

Texas Education Agency
2024 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

State & District ESSA Goals												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Performance (At Meets Grade Level or Above)												
Reading/ELA	Baseline Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2022-23 through 2026-27	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2027-28 through 2031-32	53%	43%	48%	67%	53%	78%	54%	63%	44%	33%	41%
	2032-33 through 2036-37	62%	54%	59%	74%	63%	82%	63%	70%	55%	47%	53%
	2037-38	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Mathematics	Baseline Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2022-23 through 2026-27	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2027-28 through 2031-32	55%	43%	50%	66%	54%	85%	58%	62%	47%	36%	50%
	2032-33 through 2036-37	64%	55%	60%	73%	63%	88%	66%	70%	58%	49%	60%
	2037-38	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
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%
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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Campus 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%

Campus 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%

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Campus 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)
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%

Campus 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												
	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 4-2024 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'. Data from 2022, 2023, and 2024 are considered consecutive years for 2024 Targeted Support and Improvement (TSI) identification. Any campus not identified for Comprehensive Support and Improvement (CSI) that has at least one consistently underperforming student group is identified for TSI. TSI identifies both Title I and non-Title I campuses. Campuses are evaluated annually for TSI identification. See the accountability manual for details: [Chapter 10-2024 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. Additionally, if any Title I or non-Title I campus does not attain a 66.7 percent six-year federal graduation rate for all students group, the campus is 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 2023-2024 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. To exit ATS, the Closing the Gaps score for the consistently underperforming student group must surpass the score used in the year of ATS identification to identify the lowest performing five percent of each school type. A campus identified for TSI because of one consistently underperforming subgroup will exit the TSI status if the subgroup becomes not consistently underperforming subgroup. Consistently underperforming is defined as missing the targets in at least the same three indicators for three consecutive years.

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 2023-24 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

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

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
English I	All Students	67%	63%	64%	71%	62%	66%	-	*	-	50%	57%	74%	18%	74%	42%	56%	75%	-	60%	*	60%	
	CWD	35%	17%	18%	-	17%	17%	-	-	-	*	15%	24%	18%	-	*	14%	29%	-	*	*	*	
	CWOD	73%	73%	74%	71%	72%	78%	-	*	-	63%	68%	83%	-	74%	47%	68%	81%	-	*	*	*	
	EL	47%	42%	42%	-	42%	-	-	-	-	-	33%	*	*	47%	42%	38%	50%	-	-	-	*	
	Male	62%	56%	56%	38%	53%	63%	-	*	-	29%	47%	68%	14%	68%	38%	56%	-	-	-	*	*	*
	Female	74%	73%	75%	100%	72%	73%	-	-	-	80%	70%	84%	29%	81%	50%	-	75%	-	-	*	-	*
English II	All Students	74%	78%	80%	62%	79%	83%	*	*	-	70%	76%	85%	41%	86%	50%	72%	90%	-	*	*	*	
	CWD	39%	41%	41%	*	38%	42%	-	-	-	*	27%	69%	41%	-	*	35%	54%	-	-	*	*	
	CWOD	78%	84%	86%	64%	85%	90%	*	*	-	75%	86%	87%	-	86%	57%	79%	94%	-	*	-	*	
	EL	52%	47%	50%	-	50%	-	-	-	-	-	50%	*	*	57%	50%	44%	57%	-	-	-	*	
	Male	69%	70%	72%	20%	70%	78%	-	*	-	50%	69%	75%	35%	79%	44%	72%	-	-	-	*	*	*
	Female	79%	87%	90%	88%	89%	90%	*	*	-	*	85%	95%	54%	94%	57%	-	90%	-	-	*	-	*
Algebra I	All Students	79%	74%	72%	83%	68%	76%	-	-	-	56%	69%	77%	41%	80%	50%	67%	79%	-	86%	*	*	
	CWD	54%	40%	41%	-	35%	48%	-	-	-	*	26%	67%	41%	-	*	38%	50%	-	-	*	*	
	CWOD	83%	82%	80%	83%	76%	84%	-	-	-	67%	80%	79%	-	80%	54%	77%	83%	-	100%	*	*	
	EL	72%	53%	50%	-	50%	-	-	-	-	-	40%	*	*	54%	50%	55%	*	-	-	-	*	
	Male	77%	69%	67%	70%	60%	75%	-	-	-	40%	64%	72%	38%	77%	55%	67%	-	-	-	80%	*	*
	Female	81%	80%	79%	100%	77%	77%	-	-	-	*	77%	83%	50%	83%	*	-	79%	-	-	*	-	*
Biology	All Students	90%	89%	89%	89%	91%	87%	-	*	-	100%	89%	89%	75%	92%	69%	87%	92%	-	100%	60%	80%	
	CWD	75%	75%	75%	-	91%	53%	-	-	-	*	77%	72%	75%	-	*	72%	83%	-	-	*	*	
	CWOD	92%	92%	92%	89%	91%	94%	-	*	-	100%	92%	93%	-	92%	67%	92%	93%	-	-	*	*	
	EL	84%	71%	69%	-	69%	-	-	-	-	-	80%	*	*	67%	69%	78%	*	-	-	-	*	
	Male	89%	87%	87%	78%	90%	85%	-	*	-	*	88%	86%	72%	92%	78%	87%	-	-	-	*	60%	*
	Female	91%	92%	92%	100%	92%	89%	-	-	-	100%	91%	93%	83%	93%	*	-	92%	-	-	*	-	*
STAAR Percent at Meets Grade Level or Above																							
End of Course																							
English I	All Students	50%	47%	48%	53%	44%	52%	-	*	-	42%	40%	59%	12%	55%	11%	40%	59%	-	40%	*	40%	
	CWD	19%	12%	12%	-	13%	9%	-	-	-	*	12%	12%	12%	-	*	8%	21%	-	-	*	*	
	CWOD	55%	55%	55%	53%	50%	62%	-	*	-	50%	47%	67%	-	55%	12%	49%	64%	-	-	*	*	
	EL	27%	11%	11%	-	11%	-	-	-	-	-	7%	*	*	12%	11%	15%	0%	-	-	-	*	
	Male	43%	40%	40%	25%	33%	49%	-	*	-	14%	34%	49%	8%	49%	15%	40%	-	-	-	*	*	
	Female	57%	57%	59%	78%	55%	58%	-	-	-	80%	49%	77%	21%	64%	0%	-	59%	-	-	*	-	*
English II	All Students	57%	59%	61%	38%	52%	70%	*	*	-	60%	52%	72%	21%	68%	31%	49%	74%	-	-	*	*	
	CWD	23%	21%	21%	*	6%	32%	-	-	-	*	8%	46%	21%	-	*	12%	38%	-	-	*	*	
	CWOD	61%	65%	68%	45%	59%	76%	*	*	-	63%	61%	75%	-	68%	36%	57%	78%	-	-	*	-	
	EL	30%	29%	31%	-	31%	-	-	-	-	-	25%	*	*	36%	31%	22%	43%	-	-	-	*	
	Male	51%	48%	49%	0%	42%	58%	-	*	-	33%	40%	61%	12%	57%	22%	49%	-	-	-	*	*	
	Female	63%	72%	74%	63%	64%	83%	*	*	-	*	67%	82%	38%	78%	43%	-	74%	-	-	*	-	

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Algebra I	All Students	41%	39%	33%	22%	31%	40%	-	-	-	11%	30%	40%	14%	38%	14%	32%	36%	-	29%	*	*
	CWD	17%	14%	14%	-	13%	17%	-	-	-	*	13%	17%	14%	-	*	14%	17%	-	*	*	*
	CWOD	45%	44%	38%	22%	35%	47%	-	-	-	17%	34%	46%	-	38%	15%	38%	39%	-	20%	*	*
	EL	29%	20%	14%	-	14%	-	-	-	-	-	20%	*	*	15%	14%	18%	*	-	-	-	*
	Male	39%	37%	32%	10%	30%	39%	-	-	-	0%	32%	32%	14%	38%	18%	32%	-	-	40%	*	*
	Female	43%	41%	36%	38%	32%	43%	-	-	-	*	28%	50%	17%	39%	*	-	36%	-	*	-	*
Biology	All Students	54%	53%	54%	33%	51%	59%	-	*	-	50%	45%	66%	25%	60%	15%	54%	52%	-	40%	20%	60%
	CWD	26%	25%	25%	-	26%	21%	-	-	-	*	15%	39%	25%	-	*	25%	25%	-	*	*	*
	CWOD	58%	59%	60%	33%	57%	68%	-	*	-	50%	51%	72%	-	60%	17%	63%	55%	-	*	*	*
	EL	33%	14%	15%	-	15%	-	-	-	-	-	20%	*	*	17%	15%	11%	*	-	-	-	*
	Male	54%	53%	54%	11%	49%	65%	-	*	-	*	46%	66%	25%	63%	11%	54%	-	-	*	20%	*
	Female	54%	52%	52%	56%	52%	50%	-	-	-	60%	44%	65%	25%	55%	*	-	52%	-	*	-	*
STAAR Percent at Masters Grade Level																						
End of Course																						
English I	All Students	15%	14%	14%	0%	11%	19%	-	*	-	17%	8%	23%	2%	17%	0%	11%	18%	-	0%	*	0%
	CWD	4%	2%	2%	-	0%	4%	-	-	-	*	3%	0%	2%	-	*	0%	7%	-	*	*	*
	CWOD	17%	17%	17%	0%	13%	22%	-	*	-	25%	9%	27%	-	17%	0%	14%	20%	-	*	*	*
	EL	4%	0%	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	0%	-	-	-	*
	Male	11%	11%	11%	0%	6%	17%	-	*	-	0%	5%	19%	0%	14%	0%	11%	-	-	*	*	*
	Female	19%	18%	18%	0%	17%	23%	-	-	-	40%	12%	30%	7%	20%	0%	-	18%	-	*	-	*
English II	All Students	8%	5%	5%	0%	2%	7%	*	*	-	0%	3%	9%	0%	6%	0%	3%	8%	-	*	*	*
	CWD	3%	0%	0%	*	0%	0%	-	-	-	*	0%	0%	0%	-	*	0%	0%	-	-	*	*
	CWOD	9%	6%	6%	0%	3%	8%	*	*	-	0%	3%	9%	-	6%	0%	4%	9%	-	*	-	*
	EL	1%	0%	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	0%	-	-	-	*
	Male	7%	3%	3%	0%	0%	6%	-	*	-	0%	1%	6%	0%	4%	0%	3%	-	-	*	*	*
	Female	10%	7%	8%	0%	5%	8%	*	*	-	*	4%	11%	0%	9%	0%	-	8%	-	*	-	*
Algebra I	All Students	23%	18%	12%	17%	12%	13%	-	-	-	0%	11%	15%	0%	16%	0%	10%	16%	-	0%	*	*
	CWD	7%	0%	0%	-	0%	0%	-	-	-	*	0%	0%	0%	-	*	0%	0%	-	*	*	*
	CWOD	25%	23%	16%	17%	15%	17%	-	-	-	0%	14%	19%	-	16%	0%	13%	18%	-	0%	*	*
	EL	13%	7%	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	*	-	-	-	*
	Male	22%	16%	10%	10%	10%	11%	-	-	-	0%	9%	12%	0%	13%	0%	10%	-	-	0%	*	*
	Female	23%	22%	16%	25%	15%	17%	-	-	-	*	14%	19%	0%	18%	*	-	16%	-	*	-	*
Biology	All Students	18%	15%	15%	6%	10%	22%	-	*	-	13%	7%	26%	7%	17%	0%	14%	16%	-	0%	0%	0%
	CWD	5%	7%	7%	-	9%	5%	-	-	-	*	4%	11%	7%	-	*	3%	17%	-	*	*	*
	CWOD	19%	16%	17%	6%	10%	25%	-	*	-	17%	8%	29%	-	17%	0%	18%	16%	-	*	*	*
	EL	5%	0%	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	*	-	-	-	*
	Male	18%	14%	14%	0%	8%	21%	-	*	-	*	10%	20%	3%	18%	0%	14%	-	-	*	0%	*
	Female	17%	16%	16%	11%	11%	24%	-	-	-	20%	4%	35%	17%	16%	*	-	16%	-	*	-	*
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						

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All Subjects	All Students	73%	75%	76%	78%	74%	78%	*	*	-	68%	73%	82%	43%	83%	52%	70%	84%	-	85%	31%	67%
	CWD	46%	47%	43%	*	45%	39%	-	-	-	45%	34%	58%	43%	-	17%	39%	53%	-	50%	22%	40%
	CWOD	77%	81%	83%	78%	81%	87%	*	*	-	76%	81%	86%	-	83%	55%	79%	88%	-	100%	*	77%
	EL	61%	50%	52%	-	52%	-	-	-	-	-	49%	60%	17%	55%	52%	52%	50%	-	-	-	*
	Male	71%	73%	70%	56%	67%	75%	-	*	-	48%	66%	76%	39%	79%	52%	70%	-	-	77%	31%	*
	Female	74%	76%	84%	97%	82%	84%	*	*	-	89%	81%	89%	53%	88%	50%	-	84%	-	100%	-	79%
Reading	All Students	74%	77%	72%	67%	70%	75%	*	*	-	59%	66%	80%	28%	80%	46%	63%	83%	-	75%	0%	67%
	CWD	44%	44%	28%	*	25%	29%	-	-	-	33%	20%	43%	28%	-	*	22%	41%	-	*	*	*
	CWOD	80%	84%	80%	68%	78%	84%	*	*	-	69%	76%	85%	-	80%	52%	74%	88%	-	100%	*	83%
	EL	59%	51%	46%	-	46%	-	-	-	-	-	41%	63%	*	52%	46%	41%	54%	-	-	-	*
	Male	70%	73%	63%	31%	61%	70%	-	*	-	38%	58%	71%	22%	74%	41%	63%	-	-	60%	0%	*
	Female	78%	81%	83%	94%	80%	83%	*	*	-	89%	77%	90%	41%	88%	54%	-	83%	-	*	-	86%
Mathematics	All Students	70%	73%	73%	84%	68%	78%	-	-	-	60%	70%	79%	41%	81%	50%	68%	80%	-	86%	*	*
	CWD	45%	49%	41%	-	35%	48%	-	-	-	*	26%	67%	41%	-	*	38%	50%	-	*	*	*
	CWOD	75%	78%	81%	84%	76%	86%	-	-	-	71%	81%	81%	-	81%	54%	79%	84%	-	100%	*	*
	EL	62%	51%	50%	-	50%	-	-	-	-	-	40%	*	*	54%	50%	55%	*	-	-	-	*
	Male	71%	73%	68%	70%	61%	77%	-	-	-	40%	65%	75%	38%	79%	55%	68%	-	-	80%	*	*
	Female	70%	74%	80%	100%	76%	80%	-	-	-	80%	78%	83%	50%	84%	*	-	80%	-	*	-	*
Science	All Students	73%	73%	89%	89%	91%	87%	-	*	-	100%	89%	89%	75%	92%	69%	87%	92%	-	100%	60%	80%
	CWD	49%	50%	75%	-	91%	53%	-	-	-	*	77%	72%	75%	-	*	72%	83%	-	*	*	*
	CWOD	77%	77%	92%	89%	91%	94%	-	*	-	100%	92%	93%	-	92%	67%	92%	93%	-	*	*	*
	EL	61%	47%	69%	-	69%	-	-	-	-	-	80%	*	*	67%	69%	78%	*	-	-	-	*
	Male	74%	76%	87%	78%	90%	85%	-	*	-	*	88%	86%	72%	92%	78%	87%	-	-	*	60%	*
	Female	72%	69%	92%	100%	92%	89%	-	-	-	100%	91%	93%	83%	93%	*	-	92%	-	*	-	*
SAT/ACT All Subjects	All Students	88%	94%	94%	*	*	100%	-	-	-	*	*	92%	-	94%	-	100%	89%	-	-	-	-
	CWD	61%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	88%	94%	94%	*	*	100%	-	-	-	*	*	92%	-	94%	-	100%	89%	-	-	-	-
	EL	64%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	89%	100%	100%	-	*	100%	-	-	-	-	*	100%	-	100%	-	100%	-	-	-	-	-
	Female	87%	89%	89%	*	*	100%	-	-	-	*	*	83%	-	89%	-	-	89%	-	-	-	-
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	47%	47%	50%	37%	44%	56%	*	*	-	43%	42%	61%	17%	56%	18%	44%	57%	-	45%	8%	44%
	CWD	22%	21%	17%	*	15%	19%	-	-	-	27%	12%	27%	17%	-	0%	14%	25%	-	50%	0%	20%
	CWOD	51%	52%	56%	38%	51%	64%	*	*	-	48%	49%	66%	-	56%	20%	52%	60%	-	43%	*	54%
	EL	31%	25%	18%	-	18%	-	-	-	-	-	17%	20%	0%	20%	18%	17%	20%	-	-	-	*
	Male	45%	45%	44%	13%	39%	53%	-	*	-	19%	38%	53%	14%	52%	17%	44%	-	-	46%	8%	*
	Female	48%	49%	57%	60%	51%	62%	*	*	-	68%	47%	71%	25%	60%	20%	-	57%	-	43%	-	57%

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Reading	All Students	52%	51%	54%	47%	48%	61%	*	*	-	50%	46%	66%	16%	62%	20%	44%	67%	-	63%	0%	44%	
	CWD	23%	21%	16%	*	10%	19%	-	-	-	33%	10%	27%	16%	-	*	10%	30%	-	*	*	*	
	CWOD	58%	58%	62%	50%	55%	70%	*	*	-	56%	54%	71%	-	62%	23%	53%	71%	-	83%	*	50%	
	EL	34%	24%	20%	-	20%	-	-	-	-	-	15%	38%	*	23%	20%	18%	23%	-	-	-	*	
	Male	48%	46%	44%	15%	38%	54%	-	*	-	23%	37%	54%	10%	53%	18%	44%	-	-	40%	0%	*	
	Female	57%	57%	67%	71%	59%	73%	*	*	-	89%	57%	80%	30%	71%	23%	-	67%	-	*	-	57%	
Mathematics	All Students	42%	44%	35%	26%	31%	42%	-	-	-	20%	31%	42%	14%	40%	14%	33%	38%	-	29%	*	*	
	CWD	22%	21%	14%	-	13%	17%	-	-	-	*	13%	17%	14%	-	*	14%	17%	-	*	*	*	
	CWOD	46%	49%	40%	26%	35%	48%	-	-	-	29%	35%	48%	-	40%	15%	39%	40%	-	20%	*	*	
	EL	31%	30%	14%	-	14%	-	-	-	-	-	20%	*	*	15%	14%	18%	*	-	-	-	*	
	Male	43%	44%	33%	10%	31%	40%	-	-	-	0%	32%	34%	14%	39%	18%	33%	-	-	40%	*	*	
	Female	40%	43%	38%	44%	31%	45%	-	-	-	40%	28%	52%	17%	40%	*	-	38%	-	*	-	*	
Science	All Students	42%	42%	54%	33%	51%	59%	-	*	-	50%	45%	66%	25%	60%	15%	54%	52%	-	40%	20%	60%	
	CWD	21%	22%	25%	-	26%	21%	-	-	-	*	15%	39%	25%	-	*	25%	25%	-	*	*	*	
	CWOD	45%	46%	60%	33%	57%	68%	-	*	-	50%	51%	72%	-	60%	17%	63%	55%	-	*	*	*	
	EL	24%	18%	15%	-	15%	-	-	-	-	-	20%	*	*	17%	15%	11%	*	-	-	-	*	
	Male	44%	45%	54%	11%	49%	65%	-	*	-	*	46%	66%	25%	63%	11%	54%	-	-	*	20%	*	
	Female	40%	38%	52%	56%	52%	50%	-	-	-	60%	44%	65%	25%	55%	*	-	52%	-	*	-	*	
SAT/ACT All Subjects	All Students	59%	56%	56%	*	*	55%	-	-	-	*	*	58%	-	56%	-	57%	56%	-	-	-	-	
	CWD	35%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	CWOD	60%	56%	56%	*	*	55%	-	-	-	*	*	58%	-	56%	-	57%	56%	-	-	-	-	
	EL	19%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Male	64%	57%	57%	-	*	50%	-	-	-	-	*	50%	-	57%	-	57%	-	-	-	-	-	
	Female	55%	56%	56%	*	*	60%	-	-	-	*	*	67%	-	56%	-	-	56%	-	-	-	-	
STAAR Percent at Masters Grade Level																							
All Grades																							
All Subjects	All Students	18%	16%	12%	6%	9%	15%	*	*	-	8%	7%	18%	2%	13%	0%	10%	14%	-	0%	0%	0%	
	CWD	6%	5%	2%	*	2%	2%	-	-	-	0%	2%	3%	2%	-	0%	1%	6%	-	0%	0%	0%	
	CWOD	21%	19%	13%	6%	10%	17%	*	*	-	10%	8%	20%	-	13%	0%	12%	15%	-	0%	*	0%	
	EL	9%	7%	0%	-	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	0%	-	-	-	*
	Male	18%	16%	10%	3%	6%	13%	-	*	-	0%	6%	14%	1%	12%	0%	10%	-	-	0%	0%	*	
	Female	19%	17%	14%	9%	12%	17%	*	*	-	16%	9%	23%	6%	15%	0%	-	14%	-	0%	-	0%	
Reading	All Students	21%	18%	10%	0%	7%	13%	*	*	-	9%	6%	16%	1%	11%	0%	8%	13%	-	0%	0%	0%	
	CWD	6%	5%	1%	*	0%	2%	-	-	-	0%	2%	0%	1%	-	*	0%	4%	-	*	*	*	
	CWOD	24%	21%	11%	0%	8%	15%	*	*	-	13%	6%	18%	-	11%	0%	9%	14%	-	0%	*	0%	
	EL	10%	6%	0%	-	0%	-	-	-	-	-	0%	0%	*	0%	0%	0%	0%	-	-	-	*	
	Male	18%	16%	8%	0%	3%	12%	-	*	-	0%	3%	13%	0%	9%	0%	8%	-	-	0%	0%	*	
	Female	24%	21%	13%	0%	12%	14%	*	*	-	22%	8%	19%	4%	14%	0%	-	13%	-	*	-	0%	

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Mathematics	All Students	17%	15%	12%	16%	12%	13%	-	-	-	0%	11%	14%	0%	15%	0%	9%	16%	-	0%	*	*
	CWD	6%	5%	0%	-	0%	0%	-	-	-	*	0%	0%	0%	-	*	0%	0%	-	*	*	*
	CWOD	19%	18%	15%	16%	15%	16%	-	-	-	0%	13%	18%	-	15%	0%	13%	18%	-	0%	*	*
	EL	10%	12%	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	*	-	-	-	*
	Male	18%	16%	9%	10%	9%	10%	-	-	-	0%	9%	11%	0%	13%	0%	9%	-	-	0%	*	*
	Female	15%	14%	16%	22%	15%	18%	-	-	-	0%	13%	19%	0%	18%	*	-	16%	-	*	-	*
Science	All Students	15%	14%	15%	6%	10%	22%	-	*	-	13%	7%	26%	7%	17%	0%	14%	16%	-	0%	0%	0%
	CWD	5%	6%	7%	-	9%	5%	-	-	-	*	4%	11%	7%	-	*	3%	17%	-	*	*	*
	CWOD	17%	16%	17%	6%	10%	25%	-	*	-	17%	8%	29%	-	17%	0%	18%	16%	-	*	*	*
	EL	5%	0%	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	*	-	-	-	*
	Male	16%	16%	14%	0%	8%	21%	-	*	-	*	10%	20%	3%	18%	0%	14%	-	-	*	0%	*
	Female	14%	12%	16%	11%	11%	24%	-	-	-	20%	4%	35%	17%	16%	*	-	16%	-	*	-	*
SAT/ACT All Subjects	All Students	12%	6%	6%	*	*	9%	-	-	-	*	*	8%	-	6%	-	0%	11%	-	-	-	-
	CWD	7%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	12%	6%	6%	*	*	9%	-	-	-	*	*	8%	-	6%	-	0%	11%	-	-	-	-
	EL	1%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	15%	0%	0%	-	*	0%	-	-	-	-	*	0%	-	0%	-	0%	-	-	-	-	-
	Female	9%	11%	11%	*	*	20%	-	-	-	*	*	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 2023-24 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	59	63	65	*	*	-	74	62	38	73
CWD	38	*	30	41	-	-	-	60	33	38	*
CWOD	69	59	69	70	*	*	-	79	68	-	77
EL ◇	73	-	73	-	-	-	-	-	67	*	73
Male	61	6	60	65	-	*	-	53	58	35	89
Female	68	84	65	66	*	*	-	92	66	45	50

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Mathematics											
All Students	74	81	72	76	-	-	-	68	76	68	*
CWD	68	-	71	64	-	-	-	*	70	68	-
CWOD	76	81	73	79	-	-	-	65	78	-	*
EL ◇	*	-	*	-	-	-	-	-	*	-	*
Male	78	80	79	78	-	-	-	*	82	77	*
Female	69	81	65	73	-	-	-	*	68	45	*

- 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 2023

The six-year graduation rates for the class of 2022 will be updated in March, 2025.

	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 2023.													
All Students	94.3%	77.8%	92.6%	96.9%	*	*	-	100.0%	93.9%	76.2%	77.8%	*	80.0%
CWD	76.2%	-	66.7%	88.9%	-	-	-	-	92.3%	76.2%	*	-	*
CWOD	96.3%	77.8%	96.4%	97.7%	*	*	-	100.0%	94.1%	-	100.0%	*	*
EL ◇	77.8%	-	77.8%	-	-	-	-	-	83.3%	*	77.8%	-	*
Male	93.1%	*	87.8%	96.2%	*	*	-	*	89.6%	84.6%	80.0%	*	*
Female	95.5%	66.7%	96.3%	97.8%	-	*	-	*	97.0%	62.5%	*	*	*

- 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 2024 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
31	5	16%

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

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

This section provides information on the other indicators of school quality or student success, which is college, career and military readiness (CCMR) for high schools and average performance rate of the three STAAR performance levels of all students, regardless of whether they were in the accountability subset, for elementary and secondary schools without a graduation rate. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Student Success (Student Achievement Domain Score: STAAR Component Only)											
STAAR Component Score	46	40	42	50	*	*	-	40	41	21	23
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	65%	43%	58%	72%	*	*	-	63%	56%	63%	20%

- 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	Y	Y	Y				N	Y	Y	Y
Interim Goals (2028-2032)	53%	43%	47%	68%	53%	78%	54%	65%	44%	28%	33%
Target Met	Y	Y	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%

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Target Met	N	N	N	N				N	N	N	N
Mathematics											
Interim Goals (2023-2027)	38%	26%	35%	48%	37%	72%	41%	44%	32%	15%	31%
Target Met	N	Y	N	N				N	Y	Y	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
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											Y
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	Y					Y	N	
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	Y					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		N	Y					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 2023-24 school year. (CWD: children with disability; CWOD: children without disability; EL: English learner)

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		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Participation Rate																	
All Subjects	All Students	100%	100%	100%	100%	*	*	-	100%	100%	100%	100%	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%	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%
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%	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%	99%	100%	-	-	-	100%	99%	100%	100%	100%	100%	99%	100%	-
	CWD	100%	-	100%	100%	-	-	-	*	100%	100%	100%	-	*	100%	100%	-
	CWOD	100%	100%	99%	100%	-	-	-	100%	99%	100%	-	100%	100%	99%	100%	-
	EL	100%	-	100%	-	-	-	-	-	100%	*	*	100%	100%	100%	*	-
	Male	99%	100%	98%	100%	-	-	-	100%	99%	100%	100%	99%	100%	99%	-	-
	Female	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%	-
	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%	-	-
	Female	100%	100%	100%	100%	-	-	-	100%	100%	100%	100%	100%	*	-	100%	-
SAT/ACT All Subjects	All Students	94%	*	*	100%	-	-	-	*	80%	100%	-	94%	-	88%	100%	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	94%	*	*	100%	-	-	-	*	80%	100%	-	94%	-	88%	100%	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	88%	-	*	100%	-	-	-	-	*	100%	-	88%	-	88%	-	-
	Female	100%	*	*	100%	-	-	-	*	*	100%	-	100%	-	-	100%	-
Non-Participation Rate																	

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		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
All Subjects	All Students	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	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%	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%
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%	0%	0%	-
	Male	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%	0%	-
	Female	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%	-	0%
Mathematics	All Students	0%	0%	1%	0%	-	-	-	0%	1%	0%	0%	0%	0%	1%	0%	-
	CWD	0%	-	0%	0%	-	-	-	*	0%	0%	0%	-	*	0%	0%	-
	CWOD	0%	0%	1%	0%	-	-	-	0%	1%	0%	-	0%	0%	1%	0%	-
	EL	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	*	-
	Male	1%	0%	2%	0%	-	-	-	0%	1%	0%	0%	1%	0%	1%	0%	-
	Female	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%	-
	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%	0%	-
	Female	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	*	-	0%
SAT/ACT All Subjects	All Students	6%	*	*	0%	-	-	-	*	20%	0%	-	6%	-	12%	0%	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	6%	*	*	0%	-	-	-	*	20%	0%	-	6%	-	12%	0%	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	12%	-	*	0%	-	-	-	-	*	0%	-	12%	-	12%	-	-
	Female	0%	*	*	0%	-	-	-	*	*	0%	-	0%	-	-	0%	-

- Indicates there are no students in the group.

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

Part (viii): Civil Rights Data

Part (viii)(I) This section provides information from the 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	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												

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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	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												
	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

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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	10
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.

Preschool Programs

	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

	Total Students		African American		Hispanic		White		Indian or Alaska Native		Asian		Pacific Islander		Two or More Races		EL		Students with Disabilities		
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	
Advanced Placement Courses																					
Male	56	11	0	0	24	12	31	12	0	0	0	0	0	0	-	1	5	0	0	0	0
Female	37	8	0	0	9	5	26	12	0	0	1	33	0	-	1	8	0	0	0	0	0
Total	93	10	0	0	33	8	57	12	0	0	1	13	0	-	2	6	0	0	0	0	0
International Baccalaureate Courses																					
Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Dual Enrollment/Dual Credit Programs																					
Male	77	15	0	0	17	9	59	23	0	0	0	0	0	0	-	1	5	1	9	2	3

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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	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Female	75	17	2	10	23	12	48	22	0	0	1	33	0	-	1	8	2	25	1	3
Total	152	16	2	4	40	10	107	23	0	0	1	13	0	-	2	6	3	16	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.

Part (ix): Teacher Quality Data

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and low-poverty schools on the number and percentage of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	9.0	12.0%
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	17.6	24.8%

- 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 (2022-23).

To be updated by June 30th, 2025.

	Enrollment	State & Local and Federal	State & Local			Federal		
		Total	Site	District Allocation	Total	Site	District Allocation	Total
Business/central/other support services		\$622	\$105	\$500	\$605	\$2	\$15	\$17
Food services		\$851		\$33	\$33	\$0	\$818	\$818
Instruction		\$7,302	\$6,224	\$454	\$6,678	\$170	\$454	\$624
Support services, general administration		\$324		\$322	\$322		\$2	\$2
Support services, instructional staff		\$387	\$322	\$22	\$344	\$23	\$21	\$44
Support services, operation and maintenance of plant		\$1,386	\$62	\$1,060	\$1,122		\$264	\$264
Support services, pupils		\$877	\$459	\$92	\$551	\$60	\$266	\$326

	Enrollment	State & Local and Federal	State & Local			Federal		
		Total	Site	District Allocation	Total	Site	District Allocation	Total
Support services, school administration		\$460	\$451		\$451	\$9		\$9
Support services, student transportation		\$216		\$216	\$216			
Total	971	\$12,426	\$7,623	\$2,699	\$10,322	\$264	\$1,840	\$2,104

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

Due to rounding, numbers may not add up precisely to the totals.

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 2023-24 school year.

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Grade 3						
Reading	6,625	2%	9	4%	-	-
Mathematics	6,620	2%	9	4%	-	-
Grade 4						
Reading	6,491	2%	7	3%	-	-
Mathematics	6,491	2%	7	3%	-	-
Grade 5						
Reading	6,033	1%	*	2%	-	-
Mathematics	6,033	2%	*	2%	-	-
Science	6,033	2%	*	2%	-	-
Grade 6						
Reading	5,586	1%	*	1%	-	-
Mathematics	5,586	1%	*	1%	-	-
Grade 7						
Reading	5,233	1%	*	1%	-	-
Mathematics	5,227	2%	*	1%	-	-
Grade 8						
Reading	4,985	1%	*	1%	-	-
Mathematics	4,985	1%	*	2%	-	-
Science	4,984	1%	*	1%	-	-
End of Course						
English I	5,119	1%	*	1%	*	1%
English II	4,683	1%	5	2%	5	2%
Algebra I	5,112	1%	*	1%	*	2%
Biology	5,027	1%	*	1%	*	1%
All Grades						
All Subjects	100,862	1%	80	2%	15	1%

	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	44,764	1%	37	2%	8	1%
Mathematics	40,054	1%	33	2%	*	2%
Science	16,044	1%	10	1%	*	1%

- Indicates there are no students in the group.

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

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

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

State Level: 2022 Percentages at NAEP Achievement Levels										
Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	42	37	58	63	30	33	7	9
		Black	51	56	49	44	19	17	3	3
		Hispanic	52	50	48	50	20	21	3	4
		White	26	27	74	73	44	42	10	11
		American Indian	*	57	*	43	*	18	*	3
		Asian	8	17	92	83	71	58	31	24
		Pacific Islander	*	50	*	50	*	23	*	6
		Two or More Races	28	32	72	68	41	38	8	11
		EcoDis	54	52	46	48	18	19	3	3
		Students with Disabilities	77	73	23	27	7	10	1	2
	English Language Learners	57	67	43	33	16	10	2	1	
	Mathematics	Overall	22	25	78	75	38	36	8	8
		Black	33	45	67	55	21	15	2	1
		Hispanic	27	36	73	64	27	22	3	3
		White	10	14	90	86	57	48	13	10
		American Indian	*	41	*	59	*	22	*	4
		Asian	3	9	97	91	73	63	27	24
		Pacific Islander	*	38	*	62	*	22	*	3
		Two or More Races	10	22	90	78	58	38	23	9
		EcoDis	31	38	69	62	24	20	3	2
Students with Disabilities		51	56	49	44	18	14	2	2	
English Language Learners	31	48	69	52	26	14	3	2		

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	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 2021-22 school year enrolled in a Texas public postsecondary education institution in the 2022-23 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	38%	*	26%	50%	*	-	-	-	25%	*	-
In-State Private Institutions	8%	-	7%	9%	-	*	-	*	7%	-	-
Out-of-State Institutions	4%	-	5%	*	-	-	-	-	*	-	*

- 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 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 2022-23 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	21%	15%	22%	21%	0%	13%	-	30%	28%	32%	24%

- Indicates there are no students in the group.

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

Part (xv): Section 1003 Fund

This section provides a list of all the LEAs and schools that received funds under Section 1003, including the amount of funds each school received and the types of strategies implemented in each school with such funds for the 2022-23 school year.

Section 1003 Funds for the 2023-24 school year will be updated by the end of June, 2025.

There is no data for this campus.

Part (xvi): Count of 1st Year English Learners Excluded from the State Accountability

This section provides number of recently arrived English learners exempted from the ELA/Reading assessments and whose results are excluded from the 2023-24 State accountability.

School	School Name	# of 1st Year English Learners Excluded from the State Accountability	District Number
025902001	BROWNWOOD H S	*	025902
Note: Downloadable PDF and Excel files are available at District and State Levels.			

* 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

State & District ESSA Goals												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Performance (At Meets Grade Level or Above)												
Reading/ELA	Baseline Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2022-23 through 2026-27	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2027-28 through 2031-32	53%	43%	48%	67%	53%	78%	54%	63%	44%	33%	41%
	2032-33 through 2036-37	62%	54%	59%	74%	63%	82%	63%	70%	55%	47%	53%
	2037-38	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Mathematics	Baseline Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2022-23 through 2026-27	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2027-28 through 2031-32	55%	43%	50%	66%	54%	85%	58%	62%	47%	36%	50%
	2032-33 through 2036-37	64%	55%	60%	73%	63%	88%	66%	70%	58%	49%	60%
	2037-38	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
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%
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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Campus 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%

Campus 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%

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Campus 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)
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%

Campus 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												
	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 4-2024 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'. Data from 2022, 2023, and 2024 are considered consecutive years for 2024 Targeted Support and Improvement (TSI) identification. Any campus not identified for Comprehensive Support and Improvement (CSI) that has at least one consistently underperforming student group is identified for TSI. TSI identifies both Title I and non-Title I campuses. Campuses are evaluated annually for TSI identification. See the accountability manual for details: [Chapter 10-2024 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. Additionally, if any Title I or non-Title I campus does not attain a 66.7 percent six-year federal graduation rate for all students group, the campus is 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 2023-2024 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. To exit ATS, the Closing the Gaps score for the consistently underperforming student group must surpass the score used in the year of ATS identification to identify the lowest performing five percent of each school type. A campus identified for TSI because of one consistently underperforming subgroup will exit the TSI status if the subgroup becomes not consistently underperforming subgroup. Consistently underperforming is defined as missing the targets in at least the same three indicators for three consecutive years.

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 2023-24 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

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

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
English I	All Students	67%	63%	0%	*	*	*	-	-	-	-	*	*	*	*	-	*	*	-	-	*	-	
	CWD	35%	17%	*	*	-	-	-	-	-	-	-	*	*	-	-	*	-	-	-	-	*	-
	CWOD	73%	73%	*	-	*	*	-	-	-	-	*	*	-	*	-	*	*	-	-	-	-	-
	EL	47%	42%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	62%	56%	*	*	*	-	-	-	-	-	-	*	*	*	-	*	-	-	-	-	*	-
	Female	74%	73%	*	-	*	*	-	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-
English II	All Students	74%	78%	11%	-	0%	*	-	-	-	-	17%	*	-	11%	*	*	20%	-	-	-	-	
	CWD	39%	41%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	CWOD	78%	84%	11%	-	0%	*	-	-	-	-	17%	*	-	11%	*	*	20%	-	-	-	-	
	EL	52%	47%	*	-	*	-	-	-	-	-	-	*	-	*	*	*	-	-	-	-	-	
	Male	69%	70%	*	-	*	*	-	-	-	-	*	*	-	*	*	*	-	-	-	-	-	-
	Female	79%	87%	20%	-	*	*	-	-	-	-	*	*	-	20%	-	-	20%	-	-	-	-	-
Algebra I	All Students	79%	74%	*	*	*	-	-	-	-	-	-	*	*	*	-	*	*	-	-	-	*	
	CWD	54%	40%	*	*	-	-	-	-	-	-	-	*	*	-	-	*	-	-	-	-	*	
	CWOD	83%	82%	*	-	*	-	-	-	-	-	-	*	-	*	-	*	*	-	-	-	-	
	EL	72%	53%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Male	77%	69%	*	*	*	-	-	-	-	-	-	*	*	*	-	*	-	-	-	-	*	
	Female	81%	80%	*	-	*	-	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	
Biology	All Students	90%	89%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	-	-	-	-	-	
	CWD	75%	75%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	CWOD	92%	92%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	-	-	-	-	-	
	EL	84%	71%	*	-	*	-	-	-	-	-	-	*	-	*	*	*	-	-	-	-	-	
	Male	89%	87%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	-	-	-	-	-	
	Female	91%	92%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
STAAR Percent at Meets Grade Level or Above																							
End of Course																							
English I	All Students	50%	47%	0%	*	*	*	-	-	-	-	*	*	*	*	-	*	*	-	-	*	-	
	CWD	19%	12%	*	*	-	-	-	-	-	-	-	*	*	-	-	*	-	-	-	-	*	
	CWOD	55%	55%	*	-	*	*	-	-	-	-	*	*	-	*	-	*	*	-	-	-	-	
	EL	27%	11%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Male	43%	40%	*	*	*	-	-	-	-	-	-	*	*	*	-	*	-	-	-	-	*	
	Female	57%	57%	*	-	*	*	-	-	-	-	-	*	-	-	*	-	-	*	-	-	-	
English II	All Students	57%	59%	0%	-	0%	*	-	-	-	-	0%	*	-	0%	*	*	0%	-	-	-	-	
	CWD	23%	21%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	CWOD	61%	65%	0%	-	0%	*	-	-	-	-	0%	*	-	0%	*	*	0%	-	-	-	-	
	EL	30%	29%	*	-	*	-	-	-	-	-	-	*	-	*	*	*	-	-	-	-	-	
	Male	51%	48%	*	-	*	*	-	-	-	-	*	*	-	*	*	*	-	-	-	-	-	
	Female	63%	72%	0%	-	*	*	-	-	-	-	*	*	-	0%	-	-	0%	-	-	-	-	

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Algebra I	All Students	41%	39%	*	*	*	-	-	-	-	-	-	*	*	*	-	*	*	-	-	*	-	
	CWD	17%	14%	*	*	-	-	-	-	-	-	-	*	*	-	-	*	-	-	-	-	*	-
	CWOD	45%	44%	*	-	*	-	-	-	-	-	-	*	-	*	-	*	*	-	-	-	-	-
	EL	29%	20%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	39%	37%	*	*	*	-	-	-	-	-	-	*	*	*	-	*	-	-	-	-	*	-
	Female	43%	41%	*	-	*	-	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
Biology	All Students	54%	53%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	-	-	-	-	-	-
	CWD	26%	25%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	58%	59%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	-	-	-	-	-	-
	EL	33%	14%	*	-	*	-	-	-	-	-	-	*	-	*	*	*	-	-	-	-	-	-
	Male	54%	53%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	-	-	-	-	-	-
	Female	54%	52%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

STAAR Percent at Masters Grade Level

End of Course

English I	All Students	15%	14%	0%	*	*	*	-	-	-	-	*	*	*	*	-	*	*	-	-	*	-	
	CWD	4%	2%	*	*	-	-	-	-	-	-	-	*	*	-	-	*	-	-	-	-	*	-
	CWOD	17%	17%	*	-	*	*	-	-	-	-	*	*	-	*	-	*	*	-	-	-	-	-
	EL	4%	0%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	11%	11%	*	*	*	-	-	-	-	-	-	*	*	*	-	*	-	-	-	-	*	-
	Female	19%	18%	*	-	*	*	-	-	-	-	-	*	-	-	*	-	*	-	-	-	-	-
English II	All Students	8%	5%	0%	-	0%	*	-	-	-	-	0%	*	-	0%	*	*	0%	-	-	-	-	-
	CWD	3%	0%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	9%	6%	0%	-	0%	*	-	-	-	-	0%	*	-	0%	*	*	0%	-	-	-	-	-
	EL	1%	0%	*	-	*	-	-	-	-	-	-	*	-	*	*	*	-	-	-	-	-	-
	Male	7%	3%	*	-	*	*	-	-	-	-	*	*	-	*	*	*	-	-	-	-	-	-
	Female	10%	7%	0%	-	*	*	-	-	-	-	*	*	-	0%	-	-	0%	-	-	-	-	-
Algebra I	All Students	23%	18%	*	*	*	-	-	-	-	-	-	*	*	*	-	*	*	-	-	-	*	-
	CWD	7%	0%	*	*	-	-	-	-	-	-	-	*	*	-	-	*	-	-	-	-	*	-
	CWOD	25%	23%	*	-	*	-	-	-	-	-	-	*	-	*	-	*	*	-	-	-	-	-
	EL	13%	7%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	22%	16%	*	*	*	-	-	-	-	-	-	*	*	*	-	*	-	-	-	-	*	-
	Female	23%	22%	*	-	*	-	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
Biology	All Students	18%	15%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	-	-	-	-	-	-
	CWD	5%	7%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	19%	16%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	-	-	-	-	-	-
	EL	5%	0%	*	-	*	-	-	-	-	-	-	*	-	*	*	*	-	-	-	-	-	-
	Male	18%	14%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	-	-	-	-	-	-
	Female	17%	16%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

STAAR Percent at Approaches Grade Level or Above

All Grades

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All Subjects	All Students	73%	75%	19%	*	19%	*	-	-	-	-	17%	20%	*	21%	*	23%	11%	-	-	*	-	
	CWD	46%	47%	*	*	-	-	-	-	-	-	-	*	*	-	-	*	-	-	-	-	*	-
	CWOD	77%	81%	21%	-	19%	*	-	-	-	-	17%	25%	-	21%	*	27%	11%	-	-	-	-	-
	EL	61%	50%	*	-	*	-	-	-	-	-	-	*	-	*	*	*	-	-	-	-	-	-
	Male	71%	73%	23%	*	30%	*	-	-	-	-	20%	25%	*	27%	*	23%	-	-	-	-	*	-
	Female	74%	76%	11%	-	0%	*	-	-	-	-	14%	*	-	11%	-	-	11%	-	-	-	-	-
Reading	All Students	74%	77%	7%	*	0%	*	-	-	-	-	11%	0%	*	8%	*	0%	13%	-	-	*	-	
	CWD	44%	44%	*	*	-	-	-	-	-	-	-	*	*	-	-	*	-	-	-	-	*	-
	CWOD	80%	84%	8%	-	0%	*	-	-	-	-	11%	*	-	8%	*	0%	13%	-	-	-	-	-
	EL	59%	51%	*	-	*	-	-	-	-	-	-	*	-	*	*	*	-	-	-	-	-	-
	Male	70%	73%	0%	*	*	*	-	-	-	-	*	*	*	0%	*	0%	-	-	-	-	*	-
	Female	78%	81%	13%	-	0%	*	-	-	-	-	14%	*	-	13%	-	-	13%	-	-	-	-	-
Mathematics	All Students	70%	73%	*	*	*	-	-	-	-	-	-	*	*	*	*	*	*	-	-	-	*	-
	CWD	45%	49%	*	*	-	-	-	-	-	-	-	*	*	-	-	*	-	-	-	-	*	-
	CWOD	75%	78%	*	-	*	-	-	-	-	-	-	*	-	*	-	*	*	-	-	-	-	-
	EL	62%	51%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	71%	73%	*	*	*	-	-	-	-	-	-	*	*	*	-	*	-	-	-	-	*	-
	Female	70%	74%	*	-	*	-	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
Science	All Students	73%	73%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	-	-	-	-	-	-
	CWD	49%	50%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	77%	77%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	-	-	-	-	-	-
	EL	61%	47%	*	-	*	-	-	-	-	-	-	*	-	*	*	*	-	-	-	-	-	-
	Male	74%	76%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	-	-	-	-	-	-
	Female	72%	69%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
STAAR Percent at Meets Grade Level or Above																							
All Grades																							
All Subjects	All Students	47%	47%	0%	*	0%	*	-	-	-	-	0%	0%	*	0%	*	0%	0%	-	-	*	-	
	CWD	22%	21%	*	*	-	-	-	-	-	-	-	*	*	-	-	*	-	-	-	-	*	-
	CWOD	51%	52%	0%	-	0%	*	-	-	-	-	0%	0%	-	0%	*	0%	0%	-	-	-	-	-
	EL	31%	25%	*	-	*	-	-	-	-	-	-	*	-	*	*	*	-	-	-	-	-	-
	Male	45%	45%	0%	*	0%	*	-	-	-	-	0%	0%	*	0%	*	0%	-	-	-	-	*	-
	Female	48%	49%	0%	-	0%	*	-	-	-	-	0%	*	-	0%	-	-	0%	-	-	-	-	-
Reading	All Students	52%	51%	0%	*	0%	*	-	-	-	-	0%	0%	*	0%	*	0%	0%	-	-	*	-	
	CWD	23%	21%	*	*	-	-	-	-	-	-	-	*	*	-	-	*	-	-	-	-	*	-
	CWOD	58%	58%	0%	-	0%	*	-	-	-	-	0%	*	-	0%	*	0%	0%	-	-	-	-	-
	EL	34%	24%	*	-	*	-	-	-	-	-	-	*	-	*	*	*	-	-	-	-	-	-
	Male	48%	46%	0%	*	*	*	-	-	-	-	*	*	*	0%	*	0%	-	-	-	-	*	-
	Female	57%	57%	0%	-	0%	*	-	-	-	-	0%	*	-	0%	-	-	0%	-	-	-	-	-

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Mathematics	All Students	42%	44%	*	*	*	-	-	-	-	-	-	*	*	*	-	*	*	-	-	*	-	
	CWD	22%	21%	*	*	-	-	-	-	-	-	-	*	*	-	-	*	-	-	-	-	*	-
	CWOD	46%	49%	*	-	*	-	-	-	-	-	-	*	-	*	-	*	*	-	-	-	-	-
	EL	31%	30%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	43%	44%	*	*	*	-	-	-	-	-	-	*	*	*	-	*	-	-	-	-	*	-
	Female	40%	43%	*	-	*	-	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
Science	All Students	42%	42%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-	-
	CWD	21%	22%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	45%	46%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-	-
	EL	24%	18%	*	-	*	-	-	-	-	-	-	*	-	*	*	*	*	-	-	-	-	-
	Male	44%	45%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-	-
	Female	40%	38%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
STAAR Percent at Masters Grade Level																							
All Grades																							
All Subjects	All Students	18%	16%	0%	*	0%	*	-	-	-	-	0%	0%	*	0%	*	0%	0%	-	-	*	-	
	CWD	6%	5%	*	*	-	-	-	-	-	-	-	*	*	-	-	*	-	-	-	-	*	-
	CWOD	21%	19%	0%	-	0%	*	-	-	-	-	0%	0%	-	0%	*	0%	0%	-	-	-	-	-
	EL	9%	7%	*	-	*	-	-	-	-	-	-	*	-	*	*	*	-	-	-	-	-	-
	Male	18%	16%	0%	*	0%	*	-	-	-	-	0%	0%	*	0%	*	0%	-	-	-	-	*	-
	Female	19%	17%	0%	-	0%	*	-	-	-	-	0%	*	-	0%	-	-	0%	-	-	-	-	-
Reading	All Students	21%	18%	0%	*	0%	*	-	-	-	-	0%	0%	*	0%	*	0%	0%	-	-	*	-	
	CWD	6%	5%	*	*	-	-	-	-	-	-	-	*	*	-	-	*	-	-	-	-	*	-
	CWOD	24%	21%	0%	-	0%	*	-	-	-	-	0%	*	-	0%	*	0%	0%	-	-	-	-	-
	EL	10%	6%	*	-	*	-	-	-	-	-	-	*	-	*	*	*	-	-	-	-	-	-
	Male	18%	16%	0%	*	*	*	-	-	-	-	*	*	*	0%	*	0%	-	-	-	-	*	-
	Female	24%	21%	0%	-	0%	*	-	-	-	-	0%	*	-	0%	-	-	0%	-	-	-	-	-
Mathematics	All Students	17%	15%	*	*	*	-	-	-	-	-	-	*	*	*	-	*	*	-	-	*	-	
	CWD	6%	5%	*	*	-	-	-	-	-	-	-	*	*	-	-	*	-	-	-	-	*	-
	CWOD	19%	18%	*	-	*	-	-	-	-	-	-	*	-	*	-	*	*	-	-	-	-	-
	EL	10%	12%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	18%	16%	*	*	*	-	-	-	-	-	-	*	*	*	-	*	-	-	-	-	*	-
	Female	15%	14%	*	-	*	-	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
Science	All Students	15%	14%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-	-
	CWD	5%	6%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	17%	16%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-	-
	EL	5%	0%	*	-	*	-	-	-	-	-	-	*	-	*	*	*	*	-	-	-	-	-
	Male	16%	16%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-	-
	Female	14%	12%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

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

Part (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 2023-24 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Academic Growth Score											
Reading											
All Students	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-
EL ◇	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-
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 2023

The six-year graduation rates for the class of 2022 will be updated in March, 2025.

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Federal Graduation Rates													
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2023.													
All Students	91.3%	*	85.7%	100.0%	-	-	-	*	88.9%	*	*	*	*
CWD	*	-	*	*	-	-	-	-	*	*	*	*	*
CWOD	95.0%	*	92.3%	*	-	-	-	*	93.3%	-	*	*	-
EL	*	-	*	-	-	-	-	-	*	*	*	-	-
Male	100.0%	*	*	*	-	-	-	*	100.0%	*	*	*	*
Female	83.3%	-	80.0%	*	-	-	-	*	80.0%	*	*	*	-

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

Part (iv): English Language Proficiency

This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2024 TELPAS (Texas English Language Proficiency Assessment System) data. (EL: English learner)

Total EL in Class	Proficiency of EL	Rate of Proficiency
*	*	*

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

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

This section provides information on the other indicators of school quality or student success, which is college, career and military readiness (CCMR) for high schools and average performance rate of the three STAAR performance levels of all students, regardless of whether they were in the accountability subset, for elementary and secondary schools without a graduation rate. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Student Success (Student Achievement Domain Score: STAAR Component Only)											
STAAR Component Score	7	*	7	*	-	-	-	-	7	*	*
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	19%	*	13%	29%	-	-	-	*	15%	*	*

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

Part (vi): Goal Meeting Status

This section provides information on the progress of all students and each student group toward meeting the long-term goals or interim objectives on STAAR academic performance, federal graduation rate, and English learners' language proficiency. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
STAAR Performance Status											
Reading											
Interim Goals (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%
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%

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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	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	N		N						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		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 2023-24 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	91%	*	88%	*	-	-	-	-	83%	100%	*	90%	*	85%	100%	-
	CWD	*	*	-	-	-	-	-	-	-	*	*	-	-	*	-	-
	CWOD	90%	-	88%	*	-	-	-	-	83%	100%	-	90%	*	82%	100%	-
	EL	*	-	*	-	-	-	-	-	*	*	-	*	*	*	-	-
	Male	85%	*	80%	*	-	-	-	-	60%	100%	*	82%	*	85%	-	-
	Female	100%	-	100%	*	-	-	-	-	100%	*	-	100%	-	-	100%	-
Reading	All Students	100%	*	100%	*	-	-	-	-	100%	100%	*	100%	*	100%	100%	-
	CWD	*	*	-	-	-	-	-	-	-	*	*	-	-	*	-	-
	CWOD	100%	-	100%	*	-	-	-	-	100%	*	-	100%	*	100%	100%	-
	EL	*	-	*	-	-	-	-	-	-	*	-	*	*	*	-	-
	Male	100%	*	*	*	-	-	-	-	*	*	*	100%	*	100%	-	-
	Female	100%	-	100%	*	-	-	-	-	100%	*	-	100%	-	-	100%	-
Mathematics	All Students	*	*	*	-	-	-	-	-	*	*	*	*	*	*	*	-
	CWD	*	*	-	-	-	-	-	-	-	*	*	-	-	*	-	-
	CWOD	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-
	EL	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-
	Male	*	*	*	-	-	-	-	-	*	*	*	*	*	*	-	-
	Female	*	-	*	-	-	-	-	-	-	*	-	*	-	-	*	-

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		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	
Science	All Students	*	-	*	-	-	-	-	-	*	*	-	*	*	*	-	-	
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	CWOD	*	-	*	-	-	-	-	-	*	*	-	*	*	*	-	-	
	EL	*	-	*	-	-	-	-	-	*	*	-	*	*	*	-	-	
	Male	*	-	*	-	-	-	-	-	*	*	-	*	*	*	-	-	
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
SAT/ACT All Subjects	All Students	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	CWOD	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	
	EL	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	
	Male	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Non-Participation Rate																		
All Subjects	All Students	9%	*	12%	*	-	-	-	-	17%	0%	*	10%	*	15%	0%	-	
	CWD	*	*	-	-	-	-	-	-	-	*	*	-	-	*	-	-	
	CWOD	10%	-	12%	*	-	-	-	-	17%	0%	-	10%	*	18%	0%	-	
	EL	*	-	*	-	-	-	-	-	*	*	-	*	*	*	-	-	
	Male	15%	*	20%	*	-	-	-	-	40%	0%	*	18%	*	15%	-	-	
	Female	0%	-	0%	*	-	-	-	-	0%	*	-	0%	-	-	0%	-	
Reading	All Students	0%	*	0%	*	-	-	-	-	0%	0%	*	0%	*	0%	0%	-	
	CWD	*	*	-	-	-	-	-	-	-	*	*	-	-	*	-	-	
	CWOD	0%	-	0%	*	-	-	-	-	0%	*	-	0%	*	0%	0%	-	
	EL	*	-	*	-	-	-	-	-	-	*	-	*	*	*	-	-	
	Male	0%	*	*	*	-	-	-	-	*	*	*	0%	*	0%	-	-	
	Female	0%	-	0%	*	-	-	-	-	0%	*	-	0%	-	-	0%	-	
Mathematics	All Students	*	*	*	-	-	-	-	-	*	*	*	*	*	*	*	-	
	CWD	*	*	-	-	-	-	-	-	-	*	*	-	-	*	-	-	
	CWOD	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	
	EL	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	
	Male	*	*	*	-	-	-	-	-	*	*	*	*	*	*	-	-	
	Female	*	-	*	-	-	-	-	-	-	*	-	*	-	-	*	-	
Science	All Students	*	-	*	-	-	-	-	-	*	*	-	*	*	*	-	-	
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	CWOD	*	-	*	-	-	-	-	-	*	*	-	*	*	*	-	-	
	EL	*	-	*	-	-	-	-	-	*	*	-	*	*	*	-	-	
	Male	*	-	*	-	-	-	-	-	*	*	-	*	*	*	-	-	

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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	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
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	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		

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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	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												

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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	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
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.

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

	Total Students		African American		Hispanic		White		Indian or Alaska Native		Asian		Pacific Islander		Two or More Races		EL		Students with Disabilities	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Advanced Placement Courses																				
Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
International Baccalaureate Courses																				
Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-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	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-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.

Part (ix): Teacher Quality Data

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and low-poverty schools on the number and percentage of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

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	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	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	0.6	18.8%

- 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 (2022-23).

To be updated by June 30th, 2025.

	Enrollment	State & Local and Federal	State & Local			Federal		
		Total	Site	District Allocation	Total	Site	District Allocation	Total
Business/central/other support services		\$515		\$500	\$500		\$15	\$15
Food services		\$851		\$33	\$33		\$818	\$818
Instruction		\$14,910	\$13,601	\$454	\$14,055	\$400	\$454	\$854
Support services, general administration		\$324		\$322	\$322		\$2	\$2
Support services, instructional staff		\$307	\$264	\$22	\$286		\$21	\$21
Support services, operation and maintenance of plant		\$1,324		\$1,060	\$1,060		\$264	\$264
Support services, pupils		\$562	\$204	\$92	\$296		\$266	\$266
Support services, school administration		\$144	\$144		\$144			
Support services, student transportation		\$216		\$216	\$216			
Total	13	\$19,154	\$14,214	\$2,699	\$16,913	\$400	\$1,840	\$2,240

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

Due to rounding, numbers may not add up precisely to the totals.

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 2023-24 school year.

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Grade 3						
Reading	6,625	2%	9	4%	-	-
Mathematics	6,620	2%	9	4%	-	-
Grade 4						
Reading	6,491	2%	7	3%	-	-
Mathematics	6,491	2%	7	3%	-	-
Grade 5						
Reading	6,033	1%	*	2%	-	-
Mathematics	6,033	2%	*	2%	-	-
Science	6,033	2%	*	2%	-	-
Grade 6						
Reading	5,586	1%	*	1%	-	-
Mathematics	5,586	1%	*	1%	-	-
Grade 7						
Reading	5,233	1%	*	1%	-	-
Mathematics	5,227	2%	*	1%	-	-
Grade 8						
Reading	4,985	1%	*	1%	-	-
Mathematics	4,985	1%	*	2%	-	-
Science	4,984	1%	*	1%	-	-
End of Course						
English I	5,119	1%	*	1%	-	-
English II	4,683	1%	5	2%	-	-
Algebra I	5,112	1%	*	1%	-	-
Biology	5,027	1%	*	1%	-	-
All Grades						
All Subjects	100,862	1%	80	2%	-	-
Reading	44,764	1%	37	2%	-	-
Mathematics	40,054	1%	33	2%	-	-
Science	16,044	1%	10	1%	-	-

- Indicates there are no students in the group.

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

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

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

State Level: 2022 Percentages at NAEP Achievement Levels										
Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	42	37	58	63	30	33	7	9
		Black	51	56	49	44	19	17	3	3
		Hispanic	52	50	48	50	20	21	3	4
		White	26	27	74	73	44	42	10	11
		American Indian	*	57	*	43	*	18	*	3
		Asian	8	17	92	83	71	58	31	24
		Pacific Islander	*	50	*	50	*	23	*	6
		Two or More Races	28	32	72	68	41	38	8	11
		EcoDis	54	52	46	48	18	19	3	3
		Students with Disabilities	77	73	23	27	7	10	1	2
	English Language Learners	57	67	43	33	16	10	2	1	
	Mathematics	Overall	22	25	78	75	38	36	8	8
		Black	33	45	67	55	21	15	2	1
		Hispanic	27	36	73	64	27	22	3	3
		White	10	14	90	86	57	48	13	10
		American Indian	*	41	*	59	*	22	*	4
		Asian	3	9	97	91	73	63	27	24
		Pacific Islander	*	38	*	62	*	22	*	3
		Two or More Races	10	22	90	78	58	38	23	9
		EcoDis	31	38	69	62	24	20	3	2
Students with Disabilities		51	56	49	44	18	14	2	2	
English Language Learners	31	48	69	52	26	14	3	2		
Grade 8	Reading	Overall	34	30	66	70	23	31	2	4
		Black	45	47	55	53	17	16	1	1
		Hispanic	41	39	59	61	16	21	1	2
		White	24	22	76	78	30	38	2	5
		American Indian	*	45	*	55	*	18	*	2
		Asian	8	14	92	86	60	56	11	12
		Pacific Islander	*	35	*	65	*	25	*	2
		Two or More Races	28	27	72	73	32	35	5	6
		EcoDis	42	42	58	58	16	19	1	1
		Students with Disabilities	74	69	26	31	5	7	1	n/a
	English Language Learners	53	68	47	32	10	5	n/a	n/a	
	Mathematics	Overall	39	38	61	62	24	26	5	7
		Black	54	62	46	38	11	9	2	1
		Hispanic	46	51	54	49	16	14	2	2
		White	28	26	72	74	36	35	8	9
American Indian		*	55	*	45	*	13	*	2	

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

* Indicates reporting standards not met.

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

State Level: 2022 NAEP Participation Rates for Students with Disabilities and English Learners			
Grade	Subject	Student Group	Rate
Grade 4	Reading	Students with Disabilities	89%
		English Learners	95%
	Mathematics	Students with Disabilities	87%
		English Learners	95%
Grade 8	Reading	Students with Disabilities	89%
		English Learners	97%
	Mathematics	Students with Disabilities	93%
		English Learners	97%

Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education

This section provides information on the cohort rate at which students who graduated from high school in the 2021-22 school year enrolled in a Texas public postsecondary education institution in the 2022-23 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 2022-23 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	35%	*	21%	57%	-	-	-	*	40%	*	*

- Indicates there are no students in the group.

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

Part (xv): Section 1003 Fund

This section provides a list of all the LEAs and schools that received funds under Section 1003, including the amount of funds each school received and the types of strategies implemented in each school with such funds for the 2022-23 school year.

Section 1003 Funds for the 2023-24 school year will be updated by the end of June, 2025.

There is no data for this campus.

Part (xvi): Count of 1st Year English Learners Excluded from the State Accountability

This section provides number of recently arrived English learners exempted from the ELA/Reading assessments and whose results are excluded from the 2023-24 State accountability.

There is no data for this campus.

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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

State & District ESSA Goals												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Performance (At Meets Grade Level or Above)												
Reading/ELA	Baseline Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2022-23 through 2026-27	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2027-28 through 2031-32	53%	43%	48%	67%	53%	78%	54%	63%	44%	33%	41%
	2032-33 through 2036-37	62%	54%	59%	74%	63%	82%	63%	70%	55%	47%	53%
	2037-38	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Mathematics	Baseline Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2022-23 through 2026-27	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2027-28 through 2031-32	55%	43%	50%	66%	54%	85%	58%	62%	47%	36%	50%
	2032-33 through 2036-37	64%	55%	60%	73%	63%	88%	66%	70%	58%	49%	60%
	2037-38	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
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%
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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Campus 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%

Campus 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%

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Campus 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)
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%

Campus 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												
	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 4-2024 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'. Data from 2022, 2023, and 2024 are considered consecutive years for 2024 Targeted Support and Improvement (TSI) identification. Any campus not identified for Comprehensive Support and Improvement (CSI) that has at least one consistently underperforming student group is identified for TSI. TSI identifies both Title I and non-Title I campuses. Campuses are evaluated annually for TSI identification. See the accountability manual for details: [Chapter 10-2024 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. Additionally, if any Title I or non-Title I campus does not attain a 66.7 percent six-year federal graduation rate for all students group, the campus is 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 2023-2024 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. To exit ATS, the Closing the Gaps score for the consistently underperforming student group must surpass the score used in the year of ATS identification to identify the lowest performing five percent of each school type. A campus identified for TSI because of one consistently underperforming subgroup will exit the TSI status if the subgroup becomes not consistently underperforming subgroup. Consistently underperforming is defined as missing the targets in at least the same three indicators for three consecutive years.

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 2023-24 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

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

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	72%	77%	77%	63%	70%	83%	*	*	-	100%	72%	86%	42%	82%	27%	74%	80%	-	*	*	*
	CWD	39%	42%	42%	*	23%	53%	*	-	-	*	36%	56%	42%	-	*	43%	40%	-	-	*	-
	CWOD	78%	82%	82%	71%	76%	88%	-	*	-	100%	78%	90%	-	82%	30%	81%	84%	-	*	*	*
	EL	57%	27%	27%	-	27%	-	-	-	-	-	30%	*	*	30%	27%	40%	17%	-	-	-	-
	Male	67%	74%	74%	60%	68%	80%	*	*	-	*	66%	88%	43%	81%	40%	74%	-	-	*	*	*
	Female	78%	80%	80%	*	71%	87%	-	-	-	*	78%	84%	40%	84%	17%	-	80%	-	*	*	-
Mathematics	All Students	54%	68%	68%	38%	58%	78%	*	*	-	86%	62%	79%	42%	72%	20%	67%	69%	-	*	*	*
	CWD	31%	42%	42%	*	31%	47%	*	-	-	*	41%	44%	42%	-	*	48%	30%	-	-	*	-
	CWOD	58%	72%	72%	43%	62%	83%	-	*	-	83%	65%	83%	-	72%	22%	71%	73%	-	*	*	*
	EL	42%	20%	20%	-	20%	-	-	-	-	-	22%	*	*	22%	20%	*	17%	-	-	-	-
	Male	55%	67%	67%	40%	60%	75%	*	*	-	*	62%	75%	48%	71%	*	67%	-	-	*	*	*
	Female	53%	69%	69%	*	55%	82%	-	-	-	*	62%	84%	30%	73%	17%	-	69%	-	*	*	-
Grade 8																						
Reading	All Students	79%	80%	80%	58%	77%	86%	-	-	-	86%	75%	89%	50%	85%	60%	78%	84%	-	*	*	-
	CWD	48%	50%	50%	*	33%	71%	-	-	-	*	52%	44%	50%	-	*	39%	67%	-	-	*	-
	CWOD	83%	85%	85%	70%	83%	89%	-	-	-	100%	79%	95%	-	85%	57%	84%	87%	-	*	*	-
	EL	64%	60%	60%	-	60%	-	-	-	-	-	63%	*	*	57%	60%	67%	*	-	-	-	-
	Male	74%	78%	78%	60%	74%	81%	-	-	-	80%	71%	87%	39%	84%	67%	78%	-	-	-	*	-
	Female	84%	84%	84%	57%	79%	97%	-	-	-	*	80%	93%	67%	87%	*	-	84%	-	*	*	-
Mathematics	All Students	70%	67%	67%	67%	59%	76%	-	-	-	43%	63%	74%	41%	71%	38%	65%	70%	-	*	*	-
	CWD	45%	41%	41%	*	36%	50%	-	-	-	*	33%	63%	41%	-	*	35%	50%	-	-	*	-
	CWOD	74%	71%	71%	80%	63%	81%	-	-	-	40%	69%	76%	-	71%	33%	70%	73%	-	*	*	-
	EL	62%	38%	38%	-	38%	-	-	-	-	-	29%	*	*	33%	38%	*	*	-	-	-	-
	Male	69%	65%	65%	80%	49%	74%	-	-	-	60%	61%	70%	35%	70%	*	65%	-	-	-	*	-
	Female	71%	70%	70%	57%	68%	81%	-	-	-	*	65%	83%	50%	73%	*	-	70%	-	*	*	-
Science	All Students	68%	77%	77%	50%	70%	87%	-	-	-	71%	71%	86%	47%	81%	60%	79%	73%	-	*	*	-
	CWD	39%	47%	47%	*	33%	64%	-	-	-	*	48%	44%	47%	-	*	44%	50%	-	-	*	-
	CWOD	72%	81%	81%	60%	74%	91%	-	-	-	80%	75%	91%	-	81%	57%	85%	76%	-	*	*	-
	EL	51%	60%	60%	-	60%	-	-	-	-	-	63%	*	*	57%	60%	67%	*	-	-	-	-
	Male	70%	79%	79%	60%	70%	88%	-	-	-	60%	75%	85%	44%	85%	67%	79%	-	-	-	*	-
	Female	66%	73%	73%	43%	69%	84%	-	-	-	*	67%	87%	50%	76%	*	-	73%	-	*	*	-
End of Course																						
Algebra I	All Students	79%	74%	100%	-	100%	100%	-	-	-	-	100%	100%	-	100%	*	100%	100%	-	-	-	-
	CWD	54%	40%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	83%	82%	100%	-	100%	100%	-	-	-	-	100%	100%	-	100%	*	100%	100%	-	-	-	-
	EL	72%	53%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	77%	69%	100%	-	100%	100%	-	-	-	-	100%	100%	-	100%	*	100%	-	-	-	-	-
	Female	81%	80%	100%	-	100%	100%	-	-	-	-	*	100%	-	100%	-	-	100%	-	-	-	-
STAAR Percent at Meets Grade Level or Above																						
Grade 7																						

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	53%	52%	52%	13%	43%	61%	*	*	-	86%	44%	65%	19%	57%	9%	46%	58%	-	*	*	*
	CWD	21%	19%	19%	*	15%	20%	*	-	-	*	18%	22%	19%	-	*	24%	10%	-	-	*	-
	CWOD	58%	57%	57%	14%	47%	67%	-	*	-	83%	48%	70%	-	57%	10%	51%	62%	-	*	*	*
	EL	34%	9%	9%	-	9%	-	-	-	-	-	10%	*	*	10%	9%	0%	17%	-	-	-	-
	Male	47%	46%	46%	20%	43%	51%	*	*	-	*	40%	56%	24%	51%	0%	46%	-	-	*	*	*
	Female	59%	58%	58%	*	43%	71%	-	-	-	*	48%	76%	10%	62%	17%	-	58%	-	*	*	-
Mathematics	All Students	33%	50%	50%	0%	41%	61%	*	*	-	57%	42%	64%	23%	54%	20%	52%	49%	-	*	*	*
	CWD	17%	23%	23%	*	15%	20%	*	-	-	*	23%	22%	23%	-	*	29%	10%	-	-	*	-
	CWOD	36%	54%	54%	0%	45%	67%	-	*	-	50%	46%	69%	-	54%	22%	56%	52%	-	*	*	*
	EL	22%	20%	20%	-	20%	-	-	-	-	-	22%	*	*	22%	20%	*	17%	-	-	-	-
	Male	35%	52%	52%	0%	47%	58%	*	*	-	*	49%	56%	29%	56%	*	52%	-	-	*	*	*
	Female	31%	49%	49%	*	35%	64%	-	-	-	*	36%	74%	10%	52%	17%	-	49%	-	*	*	-
Grade 8																						
Reading	All Students	55%	51%	51%	33%	44%	60%	-	-	-	57%	44%	64%	27%	55%	40%	47%	57%	-	*	*	-
	CWD	23%	27%	27%	*	17%	36%	-	-	-	*	24%	33%	27%	-	*	17%	42%	-	-	*	-
	CWOD	59%	55%	55%	40%	48%	64%	-	-	-	60%	47%	68%	-	55%	29%	52%	60%	-	*	*	-
	EL	35%	40%	40%	-	40%	-	-	-	-	-	38%	*	*	29%	40%	33%	*	-	-	-	-
	Male	49%	47%	47%	40%	36%	55%	-	-	-	40%	40%	57%	17%	52%	33%	47%	-	-	-	*	-
	Female	60%	57%	57%	29%	51%	72%	-	-	-	*	48%	77%	42%	60%	*	-	57%	-	*	*	-
Mathematics	All Students	41%	41%	41%	25%	36%	49%	-	-	-	29%	36%	50%	21%	45%	25%	40%	43%	-	*	*	-
	CWD	21%	21%	21%	*	9%	29%	-	-	-	*	19%	25%	21%	-	*	18%	25%	-	-	*	-
	CWOD	44%	45%	45%	30%	40%	53%	-	-	-	20%	40%	53%	-	45%	33%	44%	46%	-	*	*	-
	EL	30%	25%	25%	-	25%	-	-	-	-	-	29%	*	*	33%	25%	*	*	-	-	-	-
	Male	41%	40%	40%	20%	34%	45%	-	-	-	40%	35%	47%	18%	44%	*	40%	-	-	-	*	-
	Female	41%	43%	43%	29%	38%	59%	-	-	-	*	38%	57%	25%	46%	*	-	43%	-	*	*	-
Science	All Students	42%	50%	50%	42%	42%	60%	-	-	-	29%	41%	65%	23%	54%	40%	53%	46%	-	*	*	-
	CWD	20%	23%	23%	*	17%	29%	-	-	-	*	19%	33%	23%	-	*	17%	33%	-	-	*	-
	CWOD	46%	54%	54%	50%	46%	66%	-	-	-	20%	45%	69%	-	54%	43%	59%	48%	-	*	*	-
	EL	24%	40%	40%	-	40%	-	-	-	-	-	38%	*	*	43%	40%	50%	*	-	-	-	-
	Male	45%	53%	53%	60%	45%	59%	-	-	-	40%	47%	62%	17%	59%	50%	53%	-	-	-	*	-
	Female	40%	46%	46%	29%	40%	63%	-	-	-	*	35%	70%	33%	48%	*	-	46%	-	*	*	-
End of Course																						
Algebra I	All Students	41%	39%	100%	-	100%	100%	-	-	-	-	100%	100%	-	100%	*	100%	100%	-	-	-	-
	CWD	17%	14%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	45%	44%	100%	-	100%	100%	-	-	-	-	100%	100%	-	100%	*	100%	100%	-	-	-	-
	EL	29%	20%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	39%	37%	100%	-	100%	100%	-	-	-	-	100%	100%	-	100%	*	100%	-	-	-	-	-
	Female	43%	41%	100%	-	100%	100%	-	-	-	-	*	100%	-	100%	-	-	100%	-	-	-	-
STAAR Percent at Masters Grade Level																						
Grade 7																						

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	28%	29%	29%	0%	22%	38%	*	*	-	29%	19%	45%	6%	32%	9%	23%	35%	-	*	*	*
	CWD	6%	6%	6%	*	15%	0%	*	-	-	*	5%	11%	6%	-	*	10%	0%	-	-	*	-
	CWOD	31%	32%	32%	0%	23%	43%	-	*	-	33%	22%	49%	-	32%	10%	26%	39%	-	*	*	*
	EL	13%	9%	9%	-	9%	-	-	-	-	-	10%	*	*	10%	9%	0%	17%	-	-	-	-
	Male	23%	23%	23%	0%	21%	27%	*	*	-	*	16%	35%	10%	26%	0%	23%	-	-	*	*	*
	Female	33%	35%	35%	*	22%	49%	-	-	-	*	23%	58%	0%	39%	17%	-	35%	-	*	*	-
Mathematics	All Students	11%	17%	17%	0%	13%	22%	*	*	-	29%	13%	24%	6%	19%	10%	19%	15%	-	*	*	*
	CWD	5%	6%	6%	*	8%	7%	*	-	-	*	9%	0%	6%	-	*	10%	0%	-	-	*	-
	CWOD	12%	19%	19%	0%	14%	24%	-	*	-	33%	14%	27%	-	19%	11%	21%	17%	-	*	*	*
	EL	5%	10%	10%	-	10%	-	-	-	-	-	11%	*	*	11%	10%	*	17%	-	-	-	-
	Male	12%	19%	19%	0%	15%	25%	*	*	-	*	16%	25%	10%	21%	*	19%	-	-	*	*	*
	Female	9%	15%	15%	*	12%	18%	-	-	-	*	11%	24%	0%	17%	17%	-	15%	-	*	*	-
Grade 8																						
Reading	All Students	28%	20%	20%	0%	16%	27%	-	-	-	14%	14%	30%	7%	22%	0%	17%	24%	-	*	*	-
	CWD	7%	7%	7%	*	0%	14%	-	-	-	*	10%	0%	7%	-	*	6%	8%	-	-	*	-
	CWOD	31%	22%	22%	0%	18%	29%	-	-	-	20%	15%	34%	-	22%	0%	19%	27%	-	*	*	-
	EL	12%	0%	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	*	-	-	-	-
	Male	25%	17%	17%	0%	13%	20%	-	-	-	20%	12%	23%	6%	19%	0%	17%	-	-	-	*	-
	Female	32%	24%	24%	0%	19%	41%	-	-	-	*	16%	43%	8%	27%	*	-	24%	-	*	*	-
Mathematics	All Students	15%	10%	10%	8%	5%	15%	-	-	-	14%	6%	17%	0%	12%	13%	12%	7%	-	*	*	-
	CWD	6%	0%	0%	*	0%	0%	-	-	-	*	0%	0%	0%	-	*	0%	0%	-	-	*	-
	CWOD	17%	12%	12%	10%	6%	17%	-	-	-	20%	7%	19%	-	12%	17%	15%	8%	-	*	*	-
	EL	8%	13%	13%	-	13%	-	-	-	-	-	14%	*	*	17%	13%	*	*	-	-	-	-
	Male	16%	12%	12%	0%	10%	15%	-	-	-	20%	9%	17%	0%	15%	*	12%	-	-	-	*	-
	Female	14%	7%	7%	14%	2%	15%	-	-	-	*	3%	17%	0%	8%	*	-	7%	-	*	*	-
Science	All Students	16%	18%	18%	17%	10%	27%	-	-	-	14%	12%	28%	3%	20%	0%	22%	13%	-	*	*	-
	CWD	5%	3%	3%	*	0%	7%	-	-	-	*	5%	0%	3%	-	*	6%	0%	-	-	*	-
	CWOD	18%	20%	20%	20%	11%	30%	-	-	-	20%	14%	31%	-	20%	0%	25%	14%	-	*	*	-
	EL	6%	0%	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	*	-	-	-	-
	Male	18%	22%	22%	40%	9%	30%	-	-	-	20%	18%	28%	6%	25%	0%	22%	-	-	-	*	-
	Female	15%	13%	13%	0%	11%	19%	-	-	-	*	6%	27%	0%	14%	*	-	13%	-	*	*	-
End of Course																						
Algebra I	All Students	23%	18%	86%	-	80%	92%	-	-	-	-	80%	92%	-	86%	*	92%	80%	-	-	-	-
	CWD	7%	0%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	25%	23%	86%	-	80%	92%	-	-	-	-	80%	92%	-	86%	*	92%	80%	-	-	-	-
	EL	13%	7%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	22%	16%	92%	-	80%	100%	-	-	-	-	86%	100%	-	92%	*	92%	-	-	-	-	-
	Female	23%	22%	80%	-	80%	80%	-	-	-	-	*	86%	-	80%	-	-	80%	-	-	-	-
STAAR Percent at Approaches 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	73%	75%	74%	56%	67%	83%	*	*	-	77%	69%	84%	44%	79%	42%	73%	76%	-	71%	33%	*
	CWD	46%	47%	44%	0%	31%	57%	*	-	-	63%	42%	50%	44%	-	50%	42%	48%	-	-	0%	-
	CWOD	77%	81%	79%	66%	72%	87%	-	*	-	81%	74%	88%	-	79%	40%	79%	79%	-	71%	71%	*
	EL	61%	50%	42%	-	42%	-	-	-	-	-	42%	43%	50%	40%	42%	54%	29%	-	-	-	-
	Male	71%	73%	73%	60%	65%	80%	*	*	-	71%	68%	81%	42%	79%	54%	73%	-	-	*	0%	*
	Female	74%	76%	76%	52%	69%	86%	-	-	-	86%	70%	87%	48%	79%	29%	-	76%	-	60%	100%	-
Reading	All Students	74%	77%	79%	60%	73%	85%	*	*	-	93%	74%	88%	46%	84%	43%	76%	82%	-	*	33%	*
	CWD	44%	44%	46%	*	28%	62%	*	-	-	*	44%	50%	46%	-	*	41%	55%	-	-	*	-
	CWOD	80%	84%	84%	71%	79%	88%	-	*	-	100%	79%	92%	-	84%	41%	83%	85%	-	*	*	*
	EL	59%	51%	43%	-	43%	-	-	-	-	-	44%	*	*	41%	43%	55%	30%	-	-	-	-
	Male	70%	73%	76%	60%	71%	80%	*	*	-	88%	69%	87%	41%	83%	55%	76%	-	-	*	*	*
	Female	78%	81%	82%	60%	75%	91%	-	-	-	100%	79%	88%	55%	85%	30%	-	82%	-	*	*	-
Mathematics	All Students	70%	73%	69%	55%	60%	79%	*	*	-	64%	64%	79%	42%	73%	32%	67%	71%	-	*	33%	*
	CWD	45%	49%	42%	*	33%	48%	*	-	-	*	37%	53%	42%	-	*	42%	41%	-	-	*	-
	CWOD	75%	78%	73%	65%	64%	83%	-	*	-	64%	68%	81%	-	73%	31%	72%	75%	-	*	*	*
	EL	62%	51%	32%	-	32%	-	-	-	-	-	29%	*	*	31%	32%	44%	20%	-	-	-	-
	Male	71%	73%	67%	60%	57%	76%	*	*	-	63%	63%	74%	42%	72%	44%	67%	-	-	*	*	*
	Female	70%	74%	71%	50%	63%	83%	-	-	-	67%	64%	85%	41%	75%	20%	-	71%	-	*	*	-
Science	All Students	73%	73%	77%	50%	70%	87%	-	-	-	71%	71%	86%	47%	81%	60%	79%	73%	-	*	*	-
	CWD	49%	50%	47%	*	33%	64%	-	-	-	*	48%	44%	47%	-	*	44%	50%	-	-	*	-
	CWOD	77%	77%	81%	60%	74%	91%	-	-	-	80%	75%	91%	-	81%	57%	85%	76%	-	*	*	-
	EL	61%	47%	60%	-	60%	-	-	-	-	-	63%	*	*	57%	60%	67%	*	-	-	-	-
	Male	74%	76%	79%	60%	70%	88%	-	-	-	60%	75%	85%	44%	85%	67%	79%	-	-	-	*	-
	Female	72%	69%	73%	43%	69%	84%	-	-	-	*	67%	87%	50%	76%	*	-	73%	-	*	*	-
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	47%	47%	50%	25%	43%	60%	*	*	-	51%	42%	63%	23%	54%	28%	49%	52%	-	14%	33%	*
	CWD	22%	21%	23%	0%	15%	26%	*	-	-	63%	21%	27%	23%	-	30%	21%	25%	-	-	0%	-
	CWOD	51%	52%	54%	30%	46%	65%	-	*	-	48%	46%	67%	-	54%	28%	54%	55%	-	14%	71%	*
	EL	31%	25%	28%	-	28%	-	-	-	-	-	28%	29%	30%	28%	28%	35%	21%	-	-	-	-
	Male	45%	45%	49%	28%	43%	55%	*	*	-	48%	43%	57%	21%	54%	35%	49%	-	-	*	0%	*
	Female	48%	49%	52%	22%	43%	67%	-	-	-	57%	42%	73%	25%	55%	21%	-	52%	-	0%	100%	-
Reading	All Students	52%	51%	52%	25%	43%	60%	*	*	-	71%	44%	64%	23%	56%	24%	47%	58%	-	*	33%	*
	CWD	23%	21%	23%	*	16%	28%	*	-	-	*	21%	28%	23%	-	*	21%	27%	-	-	*	-
	CWOD	58%	58%	56%	29%	47%	66%	-	*	-	73%	48%	69%	-	56%	18%	51%	61%	-	*	*	*
	EL	34%	24%	24%	-	24%	-	-	-	-	-	22%	*	*	18%	24%	18%	30%	-	-	-	-
	Male	48%	46%	47%	30%	40%	53%	*	*	-	50%	40%	56%	21%	51%	18%	47%	-	-	*	*	*
	Female	57%	57%	58%	20%	47%	71%	-	-	-	100%	48%	76%	27%	61%	30%	-	58%	-	*	*	-

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	42%	44%	49%	15%	42%	58%	*	*	-	43%	42%	61%	22%	53%	26%	49%	49%	-	*	33%	*
	CWD	22%	21%	22%	*	13%	24%	*	-	-	*	21%	24%	22%	-	*	24%	18%	-	-	*	-
	CWOD	46%	49%	53%	18%	46%	63%	-	*	-	36%	45%	65%	-	53%	31%	53%	52%	-	*	*	*
	EL	31%	30%	26%	-	26%	-	-	-	-	-	29%	*	*	31%	26%	44%	10%	-	-	-	-
	Male	43%	44%	49%	10%	45%	54%	*	*	-	50%	45%	54%	24%	53%	44%	49%	-	-	*	*	*
	Female	40%	43%	49%	20%	39%	64%	-	-	-	33%	38%	71%	18%	52%	10%	-	49%	-	*	*	-
Science	All Students	42%	42%	50%	42%	42%	60%	-	-	-	29%	41%	65%	23%	54%	40%	53%	46%	-	*	*	-
	CWD	21%	22%	23%	*	17%	29%	-	-	-	*	19%	33%	23%	-	*	17%	33%	-	-	*	-
	CWOD	45%	46%	54%	50%	46%	66%	-	-	-	20%	45%	69%	-	54%	43%	59%	48%	-	*	*	-
	EL	24%	18%	40%	-	40%	-	-	-	-	-	38%	*	*	43%	40%	50%	*	-	-	-	-
	Male	44%	45%	53%	60%	45%	59%	-	-	-	40%	47%	62%	17%	59%	50%	53%	-	-	-	*	-
	Female	40%	38%	46%	29%	40%	63%	-	-	-	*	35%	70%	33%	48%	*	-	46%	-	*	*	-
STAAR Percent at Masters Grade Level																						
All Grades																						
All Subjects	All Students	18%	16%	20%	6%	15%	27%	*	*	-	20%	14%	31%	5%	23%	8%	20%	21%	-	0%	20%	*
	CWD	6%	5%	5%	0%	5%	6%	*	-	-	0%	6%	2%	5%	-	0%	6%	2%	-	-	0%	-
	CWOD	21%	19%	23%	7%	16%	31%	-	*	-	26%	16%	35%	-	23%	10%	23%	23%	-	0%	43%	*
	EL	9%	7%	8%	-	8%	-	-	-	-	-	9%	0%	0%	10%	8%	8%	8%	-	-	-	-
	Male	18%	16%	20%	8%	15%	25%	*	*	-	24%	16%	27%	6%	23%	8%	20%	-	-	*	0%	*
	Female	19%	17%	21%	4%	15%	31%	-	-	-	14%	13%	37%	2%	23%	8%	-	21%	-	0%	60%	-
Reading	All Students	21%	18%	25%	0%	19%	33%	*	*	-	21%	17%	38%	7%	27%	5%	20%	30%	-	*	33%	*
	CWD	6%	5%	7%	*	8%	7%	*	-	-	*	7%	6%	7%	-	*	8%	5%	-	-	*	-
	CWOD	24%	21%	27%	0%	21%	37%	-	*	-	27%	18%	42%	-	27%	6%	22%	33%	-	*	*	*
	EL	10%	6%	5%	-	5%	-	-	-	-	-	6%	*	*	6%	5%	0%	10%	-	-	-	-
	Male	18%	16%	20%	0%	17%	23%	*	*	-	25%	14%	29%	8%	22%	0%	20%	-	-	*	*	*
	Female	24%	21%	30%	0%	21%	46%	-	-	-	17%	20%	51%	5%	33%	10%	-	30%	-	*	*	-
Mathematics	All Students	17%	15%	18%	5%	13%	23%	*	*	-	21%	13%	26%	3%	20%	16%	20%	15%	-	*	17%	*
	CWD	6%	5%	3%	*	4%	3%	*	-	-	*	5%	0%	3%	-	*	5%	0%	-	-	*	-
	CWOD	19%	18%	20%	6%	14%	26%	-	*	-	27%	14%	29%	-	20%	19%	22%	17%	-	*	*	*
	EL	10%	12%	16%	-	16%	-	-	-	-	-	18%	*	*	19%	16%	22%	10%	-	-	-	-
	Male	18%	16%	20%	0%	16%	24%	*	*	-	25%	16%	25%	5%	22%	22%	20%	-	-	*	*	*
	Female	15%	14%	15%	10%	11%	21%	-	-	-	17%	9%	28%	0%	17%	10%	-	15%	-	*	*	-
Science	All Students	15%	14%	18%	17%	10%	27%	-	-	-	14%	12%	28%	3%	20%	0%	22%	13%	-	*	*	-
	CWD	5%	6%	3%	*	0%	7%	-	-	-	*	5%	0%	3%	-	*	6%	0%	-	-	*	-
	CWOD	17%	16%	20%	20%	11%	30%	-	-	-	20%	14%	31%	-	20%	0%	25%	14%	-	*	*	-
	EL	5%	0%	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	*	-	-	-	-
	Male	16%	16%	22%	40%	9%	30%	-	-	-	20%	18%	28%	6%	25%	0%	22%	-	-	-	*	-
	Female	14%	12%	13%	0%	11%	19%	-	-	-	*	6%	27%	0%	14%	*	-	13%	-	*	*	-

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

Part (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 2023-24 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	70	43	64	77	*	*	-	90	67	53	51
CWD	53	*	40	68	*	-	-	*	54	53	*
CWOD	72	50	67	79	-	*	-	93	70	-	54
EL ◇	51	-	51	-	-	-	-	-	55	*	51
Male	66	43	61	70	*	*	-	96	64	49	60
Female	75	43	66	88	-	-	-	83	71	60	39
Mathematics											
All Students	65	63	66	63	*	*	-	60	63	53	44
CWD	53	*	63	44	*	-	-	*	52	53	*
CWOD	66	65	67	66	-	*	-	63	65	-	46
EL ◇	44	-	44	-	-	-	-	-	47	*	44
Male	64	70	63	63	*	*	-	71	65	62	56
Female	65	55	69	64	-	-	-	50	61	40	31

- 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 2023

The six-year graduation rates for the class of 2022 will be updated in March, 2025.

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	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 2023.													
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 2024 TELPAS (Texas English Language Proficiency Assessment System) data. (EL: English learner)

Total EL in Class	Proficiency of EL	Rate of Proficiency
21	4	19%

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

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

This section provides information on the other indicators of school quality or student success, which is college, career and military readiness (CCMR) for high schools and average performance rate of the three STAAR performance levels of all students, regardless of whether they were in the accountability subset, for elementary and secondary schools without a graduation rate. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Student Success (Student Achievement Domain Score: STAAR Component Only)											
STAAR Component Score	48	29	42	57	*	*	-	49	42	24	26
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

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

Part (vi): Goal Meeting Status

This section provides information on the progress of all students and each student group toward meeting the long-term goals or interim objectives on STAAR academic performance, federal graduation rate, and English learners' language proficiency. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
STAAR Performance Status											
Reading											
Interim Goals (2023-2027)	44%	32%	35%	59%	44%	74%	46%	56%	31%	19%	28%
Target Met	Y	N	Y	Y				Y	Y	Y	N
Interim Goals (2028-2032)	53%	43%	46%	66%	53%	78%	55%	63%	43%	33%	40%
Target Met	N	N	N	N				Y	Y	N	N
Interim Goals (2033-2037)	62%	54%	57%	73%	62%	82%	64%	70%	55%	47%	52%
Target Met	N	N	N	N				Y	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	Y	N	Y	N				N	Y	Y	N
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											Y
Interim Goals (2033-2037)											48%
Target Met											Y
Long-Term Goals											50%
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%

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Target Met											
Interim Goals (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 2023-24 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%	100%	-
	CWOD	100%	100%	100%	100%	-	*	-	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	-	100%	-	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	*	*	-	100%	100%	100%	100%	100%	100%	100%	100%	-
	Female	100%	100%	100%	100%	-	-	-	100%	100%	100%	100%	100%	100%	100%	-	100%
Reading	All Students	100%	100%	100%	100%	*	*	-	100%	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	*	100%	100%	*	-	-	*	100%	100%	100%	-	*	100%	100%	-
	CWOD	100%	100%	100%	100%	-	*	-	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	-	100%	-	-	-	-	-	100%	*	*	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	*	*	-	100%	100%	100%	100%	100%	100%	100%	100%	-
	Female	100%	100%	100%	100%	-	-	-	100%	100%	100%	100%	100%	100%	100%	-	100%
Mathematics	All Students	100%	100%	100%	100%	*	*	-	100%	100%	100%	100%	100%	100%	100%	100%	-
	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%	100%	-
	Female	100%	100%	100%	100%	-	-	-	100%	100%	100%	100%	100%	100%	100%	-	100%

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

- Indicates there are no students in the group.

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

Part (viii): Civil Rights Data

Part (viii)(I) This section provides information from the 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.

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

	Total Students		African American		Hispanic		White		Indian or Alaska Native		Asian		Pacific Islander		Two or More Races		EL		Students with Disabilities	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Advanced Placement Courses																				
Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
International Baccalaureate Courses																				
Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-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	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-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.

Part (ix): Teacher Quality Data

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and low-poverty schools on the number and percentage of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

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	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	5.5	14.0%
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	8.1	21.1%

- 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 (2022-23).

To be updated by June 30th, 2025.

	Enrollment	State & Local and Federal	State & Local			Federal		
		Total	Site	District Allocation	Total	Site	District Allocation	Total
Business/central/other support services		\$669	\$151	\$500	\$651	\$3	\$15	\$18
Food services		\$851		\$33	\$33	\$0	\$818	\$818
Instruction		\$7,389	\$6,366	\$454	\$6,820	\$115	\$454	\$569
Support services, general administration		\$324		\$322	\$322		\$2	\$2
Support services, instructional staff		\$523	\$441	\$22	\$463	\$39	\$21	\$60
Support services, operation and maintenance of plant		\$1,324		\$1,060	\$1,060		\$264	\$264
Support services, pupils		\$934	\$487	\$92	\$579	\$89	\$266	\$355
Support services, school administration		\$510	\$500		\$500	\$10		\$10
Support services, student transportation		\$216		\$216	\$216			
Total	485	\$12,741	\$7,946	\$2,699	\$10,645	\$257	\$1,840	\$2,097

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

Due to rounding, numbers may not add up precisely to the totals.

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 2023-24 school year.

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Grade 3						
Reading	6,625	2%	9	4%	-	-
Mathematics	6,620	2%	9	4%	-	-
Grade 4						
Reading	6,491	2%	7	3%	-	-
Mathematics	6,491	2%	7	3%	-	-
Grade 5						
Reading	6,033	1%	*	2%	-	-
Mathematics	6,033	2%	*	2%	-	-
Science	6,033	2%	*	2%	-	-
Grade 6						
Reading	5,586	1%	*	1%	-	-
Mathematics	5,586	1%	*	1%	-	-
Grade 7						
Reading	5,233	1%	*	1%	*	1%
Mathematics	5,227	2%	*	1%	*	1%
Grade 8						
Reading	4,985	1%	*	1%	*	1%
Mathematics	4,985	1%	*	2%	*	2%
Science	4,984	1%	*	1%	*	1%
End of Course						
English I	5,119	1%	*	1%	-	-
English II	4,683	1%	5	2%	-	-
Algebra I	5,112	1%	*	1%	-	-
Biology	5,027	1%	*	1%	-	-
All Grades						
All Subjects	100,862	1%	80	2%	15	1%
Reading	44,764	1%	37	2%	6	1%
Mathematics	40,054	1%	33	2%	6	1%
Science	16,044	1%	10	1%	*	1%

- Indicates there are no students in the group.

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

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

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

State Level: 2022 Percentages at NAEP Achievement Levels										
Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	42	37	58	63	30	33	7	9
		Black	51	56	49	44	19	17	3	3
		Hispanic	52	50	48	50	20	21	3	4
		White	26	27	74	73	44	42	10	11
		American Indian	*	57	*	43	*	18	*	3
		Asian	8	17	92	83	71	58	31	24
		Pacific Islander	*	50	*	50	*	23	*	6
		Two or More Races	28	32	72	68	41	38	8	11
		EcoDis	54	52	46	48	18	19	3	3
		Students with Disabilities	77	73	23	27	7	10	1	2
	English Language Learners	57	67	43	33	16	10	2	1	
	Mathematics	Overall	22	25	78	75	38	36	8	8
		Black	33	45	67	55	21	15	2	1
		Hispanic	27	36	73	64	27	22	3	3
		White	10	14	90	86	57	48	13	10
		American Indian	*	41	*	59	*	22	*	4
		Asian	3	9	97	91	73	63	27	24
		Pacific Islander	*	38	*	62	*	22	*	3
		Two or More Races	10	22	90	78	58	38	23	9
		EcoDis	31	38	69	62	24	20	3	2
Students with Disabilities		51	56	49	44	18	14	2	2	
English Language Learners	31	48	69	52	26	14	3	2		
Grade 8	Reading	Overall	34	30	66	70	23	31	2	4
		Black	45	47	55	53	17	16	1	1
		Hispanic	41	39	59	61	16	21	1	2
		White	24	22	76	78	30	38	2	5
		American Indian	*	45	*	55	*	18	*	2
		Asian	8	14	92	86	60	56	11	12
		Pacific Islander	*	35	*	65	*	25	*	2
		Two or More Races	28	27	72	73	32	35	5	6
		EcoDis	42	42	58	58	16	19	1	1
		Students with Disabilities	74	69	26	31	5	7	1	n/a
	English Language Learners	53	68	47	32	10	5	n/a	n/a	
	Mathematics	Overall	39	38	61	62	24	26	5	7
		Black	54	62	46	38	11	9	2	1
		Hispanic	46	51	54	49	16	14	2	2
		White	28	26	72	74	36	35	8	9
American Indian		*	55	*	45	*	13	*	2	

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

* Indicates reporting standards not met.

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

State Level: 2022 NAEP Participation Rates for Students with Disabilities and English Learners			
Grade	Subject	Student Group	Rate
Grade 4	Reading	Students with Disabilities	89%
		English Learners	95%
	Mathematics	Students with Disabilities	87%
		English Learners	95%
Grade 8	Reading	Students with Disabilities	89%
		English Learners	97%
	Mathematics	Students with Disabilities	93%
		English Learners	97%

Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education

This section provides information on the cohort rate at which students who graduated from high school in the 2021-22 school year enrolled in a Texas public postsecondary education institution in the 2022-23 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 2022-23 school year. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Chronic Absenteeism Rate	20%	29%	18%	19%	-	*	-	29%	24%	21%	5%

- Indicates there are no students in the group.

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

Part (xv): Section 1003 Fund

This section provides a list of all the LEAs and schools that received funds under Section 1003, including the amount of funds each school received and the types of strategies implemented in each school with such funds for the 2022-23 school year.

Section 1003 Funds for the 2023-24 school year will be updated by the end of June, 2025.

There is no data for this campus.

Part (xvi): Count of 1st Year English Learners Excluded from the State Accountability

This section provides number of recently arrived English learners exempted from the ELA/Reading assessments and whose results are excluded from the 2023-24 State accountability.

There is no data for this campus.

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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

State & District ESSA Goals												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Performance (At Meets Grade Level or Above)												
Reading/ELA	Baseline Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2022-23 through 2026-27	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2027-28 through 2031-32	53%	43%	48%	67%	53%	78%	54%	63%	44%	33%	41%
	2032-33 through 2036-37	62%	54%	59%	74%	63%	82%	63%	70%	55%	47%	53%
	2037-38	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Mathematics	Baseline Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2022-23 through 2026-27	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2027-28 through 2031-32	55%	43%	50%	66%	54%	85%	58%	62%	47%	36%	50%
	2032-33 through 2036-37	64%	55%	60%	73%	63%	88%	66%	70%	58%	49%	60%
	2037-38	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
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%
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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Campus 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%

Campus 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%

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Campus 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)
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%

Campus 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												
	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 4-2024 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'. Data from 2022, 2023, and 2024 are considered consecutive years for 2024 Targeted Support and Improvement (TSI) identification. Any campus not identified for Comprehensive Support and Improvement (CSI) that has at least one consistently underperforming student group is identified for TSI. TSI identifies both Title I and non-Title I campuses. Campuses are evaluated annually for TSI identification. See the accountability manual for details: [Chapter 10-2024 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. Additionally, if any Title I or non-Title I campus does not attain a 66.7 percent six-year federal graduation rate for all students group, the campus is 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 2023-2024 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. To exit ATS, the Closing the Gaps score for the consistently underperforming student group must surpass the score used in the year of ATS identification to identify the lowest performing five percent of each school type. A campus identified for TSI because of one consistently underperforming subgroup will exit the TSI status if the subgroup becomes not consistently underperforming subgroup. Consistently underperforming is defined as missing the targets in at least the same three indicators for three consecutive years.

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 2023-24 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

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

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Reading	All Students	72%	81%	83%	*	100%	73%	-	-	-	*	86%	77%	56%	91%	-	80%	88%	-	-	*	-	
	CWD	48%	54%	56%	-	*	33%	-	-	-	-	40%	*	56%	-	-	40%	*	-	-	-	-	
	CWOD	78%	89%	91%	*	100%	85%	-	-	-	*	96%	78%	-	91%	-	90%	92%	-	-	*	-	
	EL	62%	67%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Male	70%	78%	80%	-	100%	72%	-	-	-	-	88%	63%	40%	90%	-	80%	-	-	-	-	-	
	Female	75%	85%	88%	*	100%	75%	-	-	-	*	82%	100%	*	92%	-	-	88%	-	-	*	-	
Mathematics	All Students	68%	80%	90%	*	92%	88%	-	-	-	*	89%	92%	67%	97%	-	88%	94%	-	-	*	-	
	CWD	46%	55%	67%	-	*	67%	-	-	-	-	60%	*	67%	-	-	60%	*	-	-	-	-	
	CWOD	74%	87%	97%	*	100%	95%	-	-	-	*	96%	100%	-	97%	-	95%	100%	-	-	*	-	
	EL	61%	75%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Male	70%	81%	88%	-	100%	83%	-	-	-	-	82%	100%	60%	95%	-	88%	-	-	-	-	-	
	Female	66%	77%	94%	*	80%	100%	-	-	-	*	100%	80%	*	100%	-	-	94%	-	-	*	-	
Grade 4																							
Reading	All Students	79%	85%	80%	-	76%	82%	-	-	-	*	78%	83%	30%	94%	*	77%	83%	-	-	-	*	
	CWD	55%	56%	30%	-	20%	40%	-	-	-	-	29%	*	30%	-	*	33%	*	-	-	-	-	
	CWOD	85%	92%	94%	-	94%	94%	-	-	-	*	95%	93%	-	94%	*	94%	95%	-	-	-	*	
	EL	68%	71%	*	-	*	-	-	-	-	-	*	-	*	*	*	*	*	*	-	-	-	-
	Male	77%	81%	77%	-	82%	70%	-	-	-	*	86%	63%	33%	94%	*	77%	-	-	-	-	-	*
	Female	81%	88%	83%	-	70%	92%	-	-	-	*	69%	100%	*	95%	*	-	83%	-	-	-	-	-
Mathematics	All Students	67%	76%	82%	-	76%	86%	-	-	-	*	74%	94%	40%	94%	*	86%	78%	-	-	-	*	
	CWD	42%	50%	40%	-	40%	40%	-	-	-	-	29%	*	40%	-	*	50%	*	-	-	-	-	
	CWOD	73%	83%	94%	-	88%	100%	-	-	-	*	90%	100%	-	94%	*	100%	89%	-	-	-	*	
	EL	62%	57%	*	-	*	-	-	-	-	-	*	-	*	*	*	*	*	*	-	-	-	-
	Male	69%	79%	86%	-	91%	80%	-	-	-	*	86%	88%	50%	100%	*	86%	-	-	-	-	-	*
	Female	65%	73%	78%	-	60%	92%	-	-	-	*	62%	100%	*	89%	*	-	78%	-	-	-	-	-
Grade 5																							
Reading	All Students	78%	76%	80%	*	70%	90%	-	-	-	*	67%	100%	57%	85%	*	83%	78%	-	-	*	-	*
	CWD	48%	51%	57%	*	*	*	-	-	-	*	57%	-	57%	-	-	60%	*	-	-	-	-	-
	CWOD	84%	83%	85%	*	75%	89%	-	-	-	*	70%	100%	-	85%	*	89%	81%	-	-	*	-	*
	EL	70%	40%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-	-
	Male	75%	80%	83%	*	70%	90%	-	-	-	*	69%	100%	60%	89%	-	83%	-	-	-	-	-	*
	Female	80%	72%	78%	*	70%	90%	-	-	-	*	64%	100%	*	81%	*	-	78%	-	-	*	-	-
Mathematics	All Students	75%	75%	76%	*	70%	90%	-	-	-	*	59%	100%	43%	82%	*	78%	74%	-	-	*	-	*
	CWD	52%	56%	43%	*	*	*	-	-	-	*	43%	-	43%	-	-	40%	*	-	-	-	-	-
	CWOD	80%	79%	82%	*	75%	89%	-	-	-	*	65%	100%	-	82%	*	89%	76%	-	-	*	-	*
	EL	70%	56%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-	-
	Male	75%	75%	78%	*	70%	90%	-	-	-	*	62%	100%	40%	89%	-	78%	-	-	-	-	-	*
	Female	75%	74%	74%	*	70%	90%	-	-	-	*	57%	100%	*	76%	*	-	74%	-	-	*	-	-

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Science	All Students	56%	53%	61%	*	60%	75%	-	-	-	*	41%	89%	29%	67%	*	61%	61%	-	*	-	*	
	CWD	34%	29%	29%	*	*	*	-	-	-	*	29%	-	29%	-	-	20%	*	-	-	-	-	
	CWOD	61%	59%	67%	*	69%	74%	-	-	-	*	45%	89%	-	67%	*	72%	62%	-	*	-	*	
	EL	43%	0%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-	
	Male	59%	59%	61%	*	60%	70%	-	-	-	*	38%	90%	20%	72%	-	61%	-	-	-	-	-	*
	Female	54%	47%	61%	*	60%	80%	-	-	-	*	43%	89%	*	62%	*	-	61%	-	-	*	-	-
STAAR Percent at Meets Grade Level or Above																							
Grade 3																							
Reading	All Students	47%	50%	66%	*	75%	62%	-	-	-	*	68%	62%	33%	75%	-	68%	63%	-	-	*	-	
	CWD	25%	30%	33%	-	*	17%	-	-	-	-	20%	*	33%	-	-	40%	*	-	-	-	-	
	CWOD	52%	57%	75%	*	78%	75%	-	-	-	*	78%	67%	-	75%	-	75%	75%	-	-	*	-	
	EL	34%	33%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Male	44%	50%	68%	-	86%	61%	-	-	-	-	71%	63%	40%	75%	-	68%	-	-	-	-	-	
	Female	50%	52%	63%	*	60%	63%	-	-	-	*	64%	60%	*	75%	-	-	63%	-	-	*	-	
Mathematics	All Students	41%	49%	71%	*	58%	73%	-	-	-	*	71%	69%	44%	78%	-	68%	75%	-	-	*	-	
	CWD	24%	29%	44%	-	*	50%	-	-	-	-	40%	*	44%	-	-	60%	*	-	-	-		
	CWOD	44%	55%	78%	*	67%	80%	-	-	-	*	78%	78%	-	78%	-	70%	92%	-	-	*	-	
	EL	32%	38%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Male	44%	50%	68%	-	71%	67%	-	-	-	-	65%	75%	60%	70%	-	68%	-	-	-	-	-	
	Female	37%	46%	75%	*	40%	88%	-	-	-	*	82%	60%	*	92%	-	-	75%	-	-	*	-	
Grade 4																							
Reading	All Students	50%	49%	47%	-	38%	50%	-	-	-	*	33%	67%	10%	57%	*	36%	57%	-	-	-	*	
	CWD	24%	24%	10%	-	0%	20%	-	-	-	-	0%	*	10%	-	*	0%	*	-	-	-	-	
	CWOD	56%	55%	57%	-	50%	59%	-	-	-	*	45%	73%	-	57%	*	50%	63%	-	-	-	*	
	EL	39%	21%	*	-	*	-	-	-	-	-	*	-	*	*	*	*	*	-	-	-	-	
	Male	47%	47%	36%	-	36%	30%	-	-	-	*	29%	50%	0%	50%	*	36%	-	-	-	-	-	
	Female	53%	51%	57%	-	40%	67%	-	-	-	*	38%	80%	*	63%	*	-	57%	-	-	-	-	
Mathematics	All Students	44%	49%	51%	-	43%	55%	-	-	-	*	37%	72%	20%	60%	*	45%	57%	-	-	-	*	
	CWD	24%	26%	20%	-	20%	20%	-	-	-	-	0%	*	20%	-	*	17%	*	-	-	-	-	
	CWOD	49%	55%	60%	-	50%	65%	-	-	-	*	50%	73%	-	60%	*	56%	63%	-	-	-	*	
	EL	38%	36%	*	-	*	-	-	-	-	-	*	-	*	*	*	*	*	-	-	-	-	
	Male	47%	53%	45%	-	36%	50%	-	-	-	*	29%	75%	17%	56%	*	45%	-	-	-	-	-	
	Female	41%	45%	57%	-	50%	58%	-	-	-	*	46%	70%	*	63%	*	-	57%	-	-	-	-	
Grade 5																							
Reading	All Students	53%	47%	59%	*	55%	75%	-	-	-	*	44%	79%	14%	67%	*	61%	57%	-	*	-	*	
	CWD	25%	18%	14%	*	*	*	-	-	-	*	14%	-	14%	-	-	20%	*	-	-	-	-	
	CWOD	59%	55%	67%	*	63%	79%	-	-	-	*	55%	79%	-	67%	*	72%	62%	-	*	-	*	
	EL	41%	10%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-	
	Male	51%	47%	61%	*	50%	80%	-	-	-	*	54%	70%	20%	72%	-	61%	-	-	-	-	-	
	Female	56%	48%	57%	*	60%	70%	-	-	-	*	36%	89%	*	62%	*	-	57%	-	-	*	-	

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Mathematics	All Students	49%	42%	41%	*	35%	50%	-	-	-	*	26%	63%	14%	46%	*	39%	43%	-	*	-	*
	CWD	26%	18%	14%	*	*	*	-	-	-	*	14%	-	14%	-	-	20%	*	-	-	-	-
	CWOD	54%	47%	46%	*	38%	53%	-	-	-	*	30%	63%	-	46%	*	44%	48%	-	*	-	*
	EL	41%	33%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	Male	50%	40%	39%	*	40%	40%	-	-	-	*	31%	50%	20%	44%	-	39%	-	-	-	-	-
	Female	47%	43%	43%	*	30%	60%	-	-	-	*	21%	78%	*	48%	*	-	43%	-	*	-	-
Science	All Students	27%	25%	35%	*	20%	55%	-	-	-	*	26%	47%	14%	38%	*	35%	35%	-	*	-	*
	CWD	16%	18%	14%	*	*	*	-	-	-	*	14%	-	14%	-	-	20%	*	-	-	-	-
	CWOD	29%	26%	38%	*	19%	58%	-	-	-	*	30%	47%	-	38%	*	39%	38%	-	*	-	*
	EL	15%	0%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	Male	30%	28%	35%	*	20%	50%	-	-	-	*	31%	40%	20%	39%	-	35%	-	-	-	-	-
	Female	23%	21%	35%	*	20%	60%	-	-	-	*	21%	56%	*	38%	*	-	35%	-	*	-	-
STAAR Percent at Masters Grade Level																						
Grade 3																						
Reading	All Students	20%	18%	24%	*	33%	19%	-	-	-	*	29%	15%	11%	28%	-	28%	19%	-	-	*	-
	CWD	6%	5%	11%	-	*	0%	-	-	-	-	0%	*	11%	-	-	20%	*	-	-	-	-
	CWOD	23%	22%	28%	*	33%	25%	-	-	-	*	35%	11%	-	28%	-	30%	25%	-	-	*	-
	EL	13%	0%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	18%	19%	28%	-	43%	22%	-	-	-	-	29%	25%	20%	30%	-	28%	-	-	-	-	-
	Female	22%	18%	19%	*	20%	13%	-	-	-	*	27%	0%	*	25%	-	-	19%	-	-	*	-
Mathematics	All Students	15%	17%	29%	*	33%	31%	-	-	-	*	29%	31%	33%	28%	-	32%	25%	-	-	*	-
	CWD	7%	5%	33%	-	*	33%	-	-	-	-	40%	*	33%	-	-	40%	*	-	-	-	-
	CWOD	17%	21%	28%	*	33%	30%	-	-	-	*	26%	33%	-	28%	-	30%	25%	-	-	*	-
	EL	10%	0%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	17%	19%	32%	-	43%	28%	-	-	-	-	29%	38%	40%	30%	-	32%	-	-	-	-	-
	Female	12%	14%	25%	*	20%	38%	-	-	-	*	27%	20%	*	25%	-	-	25%	-	-	*	-
Grade 4																						
Reading	All Students	22%	19%	18%	-	14%	23%	-	-	-	*	11%	28%	10%	20%	*	9%	26%	-	-	-	*
	CWD	6%	10%	10%	-	0%	20%	-	-	-	-	0%	*	10%	-	*	0%	*	-	-	-	-
	CWOD	26%	21%	20%	-	19%	24%	-	-	-	*	15%	27%	-	20%	*	13%	26%	-	-	-	*
	EL	14%	14%	*	-	*	-	-	-	-	-	*	-	*	*	*	*	*	-	-	-	-
	Male	20%	17%	9%	-	18%	0%	-	-	-	*	7%	13%	0%	13%	*	9%	-	-	-	-	*
	Female	24%	21%	26%	-	10%	42%	-	-	-	*	15%	40%	*	26%	*	-	26%	-	-	-	-
Mathematics	All Students	20%	22%	18%	-	14%	23%	-	-	-	*	7%	33%	10%	20%	*	18%	17%	-	-	-	*
	CWD	7%	10%	10%	-	0%	20%	-	-	-	-	0%	*	10%	-	*	0%	*	-	-	-	-
	CWOD	23%	24%	20%	-	19%	24%	-	-	-	*	10%	33%	-	20%	*	25%	16%	-	-	-	*
	EL	15%	36%	*	-	*	-	-	-	-	-	*	-	*	*	*	*	*	-	-	-	-
	Male	22%	26%	18%	-	18%	20%	-	-	-	*	7%	38%	0%	25%	*	18%	-	-	-	-	*
	Female	17%	18%	17%	-	10%	25%	-	-	-	*	8%	30%	*	16%	*	-	17%	-	-	-	-
Grade 5																						

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Reading	All Students	28%	21%	26%	*	20%	35%	-	-	-	*	19%	37%	14%	28%	*	35%	17%	-	*	-	*	
	CWD	8%	4%	14%	*	*	*	-	-	-	*	14%	-	14%	-	-	20%	*	-	-	-	-	
	CWOD	32%	25%	28%	*	19%	37%	-	-	-	*	20%	37%	-	28%	*	39%	19%	-	*	-	*	
	EL	17%	10%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-	
	Male	25%	21%	35%	*	20%	50%	-	-	-	*	31%	40%	20%	39%	-	35%	-	-	-	-	-	*
	Female	30%	21%	17%	*	20%	20%	-	-	-	*	7%	33%	*	19%	*	-	17%	-	*	-	-	-
Mathematics	All Students	19%	10%	4%	*	0%	10%	-	-	-	*	0%	11%	0%	5%	*	4%	4%	-	*	-	*	
	CWD	7%	2%	0%	*	*	*	-	-	-	*	0%	-	0%	-	-	0%	*	-	-	-	-	
	CWOD	21%	12%	5%	*	0%	11%	-	-	-	*	0%	11%	-	5%	*	6%	5%	-	*	-	*	
	EL	12%	0%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-	
	Male	21%	10%	4%	*	0%	10%	-	-	-	*	0%	10%	0%	6%	-	4%	-	-	-	-	-	*
	Female	17%	10%	4%	*	0%	10%	-	-	-	*	0%	11%	*	5%	*	-	4%	-	*	-	-	-
Science	All Students	11%	10%	9%	*	5%	10%	-	-	-	*	7%	11%	0%	10%	*	13%	4%	-	*	-	*	
	CWD	5%	6%	0%	*	*	*	-	-	-	*	0%	-	0%	-	-	0%	*	-	-	-	-	
	CWOD	12%	11%	10%	*	6%	11%	-	-	-	*	10%	11%	-	10%	*	17%	5%	-	*	-	*	
	EL	5%	0%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-	
	Male	13%	12%	13%	*	10%	10%	-	-	-	*	15%	10%	0%	17%	-	13%	-	-	-	-	-	*
	Female	9%	8%	4%	*	0%	10%	-	-	-	*	0%	11%	*	5%	*	-	4%	-	*	-	-	-
STAAR Percent at Approaches Grade Level or Above																							
All Grades																							
All Subjects	All Students	73%	75%	79%	50%	75%	83%	-	-	-	75%	71%	92%	46%	86%	44%	79%	78%	-	0%	*	100%	
	CWD	46%	47%	46%	*	46%	52%	-	-	-	*	40%	64%	46%	-	*	43%	50%	-	-	-	-	
	CWOD	77%	81%	86%	60%	84%	89%	-	-	-	88%	80%	95%	-	86%	57%	90%	83%	-	0%	*	100%	
	EL	61%	50%	44%	-	44%	-	-	-	-	-	44%	-	*	57%	44%	*	0%	-	-	-	-	
	Male	71%	73%	79%	*	80%	79%	-	-	-	88%	74%	87%	43%	90%	*	79%	-	-	-	-	-	100%
	Female	74%	76%	78%	60%	70%	89%	-	-	-	67%	67%	96%	50%	83%	0%	-	78%	-	0%	*	-	-
Reading	All Students	74%	77%	81%	*	79%	81%	-	-	-	88%	77%	88%	46%	90%	*	80%	82%	-	*	*	*	
	CWD	44%	44%	46%	*	50%	42%	-	-	-	*	42%	57%	46%	-	*	44%	50%	-	-	-	-	
	CWOD	80%	84%	90%	*	88%	89%	-	-	-	100%	87%	93%	-	90%	*	91%	88%	-	*	*	*	
	EL	59%	51%	*	-	*	-	-	-	-	-	*	-	*	*	*	*	*	-	-	-	-	
	Male	70%	73%	80%	*	82%	76%	-	-	-	*	82%	77%	44%	91%	*	80%	-	-	-	-	-	*
	Female	78%	81%	82%	*	76%	87%	-	-	-	80%	71%	100%	50%	88%	*	-	82%	-	*	*	-	-
Mathematics	All Students	70%	73%	83%	*	77%	88%	-	-	-	88%	74%	96%	50%	91%	*	84%	81%	-	*	*	*	
	CWD	45%	49%	50%	*	50%	58%	-	-	-	*	42%	71%	50%	-	*	50%	50%	-	-	-	-	
	CWOD	75%	78%	91%	*	85%	95%	-	-	-	100%	84%	100%	-	91%	*	94%	87%	-	*	*	*	
	EL	62%	51%	*	-	*	-	-	-	-	-	*	-	*	*	*	*	*	-	-	-	-	
	Male	71%	73%	84%	*	86%	84%	-	-	-	*	77%	96%	50%	94%	*	84%	-	-	-	-	-	*
	Female	70%	74%	81%	*	68%	93%	-	-	-	80%	71%	96%	50%	87%	*	-	81%	-	*	*	-	-

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Science	All Students	73%	73%	61%	*	60%	75%	-	-	-	*	41%	89%	29%	67%	*	61%	61%	-	*	-	*	
	CWD	49%	50%	29%	*	*	*	-	-	-	*	29%	-	29%	-	-	20%	*	-	-	-	-	
	CWOD	77%	77%	67%	*	69%	74%	-	-	-	*	45%	89%	-	67%	*	72%	62%	-	*	-	*	
	EL	61%	47%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-	
	Male	74%	76%	61%	*	60%	70%	-	-	-	*	38%	90%	20%	72%	-	61%	-	-	-	-	-	*
	Female	72%	69%	61%	*	60%	80%	-	-	-	*	43%	89%	*	62%	*	-	61%	-	-	*	-	-
STAAR Percent at Meets Grade Level or Above																							
All Grades																							
All Subjects	All Students	47%	47%	52%	25%	44%	60%	-	-	-	55%	44%	66%	22%	59%	22%	51%	54%	-	0%	*	100%	
	CWD	22%	21%	22%	*	25%	24%	-	-	-	*	13%	50%	22%	-	*	24%	18%	-	-	-	-	
	CWOD	51%	52%	59%	40%	49%	67%	-	-	-	65%	53%	68%	-	59%	29%	59%	60%	-	0%	*	100%	
	EL	31%	25%	22%	-	22%	-	-	-	-	-	22%	-	*	29%	22%	*	0%	-	-	-	-	
	Male	45%	45%	51%	*	45%	56%	-	-	-	63%	46%	60%	24%	59%	*	51%	-	-	-	-	-	100%
	Female	48%	49%	54%	40%	42%	66%	-	-	-	50%	42%	72%	18%	60%	0%	-	54%	-	0%	*	-	
Reading	All Students	52%	51%	57%	*	53%	62%	-	-	-	50%	49%	70%	19%	66%	*	56%	58%	-	*	*	*	
	CWD	23%	21%	19%	*	25%	17%	-	-	-	*	11%	43%	19%	-	*	19%	20%	-	-	-	-	
	CWOD	58%	58%	66%	*	61%	71%	-	-	-	57%	60%	74%	-	66%	*	67%	65%	-	*	*	*	
	EL	34%	24%	*	-	*	-	-	-	-	-	*	-	*	*	*	*	*	-	-	-	-	
	Male	48%	46%	56%	*	54%	58%	-	-	-	*	52%	62%	19%	67%	*	56%	-	-	-	-	-	*
	Female	57%	57%	58%	*	52%	67%	-	-	-	40%	45%	79%	20%	65%	*	-	58%	-	*	*	-	
Mathematics	All Students	42%	44%	54%	*	43%	60%	-	-	-	75%	45%	68%	27%	60%	*	51%	56%	-	*	*	*	
	CWD	22%	21%	27%	*	25%	33%	-	-	-	*	16%	57%	27%	-	*	31%	20%	-	-	-	-	
	CWOD	46%	49%	60%	*	49%	66%	-	-	-	86%	54%	70%	-	60%	*	57%	63%	-	*	*	*	
	EL	31%	30%	*	-	*	-	-	-	-	-	*	-	*	*	*	*	*	-	-	-	-	
	Male	43%	44%	51%	*	46%	55%	-	-	-	*	43%	65%	31%	57%	*	51%	-	-	-	-	-	*
	Female	40%	43%	56%	*	40%	67%	-	-	-	80%	47%	71%	20%	63%	*	-	56%	-	*	*	-	
Science	All Students	42%	42%	35%	*	20%	55%	-	-	-	*	26%	47%	14%	38%	*	35%	35%	-	*	-	*	
	CWD	21%	22%	14%	*	*	*	-	-	-	*	14%	-	14%	-	-	20%	*	-	-	-	-	
	CWOD	45%	46%	38%	*	19%	58%	-	-	-	*	30%	47%	-	38%	*	39%	38%	-	*	-	*	
	EL	24%	18%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-	
	Male	44%	45%	35%	*	20%	50%	-	-	-	*	31%	40%	20%	39%	-	35%	-	-	-	-	-	*
	Female	40%	38%	35%	*	20%	60%	-	-	-	*	21%	56%	*	38%	*	-	35%	-	-	*	-	-
STAAR Percent at Masters Grade Level																							
All Grades																							
All Subjects	All Students	18%	16%	18%	0%	15%	22%	-	-	-	15%	15%	24%	12%	20%	11%	20%	16%	-	0%	*	40%	
	CWD	6%	5%	12%	*	11%	16%	-	-	-	*	7%	29%	12%	-	*	11%	14%	-	-	-	-	
	CWOD	21%	19%	20%	0%	16%	23%	-	-	-	18%	17%	23%	-	20%	14%	23%	16%	-	0%	*	40%	
	EL	9%	7%	11%	-	11%	-	-	-	-	-	11%	-	*	14%	11%	*	0%	-	-	-	-	
	Male	18%	16%	20%	*	20%	21%	-	-	-	25%	18%	24%	11%	23%	*	20%	-	-	-	-	-	40%
	Female	19%	17%	16%	0%	10%	23%	-	-	-	8%	11%	23%	14%	16%	0%	-	16%	-	0%	*	-	

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Reading	All Students	21%	18%	23%	*	21%	25%	-	-	-	25%	20%	28%	12%	25%	*	24%	21%	-	*	*	*	
	CWD	6%	5%	12%	*	17%	8%	-	-	-	*	5%	29%	12%	-	*	13%	10%	-	-	-	-	
	CWOD	24%	21%	25%	*	22%	29%	-	-	-	29%	24%	28%	-	25%	*	28%	23%	-	*	*	*	
	EL	10%	6%	*	-	*	-	-	-	-	-	*	-	*	*	*	*	*	-	-	-	-	
	Male	18%	16%	24%	*	25%	24%	-	-	-	*	23%	27%	13%	28%	*	24%	-	-	-	-	-	*
	Female	24%	21%	21%	*	16%	27%	-	-	-	20%	16%	29%	10%	23%	*	-	21%	-	*	*	*	-
Mathematics	All Students	17%	15%	17%	*	13%	22%	-	-	-	0%	12%	24%	15%	17%	*	19%	15%	-	*	*	*	
	CWD	6%	5%	15%	*	8%	25%	-	-	-	*	11%	29%	15%	-	*	13%	20%	-	-	-	-	
	CWOD	19%	18%	17%	*	15%	21%	-	-	-	0%	13%	23%	-	17%	*	20%	13%	-	*	*	*	
	EL	10%	12%	*	-	*	-	-	-	-	-	*	-	*	*	*	*	*	-	-	-	-	
	Male	18%	16%	19%	*	18%	21%	-	-	-	*	14%	27%	13%	20%	*	19%	-	-	-	-	-	*
	Female	15%	14%	15%	*	8%	23%	-	-	-	0%	11%	21%	20%	13%	*	-	15%	-	*	*	*	-
Science	All Students	15%	14%	9%	*	5%	10%	-	-	-	*	7%	11%	0%	10%	*	13%	4%	-	*	-	*	
	CWD	5%	6%	0%	*	*	*	-	-	-	*	0%	-	0%	-	-	0%	*	-	-	-	-	
	CWOD	17%	16%	10%	*	6%	11%	-	-	-	*	10%	11%	-	10%	*	17%	5%	-	*	-	*	
	EL	5%	0%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-	
	Male	16%	16%	13%	*	10%	10%	-	-	-	*	15%	10%	0%	17%	-	13%	-	-	-	-	-	*
	Female	14%	12%	4%	*	0%	10%	-	-	-	*	0%	11%	*	5%	*	-	4%	-	*	-	-	-

- Indicates there are no students in the group.

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

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2023-24 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	68	*	66	69	-	-	-	67	71	51	*
CWD	51	*	39	71	-	-	-	*	55	51	*
CWOD	72	*	74	69	-	-	-	70	77	-	*
EL ◇	*	-	*	-	-	-	-	*	*	*	*
Male	67	*	64	72	-	-	-	*	81	57	*
Female	68	*	68	67	-	-	-	*	61	42	*

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Mathematics											
All Students	48	*	41	49	-	-	-	67	50	54	*
CWD	54	*	47	58	-	-	-	*	59	54	*
CWOD	46	*	39	48	-	-	-	60	46	-	*
EL ◇	*	-	*	-	-	-	-	-	*	*	*
Male	38	*	33	44	-	-	-	*	45	48	*
Female	56	*	50	54	-	-	-	*	55	67	*

- 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 2023

The six-year graduation rates for the class of 2022 will be updated in March, 2025.

	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 2023.													
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 2024 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
7	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.

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

This section provides information on the other indicators of school quality or student success, which is college, career and military readiness (CCMR) for high schools and average performance rate of the three STAAR performance levels of all students, regardless of whether they were in the accountability subset, for elementary and secondary schools without a graduation rate. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Student Success (Student Achievement Domain Score: STAAR Component Only)											
STAAR Component Score	50	25	45	55	-	-	-	48	43	27	26
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	N	
Interim Goals (2028-2032)	55%	45%	49%	66%	53%	78%	55%	63%	46%	38%	48%
Target Met	Y		Y	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%

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Target Met	N		N	N					N	N	
Mathematics											
Interim Goals (2023-2027)	49%	33%	44%	60%	47%	82%	51%	55%	40%	29%	45%
Target Met	Y		N	Y					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	
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 2023-24 school year. (CWD: children with disability; CWOD: children without disability; EL: English learner)

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

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

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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
	Male	5	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												
	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

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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.

Preschool Programs

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

	Total Students		African American		Hispanic		White		Indian or Alaska Native		Asian		Pacific Islander		Two or More Races		EL		Students with Disabilities	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Advanced Placement Courses																				
Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
International Baccalaureate Courses																				
Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-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	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9

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	Total Students		African American		Hispanic		White		Indian or Alaska Native		Asian		Pacific Islander		Two or More Races		EL		Students with Disabilities		
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	
Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-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.

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	4.9	17.8%
Teachers Teaching with Emergency or Provisional Credentials	2.0	7.8%
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 (2022-23).

To be updated by June 30th, 2025.

	Enrollment	State & Local and Federal	State & Local			Federal		
		Total	Site	District Allocation	Total	Site	District Allocation	Total
Business/central/other support services		\$622	\$107	\$500	\$607		\$15	\$15
Food services		\$908		\$33	\$33	\$57	\$818	\$875
Instruction		\$6,208	\$4,621	\$454	\$5,075	\$679	\$454	\$1,133
Support services, general administration		\$324		\$322	\$322		\$2	\$2
Support services, instructional staff		\$318	\$274	\$22	\$296	\$2	\$21	\$23
Support services, operation and maintenance of plant		\$1,324		\$1,060	\$1,060		\$264	\$264
Support services, pupils		\$663	\$302	\$92	\$394	\$4	\$266	\$270

	Enrollment	State & Local and Federal	State & Local			Federal		
		Total	Site	District Allocation	Total	Site	District Allocation	Total
Support services, school administration		\$641	\$626		\$626	\$15		\$15
Support services, student transportation		\$216		\$216	\$216			
Total	316	\$11,225	\$5,930	\$2,699	\$8,629	\$756	\$1,840	\$2,596

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

Due to rounding, numbers may not add up precisely to the totals.

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 2023-24 school year.

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Grade 3						
Reading	6,625	2%	9	4%	-	-
Mathematics	6,620	2%	9	4%	-	-
Grade 4						
Reading	6,491	2%	7	3%	-	-
Mathematics	6,491	2%	7	3%	-	-
Grade 5						
Reading	6,033	1%	*	2%	-	-
Mathematics	6,033	2%	*	2%	-	-
Science	6,033	2%	*	2%	-	-
Grade 6						
Reading	5,586	1%	*	1%	-	-
Mathematics	5,586	1%	*	1%	-	-
Grade 7						
Reading	5,233	1%	*	1%	-	-
Mathematics	5,227	2%	*	1%	-	-
Grade 8						
Reading	4,985	1%	*	1%	-	-
Mathematics	4,985	1%	*	2%	-	-
Science	4,984	1%	*	1%	-	-
End of Course						
English I	5,119	1%	*	1%	-	-
English II	4,683	1%	5	2%	-	-
Algebra I	5,112	1%	*	1%	-	-
Biology	5,027	1%	*	1%	-	-
All Grades						
All Subjects	100,862	1%	80	2%	-	-

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Reading	44,764	1%	37	2%	-	-
Mathematics	40,054	1%	33	2%	-	-
Science	16,044	1%	10	1%	-	-

- Indicates there are no students in the group.

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

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

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

State Level: 2022 Percentages at NAEP Achievement Levels										
Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	42	37	58	63	30	33	7	9
		Black	51	56	49	44	19	17	3	3
		Hispanic	52	50	48	50	20	21	3	4
		White	26	27	74	73	44	42	10	11
		American Indian	*	57	*	43	*	18	*	3
		Asian	8	17	92	83	71	58	31	24
		Pacific Islander	*	50	*	50	*	23	*	6
		Two or More Races	28	32	72	68	41	38	8	11
		EcoDis	54	52	46	48	18	19	3	3
		Students with Disabilities	77	73	23	27	7	10	1	2
	English Language Learners	57	67	43	33	16	10	2	1	
	Mathematics	Overall	22	25	78	75	38	36	8	8
		Black	33	45	67	55	21	15	2	1
		Hispanic	27	36	73	64	27	22	3	3
		White	10	14	90	86	57	48	13	10
		American Indian	*	41	*	59	*	22	*	4
		Asian	3	9	97	91	73	63	27	24
		Pacific Islander	*	38	*	62	*	22	*	3
		Two or More Races	10	22	90	78	58	38	23	9
		EcoDis	31	38	69	62	24	20	3	2
Students with Disabilities		51	56	49	44	18	14	2	2	
English Language Learners	31	48	69	52	26	14	3	2		

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	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 2021-22 school year enrolled in a Texas public postsecondary education institution in the 2022-23 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 2022-23 school year. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Chronic Absenteeism Rate	9%	0%	12%	8%	-	*	-	10%	11%	11%	0%

- Indicates there are no students in the group.

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

Part (xv): Section 1003 Fund

This section provides a list of all the LEAs and schools that received funds under Section 1003, including the amount of funds each school received and the types of strategies implemented in each school with such funds for the 2022-23 school year.

Section 1003 Funds for the 2023-24 school year will be updated by the end of June, 2025.

Region	District	School	School Name	Sec 1003 Fund Received	Type of Strategies Implemented
15	025902	025902109	EAST EL	\$43,000	Increase Strong School Leadership and Planning, Implement a Positive School Culture

Part (xvi): Count of 1st Year English Learners Excluded from the State Accountability

This section provides number of recently arrived English learners exempted from the ELA/Reading assessments and whose results are excluded from the 2023-24 State accountability.

There is no data for this campus.

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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

State & District ESSA Goals												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Performance (At Meets Grade Level or Above)												
Reading/ELA	Baseline Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2022-23 through 2026-27	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2027-28 through 2031-32	53%	43%	48%	67%	53%	78%	54%	63%	44%	33%	41%
	2032-33 through 2036-37	62%	54%	59%	74%	63%	82%	63%	70%	55%	47%	53%
	2037-38	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Mathematics	Baseline Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2022-23 through 2026-27	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2027-28 through 2031-32	55%	43%	50%	66%	54%	85%	58%	62%	47%	36%	50%
	2032-33 through 2036-37	64%	55%	60%	73%	63%	88%	66%	70%	58%	49%	60%
	2037-38	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
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%
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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Campus 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%

Campus 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%

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Campus 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)
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%

Campus 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												
	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 4-2024 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'. Data from 2022, 2023, and 2024 are considered consecutive years for 2024 Targeted Support and Improvement (TSI) identification. Any campus not identified for Comprehensive Support and Improvement (CSI) that has at least one consistently underperforming student group is identified for TSI. TSI identifies both Title I and non-Title I campuses. Campuses are evaluated annually for TSI identification. See the accountability manual for details: [Chapter 10-2024 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. Additionally, if any Title I or non-Title I campus does not attain a 66.7 percent six-year federal graduation rate for all students group, the campus is 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 2023-2024 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. To exit ATS, the Closing the Gaps score for the consistently underperforming student group must surpass the score used in the year of ATS identification to identify the lowest performing five percent of each school type. A campus identified for TSI because of one consistently underperforming subgroup will exit the TSI status if the subgroup becomes not consistently underperforming subgroup. Consistently underperforming is defined as missing the targets in at least the same three indicators for three consecutive years.

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 2023-24 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

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

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	72%	81%	84%	-	85%	83%	-	-	-	*	81%	88%	46%	93%	*	83%	86%	-	-	*	*
	CWD	48%	54%	46%	-	57%	33%	-	-	-	-	56%	*	46%	-	-	56%	*	-	-	-	-
	CWOD	78%	89%	93%	-	95%	92%	-	-	-	*	89%	97%	-	93%	*	91%	96%	-	-	*	*
	EL	62%	67%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	70%	78%	83%	-	87%	80%	-	-	-	*	75%	90%	56%	91%	*	83%	-	-	-	*	*
	Female	75%	85%	86%	-	82%	88%	-	-	-	*	88%	83%	*	96%	*	-	86%	-	-	-	-
Mathematics	All Students	68%	80%	77%	-	73%	81%	-	-	-	*	68%	88%	54%	82%	*	83%	69%	-	-	*	*
	CWD	46%	55%	54%	-	57%	50%	-	-	-	-	56%	*	54%	-	-	78%	*	-	-	-	-
	CWOD	74%	87%	82%	-	79%	86%	-	-	-	*	71%	93%	-	82%	*	84%	80%	-	-	*	*
	EL	61%	75%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	70%	81%	83%	-	87%	80%	-	-	-	*	75%	90%	78%	84%	*	83%	-	-	-	*	*
	Female	66%	77%	69%	-	55%	82%	-	-	-	*	59%	83%	*	80%	*	-	69%	-	-	-	-
Grade 4																						
Reading	All Students	79%	85%	85%	-	79%	89%	-	-	-	88%	82%	89%	60%	89%	*	85%	85%	-	*	*	*
	CWD	55%	56%	60%	-	*	60%	-	-	-	*	40%	80%	60%	-	-	*	63%	-	-	-	-
	CWOD	85%	92%	89%	-	81%	94%	-	-	-	100%	88%	91%	-	89%	*	88%	91%	-	*	*	*
	EL	68%	71%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	77%	81%	85%	-	87%	88%	-	-	-	*	85%	86%	*	88%	*	85%	-	-	-	-	-
	Female	81%	88%	85%	-	71%	90%	-	-	-	100%	78%	91%	63%	91%	*	-	85%	-	*	*	*
Mathematics	All Students	67%	76%	79%	-	66%	89%	-	-	-	75%	66%	92%	60%	82%	*	82%	76%	-	*	*	*
	CWD	42%	50%	60%	-	*	60%	-	-	-	*	20%	100%	60%	-	-	*	50%	-	-	-	-
	CWOD	73%	83%	82%	-	65%	94%	-	-	-	83%	73%	91%	-	82%	*	81%	82%	-	*	*	*
	EL	62%	57%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	69%	79%	82%	-	67%	94%	-	-	-	*	80%	86%	*	81%	*	82%	-	-	-	-	-
	Female	65%	73%	76%	-	64%	86%	-	-	-	67%	50%	96%	50%	82%	*	-	76%	-	*	*	*
Grade 5																						
Reading	All Students	78%	76%	80%	*	76%	84%	*	-	-	*	74%	87%	67%	83%	*	83%	78%	-	-	*	*
	CWD	48%	51%	67%	-	80%	40%	-	-	-	-	67%	67%	67%	-	-	75%	57%	-	-	-	-
	CWOD	84%	83%	83%	*	73%	89%	*	-	-	*	76%	91%	-	83%	*	86%	82%	-	-	*	*
	EL	70%	40%	*	-	*	-	-	-	-	-	-	*	-	*	*	*	*	-	-	-	-
	Male	75%	80%	83%	*	82%	86%	*	-	-	-	78%	92%	75%	86%	*	83%	-	-	-	*	*
	Female	80%	72%	78%	*	71%	82%	-	-	-	*	70%	84%	57%	82%	*	-	78%	-	-	*	*
Mathematics	All Students	75%	75%	61%	*	48%	73%	*	-	-	*	53%	70%	40%	66%	*	57%	64%	-	-	*	*
	CWD	52%	56%	40%	-	40%	40%	-	-	-	-	56%	17%	40%	-	-	38%	43%	-	-	-	-
	CWOD	80%	79%	66%	*	53%	77%	*	-	-	*	53%	81%	-	66%	*	63%	68%	-	-	*	*
	EL	70%	56%	*	-	*	-	-	-	-	-	-	*	-	*	*	*	*	-	-	-	-
	Male	75%	75%	57%	*	45%	71%	*	-	-	-	52%	67%	38%	63%	*	57%	-	-	-	*	*
	Female	75%	74%	64%	*	50%	75%	-	-	-	*	55%	72%	43%	68%	*	-	64%	-	-	*	*

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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	56%	53%	48%	*	32%	60%	*	-	-	*	47%	50%	20%	55%	*	47%	49%	-	-	*	*
	CWD	34%	29%	20%	-	20%	20%	-	-	-	-	33%	0%	20%	-	-	13%	29%	-	-	-	-
	CWOD	61%	59%	55%	*	40%	64%	*	-	-	*	50%	59%	-	55%	*	57%	53%	-	-	*	*
	EL	43%	0%	*	-	*	-	-	-	-	-	-	*	-	*	*	*	*	-	-	-	-
	Male	59%	59%	47%	*	27%	64%	*	-	-	-	48%	46%	13%	57%	*	47%	-	-	-	*	*
	Female	54%	47%	49%	*	36%	57%	-	-	-	*	45%	52%	29%	53%	*	-	49%	-	-	*	*
STAAR Percent at Meets Grade Level or Above																						
Grade 3																						
Reading	All Students	47%	50%	53%	-	46%	57%	-	-	-	*	38%	70%	8%	63%	*	46%	62%	-	-	*	*
	CWD	25%	30%	8%	-	0%	17%	-	-	-	-	0%	*	8%	-	-	11%	*	-	-	-	-
	CWOD	52%	57%	63%	-	63%	64%	-	-	-	*	50%	76%	-	63%	*	56%	72%	-	-	*	*
	EL	34%	33%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	44%	50%	46%	-	47%	48%	-	-	-	*	25%	67%	11%	56%	*	46%	-	-	-	*	*
	Female	50%	52%	62%	-	45%	71%	-	-	-	*	53%	75%	*	72%	*	-	62%	-	-	-	-
Mathematics	All Students	41%	49%	49%	-	42%	55%	-	-	-	*	35%	64%	8%	58%	*	46%	52%	-	-	*	*
	CWD	24%	29%	8%	-	0%	17%	-	-	-	-	0%	*	8%	-	-	11%	*	-	-	-	-
	CWOD	44%	55%	58%	-	58%	61%	-	-	-	*	46%	69%	-	58%	*	56%	60%	-	-	*	*
	EL	32%	38%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	44%	50%	46%	-	40%	52%	-	-	-	*	25%	67%	11%	56%	*	46%	-	-	-	*	*
	Female	37%	46%	52%	-	45%	59%	-	-	-	*	47%	58%	*	60%	*	-	52%	-	-	-	-
Grade 4																						
Reading	All Students	50%	49%	56%	-	55%	61%	-	-	-	38%	47%	65%	30%	60%	*	56%	56%	-	*	*	*
	CWD	24%	24%	30%	-	*	40%	-	-	-	*	0%	60%	30%	-	-	*	25%	-	-	-	-
	CWOD	56%	55%	60%	-	58%	64%	-	-	-	50%	55%	66%	-	60%	*	56%	64%	-	*	*	*
	EL	39%	21%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	47%	47%	56%	-	53%	65%	-	-	-	*	45%	71%	*	56%	*	56%	-	-	-	-	-
	Female	53%	51%	56%	-	57%	57%	-	-	-	50%	50%	61%	25%	64%	*	-	56%	-	*	*	*
Mathematics	All Students	44%	49%	53%	-	48%	66%	-	-	-	13%	47%	59%	10%	60%	*	59%	49%	-	*	*	*
	CWD	24%	26%	10%	-	*	0%	-	-	-	*	0%	20%	10%	-	-	*	13%	-	-	-	-
	CWOD	49%	55%	60%	-	50%	76%	-	-	-	17%	55%	66%	-	60%	*	63%	58%	-	*	*	*
	EL	38%	36%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	47%	53%	59%	-	47%	76%	-	-	-	*	60%	57%	*	63%	*	59%	-	-	-	-	-
	Female	41%	45%	49%	-	50%	57%	-	-	-	17%	33%	61%	13%	58%	*	-	49%	-	*	*	*
Grade 5																						
Reading	All Students	53%	47%	53%	*	44%	62%	*	-	-	*	42%	66%	20%	61%	*	47%	58%	-	-	*	*
	CWD	25%	18%	20%	-	20%	20%	-	-	-	-	22%	17%	20%	-	-	13%	29%	-	-	-	-
	CWOD	59%	55%	61%	*	60%	67%	*	-	-	*	47%	75%	-	61%	*	57%	63%	-	-	*	*
	EL	41%	10%	*	-	*	-	-	-	-	-	-	*	-	*	*	*	*	-	-	-	-
	Male	51%	47%	47%	*	36%	59%	*	-	-	-	39%	62%	13%	57%	*	47%	-	-	-	*	*
	Female	56%	48%	58%	*	50%	64%	-	-	-	*	45%	68%	29%	63%	*	-	58%	-	-	*	*

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Mathematics	All Students	49%	42%	30%	*	20%	37%	*	-	-	*	19%	43%	0%	37%	*	26%	33%	-	-	*	*	
	CWD	26%	18%	0%	-	0%	0%	-	-	-	-	0%	0%	0%	-	-	0%	0%	-	-	-	-	
	CWOD	54%	47%	37%	*	33%	41%	*	-	-	*	24%	52%	-	37%	*	33%	39%	-	-	*	*	
	EL	41%	33%	*	-	*	-	-	-	-	-	-	*	-	*	*	*	*	-	-	-	-	
	Male	50%	40%	26%	*	18%	33%	*	-	-	-	22%	33%	0%	33%	*	26%	-	-	-	-	*	*
	Female	47%	43%	33%	*	21%	39%	-	-	-	*	15%	48%	0%	39%	*	-	33%	-	-	-	*	*
Science	All Students	27%	25%	20%	*	20%	20%	*	-	-	*	19%	21%	13%	21%	*	19%	20%	-	-	*	*	
	CWD	16%	18%	13%	-	20%	0%	-	-	-	-	22%	0%	13%	-	-	13%	14%	-	-	-	-	
	CWOD	29%	26%	21%	*	20%	22%	*	-	-	*	18%	25%	-	21%	*	21%	21%	-	-	*	*	
	EL	15%	0%	*	-	*	-	-	-	-	-	-	*	-	*	*	*	*	-	-	-	-	
	Male	30%	28%	19%	*	18%	23%	*	-	-	-	17%	23%	13%	21%	*	19%	-	-	-	-	*	*
	Female	23%	21%	20%	*	21%	18%	-	-	-	*	20%	20%	14%	21%	*	-	20%	-	-	-	*	*
STAAR Percent at Masters Grade Level																							
Grade 3																							
Reading	All Students	20%	18%	27%	-	27%	26%	-	-	-	*	19%	36%	0%	33%	*	22%	34%	-	-	*	*	
	CWD	6%	5%	0%	-	0%	0%	-	-	-	-	0%	*	0%	-	-	0%	*	-	-	-	-	
	CWOD	23%	22%	33%	-	37%	31%	-	-	-	*	25%	41%	-	33%	*	28%	40%	-	-	*	*	
	EL	13%	0%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-	
	Male	18%	19%	22%	-	27%	20%	-	-	-	*	5%	38%	0%	28%	*	22%	-	-	-	-	*	*
	Female	22%	18%	34%	-	27%	35%	-	-	-	*	35%	33%	*	40%	*	-	34%	-	-	-	-	-
Mathematics	All Students	15%	17%	21%	-	19%	24%	-	-	-	*	11%	33%	0%	26%	*	24%	17%	-	-	*	*	
	CWD	7%	5%	0%	-	0%	0%	-	-	-	-	0%	*	0%	-	-	0%	*	-	-	-	-	
	CWOD	17%	21%	26%	-	26%	28%	-	-	-	*	14%	38%	-	26%	*	31%	20%	-	-	*	*	
	EL	10%	0%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-	
	Male	17%	19%	24%	-	27%	24%	-	-	-	*	10%	38%	0%	31%	*	24%	-	-	-	-	*	*
	Female	12%	14%	17%	-	9%	24%	-	-	-	*	12%	25%	*	20%	*	-	17%	-	-	-	-	-
Grade 4																							
Reading	All Students	22%	19%	24%	-	17%	32%	-	-	-	13%	24%	24%	0%	28%	*	24%	24%	-	-	*	*	
	CWD	6%	10%	0%	-	*	0%	-	-	-	*	0%	0%	0%	-	-	*	0%	-	-	-	-	
	CWOD	26%	21%	28%	-	19%	36%	-	-	-	17%	27%	28%	-	28%	*	25%	30%	-	-	*	*	
	EL	14%	14%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-	
	Male	20%	17%	24%	-	27%	24%	-	-	-	*	25%	21%	*	25%	*	24%	-	-	-	-	-	
	Female	24%	21%	24%	-	7%	38%	-	-	-	17%	22%	26%	0%	30%	*	-	24%	-	-	*	*	
Mathematics	All Students	20%	22%	33%	-	34%	39%	-	-	-	0%	37%	30%	10%	37%	*	41%	27%	-	-	*	*	
	CWD	7%	10%	10%	-	*	0%	-	-	-	*	0%	20%	10%	-	-	*	13%	-	-	-	-	
	CWOD	23%	24%	37%	-	35%	45%	-	-	-	0%	42%	31%	-	37%	*	44%	30%	-	-	*	*	
	EL	15%	36%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-	
	Male	22%	26%	41%	-	40%	47%	-	-	-	*	45%	36%	*	44%	*	41%	-	-	-	-	-	
	Female	17%	18%	27%	-	29%	33%	-	-	-	0%	28%	26%	13%	30%	*	-	27%	-	-	*	*	
Grade 5																							

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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	28%	21%	30%	*	20%	36%	*	-	-	*	23%	37%	0%	36%	*	28%	31%	-	-	*	*
	CWD	8%	4%	0%	-	0%	0%	-	-	-	-	0%	0%	0%	-	-	0%	0%	-	-	-	-
	CWOD	32%	25%	36%	*	33%	40%	*	-	-	*	29%	44%	-	36%	*	36%	37%	-	-	*	*
	EL	17%	10%	*	-	*	-	-	-	-	-	-	*	-	*	*	*	*	-	-	-	-
	Male	25%	21%	28%	*	9%	41%	*	-	-	-	17%	46%	0%	36%	*	28%	-	-	-	*	*
	Female	30%	21%	31%	*	29%	32%	-	-	-	*	30%	32%	0%	37%	*	-	31%	-	-	*	*
Mathematics	All Students	19%	10%	9%	*	4%	10%	*	-	-	*	9%	8%	0%	11%	*	9%	9%	-	-	*	*
	CWD	7%	2%	0%	-	0%	0%	-	-	-	-	0%	0%	0%	-	-	0%	0%	-	-	-	-
	CWOD	21%	12%	11%	*	7%	11%	*	-	-	*	12%	10%	-	11%	*	11%	11%	-	-	*	*
	EL	12%	0%	*	-	*	-	-	-	-	-	-	*	-	*	*	*	*	-	-	-	-
	Male	21%	10%	9%	*	0%	14%	*	-	-	-	9%	8%	0%	11%	*	9%	-	-	-	*	*
	Female	17%	10%	9%	*	7%	7%	-	-	-	*	10%	8%	0%	11%	*	-	9%	-	-	*	*
Science	All Students	11%	10%	11%	*	12%	10%	*	-	-	*	12%	11%	7%	12%	*	14%	9%	-	-	*	*
	CWD	5%	6%	7%	-	10%	0%	-	-	-	-	11%	0%	7%	-	-	13%	0%	-	-	-	-
	CWOD	12%	11%	12%	*	13%	11%	*	-	-	*	12%	13%	-	12%	*	14%	11%	-	-	*	*
	EL	5%	0%	*	-	*	-	-	-	-	-	-	*	-	*	*	*	*	-	-	-	-
	Male	13%	12%	14%	*	18%	14%	*	-	-	-	13%	15%	13%	14%	*	14%	-	-	-	*	*
	Female	9%	8%	9%	*	7%	7%	-	-	-	*	10%	8%	0%	11%	*	-	9%	-	-	*	*
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						
All Subjects	All Students	73%	75%	73%	22%	66%	79%	*	-	-	73%	67%	80%	48%	78%	52%	75%	72%	-	*	54%	60%
	CWD	46%	47%	48%	-	52%	43%	-	-	-	*	49%	47%	48%	-	-	54%	42%	-	-	-	-
	CWOD	77%	81%	78%	22%	71%	84%	*	-	-	77%	71%	86%	-	78%	52%	79%	77%	-	*	54%	60%
	EL	61%	50%	52%	-	52%	-	-	-	-	-	88%	31%	-	52%	52%	82%	20%	-	-	-	-
	Male	71%	73%	75%	17%	71%	80%	*	-	-	83%	70%	81%	54%	79%	82%	75%	-	-	-	0%	60%
	Female	74%	76%	72%	*	61%	79%	-	-	-	70%	63%	79%	42%	77%	20%	-	72%	-	*	88%	60%
Reading	All Students	74%	77%	83%	*	80%	85%	*	-	-	83%	79%	88%	58%	88%	67%	84%	83%	-	*	60%	*
	CWD	44%	44%	58%	-	70%	44%	-	-	-	*	57%	60%	58%	-	-	63%	53%	-	-	-	-
	CWOD	80%	84%	88%	*	83%	91%	*	-	-	90%	84%	92%	-	88%	67%	88%	89%	-	*	60%	*
	EL	59%	51%	67%	-	67%	-	-	-	-	-	*	40%	-	67%	67%	100%	*	-	-	-	-
	Male	70%	73%	84%	*	85%	84%	*	-	-	*	79%	90%	63%	88%	100%	84%	-	-	-	*	*
	Female	78%	81%	83%	*	74%	86%	-	-	-	89%	78%	87%	53%	89%	*	-	83%	-	*	*	*
Mathematics	All Students	70%	73%	72%	*	63%	81%	*	-	-	67%	62%	83%	50%	76%	56%	75%	70%	-	*	40%	*
	CWD	45%	49%	50%	-	50%	50%	-	-	-	*	48%	53%	50%	-	-	63%	37%	-	-	-	-
	CWOD	75%	78%	76%	*	67%	85%	*	-	-	70%	65%	88%	-	76%	56%	77%	76%	-	*	40%	*
	EL	62%	51%	56%	-	56%	-	-	-	-	-	*	40%	-	56%	56%	80%	*	-	-	-	-
	Male	71%	73%	75%	*	68%	81%	*	-	-	*	68%	83%	63%	77%	80%	75%	-	-	-	*	*
	Female	70%	74%	70%	*	56%	80%	-	-	-	56%	55%	83%	37%	76%	*	-	70%	-	*	*	*

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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	73%	73%	48%	*	32%	60%	*	-	-	*	47%	50%	20%	55%	*	47%	49%	-	-	*	*
	CWD	49%	50%	20%	-	20%	20%	-	-	-	-	33%	0%	20%	-	-	13%	29%	-	-	-	-
	CWOD	77%	77%	55%	*	40%	64%	*	-	-	*	50%	59%	-	55%	*	57%	53%	-	-	*	*
	EL	61%	47%	*	-	*	-	-	-	-	-	-	*	-	*	*	*	*	-	-	-	-
	Male	74%	76%	47%	*	27%	64%	*	-	-	-	48%	46%	13%	57%	*	47%	-	-	-	*	*
	Female	72%	69%	49%	*	36%	57%	-	-	-	*	45%	52%	29%	53%	*	-	49%	-	-	*	*

STAAR Percent at Meets Grade Level or Above
All Grades

All Subjects	All Students	47%	47%	44%	0%	40%	50%	*	-	-	31%	35%	55%	12%	51%	38%	43%	46%	-	*	23%	30%
	CWD	22%	21%	12%	-	12%	14%	-	-	-	*	7%	19%	12%	-	-	11%	13%	-	-	-	-
	CWOD	51%	52%	51%	0%	50%	55%	*	-	-	36%	42%	61%	-	51%	38%	50%	52%	-	*	23%	30%
	EL	31%	25%	38%	-	38%	-	-	-	-	-	63%	23%	-	38%	38%	55%	20%	-	-	-	-
	Male	45%	45%	43%	0%	39%	50%	*	-	-	0%	33%	56%	11%	50%	55%	43%	-	-	-	0%	0%
	Female	48%	49%	46%	*	41%	50%	-	-	-	40%	37%	54%	13%	52%	20%	-	46%	-	*	38%	60%
Reading	All Students	52%	51%	54%	*	49%	60%	*	-	-	42%	42%	67%	18%	61%	44%	50%	58%	-	*	40%	*
	CWD	23%	21%	18%	-	15%	25%	-	-	-	*	9%	33%	18%	-	-	16%	21%	-	-	-	-
	CWOD	58%	58%	61%	*	60%	65%	*	-	-	50%	51%	72%	-	61%	44%	57%	66%	-	*	40%	*
	EL	34%	24%	44%	-	44%	-	-	-	-	-	*	40%	-	44%	44%	60%	*	-	-	-	-
	Male	48%	46%	50%	*	46%	56%	*	-	-	*	37%	67%	16%	57%	60%	50%	-	-	-	*	*
	Female	57%	57%	58%	*	51%	64%	-	-	-	56%	49%	67%	21%	66%	*	-	58%	-	*	*	*
Mathematics	All Students	42%	44%	44%	*	38%	51%	*	-	-	17%	33%	55%	5%	51%	44%	44%	43%	-	*	20%	*
	CWD	22%	21%	5%	-	5%	6%	-	-	-	*	0%	13%	5%	-	-	5%	5%	-	-	-	-
	CWOD	46%	49%	51%	*	48%	58%	*	-	-	20%	41%	62%	-	51%	44%	52%	51%	-	*	20%	*
	EL	31%	30%	44%	-	44%	-	-	-	-	-	*	20%	-	44%	44%	60%	*	-	-	-	-
	Male	43%	44%	44%	*	37%	52%	*	-	-	*	35%	55%	5%	52%	60%	44%	-	-	-	*	*
	Female	40%	43%	43%	*	38%	50%	-	-	-	22%	31%	55%	5%	51%	*	-	43%	-	*	*	*
Science	All Students	42%	42%	20%	*	20%	20%	*	-	-	*	19%	21%	13%	21%	*	19%	20%	-	-	*	*
	CWD	21%	22%	13%	-	20%	0%	-	-	-	-	22%	0%	13%	-	-	13%	14%	-	-	-	-
	CWOD	45%	46%	21%	*	20%	22%	*	-	-	*	18%	25%	-	21%	*	21%	21%	-	-	*	*
	EL	24%	18%	*	-	*	-	-	-	-	-	-	*	-	*	*	*	*	-	-	-	-
	Male	44%	45%	19%	*	18%	23%	*	-	-	-	17%	23%	13%	21%	*	19%	-	-	-	*	*
	Female	40%	38%	20%	*	21%	18%	-	-	-	*	20%	20%	14%	21%	*	-	20%	-	-	*	*

STAAR Percent at Masters Grade Level
All Grades

All Subjects	All Students	18%	16%	22%	0%	19%	25%	*	-	-	19%	19%	25%	2%	26%	19%	23%	21%	-	*	8%	10%
	CWD	6%	5%	2%	-	4%	0%	-	-	-	*	2%	3%	2%	-	-	2%	2%	-	-	-	-
	CWOD	21%	19%	26%	0%	25%	28%	*	-	-	23%	23%	29%	-	26%	19%	27%	25%	-	*	8%	10%
	EL	9%	7%	19%	-	19%	-	-	-	-	-	38%	8%	-	19%	19%	36%	0%	-	-	-	-
	Male	18%	16%	23%	0%	23%	26%	*	-	-	0%	17%	31%	2%	27%	36%	23%	-	-	-	0%	0%
	Female	19%	17%	21%	*	16%	24%	-	-	-	25%	21%	21%	2%	25%	0%	-	21%	-	*	13%	20%

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

- 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 2023-24 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Academic Growth Score											
Reading											
All Students	71	*	65	77	*	-	-	45	66	49	54
CWD	49	-	60	44	-	-	-	*	48	49	-
CWOD	75	*	66	81	*	-	-	56	70	-	54
EL ◇	54	-	54	-	-	-	-	-	*	-	54
Male	72	*	71	74	*	-	-	*	72	47	*
Female	70	-	58	80	-	-	-	50	59	50	*

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Mathematics											
All Students	62	*	57	65	*	-	-	85	60	42	58
CWD	42	-	50	28	-	-	-	*	38	42	-
CWOD	66	*	59	69	*	-	-	91	64	-	58
EL ◇	58	-	58	-	-	-	-	-	*	-	58
Male	60	*	49	69	*	-	-	*	63	33	*
Female	64	-	65	62	-	-	-	75	55	48	*

- 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 2023

The six-year graduation rates for the class of 2022 will be updated in March, 2025.

	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 2023.													
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 2024 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
13	8	62%

- 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	7	42	51	*	-	-	41	40	21	36
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				N	Y	N	
Interim Goals (2028-2032)	55%	45%	49%	66%	53%	78%	55%	63%	46%	38%	48%
Target Met	Y		Y	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	
Long-Term Goals	73%	67%	70%	80%	72%	87%	73%	78%	68%	63%	69%

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Target Met	N		N	N				N	N	N	
Mathematics											
Interim Goals (2023-2027)	49%	33%	44%	60%	47%	82%	51%	55%	40%	29%	45%
Target Met	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	
Interim Goals (2033-2037)	67%	55%	62%	74%	65%	88%	67%	71%	60%	53%	63%
Target Met	N		N	N				N	N	N	
Long-Term Goals	75%	67%	72%	80%	74%	91%	76%	78%	70%	65%	73%
Target Met	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 2023-24 school year. (CWD: children with disability; CWOD: children without disability; EL: English learner)

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

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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%	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%
Reading	All Students	0%	*	0%	0%	*	-	-	0%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	-	0%	0%	-	-	-	*	0%	0%	0%	-	-	0%	0%	-
	CWOD	0%	*	0%	0%	*	-	-	0%	0%	0%	-	0%	0%	0%	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	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%	-	-
	Female	0%	*	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%	0%	-	-	0%	0%	-
	CWOD	0%	*	0%	0%	*	-	-	*	0%	0%	-	0%	*	0%	0%	-
	EL	*	-	*	-	-	-	-	-	-	*	-	*	*	*	*	-
	Male	0%	*	0%	0%	*	-	-	-	0%	0%	0%	0%	*	0%	-	-
	Female	0%	*	0%	0%	-	-	-	*	0%	0%	0%	0%	*	-	0%	-
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	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												

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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	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

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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.

Preschool Programs

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

	Total Students		African American		Hispanic		White		Indian or Alaska Native		Asian		Pacific Islander		Two or More Races		EL		Students with Disabilities	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Advanced Placement Courses																				
Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
International Baccalaureate Courses																				
Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-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	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9

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	Total Students		African American		Hispanic		White		Indian or Alaska Native		Asian		Pacific Islander		Two or More Races		EL		Students with Disabilities		
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	
Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-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.

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	3.4	9.6%
Teachers Teaching with Emergency or Provisional Credentials	1.0	3.0%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	1.5	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 (2022-23).

To be updated by June 30th, 2025.

	Enrollment	State & Local and Federal	State & Local			Federal		
		Total	Site	District Allocation	Total	Site	District Allocation	Total
Business/central/other support services		\$587	\$71	\$500	\$571	\$1	\$15	\$16
Food services		\$851		\$33	\$33	\$0	\$818	\$818
Instruction		\$6,950	\$5,572	\$454	\$6,026	\$470	\$454	\$924
Support services, general administration		\$324		\$322	\$322		\$2	\$2
Support services, instructional staff		\$296	\$252	\$22	\$274	\$1	\$21	\$22
Support services, operation and maintenance of plant		\$1,324		\$1,060	\$1,060		\$264	\$264
Support services, pupils		\$672	\$310	\$92	\$402	\$4	\$266	\$270

	Enrollment	State & Local and Federal	State & Local			Federal		
		Total	Site	District Allocation	Total	Site	District Allocation	Total
Support services, school administration		\$462	\$453		\$453	\$9		\$9
Support services, student transportation		\$216		\$216	\$216			
Total	486	\$11,683	\$6,658	\$2,699	\$9,357	\$486	\$1,840	\$2,326

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

Due to rounding, numbers may not add up precisely to the totals.

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 2023-24 school year.

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Grade 3						
Reading	6,625	2%	9	4%	-	-
Mathematics	6,620	2%	9	4%	-	-
Grade 4						
Reading	6,491	2%	7	3%	-	-
Mathematics	6,491	2%	7	3%	-	-
Grade 5						
Reading	6,033	1%	*	2%	-	-
Mathematics	6,033	2%	*	2%	-	-
Science	6,033	2%	*	2%	-	-
Grade 6						
Reading	5,586	1%	*	1%	-	-
Mathematics	5,586	1%	*	1%	-	-
Grade 7						
Reading	5,233	1%	*	1%	-	-
Mathematics	5,227	2%	*	1%	-	-
Grade 8						
Reading	4,985	1%	*	1%	-	-
Mathematics	4,985	1%	*	2%	-	-
Science	4,984	1%	*	1%	-	-
End of Course						
English I	5,119	1%	*	1%	-	-
English II	4,683	1%	5	2%	-	-
Algebra I	5,112	1%	*	1%	-	-
Biology	5,027	1%	*	1%	-	-
All Grades						
All Subjects	100,862	1%	80	2%	-	-

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Reading	44,764	1%	37	2%	-	-
Mathematics	40,054	1%	33	2%	-	-
Science	16,044	1%	10	1%	-	-

- Indicates there are no students in the group.

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

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

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

State Level: 2022 Percentages at NAEP Achievement Levels										
Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	42	37	58	63	30	33	7	9
		Black	51	56	49	44	19	17	3	3
		Hispanic	52	50	48	50	20	21	3	4
		White	26	27	74	73	44	42	10	11
		American Indian	*	57	*	43	*	18	*	3
		Asian	8	17	92	83	71	58	31	24
		Pacific Islander	*	50	*	50	*	23	*	6
		Two or More Races	28	32	72	68	41	38	8	11
		EcoDis	54	52	46	48	18	19	3	3
		Students with Disabilities	77	73	23	27	7	10	1	2
	English Language Learners	57	67	43	33	16	10	2	1	
	Mathematics	Overall	22	25	78	75	38	36	8	8
		Black	33	45	67	55	21	15	2	1
		Hispanic	27	36	73	64	27	22	3	3
		White	10	14	90	86	57	48	13	10
		American Indian	*	41	*	59	*	22	*	4
		Asian	3	9	97	91	73	63	27	24
		Pacific Islander	*	38	*	62	*	22	*	3
		Two or More Races	10	22	90	78	58	38	23	9
		EcoDis	31	38	69	62	24	20	3	2
Students with Disabilities		51	56	49	44	18	14	2	2	
English Language Learners	31	48	69	52	26	14	3	2		

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	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 2021-22 school year enrolled in a Texas public postsecondary education institution in the 2022-23 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 2022-23 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	8%	20%	10%	7%	*	-	-	14%	10%	10%	0%

- Indicates there are no students in the group.

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

Part (xv): Section 1003 Fund

This section provides a list of all the LEAs and schools that received funds under Section 1003, including the amount of funds each school received and the types of strategies implemented in each school with such funds for the 2022-23 school year.

Section 1003 Funds for the 2023-24 school year will be updated by the end of June, 2025.

There is no data for this campus.

Part (xvi): Count of 1st Year English Learners Excluded from the State Accountability

This section provides number of recently arrived English learners exempted from the ELA/Reading assessments and whose results are excluded from the 2023-24 State accountability.

There is no data for this campus.

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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

State & District ESSA Goals												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Performance (At Meets Grade Level or Above)												
Reading/ELA	Baseline Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2022-23 through 2026-27	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2027-28 through 2031-32	53%	43%	48%	67%	53%	78%	54%	63%	44%	33%	41%
	2032-33 through 2036-37	62%	54%	59%	74%	63%	82%	63%	70%	55%	47%	53%
	2037-38	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Mathematics	Baseline Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2022-23 through 2026-27	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2027-28 through 2031-32	55%	43%	50%	66%	54%	85%	58%	62%	47%	36%	50%
	2032-33 through 2036-37	64%	55%	60%	73%	63%	88%	66%	70%	58%	49%	60%
	2037-38	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
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%
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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Campus 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%

Campus 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%

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Campus 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)
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%

Campus 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												
	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 4-2024 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'. Data from 2022, 2023, and 2024 are considered consecutive years for 2024 Targeted Support and Improvement (TSI) identification. Any campus not identified for Comprehensive Support and Improvement (CSI) that has at least one consistently underperforming student group is identified for TSI. TSI identifies both Title I and non-Title I campuses. Campuses are evaluated annually for TSI identification. See the accountability manual for details: [Chapter 10-2024 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. Additionally, if any Title I or non-Title I campus does not attain a 66.7 percent six-year federal graduation rate for all students group, the campus is 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 2023-2024 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. To exit ATS, the Closing the Gaps score for the consistently underperforming student group must surpass the score used in the year of ATS identification to identify the lowest performing five percent of each school type. A campus identified for TSI because of one consistently underperforming subgroup will exit the TSI status if the subgroup becomes not consistently underperforming subgroup. Consistently underperforming is defined as missing the targets in at least the same three indicators for three consecutive years.

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 2023-24 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

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

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Reading	All Students	72%	81%	75%	*	70%	81%	-	-	-	*	70%	100%	47%	84%	*	72%	79%	-	-	*	-	
	CWD	48%	54%	47%	*	63%	40%	-	-	-	*	47%	-	47%	-	-	38%	57%	-	-	*	-	
	CWOD	78%	89%	84%	*	74%	90%	-	-	-	*	80%	100%	-	84%	*	83%	86%	-	-	*	-	
	EL	62%	67%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-	-
	Male	70%	78%	72%	*	75%	75%	-	-	-	*	64%	100%	38%	83%	*	72%	-	-	-	-	*	-
	Female	75%	85%	79%	*	64%	86%	-	-	-	*	76%	*	57%	86%	*	-	79%	-	-	-	-	-
Mathematics	All Students	68%	80%	77%	*	74%	81%	-	-	-	*	72%	100%	53%	84%	*	78%	75%	-	-	*	-	
	CWD	46%	55%	53%	*	38%	100%	-	-	-	*	53%	-	53%	-	-	50%	57%	-	-	*	-	
	CWOD	74%	87%	84%	*	89%	76%	-	-	-	*	80%	100%	-	84%	*	88%	81%	-	-	*	-	
	EL	61%	75%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-	-
	Male	70%	81%	78%	*	81%	83%	-	-	-	*	72%	100%	50%	88%	*	78%	-	-	-	-	*	-
	Female	66%	77%	75%	*	64%	79%	-	-	-	*	72%	*	57%	81%	*	-	75%	-	-	-	-	-
Grade 4																							
Reading	All Students	79%	85%	93%	86%	93%	95%	-	-	-	*	94%	91%	63%	98%	*	94%	93%	-	-	*	-	
	CWD	55%	56%	63%	*	*	*	-	-	-	-	67%	*	63%	-	-	60%	*	-	-	*	-	
	CWOD	85%	92%	98%	83%	100%	100%	-	-	-	*	98%	100%	-	98%	*	100%	96%	-	-	*	-	
	EL	68%	71%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-	-
	Male	77%	81%	94%	*	93%	93%	-	-	-	*	96%	88%	60%	100%	*	94%	-	-	-	-	*	-
	Female	81%	88%	93%	*	92%	100%	-	-	-	*	92%	*	*	96%	*	-	93%	-	-	-	-	-
Mathematics	All Students	67%	76%	85%	71%	93%	81%	-	-	-	*	86%	82%	50%	90%	*	88%	81%	-	-	*	-	
	CWD	42%	50%	50%	*	*	*	-	-	-	-	33%	*	50%	-	-	60%	*	-	-	*	-	
	CWOD	73%	83%	90%	67%	100%	89%	-	-	-	*	93%	78%	-	90%	*	93%	88%	-	-	*	-	
	EL	62%	57%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-	-
	Male	69%	79%	88%	*	100%	80%	-	-	-	*	84%	100%	60%	93%	*	88%	-	-	-	-	*	-
	Female	65%	73%	81%	*	85%	83%	-	-	-	*	88%	*	*	88%	*	-	81%	-	-	-	-	-
Grade 5																							
Reading	All Students	78%	76%	69%	*	76%	67%	-	-	-	*	66%	80%	23%	86%	*	83%	54%	-	-	*	*	
	CWD	48%	51%	23%	*	20%	33%	-	-	-	*	10%	*	23%	-	-	*	22%	-	-	*	-	
	CWOD	84%	83%	86%	*	90%	89%	-	-	-	*	86%	86%	-	86%	*	95%	73%	-	-	*	*	
	EL	70%	40%	*	-	*	-	-	-	-	-	-	*	-	*	*	-	*	-	-	-	-	-
	Male	75%	80%	83%	*	100%	78%	-	-	-	*	80%	*	*	95%	-	83%	-	-	-	-	*	*
	Female	80%	72%	54%	*	57%	50%	-	-	-	*	50%	67%	22%	73%	*	-	54%	-	-	-	-	-
Mathematics	All Students	75%	75%	75%	*	76%	87%	-	-	-	*	74%	80%	62%	80%	*	83%	67%	-	-	*	*	
	CWD	52%	56%	62%	*	60%	67%	-	-	-	*	50%	*	62%	-	-	*	67%	-	-	*	-	
	CWOD	80%	79%	80%	*	80%	100%	-	-	-	*	82%	71%	-	80%	*	90%	67%	-	-	*	*	
	EL	70%	56%	*	-	*	-	-	-	-	-	-	*	-	*	*	-	*	-	-	-	-	-
	Male	75%	75%	83%	*	82%	89%	-	-	-	*	85%	*	*	90%	-	83%	-	-	-	-	*	*
	Female	75%	74%	67%	*	71%	83%	-	-	-	*	61%	83%	67%	67%	*	-	67%	-	-	-	-	-

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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	56%	53%	38%	*	44%	40%	-	-	-	*	39%	30%	8%	49%	*	54%	21%	-	*	*	-		
	CWD	34%	29%	8%	*	0%	17%	-	-	-	*	0%	*	8%	-	-	*	0%	-	-	-	*	-	
	CWOD	61%	59%	49%	*	55%	56%	-	-	-	*	54%	29%	-	49%	*	60%	33%	-	*	*	-	-	
	EL	43%	0%	*	-	*	-	-	-	-	-	-	*	-	*	*	-	*	-	-	-	-	-	
	Male	59%	59%	54%	*	73%	56%	-	-	-	*	55%	*	*	60%	-	54%	-	-	-	*	*	-	
	Female	54%	47%	21%	*	21%	17%	-	-	-	*	22%	17%	0%	33%	*	-	21%	-	-	-	-	-	
STAAR Percent at Meets Grade Level or Above																								
Grade 3																								
Reading	All Students	47%	50%	38%	*	30%	38%	-	-	-	*	32%	70%	20%	44%	*	34%	43%	-	-	*	-		
	CWD	25%	30%	20%	*	25%	20%	-	-	-	*	20%	-	20%	-	-	13%	29%	-	-	-	*	-	
	CWOD	52%	57%	44%	*	32%	43%	-	-	-	*	37%	70%	-	44%	*	42%	48%	-	-	-	*	-	
	EL	34%	33%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-	-	
	Male	44%	50%	34%	*	31%	33%	-	-	-	*	28%	57%	13%	42%	*	34%	-	-	-	-	*	-	
	Female	50%	52%	43%	*	27%	43%	-	-	-	*	36%	*	29%	48%	*	-	43%	-	-	-	-	-	
Mathematics	All Students	41%	49%	38%	*	26%	42%	-	-	-	*	32%	70%	13%	47%	*	38%	39%	-	-	-	*	-	
	CWD	24%	29%	13%	*	0%	40%	-	-	-	*	13%	-	13%	-	-	13%	14%	-	-	-	*	-	
	CWOD	44%	55%	47%	*	37%	43%	-	-	-	*	40%	70%	-	47%	*	46%	48%	-	-	-	*	-	
	EL	32%	38%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-	-	
	Male	44%	50%	38%	*	31%	42%	-	-	-	*	32%	57%	13%	46%	*	38%	-	-	-	-	*	-	
	Female	37%	46%	39%	*	18%	43%	-	-	-	*	32%	*	14%	48%	*	-	39%	-	-	-	-	-	
Grade 4																								
Reading	All Students	50%	49%	55%	29%	56%	57%	-	-	-	*	51%	73%	13%	62%	*	52%	59%	-	-	*	-		
	CWD	24%	24%	13%	*	*	*	-	-	-	-	0%	*	13%	-	-	20%	*	-	-	-	*	-	
	CWOD	56%	55%	62%	33%	65%	61%	-	-	-	*	58%	78%	-	62%	*	57%	67%	-	-	-	*	-	
	EL	39%	21%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-	-	
	Male	47%	47%	52%	*	57%	53%	-	-	-	*	44%	75%	20%	57%	*	52%	-	-	-	-	*	-	
	Female	53%	51%	59%	*	54%	67%	-	-	-	*	58%	*	*	67%	*	-	59%	-	-	-	-	-	
Mathematics	All Students	44%	49%	55%	29%	59%	67%	-	-	-	*	55%	55%	13%	62%	*	67%	41%	-	-	-	*	-	
	CWD	24%	26%	13%	*	*	*	-	-	-	-	0%	*	13%	-	-	20%	*	-	-	-	*	-	
	CWOD	49%	55%	62%	33%	70%	72%	-	-	-	*	63%	56%	-	62%	*	75%	46%	-	-	-	*	-	
	EL	38%	36%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-	-	
	Male	47%	53%	67%	*	71%	73%	-	-	-	*	64%	75%	20%	75%	*	67%	-	-	-	-	*	-	
	Female	41%	45%	41%	*	46%	50%	-	-	-	*	46%	*	*	46%	*	-	41%	-	-	-	-	-	
Grade 5																								
Reading	All Students	53%	47%	40%	*	48%	40%	-	-	-	*	37%	50%	8%	51%	*	58%	21%	-	-	*	*	-	
	CWD	25%	18%	8%	*	0%	17%	-	-	-	*	0%	*	8%	-	-	*	0%	-	-	-	-	*	-
	CWOD	59%	55%	51%	*	60%	56%	-	-	-	*	50%	57%	-	51%	*	65%	33%	-	-	-	*	*	-
	EL	41%	10%	*	-	*	-	-	-	-	-	-	*	-	*	*	-	*	-	-	-	-	-	-
	Male	51%	47%	58%	*	73%	56%	-	-	-	*	50%	*	*	65%	-	58%	-	-	-	-	*	*	-
	Female	56%	48%	21%	*	29%	17%	-	-	-	*	22%	17%	0%	33%	*	-	21%	-	-	-	-	-	-

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Mathematics	All Students	49%	42%	33%	*	44%	27%	-	-	-	*	32%	40%	8%	43%	*	38%	29%	-	*	*	-	
	CWD	26%	18%	8%	*	0%	17%	-	-	-	*	0%	*	8%	-	-	*	0%	-	-	*	*	-
	CWOD	54%	47%	43%	*	55%	33%	-	-	-	*	43%	43%	-	43%	*	40%	47%	-	*	*	*	-
	EL	41%	33%	*	-	*	-	-	-	-	-	-	*	-	*	*	-	*	-	-	-	-	-
	Male	50%	40%	38%	*	55%	33%	-	-	-	*	35%	*	*	40%	-	38%	-	-	-	*	*	-
	Female	47%	43%	29%	*	36%	17%	-	-	-	*	28%	33%	0%	47%	*	-	29%	-	-	-	-	-
Science	All Students	27%	25%	17%	*	12%	33%	-	-	-	*	13%	30%	8%	20%	*	21%	13%	-	*	*	-	
	CWD	16%	18%	8%	*	0%	17%	-	-	-	*	0%	*	8%	-	-	*	0%	-	-	*	*	-
	CWOD	29%	26%	20%	*	15%	44%	-	-	-	*	18%	29%	-	20%	*	20%	20%	-	*	*	*	-
	EL	15%	0%	*	-	*	-	-	-	-	-	-	*	-	*	*	-	*	-	-	-	-	-
	Male	30%	28%	21%	*	9%	44%	-	-	-	*	15%	*	*	20%	-	21%	-	-	-	*	*	-
	Female	23%	21%	13%	*	14%	17%	-	-	-	*	11%	17%	0%	20%	*	-	13%	-	-	-	-	-
STAAR Percent at Masters Grade Level																							
Grade 3																							
Reading	All Students	20%	18%	12%	*	4%	19%	-	-	-	*	8%	30%	7%	13%	*	13%	11%	-	-	*	-	
	CWD	6%	5%	7%	*	13%	0%	-	-	-	*	7%	-	7%	-	-	13%	0%	-	-	*	-	
	CWOD	23%	22%	13%	*	0%	24%	-	-	-	*	9%	30%	-	13%	*	13%	14%	-	-	*	-	
	EL	13%	0%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-	-
	Male	18%	19%	13%	*	6%	25%	-	-	-	*	8%	29%	13%	13%	*	13%	-	-	-	-	*	-
	Female	22%	18%	11%	*	0%	14%	-	-	-	*	8%	*	0%	14%	*	-	11%	-	-	-	-	-
Mathematics	All Students	15%	17%	13%	*	0%	27%	-	-	-	*	6%	50%	0%	18%	*	13%	14%	-	-	*	-	
	CWD	7%	5%	0%	*	0%	0%	-	-	-	*	0%	-	0%	-	-	0%	0%	-	-	*	-	
	CWOD	17%	21%	18%	*	0%	33%	-	-	-	*	9%	50%	-	18%	*	17%	19%	-	-	*	-	
	EL	10%	0%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-	-
	Male	17%	19%	13%	*	0%	33%	-	-	-	*	8%	29%	0%	17%	*	13%	-	-	-	-	*	-
	Female	12%	14%	14%	*	0%	21%	-	-	-	*	4%	*	0%	19%	*	-	14%	-	-	-	-	-
Grade 4																							
Reading	All Students	22%	19%	20%	14%	19%	29%	-	-	-	*	18%	27%	0%	23%	*	15%	26%	-	-	*	-	
	CWD	6%	10%	0%	*	*	*	-	-	-	-	0%	*	0%	-	-	0%	*	-	-	*	-	
	CWOD	26%	21%	23%	17%	22%	33%	-	-	-	*	21%	33%	-	23%	*	18%	29%	-	-	*	-	
	EL	14%	14%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-	-
	Male	20%	17%	15%	*	14%	20%	-	-	-	*	12%	25%	0%	18%	*	15%	-	-	-	-	*	-
	Female	24%	21%	26%	*	23%	50%	-	-	-	*	25%	*	*	29%	*	-	26%	-	-	-	-	-
Mathematics	All Students	20%	22%	22%	0%	19%	38%	-	-	-	*	16%	45%	13%	23%	*	30%	11%	-	-	*	-	
	CWD	7%	10%	13%	*	*	*	-	-	-	-	0%	*	13%	-	-	20%	*	-	-	*	-	
	CWOD	23%	24%	23%	0%	22%	39%	-	-	-	*	19%	44%	-	23%	*	32%	13%	-	-	*	-	
	EL	15%	36%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-	-
	Male	22%	26%	30%	*	21%	47%	-	-	-	*	20%	63%	20%	32%	*	30%	-	-	-	-	*	-
	Female	17%	18%	11%	*	15%	17%	-	-	-	*	13%	*	*	13%	*	-	11%	-	-	-	-	-
Grade 5																							

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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	28%	21%	15%	*	16%	13%	-	-	-	*	11%	30%	8%	17%	*	13%	17%	-	*	*	-
	CWD	8%	4%	8%	*	0%	17%	-	-	-	*	0%	*	8%	-	-	*	0%	-	-	*	-
	CWOD	32%	25%	17%	*	20%	11%	-	-	-	*	14%	29%	-	17%	*	10%	27%	-	*	*	-
	EL	17%	10%	*	-	*	-	-	-	-	-	-	*	-	*	*	-	*	-	-	-	-
	Male	25%	21%	13%	*	9%	11%	-	-	-	*	5%	*	*	10%	-	13%	-	-	*	*	-
	Female	30%	21%	17%	*	21%	17%	-	-	-	*	17%	17%	0%	27%	*	-	17%	-	-	-	-
Mathematics	All Students	19%	10%	6%	*	4%	13%	-	-	-	*	5%	10%	8%	6%	*	8%	4%	-	*	*	-
	CWD	7%	2%	8%	*	0%	17%	-	-	-	*	0%	*	8%	-	-	*	0%	-	-	*	-
	CWOD	21%	12%	6%	*	5%	11%	-	-	-	*	7%	0%	-	6%	*	5%	7%	-	*	*	-
	EL	12%	0%	*	-	*	-	-	-	-	-	-	*	-	*	*	-	*	-	-	-	-
	Male	21%	10%	8%	*	9%	11%	-	-	-	*	5%	*	*	5%	-	8%	-	-	*	*	-
	Female	17%	10%	4%	*	0%	17%	-	-	-	*	6%	0%	0%	7%	*	-	4%	-	-	-	-
Science	All Students	11%	10%	6%	*	4%	13%	-	-	-	*	5%	10%	8%	6%	*	8%	4%	-	*	*	-
	CWD	5%	6%	8%	*	0%	17%	-	-	-	*	0%	*	8%	-	-	*	0%	-	-	*	-
	CWOD	12%	11%	6%	*	5%	11%	-	-	-	*	7%	0%	-	6%	*	5%	7%	-	*	*	-
	EL	5%	0%	*	-	*	-	-	-	-	-	-	*	-	*	*	-	*	-	-	-	-
	Male	13%	12%	8%	*	9%	11%	-	-	-	*	5%	*	*	5%	-	8%	-	-	*	*	-
	Female	9%	8%	4%	*	0%	17%	-	-	-	*	6%	0%	0%	7%	*	-	4%	-	-	-	-
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						
All Subjects	All Students	73%	75%	74%	63%	75%	78%	-	-	-	68%	73%	81%	42%	83%	71%	80%	68%	-	*	70%	-
	CWD	46%	47%	42%	29%	41%	50%	-	-	-	20%	38%	69%	42%	-	-	45%	40%	-	-	57%	-
	CWOD	77%	81%	83%	72%	85%	87%	-	-	-	80%	83%	83%	-	83%	71%	88%	78%	-	*	77%	-
	EL	61%	50%	71%	-	71%	-	-	-	-	-	67%	75%	-	71%	71%	*	60%	-	-	-	-
	Male	71%	73%	80%	58%	86%	80%	-	-	-	56%	77%	90%	45%	88%	*	80%	-	-	*	70%	-
	Female	74%	76%	68%	69%	64%	74%	-	-	-	75%	68%	67%	40%	78%	60%	-	68%	-	-	-	-
Reading	All Students	74%	77%	80%	79%	80%	82%	-	-	-	64%	77%	90%	42%	90%	83%	83%	76%	-	*	88%	-
	CWD	44%	44%	42%	*	47%	43%	-	-	-	*	39%	60%	42%	-	-	41%	42%	-	-	*	-
	CWOD	80%	84%	90%	91%	89%	94%	-	-	-	78%	89%	96%	-	90%	83%	93%	87%	-	*	100%	-
	EL	59%	51%	83%	-	83%	-	-	-	-	-	*	*	-	83%	83%	*	*	-	-	-	-
	Male	70%	73%	83%	75%	88%	83%	-	-	-	*	80%	95%	41%	93%	*	83%	-	-	*	88%	-
	Female	78%	81%	76%	83%	71%	81%	-	-	-	71%	75%	83%	42%	87%	*	-	76%	-	-	-	-
Mathematics	All Students	70%	73%	79%	64%	81%	82%	-	-	-	82%	77%	87%	56%	86%	83%	83%	75%	-	*	75%	-
	CWD	45%	49%	56%	*	47%	71%	-	-	-	*	48%	100%	56%	-	-	53%	58%	-	-	*	-
	CWOD	75%	78%	86%	73%	90%	85%	-	-	-	89%	86%	85%	-	86%	83%	90%	80%	-	*	80%	-
	EL	62%	51%	83%	-	83%	-	-	-	-	-	*	*	-	83%	83%	*	*	-	-	-	-
	Male	71%	73%	83%	63%	88%	83%	-	-	-	*	80%	95%	53%	90%	*	83%	-	-	*	75%	-
	Female	70%	74%	75%	67%	74%	81%	-	-	-	86%	75%	75%	58%	80%	*	-	75%	-	-	-	-

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Science	All Students	73%	73%	38%	*	44%	40%	-	-	-	*	39%	30%	8%	49%	*	54%	21%	-	*	*	-	
	CWD	49%	50%	8%	*	0%	17%	-	-	-	*	0%	*	8%	-	-	*	0%	-	-	-	*	-
	CWOD	77%	77%	49%	*	55%	56%	-	-	-	*	54%	29%	-	49%	*	60%	33%	-	*	*	-	-
	EL	61%	47%	*	-	*	-	-	-	-	-	-	*	-	*	*	-	*	-	-	-	-	-
	Male	74%	76%	54%	*	73%	56%	-	-	-	*	55%	*	*	60%	-	54%	-	-	-	*	*	-
	Female	72%	69%	21%	*	21%	17%	-	-	-	*	22%	17%	0%	33%	*	-	21%	-	-	-	-	-
STAAR Percent at Meets Grade Level or Above																							
All Grades																							
All Subjects	All Students	47%	47%	40%	28%	39%	45%	-	-	-	44%	37%	56%	12%	48%	14%	45%	36%	-	*	15%	-	
	CWD	22%	21%	12%	0%	5%	24%	-	-	-	0%	7%	38%	12%	-	-	18%	6%	-	-	0%	-	
	CWOD	51%	52%	48%	36%	49%	51%	-	-	-	55%	46%	59%	-	48%	14%	51%	46%	-	*	23%	-	
	EL	31%	25%	14%	-	14%	-	-	-	-	-	17%	13%	-	14%	14%	*	10%	-	-	-	-	-
	Male	45%	45%	45%	26%	46%	49%	-	-	-	22%	39%	67%	18%	51%	*	45%	-	-	-	*	15%	-
	Female	48%	49%	36%	31%	32%	38%	-	-	-	56%	35%	40%	6%	46%	10%	-	36%	-	-	-	-	-
Reading	All Students	52%	51%	45%	36%	44%	45%	-	-	-	55%	40%	65%	14%	53%	0%	47%	42%	-	*	25%	-	
	CWD	23%	21%	14%	*	12%	21%	-	-	-	*	10%	40%	14%	-	-	18%	11%	-	-	*	-	
	CWOD	58%	58%	53%	45%	53%	52%	-	-	-	67%	49%	69%	-	53%	0%	54%	52%	-	*	40%	-	
	EL	34%	24%	0%	-	0%	-	-	-	-	-	*	*	-	0%	0%	*	*	-	-	-	-	-
	Male	48%	46%	47%	38%	51%	47%	-	-	-	*	40%	74%	18%	54%	*	47%	-	-	-	*	25%	-
	Female	57%	57%	42%	33%	37%	42%	-	-	-	71%	40%	50%	11%	52%	*	-	42%	-	-	-	-	-
Mathematics	All Students	42%	44%	43%	29%	43%	47%	-	-	-	45%	40%	55%	11%	52%	33%	48%	37%	-	*	13%	-	
	CWD	22%	21%	11%	*	0%	29%	-	-	-	*	6%	40%	11%	-	-	18%	5%	-	-	*	-	
	CWOD	46%	49%	52%	36%	55%	52%	-	-	-	56%	50%	58%	-	52%	33%	56%	47%	-	*	20%	-	
	EL	31%	30%	33%	-	33%	-	-	-	-	-	*	*	-	33%	33%	*	*	-	-	-	-	-
	Male	43%	44%	48%	25%	51%	53%	-	-	-	*	44%	63%	18%	56%	*	48%	-	-	-	*	13%	-
	Female	40%	43%	37%	33%	34%	38%	-	-	-	57%	36%	42%	5%	47%	*	-	37%	-	-	-	-	-
Science	All Students	42%	42%	17%	*	12%	33%	-	-	-	*	13%	30%	8%	20%	*	21%	13%	-	*	*	-	
	CWD	21%	22%	8%	*	0%	17%	-	-	-	*	0%	*	8%	-	-	*	0%	-	-	*	-	
	CWOD	45%	46%	20%	*	15%	44%	-	-	-	*	18%	29%	-	20%	*	20%	20%	-	*	*	-	
	EL	24%	18%	*	-	*	-	-	-	-	-	-	*	-	*	*	-	*	-	-	-	-	-
	Male	44%	45%	21%	*	9%	44%	-	-	-	*	15%	*	*	20%	-	21%	-	-	-	*	*	-
	Female	40%	38%	13%	*	14%	17%	-	-	-	*	11%	17%	0%	20%	*	-	13%	-	-	-	-	-
STAAR Percent at Masters Grade Level																							
All Grades																							
All Subjects	All Students	18%	16%	14%	6%	9%	23%	-	-	-	8%	10%	29%	6%	16%	7%	15%	13%	-	*	0%	-	
	CWD	6%	5%	6%	0%	3%	12%	-	-	-	0%	1%	31%	6%	-	-	13%	0%	-	-	0%	-	
	CWOD	21%	19%	16%	8%	11%	27%	-	-	-	10%	13%	29%	-	16%	7%	15%	17%	-	*	0%	-	
	EL	9%	7%	7%	-	7%	-	-	-	-	-	17%	0%	-	7%	7%	*	0%	-	-	-	-	-
	Male	18%	16%	15%	5%	10%	25%	-	-	-	0%	9%	36%	13%	15%	*	15%	-	-	-	*	0%	-
	Female	19%	17%	13%	8%	9%	21%	-	-	-	13%	11%	20%	0%	17%	0%	-	13%	-	-	-	-	-

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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	21%	18%	15%	14%	13%	21%	-	-	-	9%	12%	29%	6%	18%	0%	13%	18%	-	*	0%	-
	CWD	6%	5%	6%	*	6%	7%	-	-	-	*	3%	20%	6%	-	-	12%	0%	-	-	*	-
	CWOD	24%	21%	18%	18%	15%	25%	-	-	-	11%	15%	31%	-	18%	0%	14%	23%	-	*	0%	-
	EL	10%	6%	0%	-	0%	-	-	-	-	-	*	*	-	0%	0%	*	*	-	-	-	-
	Male	18%	16%	13%	13%	10%	19%	-	-	-	*	9%	32%	12%	14%	*	13%	-	-	*	0%	-
	Female	24%	21%	18%	17%	16%	23%	-	-	-	14%	16%	25%	0%	23%	*	-	18%	-	-	-	-
Mathematics	All Students	17%	15%	14%	0%	8%	27%	-	-	-	9%	9%	35%	6%	17%	17%	18%	10%	-	*	0%	-
	CWD	6%	5%	6%	*	0%	14%	-	-	-	*	0%	40%	6%	-	-	12%	0%	-	-	*	-
	CWOD	19%	18%	17%	0%	10%	31%	-	-	-	11%	12%	35%	-	17%	17%	19%	13%	-	*	0%	-
	EL	10%	12%	17%	-	17%	-	-	-	-	-	*	*	-	17%	17%	*	*	-	-	-	-
	Male	18%	16%	18%	0%	10%	33%	-	-	-	*	11%	42%	12%	19%	*	18%	-	-	*	0%	-
	Female	15%	14%	10%	0%	5%	19%	-	-	-	14%	7%	25%	0%	13%	*	-	10%	-	-	-	-
Science	All Students	15%	14%	6%	*	4%	13%	-	-	-	*	5%	10%	8%	6%	*	8%	4%	-	*	*	-
	CWD	5%	6%	8%	*	0%	17%	-	-	-	*	0%	*	8%	-	-	*	0%	-	-	*	-
	CWOD	17%	16%	6%	*	5%	11%	-	-	-	*	7%	0%	-	6%	*	5%	7%	-	*	*	-
	EL	5%	0%	*	-	*	-	-	-	-	-	-	*	-	*	*	-	*	-	-	-	-
	Male	16%	16%	8%	*	9%	11%	-	-	-	*	5%	*	*	5%	-	8%	-	-	*	*	-
	Female	14%	12%	4%	*	0%	17%	-	-	-	*	6%	0%	0%	7%	*	-	4%	-	-	-	-

- Indicates there are no students in the group.

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

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2023-24 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	69	78	68	-	-	-	88	71	47	*
CWD	47	*	42	53	-	-	-	*	43	47	-
CWOD	80	66	85	73	-	-	-	105	78	-	*
EL ◇	*	-	*	-	-	-	-	-	*	-	*
Male	80	*	87	70	-	-	-	*	79	53	*
Female	67	45	68	64	-	-	-	*	64	43	*

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Mathematics											
All Students	65	61	66	67	-	-	-	58	66	64	*
CWD	64	*	72	66	-	-	-	*	53	64	-
CWOD	66	69	65	67	-	-	-	60	68	-	*
EL ◇	*	-	*	-	-	-	-	-	*	-	*
Male	61	*	72	59	-	-	-	*	58	44	*
Female	71	90	60	84	-	-	-	*	73	80	*

- 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 2023

The six-year graduation rates for the class of 2022 will be updated in March, 2025.

	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 2023.													
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 2024 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
14	1	7%

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

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

This section provides information on the other indicators of school quality or student success, which is college, career and military readiness (CCMR) for high schools and average performance rate of the three STAAR performance levels of all students, regardless of whether they were in the accountability subset, for elementary and secondary schools without a graduation rate. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Student Success (Student Achievement Domain Score: STAAR Component Only)											
STAAR Component Score	43	32	41	49	-	-	-	40	40	20	31
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	N				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	
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%

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Target Met	N	N	N	N				N	N	N	
Mathematics											
Interim Goals (2023-2027)	49%	33%	44%	60%	47%	82%	51%	55%	40%	29%	45%
Target Met	N	N	Y	N				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	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	
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											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 2023-24 school year. (CWD: children with disability; CWOD: children without disability; EL: English learner)

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

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

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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	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												

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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	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												
	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

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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.

Preschool Programs

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

	Total Students		African American		Hispanic		White		Indian or Alaska Native		Asian		Pacific Islander		Two or More Races		EL		Students with Disabilities	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Advanced Placement Courses																				
Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
International Baccalaureate Courses																				
Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-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	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9

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	Total Students		African American		Hispanic		White		Indian or Alaska Native		Asian		Pacific Islander		Two or More Races		EL		Students with Disabilities		
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	
Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-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.

Part (ix): Teacher Quality Data

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and low-poverty schools on the number and percentage of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	7.4	19.5%
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	3.2	8.9%

- 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 (2022-23).

To be updated by June 30th, 2025.

	Enrollment	State & Local and Federal	State & Local			Federal		
		Total	Site	District Allocation	Total	Site	District Allocation	Total
Business/central/other support services		\$587	\$69	\$500	\$569	\$3	\$15	\$18
Food services		\$873		\$33	\$33	\$22	\$818	\$840
Instruction		\$7,887	\$6,182	\$454	\$6,636	\$798	\$454	\$1,252
Support services, general administration		\$324		\$322	\$322		\$2	\$2
Support services, instructional staff		\$392	\$347	\$22	\$369	\$1	\$21	\$22
Support services, operation and maintenance of plant		\$1,324		\$1,060	\$1,060		\$264	\$264
Support services, pupils		\$805	\$318	\$92	\$410	\$130	\$266	\$396

	Enrollment	State & Local and Federal	State & Local			Federal		
		Total	Site	District Allocation	Total	Site	District Allocation	Total
Support services, school administration		\$536	\$527		\$527	\$9		\$9
Support services, student transportation		\$216		\$216	\$216			
Total	460	\$12,944	\$7,442	\$2,699	\$10,141	\$963	\$1,840	\$2,803

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

Due to rounding, numbers may not add up precisely to the totals.

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 2023-24 school year.

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Grade 3						
Reading	6,625	2%	9	4%	-	-
Mathematics	6,620	2%	9	4%	-	-
Grade 4						
Reading	6,491	2%	7	3%	-	-
Mathematics	6,491	2%	7	3%	-	-
Grade 5						
Reading	6,033	1%	*	2%	-	-
Mathematics	6,033	2%	*	2%	-	-
Science	6,033	2%	*	2%	-	-
Grade 6						
Reading	5,586	1%	*	1%	-	-
Mathematics	5,586	1%	*	1%	-	-
Grade 7						
Reading	5,233	1%	*	1%	-	-
Mathematics	5,227	2%	*	1%	-	-
Grade 8						
Reading	4,985	1%	*	1%	-	-
Mathematics	4,985	1%	*	2%	-	-
Science	4,984	1%	*	1%	-	-
End of Course						
English I	5,119	1%	*	1%	-	-
English II	4,683	1%	5	2%	-	-
Algebra I	5,112	1%	*	1%	-	-
Biology	5,027	1%	*	1%	-	-
All Grades						
All Subjects	100,862	1%	80	2%	-	-

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Reading	44,764	1%	37	2%	-	-
Mathematics	40,054	1%	33	2%	-	-
Science	16,044	1%	10	1%	-	-

- Indicates there are no students in the group.

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

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

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

State Level: 2022 Percentages at NAEP Achievement Levels										
Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	42	37	58	63	30	33	7	9
		Black	51	56	49	44	19	17	3	3
		Hispanic	52	50	48	50	20	21	3	4
		White	26	27	74	73	44	42	10	11
		American Indian	*	57	*	43	*	18	*	3
		Asian	8	17	92	83	71	58	31	24
		Pacific Islander	*	50	*	50	*	23	*	6
		Two or More Races	28	32	72	68	41	38	8	11
		EcoDis	54	52	46	48	18	19	3	3
		Students with Disabilities	77	73	23	27	7	10	1	2
	English Language Learners	57	67	43	33	16	10	2	1	
	Mathematics	Overall	22	25	78	75	38	36	8	8
		Black	33	45	67	55	21	15	2	1
		Hispanic	27	36	73	64	27	22	3	3
		White	10	14	90	86	57	48	13	10
		American Indian	*	41	*	59	*	22	*	4
		Asian	3	9	97	91	73	63	27	24
		Pacific Islander	*	38	*	62	*	22	*	3
		Two or More Races	10	22	90	78	58	38	23	9
		EcoDis	31	38	69	62	24	20	3	2
Students with Disabilities		51	56	49	44	18	14	2	2	
English Language Learners	31	48	69	52	26	14	3	2		

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	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 2021-22 school year enrolled in a Texas public postsecondary education institution in the 2022-23 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 2022-23 school year. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Chronic Absenteeism Rate	15%	21%	11%	19%	*	*	-	7%	15%	15%	22%

- Indicates there are no students in the group.

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

Part (xv): Section 1003 Fund

This section provides a list of all the LEAs and schools that received funds under Section 1003, including the amount of funds each school received and the types of strategies implemented in each school with such funds for the 2022-23 school year.

Section 1003 Funds for the 2023-24 school year will be updated by the end of June, 2025.

There is no data for this campus.

Part (xvi): Count of 1st Year English Learners Excluded from the State Accountability

This section provides number of recently arrived English learners exempted from the ELA/Reading assessments and whose results are excluded from the 2023-24 State accountability.

There is no data for this campus.

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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

State & District ESSA Goals												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Performance (At Meets Grade Level or Above)												
Reading/ELA	Baseline Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2022-23 through 2026-27	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2027-28 through 2031-32	53%	43%	48%	67%	53%	78%	54%	63%	44%	33%	41%
	2032-33 through 2036-37	62%	54%	59%	74%	63%	82%	63%	70%	55%	47%	53%
	2037-38	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Mathematics	Baseline Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2022-23 through 2026-27	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2027-28 through 2031-32	55%	43%	50%	66%	54%	85%	58%	62%	47%	36%	50%
	2032-33 through 2036-37	64%	55%	60%	73%	63%	88%	66%	70%	58%	49%	60%
	2037-38	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
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%
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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Campus 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%

Campus 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%

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Campus 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)
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%

Campus 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												
	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 4-2024 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'. Data from 2022, 2023, and 2024 are considered consecutive years for 2024 Targeted Support and Improvement (TSI) identification. Any campus not identified for Comprehensive Support and Improvement (CSI) that has at least one consistently underperforming student group is identified for TSI. TSI identifies both Title I and non-Title I campuses. Campuses are evaluated annually for TSI identification. See the accountability manual for details: [Chapter 10-2024 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. Additionally, if any Title I or non-Title I campus does not attain a 66.7 percent six-year federal graduation rate for all students group, the campus is 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 2023-2024 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. To exit ATS, the Closing the Gaps score for the consistently underperforming student group must surpass the score used in the year of ATS identification to identify the lowest performing five percent of each school type. A campus identified for TSI because of one consistently underperforming subgroup will exit the TSI status if the subgroup becomes not consistently underperforming subgroup. Consistently underperforming is defined as missing the targets in at least the same three indicators for three consecutive years.

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 2023-24 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

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

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	72%	81%	80%	*	78%	83%	-	-	-	*	79%	83%	63%	87%	60%	76%	88%	-	*	*	-
	CWD	48%	54%	63%	-	62%	80%	-	-	-	*	59%	*	63%	-	*	60%	*	-	*	-	-
	CWOD	78%	89%	87%	*	87%	84%	-	-	-	*	89%	80%	-	87%	*	85%	90%	-	*	*	-
	EL	62%	67%	60%	-	60%	-	-	-	-	-	*	*	*	*	60%	*	*	-	*	-	-
	Male	70%	78%	76%	-	68%	93%	-	-	-	*	75%	78%	60%	85%	*	76%	-	-	*	-	-
	Female	75%	85%	88%	*	100%	70%	-	-	-	*	86%	*	*	90%	*	-	88%	-	-	*	-
Mathematics	All Students	68%	80%	78%	*	74%	88%	-	-	-	*	74%	100%	53%	89%	*	78%	79%	-	*	*	-
	CWD	46%	55%	53%	-	46%	80%	-	-	-	*	47%	*	53%	-	*	47%	*	-	*	-	-
	CWOD	74%	87%	89%	*	91%	89%	-	-	-	*	86%	100%	-	89%	*	96%	80%	-	-	*	-
	EL	61%	75%	*	-	*	-	-	-	-	-	*	-	*	*	*	*	*	-	-	-	-
	Male	70%	81%	78%	-	75%	93%	-	-	-	*	72%	100%	47%	96%	*	78%	-	-	*	-	-
	Female	66%	77%	79%	*	73%	80%	-	-	-	*	76%	*	*	80%	*	-	79%	-	-	*	-
Grade 4																						
Reading	All Students	79%	85%	79%	*	78%	75%	-	*	-	*	78%	83%	64%	86%	60%	63%	90%	-	*	-	-
	CWD	55%	56%	64%	*	71%	54%	-	-	-	-	59%	80%	64%	-	-	45%	82%	-	-	-	-
	CWOD	85%	92%	86%	*	80%	93%	-	*	-	*	86%	86%	-	86%	60%	75%	93%	-	*	-	-
	EL	68%	71%	60%	-	*	-	-	*	-	-	*	*	-	60%	60%	*	*	-	-	-	-
	Male	77%	81%	63%	*	58%	58%	-	*	-	-	59%	80%	45%	75%	*	63%	-	-	*	-	-
	Female	81%	88%	90%	*	90%	88%	-	-	-	*	91%	86%	82%	93%	*	-	90%	-	-	-	-
Mathematics	All Students	67%	76%	61%	*	56%	61%	-	*	-	*	59%	67%	50%	66%	40%	59%	62%	-	*	-	-
	CWD	42%	50%	50%	*	43%	46%	-	-	-	-	47%	60%	50%	-	-	45%	55%	-	-	-	-
	CWOD	73%	83%	66%	*	60%	73%	-	*	-	*	65%	71%	-	66%	40%	69%	64%	-	*	-	-
	EL	62%	57%	40%	-	*	-	-	*	-	-	*	*	-	40%	40%	*	*	-	-	-	-
	Male	69%	79%	59%	*	50%	58%	-	*	-	-	55%	80%	45%	69%	*	59%	-	-	*	-	-
	Female	65%	73%	62%	*	60%	63%	-	-	-	*	63%	57%	55%	64%	*	-	62%	-	-	-	-
Grade 5																						
Reading	All Students	78%	76%	74%	*	66%	85%	-	*	-	*	71%	83%	56%	79%	*	76%	73%	-	*	*	*
	CWD	48%	51%	56%	*	38%	83%	-	-	-	*	40%	83%	56%	-	*	64%	40%	-	*	-	-
	CWOD	84%	83%	79%	*	73%	86%	-	*	-	*	78%	82%	-	79%	*	79%	78%	-	-	*	*
	EL	70%	40%	*	-	*	-	-	*	-	-	*	*	*	*	*	*	*	-	*	-	-
	Male	75%	80%	76%	*	67%	85%	-	-	-	-	71%	86%	64%	79%	*	76%	-	-	*	*	-
	Female	80%	72%	73%	*	65%	86%	-	*	-	*	71%	78%	40%	78%	*	-	73%	-	-	-	*
Mathematics	All Students	75%	75%	86%	*	80%	91%	-	*	-	*	83%	95%	73%	89%	*	84%	89%	-	-	*	*
	CWD	52%	56%	73%	*	57%	83%	-	-	-	*	60%	100%	73%	-	*	70%	80%	-	-	-	-
	CWOD	80%	79%	89%	*	85%	93%	-	*	-	*	88%	94%	-	89%	*	88%	91%	-	-	*	*
	EL	70%	56%	*	-	*	-	-	*	-	-	*	*	*	*	*	*	*	-	-	-	-
	Male	75%	75%	84%	*	78%	90%	-	-	-	-	77%	100%	70%	88%	*	84%	-	-	-	*	-
	Female	75%	74%	89%	*	82%	93%	-	*	-	*	89%	89%	80%	91%	*	-	89%	-	-	-	*

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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	56%	53%	62%	*	61%	68%	-	*	-	*	56%	78%	56%	64%	*	71%	51%	-	*	*	*	
	CWD	34%	29%	56%	*	38%	83%	-	-	-	*	40%	83%	56%	-	*	64%	40%	-	*	-	-	
	CWOD	61%	59%	64%	*	67%	64%	-	*	-	*	59%	76%	-	64%	*	74%	53%	-	-	*	*	
	EL	43%	0%	*	-	*	-	-	*	-	-	*	*	*	*	*	*	*	*	-	*	-	-
	Male	59%	59%	71%	*	67%	75%	-	-	-	-	68%	79%	64%	74%	*	71%	-	-	-	*	*	-
	Female	54%	47%	51%	*	53%	57%	-	*	-	*	43%	78%	40%	53%	*	-	51%	-	-	-	-	*
Grade 6																							
Reading	All Students	75%	78%	78%	44%	73%	83%	-	*	-	100%	73%	87%	39%	85%	60%	74%	81%	-	*	*	*	
	CWD	43%	39%	39%	*	32%	50%	-	-	-	*	39%	40%	39%	-	-	40%	39%	-	*	*	-	
	CWOD	81%	85%	85%	60%	83%	88%	-	*	-	100%	81%	93%	-	85%	60%	81%	90%	-	*	-	*	
	EL	61%	60%	60%	-	56%	-	-	*	-	-	57%	*	-	60%	60%	57%	*	-	-	-	-	-
	Male	71%	74%	74%	*	72%	75%	-	*	-	100%	72%	79%	40%	81%	57%	74%	-	-	-	-	-	*
	Female	79%	81%	81%	40%	73%	90%	-	-	-	*	74%	95%	39%	90%	*	-	81%	-	-	*	*	*
Mathematics	All Students	70%	70%	70%	56%	65%	75%	-	*	-	86%	63%	82%	50%	74%	60%	69%	71%	-	*	*	*	
	CWD	44%	50%	50%	*	53%	43%	-	-	-	*	46%	60%	50%	-	-	45%	56%	-	*	*	-	
	CWOD	75%	74%	74%	60%	68%	79%	-	*	-	83%	68%	85%	-	74%	60%	74%	74%	-	*	-	*	
	EL	60%	60%	60%	-	56%	-	-	*	-	-	57%	*	-	60%	60%	57%	*	-	-	-	-	-
	Male	70%	69%	69%	*	67%	69%	-	*	-	100%	64%	79%	45%	74%	57%	69%	-	-	-	-	-	*
	Female	70%	71%	71%	60%	61%	80%	-	-	-	*	63%	85%	56%	74%	*	-	71%	-	-	*	*	*
STAAR Percent at Meets Grade Level or Above																							
Grade 3																							
Reading	All Students	47%	50%	49%	*	39%	63%	-	-	-	*	43%	75%	53%	48%	20%	54%	42%	-	*	*	-	
	CWD	25%	30%	53%	-	46%	80%	-	-	-	*	47%	*	53%	-	*	53%	*	-	*	-	-	
	CWOD	52%	57%	48%	*	35%	58%	-	-	-	*	42%	70%	-	48%	*	54%	40%	-	*	*	-	
	EL	34%	33%	20%	-	20%	-	-	-	-	-	*	*	*	*	20%	*	*	-	-	*	-	-
	Male	44%	50%	54%	-	44%	79%	-	-	-	*	50%	67%	53%	54%	*	54%	-	-	-	*	-	-
	Female	50%	52%	42%	*	27%	40%	-	-	-	*	33%	*	*	40%	*	-	42%	-	-	-	*	-
Mathematics	All Students	41%	49%	44%	*	37%	54%	-	-	-	*	38%	73%	47%	42%	*	53%	29%	-	*	*	-	
	CWD	24%	29%	47%	-	46%	60%	-	-	-	*	41%	*	47%	-	*	47%	*	-	*	-	-	
	CWOD	44%	55%	42%	*	32%	53%	-	-	-	*	36%	67%	-	42%	*	56%	25%	-	-	*	-	
	EL	32%	38%	*	-	*	-	-	-	-	-	*	-	*	*	*	*	*	-	-	-	-	-
	Male	44%	50%	53%	-	42%	79%	-	-	-	*	44%	88%	47%	56%	*	53%	-	-	-	*	-	-
	Female	37%	46%	29%	*	27%	20%	-	-	-	*	29%	*	*	25%	*	-	29%	-	-	-	*	-
Grade 4																							
Reading	All Students	50%	49%	36%	*	38%	29%	-	*	-	*	39%	25%	32%	39%	20%	37%	36%	-	*	-	-	
	CWD	24%	24%	32%	*	14%	31%	-	-	-	-	24%	60%	32%	-	-	36%	27%	-	-	-	-	
	CWOD	56%	55%	39%	*	44%	27%	-	*	-	*	46%	0%	-	39%	20%	38%	39%	-	*	-	-	
	EL	39%	21%	20%	-	*	-	-	-	*	-	*	*	-	20%	20%	*	*	-	-	-	-	-
	Male	47%	47%	37%	*	33%	33%	-	*	-	-	36%	40%	36%	38%	*	37%	-	-	-	*	-	-
	Female	53%	51%	36%	*	40%	25%	-	-	-	*	41%	14%	27%	39%	*	-	36%	-	-	-	-	-

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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	44%	49%	38%	*	28%	39%	-	*	-	*	37%	42%	41%	36%	20%	37%	38%	-	*	-	-	
	CWD	24%	26%	41%	*	14%	46%	-	-	-	-	35%	60%	41%	-	-	45%	36%	-	-	-	-	
	CWOD	49%	55%	36%	*	32%	33%	-	*	-	*	38%	29%	-	36%	20%	31%	39%	-	*	-	-	
	EL	38%	36%	20%	-	*	-	-	*	-	-	*	*	-	20%	20%	*	*	-	-	-	-	-
	Male	47%	53%	37%	*	25%	33%	-	*	-	-	32%	60%	45%	31%	*	37%	-	-	-	*	-	-
	Female	41%	45%	38%	*	30%	44%	-	-	-	-	*	41%	29%	36%	39%	*	-	38%	-	-	-	-
Grade 5																							
Reading	All Students	53%	47%	40%	*	32%	53%	-	*	-	*	36%	52%	25%	44%	*	33%	49%	-	*	*	*	
	CWD	25%	18%	25%	*	13%	50%	-	-	-	*	10%	50%	25%	-	*	27%	20%	-	*	-	-	
	CWOD	59%	55%	44%	*	36%	54%	-	*	-	*	41%	53%	-	44%	*	35%	53%	-	-	*	*	
	EL	41%	10%	*	-	*	-	-	*	-	-	*	*	*	*	*	*	*	-	-	*	-	-
	Male	51%	47%	33%	*	21%	50%	-	-	-	-	26%	50%	27%	35%	*	33%	-	-	-	*	*	-
	Female	56%	48%	49%	*	47%	57%	-	*	-	*	46%	56%	20%	53%	*	-	49%	-	-	-	-	*
Mathematics	All Students	49%	42%	58%	*	50%	62%	-	*	-	*	54%	68%	47%	61%	*	55%	62%	-	-	*	*	
	CWD	26%	18%	47%	*	29%	67%	-	-	-	*	30%	80%	47%	-	*	50%	40%	-	-	-	-	
	CWOD	54%	47%	61%	*	55%	61%	-	*	-	*	59%	65%	-	61%	*	56%	66%	-	-	-	*	
	EL	41%	33%	*	-	*	-	-	*	-	-	*	*	*	*	*	*	*	-	-	-	-	-
	Male	50%	40%	55%	*	48%	60%	-	-	-	-	48%	69%	50%	56%	*	55%	-	-	-	-	*	-
	Female	47%	43%	62%	*	53%	64%	-	*	-	*	61%	67%	40%	66%	*	-	62%	-	-	-	-	*
Science	All Students	27%	25%	28%	*	15%	41%	-	*	-	*	20%	48%	31%	27%	*	36%	19%	-	*	*	*	
	CWD	16%	18%	31%	*	13%	50%	-	-	-	*	20%	50%	31%	-	*	36%	20%	-	-	*	-	
	CWOD	29%	26%	27%	*	15%	39%	-	*	-	*	20%	47%	-	27%	*	35%	19%	-	-	-	*	
	EL	15%	0%	*	-	*	-	-	*	-	-	*	*	*	*	*	*	*	-	-	*	-	-
	Male	30%	28%	36%	*	17%	55%	-	-	-	-	29%	50%	36%	35%	*	36%	-	-	-	*	*	-
	Female	23%	21%	19%	*	12%	21%	-	*	-	*	11%	44%	20%	19%	*	-	19%	-	-	-	-	*
Grade 6																							
Reading	All Students	55%	54%	54%	22%	48%	59%	-	*	-	75%	48%	63%	18%	61%	50%	48%	59%	-	-	*	*	*
	CWD	24%	18%	18%	*	16%	21%	-	-	-	*	18%	20%	18%	-	-	20%	17%	-	-	*	*	-
	CWOD	61%	61%	61%	20%	56%	64%	-	*	-	86%	55%	69%	-	61%	50%	54%	68%	-	-	*	-	*
	EL	38%	50%	50%	-	44%	-	-	*	-	-	43%	*	-	50%	50%	43%	*	-	-	-	-	-
	Male	51%	48%	48%	*	47%	52%	-	*	-	60%	44%	57%	20%	54%	43%	48%	-	-	-	-	-	*
	Female	59%	59%	59%	40%	51%	64%	-	-	-	*	53%	70%	17%	68%	*	-	59%	-	-	*	*	*
Mathematics	All Students	38%	37%	37%	33%	33%	41%	-	*	-	29%	31%	48%	16%	41%	40%	40%	34%	-	-	*	*	*
	CWD	19%	16%	16%	*	16%	21%	-	-	-	*	14%	20%	16%	-	-	20%	11%	-	-	*	*	-
	CWOD	42%	41%	41%	60%	38%	43%	-	*	-	33%	35%	51%	-	41%	40%	44%	38%	-	-	*	-	*
	EL	27%	40%	40%	-	33%	-	-	*	-	-	29%	*	-	40%	40%	43%	*	-	-	-	-	-
	Male	40%	40%	40%	*	36%	42%	-	*	-	40%	36%	48%	20%	44%	43%	40%	-	-	-	-	-	*
	Female	36%	34%	34%	20%	29%	39%	-	-	-	-	*	25%	48%	11%	38%	*	-	34%	-	-	*	*
STAAR Percent at Masters Grade Level																							
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	20%	18%	11%	*	6%	17%	-	-	-	*	11%	8%	5%	13%	0%	15%	4%	-	*	*	-
	CWD	6%	5%	5%	-	8%	0%	-	-	-	*	6%	*	5%	-	*	7%	*	-	*	-	-
	CWOD	23%	22%	13%	*	4%	21%	-	-	-	*	14%	10%	-	13%	*	19%	5%	-	*	*	-
	EL	13%	0%	0%	-	0%	-	-	-	-	-	*	*	*	*	0%	*	*	-	*	-	-
	Male	18%	19%	15%	-	8%	29%	-	-	-	*	16%	11%	7%	19%	*	15%	-	-	*	-	-
	Female	22%	18%	4%	*	0%	0%	-	-	-	*	5%	*	*	5%	*	-	4%	-	-	*	-
Mathematics	All Students	15%	17%	8%	*	0%	17%	-	-	-	*	6%	18%	0%	11%	*	10%	4%	-	*	*	-
	CWD	7%	5%	0%	-	0%	0%	-	-	-	*	0%	*	0%	-	*	0%	*	-	*	-	-
	CWOD	17%	21%	11%	*	0%	21%	-	-	-	*	8%	22%	-	11%	*	16%	5%	-	-	*	-
	EL	10%	0%	*	-	*	-	-	-	-	-	*	-	*	*	*	*	*	-	-	-	-
	Male	17%	19%	10%	-	0%	29%	-	-	-	*	6%	25%	0%	16%	*	10%	-	-	*	-	-
	Female	12%	14%	4%	*	0%	0%	-	-	-	*	5%	*	*	5%	*	-	4%	-	-	*	-
Grade 4																						
Reading	All Students	22%	19%	14%	*	9%	7%	-	*	-	*	15%	8%	18%	11%	20%	19%	10%	-	*	-	-
	CWD	6%	10%	18%	*	14%	8%	-	-	-	-	18%	20%	18%	-	-	18%	18%	-	-	-	-
	CWOD	26%	21%	11%	*	8%	7%	-	*	-	*	14%	0%	-	11%	20%	19%	7%	-	*	-	-
	EL	14%	14%	20%	-	*	-	-	*	-	-	*	*	-	20%	20%	*	*	-	-	-	-
	Male	20%	17%	19%	*	17%	8%	-	*	-	-	18%	20%	18%	19%	*	19%	-	-	*	-	-
	Female	24%	21%	10%	*	5%	6%	-	-	-	*	13%	0%	18%	7%	*	-	10%	-	-	-	-
Mathematics	All Students	20%	22%	11%	*	6%	7%	-	*	-	*	13%	0%	9%	11%	20%	7%	13%	-	*	-	-
	CWD	7%	10%	9%	*	0%	8%	-	-	-	-	12%	0%	9%	-	-	0%	18%	-	-	-	-
	CWOD	23%	24%	11%	*	8%	7%	-	*	-	*	14%	0%	-	11%	20%	13%	11%	-	*	-	-
	EL	15%	36%	20%	-	*	-	-	*	-	-	*	*	-	20%	20%	*	*	-	-	-	-
	Male	22%	26%	7%	*	0%	8%	-	*	-	-	9%	0%	0%	13%	*	7%	-	-	*	-	-
	Female	17%	18%	13%	*	10%	6%	-	-	-	*	16%	0%	18%	11%	*	-	13%	-	-	-	-
Grade 5																						
Reading	All Students	28%	21%	13%	*	10%	18%	-	*	-	*	12%	17%	0%	17%	*	13%	14%	-	*	*	*
	CWD	8%	4%	0%	*	0%	0%	-	-	-	*	0%	0%	0%	-	*	0%	0%	-	*	-	-
	CWOD	32%	25%	17%	*	12%	21%	-	*	-	*	14%	24%	-	17%	*	18%	16%	-	-	*	*
	EL	17%	10%	*	-	*	-	-	*	-	-	*	*	*	*	*	*	*	-	-	*	-
	Male	25%	21%	13%	*	8%	20%	-	-	-	-	13%	14%	0%	18%	*	13%	-	-	*	*	-
	Female	30%	21%	14%	*	12%	14%	-	*	-	*	11%	22%	0%	16%	*	-	14%	-	-	-	*
Mathematics	All Students	19%	10%	16%	*	13%	21%	-	*	-	*	14%	23%	0%	20%	*	14%	19%	-	-	*	*
	CWD	7%	2%	0%	*	0%	0%	-	-	-	*	0%	0%	0%	-	*	0%	0%	-	-	-	-
	CWOD	21%	12%	20%	*	15%	25%	-	*	-	*	16%	29%	-	20%	*	18%	22%	-	-	*	*
	EL	12%	0%	*	-	*	-	-	*	-	-	*	*	*	*	*	*	*	-	-	-	-
	Male	21%	10%	14%	*	4%	25%	-	-	-	-	13%	15%	0%	18%	*	14%	-	-	-	*	-
	Female	17%	10%	19%	*	24%	14%	-	*	-	*	14%	33%	0%	22%	*	-	19%	-	-	-	*

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Science	All Students	11%	10%	11%	*	2%	21%	-	*	-	*	5%	26%	6%	12%	*	11%	11%	-	*	*	*
	CWD	5%	6%	6%	*	0%	17%	-	-	-	*	0%	17%	6%	-	*	9%	0%	-	*	-	-
	CWOD	12%	11%	12%	*	3%	21%	-	*	-	*	6%	29%	-	12%	*	12%	13%	-	-	*	*
	EL	5%	0%	*	-	*	-	-	*	-	-	*	*	*	*	*	*	*	-	*	-	-
	Male	13%	12%	11%	*	0%	25%	-	-	-	-	6%	21%	9%	12%	*	11%	-	-	*	*	-
	Female	9%	8%	11%	*	6%	14%	-	*	-	*	4%	33%	0%	13%	*	-	11%	-	-	-	-
Grade 6																						
Reading	All Students	25%	22%	22%	11%	15%	28%	-	*	-	25%	16%	32%	11%	24%	20%	20%	24%	-	*	*	*
	CWD	6%	11%	11%	*	5%	21%	-	-	-	*	7%	20%	11%	-	-	15%	6%	-	*	*	-
	CWOD	28%	24%	24%	20%	18%	29%	-	*	-	29%	19%	33%	-	24%	20%	21%	28%	-	*	-	*
	EL	12%	20%	20%	-	11%	-	-	*	-	-	0%	*	-	20%	20%	14%	*	-	-	-	-
	Male	21%	20%	20%	*	17%	23%	-	*	-	20%	18%	24%	15%	21%	14%	20%	-	-	-	-	*
	Female	28%	24%	24%	20%	12%	32%	-	-	-	*	15%	40%	6%	28%	*	-	24%	-	*	*	*
Mathematics	All Students	13%	13%	13%	22%	8%	14%	-	*	-	29%	10%	17%	8%	14%	10%	14%	11%	-	*	*	*
	CWD	5%	8%	8%	*	11%	7%	-	-	-	*	7%	10%	8%	-	-	10%	6%	-	*	*	-
	CWOD	15%	14%	14%	40%	8%	15%	-	*	-	33%	11%	18%	-	14%	10%	15%	12%	-	*	-	*
	EL	7%	10%	10%	-	0%	-	-	*	-	-	0%	*	-	10%	10%	14%	*	-	-	-	-
	Male	14%	14%	14%	*	10%	13%	-	*	-	40%	13%	17%	10%	15%	14%	14%	-	-	-	-	*
	Female	12%	11%	11%	20%	5%	15%	-	-	-	*	7%	18%	6%	12%	*	-	11%	-	*	*	*
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						
All Subjects	All Students	73%	75%	74%	73%	70%	79%	-	80%	-	74%	70%	84%	54%	80%	52%	73%	76%	-	45%	86%	86%
	CWD	46%	47%	54%	67%	48%	60%	-	-	-	43%	48%	71%	54%	-	29%	52%	57%	-	50%	*	-
	CWOD	77%	81%	80%	77%	76%	83%	-	80%	-	83%	76%	87%	-	80%	56%	79%	80%	-	40%	80%	86%
	EL	61%	50%	52%	-	49%	-	-	71%	-	-	59%	39%	29%	56%	52%	46%	58%	-	*	-	-
	Male	71%	73%	73%	73%	69%	76%	-	*	-	79%	69%	82%	52%	79%	46%	73%	-	-	57%	*	*
	Female	74%	76%	76%	73%	71%	81%	-	67%	-	71%	71%	87%	57%	80%	58%	-	76%	-	*	*	100%
Reading	All Students	74%	77%	78%	71%	73%	82%	-	*	-	87%	74%	85%	53%	84%	54%	73%	82%	-	50%	*	*
	CWD	44%	44%	53%	57%	47%	61%	-	-	-	*	49%	65%	53%	-	*	51%	55%	-	*	*	-
	CWOD	80%	84%	84%	80%	81%	87%	-	*	-	100%	82%	90%	-	84%	57%	81%	88%	-	*	*	*
	EL	59%	51%	54%	-	52%	-	-	*	-	-	60%	44%	*	57%	54%	46%	64%	-	*	-	-
	Male	70%	73%	73%	71%	69%	78%	-	*	-	86%	71%	80%	51%	81%	46%	73%	-	-	*	*	*
	Female	78%	81%	82%	70%	79%	87%	-	*	-	88%	79%	92%	55%	88%	64%	-	82%	-	*	*	*
Mathematics	All Students	70%	73%	73%	76%	68%	77%	-	*	-	71%	68%	84%	54%	78%	59%	72%	73%	-	*	*	*
	CWD	45%	49%	54%	71%	50%	55%	-	-	-	*	49%	73%	54%	-	*	50%	61%	-	*	*	-
	CWOD	75%	78%	78%	80%	73%	82%	-	*	-	73%	74%	87%	-	78%	60%	79%	76%	-	*	*	*
	EL	62%	51%	59%	-	53%	-	-	*	-	-	67%	43%	*	60%	59%	55%	64%	-	-	-	-
	Male	71%	73%	72%	71%	69%	76%	-	*	-	71%	67%	85%	50%	79%	55%	72%	-	-	*	*	*
	Female	70%	74%	73%	80%	66%	79%	-	*	-	71%	70%	83%	61%	76%	64%	-	73%	-	*	*	*

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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	73%	73%	62%	*	61%	68%	-	*	-	*	56%	78%	56%	64%	*	71%	51%	-	*	*	*	
	CWD	49%	50%	56%	*	38%	83%	-	-	-	*	40%	83%	56%	-	*	64%	40%	-	*	-	-	
	CWOD	77%	77%	64%	*	67%	64%	-	*	-	*	59%	76%	-	64%	*	74%	53%	-	-	*	*	
	EL	61%	47%	*	-	*	-	-	*	-	-	*	*	*	*	*	*	*	*	-	*	-	-
	Male	74%	76%	71%	*	67%	75%	-	-	-	-	68%	79%	64%	74%	*	71%	-	-	*	*	-	-
	Female	72%	69%	51%	*	53%	57%	-	*	-	*	43%	78%	40%	53%	*	-	51%	-	-	-	-	*

STAAR Percent at Meets Grade Level or Above

All Grades																							
All Subjects	All Students	47%	47%	43%	51%	37%	49%	-	80%	-	42%	39%	55%	31%	47%	30%	44%	43%	-	27%	57%	29%	
	CWD	22%	21%	31%	47%	24%	40%	-	-	-	0%	26%	47%	31%	-	14%	35%	25%	-	33%	*	-	
	CWOD	51%	52%	47%	55%	41%	51%	-	80%	-	54%	42%	57%	-	47%	33%	47%	47%	-	20%	60%	29%	
	EL	31%	25%	30%	-	23%	-	-	71%	-	-	34%	22%	14%	33%	30%	35%	25%	-	*	-	-	
	Male	45%	45%	44%	47%	37%	52%	-	*	-	36%	39%	56%	35%	47%	35%	44%	-	-	43%	*	*	
	Female	48%	49%	43%	55%	37%	46%	-	67%	-	47%	38%	54%	25%	47%	25%	-	43%	-	*	*	40%	
Reading	All Students	52%	51%	48%	41%	42%	54%	-	*	-	53%	43%	59%	29%	53%	29%	45%	51%	-	33%	*	*	
	CWD	23%	21%	29%	43%	23%	37%	-	-	-	*	25%	43%	29%	-	*	33%	24%	-	*	*	-	
	CWOD	58%	58%	53%	40%	47%	58%	-	*	-	67%	49%	62%	-	53%	33%	49%	57%	-	*	*	*	
	EL	34%	24%	29%	-	24%	-	-	*	-	-	33%	22%	*	33%	29%	31%	27%	-	*	-	-	
	Male	48%	46%	45%	14%	39%	53%	-	*	-	43%	40%	56%	33%	49%	31%	45%	-	-	*	*	*	
	Female	57%	57%	51%	60%	45%	55%	-	*	-	63%	46%	63%	24%	57%	27%	-	51%	-	*	*	*	
Mathematics	All Students	42%	44%	42%	59%	36%	46%	-	*	-	36%	38%	53%	33%	44%	36%	45%	39%	-	*	*	*	
	CWD	22%	21%	33%	43%	26%	42%	-	-	-	*	28%	50%	33%	-	*	38%	26%	-	*	*	-	
	CWOD	46%	49%	44%	70%	39%	47%	-	*	-	45%	41%	53%	-	44%	35%	47%	42%	-	*	*	*	
	EL	31%	30%	36%	-	26%	-	-	*	-	-	40%	29%	*	35%	36%	45%	27%	-	-	-	-	
	Male	43%	44%	45%	71%	38%	50%	-	*	-	29%	39%	57%	38%	47%	45%	45%	-	-	*	*	*	
	Female	40%	43%	39%	50%	34%	41%	-	*	-	43%	36%	47%	26%	42%	27%	-	39%	-	*	*	*	
Science	All Students	42%	42%	28%	*	15%	41%	-	*	-	*	20%	48%	31%	27%	*	36%	19%	-	*	*	*	
	CWD	21%	22%	31%	*	13%	50%	-	-	-	*	20%	50%	31%	-	*	36%	20%	-	*	-	-	
	CWOD	45%	46%	27%	*	15%	39%	-	*	-	*	20%	47%	-	27%	*	35%	19%	-	-	*	*	
	EL	24%	18%	*	-	*	-	-	*	-	-	*	*	*	*	*	*	*	*	-	*	-	-
	Male	44%	45%	36%	*	17%	55%	-	-	-	-	29%	50%	36%	35%	*	36%	-	-	*	*	-	-
	Female	40%	38%	19%	*	12%	21%	-	*	-	*	11%	44%	20%	19%	*	-	19%	-	-	-	-	*

STAAR Percent at Masters Grade Level

All Grades																						
All Subjects	All Students	18%	16%	15%	16%	9%	18%	-	70%	-	26%	12%	21%	7%	17%	10%	15%	14%	-	0%	0%	0%
	CWD	6%	5%	7%	20%	5%	9%	-	-	-	0%	6%	10%	7%	-	0%	7%	7%	-	0%	*	-
	CWOD	21%	19%	17%	14%	10%	21%	-	70%	-	33%	13%	24%	-	17%	12%	17%	16%	-	0%	0%	0%
	EL	9%	7%	10%	-	2%	-	-	57%	-	-	6%	17%	0%	12%	10%	15%	4%	-	*	-	-
	Male	18%	16%	15%	13%	9%	20%	-	*	-	21%	13%	18%	7%	17%	15%	15%	-	-	0%	*	*
	Female	19%	17%	14%	18%	9%	17%	-	50%	-	29%	10%	24%	7%	16%	4%	-	14%	-	*	*	0%

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Reading	All Students	21%	18%	17%	18%	12%	22%	-	*	-	27%	14%	25%	9%	20%	13%	18%	17%	-	0%	*	*
	CWD	6%	5%	9%	29%	6%	11%	-	-	-	*	8%	13%	9%	-	*	11%	8%	-	*	*	-
	CWOD	24%	21%	20%	10%	13%	25%	-	*	-	33%	16%	27%	-	20%	14%	20%	19%	-	*	*	*
	EL	10%	6%	13%	-	5%	-	-	*	-	-	7%	22%	*	14%	13%	15%	9%	-	*	-	-
	Male	18%	16%	18%	14%	13%	21%	-	*	-	14%	17%	20%	11%	20%	15%	18%	-	-	*	*	*
	Female	24%	21%	17%	20%	9%	22%	-	*	-	38%	12%	31%	8%	19%	9%	-	17%	-	*	*	*
Mathematics	All Students	17%	15%	12%	18%	7%	15%	-	*	-	29%	11%	17%	5%	14%	9%	13%	12%	-	*	*	*
	CWD	6%	5%	5%	14%	4%	5%	-	-	-	*	6%	5%	5%	-	*	4%	8%	-	*	*	-
	CWOD	19%	18%	14%	20%	8%	17%	-	*	-	36%	12%	19%	-	14%	10%	15%	13%	-	*	*	*
	EL	10%	12%	9%	-	0%	-	-	*	-	-	7%	14%	*	10%	9%	18%	0%	-	-	-	-
	Male	18%	16%	13%	14%	6%	17%	-	*	-	29%	11%	16%	4%	15%	18%	13%	-	-	*	*	*
	Female	15%	14%	12%	20%	9%	12%	-	*	-	29%	10%	17%	8%	13%	0%	-	12%	-	*	*	*
Science	All Students	15%	14%	11%	*	2%	21%	-	*	-	*	5%	26%	6%	12%	*	11%	11%	-	*	*	*
	CWD	5%	6%	6%	*	0%	17%	-	-	-	*	0%	17%	6%	-	*	9%	0%	-	*	-	-
	CWOD	17%	16%	12%	*	3%	21%	-	*	-	*	6%	29%	-	12%	*	12%	13%	-	-	*	*
	EL	5%	0%	*	-	*	-	-	*	-	-	*	*	*	*	*	*	*	-	*	-	-
	Male	16%	16%	11%	*	0%	25%	-	-	-	-	6%	21%	9%	12%	*	11%	-	-	*	*	-
	Female	14%	12%	11%	*	6%	14%	-	*	-	*	4%	33%	0%	13%	*	-	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 2023-24 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	62	52	59	66	-	*	-	64	63	59	63
CWD	59	60	53	66	-	-	-	*	57	59	*
CWOD	63	47	60	66	-	*	-	64	64	-	58
EL ◇	63	-	61	-	-	*	-	-	53	*	63
Male	58	10	60	57	-	*	-	*	61	57	66
Female	67	78	57	74	-	*	-	68	64	61	58

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Mathematics											
All Students	56	65	54	56	-	*	-	75	55	55	50
CWD	55	40	55	56	-	-	-	*	53	55	*
CWOD	57	81	53	56	-	*	-	72	55	-	44
EL ◇	50	-	34	-	-	*	-	-	45	*	50
Male	53	60	49	53	-	*	-	85	52	51	53
Female	60	69	59	59	-	*	-	67	57	60	46

- 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 2023

The six-year graduation rates for the class of 2022 will be updated in March, 2025.

	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 2023.													
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 2024 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
37	6	16%

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

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

This section provides information on the other indicators of school quality or student success, which is college, career and military readiness (CCMR) for high schools and average performance rate of the three STAAR performance levels of all students, regardless of whether they were in the accountability subset, for elementary and secondary schools without a graduation rate. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Student Success (Student Achievement Domain Score: STAAR Component Only)											
STAAR Component Score	44	47	39	49	-	77	-	47	40	31	31
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	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%

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Target Met	N	N	N	N				N	N	N	N
Mathematics											
Interim Goals (2023-2027)	49%	33%	44%	60%	47%	82%	51%	55%	40%	29%	45%
Target Met	N	Y	N	N				N	N	Y	N
Interim Goals (2028-2032)	58%	44%	53%	67%	56%	85%	59%	63%	50%	41%	54%
Target Met	N	Y	N	N				N	N	N	N
Interim Goals (2033-2037)	67%	55%	62%	74%	65%	88%	67%	71%	60%	53%	63%
Target Met	N	Y	N	N				N	N	N	N
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											Y
Interim Goals (2028-2032)											51%
Target Met											Y
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 2023-24 school year. (CWD: children with disability; CWOD: children without disability; EL: English learner)

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

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

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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	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												
	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

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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.

Preschool Programs

	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

	Total Students		African American		Hispanic		White		Indian or Alaska Native		Asian		Pacific Islander		Two or More Races		EL		Students with Disabilities	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Advanced Placement Courses																				
Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
International Baccalaureate Courses																				
Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-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	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9

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	Total Students		African American		Hispanic		White		Indian or Alaska Native		Asian		Pacific Islander		Two or More Races		EL		Students with Disabilities		
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	
Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-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.

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	8.5	16.3%
Teachers Teaching with Emergency or Provisional Credentials	1.0	2.0%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	5.0	10.0%

- 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 (2022-23).

To be updated by June 30th, 2025.

	Enrollment	State & Local and Federal	State & Local			Federal		
		Total	Site	District Allocation	Total	Site	District Allocation	Total
Business/central/other support services		\$665	\$148	\$500	\$648	\$3	\$15	\$18
Food services		\$936		\$33	\$33	\$85	\$818	\$903
Instruction		\$7,475	\$6,090	\$454	\$6,544	\$478	\$454	\$932
Support services, general administration		\$324		\$322	\$322		\$2	\$2
Support services, instructional staff		\$467	\$422	\$22	\$444	\$2	\$21	\$23
Support services, operation and maintenance of plant		\$1,324		\$1,060	\$1,060		\$264	\$264
Support services, pupils		\$807	\$391	\$92	\$483	\$58	\$266	\$324

	Enrollment	State & Local and Federal	State & Local			Federal		
		Total	Site	District Allocation	Total	Site	District Allocation	Total
Support services, school administration		\$504	\$494		\$494	\$10		\$10
Support services, student transportation		\$216		\$216	\$216			
Total	708	\$12,719	\$7,544	\$2,699	\$10,243	\$635	\$1,840	\$2,475

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

Due to rounding, numbers may not add up precisely to the totals.

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 2023-24 school year.

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Grade 3						
Reading	6,625	2%	9	4%	9	14%
Mathematics	6,620	2%	9	4%	9	14%
Grade 4						
Reading	6,491	2%	7	3%	7	11%
Mathematics	6,491	2%	7	3%	7	11%
Grade 5						
Reading	6,033	1%	*	2%	*	5%
Mathematics	6,033	2%	*	2%	*	5%
Science	6,033	2%	*	2%	*	5%
Grade 6						
Reading	5,586	1%	*	1%	*	1%
Mathematics	5,586	1%	*	1%	*	1%
Grade 7						
Reading	5,233	1%	*	1%	-	-
Mathematics	5,227	2%	*	1%	-	-
Grade 8						
Reading	4,985	1%	*	1%	-	-
Mathematics	4,985	1%	*	2%	-	-
Science	4,984	1%	*	1%	-	-
End of Course						
English I	5,119	1%	*	1%	-	-
English II	4,683	1%	5	2%	-	-
Algebra I	5,112	1%	*	1%	-	-
Biology	5,027	1%	*	1%	-	-
All Grades						
All Subjects	100,862	1%	80	2%	50	5%

	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	44,764	1%	37	2%	23	5%
Mathematics	40,054	1%	33	2%	23	5%
Science	16,044	1%	10	1%	*	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
	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

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	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 2021-22 school year enrolled in a Texas public postsecondary education institution in the 2022-23 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 2022-23 school year. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Chronic Absenteeism Rate	15%	24%	13%	14%	*	*	-	27%	15%	22%	5%

- Indicates there are no students in the group.

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

Part (xv): Section 1003 Fund

This section provides a list of all the LEAs and schools that received funds under Section 1003, including the amount of funds each school received and the types of strategies implemented in each school with such funds for the 2022-23 school year.

Section 1003 Funds for the 2023-24 school year will be updated by the end of June, 2025.

There is no data for this campus.

Part (xvi): Count of 1st Year English Learners Excluded from the State Accountability

This section provides number of recently arrived English learners exempted from the ELA/Reading assessments and whose results are excluded from the 2023-24 State accountability.

There is no data for this campus.

Feb. 14, 2025

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 para el año escolar 2023-2024:

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 2023–24. 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 2023-24. 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 2023. Las tasas de graduación de seis años para la clase de 2022 se actualizarán en marzo de 2025.

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 2024 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 2023-24.

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.

El gasto por alumno para el año fiscal 2024 se actualizará el 30 de junio de 2025.

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 2023-24.

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 2021-22 que se inscribieron en el año académico 2022-23 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 2022-23.

Parte (xv): Fondos según la Sección 1003

Esta sección proporciona una lista de todas las agencias educativas y escuelas locales que recibieron fondos según la Sección 1003, incluida la cantidad de fondos que recibió cada escuela y los tipos de estrategias implementadas en cada escuela con dichos fondos para el año escolar 2022-23.

Los fondos de la Sección 1003 para el año escolar 2023-24 se actualizarán el 30 de junio de 2025.

Parte (xvi): Número de estudiantes de inglés de primer año excluidos de los reportes de responsabilidad estatal

Esta sección proporciona el número de estudiantes de inglés recién llegados exentos de una administración de las evaluaciones de lectura/artes del lenguaje y cuyos resultados están excluidos de los reportes de responsabilidad estatal de 2023-24.

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 Liesa Land al 325-643-5644 ext. 1103.

Sinceramente,

Liesa Land

Deputy Subintendente

IFeb. 14, 2025

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 2023-2024 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 2023-24 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 2023-24 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 2023. The six-year graduation rates for the class of 2022 will be updated in March 2025.

Part (iv): English Language Proficiency

This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2024 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 2023-24 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.

Per-pupil Expenditure for the 2024 fiscal year will be updated by June 30th, 2025.

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 2023-24 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 2021-22 school year enrolled in the 2022-23 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 2022-23 school year.

Part (xv): Section 1003 Fund

This section provides a list of all the local educational agencies and schools that received funds under Section 1003, including the amount of funds each school received, and the types of strategies implemented in each school with such funds for the 2022-23 school year.

Section 1003 Funds for the 2023-24 school year will be updated by June 30th, 2025.

Part (xvi): Counts of First Year English Learners Excluded from the State Accountability

This section provides number of recently arrived English learners exempted from one administration of the reading/language arts assessments and whose results are excluded from the 2023-24 State accountability.

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 at 325-643-5644 ext.1103.

Sincerely,

Liesa Land

Deputy Superintendent

2022-23 Federal Report Card Definitions for Texas Public Schools

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

Federally Required Student Groups

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

Children with Disabilities (CWD)—These students are identified as being served by special education programs. Assessment decisions for students in special education programs are made by their Admission, Review, and Dismissal (ARD) committee. The ARD committee is made up of the parent(s) or guardian, teacher, administrator, and other concerned parties. Children without Disability (CWOD) are students not served by special education programs. (Source: TSDS PEIMS, Oct. 2022, TEA Student Assessment Division)

Economically Disadvantaged—These students are identified in TSDS PEIMS or on STAAR® answer documents as eligible for free or reduced-price lunch or for other public assistance. (Source: TSDS PEIMS, Oct. 2022, TEA Student Assessment Division)

English Learner (EL)—These students are identified as having limited English proficiency (LEP) or as English learners ever in grades 9-12 by the Language Proficiency Assessment Committee (LPAC). (Source: TSDS PEIMS, Oct. 2022, TEA Student Assessment Division)

Ethnic Distribution—Each student is included in one of the following groups based on demographic information identified in TSDS PEIMS or on STAAR® answer documents: African American, Hispanic, White, American Indian, Asian, Pacific Islander, and Two or More Races. (Source: TSDS PEIMS, Oct. 2022, TEA Student Assessment Division)

Foster Care—These students are identified in TSDS PEIMS as a child in foster care, ever in grades 9-12. (Source: TSDS PEIMS, Oct. 2022, TEA Student Assessment Division)

Gender—Results are reported separately for males and females based on the gender reported in TSDS PEIMS or on STAAR® answer documents. (Source: TSDS PEIMS, Oct. 2022, TEA Student Assessment Division)

Homeless —These students are identified in TSDS PEIMS as a child in homeless status, ever in grades 9-12. (Source: TSDS PEIMS, Oct. 2022, TEA Student Assessment Division)

Migrant—These students are identified in TSDS PEIMS or on STAAR® answer documents as a Migrant Student. “Migrant Student” indicates whether the student (ages 3–21), the student's parent, spouse, or guardian is a migratory agricultural worker. (Source: TSDS PEIMS, Oct. 2022, TEA Student Assessment Division)

Military Connected —These students are identified in TSDS PEIMS as students with parent who is a member of the Armed Forces. (Source: TSDS PEIMS, Oct. 2022, TEA Student Assessment Division)

Structure of the 2022-23 Federal Report Card for Texas Public Schools

Part (i): Description of State Accountability System

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

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

(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. (CWD: children with disability; CWOD: children without disability; EL: English learner)

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)

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

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. (CWD: children with disability; EL: English learner)

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) (CWD: children with disability; EL: English learner)

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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Part (viii)(I) The 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.

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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 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)

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)