	25%	*	22%	-	-	*	*	-
	Female	41%	29%	29%	0%	26%	40%	-	-	*	40%	21%	41%	0%	32%	*	-	29%	-	*	*	*
Mathematics	All Students	13%	16%	16%	7%	12%	23%	-	*	*	9%	11%	24%	8%	18%	*	16%	18%	-	*	0%	*
	CWD	7%	8%	8%	-	5%	15%	-	-	-	*	4%	17%	8%	-	-	4%	18%	-	*	*	*
	CWOD	14%	18%	18%	7%	14%	24%	-	*	*	14%	13%	26%	-	18%	*	18%	18%	-	*	*	*
	EL	6%	*	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	13%	16%	16%	0%	11%	21%	-	*	-	0%	11%	23%	4%	18%	*	16%	-	-	*	*	-
	Female	12%	18%	18%	11%	14%	26%	-	-	*	20%	12%	27%	18%	18%	*	-	18%	-	*	*	*
Grade 8																						
Reading	All Students	37%	33%	33%	27%	27%	37%	*	*	-	33%	26%	44%	2%	39%	0%	24%	42%	-	*	*	50%
	CWD	11%	2%	2%	*	0%	5%	-	-	-	*	3%	0%	2%	-	*	0%	7%	-	*	*	*
	CWOD	40%	39%	39%	33%	33%	42%	*	*	-	43%	33%	46%	-	39%	0%	30%	47%	-	*	*	60%
	EL	16%	0%	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	*	-	-	-	*
	Male	31%	24%	24%	*	19%	27%	-	*	-	*	19%	33%	0%	30%	0%	24%	-	-	-	*	*
	Female	42%	42%	42%	14%	37%	46%	*	*	-	60%	34%	54%	7%	47%	*	-	42%	-	*	*	60%
Mathematics	All Students	14%	6%	6%	9%	3%	9%	*	-	-	11%	2%	14%	2%	7%	0%	5%	8%	-	*	*	0%
	CWD	8%	2%	2%	*	0%	5%	-	-	-	*	3%	0%	2%	-	*	0%	7%	-	*	*	*
	CWOD	15%	7%	7%	11%	3%	9%	*	-	-	14%	2%	15%	-	7%	0%	6%	8%	-	*	*	*
	EL	6%	0%	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	*	-	-	-	*
	Male	14%	5%	5%	*	4%	5%	-	-	-	*	0%	14%	0%	6%	0%	5%	-	-	-	*	*
	Female	14%	8%	8%	0%	2%	13%	*	-	-	20%	4%	14%	7%	8%	*	-	8%	-	*	*	*
Science	All Students	23%	26%	26%	18%	24%	29%	*	*	-	0%	18%	40%	2%	31%	10%	24%	28%	-	*	*	33%
	CWD	9%	2%	2%	*	0%	5%	-	-	-	*	3%	0%	2%	-	*	0%	7%	-	*	*	*
	CWOD	24%	31%	31%	22%	28%	33%	*	*	-	0%	22%	42%	-	31%	14%	30%	31%	-	*	*	40%
	EL	8%	10%	10%	-	10%	-	-	-	-	-	13%	*	*	14%	10%	0%	*	-	-	-	*
	Male	24%	24%	24%	*	21%	26%	-	*	-	*	18%	35%	0%	30%	0%	24%	-	-	-	*	*
	Female	21%	28%	28%	0%	27%	32%	*	*	-	0%	17%	44%	7%	31%	*	-	28%	-	*	*	40%
End of Course																						
Algebra I	All Students	26%	25%	70%	-	*	63%	-	*	-	-	57%	77%	-	70%	-	50%	83%	-	-	-	*
	CWD	8%	4%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	29%	28%	70%	-	*	63%	-	*	-	-	57%	77%	-	70%	-	50%	83%	-	-	-	*
	EL	14%	0%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	25%	19%	50%	-	-	43%	-	*	-	-	*	60%	-	50%	-	50%	-	-	-	-	-

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Algebra I	Female	28%	31%	83%	-	*	78%	-	*	-	-	*	88%	-	83%	-	-	83%	-	-	-	*
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						
All Subjects	All Students	73%	73%	73%	57%	69%	78%	*	100%	*	69%	64%	87%	34%	80%	53%	68%	78%	-	50%	45%	71%
	CWD	44%	39%	34%	50%	25%	42%	-	-	-	36%	28%	56%	34%	-	0%	27%	48%	-	20%	25%	0%
	CWOD	77%	79%	80%	58%	77%	84%	*	100%	*	83%	73%	90%	-	80%	69%	78%	81%	-	71%	57%	89%
	EL	59%	45%	53%	-	53%	-	-	-	-	-	40%	100%	0%	69%	53%	42%	71%	-	-	-	*
	Male	71%	71%	68%	46%	63%	75%	-	100%	-	54%	58%	85%	27%	78%	42%	68%	-	-	*	36%	*
	Female	75%	75%	78%	64%	75%	82%	*	*	*	84%	70%	89%	48%	81%	71%	-	78%	-	60%	63%	81%
Reading	All Students	74%	72%	78%	73%	75%	81%	*	*	*	80%	70%	90%	40%	85%	50%	71%	86%	-	60%	56%	78%
	CWD	43%	36%	40%	*	30%	45%	-	-	-	50%	34%	59%	40%	-	*	31%	58%	-	*	*	*
	CWOD	78%	78%	85%	71%	84%	87%	*	*	*	93%	79%	93%	-	85%	64%	81%	89%	-	*	67%	100%
	EL	57%	39%	50%	-	50%	-	-	-	-	-	36%	*	*	64%	50%	44%	60%	-	-	-	*
	Male	70%	67%	71%	50%	66%	77%	-	*	-	70%	61%	87%	31%	81%	44%	71%	-	-	*	33%	*
	Female	78%	78%	86%	88%	84%	87%	*	*	*	90%	80%	94%	58%	89%	60%	-	86%	-	*	*	88%
Mathematics	All Students	71%	72%	64%	46%	59%	72%	*	*	*	55%	53%	81%	24%	71%	50%	61%	67%	-	20%	33%	56%
	CWD	44%	37%	24%	*	19%	30%	-	-	-	17%	18%	47%	24%	-	*	17%	38%	-	*	*	*
	CWOD	75%	77%	71%	46%	67%	78%	*	*	*	71%	62%	84%	-	71%	64%	72%	71%	-	*	33%	71%
	EL	61%	56%	50%	-	50%	-	-	-	-	-	36%	*	*	64%	50%	33%	80%	-	-	-	*
	Male	71%	72%	61%	30%	54%	70%	-	*	-	40%	49%	81%	17%	72%	33%	61%	-	-	*	33%	*
	Female	71%	71%	67%	56%	64%	73%	*	*	*	70%	59%	81%	38%	71%	80%	-	67%	-	*	*	63%
Science	All Students	74%	79%	80%	45%	76%	85%	*	*	-	78%	72%	92%	41%	87%	60%	77%	82%	-	*	*	83%
	CWD	47%	48%	41%	*	29%	55%	-	-	-	*	36%	80%	41%	-	*	38%	47%	-	*	*	*
	CWOD	78%	84%	87%	56%	85%	90%	*	*	-	86%	82%	93%	-	87%	86%	87%	87%	-	*	*	100%
	EL	58%	37%	60%	-	60%	-	-	-	-	-	50%	*	*	86%	60%	50%	*	-	-	-	*
	Male	74%	78%	77%	*	72%	83%	-	*	-	*	70%	90%	38%	87%	50%	77%	-	-	-	*	*
	Female	75%	79%	82%	29%	82%	86%	*	*	-	100%	74%	94%	47%	87%	*	-	82%	-	*	*	100%
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	47%	46%	43%	30%	35%	51%	*	100%	*	47%	33%	60%	15%	49%	11%	40%	48%	-	17%	32%	33%
	CWD	23%	19%	15%	0%	10%	21%	-	-	-	21%	9%	38%	15%	-	0%	12%	21%	-	0%	0%	0%
	CWOD	50%	50%	49%	33%	40%	56%	*	100%	*	57%	39%	61%	-	49%	14%	46%	51%	-	29%	50%	42%
	EL	29%	15%	11%	-	11%	-	-	-	-	-	10%	13%	0%	14%	11%	4%	21%	-	-	-	*
	Male	45%	44%	40%	25%	33%	47%	-	100%	-	25%	29%	58%	12%	46%	4%	40%	-	-	*	29%	*
	Female	48%	48%	48%	33%	38%	57%	*	*	*	68%	38%	62%	21%	51%	21%	-	48%	-	20%	38%	38%

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Reading	All Students	52%	48%	48%	35%	43%	54%	*	*	*	45%	38%	63%	15%	54%	7%	40%	57%	-	40%	44%	56%
	CWD	24%	20%	15%	*	16%	15%	-	-	-	17%	8%	41%	15%	-	*	13%	19%	-	*	*	*
	CWOD	56%	53%	54%	38%	48%	60%	*	*	*	57%	46%	66%	-	54%	9%	47%	61%	-	*	67%	71%
	EL	31%	14%	7%	-	7%	-	-	-	-	-	0%	*	*	9%	7%	0%	20%	-	-	-	*
	Male	47%	43%	40%	20%	37%	45%	-	*	-	20%	30%	56%	13%	47%	0%	40%	-	-	*	33%	*
	Female	56%	54%	57%	44%	49%	66%	*	*	*	70%	48%	71%	19%	61%	20%	-	57%	-	*	*	63%
Mathematics	All Students	41%	42%	36%	27%	25%	46%	*	*	*	35%	26%	51%	15%	40%	14%	34%	38%	-	0%	11%	11%
	CWD	22%	18%	15%	*	8%	24%	-	-	-	17%	11%	29%	15%	-	*	12%	23%	-	*	*	*
	CWOD	44%	46%	40%	29%	29%	49%	*	*	*	43%	30%	53%	-	40%	18%	40%	40%	-	*	17%	14%
	EL	29%	19%	14%	-	14%	-	-	-	-	-	18%	*	*	18%	14%	11%	20%	-	-	-	*
	Male	42%	42%	34%	20%	25%	43%	-	*	-	20%	23%	52%	12%	40%	11%	34%	-	-	*	17%	*
	Female	40%	42%	38%	31%	26%	49%	*	*	*	50%	30%	49%	23%	40%	20%	-	38%	-	*	*	13%
Science	All Students	46%	49%	50%	27%	40%	56%	*	*	-	78%	38%	69%	15%	56%	10%	50%	49%	-	*	*	33%
	CWD	23%	19%	15%	*	0%	25%	-	-	-	*	8%	60%	15%	-	*	12%	20%	-	*	*	*
	CWOD	49%	54%	56%	33%	47%	62%	*	*	-	86%	46%	69%	-	56%	14%	59%	53%	-	*	*	40%
	EL	25%	10%	10%	-	10%	-	-	-	-	-	13%	*	*	14%	10%	0%	*	-	-	-	*
	Male	47%	50%	50%	*	40%	58%	-	*	-	*	38%	71%	12%	59%	0%	50%	-	-	-	*	*
	Female	45%	49%	49%	14%	39%	55%	*	*	-	100%	37%	67%	20%	53%	*	-	49%	-	*	*	40%
STAAR Percent at Masters Grade Level																						
All Grades																						
All Subjects	All Students	22%	20%	22%	11%	17%	28%	*	100%	*	14%	15%	34%	5%	26%	5%	19%	27%	-	8%	14%	29%
	CWD	9%	5%	5%	0%	3%	7%	-	-	-	0%	3%	10%	5%	-	0%	3%	7%	-	0%	0%	0%
	CWOD	24%	23%	26%	12%	20%	31%	*	100%	*	20%	18%	36%	-	26%	7%	23%	29%	-	14%	21%	37%
	EL	12%	7%	5%	-	5%	-	-	-	-	-	7%	0%	0%	7%	5%	4%	7%	-	-	-	*
	Male	21%	19%	19%	21%	13%	23%	-	100%	-	0%	12%	30%	3%	23%	4%	19%	-	-	*	14%	*
	Female	23%	21%	27%	5%	22%	33%	*	*	*	28%	19%	39%	7%	29%	7%	-	27%	-	10%	13%	33%
Reading	All Students	25%	21%	29%	12%	23%	36%	*	*	*	25%	21%	42%	5%	34%	0%	23%	36%	-	20%	11%	44%
	CWD	9%	5%	5%	*	5%	6%	-	-	-	0%	3%	12%	5%	-	*	6%	4%	-	*	*	*
	CWOD	27%	23%	34%	13%	27%	41%	*	*	*	36%	26%	45%	-	34%	0%	27%	40%	-	*	17%	57%
	EL	13%	5%	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	0%	-	-	-	*
	Male	22%	19%	23%	20%	16%	30%	-	*	-	0%	16%	36%	6%	27%	0%	23%	-	-	*	17%	*
	Female	28%	24%	36%	6%	31%	44%	*	*	*	50%	28%	48%	4%	40%	0%	-	36%	-	*	*	50%
Mathematics	All Students	20%	19%	14%	8%	9%	19%	*	*	*	10%	8%	23%	5%	15%	7%	12%	16%	-	0%	0%	11%
	CWD	9%	5%	5%	*	3%	9%	-	-	-	0%	3%	12%	5%	-	*	2%	12%	-	*	*	*
	CWOD	21%	21%	15%	8%	10%	20%	*	*	*	14%	9%	24%	-	15%	9%	14%	17%	-	*	0%	14%
	EL	12%	11%	7%	-	7%	-	-	-	-	-	9%	*	*	9%	7%	11%	0%	-	-	-	*
	Male	21%	19%	12%	10%	7%	15%	-	*	-	0%	6%	21%	2%	14%	11%	12%	-	-	*	0%	*
	Female	19%	19%	16%	6%	10%	23%	*	*	*	20%	10%	26%	12%	17%	0%	-	16%	-	*	*	13%

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Science	All Students	20%	20%	26%	18%	24%	29%	*	*	-	0%	18%	40%	2%	31%	10%	24%	28%	-	*	*	33%
	CWD	8%	5%	2%	*	0%	5%	-	-	-	*	3%	0%	2%	-	*	0%	7%	-	*	*	*
	CWOD	22%	23%	31%	22%	28%	33%	*	*	-	0%	22%	42%	-	31%	14%	30%	31%	-	*	*	40%
	EL	7%	3%	10%	-	10%	-	-	-	-	-	13%	*	*	14%	10%	0%	*	-	-	-	*
	Male	22%	20%	24%	*	21%	26%	-	*	-	*	18%	35%	0%	30%	0%	24%	-	-	-	*	*
	Female	19%	20%	28%	0%	27%	32%	*	*	-	0%	17%	44%	7%	31%	*	-	28%	-	*	*	40%

- 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 schools which don't have a graduation rate, for the 2021-22 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Academic Growth Score											
Reading											
All Students	84	82	83	85	*	*	*	90	83	75	73
CWD	75	*	72	77	-	-	-	67	75	75	*
CWOD	86	80	85	86	*	*	*	100	85	-	78
EL ◇	73	-	73	-	-	-	-	-	67	*	73
Male	79	81	77	80	-	*	-	80	77	68	57
Female	90	82	89	91	*	*	*	100	90	86	*
Mathematics											
All Students	63	45	61	67	*	*	*	58	58	46	59
CWD	46	*	48	45	-	-	-	33	40	46	*
CWOD	67	45	64	71	*	*	*	68	63	-	61
EL ◇	59	-	59	-	-	-	-	-	56	*	59
Male	59	50	56	62	-	*	-	55	53	42	36
Female	68	43	66	75	*	*	*	60	64	52	*

- Indicates there are no students in the group.

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

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Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates for the class of 2021.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
Federal Graduation Rates													
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2021													
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.
- * Indicates results are masked due to small numbers to protect student confidentiality.
- ◇ Ever in grades 9-12.

Part (iv): English Language Proficiency

This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2022 TELPAS (Texas English Language Proficiency Assessment System) data. (EL: English learner)

Total EL in Class	Proficiency of EL	Rate of Proficiency
◇	◇	◇

- Indicates there are no students in the group.
- * Indicates results are masked due to small numbers to protect student confidentiality.
- ◇ Indicates data reporting does not meet for Minimum Size.

Part (v): School Quality or Student Success (SQSS)

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)

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Student Success (Student Achievement Domain Score: STAAR Component Only)											
STAAR Component Score	46	33	40	52	*	100	*	43	37	18	23
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

- 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 Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
STAAR Performance Status											
Reading											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	Y	Y	Y	N					Y	N	
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N	N	N	N					N	N	
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N	N	N	N					N	N	
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
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 Proficiency Status											
Interim Goals (2018-2022)											36%

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Target Met											
Interim Goals (2023-2027)											38%
Target Met											
Interim Goals (2028-2032)											40%
Target Met											
Long-Term Goals											40%
Target Met											
Federal Graduation Status^Δ											
Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met											
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met											
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											

Blank cells above represent student group indicators that do not meet the minimum size criteria.

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

Δ Student groups that are at or above 90% are required to exceed that rate by at least a tenth of a percent in the following year(s).

Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science for the 2021-22 school year. (CWD: children with disability; CWOD: children without disability; EL: English learner)

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Participation Rate																	
All Subjects	All Students	100%	100%	100%	100%	*	100%	*	100%	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	100%	100%	100%	-	-	-	100%	100%	100%	100%	-	100%	100%	100%	-
	CWOD	100%	100%	100%	100%	*	100%	*	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	-	100%	-	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	100%	*	*	*	100%	100%	100%	100%	100%	100%	100%	-	100%

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		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Reading	All Students	100%	100%	100%	100%	*	*	*	100%	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	*	100%	100%	-	-	-	100%	100%	100%	100%	-	*	100%	100%	-
	CWOD	100%	100%	100%	100%	*	*	*	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	-	100%	-	-	-	-	-	100%	*	*	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	-	*	-	100%	100%	100%	100%	100%	100%	100%	100%	-
	Female	100%	100%	100%	100%	*	*	*	100%	100%	100%	100%	100%	100%	100%	-	100%
Mathematics	All Students	100%	100%	100%	100%	*	*	*	100%	100%	100%	100%	100%	100%	100%	100%	100%
		100%	100%	100%	100%	*	*	*	100%	100%	100%	100%	100%	100%	100%	100%	100%
	CWD	100%	*	100%	100%	-	-	-	100%	100%	100%	100%	-	*	100%	100%	-
		100%	*	100%	100%	-	-	-	100%	100%	100%	100%	-	*	100%	100%	-
	CWOD	100%	100%	100%	100%	*	*	*	100%	100%	100%	-	100%	100%	100%	100%	100%
		100%	100%	100%	100%	*	*	*	100%	100%	100%	-	100%	100%	100%	100%	100%
	EL	100%	-	100%	-	-	-	-	-	100%	*	*	100%	100%	100%	100%	100%
		100%	-	100%	-	-	-	-	-	100%	*	*	100%	100%	100%	100%	100%
	Male	100%	100%	100%	100%	-	*	-	100%	100%	100%	100%	100%	100%	100%	100%	-
		100%	100%	100%	100%	-	*	-	100%	100%	100%	100%	100%	100%	100%	100%	-
	Female	100%	100%	100%	100%	*	*	*	100%	100%	100%	100%	100%	100%	100%	-	100%
		100%	100%	100%	100%	*	*	*	100%	100%	100%	100%	100%	100%	100%	-	100%
SAT/ACT All Subjects	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Non-Participation Rate																	
All Subjects	All Students	0%	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%	0%	0%
	CWD	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%	-	0%	0%	0%	0%
	CWOD	0%	0%	0%	0%	*	0%	*	0%	0%	0%	-	0%	0%	0%	0%	0%
	EL	0%	-	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	0%
	Male	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%	0%	-
	Female	0%	0%	0%	0%	*	*	*	0%	0%	0%	0%	0%	0%	0%	-	0%
Reading	All Students	0%	0%	0%	0%	*	*	*	0%	0%	0%	0%	0%	0%	0%	0%	0%
	CWD	0%	*	0%	0%	-	-	-	0%	0%	0%	0%	-	*	0%	0%	
	CWOD	0%	0%	0%	0%	*	*	*	0%	0%	0%	-	0%	0%	0%	0%	
	EL	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	0%	
	Male	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%	0%	-

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		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	
Reading	Female	0%	0%	0%	0%	*	*	*	0%	0%	0%	0%	0%	0%	-	0%	-	
Mathematics	All Students	0%	0%	0%	0%	*	*	*	0%	0%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	*	0%	0%	-	-	-	0%	0%	0%	0%	-	*	0%	0%	-	
	CWOD	0%	0%	0%	0%	*	*	*	0%	0%	0%	-	0%	0%	0%	0%	0%	-
	EL	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	0%	*	*	*	0%	0%	0%	0%	0%	0%	0%	-	0%	-
Science	All Students	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	*	0%	0%	-	-	-	*	0%	0%	0%	-	*	0%	0%	-	
	CWOD	0%	0%	0%	0%	*	*	-	0%	0%	0%	-	0%	0%	0%	0%	0%	-
	EL	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	0%	*	-
	Male	0%	*	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	*	-	0%	-
SAT/ACT All Subjects	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

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

Part (viii): Civil Rights Data

Part (viii)(I) This section provides information from the 2017-18 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

	Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
Students Without Disabilities											
In-School Suspensions											

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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
	Male	42	4	17	19	0	0	0	2	0		
	Female	32	1	13	17	0	0	0	1	0		
	Total	74	5	30	36	0	0	0	3	0		
Out-of-School Suspensions												
	Male	9	2	4	2	0	0	0	1	0		
	Female	8	0	4	4	0	0	0	0	0		
	Total	17	2	8	6	0	0	0	1	0		
Expulsions												
With Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	1	0	0	1	0	0	0	0	0		
	Total	1	0	0	1	0	0	0	0	0		
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
School-Related Arrests												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Referrals to Law Enforcement												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Students With Disabilities												
In-School Suspensions												
	Male	18	1	6	11	0	0	0	0	0		7
	Female	9	0	3	5	0	0	0	1	1		5
	Total	27	1	9	16	0	0	0	1	1		12
Out-of-School Suspensions												

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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
	Male	5	1	3	1	0	0	0	0	0		1
	Female	7	0	4	2	0	0	0	1	0		2
	Total	12	1	7	3	0	0	0	1	0		3
Expulsions												
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		1
	Total	0	0	0	0	0	0	0	0	0		1
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
School-Related Arrests												
	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
Referrals to Law Enforcement												
	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
All Students												
Chronic Absenteeism												
	Male	51	3	22	23	-8	-8	-8	3	2	11	-8
	Female	30	1	10	17	-8	-8	-8	2	3	6	-8
	Total	81	4	32	40	-8	-8	-8	5	5	17	-8

		Total
Incidents of Violence		
Incidents of rape or attempted rape		0
Incidents of sexual assault (other than rape)		0
Incidents of robbery with a weapon		0
Incidents of robbery with a firearm or explosive device		0
Incidents of robbery without a weapon		0
Incidents of physical attack or fight with a weapon		0

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	Total
Incidents of physical attack or fight with a firearm or explosive device	0
Incidents of physical attack or fight without a weapon	0
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack with a firearm or explosive device	0
Incidents of threats of physical attack without a weapon	0
Incidents of possession of a firearm or explosive device	0
Allegations of Harassment or bullying	
On the basis of sex	0
On the basis of race	0
On the basis of disability	0
On the basis of sexual orientation	0
On the basis of religion	0

Part (viii)(II) This section provides information from the 2017-18 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.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool 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
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 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.

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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.

	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	9.0	22.0%
Teachers Teaching with Emergency or Provisional Credentials	3.0	7.7%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	6.5	16.7%

- 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 June 30th, 2023.

Part (xi): STAAR Alternate 2 Participation

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 2021-22 school year.

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Grade 3						
Reading	6,584	2%	5	2%	-	-
Mathematics	6,587	2%	5	2%	-	-
Grade 4						
Reading	6,404	2%	*	1%	-	-
Mathematics	6,408	2%	*	1%	-	-
Grade 5						
Reading	6,204	2%	*	1%	-	-
Mathematics	6,205	2%	*	1%	-	-
Science	6,200	2%	*	1%	-	-
Grade 6						
Reading	6,181	2%	*	1%	-	-
Mathematics	6,177	2%	*	1%	-	-
Grade 7						

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Reading	6,130	1%	5	2%	5	2%
Mathematics	6,120	2%	5	2%	5	2%
Grade 8						
Reading	5,794	1%	5	2%	5	2%
Mathematics	5,803	2%	5	2%	5	2%
Science	5,796	1%	5	2%	5	2%
End of Course						
English I	6,009	1%	5	1%	-	-
English II	5,490	1%	*	1%	-	-
Algebra I	5,993	1%	5	2%	-	-
Biology	5,860	1%	*	1%	-	-
All Grades						
All Subjects	109,954	1%	72	2%	25	2%
Reading	48,805	1%	31	1%	10	2%
Mathematics	43,293	1%	29	2%	10	2%
Science	17,856	1%	12	1%	5	2%

- Indicates there are no students in the group.

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

Part (xii): Statewide National Assessment of Educational Progress (NAEP)

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the 2022 National Assessment of Educational Progress, compared to the national average of such results.

State Level: 2022 Percentages at NAEP Achievement Levels										
			% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	42	37	58	63	30	33	7	9
		Black	51	56	49	44	19	17	3	3
		Hispanic	52	50	48	50	20	21	3	4
		White	26	27	74	73	44	42	10	11
		American Indian	*	57	*	43	*	18	*	3
		Asian	8	17	92	83	71	58	31	24
		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

State Level: 2022 Percentages at NAEP Achievement Levels										
Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	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
		Students with Disabilities	51	56	49	44	18	14	2	2
		English Language Learners	31	48	69	52	26	14	3	2
Grade 8	Reading	Overall	34	30	66	70	23	31	2	4
		Black	45	47	55	53	17	16	1	1
		Hispanic	41	39	59	61	16	21	1	2
		White	24	22	76	78	30	38	2	5
		American Indian	*	45	*	55	*	18	*	2
		Asian	8	14	92	86	60	56	11	12
		Pacific Islander	*	35	*	65	*	25	*	2
		Two or More Races	28	27	72	73	32	35	5	6
		EcoDis	42	42	58	58	16	19	1	1
		Students with Disabilities	74	69	26	31	5	7	1	n/a
		English Language Learners	53	68	47	32	10	5	n/a	n/a
	Mathematics	Overall	39	38	61	62	24	26	5	7
		Black	54	62	46	38	11	9	2	1
		Hispanic	46	51	54	49	16	14	2	2
		White	28	26	72	74	36	35	8	9
		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	30	28	3	7
		EcoDis	49	54	51	46	15	13	2	2
		Students with Disabilities	81	77	19	23	4	5	n/a	1
English Language Learners	60	76	40	24	8	4	1	n/a		

* 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%
		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 postsecondary education in Texas; and (III) programs of postsecondary education outside Texas. (CWD: children with disability; EL: English learner)

There is no data for this campus.

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)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Chronic Absenteeism Rate	26%	34%	25%	25%	*	*	-	42%	31%	36%	21%

- Indicates there are no students in the group.

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

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Part (i): Description of State Accountability System

Part (i)(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students for use in the accountability system. The Texas accountability minimum size criteria are 25 tests for assessment related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for the all student group.

Part (i)(II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students.

State ESSA Goals												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Performance (At Meets Grade Level or Above)												
Reading/ELA	Baseline 2016-17 Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
	2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
	2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Mathematics	Baseline 2016-17 Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
	2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
	2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
EL Progress												
	Baseline 2016-17 Rates											41%
	2017-18 through 2021-22											36%
	2022-23 through 2026-27											38%
	2027-28 through 2031-32											40%
Graduation Rate: 4-Year Longitudinal Rate Δ												
	Baseline 2016-17 Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
	2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
	2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
	2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

Δ Student groups that are at or above 90% are required to exceed that rate by at least a tenth of a percent in the following year(s).

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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
- d. ELP Indicator: English Learner Language Proficiency Status
- e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12 Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

Part (i)(IV) the State's system for meaningfully differentiating all public schools in the State, including --
(aa) the specific weight of the indicators in such differentiation

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language Proficiency	10%
	SQSS: Student Achievement Domain Score: STAAR Component Only	10%
High Schools, K-12s, AEAs, and Districts	Academic Achievement	50%
	Federal Graduation Status or Academic Growth Status ¹	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness or Student Domain Score: STAAR Component Only ²	30%

¹ If Federal Graduation Status is not available, Academic Growth Status is used.

² If College, Career, and Military Readiness is not available, Student Achievement Domain Score: STAAR Component Only is used.

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(bb) the methodology by which the State differentiates all such schools. A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), B (80-89), C (70-79), D (60-69), and F (0-59) and further used to differentiate all public schools.
<https://tea.texas.gov/sites/default/files/chapter-4-2022-closing-the-gaps-domain.pdf>

(cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students. TEA uses the Closing the Gaps domain to identify campuses that have consistently underperforming student groups. A student group that misses the targets in at least the same three indicators, for three consecutive years, is considered consistently underperforming. Any campus not identified for comprehensive support and improvement (CSI) that has at least one consistently underperforming student group is identified for targeted support and improvement (TSI). TSI identifies both Title I and non-Title I campuses. Data from 2018, 2019, and 2022 are considered consecutive years for 2022 TSI identification.

(dd) the methodology by which the State identifies a school for comprehensive support and improvement. Texas annually ranks all Title I campuses based on Closing the Gaps scaled scores. Beginning August 2022, TEA also evaluates overall scaled scores to make final comprehensive support and improvement (CSI) determinations. Title I campuses with both the lowest Closing the Gaps and lowest overall scaled scores are identified for CSI. First, Texas determines the bottom five percent of Closing the Gaps outcomes by rank ordering the scaled scores of Title I campuses by school type - elementary, middle, high school/ K - 12, and alternative education accountability. Texas then determines which campuses fell in the bottom five percent for each school type. Next, TEA rank orders the overall scaled scores for all Title I campuses statewide (without regard to campus type) to determine the scaled score cut point necessary to identify at least five percent of Title I campuses. Title I campuses with an overall scaled score cut point at or below the overall cut point and that rank in their school types bottom five percent are identified for CSI.

Part (i)(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement or implementing targeted support and improvement plans. Campuses Identified for Support under the Every Student Succeeds Act (ESSA) for the 2022-2023 school year: [Comprehensive Support and Improvement Schools](#), [Targeted Support and Improvement Schools](#) and [Additional Targeted Support Schools](#).

Part (i)(VI) the exit criteria established by the State, including the length of years established. Campuses that do not rank in their school types bottom five percent of the Closing the Gaps domain for two consecutive years and have an overall scaled score that year that does not fall within the lowest percentile to be reidentified for CSI are considered as having successfully exited. Campuses previously identified as CSI based solely on a graduation rate below 67 percent must have a four or six-year federal graduation rate of at least 67 percent for two consecutive years to exit CSI status.

Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2021-22 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
STAAR Percent at Approaches Grade Level or Above																					
Grade 4																					

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	76%	77%	77%	63%	70%	85%	-	*	-	82%	72%	88%	43%	82%	67%	73%	82%	-	*	*	*
	CWD	48%	43%	43%	*	40%	55%	-	-	-	*	37%	56%	43%	-	-	44%	42%	-	-	-	-
	CWOD	81%	82%	82%	71%	75%	88%	-	*	-	90%	77%	92%	-	82%	67%	78%	87%	-	*	*	*
	EL	66%	67%	67%	-	71%	*	-	*	-	-	57%	*	-	67%	67%	80%	*	-	-	-	-
	Male	73%	73%	73%	*	69%	75%	-	*	-	80%	71%	76%	44%	78%	80%	73%	-	-	-	*	*
	Female	79%	82%	82%	40%	72%	93%	-	-	-	83%	73%	100%	42%	87%	*	-	82%	-	*	*	*
Mathematics	All Students	68%	72%	72%	25%	67%	80%	-	*	-	73%	64%	88%	43%	76%	56%	79%	66%	-	*	*	*
	CWD	42%	43%	43%	*	47%	45%	-	-	-	*	32%	67%	43%	-	-	56%	25%	-	-	-	-
	CWOD	73%	76%	76%	29%	71%	84%	-	*	-	80%	69%	90%	-	76%	56%	83%	70%	-	*	*	*
	EL	63%	56%	56%	-	57%	*	-	*	-	-	43%	*	-	56%	56%	60%	*	-	-	-	-
	Male	70%	79%	79%	*	80%	82%	-	*	-	80%	72%	90%	56%	83%	60%	79%	-	-	-	*	*
	Female	67%	66%	66%	40%	52%	78%	-	-	-	67%	56%	84%	25%	70%	*	-	66%	-	*	*	*
Grade 5																						
Reading	All Students	80%	75%	75%	60%	73%	79%	-	*	-	70%	69%	87%	31%	82%	33%	74%	77%	-	60%	*	-
	CWD	50%	31%	31%	*	33%	39%	-	*	-	*	29%	38%	31%	-	*	28%	43%	-	*	*	-
	CWOD	85%	82%	82%	67%	78%	87%	-	-	-	100%	77%	93%	-	82%	38%	87%	79%	-	*	*	-
	EL	71%	33%	33%	-	33%	-	-	-	-	-	38%	*	*	38%	33%	*	33%	-	-	-	-
	Male	77%	74%	74%	57%	81%	73%	-	*	-	60%	66%	88%	28%	87%	*	74%	-	-	*	*	-
	Female	83%	77%	77%	*	67%	86%	-	-	-	80%	73%	85%	43%	79%	33%	-	77%	-	*	*	-
Mathematics	All Students	76%	79%	79%	60%	77%	82%	-	*	-	80%	73%	89%	50%	83%	44%	83%	75%	-	60%	*	-
	CWD	50%	50%	50%	*	56%	44%	-	*	-	*	46%	63%	50%	-	*	56%	29%	-	*	*	-
	CWOD	80%	83%	83%	56%	79%	89%	-	-	-	100%	78%	93%	-	83%	38%	90%	78%	-	*	*	-
	EL	70%	44%	44%	-	44%	-	-	-	-	-	50%	*	*	38%	44%	*	33%	-	-	-	-
	Male	75%	83%	83%	57%	85%	84%	-	*	-	80%	77%	93%	56%	90%	*	83%	-	-	*	*	-
	Female	76%	75%	75%	*	69%	80%	-	-	-	80%	70%	85%	29%	78%	33%	-	75%	-	*	*	-
Science	All Students	65%	72%	72%	50%	62%	82%	-	*	-	70%	65%	85%	44%	76%	22%	76%	67%	-	40%	*	-
	CWD	40%	44%	44%	*	44%	44%	-	*	-	*	42%	50%	44%	-	*	44%	43%	-	*	*	-
	CWOD	69%	76%	76%	56%	64%	89%	-	-	-	86%	69%	90%	-	76%	25%	85%	69%	-	*	*	-
	EL	52%	22%	22%	-	22%	-	-	-	-	-	25%	*	*	25%	22%	*	17%	-	-	-	-
	Male	67%	76%	76%	57%	74%	80%	-	*	-	80%	67%	93%	44%	85%	*	76%	-	-	*	*	-
	Female	63%	67%	67%	*	51%	84%	-	-	-	60%	63%	76%	43%	69%	17%	-	67%	-	*	*	-
Grade 6																						
Reading	All Students	69%	71%	71%	58%	64%	78%	-	*	-	100%	66%	82%	37%	77%	67%	68%	75%	-	*	40%	*
	CWD	38%	37%	37%	*	42%	32%	-	-	-	*	33%	45%	37%	-	*	30%	47%	-	*	*	-
	CWOD	74%	77%	77%	70%	67%	86%	-	*	-	*	72%	88%	-	77%	60%	76%	79%	-	*	*	*
	EL	53%	67%	67%	-	64%	*	-	-	-	-	60%	*	*	60%	67%	40%	86%	-	-	-	-
	Male	66%	68%	68%	50%	60%	74%	-	*	-	*	56%	88%	30%	76%	40%	68%	-	-	*	*	*
	Female	72%	75%	75%	67%	67%	82%	-	-	-	*	75%	75%	47%	79%	86%	-	75%	-	*	*	-

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Mathematics	All Students	72%	71%	71%	50%	67%	77%	-	*	-	50%	63%	85%	40%	76%	92%	71%	71%	-	*	20%	*
	CWD	47%	40%	40%	*	33%	47%	-	-	-	*	29%	64%	40%	-	*	35%	47%	-	*	*	-
	CWOD	76%	76%	76%	60%	71%	82%	-	*	-	*	69%	88%	-	76%	90%	78%	74%	-	*	*	*
	EL	61%	92%	92%	-	91%	*	-	-	-	-	90%	*	*	90%	92%	80%	100%	-	-	-	-
	Male	73%	71%	71%	50%	60%	80%	-	*	-	*	60%	88%	35%	78%	80%	71%	-	-	*	*	*
	Female	72%	71%	71%	50%	73%	73%	-	-	-	-	*	66%	81%	47%	74%	100%	-	71%	-	*	*
STAAR Percent at Meets Grade Level or Above																						
Grade 4																						
Reading	All Students	53%	54%	54%	25%	50%	59%	-	*	-	55%	44%	73%	32%	57%	33%	52%	56%	-	*	*	*
	CWD	29%	32%	32%	*	27%	45%	-	-	-	*	21%	56%	32%	-	-	38%	25%	-	-	-	-
	CWOD	57%	57%	57%	29%	54%	61%	-	*	-	60%	47%	75%	-	57%	33%	54%	60%	-	*	*	*
	EL	41%	33%	33%	-	29%	*	-	*	-	-	29%	*	-	33%	33%	40%	*	-	-	-	-
	Male	51%	52%	52%	*	50%	55%	-	*	-	60%	43%	67%	38%	54%	40%	52%	-	-	-	*	*
	Female	55%	56%	56%	40%	50%	63%	-	-	-	50%	45%	79%	25%	60%	*	-	56%	-	*	*	*
Mathematics	All Students	42%	43%	43%	13%	31%	56%	-	*	-	36%	32%	64%	29%	45%	22%	47%	39%	-	*	*	*
	CWD	25%	29%	29%	*	27%	36%	-	-	-	*	21%	44%	29%	-	-	38%	17%	-	-	-	-
	CWOD	45%	45%	45%	14%	32%	59%	-	*	-	40%	34%	66%	-	45%	22%	49%	41%	-	*	*	*
	EL	34%	22%	22%	-	14%	*	-	*	-	-	14%	*	-	22%	22%	40%	*	-	-	-	-
	Male	45%	47%	47%	*	37%	59%	-	*	-	60%	39%	62%	38%	49%	40%	47%	-	-	-	*	*
	Female	38%	39%	39%	20%	24%	54%	-	-	-	17%	26%	66%	17%	41%	*	-	39%	-	*	*	*
Grade 5																						
Reading	All Students	57%	55%	55%	20%	48%	65%	-	*	-	60%	47%	71%	28%	60%	11%	50%	61%	-	40%	*	-
	CWD	29%	28%	28%	*	33%	33%	-	*	-	*	25%	38%	28%	-	*	28%	29%	-	*	*	-
	CWOD	61%	60%	60%	22%	49%	71%	-	-	-	86%	52%	75%	-	60%	13%	56%	63%	-	*	*	-
	EL	43%	11%	11%	-	11%	-	-	-	-	-	13%	*	*	13%	11%	*	17%	-	-	-	-
	Male	53%	50%	50%	29%	49%	55%	-	*	-	40%	40%	67%	28%	56%	*	50%	-	-	*	*	-
	Female	60%	61%	61%	*	47%	75%	-	-	-	80%	54%	76%	29%	63%	17%	-	61%	-	*	*	-
Mathematics	All Students	47%	53%	53%	20%	47%	62%	-	*	-	50%	48%	64%	25%	58%	22%	57%	50%	-	40%	*	-
	CWD	25%	25%	25%	*	22%	22%	-	*	-	*	25%	25%	25%	-	*	28%	14%	-	*	*	-
	CWOD	50%	58%	58%	22%	49%	70%	-	-	-	57%	52%	69%	-	58%	25%	64%	53%	-	*	*	-
	EL	38%	22%	22%	-	22%	-	-	-	-	-	25%	*	*	25%	22%	*	17%	-	-	-	-
	Male	48%	57%	57%	14%	57%	62%	-	*	-	40%	52%	64%	28%	64%	*	57%	-	-	*	*	-
	Female	46%	50%	50%	*	37%	63%	-	-	-	60%	44%	65%	14%	53%	17%	-	50%	-	*	*	-
Science	All Students	38%	47%	47%	10%	41%	58%	-	*	-	20%	36%	68%	25%	50%	11%	49%	44%	-	20%	*	-
	CWD	23%	25%	25%	*	33%	28%	-	*	-	*	21%	38%	25%	-	*	28%	14%	-	*	*	-
	CWOD	40%	50%	50%	11%	42%	63%	-	-	-	29%	39%	72%	-	50%	13%	55%	46%	-	*	*	-
	EL	24%	11%	11%	-	11%	-	-	-	-	-	13%	*	*	13%	11%	*	17%	-	-	-	-
	Male	41%	49%	49%	14%	50%	56%	-	*	-	20%	37%	71%	28%	55%	*	49%	-	-	*	*	-
	Female	34%	44%	44%	*	33%	59%	-	-	-	20%	36%	65%	14%	46%	17%	-	44%	-	*	*	-

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Grade 6																						
Reading	All Students	42%	39%	39%	25%	30%	47%	-	*	-	50%	27%	62%	14%	43%	25%	37%	41%	-	*	0%	*
	CWD	21%	14%	14%	*	8%	16%	-	-	-	*	8%	27%	14%	-	*	10%	20%	-	*	*	-
	CWOD	46%	43%	43%	30%	33%	53%	-	*	-	*	31%	67%	-	43%	30%	43%	44%	-	*	*	*
	EL	24%	25%	25%	-	18%	*	-	-	-	-	20%	*	*	30%	25%	40%	14%	-	-	-	-
	Male	40%	37%	37%	17%	30%	42%	-	*	-	*	23%	60%	10%	43%	40%	37%	-	-	*	*	*
	Female	45%	41%	41%	33%	31%	53%	-	-	-	*	31%	64%	20%	44%	14%	-	41%	-	*	*	*
Mathematics	All Students	38%	33%	33%	25%	23%	42%	-	*	-	33%	26%	46%	9%	37%	42%	38%	28%	-	*	0%	*
	CWD	20%	9%	9%	*	0%	11%	-	-	-	*	8%	9%	9%	-	*	5%	13%	-	*	*	-
	CWOD	41%	37%	37%	30%	26%	48%	-	*	-	*	29%	52%	-	37%	50%	45%	30%	-	*	*	*
	EL	24%	42%	42%	-	36%	*	-	-	-	-	40%	*	*	50%	42%	60%	29%	-	-	-	-
	Male	40%	38%	38%	17%	26%	47%	-	*	-	*	29%	52%	5%	45%	60%	38%	-	-	*	*	*
	Female	36%	28%	28%	33%	20%	36%	-	-	-	*	23%	39%	13%	30%	29%	-	28%	-	*	*	*
STAAR Percent at Masters Grade Level																						
Grade 4																						
Reading	All Students	28%	24%	24%	25%	21%	25%	-	*	-	27%	16%	39%	11%	26%	22%	24%	24%	-	*	*	*
	CWD	10%	11%	11%	*	13%	9%	-	-	-	*	5%	22%	11%	-	-	6%	17%	-	-	-	-
	CWOD	31%	26%	26%	29%	22%	27%	-	*	-	30%	18%	41%	-	26%	22%	27%	25%	-	*	*	*
	EL	18%	22%	22%	-	14%	*	-	*	-	-	14%	*	-	22%	22%	40%	*	-	-	-	-
	Male	26%	24%	24%	*	22%	25%	-	*	-	20%	17%	36%	6%	27%	40%	24%	-	-	-	*	*
	Female	29%	24%	24%	40%	20%	25%	-	-	-	33%	15%	42%	17%	25%	*	-	24%	-	*	*	*
Mathematics	All Students	22%	21%	21%	13%	11%	30%	-	*	-	18%	10%	41%	7%	23%	22%	30%	12%	-	*	*	*
	CWD	10%	7%	7%	*	0%	18%	-	-	-	*	5%	11%	7%	-	-	13%	0%	-	-	-	-
	CWOD	25%	23%	23%	14%	13%	31%	-	*	-	20%	11%	45%	-	23%	22%	33%	13%	-	*	*	*
	EL	16%	22%	22%	-	14%	*	-	*	-	-	14%	*	-	22%	22%	40%	*	-	-	-	-
	Male	25%	30%	30%	*	19%	41%	-	*	-	40%	17%	52%	13%	33%	40%	30%	-	-	-	*	*
	Female	19%	12%	12%	20%	2%	20%	-	-	-	0%	4%	29%	0%	13%	*	-	12%	-	*	*	*
Grade 5																						
Reading	All Students	36%	34%	34%	10%	31%	41%	-	*	-	20%	27%	50%	9%	38%	11%	31%	37%	-	40%	*	-
	CWD	12%	9%	9%	*	11%	11%	-	*	-	*	8%	13%	9%	-	*	12%	0%	-	*	*	-
	CWOD	40%	38%	38%	11%	33%	47%	-	-	-	29%	30%	54%	-	38%	13%	37%	40%	-	*	*	-
	EL	23%	11%	11%	-	11%	-	-	-	-	-	13%	*	*	13%	11%	*	17%	-	-	-	-
	Male	32%	31%	31%	14%	32%	36%	-	*	-	0%	23%	45%	12%	37%	*	31%	-	-	*	*	-
	Female	39%	37%	37%	*	29%	46%	-	-	-	40%	30%	56%	0%	40%	17%	-	37%	-	*	*	-
Mathematics	All Students	24%	30%	30%	0%	27%	36%	-	*	-	20%	24%	41%	3%	34%	22%	31%	28%	-	20%	*	-
	CWD	9%	3%	3%	*	11%	0%	-	*	-	*	4%	0%	3%	-	*	4%	0%	-	*	*	-
	CWOD	26%	34%	34%	0%	28%	43%	-	-	-	29%	28%	46%	-	34%	25%	39%	30%	-	*	*	-
	EL	17%	22%	22%	-	22%	-	-	-	-	-	25%	*	*	25%	22%	*	17%	-	-	-	-
	Male	25%	31%	31%	0%	34%	35%	-	*	-	20%	25%	43%	4%	39%	*	31%	-	-	*	*	-

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Mathematics	Female	23%	28%	28%	*	20%	38%	-	-	-	20%	23%	38%	0%	30%	17%	-	28%	-	*	*	-
Science	All Students	17%	21%	21%	0%	16%	27%	-	*	-	10%	14%	33%	13%	22%	0%	21%	20%	-	20%	*	-
	CWD	9%	13%	13%	*	22%	11%	-	*	-	*	13%	13%	13%	-	*	12%	14%	-	*	*	-
	CWOD	19%	22%	22%	0%	16%	30%	-	-	-	14%	15%	36%	-	22%	0%	24%	20%	-	*	*	-
	EL	9%	0%	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	*	0%	-	-	-	-
	Male	20%	21%	21%	0%	20%	27%	-	*	-	0%	12%	37%	12%	24%	*	21%	-	-	*	*	-
	Female	15%	20%	20%	*	14%	27%	-	-	-	20%	16%	29%	14%	20%	0%	-	20%	-	*	*	-
Grade 6																						
Reading	All Students	23%	21%	21%	0%	17%	26%	-	*	-	33%	15%	33%	6%	24%	8%	20%	23%	-	*	0%	*
	CWD	8%	6%	6%	*	8%	0%	-	-	-	*	4%	9%	6%	-	*	10%	0%	-	*	*	-
	CWOD	25%	24%	24%	0%	18%	31%	-	*	-	*	17%	37%	-	24%	10%	22%	26%	-	*	*	*
	EL	9%	8%	8%	-	9%	*	-	-	-	-	10%	*	*	10%	8%	20%	0%	-	-	-	-
	Male	21%	20%	20%	0%	15%	23%	-	*	-	*	12%	33%	10%	22%	20%	20%	-	-	*	*	*
	Female	25%	23%	23%	0%	18%	31%	-	-	-	*	18%	33%	0%	26%	0%	-	23%	-	*	*	-
Mathematics	All Students	16%	11%	11%	8%	6%	14%	-	*	-	33%	8%	17%	3%	13%	8%	12%	10%	-	*	0%	*
	CWD	8%	3%	3%	*	0%	0%	-	-	-	*	4%	0%	3%	-	*	5%	0%	-	*	*	-
	CWOD	17%	13%	13%	10%	7%	17%	-	*	-	*	9%	19%	-	13%	10%	14%	12%	-	*	*	*
	EL	7%	8%	8%	-	9%	*	-	-	-	-	10%	*	*	10%	8%	20%	0%	-	-	-	-
	Male	17%	12%	12%	0%	6%	14%	-	*	-	*	11%	15%	5%	14%	20%	12%	-	-	*	*	*
	Female	14%	10%	10%	17%	5%	15%	-	-	-	*	6%	19%	0%	12%	0%	-	10%	-	*	*	-
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						
All Subjects	All Students	73%	73%	74%	53%	68%	80%	-	86%	-	75%	68%	86%	41%	79%	57%	75%	73%	-	56%	43%	83%
	CWD	44%	39%	41%	11%	42%	43%	-	*	-	33%	35%	55%	41%	-	71%	41%	40%	-	0%	25%	-
	CWOD	77%	79%	79%	59%	72%	86%	-	*	-	88%	73%	90%	-	79%	55%	82%	76%	-	70%	50%	83%
	EL	59%	45%	57%	-	56%	*	-	*	-	-	53%	73%	71%	55%	57%	59%	55%	-	-	-	-
	Male	71%	71%	75%	54%	73%	78%	-	86%	-	77%	67%	88%	41%	82%	59%	75%	-	-	38%	29%	*
	Female	75%	75%	73%	52%	65%	82%	-	-	-	73%	68%	84%	40%	76%	55%	-	73%	-	75%	64%	*
Reading	All Students	74%	72%	75%	60%	69%	80%	-	*	-	81%	69%	85%	37%	81%	57%	72%	78%	-	60%	50%	*
	CWD	43%	36%	37%	*	39%	40%	-	*	-	33%	33%	46%	37%	-	*	33%	44%	-	*	*	-
	CWOD	78%	78%	81%	69%	73%	87%	-	*	-	95%	75%	91%	-	81%	56%	80%	81%	-	75%	56%	*
	EL	57%	39%	57%	-	56%	*	-	*	-	-	52%	80%	*	56%	57%	54%	59%	-	-	-	-
	Male	70%	67%	72%	63%	70%	74%	-	*	-	77%	64%	84%	33%	80%	54%	72%	-	-	40%	29%	*
	Female	78%	78%	78%	57%	68%	87%	-	-	-	86%	74%	87%	44%	81%	59%	-	78%	-	80%	80%	*
Mathematics	All Students	71%	72%	74%	47%	70%	80%	-	*	-	70%	67%	87%	44%	78%	67%	77%	70%	-	60%	33%	*
	CWD	44%	37%	44%	*	44%	46%	-	*	-	33%	36%	64%	44%	-	*	49%	35%	-	*	*	-
	CWOD	75%	77%	78%	50%	73%	85%	-	*	-	81%	72%	90%	-	78%	63%	83%	74%	-	75%	44%	*
	EL	61%	56%	67%	-	67%	*	-	*	-	-	64%	80%	*	63%	67%	69%	65%	-	-	-	-
	Male	71%	72%	77%	44%	75%	82%	-	*	-	77%	70%	90%	49%	83%	69%	77%	-	-	40%	29%	*

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Mathematics	Female	71%	71%	70%	50%	65%	77%	-	-	-	64%	64%	83%	35%	74%	65%	-	70%	-	80%	40%	*
Science	All Students	74%	79%	72%	50%	62%	82%	-	*	-	70%	65%	85%	44%	76%	22%	76%	67%	-	40%	*	-
	CWD	47%	48%	44%	*	44%	44%	-	*	-	*	42%	50%	44%	-	*	44%	43%	-	*	*	-
	CWOD	78%	84%	76%	56%	64%	89%	-	-	-	86%	69%	90%	-	76%	25%	85%	69%	-	*	*	-
	EL	58%	37%	22%	-	22%	-	-	-	-	-	25%	*	*	25%	22%	*	17%	-	-	-	-
	Male	74%	78%	76%	57%	74%	80%	-	*	-	80%	67%	93%	44%	85%	*	76%	-	-	*	*	-
	Female	75%	79%	67%	*	51%	84%	-	-	-	60%	63%	76%	43%	69%	17%	-	67%	-	*	*	-
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	47%	46%	46%	20%	38%	55%	-	71%	-	44%	37%	64%	23%	50%	25%	47%	46%	-	24%	14%	67%
	CWD	23%	19%	23%	0%	21%	25%	-	*	-	20%	18%	33%	23%	-	0%	24%	19%	-	0%	0%	-
	CWOD	50%	50%	50%	23%	41%	60%	-	*	-	51%	40%	68%	-	50%	27%	52%	48%	-	30%	20%	67%
	EL	29%	15%	25%	-	21%	*	-	*	-	-	22%	36%	0%	27%	25%	34%	18%	-	-	-	-
	Male	45%	44%	47%	15%	43%	53%	-	71%	-	48%	37%	63%	24%	52%	34%	47%	-	-	15%	18%	*
	Female	48%	48%	46%	26%	34%	58%	-	-	-	39%	37%	65%	19%	48%	18%	-	46%	-	33%	9%	*
Reading	All Students	52%	48%	49%	23%	43%	57%	-	*	-	56%	39%	68%	24%	53%	23%	46%	53%	-	30%	17%	*
	CWD	24%	20%	24%	*	22%	29%	-	*	-	17%	18%	39%	24%	-	*	25%	24%	-	*	*	-
	CWOD	56%	53%	53%	27%	45%	61%	-	*	-	67%	43%	72%	-	53%	26%	51%	56%	-	38%	22%	*
	EL	31%	14%	23%	-	19%	*	-	*	-	-	20%	40%	*	26%	23%	31%	18%	-	-	-	-
	Male	47%	43%	46%	19%	43%	50%	-	*	-	54%	35%	64%	25%	51%	31%	46%	-	-	20%	14%	*
	Female	56%	54%	53%	29%	42%	64%	-	-	-	57%	43%	73%	24%	56%	18%	-	53%	-	40%	20%	*
Mathematics	All Students	41%	42%	43%	20%	33%	53%	-	*	-	41%	35%	58%	20%	47%	30%	47%	39%	-	20%	8%	*
	CWD	22%	18%	20%	*	17%	21%	-	*	-	33%	18%	25%	20%	-	*	23%	15%	-	*	*	-
	CWOD	44%	46%	47%	23%	36%	59%	-	*	-	43%	38%	62%	-	47%	33%	52%	41%	-	25%	11%	*
	EL	29%	19%	30%	-	26%	*	-	*	-	-	28%	40%	*	33%	30%	46%	18%	-	-	-	-
	Male	42%	42%	47%	13%	40%	55%	-	*	-	54%	40%	59%	23%	52%	46%	47%	-	-	20%	14%	*
	Female	40%	42%	39%	29%	27%	51%	-	-	-	29%	31%	56%	15%	41%	18%	-	39%	-	20%	0%	*
Science	All Students	46%	49%	47%	10%	41%	58%	-	*	-	20%	36%	68%	25%	50%	11%	49%	44%	-	20%	*	-
	CWD	23%	19%	25%	*	33%	28%	-	*	-	*	21%	38%	25%	-	*	28%	14%	-	*	*	-
	CWOD	49%	54%	50%	11%	42%	63%	-	-	-	29%	39%	72%	-	50%	13%	55%	46%	-	*	*	-
	EL	25%	10%	11%	-	11%	-	-	-	-	-	13%	*	*	13%	11%	*	17%	-	-	-	-
	Male	47%	50%	49%	14%	50%	56%	-	*	-	20%	37%	71%	28%	55%	*	49%	-	-	*	*	-
	Female	45%	49%	44%	*	33%	59%	-	-	-	20%	36%	65%	14%	46%	17%	-	44%	-	*	*	-
STAAR Percent at Masters Grade Level																						
All Grades																						

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All Subjects	All Students	22%	20%	23%	7%	18%	28%	-	57%	-	22%	16%	36%	7%	26%	13%	24%	22%	-	20%	4%	50%
	CWD	9%	5%	7%	0%	9%	6%	-	*	-	13%	6%	9%	7%	-	0%	9%	4%	-	0%	0%	-
	CWOD	24%	23%	26%	8%	19%	32%	-	*	-	24%	18%	40%	-	26%	15%	27%	24%	-	25%	5%	50%
	EL	12%	7%	13%	-	11%	*	-	*	-	-	12%	18%	0%	15%	13%	24%	5%	-	-	-	-
	Male	21%	19%	24%	3%	21%	28%	-	57%	-	26%	17%	37%	9%	27%	24%	24%	-	-	8%	0%	*
	Female	23%	21%	22%	13%	15%	29%	-	-	-	18%	16%	35%	4%	24%	5%	-	22%	-	33%	9%	*
Reading	All Students	25%	21%	26%	10%	23%	31%	-	*	-	26%	19%	40%	8%	29%	13%	25%	28%	-	30%	8%	*
	CWD	9%	5%	8%	*	11%	6%	-	*	-	17%	6%	14%	8%	-	*	10%	6%	-	*	*	-
	CWOD	27%	23%	29%	12%	24%	35%	-	*	-	29%	22%	44%	-	29%	15%	28%	30%	-	38%	11%	*
	EL	13%	5%	13%	-	11%	*	-	*	-	-	12%	20%	*	15%	13%	23%	6%	-	-	-	-
	Male	22%	19%	25%	6%	23%	28%	-	*	-	23%	17%	38%	10%	28%	23%	25%	-	-	20%	0%	*
	Female	28%	24%	28%	14%	22%	34%	-	-	-	29%	21%	44%	6%	30%	6%	-	28%	-	40%	20%	*
Mathematics	All Students	20%	19%	20%	7%	14%	26%	-	*	-	22%	14%	33%	4%	23%	17%	24%	17%	-	10%	0%	*
	CWD	9%	5%	4%	*	3%	4%	-	*	-	17%	4%	4%	4%	-	*	7%	0%	-	*	*	-
	CWOD	21%	21%	23%	8%	16%	30%	-	*	-	24%	16%	36%	-	23%	19%	28%	18%	-	13%	0%	*
	EL	12%	11%	17%	-	15%	*	-	*	-	-	16%	20%	*	19%	17%	31%	6%	-	-	-	-
	Male	21%	19%	24%	0%	20%	28%	-	*	-	38%	17%	36%	7%	28%	31%	24%	-	-	0%	0%	*
	Female	19%	19%	17%	14%	9%	24%	-	-	-	7%	11%	29%	0%	18%	6%	-	17%	-	20%	0%	*
Science	All Students	20%	20%	21%	0%	16%	27%	-	*	-	10%	14%	33%	13%	22%	0%	21%	20%	-	20%	*	-
	CWD	8%	5%	13%	*	22%	11%	-	*	-	*	13%	13%	13%	-	*	12%	14%	-	*	*	-
	CWOD	22%	23%	22%	0%	16%	30%	-	-	-	14%	15%	36%	-	22%	0%	24%	20%	-	*	*	-
	EL	7%	3%	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	*	0%	-	-	-	-
	Male	22%	20%	21%	0%	20%	27%	-	*	-	0%	12%	37%	12%	24%	*	21%	-	-	*	*	-
	Female	19%	20%	20%	*	14%	27%	-	-	-	20%	16%	29%	14%	20%	0%	-	20%	-	*	*	-

- 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 schools which don't have a graduation rate, for the 2021-22 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Academic Growth Score											
Reading											
All Students	73	64	74	72	-	*	-	80	71	66	71
CWD	66	*	71	61	-	*	-	83	69	66	*
CWOD	74	63	75	74	-	*	-	79	72	-	74
EL ◇	71	-	72	*	-	*	-	-	74	*	71
Male	73	69	76	70	-	*	-	81	70	66	77
Female	73	58	73	74	-	-	-	80	72	68	65
Mathematics											
All Students	58	64	55	59	-	*	-	61	56	57	73
CWD	57	*	65	51	-	*	-	42	61	57	*
CWOD	58	63	54	61	-	*	-	68	55	-	70
EL ◇	73	-	70	*	-	*	-	-	74	*	73
Male	58	69	55	59	-	*	-	62	55	59	62
Female	58	58	55	60	-	-	-	60	57	53	85

- Indicates there are no students in the group.

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

Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates for the class of 2021.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL ◇	Homeless ◇	Foster Care ◇
Federal Graduation Rates													
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2021													
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL ◇	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

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- Indicates there are no students in the group.
- * Indicates results are masked due to small numbers to protect student confidentiality.
- ◇ Ever in grades 9-12.

Part (iv): English Language Proficiency

This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2022 TELPAS (Texas English Language Proficiency Assessment System) data. (EL: English learner)

Total EL in Class	Proficiency of EL	Rate of Proficiency
30	2	7%

- Indicates there are no students in the group.
- * Indicates results are masked due to small numbers to protect student confidentiality.
- ◇ Indicates data reporting does not meet for Minimum Size.

Part (v): School Quality or Student Success (SQSS)

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)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Student Success (Student Achievement Domain Score: STAAR Component Only)											
STAAR Component Score	48	27	41	54	-	71	-	47	40	24	32
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

- 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)

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COGIN INT (025902101) - BROWNWOOD ISD - BROWN COUNTY

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
STAAR Performance Status											
Reading											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	Y	N	Y	N					Y	Y	N
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N	N	N	N					N	N	N
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N	N	N	N					N	N	N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N	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					Y	N	Y
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N	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	N
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N	N	N	N					N	N	N
English Learner Language Proficiency 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
Federal Graduation Status^Δ											
Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met											
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met											
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											

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

Blank cells above represent student group indicators that do not meet the minimum size criteria.

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

Δ Student groups that are at or above 90% are required to exceed that rate by at least a tenth of a percent in the following year(s).

Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science for the 2021-22 school year. (CWD: children with disability; CWOD: children without disability; EL: English learner)

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Participation Rate																	
All Subjects	All Students	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	100%	100%	100%	-	*	-	100%	100%	100%	100%	-	100%	100%	100%	-
	CWOD	100%	100%	100%	100%	-	*	-	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	-	100%	*	-	*	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	100%	-	-	-	100%	100%	100%	100%	100%	100%	100%	-	100%
Reading	All Students	100%	100%	100%	100%	-	*	-	100%	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	*	100%	100%	-	*	-	100%	100%	100%	100%	-	*	100%	100%	-
	CWOD	100%	100%	100%	100%	-	*	-	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	-	100%	*	-	*	-	-	100%	100%	*	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	-	*	-	100%	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	100%	-	-	-	100%	100%	100%	100%	100%	100%	100%	-	100%
Mathematics	All Students	100%	100%	100%	100%	-	*	-	100%	100%	100%	100%	100%	100%	100%	100%	-
		100%	100%	100%	100%	-	*	-	100%	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	*	100%	100%	-	*	-	100%	100%	100%	100%	-	*	100%	100%	-
		100%	*	100%	100%	-	*	-	100%	100%	100%	100%	-	*	100%	100%	-
	CWOD	100%	100%	100%	100%	-	*	-	100%	100%	100%	-	100%	100%	100%	100%	-
		100%	100%	100%	100%	-	*	-	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	-	100%	*	-	*	-	-	100%	100%	*	100%	100%	100%	100%	-
		100%	-	100%	*	-	*	-	-	100%	100%	*	100%	100%	100%	100%	-

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		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	
Mathematics	Male	100%	100%	100%	100%	-	*	-	100%	100%	100%	100%	100%	100%	100%	-	-	
		100%	100%	100%	100%	-	*	-	100%	100%	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	100%	-	-	-	100%	100%	100%	100%	100%	100%	100%	-	100%	-
		100%	100%	100%	100%	-	-	-	100%	100%	100%	100%	100%	100%	100%	-	100%	-
SAT/ACT All Subjects	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Non-Participation Rate																		
All Subjects	All Students	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%	0%	0%	
	CWD	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	-	0%	0%	0%	0%	
	CWOD	0%	0%	0%	0%	-	*	-	0%	0%	0%	-	0%	0%	0%	0%	0%	
	EL	0%	-	0%	*	-	*	-	-	0%	0%	0%	0%	0%	0%	0%	0%	
	Male	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%	0%	-	
	Female	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%	-	0%	
Reading	All Students	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%	0%	0%	
	CWD	0%	*	0%	0%	-	*	-	0%	0%	0%	0%	-	*	0%	0%	0%	
	CWOD	0%	0%	0%	0%	-	*	-	0%	0%	0%	-	0%	0%	0%	0%	0%	
	EL	0%	-	0%	*	-	*	-	-	0%	0%	*	0%	0%	0%	0%	0%	
	Male	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%	0%	-	
	Female	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%	-	0%	
Mathematics	All Students	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%	0%	0%	
	CWD	0%	*	0%	0%	-	*	-	0%	0%	0%	0%	-	*	0%	0%	0%	
	CWOD	0%	0%	0%	0%	-	*	-	0%	0%	0%	-	0%	0%	0%	0%	0%	
	EL	0%	-	0%	*	-	*	-	-	0%	0%	*	0%	0%	0%	0%	0%	
	Male	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%	0%	-	
	Female	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%	-	0%	
Science	All Students	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%	0%	0%	
	CWD	0%	*	0%	0%	-	*	-	*	0%	0%	0%	-	*	0%	0%	0%	
	CWOD	0%	0%	0%	0%	-	-	-	0%	0%	0%	-	0%	0%	0%	0%	0%	
	EL	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	*	0%	0%	
	Male	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	*	0%	-	
	Female	0%	*	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%	-	0%	

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		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
SAT/ACT All Subjects	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

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

Part (viii): Civil Rights Data

Part (viii)(I) This section provides information from the 2017-18 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
Students Without Disabilities												
In-School Suspensions												
	Male	47	4	16	18	0	2	0	7	2		
	Female	13	1	7	5	0	0	0	0	0		
	Total	60	5	23	23	0	2	0	7	2		
Out-of-School Suspensions												
	Male	1	0	0	0	0	0	0	1	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	1	0	0	0	0	0	0	1	0		
Expulsions												
With Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		

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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
School-Related Arrests												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Referrals to Law Enforcement												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Students With Disabilities												
In-School Suspensions												
	Male	11	0	4	7	0	0	0	0	0		6
	Female	1	0	0	1	0	0	0	0	0		2
	Total	12	0	4	8	0	0	0	0	0		8
Out-of-School Suspensions												
	Male	0	0	0	0	0	0	0	0	0		1
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		1
Expulsions												
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
School-Related Arrests												

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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
	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
Referrals to Law Enforcement												
	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
All Students												
Chronic Absenteeism												
	Male	48	4	17	20	1	-8	-8	6	1	7	-8
	Female	41	3	17	18	2	-8	-8	1	-8	7	-8
	Total	89	7	34	38	3	-8	-8	7	1	14	-8

	Total
Incidents of Violence	
Incidents of rape or attempted rape	0
Incidents of sexual assault (other than rape)	0
Incidents of robbery with a weapon	0
Incidents of robbery with a firearm or explosive device	0
Incidents of robbery without a weapon	0
Incidents of physical attack or fight with a weapon	0
Incidents of physical attack or fight with a firearm or explosive device	0
Incidents of physical attack or fight without a weapon	0
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack with a firearm or explosive device	0
Incidents of threats of physical attack without a weapon	0
Incidents of possession of a firearm or explosive device	0
Allegations of Harassment or bullying	
On the basis of sex	0
On the basis of race	0
On the basis of disability	0
On the basis of sexual orientation	0
On the basis of religion	0

Part (viii)(II) This section provides information from the 2017-18 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.

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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool 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
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 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.

	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	5.0	9.6%
Teachers Teaching with Emergency or Provisional Credentials	1.0	2.0%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	1.1	2.2%

- 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 June 30th, 2023.

Part (xi): STAAR Alternate 2 Participation

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 2021-22 school year.

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Grade 3						
Reading	6,584	2%	5	2%	-	-
Mathematics	6,587	2%	5	2%	-	-
Grade 4						
Reading	6,404	2%	*	1%	*	1%
Mathematics	6,408	2%	*	1%	*	1%
Grade 5						
Reading	6,204	2%	*	1%	*	1%
Mathematics	6,205	2%	*	1%	*	1%
Science	6,200	2%	*	1%	*	1%
Grade 6						
Reading	6,181	2%	*	1%	*	1%
Mathematics	6,177	2%	*	1%	*	1%
Grade 7						
Reading	6,130	1%	5	2%	-	-
Mathematics	6,120	2%	5	2%	-	-
Grade 8						
Reading	5,794	1%	5	2%	-	-
Mathematics	5,803	2%	5	2%	-	-
Science	5,796	1%	5	2%	-	-
End of Course						
English I	6,009	1%	5	1%	-	-
English II	5,490	1%	*	1%	-	-
Algebra I	5,993	1%	5	2%	-	-
Biology	5,860	1%	*	1%	-	-
All Grades						
All Subjects	109,954	1%	72	2%	21	1%
Reading	48,805	1%	31	1%	9	1%
Mathematics	43,293	1%	29	2%	9	1%
Science	17,856	1%	12	1%	*	1%

- Indicates there are no students in the group.

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

Part (xii): Statewide National Assessment of Educational Progress (NAEP)

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the 2022 National Assessment of Educational Progress, compared to the national average of such results.

State Level: 2022 Percentages at NAEP Achievement Levels										
Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	42	37	58	63	30	33	7	9
		Black	51	56	49	44	19	17	3	3
		Hispanic	52	50	48	50	20	21	3	4
		White	26	27	74	73	44	42	10	11
		American Indian	*	57	*	43	*	18	*	3
		Asian	8	17	92	83	71	58	31	24
		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	
	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
Students with Disabilities		51	56	49	44	18	14	2	2	
English Language Learners	31	48	69	52	26	14	3	2		
Grade 8	Reading	Overall	34	30	66	70	23	31	2	4
		Black	45	47	55	53	17	16	1	1
		Hispanic	41	39	59	61	16	21	1	2
		White	24	22	76	78	30	38	2	5
		American Indian	*	45	*	55	*	18	*	2
		Asian	8	14	92	86	60	56	11	12
		Pacific Islander	*	35	*	65	*	25	*	2
		Two or More Races	28	27	72	73	32	35	5	6
		EcoDis	42	42	58	58	16	19	1	1
		Students with Disabilities	74	69	26	31	5	7	1	n/a
		English Language Learners	53	68	47	32	10	5	n/a	n/a

State Level: 2022 Percentages at NAEP Achievement Levels										
Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 8	Mathematics	Overall	39	38	61	62	24	26	5	7
		Black	54	62	46	38	11	9	2	1
		Hispanic	46	51	54	49	16	14	2	2
		White	28	26	72	74	36	35	8	9
		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	30	28	3	7
		EcoDis	49	54	51	46	15	13	2	2
		Students with Disabilities	81	77	19	23	4	5	n/a	1
		English Language Learners	60	76	40	24	8	4	1	n/a

* 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%
		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 postsecondary education in Texas; and (III) programs of postsecondary education outside Texas. (CWD: children with disability; EL: English learner)

There is no data for this campus.

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)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Chronic Absenteeism Rate	16%	28%	16%	14%	*	*	-	10%	20%	20%	7%

- Indicates there are no students in the group.

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

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Part (i): Description of State Accountability System

Part (i)(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students for use in the accountability system. The Texas accountability minimum size criteria are 25 tests for assessment related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for the all student group.

Part (i)(II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students.

State ESSA Goals												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Performance (At Meets Grade Level or Above)												
Reading/ELA	Baseline 2016-17 Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
	2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
	2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Mathematics	Baseline 2016-17 Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
	2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
	2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
EL Progress												
	Baseline 2016-17 Rates											41%
	2017-18 through 2021-22											36%
	2022-23 through 2026-27											38%
	2027-28 through 2031-32											40%
Graduation Rate: 4-Year Longitudinal Rate Δ												
	Baseline 2016-17 Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
	2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
	2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
	2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

Δ Student groups that are at or above 90% are required to exceed that rate by at least a tenth of a percent in the following year(s).

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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
- d. ELP Indicator: English Learner Language Proficiency Status
- e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12 Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

Part (i)(IV) the State's system for meaningfully differentiating all public schools in the State, including --
(aa) the specific weight of the indicators in such differentiation

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language Proficiency	10%
	SQSS: Student Achievement Domain Score: STAAR Component Only	10%
High Schools, K-12s, AEAs, and Districts	Academic Achievement	50%
	Federal Graduation Status or Academic Growth Status ¹	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness or Student Domain Score: STAAR Component Only ²	30%

¹ If Federal Graduation Status is not available, Academic Growth Status is used.

² If College, Career, and Military Readiness is not available, Student Achievement Domain Score: STAAR Component Only is used.

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(bb) the methodology by which the State differentiates all such schools. A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), B (80-89), C (70-79), D (60-69), and F (0-59) and further used to differentiate all public schools.
<https://tea.texas.gov/sites/default/files/chapter-4-2022-closing-the-gaps-domain.pdf>

(cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students. TEA uses the Closing the Gaps domain to identify campuses that have consistently underperforming student groups. A student group that misses the targets in at least the same three indicators, for three consecutive years, is considered consistently underperforming. Any campus not identified for comprehensive support and improvement (CSI) that has at least one consistently underperforming student group is identified for targeted support and improvement (TSI). TSI identifies both Title I and non-Title I campuses. Data from 2018, 2019, and 2022 are considered consecutive years for 2022 TSI identification.

(dd) the methodology by which the State identifies a school for comprehensive support and improvement. Texas annually ranks all Title I campuses based on Closing the Gaps scaled scores. Beginning August 2022, TEA also evaluates overall scaled scores to make final comprehensive support and improvement (CSI) determinations. Title I campuses with both the lowest Closing the Gaps and lowest overall scaled scores are identified for CSI. First, Texas determines the bottom five percent of Closing the Gaps outcomes by rank ordering the scaled scores of Title I campuses by school type - elementary, middle, high school/ K - 12, and alternative education accountability. Texas then determines which campuses fell in the bottom five percent for each school type. Next, TEA rank orders the overall scaled scores for all Title I campuses statewide (without regard to campus type) to determine the scaled score cut point necessary to identify at least five percent of Title I campuses. Title I campuses with an overall scaled score cut point at or below the overall cut point and that rank in their school types bottom five percent are identified for CSI.

Part (i)(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement or implementing targeted support and improvement plans. Campuses Identified for Support under the Every Student Succeeds Act (ESSA) for the 2022-2023 school year: [Comprehensive Support and Improvement Schools](#), [Targeted Support and Improvement Schools](#) and [Additional Targeted Support Schools](#).

Part (i)(VI) the exit criteria established by the State, including the length of years established. Campuses that do not rank in their school types bottom five percent of the Closing the Gaps domain for two consecutive years and have an overall scaled score that year that does not fall within the lowest percentile to be reidentified for CSI are considered as having successfully exited. Campuses previously identified as CSI based solely on a graduation rate below 67 percent must have a four or six-year federal graduation rate of at least 67 percent for two consecutive years to exit CSI status.

Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2021-22 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
STAAR Percent at Approaches Grade Level or Above																					
Grade 3																					

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	76%	77%	59%	*	67%	55%	-	*	-	*	57%	70%	0%	72%	*	63%	55%	-	*	*	-
	CWD	52%	39%	0%	*	0%	*	-	-	-	*	0%	*	0%	-	*	0%	0%	-	*	*	-
	CWOD	80%	83%	72%	*	79%	69%	-	*	-	*	68%	100%	-	72%	*	73%	71%	-	*	*	-
	EL	66%	*	*	-	*	-	-	-	-	-	*	-	*	*	*	*	*	-	*	-	-
	Male	74%	75%	63%	*	74%	58%	-	-	-	*	63%	60%	0%	73%	*	63%	-	-	*	*	-
	Female	78%	78%	55%	-	60%	50%	-	*	-	*	50%	80%	0%	71%	*	-	55%	-	-	*	-
Mathematics	All Students	70%	80%	68%	*	72%	70%	-	*	-	*	68%	70%	25%	78%	*	77%	58%	-	*	*	-
	CWD	46%	48%	25%	*	33%	*	-	-	-	*	22%	*	25%	-	*	60%	0%	-	*	*	-
	CWOD	74%	85%	78%	*	79%	88%	-	*	-	*	77%	86%	-	78%	*	80%	75%	-	*	*	-
	EL	64%	*	*	-	*	-	-	-	-	-	*	-	*	*	*	*	*	-	*	-	-
	Male	72%	82%	77%	*	79%	83%	-	-	-	*	80%	60%	60%	80%	*	77%	-	-	*	*	-
	Female	68%	78%	58%	-	65%	50%	-	*	-	*	54%	80%	0%	75%	*	-	58%	-	-	*	-
STAAR Percent at Meets Grade Level or Above																						
Grade 3																						
Reading	All Students	50%	51%	38%	*	36%	45%	-	*	-	*	36%	50%	0%	46%	*	37%	39%	-	*	*	-
	CWD	30%	18%	0%	*	0%	*	-	-	-	*	0%	*	0%	-	*	0%	0%	-	*	*	-
	CWOD	54%	56%	46%	*	42%	56%	-	*	-	*	43%	71%	-	46%	*	43%	50%	-	*	*	-
	EL	37%	*	*	-	*	-	-	-	-	-	*	-	*	*	*	*	*	-	*	-	-
	Male	49%	48%	37%	*	32%	50%	-	-	-	*	37%	40%	0%	43%	*	37%	-	-	*	*	-
	Female	52%	53%	39%	-	40%	38%	-	*	-	*	35%	60%	0%	50%	*	-	39%	-	-	*	-
Mathematics	All Students	42%	50%	32%	*	26%	50%	-	*	-	*	29%	50%	0%	39%	*	37%	26%	-	*	*	-
	CWD	27%	24%	0%	*	0%	*	-	-	-	*	0%	*	0%	-	*	0%	0%	-	*	*	-
	CWOD	45%	54%	39%	*	30%	63%	-	*	-	*	34%	71%	-	39%	*	43%	33%	-	*	*	-
	EL	35%	*	*	-	*	-	-	-	-	-	*	-	*	*	*	*	*	-	*	-	-
	Male	45%	54%	37%	*	26%	67%	-	-	-	*	37%	40%	0%	43%	*	37%	-	-	*	*	-
	Female	39%	47%	26%	-	25%	25%	-	*	-	*	19%	60%	0%	33%	*	-	26%	-	-	*	-
STAAR Percent at Masters Grade Level																						
Grade 3																						
Reading	All Students	29%	28%	23%	*	21%	25%	-	*	-	*	18%	50%	0%	28%	*	26%	19%	-	*	*	-
	CWD	12%	3%	0%	*	0%	*	-	-	-	*	0%	*	0%	-	*	0%	0%	-	*	*	-
	CWOD	32%	32%	28%	*	24%	31%	-	*	-	*	21%	71%	-	28%	*	30%	25%	-	*	*	-
	EL	19%	*	*	-	*	-	-	-	-	-	*	-	*	*	*	*	*	-	*	-	-
	Male	28%	32%	26%	*	21%	33%	-	-	-	*	23%	40%	0%	30%	*	26%	-	-	*	*	-
	Female	31%	25%	19%	-	20%	13%	-	*	-	*	12%	60%	0%	25%	*	-	19%	-	-	*	-
Mathematics	All Students	20%	24%	18%	*	18%	20%	-	*	-	*	14%	40%	0%	22%	*	17%	19%	-	*	*	-
	CWD	10%	6%	0%	*	0%	*	-	-	-	*	0%	*	0%	-	*	0%	0%	-	*	*	-
	CWOD	22%	27%	22%	*	21%	25%	-	*	-	*	17%	57%	-	22%	*	20%	25%	-	*	*	-
	EL	15%	*	*	-	*	-	-	-	-	-	*	-	*	*	*	*	*	-	*	-	-
	Male	23%	26%	17%	*	16%	25%	-	-	-	*	13%	40%	0%	20%	*	17%	-	-	*	*	-

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Mathematics	Female	18%	22%	19%	-	20%	13%	-	*	-	*	15%	40%	0%	25%	*	-	19%	-	-	*	-
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						
All Subjects	All Students	73%	73%	64%	50%	69%	63%	-	*	-	0%	63%	70%	13%	75%	0%	70%	56%	-	*	67%	-
	CWD	44%	39%	13%	*	17%	0%	-	-	-	*	11%	17%	13%	-	*	30%	0%	-	*	*	-
	CWOD	77%	79%	75%	*	79%	78%	-	*	-	*	72%	93%	-	75%	*	77%	73%	-	*	*	-
	EL	59%	45%	0%	-	0%	-	-	-	-	-	0%	-	*	*	0%	*	*	-	*	-	-
	Male	71%	71%	70%	50%	76%	71%	-	-	-	*	72%	60%	30%	77%	*	70%	-	-	*	*	-
	Female	75%	75%	56%	-	63%	50%	-	*	-	*	52%	80%	0%	73%	*	-	56%	-	-	*	-
Reading	All Students	74%	72%	59%	*	67%	55%	-	*	-	*	57%	70%	0%	72%	*	63%	55%	-	*	*	-
	CWD	43%	36%	0%	*	0%	*	-	-	-	*	0%	*	0%	-	*	0%	0%	-	*	*	-
	CWOD	78%	78%	72%	*	79%	69%	-	*	-	*	68%	100%	-	72%	*	73%	71%	-	*	*	-
	EL	57%	39%	*	-	*	-	-	-	-	-	*	-	*	*	*	*	*	-	*	-	-
	Male	70%	67%	63%	*	74%	58%	-	-	-	*	63%	60%	0%	73%	*	63%	-	-	*	*	-
	Female	78%	78%	55%	-	60%	50%	-	*	-	*	50%	80%	0%	71%	*	-	55%	-	-	*	-
Mathematics	All Students	71%	72%	68%	*	72%	70%	-	*	-	*	68%	70%	25%	78%	*	77%	58%	-	*	*	-
	CWD	44%	37%	25%	*	33%	*	-	-	-	*	22%	*	25%	-	*	60%	0%	-	*	*	-
	CWOD	75%	77%	78%	*	79%	88%	-	*	-	*	77%	86%	-	78%	*	80%	75%	-	*	*	-
	EL	61%	56%	*	-	*	-	-	-	-	-	*	-	*	*	*	*	*	-	*	-	-
	Male	71%	72%	77%	*	79%	83%	-	-	-	*	80%	60%	60%	80%	*	77%	-	-	*	*	-
	Female	71%	71%	58%	-	65%	50%	-	*	-	*	54%	80%	0%	75%	*	-	58%	-	-	*	-
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	47%	46%	35%	17%	31%	48%	-	*	-	0%	32%	50%	0%	43%	0%	37%	32%	-	*	0%	-
	CWD	23%	19%	0%	*	0%	0%	-	-	-	*	0%	0%	0%	-	*	0%	0%	-	*	*	-
	CWOD	50%	50%	43%	*	36%	59%	-	*	-	*	38%	71%	-	43%	*	43%	42%	-	*	*	-
	EL	29%	15%	0%	-	0%	-	-	-	-	-	0%	-	*	*	0%	*	*	-	*	-	-
	Male	45%	44%	37%	17%	29%	58%	-	-	-	*	37%	40%	0%	43%	*	37%	-	-	*	*	-
	Female	48%	48%	32%	-	33%	31%	-	*	-	*	27%	60%	0%	42%	*	-	32%	-	-	*	-
Reading	All Students	52%	48%	38%	*	36%	45%	-	*	-	*	36%	50%	0%	46%	*	37%	39%	-	*	*	-
	CWD	24%	20%	0%	*	0%	*	-	-	-	*	0%	*	0%	-	*	0%	0%	-	*	*	-
	CWOD	56%	53%	46%	*	42%	56%	-	*	-	*	43%	71%	-	46%	*	43%	50%	-	*	*	-
	EL	31%	14%	*	-	*	-	-	-	-	-	*	-	*	*	*	*	*	-	*	-	-
	Male	47%	43%	37%	*	32%	50%	-	-	-	*	37%	40%	0%	43%	*	37%	-	-	*	*	-
	Female	56%	54%	39%	-	40%	38%	-	*	-	*	35%	60%	0%	50%	*	-	39%	-	-	*	-

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Mathematics	All Students	41%	42%	32%	*	26%	50%	-	*	-	*	29%	50%	0%	39%	*	37%	26%	-	*	*	-
	CWD	22%	18%	0%	*	0%	*	-	-	-	*	0%	*	0%	-	*	0%	0%	-	*	*	-
	CWOD	44%	46%	39%	*	30%	63%	-	*	-	*	34%	71%	-	39%	*	43%	33%	-	*	*	-
	EL	29%	19%	*	-	*	-	-	-	-	-	*	-	*	*	*	*	*	-	*	-	-
	Male	42%	42%	37%	*	26%	67%	-	-	-	*	37%	40%	0%	43%	*	37%	-	-	*	*	-
	Female	40%	42%	26%	-	25%	25%	-	*	-	*	19%	60%	0%	33%	*	-	26%	-	-	*	-
STAAR Percent at Masters Grade Level																						
All Grades																						
All Subjects	All Students	22%	20%	20%	17%	19%	23%	-	*	-	0%	16%	45%	0%	25%	0%	21%	19%	-	*	0%	-
	CWD	9%	5%	0%	*	0%	0%	-	-	-	*	0%	0%	0%	-	*	0%	0%	-	*	*	-
	CWOD	24%	23%	25%	*	23%	28%	-	*	-	*	19%	64%	-	25%	*	25%	25%	-	*	*	-
	EL	12%	7%	0%	-	0%	-	-	-	-	-	0%	-	*	*	0%	*	*	-	*	-	-
	Male	21%	19%	21%	17%	18%	29%	-	-	-	*	18%	40%	0%	25%	*	21%	-	-	*	*	-
	Female	23%	21%	19%	-	20%	13%	-	*	-	*	13%	50%	0%	25%	*	-	19%	-	-	*	-
Reading	All Students	25%	21%	23%	*	21%	25%	-	*	-	*	18%	50%	0%	28%	*	26%	19%	-	*	*	-
	CWD	9%	5%	0%	*	0%	*	-	-	-	*	0%	*	0%	-	*	0%	0%	-	*	*	-
	CWOD	27%	23%	28%	*	24%	31%	-	*	-	*	21%	71%	-	28%	*	30%	25%	-	*	*	-
	EL	13%	5%	*	-	*	-	-	-	-	-	*	-	*	*	*	*	*	-	*	-	-
	Male	22%	19%	26%	*	21%	33%	-	-	-	*	23%	40%	0%	30%	*	26%	-	-	*	*	-
	Female	28%	24%	19%	-	20%	13%	-	*	-	*	12%	60%	0%	25%	*	-	19%	-	-	*	-
Mathematics	All Students	20%	19%	18%	*	18%	20%	-	*	-	*	14%	40%	0%	22%	*	17%	19%	-	*	*	-
	CWD	9%	5%	0%	*	0%	*	-	-	-	*	0%	*	0%	-	*	0%	0%	-	*	*	-
	CWOD	21%	21%	22%	*	21%	25%	-	*	-	*	17%	57%	-	22%	*	20%	25%	-	*	*	-
	EL	12%	11%	*	-	*	-	-	-	-	-	*	-	*	*	*	*	*	-	*	-	-
	Male	21%	19%	17%	*	16%	25%	-	-	-	*	13%	40%	0%	20%	*	17%	-	-	*	*	-
	Female	19%	19%	19%	-	20%	13%	-	*	-	*	15%	40%	0%	25%	*	-	19%	-	-	*	-

- 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 schools which don't have a graduation rate, for the 2021-22 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

There is no data for this campus.

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Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates for the class of 2021.

There is no data for this campus.

Part (iv): English Language Proficiency

This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2022 TELPAS (Texas English Language Proficiency Assessment System) data. (EL: English learner)

Total EL in Class	Proficiency of EL	Rate of Proficiency
◇	◇	◇

- Indicates there are no students in the group.
- * Indicates results are masked due to small numbers to protect student confidentiality.
- ◇ Indicates data reporting does not meet for Minimum Size.

Part (v): School Quality or Student Success (SQSS)

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)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Student Success (Student Achievement Domain Score: STAAR Component Only)											
STAAR Component Score	40	28	40	45	-	*	-	0	37	4	0
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

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

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met											
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met											
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											

Blank cells above represent student group indicators that do not meet the minimum size criteria.
+ STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).
Δ Student groups that are at or above 90% are required to exceed that rate by at least a tenth of a percent in the following year(s).

Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science for the 2021-22 school year. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	
Participation Rate																	
All Subjects	All Students	100%	100%	100%	100%	-	*	-	100%	100%	100%	100%	100%	100%	100%	-	
	CWD	100%	*	100%	100%	-	-	-	*	100%	100%	100%	-	*	100%	100%	-
	CWOD	100%	*	100%	100%	-	*	-	*	100%	100%	-	100%	*	100%	100%	-
	EL	100%	-	100%	-	-	-	-	-	100%	-	*	*	100%	*	*	-
	Male	100%	100%	100%	100%	-	-	-	*	100%	100%	100%	100%	*	100%	-	-
	Female	100%	-	100%	100%	-	*	-	*	100%	100%	100%	100%	*	-	100%	-
Reading	All Students	100%	*	100%	100%	-	*	-	*	100%	100%	100%	100%	*	100%	100%	-
	CWD	100%	*	100%	*	-	-	-	*	100%	*	100%	-	*	100%	100%	-
	CWOD	100%	*	100%	100%	-	*	-	*	100%	100%	-	100%	*	100%	100%	-
	EL	*	-	*	-	-	-	-	*	-	*	*	*	*	*	*	-
	Male	100%	*	100%	100%	-	-	-	*	100%	100%	100%	100%	*	100%	-	-
	Female	100%	-	100%	100%	-	*	-	*	100%	100%	100%	100%	*	-	100%	-
Mathematics	All Students	100%	*	100%	100%	-	*	-	*	100%	100%	100%	100%	*	100%	100%	-
		100%	*	100%	100%	-	*	-	*	100%	100%	100%	100%	*	100%	100%	-

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		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	
Mathematics	CWD	100%	*	100%	*	-	-	-	*	100%	*	100%	-	*	100%	100%	-	
		100%	*	100%	*	-	-	-	*	100%	*	100%	-	*	100%	100%	-	
	CWOD	100%	*	100%	100%	-	*	-	*	100%	100%	-	100%	*	100%	100%	-	
		100%	*	100%	100%	-	*	-	*	100%	100%	-	100%	*	100%	100%	-	
	EL	*	-	*	-	-	-	-	-	*	-	*	*	*	*	*	*	-
		*	-	*	-	-	-	-	-	*	-	*	*	*	*	*	*	-
	Male	100%	*	100%	100%	-	-	-	*	100%	100%	100%	100%	*	100%	-	-	
		100%	*	100%	100%	-	-	-	*	100%	100%	100%	100%	*	100%	-	-	
	Female	100%	-	100%	100%	-	*	-	*	100%	100%	100%	100%	*	-	100%	-	
		100%	-	100%	100%	-	*	-	*	100%	100%	100%	100%	*	-	100%	-	
SAT/ACT All Subjects	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Non-Participation Rate																		
All Subjects	All Students	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%	0%	-	
	CWD	0%	*	0%	0%	-	-	-	*	0%	0%	0%	-	*	0%	0%	-	
	CWOD	0%	*	0%	0%	-	*	-	*	0%	0%	-	0%	*	0%	0%	-	
	EL	0%	-	0%	-	-	-	-	-	0%	-	*	*	0%	*	*	-	
	Male	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	*	0%	-	-	
	Female	0%	-	0%	0%	-	*	-	*	0%	0%	0%	0%	*	-	0%	-	
Reading	All Students	0%	*	0%	0%	-	*	-	*	0%	0%	0%	0%	*	0%	0%	-	
	CWD	0%	*	0%	*	-	-	-	*	0%	*	0%	-	*	0%	0%	-	
	CWOD	0%	*	0%	0%	-	*	-	*	0%	0%	-	0%	*	0%	0%	-	
	EL	*	-	*	-	-	-	-	-	*	-	*	*	*	*	*	-	
	Male	0%	*	0%	0%	-	-	-	*	0%	0%	0%	0%	*	0%	-	-	
	Female	0%	-	0%	0%	-	*	-	*	0%	0%	0%	0%	*	-	0%	-	
Mathematics	All Students	0%	*	0%	0%	-	*	-	*	0%	0%	0%	0%	*	0%	0%	-	
	CWD	0%	*	0%	*	-	-	-	*	0%	*	0%	-	*	0%	0%	-	
	CWOD	0%	*	0%	0%	-	*	-	*	0%	0%	-	0%	*	0%	0%	-	
	EL	*	-	*	-	-	-	-	-	*	-	*	*	*	*	*	-	
	Male	0%	*	0%	0%	-	-	-	*	0%	0%	0%	0%	*	0%	-	-	
	Female	0%	-	0%	0%	-	*	-	*	0%	0%	0%	0%	*	-	0%	-	

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		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Science	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
SAT/ACT All Subjects	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

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

Part (viii): Civil Rights Data

Part (viii)(I) This section provides information from the 2017-18 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
Students Without Disabilities												
In-School Suspensions												
	Male	1	0	0	1	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	1	0	0	1	0	0	0	0	0		
Out-of-School Suspensions												
	Male	2	1	0	1	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	2	1	0	1	0	0	0	0	0		
Expulsions												

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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
With Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
School-Related Arrests												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Referrals to Law Enforcement												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Students With Disabilities												
In-School Suspensions												
	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
Out-of-School Suspensions												
	Male	3	0	0	3	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	3	0	0	3	0	0	0	0	0		0
Expulsions												
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

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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
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
School-Related Arrests												
	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
Referrals to Law Enforcement												
	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
All Students												
Chronic Absenteeism												
	Male	25	1	10	13	-8	-8	-8	1	2	4	-8
	Female	22	-8	10	10	1	-8	-8	1	1	2	-8
	Total	47	1	20	23	1	-8	-8	2	3	6	-8

	Total
Incidents of Violence	
Incidents of rape or attempted rape	0
Incidents of sexual assault (other than rape)	0
Incidents of robbery with a weapon	0
Incidents of robbery with a firearm or explosive device	0
Incidents of robbery without a weapon	0
Incidents of physical attack or fight with a weapon	0
Incidents of physical attack or fight with a firearm or explosive device	0
Incidents of physical attack or fight without a weapon	0
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack with a firearm or explosive device	0
Incidents of threats of physical attack without a weapon	0
Incidents of possession of a firearm or explosive device	0
Allegations of Harassment or bullying	
On the basis of sex	0
On the basis of race	0
On the basis of disability	0

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	Total
On the basis of sexual orientation	0
On the basis of religion	0

Part (viii)(II) This section provides information from the 2017-18 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.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs											
	Male	99	8	42	46	0	0	0	3	5	10
	Female	98	8	47	41	0	0	0	2	4	10
	Total	197	16	89	87	0	0	0	5	9	20
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 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.

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	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	2.0	5.1%
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	0.7	1.9%

- 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 June 30th, 2023.

Part (xi): STAAR Alternate 2 Participation

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 2021-22 school year.

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Grade 3						
Reading	6,584	2%	5	2%	-	-
Mathematics	6,587	2%	5	2%	-	-
Grade 4						
Reading	6,404	2%	*	1%	-	-
Mathematics	6,408	2%	*	1%	-	-
Grade 5						
Reading	6,204	2%	*	1%	-	-
Mathematics	6,205	2%	*	1%	-	-
Science	6,200	2%	*	1%	-	-
Grade 6						
Reading	6,181	2%	*	1%	-	-
Mathematics	6,177	2%	*	1%	-	-
Grade 7						
Reading	6,130	1%	5	2%	-	-
Mathematics	6,120	2%	5	2%	-	-
Grade 8						
Reading	5,794	1%	5	2%	-	-
Mathematics	5,803	2%	5	2%	-	-

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Science	5,796	1%	5	2%	-	-
End of Course						
English I	6,009	1%	5	1%	-	-
English II	5,490	1%	*	1%	-	-
Algebra I	5,993	1%	5	2%	-	-
Biology	5,860	1%	*	1%	-	-
All Grades						
All Subjects	109,954	1%	72	2%	-	-
Reading	48,805	1%	31	1%	-	-
Mathematics	43,293	1%	29	2%	-	-
Science	17,856	1%	12	1%	-	-

- Indicates there are no students in the group.

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

Part (xii): Statewide National Assessment of Educational Progress (NAEP)

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the 2022 National Assessment of Educational Progress, compared to the national average of such results.

State Level: 2022 Percentages at NAEP Achievement Levels										
			% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	42	37	58	63	30	33	7	9
		Black	51	56	49	44	19	17	3	3
		Hispanic	52	50	48	50	20	21	3	4
		White	26	27	74	73	44	42	10	11
		American Indian	*	57	*	43	*	18	*	3
		Asian	8	17	92	83	71	58	31	24
		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	
	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	

State Level: 2022 Percentages at NAEP Achievement Levels										
Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Mathematics	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
		Students with Disabilities	51	56	49	44	18	14	2	2
		English Language Learners	31	48	69	52	26	14	3	2
Grade 8	Reading	Overall	34	30	66	70	23	31	2	4
		Black	45	47	55	53	17	16	1	1
		Hispanic	41	39	59	61	16	21	1	2
		White	24	22	76	78	30	38	2	5
		American Indian	*	45	*	55	*	18	*	2
		Asian	8	14	92	86	60	56	11	12
		Pacific Islander	*	35	*	65	*	25	*	2
		Two or More Races	28	27	72	73	32	35	5	6
		EcoDis	42	42	58	58	16	19	1	1
		Students with Disabilities	74	69	26	31	5	7	1	n/a
	English Language Learners	53	68	47	32	10	5	n/a	n/a	
	Mathematics	Overall	39	38	61	62	24	26	5	7
		Black	54	62	46	38	11	9	2	1
		Hispanic	46	51	54	49	16	14	2	2
		White	28	26	72	74	36	35	8	9
		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	30	28	3	7
		EcoDis	49	54	51	46	15	13	2	2
Students with Disabilities		81	77	19	23	4	5	n/a	1	
English Language Learners	60	76	40	24	8	4	1	n/a		

* 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%
		English Learners	95%

State Level: 2022 NAEP Participation Rates for Students with Disabilities and English Learners			
Grade	Subject	Student Group	Rate
Grade 4	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 postsecondary education in Texas; and (III) programs of postsecondary education outside Texas. (CWD: children with disability; EL: English learner)

There is no data for this campus.

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)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Chronic Absenteeism Rate	22%	30%	24%	20%	-	*	-	17%	24%	24%	33%

- Indicates there are no students in the group.

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

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Part (i): Description of State Accountability System

Part (i)(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students for use in the accountability system. The Texas accountability minimum size criteria are 25 tests for assessment related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for the all student group.

Part (i)(II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students.

State ESSA Goals												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Performance (At Meets Grade Level or Above)												
Reading/ELA	Baseline 2016-17 Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
	2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
	2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Mathematics	Baseline 2016-17 Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
	2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
	2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
EL Progress												
	Baseline 2016-17 Rates											41%
	2017-18 through 2021-22											36%
	2022-23 through 2026-27											38%
	2027-28 through 2031-32											40%
Graduation Rate: 4-Year Longitudinal Rate Δ												
	Baseline 2016-17 Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
	2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
	2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
	2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

Δ Student groups that are at or above 90% are required to exceed that rate by at least a tenth of a percent in the following year(s).

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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
- d. ELP Indicator: English Learner Language Proficiency Status
- e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12 Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

Part (i)(IV) the State's system for meaningfully differentiating all public schools in the State, including --
(aa) the specific weight of the indicators in such differentiation

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language Proficiency	10%
	SQSS: Student Achievement Domain Score: STAAR Component Only	10%
High Schools, K-12s, AEAs, and Districts	Academic Achievement	50%
	Federal Graduation Status or Academic Growth Status ¹	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness or Student Domain Score: STAAR Component Only ²	30%

¹ If Federal Graduation Status is not available, Academic Growth Status is used.

² If College, Career, and Military Readiness is not available, Student Achievement Domain Score: STAAR Component Only is used.

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(bb) the methodology by which the State differentiates all such schools. A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), B (80-89), C (70-79), D (60-69), and F (0-59) and further used to differentiate all public schools.
<https://tea.texas.gov/sites/default/files/chapter-4-2022-closing-the-gaps-domain.pdf>

(cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students. TEA uses the Closing the Gaps domain to identify campuses that have consistently underperforming student groups. A student group that misses the targets in at least the same three indicators, for three consecutive years, is considered consistently underperforming. Any campus not identified for comprehensive support and improvement (CSI) that has at least one consistently underperforming student group is identified for targeted support and improvement (TSI). TSI identifies both Title I and non-Title I campuses. Data from 2018, 2019, and 2022 are considered consecutive years for 2022 TSI identification.

(dd) the methodology by which the State identifies a school for comprehensive support and improvement. Texas annually ranks all Title I campuses based on Closing the Gaps scaled scores. Beginning August 2022, TEA also evaluates overall scaled scores to make final comprehensive support and improvement (CSI) determinations. Title I campuses with both the lowest Closing the Gaps and lowest overall scaled scores are identified for CSI. First, Texas determines the bottom five percent of Closing the Gaps outcomes by rank ordering the scaled scores of Title I campuses by school type - elementary, middle, high school/ K - 12, and alternative education accountability. Texas then determines which campuses fell in the bottom five percent for each school type. Next, TEA rank orders the overall scaled scores for all Title I campuses statewide (without regard to campus type) to determine the scaled score cut point necessary to identify at least five percent of Title I campuses. Title I campuses with an overall scaled score cut point at or below the overall cut point and that rank in their school types bottom five percent are identified for CSI.

Part (i)(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement or implementing targeted support and improvement plans. Campuses Identified for Support under the Every Student Succeeds Act (ESSA) for the 2022-2023 school year: [Comprehensive Support and Improvement Schools](#), [Targeted Support and Improvement Schools](#) and [Additional Targeted Support Schools](#).

Part (i)(VI) the exit criteria established by the State, including the length of years established. Campuses that do not rank in their school types bottom five percent of the Closing the Gaps domain for two consecutive years and have an overall scaled score that year that does not fall within the lowest percentile to be reidentified for CSI are considered as having successfully exited. Campuses previously identified as CSI based solely on a graduation rate below 67 percent must have a four or six-year federal graduation rate of at least 67 percent for two consecutive years to exit CSI status.

Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2021-22 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
STAAR Percent at Approaches Grade Level or Above																					
Grade 3																					

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Reading	All Students	76%	77%	79%	*	63%	87%	-	-	-	*	76%	82%	50%	84%	-	74%	84%	-	-	*	*	
	CWD	52%	39%	50%	*	25%	83%	-	-	-	*	64%	20%	50%	-	-	45%	60%	-	-	*	-	
	CWOD	80%	83%	84%	*	75%	87%	-	-	-	*	79%	89%	-	84%	-	82%	86%	-	-	*	*	
	EL	66%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	74%	75%	74%	*	58%	86%	-	-	-	*	73%	75%	45%	82%	-	74%	-	-	-	-	-	*
	Female	78%	78%	84%	*	69%	88%	-	-	-	*	78%	88%	60%	86%	-	-	84%	-	-	-	*	*
Mathematics	All Students	70%	80%	77%	*	72%	80%	-	-	-	*	76%	78%	56%	81%	-	80%	73%	-	-	*	*	
	CWD	46%	48%	56%	*	38%	83%	-	-	-	*	55%	60%	56%	-	-	45%	80%	-	-	*	-	
	CWOD	74%	85%	81%	*	83%	80%	-	-	-	*	82%	80%	-	81%	-	90%	73%	-	-	*	*	
	EL	64%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	72%	82%	80%	*	74%	86%	-	-	-	*	77%	83%	45%	90%	-	80%	-	-	-	-	-	*
	Female	68%	78%	73%	*	69%	75%	-	-	-	*	74%	73%	80%	73%	-	-	73%	-	-	-	*	*
STAAR Percent at Meets Grade Level or Above																							
Grade 3																							
Reading	All Students	50%	51%	49%	*	41%	53%	-	-	-	*	41%	58%	31%	53%	-	44%	55%	-	-	*	*	
	CWD	30%	18%	31%	*	0%	67%	-	-	-	*	36%	20%	31%	-	-	27%	40%	-	-	*	-	
	CWOD	54%	56%	53%	*	54%	52%	-	-	-	*	42%	62%	-	53%	-	49%	57%	-	-	*	*	
	EL	37%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	49%	48%	44%	*	37%	54%	-	-	-	*	35%	54%	27%	49%	-	44%	-	-	-	-	-	*
	Female	52%	53%	55%	*	46%	53%	-	-	-	*	48%	62%	40%	57%	-	-	55%	-	-	-	*	*
Mathematics	All Students	42%	50%	51%	*	34%	62%	-	-	-	*	39%	62%	38%	53%	-	58%	43%	-	-	*	*	
	CWD	27%	24%	38%	*	13%	67%	-	-	-	*	36%	40%	38%	-	-	36%	40%	-	-	*	-	
	CWOD	45%	54%	53%	*	42%	61%	-	-	-	*	39%	64%	-	53%	-	64%	43%	-	-	*	*	
	EL	35%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	45%	54%	58%	*	47%	71%	-	-	-	*	46%	71%	36%	64%	-	58%	-	-	-	-	-	*
	Female	39%	47%	43%	*	15%	53%	-	-	-	*	30%	54%	40%	43%	-	-	43%	-	-	-	*	*
STAAR Percent at Masters Grade Level																							
Grade 3																							
Reading	All Students	29%	28%	23%	*	16%	28%	-	-	-	*	16%	30%	6%	27%	-	24%	22%	-	-	*	*	
	CWD	12%	3%	6%	*	0%	17%	-	-	-	*	9%	0%	6%	-	-	9%	0%	-	-	*	-	
	CWOD	32%	32%	27%	*	21%	30%	-	-	-	*	18%	33%	-	27%	-	28%	25%	-	-	*	*	
	EL	19%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	28%	32%	24%	*	16%	32%	-	-	-	*	19%	29%	9%	28%	-	24%	-	-	-	-	-	*
	Female	31%	25%	22%	*	15%	25%	-	-	-	*	13%	31%	0%	25%	-	-	22%	-	-	-	*	*
Mathematics	All Students	20%	24%	22%	*	13%	27%	-	-	-	*	16%	28%	6%	25%	-	24%	20%	-	-	*	*	
	CWD	10%	6%	6%	*	0%	0%	-	-	-	*	9%	0%	6%	-	-	0%	20%	-	-	*	-	
	CWOD	22%	27%	25%	*	17%	30%	-	-	-	*	18%	31%	-	25%	-	31%	20%	-	-	*	*	
	EL	15%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	23%	26%	24%	*	11%	36%	-	-	-	*	19%	29%	0%	31%	-	24%	-	-	-	-	-	*

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	Female	18%	22%	20%	*	15%	19%	-	-	-	*	13%	27%	20%	20%	-	-	20%	-	-	*	*
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						
All Subjects	All Students	73%	73%	78%	50%	67%	83%	-	-	-	100%	76%	80%	53%	83%	-	77%	79%	-	-	*	*
	CWD	44%	39%	53%	*	31%	83%	-	-	-	*	59%	40%	53%	-	45%	70%	-	-	*	-	
	CWOD	77%	79%	83%	*	79%	83%	-	-	-	100%	80%	84%	-	83%	-	86%	80%	-	-	*	*
	EL	59%	45%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	71%	71%	77%	*	66%	86%	-	-	-	*	75%	79%	45%	86%	-	77%	-	-	-	-	*
	Female	75%	75%	79%	*	69%	81%	-	-	-	100%	76%	81%	70%	80%	-	-	79%	-	-	-	*
Reading	All Students	74%	72%	79%	*	63%	87%	-	-	-	*	76%	82%	50%	84%	-	74%	84%	-	-	*	*
	CWD	43%	36%	50%	*	25%	83%	-	-	-	*	64%	20%	50%	-	45%	60%	-	-	*	-	
	CWOD	78%	78%	84%	*	75%	87%	-	-	-	*	79%	89%	-	84%	-	82%	86%	-	-	*	*
	EL	57%	39%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	70%	67%	74%	*	58%	86%	-	-	-	*	73%	75%	45%	82%	-	74%	-	-	-	-	*
	Female	78%	78%	84%	*	69%	88%	-	-	-	*	78%	88%	60%	86%	-	-	84%	-	-	-	*
Mathematics	All Students	71%	72%	77%	*	72%	80%	-	-	-	*	76%	78%	56%	81%	-	80%	73%	-	-	*	*
	CWD	44%	37%	56%	*	38%	83%	-	-	-	*	55%	60%	56%	-	45%	80%	-	-	*	-	
	CWOD	75%	77%	81%	*	83%	80%	-	-	-	*	82%	80%	-	81%	-	90%	73%	-	-	*	*
	EL	61%	56%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	71%	72%	80%	*	74%	86%	-	-	-	*	77%	83%	45%	90%	-	80%	-	-	-	-	*
	Female	71%	71%	73%	*	69%	75%	-	-	-	*	74%	73%	80%	73%	-	-	73%	-	-	-	*
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	47%	46%	50%	17%	38%	58%	-	-	-	63%	40%	60%	34%	53%	-	51%	49%	-	-	*	*
	CWD	23%	19%	34%	*	6%	67%	-	-	-	*	36%	30%	34%	-	32%	40%	-	-	*	-	
	CWOD	50%	50%	53%	*	48%	56%	-	-	-	50%	41%	63%	-	53%	-	56%	50%	-	-	*	*
	EL	29%	15%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	45%	44%	51%	*	42%	63%	-	-	-	*	40%	63%	32%	56%	-	51%	-	-	-	-	*
	Female	48%	48%	49%	*	31%	53%	-	-	-	83%	39%	58%	40%	50%	-	-	49%	-	-	-	*
Reading	All Students	52%	48%	49%	*	41%	53%	-	-	-	*	41%	58%	31%	53%	-	44%	55%	-	-	*	*
	CWD	24%	20%	31%	*	0%	67%	-	-	-	*	36%	20%	31%	-	27%	40%	-	-	*	-	
	CWOD	56%	53%	53%	*	54%	52%	-	-	-	*	42%	62%	-	53%	-	49%	57%	-	-	*	*
	EL	31%	14%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	47%	43%	44%	*	37%	54%	-	-	-	*	35%	54%	27%	49%	-	44%	-	-	-	-	*
	Female	56%	54%	55%	*	46%	53%	-	-	-	*	48%	62%	40%	57%	-	-	55%	-	-	-	*

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Mathematics	All Students	41%	42%	51%	*	34%	62%	-	-	-	*	39%	62%	38%	53%	-	58%	43%	-	-	*	*	
	CWD	22%	18%	38%	*	13%	67%	-	-	-	*	36%	40%	38%	-	-	36%	40%	-	-	*	-	
	CWOD	44%	46%	53%	*	42%	61%	-	-	-	*	39%	64%	-	53%	-	64%	43%	-	-	*	*	
	EL	29%	19%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	42%	42%	58%	*	47%	71%	-	-	-	*	46%	71%	36%	64%	-	58%	-	-	-	-	-	*
	Female	40%	42%	43%	*	15%	53%	-	-	-	*	30%	54%	40%	43%	-	-	43%	-	-	-	*	*
STAAR Percent at Masters Grade Level																							
All Grades																							
All Subjects	All Students	22%	20%	23%	0%	14%	28%	-	-	-	38%	16%	29%	6%	26%	-	24%	21%	-	-	*	*	
	CWD	9%	5%	6%	*	0%	8%	-	-	-	*	9%	0%	6%	-	-	5%	10%	-	-	*	-	
	CWOD	24%	23%	26%	*	19%	30%	-	-	-	33%	18%	32%	-	26%	-	29%	23%	-	-	*	*	
	EL	12%	7%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	21%	19%	24%	*	13%	34%	-	-	-	*	19%	29%	5%	29%	-	24%	-	-	-	-	-	*
	Female	23%	21%	21%	*	15%	22%	-	-	-	50%	13%	29%	10%	23%	-	-	21%	-	-	-	*	*
Reading	All Students	25%	21%	23%	*	16%	28%	-	-	-	*	16%	30%	6%	27%	-	24%	22%	-	-	*	*	
	CWD	9%	5%	6%	*	0%	17%	-	-	-	*	9%	0%	6%	-	-	9%	0%	-	-	*	-	
	CWOD	27%	23%	27%	*	21%	30%	-	-	-	*	18%	33%	-	27%	-	28%	25%	-	-	*	*	
	EL	13%	5%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	22%	19%	24%	*	16%	32%	-	-	-	*	19%	29%	9%	28%	-	24%	-	-	-	-	-	*
	Female	28%	24%	22%	*	15%	25%	-	-	-	*	13%	31%	0%	25%	-	-	22%	-	-	-	*	*
Mathematics	All Students	20%	19%	22%	*	13%	27%	-	-	-	*	16%	28%	6%	25%	-	24%	20%	-	-	*	*	
	CWD	9%	5%	6%	*	0%	0%	-	-	-	*	9%	0%	6%	-	-	0%	20%	-	-	*	-	
	CWOD	21%	21%	25%	*	17%	30%	-	-	-	*	18%	31%	-	25%	-	31%	20%	-	-	*	*	
	EL	12%	11%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	21%	19%	24%	*	11%	36%	-	-	-	*	19%	29%	0%	31%	-	24%	-	-	-	-	-	*
	Female	19%	19%	20%	*	15%	19%	-	-	-	*	13%	27%	20%	20%	-	-	20%	-	-	-	*	*

- 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 schools which don't have a graduation rate, for the 2021-22 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

There is no data for this campus.

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Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates for the class of 2021.

There is no data for this campus.

Part (iv): English Language Proficiency

This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2022 TELPAS (Texas English Language Proficiency Assessment System) data. (EL: English learner)

Total EL in Class	Proficiency of EL	Rate of Proficiency
◇	◇	◇

- Indicates there are no students in the group.
- * Indicates results are masked due to small numbers to protect student confidentiality.
- ◇ Indicates data reporting does not meet for Minimum Size.

Part (v): School Quality or Student Success (SQSS)

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)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Student Success (Student Achievement Domain Score: STAAR Component Only)											
STAAR Component Score	50	22	40	56	-	-	-	67	44	31	-
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

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

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met											
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met											
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											

Blank cells above represent student group indicators that do not meet the minimum size criteria.

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

Δ Student groups that are at or above 90% are required to exceed that rate by at least a tenth of a percent in the following year(s).

Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science for the 2021-22 school year. (CWD: children with disability; CWOD: children without disability; EL: English learner)

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Participation Rate																	
All Subjects	All Students	100%	100%	100%	100%	-	-	-	100%	100%	100%	100%	100%	*	100%	100%	-
	CWD	100%	*	100%	100%	-	-	-	*	100%	100%	100%	-	-	100%	100%	-
	CWOD	100%	*	100%	100%	-	-	-	100%	100%	100%	-	100%	*	100%	100%	-
	EL	*	-	*	-	-	-	-	-	-	*	-	*	*	*	-	-
	Male	100%	*	100%	100%	-	-	-	*	100%	100%	100%	100%	*	100%	-	-
	Female	100%	*	100%	100%	-	-	-	100%	100%	100%	100%	100%	-	-	100%	-
Reading	All Students	100%	*	100%	100%	-	-	-	*	100%	100%	100%	100%	*	100%	100%	-
	CWD	100%	*	100%	100%	-	-	-	*	100%	100%	100%	-	-	100%	100%	-
	CWOD	100%	*	100%	100%	-	-	-	*	100%	100%	-	100%	*	100%	100%	-
	EL	*	-	*	-	-	-	-	-	-	*	-	*	*	*	-	-
	Male	100%	*	100%	100%	-	-	-	*	100%	100%	100%	100%	*	100%	-	-
	Female	100%	*	100%	100%	-	-	-	*	100%	100%	100%	100%	-	-	100%	-
Mathematics	All Students	100%	*	100%	100%	-	-	-	*	100%	100%	100%	100%	-	100%	100%	-
		100%	*	100%	100%	-	-	-	*	100%	100%	100%	100%	-	100%	100%	-

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		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	
Mathematics	CWD	100%	*	100%	100%	-	-	-	*	100%	100%	100%	-	-	100%	100%	-	
		100%	*	100%	100%	-	-	-	*	100%	100%	100%	-	-	100%	100%	-	
	CWOD	100%	*	100%	100%	-	-	-	*	100%	100%	-	100%	-	100%	100%	-	
		100%	*	100%	100%	-	-	-	*	100%	100%	-	100%	-	100%	100%	-	
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	100%	*	100%	100%	-	-	-	*	100%	100%	100%	100%	-	100%	-	-	
		100%	*	100%	100%	-	-	-	*	100%	100%	100%	100%	-	100%	-	-	
Female	100%	*	100%	100%	-	-	-	*	100%	100%	100%	100%	-	-	100%	-		
	100%	*	100%	100%	-	-	-	*	100%	100%	100%	100%	-	-	100%	-		
SAT/ACT All Subjects	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Non-Participation Rate																		
All Subjects	All Students	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	*	0%	0%	-	
	CWD	0%	*	0%	0%	-	-	-	*	0%	0%	0%	-	-	0%	0%	-	
	CWOD	0%	*	0%	0%	-	-	-	0%	0%	0%	-	0%	*	0%	0%	-	
	EL	*	-	*	-	-	-	-	-	-	*	-	*	*	*	-	-	
	Male	0%	*	0%	0%	-	-	-	*	0%	0%	0%	0%	*	0%	-	-	
	Female	0%	*	0%	0%	-	-	-	0%	0%	0%	0%	0%	-	-	0%	-	
Reading	All Students	0%	*	0%	0%	-	-	-	*	0%	0%	0%	0%	*	0%	0%	-	
	CWD	0%	*	0%	0%	-	-	-	*	0%	0%	0%	-	-	0%	0%	-	
	CWOD	0%	*	0%	0%	-	-	-	*	0%	0%	-	0%	*	0%	0%	-	
	EL	*	-	*	-	-	-	-	-	-	*	-	*	*	*	-	-	
	Male	0%	*	0%	0%	-	-	-	*	0%	0%	0%	0%	*	0%	-	-	
	Female	0%	*	0%	0%	-	-	-	*	0%	0%	0%	0%	-	-	0%	-	
Mathematics	All Students	0%	*	0%	0%	-	-	-	*	0%	0%	0%	0%	-	0%	0%	-	
	CWD	0%	*	0%	0%	-	-	-	*	0%	0%	0%	-	-	0%	0%	-	
	CWOD	0%	*	0%	0%	-	-	-	*	0%	0%	-	0%	-	0%	0%	-	
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Male	0%	*	0%	0%	-	-	-	*	0%	0%	0%	0%	-	0%	-	-	
	Female	0%	*	0%	0%	-	-	-	*	0%	0%	0%	0%	-	-	0%	-	

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		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Science	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
SAT/ACT All Subjects	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

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

Part (viii): Civil Rights Data

Part (viii)(I) This section provides information from the 2017-18 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
Students Without Disabilities												
In-School Suspensions												
	Male	0	0	0	0	0	0	0	0	0		
	Female	1	0	0	1	0	0	0	0	0		
	Total	1	0	0	1	0	0	0	0	0		
Out-of-School Suspensions												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Expulsions												

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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
With Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
School-Related Arrests												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Referrals to Law Enforcement												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Students With Disabilities												
In-School Suspensions												
	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
Out-of-School Suspensions												
	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
Expulsions												
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

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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
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
School-Related Arrests												
	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
Referrals to Law Enforcement												
	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
All Students												
Chronic Absenteeism												
	Male	23	2	10	9	1	-8	-8	1	-8	3	-8
	Female	7	-8	2	4	-8	-8	-8	1	-8	3	-8
	Total	30	2	12	13	1	-8	-8	2	-8	6	-8

	Total
Incidents of Violence	
Incidents of rape or attempted rape	0
Incidents of sexual assault (other than rape)	0
Incidents of robbery with a weapon	0
Incidents of robbery with a firearm or explosive device	0
Incidents of robbery without a weapon	0
Incidents of physical attack or fight with a weapon	0
Incidents of physical attack or fight with a firearm or explosive device	0
Incidents of physical attack or fight without a weapon	0
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack with a firearm or explosive device	0
Incidents of threats of physical attack without a weapon	0
Incidents of possession of a firearm or explosive device	0
Allegations of Harassment or bullying	
On the basis of sex	0
On the basis of race	0
On the basis of disability	0

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	Total
On the basis of sexual orientation	0
On the basis of religion	0

Part (viii)(II) This section provides information from the 2017-18 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.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs											
	Male	20	1	7	11	0	0	0	1	0	5
	Female	23	1	7	13	0	0	0	2	0	2
	Total	43	2	14	24	0	0	0	3	0	7
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 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.

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	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	1.0	3.1%
Teachers Teaching with Emergency or Provisional Credentials	1.0	3.3%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	0.4	1.3%

- 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 June 30th, 2023.

Part (xi): STAAR Alternate 2 Participation

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 2021-22 school year.

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Grade 3						
Reading	6,584	2%	5	2%	5	5%
Mathematics	6,587	2%	5	2%	5	5%
Grade 4						
Reading	6,404	2%	*	1%	-	-
Mathematics	6,408	2%	*	1%	-	-
Grade 5						
Reading	6,204	2%	*	1%	-	-
Mathematics	6,205	2%	*	1%	-	-
Science	6,200	2%	*	1%	-	-
Grade 6						
Reading	6,181	2%	*	1%	-	-
Mathematics	6,177	2%	*	1%	-	-
Grade 7						
Reading	6,130	1%	5	2%	-	-
Mathematics	6,120	2%	5	2%	-	-
Grade 8						
Reading	5,794	1%	5	2%	-	-
Mathematics	5,803	2%	5	2%	-	-

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Science	5,796	1%	5	2%	-	-
End of Course						
English I	6,009	1%	5	1%	-	-
English II	5,490	1%	*	1%	-	-
Algebra I	5,993	1%	5	2%	-	-
Biology	5,860	1%	*	1%	-	-
All Grades						
All Subjects	109,954	1%	72	2%	10	5%
Reading	48,805	1%	31	1%	5	5%
Mathematics	43,293	1%	29	2%	5	5%
Science	17,856	1%	12	1%	-	-

- Indicates there are no students in the group.

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

Part (xii): Statewide National Assessment of Educational Progress (NAEP)

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the 2022 National Assessment of Educational Progress, compared to the national average of such results.

State Level: 2022 Percentages at NAEP Achievement Levels										
			% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	42	37	58	63	30	33	7	9
		Black	51	56	49	44	19	17	3	3
		Hispanic	52	50	48	50	20	21	3	4
		White	26	27	74	73	44	42	10	11
		American Indian	*	57	*	43	*	18	*	3
		Asian	8	17	92	83	71	58	31	24
		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	
	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	

State Level: 2022 Percentages at NAEP Achievement Levels										
Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Mathematics	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
		Students with Disabilities	51	56	49	44	18	14	2	2
		English Language Learners	31	48	69	52	26	14	3	2
Grade 8	Reading	Overall	34	30	66	70	23	31	2	4
		Black	45	47	55	53	17	16	1	1
		Hispanic	41	39	59	61	16	21	1	2
		White	24	22	76	78	30	38	2	5
		American Indian	*	45	*	55	*	18	*	2
		Asian	8	14	92	86	60	56	11	12
		Pacific Islander	*	35	*	65	*	25	*	2
		Two or More Races	28	27	72	73	32	35	5	6
		EcoDis	42	42	58	58	16	19	1	1
		Students with Disabilities	74	69	26	31	5	7	1	n/a
	English Language Learners	53	68	47	32	10	5	n/a	n/a	
	Mathematics	Overall	39	38	61	62	24	26	5	7
		Black	54	62	46	38	11	9	2	1
		Hispanic	46	51	54	49	16	14	2	2
		White	28	26	72	74	36	35	8	9
		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	30	28	3	7
		EcoDis	49	54	51	46	15	13	2	2
Students with Disabilities		81	77	19	23	4	5	n/a	1	
English Language Learners	60	76	40	24	8	4	1	n/a		

* 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%
		English Learners	95%

State Level: 2022 NAEP Participation Rates for Students with Disabilities and English Learners			
Grade	Subject	Student Group	Rate
Grade 4	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 postsecondary education in Texas; and (III) programs of postsecondary education outside Texas. (CWD: children with disability; EL: English learner)

There is no data for this campus.

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)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Chronic Absenteeism Rate	9%	*	12%	6%	*	*	-	5%	14%	16%	0%

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

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Part (i): Description of State Accountability System

Part (i)(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students for use in the accountability system. The Texas accountability minimum size criteria are 25 tests for assessment related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for the all student group.

Part (i)(II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students.

State ESSA Goals												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Performance (At Meets Grade Level or Above)												
Reading/ELA	Baseline 2016-17 Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
	2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
	2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Mathematics	Baseline 2016-17 Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
	2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
	2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
EL Progress												
	Baseline 2016-17 Rates											41%
	2017-18 through 2021-22											36%
	2022-23 through 2026-27											38%
	2027-28 through 2031-32											40%
Graduation Rate: 4-Year Longitudinal Rate Δ												
	Baseline 2016-17 Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
	2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
	2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
	2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

Δ Student groups that are at or above 90% are required to exceed that rate by at least a tenth of a percent in the following year(s).

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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
- d. ELP Indicator: English Learner Language Proficiency Status
- e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12 Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

Part (i)(IV) the State's system for meaningfully differentiating all public schools in the State, including --
(aa) the specific weight of the indicators in such differentiation

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language Proficiency	10%
	SQSS: Student Achievement Domain Score: STAAR Component Only	10%
High Schools, K-12s, AEAs, and Districts	Academic Achievement	50%
	Federal Graduation Status or Academic Growth Status ¹	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness or Student Domain Score: STAAR Component Only ²	30%

¹ If Federal Graduation Status is not available, Academic Growth Status is used.

² If College, Career, and Military Readiness is not available, Student Achievement Domain Score: STAAR Component Only is used.

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(bb) the methodology by which the State differentiates all such schools. A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), B (80-89), C (70-79), D (60-69), and F (0-59) and further used to differentiate all public schools.
<https://tea.texas.gov/sites/default/files/chapter-4-2022-closing-the-gaps-domain.pdf>

(cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students. TEA uses the Closing the Gaps domain to identify campuses that have consistently underperforming student groups. A student group that misses the targets in at least the same three indicators, for three consecutive years, is considered consistently underperforming. Any campus not identified for comprehensive support and improvement (CSI) that has at least one consistently underperforming student group is identified for targeted support and improvement (TSI). TSI identifies both Title I and non-Title I campuses. Data from 2018, 2019, and 2022 are considered consecutive years for 2022 TSI identification.

(dd) the methodology by which the State identifies a school for comprehensive support and improvement. Texas annually ranks all Title I campuses based on Closing the Gaps scaled scores. Beginning August 2022, TEA also evaluates overall scaled scores to make final comprehensive support and improvement (CSI) determinations. Title I campuses with both the lowest Closing the Gaps and lowest overall scaled scores are identified for CSI. First, Texas determines the bottom five percent of Closing the Gaps outcomes by rank ordering the scaled scores of Title I campuses by school type - elementary, middle, high school/ K - 12, and alternative education accountability. Texas then determines which campuses fell in the bottom five percent for each school type. Next, TEA rank orders the overall scaled scores for all Title I campuses statewide (without regard to campus type) to determine the scaled score cut point necessary to identify at least five percent of Title I campuses. Title I campuses with an overall scaled score cut point at or below the overall cut point and that rank in their school types bottom five percent are identified for CSI.

Part (i)(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement or implementing targeted support and improvement plans. Campuses Identified for Support under the Every Student Succeeds Act (ESSA) for the 2022-2023 school year: [Comprehensive Support and Improvement Schools](#), [Targeted Support and Improvement Schools](#) and [Additional Targeted Support Schools](#).

Part (i)(VI) the exit criteria established by the State, including the length of years established. Campuses that do not rank in their school types bottom five percent of the Closing the Gaps domain for two consecutive years and have an overall scaled score that year that does not fall within the lowest percentile to be reidentified for CSI are considered as having successfully exited. Campuses previously identified as CSI based solely on a graduation rate below 67 percent must have a four or six-year federal graduation rate of at least 67 percent for two consecutive years to exit CSI status.

Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2021-22 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
STAAR Percent at Approaches Grade Level or Above																					
Grade 3																					

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	76%	77%	91%	*	87%	97%	-	-	-	*	88%	100%	100%	91%	-	93%	90%	-	*	*	*
	CWD	52%	39%	100%	-	*	*	-	-	-	-	100%	-	100%	-	-	*	*	-	-	*	-
	CWOD	80%	83%	91%	*	87%	97%	-	-	-	*	86%	100%	-	91%	-	93%	89%	-	*	-	*
	EL	66%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	74%	75%	93%	*	88%	100%	-	-	-	*	90%	100%	*	93%	-	93%	-	-	-	*	-
	Female	78%	78%	90%	*	87%	95%	-	-	-	*	86%	100%	*	89%	-	-	90%	-	*	-	*
Mathematics	All Students	70%	80%	96%	*	94%	100%	-	-	-	*	94%	100%	80%	97%	-	93%	98%	-	*	*	*
	CWD	46%	48%	80%	-	*	*	-	-	-	-	80%	-	80%	-	-	*	*	-	-	*	-
	CWOD	74%	85%	97%	*	97%	100%	-	-	-	*	95%	100%	-	97%	-	96%	97%	-	*	-	*
	EL	64%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	72%	82%	93%	*	88%	100%	-	-	-	*	90%	100%	*	96%	-	93%	-	-	-	*	-
	Female	68%	78%	98%	*	100%	100%	-	-	-	*	96%	100%	*	97%	-	-	98%	-	*	-	*
STAAR Percent at Meets Grade Level or Above																						
Grade 3																						
Reading	All Students	50%	51%	65%	*	61%	76%	-	-	-	*	57%	85%	20%	69%	-	69%	63%	-	*	*	*
	CWD	30%	18%	20%	-	*	*	-	-	-	-	20%	-	20%	-	-	*	*	-	-	*	-
	CWOD	54%	56%	69%	*	63%	83%	-	-	-	*	61%	85%	-	69%	-	70%	68%	-	*	-	*
	EL	37%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	49%	48%	69%	*	56%	91%	-	-	-	*	62%	88%	*	70%	-	69%	-	-	-	*	-
	Female	52%	53%	63%	*	67%	68%	-	-	-	*	54%	83%	*	68%	-	-	63%	-	*	-	*
Mathematics	All Students	42%	50%	67%	*	61%	76%	-	-	-	*	63%	75%	40%	69%	-	66%	68%	-	*	*	*
	CWD	27%	24%	40%	-	*	*	-	-	-	-	40%	-	40%	-	-	*	*	-	-	*	-
	CWOD	45%	54%	69%	*	63%	79%	-	-	-	*	66%	75%	-	69%	-	70%	68%	-	*	-	*
	EL	35%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	45%	54%	66%	*	50%	82%	-	-	-	*	62%	75%	*	70%	-	66%	-	-	-	*	-
	Female	39%	47%	68%	*	73%	73%	-	-	-	*	64%	75%	*	68%	-	-	68%	-	*	-	*
STAAR Percent at Masters Grade Level																						
Grade 3																						
Reading	All Students	29%	28%	41%	*	32%	52%	-	-	-	*	33%	60%	0%	44%	-	52%	33%	-	*	*	*
	CWD	12%	3%	0%	-	*	*	-	-	-	-	0%	-	0%	-	-	*	*	-	-	*	-
	CWOD	32%	32%	44%	*	33%	59%	-	-	-	*	36%	60%	-	44%	-	56%	35%	-	*	-	*
	EL	19%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	28%	32%	52%	*	38%	73%	-	-	-	*	43%	75%	*	56%	-	52%	-	-	-	*	-
	Female	31%	25%	33%	*	27%	41%	-	-	-	*	25%	50%	*	35%	-	-	33%	-	*	-	*
Mathematics	All Students	20%	24%	32%	*	23%	45%	-	-	-	*	27%	45%	20%	33%	-	41%	25%	-	*	*	*
	CWD	10%	6%	20%	-	*	*	-	-	-	-	20%	-	20%	-	-	*	*	-	-	*	-
	CWOD	22%	27%	33%	*	23%	48%	-	-	-	*	27%	45%	-	33%	-	44%	24%	-	*	-	*
	EL	15%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	23%	26%	41%	*	31%	64%	-	-	-	*	43%	38%	*	44%	-	41%	-	-	-	*	-

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Mathematics	Female	18%	22%	25%	*	13%	36%	-	-	-	*	14%	50%	*	24%	-	-	25%	-	*	-	*	
STAAR Percent at Approaches Grade Level or Above																							
All Grades																							
All Subjects	All Students	73%	73%	93%	*	90%	98%	-	-	-	67%	91%	100%	90%	94%	-	93%	94%	-	*	*	*	
	CWD	44%	39%	90%	-	* 100%	-	-	-	-	-	90%	-	90%	-	-	*	100%	-	-	*	-	
	CWOD	77%	79%	94%	*	92%	98%	-	-	-	67%	91%	100%	-	94%	-	94%	93%	-	*	-	*	
	EL	59%	45%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	71%	71%	93%	*	88%	100%	-	-	-	*	90%	100%	*	94%	-	93%	-	-	-	-	*	-
	Female	75%	75%	94%	*	93%	98%	-	-	-	*	91%	100%	100%	93%	-	-	94%	-	*	-	-	*
Reading	All Students	74%	72%	91%	*	87%	97%	-	-	-	*	88%	100%	100%	91%	-	93%	90%	-	*	*	*	
	CWD	43%	36%	100%	-	* *	*	-	-	-	-	100%	-	100%	-	-	*	*	-	-	-	*	-
	CWOD	78%	78%	91%	*	87%	97%	-	-	-	*	86%	100%	-	91%	-	93%	89%	-	*	-	*	
	EL	57%	39%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	70%	67%	93%	*	88%	100%	-	-	-	*	90%	100%	*	93%	-	93%	-	-	-	-	*	-
	Female	78%	78%	90%	*	87%	95%	-	-	-	*	86%	100%	*	89%	-	-	90%	-	*	-	-	*
Mathematics	All Students	71%	72%	96%	*	94%	100%	-	-	-	*	94%	100%	80%	97%	-	93%	98%	-	*	*	*	
	CWD	44%	37%	80%	-	* *	*	-	-	-	-	80%	-	80%	-	-	*	*	-	-	-	*	-
	CWOD	75%	77%	97%	*	97%	100%	-	-	-	*	95%	100%	-	97%	-	96%	97%	-	*	-	*	
	EL	61%	56%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	71%	72%	93%	*	88%	100%	-	-	-	*	90%	100%	*	96%	-	93%	-	-	-	-	*	-
	Female	71%	71%	98%	*	100%	100%	-	-	-	*	96%	100%	*	97%	-	-	98%	-	*	-	-	*
STAAR Percent at Meets Grade Level or Above																							
All Grades																							
All Subjects	All Students	47%	46%	66%	*	61%	76%	-	-	-	33%	60%	80%	30%	69%	-	67%	65%	-	*	*	*	
	CWD	23%	19%	30%	-	* 38%	38%	-	-	-	-	30%	-	30%	-	-	*	33%	-	-	-	*	-
	CWOD	50%	50%	69%	*	63%	81%	-	-	-	33%	64%	80%	-	69%	-	70%	68%	-	*	-	-	*
	EL	29%	15%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	45%	44%	67%	*	53%	86%	-	-	-	*	62%	81%	*	70%	-	67%	-	-	-	-	*	-
	Female	48%	48%	65%	*	70%	70%	-	-	-	*	59%	79%	33%	68%	-	-	65%	-	*	-	-	*
Reading	All Students	52%	48%	65%	*	61%	76%	-	-	-	*	57%	85%	20%	69%	-	69%	63%	-	*	*	*	
	CWD	24%	20%	20%	-	* *	*	-	-	-	-	20%	-	20%	-	-	*	*	-	-	-	*	-
	CWOD	56%	53%	69%	*	63%	83%	-	-	-	*	61%	85%	-	69%	-	70%	68%	-	*	-	-	*
	EL	31%	14%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	47%	43%	69%	*	56%	91%	-	-	-	*	62%	88%	*	70%	-	69%	-	-	-	-	*	-
	Female	56%	54%	63%	*	67%	68%	-	-	-	*	54%	83%	*	68%	-	-	63%	-	*	-	-	*

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Mathematics	All Students	41%	42%	67%	*	61%	76%	-	-	-	*	63%	75%	40%	69%	-	66%	68%	-	*	*	*
	CWD	22%	18%	40%	-	*	*	-	-	-	-	40%	-	40%	-	-	*	*	-	-	*	-
	CWOD	44%	46%	69%	*	63%	79%	-	-	-	*	66%	75%	-	69%	-	70%	68%	-	*	-	*
	EL	29%	19%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	42%	42%	66%	*	50%	82%	-	-	-	*	62%	75%	*	70%	-	66%	-	-	-	-	*
	Female	40%	42%	68%	*	73%	73%	-	-	-	*	64%	75%	*	68%	-	-	68%	-	*	-	*
STAAR Percent at Masters Grade Level																						
All Grades																						
All Subjects	All Students	22%	20%	36%	*	27%	48%	-	-	-	17%	30%	53%	10%	38%	-	47%	29%	-	*	*	*
	CWD	9%	5%	10%	-	*	13%	-	-	-	-	10%	-	10%	-	-	*	17%	-	-	*	-
	CWOD	24%	23%	38%	*	28%	53%	-	-	-	17%	32%	53%	-	38%	-	50%	30%	-	*	-	*
	EL	12%	7%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	21%	19%	47%	*	34%	68%	-	-	-	*	43%	56%	*	50%	-	47%	-	-	-	-	*
	Female	23%	21%	29%	*	20%	39%	-	-	-	*	20%	50%	17%	30%	-	-	29%	-	*	-	*
Reading	All Students	25%	21%	41%	*	32%	52%	-	-	-	*	33%	60%	0%	44%	-	52%	33%	-	*	*	*
	CWD	9%	5%	0%	-	*	*	-	-	-	-	0%	-	0%	-	-	*	*	-	-	*	-
	CWOD	27%	23%	44%	*	33%	59%	-	-	-	*	36%	60%	-	44%	-	56%	35%	-	*	-	*
	EL	13%	5%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	22%	19%	52%	*	38%	73%	-	-	-	*	43%	75%	*	56%	-	52%	-	-	-	-	*
	Female	28%	24%	33%	*	27%	41%	-	-	-	*	25%	50%	*	35%	-	-	33%	-	*	-	*
Mathematics	All Students	20%	19%	32%	*	23%	45%	-	-	-	*	27%	45%	20%	33%	-	41%	25%	-	*	*	*
	CWD	9%	5%	20%	-	*	*	-	-	-	-	20%	-	20%	-	-	*	*	-	-	*	-
	CWOD	21%	21%	33%	*	23%	48%	-	-	-	*	27%	45%	-	33%	-	44%	24%	-	*	-	*
	EL	12%	11%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	21%	19%	41%	*	31%	64%	-	-	-	*	43%	38%	*	44%	-	41%	-	-	-	-	*
	Female	19%	19%	25%	*	13%	36%	-	-	-	*	14%	50%	*	24%	-	-	25%	-	*	-	*

- 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 schools which don't have a graduation rate, for the 2021-22 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

There is no data for this campus.

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Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates for the class of 2021.

There is no data for this campus.

Part (iv): English Language Proficiency

This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2022 TELPAS (Texas English Language Proficiency Assessment System) data. (EL: English learner)

Total EL in Class	Proficiency of EL	Rate of Proficiency
◇	◇	◇

- Indicates there are no students in the group.
- * Indicates results are masked due to small numbers to protect student confidentiality.
- ◇ Indicates data reporting does not meet for Minimum Size.

Part (v): School Quality or Student Success (SQSS)

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)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Student Success (Student Achievement Domain Score: STAAR Component Only)											
STAAR Component Score	65	*	59	74	-	-	-	39	60	43	-
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

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

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met											
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met											
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											

Blank cells above represent student group indicators that do not meet the minimum size criteria.

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

Δ Student groups that are at or above 90% are required to exceed that rate by at least a tenth of a percent in the following year(s).

Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science for the 2021-22 school year. (CWD: children with disability; CWOD: children without disability; EL: English learner)

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Participation Rate																	
All Subjects	All Students	100%	*	100%	100%	-	-	-	100%	100%	100%	100%	100%	-	100%	100%	-
	CWD	100%	-	*	100%	-	-	-	-	100%	-	100%	-	-	*	100%	-
	CWOD	100%	*	100%	100%	-	-	-	100%	100%	100%	-	100%	-	100%	100%	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	100%	*	100%	100%	-	-	-	*	100%	100%	*	100%	-	100%	-	-
	Female	100%	*	100%	100%	-	-	-	*	100%	100%	100%	100%	-	-	100%	-
Reading	All Students	100%	*	100%	100%	-	-	-	*	100%	100%	100%	100%	-	100%	100%	-
	CWD	100%	-	*	*	-	-	-	-	100%	-	100%	-	-	*	*	-
	CWOD	100%	*	100%	100%	-	-	-	*	100%	100%	-	100%	-	100%	100%	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	100%	*	100%	100%	-	-	-	*	100%	100%	*	100%	-	100%	-	-
	Female	100%	*	100%	100%	-	-	-	*	100%	100%	*	100%	-	-	100%	-
Mathematics	All Students	100%	*	100%	100%	-	-	-	*	100%	100%	100%	100%	-	100%	100%	-
		100%	*	100%	100%	-	-	-	*	100%	100%	100%	100%	-	100%	100%	-

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		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Mathematics	CWD	100%	-	*	*	-	-	-	-	100%	-	100%	-	-	*	*	-
		100%	-	*	*	-	-	-	-	100%	-	100%	-	-	*	*	-
	CWOD	100%	*	100%	100%	-	-	-	*	100%	100%	-	100%	-	100%	100%	-
		100%	*	100%	100%	-	-	-	*	100%	100%	-	100%	-	100%	100%	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	100%	*	100%	100%	-	-	-	*	100%	100%	*	100%	-	100%	-	-
		100%	*	100%	100%	-	-	-	*	100%	100%	*	100%	-	100%	-	-
Female	100%	*	100%	100%	-	-	-	*	100%	100%	*	100%	-	-	100%	-	
	100%	*	100%	100%	-	-	-	*	100%	100%	*	100%	-	-	100%	-	
SAT/ACT All Subjects	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Non-Participation Rate																	
All Subjects	All Students	0%	*	0%	0%	-	-	-	0%	0%	0%	0%	0%	-	0%	0%	-
	CWD	0%	-	*	0%	-	-	-	-	0%	-	0%	-	-	*	0%	-
	CWOD	0%	*	0%	0%	-	-	-	0%	0%	0%	-	0%	-	0%	0%	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	0%	*	0%	0%	-	-	-	*	0%	0%	*	0%	-	0%	-	-
	Female	0%	*	0%	0%	-	-	-	*	0%	0%	0%	0%	-	-	0%	-
Reading	All Students	0%	*	0%	0%	-	-	-	*	0%	0%	0%	0%	-	0%	0%	-
	CWD	0%	-	*	*	-	-	-	-	0%	-	0%	-	-	*	*	-
	CWOD	0%	*	0%	0%	-	-	-	*	0%	0%	-	0%	-	0%	0%	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	0%	*	0%	0%	-	-	-	*	0%	0%	*	0%	-	0%	-	-
	Female	0%	*	0%	0%	-	-	-	*	0%	0%	*	0%	-	-	0%	-
Mathematics	All Students	0%	*	0%	0%	-	-	-	*	0%	0%	0%	0%	-	0%	0%	-
	CWD	0%	-	*	*	-	-	-	-	0%	-	0%	-	-	*	*	-
	CWOD	0%	*	0%	0%	-	-	-	*	0%	0%	-	0%	-	0%	0%	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	0%	*	0%	0%	-	-	-	*	0%	0%	*	0%	-	0%	-	-
	Female	0%	*	0%	0%	-	-	-	*	0%	0%	*	0%	-	-	0%	-

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Science	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
SAT/ACT All Subjects	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

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

Part (viii): Civil Rights Data

Part (viii)(I) This section provides information from the 2017-18 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
Students Without Disabilities												
In-School Suspensions												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Out-of-School Suspensions												
	Male	1	0	0	1	0	0	0	0	0		
	Female	1	0	0	1	0	0	0	0	0		
	Total	2	0	0	2	0	0	0	0	0		
Expulsions												

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EAST EL (025902109) - BROWNWOOD ISD - BROWN COUNTY

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
With Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
School-Related Arrests												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Referrals to Law Enforcement												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Students With Disabilities												
In-School Suspensions												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	1	0	0	1	0	0	0	0	0		0
	Total	1	0	0	1	0	0	0	0	0		0
Out-of-School Suspensions												
	Male	0	0	0	0	0	0	0	0	0		1
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		1
Expulsions												
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

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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
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
School-Related Arrests												
	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
Referrals to Law Enforcement												
	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
All Students												
Chronic Absenteeism												
	Male	9	-8	4	5	-8	-8	-8	-8	1	1	-8
	Female	14	-8	4	9	-8	-8	-8	1	1	1	-8
	Total	23	-8	8	14	-8	-8	-8	1	2	2	-8

	Total
Incidents of Violence	
Incidents of rape or attempted rape	0
Incidents of sexual assault (other than rape)	0
Incidents of robbery with a weapon	0
Incidents of robbery with a firearm or explosive device	0
Incidents of robbery without a weapon	0
Incidents of physical attack or fight with a weapon	0
Incidents of physical attack or fight with a firearm or explosive device	0
Incidents of physical attack or fight without a weapon	0
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack with a firearm or explosive device	0
Incidents of threats of physical attack without a weapon	0
Incidents of possession of a firearm or explosive device	0
Allegations of Harassment or bullying	
On the basis of sex	0
On the basis of race	0
On the basis of disability	0

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	Total
On the basis of sexual orientation	0
On the basis of religion	0

Part (viii)(II) This section provides information from the 2017-18 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.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs											
	Male	16	1	9	5	0	1	0	0	1	2
	Female	21	1	7	12	0	0	0	1	1	2
	Total	37	2	16	17	0	1	0	1	2	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 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.

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	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	6.0	24.7%
Teachers Teaching with Emergency or Provisional Credentials	2.0	9.0%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	0.2	0.9%

- 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 June 30th, 2023.

Part (xi): STAAR Alternate 2 Participation

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 2021-22 school year.

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Grade 3						
Reading	6,584	2%	5	2%	-	-
Mathematics	6,587	2%	5	2%	-	-
Grade 4						
Reading	6,404	2%	*	1%	-	-
Mathematics	6,408	2%	*	1%	-	-
Grade 5						
Reading	6,204	2%	*	1%	-	-
Mathematics	6,205	2%	*	1%	-	-
Science	6,200	2%	*	1%	-	-
Grade 6						
Reading	6,181	2%	*	1%	-	-
Mathematics	6,177	2%	*	1%	-	-
Grade 7						
Reading	6,130	1%	5	2%	-	-
Mathematics	6,120	2%	5	2%	-	-
Grade 8						
Reading	5,794	1%	5	2%	-	-
Mathematics	5,803	2%	5	2%	-	-

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Science	5,796	1%	5	2%	-	-
End of Course						
English I	6,009	1%	5	1%	-	-
English II	5,490	1%	*	1%	-	-
Algebra I	5,993	1%	5	2%	-	-
Biology	5,860	1%	*	1%	-	-
All Grades						
All Subjects	109,954	1%	72	2%	-	-
Reading	48,805	1%	31	1%	-	-
Mathematics	43,293	1%	29	2%	-	-
Science	17,856	1%	12	1%	-	-

- Indicates there are no students in the group.

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

Part (xii): Statewide National Assessment of Educational Progress (NAEP)

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the 2022 National Assessment of Educational Progress, compared to the national average of such results.

State Level: 2022 Percentages at NAEP Achievement Levels										
			% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	42	37	58	63	30	33	7	9
		Black	51	56	49	44	19	17	3	3
		Hispanic	52	50	48	50	20	21	3	4
		White	26	27	74	73	44	42	10	11
		American Indian	*	57	*	43	*	18	*	3
		Asian	8	17	92	83	71	58	31	24
		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	
	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	

State Level: 2022 Percentages at NAEP Achievement Levels										
Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Mathematics	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
		Students with Disabilities	51	56	49	44	18	14	2	2
		English Language Learners	31	48	69	52	26	14	3	2
Grade 8	Reading	Overall	34	30	66	70	23	31	2	4
		Black	45	47	55	53	17	16	1	1
		Hispanic	41	39	59	61	16	21	1	2
		White	24	22	76	78	30	38	2	5
		American Indian	*	45	*	55	*	18	*	2
		Asian	8	14	92	86	60	56	11	12
		Pacific Islander	*	35	*	65	*	25	*	2
		Two or More Races	28	27	72	73	32	35	5	6
		EcoDis	42	42	58	58	16	19	1	1
		Students with Disabilities	74	69	26	31	5	7	1	n/a
	English Language Learners	53	68	47	32	10	5	n/a	n/a	
	Mathematics	Overall	39	38	61	62	24	26	5	7
		Black	54	62	46	38	11	9	2	1
		Hispanic	46	51	54	49	16	14	2	2
		White	28	26	72	74	36	35	8	9
		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	30	28	3	7
		EcoDis	49	54	51	46	15	13	2	2
Students with Disabilities		81	77	19	23	4	5	n/a	1	
English Language Learners	60	76	40	24	8	4	1	n/a		

* 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%
		English Learners	95%

State Level: 2022 NAEP Participation Rates for Students with Disabilities and English Learners			
Grade	Subject	Student Group	Rate
Grade 4	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 postsecondary education in Texas; and (III) programs of postsecondary education outside Texas. (CWD: children with disability; EL: English learner)

There is no data for this campus.

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)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Chronic Absenteeism Rate	18%	10%	21%	16%	-	*	-	11%	20%	14%	11%

- Indicates there are no students in the group.

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

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Part (i): Description of State Accountability System

Part (i)(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students for use in the accountability system. The Texas accountability minimum size criteria are 25 tests for assessment related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for the all student group.

Part (i)(II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students.

State ESSA Goals												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Performance (At Meets Grade Level or Above)												
Reading/ELA	Baseline 2016-17 Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
	2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
	2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Mathematics	Baseline 2016-17 Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
	2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
	2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
EL Progress												
	Baseline 2016-17 Rates											41%
	2017-18 through 2021-22											36%
	2022-23 through 2026-27											38%
	2027-28 through 2031-32											40%
Graduation Rate: 4-Year Longitudinal Rate Δ												
	Baseline 2016-17 Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
	2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
	2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
	2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

Δ Student groups that are at or above 90% are required to exceed that rate by at least a tenth of a percent in the following year(s).

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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
- d. ELP Indicator: English Learner Language Proficiency Status
- e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12 Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

Part (i)(IV) the State's system for meaningfully differentiating all public schools in the State, including --
(aa) the specific weight of the indicators in such differentiation

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language Proficiency	10%
	SQSS: Student Achievement Domain Score: STAAR Component Only	10%
High Schools, K-12s, AEAs, and Districts	Academic Achievement	50%
	Federal Graduation Status or Academic Growth Status ¹	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness or Student Domain Score: STAAR Component Only ²	30%

¹ If Federal Graduation Status is not available, Academic Growth Status is used.

² If College, Career, and Military Readiness is not available, Student Achievement Domain Score: STAAR Component Only is used.

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(bb) the methodology by which the State differentiates all such schools. A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), B (80-89), C (70-79), D (60-69), and F (0-59) and further used to differentiate all public schools.
<https://tea.texas.gov/sites/default/files/chapter-4-2022-closing-the-gaps-domain.pdf>

(cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students. TEA uses the Closing the Gaps domain to identify campuses that have consistently underperforming student groups. A student group that misses the targets in at least the same three indicators, for three consecutive years, is considered consistently underperforming. Any campus not identified for comprehensive support and improvement (CSI) that has at least one consistently underperforming student group is identified for targeted support and improvement (TSI). TSI identifies both Title I and non-Title I campuses. Data from 2018, 2019, and 2022 are considered consecutive years for 2022 TSI identification.

(dd) the methodology by which the State identifies a school for comprehensive support and improvement. Texas annually ranks all Title I campuses based on Closing the Gaps scaled scores. Beginning August 2022, TEA also evaluates overall scaled scores to make final comprehensive support and improvement (CSI) determinations. Title I campuses with both the lowest Closing the Gaps and lowest overall scaled scores are identified for CSI. First, Texas determines the bottom five percent of Closing the Gaps outcomes by rank ordering the scaled scores of Title I campuses by school type - elementary, middle, high school/ K - 12, and alternative education accountability. Texas then determines which campuses fell in the bottom five percent for each school type. Next, TEA rank orders the overall scaled scores for all Title I campuses statewide (without regard to campus type) to determine the scaled score cut point necessary to identify at least five percent of Title I campuses. Title I campuses with an overall scaled score cut point at or below the overall cut point and that rank in their school types bottom five percent are identified for CSI.

Part (i)(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement or implementing targeted support and improvement plans. Campuses Identified for Support under the Every Student Succeeds Act (ESSA) for the 2022-2023 school year: [Comprehensive Support and Improvement Schools](#), [Targeted Support and Improvement Schools](#) and [Additional Targeted Support Schools](#).

Part (i)(VI) the exit criteria established by the State, including the length of years established. Campuses that do not rank in their school types bottom five percent of the Closing the Gaps domain for two consecutive years and have an overall scaled score that year that does not fall within the lowest percentile to be reidentified for CSI are considered as having successfully exited. Campuses previously identified as CSI based solely on a graduation rate below 67 percent must have a four or six-year federal graduation rate of at least 67 percent for two consecutive years to exit CSI status.

Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2021-22 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	State	Region 15	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
STAAR Percent at Approaches Grade Level or Above																					
Grade 3																					

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		State	Region 15	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Reading	All Students	76%	75%	77%	63%	72%	84%	-	*	-	60%	73%	85%	39%	83%	*	75%	78%	-	*	67%	*	
	CWD	52%	53%	39%	*	20%	64%	-	-	-	*	48%	13%	39%	-	*	39%	40%	-	*	*	-	
	CWOD	80%	79%	83%	83%	80%	87%	-	*	-	63%	78%	93%	-	83%	*	82%	84%	-	*	*	*	
	EL	66%	59%	*	-	*	-	-	-	-	-	*	-	*	*	*	*	*	*	-	*	-	-
	Male	74%	74%	75%	50%	72%	82%	-	-	-	*	74%	78%	39%	82%	*	75%	-	-	*	*	*	
	Female	78%	77%	78%	*	71%	85%	-	*	-	57%	71%	91%	40%	84%	*	-	78%	-	*	*	*	
Mathematics	All Students	70%	67%	80%	63%	78%	84%	-	*	-	60%	79%	83%	48%	85%	*	82%	78%	-	*	67%	*	
	CWD	46%	43%	48%	*	33%	64%	-	-	-	*	48%	50%	48%	-	*	50%	47%	-	*	*	-	
	CWOD	74%	70%	85%	67%	86%	87%	-	*	-	63%	84%	86%	-	85%	*	89%	82%	-	*	*	*	
	EL	64%	53%	*	-	*	-	-	-	-	-	*	-	*	*	*	*	*	*	-	*	-	-
	Male	72%	70%	82%	67%	80%	88%	-	-	-	*	82%	84%	50%	89%	*	82%	-	-	*	*	*	
	Female	68%	64%	78%	*	77%	81%	-	*	-	57%	75%	81%	47%	82%	*	-	78%	-	*	*	*	
Grade 4																							
Reading	All Students	76%	75%	77%	63%	70%	85%	-	*	-	82%	72%	88%	43%	82%	67%	73%	82%	-	*	*	*	
	CWD	48%	44%	43%	*	40%	55%	-	-	-	*	37%	56%	43%	-	-	44%	42%	-	-	-	-	
	CWOD	81%	80%	82%	71%	75%	88%	-	*	-	90%	77%	92%	-	82%	67%	78%	87%	-	*	*	*	
	EL	66%	56%	67%	-	71%	*	-	*	-	-	57%	*	-	67%	67%	80%	*	-	-	-	-	
	Male	73%	71%	73%	*	69%	75%	-	*	-	80%	71%	76%	44%	78%	80%	73%	-	-	-	*	*	
	Female	79%	78%	82%	40%	72%	93%	-	-	-	83%	73%	100%	42%	87%	*	-	82%	-	*	*	*	
Mathematics	All Students	68%	66%	72%	25%	67%	80%	-	*	-	73%	64%	88%	43%	76%	56%	79%	66%	-	*	*	*	
	CWD	42%	37%	43%	*	47%	45%	-	-	-	*	32%	67%	43%	-	-	56%	25%	-	-	-	-	
	CWOD	73%	71%	76%	29%	71%	84%	-	*	-	80%	69%	90%	-	76%	56%	83%	70%	-	*	*	*	
	EL	63%	57%	56%	-	57%	*	-	*	-	-	43%	*	-	56%	56%	60%	*	-	-	-	-	
	Male	70%	69%	79%	*	80%	82%	-	*	-	80%	72%	90%	56%	83%	60%	79%	-	-	-	*	*	
	Female	67%	64%	66%	40%	52%	78%	-	-	-	67%	56%	84%	25%	70%	*	-	66%	-	*	*	*	
Grade 5																							
Reading	All Students	80%	79%	75%	60%	73%	79%	-	*	-	70%	69%	87%	31%	82%	33%	74%	77%	-	60%	*	-	
	CWD	50%	44%	31%	*	33%	39%	-	*	-	*	29%	38%	31%	-	*	28%	43%	-	*	*	-	
	CWOD	85%	84%	82%	67%	78%	87%	-	-	-	100%	77%	93%	-	82%	38%	87%	79%	-	*	*	-	
	EL	71%	63%	33%	-	33%	-	-	-	-	-	38%	*	*	38%	33%	*	33%	-	-	-	-	
	Male	77%	75%	74%	57%	81%	73%	-	*	-	60%	66%	88%	28%	87%	*	74%	-	-	*	*	-	
	Female	83%	82%	77%	*	67%	86%	-	-	-	80%	73%	85%	43%	79%	33%	-	77%	-	*	*	-	
Mathematics	All Students	76%	75%	79%	60%	77%	82%	-	*	-	80%	73%	89%	50%	83%	44%	83%	75%	-	60%	*	-	
	CWD	50%	44%	50%	*	56%	44%	-	*	-	*	46%	63%	50%	-	*	56%	29%	-	*	*	-	
	CWOD	80%	80%	83%	56%	79%	89%	-	-	-	100%	78%	93%	-	83%	38%	90%	78%	-	*	*	-	
	EL	70%	68%	44%	-	44%	-	-	-	-	-	50%	*	*	38%	44%	*	33%	-	-	-	-	
	Male	75%	75%	83%	57%	85%	84%	-	*	-	80%	77%	93%	56%	90%	*	83%	-	-	*	*	-	
	Female	76%	74%	75%	*	69%	80%	-	-	-	80%	70%	85%	29%	78%	33%	-	75%	-	*	*	-	

Texas Education Agency
2022 Federal Report Card
BROWNWOOD ISD (025902) - BROWN COUNTY

		State	Region 15	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Science	All Students	65%	65%	72%	50%	62%	82%	-	*	-	70%	65%	85%	44%	76%	22%	76%	67%	-	40%	*	-	
	CWD	40%	40%	44%	*	44%	44%	-	*	-	*	42%	50%	44%	-	*	44%	43%	-	*	*	-	
	CWOD	69%	69%	76%	56%	64%	89%	-	-	-	86%	69%	90%	-	76%	25%	85%	69%	-	*	*	-	
	EL	52%	44%	22%	-	22%	-	-	-	-	-	25%	*	*	25%	22%	*	17%	-	-	-	-	
	Male	67%	67%	76%	57%	74%	80%	-	*	-	80%	67%	93%	44%	85%	*	76%	-	-	*	*	-	
	Female	63%	63%	67%	*	51%	84%	-	-	-	60%	63%	76%	43%	69%	17%	-	67%	-	*	*	-	
Grade 6																							
Reading	All Students	69%	66%	71%	58%	64%	78%	-	*	-	100%	66%	82%	37%	77%	67%	68%	75%	-	*	40%	*	
	CWD	38%	35%	37%	*	42%	32%	-	-	-	*	33%	45%	37%	-	*	30%	47%	-	*	*	-	
	CWOD	74%	72%	77%	70%	67%	86%	-	*	-	*	72%	88%	-	77%	60%	76%	79%	-	*	*	*	
	EL	53%	37%	67%	-	64%	*	-	-	-	-	60%	*	*	60%	67%	40%	86%	-	-	-	-	
	Male	66%	63%	68%	50%	60%	74%	-	*	-	*	56%	88%	30%	76%	40%	68%	-	-	*	*	*	
	Female	72%	70%	75%	67%	67%	82%	-	-	-	*	75%	75%	47%	79%	86%	-	75%	-	*	*	-	
Mathematics	All Students	72%	70%	71%	50%	67%	77%	-	*	-	50%	63%	85%	40%	76%	92%	71%	71%	-	*	20%	*	
	CWD	47%	44%	40%	*	33%	47%	-	-	-	*	29%	64%	40%	-	*	35%	47%	-	*	*	-	
	CWOD	76%	75%	76%	60%	71%	82%	-	*	-	*	69%	88%	-	76%	90%	78%	74%	-	*	*	*	
	EL	61%	52%	92%	-	91%	*	-	-	-	-	90%	*	*	90%	92%	80%	100%	-	-	-	-	
	Male	73%	70%	71%	50%	60%	80%	-	*	-	*	60%	88%	35%	78%	80%	71%	-	-	*	*	*	
	Female	72%	71%	71%	50%	73%	73%	-	-	-	*	66%	81%	47%	74%	100%	-	71%	-	*	*	-	
Grade 7																							
Reading	All Students	79%	76%	75%	60%	74%	80%	-	*	*	73%	68%	86%	43%	81%	*	70%	82%	-	*	40%	*	
	CWD	47%	42%	43%	-	40%	46%	-	-	-	*	40%	50%	43%	-	-	38%	55%	-	*	*	*	
	CWOD	83%	81%	81%	60%	81%	85%	-	*	*	86%	74%	91%	-	81%	*	77%	86%	-	*	*	*	
	EL	63%	48%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-	
	Male	75%	71%	70%	33%	64%	77%	-	*	-	-	67%	60%	85%	38%	77%	*	70%	-	-	*	*	-
	Female	83%	81%	82%	78%	83%	86%	-	-	*	80%	79%	88%	55%	86%	*	-	82%	-	*	*	*	
Mathematics	All Students	60%	59%	64%	40%	59%	76%	-	*	*	45%	54%	81%	32%	70%	*	64%	64%	-	*	20%	*	
	CWD	36%	30%	32%	-	30%	46%	-	-	-	*	24%	50%	32%	-	-	27%	45%	-	*	*	*	
	CWOD	63%	63%	70%	40%	65%	81%	-	*	*	71%	60%	85%	-	70%	*	73%	66%	-	*	*	*	
	EL	45%	32%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-	
	Male	60%	59%	64%	17%	57%	76%	-	*	-	-	50%	52%	83%	27%	73%	*	64%	-	-	*	*	-
	Female	59%	58%	64%	56%	60%	77%	-	-	*	40%	55%	78%	45%	66%	*	-	64%	-	*	*	*	
Grade 8																							
Reading	All Students	82%	79%	80%	91%	76%	82%	*	*	-	89%	72%	94%	37%	89%	40%	73%	88%	-	*	*	83%	
	CWD	50%	46%	37%	*	18%	45%	-	-	-	*	31%	80%	37%	-	*	23%	60%	-	*	*	*	
	CWOD	86%	84%	89%	89%	88%	88%	*	*	-	100%	84%	95%	-	89%	57%	85%	92%	-	*	*	100%	
	EL	65%	48%	40%	-	40%	-	-	-	-	-	25%	*	*	57%	40%	33%	*	-	-	-	*	
	Male	78%	75%	73%	*	68%	76%	-	*	-	*	63%	90%	23%	85%	33%	73%	-	-	-	*	*	
	Female	86%	84%	88%	100%	86%	88%	*	*	-	100%	82%	98%	60%	92%	*	-	88%	-	*	*	100%	

Texas Education Agency
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BROWNWOOD ISD (025902) - BROWN COUNTY

		State	Region 15	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	70%	68%	61%	55%	58%	63%	*	-	-	67%	51%	78%	17%	70%	40%	55%	67%	-	*	*	60%
	CWD	40%	35%	17%	*	6%	20%	-	-	-	*	14%	40%	17%	-	*	8%	33%	-	*	*	*
	CWOD	74%	73%	70%	56%	68%	73%	*	-	-	71%	62%	80%	-	70%	57%	67%	72%	-	*	*	*
	EL	57%	47%	40%	-	40%	-	-	-	-	-	25%	*	*	57%	40%	17%	*	-	-	-	*
	Male	68%	66%	55%	*	51%	61%	-	-	-	*	43%	77%	8%	67%	17%	55%	-	-	-	*	*
	Female	72%	71%	67%	57%	66%	66%	*	-	-	100%	60%	80%	33%	72%	*	-	67%	-	*	*	*
Science	All Students	73%	67%	80%	45%	76%	85%	*	*	-	78%	72%	92%	41%	87%	60%	77%	82%	-	*	*	83%
	CWD	42%	34%	41%	*	29%	55%	-	-	-	*	36%	80%	41%	-	*	38%	47%	-	*	*	*
	CWOD	77%	72%	87%	56%	85%	90%	*	*	-	86%	82%	93%	-	87%	86%	87%	87%	-	*	*	100%
	EL	54%	32%	60%	-	60%	-	-	-	-	-	50%	*	*	86%	60%	50%	*	-	-	-	*
	Male	73%	68%	77%	*	72%	83%	-	*	-	*	70%	90%	38%	87%	50%	77%	-	-	-	*	*
	Female	73%	67%	82%	29%	82%	86%	*	*	-	100%	74%	94%	47%	87%	*	-	82%	-	*	*	100%
End of Course																						
English I	All Students	64%	62%	60%	29%	58%	67%	*	*	-	56%	50%	74%	21%	66%	25%	54%	68%	-	*	25%	100%
	CWD	29%	24%	21%	33%	16%	20%	-	-	-	*	21%	20%	21%	-	-	24%	17%	-	-	40%	-
	CWOD	68%	67%	66%	27%	63%	74%	*	*	-	67%	55%	80%	-	66%	25%	58%	75%	-	*	*	100%
	EL	38%	29%	25%	-	25%	-	-	-	-	-	20%	*	-	25%	25%	25%	*	-	-	-	-
	Male	58%	56%	54%	27%	49%	63%	*	-	-	33%	41%	70%	24%	58%	25%	54%	-	-	*	33%	*
	Female	70%	68%	68%	30%	68%	71%	*	*	-	*	59%	79%	17%	75%	*	-	68%	-	*	*	*
English II	All Students	71%	70%	68%	56%	57%	82%	*	*	-	85%	58%	80%	40%	71%	13%	63%	75%	-	-	25%	71%
	CWD	33%	34%	40%	*	31%	57%	-	-	-	-	33%	67%	40%	-	*	53%	25%	-	-	*	*
	CWOD	76%	76%	71%	67%	59%	86%	*	*	-	85%	62%	81%	-	71%	14%	65%	80%	-	-	*	83%
	EL	43%	34%	13%	-	7%	-	-	-	-	-	0%	*	*	14%	13%	0%	40%	-	-	-	*
	Male	65%	65%	63%	56%	50%	75%	*	*	-	100%	49%	78%	53%	65%	0%	63%	-	-	-	20%	*
	Female	77%	76%	75%	63%	64%	91%	*	-	-	60%	67%	88%	25%	80%	40%	-	75%	-	-	*	*
Algebra I	All Students	74%	69%	73%	47%	74%	76%	*	*	-	70%	67%	82%	38%	79%	50%	72%	74%	-	*	50%	80%
	CWD	46%	41%	38%	50%	35%	37%	-	-	-	*	38%	38%	38%	-	*	31%	47%	-	-	*	*
	CWOD	78%	73%	79%	46%	79%	81%	*	*	-	86%	72%	88%	-	79%	56%	80%	78%	-	*	*	*
	EL	64%	57%	50%	-	50%	-	-	-	-	-	44%	*	*	56%	50%	67%	*	-	-	-	-
	Male	71%	66%	72%	56%	76%	71%	-	*	-	50%	70%	76%	31%	80%	67%	72%	-	-	*	57%	*
	Female	78%	72%	74%	40%	72%	80%	*	*	-	*	64%	88%	47%	78%	*	-	74%	-	-	*	*
Biology	All Students	82%	80%	83%	82%	78%	88%	*	*	-	78%	79%	88%	57%	87%	27%	81%	85%	-	*	75%	80%
	CWD	57%	52%	57%	67%	41%	67%	-	-	-	*	57%	59%	57%	-	*	62%	52%	-	-	80%	*
	CWOD	86%	84%	87%	91%	83%	91%	*	*	-	83%	83%	92%	-	87%	30%	84%	90%	-	*	*	*
	EL	66%	54%	27%	-	27%	-	-	-	-	-	22%	*	*	30%	27%	29%	*	-	-	-	-
	Male	80%	78%	81%	88%	76%	86%	*	-	-	67%	79%	82%	62%	84%	29%	81%	-	-	*	100%	*
	Female	85%	83%	85%	78%	81%	90%	*	*	-	*	78%	94%	52%	90%	*	-	85%	-	-	*	*

**STAAR Percent at Meets Grade Level or Above
Grade 3**

Texas Education Agency
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BROWNWOOD ISD (025902) - BROWN COUNTY

		State	Region 15	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Reading	All Students	50%	47%	51%	25%	45%	58%	-	*	-	40%	44%	64%	18%	56%	*	48%	53%	-	*	17%	*	
	CWD	30%	29%	18%	*	0%	36%	-	-	-	*	20%	13%	18%	-	*	22%	13%	-	*	*	-	
	CWOD	54%	50%	56%	33%	53%	62%	-	*	-	38%	49%	69%	-	56%	*	53%	59%	-	*	*	*	
	EL	37%	26%	*	-	*	-	-	-	-	-	*	-	*	*	*	*	*	*	-	*	-	-
	Male	49%	46%	48%	17%	41%	61%	-	-	-	*	43%	59%	22%	53%	*	48%	-	-	*	*	*	*
	Female	52%	49%	53%	*	50%	56%	-	*	-	43%	45%	67%	13%	59%	*	-	53%	-	*	*	*	*
Mathematics	All Students	42%	38%	50%	13%	39%	64%	-	*	-	30%	43%	64%	24%	54%	*	54%	47%	-	*	17%	*	
	CWD	27%	24%	24%	*	7%	43%	-	-	-	*	24%	25%	24%	-	*	22%	27%	-	*	*	-	
	CWOD	45%	40%	54%	17%	45%	67%	-	*	-	25%	47%	68%	-	54%	*	59%	50%	-	*	*	*	
	EL	35%	26%	*	-	*	-	-	-	-	-	*	-	*	*	*	*	*	*	-	*	-	-
	Male	45%	41%	54%	17%	41%	73%	-	-	-	*	47%	68%	22%	59%	*	54%	-	-	*	*	*	*
	Female	39%	34%	47%	*	38%	56%	-	*	-	29%	39%	60%	27%	50%	*	-	47%	-	*	*	*	*
Grade 4																							
Reading	All Students	53%	49%	54%	25%	50%	59%	-	*	-	55%	44%	73%	32%	57%	33%	52%	56%	-	*	*	*	
	CWD	29%	25%	32%	*	27%	45%	-	-	-	*	21%	56%	32%	-	-	38%	25%	-	-	-	-	
	CWOD	57%	53%	57%	29%	54%	61%	-	*	-	60%	47%	75%	-	57%	33%	54%	60%	-	*	*	*	
	EL	41%	30%	33%	-	29%	*	-	*	-	-	29%	*	-	33%	33%	40%	*	-	-	-	-	
	Male	51%	47%	52%	*	50%	55%	-	*	-	60%	43%	67%	38%	54%	40%	52%	-	-	-	*	*	
	Female	55%	52%	56%	40%	50%	63%	-	-	-	50%	45%	79%	25%	60%	*	-	56%	-	*	*	*	*
Mathematics	All Students	42%	37%	43%	13%	31%	56%	-	*	-	36%	32%	64%	29%	45%	22%	47%	39%	-	*	*	*	
	CWD	25%	21%	29%	*	27%	36%	-	-	-	*	21%	44%	29%	-	-	38%	17%	-	-	-	-	
	CWOD	45%	39%	45%	14%	32%	59%	-	*	-	40%	34%	66%	-	45%	22%	49%	41%	-	*	*	*	
	EL	34%	26%	22%	-	14%	*	-	*	-	-	14%	*	-	22%	22%	40%	*	-	-	-	-	
	Male	45%	40%	47%	*	37%	59%	-	*	-	60%	39%	62%	38%	49%	40%	47%	-	-	-	*	*	
	Female	38%	33%	39%	20%	24%	54%	-	-	-	17%	26%	66%	17%	41%	*	-	39%	-	*	*	*	*
Grade 5																							
Reading	All Students	57%	53%	55%	20%	48%	65%	-	*	-	60%	47%	71%	28%	60%	11%	50%	61%	-	40%	*	-	
	CWD	29%	23%	28%	*	33%	33%	-	*	-	*	25%	38%	28%	-	*	28%	29%	-	*	*	-	
	CWOD	61%	58%	60%	22%	49%	71%	-	-	-	86%	52%	75%	-	60%	13%	56%	63%	-	*	*	-	
	EL	43%	29%	11%	-	11%	-	-	-	-	-	13%	*	*	13%	11%	*	17%	-	-	-	-	
	Male	53%	49%	50%	29%	49%	55%	-	*	-	40%	40%	67%	28%	56%	*	50%	-	-	*	*	-	
	Female	60%	57%	61%	*	47%	75%	-	-	-	80%	54%	76%	29%	63%	17%	-	61%	-	*	*	-	-
Mathematics	All Students	47%	42%	53%	20%	47%	62%	-	*	-	50%	48%	64%	25%	58%	22%	57%	50%	-	40%	*	-	
	CWD	25%	21%	25%	*	22%	22%	-	*	-	*	25%	25%	25%	-	*	28%	14%	-	*	*	-	
	CWOD	50%	46%	58%	22%	49%	70%	-	-	-	57%	52%	69%	-	58%	25%	64%	53%	-	*	*	-	
	EL	38%	26%	22%	-	22%	-	-	-	-	-	25%	*	*	25%	22%	*	17%	-	-	-	-	
	Male	48%	43%	57%	14%	57%	62%	-	*	-	40%	52%	64%	28%	64%	*	57%	-	-	*	*	-	
	Female	46%	42%	50%	*	37%	63%	-	-	-	60%	44%	65%	14%	53%	17%	-	50%	-	*	*	-	-

Texas Education Agency
2022 Federal Report Card
BROWNWOOD ISD (025902) - BROWN COUNTY

		State	Region 15	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Science	All Students	38%	35%	47%	10%	41%	58%	-	*	-	20%	36%	68%	25%	50%	11%	49%	44%	-	20%	*	-	
	CWD	23%	19%	25%	*	33%	28%	-	*	-	*	21%	38%	25%	-	*	28%	14%	-	*	*	-	
	CWOD	40%	38%	50%	11%	42%	63%	-	-	-	29%	39%	72%	-	50%	13%	55%	46%	-	*	*	-	
	EL	24%	14%	11%	-	11%	-	-	-	-	-	13%	*	*	13%	11%	*	17%	-	-	-	-	
	Male	41%	39%	49%	14%	50%	56%	-	*	-	20%	37%	71%	28%	55%	*	49%	-	-	*	*	-	
	Female	34%	32%	44%	*	33%	59%	-	-	-	20%	36%	65%	14%	46%	17%	-	44%	-	*	*	-	
Grade 6																							
Reading	All Students	42%	40%	39%	25%	30%	47%	-	*	-	50%	27%	62%	14%	43%	25%	37%	41%	-	*	0%	*	
	CWD	21%	19%	14%	*	8%	16%	-	-	-	*	8%	27%	14%	-	*	10%	20%	-	*	*	-	
	CWOD	46%	44%	43%	30%	33%	53%	-	*	-	*	31%	67%	-	43%	30%	43%	44%	-	*	*	*	
	EL	24%	12%	25%	-	18%	*	-	-	-	-	20%	*	*	30%	25%	40%	14%	-	-	-	-	
	Male	40%	38%	37%	17%	30%	42%	-	*	-	*	23%	60%	10%	43%	40%	37%	-	-	*	*	*	
	Female	45%	42%	41%	33%	31%	53%	-	-	-	*	31%	64%	20%	44%	14%	-	41%	-	*	*	-	
Mathematics	All Students	38%	33%	33%	25%	23%	42%	-	*	-	33%	26%	46%	9%	37%	42%	38%	28%	-	*	0%	*	
	CWD	20%	17%	9%	*	0%	11%	-	-	-	*	8%	9%	9%	-	*	5%	13%	-	*	*	-	
	CWOD	41%	36%	37%	30%	26%	48%	-	*	-	*	29%	52%	-	37%	50%	45%	30%	-	*	*	*	
	EL	24%	18%	42%	-	36%	*	-	-	-	-	40%	*	*	50%	42%	60%	29%	-	-	-	-	
	Male	40%	35%	38%	17%	26%	47%	-	*	-	*	29%	52%	5%	45%	60%	38%	-	-	*	*	*	
	Female	36%	31%	28%	33%	20%	36%	-	-	-	*	23%	39%	13%	30%	29%	-	28%	-	*	*	-	
Grade 7																							
Reading	All Students	55%	50%	44%	33%	39%	53%	-	*	*	27%	34%	61%	19%	49%	*	41%	49%	-	*	40%	*	
	CWD	25%	22%	19%	-	25%	15%	-	-	-	*	8%	42%	19%	-	-	19%	18%	-	*	*	*	
	CWOD	59%	55%	49%	33%	43%	59%	-	*	*	43%	40%	63%	-	49%	*	46%	53%	-	*	*	*	
	EL	33%	22%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-	
	Male	50%	46%	41%	0%	32%	53%	-	*	-	-	17%	28%	60%	19%	46%	*	41%	-	-	*	*	-
	Female	60%	56%	49%	56%	47%	54%	-	-	*	40%	42%	61%	18%	53%	*	-	49%	-	*	*	*	
Mathematics	All Students	30%	31%	36%	33%	28%	47%	-	*	*	27%	26%	52%	19%	39%	*	39%	33%	-	*	0%	*	
	CWD	18%	16%	19%	-	15%	31%	-	-	-	*	16%	25%	19%	-	-	15%	27%	-	*	*	*	
	CWOD	32%	33%	39%	33%	31%	49%	-	*	*	43%	28%	56%	-	39%	*	44%	34%	-	*	*	*	
	EL	17%	13%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-	
	Male	31%	31%	39%	17%	30%	48%	-	*	-	-	17%	27%	57%	15%	44%	*	39%	-	-	*	*	-
	Female	29%	30%	33%	44%	26%	43%	-	-	*	40%	25%	46%	27%	34%	*	-	33%	-	*	*	*	
Grade 8																							
Reading	All Students	57%	52%	51%	36%	46%	54%	*	*	-	67%	42%	66%	12%	58%	10%	39%	63%	-	*	*	67%	
	CWD	25%	21%	12%	*	6%	15%	-	-	-	*	8%	40%	12%	-	*	8%	20%	-	*	*	*	
	CWOD	61%	57%	58%	44%	54%	61%	*	*	-	71%	52%	67%	-	58%	14%	47%	69%	-	*	*	80%	
	EL	33%	18%	10%	-	10%	-	-	-	-	-	0%	*	*	14%	10%	0%	*	-	-	-	*	
	Male	51%	45%	39%	*	42%	36%	-	*	-	*	32%	52%	8%	47%	0%	39%	-	-	-	*	*	
	Female	63%	59%	63%	29%	51%	72%	*	*	-	100%	53%	79%	20%	69%	*	-	63%	-	*	*	80%	

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		State	Region 15	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	39%	36%	30%	18%	21%	37%	*	-	-	44%	23%	43%	12%	34%	10%	25%	35%	-	*	*	0%
	CWD	20%	16%	12%	*	0%	20%	-	-	-	*	8%	40%	12%	-	*	8%	20%	-	*	*	*
	CWOD	41%	39%	34%	22%	25%	41%	*	-	-	43%	27%	43%	-	34%	14%	30%	38%	-	*	*	*
	EL	24%	15%	10%	-	10%	-	-	-	-	-	13%	*	*	14%	10%	0%	*	-	-	-	*
	Male	38%	34%	25%	*	19%	31%	-	-	-	*	16%	42%	8%	30%	0%	25%	-	-	-	*	*
	Female	40%	38%	35%	14%	23%	45%	*	-	-	-	60%	31%	43%	20%	38%	*	-	35%	-	*	*
Science	All Students	44%	35%	50%	27%	40%	56%	*	*	-	78%	38%	69%	15%	56%	10%	50%	49%	-	*	*	33%
	CWD	22%	16%	15%	*	0%	25%	-	-	-	*	8%	60%	15%	-	*	12%	20%	-	*	*	*
	CWOD	47%	38%	56%	33%	47%	62%	*	*	-	86%	46%	69%	-	56%	14%	59%	53%	-	*	*	40%
	EL	23%	9%	10%	-	10%	-	-	-	-	-	13%	*	*	14%	10%	0%	*	-	-	-	*
	Male	45%	37%	50%	*	40%	58%	-	*	-	*	38%	71%	12%	59%	0%	50%	-	-	-	*	*
	Female	42%	33%	49%	14%	39%	55%	*	*	-	100%	37%	67%	20%	53%	*	-	49%	-	*	*	40%
End of Course																						
English I	All Students	46%	43%	42%	19%	39%	49%	*	*	-	33%	32%	56%	19%	46%	17%	36%	49%	-	*	25%	60%
	CWD	17%	14%	19%	17%	16%	20%	-	-	-	*	21%	13%	19%	-	-	24%	13%	-	-	40%	-
	CWOD	50%	48%	46%	20%	42%	53%	*	*	-	33%	34%	60%	-	46%	17%	37%	55%	-	*	*	60%
	EL	19%	13%	17%	-	17%	-	-	-	-	-	10%	*	-	17%	17%	13%	*	-	-	-	-
	Male	40%	37%	36%	27%	29%	45%	*	-	-	17%	26%	48%	24%	37%	13%	36%	-	-	*	33%	*
	Female	53%	51%	49%	10%	50%	53%	*	*	-	*	39%	64%	13%	55%	*	-	49%	-	*	*	*
English II	All Students	54%	53%	52%	17%	39%	71%	*	*	-	69%	39%	67%	20%	55%	0%	47%	58%	-	-	25%	71%
	CWD	21%	19%	20%	*	8%	36%	-	-	-	-	17%	33%	20%	-	*	24%	17%	-	-	*	*
	CWOD	59%	58%	55%	20%	42%	76%	*	*	-	69%	43%	68%	-	55%	0%	50%	62%	-	-	*	83%
	EL	22%	18%	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	0%	-	-	-	*
	Male	48%	46%	47%	22%	31%	65%	*	*	-	75%	32%	63%	24%	50%	0%	47%	-	-	-	20%	*
	Female	62%	60%	58%	13%	48%	79%	*	-	-	60%	46%	75%	17%	62%	0%	-	58%	-	-	*	*
Algebra I	All Students	42%	34%	45%	16%	42%	50%	*	*	-	40%	35%	57%	16%	49%	0%	38%	51%	-	*	13%	60%
	CWD	19%	14%	16%	0%	24%	16%	-	-	-	*	17%	13%	16%	-	*	15%	16%	-	-	*	*
	CWOD	45%	38%	49%	23%	45%	55%	*	*	-	57%	39%	63%	-	49%	0%	42%	56%	-	*	*	*
	EL	28%	18%	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	*	-	-	-	-
	Male	40%	32%	38%	22%	34%	44%	-	*	-	17%	30%	50%	15%	42%	0%	38%	-	-	*	14%	*
	Female	45%	38%	51%	10%	51%	56%	*	*	-	*	41%	64%	16%	56%	*	-	51%	-	-	*	*
Biology	All Students	54%	48%	51%	29%	44%	60%	*	*	-	33%	40%	65%	19%	56%	9%	50%	52%	-	*	25%	60%
	CWD	25%	20%	19%	0%	18%	29%	-	-	-	*	17%	24%	19%	-	*	15%	24%	-	-	20%	*
	CWOD	57%	52%	56%	45%	47%	66%	*	*	-	50%	45%	70%	-	56%	10%	56%	56%	-	*	*	*
	EL	26%	15%	9%	-	9%	-	-	-	-	-	11%	*	*	10%	9%	14%	*	-	-	-	-
	Male	52%	47%	50%	50%	45%	58%	*	-	-	0%	40%	63%	15%	56%	14%	50%	-	-	*	33%	*
	Female	56%	50%	52%	11%	43%	63%	*	*	-	*	40%	67%	24%	56%	*	-	52%	-	-	*	*

**STAAR Percent at Masters Grade Level
Grade 3**

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		State	Region 15	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Reading	All Students	29%	27%	28%	13%	23%	35%	-	*	-	20%	22%	40%	3%	32%	*	32%	25%	-	*	0%	*	
	CWD	12%	11%	3%	*	0%	7%	-	-	-	*	4%	0%	3%	-	*	6%	0%	-	*	*	-	
	CWOD	32%	30%	32%	17%	26%	38%	-	*	-	25%	26%	44%	-	32%	*	36%	29%	-	*	*	*	
	EL	19%	11%	*	-	*	-	-	-	-	-	*	-	*	*	*	*	*	*	-	*	-	-
	Male	28%	27%	32%	17%	24%	41%	-	-	-	*	27%	41%	6%	36%	*	32%	-	-	*	*	*	
	Female	31%	28%	25%	*	21%	29%	-	*	-	14%	17%	40%	0%	29%	*	-	25%	-	*	*	*	
Mathematics	All Students	20%	17%	24%	0%	18%	31%	-	*	-	20%	19%	34%	6%	27%	*	26%	22%	-	*	17%	*	
	CWD	10%	10%	6%	*	0%	7%	-	-	-	*	8%	0%	6%	-	*	0%	13%	-	*	*	-	
	CWOD	22%	18%	27%	0%	21%	34%	-	*	-	13%	21%	38%	-	27%	*	31%	23%	-	*	*	*	
	EL	15%	7%	*	-	*	-	-	-	-	-	*	-	*	*	*	*	*	-	*	-	-	
	Male	23%	19%	26%	0%	19%	39%	-	-	-	*	23%	32%	0%	31%	*	26%	-	-	*	*	*	
	Female	18%	16%	22%	*	17%	24%	-	*	-	29%	14%	35%	13%	23%	*	-	22%	-	*	*	*	
Grade 4																							
Reading	All Students	28%	22%	24%	25%	21%	25%	-	*	-	27%	16%	39%	11%	26%	22%	24%	24%	-	*	*	*	
	CWD	10%	6%	11%	*	13%	9%	-	-	-	*	5%	22%	11%	-	-	6%	17%	-	-	-	-	
	CWOD	31%	25%	26%	29%	22%	27%	-	*	-	30%	18%	41%	-	26%	22%	27%	25%	-	*	*	*	
	EL	18%	10%	22%	-	14%	*	-	*	-	-	14%	*	-	22%	22%	40%	*	-	-	-	-	
	Male	26%	21%	24%	*	22%	25%	-	*	-	20%	17%	36%	6%	27%	40%	24%	-	-	-	*	*	
	Female	29%	24%	24%	40%	20%	25%	-	-	-	33%	15%	42%	17%	25%	*	-	24%	-	*	*	*	
Mathematics	All Students	22%	16%	21%	13%	11%	30%	-	*	-	18%	10%	41%	7%	23%	22%	30%	12%	-	*	*	*	
	CWD	10%	5%	7%	*	0%	18%	-	-	-	*	5%	11%	7%	-	-	13%	0%	-	-	-	-	
	CWOD	25%	18%	23%	14%	13%	31%	-	*	-	20%	11%	45%	-	23%	22%	33%	13%	-	*	*	*	
	EL	16%	9%	22%	-	14%	*	-	*	-	-	14%	*	-	22%	22%	40%	*	-	-	-	-	
	Male	25%	19%	30%	*	19%	41%	-	*	-	40%	17%	52%	13%	33%	40%	30%	-	-	-	*	*	
	Female	19%	13%	12%	20%	2%	20%	-	-	-	0%	4%	29%	0%	13%	*	-	12%	-	*	*	*	
Grade 5																							
Reading	All Students	36%	32%	34%	10%	31%	41%	-	*	-	20%	27%	50%	9%	38%	11%	31%	37%	-	40%	*	-	
	CWD	12%	7%	9%	*	11%	11%	-	*	-	*	8%	13%	9%	-	*	12%	0%	-	*	*	-	
	CWOD	40%	36%	38%	11%	33%	47%	-	-	-	29%	30%	54%	-	38%	13%	37%	40%	-	*	*	-	
	EL	23%	11%	11%	-	11%	-	-	-	-	-	13%	*	*	13%	11%	*	17%	-	-	-	-	
	Male	32%	29%	31%	14%	32%	36%	-	*	-	0%	23%	45%	12%	37%	*	31%	-	-	*	*	-	
	Female	39%	35%	37%	*	29%	46%	-	-	-	40%	30%	56%	0%	40%	17%	-	37%	-	*	*	-	
Mathematics	All Students	24%	19%	30%	0%	27%	36%	-	*	-	20%	24%	41%	3%	34%	22%	31%	28%	-	20%	*	-	
	CWD	9%	6%	3%	*	11%	0%	-	*	-	*	4%	0%	3%	-	*	4%	0%	-	*	*	-	
	CWOD	26%	21%	34%	0%	28%	43%	-	-	-	29%	28%	46%	-	34%	25%	39%	30%	-	*	*	-	
	EL	17%	7%	22%	-	22%	-	-	-	-	-	25%	*	*	25%	22%	*	17%	-	-	-	-	
	Male	25%	20%	31%	0%	34%	35%	-	*	-	20%	25%	43%	4%	39%	*	31%	-	-	*	*	-	
	Female	23%	19%	28%	*	20%	38%	-	-	-	20%	23%	38%	0%	30%	17%	-	28%	-	*	*	-	

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		State	Region 15	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Science	All Students	17%	16%	21%	0%	16%	27%	-	*	-	10%	14%	33%	13%	22%	0%	21%	20%	-	20%	*	-
	CWD	9%	7%	13%	*	22%	11%	-	*	-	*	13%	13%	13%	-	*	12%	14%	-	*	*	-
	CWOD	19%	18%	22%	0%	16%	30%	-	-	-	14%	15%	36%	-	22%	0%	24%	20%	-	*	*	-
	EL	9%	3%	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	*	0%	-	-	-	-
	Male	20%	19%	21%	0%	20%	27%	-	*	-	0%	12%	37%	12%	24%	*	21%	-	-	*	*	-
	Female	15%	13%	20%	*	14%	27%	-	-	-	20%	16%	29%	14%	20%	0%	-	20%	-	*	*	-
Grade 6																						
Reading	All Students	23%	20%	21%	0%	17%	26%	-	*	-	33%	15%	33%	6%	24%	8%	20%	23%	-	*	0%	*
	CWD	8%	7%	6%	*	8%	0%	-	-	-	*	4%	9%	6%	-	*	10%	0%	-	*	*	-
	CWOD	25%	23%	24%	0%	18%	31%	-	*	-	*	17%	37%	-	24%	10%	22%	26%	-	*	*	*
	EL	9%	4%	8%	-	9%	*	-	-	-	-	10%	*	*	10%	8%	20%	0%	-	-	-	-
	Male	21%	19%	20%	0%	15%	23%	-	*	-	*	12%	33%	10%	22%	20%	20%	-	-	*	*	*
	Female	25%	22%	23%	0%	18%	31%	-	-	-	*	18%	33%	0%	26%	0%	-	23%	-	*	*	-
Mathematics	All Students	16%	12%	11%	8%	6%	14%	-	*	-	33%	8%	17%	3%	13%	8%	12%	10%	-	*	0%	*
	CWD	8%	6%	3%	*	0%	0%	-	-	-	*	4%	0%	3%	-	*	5%	0%	-	*	*	-
	CWOD	17%	13%	13%	10%	7%	17%	-	*	-	*	9%	19%	-	13%	10%	14%	12%	-	*	*	*
	EL	7%	4%	8%	-	9%	*	-	-	-	-	10%	*	*	10%	8%	20%	0%	-	-	-	-
	Male	17%	13%	12%	0%	6%	14%	-	*	-	*	11%	15%	5%	14%	20%	12%	-	-	*	*	*
	Female	14%	11%	10%	17%	5%	15%	-	-	-	*	6%	19%	0%	12%	0%	-	10%	-	*	*	-
Grade 7																						
Reading	All Students	36%	32%	25%	0%	19%	36%	-	*	*	18%	16%	39%	8%	28%	*	22%	29%	-	*	0%	*
	CWD	11%	9%	8%	-	10%	8%	-	-	-	*	4%	17%	8%	-	-	12%	0%	-	*	*	*
	CWOD	40%	35%	28%	0%	21%	40%	-	*	*	29%	19%	43%	-	28%	*	25%	32%	-	*	*	*
	EL	17%	8%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	32%	27%	22%	0%	13%	33%	-	*	-	0%	12%	38%	12%	25%	*	22%	-	-	*	*	-
	Female	41%	36%	29%	0%	26%	40%	-	-	*	40%	21%	41%	0%	32%	*	-	29%	-	*	*	*
Mathematics	All Students	13%	13%	16%	7%	12%	23%	-	*	*	9%	11%	24%	8%	18%	*	16%	18%	-	*	0%	*
	CWD	7%	6%	8%	-	5%	15%	-	-	-	*	4%	17%	8%	-	-	4%	18%	-	*	*	*
	CWOD	14%	14%	18%	7%	14%	24%	-	*	*	14%	13%	26%	-	18%	*	18%	18%	-	*	*	*
	EL	6%	3%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	13%	12%	16%	0%	11%	21%	-	*	-	0%	11%	23%	4%	18%	*	16%	-	-	*	*	-
	Female	12%	13%	18%	11%	14%	26%	-	-	*	20%	12%	27%	18%	18%	*	-	18%	-	*	*	*
Grade 8																						
Reading	All Students	37%	31%	33%	27%	27%	37%	*	*	-	33%	26%	44%	2%	39%	0%	24%	42%	-	*	*	50%
	CWD	11%	7%	2%	*	0%	5%	-	-	-	*	3%	0%	2%	-	*	0%	7%	-	*	*	*
	CWOD	40%	34%	39%	33%	33%	42%	*	*	-	43%	33%	46%	-	39%	0%	30%	47%	-	*	*	60%
	EL	16%	8%	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	*	-	-	-	*
	Male	31%	25%	24%	*	19%	27%	-	*	-	*	19%	33%	0%	30%	0%	24%	-	-	-	*	*
	Female	42%	37%	42%	14%	37%	46%	*	*	-	60%	34%	54%	7%	47%	*	-	42%	-	*	*	60%

Texas Education Agency
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BROWNWOOD ISD (025902) - BROWN COUNTY

		State	Region 15	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Mathematics	All Students	14%	11%	6%	9%	3%	9%	*	-	-	11%	2%	14%	2%	7%	0%	5%	8%	-	*	*	0%	
	CWD	8%	5%	2%	*	0%	5%	-	-	-	*	3%	0%	2%	-	*	0%	7%	-	*	*	*	
	CWOD	15%	12%	7%	11%	3%	9%	*	-	-	14%	2%	15%	-	7%	0%	6%	8%	-	*	*	*	
	EL	6%	4%	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	0%	*	-	-	-	*
	Male	14%	11%	5%	*	4%	5%	-	-	-	*	0%	14%	0%	6%	0%	5%	-	-	-	-	*	*
	Female	14%	11%	8%	0%	2%	13%	*	-	-	-	20%	4%	14%	7%	8%	*	-	8%	-	*	*	*
Science	All Students	23%	16%	26%	18%	24%	29%	*	*	-	0%	18%	40%	2%	31%	10%	24%	28%	-	*	*	33%	
	CWD	9%	6%	2%	*	0%	5%	-	-	-	*	3%	0%	2%	-	*	0%	7%	-	*	*	*	
	CWOD	24%	17%	31%	22%	28%	33%	*	*	-	0%	22%	42%	-	31%	14%	30%	31%	-	*	*	40%	
	EL	8%	2%	10%	-	10%	-	-	-	-	-	13%	*	*	14%	10%	0%	0%	*	-	-	-	*
	Male	24%	17%	24%	*	21%	26%	-	*	-	*	18%	35%	0%	30%	0%	24%	-	-	-	-	*	*
	Female	21%	15%	28%	0%	27%	32%	*	*	-	-	0%	17%	44%	7%	31%	*	-	28%	-	*	*	40%
End of Course																							
English I	All Students	10%	7%	9%	0%	7%	11%	*	*	-	0%	4%	15%	4%	9%	0%	6%	12%	-	*	0%	20%	
	CWD	4%	5%	4%	0%	5%	5%	-	-	-	*	6%	0%	4%	-	-	8%	0%	-	-	0%	-	
	CWOD	11%	8%	9%	0%	7%	12%	*	*	-	0%	4%	16%	-	9%	0%	5%	14%	-	*	*	20%	
	EL	1%	0%	0%	-	0%	-	-	-	-	-	0%	*	-	0%	0%	0%	0%	*	-	-	-	-
	Male	8%	5%	6%	0%	4%	7%	*	-	-	0%	4%	8%	8%	5%	0%	6%	-	-	-	*	0%	*
	Female	13%	10%	12%	0%	10%	16%	*	*	-	*	5%	22%	0%	14%	*	-	12%	-	*	*	*	*
English II	All Students	9%	7%	4%	6%	1%	7%	*	*	-	8%	1%	7%	0%	4%	0%	3%	5%	-	-	0%	0%	
	CWD	5%	5%	0%	*	0%	0%	-	-	-	-	0%	0%	0%	-	*	0%	0%	-	-	*	*	
	CWOD	9%	7%	4%	7%	2%	8%	*	*	-	8%	1%	8%	-	4%	0%	3%	6%	-	-	*	0%	
	EL	1%	0%	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	0%	0%	-	-	-	*
	Male	7%	5%	3%	0%	1%	5%	*	*	-	13%	0%	6%	0%	3%	0%	3%	-	-	-	-	0%	*
	Female	11%	9%	5%	13%	1%	9%	*	-	-	0%	2%	9%	0%	6%	0%	-	5%	-	-	-	*	*
Algebra I	All Students	26%	19%	25%	5%	24%	28%	*	*	-	30%	18%	35%	4%	28%	0%	19%	31%	-	*	0%	60%	
	CWD	8%	6%	4%	0%	6%	5%	-	-	-	*	7%	0%	4%	-	*	8%	0%	-	-	*	*	
	CWOD	29%	21%	28%	8%	26%	31%	*	*	-	43%	20%	39%	-	28%	0%	21%	35%	-	*	*	*	
	EL	14%	6%	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	0%	*	-	-	-	-
	Male	25%	16%	19%	11%	20%	18%	-	*	-	17%	14%	26%	8%	21%	0%	19%	-	-	-	*	0%	*
	Female	28%	22%	31%	0%	28%	39%	*	*	-	*	22%	43%	0%	35%	*	-	31%	-	-	-	*	*
Biology	All Students	21%	14%	16%	0%	11%	22%	*	*	-	11%	9%	25%	2%	18%	0%	16%	14%	-	*	0%	60%	
	CWD	7%	6%	2%	0%	0%	5%	-	-	-	*	0%	6%	2%	-	*	4%	0%	-	-	0%	*	
	CWOD	22%	15%	18%	0%	12%	25%	*	*	-	17%	10%	27%	-	18%	0%	19%	17%	-	*	*	*	
	EL	5%	1%	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	0%	*	-	-	-	-
	Male	21%	15%	16%	0%	10%	25%	*	-	-	0%	6%	30%	4%	19%	0%	16%	-	-	-	*	0%	*
	Female	21%	14%	14%	0%	11%	19%	*	*	-	*	11%	19%	0%	17%	*	-	14%	-	-	-	*	*

STAAR Percent at Approaches Grade Level or Above

All Grades

Texas Education Agency
2022 Federal Report Card
BROWNWOOD ISD (025902) - BROWN COUNTY

		State	Region 15	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
All Subjects	All Students	73%	70%	73%	54%	69%	79%	100%	96%	*	71%	66%	84%	39%	79%	45%	71%	75%	-	55%	47%	77%
	CWD	44%	40%	39%	35%	32%	45%	-	*	-	38%	35%	49%	39%	-	24%	37%	41%	-	17%	45%	0%
	CWOD	77%	75%	79%	59%	74%	85%	100%	100%	*	82%	72%	88%	-	79%	48%	78%	79%	-	68%	48%	90%
	EL	59%	48%	45%	-	44%	*	-	*	-	-	38%	75%	24%	48%	45%	41%	49%	-	*	-	*
	Male	71%	68%	71%	53%	67%	77%	*	93%	-	67%	64%	83%	37%	78%	41%	71%	-	-	41%	43%	62%
	Female	75%	73%	75%	57%	70%	82%	100%	100%	*	76%	69%	86%	41%	79%	49%	-	75%	-	67%	55%	86%
Reading	All Students	74%	72%	72%	56%	67%	79%	100%	91%	*	76%	65%	84%	36%	78%	39%	67%	78%	-	52%	44%	85%
	CWD	43%	39%	36%	24%	29%	43%	-	*	-	41%	33%	42%	36%	-	25%	34%	39%	-	0%	44%	*
	CWOD	78%	77%	78%	63%	72%	85%	100%	100%	*	85%	71%	88%	-	78%	41%	74%	82%	-	65%	44%	96%
	EL	57%	46%	39%	-	37%	*	-	*	-	-	32%	71%	25%	41%	39%	32%	48%	-	*	-	*
	Male	70%	68%	67%	50%	62%	74%	*	86%	-	73%	59%	80%	34%	74%	32%	67%	-	-	33%	33%	70%
	Female	78%	77%	78%	64%	72%	85%	*	*	*	79%	72%	88%	39%	82%	48%	-	78%	-	62%	63%	94%
Mathematics	All Students	71%	68%	72%	48%	69%	77%	*	100%	*	65%	65%	84%	37%	77%	56%	72%	71%	-	55%	43%	63%
	CWD	44%	39%	37%	43%	32%	42%	-	*	-	29%	32%	52%	37%	-	38%	36%	40%	-	20%	38%	*
	CWOD	75%	72%	77%	49%	75%	83%	*	100%	*	76%	71%	87%	-	77%	59%	80%	75%	-	67%	45%	75%
	EL	61%	53%	56%	-	56%	*	-	*	-	-	50%	89%	38%	59%	56%	55%	57%	-	*	-	*
	Male	71%	68%	72%	46%	70%	77%	-	100%	-	61%	65%	84%	36%	80%	55%	72%	-	-	44%	39%	50%
	Female	71%	68%	71%	50%	68%	77%	*	*	*	69%	64%	83%	40%	75%	57%	-	71%	-	64%	50%	69%
Science	All Students	74%	72%	79%	63%	73%	85%	*	100%	-	75%	72%	89%	48%	84%	37%	78%	79%	-	63%	63%	82%
	CWD	47%	43%	48%	44%	37%	56%	-	*	-	50%	44%	60%	48%	-	0%	48%	49%	-	*	56%	*
	CWOD	78%	76%	84%	69%	78%	90%	*	*	-	85%	78%	92%	-	84%	44%	85%	82%	-	67%	71%	100%
	EL	58%	44%	37%	-	37%	-	-	-	-	-	32%	60%	0%	44%	37%	38%	36%	-	-	-	*
	Male	74%	72%	78%	74%	74%	83%	*	*	-	67%	73%	87%	48%	85%	38%	78%	-	-	*	73%	60%
	Female	75%	72%	79%	53%	72%	87%	*	*	-	85%	72%	90%	49%	82%	36%	-	79%	-	*	40%	100%
SAT/ACT All Subjects	All Students	92%	97%	95%	-	100%	92%	-	-	-	*	86%	100%	-	95%	-	100%	90%	-	-	-	-
	CWD	75%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	92%	97%	95%	-	100%	92%	-	-	-	*	86%	100%	-	95%	-	100%	90%	-	-	-	-
	EL	69%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	93%	95%	100%	-	*	100%	-	-	-	*	*	100%	-	100%	-	100%	-	-	-	-	-
	Female	92%	98%	90%	-	100%	80%	-	-	-	-	*	100%	-	90%	-	-	90%	-	-	-	-
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	47%	42%	46%	23%	39%	55%	91%	92%	*	45%	37%	62%	19%	50%	15%	44%	48%	-	22%	21%	49%
	CWD	23%	20%	19%	3%	14%	25%	-	*	-	21%	16%	28%	19%	-	0%	19%	19%	-	0%	20%	0%
	CWOD	50%	46%	50%	27%	43%	60%	91%	100%	*	52%	41%	65%	-	50%	17%	49%	52%	-	30%	22%	57%
	EL	29%	19%	15%	-	13%	*	-	*	-	-	14%	21%	0%	17%	15%	15%	15%	-	*	-	*
	Male	45%	41%	44%	22%	37%	52%	*	86%	-	36%	34%	59%	19%	49%	15%	44%	-	-	14%	21%	48%
	Female	48%	44%	48%	23%	40%	58%	86%	100%	*	53%	39%	65%	19%	52%	15%	-	48%	-	30%	21%	50%

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		State	Region 15	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	52%	48%	48%	24%	42%	57%	83%	91%	*	51%	38%	64%	20%	53%	14%	43%	54%	-	29%	26%	63%
	CWD	24%	21%	20%	6%	15%	26%	-	*	-	24%	16%	31%	20%	-	0%	21%	18%	-	0%	28%	*
	CWOD	56%	53%	53%	28%	46%	62%	83%	100%	*	58%	43%	67%	-	53%	15%	47%	58%	-	35%	24%	71%
	EL	31%	21%	14%	-	11%	*	-	*	-	-	10%	29%	0%	15%	14%	12%	15%	-	*	-	*
	Male	47%	44%	43%	21%	37%	51%	*	86%	-	43%	33%	59%	21%	47%	12%	43%	-	-	11%	22%	50%
	Female	56%	53%	54%	28%	47%	63%	*	*	*	59%	44%	71%	18%	58%	15%	-	54%	-	38%	31%	71%
Mathematics	All Students	41%	36%	42%	20%	34%	51%	*	100%	*	38%	34%	56%	18%	46%	19%	42%	42%	-	15%	11%	32%
	CWD	22%	18%	18%	0%	13%	24%	-	*	-	24%	16%	23%	18%	-	0%	18%	19%	-	0%	15%	*
	CWOD	44%	39%	46%	25%	37%	56%	*	100%	*	43%	37%	60%	-	46%	22%	48%	44%	-	20%	9%	38%
	EL	29%	20%	19%	-	17%	*	-	*	-	-	19%	22%	0%	22%	19%	24%	14%	-	*	-	*
	Male	42%	37%	42%	17%	35%	51%	-	100%	-	36%	34%	56%	18%	48%	24%	42%	-	-	11%	13%	50%
	Female	40%	36%	42%	24%	33%	51%	*	*	*	40%	33%	57%	19%	44%	14%	-	42%	-	18%	8%	23%
Science	All Students	46%	40%	49%	24%	42%	58%	*	80%	-	43%	38%	67%	19%	54%	10%	50%	49%	-	25%	31%	45%
	CWD	23%	18%	19%	0%	14%	27%	-	*	-	13%	14%	33%	19%	-	0%	18%	21%	-	*	11%	*
	CWOD	49%	44%	54%	31%	46%	64%	*	*	-	55%	43%	70%	-	54%	12%	57%	52%	-	33%	57%	56%
	EL	25%	13%	10%	-	10%	-	-	-	-	-	12%	0%	0%	12%	10%	6%	14%	-	-	-	*
	Male	47%	41%	50%	37%	45%	57%	*	*	-	20%	39%	67%	18%	57%	6%	50%	-	-	*	36%	40%
	Female	45%	39%	49%	11%	39%	59%	*	*	-	69%	38%	66%	21%	52%	14%	-	49%	-	*	20%	50%
SAT/ACT All Subjects	All Students	64%	70%	81%	-	88%	75%	-	-	-	*	57%	93%	-	81%	-	82%	80%	-	-	-	-
	CWD	43%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	64%	69%	81%	-	88%	75%	-	-	-	*	57%	93%	-	81%	-	82%	80%	-	-	-	-
	EL	18%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	68%	65%	82%	-	*	86%	-	-	-	*	*	86%	-	82%	-	82%	-	-	-	-	-
	Female	60%	74%	80%	-	100%	60%	-	-	-	-	*	100%	-	80%	-	-	80%	-	-	-	-
STAAR Percent at Masters Grade Level																						
All Grades																						
All Subjects	All Students	22%	18%	20%	7%	16%	25%	36%	67%	*	17%	14%	30%	5%	23%	7%	19%	21%	-	12%	5%	30%
	CWD	9%	7%	5%	0%	4%	6%	-	*	-	7%	5%	6%	5%	-	0%	6%	4%	-	0%	3%	0%
	CWOD	24%	20%	23%	8%	17%	29%	36%	76%	*	20%	16%	32%	-	23%	8%	22%	23%	-	16%	7%	35%
	EL	12%	5%	7%	-	6%	*	-	*	-	-	7%	7%	0%	8%	7%	9%	4%	-	*	-	*
	Male	21%	17%	19%	7%	15%	24%	*	64%	-	13%	13%	28%	6%	22%	9%	19%	-	-	5%	3%	29%
	Female	23%	19%	21%	6%	16%	27%	29%	70%	*	22%	15%	32%	4%	23%	4%	-	21%	-	19%	9%	31%
Reading	All Students	25%	21%	21%	8%	17%	26%	33%	64%	*	19%	15%	30%	5%	23%	5%	19%	24%	-	19%	5%	30%
	CWD	9%	7%	5%	0%	6%	5%	-	*	-	6%	4%	8%	5%	-	0%	7%	3%	-	0%	0%	*
	CWOD	27%	23%	23%	9%	18%	30%	33%	70%	*	23%	17%	32%	-	23%	6%	21%	26%	-	24%	8%	33%
	EL	13%	6%	5%	-	4%	*	-	*	-	-	5%	7%	0%	6%	5%	7%	3%	-	*	-	*
	Male	22%	19%	19%	8%	15%	24%	*	57%	-	13%	14%	26%	7%	21%	7%	19%	-	-	11%	4%	20%
	Female	28%	24%	24%	8%	19%	30%	*	*	*	26%	17%	35%	3%	26%	3%	-	24%	-	23%	6%	35%

Texas Education Agency
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		State	Region 15	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	20%	15%	19%	6%	15%	24%	*	75%	*	19%	13%	29%	5%	21%	11%	19%	19%	-	5%	3%	21%
	CWD	9%	6%	5%	0%	3%	6%	-	*	-	12%	5%	4%	5%	-	0%	4%	5%	-	0%	8%	*
	CWOD	21%	17%	21%	7%	16%	27%	*	86%	*	22%	15%	32%	-	21%	12%	22%	20%	-	7%	0%	25%
	EL	12%	6%	11%	-	9%	*	-	*	-	-	10%	11%	0%	12%	11%	17%	4%	-	*	-	*
	Male	21%	16%	19%	5%	16%	23%	-	80%	-	18%	14%	28%	4%	22%	17%	19%	-	-	0%	0%	33%
	Female	19%	15%	19%	7%	13%	25%	*	*	*	20%	12%	30%	5%	20%	4%	-	19%	-	9%	8%	15%
Science	All Students	20%	15%	20%	5%	16%	26%	*	60%	-	7%	13%	32%	5%	23%	3%	20%	20%	-	13%	13%	45%
	CWD	8%	7%	5%	0%	5%	7%	-	*	-	0%	4%	7%	5%	-	0%	5%	5%	-	*	0%	*
	CWOD	22%	17%	23%	7%	18%	29%	*	*	-	10%	15%	34%	-	23%	4%	24%	22%	-	17%	29%	56%
	EL	7%	2%	3%	-	3%	-	-	-	-	-	4%	0%	0%	4%	3%	0%	7%	-	-	-	*
	Male	22%	17%	20%	11%	16%	26%	*	*	-	0%	12%	33%	5%	24%	0%	20%	-	-	*	9%	40%
	Female	19%	14%	20%	0%	16%	26%	*	*	-	15%	15%	30%	5%	22%	7%	-	20%	-	*	20%	50%
SAT/ACT All Subjects	All Students	13%	8%	5%	-	0%	8%	-	-	-	*	0%	7%	-	5%	-	9%	0%	-	-	-	-
	CWD	11%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	13%	8%	5%	-	0%	8%	-	-	-	*	0%	7%	-	5%	-	9%	0%	-	-	-	-
	EL	1%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	17%	9%	9%	-	*	14%	-	-	-	*	*	14%	-	9%	-	9%	-	-	-	-	-
	Female	10%	7%	0%	-	0%	0%	-	-	-	-	*	0%	-	0%	-	-	0%	-	-	-	-

- 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 schools which don't have a graduation rate, for the 2021-22 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Academic Growth Score											
Reading											
All Students	77	72	77	76	*	81	*	81	75	67	66
CWD	67	67	67	66	-	*	-	75	69	67	42
CWOD	78	73	78	78	*	93	*	83	76	-	71
EL ◇	66	-	66	*	-	*	-	-	68	42	66
Male	74	73	74	73	*	79	-	81	72	66	61

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Female	79	73	79	80	*	*	*	81	78	69	74
Mathematics											
All Students	60	53	58	62	*	100	*	62	56	49	62
CWD	49	50	53	47	-	*	-	38	49	49	80
CWOD	62	54	59	64	*	100	*	70	58	-	60
EL ◇	62	-	60	*	-	*	-	-	60	80	62
Male	58	62	56	59	-	100	-	60	54	50	50
Female	62	46	60	64	*	*	*	65	58	49	76

- Indicates there are no students in the group.

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

Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates for the class of 2021.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL ◇	Homeless ◇	Foster Care ◇
Federal Graduation Rates													
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2021													
All Students	95.4%	92.3%	95.3%	95.6%	*	*	-	*	92.2%	92.0%	*	100.0%	71.4%
CWD	92.0%	*	100.0%	80.0%	-	*	-	-	93.3%	92.0%	-	-	80.0%
CWOD	95.9%	90.0%	94.7%	97.1%	*	*	-	*	92.0%	-	*	100.0%	*
EL ◇	*	-	*	-	-	-	-	-	*	-	*	-	-
Male	94.2%	100.0%	93.2%	94.0%	-	-	-	*	90.0%	93.3%	*	*	71.4%
Female	97.0%	85.7%	97.6%	97.8%	*	*	-	*	94.2%	90.0%	*	*	-

- Indicates there are no students in the group.

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

◇ Ever in grades 9-12.

Part (iv): English Language Proficiency

This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2022 TELPAS (Texas English Language Proficiency Assessment System) data. (EL: English learner)

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Total EL in Class	Proficiency of EL	Rate of Proficiency
111	12	11%

- Indicates there are no students in the group.
- * Indicates results are masked due to small numbers to protect student confidentiality.
- ◇ Indicates data reporting does not meet for Minimum Size.

Part (v): School Quality or Student Success (SQSS)

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)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Student Success (Student Achievement Domain Score: STAAR Component Only)											
STAAR Component Score	46	28	41	53	76	85	*	44	39	21	22
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	56%	64%	48%	64%	*	*	-	*	37%	70%	*

- 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 Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
STAAR Performance Status											
Reading											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	Y	N	Y	N				N	Y	Y	N
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N	N	N	N				N	N	N	N
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N	N	N	N				N	N	N	N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Target Met	N	N	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	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	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	N	N
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N	N	N	N				N	N	N	N
English Learner Language Proficiency 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
Federal Graduation Status^Δ											
Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met	Y		Y	Y					N	Y	
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met	Y		Y	Y					N	Y	
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	Y		Y	Y					N	N	
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	Y		Y	Y					N	N	

Blank cells above represent student group indicators that do not meet the minimum size criteria.

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

Δ Student groups that are at or above 90% are required to exceed that rate by at least a tenth of a percent in the following year(s).

Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science for the 2021-22 school year. (CWD: children with disability; CWOD: children without disability; EL: English learner)

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		District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant		
Participation Rate																			
All Subjects	All Students	100%	100%	100%	100%	100%	100%	*	100%	100%	100%	100%	100%	100%	100%	100%	-		
	CWD	100%	100%	100%	100%	-	*	-	100%	100%	100%	100%	-	100%	100%	100%	-		
	CWOD	100%	100%	100%	100%	100%	100%	100%	*	100%	100%	100%	-	100%	100%	100%	100%	-	
	EL	100%	-	100%	*	-	*	-	-	100%	100%	100%	100%	100%	100%	100%	100%	-	
	Male	100%	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	100%	100%	-	-	
	Female	100%	100%	100%	100%	100%	100%	100%	*	100%	100%	100%	100%	100%	100%	100%	-	100%	-
Reading	All Students	100%	100%	100%	100%	100%	100%	*	100%	100%	100%	100%	100%	100%	100%	100%	100%	-	
	CWD	100%	100%	100%	100%	-	*	-	100%	100%	100%	100%	-	100%	100%	100%	100%	-	
	CWOD	100%	100%	100%	100%	100%	100%	100%	*	100%	100%	100%	-	100%	100%	100%	100%	-	
	EL	100%	-	100%	*	-	*	-	-	100%	100%	100%	100%	100%	100%	100%	100%	-	
	Male	100%	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	100%	*	*	*	100%	100%	100%	100%	100%	100%	100%	100%	-	100%	-
Mathematics	All Students	100%	100%	100%	100%	*	100%	*	100%	100%	100%	100%	100%	100%	100%	100%	100%	-	
		100%	100%	100%	100%	*	100%	*	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	100%	100%	100%	-	*	-	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	-
		100%	100%	100%	100%	-	*	-	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	-
	CWOD	100%	100%	100%	100%	*	100%	*	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	-
		100%	100%	100%	100%	*	100%	*	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	-
	EL	100%	-	100%	*	-	*	-	-	100%	100%	100%	100%	100%	100%	100%	100%	100%	-
		100%	-	100%	*	-	*	-	-	100%	100%	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	-
		100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	-
	Female	100%	100%	100%	100%	*	*	*	100%	100%	100%	100%	100%	100%	100%	100%	-	100%	-
		100%	100%	100%	100%	*	*	*	100%	100%	100%	100%	100%	100%	100%	100%	-	100%	-
SAT/ACT All Subjects	All Students	100%	-	100%	100%	-	-	-	*	100%	100%	-	100%	-	100%	100%	-		
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
	CWOD	100%	-	100%	100%	-	-	-	*	100%	100%	-	100%	-	100%	100%	-		
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
	Male	100%	-	*	100%	-	-	-	*	*	100%	-	100%	-	100%	-	-		
	Female	100%	-	100%	100%	-	-	-	-	*	100%	-	100%	-	-	-	100%	-	
Non-Participation Rate																			

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All Subjects	All Students	0%	0%	0%	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%	0%	-	
	CWD	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	-	0%	0%	0%	-	
	CWOD	0%	0%	0%	0%	0%	0%	*	0%	0%	0%	-	0%	0%	0%	0%	-	
	EL	0%	-	0%	*	-	*	-	-	0%	0%	0%	0%	0%	0%	0%	-	
	Male	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%	-	-	
	Female	0%	0%	0%	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%	-	0%	-
Reading	All Students	0%	0%	0%	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	-	0%	0%	0%	-	
	CWOD	0%	0%	0%	0%	0%	0%	*	0%	0%	0%	-	0%	0%	0%	0%	-	
	EL	0%	-	0%	*	-	*	-	-	0%	0%	0%	0%	0%	0%	0%	-	
	Male	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%	0%	-	
	Female	0%	0%	0%	0%	*	*	*	0%	0%	0%	0%	0%	0%	0%	-	0%	-
Mathematics	All Students	0%	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	-	0%	0%	0%	-	
	CWOD	0%	0%	0%	0%	*	0%	*	0%	0%	0%	-	0%	0%	0%	0%	-	
	EL	0%	-	0%	*	-	*	-	-	0%	0%	0%	0%	0%	0%	0%	-	
	Male	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%	0%	-	
	Female	0%	0%	0%	0%	*	*	*	0%	0%	0%	0%	0%	0%	0%	-	0%	-
Science	All Students	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	-	0%	0%	0%	-	
	CWOD	0%	0%	0%	0%	*	*	-	0%	0%	0%	-	0%	0%	0%	0%	-	
	EL	0%	-	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-	
	Male	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%	0%	-	
	Female	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%	-	0%	-
SAT/ACT All Subjects	All Students	0%	-	0%	0%	-	-	-	*	0%	0%	-	0%	-	0%	0%	-	
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	CWOD	0%	-	0%	0%	-	-	-	*	0%	0%	-	0%	-	0%	0%	-	
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Male	0%	-	*	0%	-	-	-	*	*	0%	-	0%	-	0%	-	-	
	Female	0%	-	0%	0%	-	-	-	-	*	0%	-	0%	-	-	-	0%	

- Indicates there are no students in the group.

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

Part (viii): Civil Rights Data

Part (viii)(I) This section provides information from the 2017-18 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related

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

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
Students Without Disabilities												
In-School Suspensions												
	Male	167	14	67	70	1	2	0	13	3		
	Female	76	3	34	37	0	0	0	2	1		
	Total	243	17	101	107	1	2	0	15	4		
Out-of-School Suspensions												
	Male	22	3	8	9	0	0	0	2	0		
	Female	11	0	4	7	0	0	0	0	0		
	Total	33	3	12	16	0	0	0	2	0		
Expulsions												
With Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	1	0	0	1	0	0	0	0	0		
	Total	1	0	0	1	0	0	0	0	0		
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
School-Related Arrests												
	Male	1	0	1	0	0	0	0	0	0		
	Female	1	1	0	0	0	0	0	0	0		
	Total	2	1	1	0	0	0	0	0	0		
Referrals to Law Enforcement												
	Male	1	0	1	0	0	0	0	0	0		
	Female	1	1	0	0	0	0	0	0	0		
	Total	2	1	1	0	0	0	0	0	0		
Students With Disabilities												
In-School Suspensions												

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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
	Male	49	5	15	28	0	0	0	1	1		28
	Female	21	2	8	10	0	0	0	1	1		11
	Total	70	7	23	38	0	0	0	2	2		39
Out-of-School Suspensions												
	Male	13	3	3	7	0	0	0	0	0		3
	Female	10	0	7	2	0	0	0	1	0		3
	Total	23	3	10	9	0	0	0	1	0		6
Expulsions												
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		1
	Total	0	0	0	0	0	0	0	0	0		1
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
School-Related Arrests												
	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
Referrals to Law Enforcement												
	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
All Students												
Chronic Absenteeism												
	Male	231	15	95	102	3	-	-	16	7	41	-
	Female	180	8	72	86	4	-	-	10	5	28	-
	Total	411	23	167	188	7	-	-	26	12	69	-

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	Total
Incidents of Violence	
Incidents of rape or attempted rape	0
Incidents of sexual assault (other than rape)	0
Incidents of robbery with a weapon	0
Incidents of robbery with a firearm or explosive device	0
Incidents of robbery without a weapon	0
Incidents of physical attack or fight with a weapon	0
Incidents of physical attack or fight with a firearm or explosive device	0
Incidents of physical attack or fight without a weapon	8
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack with a firearm or explosive device	0
Incidents of threats of physical attack without a weapon	0
Incidents of possession of a firearm or explosive device	0
Allegations of Harassment or bullying	
On the basis of sex	0
On the basis of race	0
On the basis of disability	0
On the basis of sexual orientation	0
On the basis of religion	0

Part (viii)(II) This section provides information from the 2017-18 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.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs											
	Male	135	10	58	62	0	1	0	4	6	17
	Female	142	10	61	66	0	0	0	5	5	14
	Total	277	20	119	128	0	1	0	9	11	31
Accelerated Coursework											
Advanced Placement Courses	Male	49	1	13	33	1	1	0	0	0	0
	Female	83	3	26	50	0	1	0	3	0	0
	Total	132	4	39	83	1	2	0	3	0	0
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Dual Enrollment/Dual Credit Programs	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

- 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.

	All School		High-Poverty Schools		Low-Poverty Schools	
	Number	Percent	Number	Percent	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	30.0	11.3%			0.0	-
Teachers Teaching with Emergency or Provisional Credentials	7.0	2.8%			0.0	-
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	19.7	7.8%			0.3	9.1%

- 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 June 30th, 2023.

Part (xi): STAAR Alternate 2 Participation

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 2021-22 school year.

	State Number of ALT2	State Rate of ALT2	Region 15 Number of ALT2	Region 15 Rate of ALT2	District Number of ALT2	District Rate of ALT2
Grade 3						
Reading	6,584	2%	52	1%	5	2%
Mathematics	6,587	2%	52	1%	5	2%
Grade 4						
Reading	6,404	2%	56	2%	*	1%
Mathematics	6,408	2%	56	2%	*	1%
Grade 5						
Reading	6,204	2%	45	1%	*	1%
Mathematics	6,205	2%	46	1%	*	1%
Science	6,200	2%	45	1%	*	1%
Grade 6						
Reading	6,181	2%	56	2%	*	1%
Mathematics	6,177	2%	56	2%	*	1%
Grade 7						
Reading	6,130	1%	63	2%	5	2%
Mathematics	6,120	2%	63	2%	5	2%
Grade 8						
Reading	5,794	1%	55	1%	5	2%
Mathematics	5,803	2%	55	2%	5	2%
Science	5,796	1%	55	1%	5	2%
End of Course						
English I	6,009	1%	49	1%	5	1%
English II	5,490	1%	52	1%	*	1%
Algebra I	5,993	1%	49	1%	5	2%
Biology	5,860	1%	58	1%	*	1%
All Grades						
All Subjects	109,954	1%	963	1%	72	2%
Reading	48,805	1%	428	1%	31	1%
Mathematics	43,293	1%	377	1%	29	2%
Science	17,856	1%	158	1%	12	1%

- Indicates there are no students in the group.

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

Part (xii): Statewide National Assessment of Educational Progress (NAEP)

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the 2022 National Assessment of Educational Progress, compared to the national average of such results.

State Level: 2022 Percentages at NAEP Achievement Levels										
Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	42	37	58	63	30	33	7	9
		Black	51	56	49	44	19	17	3	3
		Hispanic	52	50	48	50	20	21	3	4
		White	26	27	74	73	44	42	10	11
		American Indian	*	57	*	43	*	18	*	3
		Asian	8	17	92	83	71	58	31	24
		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	
	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
Students with Disabilities		51	56	49	44	18	14	2	2	
English Language Learners	31	48	69	52	26	14	3	2		
Grade 8	Reading	Overall	34	30	66	70	23	31	2	4
		Black	45	47	55	53	17	16	1	1
		Hispanic	41	39	59	61	16	21	1	2
		White	24	22	76	78	30	38	2	5
		American Indian	*	45	*	55	*	18	*	2
		Asian	8	14	92	86	60	56	11	12
		Pacific Islander	*	35	*	65	*	25	*	2
		Two or More Races	28	27	72	73	32	35	5	6
		EcoDis	42	42	58	58	16	19	1	1
		Students with Disabilities	74	69	26	31	5	7	1	n/a
	English Language Learners	53	68	47	32	10	5	n/a	n/a	
	Mathematics	Overall	39	38	61	62	24	26	5	7
		Black	54	62	46	38	11	9	2	1
		Hispanic	46	51	54	49	16	14	2	2
		White	28	26	72	74	36	35	8	9
American Indian		*	55	*	45	*	13	*	2	

State Level: 2022 Percentages at NAEP Achievement Levels										
Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 8	Mathematics	Asian	10	14	90	86	57	58	27	27
		Pacific Islander	*	50	*	50	*	17	*	5
		Two or More Races	26	37	74	63	30	28	3	7
		EcoDis	49	54	51	46	15	13	2	2
		Students with Disabilities	81	77	19	23	4	5	n/a	1
		English Language Learners	60	76	40	24	8	4	1	n/a

* 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%
		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 postsecondary education 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	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
In-State Public Institutions	39%	*	27%	47%	-	*	-	55%	26%	*	-
In-State Private Institutions	11%	-	8%	16%	-	-	-	*	10%	-	-
Out-of-State Institutions	5%	*	6%	*	-	-	-	-	*	*	-

- Indicates there are no students in the group.

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

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)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Chronic Absenteeism Rate	20%	30%	22%	18%	27%	5%	-	22%	25%	24%	19%

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

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Part (i): Description of State Accountability System

Part (i)(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students for use in the accountability system. The Texas accountability minimum size criteria are 25 tests for assessment related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for the all student group.

Part (i)(II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students.

State ESSA Goals												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Performance (At Meets Grade Level or Above)												
Reading/ELA	Baseline 2016-17 Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
	2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
	2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Mathematics	Baseline 2016-17 Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
	2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
	2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
EL Progress												
	Baseline 2016-17 Rates											41%
	2017-18 through 2021-22											36%
	2022-23 through 2026-27											38%
	2027-28 through 2031-32											40%
Graduation Rate: 4-Year Longitudinal Rate Δ												
	Baseline 2016-17 Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
	2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
	2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
	2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

Δ Student groups that are at or above 90% are required to exceed that rate by at least a tenth of a percent in the following year(s).

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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
- d. ELP Indicator: English Learner Language Proficiency Status
- e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12 Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

Part (i)(IV) the State's system for meaningfully differentiating all public schools in the State, including --
(aa) the specific weight of the indicators in such differentiation

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language Proficiency	10%
	SQSS: Student Achievement Domain Score: STAAR Component Only	10%
High Schools, K-12s, AEAs, and Districts	Academic Achievement	50%
	Federal Graduation Status or Academic Growth Status ¹	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness or Student Domain Score: STAAR Component Only ²	30%

¹ If Federal Graduation Status is not available, Academic Growth Status is used.

² If College, Career, and Military Readiness is not available, Student Achievement Domain Score: STAAR Component Only is used.

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(bb) the methodology by which the State differentiates all such schools. A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), B (80-89), C (70-79), D (60-69), and F (0-59) and further used to differentiate all public schools.
<https://tea.texas.gov/sites/default/files/chapter-4-2022-closing-the-gaps-domain.pdf>

(cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students. TEA uses the Closing the Gaps domain to identify campuses that have consistently underperforming student groups. A student group that misses the targets in at least the same three indicators, for three consecutive years, is considered consistently underperforming. Any campus not identified for comprehensive support and improvement (CSI) that has at least one consistently underperforming student group is identified for targeted support and improvement (TSI). TSI identifies both Title I and non-Title I campuses. Data from 2018, 2019, and 2022 are considered consecutive years for 2022 TSI identification.

(dd) the methodology by which the State identifies a school for comprehensive support and improvement. Texas annually ranks all Title I campuses based on Closing the Gaps scaled scores. Beginning August 2022, TEA also evaluates overall scaled scores to make final comprehensive support and improvement (CSI) determinations. Title I campuses with both the lowest Closing the Gaps and lowest overall scaled scores are identified for CSI. First, Texas determines the bottom five percent of Closing the Gaps outcomes by rank ordering the scaled scores of Title I campuses by school type - elementary, middle, high school/ K - 12, and alternative education accountability. Texas then determines which campuses fell in the bottom five percent for each school type. Next, TEA rank orders the overall scaled scores for all Title I campuses statewide (without regard to campus type) to determine the scaled score cut point necessary to identify at least five percent of Title I campuses. Title I campuses with an overall scaled score cut point at or below the overall cut point and that rank in their school types bottom five percent are identified for CSI.

Part (i)(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement or implementing targeted support and improvement plans. Campuses Identified for Support under the Every Student Succeeds Act (ESSA) for the 2022-2023 school year: [Comprehensive Support and Improvement Schools](#), [Targeted Support and Improvement Schools](#) and [Additional Targeted Support Schools](#).

Part (i)(VI) the exit criteria established by the State, including the length of years established. Campuses that do not rank in their school types bottom five percent of the Closing the Gaps domain for two consecutive years and have an overall scaled score that year that does not fall within the lowest percentile to be reidentified for CSI are considered as having successfully exited. Campuses previously identified as CSI based solely on a graduation rate below 67 percent must have a four or six-year federal graduation rate of at least 67 percent for two consecutive years to exit CSI status.

Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2021-22 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
STAAR Percent at Approaches Grade Level or Above																			
Grade 3																			

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		State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	76%	66%	71%	86%	77%	90%	75%	82%	68%	87%	52%	80%	66%	74%	78%	61%	59%	64%	85%
	CWD	52%	42%	46%	64%	53%	65%	44%	60%	45%	66%	52%	-	40%	52%	51%	43%	41%	44%	65%
	CWOD	80%	70%	75%	90%	81%	93%	79%	86%	73%	90%	-	80%	70%	78%	81%	64%	64%	72%	88%
	EL	66%	78%	64%	73%	69%	83%	61%	76%	64%	75%	40%	70%	66%	64%	69%	57%	57%	51%	76%
	Male	74%	63%	69%	85%	78%	88%	69%	81%	66%	85%	52%	78%	64%	74%	-	60%	57%	59%	83%
	Female	78%	69%	73%	87%	76%	93%	82%	84%	71%	88%	51%	81%	69%	-	78%	62%	62%	69%	86%
Mathematics	All Students	70%	55%	65%	82%	71%	90%	71%	75%	62%	82%	46%	74%	64%	72%	68%	57%	51%	53%	79%
	CWD	46%	34%	42%	57%	48%	67%	44%	52%	40%	60%	46%	-	40%	50%	40%	40%	34%	36%	58%
	CWOD	74%	59%	69%	86%	75%	92%	74%	79%	66%	85%	-	74%	68%	77%	71%	59%	55%	60%	83%
	EL	64%	70%	62%	71%	66%	83%	57%	71%	62%	73%	40%	68%	64%	66%	62%	54%	51%	49%	74%
	Male	72%	56%	68%	83%	74%	90%	69%	77%	64%	83%	50%	77%	66%	72%	-	62%	53%	53%	81%
	Female	68%	54%	63%	80%	68%	90%	74%	73%	60%	81%	40%	71%	62%	-	68%	51%	50%	53%	77%
Grade 4																				
Reading	All Students	76%	67%	72%	86%	76%	91%	75%	81%	69%	87%	48%	81%	66%	73%	79%	60%	60%	57%	85%
	CWD	48%	39%	44%	60%	52%	62%	39%	54%	42%	62%	48%	-	38%	48%	48%	35%	40%	37%	60%
	CWOD	81%	72%	76%	90%	81%	93%	80%	86%	74%	90%	-	81%	70%	79%	82%	65%	64%	68%	89%
	EL	66%	76%	65%	74%	63%	82%	64%	77%	65%	74%	38%	70%	66%	64%	69%	58%	52%	53%	70%
	Male	73%	63%	69%	84%	72%	90%	71%	79%	66%	85%	48%	79%	64%	73%	-	59%	56%	55%	81%
	Female	79%	71%	75%	88%	81%	93%	79%	83%	72%	89%	48%	82%	69%	-	79%	62%	63%	60%	88%
Mathematics	All Students	68%	52%	64%	80%	70%	90%	70%	73%	60%	81%	42%	73%	63%	70%	67%	52%	49%	49%	77%
	CWD	42%	30%	39%	53%	42%	67%	44%	46%	37%	55%	42%	-	37%	46%	36%	30%	30%	35%	53%
	CWOD	73%	57%	68%	85%	75%	92%	73%	78%	65%	84%	-	73%	66%	76%	70%	56%	53%	56%	81%
	EL	63%	67%	61%	68%	62%	82%	52%	74%	61%	70%	37%	66%	63%	65%	60%	47%	48%	58%	65%
	Male	70%	53%	66%	82%	70%	91%	70%	75%	62%	82%	46%	76%	65%	70%	-	55%	50%	49%	79%
	Female	67%	52%	62%	79%	71%	89%	69%	71%	58%	80%	36%	70%	60%	-	67%	49%	48%	49%	75%
Grade 5																				
Reading	All Students	80%	71%	77%	88%	80%	93%	80%	85%	74%	89%	50%	85%	71%	77%	83%	65%	66%	64%	88%
	CWD	50%	43%	46%	61%	54%	65%	55%	54%	44%	63%	50%	-	39%	49%	52%	40%	43%	44%	62%
	CWOD	85%	77%	82%	93%	85%	95%	83%	90%	79%	93%	-	85%	76%	83%	87%	70%	71%	74%	92%
	EL	71%	77%	70%	74%	72%	83%	58%	79%	70%	77%	39%	76%	71%	68%	75%	60%	61%	61%	78%
	Male	77%	66%	73%	86%	79%	92%	76%	81%	70%	87%	49%	83%	68%	77%	-	58%	62%	61%	85%
	Female	83%	76%	80%	90%	81%	94%	85%	88%	78%	92%	52%	87%	75%	-	83%	73%	71%	67%	90%
Mathematics	All Students	76%	62%	72%	85%	74%	94%	76%	80%	69%	86%	50%	80%	70%	75%	76%	63%	58%	58%	84%
	CWD	50%	38%	47%	60%	54%	73%	58%	53%	44%	61%	50%	-	44%	52%	46%	45%	41%	43%	60%
	CWOD	80%	67%	76%	89%	78%	95%	78%	84%	74%	89%	-	80%	74%	80%	79%	66%	62%	66%	88%
	EL	70%	72%	69%	73%	63%	87%	64%	75%	69%	74%	44%	74%	70%	70%	69%	61%	59%	67%	80%
	Male	75%	60%	72%	85%	76%	94%	75%	80%	69%	86%	52%	80%	70%	75%	-	60%	58%	58%	85%
	Female	76%	63%	72%	85%	71%	94%	77%	80%	69%	86%	46%	79%	69%	-	76%	67%	58%	60%	83%

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		State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Science	All Students	65%	49%	59%	81%	64%	86%	63%	74%	56%	79%	40%	69%	52%	67%	63%	48%	47%	51%	76%
	CWD	40%	28%	35%	54%	44%	59%	53%	45%	34%	53%	40%	-	28%	44%	33%	29%	34%	35%	50%
	CWOD	69%	54%	63%	85%	67%	88%	64%	78%	60%	83%	-	69%	56%	72%	67%	51%	50%	59%	81%
	EL	52%	57%	51%	57%	50%	71%	41%	61%	51%	60%	28%	56%	52%	55%	49%	43%	39%	49%	63%
	Male	67%	50%	62%	83%	69%	87%	64%	74%	58%	81%	44%	72%	55%	67%	-	50%	50%	53%	79%
	Female	63%	49%	56%	78%	58%	86%	62%	73%	53%	78%	33%	67%	49%	-	63%	46%	44%	49%	74%
Grade 6																				
Reading	All Students	69%	58%	63%	82%	67%	90%	73%	77%	60%	82%	38%	74%	53%	66%	72%	47%	50%	48%	79%
	CWD	38%	30%	34%	49%	36%	58%	39%	45%	32%	51%	38%	-	27%	38%	38%	27%	31%	33%	48%
	CWOD	74%	64%	68%	87%	73%	92%	76%	81%	65%	86%	-	74%	57%	72%	76%	51%	54%	55%	84%
	EL	53%	62%	52%	58%	51%	73%	51%	57%	52%	60%	27%	57%	53%	50%	56%	40%	37%	39%	58%
	Male	66%	53%	60%	80%	62%	89%	69%	74%	57%	80%	38%	72%	50%	66%	-	44%	47%	44%	76%
	Female	72%	63%	66%	84%	73%	92%	77%	79%	64%	85%	38%	76%	56%	-	72%	50%	53%	53%	81%
Mathematics	All Students	72%	59%	67%	85%	72%	93%	80%	78%	64%	84%	47%	76%	61%	73%	72%	52%	54%	52%	81%
	CWD	47%	37%	44%	59%	45%	71%	53%	50%	42%	60%	47%	-	41%	49%	44%	41%	40%	39%	53%
	CWOD	76%	63%	71%	89%	77%	95%	82%	82%	68%	87%	-	76%	64%	77%	75%	54%	58%	58%	86%
	EL	61%	66%	60%	69%	60%	84%	60%	65%	60%	68%	41%	64%	61%	63%	60%	48%	48%	43%	63%
	Male	73%	57%	68%	86%	72%	93%	79%	78%	65%	85%	49%	77%	63%	73%	-	54%	55%	51%	83%
	Female	72%	61%	66%	84%	72%	94%	80%	78%	63%	84%	44%	75%	60%	-	72%	51%	54%	53%	80%
Grade 7																				
Reading	All Students	79%	71%	74%	88%	77%	94%	78%	85%	72%	88%	47%	83%	63%	75%	83%	64%	64%	60%	87%
	CWD	47%	40%	42%	58%	49%	63%	40%	52%	41%	58%	47%	-	34%	44%	50%	32%	40%	39%	59%
	CWOD	83%	77%	79%	92%	82%	95%	82%	90%	77%	91%	-	83%	67%	80%	86%	69%	69%	70%	91%
	EL	63%	68%	62%	67%	60%	76%	55%	73%	62%	65%	34%	67%	63%	58%	68%	56%	48%	51%	69%
	Male	75%	65%	70%	85%	74%	92%	76%	82%	67%	86%	44%	80%	58%	75%	-	59%	58%	55%	83%
	Female	83%	77%	79%	91%	81%	95%	79%	89%	77%	91%	50%	86%	68%	-	83%	69%	70%	66%	91%
Mathematics	All Students	60%	44%	54%	76%	58%	89%	64%	67%	51%	74%	36%	63%	45%	60%	59%	44%	42%	39%	70%
	CWD	36%	27%	32%	46%	37%	61%	44%	39%	31%	46%	36%	-	28%	38%	32%	27%	29%	31%	43%
	CWOD	63%	48%	57%	80%	62%	91%	67%	72%	55%	78%	-	63%	48%	65%	62%	47%	45%	43%	75%
	EL	45%	44%	44%	55%	42%	72%	45%	57%	45%	50%	28%	48%	45%	47%	44%	41%	38%	35%	45%
	Male	60%	43%	55%	76%	58%	89%	66%	68%	52%	74%	38%	65%	47%	60%	-	46%	44%	39%	70%
	Female	59%	46%	53%	75%	57%	89%	62%	67%	50%	74%	32%	62%	44%	-	59%	43%	41%	39%	70%
Grade 8																				
Reading	All Students	82%	75%	78%	89%	82%	95%	81%	87%	76%	90%	50%	86%	65%	78%	86%	67%	66%	66%	88%
	CWD	50%	43%	47%	59%	45%	72%	60%	56%	45%	60%	50%	-	38%	47%	54%	34%	42%	48%	60%
	CWOD	86%	81%	82%	93%	87%	96%	82%	91%	81%	92%	-	86%	69%	83%	89%	72%	70%	75%	93%
	EL	65%	66%	65%	67%	59%	76%	52%	62%	65%	64%	38%	69%	65%	61%	70%	57%	50%	43%	73%
	Male	78%	69%	74%	86%	78%	94%	75%	83%	71%	87%	47%	83%	61%	78%	-	59%	61%	65%	85%
	Female	86%	82%	83%	93%	88%	96%	86%	90%	81%	93%	54%	89%	70%	-	86%	75%	72%	68%	92%

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Mathematics	All Students	70%	57%	66%	81%	67%	92%	71%	75%	63%	81%	40%	74%	57%	68%	72%	57%	52%	49%	78%
	CWD	40%	31%	38%	49%	31%	70%	38%	41%	36%	50%	40%	-	33%	41%	38%	27%	30%	35%	47%
	CWOD	74%	63%	70%	86%	72%	94%	74%	81%	67%	84%	-	74%	61%	73%	75%	62%	57%	56%	83%
	EL	57%	55%	56%	63%	52%	78%	61%	64%	57%	59%	33%	61%	57%	56%	59%	49%	46%	34%	61%
	Male	68%	54%	64%	80%	66%	92%	68%	74%	61%	80%	41%	73%	56%	68%	-	55%	50%	50%	77%
	Female	72%	61%	67%	83%	68%	93%	75%	77%	65%	82%	38%	75%	59%	-	72%	61%	55%	48%	79%
Science	All Students	73%	62%	68%	85%	75%	93%	72%	80%	65%	84%	42%	77%	54%	73%	73%	56%	53%	53%	82%
	CWD	42%	33%	38%	54%	38%	70%	43%	47%	36%	54%	42%	-	31%	44%	37%	23%	30%	39%	54%
	CWOD	77%	67%	71%	89%	80%	94%	75%	85%	69%	87%	-	77%	57%	78%	76%	62%	57%	60%	86%
	EL	54%	56%	53%	61%	52%	74%	42%	57%	53%	56%	31%	57%	54%	55%	52%	48%	40%	36%	62%
	Male	73%	60%	68%	85%	73%	93%	72%	80%	65%	84%	44%	78%	55%	73%	-	55%	53%	56%	83%
	Female	73%	64%	67%	85%	77%	93%	73%	80%	65%	85%	37%	76%	52%	-	73%	58%	53%	51%	81%
End of Course																				
English I	All Students	64%	54%	58%	78%	63%	88%	69%	74%	55%	77%	29%	68%	38%	58%	70%	45%	43%	43%	77%
	CWD	29%	23%	26%	37%	35%	52%	36%	35%	24%	38%	29%	-	18%	27%	31%	20%	19%	25%	40%
	CWOD	68%	60%	63%	84%	67%	90%	72%	80%	60%	81%	-	68%	40%	63%	74%	48%	47%	50%	83%
	EL	38%	38%	37%	40%	38%	54%	39%	41%	38%	38%	18%	40%	38%	34%	43%	32%	25%	23%	41%
	Male	58%	47%	52%	73%	59%	86%	63%	69%	49%	72%	27%	63%	34%	58%	-	38%	37%	37%	72%
	Female	70%	63%	65%	84%	69%	91%	75%	81%	63%	83%	31%	74%	43%	-	70%	52%	50%	49%	84%
English II	All Students	71%	62%	66%	83%	70%	90%	73%	80%	63%	81%	33%	76%	43%	65%	77%	52%	51%	47%	82%
	CWD	33%	27%	31%	43%	37%	52%	35%	37%	29%	43%	33%	-	20%	32%	37%	23%	27%	36%	45%
	CWOD	76%	69%	70%	89%	74%	91%	77%	86%	68%	85%	-	76%	46%	71%	81%	56%	55%	53%	88%
	EL	43%	39%	42%	45%	38%	54%	30%	38%	43%	42%	20%	46%	43%	38%	48%	39%	32%	23%	44%
	Male	65%	55%	60%	79%	67%	87%	66%	75%	57%	77%	32%	71%	38%	65%	-	45%	45%	44%	78%
	Female	77%	70%	73%	88%	73%	92%	79%	85%	70%	87%	37%	81%	48%	-	77%	61%	58%	51%	87%
Algebra I	All Students	74%	63%	72%	83%	73%	94%	75%	79%	69%	82%	46%	78%	64%	71%	78%	65%	56%	53%	82%
	CWD	46%	36%	46%	51%	50%	71%	58%	47%	43%	53%	46%	-	43%	45%	47%	41%	32%	35%	54%
	CWOD	78%	68%	76%	87%	76%	95%	76%	83%	73%	85%	-	78%	67%	76%	81%	69%	60%	62%	87%
	EL	64%	64%	63%	66%	60%	83%	62%	66%	64%	63%	43%	67%	64%	61%	68%	60%	54%	56%	63%
	Male	71%	58%	69%	81%	71%	94%	73%	77%	66%	80%	45%	76%	61%	71%	-	60%	53%	51%	80%
	Female	78%	68%	76%	86%	74%	95%	77%	81%	73%	85%	47%	81%	68%	-	78%	70%	60%	56%	85%
Biology	All Students	82%	75%	79%	92%	84%	96%	84%	89%	77%	90%	57%	86%	66%	80%	85%	68%	67%	65%	92%
	CWD	57%	49%	54%	68%	70%	77%	58%	62%	52%	67%	57%	-	46%	56%	58%	41%	47%	50%	71%
	CWOD	86%	80%	82%	95%	86%	96%	87%	93%	81%	92%	-	86%	68%	84%	87%	72%	71%	73%	95%
	EL	66%	63%	65%	66%	63%	80%	66%	66%	66%	66%	46%	68%	66%	64%	68%	59%	54%	46%	71%
	Male	80%	71%	77%	90%	83%	95%	83%	87%	74%	88%	56%	84%	64%	80%	-	64%	64%	64%	91%
	Female	85%	79%	82%	94%	85%	96%	86%	91%	80%	92%	58%	87%	68%	-	85%	73%	71%	66%	93%
STAAR Percent at Meets Grade Level or Above																				
Grade 3																				

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		State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	50%	39%	43%	65%	51%	75%	48%	60%	40%	66%	30%	54%	37%	49%	52%	31%	33%	34%	60%
	CWD	30%	24%	25%	39%	34%	45%	23%	36%	24%	41%	30%	-	21%	31%	29%	26%	21%	25%	38%
	CWOD	54%	42%	46%	69%	54%	78%	51%	64%	43%	70%	-	54%	39%	53%	55%	32%	36%	38%	64%
	EL	37%	52%	34%	46%	37%	60%	28%	50%	34%	49%	21%	39%	37%	36%	39%	26%	27%	21%	47%
	Male	49%	36%	41%	63%	51%	73%	42%	58%	38%	64%	31%	53%	36%	49%	-	32%	31%	33%	58%
	Female	52%	42%	45%	66%	51%	78%	54%	61%	42%	68%	29%	55%	39%	-	52%	30%	35%	36%	63%
Mathematics	All Students	42%	27%	36%	55%	42%	72%	41%	48%	32%	57%	27%	45%	35%	45%	39%	27%	23%	25%	49%
	CWD	27%	20%	23%	33%	28%	48%	29%	31%	22%	37%	27%	-	22%	29%	22%	23%	18%	20%	33%
	CWOD	45%	28%	38%	59%	44%	74%	42%	51%	34%	60%	-	45%	37%	48%	41%	27%	24%	28%	52%
	EL	35%	43%	32%	42%	35%	60%	25%	45%	33%	46%	22%	37%	35%	38%	32%	24%	23%	18%	41%
	Male	45%	28%	39%	58%	46%	74%	44%	51%	35%	60%	29%	48%	38%	45%	-	31%	25%	26%	51%
	Female	39%	26%	32%	52%	37%	71%	37%	45%	29%	54%	22%	41%	32%	-	39%	22%	21%	25%	47%
Grade 4																				
Reading	All Students	53%	42%	46%	66%	52%	79%	49%	60%	43%	68%	29%	57%	41%	51%	55%	32%	35%	32%	63%
	CWD	29%	23%	25%	38%	32%	46%	23%	33%	24%	40%	29%	-	20%	30%	28%	17%	22%	23%	37%
	CWOD	57%	46%	50%	71%	56%	81%	52%	65%	47%	72%	-	57%	44%	55%	59%	35%	38%	36%	67%
	EL	41%	53%	38%	50%	42%	63%	28%	54%	39%	52%	20%	44%	41%	39%	43%	28%	28%	28%	45%
	Male	51%	38%	44%	64%	49%	76%	45%	58%	41%	66%	30%	55%	39%	51%	-	31%	32%	28%	59%
	Female	55%	45%	49%	68%	56%	81%	52%	63%	45%	71%	28%	59%	43%	-	55%	34%	37%	37%	67%
Mathematics	All Students	42%	25%	35%	55%	39%	74%	44%	47%	32%	57%	25%	45%	34%	45%	38%	24%	23%	21%	48%
	CWD	25%	19%	22%	32%	24%	48%	29%	26%	20%	34%	25%	-	19%	28%	20%	16%	19%	19%	28%
	CWOD	45%	27%	38%	59%	42%	75%	46%	51%	34%	60%	-	45%	36%	49%	40%	26%	24%	23%	51%
	EL	34%	37%	31%	41%	29%	59%	27%	47%	32%	43%	19%	36%	34%	37%	30%	20%	22%	22%	37%
	Male	45%	27%	39%	59%	40%	76%	47%	50%	35%	60%	28%	49%	37%	45%	-	28%	25%	25%	51%
	Female	38%	24%	32%	51%	38%	71%	41%	44%	29%	53%	20%	40%	30%	-	38%	20%	20%	17%	44%
Grade 5																				
Reading	All Students	57%	45%	50%	69%	54%	82%	54%	64%	47%	72%	29%	61%	43%	53%	60%	36%	39%	38%	66%
	CWD	29%	23%	25%	37%	31%	47%	47%	33%	24%	40%	29%	-	19%	29%	28%	23%	24%	25%	34%
	CWOD	61%	50%	55%	75%	59%	84%	55%	69%	51%	76%	-	61%	47%	58%	64%	38%	42%	44%	72%
	EL	43%	55%	42%	49%	38%	62%	32%	54%	41%	52%	19%	47%	43%	40%	47%	31%	31%	36%	52%
	Male	53%	40%	47%	67%	52%	80%	50%	60%	43%	68%	29%	58%	40%	53%	-	32%	36%	34%	63%
	Female	60%	50%	54%	72%	56%	84%	59%	68%	51%	75%	28%	64%	47%	-	60%	41%	41%	43%	70%
Mathematics	All Students	47%	31%	41%	59%	43%	80%	46%	52%	37%	61%	25%	50%	38%	48%	46%	32%	28%	27%	55%
	CWD	25%	19%	23%	31%	24%	52%	42%	28%	21%	34%	25%	-	20%	28%	21%	20%	20%	19%	31%
	CWOD	50%	34%	44%	63%	46%	82%	47%	56%	41%	64%	-	50%	41%	52%	49%	34%	29%	31%	59%
	EL	38%	42%	37%	44%	33%	65%	27%	49%	37%	45%	20%	41%	38%	40%	37%	28%	26%	33%	49%
	Male	48%	31%	42%	60%	44%	81%	49%	53%	38%	62%	28%	52%	40%	48%	-	31%	29%	28%	56%
	Female	46%	32%	40%	57%	41%	80%	44%	52%	37%	60%	21%	49%	37%	-	46%	33%	26%	27%	54%

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Science	All Students	38%	23%	30%	54%	35%	66%	36%	45%	27%	53%	23%	40%	24%	41%	34%	22%	21%	23%	46%
	CWD	23%	17%	19%	30%	26%	41%	41%	24%	19%	31%	23%	-	15%	26%	17%	18%	20%	19%	26%
	CWOD	40%	24%	32%	57%	37%	67%	35%	48%	29%	55%	-	40%	25%	44%	36%	22%	22%	25%	50%
	EL	24%	26%	23%	30%	21%	43%	18%	31%	23%	31%	15%	25%	24%	28%	20%	18%	15%	20%	28%
	Male	41%	24%	34%	58%	40%	68%	39%	47%	31%	56%	26%	44%	28%	41%	-	24%	25%	27%	50%
	Female	34%	21%	26%	49%	31%	63%	32%	42%	24%	49%	17%	36%	20%	-	34%	20%	18%	19%	42%
Grade 6																				
Reading	All Students	42%	31%	35%	57%	42%	73%	43%	51%	31%	58%	21%	46%	24%	40%	45%	21%	25%	23%	50%
	CWD	21%	17%	18%	27%	21%	40%	27%	25%	18%	28%	21%	-	13%	22%	19%	15%	19%	18%	23%
	CWOD	46%	33%	37%	62%	46%	75%	45%	55%	34%	62%	-	46%	26%	43%	48%	22%	26%	26%	54%
	EL	24%	32%	23%	31%	27%	44%	18%	24%	23%	32%	13%	26%	24%	23%	26%	15%	16%	19%	28%
	Male	40%	27%	32%	55%	38%	71%	39%	48%	29%	55%	22%	43%	23%	40%	-	19%	23%	20%	48%
	Female	45%	35%	37%	60%	46%	76%	48%	53%	34%	62%	19%	48%	26%	-	45%	22%	27%	27%	53%
Mathematics	All Students	38%	24%	30%	53%	36%	77%	42%	46%	27%	54%	20%	41%	24%	40%	36%	17%	19%	19%	46%
	CWD	20%	16%	18%	26%	18%	47%	22%	22%	17%	28%	20%	-	14%	23%	16%	15%	17%	20%	19%
	CWOD	41%	26%	32%	58%	39%	79%	44%	49%	29%	57%	-	41%	25%	44%	38%	18%	20%	19%	50%
	EL	24%	29%	22%	37%	24%	55%	14%	29%	22%	33%	14%	25%	24%	27%	21%	13%	16%	12%	28%
	Male	40%	24%	32%	56%	36%	78%	43%	48%	29%	57%	23%	44%	27%	40%	-	19%	21%	21%	50%
	Female	36%	24%	27%	50%	35%	76%	42%	44%	25%	52%	16%	38%	21%	-	36%	15%	17%	16%	42%
Grade 7																				
Reading	All Students	55%	44%	48%	69%	52%	83%	53%	64%	44%	70%	25%	59%	33%	50%	60%	34%	36%	32%	65%
	CWD	25%	21%	22%	33%	27%	43%	16%	29%	21%	34%	25%	-	15%	25%	26%	12%	23%	20%	29%
	CWOD	59%	49%	51%	74%	56%	85%	58%	69%	48%	74%	-	59%	35%	55%	63%	37%	39%	38%	70%
	EL	33%	40%	32%	38%	30%	50%	16%	41%	32%	37%	15%	35%	33%	29%	37%	24%	23%	12%	35%
	Male	50%	39%	43%	65%	49%	80%	49%	59%	40%	66%	25%	55%	29%	50%	-	31%	32%	30%	58%
	Female	60%	50%	52%	74%	56%	86%	58%	70%	49%	75%	26%	63%	37%	-	60%	38%	41%	35%	71%
Mathematics	All Students	30%	18%	24%	45%	29%	71%	33%	37%	22%	45%	18%	32%	17%	31%	29%	17%	16%	14%	37%
	CWD	18%	15%	17%	22%	18%	41%	21%	18%	16%	22%	18%	-	12%	20%	15%	13%	17%	16%	18%
	CWOD	32%	18%	25%	48%	31%	74%	35%	41%	23%	48%	-	32%	18%	34%	31%	18%	15%	13%	40%
	EL	17%	18%	16%	25%	13%	42%	14%	31%	16%	22%	12%	18%	17%	19%	16%	14%	13%	9%	19%
	Male	31%	17%	25%	46%	29%	72%	35%	38%	23%	46%	20%	34%	19%	31%	-	19%	17%	15%	37%
	Female	29%	18%	23%	43%	30%	71%	32%	37%	21%	44%	15%	31%	16%	-	29%	15%	15%	12%	37%
Grade 8																				
Reading	All Students	57%	46%	51%	69%	56%	84%	54%	65%	47%	70%	25%	61%	33%	51%	63%	36%	36%	39%	65%
	CWD	25%	21%	23%	31%	20%	45%	33%	28%	22%	33%	25%	-	15%	25%	26%	17%	21%	28%	32%
	CWOD	61%	51%	54%	73%	60%	86%	55%	70%	51%	74%	-	61%	35%	56%	66%	39%	39%	44%	69%
	EL	33%	33%	32%	37%	28%	46%	21%	32%	32%	35%	15%	35%	33%	29%	37%	24%	24%	17%	37%
	Male	51%	39%	45%	63%	50%	81%	46%	59%	42%	65%	25%	56%	29%	51%	-	30%	32%	35%	58%
	Female	63%	53%	57%	75%	62%	87%	61%	71%	54%	76%	26%	66%	37%	-	63%	43%	41%	42%	71%

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		State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	39%	25%	33%	52%	36%	78%	40%	44%	30%	52%	20%	41%	24%	38%	40%	26%	22%	22%	43%
	CWD	20%	16%	19%	24%	16%	48%	18%	20%	18%	26%	20%	-	14%	22%	18%	11%	15%	22%	22%
	CWOD	41%	27%	34%	56%	39%	79%	41%	48%	32%	55%	-	41%	26%	41%	42%	29%	23%	22%	47%
	EL	24%	23%	23%	31%	18%	51%	20%	31%	24%	28%	14%	26%	24%	24%	25%	19%	17%	8%	26%
	Male	38%	23%	32%	51%	35%	78%	40%	43%	29%	51%	22%	41%	24%	38%	-	22%	21%	23%	44%
	Female	40%	28%	33%	52%	37%	77%	39%	45%	31%	53%	18%	42%	25%	-	40%	31%	23%	21%	43%
Science	All Students	44%	30%	37%	59%	44%	80%	43%	52%	33%	59%	22%	47%	23%	45%	42%	26%	23%	26%	53%
	CWD	22%	18%	20%	28%	18%	46%	23%	24%	19%	29%	22%	-	13%	24%	18%	11%	16%	25%	26%
	CWOD	47%	32%	39%	63%	47%	81%	45%	56%	36%	62%	-	47%	24%	49%	45%	28%	25%	26%	57%
	EL	23%	24%	22%	30%	18%	45%	11%	26%	22%	26%	13%	24%	23%	25%	21%	17%	16%	3%	28%
	Male	45%	29%	38%	61%	45%	81%	43%	53%	35%	61%	24%	49%	25%	45%	-	26%	25%	29%	55%
	Female	42%	31%	35%	57%	43%	79%	44%	52%	32%	58%	18%	45%	21%	-	42%	25%	21%	23%	52%
End of Course																				
English I	All Students	46%	35%	39%	64%	44%	80%	50%	59%	36%	62%	17%	50%	19%	40%	53%	25%	25%	26%	60%
	CWD	17%	13%	14%	23%	24%	37%	16%	22%	14%	23%	17%	-	8%	16%	18%	12%	10%	18%	22%
	CWOD	50%	39%	42%	69%	47%	82%	53%	64%	39%	66%	-	50%	20%	44%	56%	27%	28%	29%	66%
	EL	19%	19%	18%	23%	15%	33%	14%	24%	18%	20%	8%	20%	19%	16%	22%	14%	11%	8%	20%
	Male	40%	28%	33%	57%	38%	77%	45%	52%	30%	56%	16%	44%	16%	40%	-	20%	21%	21%	53%
	Female	53%	43%	45%	71%	52%	84%	54%	66%	42%	70%	18%	56%	22%	-	53%	31%	30%	31%	68%
English II	All Students	54%	43%	48%	71%	53%	83%	57%	66%	44%	68%	21%	59%	22%	48%	62%	34%	33%	32%	68%
	CWD	21%	16%	19%	28%	27%	39%	27%	23%	18%	28%	21%	-	9%	20%	22%	14%	17%	26%	27%
	CWOD	59%	48%	51%	76%	57%	85%	60%	72%	48%	72%	-	59%	24%	53%	65%	37%	36%	35%	74%
	EL	22%	20%	22%	26%	17%	33%	13%	24%	22%	23%	9%	24%	22%	19%	27%	20%	15%	9%	22%
	Male	48%	36%	41%	65%	48%	79%	50%	60%	38%	63%	20%	53%	19%	48%	-	28%	28%	29%	61%
	Female	62%	52%	55%	78%	59%	87%	64%	73%	51%	76%	22%	65%	27%	-	62%	43%	38%	35%	75%
Algebra I	All Students	42%	28%	37%	56%	40%	82%	42%	49%	34%	55%	19%	45%	28%	40%	45%	27%	23%	22%	50%
	CWD	19%	14%	19%	23%	23%	48%	19%	21%	17%	24%	19%	-	14%	20%	18%	14%	13%	16%	22%
	CWOD	45%	31%	40%	60%	42%	84%	44%	53%	36%	58%	-	45%	30%	43%	47%	30%	24%	25%	55%
	EL	28%	29%	27%	32%	22%	57%	23%	34%	28%	29%	14%	30%	28%	26%	30%	21%	19%	20%	29%
	Male	40%	25%	35%	53%	37%	82%	39%	47%	31%	53%	20%	43%	26%	40%	-	24%	21%	21%	48%
	Female	45%	32%	40%	58%	42%	83%	44%	52%	36%	58%	18%	47%	30%	-	45%	32%	24%	23%	53%
Biology	All Students	54%	40%	46%	73%	54%	86%	56%	67%	43%	70%	25%	57%	26%	52%	56%	30%	31%	32%	69%
	CWD	25%	18%	22%	35%	35%	52%	21%	31%	21%	34%	25%	-	14%	26%	23%	12%	17%	22%	36%
	CWOD	57%	45%	49%	78%	56%	88%	59%	72%	46%	73%	-	57%	28%	56%	59%	32%	34%	37%	74%
	EL	26%	27%	25%	33%	24%	51%	25%	33%	26%	30%	14%	28%	26%	27%	26%	19%	17%	17%	31%
	Male	52%	37%	45%	71%	54%	85%	56%	65%	41%	68%	26%	56%	27%	52%	-	26%	31%	32%	68%
	Female	56%	45%	47%	75%	53%	88%	55%	69%	44%	72%	23%	59%	26%	-	56%	34%	31%	32%	70%
STAAR Percent at Masters Grade Level																				
Grade 3																				

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Reading	All Students	29%	20%	23%	42%	28%	54%	26%	38%	20%	44%	12%	32%	19%	28%	31%	12%	15%	15%	37%
	CWD	12%	7%	8%	19%	14%	18%	5%	16%	7%	20%	12%	-	6%	12%	11%	5%	6%	7%	17%
	CWOD	32%	22%	25%	46%	31%	57%	29%	42%	22%	47%	-	32%	20%	32%	33%	13%	18%	18%	41%
	EL	19%	29%	17%	25%	17%	37%	12%	26%	17%	29%	6%	20%	19%	17%	20%	10%	13%	5%	26%
	Male	28%	18%	21%	41%	29%	51%	22%	36%	19%	42%	12%	32%	17%	28%	-	11%	14%	14%	35%
	Female	31%	22%	24%	44%	28%	57%	30%	39%	21%	46%	11%	33%	20%	-	31%	14%	17%	17%	40%
Mathematics	All Students	20%	11%	15%	29%	20%	48%	19%	26%	13%	32%	10%	22%	15%	23%	18%	10%	8%	9%	24%
	CWD	10%	7%	8%	15%	11%	21%	12%	13%	8%	16%	10%	-	7%	12%	8%	7%	7%	7%	12%
	CWOD	22%	11%	16%	32%	22%	51%	20%	28%	14%	34%	-	22%	16%	25%	19%	10%	8%	10%	26%
	EL	15%	20%	13%	19%	17%	35%	8%	23%	13%	23%	7%	16%	15%	17%	13%	7%	7%	7%	18%
	Male	23%	11%	17%	33%	24%	50%	21%	28%	15%	35%	12%	25%	17%	23%	-	11%	10%	10%	26%
	Female	18%	10%	13%	26%	17%	46%	18%	23%	11%	29%	8%	19%	13%	-	18%	8%	6%	8%	22%
Grade 4																				
Reading	All Students	28%	19%	22%	38%	25%	54%	24%	35%	19%	41%	10%	31%	18%	26%	29%	10%	13%	10%	33%
	CWD	10%	6%	8%	16%	15%	18%	11%	13%	7%	16%	10%	-	6%	10%	10%	3%	6%	7%	12%
	CWOD	31%	21%	24%	42%	27%	57%	26%	39%	21%	44%	-	31%	20%	29%	32%	12%	15%	12%	37%
	EL	18%	25%	17%	25%	18%	35%	11%	28%	16%	27%	6%	20%	18%	17%	20%	8%	12%	8%	22%
	Male	26%	17%	20%	36%	22%	51%	24%	33%	18%	39%	10%	29%	17%	26%	-	10%	12%	7%	31%
	Female	29%	21%	23%	40%	28%	57%	24%	37%	20%	43%	10%	32%	20%	-	29%	10%	15%	14%	36%
Mathematics	All Students	22%	11%	17%	33%	19%	53%	20%	27%	14%	35%	10%	25%	16%	25%	19%	10%	9%	7%	26%
	CWD	10%	6%	7%	15%	8%	21%	8%	10%	7%	15%	10%	-	6%	11%	7%	7%	6%	5%	10%
	CWOD	25%	12%	18%	36%	21%	56%	22%	30%	16%	37%	-	25%	17%	29%	21%	10%	10%	9%	29%
	EL	16%	17%	14%	22%	16%	37%	7%	28%	14%	24%	6%	17%	16%	19%	13%	8%	8%	8%	20%
	Male	25%	12%	19%	37%	21%	57%	22%	30%	17%	39%	11%	29%	19%	25%	-	12%	10%	9%	30%
	Female	19%	10%	14%	28%	18%	50%	18%	24%	12%	31%	7%	21%	13%	-	19%	7%	8%	5%	23%
Grade 5																				
Reading	All Students	36%	26%	29%	48%	32%	65%	33%	43%	26%	50%	12%	40%	23%	32%	39%	20%	20%	21%	44%
	CWD	12%	8%	9%	18%	11%	21%	20%	14%	8%	19%	12%	-	7%	12%	11%	11%	8%	9%	15%
	CWOD	40%	29%	32%	53%	36%	68%	35%	48%	29%	54%	-	40%	25%	37%	42%	21%	22%	26%	49%
	EL	23%	33%	21%	29%	16%	40%	10%	32%	21%	30%	7%	25%	23%	20%	25%	16%	15%	22%	27%
	Male	32%	22%	26%	44%	29%	61%	29%	39%	23%	47%	12%	37%	20%	32%	-	17%	18%	19%	40%
	Female	39%	30%	32%	51%	35%	69%	38%	47%	29%	54%	11%	42%	25%	-	39%	22%	22%	22%	48%
Mathematics	All Students	24%	13%	19%	33%	22%	60%	24%	28%	16%	36%	9%	26%	17%	25%	23%	11%	10%	10%	28%
	CWD	9%	6%	8%	13%	12%	26%	20%	10%	7%	14%	9%	-	7%	11%	7%	9%	6%	7%	11%
	CWOD	26%	14%	20%	36%	24%	62%	24%	31%	18%	38%	-	26%	19%	28%	25%	12%	11%	12%	31%
	EL	17%	18%	16%	23%	20%	40%	10%	23%	16%	24%	7%	19%	17%	19%	16%	9%	9%	12%	21%
	Male	25%	13%	20%	34%	24%	61%	25%	29%	17%	37%	11%	28%	19%	25%	-	10%	11%	12%	30%
	Female	23%	13%	18%	31%	20%	59%	22%	27%	15%	34%	7%	25%	16%	-	23%	13%	9%	9%	27%

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Science	All Students	17%	8%	12%	27%	15%	39%	15%	23%	11%	27%	9%	19%	9%	20%	15%	9%	8%	8%	21%
	CWD	9%	7%	8%	13%	12%	16%	22%	10%	8%	13%	9%	-	6%	11%	7%	8%	8%	8%	11%
	CWOD	19%	9%	13%	30%	16%	40%	15%	25%	11%	29%	-	19%	9%	22%	16%	9%	8%	9%	23%
	EL	9%	10%	8%	12%	10%	20%	7%	13%	8%	13%	6%	9%	9%	11%	7%	7%	5%	7%	12%
	Male	20%	9%	14%	31%	19%	41%	18%	25%	13%	31%	11%	22%	11%	20%	-	10%	10%	11%	24%
	Female	15%	8%	10%	23%	12%	36%	12%	20%	9%	24%	7%	16%	7%	-	15%	7%	6%	6%	18%
Grade 6																				
Reading	All Students	23%	14%	16%	34%	22%	50%	20%	29%	14%	35%	8%	25%	9%	21%	25%	8%	11%	10%	28%
	CWD	8%	6%	7%	11%	6%	15%	9%	9%	6%	11%	8%	-	4%	8%	7%	7%	8%	7%	7%
	CWOD	25%	16%	18%	37%	25%	52%	21%	32%	15%	38%	-	25%	10%	23%	27%	8%	12%	11%	31%
	EL	9%	16%	9%	13%	9%	21%	7%	9%	9%	14%	4%	10%	9%	9%	10%	5%	6%	4%	10%
	Male	21%	12%	15%	32%	17%	47%	15%	27%	13%	33%	8%	23%	9%	21%	-	8%	11%	9%	25%
	Female	25%	16%	18%	37%	27%	54%	25%	31%	15%	38%	7%	27%	10%	-	25%	8%	11%	12%	30%
Mathematics	All Students	16%	8%	10%	24%	14%	51%	15%	20%	9%	26%	8%	17%	7%	17%	14%	5%	6%	6%	18%
	CWD	8%	7%	7%	9%	5%	21%	7%	9%	7%	10%	8%	-	6%	9%	6%	8%	9%	8%	6%
	CWOD	17%	8%	11%	26%	15%	52%	16%	22%	9%	28%	-	17%	8%	19%	15%	5%	5%	5%	19%
	EL	7%	10%	6%	14%	5%	26%	4%	9%	6%	12%	6%	8%	7%	8%	6%	4%	5%	1%	7%
	Male	17%	8%	12%	27%	14%	52%	15%	23%	10%	29%	9%	19%	8%	17%	-	6%	7%	5%	21%
	Female	14%	8%	9%	21%	14%	49%	16%	18%	7%	24%	6%	15%	6%	-	14%	5%	5%	7%	15%
Grade 7																				
Reading	All Students	36%	27%	29%	50%	33%	69%	34%	46%	26%	52%	11%	40%	17%	32%	41%	19%	19%	16%	44%
	CWD	11%	8%	9%	16%	9%	18%	6%	13%	8%	15%	11%	-	5%	11%	11%	4%	9%	8%	15%
	CWOD	40%	30%	32%	55%	36%	72%	37%	50%	29%	55%	-	40%	19%	36%	45%	21%	21%	20%	48%
	EL	17%	22%	16%	21%	12%	31%	8%	21%	16%	21%	5%	19%	17%	15%	20%	11%	10%	6%	18%
	Male	32%	22%	25%	45%	29%	65%	30%	40%	22%	46%	11%	36%	15%	32%	-	16%	16%	15%	38%
	Female	41%	32%	33%	56%	37%	74%	38%	52%	30%	58%	11%	45%	20%	-	41%	21%	22%	18%	50%
Mathematics	All Students	13%	6%	9%	20%	12%	49%	12%	17%	8%	22%	7%	14%	6%	13%	12%	6%	5%	4%	14%
	CWD	7%	6%	7%	8%	8%	18%	6%	7%	7%	8%	7%	-	5%	8%	6%	4%	6%	6%	6%
	CWOD	14%	6%	9%	22%	12%	52%	13%	19%	8%	23%	-	14%	6%	15%	13%	7%	5%	3%	15%
	EL	6%	6%	5%	11%	2%	20%	4%	17%	5%	8%	5%	6%	6%	6%	5%	3%	4%	1%	8%
	Male	13%	6%	9%	20%	12%	51%	12%	17%	8%	22%	8%	15%	6%	13%	-	7%	5%	5%	14%
	Female	12%	6%	8%	19%	11%	48%	12%	16%	7%	21%	6%	13%	5%	-	12%	6%	5%	3%	13%
Grade 8																				
Reading	All Students	37%	26%	31%	47%	34%	68%	33%	45%	27%	50%	11%	40%	16%	31%	42%	20%	19%	19%	42%
	CWD	11%	8%	10%	14%	10%	17%	13%	12%	9%	14%	11%	-	6%	10%	11%	9%	9%	9%	14%
	CWOD	40%	30%	33%	51%	37%	71%	35%	49%	30%	53%	-	40%	17%	35%	45%	21%	21%	23%	46%
	EL	16%	14%	15%	18%	11%	26%	8%	16%	15%	18%	6%	17%	16%	13%	19%	11%	10%	10%	15%
	Male	31%	20%	26%	41%	29%	64%	30%	38%	23%	43%	10%	35%	13%	31%	-	15%	15%	12%	35%
	Female	42%	33%	36%	54%	40%	73%	37%	51%	32%	56%	11%	45%	19%	-	42%	25%	24%	25%	49%

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		State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	14%	7%	10%	20%	11%	50%	11%	17%	9%	22%	8%	15%	6%	14%	14%	7%	6%	6%	14%
	CWD	8%	7%	8%	8%	6%	17%	10%	7%	8%	8%	8%	-	5%	9%	7%	5%	7%	7%	8%
	CWOD	15%	7%	10%	22%	12%	52%	11%	19%	9%	23%	-	15%	7%	15%	14%	7%	5%	6%	14%
	EL	6%	6%	6%	9%	4%	22%	4%	7%	6%	9%	5%	7%	6%	6%	6%	4%	4%	3%	5%
	Male	14%	6%	10%	20%	11%	51%	11%	17%	9%	22%	9%	15%	6%	14%	-	6%	6%	7%	15%
	Female	14%	7%	10%	19%	12%	50%	11%	17%	8%	22%	7%	14%	6%	-	14%	8%	5%	5%	13%
Science	All Students	23%	12%	16%	34%	23%	60%	22%	29%	14%	35%	9%	24%	8%	24%	21%	9%	9%	9%	28%
	CWD	9%	7%	8%	12%	7%	19%	15%	11%	8%	12%	9%	-	5%	10%	7%	6%	7%	8%	13%
	CWOD	24%	13%	17%	36%	25%	62%	22%	31%	15%	37%	-	24%	9%	27%	22%	10%	9%	9%	30%
	EL	8%	8%	8%	12%	7%	23%	6%	8%	8%	11%	5%	9%	8%	10%	7%	5%	6%	2%	8%
	Male	24%	12%	18%	36%	25%	61%	25%	31%	16%	37%	10%	27%	10%	24%	-	11%	9%	10%	30%
	Female	21%	13%	15%	31%	19%	58%	19%	27%	13%	33%	7%	22%	7%	-	21%	8%	8%	8%	25%
End of Course																				
English I	All Students	10%	5%	6%	17%	10%	40%	10%	16%	5%	18%	4%	11%	1%	8%	13%	3%	3%	3%	13%
	CWD	4%	4%	4%	5%	8%	7%	6%	5%	4%	5%	4%	-	2%	4%	4%	3%	3%	4%	4%
	CWOD	11%	6%	7%	19%	10%	41%	10%	18%	5%	19%	-	11%	1%	9%	14%	3%	3%	2%	14%
	EL	1%	2%	1%	2%	1%	4%	1%	3%	1%	2%	2%	1%	1%	1%	2%	1%	0%	1%	1%
	Male	8%	4%	5%	13%	8%	35%	9%	13%	4%	14%	4%	9%	1%	8%	-	2%	2%	2%	10%
	Female	13%	7%	8%	22%	13%	44%	11%	19%	7%	22%	4%	14%	2%	-	13%	4%	4%	4%	16%
English II	All Students	9%	5%	5%	14%	8%	31%	6%	13%	4%	14%	5%	9%	1%	7%	11%	3%	3%	4%	9%
	CWD	5%	4%	5%	5%	7%	7%	1%	5%	5%	5%	5%	-	2%	5%	5%	5%	6%	7%	3%
	CWOD	9%	5%	5%	15%	8%	32%	7%	14%	4%	15%	-	9%	1%	7%	11%	2%	2%	3%	10%
	EL	1%	1%	1%	1%	1%	2%	1%	0%	1%	1%	2%	1%	1%	1%	1%	1%	1%	0%	1%
	Male	7%	3%	4%	11%	7%	27%	5%	10%	3%	11%	5%	7%	1%	7%	-	3%	2%	4%	8%
	Female	11%	6%	7%	18%	10%	36%	7%	15%	5%	18%	5%	11%	1%	-	11%	3%	3%	4%	11%
Algebra I	All Students	26%	15%	21%	38%	24%	71%	26%	32%	19%	38%	8%	29%	14%	25%	28%	14%	12%	10%	31%
	CWD	8%	5%	8%	10%	11%	26%	6%	9%	7%	11%	8%	-	6%	9%	7%	7%	6%	6%	10%
	CWOD	29%	17%	23%	41%	26%	73%	28%	35%	20%	41%	-	29%	15%	27%	30%	15%	12%	13%	34%
	EL	14%	14%	13%	19%	11%	42%	8%	18%	14%	16%	6%	15%	14%	14%	15%	10%	9%	11%	12%
	Male	25%	12%	20%	36%	22%	70%	24%	30%	17%	36%	9%	27%	14%	25%	-	12%	11%	11%	30%
	Female	28%	18%	23%	39%	26%	71%	28%	34%	20%	40%	7%	30%	15%	-	28%	17%	12%	10%	33%
Biology	All Students	21%	12%	14%	34%	19%	61%	21%	30%	12%	33%	7%	22%	5%	21%	21%	7%	8%	7%	30%
	CWD	7%	5%	6%	11%	8%	16%	3%	11%	6%	10%	7%	-	3%	8%	6%	5%	6%	8%	11%
	CWOD	22%	13%	15%	37%	20%	63%	22%	33%	13%	35%	-	22%	6%	23%	22%	7%	8%	7%	33%
	EL	5%	7%	5%	9%	6%	20%	5%	11%	5%	7%	3%	6%	5%	6%	5%	3%	4%	2%	7%
	Male	21%	10%	14%	34%	19%	60%	20%	30%	12%	33%	8%	23%	6%	21%	-	6%	9%	8%	30%
	Female	21%	13%	14%	34%	19%	61%	21%	30%	12%	34%	6%	22%	5%	-	21%	7%	7%	7%	30%

**STAAR Percent at Approaches Grade Level or Above
All Grades**

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		State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
All Subjects	All Students	73%	62%	68%	84%	72%	92%	74%	79%	65%	84%	44%	77%	59%	71%	75%	57%	55%	54%	82%
	CWD	44%	35%	41%	55%	46%	65%	46%	49%	39%	55%	44%	-	35%	45%	43%	33%	35%	38%	55%
	CWOD	77%	67%	72%	89%	77%	93%	77%	84%	70%	87%	-	77%	62%	76%	78%	61%	59%	62%	87%
	EL	59%	63%	58%	65%	56%	78%	53%	66%	58%	63%	35%	62%	59%	57%	61%	50%	46%	44%	64%
	Male	71%	58%	66%	83%	71%	91%	72%	78%	63%	82%	45%	76%	57%	71%	-	54%	53%	52%	81%
	Female	75%	66%	71%	86%	74%	93%	77%	81%	68%	86%	43%	78%	61%	-	75%	60%	58%	56%	84%
Reading	All Students	74%	65%	69%	85%	73%	91%	75%	81%	67%	85%	43%	78%	57%	70%	78%	56%	56%	55%	84%
	CWD	43%	35%	39%	54%	45%	61%	42%	49%	37%	54%	43%	-	31%	42%	45%	30%	35%	38%	55%
	CWOD	78%	71%	73%	90%	78%	93%	79%	86%	72%	88%	-	78%	61%	75%	82%	60%	60%	64%	88%
	EL	57%	64%	56%	63%	55%	75%	50%	65%	57%	61%	31%	61%	57%	53%	62%	47%	43%	40%	62%
	Male	70%	59%	65%	82%	70%	90%	70%	78%	62%	82%	42%	75%	53%	70%	-	51%	52%	52%	80%
	Female	78%	71%	74%	88%	77%	93%	80%	85%	72%	88%	45%	82%	62%	-	78%	62%	61%	60%	87%
Mathematics	All Students	71%	57%	67%	83%	70%	92%	73%	76%	63%	82%	44%	75%	61%	71%	71%	57%	53%	51%	80%
	CWD	44%	34%	42%	54%	45%	69%	49%	47%	39%	55%	44%	-	38%	46%	41%	36%	34%	36%	53%
	CWOD	75%	62%	71%	87%	74%	94%	76%	81%	68%	86%	-	75%	64%	76%	75%	60%	57%	58%	84%
	EL	61%	64%	60%	67%	58%	82%	58%	68%	60%	66%	38%	64%	61%	62%	61%	52%	50%	50%	65%
	Male	71%	55%	67%	83%	71%	92%	72%	76%	63%	82%	46%	76%	62%	71%	-	57%	52%	51%	80%
	Female	71%	59%	67%	83%	70%	93%	74%	76%	64%	83%	41%	75%	61%	-	71%	57%	53%	52%	79%
Science	All Students	74%	63%	70%	86%	75%	92%	74%	81%	67%	85%	47%	78%	58%	74%	75%	60%	58%	58%	84%
	CWD	47%	38%	43%	58%	52%	68%	52%	51%	41%	58%	47%	-	36%	49%	43%	33%	38%	43%	58%
	CWOD	78%	68%	73%	90%	79%	93%	76%	86%	71%	88%	-	78%	61%	79%	78%	64%	61%	65%	88%
	EL	58%	59%	57%	61%	56%	74%	51%	62%	57%	61%	36%	61%	58%	59%	57%	51%	46%	45%	66%
	Male	74%	61%	70%	86%	76%	92%	73%	81%	67%	85%	49%	79%	59%	74%	-	58%	57%	58%	85%
	Female	75%	66%	70%	86%	75%	92%	75%	82%	67%	85%	43%	78%	57%	-	75%	62%	58%	57%	83%
SAT/ACT All Subjects	All Students	92%	87%	87%	97%	94%	99%	95%	96%	86%	96%	75%	92%	69%	93%	92%	90%	82%	79%	95%
	CWD	75%	70%	61%	97%	* 100%		* 100%	80%	60%	89%	75%	-	44%	78%	68%	-	60%	*	100%
	CWOD	92%	87%	88%	97%	94%	99%	95%	96%	86%	96%	-	92%	70%	93%	92%	90%	82%	79%	95%
	EL	69%	70%	68%	84%	83%	94%	-	* 68%	75%	44%	70%	69%	70%	68%	63%	58%	67%	*	
	Male	93%	87%	88%	98%	99%	99%	93%	96%	87%	96%	78%	93%	70%	93%	-	89%	87%	75%	96%
	Female	92%	87%	87%	97%	89%	99%	97%	95%	85%	96%	68%	92%	68%	-	92%	91%	79%	85%	95%
STAAR Percent at Meets Grade Level or Above																				
All Grades																				
All Subjects	All Students	47%	34%	40%	61%	45%	79%	47%	55%	36%	62%	23%	50%	29%	45%	48%	28%	27%	27%	56%
	CWD	23%	18%	21%	30%	25%	45%	26%	27%	20%	31%	23%	-	15%	25%	21%	16%	18%	21%	28%
	CWOD	50%	37%	43%	66%	48%	81%	49%	59%	39%	65%	-	50%	31%	49%	51%	30%	29%	30%	60%
	EL	29%	35%	28%	37%	26%	53%	21%	38%	28%	35%	15%	31%	29%	29%	30%	20%	20%	17%	33%
	Male	45%	31%	38%	60%	44%	78%	45%	53%	35%	60%	25%	49%	29%	45%	-	26%	26%	26%	54%
	Female	48%	37%	41%	62%	46%	80%	48%	56%	38%	63%	21%	51%	30%	-	48%	30%	29%	28%	57%

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		State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	52%	40%	45%	66%	50%	80%	51%	61%	41%	67%	24%	56%	31%	47%	56%	31%	32%	32%	62%
	CWD	24%	19%	21%	32%	27%	43%	26%	29%	20%	33%	24%	-	15%	24%	24%	16%	20%	23%	30%
	CWOD	56%	44%	48%	71%	54%	82%	54%	66%	45%	71%	-	56%	33%	52%	60%	33%	35%	36%	67%
	EL	31%	39%	30%	39%	28%	52%	21%	40%	30%	37%	15%	33%	31%	28%	34%	22%	21%	17%	35%
	Male	47%	35%	40%	62%	46%	77%	46%	57%	37%	63%	24%	52%	28%	47%	-	27%	29%	28%	57%
	Female	56%	46%	49%	71%	55%	83%	56%	66%	46%	72%	24%	60%	34%	-	56%	35%	36%	36%	67%
Mathematics	All Students	41%	26%	34%	55%	39%	78%	42%	47%	31%	56%	22%	44%	29%	42%	40%	25%	22%	22%	48%
	CWD	22%	17%	20%	28%	22%	48%	26%	24%	19%	29%	22%	-	17%	24%	19%	16%	17%	19%	25%
	CWOD	44%	28%	36%	59%	41%	79%	44%	51%	33%	59%	-	44%	31%	45%	42%	27%	23%	23%	52%
	EL	29%	33%	27%	37%	25%	57%	22%	39%	28%	36%	17%	31%	29%	30%	28%	20%	19%	18%	33%
	Male	42%	25%	35%	56%	39%	78%	43%	48%	32%	57%	24%	45%	30%	42%	-	25%	23%	23%	49%
	Female	40%	27%	33%	53%	38%	77%	41%	47%	30%	55%	19%	42%	28%	-	40%	25%	21%	21%	47%
Science	All Students	46%	32%	38%	62%	45%	77%	46%	55%	35%	61%	23%	49%	25%	47%	45%	27%	26%	27%	57%
	CWD	23%	18%	20%	31%	27%	46%	29%	26%	19%	32%	23%	-	14%	26%	19%	14%	18%	22%	30%
	CWOD	49%	35%	41%	67%	48%	79%	47%	59%	38%	65%	-	49%	26%	51%	48%	29%	28%	30%	61%
	EL	25%	26%	23%	31%	21%	46%	19%	31%	24%	29%	14%	26%	25%	26%	22%	18%	16%	15%	29%
	Male	47%	31%	40%	64%	47%	78%	47%	55%	36%	62%	26%	51%	26%	47%	-	26%	28%	30%	59%
	Female	45%	34%	37%	61%	43%	77%	45%	55%	34%	61%	19%	48%	22%	-	45%	28%	25%	25%	55%
SAT/ACT All Subjects	All Students	64%	48%	47%	78%	67%	92%	66%	74%	44%	75%	43%	64%	18%	68%	60%	65%	35%	24%	67%
	CWD	43%	22%	24%	74%	*	90%	*	67%	20%	66%	43%	-	3%	48%	33%	-	0%	*	88%
	CWOD	64%	48%	47%	78%	67%	92%	66%	75%	45%	75%	-	64%	18%	68%	60%	65%	35%	21%	67%
	EL	18%	26%	15%	32%	0%	69%	-	*	16%	28%	3%	18%	18%	21%	15%	38%	8%	0%	*
	Male	68%	51%	52%	82%	75%	93%	67%	78%	49%	79%	48%	68%	21%	68%	-	63%	37%	25%	71%
	Female	60%	46%	43%	75%	59%	90%	65%	72%	40%	72%	33%	60%	15%	-	60%	69%	33%	23%	64%
STAAR Percent at Masters Grade Level																				
All Grades																				
All Subjects	All Students	22%	13%	16%	32%	20%	54%	20%	28%	15%	33%	9%	24%	12%	21%	23%	10%	10%	10%	27%
	CWD	9%	6%	7%	12%	9%	18%	10%	10%	7%	12%	9%	-	5%	9%	7%	6%	7%	7%	10%
	CWOD	24%	14%	18%	35%	22%	56%	21%	31%	16%	35%	-	24%	12%	23%	24%	10%	10%	11%	29%
	EL	12%	15%	10%	17%	10%	29%	7%	18%	11%	16%	5%	12%	12%	11%	12%	6%	7%	6%	13%
	Male	21%	12%	16%	31%	19%	53%	20%	28%	14%	32%	9%	23%	11%	21%	-	9%	10%	9%	26%
	Female	23%	15%	17%	33%	21%	55%	21%	29%	15%	34%	7%	24%	12%	-	23%	10%	10%	10%	28%
Reading	All Students	25%	16%	19%	35%	23%	54%	22%	33%	17%	36%	9%	27%	13%	22%	28%	10%	12%	11%	30%
	CWD	9%	6%	7%	13%	10%	16%	8%	11%	7%	13%	9%	-	5%	9%	9%	6%	7%	7%	11%
	CWOD	27%	18%	20%	39%	25%	56%	24%	36%	18%	39%	-	27%	14%	24%	30%	11%	13%	14%	33%
	EL	13%	18%	11%	18%	10%	27%	7%	18%	12%	17%	5%	14%	13%	11%	14%	7%	7%	6%	14%
	Male	22%	13%	16%	32%	19%	50%	20%	29%	14%	32%	9%	24%	11%	22%	-	9%	10%	10%	27%
	Female	28%	20%	21%	39%	26%	58%	25%	36%	19%	41%	9%	30%	14%	-	28%	12%	13%	14%	34%

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		State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	20%	10%	15%	28%	18%	55%	18%	24%	13%	30%	9%	21%	12%	21%	19%	10%	8%	8%	22%
	CWD	9%	6%	8%	11%	9%	22%	10%	10%	7%	12%	9%	-	6%	10%	7%	7%	7%	6%	9%
	CWOD	21%	11%	16%	31%	19%	57%	19%	26%	14%	32%	-	21%	13%	23%	20%	10%	8%	9%	25%
	EL	12%	14%	11%	17%	11%	33%	7%	19%	11%	17%	6%	13%	12%	13%	11%	7%	7%	7%	13%
	Male	21%	10%	15%	30%	18%	57%	19%	25%	13%	31%	10%	23%	13%	21%	-	10%	9%	9%	24%
	Female	19%	11%	14%	26%	17%	53%	18%	23%	12%	29%	7%	20%	11%	-	19%	10%	8%	7%	21%
Science	All Students	20%	11%	14%	32%	19%	53%	19%	27%	12%	32%	8%	22%	7%	22%	19%	8%	8%	8%	26%
	CWD	8%	6%	7%	12%	9%	17%	13%	11%	7%	11%	8%	-	5%	10%	6%	6%	7%	8%	11%
	CWOD	22%	12%	15%	35%	21%	55%	20%	30%	13%	34%	-	22%	8%	24%	20%	8%	9%	8%	29%
	EL	7%	8%	7%	11%	8%	21%	6%	11%	7%	10%	5%	8%	7%	8%	6%	4%	5%	3%	9%
	Male	22%	10%	16%	34%	21%	54%	21%	29%	14%	33%	10%	24%	8%	22%	-	8%	9%	9%	28%
	Female	19%	11%	13%	30%	17%	52%	18%	26%	11%	31%	6%	20%	6%	-	19%	7%	7%	7%	24%
SAT/ACT All Subjects	All Students	13%	5%	4%	16%	9%	48%	11%	18%	4%	19%	11%	13%	1%	17%	10%	19%	2%	0%	6%
	CWD	11%	0%	4%	18%	*	48%	*	27%	3%	19%	11%	-	0%	13%	6%	-	0%	*	25%
	CWOD	13%	5%	4%	16%	9%	48%	11%	18%	4%	19%	-	13%	1%	17%	10%	19%	2%	0%	6%
	EL	1%	0%	0%	0%	0%	24%	-	*	1%	4%	0%	1%	1%	2%	1%	6%	0%	0%	*
	Male	17%	6%	6%	19%	10%	54%	15%	23%	6%	23%	13%	17%	2%	17%	-	20%	2%	0%	8%
	Female	10%	4%	2%	12%	8%	42%	8%	13%	3%	15%	6%	10%	1%	-	10%	17%	2%	0%	4%

- 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 schools which don't have a graduation rate, for the 2021-22 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Academic Growth Score											
Reading											
All Students	78	76	78	78	77	86	77	78	76	69	76
CWD	69	66	69	71	69	76	72	70	67	69	67
CWOD	79	77	79	79	78	87	78	80	78	-	78
EL ◇	76	80	76	79	73	84	73	78	76	67	76
Male	76	74	76	77	75	85	76	77	75	68	75

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Female	80	78	79	80	78	87	78	80	78	71	78
Mathematics											
All Students	69	65	68	70	66	86	72	70	67	60	68
CWD	60	56	60	60	57	73	65	60	58	60	59
CWOD	71	67	70	71	68	86	72	71	68	-	69
EL ◇	68	70	67	70	63	80	68	70	68	59	68
Male	68	63	67	69	65	86	71	70	66	60	67
Female	70	67	69	71	68	85	72	70	68	60	69

- Indicates there are no students in the group.

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

Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates for the class of 2021.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL ◇	Homeless ◇	Foster Care ◇
Federal Graduation Rates													
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2021													
All Students	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80.0%	79.2%	61.3%
CWD	79.7%	78.3%	79.6%	81.3%	86.5%	71.1%	66.0%	80.5%	78.8%	79.7%	81.3%	74.0%	59.3%
CWOD	91.0%	87.5%	89.0%	94.9%	87.5%	97.6%	90.2%	91.8%	87.6%	-	79.9%	79.9%	62.2%
EL ◇	80.0%	85.8%	79.2%	84.2%	71.5%	89.9%	78.0%	77.1%	81.0%	81.3%	80.0%	71.3%	60.2%
Male	87.6%	83.2%	85.3%	92.5%	85.0%	95.9%	86.4%	88.9%	83.7%	78.5%	76.6%	76.1%	60.7%
Female	92.3%	89.5%	91.0%	95.2%	89.9%	97.6%	90.2%	92.6%	89.6%	81.8%	84.3%	82.0%	61.8%

- Indicates there are no students in the group.

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

◇ Ever in grades 9-12.

Part (iv): English Language Proficiency

This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2022 TELPAS (Texas English Language Proficiency Assessment System) data. (EL: English learner)

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Total EL in Class	Proficiency of EL	Rate of Proficiency
1,081,049	168,583	16%

- Indicates there are no students in the group.
- * Indicates results are masked due to small numbers to protect student confidentiality.
- ◇ Indicates data reporting does not meet for Minimum Size.

Part (v): School Quality or Student Success (SQSS)

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)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Student Success (Student Achievement Domain Score: STAAR Component Only)											
STAAR Component Score	47	36	41	59	46	75	47	54	39	25	33
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	63%	47%	60%	71%	58%	84%	51%	63%	56%	64%	47%

- 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 Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
STAAR Performance Status											
Reading											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	Y	N	Y	Y	Y	Y	N	Y	N	N	N
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N	N	N	N	N	N	N	N	N	N	N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Target Met	N	N	N	N	N	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	N	N	N	Y	N
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N	N	N	N	N	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	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	N	N	N	N	N
English Learner Language Proficiency Status											
Interim Goals (2018-2022)											36%
Target Met											Y
Interim Goals (2023-2027)											38%
Target Met											Y
Interim Goals (2028-2032)											40%
Target Met											N
Long-Term Goals											40%
Target Met											N
Federal Graduation Status^Δ											
Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met	N	N	N	N	Y	Y	N	N	N	N	N
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met	N	N	N	N	N	Y	N	N	N	N	N
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	N	N	N	N	N	Y	N	N	N	N	N
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	N	N	N	N	N	Y	N	N	N	N	N

Blank cells above represent student group indicators that do not meet the minimum size criteria.

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

Δ Student groups that are at or above 90% are required to exceed that rate by at least a tenth of a percent in the following year(s).

Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science for the 2021-22 school year. (CWD: children with disability; CWOD: children without disability; EL: English learner)

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		State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	
Participation Rate																		
All Subjects	All Students	99%	98%	99%	99%	99%	99%	98%	99%	99%	99%	98%	99%	99%	99%	99%	98%	
	CWD	98%	98%	98%	99%	98%	99%	97%	98%	98%	99%	98%	-	99%	98%	98%	97%	
	CWOD	99%	98%	99%	99%	99%	99%	98%	99%	99%	99%	-	99%	99%	99%	99%	98%	
	EL	99%	99%	99%	99%	99%	99%	99%	98%	99%	99%	99%	99%	99%	99%	99%	99%	
	Male	99%	98%	99%	99%	98%	99%	98%	99%	99%	99%	98%	99%	99%	99%	-	98%	
	Female	99%	98%	99%	99%	99%	99%	98%	99%	99%	99%	98%	99%	99%	-	99%	98%	
Reading	All Students	99%	98%	99%	99%	99%	100%	98%	99%	99%	99%	98%	99%	99%	99%	99%	98%	
	CWD	98%	98%	98%	98%	98%	99%	98%	98%	98%	99%	98%	-	99%	98%	98%	97%	
	CWOD	99%	98%	99%	99%	99%	100%	98%	99%	99%	99%	-	99%	99%	99%	99%	98%	
	EL	99%	99%	99%	99%	99%	99%	99%	98%	99%	99%	99%	99%	99%	99%	99%	99%	
	Male	99%	98%	99%	99%	98%	100%	98%	99%	99%	99%	98%	99%	99%	99%	-	98%	
	Female	99%	98%	99%	99%	99%	100%	98%	99%	99%	99%	98%	99%	99%	-	99%	98%	
Mathematics	All Students	99%	99%	99%	99%	99%	99%	98%	99%	99%	99%	99%	99%	99%	99%	99%	99%	
		99%	99%	99%	99%	99%	99%	98%	99%	99%	99%	99%	99%	99%	99%	99%	99%	
	CWD	99%	98%	99%	99%	99%	99%	98%	99%	99%	99%	99%	-	99%	99%	99%	98%	
		99%	98%	99%	99%	99%	99%	98%	99%	99%	99%	99%	-	99%	99%	99%	98%	
	CWOD	99%	99%	99%	99%	99%	99%	99%	99%	99%	99%	-	99%	99%	99%	99%	99%	
		99%	99%	99%	99%	99%	99%	99%	99%	99%	99%	-	99%	99%	99%	99%	99%	
	EL	99%	99%	99%	99%	99%	99%	99%	99%	98%	99%	99%	99%	99%	99%	99%	99%	
		99%	99%	99%	99%	99%	99%	99%	99%	98%	99%	99%	99%	99%	99%	99%	99%	
	Male	99%	99%	99%	99%	99%	99%	99%	99%	99%	99%	99%	99%	99%	99%	99%	-	98%
		99%	99%	99%	99%	99%	99%	99%	99%	99%	99%	99%	99%	99%	99%	99%	-	98%
	Female	99%	99%	99%	99%	99%	99%	98%	99%	99%	99%	99%	99%	99%	99%	-	99%	99%
		99%	99%	99%	99%	99%	99%	98%	99%	99%	99%	99%	99%	99%	99%	-	99%	99%
SAT/ACT All Subjects	All Students	89%	89%	86%	91%	90%	95%	89%	89%	85%	91%	81%	89%	83%	88%	89%	90%	
	CWD	81%	79%	79%	83%	*	87%	*	75%	78%	84%	81%	-	89%	81%	81%	-	
	CWOD	89%	89%	86%	91%	90%	95%	89%	89%	85%	91%	-	89%	83%	88%	89%	90%	
	EL	83%	92%	82%	83%	100%	98%	-	*	82%	87%	89%	83%	83%	82%	84%	89%	
	Male	88%	89%	84%	90%	91%	94%	87%	89%	83%	91%	81%	88%	82%	88%	-	88%	
	Female	89%	90%	87%	92%	88%	95%	90%	88%	86%	92%	81%	89%	84%	-	89%	92%	
Non-Participation Rate																		

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		State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
All Subjects	All Students	1%	2%	1%	1%	1%	1%	2%	1%	1%	1%	2%	1%	1%	1%	1%	2%
	CWD	2%	2%	2%	1%	2%	1%	3%	2%	2%	1%	2%	-	1%	2%	2%	3%
	CWOD	1%	2%	1%	1%	1%	1%	2%	1%	1%	1%	-	1%	1%	1%	1%	2%
	EL	1%	1%	1%	1%	1%	1%	1%	2%	1%	1%	1%	1%	1%	1%	1%	1%
	Male	1%	2%	1%	1%	2%	1%	2%	1%	1%	1%	2%	1%	1%	1%	-	2%
	Female	1%	2%	1%	1%	1%	1%	2%	1%	1%	1%	2%	1%	1%	-	1%	2%
Reading	All Students	1%	2%	1%	1%	1%	0%	2%	1%	1%	1%	2%	1%	1%	1%	1%	2%
	CWD	2%	2%	2%	2%	2%	1%	2%	2%	2%	1%	2%	-	1%	2%	2%	3%
	CWOD	1%	2%	1%	1%	1%	0%	2%	1%	1%	1%	-	1%	1%	1%	1%	2%
	EL	1%	1%	1%	1%	1%	1%	1%	2%	1%	1%	1%	1%	1%	1%	1%	1%
	Male	1%	2%	1%	1%	2%	0%	2%	1%	1%	1%	2%	1%	1%	1%	-	2%
	Female	1%	2%	1%	1%	1%	0%	2%	1%	1%	1%	2%	1%	1%	-	1%	2%
Mathematics	All Students	1%	1%	1%	1%	1%	1%	2%	1%	1%	1%	1%	1%	1%	1%	1%	1%
	CWD	1%	2%	1%	1%	1%	1%	2%	1%	1%	1%	1%	-	1%	1%	1%	2%
	CWOD	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	-	1%	1%	1%	1%	1%
	EL	1%	1%	1%	1%	1%	1%	1%	2%	1%	1%	1%	1%	1%	1%	1%	1%
	Male	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	-	2%
	Female	1%	1%	1%	1%	1%	1%	2%	1%	1%	1%	1%	1%	1%	1%	-	1%
Science	All Students	2%	2%	2%	1%	2%	1%	2%	2%	2%	1%	2%	1%	2%	2%	1%	2%
	CWD	2%	3%	2%	2%	2%	1%	3%	2%	2%	2%	2%	-	2%	2%	2%	5%
	CWOD	1%	2%	2%	1%	1%	1%	2%	2%	2%	1%	-	1%	2%	2%	1%	2%
	EL	2%	1%	2%	2%	2%	1%	1%	5%	2%	2%	2%	2%	2%	2%	1%	2%
	Male	2%	2%	2%	1%	2%	1%	1%	2%	2%	1%	2%	2%	2%	2%	-	3%
	Female	1%	2%	2%	1%	1%	1%	2%	2%	2%	1%	2%	1%	1%	-	1%	2%
SAT/ACT All Subjects	All Students	11%	11%	14%	9%	10%	5%	11%	11%	15%	9%	19%	11%	17%	12%	11%	10%
	CWD	19%	21%	21%	17%	*	13%	*	25%	22%	16%	19%	-	11%	19%	19%	-
	CWOD	11%	11%	14%	9%	10%	5%	11%	11%	15%	9%	-	11%	17%	12%	11%	10%
	EL	17%	8%	18%	17%	0%	2%	-	*	18%	13%	11%	17%	17%	18%	16%	11%
	Male	12%	11%	16%	10%	9%	6%	13%	11%	17%	9%	19%	12%	18%	12%	-	12%
	Female	11%	10%	13%	8%	12%	5%	10%	12%	14%	8%	19%	11%	16%	-	11%	8%

- Indicates there are no students in the group.

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

Part (viii): Civil Rights Data

Part (viii)(I) This section provides information from the 2017-18 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related

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

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
Students Without Disabilities												
In-School Suspensions												
	Male	229,193	48,262	116,161	54,708	784	3,229	303	5,746	34,678		
	Female	115,387	28,132	61,610	21,354	370	972	168	2,781	15,119		
	Total	344,580	76,394	177,771	76,062	1,154	4,201	471	8,527	49,797		
Out-of-School Suspensions												
	Male	102,899	28,843	54,512	15,888	303	1,147	95	2,111	18,082		
	Female	53,827	18,233	27,888	6,088	135	327	69	1,087	7,420		
	Total	156,726	47,076	82,400	21,976	438	1,474	164	3,198	25,502		
Expulsions												
With Educational Services	Male	6,448	1,250	3,494	1,471	18	65	3	147	830		
	Female	2,944	624	1,648	542	13	21	1	95	293		
	Total	9,392	1,874	5,142	2,013	31	86	4	242	1,123		
Without Educational Services	Male	604	96	340	139	2	13	3	11	82		
	Female	326	60	173	77	1	2	0	13	39		
	Total	930	156	513	216	3	15	3	24	121		
Under Zero Tolerance Policies	Male	620	80	378	150	2	3	0	7	82		
	Female	206	24	141	37	1	0	0	3	25		
	Total	826	104	519	187	3	3	0	10	107		
School-Related Arrests												
	Male	5,403	1,105	3,409	728	12	49	6	94	1,099		
	Female	2,696	598	1,698	292	22	33	3	50	448		
	Total	8,099	1,703	5,107	1,020	34	82	9	144	1,547		
Referrals to Law Enforcement												
	Male	9,596	1,841	5,860	1,575	29	108	13	170	1,804		
	Female	4,977	1,074	3,142	638	8	22	6	87	743		
	Total	14,573	2,915	9,002	2,213	37	130	19	257	2,547		
Students With Disabilities												
In-School Suspensions												

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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
	Male	56,581	13,333	24,864	16,391	166	292	44	1,491	9,609		31,022
	Female	16,827	4,467	7,687	4,211	48	61	9	344	2,674		9,730
	Total	73,408	17,800	32,551	20,602	214	353	53	1,835	12,283		40,752
Out-of-School Suspensions												
	Male	32,561	9,956	14,546	7,048	91	136	15	769	5,806		14,506
	Female	8,781	3,115	3,951	1,463	23	29	6	194	1,395		4,616
	Total	41,342	13,071	18,497	8,511	114	165	21	963	7,201		19,122
Expulsions												
With Educational Services	Male	2,064	492	995	494	8	11	0	64	338		918
	Female	567	120	302	129	2	2	0	12	76		297
	Total	2,631	612	1,297	623	10	13	0	76	414		1,215
Without Educational Services	Male	97	17	44	29	0	1	0	6	20		45
	Female	17	4	9	4	0	0	0	0	2		12
	Total	114	21	53	33	0	1	0	6	22		57
Under Zero Tolerance Policies	Male	165	36	94	31	0	0	0	4	167		298
	Female	45	4	29	12	0	0	0	0	42		99
	Total	210	40	123	43	0	0	0	4	209		397
School-Related Arrests												
	Male	1,770	449	1,057	235	5	4	1	19	386		698
	Female	515	140	300	61	1	1	0	12	84		232
	Total	2,285	589	1,357	296	6	5	1	31	470		930
Referrals to Law Enforcement												
	Male	3,258	799	1,864	514	8	19	3	51	501		1,357
	Female	971	261	545	141	5	1	0	18	133		460
	Total	4,229	1,060	2,409	655	13	20	3	69	634		1,817
All Students												
Chronic Absenteeism												
	Male	342,106	57,913	190,397	79,228	1,526	4,510	616	7,916	52,970	65,471	-
	Female	312,569	49,784	175,475	73,950	1,477	3,931	585	7,367	43,283	35,139	-
	Total	654,675	107,697	365,872	153,178	3,003	8,441	1,201	15,283	96,253	100,610	-

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	Total
Incidents of Violence	
Incidents of rape or attempted rape	21
Incidents of sexual assault (other than rape)	264
Incidents of robbery with a weapon	35
Incidents of robbery with a firearm or explosive device	8
Incidents of robbery without a weapon	770
Incidents of physical attack or fight with a weapon	387
Incidents of physical attack or fight with a firearm or explosive device	26
Incidents of physical attack or fight without a weapon	49,296
Incidents of threats of physical attack with a weapon	568
Incidents of threats of physical attack with a firearm or explosive device	524
Incidents of threats of physical attack without a weapon	7,026
Incidents of possession of a firearm or explosive device	218
Allegations of Harassment or bullying	
On the basis of sex	1,622
On the basis of race	812
On the basis of disability	331
On the basis of sexual orientation	818
On the basis of religion	483

Part (viii)(II) This section provides information from the 2017-18 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.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs											
	Male	123,070	17,085	77,125	20,906	360	4,879	144	2,571	42,811	16,851
	Female	114,699	16,333	73,448	17,931	348	4,117	138	2,384	41,446	6,920
	Total	237,769	33,418	150,573	38,837	708	8,996	282	4,955	84,257	23,771
Accelerated Coursework											
Advanced Placement Courses	Male	170,104	13,469	77,052	56,303	490	18,684	204	3,902	6,757	2,178
	Female	211,348	20,672	99,907	65,184	599	19,718	264	5,004	7,599	1,222
	Total	381,452	34,141	176,959	121,487	1,089	38,402	468	8,906	14,356	3,400
International Baccalaureate Courses	Male	5,458	668	2,640	1,167	14	851	8	110	560	193
	Female	7,181	1,070	3,342	1,578	16	994	13	168	532	124
	Total	12,639	1,738	5,982	2,745	30	1,845	21	278	1,092	317

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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Dual Enrollment/Dual Credit Programs	Male	65,718	4,410	32,692	24,024	197	3,109	80	1,206	2,120	1,473
	Female	90,635	8,197	44,522	31,812	257	3,980	107	1,760	1,839	708
	Total	156,353	12,607	77,214	55,836	454	7,089	187	2,966	3,959	2,181

- 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.

	All School		High-Poverty Schools		Low-Poverty Schools	
	Number	Percent	Number	Percent	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	56,975.0	14.6%	13,481.3	17.0%	13,630.6	11.8%
Teachers Teaching with Emergency or Provisional Credentials	15,705.7	4.2%	3,897.6	5.2%	3,869.3	3.5%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	34,080.9	9.2%	7,206.3	9.7%	8,138.6	7.4%

- 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 June 30th, 2023.

Part (xi): STAAR Alternate 2 Participation

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 2021-22 school year.

	State Number of ALT2	State Rate of ALT2
Grade 3		
Reading	6,584	2%
Mathematics	6,587	2%
Grade 4		
Reading	6,404	2%
Mathematics	6,408	2%
Grade 5		
Reading	6,204	2%
Mathematics	6,205	2%
Science	6,200	2%
Grade 6		
Reading	6,181	2%
Mathematics	6,177	2%
Grade 7		
Reading	6,130	1%
Mathematics	6,120	2%
Grade 8		
Reading	5,794	1%
Mathematics	5,803	2%
Science	5,796	1%
End of Course		
English I	6,009	1%
English II	5,490	1%
Algebra I	5,993	1%
Biology	5,860	1%
All Grades		
All Subjects	109,954	1%
Reading	48,805	1%
Mathematics	43,293	1%
Science	17,856	1%

- Indicates there are no students in the group.

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

Part (xii): Statewide National Assessment of Educational Progress (NAEP)

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the 2022 National Assessment of Educational Progress, compared to the national average of such results.

State Level: 2022 Percentages at NAEP Achievement Levels										
Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	42	37	58	63	30	33	7	9
		Black	51	56	49	44	19	17	3	3
		Hispanic	52	50	48	50	20	21	3	4
		White	26	27	74	73	44	42	10	11
		American Indian	*	57	*	43	*	18	*	3
		Asian	8	17	92	83	71	58	31	24
		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
	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
Students with Disabilities		51	56	49	44	18	14	2	2	
English Language Learners		31	48	69	52	26	14	3	2	
Grade 8	Reading	Overall	34	30	66	70	23	31	2	4
		Black	45	47	55	53	17	16	1	1
		Hispanic	41	39	59	61	16	21	1	2
		White	24	22	76	78	30	38	2	5
		American Indian	*	45	*	55	*	18	*	2
		Asian	8	14	92	86	60	56	11	12
		Pacific Islander	*	35	*	65	*	25	*	2
		Two or More Races	28	27	72	73	32	35	5	6
		EcoDis	42	42	58	58	16	19	1	1
		Students with Disabilities	74	69	26	31	5	7	1	n/a
		English Language Learners	53	68	47	32	10	5	n/a	n/a
	Mathematics	Overall	39	38	61	62	24	26	5	7
		Black	54	62	46	38	11	9	2	1
		Hispanic	46	51	54	49	16	14	2	2
		White	28	26	72	74	36	35	8	9
		American Indian	*	55	*	45	*	13	*	2

State Level: 2022 Percentages at NAEP Achievement Levels										
Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 8	Mathematics	Asian	10	14	90	86	57	58	27	27
		Pacific Islander	*	50	*	50	*	17	*	5
		Two or More Races	26	37	74	63	30	28	3	7
		EcoDis	49	54	51	46	15	13	2	2
		Students with Disabilities	81	77	19	23	4	5	n/a	1
		English Language Learners	60	76	40	24	8	4	1	n/a

* 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%
		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 postsecondary education 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	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
In-State Public Institutions	48%	44%	44%	52%	41%	74%	37%	49%	41%	21%	38%
In-State Private Institutions	3%	3%	2%	4%	3%	3%	2%	4%	2%	1%	1%
Out-of-State Institutions	6%	8%	3%	9%	8%	8%	7%	10%	4%	3%	3%

- Indicates there are no students in the group.

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

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)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Chronic Absenteeism Rate	15%	21%	17%	11%	17%	3%	19%	14%	19%	19%	16%

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

2021-22 Federal Report Card Definitions for Texas Public Schools

The Elementary and Secondary Education Act (ESEA), as amended, requires a state to prepare and disseminate widely to the public an annual Report Card for all public school districts, campuses, and the state. The Federal Report Card for Texas Public Schools is a web-based system that generates the required federal report cards at the state, district, and campus levels for easy dissemination by school districts.

Federally Required Student Groups

Each state must include the following student groups in its annual report cards. School districts in Texas report student information through the Texas Student Data System (TSDS PEIMS) and through test answer documents from the State of Texas Assessments of Academic Readiness (STAAR®) for students in grades 3–8 and STAAR end-of-course (EOC) examinations for students taking high school-level courses.

Children with Disabilities (CWD)—These students are identified as being served by special education programs. Assessment decisions for students in special education programs are made by their Admission, Review, and Dismissal (ARD) committee. The ARD committee is made up of the parent(s) or guardian, teacher, administrator, and other concerned parties. Children without Disability (CWOD) are students not served by special education programs. (Source: TSDS PEIMS, Oct. 2021, TEA Student Assessment Division)

Economically Disadvantaged—These students are identified in TSDS PEIMS or on STAAR® answer documents as eligible for free or reduced-price lunch or for other public assistance. (Source: TSDS PEIMS, Oct. 2021, TEA Student Assessment Division)

English Learner (EL)—These students are identified as having limited English proficiency (LEP) or as English learners ever in grades 9-12 by the Language Proficiency Assessment Committee (LPAC). (Source: TSDS PEIMS, Oct. 2021, TEA Student Assessment Division)

Ethnic Distribution—Each student is included in one of the following groups based on demographic information identified in TSDS PEIMS or on STAAR® answer documents: African American, Hispanic, White, American Indian, Asian, Pacific Islander, and Two or More Races. (Source: TSDS PEIMS, Oct. 2021, TEA Student Assessment Division)

Foster Care—These students are identified in TSDS PEIMS as a child in foster care, ever in grades 9-12. (Source: TSDS PEIMS, Oct. 2021, TEA Student Assessment Division)

Gender—Results are reported separately for males and females based on the gender reported in TSDS PEIMS or on STAAR® answer documents. (Source: TSDS PEIMS, Oct. 2021, TEA Student Assessment Division)

Homeless—These students are identified in TSDS PEIMS as a child in homeless status, ever in grades 9-12. (Source: TSDS PEIMS, Oct. 2021, TEA Student Assessment Division)

Migrant—These students are identified in TSDS PEIMS or on STAAR® answer documents as a Migrant Student. “Migrant Student” indicates whether the student (ages 3–21), the student's parent, spouse, or guardian is a migratory agricultural worker. (Source: TSDS PEIMS, Oct. 2021, TEA Student Assessment Division)

Military Connected —These students are identified in TSDS PEIMS as students with parent who is a member of the Armed Forces. (Source: TSDS PEIMS, Oct. 2021, TEA Student Assessment Division)

Structure of the 2021-22 Federal Report Card for Texas Public Schools

Part (i): Description of State Accountability System

(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students for use in the accountability system;

(II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students;

(III) the indicators used to meaningfully differentiate all public schools in the State;

(IV) the State’s system for meaningfully differentiating all public schools in the State, including—

(aa) the specific weight of the indicators in such differentiation;

(bb) the methodology by which the State differentiates all such schools;

(cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students; and

(dd) the methodology by which the State identifies a school for comprehensive support and improvement;

(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement or implementing targeted support and improvement plans;

(VI) the exit criteria established by the State, including the length of years established.

Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the State of Texas Assessments of Academic Readiness (STAAR) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2021-22 school year. These results include all students tested, regardless of whether they were in the accountability subset.

Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools without a graduation rate, for the 2021-22 school year. These results include all students tested, regardless of whether they were in the accountability subset.

Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates for the class of 2021.

Part (iv): English Language Proficiency

This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2022 Texas English Language Proficiency Assessment System (TELPAS) data.

Part (v): School Quality or Student Success (SQSS)

This section provides information on 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.

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.

Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science.

Part (viii): Civil Rights Data

Part (viii)(I): The section provides information from the 2017-18 Civil Right Data Collection (CRDC) surveys, submitted by school districts to the Office for Civil Rights, on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment.

Part (viii)(II): This section provides information from the 2017-18 Civil Right Data Collection (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.

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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.

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To be updated by June 30th, 2023.

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Part (xii): Statewide National Assessment of Educational Progress (NAEP)

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the 2022 National Assessment of Educational Progress, compared to the national average of such results.

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 the 2020-21 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.

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