

February 02, 2024

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: www.brownwoodisd.org 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 STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2022-23 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 2022-23 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 2023 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. (Not applicable to district and state report cards)

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 2022-23 school year.

Part (viii): Civil Rights Data

Part (viii)(I): The section provides information from the 2020-21 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 2020-21 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, 2024.

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 2022-23 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 2020-21 school year enrolled in the 2021-22 academic year in (I) programs of public postsecondary education in Texas; (II) programs of private postsecondary education in Texas; and (III) programs of postsecondary education outside Texas.

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.

Sincerely,

Liesa Land, BISD Deputy Superintendent

2 de febrero del 2024

Estimado Padre:

Brownwood ISD 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: www.brownwoodisd.org 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 2022–23. 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 2022-23. 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 2022.

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 2023 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. (No se aplica a los reportes de distrito o estatal)

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 para el año escolar 2022-23.

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) 2020-21, 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 2020-21, 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 2024.

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 2022-23.

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 2020-21 que se inscribieron en el año académico 2021-22 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 con la Deputy Superintendent Liesa Land al número 325.643.5644.

Sinceramente,

Liesa, Land, BISD Deputy Superintendent

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2023 Federal Report Card
 BROWNWOOD H S (025902001) - BROWNWOOD ISD - BROWN COUNTY

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 10 assessments or students for the all student group or any subgroup for every indicator.

Part (i)(II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students (*not applicable to district and state report cards*).

State ESSA Goals (HS/K-12 & AEA)												
		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 Rates	44%	32%	36%	62%	43%	74%	45%	58%	33%	13%	20%
	2022-23 through 2026-27	44%	32%	36%	62%	43%	74%	45%	58%	33%	13%	20%
	2027-28 through 2031-32	53%	43%	47%	68%	53%	78%	54%	65%	44%	28%	33%
	2032-33 through 2036-37	62%	54%	58%	74%	63%	82%	63%	72%	55%	43%	46%
	2037-38	72%	66%	68%	81%	72%	87%	73%	79%	67%	57%	60%
Mathematics	Baseline Rates	38%	26%	35%	48%	37%	72%	41%	44%	32%	15%	31%
	2022-23 through 2026-27	38%	26%	35%	48%	37%	72%	41%	44%	32%	15%	31%
	2027-28 through 2031-32	48%	38%	46%	57%	48%	77%	51%	53%	43%	29%	43%
	2032-33 through 2036-37	58%	50%	57%	66%	59%	82%	61%	62%	54%	43%	55%
	2037-38	69%	63%	68%	74%	69%	86%	71%	72%	66%	58%	66%
EL Progress												
	Baseline Rates											34%
	2022-23 through 2026-27											34%
	2027-28 through 2031-32											36%
	2032-33 through 2036-37											38%
	2037-38											40%
Graduation Rate: 4-Year Longitudinal Rate												
	Baseline Rates	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80.0%
	2022-23 through 2026-27	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80.0%
	2027-28 through 2031-32	92.7%	90.2%	91.4%	95.2%	90.9%	97.1%	91.5%	93.2%	90.5%	85.8%	86.0%
	2032-33 through 2036-37	95.4%	94.1%	94.7%	96.6%	94.4%	97.5%	94.7%	95.6%	94.3%	91.9%	92.0%
	2037-38	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%

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State ESSA Goals (Middle Schools)												
		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 Rates	44%	32%	35%	59%	44%	74%	46%	56%	31%	19%	28%
	2022-23 through 2026-27	44%	32%	35%	59%	44%	74%	46%	56%	31%	19%	28%
	2027-28 through 2031-32	53%	43%	46%	66%	53%	78%	55%	63%	43%	33%	40%
	2032-33 through 2036-37	62%	54%	57%	73%	62%	82%	64%	70%	55%	47%	52%
	2037-38	72%	66%	68%	80%	72%	87%	73%	78%	66%	60%	64%
Mathematics	Baseline Rates	47%	32%	39%	61%	47%	85%	52%	56%	35%	21%	36%
	2022-23 through 2026-27	47%	32%	39%	61%	47%	85%	52%	56%	35%	21%	36%
	2027-28 through 2031-32	56%	43%	49%	68%	56%	88%	60%	63%	46%	34%	47%
	2032-33 through 2036-37	65%	54%	59%	75%	65%	91%	68%	70%	57%	47%	58%
	2037-38	74%	66%	70%	81%	74%	93%	76%	78%	68%	61%	68%
EL Progress												
	Baseline Rates											44%
	2022-23 through 2026-27											44%
	2027-28 through 2031-32											46%
	2032-33 through 2036-37											48%
	2037-38											50%

State ESSA Goals (Elementary Schools)												
		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 Rates	46%	34%	39%	59%	44%	73%	46%	55%	35%	26%	37%
	2022-23 through 2026-27	46%	34%	39%	59%	44%	73%	46%	55%	35%	26%	37%
	2027-28 through 2031-32	55%	45%	49%	66%	53%	78%	55%	63%	46%	38%	48%
	2032-33 through 2036-37	64%	56%	59%	73%	62%	83%	64%	71%	57%	50%	59%
	2037-38	73%	67%	70%	80%	72%	87%	73%	78%	68%	63%	69%
Mathematics	Baseline Rates	49%	33%	44%	60%	47%	82%	51%	55%	40%	29%	45%
	2022-23 through 2026-27	49%	33%	44%	60%	47%	82%	51%	55%	40%	29%	45%
	2027-28 through 2031-32	58%	44%	53%	67%	56%	85%	59%	63%	50%	41%	54%
	2032-33 through 2036-37	67%	55%	62%	74%	65%	88%	67%	71%	60%	53%	63%
	2037-38	75%	67%	72%	80%	74%	91%	76%	78%	70%	65%	73%
EL Progress												

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State ESSA Goals (Elementary Schools)											
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Baseline Rates											49%
2022-23 through 2026-27											49%
2027-28 through 2031-32											51%
2032-33 through 2036-37											53%
2037-38											55%

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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-12s; 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, and AEAs	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 Achievement 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. Total points for each component are determined by multiplying the percentage of evaluated indicators met by the corresponding weight and rounding to one decimal place. The Closing the Gaps domain score is the sum of the total points rounded to the nearest whole number and is further used to differentiate all public schools. See the accountability manual for details. [Chapter 4-2023 Closing the Gaps Domain](#)

(cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students. Texas uses the Closing the Gaps domain to identify campuses that have consistently under-performing 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 2019, 2022, and 2023 are considered consecutive years for 2023 TSI identification. See the accountability manual for details. [Chapter 10-2023 Identification of Schools for Improvement](#)

(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. First, Texas determines the bottom five percent of Closing the Gaps outcomes by rank ordering the scaled scores of Title I campuses by schooltype - 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. Title I campuses that rank in their school type's bottom five percent are identified for CSI. Any Title I campus identified for Additional Targeted Support (ATS) for three consecutive years will be identified for CSI the following school year.

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 type's bottom five percent of the Closing the Gaps domain for two consecutive years and have Closing the Gaps domain scaled score by the end of the second year that is higher than when originally identified are considered as having successfully exited. Campuses previously identified as CSI based solely on a graduation rate must have a four or six-year federal graduation rate of at least 66.7 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 2022-23 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																						
English I	All Students	70%	73%	73%	77%	72%	73%	*	*	-	64%	66%	84%	31%	81%	44%	67%	82%	-	60%	43%	86%
	CWD	37%	31%	31%	33%	23%	34%	-	-	-	*	27%	40%	31%	-	*	27%	36%	-	-	20%	*
	CWOD	75%	81%	81%	90%	80%	81%	*	*	-	67%	75%	89%	-	81%	50%	76%	89%	-	60%	*	100%
	EL	49%	44%	44%	-	44%	-	-	-	-	-	40%	*	*	50%	44%	50%	50%	-	-	-	*
	Male	65%	67%	67%	69%	72%	63%	-	*	-	44%	60%	77%	27%	76%	50%	67%	-	-	*	50%	*
	Female	76%	82%	82%	85%	76%	85%	*	*	-	100%	74%	93%	36%	89%	50%	-	82%	-	*	*	100%

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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 II	All Students	73%	77%	78%	70%	73%	85%	*	*	-	63%	71%	87%	56%	82%	38%	76%	82%	-	-	100%	86%
	CWD	39%	56%	56%	33%	63%	55%	-	-	-	*	56%	55%	56%	-	*	47%	62%	-	-	*	-
	CWOD	77%	81%	82%	86%	75%	90%	*	*	-	57%	75%	90%	-	82%	33%	79%	85%	-	-	*	86%
	EL	48%	35%	38%	-	38%	-	-	-	-	-	36%	*	*	33%	38%	38%	33%	-	-	-	*
	Male	68%	75%	76%	75%	74%	79%	-	-	-	40%	70%	82%	47%	79%	38%	76%	-	-	-	*	83%
	Female	78%	81%	82%	67%	74%	91%	*	*	-	*	73%	94%	62%	85%	33%	-	82%	-	-	*	*
Algebra I	All Students	77%	82%	80%	68%	83%	79%	*	-	-	82%	76%	86%	49%	86%	67%	75%	86%	-	60%	86%	67%
	CWD	52%	49%	49%	*	57%	39%	-	-	-	*	48%	55%	49%	-	*	47%	53%	-	-	80%	*
	CWOD	81%	88%	86%	72%	88%	86%	*	-	-	88%	84%	89%	-	86%	70%	83%	91%	-	60%	*	*
	EL	69%	67%	67%	-	67%	-	-	-	-	-	64%	*	*	70%	67%	67%	80%	-	-	-	*
	Male	74%	78%	75%	44%	84%	72%	-	-	-	67%	70%	84%	47%	83%	67%	75%	-	-	*	83%	*
	Female	81%	87%	86%	85%	85%	86%	*	-	-	100%	85%	88%	53%	91%	80%	-	86%	-	*	*	*
Biology	All Students	87%	91%	91%	73%	92%	91%	*	*	-	100%	87%	97%	75%	94%	67%	90%	93%	-	*	100%	86%
	CWD	67%	75%	75%	*	74%	75%	-	-	-	*	78%	63%	75%	-	*	77%	71%	-	-	*	*
	CWOD	90%	94%	94%	75%	95%	94%	*	*	-	100%	90%	99%	-	94%	77%	94%	96%	-	*	*	100%
	EL	75%	67%	67%	-	67%	-	-	-	-	-	64%	*	*	77%	67%	71%	67%	-	-	-	*
	Male	85%	90%	90%	40%	94%	90%	-	*	-	100%	88%	95%	77%	94%	71%	90%	-	-	*	100%	*
	Female	89%	93%	93%	90%	93%	93%	*	*	-	100%	88%	100%	71%	96%	67%	-	93%	-	*	*	100%
STAAR Percent at Meets Grade Level or Above																						
End of Course																						
English I	All Students	50%	51%	51%	31%	49%	56%	*	*	-	50%	44%	61%	17%	58%	19%	39%	68%	-	20%	43%	71%
	CWD	20%	17%	17%	17%	9%	21%	-	-	-	*	14%	27%	17%	-	*	14%	23%	-	-	20%	*
	CWOD	54%	58%	58%	35%	55%	63%	*	*	-	50%	52%	65%	-	58%	21%	45%	75%	-	20%	*	80%
	EL	26%	19%	19%	-	19%	-	-	-	-	-	13%	*	*	21%	19%	13%	33%	-	-	-	*
	Male	44%	39%	39%	23%	39%	42%	-	*	-	22%	36%	44%	14%	45%	13%	39%	-	-	*	50%	*
	Female	57%	68%	68%	38%	64%	73%	*	*	-	100%	57%	82%	23%	75%	33%	-	68%	-	*	*	100%
English II	All Students	53%	58%	59%	25%	54%	69%	*	*	-	63%	48%	73%	33%	63%	19%	55%	64%	-	-	80%	71%
	CWD	22%	33%	33%	0%	38%	36%	-	-	-	*	35%	27%	33%	-	*	32%	35%	-	-	*	-
	CWOD	57%	62%	63%	36%	56%	75%	*	*	-	57%	51%	77%	-	63%	13%	58%	70%	-	-	*	71%
	EL	23%	18%	19%	-	19%	-	-	-	-	-	14%	*	*	13%	19%	13%	33%	-	-	-	*
	Male	47%	54%	55%	25%	49%	65%	-	-	-	40%	46%	66%	32%	58%	13%	55%	-	-	-	*	67%
	Female	60%	64%	64%	25%	61%	74%	*	*	-	*	51%	83%	35%	70%	33%	-	64%	-	-	*	*
Algebra I	All Students	42%	42%	36%	27%	34%	39%	*	-	-	36%	31%	43%	12%	41%	17%	35%	38%	-	0%	43%	17%
	CWD	19%	12%	12%	*	14%	9%	-	-	-	*	10%	18%	12%	-	*	12%	12%	-	-	20%	*
	CWOD	45%	48%	41%	33%	38%	44%	*	-	-	38%	37%	46%	-	41%	20%	41%	41%	-	0%	*	*
	EL	29%	17%	17%	-	17%	-	-	-	-	-	18%	*	*	20%	17%	0%	40%	-	-	-	*
	Male	40%	41%	35%	33%	35%	37%	-	-	-	0%	32%	40%	12%	41%	0%	35%	-	-	*	50%	*
	Female	44%	43%	38%	23%	33%	40%	*	-	-	80%	31%	47%	12%	41%	40%	-	38%	-	*	*	*

Texas Education Agency
2023 Federal Report Card
 BROWNWOOD H S (025902001) - BROWNWOOD ISD - BROWN COUNTY

		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	
Biology	All Students	54%	51%	51%	27%	45%	56%	*	*	-	70%	45%	60%	29%	55%	20%	48%	54%	-	*	67%	57%	
	CWD	27%	29%	29%	*	26%	33%	-	-	-	*	25%	50%	29%	-	*	29%	29%	-	-	*	*	
	CWOD	58%	55%	55%	33%	48%	61%	*	*	-	75%	50%	61%	-	55%	23%	53%	58%	-	*	*	60%	
	EL	29%	20%	20%	-	20%	-	-	-	-	-	21%	*	*	23%	20%	14%	33%	-	-	-	*	
	Male	53%	48%	48%	20%	46%	52%	-	*	-	40%	46%	52%	29%	53%	14%	48%	-	-	-	*	80%	*
	Female	55%	54%	54%	30%	45%	61%	*	*	-	100%	44%	69%	29%	58%	33%	-	54%	-	-	*	*	80%

STAAR Percent at Masters Grade Level

End of Course

English I	All Students	13%	10%	10%	4%	5%	15%	*	*	-	0%	5%	18%	0%	12%	0%	7%	14%	-	0%	0%	14%	
	CWD	5%	0%	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	-	*	0%	0%	-	-	0%	*	
	CWOD	14%	12%	12%	5%	6%	18%	*	*	-	0%	6%	20%	-	12%	0%	9%	17%	-	0%	*	20%	
	EL	2%	0%	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	0%	-	-	-	*	
	Male	10%	7%	7%	8%	2%	11%	-	*	-	0%	4%	12%	0%	9%	0%	7%	-	-	-	*	0%	*
	Female	16%	14%	14%	0%	9%	20%	*	*	-	0%	6%	25%	0%	17%	0%	-	14%	-	-	*	*	20%
English II	All Students	8%	11%	11%	0%	7%	18%	*	*	-	0%	7%	17%	9%	12%	0%	10%	13%	-	-	0%	14%	
	CWD	5%	9%	9%	0%	6%	14%	-	-	-	*	9%	9%	9%	-	*	11%	8%	-	-	*	-	
	CWOD	9%	11%	12%	0%	7%	18%	*	*	-	0%	7%	17%	-	12%	0%	10%	14%	-	-	*	14%	
	EL	1%	0%	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	0%	-	-	-	*	
	Male	7%	10%	10%	0%	9%	13%	-	-	-	0%	7%	14%	11%	10%	0%	10%	-	-	-	*	17%	
	Female	10%	13%	13%	0%	5%	23%	*	*	-	*	8%	20%	8%	14%	0%	-	13%	-	-	*	*	
Algebra I	All Students	22%	19%	15%	9%	11%	19%	*	-	-	9%	8%	25%	0%	18%	0%	11%	19%	-	0%	14%	0%	
	CWD	7%	0%	0%	*	0%	0%	-	-	-	*	0%	0%	0%	-	*	0%	0%	-	-	0%	*	
	CWOD	24%	22%	18%	11%	13%	23%	*	-	-	13%	10%	28%	-	18%	0%	15%	21%	-	0%	*	*	
	EL	12%	0%	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	0%	-	-	-	*	
	Male	22%	17%	11%	11%	9%	15%	-	-	-	0%	5%	22%	0%	15%	0%	11%	-	-	-	*	17%	
	Female	23%	21%	19%	8%	13%	25%	*	-	-	20%	12%	29%	0%	21%	0%	-	19%	-	-	*	*	
Biology	All Students	20%	10%	10%	7%	9%	10%	*	*	-	0%	5%	17%	6%	11%	0%	11%	9%	-	*	0%	0%	
	CWD	7%	6%	6%	*	5%	8%	-	-	-	*	5%	13%	6%	-	*	6%	6%	-	-	*	*	
	CWOD	22%	11%	11%	8%	10%	11%	*	*	-	0%	6%	17%	-	11%	0%	12%	9%	-	-	*	0%	
	EL	6%	0%	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	0%	-	-	-	*	
	Male	21%	11%	11%	20%	12%	9%	-	*	-	0%	8%	16%	6%	12%	0%	11%	-	-	-	*	0%	
	Female	20%	9%	9%	0%	7%	11%	*	*	-	0%	2%	18%	6%	9%	0%	-	9%	-	-	*	*	

STAAR Percent at Approaches Grade Level or Above

All Grades

All Subjects	All Students	75%	77%	80%	73%	80%	82%	*	100%	-	79%	75%	88%	51%	86%	53%	77%	86%	-	64%	80%	82%
	CWD	48%	48%	51%	42%	53%	50%	-	-	-	75%	51%	51%	51%	-	29%	49%	55%	-	-	67%	33%
	CWOD	79%	82%	86%	82%	84%	88%	*	100%	-	79%	81%	92%	-	86%	56%	83%	90%	-	64%	100%	95%
	EL	62%	52%	53%	-	53%	-	-	-	-	-	50%	80%	29%	56%	53%	55%	57%	-	-	-	*
	Male	73%	75%	77%	60%	80%	76%	-	*	-	63%	71%	85%	49%	83%	55%	77%	-	-	40%	79%	67%
	Female	77%	79%	86%	82%	81%	89%	*	100%	-	100%	80%	94%	55%	90%	57%	-	86%	-	78%	83%	94%

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	
Reading	All Students	76%	76%	75%	74%	73%	78%	*	*	-	67%	68%	86%	41%	81%	41%	71%	82%	-	60%	67%	86%	
	CWD	46%	43%	41%	33%	39%	43%	-	-	-	*	40%	46%	41%	-	*	34%	50%	-	-	33%	*	
	CWOD	80%	83%	81%	88%	77%	85%	*	*	-	67%	75%	90%	-	81%	41%	77%	87%	-	60%	100%	92%	
	EL	60%	45%	41%	-	41%	-	-	-	-	-	38%	*	*	41%	41%	44%	42%	-	-	-	*	
	Male	72%	72%	71%	71%	73%	70%	-	*	-	43%	64%	80%	34%	77%	44%	71%	-	-	*	63%	75%	
	Female	80%	81%	82%	76%	75%	88%	*	*	-	100%	74%	93%	50%	87%	42%	-	82%	-	*	*	100%	
Mathematics	All Students	74%	76%	81%	70%	83%	80%	*	*	-	82%	76%	87%	49%	87%	67%	77%	86%	-	60%	86%	71%	
	CWD	49%	49%	49%	*	57%	39%	-	-	-	*	48%	55%	49%	-	*	47%	53%	-	-	80%	*	
	CWOD	78%	81%	87%	74%	88%	88%	*	*	-	88%	84%	90%	-	87%	70%	85%	90%	-	60%	*	100%	
	EL	65%	60%	67%	-	67%	-	-	-	-	-	64%	*	*	70%	67%	67%	80%	-	-	-	*	
	Male	73%	75%	77%	44%	84%	75%	-	-	-	67%	71%	87%	47%	85%	67%	77%	-	-	*	83%	*	
	Female	74%	77%	86%	86%	84%	87%	*	*	-	100%	84%	89%	53%	90%	80%	-	86%	-	*	*	80%	
Science	All Students	76%	81%	91%	73%	92%	91%	*	*	-	100%	87%	97%	75%	94%	67%	90%	93%	-	*	100%	86%	
	CWD	52%	56%	75%	*	74%	75%	-	-	-	*	78%	63%	75%	-	*	77%	71%	-	-	*	*	
	CWOD	79%	86%	94%	75%	95%	94%	*	*	-	100%	90%	99%	-	94%	77%	94%	96%	-	*	*	100%	
	EL	62%	54%	67%	-	67%	-	-	-	-	-	64%	*	*	77%	67%	71%	67%	-	-	-	*	
	Male	76%	82%	90%	40%	94%	90%	-	*	-	100%	88%	95%	77%	94%	71%	90%	-	-	*	100%	*	
	Female	75%	80%	93%	90%	93%	93%	*	*	-	100%	88%	100%	71%	96%	67%	-	93%	-	*	*	100%	
SAT/ACT All Subjects	All Students	90%	95%	95%	*	83%	100%	-	*	-	-	80%	100%	-	95%	-	100%	89%	-	-	-	*	
	CWD	67%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	CWOD	90%	95%	95%	*	83%	100%	-	*	-	-	80%	100%	-	95%	-	100%	89%	-	-	-	*	
	EL	67%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Male	91%	100%	100%	-	* 100%	-	-	-	-	-	*	100%	-	100%	-	100%	-	-	-	-	-	-
	Female	89%	89%	89%	*	* 89%	*	-	*	-	-	*	100%	-	89%	-	-	89%	-	-	-	-	*
STAAR Percent at Meets Grade Level or Above																							
All Grades																							
All Subjects	All Students	48%	48%	50%	29%	46%	56%	*	100%	-	55%	42%	61%	22%	55%	19%	45%	57%	-	7%	56%	57%	
	CWD	24%	23%	22%	5%	21%	24%	-	-	-	50%	20%	29%	22%	-	14%	20%	26%	-	-	33%	33%	
	CWOD	52%	53%	55%	35%	50%	62%	*	100%	-	56%	48%	64%	-	55%	19%	50%	62%	-	7%	90%	64%	
	EL	31%	25%	19%	-	19%	-	-	-	-	-	17%	40%	14%	19%	19%	10%	35%	-	-	-	*	
	Male	46%	47%	45%	26%	42%	50%	-	*	-	25%	40%	53%	20%	50%	10%	45%	-	-	0%	63%	33%	
	Female	49%	50%	57%	31%	52%	63%	*	100%	-	94%	46%	72%	26%	62%	35%	-	57%	-	11%	33%	75%	
Reading	All Students	52%	52%	55%	28%	51%	62%	*	*	-	57%	46%	67%	24%	60%	19%	46%	66%	-	20%	58%	71%	
	CWD	24%	23%	24%	8%	21%	27%	-	-	-	*	23%	27%	24%	-	*	20%	29%	-	-	33%	*	
	CWOD	56%	57%	60%	35%	56%	69%	*	*	-	56%	52%	71%	-	60%	17%	51%	73%	-	20%	83%	75%	
	EL	33%	20%	19%	-	19%	-	-	-	-	-	14%	*	*	17%	19%	13%	33%	-	-	-	*	
	Male	47%	45%	46%	24%	44%	52%	-	*	-	29%	40%	55%	20%	51%	13%	46%	-	-	*	63%	50%	
	Female	57%	58%	66%	32%	62%	74%	*	*	-	100%	54%	83%	29%	73%	33%	-	66%	-	*	*	100%	

Texas Education Agency
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 BROWNWOOD H S (025902001) - BROWNWOOD ISD - BROWN COUNTY

		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	44%	45%	39%	30%	35%	44%	*	*	-	36%	31%	50%	12%	44%	17%	39%	40%	-	0%	43%	29%	
	CWD	24%	20%	12%	*	14%	9%	-	-	-	*	10%	18%	12%	-	*	12%	12%	-	-	20%	*	
	CWOD	47%	50%	44%	37%	38%	50%	*	*	-	38%	37%	53%	-	44%	20%	46%	43%	-	0%	*	40%	
	EL	32%	31%	17%	-	17%	-	-	-	-	-	18%	*	*	20%	17%	0%	40%	-	-	-	*	
	Male	45%	48%	39%	33%	36%	45%	-	-	-	0%	32%	49%	12%	46%	0%	39%	-	-	*	50%	*	
	Female	42%	43%	40%	29%	34%	43%	*	*	-	80%	31%	52%	12%	43%	40%	-	40%	-	*	*	40%	
Science	All Students	46%	48%	51%	27%	45%	56%	*	*	-	70%	45%	60%	29%	55%	20%	48%	54%	-	*	67%	57%	
	CWD	24%	29%	29%	*	26%	33%	-	-	-	*	25%	50%	29%	-	*	29%	29%	-	-	*	*	
	CWOD	49%	51%	55%	33%	48%	61%	*	*	-	75%	50%	61%	-	55%	23%	53%	58%	-	*	*	60%	
	EL	26%	25%	20%	-	20%	-	-	-	-	-	21%	*	*	23%	20%	14%	33%	-	-	-	*	
	Male	47%	50%	48%	20%	46%	52%	-	*	-	40%	46%	52%	29%	53%	14%	48%	-	-	*	80%	*	
	Female	44%	46%	54%	30%	45%	61%	*	*	-	100%	44%	69%	29%	58%	33%	-	54%	-	*	*	80%	
SAT/ACT All Subjects	All Students	61%	86%	86%	*	50%	100%	-	*	-	-	40%	100%	-	86%	-	92%	78%	-	-	-	*	
	CWD	39%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	CWOD	61%	86%	86%	*	50%	100%	-	*	-	-	40%	100%	-	86%	-	92%	78%	-	-	-	*	
	EL	18%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Male	65%	92%	92%	-	* 100%	-	-	-	-	-	*	100%	-	92%	-	92%	-	-	-	-	-	-
	Female	57%	78%	78%	*	* *	*	-	*	-	-	*	100%	-	78%	-	-	78%	-	-	-	-	*
STAAR Percent at Masters Grade Level																							
All Grades																							
All Subjects	All Students	19%	17%	12%	5%	8%	16%	*	86%	-	2%	6%	19%	3%	13%	0%	10%	14%	-	0%	4%	7%	
	CWD	7%	5%	3%	0%	3%	5%	-	-	-	0%	3%	4%	3%	-	0%	3%	4%	-	-	0%	0%	
	CWOD	21%	19%	13%	6%	9%	18%	*	86%	-	3%	7%	20%	-	13%	0%	11%	15%	-	0%	10%	9%	
	EL	9%	7%	0%	-	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	0%	-	-	-	*
	Male	18%	16%	10%	9%	8%	12%	-	*	-	0%	6%	16%	3%	11%	0%	10%	-	-	0%	5%	8%	
	Female	19%	17%	14%	2%	8%	19%	*	80%	-	6%	7%	23%	4%	15%	0%	-	14%	-	0%	0%	6%	
Reading	All Students	20%	17%	11%	2%	6%	16%	*	*	-	0%	6%	17%	4%	12%	0%	8%	14%	-	0%	0%	14%	
	CWD	7%	5%	4%	0%	3%	6%	-	-	-	*	4%	4%	4%	-	*	4%	4%	-	-	0%	*	
	CWOD	22%	19%	12%	3%	7%	18%	*	*	-	0%	6%	19%	-	12%	0%	9%	15%	-	0%	0%	17%	
	EL	9%	6%	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	0%	-	-	-	*	
	Male	17%	15%	8%	5%	6%	12%	-	*	-	0%	5%	13%	4%	9%	0%	8%	-	-	*	0%	13%	
	Female	23%	20%	14%	0%	7%	21%	*	*	-	0%	7%	23%	4%	15%	0%	-	14%	-	*	*	17%	
Mathematics	All Students	18%	17%	15%	9%	10%	20%	*	*	-	9%	8%	25%	0%	18%	0%	12%	18%	-	0%	14%	0%	
	CWD	8%	4%	0%	*	0%	0%	-	-	-	*	0%	0%	0%	-	*	0%	0%	-	-	0%	*	
	CWOD	20%	19%	18%	11%	12%	23%	*	*	-	13%	10%	28%	-	18%	0%	15%	21%	-	0%	*	0%	
	EL	11%	9%	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	0%	-	-	-	*	
	Male	20%	18%	12%	11%	9%	16%	-	-	-	0%	5%	24%	0%	15%	0%	12%	-	-	*	17%	*	
	Female	16%	15%	18%	7%	13%	24%	*	*	-	20%	11%	28%	0%	21%	0%	-	18%	-	*	*	0%	

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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	
Science	All Students	17%	15%	10%	7%	9%	10%	*	*	-	0%	5%	17%	6%	11%	0%	11%	9%	-	*	0%	0%	
	CWD	7%	6%	6%	*	5%	8%	-	-	-	*	5%	13%	6%	-	*	6%	6%	-	-	*	*	
	CWOD	19%	17%	11%	8%	10%	11%	*	*	-	0%	6%	17%	-	11%	0%	12%	9%	-	*	*	0%	
	EL	6%	7%	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	0%	0%	-	-	-	*
	Male	19%	17%	11%	20%	12%	9%	-	*	-	0%	8%	16%	6%	12%	0%	11%	-	-	*	0%	*	
	Female	16%	13%	9%	0%	7%	11%	*	*	-	0%	2%	18%	6%	9%	0%	-	9%	-	*	*	0%	
SAT/ACT All Subjects	All Students	12%	19%	19%	*	0%	23%	-	*	-	-	0%	25%	-	19%	-	25%	11%	-	-	-	*	
	CWD	9%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	CWOD	12%	19%	19%	*	0%	23%	-	*	-	-	0%	25%	-	19%	-	25%	11%	-	-	-	*	
	EL	1%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Male	15%	25%	25%	-	*	30%	-	-	-	-	*	30%	-	25%	-	25%	-	-	-	-	-	
	Female	9%	11%	11%	*	*	*	-	*	-	-	*	17%	-	11%	-	-	11%	-	-	-	-	

- 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 2022-23 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	74	70	75	75	*	*	-	53	70	56	69
CWD	56	38	68	48	-	-	-	*	54	56	*
CWOD	77	80	76	79	*	*	-	50	74	-	71
EL ◇	69	-	69	-	-	-	-	-	64	*	69
Male	71	89	74	69	-	*	-	44	67	45	59
Female	77	57	76	81	*	*	-	63	74	71	75
Mathematics											
All Students	88	79	94	83	*	-	-	86	89	93	100
CWD	93	*	107	85	-	-	-	*	90	93	*
CWOD	87	80	91	83	*	-	-	96	88	-	113
EL ◇	100	-	100	-	-	-	-	-	100	*	100

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Male	87	60	96	83	-	-	-	*	88	94	95
Female	89	93	91	84	*	-	-	105	89	90	*

- 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 2022.

	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 2022													
All Students	93.1%	60.0%	96.8%	91.8%	*	*	-	83.3%	92.5%	81.8%	90.0%	90.9%	50.0%
CWD	81.8%	*	100.0%	70.0%	-	-	-	-	89.5%	81.8%	-	*	50.0%
CWOD	94.4%	*	96.4%	94.0%	*	*	-	83.3%	93.2%	-	90.0%	100.0%	-
EL	90.0%	-	90.0%	-	-	-	-	-	83.3%	-	90.0%	-	-
Male	92.5%	*	98.0%	90.2%	-	*	-	*	91.2%	85.7%	*	100.0%	*
Female	93.6%	*	95.5%	93.2%	*	-	-	*	94.0%	75.0%	83.3%	83.3%	*

- 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 2023 TELPAS (Texas English Language Proficiency Assessment System) data. (EL: English learner)

Total EL in Class	Proficiency of EL	Rate of Proficiency
28	3	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.

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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	45	51	*	95	-	45	41	25	24
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	68%	*	57%	75%	*	*	-	83%	66%	80%	43%

- 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 (2023-2027)	44%	32%	36%	62%	43%	74%	45%	58%	33%	13%	20%
Target Met	Y	N	Y	Y				Y	Y	Y	Y
Interim Goals (2028-2032)	53%	43%	47%	68%	53%	78%	54%	65%	44%	28%	33%
Target Met	Y	N	Y	N				N	Y	N	N
Interim Goals (2033-2037)	62%	54%	58%	74%	63%	82%	63%	72%	55%	43%	46%
Target Met	N	N	N	N				N	N	N	N
Long-Term Goals	72%	66%	68%	81%	72%	87%	73%	79%	67%	57%	60%
Target Met	N	N	N	N				N	N	N	N
Mathematics											
Interim Goals (2023-2027)	38%	26%	35%	48%	37%	72%	41%	44%	32%	15%	31%
Target Met	Y	Y	Y	N				N	Y	N	N
Interim Goals (2028-2032)	48%	38%	46%	57%	48%	77%	51%	53%	43%	29%	43%
Target Met	N	N	N	N				N	N	N	N
Interim Goals (2033-2037)	58%	50%	57%	66%	59%	82%	61%	62%	54%	43%	55%
Target Met	N	N	N	N				N	N	N	N

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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	69%	63%	68%	74%	69%	86%	71%	72%	66%	58%	66%
Target Met	N	N	N	N				N	N	N	N
English Learner Language Proficiency Status											
Interim Goals (2023-2027)											34%
Target Met											N
Interim Goals (2028-2032)											36%
Target Met											N
Interim Goals (2033-2037)											48%
Target Met											N
Long-Term Goals											40%
Target Met											N
Federal Graduation Status											
Interim Goals (2023-2027)	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80%
Target Met	Y		Y	N					Y	Y	
Interim Goals (2028-2032)	92.7%	90.2%	91.4%	95.2%	90.9%	97.1%	91.5%	93.2%	90.5%	85.8%	86%
Target Met	Y		Y	N					Y	N	
Interim Goals (2033-2037)	95.4%	94.1%	94.7%	96.6%	94.4%	97.5%	94.7%	95.6%	94.3%	91.9%	92%
Target Met	N		Y	N					N	N	
Long-Term Goals	98%	98%	98%	98%	98%	98%	98%	98%	98%	98%	98%
Target Met	N		N	N					N	N	

Blank cell indicates there are no data available in the group.

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

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 2022-23 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%	99%	100%	* 100%	-	98%	99%	100%	100%	99%	100%	99%	100%	-	
	CWD	100%	100%	100%	100%	-	-	-	100%	100%	100%	100%	-	100%	100%	100%	-
	CWOD	99%	100%	99%	100%	* 100%	-	97%	99%	100%	-	99%	100%	99%	100%	-	
	EL	100%	-	100%	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	-	
	Male	99%	100%	100%	99%	-	*	-	96%	99%	100%	100%	99%	100%	99%	-	-

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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	Female	100%	100%	99%	100%	*	100%	-	100%	99%	100%	100%	100%	100%	-	100%	-
Reading	All Students	99%	100%	99%	100%	*	*	-	95%	99%	100%	100%	99%	100%	99%	100%	-
	CWD	100%	100%	100%	100%	-	-	-	*	100%	100%	100%	-	*	100%	100%	-
	CWOD	99%	100%	99%	100%	*	*	-	95%	99%	100%	-	99%	100%	99%	100%	-
	EL	100%	-	100%	-	-	-	-	-	100%	*	*	100%	100%	100%	100%	-
	Male	99%	100%	99%	99%	-	*	-	93%	99%	100%	100%	99%	100%	99%	-	-
	Female	100%	100%	99%	100%	*	*	-	100%	99%	100%	100%	100%	100%	-	100%	-
Mathematics	All Students	99%	100%	99%	99%	*	*	-	100%	99%	99%	100%	99%	100%	99%	99%	-
	CWD	100%	*	100%	100%	-	-	-	*	100%	100%	100%	-	*	100%	100%	-
	CWOD	99%	100%	99%	99%	*	*	-	100%	99%	99%	-	99%	100%	99%	99%	-
	EL	100%	-	100%	-	-	-	-	-	100%	*	*	100%	100%	100%	100%	-
	Male	99%	100%	100%	99%	-	-	-	100%	100%	99%	100%	99%	100%	99%	-	-
	Female	99%	100%	98%	100%	*	*	-	100%	99%	100%	100%	99%	100%	-	99%	-
Science	All Students	100%	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%	100%	100%	-
	EL	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%	-
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																	
All Subjects	All Students	0%	0%	1%	0%	*	0%	-	2%	1%	0%	0%	1%	0%	1%	0%	-
	CWD	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%	-	0%	0%	0%	-
	CWOD	1%	0%	1%	0%	*	0%	-	3%	1%	0%	-	1%	0%	1%	0%	-
	EL	0%	-	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	1%	0%	0%	1%	-	*	-	4%	1%	0%	0%	1%	0%	1%	-	-
	Female	0%	0%	1%	0%	*	0%	-	0%	1%	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	All Students	1%	0%	1%	0%	*	*	-	5%	1%	0%	0%	1%	0%	1%	0%	-
	CWD	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	-	*	0%	0%	-
	CWOD	1%	0%	1%	0%	*	*	-	5%	1%	0%	-	1%	0%	1%	0%	-
	EL	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	0%	-
	Male	1%	0%	1%	1%	-	*	-	7%	1%	0%	0%	1%	0%	1%	-	-
	Female	0%	0%	1%	0%	*	*	-	0%	1%	0%	0%	0%	0%	-	0%	-
Mathematics	All Students	1%	0%	1%	1%	*	*	-	0%	1%	1%	0%	1%	0%	1%	1%	-
	CWD	0%	*	0%	0%	-	-	-	*	0%	0%	0%	-	*	0%	0%	-
	CWOD	1%	0%	1%	1%	*	*	-	0%	1%	1%	-	1%	0%	1%	1%	-
	EL	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	0%	-
	Male	1%	0%	0%	1%	-	-	-	0%	0%	1%	0%	1%	0%	1%	-	-
	Female	1%	0%	2%	0%	*	*	-	0%	1%	0%	0%	1%	0%	-	1%	-
Science	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%	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%	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%	-

- 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 2020-21 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)

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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)
Students Without Disabilities												
In-School Suspensions												
	Male	71	7	33	26	0	0	0	5	1		
	Female	42	3	20	16	0	0	0	3	0		
	Total	113	10	53	42	0	0	0	8	1		
Out-of-School Suspensions												
	Male	2	0	0	2	0	0	0	0	1		
	Female	0	0	0	0	0	0	0	0	0		
	Total	2	0	0	2	0	0	0	0	1		
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												
	Male	23	3	8	12	0	0	0	0	1		10
	Female	5	1	0	4	0	0	0	0	0		4
	Total	28	4	8	16	0	0	0	0	1		14
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	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	133	8	62	58	-8	-8	-8	5	4	17	12
	Female	122	7	52	57	-8	-8	-8	6	3	16	11
	Total	255	15	114	115	-8	-8	-8	11	7	33	23

											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 without a weapon											0
Incidents of physical attack or fight with a weapon											0
Incidents of physical attack or fight without a weapon											10
Incidents of threats of physical attack with a weapon											0

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	Total
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 2020-21 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	56	0	24	31	0	0	0	1	0	0
	Female	37	0	9	26	0	1	0	1	0	0
	Total	93	0	33	57	0	1	0	2	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
Dual Enrollment/Dual Credit Programs	Male	77	0	17	59	0	0	0	1	1	2
	Female	75	2	23	48	0	1	0	1	2	1
	Total	152	2	40	107	0	1	0	2	3	3

- Blank cell indicates the student group is not applicable to this report.
- Indicates there are no data available in the group.
 - 3 Indicates skip logic failure.
 - 5 Indicates Action Plan/Quick Plans.
 - 8 Indicates EDFacts missing data.
 - 9 Indicates not applicable / skipped.
 - 11 Indicates suppressed data at the campus/district level.
 - *** Indicates aggregated data at the state level is not available due to suppressed data at the campus level.

Part (ix): Teacher Quality Data

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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.

	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	10.0	13.8%
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	14.3	20.6%

- 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, 2024.

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 2022-23 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	7,391	2%	7	3%	-	-
Mathematics	7,386	2%	7	3%	-	-
Grade 4						
Reading	7,296	2%	5	2%	-	-
Mathematics	7,293	2%	5	2%	-	-
Grade 5						
Reading	6,823	2%	5	2%	-	-
Mathematics	6,825	2%	5	2%	-	-
Science	6,820	2%	5	2%	-	-
Grade 6						
Reading	6,480	2%	*	1%	-	-
Mathematics	6,481	2%	*	1%	-	-
Grade 7						
Reading	6,309	2%	*	1%	-	-
Mathematics	6,300	2%	*	1%	-	-
Grade 8						

	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	6,168	1%	5	2%	-	-
Mathematics	6,162	2%	5	2%	-	-
Science	6,163	1%	5	2%	-	-
End of Course						
English I	6,032	1%	5	1%	5	1%
English II	5,771	1%	7	2%	7	2%
Algebra I	6,015	1%	*	1%	*	1%
Biology	6,041	1%	8	3%	8	3%
All Grades						
All Subjects	117,761	1%	90	2%	24	2%
Reading	52,275	1%	40	2%	12	2%
Mathematics	46,462	2%	32	2%	*	1%
Science	19,024	1%	18	2%	8	3%

- 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

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 2020-21 school year enrolled in a Texas public postsecondary education institution in the 2021-22 academic year in (I) programs of public postsecondary education in Texas; (II) programs of private postsecondary education in Texas; and (III) programs of postsecondary education outside Texas. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
In-State Public Institutions	33%	*	19%	47%	*	-	-	-	19%	*	-
In-State Private Institutions	14%	*	9%	18%	-	-	-	-	6%	*	-
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 2021-22 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	36%	42%	38%	35%	0%	0%	-	42%	44%	41%	47%

- 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 10 assessments or students for the all student group or any subgroup for every indicator.

Part (i)(II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students (*not applicable to district and state report cards*).

State ESSA Goals (HS/K-12 & AEA)												
		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 Rates	44%	32%	36%	62%	43%	74%	45%	58%	33%	13%	20%
	2022-23 through 2026-27	44%	32%	36%	62%	43%	74%	45%	58%	33%	13%	20%
	2027-28 through 2031-32	53%	43%	47%	68%	53%	78%	54%	65%	44%	28%	33%
	2032-33 through 2036-37	62%	54%	58%	74%	63%	82%	63%	72%	55%	43%	46%
	2037-38	72%	66%	68%	81%	72%	87%	73%	79%	67%	57%	60%
Mathematics	Baseline Rates	38%	26%	35%	48%	37%	72%	41%	44%	32%	15%	31%
	2022-23 through 2026-27	38%	26%	35%	48%	37%	72%	41%	44%	32%	15%	31%
	2027-28 through 2031-32	48%	38%	46%	57%	48%	77%	51%	53%	43%	29%	43%
	2032-33 through 2036-37	58%	50%	57%	66%	59%	82%	61%	62%	54%	43%	55%
	2037-38	69%	63%	68%	74%	69%	86%	71%	72%	66%	58%	66%
EL Progress												
	Baseline Rates											34%
	2022-23 through 2026-27											34%
	2027-28 through 2031-32											36%
	2032-33 through 2036-37											38%
	2037-38											40%
Graduation Rate: 4-Year Longitudinal Rate												
	Baseline Rates	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80.0%
	2022-23 through 2026-27	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80.0%
	2027-28 through 2031-32	92.7%	90.2%	91.4%	95.2%	90.9%	97.1%	91.5%	93.2%	90.5%	85.8%	86.0%
	2032-33 through 2036-37	95.4%	94.1%	94.7%	96.6%	94.4%	97.5%	94.7%	95.6%	94.3%	91.9%	92.0%
	2037-38	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%

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State ESSA Goals (Middle Schools)												
		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 Rates	44%	32%	35%	59%	44%	74%	46%	56%	31%	19%	28%
	2022-23 through 2026-27	44%	32%	35%	59%	44%	74%	46%	56%	31%	19%	28%
	2027-28 through 2031-32	53%	43%	46%	66%	53%	78%	55%	63%	43%	33%	40%
	2032-33 through 2036-37	62%	54%	57%	73%	62%	82%	64%	70%	55%	47%	52%
	2037-38	72%	66%	68%	80%	72%	87%	73%	78%	66%	60%	64%
Mathematics	Baseline Rates	47%	32%	39%	61%	47%	85%	52%	56%	35%	21%	36%
	2022-23 through 2026-27	47%	32%	39%	61%	47%	85%	52%	56%	35%	21%	36%
	2027-28 through 2031-32	56%	43%	49%	68%	56%	88%	60%	63%	46%	34%	47%
	2032-33 through 2036-37	65%	54%	59%	75%	65%	91%	68%	70%	57%	47%	58%
	2037-38	74%	66%	70%	81%	74%	93%	76%	78%	68%	61%	68%
EL Progress												
	Baseline Rates											44%
	2022-23 through 2026-27											44%
	2027-28 through 2031-32											46%
	2032-33 through 2036-37											48%
	2037-38											50%

State ESSA Goals (Elementary Schools)												
		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 Rates	46%	34%	39%	59%	44%	73%	46%	55%	35%	26%	37%
	2022-23 through 2026-27	46%	34%	39%	59%	44%	73%	46%	55%	35%	26%	37%
	2027-28 through 2031-32	55%	45%	49%	66%	53%	78%	55%	63%	46%	38%	48%
	2032-33 through 2036-37	64%	56%	59%	73%	62%	83%	64%	71%	57%	50%	59%
	2037-38	73%	67%	70%	80%	72%	87%	73%	78%	68%	63%	69%
Mathematics	Baseline Rates	49%	33%	44%	60%	47%	82%	51%	55%	40%	29%	45%
	2022-23 through 2026-27	49%	33%	44%	60%	47%	82%	51%	55%	40%	29%	45%
	2027-28 through 2031-32	58%	44%	53%	67%	56%	85%	59%	63%	50%	41%	54%
	2032-33 through 2036-37	67%	55%	62%	74%	65%	88%	67%	71%	60%	53%	63%
	2037-38	75%	67%	72%	80%	74%	91%	76%	78%	70%	65%	73%
EL Progress												

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State ESSA Goals (Elementary Schools)											
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Baseline Rates											49%
2022-23 through 2026-27											49%
2027-28 through 2031-32											51%
2032-33 through 2036-37											53%
2037-38											55%

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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-12s; 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, and AEAs	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 Achievement 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. Total points for each component are determined by multiplying the percentage of evaluated indicators met by the corresponding weight and rounding to one decimal place. The Closing the Gaps domain score is the sum of the total points rounded to the nearest whole number and is further used to differentiate all public schools. See the accountability manual for details. [Chapter 4-2023 Closing the Gaps Domain](#)

(cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students. Texas uses the Closing the Gaps domain to identify campuses that have consistently under-performing 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 2019, 2022, and 2023 are considered consecutive years for 2023 TSI identification. See the accountability manual for details. [Chapter 10-2023 Identification of Schools for Improvement](#)

(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. First, Texas determines the bottom five percent of Closing the Gaps outcomes by rank ordering the scaled scores of Title I campuses by schooltype - 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. Title I campuses that rank in their school type's bottom five percent are identified for CSI. Any Title I campus identified for Additional Targeted Support (ATS) for three consecutive years will be identified for CSI the following school year.

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 type's bottom five percent of the Closing the Gaps domain for two consecutive years and have Closing the Gaps domain scaled score by the end of the second year that is higher than when originally identified are considered as having successfully exited. Campuses previously identified as CSI based solely on a graduation rate must have a four or six-year federal graduation rate of at least 66.7 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 2022-23 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																						
English II	All Students	73%	77%	*	-	*	-	-	-	-	*	*	-	-	*	*	*	*	-	-	-	-
	CWD	39%	56%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	77%	81%	*	-	*	-	-	-	-	*	*	-	-	*	*	*	*	-	-	-	-
	EL	48%	35%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	68%	75%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Female	78%	81%	*	-	*	-	-	-	-	-	*	*	-	*	-	-	*	-	-	-	-

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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
STAAR Percent at Meets Grade Level or Above																						
End of Course																						
English II	All Students	53%	58%	*	-	*	-	-	-	-	*	*	-	-	*	*	*	*	-	-	-	-
	CWD	22%	33%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	57%	62%	*	-	*	-	-	-	-	*	*	-	-	*	*	*	*	-	-	-	-
	EL	23%	18%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	47%	54%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Female	60%	64%	*	-	*	-	-	-	-	-	*	*	-	*	-	-	*	-	-	-	-
STAAR Percent at Masters Grade Level																						
End of Course																						
English II	All Students	8%	11%	*	-	*	-	-	-	-	*	*	-	-	*	*	*	*	-	-	-	-
	CWD	5%	9%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	9%	11%	*	-	*	-	-	-	-	*	*	-	-	*	*	*	*	-	-	-	-
	EL	1%	0%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	7%	10%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Female	10%	13%	*	-	*	-	-	-	-	-	*	*	-	*	-	-	*	-	-	-	-
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						
All Subjects	All Students	75%	77%	*	-	*	-	-	-	-	*	*	-	-	*	*	*	*	-	-	-	-
	CWD	48%	48%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	79%	82%	*	-	*	-	-	-	-	*	*	-	-	*	*	*	*	-	-	-	-
	EL	62%	52%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	73%	75%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Female	77%	79%	*	-	*	-	-	-	-	-	*	*	-	*	-	-	*	-	-	-	-
Reading	All Students	76%	76%	*	-	*	-	-	-	-	*	*	-	-	*	*	*	*	-	-	-	-
	CWD	46%	43%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	80%	83%	*	-	*	-	-	-	-	*	*	-	-	*	*	*	*	-	-	-	-
	EL	60%	45%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	72%	72%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Female	80%	81%	*	-	*	-	-	-	-	-	*	*	-	*	-	-	*	-	-	-	-
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	48%	48%	*	-	*	-	-	-	-	*	*	-	-	*	*	*	*	-	-	-	-
	CWD	24%	23%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	52%	53%	*	-	*	-	-	-	-	*	*	-	-	*	*	*	*	-	-	-	-
	EL	31%	25%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	46%	47%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Female	49%	50%	*	-	*	-	-	-	-	-	*	*	-	*	-	-	*	-	-	-	-

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Reading	All Students	52%	52%	*	-	*	-	-	-	-	*	*	-	-	*	*	*	*	-	-	-	-
	CWD	24%	23%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	56%	57%	*	-	*	-	-	-	-	*	*	-	-	*	*	*	*	-	-	-	-
	EL	33%	20%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	47%	45%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Female	57%	58%	*	-	*	-	-	-	-	-	*	*	-	*	-	-	*	-	-	-	-
STAAR Percent at Masters Grade Level																						
All Grades																						
All Subjects	All Students	19%	17%	*	-	*	-	-	-	-	*	*	-	-	*	*	*	*	-	-	-	-
	CWD	7%	5%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	21%	19%	*	-	*	-	-	-	-	*	*	-	-	*	*	*	*	-	-	-	-
	EL	9%	7%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	18%	16%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Female	19%	17%	*	-	*	-	-	-	-	-	*	*	-	*	-	-	*	-	-	-	-
Reading	All Students	20%	17%	*	-	*	-	-	-	-	*	*	-	-	*	*	*	*	-	-	-	-
	CWD	7%	5%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	22%	19%	*	-	*	-	-	-	-	*	*	-	-	*	*	*	*	-	-	-	-
	EL	9%	6%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	17%	15%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Female	23%	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 2022-23 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 ◇	-	-	-	-	-	-	-	-	-	-	-

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Male	-	-	-	-	-	-	-	-	-	-	-
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 2022.

	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 2022													
All Students	95.5%	*	100.0%	90.9%	-	-	-	*	92.9%	*	-	*	-
CWD	*	*	*	*	-	-	-	-	*	*	-	-	-
CWOD	94.7%	-	100.0%	90.0%	-	-	-	*	91.7%	-	-	*	-
EL ◇	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	100.0%	-	100.0%	100.0%	-	-	-	*	100.0%	*	-	*	-
Female	90.0%	*	*	83.3%	-	-	-	*	83.3%	*	-	-	-

- 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 2023 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
*	*	*

- 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	*	-	*	-	-	-	-	*	*	-	*
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	29%	*	20%	40%	-	-	-	*	33%	*	*

- 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 (2023-2027)	44%	32%	36%	62%	43%	74%	45%	58%	33%	13%	20%
Target Met											
Interim Goals (2028-2032)	53%	43%	47%	68%	53%	78%	54%	65%	44%	28%	33%
Target Met											
Interim Goals (2033-2037)	62%	54%	58%	74%	63%	82%	63%	72%	55%	43%	46%
Target Met											
Long-Term Goals	72%	66%	68%	81%	72%	87%	73%	79%	67%	57%	60%

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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											
Mathematics											
Interim Goals (2023-2027)	38%	26%	35%	48%	37%	72%	41%	44%	32%	15%	31%
Target Met											
Interim Goals (2028-2032)	48%	38%	46%	57%	48%	77%	51%	53%	43%	29%	43%
Target Met											
Interim Goals (2033-2037)	58%	50%	57%	66%	59%	82%	61%	62%	54%	43%	55%
Target Met											
Long-Term Goals	69%	63%	68%	74%	69%	86%	71%	72%	66%	58%	66%
Target Met											
English Learner Language Proficiency Status											
Interim Goals (2023-2027)											34%
Target Met											
Interim Goals (2028-2032)											36%
Target Met											
Interim Goals (2033-2037)											48%
Target Met											
Long-Term Goals											40%
Target Met											
Federal Graduation Status											
Interim Goals (2023-2027)	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80%
Target Met	Y			N					Y		
Interim Goals (2028-2032)	92.7%	90.2%	91.4%	95.2%	90.9%	97.1%	91.5%	93.2%	90.5%	85.8%	86%
Target Met	Y			N					Y		
Interim Goals (2033-2037)	95.4%	94.1%	94.7%	96.6%	94.4%	97.5%	94.7%	95.6%	94.3%	91.9%	92%
Target Met	Y			N					N		
Long-Term Goals	98%	98%	98%	98%	98%	98%	98%	98%	98%	98%	98%
Target Met	N			N					N		

Blank cell indicates there are no data available in the group.

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

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 2022-23 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	*	-	*	-	-	-	-	*	*	-	-	*	*	*	*	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	*	-	*	-	-	-	-	*	*	-	-	*	*	*	*	-
	EL	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-
	Male	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-
	Female	*	-	*	-	-	-	-	*	*	-	-	*	-	-	*	-
Reading	All Students	*	-	*	-	-	-	-	*	*	-	-	*	*	*	*	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	*	-	*	-	-	-	-	*	*	-	-	*	*	*	*	-
	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	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Non-Participation Rate																	

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All Subjects	All Students	*	-	*	-	-	-	-	*	*	-	-	*	*	*	*	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	*	-	*	-	-	-	-	*	*	-	-	*	*	*	*	-
	EL	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-
	Male	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-
	Female	*	-	*	-	-	-	-	*	*	-	-	*	-	-	*	-
Reading	All Students	*	-	*	-	-	-	-	*	*	-	-	*	*	*	*	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	*	-	*	-	-	-	-	*	*	-	-	*	*	*	*	-
	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 2020-21 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	10	-8	2	8	-8	-8	-8	-8	-8	-8	2
	Female	9	1	3	5	-8	-8	-8	-8	-8	-8	-8
	Total	19	1	5	13	-8	-8	-8	-8	-8	-8	2

											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

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	Total
Incidents of robbery without a weapon	0
Incidents of physical attack or fight with a weapon	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 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 2020-21 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

- Blank cell indicates the student group is not applicable to this report.
- Indicates there are no data available in the group.
 - 3 Indicates skip logic failure.
 - 5 Indicates Action Plan/Quick Plans.
 - 8 Indicates EDFacts missing data.
 - 9 Indicates not applicable / skipped.

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-11 Indicates suppressed data at the campus/district level.

*** Indicates aggregated data at the state level is not available due to suppressed data at the campus level.

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	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	9.7%

- 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, 2024.

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 2022-23 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	7,391	2%	7	3%	-	-
Mathematics	7,386	2%	7	3%	-	-
Grade 4						
Reading	7,296	2%	5	2%	-	-
Mathematics	7,293	2%	5	2%	-	-
Grade 5						
Reading	6,823	2%	5	2%	-	-
Mathematics	6,825	2%	5	2%	-	-
Science	6,820	2%	5	2%	-	-
Grade 6						
Reading	6,480	2%	*	1%	-	-
Mathematics	6,481	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	6,309	2%	*	1%	-	-
Mathematics	6,300	2%	*	1%	-	-
Grade 8						
Reading	6,168	1%	5	2%	-	-
Mathematics	6,162	2%	5	2%	-	-
Science	6,163	1%	5	2%	-	-
End of Course						
English I	6,032	1%	5	1%	-	-
English II	5,771	1%	7	2%	-	-
Algebra I	6,015	1%	*	1%	-	-
Biology	6,041	1%	8	3%	-	-
All Grades						
All Subjects	117,761	1%	90	2%	-	-
Reading	52,275	1%	40	2%	-	-
Mathematics	46,462	2%	32	2%	-	-
Science	19,024	1%	18	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 2020-21 school year enrolled in a Texas public postsecondary education institution in the 2021-22 academic year in (I) programs of public postsecondary education in Texas; (II) programs of private postsecondary education in Texas; and (III) programs of postsecondary education outside Texas. (CWD: children with disability; EL: English learner)

	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 2021-22 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	59%	*	54%	62%	-	-	-	*	59%	*	*

- 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 10 assessments or students for the all student group or any subgroup for every indicator.

Part (i)(II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students (*not applicable to district and state report cards*).

State ESSA Goals (HS/K-12 & AEA)												
		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 Rates	44%	32%	36%	62%	43%	74%	45%	58%	33%	13%	20%
	2022-23 through 2026-27	44%	32%	36%	62%	43%	74%	45%	58%	33%	13%	20%
	2027-28 through 2031-32	53%	43%	47%	68%	53%	78%	54%	65%	44%	28%	33%
	2032-33 through 2036-37	62%	54%	58%	74%	63%	82%	63%	72%	55%	43%	46%
	2037-38	72%	66%	68%	81%	72%	87%	73%	79%	67%	57%	60%
Mathematics	Baseline Rates	38%	26%	35%	48%	37%	72%	41%	44%	32%	15%	31%
	2022-23 through 2026-27	38%	26%	35%	48%	37%	72%	41%	44%	32%	15%	31%
	2027-28 through 2031-32	48%	38%	46%	57%	48%	77%	51%	53%	43%	29%	43%
	2032-33 through 2036-37	58%	50%	57%	66%	59%	82%	61%	62%	54%	43%	55%
	2037-38	69%	63%	68%	74%	69%	86%	71%	72%	66%	58%	66%
EL Progress												
	Baseline Rates											34%
	2022-23 through 2026-27											34%
	2027-28 through 2031-32											36%
	2032-33 through 2036-37											38%
	2037-38											40%
Graduation Rate: 4-Year Longitudinal Rate												
	Baseline Rates	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80.0%
	2022-23 through 2026-27	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80.0%
	2027-28 through 2031-32	92.7%	90.2%	91.4%	95.2%	90.9%	97.1%	91.5%	93.2%	90.5%	85.8%	86.0%
	2032-33 through 2036-37	95.4%	94.1%	94.7%	96.6%	94.4%	97.5%	94.7%	95.6%	94.3%	91.9%	92.0%
	2037-38	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%

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State ESSA Goals (Middle Schools)												
		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 Rates	44%	32%	35%	59%	44%	74%	46%	56%	31%	19%	28%
	2022-23 through 2026-27	44%	32%	35%	59%	44%	74%	46%	56%	31%	19%	28%
	2027-28 through 2031-32	53%	43%	46%	66%	53%	78%	55%	63%	43%	33%	40%
	2032-33 through 2036-37	62%	54%	57%	73%	62%	82%	64%	70%	55%	47%	52%
	2037-38	72%	66%	68%	80%	72%	87%	73%	78%	66%	60%	64%
Mathematics	Baseline Rates	47%	32%	39%	61%	47%	85%	52%	56%	35%	21%	36%
	2022-23 through 2026-27	47%	32%	39%	61%	47%	85%	52%	56%	35%	21%	36%
	2027-28 through 2031-32	56%	43%	49%	68%	56%	88%	60%	63%	46%	34%	47%
	2032-33 through 2036-37	65%	54%	59%	75%	65%	91%	68%	70%	57%	47%	58%
	2037-38	74%	66%	70%	81%	74%	93%	76%	78%	68%	61%	68%
EL Progress												
	Baseline Rates											44%
	2022-23 through 2026-27											44%
	2027-28 through 2031-32											46%
	2032-33 through 2036-37											48%
	2037-38											50%

State ESSA Goals (Elementary Schools)												
		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 Rates	46%	34%	39%	59%	44%	73%	46%	55%	35%	26%	37%
	2022-23 through 2026-27	46%	34%	39%	59%	44%	73%	46%	55%	35%	26%	37%
	2027-28 through 2031-32	55%	45%	49%	66%	53%	78%	55%	63%	46%	38%	48%
	2032-33 through 2036-37	64%	56%	59%	73%	62%	83%	64%	71%	57%	50%	59%
	2037-38	73%	67%	70%	80%	72%	87%	73%	78%	68%	63%	69%
Mathematics	Baseline Rates	49%	33%	44%	60%	47%	82%	51%	55%	40%	29%	45%
	2022-23 through 2026-27	49%	33%	44%	60%	47%	82%	51%	55%	40%	29%	45%
	2027-28 through 2031-32	58%	44%	53%	67%	56%	85%	59%	63%	50%	41%	54%
	2032-33 through 2036-37	67%	55%	62%	74%	65%	88%	67%	71%	60%	53%	63%
	2037-38	75%	67%	72%	80%	74%	91%	76%	78%	70%	65%	73%
EL Progress												

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State ESSA Goals (Elementary Schools)											
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Baseline Rates											49%
2022-23 through 2026-27											49%
2027-28 through 2031-32											51%
2032-33 through 2036-37											53%
2037-38											55%

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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-12s; 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, and AEAs	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 Achievement 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. Total points for each component are determined by multiplying the percentage of evaluated indicators met by the corresponding weight and rounding to one decimal place. The Closing the Gaps domain score is the sum of the total points rounded to the nearest whole number and is further used to differentiate all public schools. See the accountability manual for details. [Chapter 4-2023 Closing the Gaps Domain](#)

(cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students. Texas uses the Closing the Gaps domain to identify campuses that have consistently under-performing 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 2019, 2022, and 2023 are considered consecutive years for 2023 TSI identification. See the accountability manual for details. [Chapter 10-2023 Identification of Schools for Improvement](#)

(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. First, Texas determines the bottom five percent of Closing the Gaps outcomes by rank ordering the scaled scores of Title I campuses by schooltype - 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. Title I campuses that rank in their school type's bottom five percent are identified for CSI. Any Title I campus identified for Additional Targeted Support (ATS) for three consecutive years will be identified for CSI the following school year.

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 type's bottom five percent of the Closing the Gaps domain for two consecutive years and have Closing the Gaps domain scaled score by the end of the second year that is higher than when originally identified are considered as having successfully exited. Campuses previously identified as CSI based solely on a graduation rate must have a four or six-year federal graduation rate of at least 66.7 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 2022-23 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																						
Reading	All Students	75%	79%	73%	*	76%	63%	-	*	-	*	71%	88%	67%	76%	*	57%	85%	-	-	*	*
	CWD	51%	55%	67%	*	83%	55%	-	-	-	-	67%	*	67%	-	-	56%	78%	-	-	*	-
	CWOD	80%	85%	76%	*	74%	69%	-	*	-	*	73%	100%	-	76%	*	57%	88%	-	-	-	*
	EL	65%	54%	*	-	*	-	-	*	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	73%	72%	57%	*	45%	56%	-	*	-	*	47%	83%	56%	57%	*	57%	-	-	-	*	-
	Female	78%	86%	85%	*	100%	67%	-	-	-	*	84%	*	78%	88%	*	-	85%	-	-	-	-

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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	72%	79%	61%	*	56%	58%	-	*	-	*	60%	63%	56%	63%	*	57%	64%	-	-	*	*		
	CWD	51%	63%	56%	*	67%	45%	-	-	-	-	53%	*	56%	-	-	56%	56%	-	-	-	*	-	
	CWOD	76%	83%	63%	*	53%	69%	-	*	-	*	64%	60%	-	63%	*	57%	67%	-	-	-	-	*	
	EL	67%	54%	*	-	*	-	-	*	-	-	*	*	-	*	*	*	*	*	-	-	-	-	-
	Male	74%	79%	57%	*	36%	67%	-	*	-	*	53%	67%	56%	57%	*	57%	-	-	-	-	*	-	
	Female	70%	79%	64%	*	71%	53%	-	-	-	*	65%	*	56%	67%	*	-	64%	-	-	-	-	-	*
Grade 4																								
Reading	All Students	76%	77%	64%	*	62%	70%	-	*	-	*	62%	73%	44%	69%	20%	60%	70%	-	*	*	*		
	CWD	51%	51%	44%	-	38%	57%	-	-	-	*	43%	*	44%	-	*	45%	40%	-	*	*	-	-	
	CWOD	81%	82%	69%	*	68%	74%	-	*	-	*	67%	77%	-	69%	*	65%	75%	-	-	-	-	*	
	EL	66%	29%	20%	-	*	-	-	*	-	-	*	*	*	*	20%	*	*	-	-	-	-	-	
	Male	74%	75%	60%	-	54%	67%	-	-	-	-	59%	63%	45%	65%	*	60%	-	-	-	*	*	-	
	Female	79%	78%	70%	*	73%	75%	-	*	-	*	65%	86%	40%	75%	*	-	70%	-	-	-	-	-	*
Mathematics	All Students	69%	69%	64%	*	59%	80%	-	*	-	*	60%	80%	44%	69%	20%	69%	58%	-	*	*	*		
	CWD	44%	44%	44%	-	25%	71%	-	-	-	*	36%	*	44%	-	*	45%	40%	-	*	*	-	-	
	CWOD	74%	74%	69%	*	68%	83%	-	*	-	*	67%	77%	-	69%	*	77%	61%	-	-	-	-	*	
	EL	63%	29%	20%	-	*	-	-	*	-	-	*	*	*	*	20%	*	*	-	-	-	-	-	
	Male	71%	73%	69%	-	63%	78%	-	-	-	-	71%	63%	45%	77%	*	69%	-	-	-	*	*	-	-
	Female	67%	66%	58%	*	53%	83%	-	*	-	*	46%	100%	40%	61%	*	-	58%	-	-	-	-	-	*
Grade 5																								
Reading	All Students	80%	80%	74%	67%	69%	78%	-	-	-	*	73%	79%	50%	81%	60%	72%	76%	-	-	*	*		
	CWD	49%	53%	50%	*	40%	33%	-	-	-	*	53%	*	50%	-	*	53%	40%	-	-	-	*	-	
	CWOD	86%	85%	81%	*	78%	86%	-	-	-	*	80%	85%	-	81%	*	81%	80%	-	-	-	*	*	
	EL	72%	67%	60%	-	60%	-	-	-	-	-	60%	-	*	*	60%	*	*	-	-	-	-	-	
	Male	77%	77%	72%	*	74%	65%	-	-	-	*	76%	40%	53%	81%	*	72%	-	-	-	-	*	-	
	Female	83%	82%	76%	*	63%	90%	-	-	-	*	70%	100%	40%	80%	*	-	76%	-	-	-	*	*	
Mathematics	All Students	79%	87%	87%	100%	76%	95%	-	-	-	*	86%	93%	75%	90%	80%	87%	87%	-	-	*	*		
	CWD	59%	82%	75%	*	50%	100%	-	-	-	*	74%	*	75%	-	*	80%	60%	-	-	-	*	-	
	CWOD	83%	88%	90%	*	84%	94%	-	-	-	*	90%	92%	-	90%	*	91%	90%	-	-	-	*	*	
	EL	75%	78%	80%	-	80%	-	-	-	-	-	80%	-	*	*	80%	*	*	-	-	-	-	-	
	Male	79%	86%	87%	*	78%	95%	-	-	-	*	88%	80%	80%	91%	*	87%	-	-	-	-	*	-	
	Female	79%	89%	87%	*	74%	95%	-	-	-	*	84%	100%	60%	90%	*	-	87%	-	-	-	*	*	
Science	All Students	64%	73%	75%	50%	69%	83%	-	-	-	*	72%	93%	50%	82%	60%	79%	72%	-	-	*	*		
	CWD	41%	50%	50%	*	40%	50%	-	-	-	*	47%	*	50%	-	*	60%	20%	-	-	-	*	-	
	CWOD	68%	78%	82%	*	78%	89%	-	-	-	*	80%	92%	-	82%	*	88%	78%	-	-	-	*	*	
	EL	52%	44%	60%	-	60%	-	-	-	-	-	60%	-	*	*	60%	*	*	-	-	-	-	-	
	Male	67%	78%	79%	*	74%	80%	-	-	-	*	76%	100%	60%	88%	*	79%	-	-	-	-	*	-	
	Female	60%	68%	72%	*	63%	86%	-	-	-	*	68%	89%	20%	78%	*	-	72%	-	-	-	*	*	
Grade 6																								

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Reading	All Students	75%	77%	77%	70%	71%	83%	*	*	-	63%	72%	86%	40%	83%	44%	75%	78%	-	*	50%	-		
	CWD	45%	40%	40%	*	23%	44%	*	*	-	*	35%	50%	40%	-	*	48%	20%	-	-	*	-		
	CWOD	81%	83%	83%	63%	78%	89%	-	-	-	83%	78%	93%	-	83%	50%	82%	84%	-	*	*	-		
	EL	62%	44%	44%	-	44%	-	-	-	-	-	44%	-	*	50%	44%	*	40%	-	-	-	-		
	Male	72%	75%	75%	83%	73%	76%	*	*	-	*	68%	86%	48%	82%	*	75%	-	-	-	*	*	-	
	Female	80%	78%	78%	*	70%	89%	-	-	-	60%	75%	86%	20%	84%	40%	-	78%	-	-	-	*	-	
Mathematics	All Students	74%	74%	74%	40%	68%	84%	*	*	-	63%	68%	86%	40%	80%	50%	76%	71%	-	*	67%	-		
	CWD	51%	40%	40%	*	31%	56%	*	*	-	*	26%	67%	40%	-	*	48%	20%	-	-	*	-		
	CWOD	78%	80%	80%	50%	73%	89%	-	-	-	83%	75%	89%	-	80%	56%	84%	76%	-	*	*	-		
	EL	65%	50%	50%	-	50%	-	-	-	-	-	50%	-	*	56%	50%	*	67%	-	-	-	-		
	Male	75%	76%	76%	50%	72%	85%	*	*	-	*	68%	91%	48%	84%	*	76%	-	-	-	*	*	-	
	Female	73%	71%	71%	*	63%	84%	-	-	-	60%	68%	80%	20%	76%	67%	-	71%	-	-	-	*	-	
STAAR Percent at Meets Grade Level or Above																								
Grade 3																								
Reading	All Students	49%	48%	43%	*	48%	29%	-	*	-	*	44%	38%	39%	45%	*	35%	48%	-	-	*	*		
	CWD	28%	24%	39%	*	50%	27%	-	-	-	-	40%	*	39%	-	-	22%	56%	-	-	*	-		
	CWOD	53%	53%	45%	*	47%	31%	-	*	-	*	45%	40%	-	45%	*	43%	46%	-	-	-	*		
	EL	37%	31%	*	-	*	-	-	*	-	-	*	*	-	*	*	*	*	-	-	-	-	-	
	Male	46%	44%	35%	*	27%	33%	-	*	-	*	35%	33%	22%	43%	*	35%	-	-	-	-	*	-	
	Female	53%	51%	48%	*	64%	27%	-	-	-	*	48%	*	56%	46%	*	-	48%	-	-	-	-	*	
Mathematics	All Students	44%	50%	34%	*	36%	33%	-	*	-	*	38%	13%	33%	34%	*	26%	39%	-	-	*	*		
	CWD	28%	24%	33%	*	50%	18%	-	-	-	-	33%	*	33%	-	-	22%	44%	-	-	*	-		
	CWOD	47%	56%	34%	*	32%	46%	-	*	-	*	39%	0%	-	34%	*	29%	38%	-	-	-	*		
	EL	35%	38%	*	-	*	-	-	*	-	-	*	*	-	*	*	*	*	-	-	-	-	-	
	Male	47%	53%	26%	*	18%	33%	-	*	-	*	29%	17%	22%	29%	*	26%	-	-	-	-	*	-	
	Female	40%	48%	39%	*	50%	33%	-	-	-	*	42%	*	44%	38%	*	-	39%	-	-	-	-	*	
Grade 4																								
Reading	All Students	47%	46%	35%	*	33%	40%	-	*	-	*	33%	40%	31%	36%	0%	33%	36%	-	-	*	*	*	
	CWD	25%	26%	31%	-	13%	57%	-	-	-	*	29%	*	31%	-	*	36%	20%	-	-	*	*	-	
	CWOD	51%	50%	36%	*	39%	35%	-	*	-	*	35%	38%	-	36%	*	32%	39%	-	-	-	-	*	
	EL	35%	0%	0%	-	*	-	-	*	-	-	*	*	*	*	0%	*	*	-	-	-	-	-	
	Male	44%	46%	33%	-	29%	39%	-	-	-	-	35%	25%	36%	32%	*	33%	-	-	-	-	*	*	-
	Female	50%	46%	36%	*	40%	42%	-	*	-	*	31%	57%	20%	39%	*	-	36%	-	-	-	-	*	
Mathematics	All Students	47%	44%	36%	*	26%	53%	-	*	-	*	30%	60%	31%	37%	0%	43%	27%	-	-	*	*	*	
	CWD	27%	21%	31%	-	13%	57%	-	-	-	*	29%	*	31%	-	*	36%	20%	-	-	*	*	-	
	CWOD	51%	49%	37%	*	29%	52%	-	*	-	*	30%	62%	-	37%	*	45%	29%	-	-	-	-	*	
	EL	39%	0%	0%	-	*	-	-	*	-	-	*	*	*	*	0%	*	*	-	-	-	-	-	
	Male	50%	53%	43%	-	25%	67%	-	-	-	-	41%	50%	36%	45%	*	43%	-	-	-	-	*	*	-
	Female	43%	36%	27%	*	27%	33%	-	*	-	*	15%	71%	20%	29%	*	-	27%	-	-	-	-	-	*
Grade 5																								

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Reading	All Students	56%	60%	55%	50%	40%	66%	-	-	-	*	52%	71%	35%	60%	20%	45%	65%	-	-	*	*	
	CWD	27%	32%	35%	*	20%	33%	-	-	-	*	37%	*	35%	-	*	40%	20%	-	-	*	-	
	CWOD	61%	65%	60%	*	47%	71%	-	-	-	*	57%	77%	-	60%	*	47%	71%	-	-	*	*	
	EL	43%	33%	20%	-	20%	-	-	-	-	-	20%	-	*	*	20%	*	*	-	-	-	-	
	Male	51%	51%	45%	*	35%	45%	-	-	-	*	48%	20%	40%	47%	*	45%	-	-	-	-	*	-
	Female	60%	68%	65%	*	47%	86%	-	-	-	*	57%	100%	20%	71%	*	-	65%	-	-	-	*	*
Mathematics	All Students	50%	54%	61%	33%	55%	71%	-	-	-	*	57%	86%	45%	66%	60%	62%	61%	-	-	*	*	
	CWD	28%	39%	45%	*	30%	50%	-	-	-	*	42%	*	45%	-	*	40%	60%	-	-	*	-	
	CWOD	54%	57%	66%	*	63%	74%	-	-	-	*	62%	85%	-	66%	*	72%	61%	-	-	*	*	
	EL	43%	67%	60%	-	60%	-	-	-	-	-	60%	-	*	*	60%	*	*	-	-	-	-	
	Male	52%	57%	62%	*	57%	65%	-	-	-	*	60%	80%	40%	72%	*	62%	-	-	-	-	*	-
	Female	48%	52%	61%	*	53%	76%	-	-	-	*	54%	89%	60%	61%	*	-	61%	-	-	-	*	*
Science	All Students	35%	40%	44%	17%	43%	46%	-	-	-	*	43%	50%	35%	47%	40%	55%	33%	-	-	*	*	
	CWD	23%	32%	35%	*	30%	33%	-	-	-	*	37%	*	35%	-	*	40%	20%	-	-	*	-	
	CWOD	37%	41%	47%	*	47%	49%	-	-	-	*	45%	54%	-	47%	*	63%	34%	-	-	*	*	
	EL	22%	33%	40%	-	40%	-	-	-	-	-	40%	-	*	*	40%	*	*	-	-	-	-	
	Male	39%	48%	55%	*	52%	55%	-	-	-	*	57%	40%	40%	63%	*	55%	-	-	-	-	*	-
	Female	30%	32%	33%	*	32%	38%	-	-	-	*	27%	56%	20%	34%	*	-	33%	-	-	-	*	*
Grade 6																							
Reading	All Students	51%	50%	50%	10%	44%	61%	*	*	-	38%	42%	65%	20%	55%	11%	43%	57%	-	-	*	33%	
	CWD	24%	20%	20%	*	15%	31%	*	*	-	*	13%	33%	20%	-	*	20%	20%	-	-	*	-	
	CWOD	56%	55%	55%	13%	48%	66%	-	-	-	50%	47%	70%	-	55%	13%	49%	60%	-	-	*	*	
	EL	34%	11%	11%	-	11%	-	-	-	-	-	11%	-	*	13%	11%	*	20%	-	-	-	-	
	Male	47%	43%	43%	17%	40%	52%	*	*	-	*	33%	61%	20%	49%	*	43%	-	-	-	*	*	
	Female	56%	57%	57%	*	48%	70%	-	-	-	40%	51%	69%	20%	60%	20%	-	57%	-	-	-	*	-
Mathematics	All Students	38%	41%	41%	0%	30%	58%	*	*	-	25%	33%	59%	14%	46%	20%	45%	37%	-	-	*	17%	
	CWD	22%	14%	14%	*	8%	25%	*	*	-	*	9%	25%	14%	-	*	16%	10%	-	-	*	-	
	CWOD	41%	46%	46%	0%	34%	63%	-	-	-	33%	37%	65%	-	46%	22%	53%	40%	-	-	*	*	
	EL	26%	20%	20%	-	20%	-	-	-	-	-	20%	-	*	22%	20%	*	17%	-	-	-	-	
	Male	41%	45%	45%	0%	39%	59%	*	*	-	*	39%	56%	16%	53%	*	45%	-	-	-	*	*	
	Female	36%	37%	37%	*	22%	56%	-	-	-	20%	26%	63%	10%	40%	17%	-	37%	-	-	-	*	-
STAAR Percent at Masters Grade Level																							
Grade 3																							
Reading	All Students	19%	16%	14%	*	16%	4%	-	*	-	*	15%	13%	11%	16%	*	9%	18%	-	-	*	*	
	CWD	7%	4%	11%	*	17%	0%	-	-	-	-	13%	*	11%	-	-	0%	22%	-	-	*	-	
	CWOD	22%	19%	16%	*	16%	8%	-	*	-	*	15%	20%	-	16%	*	14%	17%	-	-	-	*	
	EL	13%	8%	*	-	*	-	-	*	-	-	*	*	-	*	*	*	*	-	-	-	-	
	Male	17%	11%	9%	*	0%	11%	-	*	-	*	12%	0%	0%	14%	*	9%	-	-	-	-	*	-
	Female	22%	20%	18%	*	29%	0%	-	-	-	-	16%	*	22%	17%	*	-	18%	-	-	-	-	*

Texas Education Agency
2023 Federal Report Card
 COGGIN EL (025902101) - BROWNWOOD ISD - BROWN COUNTY

		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	18%	20%	9%	*	8%	8%	-	*	-	*	10%	0%	11%	8%	*	13%	6%	-	-	*	*	
	CWD	9%	8%	11%	*	17%	9%	-	-	-	-	13%	*	11%	-	-	11%	11%	-	-	*	-	
	CWOD	20%	23%	8%	*	5%	8%	-	*	-	*	9%	0%	-	8%	*	14%	4%	-	-	-	*	
	EL	12%	15%	*	-	*	-	-	-	*	-	*	*	-	*	*	*	*	*	-	-	-	-
	Male	21%	23%	13%	*	9%	11%	-	*	-	*	18%	0%	11%	14%	*	13%	-	-	-	-	*	-
	Female	15%	17%	6%	*	7%	7%	-	-	-	*	6%	*	11%	4%	*	-	6%	-	-	-	-	*
Grade 4																							
Reading	All Students	21%	21%	11%	*	5%	17%	-	*	-	*	7%	27%	6%	12%	0%	7%	15%	-	*	*	*	
	CWD	7%	5%	6%	-	0%	14%	-	-	-	*	7%	*	6%	-	*	9%	0%	-	*	*	-	
	CWOD	24%	25%	12%	*	6%	17%	-	*	-	*	7%	31%	-	12%	*	6%	18%	-	-	-	*	
	EL	12%	0%	0%	-	*	-	-	-	*	-	*	*	*	*	0%	*	*	-	-	-	-	-
	Male	19%	22%	7%	-	4%	11%	-	-	-	-	6%	13%	9%	6%	*	7%	-	-	-	*	*	-
	Female	23%	20%	15%	*	7%	25%	-	*	-	*	8%	43%	0%	18%	*	-	15%	-	-	-	-	*
Mathematics	All Students	21%	20%	8%	*	3%	13%	-	*	-	*	2%	33%	0%	10%	0%	10%	6%	-	*	*	*	
	CWD	8%	2%	0%	-	0%	0%	-	-	-	*	0%	*	0%	-	*	0%	0%	-	*	*	-	
	CWOD	24%	23%	10%	*	3%	17%	-	*	-	*	2%	38%	-	10%	*	13%	7%	-	-	-	*	
	EL	15%	0%	0%	-	*	-	-	-	*	-	*	*	*	*	0%	*	*	-	-	-	-	-
	Male	24%	22%	10%	-	0%	22%	-	-	-	-	3%	38%	0%	13%	*	10%	-	-	-	*	*	-
	Female	18%	17%	6%	*	7%	0%	-	*	-	*	0%	29%	0%	7%	*	-	6%	-	-	-	-	*
Grade 5																							
Reading	All Students	28%	31%	19%	0%	10%	32%	-	-	-	*	19%	21%	5%	23%	20%	17%	22%	-	-	*	*	
	CWD	8%	13%	5%	*	0%	17%	-	-	-	*	5%	*	5%	-	*	7%	0%	-	-	*	-	
	CWOD	31%	35%	23%	*	13%	34%	-	-	-	*	23%	23%	-	23%	*	22%	24%	-	-	*	*	
	EL	17%	22%	20%	-	20%	-	-	-	-	-	20%	-	*	*	20%	*	*	-	-	-	-	-
	Male	24%	29%	17%	*	13%	25%	-	-	-	*	17%	20%	7%	22%	*	17%	-	-	-	-	*	-
	Female	32%	34%	22%	*	5%	38%	-	-	-	*	22%	22%	0%	24%	*	-	22%	-	-	-	*	*
Mathematics	All Students	21%	17%	14%	0%	10%	20%	-	-	-	*	13%	21%	10%	15%	20%	19%	9%	-	-	*	*	
	CWD	8%	5%	10%	*	0%	17%	-	-	-	*	11%	*	10%	-	*	13%	0%	-	-	*	-	
	CWOD	23%	19%	15%	*	13%	20%	-	-	-	*	13%	23%	-	15%	*	22%	10%	-	-	*	*	
	EL	14%	22%	20%	-	20%	-	-	-	-	-	20%	-	*	*	20%	*	*	-	-	-	-	-
	Male	23%	22%	19%	*	13%	25%	-	-	-	*	19%	20%	13%	22%	*	19%	-	-	-	-	*	-
	Female	19%	11%	9%	*	5%	14%	-	-	-	*	5%	22%	0%	10%	*	-	9%	-	-	-	*	*
Science	All Students	15%	17%	17%	0%	19%	20%	-	-	-	*	16%	21%	5%	21%	20%	23%	11%	-	-	*	*	
	CWD	7%	5%	5%	*	0%	17%	-	-	-	*	5%	*	5%	-	*	7%	0%	-	-	*	-	
	CWOD	16%	20%	21%	*	25%	20%	-	-	-	*	20%	23%	-	21%	*	31%	12%	-	-	*	*	
	EL	7%	22%	20%	-	20%	-	-	-	-	-	20%	-	*	*	20%	*	*	-	-	-	-	-
	Male	18%	23%	23%	*	30%	20%	-	-	-	*	21%	40%	7%	31%	*	23%	-	-	-	-	*	-
	Female	12%	12%	11%	*	5%	19%	-	-	-	*	11%	11%	0%	12%	*	-	11%	-	-	-	*	*
Grade 6																							

Texas Education Agency
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 COGGIN EL (025902101) - BROWNWOOD ISD - BROWN COUNTY

		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	22%	15%	15%	0%	12%	19%	*	*	-	25%	10%	25%	3%	18%	11%	16%	15%	-	*	0%	-
	CWD	7%	3%	3%	*	8%	0%	*	*	-	*	4%	0%	3%	-	*	4%	0%	-	-	*	-
	CWOD	24%	18%	18%	0%	13%	22%	-	-	-	33%	11%	30%	-	18%	13%	19%	16%	-	*	*	-
	EL	10%	11%	11%	-	11%	-	-	-	-	-	11%	-	*	13%	11%	*	20%	-	-	-	-
	Male	19%	16%	16%	0%	15%	20%	*	*	-	*	11%	25%	4%	19%	*	16%	-	-	*	*	-
	Female	24%	15%	15%	*	10%	18%	-	-	-	40%	10%	26%	0%	16%	20%	-	15%	-	-	*	-
Mathematics	All Students	15%	20%	20%	0%	15%	28%	*	*	-	13%	15%	29%	3%	23%	10%	22%	18%	-	*	0%	-
	CWD	8%	3%	3%	*	8%	0%	*	*	-	*	4%	0%	3%	-	*	4%	0%	-	-	*	-
	CWOD	16%	23%	23%	0%	16%	32%	-	-	-	17%	17%	35%	-	23%	11%	27%	20%	-	*	*	-
	EL	8%	10%	10%	-	10%	-	-	-	-	-	10%	-	*	11%	10%	*	17%	-	-	-	-
	Male	17%	22%	22%	0%	20%	28%	*	*	-	*	18%	28%	4%	27%	*	22%	-	-	*	*	-
	Female	13%	18%	18%	*	10%	27%	-	-	-	20%	13%	31%	0%	20%	17%	-	18%	-	-	*	-

STAAR Percent at Approaches Grade Level or Above

All Grades																							
All Subjects	All Students	75%	77%	74%	63%	68%	80%	*	88%	-	73%	70%	84%	50%	79%	50%	73%	74%	-	33%	60%	86%	
	CWD	48%	48%	50%	75%	40%	55%	*	*	-	50%	47%	62%	50%	-	0%	54%	41%	-	*	31%	-	
	CWOD	79%	82%	79%	59%	74%	87%	-	83%	-	82%	76%	88%	-	79%	61%	80%	79%	-	*	92%	86%	
	EL	62%	52%	50%	-	48%	-	-	*	-	-	52%	*	0%	61%	50%	53%	45%	-	-	-	-	
	Male	73%	75%	73%	80%	68%	77%	*	*	-	86%	70%	82%	54%	80%	53%	73%	-	-	33%	44%	-	
	Female	77%	79%	74%	50%	69%	83%	-	*	-	65%	70%	87%	41%	79%	45%	-	74%	-	-	100%	86%	
Reading	All Students	76%	76%	74%	70%	70%	78%	*	*	-	72%	70%	84%	48%	80%	50%	70%	78%	-	*	55%	*	
	CWD	46%	43%	48%	100%	41%	48%	*	*	-	40%	48%	50%	48%	-	*	50%	45%	-	*	33%	-	
	CWOD	80%	83%	80%	60%	76%	85%	-	*	-	85%	76%	90%	-	80%	61%	77%	82%	-	*	80%	*	
	EL	60%	45%	50%	-	45%	-	-	*	-	-	50%	*	*	61%	50%	54%	44%	-	-	-	-	
	Male	72%	72%	70%	89%	66%	70%	*	*	-	83%	66%	79%	50%	77%	54%	70%	-	-	*	38%	-	
	Female	80%	81%	78%	55%	73%	85%	-	*	-	67%	74%	89%	45%	82%	44%	-	78%	-	-	*	*	
Mathematics	All Students	74%	76%	73%	60%	66%	83%	*	*	-	67%	70%	84%	52%	79%	48%	75%	71%	-	*	64%	*	
	CWD	49%	49%	52%	60%	41%	63%	*	*	-	40%	46%	72%	52%	-	*	57%	41%	-	*	33%	-	
	CWOD	78%	81%	79%	60%	72%	88%	-	*	-	77%	76%	87%	-	79%	58%	82%	76%	-	*	100%	*	
	EL	65%	60%	48%	-	48%	-	-	*	-	-	52%	*	*	58%	48%	46%	50%	-	-	-	-	
	Male	73%	75%	75%	67%	68%	84%	*	*	-	83%	72%	84%	57%	82%	46%	75%	-	-	*	50%	-	
	Female	74%	77%	71%	55%	65%	82%	-	*	-	58%	67%	85%	41%	76%	50%	-	71%	-	-	*	*	
Science	All Students	76%	81%	75%	50%	69%	83%	-	-	-	*	72%	93%	50%	82%	60%	79%	72%	-	-	*	*	
	CWD	52%	56%	50%	*	40%	50%	-	-	-	*	47%	*	50%	-	*	60%	20%	-	-	*	-	
	CWOD	79%	86%	82%	*	78%	89%	-	-	-	*	80%	92%	-	82%	*	88%	78%	-	-	*	*	
	EL	62%	54%	60%	-	60%	-	-	-	-	-	60%	-	*	*	60%	*	*	-	-	-	-	
	Male	76%	82%	79%	*	74%	80%	-	-	-	*	76%	100%	60%	88%	*	79%	-	-	-	*	-	
	Female	75%	80%	72%	*	63%	86%	-	-	-	*	68%	89%	20%	78%	*	-	72%	-	-	*	*	

STAAR Percent at Meets Grade Level or Above

All Grades																							
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Texas Education Agency
2023 Federal Report Card
 COGGIN EL (025902101) - BROWNWOOD ISD - BROWN COUNTY

		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 Subjects	All Students	48%	48%	45%	20%	39%	55%	*	50%	-	45%	41%	59%	29%	49%	22%	45%	46%	-	17%	28%	43%
	CWD	24%	23%	29%	33%	23%	34%	*	*	-	50%	29%	32%	29%	-	0%	29%	30%	-	*	8%	-
	CWOD	52%	53%	49%	15%	42%	60%	-	67%	-	43%	44%	64%	-	49%	27%	50%	49%	-	*	50%	43%
	EL	31%	25%	22%	-	20%	-	-	*	-	-	24%	*	0%	27%	22%	27%	15%	-	-	-	-
	Male	46%	47%	45%	25%	38%	53%	*	*	-	64%	42%	52%	29%	50%	27%	45%	-	-	17%	17%	-
	Female	49%	50%	46%	15%	40%	57%	-	*	-	35%	40%	68%	30%	49%	15%	-	46%	-	-	57%	43%
Reading	All Students	52%	52%	47%	25%	42%	55%	*	*	-	56%	43%	60%	29%	52%	14%	41%	54%	-	*	36%	*
	CWD	24%	23%	29%	40%	22%	35%	*	*	-	40%	28%	33%	29%	-	*	28%	31%	-	*	17%	-
	CWOD	56%	57%	52%	20%	46%	60%	-	*	-	62%	47%	65%	-	52%	17%	45%	58%	-	*	60%	*
	EL	33%	20%	14%	-	10%	-	-	*	-	-	15%	*	*	17%	14%	15%	11%	-	-	-	-
	Male	47%	45%	41%	33%	35%	47%	*	*	-	67%	37%	51%	28%	45%	15%	41%	-	-	*	13%	-
	Female	57%	58%	54%	18%	49%	63%	-	*	-	50%	49%	72%	31%	58%	11%	-	54%	-	-	*	*
Mathematics	All Students	44%	45%	44%	15%	35%	57%	*	*	-	28%	38%	59%	28%	47%	26%	46%	41%	-	*	18%	*
	CWD	24%	20%	28%	40%	22%	33%	*	*	-	40%	27%	33%	28%	-	*	27%	31%	-	*	0%	-
	CWOD	47%	50%	47%	7%	38%	63%	-	*	-	23%	42%	64%	-	47%	32%	53%	42%	-	*	40%	*
	EL	32%	31%	26%	-	24%	-	-	*	-	-	29%	*	*	32%	26%	31%	20%	-	-	-	-
	Male	45%	48%	46%	11%	38%	59%	*	*	-	50%	44%	53%	27%	53%	31%	46%	-	-	*	13%	-
	Female	42%	43%	41%	18%	32%	54%	-	*	-	17%	33%	66%	31%	42%	20%	-	41%	-	-	*	*
Science	All Students	46%	48%	44%	17%	43%	46%	-	-	-	*	43%	50%	35%	47%	40%	55%	33%	-	-	*	*
	CWD	24%	29%	35%	*	30%	33%	-	-	-	*	37%	*	35%	-	*	40%	20%	-	-	*	-
	CWOD	49%	51%	47%	*	47%	49%	-	-	-	*	45%	54%	-	47%	*	63%	34%	-	-	*	*
	EL	26%	25%	40%	-	40%	-	-	-	-	-	40%	-	*	*	40%	*	*	-	-	-	-
	Male	47%	50%	55%	*	52%	55%	-	-	-	*	57%	40%	40%	63%	*	55%	-	-	-	*	-
	Female	44%	46%	33%	*	32%	38%	-	-	-	*	27%	56%	20%	34%	*	-	33%	-	-	*	*

STAAR Percent at Masters Grade Level

All Grades																							
All Subjects	All Students	19%	17%	16%	2%	12%	20%	*	50%	-	15%	12%	25%	6%	18%	14%	17%	14%	-	0%	0%	14%	
	CWD	7%	5%	6%	8%	5%	6%	*	*	-	8%	7%	0%	6%	-	0%	6%	5%	-	*	0%	-	
	CWOD	21%	19%	18%	0%	13%	24%	-	67%	-	18%	14%	30%	-	18%	17%	21%	16%	-	*	0%	14%	
	EL	9%	7%	14%	-	11%	-	-	*	-	-	15%	*	0%	17%	14%	17%	10%	-	-	-	-	
	Male	18%	16%	17%	0%	14%	22%	*	*	-	7%	14%	24%	6%	21%	17%	17%	-	-	0%	0%	-	
	Female	19%	17%	14%	4%	9%	19%	-	*	-	19%	11%	27%	5%	16%	10%	-	14%	-	-	0%	14%	
Reading	All Students	20%	17%	15%	5%	11%	20%	*	*	-	22%	12%	24%	6%	18%	14%	14%	17%	-	*	0%	*	
	CWD	7%	5%	6%	20%	5%	5%	*	*	-	0%	7%	0%	6%	-	*	5%	7%	-	*	0%	-	
	CWOD	22%	19%	18%	0%	12%	23%	-	*	-	31%	14%	29%	-	18%	17%	17%	18%	-	*	0%	*	
	EL	9%	6%	14%	-	10%	-	-	*	-	-	15%	*	*	17%	14%	15%	11%	-	-	-	-	
	Male	17%	15%	14%	0%	11%	19%	*	*	-	0%	11%	21%	5%	17%	15%	14%	-	-	*	0%	-	
	Female	23%	20%	17%	9%	11%	20%	-	*	-	33%	13%	28%	7%	18%	11%	-	17%	-	-	*	*	

Texas Education Agency
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 COGGIN EL (025902101) - BROWNWOOD ISD - BROWN COUNTY

		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	18%	17%	16%	0%	11%	22%	*	*	-	11%	12%	27%	6%	18%	13%	18%	13%	-	*	0%	*		
	CWD	8%	4%	6%	0%	5%	5%	*	*	-	20%	7%	0%	6%	-	*	7%	3%	-	*	0%	-		
	CWOD	20%	19%	18%	0%	12%	26%	-	*	-	8%	13%	32%	-	18%	16%	22%	14%	-	*	0%	*		
	EL	11%	9%	13%	-	10%	-	-	*	-	-	14%	*	*	16%	13%	15%	10%	-	-	-	-	-	
	Male	20%	18%	18%	0%	13%	25%	*	*	-	17%	15%	26%	7%	22%	15%	18%	-	-	*	0%	-	-	
	Female	16%	15%	13%	0%	8%	18%	-	*	-	8%	8%	28%	3%	14%	10%	-	13%	-	-	-	*	*	
Science	All Students	17%	15%	17%	0%	19%	20%	-	-	-	*	16%	21%	5%	21%	20%	23%	11%	-	-	*	*		
	CWD	7%	6%	5%	*	0%	17%	-	-	-	*	5%	*	5%	-	*	7%	0%	-	-	-	*	-	
	CWOD	19%	17%	21%	*	25%	20%	-	-	-	*	20%	23%	-	21%	*	31%	12%	-	-	-	*	*	
	EL	6%	7%	20%	-	20%	-	-	-	-	-	20%	-	*	*	20%	*	*	-	-	-	-	-	
	Male	19%	17%	23%	*	30%	20%	-	-	-	*	21%	40%	7%	31%	*	23%	-	-	-	-	-	*	-
	Female	16%	13%	11%	*	5%	19%	-	-	-	*	11%	11%	0%	12%	*	-	11%	-	-	-	-	*	*

- 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 2022-23 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	55	54	51	58	*	*	-	46	53	48	51
CWD	48	*	33	52	*	*	-	*	46	48	*
CWOD	56	36	54	59	-	*	-	56	54	-	63
EL ◇	51	-	51	-	-	-	-	-	48	*	51
Male	52	75	47	54	*	*	-	*	51	52	45
Female	57	38	55	63	-	*	-	44	54	38	61
Mathematics											
All Students	62	65	57	69	*	*	-	54	60	66	63
CWD	66	*	55	84	*	*	-	*	64	66	*
CWOD	62	63	57	67	-	*	-	56	60	-	75
EL ◇	63	-	63	-	-	-	-	-	66	*	63

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Male	63	59	57	72	*	*	-	*	63	68	43
Female	62	70	56	67	-	*	-	56	58	61	88

- 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 2022.

	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 2022													
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 2023 TELPAS (Texas English Language Proficiency Assessment System) data. (EL: English learner)

Total EL in Class	Proficiency of EL	Rate of Proficiency
36	3	8%

- 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.

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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	45	28	40	52	*	63	-	44	41	28	29
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 (2023-2027)	46%	34%	39%	59%	44%	73%	46%	55%	35%	26%	37%
Target Met	Y	N	Y	N				Y	Y	Y	N
Interim Goals (2028-2032)	55%	45%	49%	66%	53%	78%	55%	63%	46%	38%	48%
Target Met	N	N	N	N				N	N	N	N
Interim Goals (2033-2037)	64%	56%	59%	73%	62%	83%	64%	71%	57%	50%	59%
Target Met	N	N	N	N				N	N	N	N
Long-Term Goals	73%	67%	70%	80%	72%	87%	73%	78%	68%	63%	69%
Target Met	N	N	N	N				N	N	N	N
Mathematics											
Interim Goals (2023-2027)	49%	33%	44%	60%	47%	82%	51%	55%	40%	29%	45%
Target Met	N	N	N	N				N	N	N	N
Interim Goals (2028-2032)	58%	44%	53%	67%	56%	85%	59%	63%	50%	41%	54%
Target Met	N	N	N	N				N	N	N	N
Interim Goals (2033-2037)	67%	55%	62%	74%	65%	88%	67%	71%	60%	53%	63%
Target Met	N	N	N	N				N	N	N	N

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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	75%	67%	72%	80%	74%	91%	76%	78%	70%	65%	73%
Target Met	N	N	N	N				N	N	N	N
English Learner Language Proficiency Status											
Interim Goals (2023-2027)											49%
Target Met											N
Interim Goals (2028-2032)											51%
Target Met											N
Interim Goals (2033-2037)											53%
Target Met											N
Long-Term Goals											55%
Target Met											N
Federal Graduation Status											
Interim Goals (2023-2027)	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80%
Target Met											
Interim Goals (2028-2032)	92.7%	90.2%	91.4%	95.2%	90.9%	97.1%	91.5%	93.2%	90.5%	85.8%	86%
Target Met											
Interim Goals (2033-2037)	95.4%	94.1%	94.7%	96.6%	94.4%	97.5%	94.7%	95.6%	94.3%	91.9%	92%
Target Met											
Long-Term Goals	98%	98%	98%	98%	98%	98%	98%	98%	98%	98%	98%
Target Met											

Blank cell indicates there are no data available in the group.

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

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 2022-23 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%	-
	Male	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
All Subjects	Female	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%	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%	-	-
	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%	-
	CWD	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%	-
	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%
Science	All Students	100%	100%	100%	100%	-	-	-	*	100%	100%	100%	100%	100%	100%	100%	-
	CWD	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%	-	-
	Female	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%	-
	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%	-
	Male	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%	-	-
	Female	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	All Students	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%	-
	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%	-	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%	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%	-	-
	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%	-
	CWD	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%	-	-
	Female	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 2020-21 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)

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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)
Students Without Disabilities												
In-School Suspensions												
	Male	36	4	14	17	0	0	0	1	1		
	Female	10	1	4	5	0	0	0	0	0		
	Total	46	5	18	22	0	0	0	1	1		
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												
	Male	13	0	6	6	0	0	0	1	0		12
	Female	6	1	0	5	0	0	0	0	0		3
	Total	19	1	6	11	0	0	0	1	0		15
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	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	64	5	28	28	1	1	-8	1	1	15	7
	Female	59	6	28	23	-8	-8	-8	2	1	8	11
	Total	123	11	56	51	1	1	-8	3	2	23	18

											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 without a weapon											0
Incidents of physical attack or fight with a weapon											0
Incidents of physical attack or fight without a weapon											0
Incidents of threats of physical attack with a weapon											0

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	Total
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 2020-21 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

- Blank cell indicates the student group is not applicable to this report.
- Indicates there are no data available in the group.
- 3 Indicates skip logic failure.
- 5 Indicates Action Plan/Quick Plans.
- 8 Indicates EDFacts missing data.
- 9 Indicates not applicable / skipped.
- 11 Indicates suppressed data at the campus/district level.
- *** Indicates aggregated data at the state level is not available due to suppressed data at the campus level.

Part (ix): Teacher Quality Data

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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.

	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	8.5	15.2%
Teachers Teaching with Emergency or Provisional Credentials	1.0	1.9%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	5.7	10.6%

- 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, 2024.

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 2022-23 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	7,391	2%	7	3%	7	12%
Mathematics	7,386	2%	7	3%	7	12%
Grade 4						
Reading	7,296	2%	5	2%	5	7%
Mathematics	7,293	2%	5	2%	5	7%
Grade 5						
Reading	6,823	2%	5	2%	5	5%
Mathematics	6,825	2%	5	2%	5	5%
Science	6,820	2%	5	2%	5	5%
Grade 6						
Reading	6,480	2%	*	1%	*	1%
Mathematics	6,481	2%	*	1%	*	1%
Grade 7						
Reading	6,309	2%	*	1%	-	-
Mathematics	6,300	2%	*	1%	-	-
Grade 8						

	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	6,168	1%	5	2%	-	-
Mathematics	6,162	2%	5	2%	-	-
Science	6,163	1%	5	2%	-	-
End of Course						
English I	6,032	1%	5	1%	-	-
English II	5,771	1%	7	2%	-	-
Algebra I	6,015	1%	*	1%	-	-
Biology	6,041	1%	8	3%	-	-
All Grades						
All Subjects	117,761	1%	90	2%	45	4%
Reading	52,275	1%	40	2%	20	4%
Mathematics	46,462	2%	32	2%	20	4%
Science	19,024	1%	18	2%	5	5%

- 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

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 2020-21 school year enrolled in a Texas public postsecondary education institution in the 2021-22 academic year in (I) programs of public postsecondary education in Texas; (II) programs of private postsecondary education in Texas; and (III) programs of postsecondary education outside Texas. (CWD: children with disability; EL: English learner)

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 2021-22 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	23%	29%	21%	23%	*	*	-	27%	25%	33%	13%

- 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 10 assessments or students for the all student group or any subgroup for every indicator.

Part (i)(II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students (*not applicable to district and state report cards*).

State ESSA Goals (HS/K-12 & AEA)												
		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 Rates	44%	32%	36%	62%	43%	74%	45%	58%	33%	13%	20%
	2022-23 through 2026-27	44%	32%	36%	62%	43%	74%	45%	58%	33%	13%	20%
	2027-28 through 2031-32	53%	43%	47%	68%	53%	78%	54%	65%	44%	28%	33%
	2032-33 through 2036-37	62%	54%	58%	74%	63%	82%	63%	72%	55%	43%	46%
	2037-38	72%	66%	68%	81%	72%	87%	73%	79%	67%	57%	60%
Mathematics	Baseline Rates	38%	26%	35%	48%	37%	72%	41%	44%	32%	15%	31%
	2022-23 through 2026-27	38%	26%	35%	48%	37%	72%	41%	44%	32%	15%	31%
	2027-28 through 2031-32	48%	38%	46%	57%	48%	77%	51%	53%	43%	29%	43%
	2032-33 through 2036-37	58%	50%	57%	66%	59%	82%	61%	62%	54%	43%	55%
	2037-38	69%	63%	68%	74%	69%	86%	71%	72%	66%	58%	66%
EL Progress												
	Baseline Rates											34%
	2022-23 through 2026-27											34%
	2027-28 through 2031-32											36%
	2032-33 through 2036-37											38%
	2037-38											40%
Graduation Rate: 4-Year Longitudinal Rate												
	Baseline Rates	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80.0%
	2022-23 through 2026-27	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80.0%
	2027-28 through 2031-32	92.7%	90.2%	91.4%	95.2%	90.9%	97.1%	91.5%	93.2%	90.5%	85.8%	86.0%
	2032-33 through 2036-37	95.4%	94.1%	94.7%	96.6%	94.4%	97.5%	94.7%	95.6%	94.3%	91.9%	92.0%
	2037-38	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%

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State ESSA Goals (Middle Schools)												
		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 Rates	44%	32%	35%	59%	44%	74%	46%	56%	31%	19%	28%
	2022-23 through 2026-27	44%	32%	35%	59%	44%	74%	46%	56%	31%	19%	28%
	2027-28 through 2031-32	53%	43%	46%	66%	53%	78%	55%	63%	43%	33%	40%
	2032-33 through 2036-37	62%	54%	57%	73%	62%	82%	64%	70%	55%	47%	52%
	2037-38	72%	66%	68%	80%	72%	87%	73%	78%	66%	60%	64%
Mathematics	Baseline Rates	47%	32%	39%	61%	47%	85%	52%	56%	35%	21%	36%
	2022-23 through 2026-27	47%	32%	39%	61%	47%	85%	52%	56%	35%	21%	36%
	2027-28 through 2031-32	56%	43%	49%	68%	56%	88%	60%	63%	46%	34%	47%
	2032-33 through 2036-37	65%	54%	59%	75%	65%	91%	68%	70%	57%	47%	58%
	2037-38	74%	66%	70%	81%	74%	93%	76%	78%	68%	61%	68%
EL Progress												
	Baseline Rates											44%
	2022-23 through 2026-27											44%
	2027-28 through 2031-32											46%
	2032-33 through 2036-37											48%
	2037-38											50%

State ESSA Goals (Elementary Schools)												
		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 Rates	46%	34%	39%	59%	44%	73%	46%	55%	35%	26%	37%
	2022-23 through 2026-27	46%	34%	39%	59%	44%	73%	46%	55%	35%	26%	37%
	2027-28 through 2031-32	55%	45%	49%	66%	53%	78%	55%	63%	46%	38%	48%
	2032-33 through 2036-37	64%	56%	59%	73%	62%	83%	64%	71%	57%	50%	59%
	2037-38	73%	67%	70%	80%	72%	87%	73%	78%	68%	63%	69%
Mathematics	Baseline Rates	49%	33%	44%	60%	47%	82%	51%	55%	40%	29%	45%
	2022-23 through 2026-27	49%	33%	44%	60%	47%	82%	51%	55%	40%	29%	45%
	2027-28 through 2031-32	58%	44%	53%	67%	56%	85%	59%	63%	50%	41%	54%
	2032-33 through 2036-37	67%	55%	62%	74%	65%	88%	67%	71%	60%	53%	63%
	2037-38	75%	67%	72%	80%	74%	91%	76%	78%	70%	65%	73%
EL Progress												

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State ESSA Goals (Elementary Schools)											
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Baseline Rates											49%
2022-23 through 2026-27											49%
2027-28 through 2031-32											51%
2032-33 through 2036-37											53%
2037-38											55%

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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-12s; 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, and AEAs	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 Achievement 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. Total points for each component are determined by multiplying the percentage of evaluated indicators met by the corresponding weight and rounding to one decimal place. The Closing the Gaps domain score is the sum of the total points rounded to the nearest whole number and is further used to differentiate all public schools. See the accountability manual for details. [Chapter 4-2023 Closing the Gaps Domain](#)

(cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students. Texas uses the Closing the Gaps domain to identify campuses that have consistently under-performing 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 2019, 2022, and 2023 are considered consecutive years for 2023 TSI identification. See the accountability manual for details. [Chapter 10-2023 Identification of Schools for Improvement](#)

(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. First, Texas determines the bottom five percent of Closing the Gaps outcomes by rank ordering the scaled scores of Title I campuses by schooltype - 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. Title I campuses that rank in their school type's bottom five percent are identified for CSI. Any Title I campus identified for Additional Targeted Support (ATS) for three consecutive years will be identified for CSI the following school year.

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 type's bottom five percent of the Closing the Gaps domain for two consecutive years and have Closing the Gaps domain scaled score by the end of the second year that is higher than when originally identified are considered as having successfully exited. Campuses previously identified as CSI based solely on a graduation rate must have a four or six-year federal graduation rate of at least 66.7 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 2022-23 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																						
Reading	All Students	77%	73%	73%	67%	67%	79%	-	-	-	*	66%	84%	34%	80%	46%	70%	76%	-	*	50%	-
	CWD	45%	34%	34%	*	29%	39%	-	-	-	*	32%	43%	34%	-	*	30%	40%	-	-	*	-
	CWOD	82%	80%	80%	80%	73%	87%	-	-	-	*	74%	88%	-	80%	45%	78%	82%	-	*	*	-
	EL	62%	46%	46%	-	46%	-	-	-	-	-	50%	*	*	45%	46%	50%	43%	-	-	-	-
	Male	73%	70%	70%	67%	61%	77%	-	-	-	*	60%	84%	30%	78%	50%	70%	-	-	*	*	-
	Female	81%	76%	76%	67%	73%	83%	-	-	-	*	72%	85%	40%	82%	43%	-	76%	-	-	*	*

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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	61%	63%	63%	42%	60%	69%	-	-	-	*	54%	79%	29%	69%	69%	62%	64%	-	*	33%	-
	CWD	37%	29%	29%	*	29%	28%	-	-	-	*	29%	29%	29%	-	*	20%	40%	-	-	*	-
	CWOD	66%	69%	69%	50%	64%	77%	-	-	-	*	60%	83%	-	69%	73%	70%	68%	-	*	*	-
	EL	47%	69%	69%	-	69%	-	-	-	-	-	70%	*	*	73%	69%	83%	57%	-	-	-	-
	Male	62%	62%	62%	50%	52%	70%	-	-	-	*	50%	78%	20%	70%	83%	62%	-	-	*	*	-
	Female	60%	64%	64%	33%	66%	69%	-	-	-	*	57%	79%	40%	68%	57%	-	64%	-	-	*	-
Grade 8																						
Reading	All Students	82%	76%	76%	69%	73%	82%	-	*	-	55%	69%	90%	28%	86%	*	68%	86%	-	*	50%	*
	CWD	51%	28%	28%	-	29%	25%	-	-	-	*	18%	50%	28%	-	*	23%	40%	-	-	*	-
	CWOD	86%	86%	86%	69%	85%	90%	-	*	-	71%	80%	96%	-	86%	*	82%	91%	-	*	*	*
	EL	68%	*	*	-	*	-	-	-	-	-	*	*	*	*	*	*	*	-	-	-	-
	Male	78%	68%	68%	20%	64%	78%	-	*	-	50%	59%	84%	23%	82%	*	68%	-	-	*	*	-
	Female	86%	86%	86%	100%	85%	88%	-	-	-	60%	80%	97%	40%	91%	*	-	86%	-	*	*	*
Mathematics	All Students	74%	70%	70%	58%	68%	77%	-	-	-	60%	65%	82%	33%	80%	*	64%	78%	-	*	17%	*
	CWD	48%	33%	33%	-	33%	33%	-	-	-	*	18%	67%	33%	-	*	30%	40%	-	-	*	-
	CWOD	79%	80%	80%	58%	78%	84%	-	-	-	83%	77%	86%	-	80%	*	76%	83%	-	*	*	*
	EL	64%	*	*	-	*	-	-	-	-	-	*	*	*	*	*	*	*	-	-	-	-
	Male	73%	64%	64%	20%	63%	74%	-	-	-	33%	58%	78%	30%	76%	*	64%	-	-	*	*	-
	Female	76%	78%	78%	86%	73%	80%	-	-	-	*	74%	88%	40%	83%	*	-	78%	-	*	*	*
Science	All Students	73%	75%	75%	85%	70%	81%	-	*	-	64%	71%	84%	38%	83%	*	75%	75%	-	*	33%	*
	CWD	45%	38%	38%	-	42%	33%	-	-	-	*	29%	58%	38%	-	*	40%	30%	-	-	*	-
	CWOD	76%	83%	83%	85%	78%	88%	-	*	-	86%	80%	88%	-	83%	*	85%	80%	-	*	*	*
	EL	56%	*	*	-	*	-	-	-	-	-	*	*	*	*	*	*	*	-	-	-	-
	Male	73%	75%	75%	60%	69%	83%	-	*	-	67%	71%	82%	40%	85%	*	75%	-	-	*	*	-
	Female	72%	75%	75%	100%	71%	78%	-	-	-	60%	70%	86%	30%	80%	*	-	75%	-	*	*	*
End of Course																						
Algebra I	All Students	77%	82%	100%	*	100%	100%	-	*	-	*	100%	100%	-	100%	-	100%	100%	-	-	-	-
	CWD	52%	49%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	81%	88%	100%	*	100%	100%	-	*	-	*	100%	100%	-	100%	-	100%	100%	-	-	-	-
	EL	69%	67%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	74%	78%	100%	-	*	100%	-	*	-	-	*	100%	-	100%	-	100%	-	-	-	-	-
	Female	81%	87%	100%	*	100%	100%	-	-	-	*	100%	100%	-	100%	-	-	100%	-	-	-	-
STAAR Percent at Meets Grade Level or Above																						
Grade 7																						
Reading	All Students	53%	47%	47%	33%	42%	53%	-	-	-	*	36%	64%	20%	51%	31%	45%	50%	-	*	17%	-
	CWD	24%	20%	20%	*	14%	22%	-	-	-	*	18%	29%	20%	-	*	10%	33%	-	-	*	-
	CWOD	58%	51%	51%	40%	46%	59%	-	-	-	*	41%	67%	-	51%	27%	51%	52%	-	*	*	-
	EL	33%	31%	31%	-	31%	-	-	-	-	-	40%	*	*	27%	31%	33%	29%	-	-	-	-
	Male	49%	45%	45%	33%	31%	54%	-	-	-	*	32%	62%	10%	51%	33%	45%	-	-	*	*	-
	Female	57%	50%	50%	33%	51%	52%	-	-	-	*	41%	68%	33%	52%	29%	-	50%	-	-	*	-

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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	36%	44%	44%	33%	34%	54%	-	-	-	*	32%	63%	14%	49%	38%	48%	39%	-	*	33%	-
	CWD	20%	14%	14%	*	7%	17%	-	-	-	*	14%	14%	14%	-	*	10%	20%	-	-	*	-
	CWOD	39%	49%	49%	40%	38%	61%	-	-	-	*	36%	67%	-	49%	36%	55%	41%	-	*	*	-
	EL	22%	38%	38%	-	38%	-	-	-	-	-	40%	*	*	36%	38%	50%	29%	-	-	-	-
	Male	38%	48%	48%	33%	30%	61%	-	-	-	*	35%	65%	10%	55%	50%	48%	-	-	*	*	-
	Female	34%	39%	39%	33%	37%	43%	-	-	-	*	29%	59%	20%	41%	29%	-	39%	-	-	*	-
Grade 8																						
Reading	All Students	56%	51%	51%	31%	50%	58%	-	*	-	27%	42%	69%	15%	59%	*	44%	61%	-	*	17%	*
	CWD	24%	15%	15%	-	17%	17%	-	-	-	*	11%	25%	15%	-	*	13%	20%	-	-	*	-
	CWOD	61%	59%	59%	31%	58%	64%	-	*	-	43%	49%	76%	-	59%	*	52%	66%	-	*	*	*
	EL	34%	*	*	-	*	-	-	-	-	-	*	*	*	*	*	*	*	-	-	-	-
	Male	50%	44%	44%	0%	36%	57%	-	*	-	17%	32%	63%	13%	52%	*	44%	-	-	*	*	-
	Female	62%	61%	61%	50%	65%	61%	-	-	-	40%	54%	77%	20%	66%	*	-	61%	-	*	*	*
Mathematics	All Students	45%	36%	36%	33%	32%	43%	-	-	-	20%	30%	50%	18%	40%	*	34%	38%	-	*	0%	*
	CWD	24%	18%	18%	-	21%	17%	-	-	-	*	11%	33%	18%	-	*	17%	20%	-	-	*	-
	CWOD	48%	40%	40%	33%	36%	47%	-	-	-	33%	34%	54%	-	40%	*	40%	41%	-	*	*	*
	EL	31%	*	*	-	*	-	-	-	-	-	*	*	*	*	*	*	*	-	-	-	-
	Male	44%	34%	34%	0%	30%	45%	-	-	-	17%	28%	47%	17%	40%	*	34%	-	-	*	*	-
	Female	45%	38%	38%	57%	36%	40%	-	-	-	*	32%	54%	20%	41%	*	-	38%	-	*	*	*
Science	All Students	46%	51%	51%	38%	44%	62%	-	*	-	27%	41%	69%	25%	56%	*	53%	48%	-	*	0%	*
	CWD	24%	25%	25%	-	25%	33%	-	-	-	*	14%	50%	25%	-	*	27%	20%	-	-	*	-
	CWOD	49%	56%	56%	38%	49%	66%	-	*	-	43%	47%	72%	-	56%	*	61%	51%	-	*	*	*
	EL	26%	*	*	-	*	-	-	-	-	-	*	*	*	*	*	*	*	-	-	-	-
	Male	48%	53%	53%	40%	43%	68%	-	*	-	17%	44%	69%	27%	61%	*	53%	-	-	*	*	-
	Female	43%	48%	48%	38%	46%	54%	-	-	-	40%	38%	69%	20%	51%	*	-	48%	-	*	*	*
End of Course																						
Algebra I	All Students	42%	42%	100%	*	100%	100%	-	*	-	*	100%	100%	-	100%	-	100%	100%	-	-	-	-
	CWD	19%	12%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	45%	48%	100%	*	100%	100%	-	*	-	*	100%	100%	-	100%	-	100%	100%	-	-	-	-
	EL	29%	17%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	40%	41%	100%	-	*	100%	-	*	-	-	*	100%	-	100%	-	100%	-	-	-	-	-
	Female	44%	43%	100%	*	100%	100%	-	-	-	-	*	100%	100%	-	100%	-	-	100%	-	-	-
STAAR Percent at Masters Grade Level																						
Grade 7																						
Reading	All Students	26%	18%	18%	8%	15%	21%	-	-	-	*	11%	29%	3%	20%	8%	17%	18%	-	*	0%	-
	CWD	7%	3%	3%	*	7%	0%	-	-	-	*	4%	0%	3%	-	*	0%	7%	-	-	*	-
	CWOD	29%	20%	20%	10%	17%	25%	-	-	-	*	13%	32%	-	20%	0%	20%	20%	-	*	*	-
	EL	11%	8%	8%	-	8%	-	-	-	-	-	10%	*	*	0%	8%	0%	14%	-	-	-	-
	Male	23%	17%	17%	0%	10%	23%	-	-	-	*	8%	29%	0%	20%	0%	17%	-	-	*	*	-
	Female	30%	18%	18%	17%	20%	17%	-	-	-	*	13%	29%	7%	20%	14%	-	18%	-	-	*	-

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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	11%	14%	14%	0%	8%	21%	-	-	-	*	9%	24%	6%	16%	8%	17%	11%	-	*	0%	-
	CWD	7%	6%	6%	*	0%	6%	-	-	-	*	7%	0%	6%	-	*	5%	7%	-	-	*	-
	CWOD	12%	16%	16%	0%	9%	24%	-	-	-	*	9%	26%	-	16%	9%	20%	12%	-	*	*	-
	EL	5%	8%	8%	-	8%	-	-	-	-	-	10%	*	*	9%	8%	17%	0%	-	-	-	-
	Male	12%	17%	17%	0%	12%	20%	-	-	-	*	14%	22%	5%	20%	17%	17%	-	-	*	*	-
	Female	10%	11%	11%	0%	5%	21%	-	-	-	*	4%	26%	7%	12%	0%	-	11%	-	-	*	-
Grade 8																						
Reading	All Students	27%	19%	19%	8%	14%	26%	-	*	-	9%	13%	29%	3%	22%	*	12%	27%	-	*	0%	*
	CWD	7%	3%	3%	-	4%	0%	-	-	-	*	0%	8%	3%	-	*	0%	10%	-	-	*	-
	CWOD	30%	22%	22%	8%	17%	29%	-	*	-	14%	16%	32%	-	22%	*	16%	29%	-	*	*	*
	EL	10%	*	*	-	*	-	-	-	-	-	*	*	*	*	*	*	*	-	-	-	-
	Male	23%	12%	12%	0%	3%	22%	-	*	-	0%	6%	22%	0%	16%	*	12%	-	-	*	*	-
	Female	32%	27%	27%	13%	27%	32%	-	-	-	20%	21%	40%	10%	29%	*	-	27%	-	*	*	*
Mathematics	All Students	17%	5%	5%	0%	6%	6%	-	-	-	0%	4%	8%	8%	5%	*	3%	8%	-	*	0%	*
	CWD	8%	8%	8%	-	8%	8%	-	-	-	*	7%	8%	8%	-	*	3%	20%	-	-	*	-
	CWOD	18%	5%	5%	0%	5%	6%	-	-	-	0%	3%	8%	-	5%	*	4%	6%	-	*	*	*
	EL	8%	*	*	-	*	-	-	-	-	-	*	*	*	*	*	*	*	-	-	-	-
	Male	17%	3%	3%	0%	4%	4%	-	-	-	0%	4%	3%	3%	4%	*	3%	-	-	*	*	-
	Female	16%	8%	8%	0%	9%	9%	-	-	-	*	5%	15%	20%	6%	*	-	8%	-	*	*	*
Science	All Students	16%	20%	20%	8%	12%	29%	-	*	-	27%	12%	33%	5%	23%	*	20%	20%	-	*	0%	*
	CWD	6%	5%	5%	-	0%	17%	-	-	-	*	7%	0%	5%	-	*	3%	10%	-	-	*	-
	CWOD	18%	23%	23%	8%	15%	30%	-	*	-	43%	14%	38%	-	23%	*	24%	21%	-	*	*	*
	EL	5%	*	*	-	*	-	-	-	-	-	*	*	*	*	*	*	*	-	-	-	-
	Male	18%	20%	20%	0%	11%	28%	-	*	-	17%	15%	27%	3%	24%	*	20%	-	-	*	*	-
	Female	14%	20%	20%	13%	12%	29%	-	-	-	40%	10%	40%	10%	21%	*	-	20%	-	*	*	*
End of Course																						
Algebra I	All Students	22%	19%	58%	*	45%	58%	-	*	-	*	44%	63%	-	58%	-	67%	47%	-	-	-	-
	CWD	7%	0%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	24%	22%	58%	*	45%	58%	-	*	-	*	44%	63%	-	58%	-	67%	47%	-	-	-	-
	EL	12%	0%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	22%	17%	67%	-	*	69%	-	*	-	-	*	67%	-	67%	-	67%	-	-	-	-	-
	Female	23%	21%	47%	*	43%	33%	-	-	-	*	33%	56%	-	47%	-	-	47%	-	-	-	-
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						
All Subjects	All Students	75%	77%	72%	65%	68%	78%	-	*	-	61%	65%	85%	32%	80%	55%	69%	76%	-	64%	37%	78%
	CWD	48%	48%	32%	*	33%	32%	-	-	-	36%	25%	52%	32%	-	29%	29%	38%	-	-	20%	-
	CWOD	79%	82%	80%	69%	76%	86%	-	*	-	74%	75%	89%	-	80%	61%	79%	81%	-	64%	45%	78%
	EL	62%	52%	55%	-	55%	-	-	-	-	-	55%	56%	29%	61%	55%	67%	41%	-	-	-	-
	Male	73%	75%	69%	44%	63%	77%	-	*	-	59%	60%	83%	29%	79%	67%	69%	-	-	60%	33%	-
	Female	77%	79%	76%	81%	74%	80%	-	-	-	63%	71%	88%	38%	81%	41%	-	76%	-	67%	42%	78%

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Reading	All Students	76%	76%	75%	68%	70%	81%	-	*	-	60%	67%	87%	31%	83%	47%	69%	81%	-	60%	50%	*
	CWD	46%	43%	31%	*	29%	33%	-	-	-	40%	25%	47%	31%	-	*	26%	40%	-	-	*	-
	CWOD	80%	83%	83%	74%	79%	88%	-	*	-	70%	77%	92%	-	83%	50%	80%	86%	-	60%	75%	*
	EL	60%	45%	47%	-	47%	-	-	-	-	-	46%	*	*	50%	47%	56%	38%	-	-	-	-
	Male	72%	72%	69%	45%	63%	78%	-	*	-	63%	59%	84%	26%	80%	56%	69%	-	-	*	29%	-
	Female	80%	81%	81%	86%	78%	86%	-	-	-	57%	76%	91%	40%	86%	38%	-	81%	-	*	80%	*
Mathematics	All Students	74%	76%	69%	52%	65%	75%	-	*	-	60%	61%	83%	31%	76%	71%	66%	73%	-	60%	25%	*
	CWD	49%	49%	31%	*	32%	30%	-	-	-	40%	23%	53%	31%	-	*	26%	40%	-	-	*	-
	CWOD	78%	81%	76%	57%	72%	82%	-	*	-	70%	69%	87%	-	76%	79%	75%	77%	-	60%	25%	*
	EL	65%	60%	71%	-	71%	-	-	-	-	-	69%	*	*	79%	71%	89%	50%	-	-	-	-
	Male	73%	75%	66%	36%	59%	74%	-	*	-	50%	55%	81%	26%	75%	89%	66%	-	-	*	29%	-
	Female	74%	77%	73%	64%	71%	76%	-	-	-	71%	66%	86%	40%	77%	50%	-	73%	-	*	20%	*
Science	All Students	76%	81%	75%	85%	70%	81%	-	*	-	64%	71%	84%	38%	83%	*	75%	75%	-	*	33%	*
	CWD	52%	56%	38%	-	42%	33%	-	-	-	*	29%	58%	38%	-	*	40%	30%	-	-	*	-
	CWOD	79%	86%	83%	85%	78%	88%	-	*	-	86%	80%	88%	-	83%	*	85%	80%	-	*	*	*
	EL	62%	54%	*	-	*	-	-	-	-	-	*	*	*	*	*	*	*	-	-	-	-
	Male	76%	82%	75%	60%	69%	83%	-	*	-	67%	71%	82%	40%	85%	*	75%	-	-	*	*	-
	Female	75%	80%	75%	100%	71%	78%	-	-	-	60%	70%	86%	30%	80%	*	-	75%	-	*	*	*
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	48%	48%	48%	35%	42%	56%	-	*	-	32%	37%	66%	18%	53%	29%	46%	49%	-	21%	13%	44%
	CWD	24%	23%	18%	*	18%	21%	-	-	-	14%	14%	32%	18%	-	29%	16%	23%	-	-	0%	-
	CWOD	52%	53%	53%	37%	47%	62%	-	*	-	41%	43%	70%	-	53%	29%	54%	52%	-	21%	20%	44%
	EL	31%	25%	29%	-	29%	-	-	-	-	-	34%	11%	29%	29%	29%	33%	24%	-	-	-	-
	Male	46%	47%	46%	22%	35%	59%	-	*	-	32%	35%	64%	16%	54%	33%	46%	-	-	0%	6%	-
	Female	49%	50%	49%	44%	49%	52%	-	-	-	32%	40%	68%	23%	52%	24%	-	49%	-	33%	25%	44%
Reading	All Students	52%	52%	49%	32%	46%	56%	-	*	-	33%	39%	66%	17%	55%	24%	44%	55%	-	40%	17%	*
	CWD	24%	23%	17%	*	16%	20%	-	-	-	20%	14%	26%	17%	-	*	12%	28%	-	-	*	-
	CWOD	56%	57%	55%	35%	52%	62%	-	*	-	40%	45%	71%	-	55%	21%	52%	59%	-	40%	25%	*
	EL	33%	20%	24%	-	24%	-	-	-	-	-	31%	*	*	21%	24%	22%	25%	-	-	-	-
	Male	47%	45%	44%	18%	34%	55%	-	*	-	38%	32%	62%	12%	52%	22%	44%	-	-	*	0%	-
	Female	57%	58%	55%	43%	58%	57%	-	-	-	29%	47%	72%	28%	59%	25%	-	55%	-	*	40%	*
Mathematics	All Students	44%	45%	44%	36%	36%	54%	-	*	-	33%	33%	63%	16%	50%	35%	45%	43%	-	20%	17%	*
	CWD	24%	20%	16%	*	16%	17%	-	-	-	20%	13%	26%	16%	-	*	14%	20%	-	-	*	-
	CWOD	47%	50%	50%	39%	41%	60%	-	*	-	40%	38%	68%	-	50%	36%	53%	46%	-	20%	25%	*
	EL	32%	31%	35%	-	35%	-	-	-	-	-	38%	*	*	36%	35%	44%	25%	-	-	-	-
	Male	45%	48%	45%	18%	32%	59%	-	*	-	38%	32%	64%	14%	53%	44%	45%	-	-	*	14%	-
	Female	42%	43%	43%	50%	41%	46%	-	-	-	29%	34%	62%	20%	46%	25%	-	43%	-	*	20%	*

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Science	All Students	46%	48%	51%	38%	44%	62%	-	*	-	27%	41%	69%	25%	56%	*	53%	48%	-	*	0%	*	
	CWD	24%	29%	25%	-	25%	33%	-	-	-	*	14%	50%	25%	-	*	27%	20%	-	-	*	-	
	CWOD	49%	51%	56%	38%	49%	66%	-	*	-	43%	47%	72%	-	56%	*	61%	51%	-	*	*	*	
	EL	26%	25%	*	-	*	-	-	-	-	-	*	*	*	*	*	*	*	-	-	-	-	-
	Male	47%	50%	53%	40%	43%	68%	-	*	-	17%	44%	69%	27%	61%	*	53%	-	-	*	*	-	-
	Female	44%	46%	48%	38%	46%	54%	-	-	-	40%	38%	69%	20%	51%	*	-	48%	-	*	*	*	*
STAAR Percent at Masters Grade Level																							
All Grades																							
All Subjects	All Students	19%	17%	17%	6%	12%	22%	-	*	-	20%	10%	28%	5%	19%	5%	16%	18%	-	0%	0%	11%	
	CWD	7%	5%	5%	*	4%	6%	-	-	-	7%	5%	4%	5%	-	14%	2%	10%	-	-	0%	-	
	CWOD	21%	19%	19%	7%	14%	25%	-	*	-	26%	12%	31%	-	19%	3%	19%	19%	-	0%	0%	11%	
	EL	9%	7%	5%	-	5%	-	-	-	-	-	7%	0%	14%	3%	5%	5%	6%	-	-	-	-	-
	Male	18%	16%	16%	0%	8%	22%	-	*	-	18%	10%	24%	2%	19%	5%	16%	-	-	0%	0%	-	-
	Female	19%	17%	18%	11%	15%	22%	-	-	-	21%	11%	32%	10%	19%	6%	-	18%	-	0%	0%	11%	-
Reading	All Students	20%	17%	18%	8%	15%	23%	-	*	-	13%	12%	29%	3%	21%	6%	15%	23%	-	0%	0%	*	
	CWD	7%	5%	3%	*	5%	0%	-	-	-	0%	2%	5%	3%	-	*	0%	8%	-	-	*	-	
	CWOD	22%	19%	21%	9%	17%	27%	-	*	-	20%	14%	32%	-	21%	0%	18%	25%	-	0%	0%	*	
	EL	9%	6%	6%	-	6%	-	-	-	-	-	8%	*	*	0%	6%	0%	13%	-	-	-	-	-
	Male	17%	15%	15%	0%	6%	22%	-	*	-	13%	7%	25%	0%	18%	0%	15%	-	-	*	0%	-	-
	Female	23%	20%	23%	14%	23%	24%	-	-	-	14%	17%	35%	8%	25%	13%	-	23%	-	*	0%	*	*
Mathematics	All Students	18%	17%	13%	4%	9%	18%	-	*	-	20%	8%	23%	7%	15%	6%	15%	12%	-	0%	0%	*	
	CWD	8%	4%	7%	*	5%	7%	-	-	-	20%	7%	5%	7%	-	*	4%	12%	-	-	*	-	
	CWOD	20%	19%	15%	4%	10%	20%	-	*	-	20%	8%	26%	-	15%	7%	17%	12%	-	0%	0%	*	
	EL	11%	9%	6%	-	6%	-	-	-	-	-	8%	*	*	7%	6%	11%	0%	-	-	-	-	-
	Male	20%	18%	15%	0%	9%	19%	-	*	-	25%	10%	22%	4%	17%	11%	15%	-	-	*	0%	-	-
	Female	16%	15%	12%	7%	9%	17%	-	-	-	14%	5%	26%	12%	12%	0%	-	12%	-	*	0%	*	*
Science	All Students	17%	15%	20%	8%	12%	29%	-	*	-	27%	12%	33%	5%	23%	*	20%	20%	-	*	0%	*	
	CWD	7%	6%	5%	-	0%	17%	-	-	-	*	7%	0%	5%	-	*	3%	10%	-	-	*	-	
	CWOD	19%	17%	23%	8%	15%	30%	-	*	-	43%	14%	38%	-	23%	*	24%	21%	-	*	*	*	
	EL	6%	7%	*	-	*	-	-	-	-	-	*	*	*	*	*	*	*	-	-	-	-	-
	Male	19%	17%	20%	0%	11%	28%	-	*	-	17%	15%	27%	3%	24%	*	20%	-	-	*	*	-	-
	Female	16%	13%	20%	13%	12%	29%	-	-	-	40%	10%	40%	10%	21%	*	-	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 2022-23 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	64	56	65	65	-	*	-	39	61	40	53
CWD	40	*	42	43	-	-	-	*	35	40	*
CWOD	68	61	70	68	-	*	-	45	66	-	57
EL ◇	53	-	53	-	-	-	-	-	52	*	53
Male	59	40	57	62	-	*	-	43	54	34	56
Female	70	68	73	70	-	-	-	36	68	51	50
Mathematics											
All Students	65	55	63	67	-	*	-	73	59	37	62
CWD	37	*	38	36	-	-	-	*	36	37	*
CWOD	70	60	68	72	-	*	-	80	65	-	68
EL ◇	62	-	62	-	-	-	-	-	58	*	62
Male	60	33	57	65	-	*	-	50	53	29	61
Female	71	71	69	71	-	-	-	96	67	52	63

- 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 2022.

	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 2022													
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 2023 TELPAS (Texas English Language Proficiency Assessment System) data. (EL: English learner)

Total EL in Class	Proficiency of EL	Rate of Proficiency
17	5	29%

- 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	35	41	52	-	*	-	38	37	18	30
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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	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 (2023-2027)	44%	32%	35%	59%	44%	74%	46%	56%	31%	19%	28%
Target Met	Y	Y	Y	N				N	Y	N	Y
Interim Goals (2028-2032)	53%	43%	46%	66%	53%	78%	55%	63%	43%	33%	40%
Target Met	N	N	Y	N				N	N	N	N
Interim Goals (2033-2037)	62%	54%	57%	73%	62%	82%	64%	70%	55%	47%	52%
Target Met	N	N	N	N				N	N	N	N
Long-Term Goals	72%	66%	68%	80%	72%	87%	73%	78%	66%	60%	64%
Target Met	N	N	N	N				N	N	N	N
Mathematics											
Interim Goals (2023-2027)	47%	32%	39%	61%	47%	85%	52%	56%	35%	21%	36%
Target Met	N	Y	N	N				N	N	N	Y
Interim Goals (2028-2032)	56%	43%	49%	68%	56%	88%	60%	63%	46%	34%	47%
Target Met	N	N	N	N				N	N	N	N
Interim Goals (2033-2037)	65%	54%	59%	75%	65%	91%	68%	70%	57%	47%	58%
Target Met	N	N	N	N				N	N	N	N
Long-Term Goals	74%	66%	70%	81%	74%	93%	76%	78%	68%	61%	68%
Target Met	N	N	N	N				N	N	N	N
English Learner Language Proficiency Status											
Interim Goals (2023-2027)											44%
Target Met											Y
Interim Goals (2028-2032)											46%
Target Met											N
Interim Goals (2033-2037)											48%
Target Met											N
Long-Term Goals											50%
Target Met											N
Federal Graduation Status											
Interim Goals (2023-2027)	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80%
Target Met											
Interim Goals (2028-2032)	92.7%	90.2%	91.4%	95.2%	90.9%	97.1%	91.5%	93.2%	90.5%	85.8%	86%
Target Met											
Interim Goals (2033-2037)	95.4%	94.1%	94.7%	96.6%	94.4%	97.5%	94.7%	95.6%	94.3%	91.9%	92%
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	98%	98%	98%	98%	98%	98%	98%	98%	98%	98%	98%
Target Met											

Blank cell indicates there are no data available in the group.

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

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 2022-23 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%	-
	CWD	100%	*	100%	100%	-	-	-	100%	100%	100%	100%	-	100%	100%	100%	-
	CWOD	100%	100%	100%	100%	-	*	-	100%	100%	99%	-	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%	-	-
	Female	100%	100%	100%	99%	-	-	-	100%	100%	99%	100%	100%	100%	100%	-	100%
Reading	All Students	100%	100%	100%	100%	-	*	-	100%	100%	99%	100%	100%	100%	100%	100%	-
	CWD	100%	*	100%	100%	-	-	-	100%	100%	100%	100%	-	*	100%	100%	-
	CWOD	100%	100%	100%	99%	-	*	-	100%	100%	99%	-	100%	100%	100%	99%	-
	EL	100%	-	100%	-	-	-	-	-	100%	*	*	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	-	*	-	100%	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	99%	-	-	-	100%	100%	99%	100%	99%	100%	100%	-	100%
Mathematics	All Students	100%	100%	100%	100%	-	*	-	100%	100%	99%	100%	100%	100%	100%	100%	-
	CWD	100%	*	100%	100%	-	-	-	100%	100%	100%	100%	-	*	100%	100%	-
	CWOD	100%	100%	99%	99%	-	*	-	100%	100%	99%	-	100%	100%	100%	99%	-
	EL	100%	-	100%	-	-	-	-	-	100%	*	*	100%	100%	100%	100%	-
	Male	100%	100%	99%	100%	-	*	-	100%	99%	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	99%	-	-	-	100%	100%	99%	100%	99%	100%	100%	-	100%
Science	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%	100%	-
	EL	*	-	*	-	-	-	-	-	*	*	*	*	*	*	*	-
	Male	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
Science	Female	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%
	CWD	0%	*	0%	0%	-	-	-	0%	0%	0%	0%	-	0%	0%	0%	0%
	CWOD	0%	0%	0%	0%	-	*	-	0%	0%	1%	-	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%	-
	Female	0%	0%	0%	1%	-	-	-	0%	0%	1%	0%	0%	0%	0%	-	0%
Reading	All Students	0%	0%	0%	0%	-	*	-	0%	0%	1%	0%	0%	0%	0%	0%	0%
	CWD	0%	*	0%	0%	-	-	-	0%	0%	0%	0%	-	*	0%	0%	0%
	CWOD	0%	0%	0%	1%	-	*	-	0%	0%	1%	-	0%	0%	0%	0%	1%
	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%	1%	-	-	-	0%	0%	1%	0%	1%	0%	-	0%	0%
Mathematics	All Students	0%	0%	0%	0%	-	*	-	0%	0%	1%	0%	0%	0%	0%	0%	0%
	CWD	0%	*	0%	0%	-	-	-	0%	0%	0%	0%	-	*	0%	0%	0%
	CWOD	0%	0%	1%	1%	-	*	-	0%	0%	1%	-	0%	0%	0%	0%	1%
	EL	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	0%	0%
	Male	0%	0%	1%	0%	-	*	-	0%	1%	0%	0%	0%	0%	0%	0%	-
	Female	0%	0%	0%	1%	-	-	-	0%	0%	1%	0%	1%	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	*	-	*	-	-	-	-	-	*	*	*	*	*	*	*	*
	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 2020-21 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	48	3	17	21	0	0	0	7	1		
	Female	15	1	6	8	0	0	0	0	0		
	Total	63	4	23	29	0	0	0	7	1		
Out-of-School Suspensions												
	Male	1	0	0	1	0	0	0	0	0		
	Female	5	0	3	2	0	0	0	0	0		
	Total	6	0	3	3	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		

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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	17	0	6	10	0	0	0	1	1		10
	Female	2	1	1	0	0	0	0	0	0		4
	Total	19	1	7	10	0	0	0	1	1		14
Out-of-School Suspensions												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	1	0	1	0	0	0	0	0	0		1
	Total	1	0	1	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												
	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												

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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
All Students												
Chronic Absenteeism												
	Male	77	4	27	38	-8	-8	-8	8	1	12	13
	Female	83	7	34	39	1	-8	-8	2	3	17	6
	Total	160	11	61	77	1	-8	-8	10	4	29	19

	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 without a weapon	0
Incidents of physical attack or fight with a weapon	0
Incidents of physical attack or fight without a weapon	1
Incidents of threats of physical attack with a weapon	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 2020-21 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										

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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
	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

- Blank cell indicates the student group is not applicable to this report.
- Indicates there are no data available in the group.
 - 3 Indicates skip logic failure.
 - 5 Indicates Action Plan/Quick Plans.
 - 8 Indicates EDFacts missing data.
 - 9 Indicates not applicable / skipped.
 - 11 Indicates suppressed data at the campus/district level.
 - *** Indicates aggregated data at the state level is not available due to suppressed data at the campus level.

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	6.4	16.0%
Teachers Teaching with Emergency or Provisional Credentials	1.0	2.6%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	7.5	19.7%

- 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.

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 2022-23 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	7,391	2%	7	3%	-	-
Mathematics	7,386	2%	7	3%	-	-
Grade 4						
Reading	7,296	2%	5	2%	-	-
Mathematics	7,293	2%	5	2%	-	-
Grade 5						
Reading	6,823	2%	5	2%	-	-
Mathematics	6,825	2%	5	2%	-	-
Science	6,820	2%	5	2%	-	-
Grade 6						
Reading	6,480	2%	*	1%	-	-
Mathematics	6,481	2%	*	1%	-	-
Grade 7						
Reading	6,309	2%	*	1%	*	1%
Mathematics	6,300	2%	*	1%	*	1%
Grade 8						
Reading	6,168	1%	5	2%	5	2%
Mathematics	6,162	2%	5	2%	5	2%
Science	6,163	1%	5	2%	5	2%
End of Course						
English I	6,032	1%	5	1%	-	-
English II	5,771	1%	7	2%	-	-
Algebra I	6,015	1%	*	1%	-	-
Biology	6,041	1%	8	3%	-	-
All Grades						
All Subjects	117,761	1%	90	2%	21	2%
Reading	52,275	1%	40	2%	8	2%
Mathematics	46,462	2%	32	2%	8	2%
Science	19,024	1%	18	2%	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										
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
	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 2020-21 school year enrolled in a Texas public postsecondary education institution in the 2021-22 academic year in (I) programs of public postsecondary education in Texas; (II) programs of private postsecondary education in Texas; and (III) programs of postsecondary education outside Texas. (CWD: children with disability; EL: English learner)

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 2021-22 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	30%	40%	27%	32%	*	*	*	33%	38%	38%	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 10 assessments or students for the all student group or any subgroup for every indicator.

Part (i)(II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students (*not applicable to district and state report cards*).

State ESSA Goals (HS/K-12 & AEA)												
		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 Rates	44%	32%	36%	62%	43%	74%	45%	58%	33%	13%	20%
	2022-23 through 2026-27	44%	32%	36%	62%	43%	74%	45%	58%	33%	13%	20%
	2027-28 through 2031-32	53%	43%	47%	68%	53%	78%	54%	65%	44%	28%	33%
	2032-33 through 2036-37	62%	54%	58%	74%	63%	82%	63%	72%	55%	43%	46%
	2037-38	72%	66%	68%	81%	72%	87%	73%	79%	67%	57%	60%
Mathematics	Baseline Rates	38%	26%	35%	48%	37%	72%	41%	44%	32%	15%	31%
	2022-23 through 2026-27	38%	26%	35%	48%	37%	72%	41%	44%	32%	15%	31%
	2027-28 through 2031-32	48%	38%	46%	57%	48%	77%	51%	53%	43%	29%	43%
	2032-33 through 2036-37	58%	50%	57%	66%	59%	82%	61%	62%	54%	43%	55%
	2037-38	69%	63%	68%	74%	69%	86%	71%	72%	66%	58%	66%
EL Progress												
	Baseline Rates											34%
	2022-23 through 2026-27											34%
	2027-28 through 2031-32											36%
	2032-33 through 2036-37											38%
	2037-38											40%
Graduation Rate: 4-Year Longitudinal Rate												
	Baseline Rates	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80.0%
	2022-23 through 2026-27	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80.0%
	2027-28 through 2031-32	92.7%	90.2%	91.4%	95.2%	90.9%	97.1%	91.5%	93.2%	90.5%	85.8%	86.0%
	2032-33 through 2036-37	95.4%	94.1%	94.7%	96.6%	94.4%	97.5%	94.7%	95.6%	94.3%	91.9%	92.0%
	2037-38	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%

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State ESSA Goals (Middle Schools)												
		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 Rates	44%	32%	35%	59%	44%	74%	46%	56%	31%	19%	28%
	2022-23 through 2026-27	44%	32%	35%	59%	44%	74%	46%	56%	31%	19%	28%
	2027-28 through 2031-32	53%	43%	46%	66%	53%	78%	55%	63%	43%	33%	40%
	2032-33 through 2036-37	62%	54%	57%	73%	62%	82%	64%	70%	55%	47%	52%
	2037-38	72%	66%	68%	80%	72%	87%	73%	78%	66%	60%	64%
Mathematics	Baseline Rates	47%	32%	39%	61%	47%	85%	52%	56%	35%	21%	36%
	2022-23 through 2026-27	47%	32%	39%	61%	47%	85%	52%	56%	35%	21%	36%
	2027-28 through 2031-32	56%	43%	49%	68%	56%	88%	60%	63%	46%	34%	47%
	2032-33 through 2036-37	65%	54%	59%	75%	65%	91%	68%	70%	57%	47%	58%
	2037-38	74%	66%	70%	81%	74%	93%	76%	78%	68%	61%	68%
EL Progress												
	Baseline Rates											44%
	2022-23 through 2026-27											44%
	2027-28 through 2031-32											46%
	2032-33 through 2036-37											48%
	2037-38											50%

State ESSA Goals (Elementary Schools)												
		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 Rates	46%	34%	39%	59%	44%	73%	46%	55%	35%	26%	37%
	2022-23 through 2026-27	46%	34%	39%	59%	44%	73%	46%	55%	35%	26%	37%
	2027-28 through 2031-32	55%	45%	49%	66%	53%	78%	55%	63%	46%	38%	48%
	2032-33 through 2036-37	64%	56%	59%	73%	62%	83%	64%	71%	57%	50%	59%
	2037-38	73%	67%	70%	80%	72%	87%	73%	78%	68%	63%	69%
Mathematics	Baseline Rates	49%	33%	44%	60%	47%	82%	51%	55%	40%	29%	45%
	2022-23 through 2026-27	49%	33%	44%	60%	47%	82%	51%	55%	40%	29%	45%
	2027-28 through 2031-32	58%	44%	53%	67%	56%	85%	59%	63%	50%	41%	54%
	2032-33 through 2036-37	67%	55%	62%	74%	65%	88%	67%	71%	60%	53%	63%
	2037-38	75%	67%	72%	80%	74%	91%	76%	78%	70%	65%	73%
EL Progress												

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State ESSA Goals (Elementary Schools)											
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Baseline Rates											49%
2022-23 through 2026-27											49%
2027-28 through 2031-32											51%
2032-33 through 2036-37											53%
2037-38											55%

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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-12s; 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, and AEAs	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 Achievement 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. Total points for each component are determined by multiplying the percentage of evaluated indicators met by the corresponding weight and rounding to one decimal place. The Closing the Gaps domain score is the sum of the total points rounded to the nearest whole number and is further used to differentiate all public schools. See the accountability manual for details. [Chapter 4-2023 Closing the Gaps Domain](#)

(cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students. Texas uses the Closing the Gaps domain to identify campuses that have consistently under-performing 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 2019, 2022, and 2023 are considered consecutive years for 2023 TSI identification. See the accountability manual for details. [Chapter 10-2023 Identification of Schools for Improvement](#)

(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. First, Texas determines the bottom five percent of Closing the Gaps outcomes by rank ordering the scaled scores of Title I campuses by schooltype - 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. Title I campuses that rank in their school type's bottom five percent are identified for CSI. Any Title I campus identified for Additional Targeted Support (ATS) for three consecutive years will be identified for CSI the following school year.

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 type's bottom five percent of the Closing the Gaps domain for two consecutive years and have Closing the Gaps domain scaled score by the end of the second year that is higher than when originally identified are considered as having successfully exited. Campuses previously identified as CSI based solely on a graduation rate must have a four or six-year federal graduation rate of at least 66.7 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 2022-23 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																							
Reading	All Students	75%	79%	75%	-	69%	79%	-	-	-	*	71%	91%	23%	92%	*	67%	81%	-	-	*	*	
	CWD	51%	55%	23%	-	17%	29%	-	-	-	-	18%	*	23%	-	*	0%	43%	-	-	-	-	
	CWOD	80%	85%	92%	-	85%	100%	-	-	-	*	90%	100%	-	92%	*	93%	92%	-	-	*	*	
	EL	65%	54%	*	-	*	-	-	-	-	-	*	-	*	*	*	*	*	-	-	-	-	
	Male	73%	72%	67%	-	70%	60%	-	-	-	*	60%	83%	0%	93%	*	67%	-	-	-	-	-	*
	Female	78%	86%	81%	-	69%	93%	-	-	-	*	77%	100%	43%	92%	*	-	81%	-	-	-	*	-

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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	72%	79%	85%	-	85%	83%	-	-	-	*	80%	100%	54%	95%	*	90%	81%	-	-	*	*	
	CWD	51%	63%	54%	-	50%	57%	-	-	-	-	45%	*	54%	-	*	67%	43%	-	-	-	-	
	CWOD	76%	83%	95%	-	95%	94%	-	-	-	*	93%	100%	-	95%	*	100%	92%	-	-	*	*	
	EL	67%	54%	*	-	*	-	-	-	-	-	*	-	*	*	*	*	*	-	-	-	-	-
	Male	74%	79%	90%	-	100%	80%	-	-	-	*	87%	100%	67%	100%	*	90%	-	-	-	-	-	*
	Female	70%	79%	81%	-	75%	86%	-	-	-	*	77%	100%	43%	92%	*	-	81%	-	-	-	*	-
Grade 4																							
Reading	All Students	76%	77%	86%	*	76%	96%	-	-	-	*	83%	93%	40%	91%	-	86%	86%	-	*	-	*	
	CWD	51%	51%	40%	*	*	-	-	-	-	*	40%	-	40%	-	-	*	*	-	-	-	-	-
	CWOD	81%	82%	91%	-	83%	96%	-	-	-	*	90%	93%	-	91%	-	94%	89%	-	*	-	*	
	EL	66%	29%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	74%	75%	86%	*	70%	100%	-	-	-	*	82%	100%	*	94%	-	86%	-	-	-	-	-	*
	Female	79%	78%	86%	-	82%	94%	-	-	-	*	83%	90%	*	89%	-	-	86%	-	*	-	-	-
Mathematics	All Students	69%	69%	86%	*	81%	96%	-	-	-	*	83%	93%	20%	93%	-	82%	89%	-	*	-	*	
	CWD	44%	44%	20%	*	*	-	-	-	-	*	20%	-	20%	-	-	*	*	-	-	-	-	-
	CWOD	74%	74%	93%	-	89%	96%	-	-	-	*	93%	93%	-	93%	-	94%	93%	-	*	-	*	
	EL	63%	29%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	71%	73%	82%	*	70%	100%	-	-	-	*	76%	100%	*	94%	-	82%	-	-	-	-	-	*
	Female	67%	66%	89%	-	91%	94%	-	-	-	*	89%	90%	*	93%	-	-	89%	-	*	-	-	-
Grade 5																							
Reading	All Students	80%	80%	86%	-	67%	95%	-	*	-	*	80%	100%	60%	90%	*	80%	93%	-	-	*	-	
	CWD	49%	53%	60%	-	*	*	-	-	-	-	*	*	60%	-	-	60%	-	-	-	-	-	-
	CWOD	86%	85%	90%	-	80%	94%	-	*	-	*	86%	100%	-	90%	*	87%	93%	-	-	*	-	
	EL	72%	67%	*	-	-	-	-	*	-	-	-	*	-	*	*	*	-	-	-	-	-	-
	Male	77%	77%	80%	-	63%	88%	-	*	-	*	73%	100%	60%	87%	*	80%	-	-	-	-	-	-
	Female	83%	82%	93%	-	*	100%	-	-	-	-	90%	100%	-	93%	-	-	93%	-	-	-	*	-
Mathematics	All Students	79%	87%	83%	-	67%	89%	-	*	-	*	76%	100%	80%	83%	*	75%	93%	-	-	*	-	
	CWD	59%	82%	80%	-	*	*	-	-	-	-	*	*	80%	-	-	80%	-	-	-	-	-	-
	CWOD	83%	88%	83%	-	70%	88%	-	*	-	*	76%	100%	-	83%	*	73%	93%	-	-	*	-	
	EL	75%	78%	*	-	-	-	-	*	-	-	-	*	-	*	*	*	-	-	-	-	-	-
	Male	79%	86%	75%	-	63%	75%	-	*	-	*	67%	100%	80%	73%	*	75%	-	-	-	-	-	-
	Female	79%	89%	93%	-	*	100%	-	-	-	-	90%	100%	-	93%	-	-	93%	-	-	-	*	-
Science	All Students	64%	73%	77%	-	67%	79%	-	*	-	*	72%	90%	80%	77%	*	80%	73%	-	-	*	-	
	CWD	41%	50%	80%	-	*	*	-	-	-	-	*	*	80%	-	-	80%	-	-	-	-	-	-
	CWOD	68%	78%	77%	-	70%	75%	-	*	-	*	71%	89%	-	77%	*	80%	73%	-	-	*	-	
	EL	52%	44%	*	-	-	-	-	*	-	-	-	*	-	*	*	*	-	-	-	-	-	-
	Male	67%	78%	80%	-	75%	75%	-	*	-	*	73%	100%	80%	80%	*	80%	-	-	-	-	-	-
	Female	60%	68%	73%	-	*	82%	-	-	-	-	70%	80%	-	73%	-	-	73%	-	-	-	*	-

STAAR Percent at Meets Grade Level or Above

Grade 3

Texas Education Agency
2023 Federal Report Card
 EAST EL (025902109) - BROWNWOOD ISD - BROWN COUNTY

		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	49%	48%	48%	-	31%	63%	-	-	-	*	41%	73%	15%	59%	*	43%	52%	-	-	*	*	
	CWD	28%	24%	15%	-	0%	29%	-	-	-	-	9%	*	15%	-	*	0%	29%	-	-	-	-	
	CWOD	53%	53%	59%	-	40%	76%	-	-	-	*	53%	78%	-	59%	*	60%	58%	-	-	*	*	
	EL	37%	31%	*	-	*	-	-	-	-	-	*	-	*	*	*	*	*	-	-	-	-	
	Male	46%	44%	43%	-	40%	40%	-	-	-	*	33%	67%	0%	60%	*	43%	-	-	-	-	-	*
	Female	53%	51%	52%	-	25%	79%	-	-	-	*	46%	80%	29%	58%	*	-	52%	-	-	-	*	-
Mathematics	All Students	44%	50%	60%	-	42%	75%	-	-	-	*	51%	91%	15%	74%	*	62%	58%	-	-	*	*	
	CWD	28%	24%	15%	-	0%	29%	-	-	-	-	9%	*	15%	-	*	0%	29%	-	-	-	-	
	CWOD	47%	56%	74%	-	55%	94%	-	-	-	*	67%	100%	-	74%	*	87%	67%	-	-	*	*	
	EL	35%	38%	*	-	*	-	-	-	-	-	*	-	*	*	*	*	*	-	-	-	-	
	Male	47%	53%	62%	-	60%	60%	-	-	-	*	53%	83%	0%	87%	*	62%	-	-	-	-	-	*
	Female	40%	48%	58%	-	31%	86%	-	-	-	*	50%	100%	29%	67%	*	-	58%	-	-	-	*	-
Grade 4																							
Reading	All Students	47%	46%	68%	*	62%	76%	-	-	-	*	63%	80%	20%	73%	-	73%	64%	-	-	*	-	*
	CWD	25%	26%	20%	*	*	-	-	-	-	*	20%	-	20%	-	-	*	*	-	-	-	-	
	CWOD	51%	50%	73%	-	67%	76%	-	-	-	*	70%	80%	-	73%	-	83%	67%	-	-	*	-	*
	EL	35%	0%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Male	44%	46%	73%	*	60%	89%	-	-	-	*	65%	100%	*	83%	-	73%	-	-	-	-	-	*
	Female	50%	46%	64%	-	64%	69%	-	-	-	*	61%	70%	*	67%	-	-	64%	-	-	*	-	-
Mathematics	All Students	47%	44%	62%	*	57%	68%	-	-	-	*	54%	80%	20%	67%	-	73%	54%	-	-	*	-	*
	CWD	27%	21%	20%	*	*	-	-	-	-	*	20%	-	20%	-	-	*	*	-	-	-	-	
	CWOD	51%	49%	67%	-	61%	68%	-	-	-	*	60%	80%	-	67%	-	83%	56%	-	-	*	-	*
	EL	39%	0%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Male	50%	53%	73%	*	60%	89%	-	-	-	*	65%	100%	*	83%	-	73%	-	-	-	-	-	*
	Female	43%	36%	54%	-	55%	56%	-	-	-	*	44%	70%	*	56%	-	-	54%	-	-	*	-	-
Grade 5																							
Reading	All Students	56%	60%	51%	-	42%	53%	-	*	-	*	56%	40%	60%	50%	*	45%	60%	-	-	*	-	
	CWD	27%	32%	60%	-	*	*	-	-	-	-	*	*	60%	-	-	60%	-	-	-	-	-	
	CWOD	61%	65%	50%	-	50%	44%	-	*	-	*	57%	33%	-	50%	*	40%	60%	-	-	*	-	
	EL	43%	33%	*	-	-	-	-	*	-	-	-	*	-	*	*	*	*	-	-	-	-	
	Male	51%	51%	45%	-	25%	50%	-	*	-	*	40%	60%	60%	40%	*	45%	-	-	-	-	-	
	Female	60%	68%	60%	-	*	55%	-	-	-	-	80%	20%	-	60%	-	-	60%	-	-	-	*	-
Mathematics	All Students	50%	54%	43%	-	25%	42%	-	*	-	*	44%	40%	60%	40%	*	45%	40%	-	-	*	-	
	CWD	28%	39%	60%	-	*	*	-	-	-	-	*	*	60%	-	-	60%	-	-	-	-	-	
	CWOD	54%	57%	40%	-	30%	31%	-	*	-	*	43%	33%	-	40%	*	40%	40%	-	-	*	-	
	EL	43%	67%	*	-	-	-	-	*	-	-	-	*	-	*	*	*	*	-	-	-	-	
	Male	52%	57%	45%	-	25%	38%	-	*	-	*	40%	60%	60%	40%	*	45%	-	-	-	-	-	
	Female	48%	52%	40%	-	*	45%	-	-	-	-	50%	20%	-	40%	-	-	40%	-	-	-	*	-

Texas Education Agency
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 EAST EL (025902109) - BROWNWOOD ISD - BROWN COUNTY

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Science	All Students	35%	40%	34%	-	25%	32%	-	*	-	*	32%	40%	40%	33%	*	35%	33%	-	-	*	-
	CWD	23%	32%	40%	-	*	*	-	-	-	-	*	*	40%	-	-	40%	-	-	-	-	-
	CWOD	37%	41%	33%	-	30%	25%	-	*	-	*	33%	33%	-	33%	*	33%	33%	-	-	*	-
	EL	22%	33%	*	-	-	-	-	*	-	-	-	*	-	*	*	*	-	-	-	-	-
	Male	39%	48%	35%	-	25%	25%	-	*	-	*	27%	60%	40%	33%	*	35%	-	-	-	-	-
	Female	30%	32%	33%	-	*	36%	-	-	-	-	40%	20%	-	33%	-	-	33%	-	-	*	-
STAAR Percent at Masters Grade Level																						
Grade 3																						
Reading	All Students	19%	16%	19%	-	12%	29%	-	-	-	*	15%	36%	0%	26%	*	10%	26%	-	-	*	*
	CWD	7%	4%	0%	-	0%	0%	-	-	-	-	0%	*	0%	-	*	0%	0%	-	-	-	-
	CWOD	22%	19%	26%	-	15%	41%	-	-	-	*	20%	44%	-	26%	*	13%	33%	-	-	*	*
	EL	13%	8%	*	-	*	-	-	-	-	-	*	-	*	*	*	*	*	-	-	-	-
	Male	17%	11%	10%	-	10%	10%	-	-	-	*	0%	33%	0%	13%	*	10%	-	-	-	-	*
	Female	22%	20%	26%	-	13%	43%	-	-	-	*	23%	40%	0%	33%	*	-	26%	-	-	*	-
Mathematics	All Students	18%	20%	29%	-	19%	42%	-	-	-	*	22%	55%	0%	38%	*	29%	29%	-	-	*	*
	CWD	9%	8%	0%	-	0%	0%	-	-	-	-	0%	*	0%	-	*	0%	0%	-	-	-	-
	CWOD	20%	23%	38%	-	25%	59%	-	-	-	*	30%	67%	-	38%	*	40%	38%	-	-	*	*
	EL	12%	15%	*	-	*	-	-	-	-	-	*	-	*	*	*	*	*	-	-	-	-
	Male	21%	23%	29%	-	30%	30%	-	-	-	*	7%	83%	0%	40%	*	29%	-	-	-	-	*
	Female	15%	17%	29%	-	13%	50%	-	-	-	*	31%	20%	0%	38%	*	-	29%	-	-	*	-
Grade 4																						
Reading	All Students	21%	21%	36%	*	19%	48%	-	-	-	*	29%	53%	0%	40%	-	45%	29%	-	*	-	*
	CWD	7%	5%	0%	*	*	-	-	-	-	*	0%	-	0%	-	-	*	*	-	-	-	-
	CWOD	24%	25%	40%	-	22%	48%	-	-	-	*	33%	53%	-	40%	-	56%	30%	-	*	-	*
	EL	12%	0%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	19%	22%	45%	*	20%	67%	-	-	-	*	35%	80%	*	56%	-	45%	-	-	-	-	*
	Female	23%	20%	29%	-	18%	38%	-	-	-	*	22%	40%	*	30%	-	-	29%	-	*	-	-
Mathematics	All Students	21%	20%	36%	*	29%	44%	-	-	-	*	29%	53%	0%	40%	-	41%	32%	-	*	-	*
	CWD	8%	2%	0%	*	*	-	-	-	-	*	0%	-	0%	-	-	*	*	-	-	-	-
	CWOD	24%	23%	40%	-	33%	44%	-	-	-	*	33%	53%	-	40%	-	50%	33%	-	*	-	*
	EL	15%	0%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	24%	22%	41%	*	30%	56%	-	-	-	*	35%	60%	*	50%	-	41%	-	-	-	-	*
	Female	18%	17%	32%	-	27%	38%	-	-	-	*	22%	50%	*	33%	-	-	32%	-	*	-	-
Grade 5																						
Reading	All Students	28%	31%	29%	-	17%	32%	-	*	-	*	28%	30%	40%	27%	*	25%	33%	-	-	*	-
	CWD	8%	13%	40%	-	*	*	-	-	-	-	*	*	40%	-	-	40%	-	-	-	-	-
	CWOD	31%	35%	27%	-	20%	25%	-	*	-	*	24%	33%	-	27%	*	20%	33%	-	-	*	-
	EL	17%	22%	*	-	-	-	-	*	-	-	-	*	*	*	*	*	*	-	-	-	-
	Male	24%	29%	25%	-	13%	25%	-	*	-	*	20%	40%	40%	20%	*	25%	-	-	-	-	-
	Female	32%	34%	33%	-	*	36%	-	-	-	-	40%	20%	-	33%	-	-	33%	-	-	*	-

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Mathematics	All Students	21%	17%	14%	-	8%	11%	-	*	-	*	12%	20%	0%	17%	*	15%	13%	-	-	*	-
	CWD	8%	5%	0%	-	*	*	-	-	-	-	*	*	0%	-	-	0%	-	-	-	-	-
	CWOD	23%	19%	17%	-	10%	13%	-	*	-	*	14%	22%	-	17%	*	20%	13%	-	-	*	-
	EL	14%	22%	*	-	-	-	-	*	-	-	-	*	-	*	*	*	-	-	-	-	-
	Male	23%	22%	15%	-	13%	0%	-	*	-	*	7%	40%	0%	20%	*	15%	-	-	-	-	-
	Female	19%	11%	13%	-	*	18%	-	-	-	-	20%	0%	-	13%	-	-	13%	-	-	*	-
Science	All Students	15%	17%	23%	-	8%	21%	-	*	-	*	24%	20%	20%	23%	*	25%	20%	-	-	*	-
	CWD	7%	5%	20%	-	*	*	-	-	-	-	*	*	20%	-	-	20%	-	-	-	-	-
	CWOD	16%	20%	23%	-	10%	19%	-	*	-	*	24%	22%	-	23%	*	27%	20%	-	-	*	-
	EL	7%	22%	*	-	-	-	-	*	-	-	-	*	-	*	*	*	-	-	-	-	-
	Male	18%	23%	25%	-	13%	13%	-	*	-	*	20%	40%	20%	27%	*	25%	-	-	-	-	-
	Female	12%	12%	20%	-	*	27%	-	-	-	-	30%	0%	-	20%	-	-	20%	-	-	*	-
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						
All Subjects	All Students	75%	77%	83%	*	75%	88%	-	*	-	89%	78%	95%	47%	90%	67%	80%	85%	-	*	40%	*
	CWD	48%	48%	47%	*	33%	65%	-	-	-	*	41%	86%	47%	-	*	51%	38%	-	-	-	-
	CWOD	79%	82%	90%	-	84%	92%	-	*	-	100%	87%	96%	-	90%	86%	89%	90%	-	*	40%	*
	EL	62%	52%	67%	-	50%	-	-	*	-	-	50%	*	*	86%	67%	86%	*	-	-	-	-
	Male	73%	75%	80%	*	73%	82%	-	*	-	100%	74%	97%	51%	89%	86%	80%	-	-	-	-	*
	Female	77%	79%	85%	-	76%	92%	-	-	-	*	81%	93%	38%	90%	*	-	85%	-	*	40%	-
Reading	All Students	76%	76%	82%	*	71%	90%	-	*	-	88%	77%	94%	35%	91%	*	78%	85%	-	*	*	*
	CWD	46%	43%	35%	*	18%	50%	-	-	-	*	30%	*	35%	-	*	33%	38%	-	-	-	-
	CWOD	80%	83%	91%	-	83%	97%	-	*	-	100%	89%	97%	-	91%	*	92%	91%	-	*	*	*
	EL	60%	45%	*	-	*	-	-	*	-	-	*	*	*	*	*	*	*	-	-	-	-
	Male	72%	72%	78%	*	68%	81%	-	*	-	100%	72%	94%	33%	92%	*	78%	-	-	-	-	*
	Female	80%	81%	85%	-	74%	95%	-	-	-	*	81%	95%	38%	91%	*	-	85%	-	*	*	-
Mathematics	All Students	74%	76%	85%	*	80%	90%	-	*	-	88%	80%	97%	52%	91%	*	83%	86%	-	*	*	*
	CWD	49%	49%	52%	*	45%	70%	-	-	-	*	45%	*	52%	-	*	60%	38%	-	-	-	-
	CWOD	78%	81%	91%	-	88%	93%	-	*	-	100%	89%	97%	-	91%	*	90%	92%	-	*	*	*
	EL	65%	60%	*	-	*	-	-	*	-	-	*	*	*	*	*	*	*	*	-	-	-
	Male	73%	75%	83%	*	79%	85%	-	*	-	100%	77%	100%	60%	90%	*	83%	-	-	-	-	*
	Female	74%	77%	86%	-	81%	93%	-	-	-	*	83%	95%	38%	92%	*	-	86%	-	*	*	-
Science	All Students	76%	81%	77%	-	67%	79%	-	*	-	*	72%	90%	80%	77%	*	80%	73%	-	-	*	-
	CWD	52%	56%	80%	-	*	*	-	-	-	-	*	*	80%	-	-	80%	-	-	-	-	-
	CWOD	79%	86%	77%	-	70%	75%	-	*	-	*	71%	89%	-	77%	*	80%	73%	-	-	*	-
	EL	62%	54%	*	-	-	-	-	*	-	-	-	*	-	*	*	*	-	-	-	-	-
	Male	76%	82%	80%	-	75%	75%	-	*	-	*	73%	100%	80%	80%	*	80%	-	-	-	-	-
	Female	75%	80%	73%	-	*	82%	-	-	-	-	70%	80%	-	73%	-	-	73%	-	-	*	-

STAAR Percent at Meets Grade Level or Above
All Grades

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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 Subjects	All Students	48%	48%	54%	*	42%	60%	-	*	-	79%	49%	66%	27%	59%	56%	54%	53%	-	*	20%	*
	CWD	24%	23%	27%	*	8%	52%	-	-	-	*	20%	71%	27%	-	*	29%	25%	-	-	-	-
	CWOD	52%	53%	59%	-	50%	61%	-	*	-	88%	56%	65%	-	59%	71%	62%	56%	-	*	20%	*
	EL	31%	25%	56%	-	33%	-	-	*	-	-	33%	*	*	71%	56%	71%	*	-	-	-	-
	Male	46%	47%	54%	*	44%	56%	-	*	-	87%	47%	76%	29%	62%	71%	54%	-	-	-	-	-
	Female	49%	50%	53%	-	41%	62%	-	-	-	*	52%	58%	25%	56%	*	-	53%	-	*	20%	-
Reading	All Students	52%	52%	56%	*	44%	65%	-	*	-	75%	52%	67%	26%	62%	*	54%	58%	-	*	*	*
	CWD	24%	23%	26%	*	9%	50%	-	-	-	*	20%	*	26%	-	*	27%	25%	-	-	-	-
	CWOD	56%	57%	62%	-	52%	67%	-	*	-	86%	60%	67%	-	62%	*	63%	62%	-	*	*	*
	EL	33%	20%	*	-	*	-	-	*	-	-	*	*	*	*	*	*	*	-	-	-	-
	Male	47%	45%	54%	*	43%	59%	-	*	-	83%	47%	75%	27%	63%	*	54%	-	-	-	-	-
	Female	57%	58%	58%	-	45%	68%	-	-	-	*	57%	60%	25%	62%	*	-	58%	-	*	*	-
Mathematics	All Students	44%	45%	56%	*	44%	63%	-	*	-	88%	50%	72%	26%	62%	*	60%	53%	-	*	*	*
	CWD	24%	20%	26%	*	9%	50%	-	-	-	*	20%	*	26%	-	*	27%	25%	-	-	-	-
	CWOD	47%	50%	62%	-	52%	66%	-	*	-	100%	58%	73%	-	62%	*	71%	56%	-	*	*	*
	EL	32%	31%	*	-	*	-	-	*	-	-	*	*	*	*	*	*	*	-	-	-	-
	Male	45%	48%	60%	*	50%	63%	-	*	-	100%	53%	81%	27%	71%	*	60%	-	-	-	-	-
	Female	42%	43%	53%	-	39%	63%	-	-	-	*	48%	65%	25%	56%	*	-	53%	-	*	*	-
Science	All Students	46%	48%	34%	-	25%	32%	-	*	-	*	32%	40%	40%	33%	*	35%	33%	-	-	*	-
	CWD	24%	29%	40%	-	*	*	-	-	-	-	*	*	40%	-	-	40%	-	-	-	-	-
	CWOD	49%	51%	33%	-	30%	25%	-	*	-	*	33%	33%	-	33%	*	33%	33%	-	-	*	-
	EL	26%	25%	*	-	-	-	-	*	-	-	-	*	-	*	*	*	-	-	-	-	-
	Male	47%	50%	35%	-	25%	25%	-	*	-	*	27%	60%	40%	33%	*	35%	-	-	-	-	-
	Female	44%	46%	33%	-	*	36%	-	-	-	-	40%	20%	-	33%	-	-	33%	-	-	-	*
STAAR Percent at Masters Grade Level																						
All Grades																						
All Subjects	All Students	19%	17%	27%	*	17%	34%	-	*	-	37%	22%	40%	6%	31%	33%	27%	27%	-	*	0%	*
	CWD	7%	5%	6%	*	0%	13%	-	-	-	*	7%	0%	6%	-	*	9%	0%	-	-	-	-
	CWOD	21%	19%	31%	-	21%	37%	-	*	-	41%	26%	44%	-	31%	43%	33%	30%	-	*	0%	*
	EL	9%	7%	33%	-	0%	-	-	*	-	-	0%	*	*	43%	33%	43%	*	-	-	-	-
	Male	18%	16%	27%	*	19%	29%	-	*	-	47%	18%	54%	9%	33%	43%	27%	-	-	-	-	-
	Female	19%	17%	27%	-	15%	37%	-	-	-	*	26%	29%	0%	30%	*	-	27%	-	*	0%	-
Reading	All Students	20%	17%	28%	*	15%	37%	-	*	-	38%	23%	42%	9%	32%	*	27%	28%	-	*	*	*
	CWD	7%	5%	9%	*	0%	20%	-	-	-	*	10%	*	9%	-	*	13%	0%	-	-	-	-
	CWOD	22%	19%	32%	-	19%	40%	-	*	-	43%	26%	45%	-	32%	*	31%	32%	-	*	*	*
	EL	9%	6%	*	-	*	-	-	*	-	-	*	*	*	*	*	*	*	-	-	-	-
	Male	17%	15%	27%	*	14%	33%	-	*	-	50%	19%	50%	13%	31%	*	27%	-	-	-	-	-
	Female	23%	20%	28%	-	16%	39%	-	-	-	*	26%	35%	0%	32%	*	-	28%	-	*	*	-

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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	18%	17%	28%	*	20%	34%	-	*	-	25%	22%	44%	0%	33%	*	29%	27%	-	*	*	*	
	CWD	8%	4%	0%	*	0%	0%	-	-	-	*	0%	*	0%	-	*	0%	0%	-	-	-	-	
	CWOD	20%	19%	33%	-	25%	40%	-	*	-	29%	27%	48%	-	33%	*	38%	30%	-	*	*	*	
	EL	11%	9%	*	-	*	-	-	*	-	-	*	*	*	*	*	*	*	-	-	-	-	
	Male	20%	18%	29%	*	25%	30%	-	*	-	33%	17%	63%	0%	38%	*	29%	-	-	-	-	-	*
	Female	16%	15%	27%	-	16%	37%	-	-	-	*	26%	30%	0%	30%	*	-	27%	-	*	*	-	-
Science	All Students	17%	15%	23%	-	8%	21%	-	*	-	*	24%	20%	20%	23%	*	25%	20%	-	-	*	-	
	CWD	7%	6%	20%	-	*	*	-	-	-	-	*	*	20%	-	-	20%	-	-	-	-	-	
	CWOD	19%	17%	23%	-	10%	19%	-	*	-	*	24%	22%	-	23%	*	27%	20%	-	-	*	-	
	EL	6%	7%	*	-	-	-	-	*	-	-	-	*	-	*	*	*	-	-	-	-	-	
	Male	19%	17%	25%	-	13%	13%	-	*	-	*	20%	40%	20%	27%	*	25%	-	-	-	-	-	
	Female	16%	13%	20%	-	*	27%	-	-	-	-	30%	0%	-	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 2022-23 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	66	*	56	69	-	*	-	83	68	48	*
CWD	48	*	0	*	-	-	-	*	42	48	-
CWOD	69	-	66	67	-	*	-	90	73	-	*
EL ◇	*	-	-	-	-	*	-	-	-	-	*
Male	70	*	47	82	-	*	-	90	66	47	*
Female	63	-	67	61	-	-	-	*	71	*	-
Mathematics											
All Students	61	*	52	66	-	*	-	83	59	38	*
CWD	38	*	30	*	-	-	-	*	31	38	-
CWOD	65	-	56	65	-	*	-	100	64	-	*
EL ◇	*	-	-	-	-	*	-	-	-	-	*

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Male	67	*	54	72	-	*	-	100	59	42	*
Female	56	-	50	62	-	-	-	*	59	*	-

- 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 2022.

	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 2022													
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 2023 TELPAS (Texas English Language Proficiency Assessment System) data. (EL: English learner)

Total EL in Class	Proficiency of EL	Rate of Proficiency
5	2	-

- 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.

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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	55	*	45	61	-	*	-	68	50	27	52
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 (2023-2027)	46%	34%	39%	59%	44%	73%	46%	55%	35%	26%	37%
Target Met	Y		Y	Y					Y	Y	
Interim Goals (2028-2032)	55%	45%	49%	66%	53%	78%	55%	63%	46%	38%	48%
Target Met	Y		N	N					Y	N	
Interim Goals (2033-2037)	64%	56%	59%	73%	62%	83%	64%	71%	57%	50%	59%
Target Met	N		N	N					N	N	
Long-Term Goals	73%	67%	70%	80%	72%	87%	73%	78%	68%	63%	69%
Target Met	N		N	N					N	N	
Mathematics											
Interim Goals (2023-2027)	49%	33%	44%	60%	47%	82%	51%	55%	40%	29%	45%
Target Met	Y		Y	Y					Y	N	
Interim Goals (2028-2032)	58%	44%	53%	67%	56%	85%	59%	63%	50%	41%	54%
Target Met	N		N	N					Y	N	
Interim Goals (2033-2037)	67%	55%	62%	74%	65%	88%	67%	71%	60%	53%	63%
Target Met	N		N	N					N	N	

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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	75%	67%	72%	80%	74%	91%	76%	78%	70%	65%	73%
Target Met	N		N	N					N	N	
English Learner Language Proficiency Status											
Interim Goals (2023-2027)											49%
Target Met											
Interim Goals (2028-2032)											51%
Target Met											
Interim Goals (2033-2037)											53%
Target Met											
Long-Term Goals											55%
Target Met											
Federal Graduation Status											
Interim Goals (2023-2027)	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80%
Target Met											
Interim Goals (2028-2032)	92.7%	90.2%	91.4%	95.2%	90.9%	97.1%	91.5%	93.2%	90.5%	85.8%	86%
Target Met											
Interim Goals (2033-2037)	95.4%	94.1%	94.7%	96.6%	94.4%	97.5%	94.7%	95.6%	94.3%	91.9%	92%
Target Met											
Long-Term Goals	98%	98%	98%	98%	98%	98%	98%	98%	98%	98%	98%
Target Met											

Blank cell indicates there are no data available in the group.

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

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 2022-23 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%	100%	-
	EL	100%	-	100%	-	-	*	-	-	100%	*	*	100%	100%	100%	*	-
	Male	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
All Subjects	Female	100%	-	100%	100%	-	-	-	*	100%	100%	100%	100%	*	-	100%	-
Reading	All Students	100%	*	100%	100%	-	*	-	100%	100%	100%	100%	100%	*	100%	100%	-
	CWD	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%	*	100%	-	-
	Female	100%	-	100%	100%	-	-	-	*	100%	100%	100%	100%	*	-	100%	-
Mathematics	All Students	100%	*	100%	100%	-	*	-	100%	100%	100%	100%	100%	*	100%	100%	-
	CWD	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%	*	100%	-	-
	Female	100%	-	100%	100%	-	-	-	*	100%	100%	100%	100%	*	-	100%	-
Science	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%	*	100%	-	-
	Female	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%	0%	0%	-
	EL	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%	-

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Reading	All Students	0%	*	0%	0%	-	*	-	0%	0%	0%	0%	0%	*	0%	0%	-
	CWD	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%	*	0%	-	-
	Female	0%	-	0%	0%	-	-	-	*	0%	0%	0%	0%	*	-	0%	-
Mathematics	All Students	0%	*	0%	0%	-	*	-	0%	0%	0%	0%	0%	*	0%	0%	-
	CWD	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%	*	0%	-	-
	Female	0%	-	0%	0%	-	-	-	*	0%	0%	0%	0%	*	-	0%	-
Science	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%	*	0%	-	-
	Female	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 2020-21 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)

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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)
Students Without Disabilities												
In-School Suspensions												
	Male	12	0	2	8	0	0	0	2	0		
	Female	5	0	1	4	0	0	0	0	0		
	Total	17	0	3	12	0	0	0	2	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												
	Male	5	0	0	5	0	0	0	0	0		4
	Female	0	0	0	0	0	0	0	0	0		0
	Total	5	0	0	5	0	0	0	0	0		4
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	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	32	1	16	15	-8	-8	-8	-8	-8	3	3
	Female	17	-8	8	8	-8	-8	-8	1	1	1	-8
	Total	49	1	24	23	-8	-8	-8	1	1	4	3

											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 without a weapon											0
Incidents of physical attack or fight with a weapon											0
Incidents of physical attack or fight without a weapon											0
Incidents of threats of physical attack with a weapon											0

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	Total
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 2020-21 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	8	2	2	4	0	0	0	0	0	2
	Female	12	1	8	3	0	0	0	0	1	0
	Total	20	3	10	7	0	0	0	0	1	2
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

- Blank cell indicates the student group is not applicable to this report.
- Indicates there are no data available in the group.
- 3 Indicates skip logic failure.
- 5 Indicates Action Plan/Quick Plans.
- 8 Indicates EDFacts missing data.
- 9 Indicates not applicable / skipped.
- 11 Indicates suppressed data at the campus/district level.
- *** Indicates aggregated data at the state level is not available due to suppressed data at the campus level.

Part (ix): Teacher Quality Data

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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.

	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	7.9	29.5%
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	0.4	1.6%

- 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, 2024.

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 2022-23 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	7,391	2%	7	3%	-	-
Mathematics	7,386	2%	7	3%	-	-
Grade 4						
Reading	7,296	2%	5	2%	-	-
Mathematics	7,293	2%	5	2%	-	-
Grade 5						
Reading	6,823	2%	5	2%	-	-
Mathematics	6,825	2%	5	2%	-	-
Science	6,820	2%	5	2%	-	-
Grade 6						
Reading	6,480	2%	*	1%	-	-
Mathematics	6,481	2%	*	1%	-	-
Grade 7						
Reading	6,309	2%	*	1%	-	-
Mathematics	6,300	2%	*	1%	-	-
Grade 8						

	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	6,168	1%	5	2%	-	-
Mathematics	6,162	2%	5	2%	-	-
Science	6,163	1%	5	2%	-	-
End of Course						
English I	6,032	1%	5	1%	-	-
English II	5,771	1%	7	2%	-	-
Algebra I	6,015	1%	*	1%	-	-
Biology	6,041	1%	8	3%	-	-
All Grades						
All Subjects	117,761	1%	90	2%	-	-
Reading	52,275	1%	40	2%	-	-
Mathematics	46,462	2%	32	2%	-	-
Science	19,024	1%	18	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										
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

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 2020-21 school year enrolled in a Texas public postsecondary education institution in the 2021-22 academic year in (I) programs of public postsecondary education in Texas; (II) programs of private postsecondary education in Texas; and (III) programs of postsecondary education outside Texas. (CWD: children with disability; EL: English learner)

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 2021-22 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%	23%	25%	24%	-	*	*	25%	26%	22%	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 10 assessments or students for the all student group or any subgroup for every indicator.

Part (i)(II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students (*not applicable to district and state report cards*).

State ESSA Goals (HS/K-12 & AEA)												
		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 Rates	44%	32%	36%	62%	43%	74%	45%	58%	33%	13%	20%
	2022-23 through 2026-27	44%	32%	36%	62%	43%	74%	45%	58%	33%	13%	20%
	2027-28 through 2031-32	53%	43%	47%	68%	53%	78%	54%	65%	44%	28%	33%
	2032-33 through 2036-37	62%	54%	58%	74%	63%	82%	63%	72%	55%	43%	46%
	2037-38	72%	66%	68%	81%	72%	87%	73%	79%	67%	57%	60%
Mathematics	Baseline Rates	38%	26%	35%	48%	37%	72%	41%	44%	32%	15%	31%
	2022-23 through 2026-27	38%	26%	35%	48%	37%	72%	41%	44%	32%	15%	31%
	2027-28 through 2031-32	48%	38%	46%	57%	48%	77%	51%	53%	43%	29%	43%
	2032-33 through 2036-37	58%	50%	57%	66%	59%	82%	61%	62%	54%	43%	55%
	2037-38	69%	63%	68%	74%	69%	86%	71%	72%	66%	58%	66%
EL Progress												
	Baseline Rates											34%
	2022-23 through 2026-27											34%
	2027-28 through 2031-32											36%
	2032-33 through 2036-37											38%
	2037-38											40%
Graduation Rate: 4-Year Longitudinal Rate												
	Baseline Rates	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80.0%
	2022-23 through 2026-27	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80.0%
	2027-28 through 2031-32	92.7%	90.2%	91.4%	95.2%	90.9%	97.1%	91.5%	93.2%	90.5%	85.8%	86.0%
	2032-33 through 2036-37	95.4%	94.1%	94.7%	96.6%	94.4%	97.5%	94.7%	95.6%	94.3%	91.9%	92.0%
	2037-38	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%

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State ESSA Goals (Middle Schools)												
		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 Rates	44%	32%	35%	59%	44%	74%	46%	56%	31%	19%	28%
	2022-23 through 2026-27	44%	32%	35%	59%	44%	74%	46%	56%	31%	19%	28%
	2027-28 through 2031-32	53%	43%	46%	66%	53%	78%	55%	63%	43%	33%	40%
	2032-33 through 2036-37	62%	54%	57%	73%	62%	82%	64%	70%	55%	47%	52%
	2037-38	72%	66%	68%	80%	72%	87%	73%	78%	66%	60%	64%
Mathematics	Baseline Rates	47%	32%	39%	61%	47%	85%	52%	56%	35%	21%	36%
	2022-23 through 2026-27	47%	32%	39%	61%	47%	85%	52%	56%	35%	21%	36%
	2027-28 through 2031-32	56%	43%	49%	68%	56%	88%	60%	63%	46%	34%	47%
	2032-33 through 2036-37	65%	54%	59%	75%	65%	91%	68%	70%	57%	47%	58%
	2037-38	74%	66%	70%	81%	74%	93%	76%	78%	68%	61%	68%
EL Progress												
	Baseline Rates											44%
	2022-23 through 2026-27											44%
	2027-28 through 2031-32											46%
	2032-33 through 2036-37											48%
	2037-38											50%

State ESSA Goals (Elementary Schools)												
		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 Rates	46%	34%	39%	59%	44%	73%	46%	55%	35%	26%	37%
	2022-23 through 2026-27	46%	34%	39%	59%	44%	73%	46%	55%	35%	26%	37%
	2027-28 through 2031-32	55%	45%	49%	66%	53%	78%	55%	63%	46%	38%	48%
	2032-33 through 2036-37	64%	56%	59%	73%	62%	83%	64%	71%	57%	50%	59%
	2037-38	73%	67%	70%	80%	72%	87%	73%	78%	68%	63%	69%
Mathematics	Baseline Rates	49%	33%	44%	60%	47%	82%	51%	55%	40%	29%	45%
	2022-23 through 2026-27	49%	33%	44%	60%	47%	82%	51%	55%	40%	29%	45%
	2027-28 through 2031-32	58%	44%	53%	67%	56%	85%	59%	63%	50%	41%	54%
	2032-33 through 2036-37	67%	55%	62%	74%	65%	88%	67%	71%	60%	53%	63%
	2037-38	75%	67%	72%	80%	74%	91%	76%	78%	70%	65%	73%
EL Progress												

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State ESSA Goals (Elementary Schools)											
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Baseline Rates											49%
2022-23 through 2026-27											49%
2027-28 through 2031-32											51%
2032-33 through 2036-37											53%
2037-38											55%

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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-12s; 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, and AEAs	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 Achievement 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. Total points for each component are determined by multiplying the percentage of evaluated indicators met by the corresponding weight and rounding to one decimal place. The Closing the Gaps domain score is the sum of the total points rounded to the nearest whole number and is further used to differentiate all public schools. See the accountability manual for details. [Chapter 4-2023 Closing the Gaps Domain](#)

(cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students. Texas uses the Closing the Gaps domain to identify campuses that have consistently under-performing 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 2019, 2022, and 2023 are considered consecutive years for 2023 TSI identification. See the accountability manual for details. [Chapter 10-2023 Identification of Schools for Improvement](#)

(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. First, Texas determines the bottom five percent of Closing the Gaps outcomes by rank ordering the scaled scores of Title I campuses by schooltype - 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. Title I campuses that rank in their school type's bottom five percent are identified for CSI. Any Title I campus identified for Additional Targeted Support (ATS) for three consecutive years will be identified for CSI the following school year.

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 type's bottom five percent of the Closing the Gaps domain for two consecutive years and have Closing the Gaps domain scaled score by the end of the second year that is higher than when originally identified are considered as having successfully exited. Campuses previously identified as CSI based solely on a graduation rate must have a four or six-year federal graduation rate of at least 66.7 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 2022-23 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																							
Reading	All Students	75%	79%	74%	40%	71%	82%	-	-	-	83%	75%	64%	45%	79%	* 69%	79%	-	-	-	*	-	
	CWD	51%	55%	45%	*	67%	*	-	-	-	-	50%	*	45%	-	* 29%	*	-	-	-	*	-	
	CWOD	80%	85%	79%	*	72%	94%	-	-	-	83%	80%	75%	-	79%	* 79%	79%	-	-	-	-	-	
	EL	65%	54%	*	-	*	-	-	-	-	-	*	-	*	*	*	*	*	-	-	-	-	-
	Male	73%	72%	69%	*	69%	75%	-	-	-	*	71%	64%	29%	79%	* 69%	-	-	-	-	-	*	-
	Female	78%	86%	79%	*	74%	100%	-	-	-	100%	79%	-	*	79%	*	-	79%	-	-	-	-	-

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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	72%	79%	81%	40%	82%	82%	-	-	-	100%	82%	73%	64%	84%	* 79%	82%	-	-	-	*	-			
	CWD	51%	63%	64%	*	83%	*	-	-	-	-	75%	*	64%	-	* 57%	*	-	-	-	*	-			
	CWOD	76%	83%	84%	*	82%	89%	-	-	-	100%	83%	88%	-	84%	* 85%	83%	-	-	-	-	-			
	EL	67%	54%	*	-	*	-	-	-	-	-	*	-	*	*	*	*	*	-	-	-	-	-		
	Male	74%	79%	79%	*	69%	88%	-	-	-	*	83%	73%	57%	85%	* 79%	-	-	-	-	-	*	-		
	Female	70%	79%	82%	*	89%	67%	-	-	-	100%	82%	-	*	83%	* -	82%	-	-	-	-	-	-		
Grade 4																									
Reading	All Students	76%	77%	70%	40%	82%	69%	-	-	-	*	72%	60%	36%	82%	* 81%	61%	-	-	-	*	-			
	CWD	51%	51%	36%	*	60%	*	-	-	-	*	33%	*	36%	-	-	* 38%	-	-	-	-	-			
	CWOD	81%	82%	82%	*	88%	89%	-	-	-	*	83%	*	-	82%	* 89%	73%	-	-	-	-	*	-		
	EL	66%	29%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-	-		
	Male	74%	75%	81%	40%	100%	100%	-	-	-	*	83%	*	*	89%	-	81%	-	-	-	-	-	*	-	
	Female	79%	78%	61%	-	71%	33%	-	-	-	*	62%	*	38%	73%	* -	61%	-	-	-	-	-	-	-	
Mathematics	All Students	69%	69%	74%	40%	73%	85%	-	-	-	*	76%	60%	36%	88%	* 86%	64%	-	-	-	-	*	-		
	CWD	44%	44%	36%	*	20%	*	-	-	-	*	33%	*	36%	-	-	* 25%	-	-	-	-	-	-		
	CWOD	74%	74%	88%	*	88%	100%	-	-	-	*	90%	*	-	88%	* 89%	86%	-	-	-	-	-	*	-	
	EL	63%	29%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-	-	-	
	Male	71%	73%	86%	40%	100%	100%	-	-	-	*	89%	*	*	89%	-	86%	-	-	-	-	-	-	*	-
	Female	67%	66%	64%	-	57%	67%	-	-	-	*	65%	*	25%	86%	* -	64%	-	-	-	-	-	-	-	-
Grade 5																									
Reading	All Students	80%	80%	69%	*	61%	92%	-	-	-	*	60%	91%	* 75%	* 72%	67%	-	-	-	-	*	-	-		
	CWD	49%	53%	*	-	*	*	-	-	-	*	*	*	*	-	-	* 67%	-	-	-	-	*	-	-	
	CWOD	86%	85%	75%	*	65%	100%	-	-	-	*	64%	100%	-	75%	* 76%	73%	-	-	-	-	-	-	-	
	EL	72%	67%	*	-	*	-	-	-	-	-	*	*	-	*	*	-	*	-	-	-	-	-	-	
	Male	77%	77%	72%	*	67%	100%	-	-	-	*	62%	100%	*	76%	-	72%	-	-	-	-	-	-	-	-
	Female	83%	82%	67%	-	56%	86%	-	-	-	*	58%	83%	*	73%	* -	67%	-	-	-	-	-	*	-	-
Mathematics	All Students	79%	87%	89%	*	78%	100%	-	-	-	*	84%	100%	* 90%	* 94%	82%	-	-	-	-	-	*	-	-	
	CWD	59%	82%	*	-	*	*	-	-	-	*	*	*	*	-	-	* 82%	-	-	-	-	*	-	-	
	CWOD	83%	88%	90%	*	82%	100%	-	-	-	*	86%	100%	-	90%	* 94%	86%	-	-	-	-	-	-	-	
	EL	75%	78%	*	-	*	-	-	-	-	-	*	*	-	*	*	-	*	-	-	-	-	-	-	
	Male	79%	86%	94%	*	89%	100%	-	-	-	*	92%	100%	*	94%	-	94%	-	-	-	-	-	-	-	
	Female	79%	89%	82%	-	67%	100%	-	-	-	*	75%	100%	*	86%	* -	82%	-	-	-	-	-	*	-	-
Science	All Students	64%	73%	42%	*	39%	54%	-	-	-	*	36%	55%	* 47%	* 61%	22%	-	-	-	-	-	*	-	-	
	CWD	41%	50%	*	-	*	*	-	-	-	*	*	*	*	-	-	* 47%	-	-	-	-	*	-	-	
	CWOD	68%	78%	47%	*	41%	64%	-	-	-	*	41%	60%	-	47%	* 65%	27%	-	-	-	-	-	-	-	
	EL	52%	44%	*	-	*	-	-	-	-	-	*	*	-	*	*	-	*	-	-	-	-	-	-	
	Male	67%	78%	61%	*	67%	67%	-	-	-	*	62%	60%	*	65%	-	61%	-	-	-	-	-	-	-	
	Female	60%	68%	22%	-	11%	43%	-	-	-	*	8%	50%	*	27%	* -	22%	-	-	-	-	-	*	-	-

STAAR Percent at Meets 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	49%	48%	41%	20%	37%	55%	-	-	-	33%	40%	45%	9%	47%	*	40%	42%	-	-	*	-	
	CWD	28%	24%	9%	*	0%	*	-	-	-	-	0%	*	9%	-	*	14%	*	-	-	*	-	
	CWOD	53%	53%	47%	*	45%	61%	-	-	-	33%	47%	50%	-	47%	*	46%	48%	-	-	-	-	
	EL	37%	31%	*	-	*	-	-	-	-	-	*	-	*	*	*	*	*	-	-	-	-	-
	Male	46%	44%	40%	*	31%	56%	-	-	-	*	38%	45%	14%	46%	*	40%	-	-	-	*	-	
	Female	53%	51%	42%	*	42%	50%	-	-	-	40%	42%	-	*	48%	*	-	42%	-	-	-	-	-
Mathematics	All Students	44%	50%	51%	40%	44%	55%	-	-	-	83%	48%	64%	27%	55%	*	50%	52%	-	-	*	-	
	CWD	28%	24%	27%	*	33%	*	-	-	-	-	25%	*	27%	-	*	29%	*	-	-	*	-	
	CWOD	47%	56%	55%	*	46%	61%	-	-	-	83%	52%	75%	-	55%	*	56%	55%	-	-	-	-	
	EL	35%	38%	*	-	*	-	-	-	-	-	*	-	*	*	*	*	*	-	-	-	-	-
	Male	47%	53%	50%	*	38%	56%	-	-	-	*	43%	64%	29%	56%	*	50%	-	-	-	*	-	
	Female	40%	48%	52%	*	47%	50%	-	-	-	80%	52%	-	*	55%	*	-	52%	-	-	-	-	-
Grade 4																							
Reading	All Students	47%	46%	32%	20%	36%	38%	-	-	-	*	28%	60%	9%	39%	*	38%	26%	-	-	*	-	
	CWD	25%	26%	9%	*	0%	*	-	-	-	*	0%	*	9%	-	-	*	0%	-	-	-	-	
	CWOD	51%	50%	39%	*	47%	44%	-	-	-	*	37%	*	-	39%	*	39%	40%	-	-	*	-	
	EL	35%	0%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-	-
	Male	44%	46%	38%	20%	50%	43%	-	-	-	*	33%	*	*	39%	-	38%	-	-	-	*	-	
	Female	50%	46%	26%	-	29%	33%	-	-	-	*	24%	*	0%	40%	*	-	26%	-	-	-	-	-
Mathematics	All Students	47%	44%	49%	0%	59%	54%	-	-	-	*	47%	60%	9%	63%	*	67%	32%	-	-	*	-	
	CWD	27%	21%	9%	*	0%	*	-	-	-	*	0%	*	9%	-	-	*	0%	-	-	-	-	
	CWOD	51%	49%	63%	*	76%	67%	-	-	-	*	62%	*	-	63%	*	72%	50%	-	-	*	-	
	EL	39%	0%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-	
	Male	50%	53%	67%	0%	100%	86%	-	-	-	*	67%	*	*	72%	-	67%	-	-	-	*	-	
	Female	43%	36%	32%	-	36%	17%	-	-	-	*	30%	*	0%	50%	*	-	32%	-	-	-	-	
Grade 5																							
Reading	All Students	56%	60%	50%	*	44%	62%	-	-	-	*	44%	64%	*	56%	*	56%	44%	-	-	*	-	
	CWD	27%	32%	*	-	*	*	-	-	-	*	*	*	*	-	-	*	*	-	-	*	-	
	CWOD	61%	65%	56%	*	47%	73%	-	-	-	*	50%	70%	-	56%	*	59%	53%	-	-	-	-	
	EL	43%	33%	*	-	*	-	-	-	-	-	*	*	-	*	*	-	*	-	-	-	-	
	Male	51%	51%	56%	*	56%	67%	-	-	-	*	54%	60%	*	59%	-	56%	-	-	-	-	-	
	Female	60%	68%	44%	-	33%	57%	-	-	-	*	33%	67%	*	53%	*	-	44%	-	-	*	-	
Mathematics	All Students	50%	54%	46%	*	44%	58%	-	-	-	*	36%	70%	*	52%	*	61%	29%	-	-	*	-	
	CWD	28%	39%	*	-	*	*	-	-	-	*	*	*	*	-	-	*	*	-	-	*	-	
	CWOD	54%	57%	52%	*	47%	70%	-	-	-	*	41%	78%	-	52%	*	65%	36%	-	-	-	-	
	EL	43%	67%	*	-	*	-	-	-	-	-	*	*	-	*	*	-	*	-	-	-	-	
	Male	52%	57%	61%	*	67%	67%	-	-	-	*	54%	80%	*	65%	-	61%	-	-	-	-	-	
	Female	48%	52%	29%	-	22%	50%	-	-	-	*	17%	60%	*	36%	*	-	29%	-	-	*	-	

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

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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	21%	17%	9%	*	6%	8%	-	-	-	*	8%	10%	*	10%	*	17%	0%	-	*	-	-
	CWD	8%	5%	*	-	*	*	-	-	-	*	*	*	*	-	-	*	*	-	*	-	-
	CWOD	23%	19%	10%	*	6%	10%	-	-	-	*	9%	11%	-	10%	*	18%	0%	-	-	-	-
	EL	14%	22%	*	-	*	-	-	-	-	-	*	*	-	*	*	-	*	-	-	-	-
	Male	23%	22%	17%	*	11%	17%	-	-	-	*	15%	20%	*	18%	-	17%	-	-	-	-	-
	Female	19%	11%	0%	-	0%	0%	-	-	-	*	0%	0%	*	0%	*	-	0%	-	*	-	-
Science	All Students	15%	17%	8%	*	6%	8%	-	-	-	*	8%	9%	*	9%	*	17%	0%	-	*	-	-
	CWD	7%	5%	*	-	*	*	-	-	-	*	*	*	*	-	-	*	*	-	*	-	-
	CWOD	16%	20%	9%	*	6%	9%	-	-	-	*	9%	10%	-	9%	*	18%	0%	-	-	-	-
	EL	7%	22%	*	-	*	-	-	-	-	-	*	*	-	*	*	-	*	-	-	-	-
	Male	18%	23%	17%	*	11%	17%	-	-	-	*	15%	20%	*	18%	-	17%	-	-	-	-	-
	Female	12%	12%	0%	-	0%	0%	-	-	-	*	0%	0%	*	0%	*	-	0%	-	*	-	-
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						
All Subjects	All Students	75%	77%	72%	39%	71%	81%	-	-	-	74%	72%	73%	43%	78%	37%	77%	68%	-	*	25%	-
	CWD	48%	48%	43%	*	52%	41%	-	-	-	40%	44%	38%	43%	-	*	43%	42%	-	*	*	-
	CWOD	79%	82%	78%	47%	75%	91%	-	-	-	81%	77%	82%	-	78%	29%	82%	74%	-	-	33%	-
	EL	62%	52%	37%	-	37%	-	-	-	-	-	31%	*	*	29%	37%	*	33%	-	-	-	-
	Male	73%	75%	77%	41%	78%	88%	-	-	-	60%	78%	74%	43%	82%	*	77%	-	-	-	25%	-
	Female	77%	79%	68%	33%	66%	70%	-	-	-	81%	67%	71%	42%	74%	33%	-	68%	-	*	-	-
Reading	All Students	76%	76%	72%	36%	72%	81%	-	-	-	64%	71%	74%	38%	79%	38%	73%	70%	-	*	*	-
	CWD	46%	43%	38%	*	58%	30%	-	-	-	*	40%	33%	38%	-	*	27%	47%	-	*	*	-
	CWOD	80%	83%	79%	44%	75%	95%	-	-	-	75%	77%	86%	-	79%	29%	81%	76%	-	-	*	-
	EL	60%	45%	38%	-	38%	-	-	-	-	-	29%	*	*	29%	38%	*	33%	-	-	-	-
	Male	72%	72%	73%	38%	76%	86%	-	-	-	*	73%	74%	27%	81%	*	73%	-	-	-	*	-
	Female	80%	81%	70%	*	69%	74%	-	-	-	80%	70%	75%	47%	76%	33%	-	70%	-	*	-	-
Mathematics	All Students	74%	76%	81%	45%	78%	87%	-	-	-	100%	81%	81%	54%	87%	50%	85%	76%	-	*	*	-
	CWD	49%	49%	54%	*	50%	60%	-	-	-	*	55%	50%	54%	-	*	64%	47%	-	*	*	-
	CWOD	78%	81%	87%	56%	84%	95%	-	-	-	100%	86%	90%	-	87%	43%	89%	84%	-	-	*	-
	EL	65%	60%	50%	-	50%	-	-	-	-	-	43%	*	*	43%	50%	*	50%	-	-	-	-
	Male	73%	75%	85%	50%	84%	93%	-	-	-	*	87%	79%	64%	89%	*	85%	-	-	-	*	-
	Female	74%	77%	76%	*	74%	78%	-	-	-	100%	75%	86%	47%	84%	50%	-	76%	-	*	-	-
Science	All Students	76%	81%	42%	*	39%	54%	-	-	-	*	36%	55%	*	47%	*	61%	22%	-	*	-	-
	CWD	52%	56%	*	-	*	*	-	-	-	*	*	*	*	-	-	*	*	-	*	-	-
	CWOD	79%	86%	47%	*	41%	64%	-	-	-	*	41%	60%	-	47%	*	65%	27%	-	-	-	-
	EL	62%	54%	*	-	*	-	-	-	-	-	*	*	-	*	*	-	*	-	-	-	-
	Male	76%	82%	61%	*	67%	67%	-	-	-	*	62%	60%	*	65%	-	61%	-	-	-	-	-
	Female	75%	80%	22%	-	11%	43%	-	-	-	*	8%	50%	*	27%	*	-	22%	-	*	-	-
STAAR Percent at Meets Grade Level or Above																						
All Grades																						

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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 Subjects	All Students	48%	48%	42%	17%	40%	51%	-	-	-	39%	38%	55%	11%	48%	21%	48%	35%	-	*	0%	-
	CWD	24%	23%	11%	*	8%	18%	-	-	-	0%	5%	31%	11%	-	*	22%	3%	-	*	*	-
	CWOD	52%	53%	48%	21%	45%	59%	-	-	-	46%	45%	61%	-	48%	18%	52%	44%	-	-	0%	-
	EL	31%	25%	21%	-	21%	-	-	-	-	-	13%	*	*	18%	21%	*	20%	-	-	-	-
	Male	46%	47%	48%	12%	47%	59%	-	-	-	40%	44%	58%	22%	52%	*	48%	-	-	-	0%	-
	Female	49%	50%	35%	33%	33%	39%	-	-	-	38%	34%	48%	3%	44%	20%	-	35%	-	*	-	-
Reading	All Students	52%	52%	41%	18%	39%	52%	-	-	-	29%	37%	56%	8%	48%	13%	43%	38%	-	*	*	-
	CWD	24%	23%	8%	*	0%	20%	-	-	-	*	0%	33%	8%	-	*	18%	0%	-	*	*	-
	CWOD	56%	57%	48%	22%	46%	61%	-	-	-	33%	45%	62%	-	48%	14%	48%	47%	-	-	*	-
	EL	33%	20%	13%	-	13%	-	-	-	-	-	0%	*	*	14%	13%	*	17%	-	-	-	-
	Male	47%	45%	43%	13%	42%	55%	-	-	-	*	40%	53%	18%	48%	*	43%	-	-	-	*	-
	Female	57%	58%	38%	*	36%	47%	-	-	-	30%	35%	63%	0%	47%	17%	-	38%	-	*	-	-
Mathematics	All Students	44%	45%	49%	18%	49%	55%	-	-	-	54%	45%	65%	15%	56%	38%	58%	40%	-	*	*	-
	CWD	24%	20%	15%	*	17%	20%	-	-	-	*	10%	33%	15%	-	*	27%	7%	-	*	*	-
	CWOD	47%	50%	56%	22%	55%	65%	-	-	-	64%	53%	75%	-	56%	29%	63%	49%	-	-	*	-
	EL	32%	31%	38%	-	38%	-	-	-	-	-	29%	*	*	29%	38%	*	33%	-	-	-	-
	Male	45%	48%	58%	13%	63%	66%	-	-	-	*	54%	68%	27%	63%	*	58%	-	-	-	*	-
	Female	42%	43%	40%	*	38%	39%	-	-	-	56%	38%	57%	7%	49%	33%	-	40%	-	*	-	-
Science	All Students	46%	48%	17%	*	6%	31%	-	-	-	*	12%	27%	*	19%	*	28%	6%	-	*	-	-
	CWD	24%	29%	*	-	*	*	-	-	-	*	*	*	*	-	-	*	*	-	*	-	-
	CWOD	49%	51%	19%	*	6%	36%	-	-	-	*	14%	30%	-	19%	*	29%	7%	-	-	-	-
	EL	26%	25%	*	-	*	-	-	-	-	-	*	*	-	*	*	-	*	-	-	-	-
	Male	47%	50%	28%	*	11%	50%	-	-	-	*	23%	40%	*	29%	-	28%	-	-	-	-	-
	Female	44%	46%	6%	-	0%	14%	-	-	-	*	0%	17%	*	7%	*	-	6%	-	*	-	-
STAAR Percent at Masters Grade Level																						
All Grades																						
All Subjects	All Students	19%	17%	16%	4%	13%	20%	-	-	-	19%	13%	27%	5%	18%	0%	19%	12%	-	*	0%	-
	CWD	7%	5%	5%	*	0%	14%	-	-	-	0%	0%	23%	5%	-	*	13%	0%	-	*	*	-
	CWOD	21%	19%	18%	5%	15%	22%	-	-	-	23%	15%	27%	-	18%	0%	20%	15%	-	-	0%	-
	EL	9%	7%	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	*	0%	-	-	-	-
	Male	18%	16%	19%	6%	15%	27%	-	-	-	30%	15%	33%	13%	20%	*	19%	-	-	-	0%	-
	Female	19%	17%	12%	0%	12%	11%	-	-	-	14%	11%	14%	0%	15%	0%	-	12%	-	*	-	-
Reading	All Students	20%	17%	14%	0%	13%	19%	-	-	-	14%	11%	30%	4%	16%	0%	15%	14%	-	*	*	-
	CWD	7%	5%	4%	*	0%	10%	-	-	-	*	0%	17%	4%	-	*	9%	0%	-	*	*	-
	CWOD	22%	19%	16%	0%	16%	21%	-	-	-	17%	13%	33%	-	16%	0%	16%	17%	-	-	*	-
	EL	9%	6%	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	*	0%	-	-	-	-
	Male	17%	15%	15%	0%	12%	21%	-	-	-	*	9%	32%	9%	16%	*	15%	-	-	-	*	-
	Female	23%	20%	14%	*	14%	16%	-	-	-	10%	12%	25%	0%	17%	0%	-	14%	-	*	-	-

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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	18%	17%	19%	9%	15%	26%	-	-	-	23%	16%	31%	8%	21%	0%	25%	13%	-	*	*	-
	CWD	8%	4%	8%	*	0%	20%	-	-	-	*	0%	33%	8%	-	*	18%	0%	-	*	*	-
	CWOD	20%	19%	21%	11%	18%	27%	-	-	-	27%	19%	30%	-	21%	0%	26%	16%	-	-	*	-
	EL	11%	9%	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	*	0%	-	-	-	-
	Male	20%	18%	25%	13%	19%	34%	-	-	-	*	20%	37%	18%	26%	*	25%	-	-	-	*	-
	Female	16%	15%	13%	*	12%	11%	-	-	-	22%	12%	14%	0%	16%	0%	-	13%	-	*	-	-
Science	All Students	17%	15%	8%	*	6%	8%	-	-	-	*	8%	9%	*	9%	*	17%	0%	-	*	-	-
	CWD	7%	6%	*	-	*	*	-	-	-	*	*	*	*	-	-	*	*	-	*	-	-
	CWOD	19%	17%	9%	*	6%	9%	-	-	-	*	9%	10%	-	9%	*	18%	0%	-	-	-	-
	EL	6%	7%	*	-	*	-	-	-	-	-	*	*	-	*	*	-	*	-	-	-	-
	Male	19%	17%	17%	*	11%	17%	-	-	-	*	15%	20%	*	18%	-	17%	-	-	-	-	-
	Female	16%	13%	0%	-	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 2022-23 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	65	38	55	91	-	-	-	46	55	65	*
CWD	65	*	63	83	-	-	-	*	56	65	-
CWOD	65	45	54	94	-	-	-	45	54	-	*
EL ◇	*	-	*	-	-	-	-	-	*	-	*
Male	64	38	51	92	-	-	-	*	53	*	-
Female	66	-	58	90	-	-	-	*	56	70	*
Mathematics											
All Students	84	71	83	85	-	-	-	100	85	83	*
CWD	83	*	54	96	-	-	-	*	77	83	-
CWOD	84	65	88	82	-	-	-	*	87	-	*
EL ◇	*	-	*	-	-	-	-	-	*	-	*

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Male	82	71	82	79	-	-	-	*	86	*	-
Female	86	-	83	92	-	-	-	*	84	73	*

- 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 2022.

	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 2022													
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 2023 TELPAS (Texas English Language Proficiency Assessment System) data. (EL: English learner)

Total EL in Class	Proficiency of EL	Rate of Proficiency
16	5	31%

- 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.

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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	20	41	51	-	-	-	44	41	20	19
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 (2023-2027)	46%	34%	39%	59%	44%	73%	46%	55%	35%	26%	37%
Target Met	N		N	N				N	Y	N	N
Interim Goals (2028-2032)	55%	45%	49%	66%	53%	78%	55%	63%	46%	38%	48%
Target Met	N		N	N				N	N	N	N
Interim Goals (2033-2037)	64%	56%	59%	73%	62%	83%	64%	71%	57%	50%	59%
Target Met	N		N	N				N	N	N	N
Long-Term Goals	73%	67%	70%	80%	72%	87%	73%	78%	68%	63%	69%
Target Met	N		N	N				N	N	N	N
Mathematics											
Interim Goals (2023-2027)	49%	33%	44%	60%	47%	82%	51%	55%	40%	29%	45%
Target Met	Y		Y	N				N	Y	N	Y
Interim Goals (2028-2032)	58%	44%	53%	67%	56%	85%	59%	63%	50%	41%	54%
Target Met	N		N	N				N	N	N	N
Interim Goals (2033-2037)	67%	55%	62%	74%	65%	88%	67%	71%	60%	53%	63%
Target Met	N		N	N				N	N	N	N

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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	75%	67%	72%	80%	74%	91%	76%	78%	70%	65%	73%
Target Met	N		N	N				N	N	N	N
English Learner Language Proficiency Status											
Interim Goals (2023-2027)											49%
Target Met											Y
Interim Goals (2028-2032)											51%
Target Met											Y
Interim Goals (2033-2037)											53%
Target Met											Y
Long-Term Goals											55%
Target Met											Y
Federal Graduation Status											
Interim Goals (2023-2027)	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80%
Target Met											
Interim Goals (2028-2032)	92.7%	90.2%	91.4%	95.2%	90.9%	97.1%	91.5%	93.2%	90.5%	85.8%	86%
Target Met											
Interim Goals (2033-2037)	95.4%	94.1%	94.7%	96.6%	94.4%	97.5%	94.7%	95.6%	94.3%	91.9%	92%
Target Met											
Long-Term Goals	98%	98%	98%	98%	98%	98%	98%	98%	98%	98%	98%
Target Met											

Blank cell indicates there are no data available in the group.

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

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 2022-23 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%	99%	100%	-	-	-	100%	100%	100%	100%	100%	99%	100%	-	
	CWD	100%	*	100%	100%	-	-	-	100%	100%	100%	100%	-	* 100%	100%	-	
	CWOD	100%	100%	99%	100%	-	-	-	100%	100%	100%	-	100%	100%	99%	100%	-
	EL	100%	-	100%	-	-	-	-	100%	*	*	100%	100%	*	100%	-	
	Male	99%	100%	99%	100%	-	-	-	100%	99%	100%	100%	99%	* 99%	-	-	

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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	Female	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%	-
	CWOD	100%	100%	100%	100%	-	-	-	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	-	100%	-	-	-	-	-	100%	*	*	100%	100%	*	100%	-
	Male	100%	100%	100%	100%	-	-	-	*	100%	100%	100%	100%	*	100%	-	-
	Female	100%	*	100%	100%	-	-	-	100%	100%	100%	100%	100%	100%	100%	-	100%
Mathematics	All Students	99%	100%	99%	100%	-	-	-	100%	99%	100%	100%	99%	100%	99%	100%	-
	CWD	100%	*	100%	100%	-	-	-	*	100%	100%	100%	-	*	100%	100%	-
	CWOD	99%	100%	98%	100%	-	-	-	100%	99%	100%	-	99%	100%	98%	100%	-
	EL	100%	-	100%	-	-	-	-	-	100%	*	*	100%	100%	*	100%	-
	Male	99%	100%	97%	100%	-	-	-	*	98%	100%	100%	98%	*	99%	-	-
	Female	100%	*	100%	100%	-	-	-	100%	100%	100%	100%	100%	100%	100%	-	100%
Science	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%	-	100%	-	-
	Female	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%	1%	0%	-	-	-	0%	0%	0%	0%	0%	0%	1%	0%	-
	CWD	0%	*	0%	0%	-	-	-	0%	0%	0%	0%	-	*	0%	0%	-
	CWOD	0%	0%	1%	0%	-	-	-	0%	0%	0%	-	0%	0%	1%	0%	-
	EL	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	*	0%	-
	Male	1%	0%	1%	0%	-	-	-	0%	1%	0%	0%	1%	*	1%	-	-
	Female	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	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%	0%	0%	0%	-
	EL	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	*	0%	-
	Male	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	*	0%	-	-
	Female	0%	*	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	-	0%	-
Mathematics	All Students	1%	0%	1%	0%	-	-	-	0%	1%	0%	0%	1%	0%	1%	0%	-
	CWD	0%	*	0%	0%	-	-	-	*	0%	0%	0%	-	*	0%	0%	-
	CWOD	1%	0%	2%	0%	-	-	-	0%	1%	0%	-	1%	0%	2%	0%	-
	EL	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	*	0%	-
	Male	1%	0%	3%	0%	-	-	-	*	2%	0%	0%	2%	*	1%	-	-
	Female	0%	*	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	-	0%	-
Science	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%	*	0%	-	0%	-	-
	Female	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 2020-21 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)

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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)
Students Without Disabilities												
In-School Suspensions												
	Male	4	0	3	1	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	4	0	3	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												
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	3	0	3	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	3	0	3	0	0	0	0	0	0		0
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	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	43	4	25	12	-8	-8	-8	2	3	9	4
	Female	51	3	25	21	-8	-8	-8	2	3	8	8
	Total	94	7	50	33	-8	-8	-8	4	6	17	12

											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 without a weapon											0
Incidents of physical attack or fight with a weapon											0
Incidents of physical attack or fight without a weapon											0
Incidents of threats of physical attack with a weapon											0

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	Total
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 2020-21 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	60	11	32	14	0	1	0	2	3	11
	Female	54	8	27	17	0	0	0	2	1	0
	Total	114	19	59	31	0	1	0	4	4	11
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

- Blank cell indicates the student group is not applicable to this report.
- Indicates there are no data available in the group.
- 3 Indicates skip logic failure.
- 5 Indicates Action Plan/Quick Plans.
- 8 Indicates EDFacts missing data.
- 9 Indicates not applicable / skipped.
- 11 Indicates suppressed data at the campus/district level.
- *** Indicates aggregated data at the state level is not available due to suppressed data at the campus level.

Part (ix): Teacher Quality Data

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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.

	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	6.4	17.1%
Teachers Teaching with Emergency or Provisional Credentials	1.0	2.8%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	1.6	4.5%

- 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, 2024.

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 2022-23 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	7,391	2%	7	3%	-	-
Mathematics	7,386	2%	7	3%	-	-
Grade 4						
Reading	7,296	2%	5	2%	-	-
Mathematics	7,293	2%	5	2%	-	-
Grade 5						
Reading	6,823	2%	5	2%	-	-
Mathematics	6,825	2%	5	2%	-	-
Science	6,820	2%	5	2%	-	-
Grade 6						
Reading	6,480	2%	*	1%	-	-
Mathematics	6,481	2%	*	1%	-	-
Grade 7						
Reading	6,309	2%	*	1%	-	-
Mathematics	6,300	2%	*	1%	-	-
Grade 8						

	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	6,168	1%	5	2%	-	-
Mathematics	6,162	2%	5	2%	-	-
Science	6,163	1%	5	2%	-	-
End of Course						
English I	6,032	1%	5	1%	-	-
English II	5,771	1%	7	2%	-	-
Algebra I	6,015	1%	*	1%	-	-
Biology	6,041	1%	8	3%	-	-
All Grades						
All Subjects	117,761	1%	90	2%	-	-
Reading	52,275	1%	40	2%	-	-
Mathematics	46,462	2%	32	2%	-	-
Science	19,024	1%	18	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										
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

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 2020-21 school year enrolled in a Texas public postsecondary education institution in the 2021-22 academic year in (I) programs of public postsecondary education in Texas; (II) programs of private postsecondary education in Texas; and (III) programs of postsecondary education outside Texas. (CWD: children with disability; EL: English learner)

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 2021-22 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	32%	37%	38%	25%	-	*	-	14%	33%	32%	42%

- 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 10 assessments or students for the all student group or any subgroup for every indicator.

Part (i)(II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students (*not applicable to district and state report cards*).

State ESSA Goals (HS/K-12 & AEA)												
		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 Rates	44%	32%	36%	62%	43%	74%	45%	58%	33%	13%	20%
	2022-23 through 2026-27	44%	32%	36%	62%	43%	74%	45%	58%	33%	13%	20%
	2027-28 through 2031-32	53%	43%	47%	68%	53%	78%	54%	65%	44%	28%	33%
	2032-33 through 2036-37	62%	54%	58%	74%	63%	82%	63%	72%	55%	43%	46%
	2037-38	72%	66%	68%	81%	72%	87%	73%	79%	67%	57%	60%
Mathematics	Baseline Rates	38%	26%	35%	48%	37%	72%	41%	44%	32%	15%	31%
	2022-23 through 2026-27	38%	26%	35%	48%	37%	72%	41%	44%	32%	15%	31%
	2027-28 through 2031-32	48%	38%	46%	57%	48%	77%	51%	53%	43%	29%	43%
	2032-33 through 2036-37	58%	50%	57%	66%	59%	82%	61%	62%	54%	43%	55%
	2037-38	69%	63%	68%	74%	69%	86%	71%	72%	66%	58%	66%
EL Progress												
	Baseline Rates											34%
	2022-23 through 2026-27											34%
	2027-28 through 2031-32											36%
	2032-33 through 2036-37											38%
	2037-38											40%
Graduation Rate: 4-Year Longitudinal Rate												
	Baseline Rates	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80.0%
	2022-23 through 2026-27	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80.0%
	2027-28 through 2031-32	92.7%	90.2%	91.4%	95.2%	90.9%	97.1%	91.5%	93.2%	90.5%	85.8%	86.0%
	2032-33 through 2036-37	95.4%	94.1%	94.7%	96.6%	94.4%	97.5%	94.7%	95.6%	94.3%	91.9%	92.0%
	2037-38	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%

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State ESSA Goals (Middle Schools)												
		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 Rates	44%	32%	35%	59%	44%	74%	46%	56%	31%	19%	28%
	2022-23 through 2026-27	44%	32%	35%	59%	44%	74%	46%	56%	31%	19%	28%
	2027-28 through 2031-32	53%	43%	46%	66%	53%	78%	55%	63%	43%	33%	40%
	2032-33 through 2036-37	62%	54%	57%	73%	62%	82%	64%	70%	55%	47%	52%
	2037-38	72%	66%	68%	80%	72%	87%	73%	78%	66%	60%	64%
Mathematics	Baseline Rates	47%	32%	39%	61%	47%	85%	52%	56%	35%	21%	36%
	2022-23 through 2026-27	47%	32%	39%	61%	47%	85%	52%	56%	35%	21%	36%
	2027-28 through 2031-32	56%	43%	49%	68%	56%	88%	60%	63%	46%	34%	47%
	2032-33 through 2036-37	65%	54%	59%	75%	65%	91%	68%	70%	57%	47%	58%
	2037-38	74%	66%	70%	81%	74%	93%	76%	78%	68%	61%	68%
EL Progress												
	Baseline Rates											44%
	2022-23 through 2026-27											44%
	2027-28 through 2031-32											46%
	2032-33 through 2036-37											48%
	2037-38											50%

State ESSA Goals (Elementary Schools)												
		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 Rates	46%	34%	39%	59%	44%	73%	46%	55%	35%	26%	37%
	2022-23 through 2026-27	46%	34%	39%	59%	44%	73%	46%	55%	35%	26%	37%
	2027-28 through 2031-32	55%	45%	49%	66%	53%	78%	55%	63%	46%	38%	48%
	2032-33 through 2036-37	64%	56%	59%	73%	62%	83%	64%	71%	57%	50%	59%
	2037-38	73%	67%	70%	80%	72%	87%	73%	78%	68%	63%	69%
Mathematics	Baseline Rates	49%	33%	44%	60%	47%	82%	51%	55%	40%	29%	45%
	2022-23 through 2026-27	49%	33%	44%	60%	47%	82%	51%	55%	40%	29%	45%
	2027-28 through 2031-32	58%	44%	53%	67%	56%	85%	59%	63%	50%	41%	54%
	2032-33 through 2036-37	67%	55%	62%	74%	65%	88%	67%	71%	60%	53%	63%
	2037-38	75%	67%	72%	80%	74%	91%	76%	78%	70%	65%	73%
EL Progress												

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State ESSA Goals (Elementary Schools)											
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Baseline Rates											49%
2022-23 through 2026-27											49%
2027-28 through 2031-32											51%
2032-33 through 2036-37											53%
2037-38											55%

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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-12s; 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, and AEAs	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 Achievement 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. Total points for each component are determined by multiplying the percentage of evaluated indicators met by the corresponding weight and rounding to one decimal place. The Closing the Gaps domain score is the sum of the total points rounded to the nearest whole number and is further used to differentiate all public schools. See the accountability manual for details. [Chapter 4-2023 Closing the Gaps Domain](#)

(cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students. Texas uses the Closing the Gaps domain to identify campuses that have consistently under-performing 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 2019, 2022, and 2023 are considered consecutive years for 2023 TSI identification. See the accountability manual for details. [Chapter 10-2023 Identification of Schools for Improvement](#)

(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. First, Texas determines the bottom five percent of Closing the Gaps outcomes by rank ordering the scaled scores of Title I campuses by schooltype - 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. Title I campuses that rank in their school type's bottom five percent are identified for CSI. Any Title I campus identified for Additional Targeted Support (ATS) for three consecutive years will be identified for CSI the following school year.

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 type's bottom five percent of the Closing the Gaps domain for two consecutive years and have Closing the Gaps domain scaled score by the end of the second year that is higher than when originally identified are considered as having successfully exited. Campuses previously identified as CSI based solely on a graduation rate must have a four or six-year federal graduation rate of at least 66.7 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 2022-23 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																							
Reading	All Students	75%	74%	79%	57%	76%	83%	-	*	-	89%	76%	88%	55%	85%	54%	72%	86%	-	-	*	*	
	CWD	51%	52%	55%	*	58%	52%	-	-	-	*	53%	64%	55%	-	*	38%	72%	-	-	*	-	
	CWOD	80%	79%	85%	60%	79%	93%	-	*	-	88%	82%	93%	-	85%	55%	80%	89%	-	-	*	*	
	EL	65%	59%	54%	-	50%	-	-	*	-	-	50%	*	*	55%	54%	67%	*	-	-	-	-	
	Male	73%	72%	72%	*	67%	77%	-	*	-	-	60%	67%	80%	38%	80%	67%	72%	-	-	-	*	*
	Female	78%	77%	86%	*	83%	88%	-	-	-	-	100%	82%	100%	72%	89%	*	-	86%	-	-	*	*

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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	72%	69%	79%	57%	77%	82%	-	*	-	83%	77%	85%	63%	83%	54%	79%	79%	-	-	*	*
	CWD	51%	51%	63%	*	68%	59%	-	-	-	*	61%	73%	63%	-	*	63%	64%	-	-	*	-
	CWOD	76%	74%	83%	60%	78%	89%	-	*	-	82%	81%	88%	-	83%	55%	84%	82%	-	-	*	*
	EL	67%	60%	54%	-	50%	-	-	*	-	-	58%	*	*	55%	54%	67%	*	-	-	-	-
	Male	74%	73%	79%	*	74%	87%	-	*	-	60%	77%	83%	63%	84%	67%	79%	-	-	-	*	*
	Female	70%	65%	79%	*	79%	78%	-	-	-	92%	76%	89%	64%	82%	*	-	79%	-	-	*	*
Grade 4																						
Reading	All Students	76%	75%	77%	44%	74%	83%	-	*	-	55%	74%	84%	51%	82%	29%	75%	78%	-	*	60%	*
	CWD	51%	47%	51%	*	55%	56%	-	-	-	*	49%	63%	51%	-	*	54%	47%	-	*	*	-
	CWOD	81%	81%	82%	43%	79%	87%	-	*	-	75%	80%	87%	-	82%	40%	80%	83%	-	*	*	*
	EL	66%	58%	29%	-	17%	-	-	*	-	-	33%	*	*	40%	29%	*	*	-	-	-	-
	Male	74%	72%	75%	43%	70%	84%	-	-	-	*	73%	81%	54%	80%	*	75%	-	-	*	*	*
	Female	79%	78%	78%	*	77%	83%	-	*	-	50%	74%	86%	47%	83%	*	-	78%	-	*	*	*
Mathematics	All Students	69%	64%	69%	22%	67%	76%	-	*	-	60%	67%	74%	44%	74%	29%	73%	66%	-	*	40%	*
	CWD	44%	38%	44%	*	36%	63%	-	-	-	*	40%	63%	44%	-	*	54%	32%	-	*	*	-
	CWOD	74%	70%	74%	29%	75%	78%	-	*	-	71%	74%	75%	-	74%	40%	77%	72%	-	*	*	*
	EL	63%	55%	29%	-	33%	-	-	*	-	-	33%	*	*	40%	29%	*	*	-	-	-	-
	Male	71%	67%	73%	29%	74%	75%	-	-	-	*	72%	73%	54%	77%	*	73%	-	-	*	*	*
	Female	67%	61%	66%	*	60%	76%	-	*	-	43%	61%	74%	32%	72%	*	-	66%	-	*	*	*
Grade 5																						
Reading	All Students	80%	78%	80%	63%	73%	86%	-	*	-	83%	74%	91%	53%	85%	67%	77%	82%	-	*	*	*
	CWD	49%	44%	53%	*	41%	56%	-	-	-	*	48%	71%	53%	-	*	56%	46%	-	*	*	-
	CWOD	86%	84%	85%	50%	80%	91%	-	*	-	89%	80%	93%	-	85%	75%	83%	86%	-	*	*	*
	EL	72%	64%	67%	-	63%	-	-	*	-	-	57%	*	*	75%	67%	80%	*	-	-	-	-
	Male	77%	74%	77%	*	77%	77%	-	*	-	86%	73%	87%	56%	83%	80%	77%	-	-	*	*	-
	Female	83%	82%	82%	60%	69%	93%	-	-	-	80%	75%	95%	46%	86%	*	-	82%	-	*	*	*
Mathematics	All Students	79%	77%	87%	100%	79%	94%	-	*	-	85%	84%	94%	82%	88%	78%	86%	89%	-	*	*	*
	CWD	59%	56%	82%	*	59%	100%	-	-	-	*	77%	100%	82%	-	*	84%	77%	-	*	*	-
	CWOD	83%	80%	88%	100%	83%	93%	-	*	-	80%	86%	93%	-	88%	88%	86%	90%	-	*	*	*
	EL	75%	69%	78%	-	75%	-	-	*	-	-	71%	*	*	88%	78%	80%	*	-	-	-	-
	Male	79%	77%	86%	*	80%	90%	-	*	-	88%	84%	89%	84%	86%	80%	86%	-	-	*	*	-
	Female	79%	76%	89%	100%	78%	97%	-	-	-	80%	84%	98%	77%	90%	*	-	89%	-	*	*	*
Science	All Students	64%	62%	73%	50%	67%	80%	-	*	-	77%	66%	89%	50%	78%	44%	78%	68%	-	*	*	*
	CWD	41%	37%	50%	*	47%	50%	-	-	-	*	42%	86%	50%	-	*	64%	23%	-	*	*	-
	CWOD	68%	67%	78%	50%	71%	85%	-	*	-	80%	71%	89%	-	78%	50%	82%	74%	-	*	*	*
	EL	52%	41%	44%	-	38%	-	-	*	-	-	43%	*	*	50%	44%	80%	*	-	-	-	-
	Male	67%	67%	78%	*	77%	79%	-	*	-	88%	73%	89%	64%	82%	80%	78%	-	-	*	*	-
	Female	60%	57%	68%	40%	56%	80%	-	-	-	60%	57%	88%	23%	74%	*	-	68%	-	*	*	*
Grade 6																						

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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	75%	74%	77%	70%	71%	83%	*	*	-	63%	72%	86%	40%	83%	44%	75%	78%	-	*	50%	-
	CWD	45%	41%	40%	*	23%	44%	*	*	-	*	35%	50%	40%	-	*	48%	20%	-	-	*	-
	CWOD	81%	80%	83%	63%	78%	89%	-	-	-	83%	78%	93%	-	83%	50%	82%	84%	-	*	*	-
	EL	62%	54%	44%	-	44%	-	-	-	-	-	44%	-	*	50%	44%	*	40%	-	-	-	-
	Male	72%	69%	75%	83%	73%	76%	*	*	-	*	68%	86%	48%	82%	*	75%	-	-	*	*	-
	Female	80%	80%	78%	*	70%	89%	-	-	-	60%	75%	86%	20%	84%	40%	-	78%	-	-	*	-
Mathematics	All Students	74%	75%	74%	40%	68%	84%	*	*	-	63%	68%	86%	40%	80%	50%	76%	71%	-	*	67%	-
	CWD	51%	48%	40%	*	31%	56%	*	*	-	*	26%	67%	40%	-	*	48%	20%	-	-	*	-
	CWOD	78%	79%	80%	50%	73%	89%	-	-	-	83%	75%	89%	-	80%	56%	84%	76%	-	*	*	-
	EL	65%	63%	50%	-	50%	-	-	-	-	-	50%	-	*	56%	50%	*	67%	-	-	-	-
	Male	75%	75%	76%	50%	72%	85%	*	*	-	*	68%	91%	48%	84%	*	76%	-	-	*	*	-
	Female	73%	74%	71%	*	63%	84%	-	-	-	60%	68%	80%	20%	76%	67%	-	71%	-	-	*	-
Grade 7																						
Reading	All Students	77%	72%	73%	67%	67%	79%	-	-	-	*	66%	84%	34%	80%	46%	70%	76%	-	*	50%	-
	CWD	45%	38%	34%	*	29%	39%	-	-	-	*	32%	43%	34%	-	*	30%	40%	-	-	*	-
	CWOD	82%	77%	80%	80%	73%	87%	-	-	-	*	74%	88%	-	80%	45%	78%	82%	-	*	*	-
	EL	62%	38%	46%	-	46%	-	-	-	-	-	50%	*	*	45%	46%	50%	43%	-	-	-	-
	Male	73%	66%	70%	67%	61%	77%	-	-	-	*	60%	84%	30%	78%	50%	70%	-	-	*	*	-
	Female	81%	77%	76%	67%	73%	83%	-	-	-	*	72%	85%	40%	82%	43%	-	76%	-	-	*	-
Mathematics	All Students	61%	62%	63%	42%	60%	69%	-	-	-	*	54%	79%	29%	69%	69%	62%	64%	-	*	33%	-
	CWD	37%	33%	29%	*	29%	28%	-	-	-	*	29%	29%	29%	-	*	20%	40%	-	-	*	-
	CWOD	66%	66%	69%	50%	64%	77%	-	-	-	*	60%	83%	-	69%	73%	70%	68%	-	*	*	-
	EL	47%	35%	69%	-	69%	-	-	-	-	-	70%	*	*	73%	69%	83%	57%	-	-	-	-
	Male	62%	61%	62%	50%	52%	70%	-	-	-	*	50%	78%	20%	70%	83%	62%	-	-	*	*	-
	Female	60%	62%	64%	33%	66%	69%	-	-	-	*	57%	79%	40%	68%	57%	-	64%	-	-	*	-
Grade 8																						
Reading	All Students	82%	79%	76%	69%	73%	82%	-	*	-	55%	69%	90%	28%	86%	*	68%	86%	-	*	50%	*
	CWD	51%	45%	28%	-	29%	25%	-	-	-	*	18%	50%	28%	-	*	23%	40%	-	-	*	-
	CWOD	86%	85%	86%	69%	85%	90%	-	*	-	71%	80%	96%	-	86%	*	82%	91%	-	*	*	*
	EL	68%	55%	*	-	*	-	-	-	-	-	*	*	*	*	*	*	*	-	-	-	-
	Male	78%	75%	68%	20%	64%	78%	-	*	-	50%	59%	84%	23%	82%	*	68%	-	-	*	*	-
	Female	86%	83%	86%	100%	85%	88%	-	-	-	60%	80%	97%	40%	91%	*	-	86%	-	*	*	*
Mathematics	All Students	74%	72%	70%	58%	68%	77%	-	-	-	60%	65%	82%	33%	80%	*	64%	78%	-	*	17%	*
	CWD	48%	46%	33%	-	33%	33%	-	-	-	*	18%	67%	33%	-	*	30%	40%	-	-	*	-
	CWOD	79%	77%	80%	58%	78%	84%	-	-	-	83%	77%	86%	-	80%	*	76%	83%	-	*	*	*
	EL	64%	55%	*	-	*	-	-	-	-	-	*	*	*	*	*	*	*	-	-	-	-
	Male	73%	70%	64%	20%	63%	74%	-	-	-	33%	58%	78%	30%	76%	*	64%	-	-	*	*	-
	Female	76%	74%	78%	86%	73%	80%	-	-	-	*	74%	88%	40%	83%	*	-	78%	-	*	*	*

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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	73%	67%	75%	85%	70%	81%	-	*	-	64%	71%	84%	38%	83%	*	75%	75%	-	*	33%	*	
	CWD	45%	40%	38%	-	42%	33%	-	-	-	*	29%	58%	38%	-	*	40%	30%	-	-	*	-	
	CWOD	76%	72%	83%	85%	78%	88%	-	*	-	86%	80%	88%	-	83%	*	85%	80%	-	*	*	*	
	EL	56%	43%	*	-	*	-	-	-	-	-	*	*	*	*	*	*	*	*	-	-	-	-
	Male	73%	70%	75%	60%	69%	83%	-	*	-	67%	71%	82%	40%	85%	*	75%	-	-	*	*	*	-
	Female	72%	65%	75%	100%	71%	78%	-	-	-	60%	70%	86%	30%	80%	*	-	75%	-	*	*	*	*
End of Course																							
English I	All Students	70%	72%	73%	77%	72%	73%	*	*	-	64%	66%	84%	31%	81%	44%	67%	82%	-	60%	43%	86%	
	CWD	37%	38%	31%	33%	23%	34%	-	-	-	*	27%	40%	31%	-	*	27%	36%	-	-	20%	*	
	CWOD	75%	78%	81%	90%	80%	81%	*	*	-	67%	75%	89%	-	81%	50%	76%	89%	-	60%	*	100%	
	EL	49%	42%	44%	-	44%	-	-	-	-	-	40%	*	*	50%	44%	50%	50%	-	-	-	*	
	Male	65%	68%	67%	69%	72%	63%	-	*	-	44%	60%	77%	27%	76%	50%	67%	-	-	*	50%	*	
	Female	76%	78%	82%	85%	76%	85%	*	*	-	100%	74%	93%	36%	89%	50%	-	82%	-	*	*	100%	
English II	All Students	73%	74%	77%	70%	73%	85%	*	*	-	56%	70%	87%	56%	81%	35%	75%	81%	-	-	100%	86%	
	CWD	39%	40%	56%	33%	63%	55%	-	-	-	*	56%	55%	56%	-	*	47%	62%	-	-	*	-	
	CWOD	77%	79%	81%	86%	74%	90%	*	*	-	50%	74%	90%	-	81%	31%	78%	85%	-	-	*	86%	
	EL	48%	41%	35%	-	35%	-	-	-	-	-	33%	*	*	31%	35%	33%	33%	-	-	-	*	
	Male	68%	70%	75%	75%	72%	79%	-	-	-	40%	69%	82%	47%	78%	33%	75%	-	-	-	*	83%	
	Female	78%	80%	81%	67%	75%	91%	*	*	-	*	72%	94%	62%	85%	33%	-	81%	-	-	*	*	
Algebra I	All Students	77%	73%	82%	70%	84%	81%	*	*	-	83%	77%	88%	49%	88%	67%	78%	87%	-	60%	86%	67%	
	CWD	52%	48%	49%	*	57%	39%	-	-	-	*	48%	55%	49%	-	*	47%	53%	-	-	80%	*	
	CWOD	81%	77%	88%	74%	89%	88%	*	*	-	89%	85%	91%	-	88%	70%	85%	92%	-	60%	*	*	
	EL	69%	61%	67%	-	67%	-	-	-	-	-	64%	*	*	70%	67%	67%	80%	-	-	-	*	
	Male	74%	69%	78%	44%	85%	76%	-	*	-	67%	71%	88%	47%	85%	67%	78%	-	-	*	83%	*	
	Female	81%	76%	87%	86%	87%	87%	*	-	-	100%	86%	90%	53%	92%	80%	-	87%	-	*	*	*	
Biology	All Students	87%	87%	91%	73%	92%	91%	*	*	-	100%	87%	97%	75%	94%	67%	90%	93%	-	*	100%	86%	
	CWD	67%	64%	75%	*	74%	75%	-	-	-	*	78%	63%	75%	-	*	77%	71%	-	-	*	*	
	CWOD	90%	91%	94%	75%	95%	94%	*	*	-	100%	90%	99%	-	94%	77%	94%	96%	-	*	*	100%	
	EL	75%	73%	67%	-	67%	-	-	-	-	-	64%	*	*	77%	67%	71%	67%	-	-	-	*	
	Male	85%	86%	90%	40%	94%	90%	-	*	-	100%	88%	95%	77%	94%	71%	90%	-	-	*	100%	*	
	Female	89%	88%	93%	90%	93%	93%	*	*	-	100%	88%	100%	71%	96%	67%	-	93%	-	*	*	100%	
STAAR Percent at Meets Grade Level or Above																							
Grade 3																							
Reading	All Students	49%	44%	48%	29%	44%	52%	-	*	-	50%	46%	53%	24%	53%	31%	44%	51%	-	-	*	*	
	CWD	28%	23%	24%	*	21%	26%	-	-	-	*	21%	36%	24%	-	*	17%	32%	-	-	*	-	
	CWOD	53%	49%	53%	20%	48%	61%	-	*	-	53%	52%	56%	-	53%	36%	51%	55%	-	-	*	*	
	EL	37%	27%	31%	-	25%	-	-	*	-	-	33%	*	*	36%	31%	44%	*	-	-	-	-	
	Male	46%	41%	44%	*	40%	50%	-	*	-	40%	42%	48%	17%	51%	44%	44%	-	-	-	*	*	
	Female	53%	48%	51%	*	47%	54%	-	-	-	54%	48%	61%	32%	55%	*	-	51%	-	-	*	*	

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	44%	38%	50%	43%	44%	59%	-	*	-	39%	46%	62%	24%	56%	38%	53%	48%	-	-	*	*
	CWD	28%	23%	24%	*	26%	22%	-	-	-	*	21%	36%	24%	-	*	21%	28%	-	-	*	-
	CWOD	47%	42%	56%	40%	48%	70%	-	*	-	41%	52%	67%	-	56%	36%	62%	52%	-	-	*	*
	EL	35%	24%	38%	-	33%	-	-	*	-	-	42%	*	*	36%	38%	56%	*	-	-	-	-
	Male	47%	42%	53%	*	44%	63%	-	*	-	40%	48%	63%	21%	62%	56%	53%	-	-	-	*	*
	Female	40%	34%	48%	*	44%	54%	-	-	-	38%	45%	61%	28%	52%	*	-	48%	-	-	*	*
Grade 4																						
Reading	All Students	47%	43%	46%	11%	42%	55%	-	*	-	27%	40%	62%	26%	50%	0%	46%	46%	-	*	0%	*
	CWD	25%	23%	26%	*	18%	44%	-	-	-	*	20%	50%	26%	-	*	38%	11%	-	*	*	-
	CWOD	51%	47%	50%	14%	48%	56%	-	*	-	38%	45%	64%	-	50%	0%	48%	53%	-	*	*	*
	EL	35%	21%	0%	-	0%	-	-	*	-	-	0%	*	*	0%	0%	*	*	-	-	-	-
	Male	44%	42%	46%	14%	41%	54%	-	-	-	*	41%	62%	38%	48%	*	46%	-	-	*	*	*
	Female	50%	44%	46%	*	42%	56%	-	*	-	13%	38%	63%	11%	53%	*	-	46%	-	*	*	*
Mathematics	All Students	47%	40%	44%	0%	41%	50%	-	*	-	40%	39%	57%	21%	49%	0%	53%	36%	-	*	0%	*
	CWD	27%	22%	21%	*	18%	31%	-	-	-	*	20%	25%	21%	-	*	33%	5%	-	*	*	-
	CWOD	51%	44%	49%	0%	46%	53%	-	*	-	57%	44%	61%	-	49%	0%	57%	41%	-	*	*	*
	EL	39%	28%	0%	-	0%	-	-	*	-	-	0%	*	*	0%	0%	*	*	-	-	-	-
	Male	50%	45%	53%	0%	48%	63%	-	-	-	*	49%	65%	33%	57%	*	53%	-	-	*	*	*
	Female	43%	35%	36%	*	33%	40%	-	*	-	29%	28%	51%	5%	41%	*	-	36%	-	*	*	*
Grade 5																						
Reading	All Students	56%	50%	60%	50%	49%	68%	-	*	-	75%	53%	73%	32%	65%	33%	51%	68%	-	*	*	*
	CWD	27%	20%	32%	*	18%	38%	-	-	-	*	29%	43%	32%	-	*	36%	23%	-	*	*	-
	CWOD	61%	55%	65%	50%	55%	73%	-	*	-	78%	58%	76%	-	65%	38%	55%	74%	-	*	*	*
	EL	43%	31%	33%	-	25%	-	-	*	-	-	14%	*	*	38%	33%	40%	*	-	-	-	-
	Male	51%	46%	51%	*	43%	56%	-	*	-	71%	46%	63%	36%	55%	40%	51%	-	-	*	*	-
	Female	60%	54%	68%	40%	56%	79%	-	-	-	80%	60%	83%	23%	74%	*	-	68%	-	*	*	*
Mathematics	All Students	50%	43%	54%	38%	48%	62%	-	*	-	54%	48%	68%	39%	57%	67%	57%	52%	-	*	*	*
	CWD	28%	23%	39%	*	29%	44%	-	-	-	*	32%	71%	39%	-	*	44%	31%	-	*	*	-
	CWOD	54%	46%	57%	33%	51%	65%	-	*	-	50%	52%	68%	-	57%	75%	60%	55%	-	*	*	*
	EL	43%	33%	67%	-	63%	-	-	*	-	-	57%	*	*	75%	67%	60%	*	-	-	-	-
	Male	52%	46%	57%	*	50%	62%	-	*	-	75%	50%	71%	44%	60%	60%	57%	-	-	*	*	-
	Female	48%	40%	52%	40%	44%	62%	-	-	-	20%	45%	65%	31%	55%	*	-	52%	-	*	*	*
Science	All Students	35%	31%	40%	25%	35%	43%	-	*	-	54%	34%	51%	32%	41%	33%	48%	32%	-	*	*	*
	CWD	23%	18%	32%	*	29%	31%	-	-	-	*	29%	43%	32%	-	*	40%	15%	-	*	*	-
	CWOD	37%	33%	41%	33%	36%	45%	-	*	-	50%	36%	51%	-	41%	38%	49%	34%	-	*	*	*
	EL	22%	16%	33%	-	25%	-	-	*	-	-	29%	*	*	38%	33%	60%	*	-	-	-	-
	Male	39%	36%	48%	*	41%	52%	-	*	-	63%	41%	61%	40%	49%	60%	48%	-	-	*	*	-
	Female	30%	25%	32%	20%	27%	36%	-	-	-	40%	27%	41%	15%	34%	*	-	32%	-	*	*	*
Grade 6																						

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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	51%	46%	50%	10%	44%	61%	*	*	-	38%	42%	65%	20%	55%	11%	43%	57%	-	*	33%	-
	CWD	24%	17%	20%	*	15%	31%	*	*	-	*	13%	33%	20%	-	*	20%	20%	-	-	*	-
	CWOD	56%	51%	55%	13%	48%	66%	-	-	-	50%	47%	70%	-	55%	13%	49%	60%	-	*	*	-
	EL	34%	21%	11%	-	11%	-	-	-	-	-	11%	-	*	13%	11%	*	20%	-	-	-	-
	Male	47%	41%	43%	17%	40%	52%	*	*	-	*	33%	61%	20%	49%	*	43%	-	-	*	*	-
	Female	56%	51%	57%	*	48%	70%	-	-	-	40%	51%	69%	20%	60%	20%	-	57%	-	-	*	-
Mathematics	All Students	38%	36%	41%	0%	30%	58%	*	*	-	25%	33%	59%	14%	46%	20%	45%	37%	-	*	17%	-
	CWD	22%	17%	14%	*	8%	25%	*	*	-	*	9%	25%	14%	-	*	16%	10%	-	-	*	-
	CWOD	41%	39%	46%	0%	34%	63%	-	-	-	33%	37%	65%	-	46%	22%	53%	40%	-	*	*	-
	EL	26%	17%	20%	-	20%	-	-	-	-	-	20%	-	*	22%	20%	*	17%	-	-	-	-
	Male	41%	38%	45%	0%	39%	59%	*	*	-	*	39%	56%	16%	53%	*	45%	-	-	*	*	-
	Female	36%	34%	37%	*	22%	56%	-	-	-	20%	26%	63%	10%	40%	17%	-	37%	-	-	*	-
Grade 7																						
Reading	All Students	53%	46%	47%	33%	42%	53%	-	-	-	*	36%	64%	20%	51%	31%	45%	50%	-	*	17%	-
	CWD	24%	21%	20%	*	14%	22%	-	-	-	*	18%	29%	20%	-	*	10%	33%	-	-	*	-
	CWOD	58%	50%	51%	40%	46%	59%	-	-	-	*	41%	67%	-	51%	27%	51%	52%	-	*	*	-
	EL	33%	18%	31%	-	31%	-	-	-	-	-	40%	*	*	27%	31%	33%	29%	-	-	-	-
	Male	49%	42%	45%	33%	31%	54%	-	-	-	*	32%	62%	10%	51%	33%	45%	-	-	*	*	-
	Female	57%	51%	50%	33%	51%	52%	-	-	-	*	41%	68%	33%	52%	29%	-	50%	-	-	*	-
Mathematics	All Students	36%	36%	44%	33%	34%	54%	-	-	-	*	32%	63%	14%	49%	38%	48%	39%	-	*	33%	-
	CWD	20%	18%	14%	*	7%	17%	-	-	-	*	14%	14%	14%	-	*	10%	20%	-	-	*	-
	CWOD	39%	39%	49%	40%	38%	61%	-	-	-	*	36%	67%	-	49%	36%	55%	41%	-	*	*	-
	EL	22%	14%	38%	-	38%	-	-	-	-	-	40%	*	*	36%	38%	50%	29%	-	-	-	-
	Male	38%	38%	48%	33%	30%	61%	-	-	-	*	35%	65%	10%	55%	50%	48%	-	-	*	*	-
	Female	34%	34%	39%	33%	37%	43%	-	-	-	*	29%	59%	20%	41%	29%	-	39%	-	-	*	-
Grade 8																						
Reading	All Students	56%	50%	51%	31%	50%	58%	-	*	-	27%	42%	69%	15%	59%	*	44%	61%	-	*	17%	*
	CWD	24%	20%	15%	-	17%	17%	-	-	-	*	11%	25%	15%	-	*	13%	20%	-	-	*	-
	CWOD	61%	55%	59%	31%	58%	64%	-	*	-	43%	49%	76%	-	59%	*	52%	66%	-	*	*	*
	EL	34%	20%	*	-	*	-	-	-	-	-	*	*	*	*	*	*	*	-	-	-	-
	Male	50%	45%	44%	0%	36%	57%	-	*	-	17%	32%	63%	13%	52%	*	44%	-	-	*	*	-
	Female	62%	56%	61%	50%	65%	61%	-	-	-	40%	54%	77%	20%	66%	*	-	61%	-	*	*	*
Mathematics	All Students	45%	40%	36%	33%	32%	43%	-	-	-	20%	30%	50%	18%	40%	*	34%	38%	-	*	0%	*
	CWD	24%	19%	18%	-	21%	17%	-	-	-	*	11%	33%	18%	-	*	17%	20%	-	-	*	-
	CWOD	48%	44%	40%	33%	36%	47%	-	-	-	33%	34%	54%	-	40%	*	40%	41%	-	*	*	*
	EL	31%	20%	*	-	*	-	-	-	-	-	*	*	*	*	*	*	*	-	-	-	-
	Male	44%	40%	34%	0%	30%	45%	-	-	-	17%	28%	47%	17%	40%	*	34%	-	-	*	*	-
	Female	45%	40%	38%	57%	36%	40%	-	-	-	*	32%	54%	20%	41%	*	-	38%	-	*	*	*

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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	
Science	All Students	46%	38%	51%	38%	44%	62%	-	*	-	27%	41%	69%	25%	56%	*	53%	48%	-	*	0%	*	
	CWD	24%	19%	25%	-	25%	33%	-	-	-	*	14%	50%	25%	-	*	27%	20%	-	-	*	-	
	CWOD	49%	41%	56%	38%	49%	66%	-	*	-	43%	47%	72%	-	56%	*	61%	51%	-	*	*	*	
	EL	26%	14%	*	-	*	-	-	-	-	-	*	*	*	*	*	*	*	*	-	-	-	-
	Male	48%	41%	53%	40%	43%	68%	-	*	-	17%	44%	69%	27%	61%	*	53%	-	-	*	*	*	-
	Female	43%	35%	48%	38%	46%	54%	-	-	-	40%	38%	69%	20%	51%	*	-	48%	-	*	*	*	*
End of Course																							
English I	All Students	50%	50%	51%	31%	49%	56%	*	*	-	50%	44%	61%	17%	58%	19%	39%	68%	-	20%	43%	71%	
	CWD	20%	20%	17%	17%	9%	21%	-	-	-	*	14%	27%	17%	-	*	14%	23%	-	-	20%	*	
	CWOD	54%	56%	58%	35%	55%	63%	*	*	-	50%	52%	65%	-	58%	21%	45%	75%	-	20%	*	80%	
	EL	26%	20%	19%	-	19%	-	-	-	-	-	13%	*	*	21%	19%	13%	33%	-	-	-	*	
	Male	44%	45%	39%	23%	39%	42%	-	*	-	22%	36%	44%	14%	45%	13%	39%	-	-	*	50%	*	
	Female	57%	57%	68%	38%	64%	73%	*	*	-	100%	57%	82%	23%	75%	33%	-	68%	-	*	*	100%	
English II	All Students	53%	54%	58%	25%	53%	69%	*	*	-	56%	47%	73%	33%	62%	18%	54%	64%	-	-	80%	71%	
	CWD	22%	21%	33%	0%	38%	36%	-	-	-	*	35%	27%	33%	-	*	32%	35%	-	-	*	-	
	CWOD	57%	58%	62%	36%	55%	75%	*	*	-	50%	50%	77%	-	62%	13%	57%	69%	-	-	*	71%	
	EL	23%	17%	18%	-	18%	-	-	-	-	-	13%	*	*	13%	18%	11%	33%	-	-	-	*	
	Male	47%	47%	54%	25%	48%	65%	-	-	-	40%	45%	66%	32%	57%	11%	54%	-	-	-	*	67%	
	Female	60%	61%	64%	25%	60%	74%	*	*	-	*	50%	83%	35%	69%	33%	-	64%	-	-	*	*	
Algebra I	All Students	42%	32%	42%	30%	39%	46%	*	*	-	42%	34%	53%	12%	48%	17%	41%	43%	-	0%	43%	17%	
	CWD	19%	14%	12%	*	14%	9%	-	-	-	*	10%	18%	12%	-	*	12%	12%	-	-	20%	*	
	CWOD	45%	35%	48%	37%	43%	52%	*	*	-	44%	41%	56%	-	48%	20%	49%	47%	-	0%	*	*	
	EL	29%	15%	17%	-	17%	-	-	-	-	-	18%	*	*	20%	17%	0%	40%	-	-	-	*	
	Male	40%	31%	41%	33%	39%	47%	-	*	-	0%	34%	52%	12%	49%	0%	41%	-	-	*	50%	*	
	Female	44%	34%	43%	29%	40%	45%	*	-	-	83%	35%	54%	12%	47%	40%	-	43%	-	*	*	*	
Biology	All Students	54%	50%	51%	27%	45%	56%	*	*	-	70%	45%	60%	29%	55%	20%	48%	54%	-	*	67%	57%	
	CWD	27%	20%	29%	*	26%	33%	-	-	-	*	25%	50%	29%	-	*	29%	29%	-	-	*	*	
	CWOD	58%	54%	55%	33%	48%	61%	*	*	-	75%	50%	61%	-	55%	23%	53%	58%	-	*	*	60%	
	EL	29%	18%	20%	-	20%	-	-	-	-	-	21%	*	*	23%	20%	14%	33%	-	-	-	*	
	Male	53%	49%	48%	20%	46%	52%	-	*	-	40%	46%	52%	29%	53%	14%	48%	-	-	*	80%	*	
	Female	55%	50%	54%	30%	45%	61%	*	*	-	100%	44%	69%	29%	58%	33%	-	54%	-	*	*	80%	
STAAR Percent at Masters Grade Level																							
Grade 3																							
Reading	All Students	19%	13%	16%	14%	13%	19%	-	*	-	17%	14%	22%	4%	19%	8%	11%	20%	-	-	*	*	
	CWD	7%	5%	4%	*	5%	0%	-	-	-	*	5%	0%	4%	-	*	0%	8%	-	-	*	-	
	CWOD	22%	15%	19%	0%	15%	25%	-	*	-	18%	16%	26%	-	19%	9%	14%	23%	-	-	*	*	
	EL	13%	4%	8%	-	0%	-	-	*	-	-	8%	*	*	9%	8%	11%	*	-	-	-	-	
	Male	17%	10%	11%	*	7%	15%	-	*	-	0%	7%	20%	0%	14%	11%	11%	-	-	-	*	*	
	Female	22%	16%	20%	*	18%	22%	-	-	-	23%	19%	25%	8%	23%	*	-	20%	-	-	*	*	

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	18%	13%	20%	14%	16%	25%	-	*	-	11%	18%	25%	8%	23%	15%	23%	17%	-	-	*	*
	CWD	9%	8%	8%	*	5%	11%	-	-	-	*	5%	18%	8%	-	*	13%	4%	-	-	*	-
	CWOD	20%	14%	23%	20%	18%	30%	-	*	-	12%	21%	26%	-	23%	18%	26%	20%	-	-	*	*
	EL	12%	8%	15%	-	8%	-	-	*	-	-	17%	*	*	18%	15%	22%	*	-	-	-	-
	Male	21%	15%	23%	*	19%	29%	-	*	-	0%	19%	33%	13%	26%	22%	23%	-	-	-	*	*
	Female	15%	12%	17%	*	14%	22%	-	-	-	15%	18%	14%	4%	20%	*	-	17%	-	-	*	*
Grade 4																						
Reading	All Students	21%	15%	21%	0%	12%	29%	-	*	-	27%	16%	35%	5%	25%	0%	22%	20%	-	*	0%	*
	CWD	7%	5%	5%	*	0%	13%	-	-	-	*	3%	13%	5%	-	*	8%	0%	-	*	*	-
	CWOD	24%	18%	25%	0%	15%	32%	-	*	-	38%	19%	38%	-	25%	0%	25%	24%	-	*	*	*
	EL	12%	6%	0%	-	0%	-	-	*	-	-	0%	*	*	0%	0%	*	*	-	-	-	-
	Male	19%	14%	22%	0%	11%	32%	-	-	-	*	17%	38%	8%	25%	*	22%	-	-	*	*	*
	Female	23%	17%	20%	*	13%	27%	-	*	-	13%	14%	33%	0%	24%	*	-	20%	-	*	*	*
Mathematics	All Students	21%	15%	20%	0%	14%	25%	-	*	-	20%	14%	33%	2%	23%	0%	22%	17%	-	*	0%	*
	CWD	8%	5%	2%	*	0%	6%	-	-	-	*	0%	13%	2%	-	*	4%	0%	-	*	*	-
	CWOD	24%	17%	23%	0%	18%	28%	-	*	-	29%	18%	36%	-	23%	0%	26%	21%	-	*	*	*
	EL	15%	8%	0%	-	0%	-	-	*	-	-	0%	*	*	0%	0%	*	*	-	-	-	-
	Male	24%	17%	22%	0%	13%	32%	-	-	-	*	16%	42%	4%	26%	*	22%	-	-	*	*	*
	Female	18%	11%	17%	*	15%	19%	-	*	-	14%	12%	28%	0%	21%	*	-	17%	-	*	*	*
Grade 5																						
Reading	All Students	28%	21%	31%	13%	20%	42%	-	*	-	33%	22%	49%	13%	35%	22%	29%	34%	-	*	*	*
	CWD	8%	5%	13%	*	6%	25%	-	-	-	*	10%	29%	13%	-	*	12%	15%	-	*	*	-
	CWOD	31%	24%	35%	17%	23%	44%	-	*	-	44%	25%	51%	-	35%	25%	33%	36%	-	*	*	*
	EL	17%	8%	22%	-	13%	-	-	*	-	-	14%	*	*	25%	22%	40%	*	-	-	-	-
	Male	24%	17%	29%	*	21%	37%	-	*	-	29%	20%	47%	12%	33%	40%	29%	-	-	*	*	-
	Female	32%	25%	34%	20%	18%	46%	-	-	-	40%	24%	51%	15%	36%	*	-	34%	-	*	*	*
Mathematics	All Students	21%	14%	17%	13%	9%	22%	-	*	-	23%	11%	27%	5%	19%	22%	22%	11%	-	*	*	*
	CWD	8%	5%	5%	*	0%	6%	-	-	-	*	6%	0%	5%	-	*	8%	0%	-	*	*	-
	CWOD	23%	15%	19%	17%	11%	25%	-	*	-	20%	13%	30%	-	19%	25%	25%	13%	-	*	*	*
	EL	14%	8%	22%	-	13%	-	-	*	-	-	14%	*	*	25%	22%	40%	*	-	-	-	-
	Male	23%	15%	22%	*	13%	29%	-	*	-	38%	15%	37%	8%	25%	40%	22%	-	-	*	*	-
	Female	19%	12%	11%	20%	4%	17%	-	-	-	0%	8%	18%	0%	13%	*	-	11%	-	*	*	*
Science	All Students	15%	11%	17%	13%	12%	21%	-	*	-	23%	15%	23%	5%	20%	22%	23%	12%	-	*	*	*
	CWD	7%	5%	5%	*	0%	13%	-	-	-	*	6%	0%	5%	-	*	8%	0%	-	*	*	-
	CWOD	16%	13%	20%	17%	14%	23%	-	*	-	30%	17%	25%	-	20%	25%	26%	14%	-	*	*	*
	EL	7%	4%	22%	-	13%	-	-	*	-	-	14%	*	*	25%	22%	40%	*	-	-	-	-
	Male	18%	14%	23%	*	20%	23%	-	*	-	38%	17%	34%	8%	26%	40%	23%	-	-	*	*	-
	Female	12%	9%	12%	20%	2%	20%	-	-	-	0%	12%	12%	0%	14%	*	-	12%	-	*	*	*
Grade 6																						

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

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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	16%	10%	20%	8%	12%	29%	-	*	-	27%	12%	33%	5%	23%	*	20%	20%	-	*	0%	*
	CWD	6%	5%	5%	-	0%	17%	-	-	-	*	7%	0%	5%	-	*	3%	10%	-	-	*	-
	CWOD	18%	11%	23%	8%	15%	30%	-	*	-	43%	14%	38%	-	23%	*	24%	21%	-	*	*	*
	EL	5%	3%	*	-	*	-	-	-	-	-	*	*	*	*	*	*	*	-	-	-	-
	Male	18%	11%	20%	0%	11%	28%	-	*	-	17%	15%	27%	3%	24%	*	20%	-	-	*	*	-
	Female	14%	10%	20%	13%	12%	29%	-	-	-	40%	10%	40%	10%	21%	*	-	20%	-	*	*	*
End of Course																						
English I	All Students	13%	10%	10%	4%	5%	15%	*	*	-	0%	5%	18%	0%	12%	0%	7%	14%	-	0%	0%	14%
	CWD	5%	4%	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	-	*	0%	0%	-	-	0%	*
	CWOD	14%	11%	12%	5%	6%	18%	*	*	-	0%	6%	20%	-	12%	0%	9%	17%	-	0%	*	20%
	EL	2%	1%	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	0%	-	-	-	-
	Male	10%	8%	7%	8%	2%	11%	-	*	-	0%	4%	12%	0%	9%	0%	7%	-	-	*	0%	*
	Female	16%	13%	14%	0%	9%	20%	*	*	-	0%	6%	25%	0%	17%	0%	-	14%	-	*	*	20%
English II	All Students	8%	7%	11%	0%	7%	18%	*	*	-	0%	7%	17%	9%	11%	0%	10%	13%	-	-	0%	14%
	CWD	5%	4%	9%	0%	6%	14%	-	-	-	*	9%	9%	9%	-	*	11%	8%	-	-	*	-
	CWOD	9%	7%	11%	0%	7%	18%	*	*	-	0%	7%	17%	-	11%	0%	10%	14%	-	-	*	14%
	EL	1%	0%	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	0%	-	-	-	*
	Male	7%	5%	10%	0%	9%	13%	-	-	-	0%	7%	14%	11%	10%	0%	10%	-	-	-	*	17%
	Female	10%	9%	13%	0%	5%	23%	*	*	-	*	7%	20%	8%	14%	0%	-	13%	-	-	*	*
Algebra I	All Students	22%	14%	19%	13%	13%	24%	*	*	-	17%	10%	32%	0%	22%	0%	17%	21%	-	0%	14%	0%
	CWD	7%	5%	0%	*	0%	0%	-	-	-	*	0%	0%	0%	-	*	0%	0%	-	-	0%	*
	CWOD	24%	15%	22%	16%	16%	28%	*	*	-	22%	12%	34%	-	22%	0%	21%	24%	-	0%	*	*
	EL	12%	7%	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	0%	-	-	-	*
	Male	22%	14%	17%	11%	11%	23%	-	*	-	0%	7%	32%	0%	21%	0%	17%	-	-	*	17%	*
	Female	23%	14%	21%	14%	16%	25%	*	-	-	33%	13%	32%	0%	24%	0%	-	21%	-	*	*	*
Biology	All Students	20%	13%	10%	7%	9%	10%	*	*	-	0%	5%	17%	6%	11%	0%	11%	9%	-	*	0%	0%
	CWD	7%	5%	6%	*	5%	8%	-	-	-	*	5%	13%	6%	-	*	6%	6%	-	-	*	*
	CWOD	22%	14%	11%	8%	10%	11%	*	*	-	0%	6%	17%	-	11%	0%	12%	9%	-	*	*	0%
	EL	6%	2%	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	0%	-	-	-	*
	Male	21%	14%	11%	20%	12%	9%	-	*	-	0%	8%	16%	6%	12%	0%	11%	-	-	*	0%	*
	Female	20%	12%	9%	0%	7%	11%	*	*	-	0%	2%	18%	6%	9%	0%	-	9%	-	*	*	0%
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						
All Subjects	All Students	75%	73%	77%	65%	73%	82%	83%	95%	-	73%	72%	87%	48%	82%	52%	75%	79%	-	61%	55%	81%
	CWD	48%	45%	48%	44%	45%	51%	*	*	-	49%	44%	60%	48%	-	22%	47%	48%	-	40%	43%	33%
	CWOD	79%	78%	82%	69%	79%	88%	*	95%	-	80%	78%	90%	-	82%	57%	81%	84%	-	64%	64%	87%
	EL	62%	54%	52%	-	51%	-	-	86%	-	-	51%	63%	22%	57%	52%	60%	44%	-	-	-	*
	Male	73%	71%	75%	55%	73%	79%	*	100%	-	69%	69%	84%	47%	81%	60%	75%	-	-	53%	49%	67%
	Female	77%	75%	79%	73%	75%	85%	*	89%	-	76%	74%	90%	48%	84%	44%	-	79%	-	68%	66%	88%

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Reading	All Students	76%	75%	76%	68%	72%	81%	*	100%	-	70%	71%	87%	43%	83%	45%	72%	81%	-	59%	55%	88%
	CWD	46%	43%	43%	45%	40%	46%	*	*	-	41%	40%	53%	43%	-	25%	39%	49%	-	*	28%	*
	CWOD	80%	80%	83%	73%	78%	88%	*	100%	-	77%	78%	91%	-	83%	49%	79%	86%	-	60%	75%	91%
	EL	60%	51%	45%	-	44%	-	-	*	-	-	43%	64%	25%	49%	45%	52%	39%	-	-	-	*
	Male	72%	71%	72%	63%	70%	76%	*	100%	-	62%	66%	82%	39%	79%	52%	72%	-	-	50%	41%	73%
	Female	80%	79%	81%	72%	76%	88%	*	100%	-	77%	76%	92%	49%	86%	39%	-	81%	-	67%	80%	100%
Mathematics	All Students	74%	71%	76%	57%	72%	81%	*	86%	-	73%	71%	85%	49%	81%	60%	75%	77%	-	59%	51%	76%
	CWD	49%	46%	49%	36%	45%	54%	*	*	-	53%	44%	65%	49%	-	27%	49%	49%	-	*	47%	*
	CWOD	78%	75%	81%	62%	78%	86%	*	83%	-	79%	77%	87%	-	81%	67%	81%	81%	-	60%	55%	87%
	EL	65%	58%	60%	-	60%	-	-	*	-	-	59%	67%	27%	67%	60%	68%	53%	-	-	-	*
	Male	73%	71%	75%	46%	72%	79%	*	*	-	70%	69%	84%	49%	81%	68%	75%	-	-	38%	48%	60%
	Female	74%	70%	77%	67%	73%	82%	*	*	-	76%	73%	86%	49%	81%	53%	-	77%	-	78%	58%	83%
Science	All Students	76%	73%	81%	72%	77%	85%	*	*	-	79%	75%	91%	56%	86%	54%	82%	80%	-	70%	63%	73%
	CWD	52%	48%	56%	60%	53%	58%	-	-	-	56%	53%	67%	56%	-	*	60%	45%	-	*	71%	*
	CWOD	79%	78%	86%	74%	83%	89%	*	*	-	88%	81%	93%	-	86%	63%	88%	84%	-	78%	56%	78%
	EL	62%	54%	54%	-	52%	-	-	*	-	-	54%	*	*	63%	54%	67%	36%	-	-	-	*
	Male	76%	75%	82%	54%	80%	85%	-	*	-	84%	78%	89%	60%	88%	67%	82%	-	-	*	73%	*
	Female	75%	72%	80%	83%	75%	85%	*	*	-	73%	73%	93%	45%	84%	36%	-	80%	-	57%	40%	78%
SAT/ACT All Subjects	All Students	90%	95%	95%	*	83%	100%	-	*	-	-	80%	100%	-	95%	-	100%	89%	-	-	-	*
	CWD	67%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	90%	95%	95%	*	83%	100%	-	*	-	-	80%	100%	-	95%	-	100%	89%	-	-	-	*
	EL	67%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	91%	98%	100%	-	*	100%	-	-	-	-	*	100%	-	100%	-	100%	-	-	-	-	-
	Female	89%	93%	89%	*	*	*	-	*	-	-	*	100%	-	89%	-	-	89%	-	-	-	-
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	48%	43%	48%	28%	43%	56%	50%	81%	-	45%	41%	62%	23%	53%	25%	47%	50%	-	14%	27%	54%
	CWD	24%	20%	23%	12%	20%	27%	*	*	-	28%	20%	34%	23%	-	15%	23%	22%	-	0%	14%	33%
	CWOD	52%	47%	53%	31%	47%	62%	*	89%	-	49%	46%	66%	-	53%	27%	53%	54%	-	15%	38%	57%
	EL	31%	21%	25%	-	23%	-	-	71%	-	-	24%	33%	15%	27%	25%	28%	23%	-	-	-	*
	Male	46%	42%	47%	21%	41%	55%	*	83%	-	43%	40%	59%	23%	53%	28%	47%	-	-	5%	25%	44%
	Female	49%	44%	50%	33%	45%	57%	*	78%	-	46%	42%	66%	22%	54%	23%	-	50%	-	20%	31%	59%
Reading	All Students	52%	48%	52%	28%	47%	59%	*	80%	-	48%	44%	66%	23%	57%	20%	45%	58%	-	29%	31%	75%
	CWD	24%	21%	23%	14%	18%	29%	*	*	-	29%	20%	33%	23%	-	17%	22%	26%	-	*	17%	*
	CWOD	56%	53%	57%	31%	52%	65%	*	89%	-	52%	49%	70%	-	57%	21%	51%	63%	-	33%	42%	77%
	EL	33%	22%	20%	-	19%	-	-	*	-	-	18%	36%	17%	21%	20%	21%	22%	-	-	-	*
	Male	47%	44%	45%	22%	40%	53%	*	80%	-	44%	38%	58%	22%	51%	21%	45%	-	-	13%	22%	55%
	Female	57%	53%	58%	33%	54%	66%	*	80%	-	51%	50%	75%	26%	63%	22%	-	58%	-	44%	47%	92%

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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	44%	38%	45%	27%	38%	54%	*	71%	-	39%	38%	59%	20%	50%	31%	48%	43%	-	6%	22%	29%
	CWD	24%	19%	20%	14%	18%	23%	*	*	-	24%	17%	31%	20%	-	18%	21%	18%	-	*	6%	*
	CWOD	47%	41%	50%	29%	42%	59%	*	83%	-	43%	43%	63%	-	50%	33%	54%	46%	-	7%	35%	33%
	EL	32%	22%	31%	-	29%	-	-	*	-	-	31%	33%	18%	33%	31%	35%	27%	-	-	-	*
	Male	45%	40%	48%	18%	40%	57%	*	*	-	42%	40%	60%	21%	54%	35%	48%	-	-	0%	20%	40%
	Female	42%	36%	43%	35%	37%	49%	*	*	-	36%	35%	59%	18%	46%	27%	-	43%	-	11%	25%	25%
Science	All Students	46%	40%	48%	31%	42%	54%	*	*	-	50%	40%	60%	29%	51%	25%	50%	46%	-	0%	31%	45%
	CWD	24%	19%	29%	0%	27%	33%	-	-	-	33%	23%	48%	29%	-	*	31%	23%	-	*	29%	*
	CWOD	49%	44%	51%	35%	45%	58%	*	*	-	56%	45%	61%	-	51%	29%	55%	48%	-	0%	33%	44%
	EL	26%	16%	25%	-	22%	-	-	*	-	-	25%	*	*	29%	25%	33%	18%	-	-	-	*
	Male	47%	43%	50%	31%	43%	57%	-	*	-	42%	44%	60%	31%	55%	33%	50%	-	-	*	45%	*
	Female	44%	38%	46%	30%	40%	51%	*	*	-	60%	37%	61%	23%	48%	18%	-	46%	-	0%	0%	56%
SAT/ACT All Subjects	All Students	61%	72%	86%	*	50%	100%	-	*	-	-	40%	100%	-	86%	-	92%	78%	-	-	-	*
	CWD	39%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	61%	72%	86%	*	50%	100%	-	*	-	-	40%	100%	-	86%	-	92%	78%	-	-	-	*
	EL	18%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	65%	76%	92%	-	*	100%	-	-	-	-	*	100%	-	92%	-	92%	-	-	-	-	-
	Female	57%	68%	78%	*	*	*	-	*	-	-	*	100%	-	78%	-	-	78%	-	-	-	-
STAAR Percent at Masters Grade Level																						
All Grades																						
All Subjects	All Students	19%	14%	17%	6%	12%	22%	33%	76%	-	16%	12%	26%	5%	19%	7%	16%	17%	-	0%	1%	12%
	CWD	7%	5%	5%	2%	3%	7%	*	*	-	5%	4%	6%	5%	-	4%	5%	5%	-	0%	0%	0%
	CWOD	21%	15%	19%	7%	13%	25%	*	84%	-	20%	13%	28%	-	19%	8%	19%	19%	-	0%	2%	13%
	EL	9%	4%	7%	-	5%	-	-	71%	-	-	6%	13%	4%	8%	7%	10%	4%	-	-	-	*
	Male	18%	13%	16%	4%	11%	22%	*	83%	-	16%	11%	25%	5%	19%	10%	16%	-	-	0%	2%	17%
	Female	19%	14%	17%	8%	12%	23%	*	67%	-	16%	12%	27%	5%	19%	4%	-	17%	-	0%	0%	9%
Reading	All Students	20%	15%	17%	5%	12%	23%	*	70%	-	16%	12%	26%	5%	19%	6%	15%	20%	-	0%	0%	17%
	CWD	7%	5%	5%	5%	4%	6%	*	*	-	0%	4%	6%	5%	-	8%	4%	6%	-	*	0%	*
	CWOD	22%	17%	19%	5%	13%	26%	*	78%	-	20%	14%	29%	-	19%	5%	17%	22%	-	0%	0%	18%
	EL	9%	4%	6%	-	4%	-	-	*	-	-	5%	9%	8%	5%	6%	6%	6%	-	-	-	*
	Male	17%	12%	15%	2%	9%	21%	*	80%	-	13%	10%	23%	4%	17%	6%	15%	-	-	0%	0%	18%
	Female	23%	18%	20%	7%	15%	26%	*	60%	-	19%	14%	30%	6%	22%	6%	-	20%	-	0%	0%	15%
Mathematics	All Students	18%	13%	17%	6%	12%	22%	*	71%	-	16%	12%	26%	4%	19%	9%	18%	15%	-	0%	3%	6%
	CWD	8%	6%	4%	0%	3%	5%	*	*	-	12%	4%	6%	4%	-	0%	5%	4%	-	*	0%	*
	CWOD	20%	14%	19%	7%	13%	25%	*	83%	-	17%	14%	29%	-	19%	11%	21%	17%	-	0%	5%	7%
	EL	11%	6%	9%	-	6%	-	-	*	-	-	8%	11%	0%	11%	9%	14%	3%	-	-	-	*
	Male	20%	14%	18%	5%	13%	24%	*	*	-	18%	13%	28%	5%	21%	14%	18%	-	-	0%	4%	20%
	Female	16%	12%	15%	7%	11%	21%	*	*	-	14%	11%	25%	4%	17%	3%	-	15%	-	0%	0%	0%

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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
Science	All Students	17%	12%	15%	8%	11%	19%	*	*	-	18%	11%	23%	6%	17%	7%	17%	13%	-	0%	0%	9%
	CWD	7%	5%	6%	0%	2%	12%	-	-	-	0%	6%	4%	6%	-	*	6%	5%	-	*	0%	*
	CWOD	19%	13%	17%	10%	13%	20%	*	*	-	24%	12%	25%	-	17%	8%	20%	14%	-	0%	0%	11%
	EL	6%	3%	7%	-	4%	-	-	*	-	-	4%	*	*	8%	7%	13%	0%	-	-	-	*
	Male	19%	13%	17%	8%	14%	19%	-	*	-	21%	13%	24%	6%	20%	13%	17%	-	-	*	0%	*
	Female	16%	10%	13%	9%	7%	19%	*	*	-	13%	8%	22%	5%	14%	0%	-	13%	-	0%	0%	11%
SAT/ACT All Subjects	All Students	12%	7%	19%	*	0%	23%	-	*	-	-	0%	25%	-	19%	-	25%	11%	-	-	-	*
	CWD	9%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	12%	7%	19%	*	0%	23%	-	*	-	-	0%	25%	-	19%	-	25%	11%	-	-	-	*
	EL	1%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	15%	9%	25%	-	*	30%	-	-	-	-	*	30%	-	25%	-	25%	-	-	-	-	-
	Female	9%	5%	11%	*	*	*	-	*	-	-	*	17%	-	11%	-	-	11%	-	-	-	*

- 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 2022-23 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	66	60	65	69	*	103	-	53	62	51	58
CWD	51	59	50	50	*	*	-	38	46	51	25
CWOD	69	60	67	72	*	100	-	58	65	-	63
EL ◇	58	-	57	-	-	*	-	-	53	25	58
Male	63	63	60	65	*	*	-	56	58	46	54
Female	70	57	69	72	*	*	-	52	65	58	59
Mathematics											
All Students	68	63	67	70	*	*	-	73	66	63	71
CWD	63	55	60	68	*	*	-	60	60	63	28
CWOD	69	65	68	70	*	*	-	76	67	-	79
EL ◇	71	-	70	-	-	*	-	-	70	28	71

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Male	67	49	66	70	*	*	-	72	64	62	60
Female	69	77	68	70	*	*	-	73	67	64	84

- 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 2022.

	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 2022													
All Students	93.3%	66.7%	97.1%	91.7%	*	*	-	87.5%	92.6%	84.0%	90.0%	91.7%	50.0%
CWD	84.0%	*	100.0%	72.7%	-	-	-	-	90.5%	84.0%	-	*	50.0%
CWOD	94.4%	*	96.7%	93.6%	*	*	-	87.5%	93.0%	-	90.0%	100.0%	-
EL	90.0%	-	90.0%	-	-	-	-	-	83.3%	-	90.0%	-	-
Male	93.3%	*	98.2%	91.1%	-	*	-	80.0%	92.3%	86.7%	*	100.0%	*
Female	93.3%	80.0%	95.7%	92.3%	*	-	-	*	92.9%	80.0%	83.3%	83.3%	*

- 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 2023 TELPAS (Texas English Language Proficiency Assessment System) data. (EL: English learner)

Total EL in Class	Proficiency of EL	Rate of Proficiency
111	20	18%

- 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.

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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	33	43	53	55	84	-	45	42	25	28
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	64%	*	54%	72%	*	*	-	63%	61%	78%	38%

- 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)

Not applicable. In Texas state accountability, no goals or interim objectives have been set at the district / State levels for any indicator for any student group.

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 2022-23 school year. (CWD: children with disability; CWOD: children without disability; EL: English learner)

		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%	-	99%	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%	-	99%	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	-	100%	-	-	100%	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	*	100%	-	99%	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	-	100%	-

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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
Reading	All Students	100%	100%	100%	100%	*	100%	-	99%	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%	-	99%	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	-	100%	-	-	*	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	*	100%	-	98%	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%	-
	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%	-	-
	Female	100%	100%	100%	100%	*	*	-	100%	100%	100%	100%	100%	100%	-	100%	-
Science	All Students	100%	100%	100%	100%	*	*	-	100%	100%	100%	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%	100%	100%	100%	-
	EL	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%	-
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%	-
Non-Participation Rate																	
All Subjects	All Students	0%	0%	0%	0%	0%	0%	-	1%	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%	-	1%	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	0%	-	-	0%	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	*	0%	-	1%	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%	-	1%	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%	-	1%	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	0%	-	-	*	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	*	0%	-	2%	0%	0%	0%	0%	0%	0%	-	-

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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
Reading	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%	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%	-	-
	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%	-
	CWD	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%	-
	Male	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%	-

- 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 2020-21 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	174	14	69	75	0	0	0	16	3		
	Female	72	5	31	33	0	0	0	3	0		
	Total	246	19	100	108	0	0	0	19	3		
Out-of-School Suspensions												
	Male	3	0	0	3	0	0	0	0	1		
	Female	5	0	3	2	0	0	0	0	0		
	Total	8	0	3	5	0	0	0	0	1		
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												
	Male	61	3	23	33	0	0	0	2	2		36
	Female	13	3	1	9	0	0	0	0	0		11
	Total	74	6	24	42	0	0	0	2	2		47
Out-of-School Suspensions												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	1	0	1	0	0	0	0	0	0		1
	Total	1	0	1	0	0	0	0	0	0		1
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		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	375	23	168	164	2	1	-	17	9	61	43
	Female	360	25	158	163	1	-	-	13	11	54	39
	Total	735	48	326	327	3	1	-	30	20	115	82

	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 without a weapon	0
Incidents of physical attack or fight with a weapon	0
Incidents of physical attack or fight without a weapon	11
Incidents of threats of physical attack with a weapon	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

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	Total
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 2020-21 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	87	13	42	28	1	1	0	2	3	15
	Female	87	9	43	30	0	0	0	5	2	1
	Total	174	22	85	58	1	1	0	7	5	16
Accelerated Coursework											
Advanced Placement Courses	Male	56	0	24	31	0	0	0	1	0	0
	Female	37	0	9	26	0	1	0	1	0	0
	Total	93	0	33	57	0	1	0	2	0	0
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Dual Enrollment/Dual Credit Programs	Male	77	0	17	59	0	0	0	1	1	2
	Female	75	2	23	48	0	1	0	1	2	1
	Total	152	2	40	107	0	1	0	2	3	3

- Blank cell indicates the student group is not applicable to this report.
- Indicates there are no data available in the group.
 - 3 Indicates skip logic failure.
 - 5 Indicates Action Plan/Quick Plans.
 - 8 Indicates EDFacts missing data.
 - 9 Indicates not applicable / skipped.
 - 11 Indicates suppressed data at the campus/district level.
 - *** Indicates aggregated data at the state level is not available due to suppressed data at the campus level.

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		High-Poverty Schools		Low-Poverty Schools	
	Number	Percent	Number	Percent	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	42.6	15.6%				
Teachers Teaching with Emergency or Provisional Credentials	5.0	1.9%				
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	30.1	11.6%				

- 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, 2024.

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 2022-23 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	7,391	2%	66	2%	7	3%
Mathematics	7,386	2%	65	2%	7	3%
Grade 4						
Reading	7,296	2%	60	2%	5	2%
Mathematics	7,293	2%	60	2%	5	2%
Grade 5						
Reading	6,823	2%	59	2%	5	2%
Mathematics	6,825	2%	58	2%	5	2%
Science	6,820	2%	59	2%	5	2%
Grade 6						
Reading	6,480	2%	44	1%	*	1%
Mathematics	6,481	2%	44	1%	*	1%
Grade 7						
Reading	6,309	2%	64	2%	*	1%
Mathematics	6,300	2%	64	2%	*	1%
Grade 8						
Reading	6,168	1%	60	2%	5	2%
Mathematics	6,162	2%	61	2%	5	2%

	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
Science	6,163	1%	61	2%	5	2%
End of Course						
English I	6,032	1%	62	1%	5	1%
English II	5,771	1%	44	1%	7	2%
Algebra I	6,015	1%	61	1%	*	1%
Biology	6,041	1%	50	1%	8	3%
All Grades						
All Subjects	117,761	1%	1,042	1%	90	2%
Reading	52,275	1%	459	1%	40	2%
Mathematics	46,462	2%	413	2%	32	2%
Science	19,024	1%	170	1%	18	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										
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	

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	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%

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 2020-21 school year enrolled in a Texas public postsecondary education institution in the 2021-22 academic year in (I) programs of public postsecondary education in Texas; (II) programs of private postsecondary education in Texas; and (III) programs of postsecondary education outside Texas. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
In-State Public Institutions	32%	*	17%	45%	*	-	-	-	18%	*	-
In-State Private Institutions	13%	*	9%	17%	-	-	-	-	7%	*	-
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 2021-22 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	29%	36%	30%	28%	0%	6%	*	28%	34%	35%	31%

- 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 10 assessments or students for the all student group or any subgroup for every indicator.

Part (i)(II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students (*not applicable to district and state report cards*).

State ESSA Goals (HS/K-12 & AEA)												
		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 Rates	44%	32%	36%	62%	43%	74%	45%	58%	33%	13%	20%
	2022-23 through 2026-27	44%	32%	36%	62%	43%	74%	45%	58%	33%	13%	20%
	2027-28 through 2031-32	53%	43%	47%	68%	53%	78%	54%	65%	44%	28%	33%
	2032-33 through 2036-37	62%	54%	58%	74%	63%	82%	63%	72%	55%	43%	46%
	2037-38	72%	66%	68%	81%	72%	87%	73%	79%	67%	57%	60%
Mathematics	Baseline Rates	38%	26%	35%	48%	37%	72%	41%	44%	32%	15%	31%
	2022-23 through 2026-27	38%	26%	35%	48%	37%	72%	41%	44%	32%	15%	31%
	2027-28 through 2031-32	48%	38%	46%	57%	48%	77%	51%	53%	43%	29%	43%
	2032-33 through 2036-37	58%	50%	57%	66%	59%	82%	61%	62%	54%	43%	55%
	2037-38	69%	63%	68%	74%	69%	86%	71%	72%	66%	58%	66%
EL Progress												
	Baseline Rates											34%
	2022-23 through 2026-27											34%
	2027-28 through 2031-32											36%
	2032-33 through 2036-37											38%
	2037-38											40%
Graduation Rate: 4-Year Longitudinal Rate												
	Baseline Rates	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80.0%
	2022-23 through 2026-27	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80.0%
	2027-28 through 2031-32	92.7%	90.2%	91.4%	95.2%	90.9%	97.1%	91.5%	93.2%	90.5%	85.8%	86.0%
	2032-33 through 2036-37	95.4%	94.1%	94.7%	96.6%	94.4%	97.5%	94.7%	95.6%	94.3%	91.9%	92.0%
	2037-38	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%

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State ESSA Goals (Middle Schools)												
		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 Rates	44%	32%	35%	59%	44%	74%	46%	56%	31%	19%	28%
	2022-23 through 2026-27	44%	32%	35%	59%	44%	74%	46%	56%	31%	19%	28%
	2027-28 through 2031-32	53%	43%	46%	66%	53%	78%	55%	63%	43%	33%	40%
	2032-33 through 2036-37	62%	54%	57%	73%	62%	82%	64%	70%	55%	47%	52%
	2037-38	72%	66%	68%	80%	72%	87%	73%	78%	66%	60%	64%
Mathematics	Baseline Rates	47%	32%	39%	61%	47%	85%	52%	56%	35%	21%	36%
	2022-23 through 2026-27	47%	32%	39%	61%	47%	85%	52%	56%	35%	21%	36%
	2027-28 through 2031-32	56%	43%	49%	68%	56%	88%	60%	63%	46%	34%	47%
	2032-33 through 2036-37	65%	54%	59%	75%	65%	91%	68%	70%	57%	47%	58%
	2037-38	74%	66%	70%	81%	74%	93%	76%	78%	68%	61%	68%
EL Progress												
	Baseline Rates											44%
	2022-23 through 2026-27											44%
	2027-28 through 2031-32											46%
	2032-33 through 2036-37											48%
	2037-38											50%

State ESSA Goals (Elementary Schools)												
		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 Rates	46%	34%	39%	59%	44%	73%	46%	55%	35%	26%	37%
	2022-23 through 2026-27	46%	34%	39%	59%	44%	73%	46%	55%	35%	26%	37%
	2027-28 through 2031-32	55%	45%	49%	66%	53%	78%	55%	63%	46%	38%	48%
	2032-33 through 2036-37	64%	56%	59%	73%	62%	83%	64%	71%	57%	50%	59%
	2037-38	73%	67%	70%	80%	72%	87%	73%	78%	68%	63%	69%
Mathematics	Baseline Rates	49%	33%	44%	60%	47%	82%	51%	55%	40%	29%	45%
	2022-23 through 2026-27	49%	33%	44%	60%	47%	82%	51%	55%	40%	29%	45%
	2027-28 through 2031-32	58%	44%	53%	67%	56%	85%	59%	63%	50%	41%	54%
	2032-33 through 2036-37	67%	55%	62%	74%	65%	88%	67%	71%	60%	53%	63%
	2037-38	75%	67%	72%	80%	74%	91%	76%	78%	70%	65%	73%
EL Progress												

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State ESSA Goals (Elementary Schools)											
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Baseline Rates											49%
2022-23 through 2026-27											49%
2027-28 through 2031-32											51%
2032-33 through 2036-37											53%
2037-38											55%

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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-12s; 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, and AEAs	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 Achievement 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. Total points for each component are determined by multiplying the percentage of evaluated indicators met by the corresponding weight and rounding to one decimal place. The Closing the Gaps domain score is the sum of the total points rounded to the nearest whole number and is further used to differentiate all public schools. See the accountability manual for details. [Chapter 4-2023 Closing the Gaps Domain](#)

(cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students. Texas uses the Closing the Gaps domain to identify campuses that have consistently under-performing 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 2019, 2022, and 2023 are considered consecutive years for 2023 TSI identification. See the accountability manual for details. [Chapter 10-2023 Identification of Schools for Improvement](#)

(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. First, Texas determines the bottom five percent of Closing the Gaps outcomes by rank ordering the scaled scores of Title I campuses by schooltype - 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. Title I campuses that rank in their school type's bottom five percent are identified for CSI. Any Title I campus identified for Additional Targeted Support (ATS) for three consecutive years will be identified for CSI the following school year.

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 type's bottom five percent of the Closing the Gaps domain for two consecutive years and have Closing the Gaps domain scaled score by the end of the second year that is higher than when originally identified are considered as having successfully exited. Campuses previously identified as CSI based solely on a graduation rate must have a four or six-year federal graduation rate of at least 66.7 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 2022-23 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																						
Reading	All Students	75%	79%	91%	-	86%	98%	-	-	-	83%	89%	95%	100%	91%	*	86%	96%	-	-	-	-
	CWD	51%	55%	100%	-	*	100%	-	-	-	*	*	*	100%	-	-	*	100%	-	-	-	-
	CWOD	80%	85%	91%	-	85%	97%	-	-	-	80%	88%	94%	-	91%	*	86%	95%	-	-	-	-
	EL	65%	54%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	73%	72%	86%	-	78%	100%	-	-	-	*	85%	88%	*	86%	*	86%	-	-	-	-	-
	Female	78%	86%	96%	-	94%	96%	-	-	-	*	92%	100%	100%	95%	-	-	96%	-	-	-	-

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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	72%	79%	87%	-	80%	95%	-	-	-	67%	84%	89%	100%	85%	*	86%	87%	-	-	-	-
	CWD	51%	63%	100%	-	*	100%	-	-	-	*	*	*	100%	-	-	*	100%	-	-	-	-
	CWOD	76%	83%	85%	-	79%	94%	-	-	-	60%	83%	89%	-	85%	*	86%	85%	-	-	-	-
	EL	67%	54%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	74%	79%	86%	-	83%	100%	-	-	-	*	85%	88%	*	86%	*	86%	-	-	-	-	-
	Female	70%	79%	87%	-	76%	92%	-	-	-	*	83%	90%	100%	85%	-	-	87%	-	-	-	-
Grade 4																						
Reading	All Students	76%	77%	86%	*	83%	88%	-	-	-	*	84%	88%	82%	87%	*	83%	88%	-	-	*	*
	CWD	51%	51%	82%	-	83%	80%	-	-	-	-	86%	*	82%	-	-	83%	80%	-	-	*	-
	CWOD	81%	82%	87%	*	83%	89%	-	-	-	*	84%	90%	-	87%	*	83%	89%	-	-	-	*
	EL	66%	29%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	74%	75%	83%	*	83%	86%	-	-	-	-	80%	90%	83%	83%	*	83%	-	-	-	-	-
	Female	79%	78%	88%	-	83%	90%	-	-	-	*	89%	88%	80%	89%	-	-	88%	-	-	-	*
Mathematics	All Students	69%	69%	60%	*	63%	61%	-	-	-	*	57%	65%	64%	60%	*	63%	58%	-	-	*	*
	CWD	44%	44%	64%	-	67%	60%	-	-	-	-	71%	*	64%	-	-	83%	40%	-	-	*	-
	CWOD	74%	74%	60%	*	61%	61%	-	-	-	*	54%	67%	-	60%	*	59%	61%	-	-	-	*
	EL	63%	29%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	71%	73%	63%	*	83%	55%	-	-	-	-	60%	70%	83%	59%	*	63%	-	-	-	-	-
	Female	67%	66%	58%	-	42%	66%	-	-	-	*	53%	63%	40%	61%	-	-	58%	-	-	-	*
Grade 5																						
Reading	All Students	80%	80%	89%	*	90%	88%	-	-	-	*	81%	93%	67%	92%	-	85%	92%	-	-	*	-
	CWD	49%	53%	67%	-	*	60%	-	-	-	-	40%	*	67%	-	-	*	60%	-	-	-	-
	CWOD	86%	85%	92%	*	92%	91%	-	-	-	*	91%	93%	-	92%	-	87%	97%	-	-	*	-
	EL	72%	67%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	77%	77%	85%	-	94%	78%	-	-	-	-	73%	91%	*	87%	-	85%	-	-	-	-	*
	Female	83%	82%	92%	*	85%	95%	-	-	-	*	88%	95%	60%	97%	-	-	92%	-	-	-	-
Mathematics	All Students	79%	87%	89%	*	90%	93%	-	-	-	*	86%	91%	100%	87%	-	86%	92%	-	-	*	-
	CWD	59%	82%	100%	-	*	100%	-	-	-	-	100%	*	100%	-	-	*	100%	-	-	-	-
	CWOD	83%	88%	87%	*	88%	91%	-	-	-	*	83%	90%	-	87%	-	84%	91%	-	-	*	-
	EL	75%	78%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	79%	86%	86%	-	88%	89%	-	-	-	*	83%	87%	*	84%	-	86%	-	-	-	-	*
	Female	79%	89%	92%	*	92%	95%	-	-	-	*	88%	95%	100%	91%	-	-	92%	-	-	-	-
Science	All Students	64%	73%	85%	*	83%	85%	-	-	-	*	68%	95%	56%	89%	-	86%	84%	-	-	*	-
	CWD	41%	50%	56%	-	*	40%	-	-	-	-	20%	*	56%	-	-	*	40%	-	-	-	-
	CWOD	68%	78%	89%	*	84%	91%	-	-	-	*	78%	95%	-	89%	-	87%	91%	-	-	*	-
	EL	52%	44%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	67%	78%	86%	-	88%	83%	-	-	-	*	75%	91%	*	87%	-	86%	-	-	-	-	*
	Female	60%	68%	84%	*	77%	86%	-	-	-	*	63%	100%	40%	91%	-	-	84%	-	-	-	-

STAAR Percent at Meets Grade Level or Above
Grade 3

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Reading	All Students	49%	48%	56%	-	57%	59%	-	-	-	33%	59%	53%	29%	59%	*	54%	58%	-	-	-	-
	CWD	28%	24%	29%	-	*	20%	-	-	-	*	*	*	29%	-	-	*	20%	-	-	-	-
	CWOD	53%	53%	59%	-	56%	64%	-	-	-	40%	63%	54%	-	59%	*	54%	63%	-	-	-	-
	EL	37%	31%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	46%	44%	54%	-	56%	59%	-	-	-	*	60%	47%	*	54%	*	54%	-	-	-	-	-
	Female	53%	51%	58%	-	59%	58%	-	-	-	*	58%	57%	20%	63%	-	-	58%	-	-	-	-
Mathematics	All Students	44%	50%	55%	-	51%	66%	-	-	-	0%	48%	63%	14%	59%	*	68%	44%	-	-	-	-
	CWD	28%	24%	14%	-	*	20%	-	-	-	*	*	*	14%	-	-	*	0%	-	-	-	-
	CWOD	47%	56%	59%	-	53%	72%	-	-	-	0%	53%	66%	-	59%	*	69%	50%	-	-	-	-
	EL	35%	38%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	47%	53%	68%	-	56%	88%	-	-	-	*	65%	71%	*	69%	*	68%	-	-	-	-	-
	Female	40%	48%	44%	-	47%	50%	-	-	-	*	33%	57%	0%	50%	-	-	44%	-	-	-	-
Grade 4																						
Reading	All Students	47%	46%	51%	*	42%	57%	-	-	-	*	41%	65%	36%	54%	*	49%	53%	-	-	*	*
	CWD	25%	26%	36%	-	33%	40%	-	-	-	-	29%	*	36%	-	-	50%	20%	-	-	*	-
	CWOD	51%	50%	54%	*	44%	59%	-	-	-	*	43%	67%	-	54%	*	48%	58%	-	-	-	*
	EL	35%	0%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	44%	46%	49%	*	42%	55%	-	-	-	-	40%	70%	50%	48%	*	49%	-	-	-	-	*
	Female	50%	46%	53%	-	42%	59%	-	-	-	*	42%	63%	20%	58%	-	-	53%	-	-	-	*
Mathematics	All Students	47%	44%	37%	*	33%	39%	-	-	-	*	32%	44%	18%	40%	*	43%	33%	-	-	*	*
	CWD	27%	21%	18%	-	33%	0%	-	-	-	-	29%	*	18%	-	-	33%	0%	-	-	*	-
	CWOD	51%	49%	40%	*	33%	43%	-	-	-	*	32%	50%	-	40%	*	45%	37%	-	-	-	*
	EL	39%	0%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	50%	53%	43%	*	50%	41%	-	-	-	-	36%	60%	33%	45%	*	43%	-	-	-	-	*
	Female	43%	36%	33%	-	17%	38%	-	-	-	*	26%	38%	0%	37%	-	-	33%	-	-	-	*
Grade 5																						
Reading	All Students	56%	60%	75%	*	66%	80%	-	-	-	*	59%	84%	22%	82%	-	62%	86%	-	-	*	-
	CWD	27%	32%	22%	-	*	20%	-	-	-	-	0%	*	22%	-	-	*	40%	-	-	-	-
	CWOD	61%	65%	82%	*	72%	89%	-	-	-	*	73%	88%	-	82%	-	70%	94%	-	-	*	-
	EL	43%	33%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	51%	51%	62%	-	56%	67%	-	-	-	-	36%	74%	*	70%	-	62%	-	-	-	*	-
	Female	60%	68%	86%	*	77%	91%	-	-	-	*	75%	95%	40%	94%	-	-	86%	-	-	-	-
Mathematics	All Students	50%	54%	56%	*	48%	63%	-	-	-	*	36%	68%	33%	59%	-	54%	57%	-	-	*	-
	CWD	28%	39%	33%	-	*	20%	-	-	-	-	0%	*	33%	-	-	*	20%	-	-	-	-
	CWOD	54%	57%	59%	*	48%	69%	-	-	-	*	43%	68%	-	59%	-	55%	63%	-	-	*	-
	EL	43%	67%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	52%	57%	54%	-	44%	67%	-	-	-	*	25%	70%	*	55%	-	54%	-	-	-	*	-
	Female	48%	52%	57%	*	54%	59%	-	-	-	*	44%	67%	20%	63%	-	-	57%	-	-	-	-

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Science	All Students	35%	40%	49%	*	45%	50%	-	-	-	*	32%	59%	33%	51%	-	54%	43%	-	*	-	-
	CWD	23%	32%	33%	-	*	20%	-	-	-	-	20%	*	33%	-	-	*	20%	-	-	-	-
	CWOD	37%	41%	51%	*	44%	54%	-	-	-	*	35%	60%	-	51%	-	55%	47%	-	*	-	-
	EL	22%	33%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	39%	48%	54%	-	50%	61%	-	-	-	*	25%	70%	*	55%	-	54%	-	-	*	-	-
	Female	30%	32%	43%	*	38%	41%	-	-	-	*	38%	48%	20%	47%	-	-	43%	-	-	-	-
STAAR Percent at Masters Grade Level																						
Grade 3																						
Reading	All Students	19%	16%	21%	-	17%	24%	-	-	-	17%	20%	21%	0%	23%	*	19%	22%	-	-	-	-
	CWD	7%	4%	0%	-	*	0%	-	-	-	*	*	*	0%	-	-	*	0%	-	-	-	-
	CWOD	22%	19%	23%	-	18%	28%	-	-	-	20%	23%	23%	-	23%	*	20%	25%	-	-	-	-
	EL	13%	8%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	17%	11%	19%	-	17%	24%	-	-	-	*	15%	24%	*	20%	*	19%	-	-	-	-	-
	Female	22%	20%	22%	-	18%	25%	-	-	-	*	25%	19%	0%	25%	-	-	22%	-	-	-	-
Mathematics	All Students	18%	20%	21%	-	23%	22%	-	-	-	0%	23%	18%	14%	21%	*	24%	18%	-	-	-	-
	CWD	9%	8%	14%	-	*	20%	-	-	-	*	*	*	14%	-	-	*	0%	-	-	-	-
	CWOD	20%	23%	21%	-	24%	22%	-	-	-	0%	25%	17%	-	21%	*	23%	20%	-	-	-	-
	EL	12%	15%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	21%	23%	24%	-	22%	29%	-	-	-	*	25%	24%	*	23%	*	24%	-	-	-	-	-
	Female	15%	17%	18%	-	24%	17%	-	-	-	*	21%	14%	0%	20%	-	-	18%	-	-	-	-
Grade 4																						
Reading	All Students	21%	21%	24%	*	13%	29%	-	-	-	*	23%	26%	0%	28%	*	26%	23%	-	-	*	*
	CWD	7%	5%	0%	-	0%	0%	-	-	-	-	0%	*	0%	-	-	0%	0%	-	-	*	-
	CWOD	24%	25%	28%	*	17%	33%	-	-	-	*	27%	30%	-	28%	*	31%	26%	-	-	-	*
	EL	12%	0%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	19%	22%	26%	*	8%	36%	-	-	-	-	24%	30%	0%	31%	*	26%	-	-	-	-	*
	Female	23%	20%	23%	-	17%	24%	-	-	-	*	21%	25%	0%	26%	-	-	23%	-	-	-	*
Mathematics	All Students	21%	20%	18%	*	8%	22%	-	-	-	*	16%	21%	0%	21%	*	20%	16%	-	-	*	*
	CWD	8%	2%	0%	-	0%	0%	-	-	-	-	0%	*	0%	-	-	0%	0%	-	-	*	-
	CWOD	24%	23%	21%	*	11%	24%	-	-	-	*	19%	23%	-	21%	*	24%	18%	-	-	-	*
	EL	15%	0%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	24%	22%	20%	*	8%	27%	-	-	-	-	16%	30%	0%	24%	*	20%	-	-	-	-	*
	Female	18%	17%	16%	-	8%	17%	-	-	-	*	16%	17%	0%	18%	-	-	16%	-	-	-	*
Grade 5																						
Reading	All Students	28%	31%	54%	*	38%	63%	-	-	-	*	30%	68%	22%	58%	-	47%	59%	-	*	-	-
	CWD	8%	13%	22%	-	*	20%	-	-	-	-	0%	*	22%	-	-	*	40%	-	-	-	-
	CWOD	31%	35%	58%	*	40%	69%	-	-	-	*	36%	70%	-	58%	-	53%	63%	-	*	-	-
	EL	17%	22%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	24%	29%	47%	-	38%	56%	-	-	-	-	27%	57%	*	53%	-	47%	-	-	*	-	-
	Female	32%	34%	59%	*	38%	68%	-	-	-	*	31%	81%	40%	63%	-	-	59%	-	-	-	-

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Mathematics	All Students	21%	17%	25%	*	10%	35%	-	-	-	*	11%	34%	0%	29%	-	31%	19%	-	*	-	-
	CWD	8%	5%	0%	-	*	0%	-	-	-	-	0%	*	0%	-	-	*	0%	-	-	-	-
	CWOD	23%	19%	29%	*	12%	40%	-	-	-	*	13%	38%	-	29%	-	35%	22%	-	*	-	-
	EL	14%	22%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	23%	22%	31%	-	13%	50%	-	-	-	*	8%	43%	*	35%	-	31%	-	-	*	-	-
	Female	19%	11%	19%	*	8%	23%	-	-	-	*	13%	24%	0%	22%	-	-	19%	-	-	-	-
Science	All Students	15%	17%	19%	*	7%	28%	-	-	-	*	7%	27%	0%	22%	-	23%	16%	-	*	-	-
	CWD	7%	5%	0%	-	*	0%	-	-	-	-	0%	*	0%	-	-	*	0%	-	-	-	-
	CWOD	16%	20%	22%	*	8%	31%	-	-	-	*	9%	30%	-	22%	-	26%	19%	-	*	-	-
	EL	7%	22%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	18%	23%	23%	-	13%	33%	-	-	-	*	0%	35%	*	26%	-	23%	-	-	*	-	-
	Female	12%	12%	16%	*	0%	23%	-	-	-	*	13%	19%	0%	19%	-	-	16%	-	-	-	-
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						
All Subjects	All Students	75%	77%	84%	60%	82%	86%	-	-	-	71%	78%	89%	79%	84%	75%	82%	85%	-	*	*	*
	CWD	48%	48%	79%	-	81%	77%	-	-	-	*	73%	88%	79%	-	-	86%	74%	-	-	*	-
	CWOD	79%	82%	84%	60%	83%	87%	-	-	-	68%	79%	89%	-	84%	75%	82%	87%	-	*	-	*
	EL	62%	52%	75%	-	75%	-	-	-	-	-	75%	-	-	75%	75%	75%	-	-	-	-	-
	Male	73%	75%	82%	*	85%	83%	-	-	-	33%	77%	88%	86%	82%	75%	82%	-	-	*	-	*
	Female	77%	79%	85%	*	79%	88%	-	-	-	87%	80%	90%	74%	87%	-	-	85%	-	-	*	*
Reading	All Students	76%	76%	89%	*	86%	91%	-	-	-	89%	85%	92%	81%	90%	*	85%	92%	-	*	*	*
	CWD	46%	43%	81%	-	82%	80%	-	-	-	*	75%	91%	81%	-	-	83%	80%	-	-	*	-
	CWOD	80%	83%	90%	*	87%	92%	-	-	-	88%	87%	92%	-	90%	*	85%	94%	-	*	-	*
	EL	60%	45%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	72%	72%	85%	*	85%	88%	-	-	-	*	80%	90%	83%	85%	*	85%	-	-	*	-	*
	Female	80%	81%	92%	*	88%	93%	-	-	-	100%	90%	94%	80%	94%	-	-	92%	-	-	*	*
Mathematics	All Students	74%	76%	78%	*	78%	81%	-	-	-	50%	74%	83%	85%	78%	*	79%	78%	-	*	*	*
	CWD	49%	49%	85%	-	82%	87%	-	-	-	*	88%	82%	85%	-	-	92%	80%	-	-	*	-
	CWOD	78%	81%	78%	*	78%	80%	-	-	-	44%	72%	83%	-	78%	*	77%	78%	-	*	-	*
	EL	65%	60%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	73%	75%	79%	*	85%	79%	-	-	-	*	74%	84%	92%	77%	*	79%	-	-	*	-	*
	Female	74%	77%	78%	*	71%	83%	-	-	-	71%	75%	82%	80%	78%	-	-	78%	-	-	*	*
Science	All Students	76%	81%	85%	*	83%	85%	-	-	-	*	68%	95%	56%	89%	-	86%	84%	-	*	-	-
	CWD	52%	56%	56%	-	*	40%	-	-	-	-	20%	*	56%	-	-	*	40%	-	-	-	-
	CWOD	79%	86%	89%	*	84%	91%	-	-	-	*	78%	95%	-	89%	-	87%	91%	-	*	-	-
	EL	62%	54%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	76%	82%	86%	-	88%	83%	-	-	-	*	75%	91%	*	87%	-	86%	-	-	*	-	-
	Female	75%	80%	84%	*	77%	86%	-	-	-	*	63%	100%	40%	91%	-	-	84%	-	-	-	-
STAAR Percent at Meets Grade Level or Above																						
All Grades																						

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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 Subjects	All Students	48%	48%	54%	60%	50%	58%	-	-	-	29%	44%	63%	27%	57%	50%	55%	53%	-	*	*	*
	CWD	24%	23%	27%	-	38%	20%	-	-	-	*	16%	42%	27%	-	-	39%	17%	-	-	*	-
	CWOD	52%	53%	57%	60%	51%	63%	-	-	-	32%	49%	65%	-	57%	50%	57%	58%	-	*	-	*
	EL	31%	25%	50%	-	50%	-	-	-	-	-	50%	-	-	50%	50%	50%	-	-	-	-	-
	Male	46%	47%	55%	*	51%	61%	-	-	-	0%	43%	67%	39%	57%	50%	55%	-	-	*	-	*
	Female	49%	50%	53%	*	48%	56%	-	-	-	40%	45%	60%	17%	58%	-	-	53%	-	-	*	-
Reading	All Students	52%	52%	60%	*	56%	64%	-	-	-	44%	52%	68%	30%	64%	*	55%	65%	-	*	*	*
	CWD	24%	23%	30%	-	36%	27%	-	-	-	*	19%	45%	30%	-	-	33%	27%	-	-	*	-
	CWOD	56%	57%	64%	*	58%	69%	-	-	-	50%	58%	70%	-	64%	*	57%	70%	-	*	-	*
	EL	33%	20%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	47%	45%	55%	*	52%	60%	-	-	-	*	46%	64%	33%	57%	*	55%	-	-	*	-	*
	Female	57%	58%	65%	*	60%	68%	-	-	-	57%	58%	71%	27%	70%	-	-	65%	-	-	*	-
Mathematics	All Students	44%	45%	49%	*	45%	55%	-	-	-	10%	39%	59%	22%	53%	*	55%	44%	-	*	*	*
	CWD	24%	20%	22%	-	36%	13%	-	-	-	*	13%	36%	22%	-	-	42%	7%	-	-	*	-
	CWOD	47%	50%	53%	*	47%	60%	-	-	-	11%	43%	62%	-	53%	*	57%	49%	-	*	-	*
	EL	32%	31%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	45%	48%	55%	*	50%	63%	-	-	-	*	44%	68%	42%	57%	*	55%	-	-	*	-	*
	Female	42%	43%	44%	*	40%	48%	-	-	-	14%	34%	53%	7%	49%	-	-	44%	-	-	*	-
Science	All Students	46%	48%	49%	*	45%	50%	-	-	-	*	32%	59%	33%	51%	-	54%	43%	-	*	-	-
	CWD	24%	29%	33%	-	*	20%	-	-	-	-	20%	*	33%	-	-	*	20%	-	-	-	-
	CWOD	49%	51%	51%	*	44%	54%	-	-	-	*	35%	60%	-	51%	-	55%	47%	-	*	-	-
	EL	26%	25%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	47%	50%	54%	-	50%	61%	-	-	-	*	25%	70%	*	55%	-	54%	-	-	*	-	-
	Female	44%	46%	43%	*	38%	41%	-	-	-	*	38%	48%	20%	47%	-	-	43%	-	-	-	-
STAAR Percent at Masters Grade Level																						
All Grades																						
All Subjects	All Students	19%	17%	26%	60%	17%	31%	-	-	-	19%	19%	32%	5%	28%	13%	27%	24%	-	*	*	*
	CWD	7%	5%	5%	-	4%	6%	-	-	-	*	0%	12%	5%	-	-	4%	6%	-	-	*	-
	CWOD	21%	19%	28%	60%	19%	35%	-	-	-	21%	22%	34%	-	28%	13%	30%	27%	-	*	-	*
	EL	9%	7%	13%	-	13%	-	-	-	-	-	13%	-	-	13%	13%	13%	-	-	-	-	-
	Male	18%	16%	27%	*	18%	36%	-	-	-	0%	18%	37%	4%	30%	13%	27%	-	-	*	-	*
	Female	19%	17%	24%	*	16%	27%	-	-	-	27%	20%	28%	6%	27%	-	-	24%	-	-	*	-
Reading	All Students	20%	17%	32%	*	23%	38%	-	-	-	33%	23%	41%	7%	35%	*	30%	34%	-	*	*	*
	CWD	7%	5%	7%	-	9%	7%	-	-	-	*	0%	18%	7%	-	-	0%	13%	-	-	*	-
	CWOD	22%	19%	35%	*	25%	42%	-	-	-	38%	27%	43%	-	35%	*	34%	36%	-	*	-	*
	EL	9%	6%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	17%	15%	30%	*	22%	39%	-	-	-	*	21%	40%	0%	34%	*	30%	-	-	*	-	*
	Female	23%	20%	34%	*	24%	37%	-	-	-	43%	25%	41%	13%	36%	-	-	34%	-	-	*	-

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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	18%	17%	21%	*	15%	26%	-	-	-	10%	17%	25%	4%	23%	*	25%	18%	-	*	*	*	
	CWD	8%	4%	4%	-	0%	7%	-	-	-	*	0%	9%	4%	-	-	8%	0%	-	-	*	-	
	CWOD	20%	19%	23%	*	17%	28%	-	-	-	11%	20%	27%	-	23%	*	27%	20%	-	*	-	*	
	EL	11%	9%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-	-
	Male	20%	18%	25%	*	15%	35%	-	-	-	*	18%	34%	8%	27%	*	25%	-	-	*	-	*	
	Female	16%	15%	18%	*	14%	19%	-	-	-	14%	17%	18%	0%	20%	-	-	18%	-	-	*	-	*
Science	All Students	17%	15%	19%	*	7%	28%	-	-	-	*	7%	27%	0%	22%	-	23%	16%	-	*	-	-	
	CWD	7%	6%	0%	-	*	0%	-	-	-	-	0%	*	0%	-	-	*	0%	-	-	-	-	
	CWOD	19%	17%	22%	*	8%	31%	-	-	-	*	9%	30%	-	22%	-	26%	19%	-	*	-	-	
	EL	6%	7%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Male	19%	17%	23%	-	13%	33%	-	-	-	*	0%	35%	*	26%	-	23%	-	-	*	-	-	
	Female	16%	13%	16%	*	0%	23%	-	-	-	*	13%	19%	0%	19%	-	-	16%	-	-	-	-	

- 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 2022-23 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	*	80	74	-	-	-	*	65	68	*
CWD	68	-	98	38	-	-	-	-	48	68	-
CWOD	78	*	76	79	-	-	-	*	69	-	*
EL ◇	*	-	*	-	-	-	-	-	*	-	*
Male	73	*	76	73	-	-	-	-	60	80	*
Female	80	*	84	75	-	-	-	*	71	55	-
Mathematics											
All Students	59	*	61	59	-	-	-	*	56	79	*
CWD	79	-	85	73	-	-	-	-	75	79	-
CWOD	55	*	55	57	-	-	-	*	52	-	*
EL ◇	*	-	*	-	-	-	-	-	*	-	*

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Male	60	*	67	57	-	-	-	*	50	95	*
Female	58	*	54	60	-	-	-	*	61	63	-

- 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 2022.

	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 2022													
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 2023 TELPAS (Texas English Language Proficiency Assessment System) data. (EL: English learner)

Total EL in Class	Proficiency of EL	Rate of Proficiency
8	2	-

- 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.

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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	55	60	50	58	-	-	-	40	47	37	46
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 (2023-2027)	46%	34%	39%	59%	44%	73%	46%	55%	35%	26%	37%
Target Met	Y		Y	Y					Y	Y	
Interim Goals (2028-2032)	55%	45%	49%	66%	53%	78%	55%	63%	46%	38%	48%
Target Met	Y		Y	Y					Y	N	
Interim Goals (2033-2037)	64%	56%	59%	73%	62%	83%	64%	71%	57%	50%	59%
Target Met	N		Y	N					N	N	
Long-Term Goals	73%	67%	70%	80%	72%	87%	73%	78%	68%	63%	69%
Target Met	N		N	N					N	N	
Mathematics											
Interim Goals (2023-2027)	49%	33%	44%	60%	47%	82%	51%	55%	40%	29%	45%
Target Met	Y		Y	N					Y	N	
Interim Goals (2028-2032)	58%	44%	53%	67%	56%	85%	59%	63%	50%	41%	54%
Target Met	N		N	N					N	N	
Interim Goals (2033-2037)	67%	55%	62%	74%	65%	88%	67%	71%	60%	53%	63%
Target Met	N		N	N					N	N	

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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	75%	67%	72%	80%	74%	91%	76%	78%	70%	65%	73%
Target Met	N		N	N					N	N	
English Learner Language Proficiency Status											
Interim Goals (2023-2027)											49%
Target Met											
Interim Goals (2028-2032)											51%
Target Met											
Interim Goals (2033-2037)											53%
Target Met											
Long-Term Goals											55%
Target Met											
Federal Graduation Status											
Interim Goals (2023-2027)	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80%
Target Met											
Interim Goals (2028-2032)	92.7%	90.2%	91.4%	95.2%	90.9%	97.1%	91.5%	93.2%	90.5%	85.8%	86%
Target Met											
Interim Goals (2033-2037)	95.4%	94.1%	94.7%	96.6%	94.4%	97.5%	94.7%	95.6%	94.3%	91.9%	92%
Target Met											
Long-Term Goals	98%	98%	98%	98%	98%	98%	98%	98%	98%	98%	98%
Target Met											

Blank cell indicates there are no data available in the group.

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

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 2022-23 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%	100%	100%
	EL	100%	-	100%	-	-	-	-	-	100%	-	-	100%	100%	100%	-
	Male	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
All Subjects	Female	100%	*	100%	100%	-	-	-	100%	100%	100%	100%	100%	-	-	100%	-
Reading	All Students	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%	-
Mathematics	All Students	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%	-
Science	All Students	100%	*	100%	100%	-	-	-	*	100%	100%	100%	100%	-	100%	100%	-
	CWD	100%	-	*	100%	-	-	-	-	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%	-	-	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%	0%	0%	0%	-
	EL	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%

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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	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%	-
Mathematics	All Students	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%	-
Science	All Students	0%	*	0%	0%	-	-	-	*	0%	0%	0%	0%	-	0%	0%	-
	CWD	0%	-	*	0%	-	-	-	-	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%	-	-	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 2020-21 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)

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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)
Students Without Disabilities												
In-School Suspensions												
	Male	3	0	0	2	0	0	0	1	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	3	0	0	2	0	0	0	1	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												
	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												

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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
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	16	1	8	5	1	-8	-8	1	-8	5	2
	Female	19	1	8	10	-8	-8	-8	-8	-8	4	3
	Total	35	2	16	15	1	-8	-8	1	-8	9	5

											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 without a weapon											0
Incidents of physical attack or fight with a weapon											0
Incidents of physical attack or fight without a weapon											0
Incidents of threats of physical attack with a weapon											0

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	Total
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 2020-21 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	19	0	8	10	1	0	0	0	0	2
	Female	21	0	8	10	0	0	0	3	0	1
	Total	40	0	16	20	1	0	0	3	0	3
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

- Blank cell indicates the student group is not applicable to this report.
- Indicates there are no data available in the group.
- 3 Indicates skip logic failure.
- 5 Indicates Action Plan/Quick Plans.
- 8 Indicates EDFacts missing data.
- 9 Indicates not applicable / skipped.
- 11 Indicates suppressed data at the campus/district level.
- *** Indicates aggregated data at the state level is not available due to suppressed data at the campus level.

Part (ix): Teacher Quality Data

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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.

	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	2.4	6.5%
Teachers Teaching with Emergency or Provisional Credentials	2.0	5.7%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	0.3	0.9%

- 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, 2024.

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 2022-23 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	7,391	2%	7	3%	-	-
Mathematics	7,386	2%	7	3%	-	-
Grade 4						
Reading	7,296	2%	5	2%	-	-
Mathematics	7,293	2%	5	2%	-	-
Grade 5						
Reading	6,823	2%	5	2%	-	-
Mathematics	6,825	2%	5	2%	-	-
Science	6,820	2%	5	2%	-	-
Grade 6						
Reading	6,480	2%	*	1%	-	-
Mathematics	6,481	2%	*	1%	-	-
Grade 7						
Reading	6,309	2%	*	1%	-	-
Mathematics	6,300	2%	*	1%	-	-
Grade 8						

	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	6,168	1%	5	2%	-	-
Mathematics	6,162	2%	5	2%	-	-
Science	6,163	1%	5	2%	-	-
End of Course						
English I	6,032	1%	5	1%	-	-
English II	5,771	1%	7	2%	-	-
Algebra I	6,015	1%	*	1%	-	-
Biology	6,041	1%	8	3%	-	-
All Grades						
All Subjects	117,761	1%	90	2%	-	-
Reading	52,275	1%	40	2%	-	-
Mathematics	46,462	2%	32	2%	-	-
Science	19,024	1%	18	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										
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

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 2020-21 school year enrolled in a Texas public postsecondary education institution in the 2021-22 academic year in (I) programs of public postsecondary education in Texas; (II) programs of private postsecondary education in Texas; and (III) programs of postsecondary education outside Texas. (CWD: children with disability; EL: English learner)

There is no data for this campus.

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. (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%	*	20%	18%	*	-	-	17%	24%	32%	0%

- Indicates there are no students in the group.

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

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 STAAR (State of Texas Assessments of Academic Readiness) () performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2022–23 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 2022-23 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 2023 Texas English Language Proficiency Assessment System (TELPAS) data.

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

This section provides information on the other indicator 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.

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. (Not applicable to district and state report cards)

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 2022-23 school year.

Part (viii): Civil Rights Data

Part (viii)(I): The section provides information from the 2020-21 Civil Rights 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 2020-21 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, 2024.

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 2022-23 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 2020-21 school year enrolled in the 2021-22 academic year in (I) programs of public postsecondary education in Texas; (II) programs of private postsecondary education in Texas; and (III) programs of postsecondary education outside Texas.

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.

Parte (i): Descripción 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 2022–23. 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 2022-23. 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 2022.

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 2023 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. (No se aplica a los reportes de distrito o estatal)

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 para el año escolar 2022-23.

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) 2020-21, 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 2020-21, 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 2024.

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 2022-23.

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 2020-21 que se inscribieron en el año académico 2021-22 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 EDFacts: 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.